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ABSTRACT

This document consists of all 25 issues of Volume 12 of "The Hispanic Outlook in Higher Education," a biweekly journal that addresses issues in higher education for Hispanic Americans. Each issue contains several feature articles, a policy update column called "Outlook on Washington," a description of an exemplary program, and a sample student success story. Among topics addressed in feature articles in each issue are: (1) public education and Hispanic Americans; (2) Hispanic heritage and Latino culture; (3) diversifying the legal profession; (4) listing of colleges and universities recommended for Hispanic Americans; (5) education criteria for performance excellence; (6) journalism programs for Hispanics; (7) character development and education for Hispanics; (8) financial aid for Hispanics; (9) job skills Hispanics will need; (10) Hispanic women in higher education; (11) review of community colleges; (12) academic retention and Hispanics; (13) preparation for graduate school; (14) empowering education and an archive of Hispanic papers; (15) top 100 colleges for Hispanics; (16) teaching careers for Hispanics; (17) the future of Hispanic health issues; (18) Hispanic social mobility and career success for Hispanic women; (19) college athletics for Hispanics; (20) the airlift of Cuban children to the United States and college retention rates; (21) bilingual learning online; (22) talented Hispanics; (23) Hispanic leadership and leadership education; (24) honors colleges; state standards; and (25) volume 12 index. (SLD)

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Adalyn Hixson, Editor
2001-02

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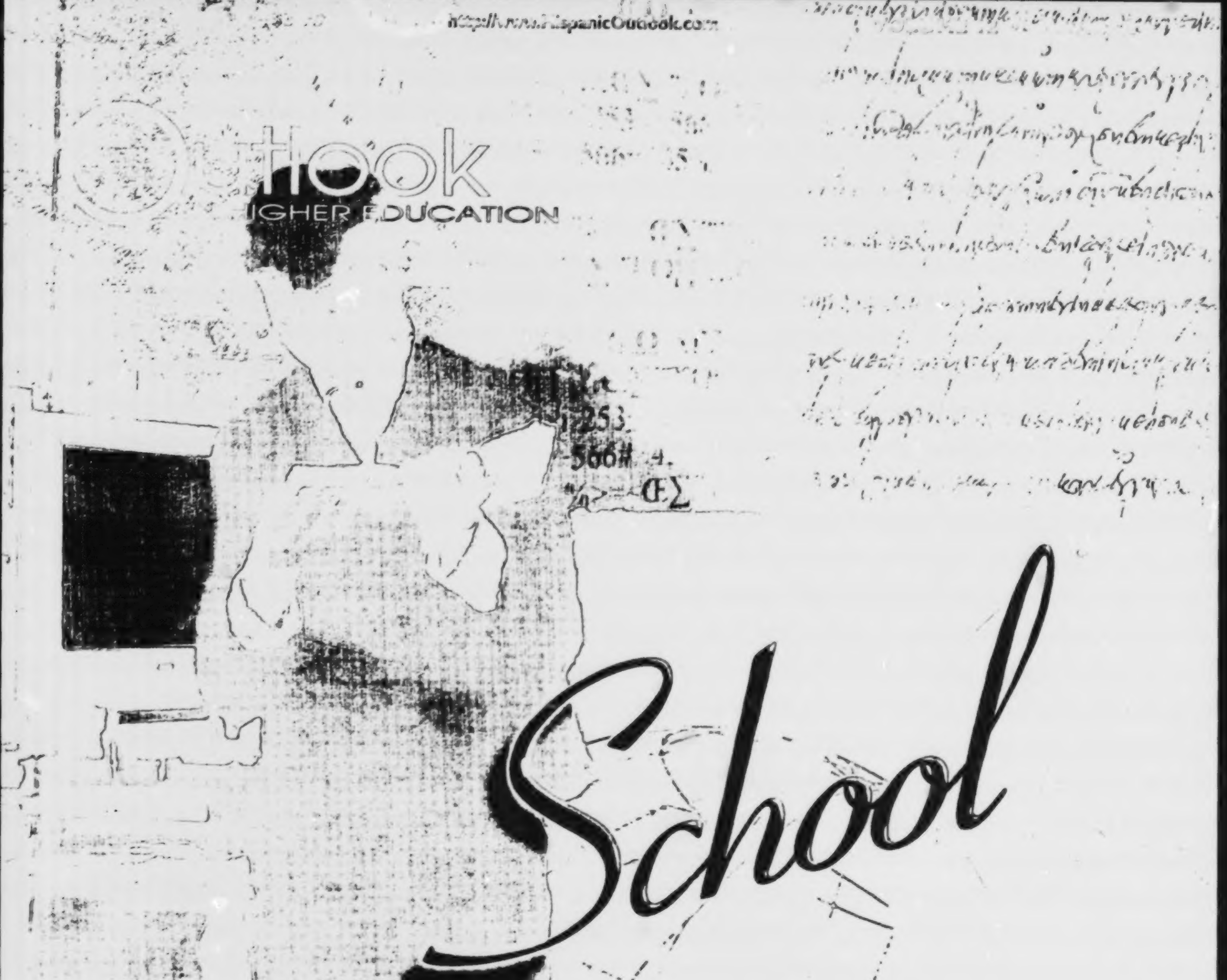
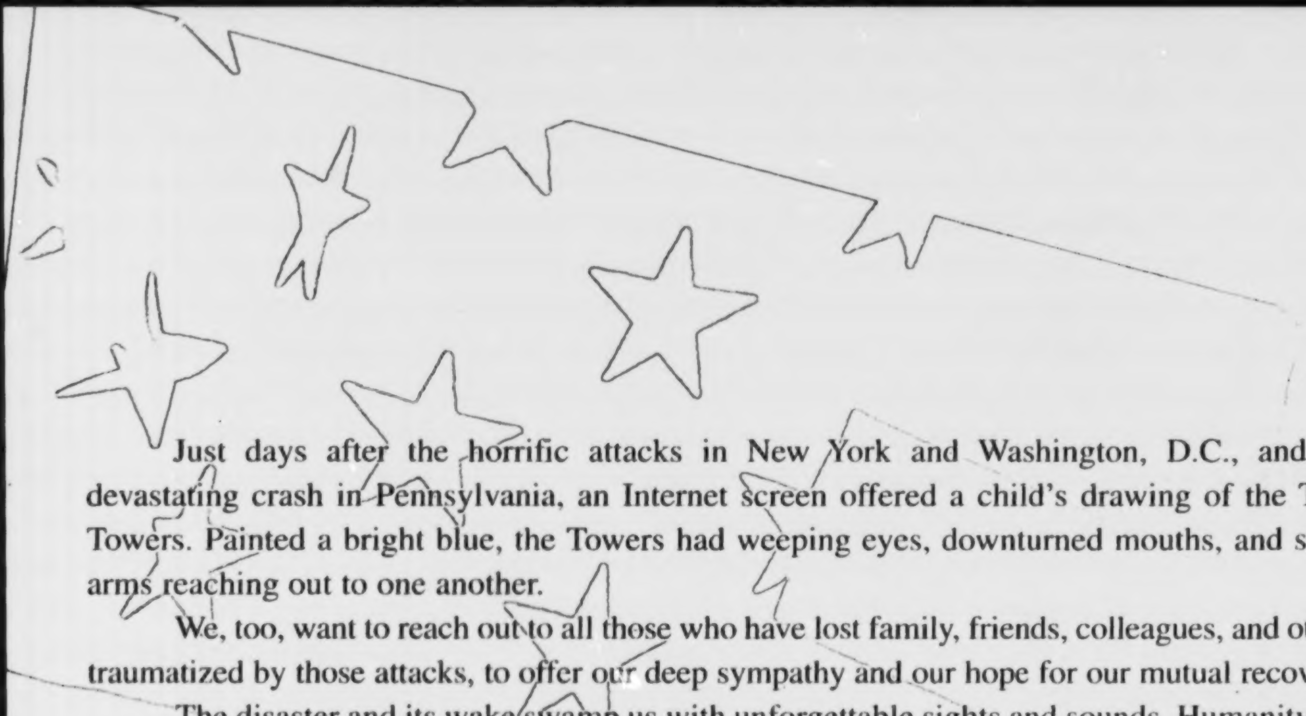


School

The Story of American Public Education

Bonus Circulation to High School Guidance Counselors!

Princeton's Financial Aid Policies | **Texas/Ivy Connection** | **The College Board Reports**



Just days after the horrific attacks in New York and Washington, D.C., and the devastating crash in Pennsylvania, an Internet screen offered a child's drawing of the Twin Towers. Painted a bright blue, the Towers had weeping eyes, downturned mouths, and small arms reaching out to one another.

We, too, want to reach out to all those who have lost family, friends, colleagues, and others traumatized by those attacks, to offer our deep sympathy and our hope for our mutual recovery.

The disaster and its wake swamp us with unforgettable sights and sounds. Humanity and inhumanity in sharp relief.

The big picture is so overwhelming, it may take weeks or months to comprehend. Meanwhile, the small vignettes both inspire us and break our hearts. People holding hands as they jump off buildings. Last calls home to wives and husbands and mothers. Hundreds on the streets with snapshots of the missing, pleading for any shred of information. Thousands more waiting, waiting at home.

There is little hysteria. In its stead, heroic and unselfish acts abound. The valor of New York's firefighters, as well as those of neighboring cities, its dedicated police force, and the thousands of other volunteers astonishes and uplifts even the most world-weary among us.

A truck driver hauling away the sifted rubble of Manhattan's ground zero told a New York Times reporter, "They hit the World Trade Center. They hit the Pentagon. But they missed America."

We pray he is right. We pray that the humanity displayed in the aftermath of the disaster continues in the months ahead–that we remain *one nation, under God, indivisible, with liberty and justice for all.*

God Bless Our President, George W. Bush, and God Bless America.

The publishers, editors, and staff of The Hispanic Outlook in Higher Education Magazine

A CAPITOL VIEW

Colleges Serving Hispanics Awarded $19.4 Million

BY GUSTAVO A. MELLANDER

As we begin a new academic year, it is encouraging and comforting to note that a federal program approved in 1998 is more vigorous than ever.

Hispanic Serving Institutions

After submitting proposals, 45 colleges and universities serving significant numbers of Hispanics have been selected to receive grants from the U.S. Department of Education. The awards will provide $19.4 million to Hispanic Serving Institutions (HSIs) to provide faculty development, improve academic programs, and enrich student services. Physical facilities, including laboratories and classrooms, can be covered as well.

HSIs are colleges or universities in which Hispanic Americans represent at least 25 percent of the student population, at least half of whom are low-income. There are some 200 two- and four-year HSIs nationwide. They confer about half of all associate and bachelor's degrees earned by Hispanic Americans.

"President Bush has made improving access to a higher education a national priority," said U.S. Secretary of Education Roderick Paige when he announced the grants. "These grants will help address the needs of colleges and universities that create high-quality education and training opportunities for Hispanic American students–many of whom are the first in their families to seek a college education."

While campaigning for president, George W. Bush stated he was committed to providing more opportunities for Hispanics to attend college. In his first budget request for FY 2002, President Bush proposed increasing funding for the education department's program for HSIs to $72.5 million. The Democrats in Congress agreed with Bush, and the education budget was increased significantly. That increase will permit the HSIs program to expand. The program's main goals are to enhance the academic quality, institutional management, fiscal stability, and self-sufficiency of the participating colleges and universities.

Paige noted that as President Bush's education reform plan, "No Child Left Behind," is implemented in elementary and secondary schools around the country, "children from all backgrounds will have the opportunity to learn and to seek a college education. Hispanic Serving Institutions will continue to be an outstanding resource for educating and training minority populations, and their contribution will become even more significant in the years ahead."

Authorized by Title V of the Higher Education Amendments of 1998, the program helps HSIs expand their capacity to serve Hispanic American and low-income students. Funds may be used for activities such as purchasing scientific or laboratory equipment, and renovation of instructional facilities. On the human resources side, faculty development programs and the general improvement of academic programs including tutoring, counseling, and other student services also are eligible for funding.

Of the 45 grants announced, 40 institutions are awarded $16.3 million for five-year development grants to implement specific activities such as establishing community outreach programs with local elementary and secondary schools, offering special programs to improve students' academic success, and purchasing books and telecommunications material.

Another five institutions are receiving a total of $3.1 million for five-year cooperative arrangement development grants. These grants combine the resources of an HSI and other institutions to maximize and enhance academic programs for Hispanic Americans and other low-income students, and at the same time, reducing duplication and costs.

An additional $48.6 million in continuation grants will be awarded later this year.

Developement Grants

Strengthening Hispanic institutions grant recipients for fiscal year 2001.

Estrella Mountain Community College	$449,387
Cochise College	$417,719
Palo Verde Comm. Coll.	$403,861
Woodbury University	$417,147
Southwestern College	$368,065
North Orange County Community College District	$435,741
Cal State LA University	$415,842
Mt. St. Mary's College	$425,415
Modesto Junior College	$386,057
Pacific Oaks College	$412,250
Reedley College	$441,373
San Diego State Univ.	$422,670
National Hispanic Univ.	$425,415
Santa Ana College	$412,913
Ventura College	$428,750
Miami-Dade Community College-Kendall Campus	$354,238
Miami-Dade Community College–Inter-American Campus	$387,914
Morton College District	$403,529
Donnelly College	$390,692
Eastern New Mexico Univ.	$218,657
Western New Mexico Univ.	$384,370
Univ. of New Mexico-Taos	$402,177
College of Aeronautics	$422,869
John Jay College	$417,727
Univ. of PR Aguadilla	$396,233
American Univ. of PR	$446,702
Inter American University of Puerto Rico-Bayamon	$434,391
Colegio Univ. Del Este	$362,142
Inter American University of Puerto Rico-Ponce Campus	$401,150
Inter American Univ. of Puerto Rico-Metropolitan Campus	$405,013
Polytechnic Univ. of PR	$425,038
University of Puerto Rico Medical Sciences Campus	$416,368
St. Edward's Univ. Inc.	$437,435
Mountain View College	$436,990
Texas A&M Int. Univ.	$450,000
South Texas Comm. Coll.	$422,946
Odessa College	$420,775
Northwest Vista College	$383,071
San Antonio College	$424,833
Southwest Texas Jun. Coll.	$426,293

Cooperative Development Agreements were awarded to the following:

Glendale Comm. Coll.	$599,989
Los Angeles City College	$628,407
California State University San Bernardino	$624,762
Eastern New Mexico University Roswell	$621,586
LaGuardia Comm. Coll.	$620,000

Dr. Mellander is a professor at George Mason University.

HO

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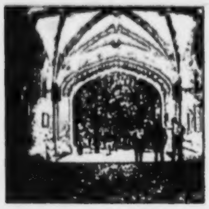

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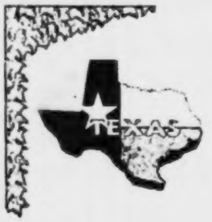
CALIFORNIA STATE UNIVERSITY NORTHRIDGE



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An activist professor at Florida Atlantic University draws on lessons learned from the Maya in Guatemala.

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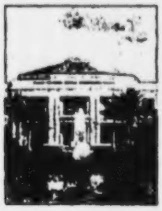

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¡PUNTO FINAL! **back cover**

Hispanic Families: Conforming to or Transforming U.S. Education?

Cover Photos Courtesy of: DeWitt Historical Society/A PBS Documentary Series

Esquina Editorial

Preparing for the Year Ahead

As the academic year speeds ahead, *HO* is primed to offer readers a spectrum of news, some uplifting and promising, some disturbing or foreboding. *Por ejemplo*, in this issue, education expert Clifford Adelman, senior research analyst for the U.S. Department of Education, challenges popular notions about trends in higher education. He refers to the "glitz of academe," explaining that "newspapers and television use examples and trends from America's most elite colleges and universities as the basis of stories which ultimately shape the public's attitudes about higher education."

And these elite institutions don't represent higher education. Adelman notes too that criteria used for measuring grade inflation in higher education are based on an economic model "that assumes professors are teaching the same material and giving the same tests as 20 years ago."

Read how Princeton's new financial aid policies will help draw more students to its campus. Commonsensical yet out-of-the-box strategies others should consider.

Learn why so many young Latinas are dropping out of high school. Or turn to an inspirational piece on two first-generation college students who are at the top of their class in California.

El próximo número is dedicated to Hispanic Heritage and will feature the late great Cesar Chavez, prolific Chicano author Ana Castillo, a proposed museum about border immigrations, origins of El Día de la Raza, *y mucho más*.

Let's celebrate *otro año juntos*...

Alexandra

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CONTRIBUTORS: Nelly Mellander, Marilyn Gilroy, Adalyn Hixson, Angela Provitera McGlynn, Ruben G. Mendoza, Teresa M. Nesman, Jeff Simmons

LETTERS TO THE EDITOR: **Commentaries or Questions should be addressed to:**

The Hispanic Outlook in Higher Education
210 Route 4 East, Suite 310
Paramus, NJ 07652

All correspondence should include author's full name, address, and phone number.

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From time to time, *The Hispanic Outlook in Higher Education* will publish articles dealing with controversial issues. The views expressed herein are those of the authors and/or those interviewed and may not reflect the official policy of the magazine. *The Hispanic Outlook in Higher Education* neither agrees nor disagrees with those ideas expressed, and no endorsement of those views should be inferred unless specifically identified as officially endorsed by Hispanic Outlook in Higher Education.

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From the Publisher's Desk

October 8, 2001

Dear Colleagues:

There is an excitement about starting a new school year, a mix of hope and fear that dates back to that first separation from home in pursuit of "an education." The hope and fear are universal, felt by students, families, faculty, and staff, but for different reasons.

Our colleges and universities are respected the world over. But they're wearing several more hats than they did even a decade ago. Sought out to help rescue K-12 education, especially that of poor and minority children, these academic institutions are asked to improve the teachers themselves and create more of them. They are asked to teach communities how to meaningfully engage parents.

They're asked by the corporate community to turn a mostly monolingual population with little knowledge even of world geography into job candidates astute enough to succeed at international business.

Our multicultural, multilingual, and/or multinational citizens, so many of whom are Hispanic, can compete well in this environment if they can be prepared for, recruited to, and graduate from our colleges and universities.

Nearly all who read this magazine are part of those efforts. With your ongoing help, as guest editors, as news links, and as subscribers, *The Hispanic Outlook in Higher Education* will continue to report on the challenges and celebrate the people, programs, activities, and organizations that are part of the solution.

Mucho éxito en el nuevo año,

Jose Lopez

José López-Isa
Publisher

PBS airs School: The Story of American Public Education

Episode III Highlights Chicano Fight for Equality in Texas

BY JEFF SIMMONS

Sarah Mondale and her sister-in-law, Sarah Patton, have spent the better part of the last decade going back to school. Their studies included historical research, endless nights poring over textbooks and articles, and excursions across the United States.

It might seem like the two were preparing a well-documented thesis paper in order to earn a graduate degree. In a way, their work was to complete a thesis of sorts, a visual one to be presented to the American public.

The pair has spent the last 10 years studying American public school education, from its origins through its radical reforms to its current state. Their four-part, four-hour documentary, "School: The Story of American Public Education," was produced by Stone Lantern Films and aired on PBS in early September.

"This is the only really comprehensive history of public schools I think that's been done," says Sarah Patton, the series producer. "There have been others, but they haven't been as comprehensive as ours. Many focused on a quick fix: what's wrong with public education, and here's a program to do something about addressing this particular problem. We wanted to do something that would give people a background.

"There is a lack of confidence in public schools today, as if the public school system is not good enough. We have devalued public schools," says Patton. "But public education shoulders on, and has done its job and is really not in crisis at all."

That was their goal, to carefully navigate a tightrope when exploring and discussing where education stands today. "School" chronicles public education from colonial times to the present, tackling social battles and hot-button topics such as school prayer, segregation, and vouchers along the way.

"This has been a labor of love for 10 years," adds Sarah Mondale, the series director and co-producer. "We definitely show the negative and the positive in the series."

This wasn't the first large-scale project for the two. Mondale and Patton had completed a documentary film, ***Asylum***, in the late 1980s. The film chronicled the story of mental institutions in America.

"We felt that the lessons we learned with *Asylum* could be applied here," Mondale says. "This was an issue that concerns 90 percent of American children, and that was really our goal, to illuminate the current debates and give people a sense of the public school system's accomplishments, and the theory behind public education. We set out wanting to learn those things."

The roots of their research came from their own experiences. Both recall taking their education for granted at an early age, not realizing all they had to offer.

In the early '90s, Mondale was intrigued by the debates over solutions to the so-called failing public schools in America. Controversy raged over proposals to hand low-income families financial vouchers so their children could attend private, even religious schools. Charter schools were seen residing on the greener side of the fence. Religious education was touted as a more structured mechanism to boost achievement and success.

"These were all very fascinating debates, where people said 'why not get rid of public schools and go to a market-based system?' Is there a reason to preserve the system or should it just be scratched, and should we start with something new?" asks Mondale.

"Over the past two decades, people have been talking about the end of public education as we know it." So, she and Patton decided to start at the beginning.

In Episode 1, "School" begins the 200-year journey through America's classrooms. Called "The Common School," it examines the struggle from 1770 to 1890 to create a tax-supported system to educate all citizens.

The initial motivation was to establish a common ground to bridge differences and preserve democracy. The documentary details Thomas Jefferson's defeated proposals to guarantee education to all children, rich and poor, and his proclamation that public education was essential to democracy. It also explores Secretary of Education Horace Mann's horseback visits to schools, trips that made him aware of separate and unequal systems. Over six years, Mann visited more than 1,000 schools. Like Jefferson, Mann's calls for free common schools were "vigorously opposed."

However, as school became woven into the fabric of life, more children attended schools with religious underpinnings. By 1840, half of New York City residents were poor Irish Catholic immigrants. Yet, most schools taught Protestant virtue. That led to the Great School Debates of 1840, a battle over the Protestant Bible that pitted Catholics against Protestants. Riots unfolded in Philadelphia three years later and left 13 people dead. And, soon after, a separate Catholic school system evolved. By 1900, massive migration helped shape a new century of education.

In the second segment, "As American As Public School," Patton and Mondale explore the compelling aspect of immigration, child labor laws, and the explosive enrollment surge in urban areas up until 1950. The episode tells the story of the Nava brothers, two Mexican-American students in Los Angeles who were tracked out of college-level courses and into woodshop and other vocational classes.

"They were tested at a young age, as were many people at that time, but they only spoke Spanish at home, and a test was thrown at them in English. They didn't do very well, and they were tracked [for] vocational courses," says Mondale.

"It's a fairly critical story about the system at the time, and the way it treated minority students," she says. "I think we've made a lot of progress since then.

The episode also explores the controversial IQ tests, Cold War politics, and the growth in high school enrollment.

In "Equality," the two explore the tempestuous era in which public schools served as battlegrounds as Blacks, Hispanics, and women fought for equal rights and opportunities. That period began with post-World War II baby boomers' swelling enrollment, and schools providing more health care, inoculating children against disease, and preparing them for nuclear attack.

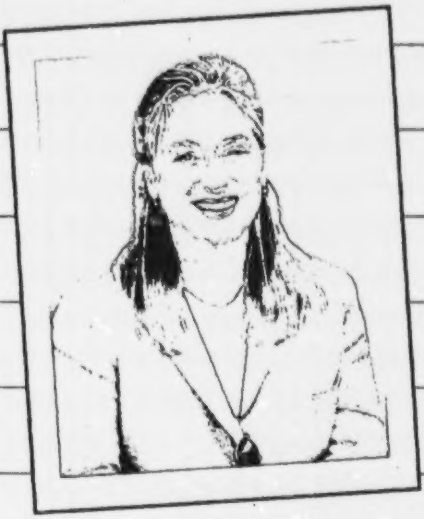
Schools also were training students for a technological future. At the time, three out of four students graduated, and half went on to college. However, as documentary narrator Meryl Streep says, "These gains masked profound inequalities."

"All students were entitled to a quality education and to be educated together," notes expert Jay Heubert, author of *Law and School Reform*. "In the 1950s, however, that simply was not the case."

A key battleground was Crystal City, Texas, where rigid segregation existed. English classes, former student José Gutiérrez recalls, were divided, with one being all Anglo, and the next, all Mexican.

A crusade was born, one led by parents and student activists, to open schools to everyone and give all students an equal chance to learn.

Said former student leader Severita Lara, "We weren't looking to grab or get things that didn't



A four-part documentary series narrated by Meryl Streep.

Produced by Stone Lantern Films

and presented on PBS by KCET/Hollywood.

National Public engagement campaign by Roundtable, Inc.

belong to us. It was what democracy said was ours, and what our Bill of Rights and our Constitution said belonged to us. We wanted equality. Definitely."

The fight began in Topeka, Kansas, and hinged on the issue of race. In the city, there were separate proms, student governments, and sports teams. There were strictly segregated elementary schools, with four for Black students and 18 for White children.

NAACP lawyers traveled through the South to prove the schools were not equal and sought to implode the system in America. By 1950, protests and challenges paved the way for the nation's highest court to take up the case. On May 17, 1954, Chief Justice Earl Warren announced the court's unanimous decision. "Separate facilities are inherently unequal," he said. Most of the South defied the Supreme Court's decision and would not allow White and Black children to sit next to one another in class.

The Hispanic movement also took hold. President Lyndon Johnson believed that an equal chance at education meant an equal chance at life, and he unveiled a war on poverty to aid disadvantaged students, provide low-cost college loans, and initiate Head Start programs.

The federal Civil Rights Law of 1964 banned discrimination on the basis of race or ethnicity in all federally funded programs. It was the most sweeping civil rights law ever, and was followed up a year later by the Education Act, which threatened districts with a fiscal drought if they failed to comply with integration.

Meanwhile, in the Southwest, most Mexican-Americans did not even make it to high school. Severita Lara recalls that teachers would tell her she would not amount to anything. Counselors suggested she not pursue college. "They would tell us, 'No you're not going to college'," she says.

Crystal City became the battleground for Hispanic equality in education as the children of Mexican-American farmworkers redefined education in a more diverse America. At that time, in 1968, 87 percent of students at Crystal City High School were Mexican-American. Yet, the principal, school board members, and three out of four teachers were Anglo. They controlled school activities and the curriculum, which failed to present positive, well-rounded images of Hispanics. Lara recalls the texts talking about siestas all of the time.

Gutiérrez, who became a leader in the Chicano civil rights movement, recalls, "They wanted to take our Spanish away to teach us English. We were not allowed to speak Spanish." In 1969, he helped students draw up demands to the local school board, urging them to stop calling the students "animals."

"They wanted to create a program that respected their lives as Mexican-Americans," he says.

Lara attempted to present a petition to the local school board, but the board president hastily adjourned the meeting and members walked out. The following day, parents kept 500 students out of school and initiated marches.

Within a week, more than a third of Crystal City's students were on strike. Federal mediators were summoned amid the walkouts.

Protests shifted to the upcoming board elections, and when the votes were cast, four of the seven board seats went to Hispanics. Gutiérrez became board president. Hundreds of parents began attending meetings, Chicano history and cultural lessons were transformed, and Spanish was spoken freely.

Recalls Lara: "It was like, wow, we did all this, and we were right. Something could be done, if you spoke up and participated in the system." Nevertheless, most White teachers and students left, but 170 Mexican-American dropouts returned to school.

"We learned a lot working on the section about Crystal City," recalls Patton. "We both thought it was a real eye-opener for viewers to see how it went too far, when kids couldn't speak Spanish in the hallways. They had to fight for every little speck of cultural recognition, for respect of their own culture. You realized how important that was.

"That's the kind of view of history we wanted to give people, so they can have a better understanding of how we got to where we are today."

The battle for equal rights for all unfolded as well in San Francisco, where bilingual education became the cause, and across the states as women wielded a battering ram to open the door to equal opportunities. The 1970s saw grants prohibiting discrimination on the basis of gender, and busing in Detroit to achieve racially balanced schools.

By the time we reach the fourth and final episode, "The Bottom Line," American education is on the precipice of a technological future. The episode takes viewers from 1980 to the present and looks at the range of "free-market" experiments such as vouchers and charter schools.

Politicians, led by President Ronald Reagan, declared that a learning crisis exists in America, and the answer is to bring business strategies into schools. There was much to trumpet at the time, with 85 percent of students graduating and most continuing on to college.

Yet, Reagan opposed the public school monopoly. He announced, "Our education system is in the grip of a crisis caused by low standards, lack of purpose, and a failure to strive for excellence." In addition, he sought to increase competition and strengthen parental choice and control.

The 1980s and 1990s saw educators and politicians debating the virtues of longer school days and years, and triggering an era of high-stakes testing and increased graduation requirements. The alternative school movement was born in East Harlem, New York and Milwaukee, Wisconsin and Cleveland, Ohio initiated voucher programs.

Others touted home-schooling as a successful, hands-on option. In Baltimore, Maryland private firms arrived to manage nine schools, but the experiment proved troublesome, and student performance failed to improve substantially on tests. And, with a new president at the helm, public education continues to evolve. The toughest challenge for the documentary producers was striving for a balanced approach. The two did not want to be cheerleaders, nor did they want to produce an indictment of the system.

"We did one version that people said was too far to the right, and so we did another version and were told that's too far to the left," says Mondale. "We now have something I feel we can stand behind, and it's knowledgeable on the subject and the right theme for this era."

The Producers

The pair has worked together since 1986, when they founded Stone Lantern Films. Mondale's background is in filmmaking, and Patton's, in writing. They say that while they had creative head butting at times, the project was all the better for it. Mondale says the project has taught her more about perseverance and endurance. "It has been an uphill battle, from start to finish. This is bigger than anything we've taken on before," says Mondale. The two believe they met their mission.

"We want people to talk about the future of public schools, where we want our kids to be, how to make schools better," says Patton. "Parents can get what they want out of their local school, and we want people to look a little bit into the history of schools in their own areas so they can see the good that they have done.

"We've been impressed by how they've managed to change when challenges have been thrown at them. The system has managed to adapt to all challenges that each generation has forced it to take on. Maybe in a big, clumsy sort of way, but it has changed."

Meryl Streep, at the end of the documentary, they say, expresses their goal concisely. She talks about how over the last 200 years public schools have helped make us who we are as Americans.

Streep says, "Today, public education is in urgent need of our support. Will we give all students what they need to succeed or stand by and see their opportunities limited? That choice will determine the future of our children and our nation."

Copies are available for schools. The series will be sold by the Film for the Humanities, at 1-800-257-5126. The Web site is www.film.com. Sales are not for personal use, and copies will be available only to educators.

HD

COMMUNITY COLLEGES OF SPOKANE

Community Colleges of Spokane invites applications for the following positions:

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For position details, qualification requirements, and official application, contact:

Human Resources Office
Community Colleges of Spokane
501 N. Riverpoint Blvd, MS 1004
P.O. Box 6000, Spokane, WA 99217-6000
at (509) 434-5040
TTY (509) 434-5059
or access our Website at **http://ccs.spokane.cc.wa.us**

AA/EOE

George Mason University

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(2 positions)

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To apply, send a letter of application, current vitae and three letters of reference to:

Dr. Russell Brayley, Chair, Search Committee
Department of Health, Fitness and Recreation Resources, MSN 4E5
George Mason University
10900 University Boulevard
Manassas VA 20110-2203

For further information, contact **Dr. Brayley at (703) 993-4698 (voice); (703) 993-2025 (fax);** or **e-mail:** rbrayley@gmu.edu. Deadline: Application screening begins **January 8, 2002.**

AA/EEO

The Academic World According to Clifford Adelman

Expert Debunker Points out the Real Troublespots

BY MARILYN GILROY

Numbers don't lie, or do they?

These days, statistics are used to justify all kinds of political positions and policies regarding social security reform, the economy, the environment, affirmative action, and, of course, education. It takes a savvy expert to analyze all the data and determine the truth versus the hype that is thrown at us in graphs, pie charts, and percentages appearing in the media.

Fortunately, when it comes to statistics in higher education, we have a knowledgeable and insightful guide to sort through the maze of numbers and the media spin.

Clifford Adelman, senior research analyst for the U.S. Department of Education, has been crunching numbers for more than 20 years, often challenging popular notions about trends in higher education. When he last appeared in the pages of *HO*, he asked readers to take a second look at the performance of Latinos. While acknowledging that there is much work to be done in improving the educational attainment of Latinos, Adelman noted that Latinos were the only ethnic group to increase the percentage of completion rates for bachelor's degrees in the 1970s and 1980s. Although he did not ignore the existing gap in postsecondary education rates between Whites and minorities, Adelman pointed out that progress was being made because Latinos were closing the gap. His view was in sharp contrast to the overwhelmingly negative media coverage, which continued to paint a "crisis" picture and repeatedly carried quotes from officials delivering dour warnings for the future of the nation.

"It's about time we stop telling horror stories that throw people into despair," said Adelman in his '99 interview.

> "A higher percentage of Latino students who get bachelor's degrees get them in science and engineering than do Whites."
>
> CLIFFORD ADELMAN,
> SENIOR RESEARCH ANALYST, DEPT. OF ED

This past year, Adelman again debunked some public perceptions, this time with regard to rampant grade inflation in colleges and erosion of the core curriculum.

Too often, he said, newspapers and television use examples and trends from America's most elite colleges and universities as the basis of stories which ultimately shape the public's attitudes about higher education. Adelman calls this the "glitz of academe."

"What happens in America's most elite institutions of higher education is what creates the body of public knowledge and attitude by which the 95 percent of us who live in less rarefied altitudes are judged," he said in remarks last year at the University of New Hampshire and in a follow-up article in *CONNECTION*, published by the New England Board of Higher Education.

Consider grade inflation. In recent years, the general and education press carried front-page stories about the higher percentage of "A" grades being awarded in colleges. However, says Adelman, of every three stories that appeared on this issue, two were based on institutions such as Princeton and Amherst, colleges that he labels "Midas-touch schools" because only 5 percent of bachelor's degree recipients attend such places–hardly a national trend.

These universities, says Adelman, are not representative of higher education, and, furthermore, the criteria for measuring inflation are based on an economic model that assumes professors are teaching the same material and giving the same tests as 20 years ago. In other words, in order to measure grade inflation in student performance, researchers would have to isolate a series of fields that do not sit still long enough to be measured.

"If we bought a gallon of gasoline last year for $1.20 and this year it is $1.80, that's a 50 percent increase in the price," said Adelman. "Yet our incomes didn't go up 50 percent, so that's inflation. The commodity is the same, and the price is higher, and our income didn't change to match the price. You can't do that kind of thing with student performance.

"The case for grade inflation in U.S. higher education that is played out in the media is not based on anything you or I would regard as inflation. Rather it is the story of the distribution of traditional letter grades without any reference to either the methods or criteria by which the grades were assigned or of the subjects in which they were given. No one asks whether all those "A's" were given in recreation or chemistry."

In actuality, Adelman and his colleagues found that a study of GPAs from 1972-1993 revealed a stable to declining trend in distribution of undergraduate letter grades, even though the system of higher education expanded by 40 percent during that time period. (See chart)

What did disturb Adelman was the large increase in the number of withdrawals and incompletes. "That's the serious issue," he said.

Adelman is concerned about the WIR Index, that is, the proportion of grades that indicate no-penalty withdrawals, incompletes, and repeats. As he explained in *CONNECTION*, the higher the WIR index, the longer it takes students to earn degrees–if they earn them at all–and the greater the cost to both public subsidies for higher education and general access and quality.

"We're not talking about the student who has trouble in one term because of illness or special circumstances," said Adelman. "We are looking at students with a pattern of withdrawals and no-credit repeats. They are withdrawing from something every term."

The repeat and withdrawal options started in the 1970s and '80s and have expanded a great deal. Some colleges limit the number of times a student can repeat a course, yet other schools will allow as many as five repeats. In addition, colleges often allow a student who has passed a course with a "C" grade to repeat it for the purpose of earning a higher grade. While it is not exactly clear why this is occurring, some have speculated that students are trying to protect their GPA averages, knowing that they need a 3.2 or higher to transfer from a community college to a four-year school. If they are already attending a university, they may need a higher average to be admitted to upper-level special programs, such as business administration.

Most academics see this in terms of policy and ask: How many times should a student be allowed to repeat a course?

But according to Adelman, the larger question is: What does this do to access?

"It amounts to a reduction in available class seats at most of the places where America goes to college," he said. "Simply put, if you are sitting in a seat twice, you are blocking someone else who wants to be there."

This point may be especially critical in the coming years as a demographic wave of high school students hits college age. Many states are expecting a 20 percent increase in high school graduates by the year 2008. A majority of these students will go to public colleges and universities, which are already struggling to maintain and increase available slots. As the percentage of withdrawals and no-penalty repeats continues to rise, higher education officials and legislators may have to look closely at budgets for state higher education systems and determine what proportion of funds is being eaten up by those who are sitting in course seats multiple times.

While uncertain of the implications of all this for Latino students, Adelman did offer this snapshot of the current situation.

"A higher percentage of Latinos who start in the community college are potential transfers than are White or Black students," said Adelman. "We look at students who are eligible for transfer as those who are enrolled continuously part-time or full-time. A higher percentage of Latinos who start at community college in year one are back in year two. And they are pursuing academic majors or taking courses for transfer at higher rates than other groups of students."

Adelman says he is currently studying the paths of students as they go through college. He is especially interested in asking: What helps and hinders people from going on in higher education? Part of the answer may appear in the results of the next longitudinal study, available later this fall, which will again examine transfer issues as well as the repeat and withdrawal rates.

The Empirical Core

Adelman also tackles the myths of what he calls "the culture wars."

He is referring to the idea that students are taking all kinds of bizarre or frivolous courses to satisfy requirements for degrees. The notion that students no longer have to satisfy broad basic course requirements in the humanities and science emanated from studies at places such as Berkeley, the University of Chicago, and even Harvard, which were the subject of Alan Bloom's 1987 book, *The Closing of the American Mind*. The book and subsequent media coverage called this trend no less than the harbinger of the decline of civilization.

Once again, these isolated examples were extrapolated to all colleges, a trend which Adelman says is not borne out in the data. When he examined the status of the empirical core curriculum by looking at students' choice of courses through the lens of credit ratios, the results did not match the dire warnings of a proliferation of garbage courses. Adelman asks: What is the percentage of total credits being earned in courses constituting the empirical core?

DISTRIBUTION OF UNDERGRADUATE LETTER GRADES IN TWO COHORTS

	1972-1984	1982-1993
As	27.3	25.2%
Bs	31.2	31.9
Cs	21.9	22.2
Ds	5.4	6.0
Fs/Penalties	3.8	4.5
Pass/Credit	6.4	2.9
Withdraw/Repeat	4.0	7.3

Source: New College Course Map and Transfer Files U.S. Department of Education 9/99

PARTICIPATION RATE FOR ALL STUDENTS WHO EARNED MORE THAN 10 CREDITS

	1972-84 Cohort	1982-93 Cohort
Accounting: Intro	20.7%	30.2%
Business Law	15.8	21.7
Management: Intro	13.7	20.1
Anthropology:		
General	10.7	7.0
Cultural	7.5	6.3
Physical	2.5	1.8
Ethics (Philosophy)	6.6	8.6
Shakespeare	3.8	3.6
Spanish: Intro & Intermediate	12.3	13.3
Aerobics, jogging, etc.	9.8	9.1
African-American History	1.4	0.7
African-American Literature	0.9	0.7
Sociology of Race	3.1	2.1
Science Fiction, Fantasy	1.1	1.3
Literature & Film	0.5	1.0
Pop/Rock Music	0.6	1.3

Note: Participation rates for all students who earned more than 10 credits in any combination of institution.

Source: New College Course Map and Transfer Files U.S. Department of Education 9/99

UNDERGRADUATE GRADE POINT AVERAGES IN TWO COHORTS

	1972-1984	1982-1993	Effect Size
All	2.71	2.65	-.09
Men	2.61	2.60	-.02
Women	2.81	2.70	-.17
Less than Bachelor's	2.48	2.48	.00
Bachelor's or more	2.94	2.88	-.12

Note: Universe consists of all students who earned more than 10 undergraduate credits.

Source: New College Course Map and Transfer Files U.S. Department of Education 9/99

"If you look at the top 25 credit-generating courses in the cohorts of 1972-1993, they remain the same," said Adelman. "Sometimes the name changes, like western civilization became world civilization. But courses such as English composition, psychology, college algebra, and micro- and macroeconomics still dominate the list. There are a bunch of courses from business because business is still a dominant major."

Again, there is some good news of Latino college graduates, who, according to studies, share 23 of the 25 empirical core curriculum courses in common.

Even better news. "A higher percentage of Latino students who get bachelor's degrees get them in science and engineering than do Whites," said Adelman.

"Of traditional age students who earn bachelor's degrees by age 30, 10 percent of Latino students get them in engineering and architecture versus 9 percent of Whites and 7 percent of Blacks. That's due to special efforts that were made in state systems with large Latino populations, such as California, Texas, and Florida. These states have good articulation agreements and also are tracking the students who started at community colleges."

> *"Simply put, if you are sitting in a seat twice, you are blocking someone else who wants to be there."*

Adelman hopes there will be other positive news in late fall when the new longitudinal study is published. He now is working on completing the most recent cohort, and building the database for doing analyses from 1993-2000, focusing particularly on the paths of Latino students in higher education. "We're going to be able to do a much better job with this next longitudinal study," he said.

The new set of data also will contain information about the changing shape of college curriculum and what major shifts, if any, are taking place.

"We are examining the way computer science and computer-related courses are being offered," said Adelman. "You know, the first personal computer appeared on people's desks in 1984, so there have been a lot of changes in this area."

Fortunately, when the next group of statistics is available, Clifford Adelman will be there to shed some light on the numbers and provide a dose of common sense as we interpret the meaning of it all.

Source: New College Course Map and Transfer Files. U.S. Department of Education 9/99

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William Kirwan, President, The Ohio State University
Elaine Mendoza, Chair, National Science Foundation Commission on the Advancement of Women and Minorities in Science, Engineering, and Technology Development
James Shanley, President, American Indian Higher Education Consortium, and President, Fort Peck Community College
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ACE

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The Honor Roll

Nova Southeastern University

Pioneer in Distance Ed Now Offers 600 Online Courses

BY ROGER A. DEITZ

Nova Southeastern University President Ray Ferrero, Jr., recounts, "Thirty-six years ago, a progressive group of men and women united to establish an academic institution that would break new ground in educational excellence and community service. Today, Nova Southeastern University is the largest independent university in the Southeast, with more than 68,000 alumni and 18,000 students enrolled in programs at the main campus [in Fort Lauderdale] and throughout Florida, and at sites in 23 states and a growing number of foreign countries."

Nova Southeastern University administration building

Ferrero, its fifth president, stresses that NSU's objectives are achieved through dedication to three basic principles of progressive education, "scholarship, technology, and community service."

Ferrero continues, "NSU students are participating in research programs and presenting their findings at regional and national conferences in ever-greater numbers. We feel that research, or the scholarship of discovery, ensures the continued intellectual vitality of our students and faculty, promotes the formulation of new knowledge, and integrates this knowledge into educational programs and service. As scientists, academics, and clinicians, we all need to use scientific knowledge and scholarly principles to solve problems, and thereby serve as role models for future scholars."

Founded in 1964 as Nova University of Advanced Technology, the institution quickly gained a reputation for its progressive curricula and inventive methods of instruction. It was chartered by the state of Florida as a graduate insti-

Ray Ferrero, Jr., Nova Southeastern University president

Honor Roll Facts in Brief

INSTITUTION
Nova Southeastern University

LOCATION
3301 College Avenue
Fort Lauderdale, FL 33314
(954) 262-8697

ESTABLISHED
1964

NSU NOVA SOUTHEASTERN UNIVERSITY

ENROLLMENT
18,587 total (2,739 Hispanics–15 percent)

DEGREE OFFERINGS
Bachelor's
Master's
Doctorate

ANNUAL TUITION AND FEES
$13,320 undergraduate

FACULTY
479 full-time (30 Hispanic)

SEVERAL DEGREE PROGRAMS
Criminal Justice
Human Services
Marine Environmental Sciences
Osteopathic Medicine
Psychology

NOTABLE HISPANIC-SERVING ORGANIZATIONS
SALSA - Spanish and Latin Student Association
Hispanic Law Student Association
Caribbean Student Association

INTERNET ADDRESS
www.nova.edu

tution in the physical and social sciences. Over time, the university's academic focus broadened. Since 1972, the university has offered programs in distance education format, becoming a pioneer in distance learning while strengthening its traditional on-campus programs. With the introduction of the "electronic classroom" in 1983, NSU became the first school in the United States to offer graduate programs online and the first to use the Internet to support instruction. NSU continues its leadership in the information age, currently offering more than 25 degree programs incorporating online delivery and more than 600 online courses.

On January 1, 1994, the merger between Nova University and Southeastern University of the Health Sciences created Nova Southeastern University. Today, field-based education is available at NSU via many doctoral program "clusters" throughout the country and abroad, and through off-campus master's and bachelor's programs ranging from education to business. On-campus programs include law, education, business, psychology, computer and information sciences, marine biology, social and systemic studies, undergraduate studies, and the health professions, including Colleges of Allied Health, Dental Medicine, Medical Sciences, Optometry, Osteopathic Medicine, and Pharmacy.

Nova Southeastern University, which comprises five campuses in South Florida, offers degree, non-degree, and/or certificate programs at more than 154 convenient national and international sites. Field based programs are located in 27 Florida cities, in 23 states, and in the Bahamas, Brazil, Canada, China, England, France, Germany, Greece, Israel, Jamaica, Panama, Puerto Rico, and Venezuela.

NSU is among the 20 largest independent universities in the country. Led by a research-oriented and technologically advanced faculty, NSU graduates are increasingly to be found in the top echelons of business, industry, medicine, government, and education. Yet, academics is not the university's sole focus. NSU strives to be a valuable part of the communities it serves. More than 200,000 South Florida residents use NSU programs, clinics, and community-outreach services every year. These services range from critically important health care and counseling services provided in clinics to conservation efforts being conducted by NSU's Oceanographic Center, as well as far-reaching volunteerism of students, faculty, and staff members.

Over the past five years, there has been a pronounced increase in the minority-student population, now 39 percent of the total enrollment of the university (Fall 2000 figures). The total number of minority students increased 72 percent between 1996 and 2000. The number of minority students in undergraduate programs increased by 41 percent, in graduate programs by 92 percent, and in professional degree programs by 67 percent. In a total student population of 18,587, there were 2,739 Hispanics (15 percent). Hispanic undergraduates number 881 (21 percent); Hispanic graduate students, 1,375 (12 percent); and Hispanic professional students number 483 or 16 percent. Of degrees awarded 1999-2000, 22 percent went to Hispanic undergraduates and 13 percent to Hispanic graduate and professional students. There are 479 full-time faculty members, 74 of whom are minorities, 30 of those are Hispanic. An 11-to-1 undergraduate student-to-professor ratio ensures that professors pay close attention to students' needs and academic progress.

In 1983, NSU became the first school in the United States to offer graduate programs online and the first to use the Internet to support instruction.

The Best 201 Colleges for the Real World recently named NSU one of the best colleges in the United States. Colleges and universities were evaluated in five summary areas. These include the opportunity for the general student body to get into and pay for a college, the relative success of previous classes in graduating in a timely manner, the commitment made by the institution to develop career opportunities, and the overall college experience. Also considered was the recent market response to the college or university. NSU was named among the top 100 wired colleges by *U.S. News and World Report*. *Forbes* magazine ranked NSU as one of the top 20 "cyber-universities."

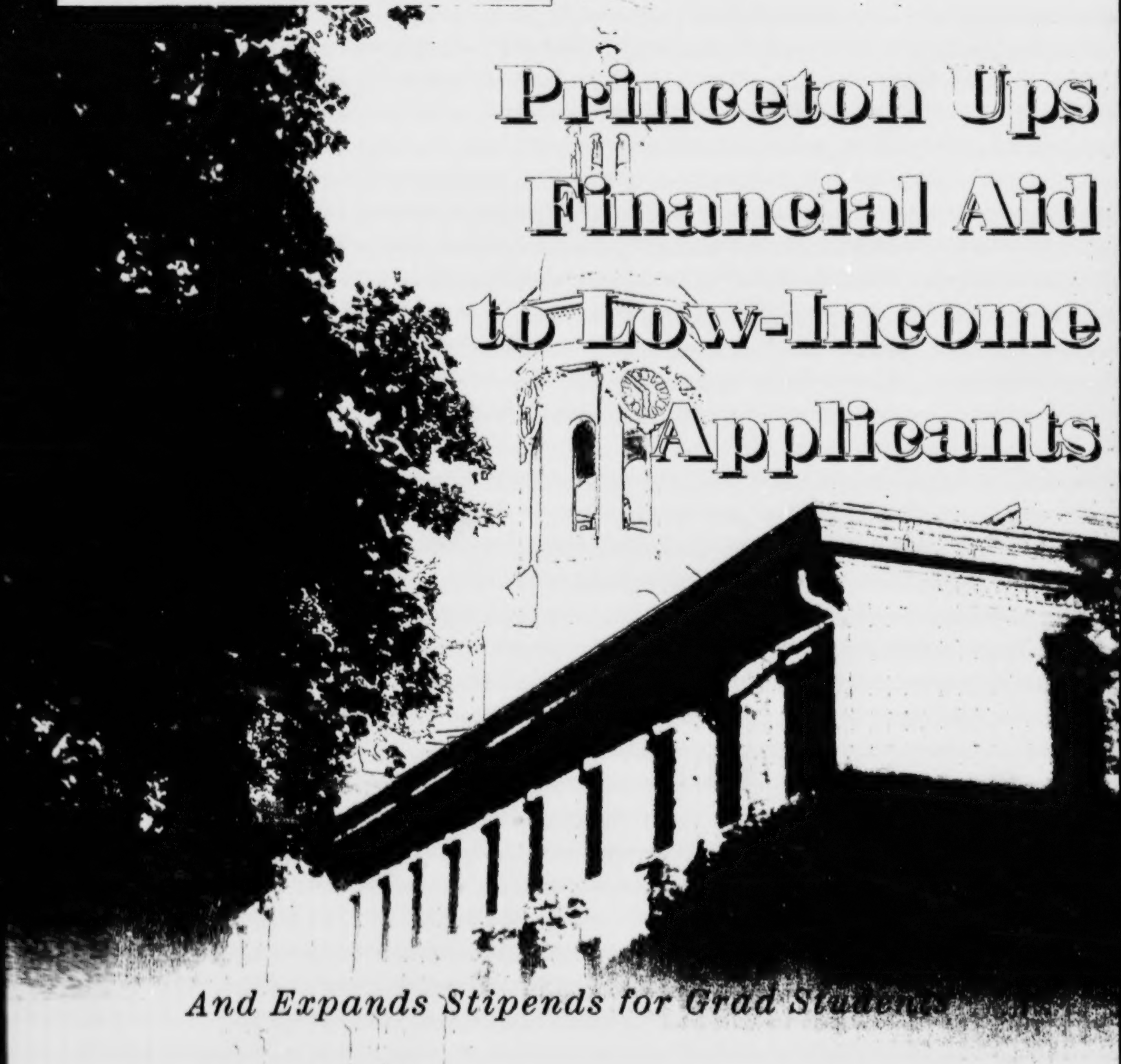
Based on a 1998 study by the National Opinion Research Center (NORC) at the University of Chicago, Nova Southeastern University ranked first among 387 doctorate-granting institutions nationwide in the number of doctoral degrees awarded to African Americans and 15th in the number of doctorates awarded to Hispanic students. NSU has one of the largest graduate schools of education in the nation. It has the only College of Osteopathic Medicine in the southeastern United States, the only College of Optometry in Florida, the only College of Pharmacy in South Florida, and the only College of Dental Medicine in South Florida. NSU's College of Osteopathic Medicine is the first osteopathic medical school ever to receive the Paul R. Wright Excellence in Medical Education Award–the American Medical Student Association's most prestigious award–for its exceptional integration of interdisciplinary education into the training of tomorrow's physicians.

At NSU, students can now choose from 600 activities scheduled each year. They also may elect to join any of the institution's 103 clubs and organizations. They include SALSA, the Spanish and Latin Student Association, the Hispanic Law Student Association, and the Caribbean Student Association. Five residence halls, complete with furnished rooms, cable television, and a shared computer lab, accommodate 560 students. Residents may enjoy programs and activities that include workshops on study skills and stress management, healthy-eating classes, volleyball tournaments, coffeehouses, and even road trips to the Florida Keys.

In addition to the main campus in Fort Lauderdale, there are Nova Southeastern University campuses in North Miami Beach, east Fort Lauderdale, Dania Beach, and Coral Springs. After Nova University merged with Southeastern University of the Health Sciences (now the Health Professions Division), a state-of-the-art complex was constructed on the main campus to house the new division, expanding NSU's total offices and classroom space to more than 1.9 million square feet. The main campus continues to grow with the recent addition of a 310-seat Health Professions auditorium.

Approaching completion is a five-story, state-of-the-art 325,000-square-foot Library, Research, and Information Technology Center. It will be Florida's largest library when it opens at the end of the year. "This new building will serve as a gateway to the intellectual resources of the world," says Donald Riggs, vice president for information services and university librarian. Both the NSU community and Broward County residents will be able to use its resources. It is predicted that in addition to NSU faculty and staff members, approximately 500,000 citizens will use the facility each year. The library is a joint venture between NSU and the Broward County Board of Commissioners. It will house nearly 1.4 million volumes, more than 1,000 user-seats, a 500-seat auditorium, electronic classrooms, museum-style collections and exhibits, and access to educational resources throughout the country and beyond. The library will also feature 20 electronic classrooms (one designed specifically for children), 1,000 user-seats with Internet access, another 700 computer workstations, a children's reading area and story room, multi-media rooms, a music listening room, a café, and study and meeting rooms.

President Ferrero says it will be "the intellectual center of our community."



Princeton Ups Financial Aid to Low-Income Applicants

And Expands Stipends for Grad Students

BY INÉS PINTO ALICEA

Princeton University has revamped its financial aid program by not requiring any students to take out loans to finance their education. Princeton officials said they will only offer grants and scholarships to undergraduate students who demonstrate need so they are not saddled with debt in their post-college lives.

"The increasing amount of debt among college graduates concerns us," said Terry W. Hartle, a senior vice president of the Washington, D.C.-based American Council on Education (ACE). "Anything that reduces borrowing for students is positive. This is the right policy for their undergraduates, and one that should be applauded."

The move, which some higher-education experts said could pressure other Ivy League schools to follow suit as they compete for students, was approved by the university's board of trustees earlier this year. Latinos comprise 274 of the university's 4,554 undergraduates.

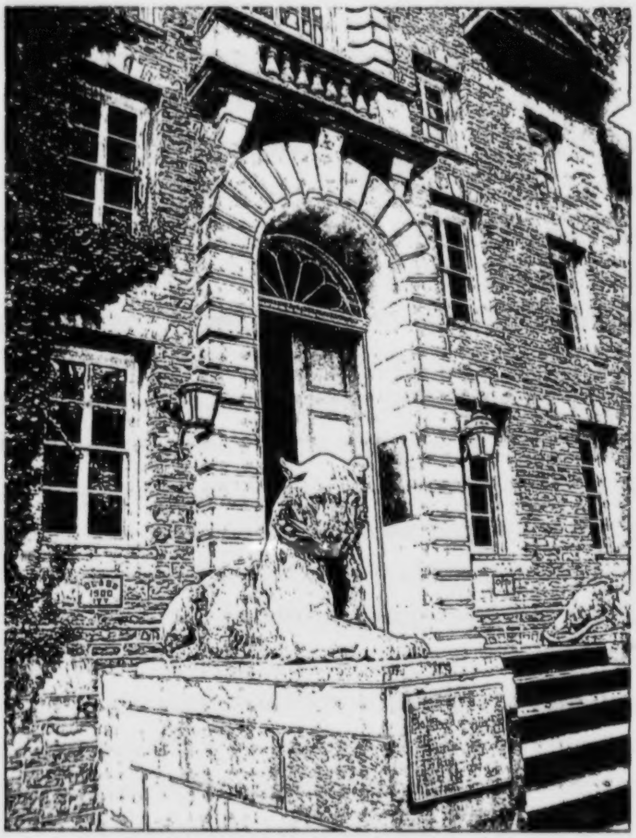
Gumercindo Salas, vice president for governmental relations at the Hispanic Association of Colleges and Universities (HACU), said Princeton's decision to revamp its financial aid program to eliminate loans for poor and middle-class students is a "move in the right direction."

In the growing war to attract the best and brightest high school students, the University said that beginning in the fall, any student "need" beyond what the family can pay, as calculated by the school's aid formula, and what the student earns from school year and summer jobs, will be filled with scholarship money.

"Future middle-class and lower-class students could leave Princeton with zero debt," wrote Stuart Rojstaczer, a Duke University professor who praised the move in a *Washington Post* editorial March 9. "That is true affordability. It's unclear which institutions will feel obligated to follow this path. So far, the reaction has not been all that encouraging. University officials from such places as Duke and Pennsylvania have responded with public statements noting that they aren't nearly as wealthy as Princeton."

Princeton estimates the program will cost less than $6 million per year. About 40 percent of students in the class of 2004 at the prestigious 6,300-student university in New Jersey receive some financial aid, and officials estimate that the percentage of students receiving financial aid will grow to 45 percent. Nearly one-quarter of its students take out loans to cover college costs. University officials said they would cover the expenses of the new program with money from its endowment and from annual donations. Princeton officials estimated they spend $32 million per year on grants and scholarships.

Princeton students will pay $33,613 for one year of tuition and room and board next fall, a 3 percent increase over this year. On average, Princeton students have graduated with debts from $15,000 to $20,000 or more.



Nassau Hall administration building

"In the working-class neighborhood where I grew up, finances would preclude almost everyone from applying to the university where I now teach," wrote Rojstaczer. "As of right now, the same could be said of just about any elite college except Princeton. We should not be placing these financial hurdles in the academic path of the middle class."

Rojstaczer argues that other universities could afford to take the same step. Many have big endowments from the booming stock market of the 1990s. For example, he said Harvard's endowment stands at $17 billion, Yale's is $10 billion, and Princeton and Stanford's, $8 billion. Duke's is $2 billion.

"It offers a wonderful challenge for other universities to follow," said Salas, praising the school for what he termed an "innovative approach."

But Hartle believes few colleges have the financial ability to carry out and sustain a similar plan, which will help Princeton attract more of the brightest of students. "Anyone who is fortunate enough to go to Princeton will benefit from this," said Hartle. "This is a powerful tool for Princeton to make sure they get all of the students they are interested in."

This new approach to financial aid greatly expands a program that the university launched in 1998, which eliminated loans and replaced them with grants. This was for students from families earning up to $46,500. It reduced loan reliance for students from families earning from $46,500 to $66,500, too. And stopped requiring families to count their home equity as available to help pay tuition and other costs.

Under the new program, the university would not require any undergraduate student to take out a loan to cover normal college costs. Instead, aid packages will consist solely of grants–which need not be repaid–and require contributions from students' term-time and summer jobs. As always, students will have the option of borrowing to finance needs that are not part of the standard student budget or to replace a shortfall in earnings. Parents also are able to borrow to meet their expected contributions.

Don Betterton, Princeton's director of undergraduate financial aid, said that by removing loans from the financial package, the University eliminated the worries many students have about putting their family through financial hardship so they can attend Princeton. Already, changes that were instituted three years ago to eliminate and reduce loans for low-income and middle-class students have had a beneficial effect. The number of low-income students who would have had to take out loans to attend Princeton but did not because of those changes in policy grew to 116 students from 88 students in that short time frame, he explained.

"All signs indicate that these measures are having a positive effect on the number and diversity of aid students," said Betterton, adding that the whole package of changes the University has made in recent years helps students of all economic levels. "The parents and the students are delighted. Our direct competitors would have preferred to not see this happen. Three or four similar colleges have made modest changes in their programs because of our policy changes, but no one has adopted anything as significant."

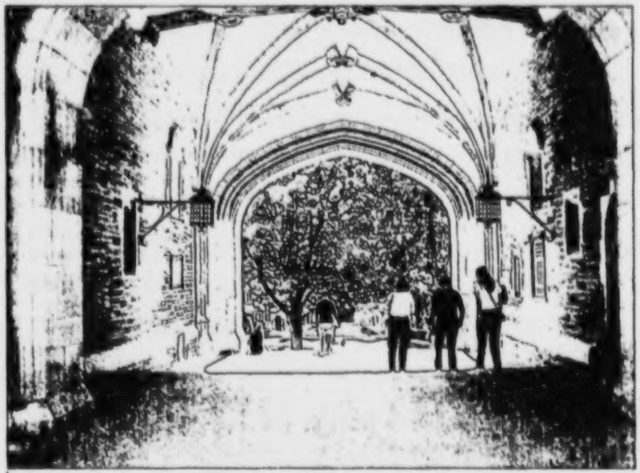
The average amount borrowed by members of the Class of 2004 this year is $2,615, which reflects earlier improvements in Princeton's financial aid program. Members of the Class of 2001, who had not benefited from the previous changes, borrowed an average of $4,000 this year.

"These policies we've adopted remove something the students were concerned about–loans–something that made them think twice about going to Princeton," said Betterton.

The new plan also includes an alteration in the formula by which the University calculates what portion of college cost students and their families can be expected to pay. The new formula is more generous for students with assets in their own names and thus stops penalizing those families that have saved money in a child's name.

Under the formula, a student will be required to contribute only 5 percent of any assets held in the student's name each year, rather than the 35 percent required up to now. Parents are required to contribute 5 percent of their assets each year.

Princeton's plan to overhaul its financial aid program is a departure from what many institutions in higher education have been doing over the past decade. According to a December 2000 study by the USA Group Foundation, *Discounting Toward Disaster: Tuition Discounting, College Finances, and Enrollments of Low-Income Undergraduates*, a number of colleges and universities have turned to a practice known as "tuition discounting" in an effort to increase enrollments of low-income and other underrepresented students, raise enrollments of students with high achievements–academic and others–and increase revenue from tuition and fees.



The average amount borrowed by members of the Class of 2004 this year is $2,615, which reflects earlier improvements in Princeton's financial aid program.

"Campus administrators hope that tuition discounts can attract more of the 'best and brightest' undergraduates to their campuses," revealed the study. "Thus, discounting is seen as a way to help institutions raise their academic 'profiles' and ranking in college guidebooks."

The study noted that in the past, institutional grants were based primarily on a student's financial need, but under tuition discounting, college officials use some of their grant dollars to fund merit scholarships, which are not based on any need, so many students who would be able to pay the tuition are receiving grants. The study said that these grants to students attending four-year private institutions jumped by nearly 70 percent between 1989 and 1996.

"In the 1989-90 to 1995-96 period, institutional need-based grants to undergraduates from higher-income families grew by 79 percent, while the number of recipients from low-income families rose by just 1 percent," said the report. It also noted that non-need-based grants to upper and middle-income students grew by 23 percent but that those awarded to low-income undergraduates dropped by 11 percent.

The practice of tuition discounting does appear to have helped increase the numbers of low-income undergraduates at four-year private colleges and universities. However, the institutions with the largest increases in discount rates had the smallest increases in numbers of first-year students, and their total undergraduate enrollments fell by 5 percent, revealed the study.

In a separate move, Princeton announced that it would significantly strengthen its support for graduate students through several initiatives, including an expanded fellowship program that will provide all first-year doctoral students in the sciences and engineering with full tuition and a stipend to help with living expenses. Previously, two-thirds of the first-year students in these fields relied on support from research grants obtained by faculty members or from teaching assignments. The graduate school also said it would expand a summer stipend program for all doctoral students in the humanities and social sciences. In recent years, about 325 students have received summer support through university and external sources. Now, an additional 325 students will be eligible for such funds.

Princeton's Graduate School, established in 1900, enrolls about 1,850 degree candidates in 37 departments and programs. The Princeton Web site is: www.princeton.edu.

Hispanics at the Head of the Class

Two Take Top Honors at Cal State Northridge

BY ADALYN HIXSON

When Cal State Northridge held its spring commencement, seven students were honored for their "outstanding academic performances and contributions to the community." Two are Hispanic–Wolfson Scholar Top Graduating Senior Mayra Bamaca-Gómez, 27, and President's Associates' Outstanding Graduating Senior Nelson Cadenas, 24.

Both are the first in their families to receive a degree. Both are immigrants. And the two have other elements in common–a certain humility about their achievements, a strong social conscience, a lifelong propensity to work hard, religious faith, and solid family ties.

Mayra will pursue a Ph.D. in human development at the University of Illinois, Urbana-Champaign. Nelson plans to study aerospace engineering at UCLA.

These are their stories, as told to *HO*.

MAYRA BAMACA-GÓMEZ

"My dad is a wood carver," says Mayra, "and that is a very wonderful job. He makes wood look beautiful, with roses, lions, faces. He was trained in Guatemala to do that–for maybe 15 years.

"My dad came to this country four years before we did. We needed money. My dad had five children, and it was very difficult for him to support us and give us an education back home." "He came here illegally, and found a really nice man, who was his boss, who helped him apply for a green card."

The work he found was in Los Angeles. He filed the papers required to bring in his family, and the wait began. When he couldn't take the loneliness any longer, he arranged for his wife to come too, with the youngest children. Mayra and two sisters stayed behind in Guatemala with a grandmother. A year later, around 1990, they too entered the U.S. Mayra was 17. Ultimately all became "legal."

"I have always liked school," she said, but in her country, "there were few opportunities, even though I was really a top student.

Mayra Bamaca-Gómez

"My parents have always motivated me–always wanted me to get all the degrees possible," yet family economics were an overriding concern, as they are for many Latino families in the U.S. "But I was always very motivated. When I came here, I tried to keep up the same level. It was kind of difficult at the beginning. I was so frightened!

"I didn't speak English and didn't even want to try. For a whole year, I was taking classes but not really communicating with anyone. So it took me a while to get confidence."

In high school here in the U.S., she spent a summer translating all the word problems in an algebra textbook from English to Spanish, using two dictionaries–"one was Spanish-English, a big $30-one, the other, English only."

Mayra finished the algebra course at the top of her class. And mastered enough English in the process to be able to take other college prep classes.

She graduated from high school with honors, attended Los Angeles Community College a few years, then transferred to Cal State Northridge (CSUN) to study psychology.

Enrolled at CSUN

"Throughout my whole high school and even college experience, I always felt a lot of hesitation about my English skills," said Mayra.

Then she met a professor, Carrie Saetermoe, graduate advisor in the department of psychology. "She just made me believe I was capable, that having an accent wasn't going to be a barrier to my getting good grades at Cal State Northridge. "I had straight A's," said Mayra, "but I didn't know how to get the degrees because nobody had ever taken the time...."

Saetermoe gave Mayra the boost in confidence, followed by encouragement and information that proved critical.

"Psychology was my undergraduate major," said Mayra. "I took her class in something like the semester before I was supposed to graduate. And I was doing really well. Hers was one of the most challenging classes in the whole department. I always went to her office hours. Developmental psychology. I had to go every single office hour to ask her questions about the theories she was talking about.

"She said, 'Mayra, you are doing really well in class. What are your goals?'

"I wanted to continue school, but I had to get a real job. I was working 35 hours a week as a secretary, but I didn't have health benefits."

Mayra thought, "As soon as I finish my B.A., I can move on and do something [get that real job, with benefits] and at night, get my master's.

"Professor Saetermoe said, 'Mayra, you can do the Ph.D. now. You have the grades. But you have to do research. It is very important.'"

Just a semester away from graduation, and Mayra Bamaca-Gómez had to decide whether to graduate or remain in college to get the research experience. "I thought–'I have to try two extra years.'"

"I knew how to study. I know how to get good grades," said Mayra, "but I didn't know about all the things that the colleges ask for if you really want to be competitive.

"Dr. Saetermoe is the person who took the time to ask me. I have a 3.94 GPA. One B in precalculus and one B in sign-language. I have an A- average. All those classes I got A's in, and nobody else had taken the time to find out if I wanted to continue my education." Mayra also spoke of the excellent work done by CSUN Professor MariaElena Zavala in mentoring and motivating minority students, via a grant from the National Institutes of Health. And of expert guidance she received from Dr. Plunkett, who was doing research in parenting across cultures–"something perfect for me."

"Sometimes we students are very shy. We are just focused on getting the work done, and we perhaps don't approach the professors to guide us for the first step. Sometimes it is important for the professors to ask, if they see someone who is really talented."

Mayra also credited her mother as being a fine role model–working as a night janitor 'til 3 a.m., and often rising at 6 a.m. to get to classes so that she can learn English.

Mayra Bamaca-Gómez and Dr. Jolene Koester

Fellowships

When *HO* interviewed Mayra Bamaca-Gómez, she was already at the University of Illinois, Urbana-Champaign, starting her doctoral work. Her "lovely and supportive" husband, who emigrated from Mexico, was there too, getting ready to work on his own college education.

Mayra had applied for five national fellowships, was awarded three–National Science Foundation, Ford Foundation, and American Psychological Association–but has accepted only the NSF and Ford, as each runs for three years; they cannot be taken at the same time, and she doesn't anticipate a nine-year pursuit of her doctorate.

"The University also gave me a $5,000 fellowship and waived my tuition," she said. Indeed, all of the colleges she applied to offered her substantial support. "And all of that I knew about because of my professor."

Carrie Saetermoe had told her, "If you want to have freedom, Mayra, you have to apply for these."

"I didn't really think I was going to get them, but I was always hopeful."

Selecting a Graduate Program

"What I did was really target my choice of programs to what I wanted to study eventually. In my future, I knew I wanted to do developmental psychology, but I always wanted to study how families mediate changes in children and adolescents–how families can keep it together when they come to this country and face all these stresses. Human development/family studies is a very open field.

"This school is one of the best overall in a lot of areas, but very strong in research, with a lot of well-known scholars in my program, and a very nurturing environment for me. I wanted to have a professor who cared for me as a human being. It is one of the top two or three in the nation in psychology, so I wasn't giving up excellence for nurturance–I got both.

"I have always found nice people who cared about me as a human being and who were there for me.

"When I went to Stanford and the University of Michigan, I didn't feel that nurturing part of it–a top program plus feeling like a human being.

"UC-Davis, UC-Irvine, University of Michigan, Ohio State University–all I applied to are good, very difficult to get into, and all had what I was looking for, but when I went to visit, I really wanted to feel at home, and welcome. And the only place I felt like that is here.

"I was also looking for a Latino professor to be in my program. When I came to Illinois, there was a Latina I wanted to work with, and three other professors whose research really interested me." And an economic spread of students–urban, suburban, and rural. "Location, minority presence, counseling" were important elements to Mayra.

"You have to choose a program where you really feel interested in the research. And you have to have at least two or three professors you want to work with, because one of them is going to be your advisor, and what if that professor leaves? And what if that professor and you don't get along? That's why you need a backup plan. If the relationship with my advisor doesn't work, then I can move into another program."

This is the kind of savvy about higher education that doesn't come in a book. And lack of it can thwart the career of even so spectacular a student as Mayra Bamaca-Gómez.

NELSON CADENAS

"I was born and grew up in a small town in the western region of El Salvador. It was a small place where everybody knew each other, and that most likely contributed to a decent upbringing," said Nelson Cadenas.

"As you might know, El Salvador's recent history is not a peaceful one, and because of the armed struggle, my family moved to California in 1988. My brother and I stayed behind with our grandparents, but finally came here in 1992.

"Yes, I am the first one in my family to get a college degree, and yes, as a kid, I actually had a feeling that I would be attending a university one day."

The possibility seemed uncertain, however, given his family's economic situation, and the circumstances of the time. His family income was very low, he said, though both parents worked–his dad as a merchant and his mother as a seamstress. During the coffee season, Nelson joined them in earning a living "picking up coffee beans in the mountains."

"I don't like to consider myself as an "academic star" or anything of that sort." But he was "First in Class" from the first to ninth grades.

"I also won a competition [twice] that I guess could be considered the 'National Spelling-Bee Championship' back home. This was a big deal because I was competing with kids from around the country. In Spanish, it's called the "Concurso Nacional de Ortografia," which pretty much tests your ability to dominate the Spanish language–written and spoken–according to the Real Academia in Spain. I was very proud of myself."

The Science Connection

Like many students of science, Nelson said his interest in it goes back to his early childhood. "I liked to read," he said. "One day my dad brought a book home, and in it there was a story about Galileo Galilei. I read it, and immediately became fascinated by the idea of exploring the universe." Young Nelson started stargazing and learning the names of the constellations.

"My ultimate goal was to build a telescope like the one Galileo had used to watch Jupiter and its moons. I wanted to watch Jupiter! I failed several times, but the feeling of exploring the universe, or helping to unravel the mysteries of the infinite, has never left me."

Nelson Cadenas

"When I learned that most astronauts were engineers, I knew exactly what I wanted to be when I grew up."

In El Salvador, Nelson was taught algebra in the eighth grade. When he came to the U.S., he concentrated more on learning English "and other courses that would help me to adapt to the life as a student here." He did take chemistry, biology, and physics in high school, but had no chance to even lay eyes on a calculus textbook.

Asked who'd encouraged him to continue his education, Nelson said there were "very few." Besides his family, he mentioned his fifth and sixth grade teachers, "and in high school, Mrs. Marcella Saunders, my English teacher. I can't really think of any organization that encouraged me to get a higher education, but I can think of many that supported me once I started."

Cadenas at CSUN

Enrolled at CSUN, he paid his tuition and expenses through a combination of family money, his own earnings, and a number of scholarships. He received the Richard M. Pickett Memorial Scholarship as well as scholarships from Lockheed Martin, the Society of Hispanic Professional Engineers (SHPE) Foundation, and SHPE-CSUN. Nelson had high praise for the student chapter of SHPE, calling it "the one student club to which I owe my development as a person, student, and professional."

Initially a mechanical engineering major, "there was one class, Theory of Digital Systems, that made me change to electrical engineering." Now he says he's an electrical engineer with a mechanical engineer's heart.

Nelson mentioned several people he deemed "extremely helpful" during his college career. "First, there's Maury Evangelista–director of the tutorial services for the Office of Student Development and Equity Center, in the College of Engineering," adding that no one had done more to help him do his best academically.

"Next, there's Dr. Sharlene Katz" who helped with curriculum planning and was advisor to two of the student clubs of which Nelson was a board member.

Nelson mentioned support from students, too–best friend Karina Zambrano, Alex Navarro, and José Ganzon–"from staying awake with me until late at night studying, to helping me plan club activities for the semester."

He called homework "the best way to learn," and noted that, especially in engineering, homework is done in groups. "It is not cheating because problems are solved 'communally' with everyone providing their knowledge. In this manner, students tend to clarify their doubts or better understand concepts taught in class."

The system must have served him well, for he was tapped by three honor societies, was president of one, and an officer of four other campus organizations.

Nelson does some other teaching of his own, sent out by organizations to speak with high school students. He emphasizes the need for a higher education and tries to give them "examples of who they can become if they follow their dreams or if they set goals and strive to reach them."

"Usually the students are quiet and don't ask much. One of the key things I also try to emphasize is the advantage of asking questions. Knowledge is not gained unless you go out and get it."

Cadenas family

Making a Dream Come True

Nelson Cadenas was chosen as the commencement speaker for the College of Engineering and Computer Science and says it was "a dream come true."

He says, "I always wanted to be there, standing in front of the crowd, reminiscing on the past years, and encouraging others to face our new life unafraid. I wanted to be there because I wanted to find my family's eyes telling me how proud they were of me, but most of all, because I wanted to thank them for their sacrifices and prayers."

HO asked Nelson how he would account for his accomplishments. His formula? "20 percent inspiration, 20 percent perspiration, 20 percent sleepless nights, 40 percent willpower."

Nelson also shared, on request, his eclectic list of heroes: "Jesus Christ being the biggest one…not because of religion but rather because of the impact he had on the world…Dr. Martin Luther King, my sister, the soccer player Diego Maradona (for his skills in the game only), DaVinci, Diego Rivera, and, of course, Galileo."

Changing Education

Both Mayra and Nelson seem to have a good handle on why some children fail and what could be done to reduce the odds of that failure.

"Challenge them more. I was challenged way more in Guatemala," said Mayra. "Here we have all this technology and all this research. But in high school, for some reason, some of us didn't get the AP classes. In Guatemala, we had chemistry and physics in junior high."

Mayra said she went to a high school in the heart of Hollywood–Melrose Place. "There were people who were probably wealthy, and there were a lot of minority students and people from Korea—they are way advanced too, and a very supportive community, and they tell one another what they should do next. But the Latinos who were there were not challenged and didn't care about being challenged.

"Even if you are not motivated, you should have to do it! Now, thank God, you have to do algebra I and II and geometry to get a high school degree, but when I went–basic math. You do need requirements.

"If you don't have a counselor to guide you, you are also afraid of starting a new life. That happens a lot to Latinos–they are not challenged in high school, and at that age, adolescents do take the easy way. When you are that adolescent, you want to have fun, so you really need professors to give you that other side of life–you are able to have fun, but you have to get the grades in order to go to the next level.

"In the L.A.Unified School District, if you are from Korea, you are expected to do well, but if you are Latino, people do not expect anything from you. That's the way they see you. And if you don't see anyone challenging you, you might buy into it.

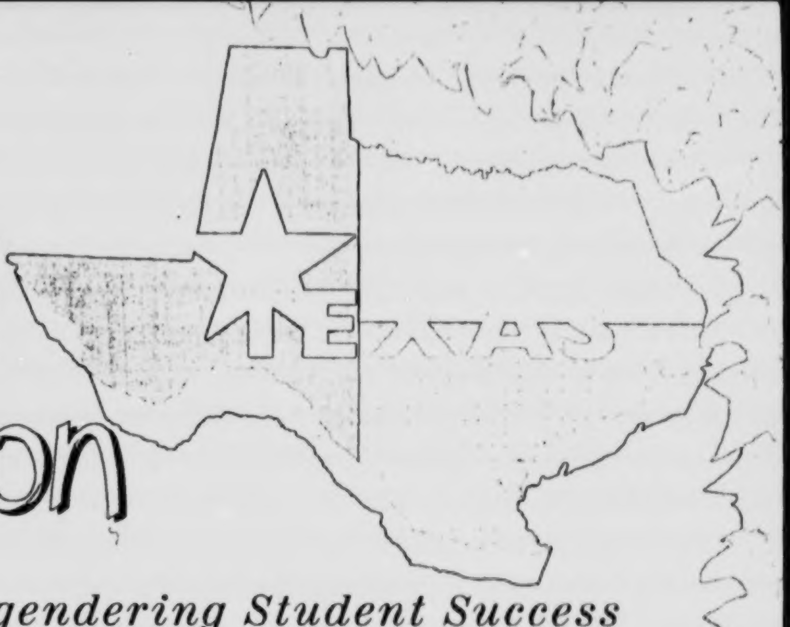
"I just hope that one day I can become someone who understands more about Latino issues and somehow find ways to help them. I don't want to be famous. I want to give back to my community and apply what I've learned. A lot of us are open to being helped. We just have to find ways to do it."

Nelson Cadenas says "The best way of preventing high school drop-outs is to eradicate it before it gets into someone's mind. Do not tell a child that he cannot be anything that he wants. On the contrary, we should show them by example the great amount of possibilities that are available for them. The student chapter of SHPE at CSUN has two excellent programs that are doing this year after year. Fifth and eighth-graders are brought to campus to have a peek at what college is like. They also get to hear and interact with professionals who have come out from their very own neighborhoods. These give kids hope and inspires them to be someone in life."

Nelson's view on changing the world for the better?

"If we look at most of the prominent figures in history, they are looked up to because they have left a legacy that benefits humanity. When every single human being contributes something to the benefit of humanity, the world will finally become a better place."

Texas/Ivy Connection



Border Community Engendering Student Success

BY INÉS PINTO ALICEA

Ernesto Ayala's mother always expected her children to go to college, but when Ernesto said he wanted to go to the East Coast, far from the Texas *colonia* he grew up in, his mother, Elidia Ayala, put up a fight.

His siblings attended colleges in Texas, and she could not understand why he wanted to go away to Brown University in Providence, R.I. Indeed, she let him go on a tour of East Coast colleges with his fellow students from Edcouch-Elsa High School with the understanding that he would attend the University of Texas at Austin. Eventually, after much talking by other parents and teachers from his high school, his mother was convinced that she needed to let her son study at Brown. Today, she convinces other parents to let their children traverse the country to study.

"It wasn't until my sophomore year that my parents felt they made a good decision," said Ayala, who graduated from Brown in 1999 and is now community-based research director for the Llano Grande Center for Research and Development, based at the high school from which he graduated. The high school serves primarily Elsa (pop. 5,000) and Edcouch (pop. 2,500), two rural towns near the U.S.-Mexico border in the Rio Grande Valley, but also serves small towns such as La Villa and Monte Alto. Ayala also teaches economics at the high school and heads the publications and economic development divisions of the center.

His mother, he said, "saw the opportunities that opened up to me. Now she preaches about what a positive experience it was for me to go away."

Ayala's journey to an Ivy League campus was no oddity for the 1,200 students at Edcouch-Elsa High School. Even though nearly 100 percent of the students are Latino and 91 percent of their parents do not have a high school diploma and 90 percent of them come from homes where the annual income is less than $10,000, the school and the Llano Grande Center for Research and Development have steered many of them to apply for colleges out of the area.

Since the mid-1990s, more than 70 students have been accepted to Ivy League schools alone. More than 20 have already graduated from the nation's most prestigious universities. The numbers are astonishing when one considers that in the decade of the 1980s, only three students from the high school attended Ivy League schools.

"These were kids who wouldn't be denied," said Frank Guajardo, a teacher, director, and a founder of the Llano Grande Center. "These kids (in the 1980s) went to the Ivy League schools without a support network."

In the 1980s, Guajardo joined forces with friends, community leaders, teachers, and parents to discuss and find ways to stop what he called a "hemorrhaging of talent" occurring at his home high school. It wasn't until 1991, when he began to teach there, that he took matters into his own hands and began to provide pre-college advising to students out of his classroom. He organized trips to Ivy League schools for the students, and he worked with students, community members, teachers, and parents to create a number of programs and activities to encourage the students, parents, teachers, and community members to get involved and revitalize the school.

"This network of residents focused on raising the level of expectations of our students, schools, and community," said Guajardo. "Our kids have access to one-tenth of what the average student in Texas has in resources. We thrive because we refuse to submit to the pitiful indicators of poverty and social status."

The activities he planned eventually took a formal tone, thanks to a nearly $400,000 grant from the Rural Trust, formerly the Annenberg Rural Challenge, and became, in 1997, the Llano Grande Center, a nonprofit organization dedicated to school and community-based development activities. The grant and what Guajardo calls "the Ivy League thing" has helped garner additional attention and funds to keep the programs and activities through the Center going and get more students into colleges.

"The creation of the Llano Grande Center was in response to a vacuum in progressive leadership and a youth culture whose talents were latent," said the Center's Web site, which was created and is maintained by students from the high school.

Many of the college graduates who were once high schoolers involved in the many activities are returning home, after going far away to college, to help the rural communities in the Rio Grande Valley in different capacities.

"Some people think this is the world," said Ayala, explaining that he tells students to consider higher education options outside of their immediate area, along with universities in the state. "There is more to the world than the Rio Grande Valley."

Ayala, himself, gave up a promising career in private industry and other job offers to come home and make a difference in the community that mentored him. But, Ayala has no regrets about the decision, saying "there is more to life than money."

"We have more than a critical mass," said Guajardo of the returning college graduates. "We're seeing a profound transformation in the minds and spirit of the community."

The message that it is important to give back to the community is a key component of all of the Center's activities. Writer-in-residence David Rice summed up the main goal of the Center's media institute with a challenge for all.

"You owe it to the community to give back," Rice told the students. "The success of this media institute will be demonstrated when…years down the line, there's another kid like you in here learning from you how to tell stories."

All the activities the Center administers today would have been impossible without the dedication and perseverance of Guajardo and others who believed that more could be done. Guajardo said his foray into the world of applying for foundation grants arose from his frustration with the lack of funds to carry out some of the projects he envisioned for his students. He knew that the type of teaching he wanted to do would require more than the $100 he was allotted as a teacher for supplies and incidentals.

"It was about forcing ourselves to be dreamers," said Guajardo.

The teaching he wanted to do included launching such student run activities as radio station KBUZZ; oral histories of community members; ethnographic research; a newsletter for Elsa and Edcouch that keeps tabs on the progress of local officials and community development activities; a Web site of the activities and programs of the center; a media institute that immerses students in radio, print, and video media; a dual-language journal that chronicles stories of community and school members and features student classroom work, special projects, and even creative literature; a seminar series through which students, teachers, and community members discuss issues such as education, the economy, and sustainable development; and a Spanish Immersion Institute where outsiders can learn the language. He requires students involved in his programs to make presentations at conferences around the world about the research they have conducted. They also help host and plan conferences and participate in teacher training programs.

Blanca Rojas, Edcouch-Elsa high school graduate

Through economic development efforts at the center, 75 jobs have been created around Elsa and Edcouch. The Center and the local chamber of commerce also created a joint program in which students from the high school conduct business surveys, create business directories, and answer questions about the community for local businesses, the public, and prospective businesses considering moving into the area.

Even the daily operations of the Center are carried out with full student participation. Guajardo, staff members, and students share the Center's management, resources allocation, and daily operations.

"The structure is horizontal and the mode of operation is based on a democratic value," according to the Center's Web site. "All of this is consistent with its philosophy of building sustainable communities through building the skills of our youth and residents."

All its activities focus on three key components: 1) research, training, and development, 2) publishing and the arts, and 3) policy and education reform. The Center, in a joint effort between teachers and students, examined the curriculum that the state assigned to all students and found ways to augment it to make instruction more relevant to the students and their experiences.

Guajardo said it took more than money to get the Center where it is today. It took a lot of relationship building, trust, and sharing. Guajardo said the Latino community understands many of these values and the importance of family. It has built on those strengths to create a powerhouse of a community facility.

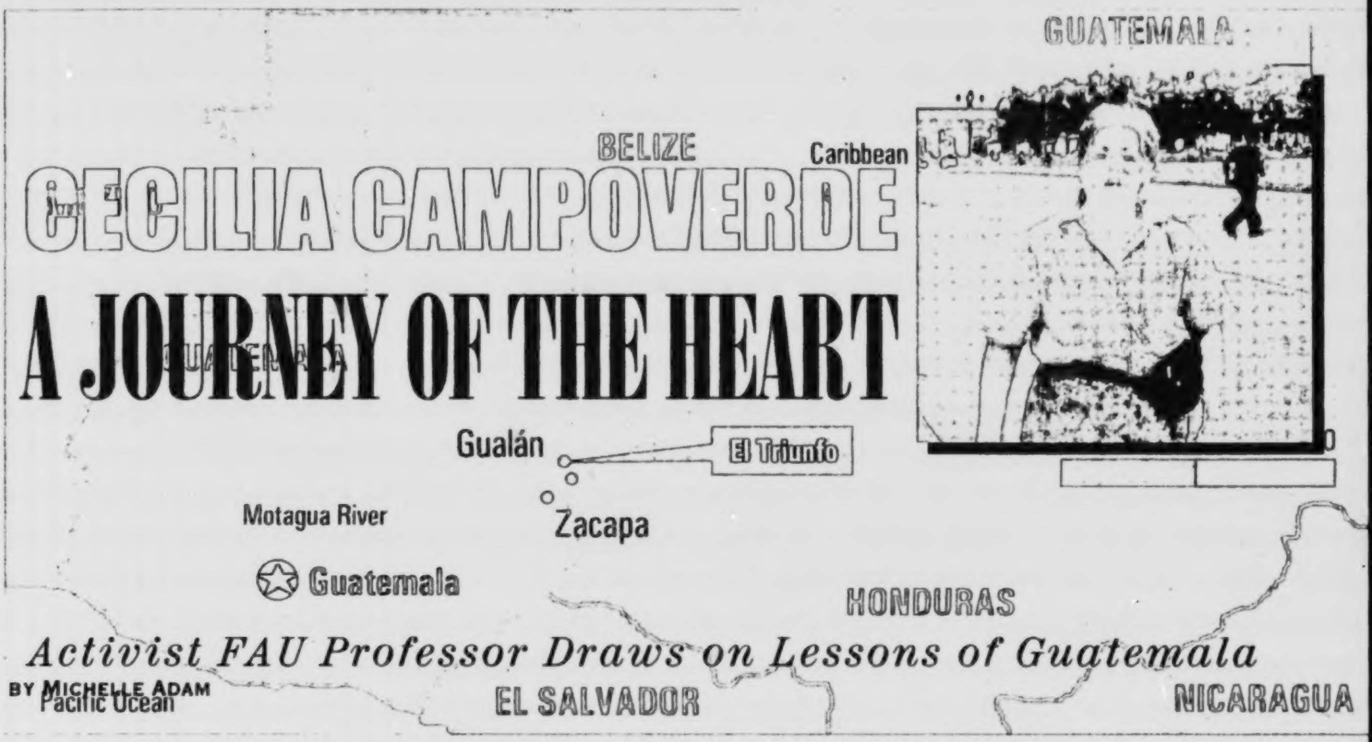
"This is not about an ethic of individualism," said Guajardo. "It's more of a collaborative effort. Building relationships is time consuming and requires a huge commitment. That's the magic. That's why more people don't do it. They must create a culture of conversation."

The environment that has been created, he says, encourages students to build skills, practice skills, inspire, and make mistakes. He says the staff and students strive to make the Center and school a safe place, physically and intellectually, so students can take risks and feel safe enough to share. It also encourages youth to form at least one positive relationship with an adult in their life, either a parent, relative, friend, teacher, or administrator, and goes far to help build such a relationship in each youth's life.

Today, 45 percent of the students at Edcouch-Elsa High School go to college compared to 30 percent in the 1980s when Guajardo went to school there. But Guajardo said more needs to be done. Many students still drop out. The socioeconomic realities of his students can be overwhelming. Some 45 percent of the high school students come from migrant families and must work to help their families survive. Many come from the neighboring *colonias*, vast tracts of land with makeshift homes often without electricity, sewerage, or water.

But, Guajardo does not buy into the stereotype that Latino parents don't want their children to go to college, or, for that matter, go away to college. "Our parents don't have access to information in a meaningful way," said Guajardo. "Once they have the information, they are more supportive than any other parent."

CECILIA CAMPOVERDE
A JOURNEY OF THE HEART



Activist FAU Professor Draws on Lessons of Guatemala

BY MICHELLE ADAM

“It was eleven o'clock. Sitting on the ground, shaded by the orange trees, a group of Mayan Indians had stopped their work to eat their lunch. I had driven to Indiantown, Florida in a quest to learn from the Mayan Indians some of the reasons why they leave their land in Guatemala to come to the United States. I had already spoken to many of them, and I had seen the rooms, apartments, and houses where they live in that area. I had spoken to many families, and I had heard of their plight. I wanted to see their working conditions because I could not believe what they had told me about their working and living conditions. Their report of open discrimination against them, the exploitation as workers, as tenants, as students, as people in a community were very difficult for me to accept. It seems the painful experience in Guatemala continued in the U.S.A.

“I had difficulty believing the stories that were told to me, i.e., how they had lost their land, been pushed by the government to live in unfertile lands; how they have been persecuted by government officials; how they had been burned and mutilated, with many of their relatives killed in Guatemala. Under such conditions, they told me those who survived decided to flee and save their own lives. To their surprise, in the United States, they found discrimination, poverty, a system that seems to ensure exploitation of the farmworkers, and a lack of community that made their stay just as bad as in Guatemala. Still, for many who treasured their lives, this situation was at least bearable, and, without exception, I heard hope in every one of them.

“I needed to travel and see the homeland and the situation the Mayan people were talking about. I needed to understand.”

Cecilia Campoverde

Since the early 1970s, Cecilia Campoverde has engaged in social work, as a counselor for the Latino community and most recently as an associate professor of social work at Florida Atlantic University. She's not your typical social worker and neither is she your average professor.

Back in 1995, Campoverde's uniqueness drew national attention when she was granted tenure without having been published. Originally denied it, a force of students and local community members came to her defense and fought on her behalf. She was finally granted tenure because of her extensive community service and her teaching prowess. Her case set a precedent.

She said, in retrospect, “I swear to you that I never asked anyone to do anything. I didn't write one letter. I did not attend a meeting with anybody. My fight for tenure wasn't even mine.”

Campoverde has been a strong advocate for social justice and has worked on behalf of the Latino community for decades. Her interest in social justice defines her as a social worker and professor, although she is quick to explain that for other colleagues and academicians, this isn't often the case.

“My criticism of the social work profession as a whole is that we have gotten away from the mission of social work,” said Campoverde. “Rather than working for social justice and the community in the trenches, social workers today want to do counseling, want to deal with the individual difficulties. I wonder if that is because it is easier to change individuals than to change society. My job is to discuss with as many people as possible the inequities of the system.”

Campoverde isn't afraid to speak her mind, and that holds true in academia. “There are some colleagues sitting behind a desk and reading a lot of materials and then writing on those materials. I just want to know, what is their contribution, for goodness sake? When you rehash something that you have read, what is your contribution? Furthermore, how do you change society that way? Yes, I agree that as academicians we have a

Dr. Cecilia Campoverde meets with leaders in Guatemala

responsibility to share our knowledge, but I think there are various ways to share knowledge."

Campoverde came to Florida Atlantic University (FAU) in 1989 after more than 15 years as a social worker in Hempstead, N.Y. Back in New York, she had established the Coordinating Agency for Spanish Americans, an organization still in existence today. When she arrived in Palm Beach, Fla. in 1988, she soon became involved in establishing the Latin American Immigration and Refugee Organization (LAIRO). "When I came here, I saw that there was not one agency to serve the Hispanic community in Palm Beach," she said. "The only one agency that existed at the time was an agency that served the Cuban refugees, but not others."

By 1989, Campoverde was offered a teaching position at FAU. With her initial experience opening LAIRO, and now as a professor, she became interested in the Guatemalan Mayan migration to Palm Beach, specifically that of farmworkers. "I realized that the situation of the Guatemalan people is very unique," she said. "We are talking about a group of refugees–actually they should be called political asylees. It was because of the political situation in Guatemala that they had to leave their country. Yet because the government in Guatemala is so-called democratic, the U.S. government does not grant asylum to the Guatemalans. As refugees, they are not granted any special services."

Campoverde began joining groups of farmworkers and farmworker leaders to better understand their situation. "The Latin community is key to the success of this area, and those of the lowest economic status in terms of education are the Guatemalans and Mexicans. They work as farmworkers, maids in the hotels, and as restaurant workers, yet they are not well paid at all. This was an issue that we needed to work with," she said. As a result of great need, Campoverde set out to establish the Guatemalan Center. "Right at this table where I am sitting, these Guatemalans signed this position of theirs to work for the Guatemalan people. We had a lot of meetings in this house," she said. Campoverde wrote the proposal and received funding to open the center.

Due to internal conflicts, she soon established yet another group, the Guatemalan Maya Quetzal Organization. "It's a center that promotes education for the community. Everyone there is Guatemalan. I have no position. What I am is a consultant and counselor," she said. (Education includes learning issues on immigration, legal rights, employment, opening businesses, etc. They also go on marches and demonstrations.) "They have learned a lot," said Campoverde. "Almost everyone of the original group is an owner of a small business."

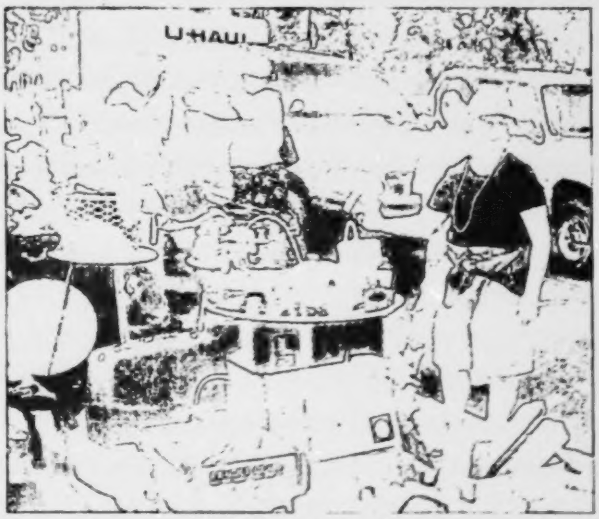
In 1992, Campoverde, a U.S. citizen born in Ecuador, embarked on what many would consider an extremely brave journey. Having heard multiple stories of Guatemalans and their families' plights across the border, she decided to see for herself what the community that she works so closely with had been through.

"I needed to see if I could cross the border [undocumented]," she said. "I feel ashamed to have actually tested it out that way. But I lived 30 days of that flight trying to understand their anxieties and bringing messages from here to there."

"On June 1, 1992, I visited Guatemala. Most of what I saw at that time still goes on today; poverty is rampant, wealth is concentrated with 2 percent of the population. Children live on the streets. There is continuous repression and human rights abuse, as is corroborated by the latest 1995 report of Amnesty International. Nothing has changed. Mayan Indians are still emigrating; their culture is being destroyed. It is a loss for the Mayan, for Guatemala, for the world."

Campoverde carried videos, letters, and other articles from 27 Guatemalan families in Florida. She visited with each one of their family members in Guatemala, bringing them the news of their relatives in the U.S. She then embarked on her journey with a Coyote (a man who leads undocumented people across the border) through and past the Mexican border to the United States.

Campoverde crossed the border of Guatemala, along with a group of 18 men and one woman, following the Coyote's orders through Mexico. They walked through mountains, spent stretches of time traveling through the night and hiding without food or water. At one point, they drank their own urine because they were so thirsty.



Dr. Cecilia Campoverde raising funds for the Guatemalan Project

Campoverde videotaped the trip, following the journey of fear that so many undocumented go through in order to find a better life for themselves and their children.

Recognizing the full danger of the situation and fearing for her life, Campoverde quit the journey before reaching the border of Mexico. "Obviously, I couldn't make it. I didn't have at stake what they had at stake. Many of them give their lives, and somebody has to tell about that," said Campoverde. Although she didn't complete the trip, she was left with an experience that would change her forever. "That has transformed my life. My whole theme in all of my courses is social justice. If I could, I would impart to students to put down the borders and embrace the world," she said.

"The feeling that the Mayans have, of having felt at one time so squashed by authorities in the process of crossing the border, linger with them." Some are raped. Some are killed.

Dr. Cecilia Campoverde working with families in Central America to develop skills and infrastructure for home-based industries.

"I couldn't believe these stories. I just couldn't believe that these people go through so much pain. I get so sad when people over here look at them and think they are inferior. These people are so noble; they are so rich, so brave. They have so much integrity. I wish I could attempt to mirror a little of that. Most people see them as lazy and ignorant and don't realize the bravery...to go to another country and to venture that way having to risk their lives. These stories are heard over and over again. Somebody has to tell their story because nobody listens to them," said Campoverde.

Since her initial journey to Guatemala, Campoverde has been back five times, including a 1998 visit after Hurricane Mitch stormed through Guatemala and other Central American countries. The university had received a donation of $100,000 from The Life Foundation, under the leadership of Louise Pope, in order to help build a portable well for an area desperate for water. Campoverde joined a team of professors selected by FAU to help after the hurricane. Campoverde was chosen because of her organizational experience and success as a social worker. Working in the town of Triunfo with 150 families who had lost their land and homes and needed to relocate, she set up meetings and dialogues to discern their needs and priorities. The Guatemalan Project was born in response to this.

The town received the well, and then set out to determine how to create a system by which people were responsible for maintenance and payment of water. "The people did all the work," said Campoverde. "El Triunfo did not want charity. They wanted to work and earn their own money."

As part of The Guatemalan Project, Campoverde has since been working with the town in starting up small businesses, many of which the women are now running. She has been raising funds for this part of the project, the Guatemalan Rural Women Micro Enterprise Program (GRWMEP), and then lending this money to the women who establish businesses and build lives for themselves. The women receive training in the process. "It's not to do things for people but to teach them how to do it, and give them the resources to do it," said Campoverde.

In the past year, The Guatemalan Project has provided micro enterprise loans to 58 families, and housing loans to three families. In addition, 12 children are currently receiving scholarships, and there are long-term plans of building a school, a health clinic, and a dental clinic in Triunfo.

Campoverde was recently invited to return to Guatemala to assist in and witness the relocation of Mayan people. "It's, again, to build up a community and establish trust. And then to document with video," said Campoverde. "I also want to write their reality, what they are thinking and feeling and sensing."

But Campoverde was cautioned not to go. "I was called by the vice minister of agriculture who informed me that the situation in Guatemala was truly dangerous," wrote Campoverde. A renewed movement of military oppression had ensued, and she would no longer bear witness to what could have been an historic relocation of the Maya.

Unable to journey to Guatemala, Campoverde continues to make a contribution at home, to her students. "When I see my students, I am glad to be alive," she said. Her work at home is being recognized by the local Latino community, which nominated her for her 1999 selection from a field of 2,900 candidates in the Eckerd Salute to Women program as one of the "Eckerd 100."

While honored by the recognition, Campoverde feels equally blessed to be a part of the lives of those she has touched and helped. "I feel so privileged and so humble to share their lives. When I hear the Mayans speak, their realities are so complex; their lives are so difficult, that I really wish I could put this into writing. Most of us just don't know what difficulties are until we listen to these people," said Campoverde.

What Campoverde has learned outside of the classroom, from the Mayan people and her own journey of the heart, is a lesson for her students in social justice, in true social work where those in need are given the opportunity and support to forge their own path with dignity.

"I think one of my roles is to open doors for anyone and everybody," said Campoverde. "The biggest door that my students could open is their own door. And to realize that they are society–that we are not just a puppet or a recipient or the wish of someone else. But that we can actually make our society, we can have a voice."

Hispanic Girls Most Likely to Drop Out... ...and Stay Out

Mixed Messages and Discrepant Expectations Faulted

BY ANGELA PROVITERA MCGLYNN

The new Census data is providing an impetus to examine a trend in this country that is quite troubling: Hispanic girls drop out of school at a far greater rate than any other group of girls in the United States. Dana Canedy (***The New York Times***, 3/25/01) compares the rates of three groups using government data. According to this data, 26 percent of Hispanic girls leave high school without a diploma; 13 percent of Black girls drop out; and 6.9 percent of White girls do not graduate. There is only one group among all U.S. students with higher dropout rates–Hispanic boys! Their dropout rate is 31 percent, compared to 12.1 percent for Black and 7.7 percent for White boys.

Another troubling statistic is that Hispanic girls tend to leave school earlier than all other groups of young people, male or female. According to a new study, *Latinas in School*," published by the American Association of University Women(AAUW), Hispanic girls are also the least likely group to return to school after a time out. These dropout rates are even more alarming in light of 2000 Census Bureau data suggesting that Hispanics will soon become the largest minority group in America. In that role, the Hispanic experience in every American institution, from education to the media, to the political arena to employment, will have far-reaching cultural implications, literally shaping the future of America.

Dana Canedy quoted Gloria Rodríguez, an advisor to President Clinton on Hispanic education and also the founder of Avance, a nonprofit family support and education program for Hispanics in San Antonio. Rodríguez said, "The demographics indicate that Latinos will very soon be the largest education group in the United States. Many of our children are not succeeding, and that is going to impact us all," (*The New York Times*, 3/25/01, p. A24).

When we analyze the educational attainment gap between Hispanic girls and boys and other groups of students, we see myriad factors that contribute to the gap. Before exploring some of those factors, let me say that the picture of Hispanic students in America is certainly a diverse one. There are vast regional differences and numerous subgroups within the Hispanic population. The majority of Hispanic girls and boys do graduate from high school. Those Hispanic students who do not graduate are most often new immigrants at the lowest end of the economic ladder. Obviously, there is great poverty among these families. As Raúl González, a former teacher who is education policy analyst for the National Council of La Raza, noted, "Many Hispanic immigrants are either economic refugees from Mexico or war refugees from Central America. They come to this country very often with little schooling," (*New York Times*, 3/25/01, p. A24). The result is obvious: many poor Latino immigrants often end up in schools where teachers struggle to teach them content areas, as well as the English language.

Added to the economic strikes against these immigrant students and the deficiencies some bring from their previous schooling is the relatively recent move in this country to discontinue bilingual education. Moreover, there is ample evidence that Hispanic female adolescents receive far less positive reinforcement and encouragement from teachers and counselors for their educational goals than do White girls. Given this bleak economic picture, and the uneven playing field of our American school system, is it any wonder that these students would find it more difficult to persevere to high school graduation and beyond?

Researchers and educators point to additional factors that work against Hispanic female educational attainment. Perhaps we could categorize many of these factors under the umbrella heading of "sex role socialization within the diverse Hispanic cultures." Certainly, sex role socialization has hindered women in general in terms of educational and career attainment. For Hispanic women, particularly those from low-income and immigrant families, there is an emphasis on the roles of wife and mother; many families may de-emphasize educational ambition and even diminish and devalue it.

The high school dropout rate can be attributed, in part, to the mixed messages and discrepant expectations that many Hispanic adolescent girls experience. In interviews reported in *The New York Times* article, Hispanic adolescent girls say they feel caught between two worlds and two different sets of values and expectations. Some say they get discrepant messages from their mothers, who often try to "Americanize" them and encourage them to study and choose a career, and their grandmothers, who encourage them to become more traditional and follow old-country mores and values. These girls receive an underlying, predominant message that the most important thing in life for them is to become a wife and mother. For this reason, many groups of Hispanic adolescent girls often feel confused and torn between two worlds and two sets of values.

> *According to a new study,* Latinas in School, *published by AAUW, Hispanic girls are also the least likely group to return to school after a time out.*

Some researchers, including Carlos Rodríguez at the American Institutes for Research, a nonprofit sociological research organization based in Washington D.C., say that teenage pregnancy, and all that accompanies it, contribute to the higher high school dropout rates for Hispanic females. Rodríguez says that many mothers, particularly low-income, religious-oriented Hispanic mothers, may not discuss contraception with their daughters, and will not discuss abortion.

Other researchers also point to family demands, which fall under the dual umbrellas of economic necessity and sex-role expectations. For example, these researchers cite migrant family life, where the pattern is for the girls in the family to cook and clean, while the men, women, and boys in the family tend the field. They also cite newly arrived immigrant families in which the mother must hold down two jobs. She then relies on her older daughters to provide child care for their younger brothers and sisters. When economic survival is foremost on a family's mind, and when there are clear-cut sex-role expectations for Hispanic women, again, is it any wonder that educational attainment takes a back seat?

There is another way in which sex-role expectations may come into play, this time the sex-role expectations, combined with ethnic stereotyping, that students receive from teachers. One of the young women interviewed in Dana Canedy's article was an 18-year-old named Vanessa Blanc, who plans to join the Air Force upon graduation. She discussed what she perceives as contributing to the higher high school dropout rates for Hispanic adolescents. She said, "Some teachers do think Hispanic girls are going to end up pregnant and cooking for some guy. That's the stereotype. That's what they see on TV. That's the image they create in their mind, and they can't see beyond that. They don't expand their minds. And the sad part is that sometimes teachers' expectations of students can take them in the wrong path because they feel they won't disappoint anyone by dropping out. It's what's expected of them" (*The New York Times*, 3/25/01, p. A24).

González of La Raza agrees with Blanc's insights. He says that we may be sending off signals to Hispanic girls that education is not as important for them as becoming a wife and mother.

Blanc's analysis reminded me of an anecdote that supports her contention. A White male friend who received a Ph.D. in genetics a few decades ago went on to do some very meaningful research with a brilliant woman geneticist who is Puerto Rican. She told him that her high school guidance counselor tried to dissuade her from the college curriculum track. He told her that the secretarial track would be more realistic for her. Did the counselor give her this advice because she was female or because she was Hispanic? My hunch is that it is very hard to tear apart the stereotypes that people carry in their minds, and that both gender and ethnicity probably played a role. Yes, this is some time ago, but based on all the similar stories I hear from students, can I assume that these stereotypes are no longer with us? I don't think so. Hispanic females often carry the burden of a triple whammy status: first, they are women; second, they are members of an ethnic minority group; and third, they are often members of the lowest socioeconomic group.

Another contributing factor is the lack of role models to show them the way. Many Hispanic women have achieved prominence educationally and in their careers. However, in the big picture, their numbers are few. The "glass ceiling" in the corporate world still operates for women in general. Women often make it to middle levels of management and can see the top, but institutional sexism keeps the great majority of them from moving upward. This keeps women relatively invisible at the highest levels of the corporate world. For minority women, the invisibility is even greater. Rodríguez of the American Institutes for Research says that many girls feel that there isn't anything beyond Jennifer López. Rodríguez, a specialist in Hispanic education, says, "Among women who come through Ph.D. programs, for example, or the medical profession, or any of the managerial professions, Hispanic representation has not been great. The impact has been the maintenance of stereotypical roles for girls" (*The New York Times*, 3/25/01, p. A24).

In a previous *HO* article (2/13/98), "Hispanic Women, Academia, and Retention," I discussed the multiple factors contributing to the college dropout rates for Hispanic females. Here, too, we see Census data that is discouraging. Only 6.9 percent of Hispanic women have completed college, while 10.2 percent of Black women and 17.6 percent of White women have done so. The same forces are at work in college as in high school: economics, previous schooling deficiencies, sex-role expectations, differential treatment by teachers and counselors based on stereotypes, and lack of role models and mentors. If we are to see change so that more Hispanic females can succeed in their educations and ultimately in their careers, many proactive steps need to be taken by the government at the local, state, and federal levels, and by the school systems, in conjunction with families and communities. These steps would benefit Hispanic males and other struggling minority groups in America as well.

Some of the changes that need to take place are sweeping changes that address poverty in America. As long as the American system promotes inequity among people, the gap between the rich and the poor will continue to expand. Unless dramatic changes are set in place, we will continue to see the growth of what sociologists are now calling the "chronic underclass."

Poverty puts people behind the eight ball even prior to their birth. The fetus of a poor mother often does not receive proper prenatal care and proper nutrition. This, in turn, affects that fetus' development, particularly brain development, in ways that will impact his or her later educational attainment. Poor prenatal care and improper nutrition may also result in low birth weight, putting the baby at risk for all kinds of developmental difficulties and even risk for survival. When that fetus of a mother who lives in poverty is born into our world, what kind of early educational experience will he or she have in preschool, a time of great importance for brain development, as well as social skills training? And if that child grows up in a poor neighborhood, what kind of public school education will he or she receive, particularly in states where education is funded according to property taxes?

> ***Only 6.9 percent of Hispanic women have completed college, while 10.2 percent of Black women and 17.6 percent of White women have done so.***

People who continue to hold onto the myth of equal opportunity in America fail to understand what it means to grow up in poverty. They may also argue that the costs for changes that need to be put in place, changes such as quality health care and education that would be accessible to all, are prohibitive. What these people need to consider is what it will cost America if this nation does not respond to these inequities. Do we want to spend our taxes in ways that support people's chances for maximizing their potentials and thus contribute to society, or do we want to spend our taxes in ways that attempt to treat the problems that arise from our inaction?

In Cardoza's study of the factors that contribute to persistence in college for Hispanic women (1991), he suggested a number of strategies related to the educational system that would promote retention. Cordoza's research and other studies suggest the following ways that the educational system can promote educational attainment for Hispanic women. Many of these strategies would also help other underachieving groups.

- Provide quality preschool educational programs that are accessible by everyone.
- Provide quality public education for every child in America.
- Conduct diversity training for teachers and counselors so they will encourage all children to succeed.
- Provide role models and mentors for Hispanic females throughout their school experience.
- Hispanic women need to be encouraged by parents, teachers, counselors, and school personnel to do long-range educational planning.
- Educators must provide encouragement and support to pursue higher education and positive reinforcement of academic achievements.
- Colleges must provide financial assistance and childcare services for their students.
- Teachers in the K-12 sector, and faculty in college, need to be sensitive to the barriers that have dissuaded and discouraged Hispanic women's efforts to achieve.

The Cardoza study found that the most important predictor of college attendance and persistence for Hispanic women is educational aspiration. Students' levels of self-esteem and motivation, their aspirations, and their perceptions of what significant others aspire for them are all factors that affect their educational attainment. There are many challenges that need to be addressed to promote educational accomplishment among Hispanic women, particularly children of immigrant and low-income families. The costs related to not addressing these challenges are too high not only for Hispanic women, but for the future of America.

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Three Insightful Reports From College Board Task Force

Recommendations Include Support for Affirmative Action

BY
GUSTAVO A. MELLANDER AND NELLY MELLANDER

By 2015, four-fifths of these youngsters will come from immigrant families possessing little formal education and limited English proficiency.

In 1997, The College Board convened the National Task Force on Minority High Achievement to develop recommendations for how educators and minority parents can work to increase the number of Black, Hispanic, and Native American students reaching the highest levels of academic achievement.

By traditional indicators such as grades and standardized test scores, these groups lag far behind their White and Asian counterparts. As a consequence, they fail to gain admittance to the more selective institutions of higher education. These minority groups are also heavily underrepresented among recipients of undergraduate, graduate, and professional degrees.

After three years, the Task Force recently published its findings in three reports, *Reaching the Top*, *Priming the Pump*, and *Projected Social Context for Education of Children: 1990-2015*.

Dr. Patricia Gándara, professor of education at UC-Davis

Reaching the Top

The main report, *Reaching the Top*, discusses the underrepresentation of Blacks, Hispanics, and Native Americans among high-achieving students. It documents the obstacles posed to amelioration of the existing disparity in educational outcomes.

Racism and prejudice are factors that contribute to the lower performance levels of these minorities, in addition to the traditional obstacles of poverty, parents with little schooling, and poorly resourced schools. Given the demographic projection that minorities will comprise 40 percent of the under-18 population by the year 2030, a high priority is assigned to implementing both private and public initiatives to reduce this educational disparity.

Priming the Pump

The second report, *Priming the Pump*, takes a look at 20 programs which have been designed to increase the achievement of minority students in colleges where the numbers remain relatively small. Its lead researcher, Dr. Patricia Gándara, professor of education at the University of California-Davis, found that existing programs have the capacity to help many more minority students achieve their academic potential than is presently the case.

She reported that few of the many programs have been specifically concerned with helping increase the number of high academic achievers with the potential for entering society's leadership ranks. Existing programs targeting minorities have mostly been committed to increasing the number of graduates, generally speaking, not necessarily with increasing the number who graduate with academic distinction.

Projected Social Context

The third report, *Projected Social Context for Education of Children: 1990-2015*, presents an analysis of possible changes in the racial and ethnic composition of the student-age population disaggregated by social class (as measured by parent education and family income levels) and by native-born/immigrant status.

It is widely accepted as indisputable that institutions of higher education will confront a larger and more diverse student population in the years ahead in which a growing share is likely to be at-risk. At the same time, public budgetary support is also likely to decline.

Educational differences among disadvantaged minority children and other children emerge quite early, as early as second and third grade, and that pattern persists throughout the school years. Black, Hispanic, and Native American youth form the largest portion of students who drop out of high school. As a consequence, many are forced to enter dead-end low-paying jobs, where they find themselves trapped in jobs with little or no opportunity for advancement.

Secondary school attrition reduces the pool of students who could go on to college. Minority students, whose parents do not have bachelor's degrees, or even high school diplomas, are unlikely to have test scores in the upper quartile. Many minority youth who do go on to college do not earn test scores indicating they were prepared well academically for the most selective institutions of higher education.

Only about one-quarter of Hispanic and Native American 12th-graders had scores above the "proficient" level on the 1998 NAEP reading test. Only 2 percent to 3 percent reached the "advanced" level. At virtually all socio-economic levels, Blacks, Hispanics, and Native Americans perform poorest of all groups on standardized tests.

Recommendations

Task Force recommendations reflect a deep commitment to the notion of affirmative development–"the notion that our nation has both strong moral and practical interests in taking an extensive array of public and private actions designed to ensure that underrepresented minority groups significantly increase their rates of educational progress" (p. 3).

Specifically, the Task Force calls for raising the academic achievement of disadvantaged minority students from pre-school through undergraduate and graduate studies. Recommendations fall into three broad categories: higher education, elementary and secondary education, and supplementary programs.

The Task Force recommends that higher education initiatives be directed at increasing minority enrollment, retention, and graduation rates.

Strategies should include ensuring the availability of personal support and academic advising; creating strong peer-support networks; and providing adequate financial aid so that students may devote full attention to their studies.

The Task Force calls for tracking the achievement of minority students to determine the success of the efforts that are being employed, and to use the information to develop future strategies. Four-year institutions are called upon to collaborate with community colleges to identify and recruit minority students.

The Task Force recommends that curricular changes be made and teaching strategies be adopted that have worked well at institutions historically serving minorities.

El-Hi Recommendations

At the elementary and secondary school levels, the priority objective for local, state, and federal education leaders is the equal representation of African American, Hispanic, and Native American students at the highest academic levels.

To this end, the Task Force recommends that school district leaders having similar minority student populations form consortia so that common concerns may be addressed. It calls for federal policymakers to develop a method of providing resources for whole-school reform, especially where 25 to 50 percent of the student body lives in poverty.

Research shows that the learning environments and resources differ markedly between suburban affluent schools and schools with high-poverty student bodies. Marked differences also exist between the number and degree of educationally enriching experiences middle- and high-income minority parents provide their children as compared to other groups of the same socio-economic status.

Supplementary Programs

Notably, one well-known problem for schools serving large disadvantaged populations is that many of these schools have high mobility rates. When student turnover is high, the curriculum slows down, and students have less opportunity to learn.

Turnover of teachers and principals also occurs, which further undermines the quality of education. This makes compensatory initiatives and programs such as educating parents to read to their children, promoting home-school relations, teacher professional development, and society-wide participation in efforts to diminish de facto segregation and prejudice, all the more important.

Accordingly, there is a need to expand and strengthen supplementary educational opportunities to underrepresented minorities. It is proposed that a parallel education system to the schools be erected–a system targeted to meeting the needs of minority students from all socio-economic segments of the population. Educational research and policy analysis groups, in partnership with national and local organizations, are encouraged to design such programs in ways that reflect the specific circumstances of the local communities they serve.

Present Realities

To begin, while the population of educationally underrepresented minorities is growing rapidly, the percentages of Whites and Asians who are earning college degrees are growing faster still. In 2015, 83 percent of White and Asian students are expected to have parents with college degrees, but only 17 percent of Blacks and Hispanics. This means that Blacks and Hispanics must make even larger gains to keep up.

From 2.8 to 4.7 million Hispanic students have parents lacking high school diplomas. Demographic forecasts indicate that the Hispanic share of the disadvantaged population could increase from 37 to 59 percent. That would make Hispanics the nation's largest minority group, but one without much influence. Hispanics are expected to have the most difficulty making educational gains.

Hispanic students register very high dropout rates. By 2015, four-fifths of these youngsters will come from immigrant families possessing little formal education and limited English proficiency. Many variables are known to influence academic performance, but the educational backgrounds and income levels of parents are the most important factors determining how students will fare.

The general rule that students' future academic performance can be predicted by their prior academic performance does not strictly apply in the case of minorities. It is accepted that getting off to a good start puts children on track to being academically successful throughout their school careers. But studies show that test scores "over predict" academic performance of high school minority youth who are college bound.

That is, underrepresented minority students tend not to do as well as their test scores would indicate, and this applies, in particular, to minorities at the upper end of the achievement distribution. The over-prediction phenomenon is acute for quantitative courses and the sciences. It leads students to avoid these majors and even drop out of college altogether.

Background factors, such as inadequate high school preparation, explains some portion of the discrepancy, but observers also speculate that other environmental factors, such as lack of support, prejudicial beliefs by faculty and other students, and exclusionary social practices on campus contribute to a chilly institutional climate for minorities. The notion of campus inhospitality must be taken very seriously in designing programs intended to help underrepresented minority students excel scholastically.

Stereotype Vulnerability

The theory of stereotype vulnerability was propounded by Claude Steele (1997) to explain why Blacks and other minorities perform poorly or choose not to participate in academic endeavors in which they run the risk of confirming the stereotype that they are intellectually inferior. Steele argues that performance anxiety may cause minority students to "dis-identify" with academic goals by pleading a lack of interest in them.

Further exacerbating this situation is the fact that relatively few minority professors can be found in the nation's historically White colleges and universities. That is a real disservice because it is proven that minority faculty are instrumental in recruiting and retaining minority students.

The Task Force concludes that recruiting a critical mass of underrepresented minority students is one way to reduce, if not eliminate, the over-prediction phenomenon. Because being one of only a few minority students on a campus can be psychologically and socially isolating, students naturally feel marginalized. As a result, they fail to make lasting connections with their peers, faculty, and the institution. For these reasons, they are much more likely to underperform and many drop out.

> ***In the years ahead...a growing share is likely to be at risk. At the same time, public budgetary support is also likely to decline.***

A critical mass of students provides much-needed moral support. A growing body of literature supports the effectiveness of creating study groups; providing financial aid to reduce students' concerns about money; providing programs that extend beyond the incoming, first-year as well as summer bridge programs. By placing the best teachers in the first-year courses; providing culturally enriching experiences on the college campus; and unpackaging the curriculum, success is more likely. Unpackaging the curriculum refers to identifying what is critical and what is not in college courses, then providing the supplemental instruction students need so they can master the essential concepts.

Historical Context

"The Task Force believes that it is important to remember not only that these gaps were much larger only a few decades ago, but that our society did not begin to organize itself in a substantial way to eliminate them until the middle of the 1960s" (p. 12).

Couched in proper historical context, then, the Task Force affirms that tremendous strides have been made at reducing educational differences. However, it notes that a national political consensus backed by public investments targeted to promote high quality early childhood education and good health care for disadvantaged youth tops the list of initiatives that would bring society substantially closer to educational parity among its major ethnic groups.

The Task Force notes that restrictions placed on affirmative action efforts in several states significantly impede progress at a time when the necessity of making progress is more pressing than ever before.

Task Force research yielded more than 300 articles appearing in newspapers and other publications in which college and university CEOs expressed their strong support for affirmative action as a tool to achieve some measure of diversity in the nation's colleges. Current attacks are causing some college programs, which already have problems gaining credibility as "academic" as opposed to "student services" programs, to make changes that have a serious negative impact on their ability to increase the number of high-achieving underrepresented minorities.

A Personal Note

The reports are chilling. We conclude that a vast reservoir of human potential will be wasted over the long term if educators and educational policymakers fail to reduce the achievement gaps that currently exist. The chance to integrate all ethnic and racial groups into society's major institutions, especially in leadership positions, will also be lost–not to mention the crucial fact that denying educational opportunities to entire groups of people is inherently unjust.

Such injustice threatens to create social fragmentation and division when our country desperately needs to work cooperatively to build a technically skilled and competent citizenry capable of competing globally. For all these reasons, colleges and universities must remain firmly committed to all forms of affirmative action. The polarization of views that characterizes the current strident debate about the legitimacy of using race and ethnicity as factors for consideration in higher education admissions and financial aid is shortsighted and destructive.

The Mellanders are professors at George Mason University.

FYI...

The Hispanic Outlook In Higher Education www.hispanicoutlook.com October 08, 2001

Hispanic Scholarship Fund Helps 6,000 in 2000-01

SAN FRANCISCO, Calif.

The Hispanic Scholarship Fund (HSF) awarded approximately $19.3 million in college scholarships during the 2000-2001 academic year. This figure represents more than $11.7 million in HSF scholarships along with $7.6 million awarded by HSF through the Gates Millennium Scholars Program, enabling 6,070 students in the U.S. and Puerto Rico to further their college education.

Since its creation in 1975, HSF has expanded its focus with separate scholarship programs supporting college retention, community college transfer, and graduating high school seniors. It now works to increase the number of Latinos in the college pipeline by reinforcing the importance of higher education in the Hispanic community and by providing tools that help students and parents learn about the college application and financial aid processes.

This year, HSF launched the first of a network of on-campus Student Scholar chapters with a $1 million grant from the Goldman Sachs Foundation, establishing a presence for the organization at leading universities across the country. In May, HSF held its first conference in Washington, D.C., bringing together representatives from the private and public sector–including President George W. Bush, Secretary of Education Rod Paige, and former Secretary of Education Richard R. Riley–to discuss issues affecting Hispanic higher education. Today, HSF partners with more than 100 Fortune 1000 companies, national and regional foundations, and more than 30 community fundraising events to accomplish its mission of improving the educational achievement of Hispanic Americans.

According to Sara Martínez Tucker, HSF president and CEO, an independent study found that 97 percent of all students selected as HSF scholars attain their college degrees, many overcoming significant social and economic barriers. Almost 90 percent of HSF scholars earn salaries above the national median income, and 60 percent earns at least double the average annual income of a typical Hispanic American.

The Hispanic Scholarship Fund aims to strengthen the country by advancing college education among Hispanic Americans. In its 26-year history, it has awarded more than 45,000 scholarships totaling nearly $60 million to Latinos from all 50 states and Puerto Rico who have attended more than 1,300 colleges and universities.

Knight and ACE Call for Reform of College Athletics

WASHINGTON, D.C.

Establishing a Coalition of Presidents to lead college sports reform was among several recommendations contained in a new report, "A Call to Action: Reconnecting College Sports and Higher Education," from the Knight Foundation Commission on Intercollegiate Athletics. The report was released at a press conference at which Knight Foundation President Hodding Carter III and American Council on Education (ACE) President and Knight Foundation Commission member Stanley O. Ikenberry spoke of the need to reform college athletics.

The report centers on three growing concerns in college sports: the academic/athletic cultural clash, the escalation of the "arms race" of excessive spending, and the resulting commercialization of intercollegiate athletics. "The Coalition of Presidents' goal must be nothing less than the restoration of athletics as a healthy and integral part of the academic enterprise," the report states.

After a series of hearings in 2000-2001, the panel found that the problems of college sports have worsened since 1991, when it issued a landmark report on student athletics that recommended placing control of athletics in the hands of college presidents. The commission noted that even with presidential control and rule changes, the NCAA "can not independently do what needs to be done. Its dual mission of keeping sports clean while generating millions of dollars in broadcasting revenue for member institutions creates a near-irreconcilable conflict."

The Commission recommended that teams with graduation rates of less than 50 percent be barred from conference championships or post-season play and that corporate logos on athlete uniforms be prohibited.

Ikenberry said reform efforts would have the council's strong support. He predicted that the president's coalition would be widely supported by institutional leaders, noting that college and university presidents are just as concerned about problems with intercollegiate athletics as commission members. "Incentives need to be altered for intercollegiate athletics and more focus must be placed on students and bringing athletics back into the main line academic culture," said Ikenberry.

...FYI

The Hispanic Outlook In Higher Education www.hispanicoutlook.com October 08, 2001

NCLR: Welfare Programs Failing Latinas

WASHINGTON, D.C.

With welfare reauthorization due in 2002, the National Council of La Raza (NCLR) will be focusing on Hispanic and other women.

Recently, NCLR made the following observations about the experience of Hispanic women on welfare, which may provide important insights for affiliate service providers and policymakers: Latinas are having a more difficult time making the transition into the paid labor force than their peers because of their relatively low skill levels, lack of language services, and the questionable quality of basic education and English-language training services afforded them.

A major study from the Educational Testing Service (ETS) reports that 51 percent of White women, in general, possess advanced educational skills while only 16 percent of Hispanic and 17 percent of Black women have the same skill levels. This illustrates the need for education and training services targeted to Latinos.

The ETS found that in order for Latino and Black women to increase their skill levels and gain access to jobs paying between $15,000 and $20,000 a year, they would need about 900 hours of education and training or more than two years of full-time class work. Meanwhile, far too many work-based welfare programs fail to invest in any education training for clients.

Another reason why many Latinas are not moving successfully from welfare to work is the lack of access to appropriate language services, including access to bilingual staff at welfare offices. Without adequate language services, many Hispanic women can not fully participate in the range of services offered to women attempting to move into stable jobs.

A study from the 2000 Welfare and Human Rights Monitoring Project revealed that job-training programs, including welfare-to-work programs that focus more on education and training, have relatively poor pre- and post-assessment standards.

NCLR says that Latino-focused service providers should be preparing to engage in this important debate by lending support to advocates pushing for better outcomes for Hispanic women and that advocates need to press for better accountability mechanisms that ensure that skill and employment assessments are carried out and that those assessments accurately evaluate the employment needs of Hispanic women.

The College Board Study Confirms Preparedness of AP Students

NEW YORK, N.Y.

A finding of the Third International Math and Science Study (TIMSS), 1995, was that physics and advanced mathematics students from the U.S. lagged behind their peers from other nations, a finding that caused concern in many education circles. Only a small percentage of the students tested in 1995 indicated they were enrolled in AP calculus or AP physics courses.

A new TIMSS study was commissioned by The College Board to verify how AP students fare as a separate group, when compared to their peers worldwide. A representative sample of AP calculus and AP physics students was given the same test administered to the original TIMSS study group. The results showed that not only do AP students with grades of 3 or better on the AP calculus exams outperform advanced or honors mathematics students in the U.S., they also outperform the advanced students from every country that participated in the study. AP physics students were almost equally impressive; those who received an AP exam grade of 3 or better on the AP physics "B" or "C" exams performed as well as physics students from the top performing nations of Norway, Sweden, and the Russian Federation, and outperformed all other participating nations.

The TIMSS of 1995 was then the largest, most comprehensive and rigorous international study of student achievement ever undertaken.

The results of this latest study, administered in May through July of 2000, were compared to the 1995 results of physics and advanced mathematics students in their final year of secondary school from 18 countries, including the United States.

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People-Places-Publications-Conferences

PEOPLE & PLACES

UNM Anthropologist Speaks On Tourism

Photo © Carolyn Gonzales/UNM

University of New Mexico (UNM) anthropologist Sylvia Rodríguez presented a seminar, "Tourism and Power in the Land of Enchantment," about the cultural and social impact of tourism in New Mexico and the causes and consequences of 'enchantment,' the tag that tourism put on New Mexico.

"How does the idealized version of Native Americans and Hispanics differ from the reality?" asked Rodríguez. "The reality is that there are many poor New Mexicans in isolation living in trailers. The tourism industry took a 'Third World' place and mystified it as the 'Land of Enchantment,' and it stuck. But there is a disconnect between that and the reality." She says social and political change is difficult because people hold on to the idealized version of how Native Americans and Hispanics live.

The meeting was the eighth in a series of seminars on the politics, history, and culture of New Mexico by the Institute for Public Life. The UNM Alfonso Ortiz Center for Intercultural Studies was a co-sponsor.

College of Denver to Expand e-Learning

In Colorado, the Community College of Denver (CCD) began a three-year partnership with Eduprise, a provider of e-Learning services for education institutions and businesses, to expand CCD's e-Learning program. Eduprise will provide strategic planning, infrastructure support, and instructional services that include technical and pedagogical training for faculty.

CCD serves a diverse ethnic population and enrolls more than 10,000 students annually. Its research has shown that more than half of all entering students require remedial learning and most are computer illiterate. According to school officials, the partnership intends to "close the digital divide by requiring that all courses include at least one online component and by helping students build the necessary computing skills to be competitive." The program will provide students with convenient access to technology to improve computing skills.

Fresno City Spanish Professor Studies in Spain

Fresno City College (Calif.) Spanish instructor Sharron Ferrer was granted one of four scholarships by the International Educational Council to study in Spain. She studied at the Don Quixote Institute in Barcelona.

Ferrer escorted students to Mexico in the summer of 1993 and to Costa Rica in 1996. She lived in Mexico for three years and has traveled to Argentina and Spain.

During her recent studies in Spain, Ferrer lived with an "empty nest" widow, attending classes four hours a day for two weeks, and expanding her knowledge of Spanish language and culture.

Incarnate Word Selects New Dean

The University of the Incarnate Word (Texas) announced the appointment of David Elizandro as the new dean of mathematics, science, and engineering. Elizandro had been teaching at Tennessee Technological University in the department of industrial and manufacturing engineering.

Elizandro has been very active in developing curriculum of technical courses and has served on many academic and technical committees. His pursuit of research grants and contracts has brought in more than $15 million. A registered professional engineer in Texas, he is a member of the Computers in Education Division's board of directors, the Institute of Electrical and Electronic Engineers, and the Institute of Industrial Engineers. He earned a bachelor's degree in chemical engineering, master's in business administration, and doctorate in industrial engineering from the University of Arkansas in Fayetteville.

Hearing-impaired Student Thriving at Delta

Arturo Narvais was born deaf and is unable to speak. But, with the help of interpreter Paul Bowen and a mother who instilled a positive attitude early on, 22-year-old Narvais is only 12 credits shy of an associate's degree in machine tool operations from Delta College (Mich.).

Bowen, an interpreter since 1986, marvels at Narvais and thinks he'll be a successful professional.

"I've worked with a lot of deaf students, but he's the first I've seen go through an entire program," said Bowen. "What Arturo lacks in hearing he makes up for in touch. He is very safety conscious and extremely dedicated."

Narvais says he was motivated to attend college after seeing how some of his family members were forced to work menial jobs because of a lack of education.

"I wanted to learn a skilled trade," he said. "I was confident I could do it. Now, as I approach graduation, my mother is real proud of me. I'm going to be one of the first from my family to graduate from college."

Thottam Brings National Recognition to Iona Program

Dr. George Thottam, new dean of the College of Communication at Rowan University (N.J.) and newly elected president of the Association of Schools of Journalism and Mass Communication (ASJMC), is helping Iona College's (N.Y.) department of mass communication, which he's chaired, in its efforts toward national accreditation. The accrediting council sends a team of two deans to Iona in February.

"It is ironic that I have to leave during the last stage of the national accreditation of the college's program," said Thottam, who was at Iona for 21 years.

ASJMC, an association of departments, schools, and colleges of journalism and mass communication for the U.S. and several other countries, provides leadership for mass communication education and is a liaison between educators and media organizations around the world.

Thottam, a graduate of the School of Journalism at Columbia University, has received the Freedom Forum's "Journalism Teacher of the Year Award."

Delaware Celebrates Hispanic Heritage Month

The University of Delaware recently held its second annual National Hispanic Heritage Month celebration with lectures, films, and live performances.

Featured were presentations by Diego Castellano, host/producer of *Puerto Rican Panorama* and bilingual education coordinator with the New Jersey State Department of Education, and by prominent authors Luis Rodríguez (*Always Running: La Vida Loca, Gang Days in L.A.*) and Christina García (*The Aguero Sisters* and *Dreaming in Cuban*).

Two films were screened, *Chicano: History of the Mexican American Civil Rights Movement*, a film documenting the struggle of Mexican-Americans to regain ownership of lands guaranteed them by the 1848 Treaty of Guadalupe Hidalgo, and *Girlfight*, the story of a young woman in the Bronx who learns in the boxing ring how to cope with life.

The celebration also featured live Latin music, including salsa and merengue.

CCNY Names Tamargo Acting Dean of Science

City College of New York (CCNY) named María C. Tamargo acting dean of science. A member of CCNY's chemistry faculty since 1993, she succeeds Dennis Weiss, who retired after 36 years.

After earning a master's and doctorate at Johns Hopkins University, Tamargo performed research at AT&T Bell Labs on the development of semiconductor materials used in light wave communications, and, as a research scientist in Bellcore, N.J., used Molecular Beam Epitaxy to investigate a class of semiconductor materials known as II-VI compounds.

Continuing her research at CCNY, Tamargo has published more than 150 scientific papers and chapter contributions to books, chaired national and international conferences, and is a frequent presenter. She recently became a fellow of the American Physical Society and was chosen to chair the 11th International Conference on II-VI Compounds, to be held in 2003.

Tamargo earned a bachelor's degree from the University of Puerto Rico in San Piedras.

CSU-San Bernardino Launches Latin American Studies

California State University-San Bernardino named Rafael E. Correa interim coordinator of the university's newly formed program on Latin American studies. He brings a long and productive record of teaching and scholarship on diverse issues concerning Latin America and its impact on the U.S.

The program is being funded by a nearly $160,000 Title VI grant from the U.S. Department of Education and, according to Correa, will offer a minor for everyone on campus–a minor promoting international knowledge, understanding, and mobility, with an emphasis on the Latin cultures and nations of the Western Hemisphere. The program also offers students the opportunity to study in a Latin American country. Cal State-San Bernardino is a federally recognized Hispanic Serving Institution, eligible for federal funding, grants, and programs.

New School Center Receives Grant to Study Immigration

The International Center for Migration, Ethnicity, and Citizenship (ICMEC) at the Graduate Faculty of Political and Social Science at New School University (N.Y.) was awarded a $125,000 grant from the German Marshall Fund of the United States. The grant will fund an ICMEC project examining relevant activities that take place on a community level to accommodate immigrants. Specific "success stories" will be selected for inclusion in a "best practices" manual and translated into appropriate languages for sharing and dissemination to communities.

ICMEC is a collaboration of scholars and researchers from New School and other New York-area universities engaging in scholarly research, public policy analysis, and graduate education bearing on international migration, refugees, and the incorporation of newcomers in host societies. It aims to investigate the causes of large international migrations, refugee flows, patterns of demographic change in receiving countries, and the implications of these phenomena for contemporary notions of sovereignty and citizenship.

The German Marshall Fund of the United States stimulates the exchange of ideas and promotes cooperation between the U.S. and Europe.

NYU Conference Examines Hispanic Markets

The New York University School of Continuing and Professional Studies' Center for Publishing organized the landmark conference "Hispanic Markets for Publishers." It marked the first time Spanish-language publishing leaders from each of the three main publishing sectors–book, magazine, and online–collectively examined demographics and trends in Hispanic media markets and devised new strategies for reaching one of the fastest-growing groups in the nation.

Media experts and industry heavyweights shared their experiences in designing and streamlining special marketing programs to reach a broader range of Hispanic readers in four market segments: consumer, education, reference, and library and professional. Other conference segments addressed magazine circulation of Hispanic publications, development of advertising sales in Hispanic publications, the Hispanic market and the Internet, and the current challenges and opportunities of the Spanish-language markets.

Barnard Professor Receives Fulbright-Hays Award

Barnard College (N.Y.) assistant professor of political science Elisabeth Friedman received a $40,000 Fulbright-Hays Faculty Research Award from the U.S. Department of Education to fund field research and a living stipend for six months of study in Latin America. She will research how women's non-government organizations (NGOs) use cutting-edge communication and information technology to advocate for women's rights and gender equality in Argentina, Brazil, and Mexico. The project reflects the current debate in Latin America over whether the use of modem technology is successful in uniting people across different classes, cultures, and genders, or whether it widens the gap between these social groups.

Friedman's inspiration for the study came from a discussion she had on the organization of Latin American civil society. Friedman realized how much of her work on Latin American women's organizations was made possible through e-mail and Web research.

San Antonio Executive VP Honored for Leadership

Dr. Robert E. Zeigler, executive vice president, San Antonio College (Texas), received an Outstanding Leadership Award from the Texas Community College Instructional Administrators (TCCIA). The award recognizes administrators who provide good leadership, demonstrate creativity and innovation, and influence issues at the state level, said TCCIA President Dr. Gloria Ann López.

Known for his openness to new ideas, Zeigler oversaw the development of the city's first and now greatest number of Internet courses, 89. Colleagues regard him as an excellent leader, able to work with faculty, deans, and district administration.

Zeigler earned his bachelor's and master's degrees in American history from Sam Houston University and his doctorate in American history from Texas Tech University, where he was named Outstanding Graduate Student. He began teaching at San Antonio College in 1971 and has held many administrative positions.

Georgia Tech Hosts Latin American Executives

The Georgia Institute of Technology invited Latin American executives to Atlanta for a one-day conference for students enrolled in the Executive Master's in International Logistics (EMIL) program. The conference, "Opportunities and Challenges in the Latin American Supply Chain," provided students with success stories and best practices from leading Latin American business executives, their American counterparts, and representatives from companies in the telecommunications, retail, manufacturing, and logistics sectors.

Latin America is fast becoming the locale of choice for corporations with manufacturing operations in North American markets. Its close proximity, low labor costs, and a range of trading agreements make it an attractive option as customer demands increase and product life cycles decrease. An emerging sector in the world economy, its potential is great and its challenges significant. The Logistics Institute and EMIL sponsored the conference.

Texas A&M Recruits Minority Business Students

Texas A&M University's Business Careers Awareness Program (BCAP) hosted a weeklong camp to interest minority students in business careers.

Students, supervised by juniors and seniors, attended lectures and seminars covering team building, business management, research techniques, multimedia, analysis of financial statements, and presentation fundamentals. About two-thirds of the 36 attendees were Hispanic.

"BCAP is just the first step in getting students to consider careers in business," said Thomas López, an accounting professor in the Lowry Mays College and Graduate School of Business and BCAP coordinator. "After their interest is aroused, the next big hurdle is raising dollars for scholarship support. The Texas A&M Foundation Century Scholarships is one source of funding."

Portland Gets Half a Million to Boost Women and Minorities

The National Science Foundation awarded Portland Community College (PCC) in Oregon a three-year $556,832 grant to help recruit women and minorities to enter and succeed in hi-tech careers.

The project will integrate students into their chosen program; provide student mentoring through programs and jobs; develop school-to-work transitions; train instructors, tutors, counselors, and support staff; and involve information technology employers in recruitment.

Participating programs include computer technology, computer science, civil engineering, sonography, and microelectronics.

Palomar Welcomes First Woman President

Palomar College (Calif.) welcomed the first woman president in its 55-year history, Dr. Sherrill Amador. The former president of Cuyamáca College is Palomar's eighth superintendent/president.

Amador spent five years as vice president for instruction at Cypress College and held several posts at Southwestern College. A 1964 graduate of San Diego State University in business education, she received a master's degree from Azusa Pacific College and a doctorate in education from the University of San Diego.

Amador is president of the board of directors of the Association of California Community College Administrators. She is on the board of directors of the San Diego East County Regional Chamber and is a member of the Spring Valley Rotary Club, and the Heritage of the Americas Museum board.

Cal State-Northridge Receives $5 Million to Work with Deaf

The U.S. Department of Education's Office of Special Education and Rehabilitative Services awarded California State University-Northridge's National Center on Deafness a five-year $5 million contract, which will expand work by the center's Western Region Outreach Center and Consortia (WROCC). The WROCC works with colleges, universities, state departments of education, vocational agencies, and high schools–helping deaf and hard-of-hearing students make the transition to college and the workforce.

WROCC works at the institutional level to ensure that most colleges and universities are prepared to serve the needs of students who are deaf and hard-of-hearing. It also works with three other regional centers to coordinate a national effort to improve access to higher education and provide better quality educational experiences for students who are deaf and hard-of-hearing. The university's National Center on Deafness provides sign language interpreting and other specialized services to nearly 300 deaf students.

Rice Presents Hispanic Leadership Day Conference

Rice University's (Texas) Jesse H. Jones Graduate School of Management and the National Society of Hispanic MBAs (NSHMBA) presented the fourth annual Hispanic Professional Leadership Day conference, bringing Hispanic professionals together to discuss critical issues of today's multicultural, technical, and global business environment.

"Participants gain insight into the leading issues that are facing the environment as a whole and the Hispanic business front," said Martha Salinas, president of NSHMBA's Houston chapter.

Juan Roberto Job (pictured), author of *Just Because I'm Latin Doesn't Mean I Mambo: A Success Guide for Hispanic Americans*, delivered a keynote speech. Job, vice president of market management for the New York Life Insurance Company, is responsible for developing and implementing its strategic initiatives in Hispanic and Asian markets.

Estrella Mountain President Named Distinguished Graduate

Estrella Mountain Community College (Ariz.) President Dr. Homero López was selected as a 2001 Distinguished Graduate of the University of Texas-Austin Community College Leadership Program, which prepares preparing graduate students for key community college leadership roles.

López, the founding president of Estrella Mountain, is currently guiding the college through its second institutional self-study for 10-year accreditation. He served the Maricopa Community College District for 27 years, developing expertise in every facet of college operations.

López serves on the boards of many education organizations or initiatives, including The Higher Learning Commission of the North Central Association of Colleges and Schools, HACU, the League for Innovation, Educause, and the Society of College and University Planning.

Miami-Dade Names Aviation Director

Miami-Dade Community College (Fla.) named Mario L. Guerrier director of the School of Aviation and Visitor Services, responsible for the development, implementation, and evaluation of degree programs, curriculum, and budgets. He will also oversee the Eig-Watson School of Aviation, which offers associate's degrees in several areas of aviation.

Guerrier, a major with the Air National Guard and U.S. Air Force officer for more than 17 years, was on active duty in several campaigns in support of United Nations resolutions. Recently, he was chief of single integrated operations planning with the Arizona Air National Guard. He spent time as the systems operation control for America West Airlines and was recently chief of single integrated operations planning with the Arizona Air National Guard.

Guerrier is a graduate of the University of Miami. He holds two master's degrees from Embry-Riddle Aeronautical University (Fla.) and another from Arizona State University.

Stetson Welcomes Latin American Delegation

Stetson University (Fla.) welcomed 12 government officials from Spain and Latin America as part of a program on North American local government. Members of the Iberoamerican Union of Municipalities (UIM: Unión Iberoamericana de Municipalistas)–an organization of 600 mayors, city council members, public servants, and academics from Spanish-speaking countries–convened for a forum with the theme "Paying for Local Government: How and Why?"

The program involved face-to-face discussions with local government officials and community representatives from Stetson and the state of Florida. Participants learned about North American local government, including legal issues and how local economic development is financed.

The seminars began in 1996 following an agreement between Stetson and UIM facilitating international exchanges of students and professionals.

LEAD Celebrates 20 Years of Helping Minority Business Students

Leadership Education and Development (LEAD) celebrated 20 years of helping minority students pursue careers in business. The event recognized its efforts in helping 6,000 top minority students successfully launch business careers. It also recognized several alumni with Outstanding Leader Awards.

Formed in 1980 to increase diversity at the highest levels of corporate America, LEAD identifies the best and the brightest minority high school students and influences them to pursue opportunities in business. The students chosen attend the Summer Business Institute, hosted by a leading graduate school of business. They live on a college campus, attend business classes, and visit local corporations.

LEAD maintains an active alumni network. Through partnerships with corporations and schools of business, LEAD alumni have become senior-level corporate executives, successful entrepreneurs, and distinguished business people, many in non-traditional fields.

Oklahoma Awards Minority Pipeline Grant

The state of Oklahoma awarded the Collegiate Partnership Grant, a renewable grant encouraging first-time and minority college students to pursue careers in education, to the University of Science and Arts of Oklahoma (USAO). The grant helps students become aware of the steps involved in college preparation and the rewards of a teaching career.

USAO, through the grant, will bring in students, grades 7 to 12, to tour the campus, take part in activities, and hear motivational speakers who themselves were first-generation college students. The goal is to get students to understand the importance of education and to think at an early age about attending college.

USAO received the grant through the efforts of Dr. Jeanne Mather (pictured), associate professor of education. Mather, who is Hispanic, has been a leader in multicultural education at USAO, helping create the Multicultural Education Resource Center.

Crafton Hills Grandmother Receives Top Award

In California, Crafton Hills College (CHC) liberal arts major Judi Cruz received the CHC President's Award for Outstanding Service and Scholarship. The award goes to a student who maintains a high GPA and contributes time and service to the community and college. She also received a Community Foundation Scholarship, a Medal of Distinction, and is listed in the 2001 "Who's Who Among Students in American Junior Colleges."

Cruz, a grandmother, took just two classes her first semester; earned two A's and decided to take more. She had dreamed of becoming a teacher and, while discovering her abilities, began to believe her goal might actually be attainable and began to work in CHC's tutoring program. Just as instructors had set high standards for Cruz, she set high standards for the students she tutored, with great success.

Fours years later, she graduates with honors and transfers to the University of California-San Bernardino.

San Antonio Honors Former Students

San Antonio College in Texas named Oscar G. Hernández and Dr. Rodolpho Sandoval 2000-2001 Outstanding Former Students of San Antonio College.

Hernández, executive director of Project STAY, Inc., has worked with the company for 31 years. STAY is a community-based organization that helps students identify and apply for postsecondary education and provides financial assistance for education. Hernández was a member of the San Antonio ISD board of trustees for 23 years and president for eight. He also was on the state Board of Education and has been a monitor for the Texas Education Agency.

Sandoval, associate vice president of the University of Texas-San Antonio (UTSA), is a professor of business and international law and directs several exchange programs. He taught at the University of San Diego School of Law, Notre Dame University School of Law, La Universidad Nacional Autonoma de Mexico in Mexico City, and the Instituto Tecnológico de Estudios Superiores Occidental de Guadalajara. Sandoval was appointed by the secretary of commerce to District Export Council, was a White House Fellow National Finalist, and received the UTSA President's Distinguished Achievement Award for Excellence in University Service.

$4.25 Million to Georgia Tech from Goizueta Foundation

The Georgia Institute of Technology, one of the largest producers of Hispanic engineers in the world, received a $4.25 million gift from The Goizueta Foundation to increase its efforts in the recruitment and retention of Hispanic students. The money will help create undergraduate scholarships, graduate fellowships, an endowed chair, and an endowed professorship.

In Fall 2000, 528 Hispanic students were enrolled at Georgia Tech. Since 1995, Hispanics have returned for their third and fourth years at higher rates than the student body as a whole and have outpaced their peers in graduating in four or five years. About 150 Georgia Tech Hispanic students are members of the university chapter of the Society of Hispanic Professional Engineers.

The Goizueta Foundation was established by the late Roberto C. Goizueta, former CEO and chairman of the board of directors of The Coca-Cola Foundation.

Colorado-Boulder Joins Leadership Alliance

The University of Colorado (CU)-Boulder became the 29th member of the Leadership Alliance, a coalition of the nation's top research and teaching institutions, seeking to increase the numbers of traditionally underrepresented students in graduate study and Ph.D. programs.

CU-Boulder Chancellor Richard L. Byyny, noting the university's "track record for producing minority Ph.D.s, commented, "The graduate school has a strong record of managing diversity programs, and it has established an infrastructure that supports diversity efforts across all academic departments. Becoming a member of the Leadership Alliance will move us forward and help the graduate school as it restructures itself for the future."

Santa Ana Selected to Participate in ENLACE

Santa Ana College (Calif.) is one of 13 educational institutions in seven states that will participate in the ENLACE initiative, a six-year $28 million effort to strengthen the K-16 educational pathway and increase the number of Hispanic students earning high school and college degrees. Santa Ana is collaborating with students, parents, businesses, and local schools to implement community-wide efforts that reach across social, economic, and educational boundaries.

With ENLACE, the W.K. Kellogg Foundation and the Houston Endowment, Inc., have targeted seven states with high Hispanic populations–Arizona, California, Florida, Illinois, New Mexico, New York, and Texas. Santa Ana partnered with several universities, school districts, and organizations to develop a "Blueprint for Change" encompassing self-initiated policies and tailored strategies that support the ENLACE commitment. It is guided by the principle that community-based partnerships are the foundation upon which lifelong learning and achievement are built.

Ramapo Coalition Helps Mexican Children

Fifteen students from Ramapo College (N.J.) spent their spring break in Oaxaca, Mexico, mentoring some of the town's children, ages 3-10. Representing the Community Builders' Coalition, the students worked with the children of seven families while the fathers went to work and the mothers performed household chores. The Ramapo team taught children reading skills with donated books and helped the younger children with numbers and colors.

The students also visited nearby villages and craftspeople, producers of the area's unique black pottery, textiles, and woodcarvings. And toured the ruins at Monte Alban.

Participating students called it a life-altering experience. "The trip had a great impact on my life," said Marisol Pérez. "You go in with the idea that you're going to help these people, and the opposite happens. The people helped me. They filled a lot of gaps. We shared so many things."

UT-Austin Hispanic Faculty/Staff Association Holds Conference

The University of Texas (UT)-Austin Hispanic Faculty/Staff Association (HFSA) held its third annual leadership conference, "Past/Future: Unlocking a Decade of Latino Involvement, Partnership, and Unity," exploring how professional development can help Hispanic employees obtain better, higher-paying jobs. Dr. Antonio R. Flores, president of the Hispanic Association of Colleges and Universities, was the keynote speaker.

The HFSA started 10 years ago when a representative group of five faculty members and administrators gathered to discuss issues pertaining to the representation, development, and advancement of Hispanics on the UT-Austin campus. Since then, HFSA has evolved into a dynamic professional organization of more than 125 members.

The conference addressed multicultural relationships, preparing children for the new millennium, research funding opportunities, college planning, preparations for tenure, the impact of Mexican-Americans on the Texas Legislature, and Latin American initiatives involving UT-Austin.

Erie Students Win Student Excellence Award

Erie Community College (ECC) students María Nuchereno and Angela Woodard received a 2001 Chancellor's Award for Student Excellence. The honor acknowledges students from the State University of New York system who have demonstrated outstanding academic achievement and significant contributions to their college communities.

Nuchereno (pictured), known as a "model student," maintains a 3.7 GPA. She is active in the Flame and Ice Club, associated with her degree program, food service administration, and is an advocate of women's issues. While an assistant in the admissions office, Nuchereno earned the Student Employee of the Year Award.

Woodard is a recent Erie graduate with an associate's degree in liberal arts. She made the Dean's List with a 3.8 GPA, is a member of the Phi Theta Kappa National Honor Society, and has actively supported ECC's disabled student services. She plans to pursue a bachelor's degree in music studies.

Cal State-Northridge Biologist a Role Model for Minorities

MaríaElena Zavala's high school counselors told her to take typing instead of science and math because "Latinos didn't become scientists and mathematicians." But Zavala, now a plant biologist and California State University-Northridge (CSUN) professor, ignored her counselors' advice and instead took Spanish, a college preparatory course.

"I loved math and science. I'm glad I didn't listen to them. I love what I do," said Zavala, who today is one of the foremost scientists in America. "When I got my Ph.D. 22 years ago, I was the second Chicano in the country to earn a Ph.D. in botany," said Zavala. "That was grim, and the statistics aren't much better today. Minorities are very underrepresented in these programs."

Zavala says she owes much of what she has accomplished to her efforts, and the efforts of others like her, at getting minorities into Ph.D. programs. Since 1993, Zavala has mentored more than 125 minority science students at CSUN. One of her goals is to improve support for students interested in careers in science and make students aware of the opportunities available.

"We have to try to provide opportunities for students so that they can succeed and learn the sciences and math, and can go on and get graduate degrees," said Zavala. [See feature this issue, p. 21.]

New Mexico Recruitment Video Wins Award

The University of New Mexico (UNM) received a Telly Award for its first Spanish-language recruitment video, *Transforma tu vida en la Universidad de Nuevo México* (Transform Your Life at the University of New Mexico). The 12-minute piece won as a "Non-Broadcast Film/Video and TV Program" in the "recruitment" category.

The video was judged by a group of 20 top production professionals from all regions of the United States–from agencies, TV stations, production houses, and corporate video departments. *Transforma tu vida* was produced by Horizon West Productions, Corrales, N.M.

The Telly Awards were founded in 1980 to showcase and recognize outstanding non-network cable TV commercials, film and video productions, and non-network TV programming.

PUBLICATIONS

Violence in Colombia, 1990-2000: Waging War and Negotiating Peace

Charles Bergquist, Ricardo Peñaranda, and Gonzalo Sánchez G., eds.

Colombia, in the 1990s, witnessed a strengthening of the oldest and largest guerrilla insurgency in the Americas and the emergence of a powerful military right. The decade saw a dramatic rise in homicide, kidnapping, and human rights violations that made Colombia by far the most violent nation in the world. But the decade ended with a serious attempt at negotiating peace. This book contains recent work by Colombian scholars on the crisis facing the nation.

2001. 300 pgs. ISBN 0-8420-2870-6. $21.95 paper. SR Books. (800) 772-8937.

The Pearl of the Antilles

By Andrea O'Reilly Herrera

Pearl of the Antilles

"With luminous prose and a clarity of historical vision, Andrea O'Reilly Herrera masterfully recreates a family's saga from Cuba to the other America. Both powerful and tender, her writing testifies to the endurance of the human spirit as well as to the presence of the diaspora in the Cuban exile community to which she belongs."

–Marjorie Agosín, author of *The Alphabet in My Hands: A Writing Life*

2001. 353 pgs. ISBN 0-927534-96-7. $16.00 paper. Bilingual Press/Editorial Bilingüe. (480) 965-3867.

Manifesto: A Century of Isms

Mary Ann Caws, ed.

The first anthology of its kind, *Manifesto* features more than 200 artistic and cultural

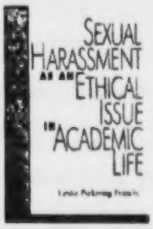
MANIFESTO
ISMS

manifestos from a wide range of countries. The manifesto, a public statement that sets forth the tenets of a forthcoming, existing, or potential movement or "ism"–or that plays on the idea of one–became in various modernisms a crucial and forceful vehicle through which artists, writers, and other intellectuals could express their ideas about the direction of aesthetics and society.

2001. 713 pgs. ISBN 0-8032-6407-0. $35.00 paper. Bison Books. (800) 755-1105.

Sexual Harassment as an Ethical Issue in Academic Life

By Leslie Pickering Francis



Bringing both philosophical and legal training to the discussion, the author provides a thorough examination of sexual harassment as an ethical concern in education. She confronts the issues raised by the definition, understanding, and regulation of campus sexual harassment and addresses the argument that regulation may conflict with academic freedom and choice in relationships.

2001. 281 pgs. ISBN 0-8476-8171-8. $21.95 paper. Rowman & Littlefield. (800) 462-6420.

The Rigoberta Menchú Controversy

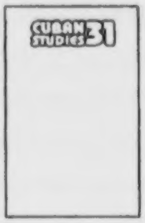
Arturo Arias, ed.

The 1983 Rigoberta Menchú memoir *I, Rigoberta Menchú*, which chronicled the violence and suffering that she and the Guatemalan people suffered during civil war, led to her being awarded the Nobel Peace Prize in 1992. In 1999, a book by David Stoll challenged the veracity of key details in Menchú's account, generating a storm of controversy. This casebook offers a balanced perspective on the debate. With a response by David Stoll.

2001. 418 pgs. ISBN 0-8166-3626-5. $19.95 paper. University of Minnesota Press. (800) 621-2736.

Cuban Studies 31

Lisandro Pérez and Uva de Aragon, eds.



Cuban Studies annually publishes original, interdisciplinary articles on Cuba in both English and Spanish. The series is edited at the Cuban Research Institute at Florida International University.

2001. 220 pgs. ISBN 0-8229-4138-4. $40.00 cloth. University of Pittsburgh Press. (800) 666-2211.

At War with Mexico: A Fictional Mosaic

By Bruce Cutler

At War With Mexico
A Fictional Mosaic

Employing fictional dispatches, articles, and letters, Bruce Cutler's extended poem *At War with Mexico* re-creates the transformation of America during the Mexican War. It portrays the years 1846-1848 as filled with hope, ambition, piety, incomprehension, and greed. When blind devotion to Manifest Destiny dovetailed with 19th-century arrogance, a national persona was born. Because the success of national events seemed divinely ordained, the White populace viewed itself as "chosen" in a New World age.

2001. 209 pgs. ISBN 0-8061-3264-7. $24.95 cloth. University of Oklahoma Press. (800) 627-7377.

Colcha

By Aaron A. Abeyta

colcha
aaron a. abeyta

Aaron Abeyta blends the contrasting rhythms of the English and Spanish languages, finding music in a simple yet memorable lyricism. His 42 poems take the reader on a journey through a contemplative personal history that explores communal, political, and societal issues as well as the individual experiences of family and friends.

2001. 97 pgs. ISBN 0-87081-615-2. $19.95 paper. University Press of Colorado. (800) 268-6044.

Gender Equity or Bust! On the Road to Campus Leadership with *Women in Higher Education*

Mary Dee Wenniger and Mary Helen Conroy, eds.

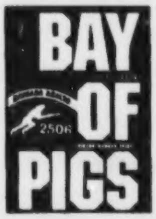
Gender Equity BUST!

Since 1992 women faculty and administrators have turned to *Women in Higher Education* as their barometer of campus climate and as a survival guide to the topography of career advancement. In this lively compendium of articles from the newsletter's first eight years, editors Mary Dee Wenniger and Mary Helen Conroy provide a wild ride across the turbulent gender equity landscape of American higher education. They offer a broad view of the progress women have made toward achieving full and fair career recognition and assess the distance that remains to be covered.

2001. 303 pgs. ISBN 0-7879-5284-2. $25.00 paper. Jossey-Bass. (888) 378-2537.

Bay of Pigs: An Oral History of Brigade 2506

By Victor Andres Triay



This is the story of the Bay of Pigs invasion, told for the first time in the words of the idealistic participants who came together in April 1961 to overthrow Fidel Castro's dictatorship. Most of the approximately 1,500 men of Brigade 2506 were captured by Castro's forces in Cuban swamps and jailed until December 1962. About 114 died. *Bay of Pigs* tells the personal stories of the invasion in an account that restores the human dimension to a pivotal moment in the history of the Cold War.

2001. 200 pgs. ISBN 0-8130-2090-5. $24.95 cloth. University Press of Florida. (800) 226-3822.

If White Kids Die: Memories of a Civil Rights Movement Volunteer

By Dick J. Reavis

This book describes the gradual maturation of civil rights volunteer Dick J. Reavis as he encountered the other side of legally

White Kids Die
Dick J. Reavis

enforced racism. Harassed by police for being in a White neighborhood with a Black co-worker, arrested for vagrancy and prevented from driving by arcane residency laws, Reavis came to understand the frustration with "The System" that fueled the Civil Rights Movement.

2001. 117 pgs. ISBN 1-57441-129-2. $22.95 cloth. University of North Texas Press. (800) 826-8911.

Music in Cuba

By Alejo Carpentier

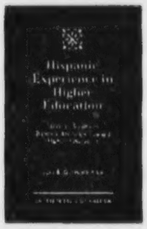
Music in Cuba

Originally published in 1946 and never before available in an English translation, *Music in Cuba* is not only an extensive study of Cuban musical history, it is a work of literature in its own right. It sweeps panoramically from the 16th into the 20th century, covering European-style elite Cuban music as well as the popular worlds of rural Spanish folk and urban Afro-Cuban music. Translated by Alan West-Durán.

2001. 321 pgs. ISBN 0-8166-3229-4. $34.95 cloth. University of Minnesota Press. (800) 621-2736.

Hispanic Experience in Higher Education: Mexican Southern Baptists' Attitudes toward Higher Education

By Juan B. Guerrero-Avila

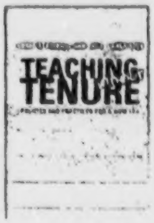


Most of the studies related to Hispanic participation in higher education do not consider the population's religious backgrounds. In *Experiences in Higher Education*, Juan B. Guerrero-Avila selects Hispanic Southern Baptists and studies their members' attitudes toward higher education. In some ways the author provides previously unknown information concerning attitudes toward education within a sub-group of one of the fastest growing communities in the U.S.

2001. 136 pgs. ISBN 0-7618-1944-4. $29.00 cloth. University Press of America. (800) 462- 6420.

Teaching Without Tenure: Policies and Practices for a New Era

By Roger G. Baldwin and Jay L. Chronister



This book offers a systematic look at non-tenure-track faculty, the roles they play in higher education, and the policies that control the terms and conditions of their employment. Designed to assist faculty, academic leaders, and institutions, *Teaching Without Tenure* utilizes findings from a national study of full-time non-tenure-track faculty gathered from site visits with faculty and administrators at a cross-section of four-year colleges and universities across the U.S.

2001. 224 pgs. ISBN 0-8018-6502-6. $32.50 cloth. Johns Hopkins University Press. (800) 537-5487.

Young, White, and Miserable: Growing up Female in the Fifties

By Wini Breines

In *Young White and Miserable*, Wini Breines shows how the feminist movement of the 1960s found momentum in the seemingly peaceable time of the 1950s, and argues that mixed messages given to White middle-class girls during this decade lent fuel to the fire that would later become feminism.

2001. 280 pgs. ISBN 0-226-07261-4. $15.00 paper. The University of Chicago Press. (800) 621-2736.

Many publications featured in this section are available through amazon.com.

CONFERENCES

Academic Advising Association National Conference

October 11-14

The 25th annual meeting for administrators, academic advisors, and faculty advisors has as its theme "Academic Advising: Discover the Many Voices." Concurrent sessions will address all aspects of advising. At the Ottawa Congress Center, Ottawa, Canada.

Contact: NACADA Executive Office, (785) 532-5717; e-mail, nacada@ksu.edu; Web site, www.nacada.ksu.edu

ACE 2001 Conference

October 18-20

"The nation's most important national conference on diversity and improving minority participation in postsecondary education." Sponsored by the American Council on Education's Division of Programs and Analysis, and the Office of Minorities in Higher Education. In Cincinnati, Ohio.

Web site, www.ace.org

NACME Forum 21, Engineering Policy and Practice

October 25-27

The National Action Council for Minorities in Engineering holds its 21st annual conference for those committed to increasing diversity in the workforce. A dynamic group of speakers will challenge attendees to examine the impacts of their organizational policies and what, if anything, can or needs to be done to change them. In Baltimore, Md.

Contact: Dundee Holt, (212) 279-2626, ext. 214; e-mail, dholt@nacme.org; Web site, www.nacme.org

College Board National Forum 2001

October 26-30

This year's College Board National Forum has as its theme "Measuring Success," looking at the measures of "success for yourself, your school, your students." At The Adam's Mark Hotel in Denver, Colo.

Contact: (212) 713-8050; Web site, www.collegeboard.com

HACU 15th Annual Conference, in Puerto Rico

October 27-30

The Hispanic Association of Colleges and Universities presents its 15th annual conference, this year on the theme "Excellence Through Diversity: Celebrating Our Past and Reshaping Our Future." In San Juan, Puerto Rico.

Contact: (210) 576-3218; Web site, www.hacu.org

WCET 13th Annual e-Learning Conference

October 31-November 3

The Western Cooperative for Educational Telecommunications holds its 13th annual conference, "eRevolution@edu: New Policies, Practices, and Services." This event draws leaders from higher education institutions, government agencies, corporations, and nonprofit organizations involved in distance learning. In Coeur d' Alene, Idaho.

Web site, www.wiche.edu/telecom/events/conference/2001

WAESOL 2001 Conference

November 2-3

The theme of this year's conference of the Washington Association for the Education of Speakers of Other Languages is "The Power of Languages." Presentations will address topics such as K-12 education and bilingual education. At Central Washington University, Ellensburg, Wash.

Contact: Marshall Palmer, (206) 685-6438; e-mail, mpalmer@u.washington.edu; Web site, www.ialc.wsu.edu/waesol/waesol.html

FIU Conference on Spanish and Latin American Literature

November 8-10

The Department of Modern Languages at Florida International University will hold the conference "Spanish and Latin American Literature: New Trends for a New Millennium." At FIU in Miami, Fla.

Contact: Ricardo Castells, (305) 348-2130; e-mail, castells@fiu.edu

NCTE 91st Annual Convention

November 15-20

The theme of this year's National Council of Teachers of English convention is "Recreating the Classroom." Topics of emphasis will be diversity, crossing levels, professional development/new teachers, making knowledge, and assessment and high-stakes testing. In Baltimore, Md.

Contact: NCTE, (800) 369-6283; fax, (217) 278-3761; e-mail, public_info@ncte.org; Web site, www.ncte.org

TACHE 2001 Conference

December 2-4

The Texas Association of Chicanos in Higher Education advocates for an increase in the number of Chicano/Latino faculty, staff, and administrators in Texas' colleges and universities. This conference will serve as a venue for discussing underrepresentation and exploring ways to rectify the disparity. At the OMNI Hotel Downtown Austin, Texas.

Web site, www.tache.org

Kaleidoscope Leadership Institute 2001

December 5-9

Kaleidoscope is a highly successful leadership/training institute for women of color. The institute seeks to provide interaction strategies to enable participants to feel safe, to personally share their own feelings and uncertainties, and, through their interactions, to develop real connections with other cultural groups. At Hilton Hotel Costa Mesa, Costa Mesa, Calif.

Contact: Dr. Felita T. Williams, (404) 244-2399; e-mail, Kaleidoscope@gpc.peachnet.edu; Web site, www.gpc.peachnet.edu/kaleidoscope

Technology Tools for Teaching and Learning, in Puerto Rico

December 9-12

This conference, sponsored by The ASPIRA Association and The Council for Opportunity in Education, will bring together experts and practitioners to share ideas and best practices about the use of technology to help low-income and disadvantaged students. Attendees will leave with a better sense of the technological opportunities available and hands-on computer skills. At El San Juan Hotel & Casino, San Juan, Puerto Rico.

Contact: Carmen Torres, (973) 484-7554; e-mail, ctorres@nj.aspira.org

ACE 84th Annual Meeting

February 9-12

The American Council on Education will explore higher education's relationship with Capitol Hill, new ways to deliver education and new ways to fund it, the impact of emerging technologies, preparing students for a borderless world, presidential leadership, and more. At the San Francisco Marriott Hotel, San Francisco, Calif.

Contact: (202) 939-9410; e-mail, annualmeeting@ace.nche.edu; Web site, www.acenet.edu.

Hispanic Heritage Month 2001 Events

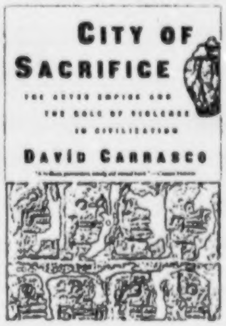
- Washington, D.C., Sept. 20, 21–The Smithsonian Center for Latino Initiatives cosponsors *Bronze Screen: 100 Years of the Latino Image in Hollywood.*
- Washington, D.C., Sept. 22–The John F. Kennedy Center for the Performing Arts hosts the 15th annual Hispanic Heritage Awards.
- Washington, D.C., Sept. 23-27–The Latina organization MANA holds its national conference in partnership with the Congressional Hispanic Caucus Institute.
- Washington, D.C., Sept. 24–The National Association of Latino Elected and Appointed Officials celebrates its 25th anniversary.
- Washington, D.C., Sept. 27-28–The National Council of La Raza hosts its first farmworker summit.
- Chicago, Ill., Sept. 27-30–The U.S. Hispanic Leadership Institute holds its annual leadership conference. .
- San Juan, P.R., Oct. 3-6–The National Puerto Rican Coalition conducts its annual policy conference.
- Chicago, Ill., Oct. 4-8–The National Hispanic Bar Association conducts its annual convention.
- Miami, Fla., Oct. 5–The Hispanic Heritage Council presents the Don Quixote Award at its gala ball.
- Washington, D.C., Oct. 25, 26–The National Association of Hispanic Publications hosts the Hispanic Media Leadership Summit.

Book Review

By Ruben G. Mendoza

***City of Sacrifice: The Aztec Empire and the Role of Violence in Civilization,* by David Carrasco.** Boston: Beacon Press, 1999. 279 pages. ISBN: 0-8070-4643-4. $17.00 paper.

As an archaeologist with a long-standing interest in ancient Mexico, I have often been asked about the reliability of 16th-century colonial accounts attributing human sacrifice and religious violence to the Aztec empire. For some Chicana/o students, and Mexican nationalists, the argument that the Aztec engaged in massive levels of religious violence is seen as a sacrilegious, deceitful, and seemingly unpatriotic perspective. How then do we reconcile the evidence of extraordinary levels of violence within a culture that created what was otherwise a uniquely civil society, producing brilliant works of art and poetry? What roles did religion, or the Aztec elite, play in the origin and perpetuation of the ritualized violence?



David Carrasco's bold and intriguing attempt to answer these and other significant questions about religious violence in Aztec society clearly merits consideration in both scholarly and lay circles. Not only is his review and assessment the product of outstanding and exemplary scholarship, it is a compelling and insight-filled reading and exposé of a troublesome question with spiritual and nationalistic dimensions for those of us of Mexican and Native American ancestry.

City of Sacrifice begins with an introduction to Carrasco's thinking on human sacrifice and the role of violence in religion, statecraft, and the building of empire. His concerns are three-fold, and center on the symbolism of cities and human settlement, the integrative and destructive powers inherent in what he calls the "ritual performance of violence," and the principles of interpretation that underlie those studies constituting the history of religions. Through these concerns, Carrasco explores the means by which the ritual performance of violence is imbued with the power to "reorganize, redistribute, and regenerate" the heart and soul of the city as a central place and as the primordial cultural, ritual, and politically powerful and meaningful context for human action.

The author posits brilliant arguments and unsentimental characterizations to account for the evidence of human sacrifice and the actions and role of the Aztec hierarchy therein. He presents an awesome corpus of documentary evidence that highlights the religious psychology and belief system that fueled the terror of the times. He fully succeeds in his efforts to explain and confront the fact of religious violence in Aztec society. He does not, however, tackle the lingering question and controversy about the origins and pre-Aztec history of human sacrifice in ancient Mesoamerica. From his consideration of the role of the city as the stage for acts of religious and political violence through his review of the ritualized sacrifice of non-Aztec or captive men, women, and children in the name of the Mexica empire, the book's central theme is elevated to a point of coherence through a crescendo and chorus of other-worldly violence and bloodshed.

Carrasco's encounter with the disarticulated remains of some 42 "sacrificed" children buried in the foundations of the Great Temple of *Mexico-Tenochtitlán* appears pivotal to his current perspective. His friend and colleague Eduardo Matos Moctezuma, chief archaeologist of the *Proyecto Templo Mayor*, introduced him to the sacrificial deposit with the exclamation that "here is something beautiful and profound in its terror." Carrasco writes, "my academic deadpan about cities and sacrifice cracked into a tight grimace…[and]…I felt a visceral response that relocated my attention from ideas to feelings, from my head to my stomach and heart, for I was a father of a young child and I wondered what possible creative hermeneutic turn I could spin onto this scene." The author's telling encounter seduces the reader into connecting with his scholarly intent and his broader scholarly agenda on the role of violence in religion, if not with the clear need of greater compassion for the victims of this Aztec-inspired holocaust.

This provocative and unsentimental effort to comprehend the context and times that produced so chilling a cultural agenda is rendered palpable through Carrasco's writings and the impressive spectrum of documentary sources that feed his perspectives and insights. Ultimately, were it not for the evidence offered up by the Aztecs themselves, so meticulously and brilliantly examined and interpreted by Carrasco, the enigma of Aztec religion and its sacrificial complex would be as incomprehensible as it was at the time of the Spanish conquest.

Let us hope that the silenced and unheard voices of those whose blood fed the appetites of the Mexica Gods of war and sacrifice will again be afforded the opportunity to speak to us through the spiritual veil that shrouds, and the scholarship that illuminates, this dark but hallowed and mournful past of the human condition.

Ruben G. Mendoza, Ph.D., is a professor and institute director of archaeology and social science at California State University, Monterey Bay. He obtained his doctorate in anthropology at the University of Arizona in 1992, with a specialization in Mesoamerican studies, and is currently conducting archaeological excavations at the Hispanic colonial mission of San Juan Bautista, California.

If interested in submitting a book review, please e-mail us at outlook@aol.com for Book Reviewers' Guidelines.

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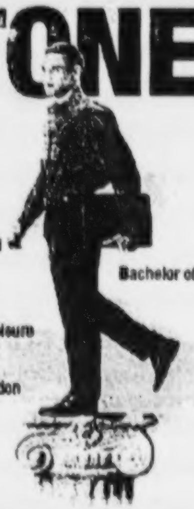

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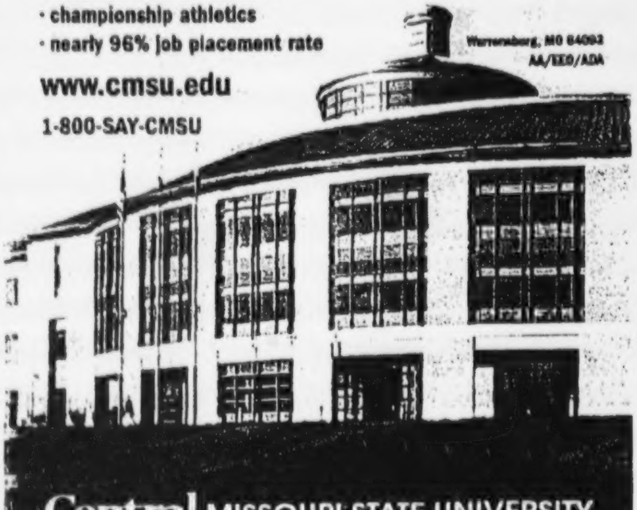

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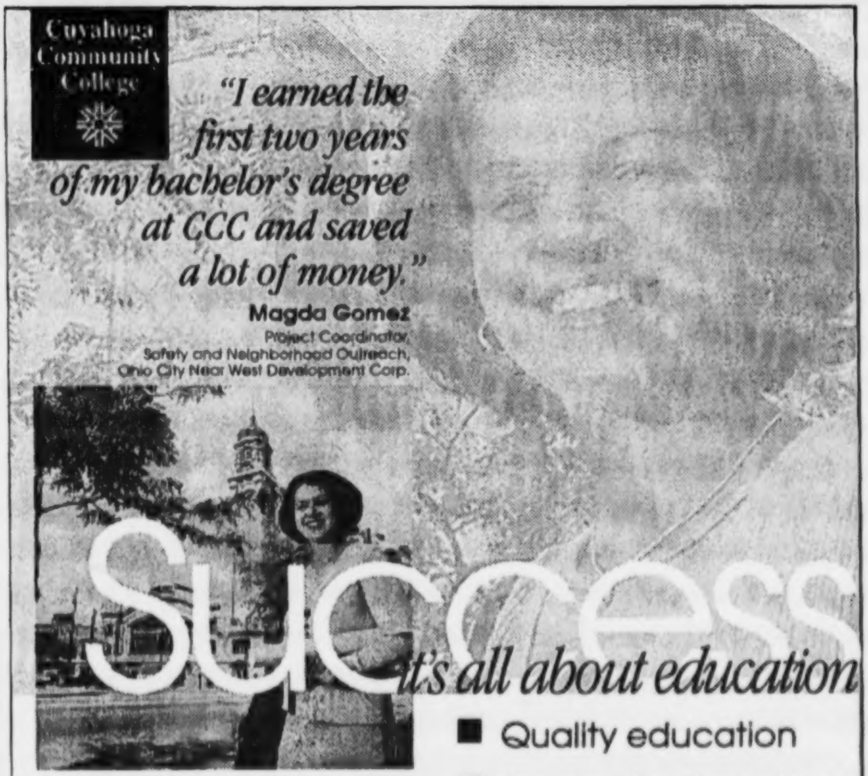

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www.findlay.edu

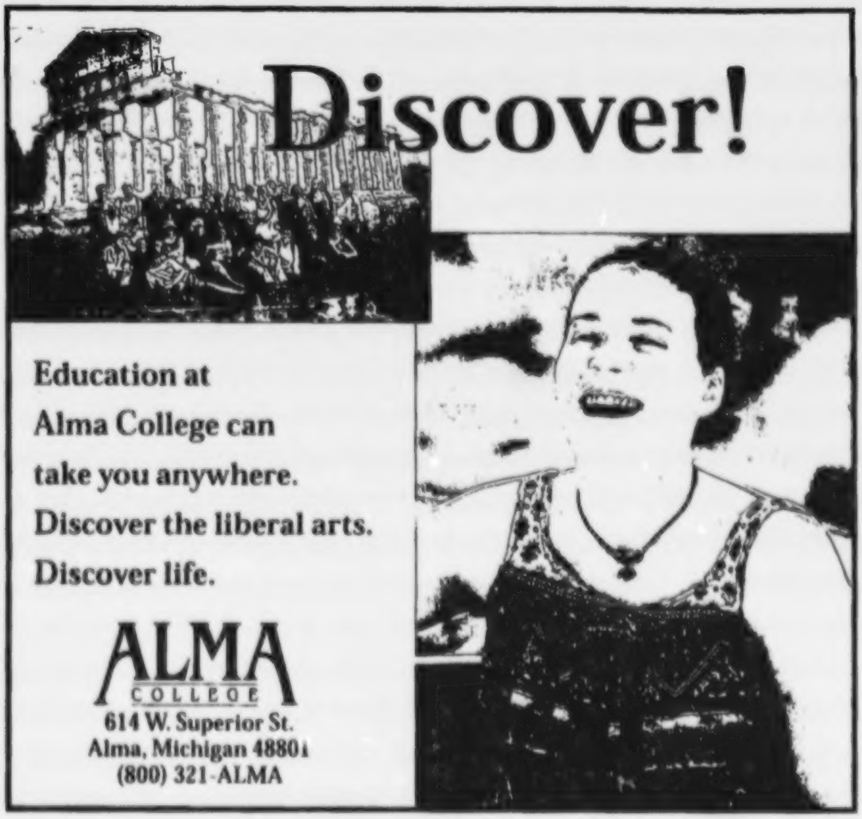
XAVIER
UNIVERSITY

DEPARTMENT OF HISTORY
ASSISTANT PROFESSOR
MEXICAN, LATIN AMERICAN, OR CARIBBEAN HISTORY

Xavier University, a Catholic institution in the Jesuit tradition, invites applications for a tenure track assistant professor position in the Department of History to begin fall 2002. Teaching responsibilities include surveys of Latin and South American History and advanced undergraduate courses. Preference will be given to candidates whose research interests are in Mexico, Latin America, or the Caribbean. The ability to teach Hispanics in the U.S. is of interest, but not necessary. Faculty are expected to be active scholars and excellent teachers. Women and minorities are especially encouraged to apply.

Preliminary interviews of selected candidates will be conducted at the AHA meeting in January. Interested, qualified candidates should submit application letter, curriculum vitae, copy of graduate transcript, two letters of reference and other supporting documentation postmarked by Friday, November 30, 2001 to: **John LaRocca, S.J., Acting Chair, Department of History, Xavier University, 3800 Victory Parkway, Cincinnati, OH 45207-4444.**

EO/AAE



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The University of California President's Postdoctoral Fellowship Program was established in 1984 to encourage outstanding women and minority Ph.D. recipients to pursue academic careers at the University of California. The current President's Postdoctoral Fellowship Program offers postdoctoral research fellowships and faculty mentoring to qualified scholars committed to university careers in research, teaching, and service that will enhance the diversity of the academic community at the University of California. For fellowships in the Humanities, Arts, Social Sciences and Professions, the program will prefer candidates whose research emphasizes issues such as diversity, multiculturalism and communities underserved by traditional academic research. For fellowships in Math, Engineering, Life Science and Physical Science, the program will prefer candidates who have participated in teaching, mentoring or outreach programs that promote educational opportunities for underrepresented students in higher education. Fellowships are awarded through competitions open to citizens and permanent residents of the United States. Applications from qualified persons are accepted and reviewed without regard to race, gender, or ethnicity. Information and application forms are available on the web at:

http://www.ucop.edu/acadadv/fgsaa/f-conts.html

Application materials must be postmarked by November 15, 2001

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EMAIL: rap@nas.edu

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Qualified applicants will be reviewed without regard to race, creed, color, age, sex or national origin.

Andrew W. Mellon Foundation/Vera Institute of Justice

Postdoctoral Fellowship on Race, Crime, and Justice

Applications are now available for this fellowship, which encourages new scholars of diverse backgrounds to work and publish in this important field. One fellowship is awarded each year for a two-year residency at the Vera Institute in New York. Fellows will receive a $45,000 annual salary + benefits and a modest research allowance to pursue a scholarly project of their own design. Applicants must have completed a doctorate within seven years of applying for the fellowship. Applications are due **January 10, 2002**. Download information and application at: www.vera.org (click on "Advancing Research") or contact: **Suzanne Mueller, Administrative Director, Research, Vera Institute of Justice, 233 Broadway, 12th Floor, New York, NY 10279**; smueller@vera.org.

POST-DOCTORAL FELLOWSHIPS

The Center on Religion and Democracy is a new research initiative at the University of Virginia, established under a grant from The Pew Charitable Trusts. The Center supports research addressing the complex and dynamic relationship between religion and democratic ideals, institutions, and practices.

Residential and non-residential fellowships are available for the 2002-2003 academic year. Deadline for application is December 14, 2001. For application materials, stipend information, and additional details, contact Joseph Davis at: CoRD@virginia.edu or visit http://religionanddemocracy.lib.virginia.edu.

CENTER ON
RELIGION AND DEMOCRACY
UNIVERSITY OF VIRGINIA

West Chester University

Position Announcement

Dean of Graduate Studies and Extended Education

West Chester University of Pennsylvania invites applications and nominations for the position of Dean, Graduate Studies and Extended Education.

Qualifications: Doctorate in a suitable discipline required, at least 8 years' experience as a university faculty member, and a minimum of 5 years' experience as an academic affairs administrator. Preference given for experience with graduate student recruitment and retention, familiarity with multiple formats in graduate education offerings, and experience in distance education.

Responsibilities: This is a management position that reports directly to the Associate Provost. It includes the supervision of 7 support staff and leadership for the Center of International Programs.
Primary responsibilities include:

- Provide leadership for graduate education related to strategic planning, enrollment management, curricular issues, graduate assistantships and student service issues,
- Provide leadership and advocate for faculty in delivering graduate education offerings in innovative formats including certificate programs and distance education,
- Work with Graduate Coordinators, Chairs, Deans and other university offices to enhance graduate programs,
- Assist the Division of Academic Affairs in meeting the university's Performance Outcomes and Plan,
- Advocate and provide leadership for high quality graduate education programs and assist in the administration of curricular issues,
- Collaborate with faculty and other university offices to enhance the use of technology and distance education offerings and programs where appropriate,
- Exercise fiscal responsibility within an environment of distributed leadership,
- Actively participate in internal governance by serving as a member of Deans' and President's Councils, the Council of Graduate Coordinators, graduate curricular committees, and the Distance Education Committee.

To Apply: Applicants must submit a letter of interest (indicate which position) and a description of relevant professional accomplishments, a current resume, and names, addresses, e-mail addresses and telephone numbers of at least five professional references to:

Employment Manager
c/o Dean of Graduate Studies and
Extended Education
201 Carter Drive
West Chester University
West Chester PA 19383
610-436-2800

Applications will be handled confidentially. Review of applications will begin on January 8, 2002 and will continue until the position is filled. No faxes or electronic mail applications accepted. The entrance salary is in the range of $90,000 and is dependent on qualifications and experience, and includes an excellent fringe benefits package. To be considered as a finalist, candidates must successfully complete the interview process.

About the University: West Chester University is a public, regional, comprehensive university and one of fourteen campuses of the Pennsylvania State System of Higher Education. WCU has an enrollment of 12,000 students and is supported by 1400 faculty and staff operating under collective bargaining agreements. The university is located 25 miles west of Philadelphia, 17 miles north of Wilmington, and strategically located in the center of the mid-Atlantic corridor between New York City and Washington, DC, and its major cultural and commercial institutions and recreational activities.

West Chester University is actively building a culturally diverse academic community that fosters an inclusive environment and encourages a broad spectrum of candidates, including women, people of color and people with disabilities to apply. For more information about the University, see our web site at http://www.wcupa.edu.

PRESIDENT

UT

THE UNIVERSITY OF TENNESSEE

The University of Tennessee Board of Trustees announces a national search to recruit a President. The President, who will report directly to the Board, will be the chief executive officer of the entire system and will be responsible for the day-to-day operations of the main campus in Knoxville.

Founded in 1794 as Blount College, The University of Tennessee was given land-grant status by the state through the Morrill Act of 1862. Currently, The University serves as the state's flagship institution and has grown into one of the most respected public institutions of higher learning in the United States, with a rich heritage of teaching, research, public service and athletic achievements. Among accomplishments of faculty and alumni are two Nobel Laureates, seven Rhodes Scholars, six Pulitzer Prize winners and twelve astronauts.

The University of Tennessee is a statewide higher education system that includes three institutions: The University of Tennessee (main campus at Knoxville, Health Science Center at Memphis, Space Institute at Tullahoma, and statewide Institutes of Agriculture and Public Service); The University of Tennessee at Martin; and The University of Tennessee at Chattanooga. The Universities at Martin and Chattanooga have Chancellors who report to the President. Additional information is available at:

http://utpresidentsearch.tennessee.edu

Total enrollment for the system is approximately 42,000 students; the annual operating budget is nearly $1 billion; and the faculty and staff number 10,000 persons. The University has more than a quarter of a million active alumni and has an endowment of approximately $700 million. Research expenditures are in excess of $160 million, annually. The University of Tennessee and the Battelle Memorial Institute co-manage the Oak Ridge National Laboratory, a leading federal research facility with an annual budget in excess of $850 million. The UT President currently serves as chair of the Board of Governors of UT-Battelle LLC, the laboratory's operating entity.

The Board is seeking candidates who have demonstrated success and excellence in leading similarly large, diverse and complex organizations and who possess significant accomplishment in a field of study, scholarship, professional, or occupational attainment. The next President will be an individual who has a passion for educating students and has a vision commensurate with the needs of a major research, land-grant institution in the 21st century. The Board seeks individuals of stature, integrity, exemplary interpersonal and communication skills, and the zeal and energy to make an already great university one of the best.

Please send applications and nominations to the address below. Evaluation of candidate materials will begin immediately and will continue until a new President is selected.

R. William Funk
Consultant to the Board and Search Committee
2100 McKinney Avenue, Suite 1800
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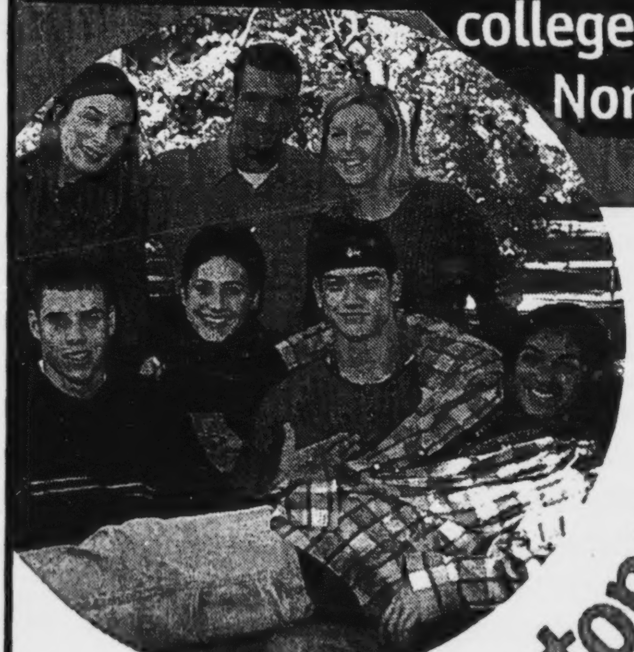

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University of St. Francis

President

The University of St. Francis, a private, comprehensive, Catholic Franciscan institution of higher learning, seeks nominations and applications for the position of President. The new President will succeed James A. Doppke, who will be retiring after eight years of leadership.

Founded in 1920 and located in Joliet, Illinois, The University of St. Francis is a four year institution offering undergraduate and graduate programs. The University serves some 1,700 students at its main campus in Joliet and more than 2,300 students at off-campus sites throughout the country, including a new University of St. Francis center in Albuquerque, New Mexico. The main campus consists of seven buildings situated on sixteen acres in a residential area on the west side of Joliet located thirty-five miles southwest of Chicago. Joliet is located in Will County, one of the fastest growing counties in the nation and part of a tri-county area, with DuPage and Grundy counties, that is experiencing rapid growth and development.

The University is a national leader in providing innovative and flexible programs especially designed for working adult learners. Two programs in Health Arts and Health Services Administration enroll students at more than 150 corporate and educational settings throughout the country.

The ideal candidate will be committed to the Catholic and Franciscan values and the University's relationship with its sponsoring Congregation; a visionary with a passionate commitment to education; a strong manager with experience in enrollment, facilities and budgets; a proven fundraiser, able to make a strong case to donors to support the University; a collaborator with strong interpersonal skills; a person who is also able to delegate responsibility and authority; and someone engaged in the life of the local community.

Members of the search committee will begin reviewing applications immediately and continue until the search is filled. For best consideration, please send materials no later than October 20, 2001. Nominations, inquiries and expressions of interest should be forwarded, in confidence, to:

Shelly Weiss Storbeck
Managing Director and Vice President
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A.T. Kearney, Inc.
333 John Carlyle Street
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For more information about the University, please consult the website: **www.stfrancis.edu.**

The University of St. Francis is an affirmative action/equal opportunity employer.

President

Western Illinois University

The Board of Trustees, faculty, staff, and students of Western Illinois University invite written nominations and applications for the position of President.

Western Illinois University-Macomb enrolls more than 10,000 students in a traditional, residential, small-city campus setting. Western Illinois University-Quad Cities enrolls about 2,000 nonresidential, predominantly nontraditional students at its new campus in Moline. With a student-to-faculty ratio of approximately 16:1 and with 94 percent of all courses taught by full-time faculty members, WIU has established an enviable reputation within Illinois for its commitment to undergraduate and master's-level education, and its co-curricular programs have won numerous regional and national awards. (More information about the University is available at its web site at www.wiu.edu.) Both the Macomb and Quad Cities campuses are expected to continue their recent enrollment growth, and the next President will provide leadership in designing an administrative and academic structure–and expressing a vision—to realize the full potential of both campuses.

For full consideration, applications should be submitted by November 2, 2001. It is anticipated that the appointee will assume office on or about July 1, 2002. Letters of nomination, application, or interest should be submitted in writing to the consultants supporting Western Illinois University in this search:

Western Illinois University
President
c/o EDUCATIONAL MANAGEMENT NETWORK/WITT/KIEFFER
Attention: Gary J. Posner/Dennis M. Barden
2015 Spring Road, Suite 510
Oak Brook, IL 60523

Confidential inquiries and requests for a copy of the comprehensive position specification may be directed to Gary J. Posner at 615-665-3388 or Dennis M. Barden at 630-990-1370, or via e-mail to: wiu@emnemn.com

Western is an Affirmative Action, Equal Opportunity employer and has a strong institutional commitment to diversity. In that spirit we are particularly interested in receiving applications from a broad spectrum of people, including women, minorities, and persons with disabilities.

wiu Western Illinois University
MACOMB, ILLINOIS

LATIN AMERICAN HISTORY

Wellesley College seeks applications for a full-time, tenure-track assistant professorship in Latin American history; area and period of specialization open. Position starts in September 2002. Appointee should have the Ph.D. by fall 2002. Please send cover letter and c.v. and forward dossier with three letters of recommendation by **November 15, 2001** to **Latin American Search, History Department, Wellesley College, Wellesley, MA 02481.** Wellesley College is an AA/EOE; successful candidates must be able to work in a culturally diverse environment. Applications from women, minorities, veterans, and candidates with disabilities encouraged.

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Abstracts, not to exceed two pages, should be submitted which relate to any aspect of the Hispanic and Latino American experience. Subjects may include but are not limited to literature, demographics, history, politics, economics, education, health care, fine arts, religion, social sciences, business and many other subjects. Please indicate the time required for presentation of your paper (25 minutes/45 minutes).

ABSTRACTS WITH HOME AND SCHOOL/AGENCY
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Fax: (606) 784-1037
www.NAAAS.org

Georgia State University

The Andrew Young School of Policy Studies

Dan Sweat Chair in Education Policy

The College of Education and the Andrew Young School of Policy Studies at Georgia State University seek nominations and applications for the recently endowed Dan Sweat Chair in Education Policy. The Dan Sweat Chair holder will be a scholar with a record of significant contributions to research education policy, and an engaged participant in the policy dialogues concerning education reform.

The recipient will be jointly appointed in the Department of Educational Policy Studies within the College of Education and in either the Department of Economics or the Department of Public Administration and Urban Policy Studies in the Andrew Young School of Policy Studies. The specialty area within education policy is open, but the recipient will have a history of collaborative, multi-disciplinary analysis of current policy issues and a record of influencing the education policy debates at the state or national level. While the rank for the appointment is open, the faculties expect to recruit a senior scholar who is eligible for a tenured appointment at the rank of Professor in one of the two colleges.

Review of the applications will begin immediately and the applications process will close when an applicant has accepted an offer but no earlier than February 15, 2002. Nominations and applications should include a letter of interest including a statement of the nature of activities that would be undertaken by the applicant, a current CV, and the names and contact information of three references to: **Dan Sweat Chair Search Committee, c/o David L. Sjoquist, Department of Economics, Andrew Young School of Policy Studies, Georgia State university, University Plaza, Atlanta, GA 30303-3083.**

Further information on the Dan Sweat Chair and the two colleges
is available at www.arc.gsu.edu/SweatChair.

Public and Non-Profit Management/Policy

The Department of Public Administration and Urban Studies seeks applicants for a tenure track position in public and nonprofit management/policy at the Assistant or Associate Professor rank. A joint appointment with the Department of Economics may be possible. Salary is competitive. The successful candidate will be expected to teach and conduct research on the nonprofit sector.

Applicants should have an earned Ph.D. or its equivalent in an appropriate field or discipline. Review of applicants will begin October 15, 2001 and will continue until the position is filled. Complete applications should include a cover letter outlining teaching and research interests and a curriculum vita, along with names and contact information of three references to: **Professor Lloyd G. Nigro, Chair, Public and Nonprofit Management Search Committee, Department of Public Administration and Urban Studies, Andrew Young School of Policy Studies, Georgia State University, Atlanta, GA 30303-3083.**

For details, consult the websites for the College at:
www.gsu.edu/sps and the Department at www.gsu.edu/paus.

Director, Health Policy Center

The Andrew Young School of Policy Studies at Georgia State University seeks applications for the Director of the Health Policy Center. The successful candidate may be an academic with a distinguished record of teaching, scholarship and research administration, or the successful candidate may be someone with a distinguished background in health care administration or research. The position may carry academic rank as a tenure track position in either the Departments of Economics or Public Administration, or may be a non-tenure track but hard-funded Center Director in the College.

The Director of the Health Policy Center will be charged with leading the policy, research and technical assistance program of the center, and sustaining its funding base. The successful candidate will be a dynamic, imaginative leader with a strong background in health policy and an interest in children's issues.

Review of the applications will begin immediately and the applications process will close when an applicant has accepted an offer, but no earlier than November 1, 2001. Salary is negotiable, based on qualification and experience. Send a letter of application, a current CV, and names and addresses of three references to: **Mr. Avani Raval, Secretariat, Director Search, Health Policy Center, Andrew Young School of Policy Studies, 35 Broad Street, Suite 613A, Atlanta, GA 30303-3083.**

For details, consult the websites for the College at
www.gsu.edu/sps and the Department at www.gsu.edu/~wwwghp.

Georgia State University, a unit of the University System of Georgia, is an Equal Opportunity Educational Institution and an Equal Opportunity/ Affirmative Action Employer.

Current Academic Vacancies

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Vice President of University Advancement, University Advancement, E-823-01

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Assistant/Associate Professors (3), Business Policy and Strategy, Human Resources, International Management, CBE-N-1513

Dean, College of Business and Economics, CBE-N-1519

College of Education

Chairperson, Elementary Education, COE-N-1517

Assistant/Associate Professor, Reading, Special Education and Instructional Technology, COE-N-1518

College of Fine Arts and Communication

Assistant Professor, Music, COFAC-N-1502

Assistant/Associate Professor, Art, COFAC-N-1512

Assistant Professor, Mass Communication and Communication Studies, COFAC-N-1514

College of Liberal Arts

Assistant Professor, Philosophy and Religion, CLA-N-1509

Assistant Professor, Psychology, CLA-N-1510

Assistant Professor, Modern Languages-French, CLA-N-1511

Assistant Professor/Director, Counseling Psychology, CLA-N-1515

Assistant Professor, Psychology, CLA-N-1510, CLA-N-1516

College of Science and Mathematics

Assistant Professor, Physics, Astronomy and Geosciences, CSM-N-1507

For full description of vacancies, visit www.towson.edu

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As Baltimore's premier comprehensive university, Towson University provides a rewarding, stimulating environment for its students, as well as its faculty and staff. Our professionals embody the multi-cultural, humanistic community that is our university, and are encouraged to reach their full potential by putting the essential teachings of academe and diversity into practice. For more information, and to find out about our openings, visit or call:

www.towson.edu

Academic Affairs: 410-830-4480 (academic vacancies)
Job Line: 410-830-2161 (all other vacancies)

Towson University is an equal opportunity/affirmative action employer and has a strong institutional commitment to diversity. Women, minorities, persons with disabilities, and veterans are encouraged to apply.

TOWSON
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Minority Scholar-in-Residence Program

With a view toward encouraging African-American, Asian-American, Hispanic-American, and Native American scholars to consider teaching and research careers at liberal-arts colleges, the Consortium for a Strong Minority Presence at Liberal Arts Colleges, an association of selective undergraduate institutions, has established the Minority Scholar-in-Residence Program. Applications are invited for the dissertation fellowship program or the post-doctoral fellowship program in all disciplines of the liberal arts and engineering. Applicants should be working toward the Ph.D. or the M.F.A. degree, or should have been awarded the degree no more than five years before application.

The Minority Scholar-in-Residence will receive a stipend equal to the typical salary for beginning instructors (dissertation fellows) or assistant professors (post-doctoral fellows) at the host institutions. Scholars will be expected to do some teaching and research, and to participate in other activities under the supervision of a mentor. It is hoped that the scholars will, upon completion of their residency, be strong candidates for tenure-track positions at member institutions of the consortium or at similar institutions.

Scholars must be citizens of the United States and have had no more than five years of teaching or relevant work experience before receiving the award. Ideally, applicants for the dissertation fellowship program should have completed their research before the beginning of the fellowship year.

Among the member institutions of the Consortium, the following offer to sponsor minority scholars during the 2002-03 academic year: Bowdoin College, Bryn Mawr College, Carleton College, Coe College, Colorado College, DePauw University, Gettysburg College, Grinnell College, Hamilton College, Haverford College, Juniata College, Luther College, Macalester College, Mount Holyoke College, Oberlin College, Occidental College, Pomona College, Rhodes College, Southwestern University, Swarthmore College, Union College - NY, University of the South, Vassar College, Wellesley College, Wheaton College - MA.

Visit our web page at: **<http://www.grinnell.edu/dean/csmp/csmpindex.html>**

For a brochure and application contact:

Jean Cousins
CSMP - Administrative Assistant
Grinnell College
1121 Park Street
Grinnell, IA 50112-1690
641-269-3000
cousins@grinnell.edu

APPLICATION DEADLINE: NOVEMBER 15, 2001

Dean of Undergraduate Education and Vice Provost

UNIVERSITY OF WASHINGTON

The University of Washington invites nominations and applications for the position of Dean of Undergraduate Education and Vice Provost, with a term to begin July 1, 2002. We seek a visionary leader with an entrepreneurial and innovative spirit. The candidate should be committed to fostering collaborative relationships among departments and should be able to develop partnerships with other institutions of higher education.

The Dean of Undergraduate Education and Vice Provost is responsible for the coordination of policies affecting undergraduate students throughout the University. In addition to overseeing instructional support programs in the Undergraduate Gateway Center, the Office of Educational Assessment and Classroom Support Services, the Dean has or shares responsibility for specific academic programs, such as the University Honors Program, Program on the Environment, Program on Africa, and the Center for Quantitative Science. The Dean is responsible for the Mary Gates Endowment for Students and for the programs of the Teaching Academy. The Dean works closely with the University Libraries in making information resources and services available to all undergraduate students.

The Dean and Vice Provost reports to the President and the Provost, and represents the University with several off-campus groups, including community college officials, counterparts at the four-year colleges and universities, and the Higher Education Coordinating Board.

The successful candidate will be eligible to hold a senior faculty rank in an academic department within the University of Washington. To apply, please submit a full c.v., a one page statement of your vision for undergraduate education at a major research university, and the names of five references who can address your ability to assume a leadership role in undergraduate education.

Applications and nominations will be accepted until the position is filled. Priority will be given to candidates who apply by **November 30, 2001.** Please address all correspondence to:

UGDVP Search
c/o Dean Yash Gupta
Business School
University of Washington
Box 353200
Seattle, WA 98195-3200

For more information contact Mary McGough, Staff Assistant, via email at **mcgough@u.washington.edu.**

The University of Washington is an Equal Opportunity/Affirmative Action employer. Female and minority candidates are encouraged to apply.

CSU Cleveland State University

Assistant, Associate or Full Professor of Law

The Cleveland-Marshall College of Law, Cleveland State University, invites applications for one tenure-track faculty position in the field of Corporate Governance Law.

The candidate will teach Corporations, as well as the course in Agency, Partnerships and Limited Liability Companies and Partnerships. Other upper-level courses of need include: Intellectual Property, Corporate Finance, Business Planning and Securities Regulations. Applicants must have a J.D. degree and should have a distinguished academic record and the potential for scholarly achievement.

Please submit letter of interest and resume including the names and addresses of at least three references, no later than December 1, 2001, to: **Professor Deborah A. Geier, Cleveland-Marshall College of Law, Cleveland State University, 1801 Euclid Avenue, Cleveland, OH 44115.** Cleveland State University is an AA/EOE committed to nondiscrimination. M/F/D/V encouraged.

Walden University

Walden University, a national leader in graduate distance education, is seeking dynamic, innovative individuals for appointment as faculty in our doctoral degree and master's degree programs in Education [MSED, PhD], Health [MSPH, PhD], Human Services [PhD], Management [MBA, MPA, PhD], and Psychology [MS, PhD] divisions.

Details concerning faculty positions are located at:
www.waldenu.edu/careers/faculty.html

Interested candidates should submit a letter of application, indicating the program or division to which you are applying, and discussing your qualifications for the position; a current curriculum vita; and the names, postal and email addresses and phone numbers of three references to Ms. **Debra Loeffler**, **dloeffle@waldenu.edu**. All documents must be submitted electronically in Microsoft Word, WordPerfect, or in RTF.

PRESIDENT

COGSWELL POLYTECHNICAL COLLEGE
SUNNYVALE, CALIFORNIA

Cogswell Polytechnical College, a small, regionally accredited, non-profit, private college established in 1887 and located in the heart of the "Silicon Valley" is seeking nominations for President. The college is committed to the integration of art and engineering offering BA degrees in computer and video imaging and digital motion pictures, BS degrees in electrical engineering, digital audio technology, and software engineering, and a fire science degree at a distance program.

Cogswell is part of the college system of the Foundation for Educational Achievement headquartered in San Diego. Cogswell's President reports to the Foundation's CEO and Chancellor, William H. Pickens.

Cogswell's President will have demonstrated a clear understanding of modern technology, will be comfortable in the electronics charged culture of Silicon Valley and will have demonstrated an understanding of the intersection of art and engineering in his/her previous career.

The President will be a skilled administrator, comfortable with strategic planning, personnel decisions, budgets and finance. In addition, he/she will have the leadership skills to clearly articulate the college's vision, lead in pursuing its mission.

Requirements include: an appropriate terminal degree, progressively more responsible academic and applied experience, and the demonstrated ability to lead the college to new levels of excellence. Successful candidates must understand and appreciate the value of voluntary accreditation.

Applications and nominations should be sent to:

Ms. Candace Sandstoe
Foundation for Educational Achievement
8912 Clairemont Mesa Blvd.
San Diego, CA 92123
Csandstoe@feacorp.org

The college is being assisted in its search by:

Lee R. Kerschner
P.O. Box 748
Weimar. CA 95736
Lkconslt@pacbell.net

All applications will be kept confidential. Finalists will have campus interviews, at which time their applications will be made public. Review of resumes will begin 10/25/2001

For more information, please visit:

WWW.COGSWELL.EDU
WWW.EDUCATIONALACHIEVEMENT.ORG

EOE.

TOWSON
UNIVERSITY

SENIOR VICE PRESIDENT AND CHIEF FISCAL OFFICER

OPPORTUNITY FOR A SENIOR EXECUTIVE TO MAKE A DIFFERENCE IN A UNIVERSITY DEVOTED TO SUCCESSFUL STUDENT LEARNING

Towson University seeks an accomplished administrator with demonstrated results-oriented leadership skills to join a leadership team passionate about successful student learning and the development of the whole person. The Senior Vice President will provide strategic and entrepreneurial leadership which enhances the University's services, assures the most effective use of its assets, and advances its mission and goals. The Senior Vice President reports directly to the President.

The Senior Vice President is responsible for coordinating, through a collaborative approach, all aspects of the institution's operating and capital planning. As the Chief Fiscal Officer of the institution, the Senior Vice President is responsible for the development and oversight of all fiscal planning, policies, and regulations; the fiscal administration of all institutional funds; and the cost effective planning and operation of the University's major administrative functions.

The Senior Vice President provides line supervision for the following functions: finance and accounting; human resources; campus technology; purchasing and contracts; facilities planning; facilities management; public safety; auxiliary enterprises; and service units which provide logistical support for the University. The supervision of these activities is carried out in accordance with policies and guidelines set forth by the State of Maryland, the University System of Maryland, and the President. The Senior Vice President also serves as a representative of the President on various university and system-wide boards and councils, and represents as appropriate the university with external constituencies including State and local government and their respective elected officials. Compensation is nationally competitive.

This position offers the opportunity to build, reshape, and serve in a healthy, energetic, positively focused university environment.

The successful candidate will have a proven track record in fiscal management, modeling, strategic planning and budgeting; broad knowledge of business practices and technology as used to improve institutional operations; the ability to manage, direct, and lead personnel; demonstrated excellent human relations, communications, and creative problem solving skills; familiarity with a campus shared governance environment; and an understanding of the role that diversity plays in the attainment of excellence. The ideal candidate will think creatively, as well as strategically; and have strong personal characteristics, such as spontaneity, entrepreneurial vision, optimism, abundance mentality, and student focus that will help to guide the future development of the University. The ideal candidate will also desire to be a part of a team dedicated to providing leadership and guidance for the University's mission of educating the minds, bodies and souls of a diverse student body.

MINIMUM QUALIFICATIONS:

A Master's degree is required. Applicants should have a minimum of five years senior management responsibility in a complex organization - preferably higher education; demonstrated experience in budget planning and management and government accounting practices; experienced leadership is strategic real estate and capital planning and development; demonstrated commitment to promoting cultural diversity and employment equity; and a ready understanding of the integration of current technology in instructional and administrative systems.

APPLICATION AND NOMINATIONS:

The search committee will begin review of applications on October 15, 2001, with the expectation that the position will be filled by January 1, 2002. The position will remain open and applications will be accepted until the position is filled. Every effort will be made to assure confidentiality. To apply, please send a letter of interest outlining how your qualifications fit with the requirements of the position, a current resume, and at least four professional references including contact information (address, phone number and e-mail address if available) to:

Dr. Maravene Loeschke, Chairperson
Search Committee for the Senior Vice President and
Chief Fiscal Officer
Office of the President
8000 York Road
Towson, Maryland 21252-0001
FAX: 410-704-3488
Mloeschke@towson.edu

Towson University is an Equal Opportunity, Affirmative Action Employer and has strong institutional commitment to diversity. Women, minorities, persons with disabilities and veterans are encouraged to apply.

THE STATE UNIVERSITY OF NEW JERSEY
RUTGERS

GRADUATE SCHOOL OF EDUCATION

The Rutgers University Graduate School of Education anticipates faculty vacancies in the following specializations (tenure-track) to commence **September 1, 2002.**

EDUCATIONAL MEASUREMENT AND EVALUATION: Educational statistics, measurement, or evaluation with research specialization in any area. Expertise in and commitment to issues in PK-16 of particular interest. Assistant Professor. Contact: J. Smith jefsmith@rci.rutgers.edu or R. De Lisi delisi@rci.rutgers.edu.

LANGUAGE EDUCATION: Language learning, pedagogy, and instruction; language teaching; research and program development in schools (PK-12). Research interests: English as a second language; teaching foreign languages; sociolinguistics; language and culture. Open rank. Contact: D. Strickland strickla@rci.rutgers.edu or L. Morrow lmorro@rci.rutgers.edu

LITERACY EDUCATION: Reading, literacy, or integrated language arts, early or elementary level. Background in literacy education, commitment to teacher preparation and professional development. Research interests: Classroom learning; teaching; or pedagogy. Assistant Professor. Contact: D. Strickland strickla@rci.rutgers.edu or L. Morrow lmorro@rci.rutgers.edu.

MATHEMATICS EDUCATION: Mathematics and education specialization; experienced mathematics educator (PK-12) with secondary mathematics background. Research interests: Students' cognition and learning; applications of technology for teaching and learning. Open rank. Contact: C. Maher cmaher@rci.rutgers.edu or L. Morrow lmorro@rci.rutgers.edu.

SCIENCE EDUCATION: Chemistry and or biological sciences and education specialization (PK-12); technology applications for teaching and learning. Research interests: Instruction; learning; pedagogy; or curricular issues in chemistry and or biological sciences. Open rank. Contact: W. Crown wcrown@rci.rutgers.edu or L. Morrow lmorro@rci.rutgers.edu.

SOCIAL STUDIES EDUCATION: Social studies education (PK-12); strong background in teaching American or world history with broader expertise in social studies teaching. Research interests: Instruction; pedagogy; learning; or curricular issues in teaching history and/or social studies. Assistant Professor. Contact: J. Giarelli giarelli@rci.rutgers.edu or W. Firestone wilfires@rci.rutgers.edu.

TEACHER EDUCATION: Teacher preparation and continuing professional development for early or elementary education. Research interests: Learning to teach; pedagogy and instruction; educational applications of technology; student diversity and instruction; or multicultural education. PK-12 teaching experience preferred. Open rank. Contact: C. Weinstein csw@rci.rutgers.edu or L. Morrow lmorro@rci.rutgers.edu.

SPECIAL EDUCATION: Instructional strategies for students with moderate/mild learning and behavioral disorders (PK-12). Research interests: Inclusion; collaboration; pedagogy; or instructional technologies, for students with disabilities. Open rank. Contact: J. Smith jefsmith@rci.rutgers.edu or R. De Lisi delisi@rci.rutgers.edu.

COUNSELING PSYCHOLOGY: Counseling in multicultural schools (PK-12) and communities. Specialization in counseling psychology, counseling, counselor education or associated field. Licensed eligibility preferred. Research interests: School counseling; multicultural counseling; or assessment. Open rank. Contact: J. Smith jefsmith@rci.rutgers.edu or R. De Lisi delisi@rci.rutgers.edu.

REQUIREMENTS: Doctoral degree from major research university. Evidence of research and scholarly achievement, commitment to a strong, productive, and externally funded research program; appropriate experience and commitment to excellence in teaching. Responsibilities include: Pursuing an active program of research supported by scholarly publications, excellent teaching at both undergraduate and graduate levels, and academic program development to include curricular integration of technology. Salary and rank commensurate with candidate's background and experience. Send cover letter, current vita, and three letters of reference postmarked no later than **November 30, 2001** to: **GSE Search Committee, Rutgers University, Graduate School of Education, 10 Seminary Place, New Brunswick, NJ 08901-1183.**

Rutgers University is an Affirmative Action/Equal Opportunity Employer.

Pace University
Dean for Students

Join the successful team at Pace University, a leading comprehensive multi-campus institution of higher learning. Currently, we are seeking a Dean for Students at our Pleasantville, New York campus.

In this vital role, you will lead the development of the overall student experience by seeking new approaches to learning and integrating the out-of-classroom experience into instruction. This involves recommending policy and procedure; developing a strategic plan; and supervising the out-of-classroom programming associated with freshman and continuing education students. You'll also oversee the implementation of programs that promote multi-cultural understanding; develop external funding sources; and provide leadership in the areas of student programming, resident and off-campus life, orientation, judicial affairs, Greek life, student center management, counseling and wellness programming and services for students with disabilities.

To qualify, you must have an advanced degree (preferably a doctorate) in higher education, student personnel or a related field and 5+ years of senior experience in student personnel administration in higher education. A background in the use of assessment mechanisms and in the development of institutional partnerships and the out-of-classroom learning experience is vital to your success. Excellent leadership, administrative, planning and problem-solving skills are essential.

We offer comprehensive benefits including tuition and 403(B) retirement plan. Send resume indicating positon title, with cover letter to: **Connie Giamei, HR Services, Pace University, 861 Bedford Rd, Pleasantville, NY 10570 or e-mail: westjobs@pace.edu.** AA/EOE.

PACE
UNIVERSITY

UIC

Director, UIC Pavilion
University of Illinois at Chicago

The University of Illinois at Chicago is looking for a dynamic individual with excellent management and communication skills to be the new director of the UIC Pavilion.

The University of Illinois at Chicago, the largest institution of higher education in the Chicago area, has a powerful academic mission. UIC has attained significant national recognition for excellence in research, teaching, and public service.

The UIC Pavilion is a 10,000-seat university arena, currently undergoing a $6.5 million renovation located in a dynamic neighborhood five minutes from the Chicago Loop. The Pavilion provides vital support for the University's NCAA Division I athletic programs, campus and community based activities, public entertainment, and exhibitions.

The ideal candidate will have extensive and demonstrated experience in diverse event programming, financial and business management, staff development, facilities management, box office operations, and security operations. The candidate must possess superior verbal and written skills, exercise creative abilities and provide staff leadership.

To be considered for this position requires at least seven years of progressive experience in the direct management of an arena, preferably in an academic setting. A Master's Degree is required. Additional coursework beyond the Master's Degree is preferred.

The salary is competitive and will be negotiated and based on qualifications and experience. The position offers an excellent benefit package and a tuition waiver.

Candidates must submit a letter of interest, a resume, and a brief (one-page) summary of the applicant's philosophy on the role of an arena at a university by **October 16, 2001** to:

Ms. Shauno Williamson-Sissac
Campus Auxiliary Services Employment, M/C 117
750 S. Halsted Street, rm. 702
Chicago, Illinois 60607

Proud of its diverse population and commitment to multiculturalism,
UIC is an Affirmative Action, equal opportunity employer.

Associate Dean
School of Business

The associate dean will report to the dean and assist, advise, and support the dean in the academic leadership of the School. The associate dean will facilitate, encourage and guide all of the School's committee activities. These include curriculum planning, faculty development and renewal, student omnibus, student academics, teaching quality assurance, instructional support and resources, faculty expectations and rewards, and faculty resource planning. He/she will be a member of the Strategic Planning/Management Committee.

The associate dean will assume the duties of the internal transfers advisor, and will attend to routine form processing (i.e., changes of grades, credit adjustments). Additionally, he/she will play an active role in the mentoring and acculturation of new faculty, including planning the School's new faculty orientation sessions. As the dean's designee, the associate dean will represent the dean on appropriate committees and task forces as well as at University and outside functions. The position carries concurrent faculty rank in one of the departments of the School.

Qualifications & Requirements:

- a doctorate in one of the disciplines taught in the School,
- background sufficient for faculty appointment at the associate or full professor rank,
- higher education administrative experience as a chair or program head,
- experience with business administration curriculum,
- experience with AACSB standards,
- excellent oral and written communication skills.

Higher education personnel and/or faculty mentoring experience desirable.

Salary Range: Competitive and dependent on qualifications

Anticipated Start Date: November 1, 2001

Send letter & resume to: Karen Dennis, Assistant Dean, Montclair State University, Box C316 - V 92/HO, Upper Montclair, NJ 07043

Apply by: Screening of applications will begin immediately and continue until an appointment is made.

An Equal Opportunity/Affirmative Action Institution
www.montclair.edu

MONTCLAIR
STATE
UNIVERSITY

USF University of South Florida

Founded in 1956, the University of South Florida is a public research university of growing national distinction, serving 36, 000 students in ten colleges on campuses in Tampa, Lakeland, St. Petersburg, and Sarasota/Manatee. It has been classified "Doctoral/Research University-Extensive" by the Carnegie Foundation for the Advancement of Teaching. Reflecting its breadth of graduate and research programs, *USF* is one of three public universities in Florida classified as a Research I institution. With more than 2,000 faculty, *USF* offers baccalaureate degrees in 79 fields, 89 master's and specialist programs, 25 doctoral programs, and the doctor of medicine degree.

The university is currently recruiting for the following faculty positions:

Position Title	*Discipline*	*Deadline:*
Assistant/Associate Professor *(2 positions)*-	Deans Office-Nursing-	OPEN
Assistant Professor-	Computer Sciences & Engineering-	OPEN
Assistant Professor (IT Department Chair)-	Engineering-	OPEN
Assistant Professor (2 positions)-	Engineering/Lakeland Campus-	OPEN
Assistant In Research- *(Sr. Research Associate, ITS)*	Engineering-	OPEN
Assistant Professor-	Engineering/Lakeland Campus-	OPEN
Associate Professor/Professor- *(Director of Graduate Studies)*	Nursing-	OPEN
Associate Professor/Professor- *(Senior Researcher)*	Nursing-	OPEN
Coordinator-	Student Affairs-	OPEN
Director (Charter School)-	Academic Affairs-	OPEN
Assistant/Associate Professor- *(Chief Information Officer & Asst VP for Information Sciences)*	Nursing-	OPEN
Faculty Administrator-	Health Sciences-	OPEN
Instructional Specialist/Behavior Analyst- *(15 positions)*	Florida Mental Health Institute-	OPEN
Instructional Specialist/Sr. Behavior Analyst- *(5 positions)*	Florida Mental Health Institute-	OPEN
Instructional Specialist (2 positions)-	Mental Health Law & Policy-	OPEN
Visiting Associate/Assistant Professor-	Engineering Info Systems-	OPEN
Assistant/Associate Professor-	Radiology-	OPEN
Assistant Professor-	Comparative Medicine-	OPEN
Associate Professor(Assoc Director)-	Comparative Medicine-	OPEN
Instructor-	Nursing-	OPEN
Assistant Librarian (Special Collection)-	Library/St. Petersburg Campus-	10/20/01
Librarian (Collection Development)	Library/St. Petersburg Campus-	10/20/01
Assistant Professor-	Interdisciplinary Oncology Prog-	10/26/01
Program Director & Instructor-	Counseling Center-	10/26/01

For a description on the above listed positions and additional vacant positions: (1) visit our Employment Services Web site at **http://usfweb.usf.edu/usfpers/vacancy.html.** or (2) contact Equal Opportunity Affairs, **Ferrell@admin.usf.edu.** for faculty positions; or (3) call *USF* job line **at 813.974.2879** for staff positions.

USF is an equal opportunity/equal access/affirmative action institution, committed to excellence through diversity in education and employment.

www.usf.edu • 4202 E. Fowler Ave, Tampa, FL 33620

RICE

Department of Art & History
Historian of Ancient Greek and Roman Art

Rice University seeks to fill a tenure-track position in ancient Greek and Roman art history at the rank of Assistant Professor to begin **August 2002.** Field of special research is open. Preference for teachers/scholars committed to broad introductory courses and advanced classes or seminars in fields of special interest. Opportunity to participate in an interdisciplinary program in Ancient Mediterranean Civilizations. Ph.D., some teaching experience, and publications preferred. Application deadline is **January 10, 2002.**

Send letter of application, curriculum vitae, examples of scholarship/publications, and at least three letters of recommendation to **Professor Linda Neagley, Chair, Ancient Greek and Roman Art Historian Search Committee, Department of Art & Art History, MS-21, Rice University, P.O. Box 1892, Houston, Texas, 77251-1892.**

Rice University is an equal opportunity employer committed to diversity and equality in education and employment.

MIAMI UNIVERSITY
OXFORD OHIO

DIRECTOR

Center for American & World Cultures

Miami University has established a Center for American and World Cultures, whose mission is to promote positive, inter-group relations and to improve the climate for diversity. The Center provides leadership for diversity education, faculty development, curriculum development, and scholarship. It also serves as a resource center.

The Director reports directly to the Provost and is responsible for facilitating the mission of the Center, supervising staff, coordinating the Center's day-to-day activities and operations, working the Office of University Advancement in seeking support from foundations and/or corporations, meeting regularly with advisory and multicultural committees, and working with the academic areas.

Required qualifications include experience working in diversity education and scholarship, ability to work with the public in communicating the Center's mission, and a Master's degree in an area relevant to the Center's work. Highly desired qualifications include a Doctoral or Terminal degree and significant faculty experience with a teaching and scholarship record commensurate with a tenured position in one of Miami's academic departments.

Applications should include a letter of interest, curriculum vitae and the names and contact information of five references that could be contacted. Address all inquiries and applications to: **Steve DeLue, Associate Dean, College of Arts and Science, Miami University, Oxford, OH 45056, (513) 529-1234, deluesm@muohio.edu**

Screening of applications will begin October 15th and will continue until the position is filled. The position will begin Spring 2002 or as soon as possible thereafter.

EQUAL OPPORTUNITY IN EDUCATION AND EMPLOYMENT.

Miami University's report, *Campus Crime and Safety*, is available at www.muohio.edu/righttoknow
A hard copy may be obtained by contacting the Personnel Office.

Visit our Web site at: **www.MUOhio.edu**

PRESIDENT

KUTZTOWN UNIVERSITY OF PENNSYLVANIA

Established in 1866, Kutztown University of Pennsylvania is a public comprehensive Master's I institution serving over 8,000 students. Located in the borough of Kutztown, it is within 20 minutes of Allentown/Bethlehem and Reading, and 60 minutes from the greater Philadelphia metropolitan area.

The Kutztown Council of Trustees and the Pennsylvania Board of Governors for the State System of Higher Education seek a new president. Dr. David E. McFarland is retiring after 13 successful years as the CEO of the University. Top candidates will receive a number of materials on the institution and the State System. On October 3, 2001, an executive search profile will be posted on the University's web site: **www.kutztown.edu** and search counsel's web site: **www.rhperry-registry.com**. Interested candidates should address the challenges and qualifications listed in the profile and send four copies of their cover letter, CV, and the names of three references. Screening for the position will begin October 3, 2001 and completed applications should be received no later than November 1, 2001. Please contact:

DR. ALLEN E. KOENIG, SENIOR CONSULTANT
R. H. PERRY & ASSOCIATES
2607 31ST STREET, NW
WASHINGTON, DC 20008
(614) 798-0538 • akoenig@columbus.rr.com

Kutztown University of Pennsylvania is an Affirmative Action, Equal Opportunity employer, member of the PA State System of Higher Education and actively solicits applications from women and minority candidates.

Department Chairs

HUMANITIES

(Position #02-108) English, Speech/Communication, Reading, Fine Arts, Religion, Philosophy

MATHEMATICS

(Position #02-110) Mathematics or related field (Engineering)

Individuals will be responsible for providing leadership to the appropriate faculty and staff under the supervision of the campus Dean of Academic Services. Primary responsibilities are to maintain standards of instruction that challenge students academically and to maintain an academic climate conducive to teaching and learning. This is a twelve-month, tenure track position with faculty rank and will require some teaching.

Master's degree required with a minimum of 18 semester (30 quarter) hours of graduate credit in the discipline (see above). Doctorate preferred. A minimum of three years of college-level teaching experience and at least three years administrative or comparable experience in higher education is required. Experience with academic planning and assessment, curriculum development, faculty evaluation, promotion and tenure processes, course scheduling, faculty and staff recruitment and hiring, development and management of budget.

Salary is $56,252 (commensurate with education and experience) with excellent benefits. Initial appointment will be for a term of up to four years with reappointment at the discretion of the President. Position will start January 3, 2002. Review and screening of applications will begin on 10/31/01 and may continue until the positions are filled.

Applicants should reference the appropriate position number and send the following as a single packet: (1) letter of interest, (2) resume, (3) unofficial copy of graduate transcript(s), and (4) list of five professional references (names, addresses, e-mail addresses, telephone numbers) to:

Georgia Perimeter College, Human Resources Dept., Judy Chastonay,
3251 Panthersville Rd, Decatur, GA 30034.

Georgia
Perimeter
College.

An AA/EOE/ADA Employer
Georgia is an Open Records State

www.gpc.peachnet.edu

ALBRIGHT COLLEGE

Assistant/Associate Professor and Chair of Theatre

Albright College seeks Assistant/Associate Professor to serve as chair of a newly formed Department of Theatre. Albright has a vigorous tradition of theatre, curricular and co-curricular, with four to six productions per year. The successful applicant teaches four courses per year, personally direct two major productions, and supervise departmental activities and theatrical productions. We seek a person of vision to develop the department, and understand the role of theatre at a liberal arts college. We seek a leader in theatre who will bring a unique cultural perspective to our diverse student community. The successful applicant should have a Ph.D. in Theatre (M.F.A candidates considered if demonstrating significant literary training) and three years' teaching experience; directing/production experience required. Please send application letter, cv, and reference names to **Vice President for Academic Affairs, Attn: Theatre Search Chair, Albright College, P.O. Box 15234, Reading, PA 19612-5234.** Review begins October 15 and continues until filled. Additional information available at **http://www.albright.edu**.

AA/EOE employer.

The Savannah College of Art and Design

PROFESSORS

To help meet the needs of a growing student body and to keep class size to a maximum of 20 students, the Savannah College of Art and Design, located in historic Savannah, GA seeks qualified faculty candidates who demonstrate professional knowledge and have college-level teaching experience for the following areas:

***Architectural History**
Architecture
***Art History**
Computer Art
Fashion
Fibers
Foundation Studies
Furniture Design
Graphic Design
Historic Preservation
Illustration
Interior Design
Liberal Arts (Mathematics)
Painting
Product Design
Sculpture
Speech & Public Speaking
Sequential Art
Sound Design
Video/Film

M.F.A. degree required
* Ph.D. required

About the College:
The Savannah College of Art and Design is a private, non-profit college that exists to prepare talented students for careers in the visual and performing arts, design, building arts, and art and architecture. The college offers 18 areas of study and awards bachelor and master's degrees.

To Apply:
Interested candidates should send cover letter, curriculum vitae, slides of own work and student work (if applicable,) official transcripts and three reference letters to: **Human Resources, Savannah College of Art and Design, P.O. Box 3146, Savannah, GA 31402-3146, or fax to 912-525-5222, or e-mail to scadhr@scad.edu.**

AA/EOE.

For further details please visit the college's web site at www.scad.edu.

Syracuse University

DEAN, SCHOOL OF EDUCATION

Syracuse University invites nominations and applications for the position of Dean of the School of Education. The School, enrolling 700 undergraduate students and 775 graduate students, consists of 60 full-time faculty and 8 academic units. Syracuse University is a private institution with a commitment to being the nation's leading student-centered research university. Syracuse is a Carnegie Doctoral/Research University* Extensive institution and a member of the Association of American Universities. Its 10 schools and colleges enroll 17,581 students in a broad array of baccalaureate, masters, and doctoral programs. For further information about the University, see **http://www.syr.edu**; for further information about the School of Education, see **http://www.soeweb.syr.edu**.

The Dean is the chief administrative and academic officer for the School. Responsibilities of the Dean include supporting an environment that will encourage excellence in teaching and research, program development, and active collaboration within the School and across the University and the community at large. The Dean oversees faculty appointments; administrative supervision of academic departments and programs; academic policy, curriculum, instruction, and advising within the School; and is responsible as well for the School's budget and expanding external resources for the School.

Major qualifications for the position include a distinguished record in teaching, research, scholarship or creative activity that would warrant appointment to the rank of Professor; considerable experience and prior record of leadership in higher education or related field, including experience with faculty appointment, tenure and promotion, program development, and budget planning and management; requisite skills for fundraising and/or grant procurement; leadership skills and the ability to work with diverse groups and to build a sense of community within an organization; excellent interpersonal skills, a proven record of cultural sensitivity, and a deep commitment to diversity and inclusion.

Letters of nomination and applications should be submitted in confidence to: **School of Education Dean Search, Attn: Ms. Marjorie Donzello, Executive Assistant, The Graduate School, 303 Bowne Hall, Syracuse University, Syracuse, NY 13244.** Information may be sought at any time from Search Committee Co-Chairs: Dr. Janine M. Bernard (315-443-2266; bernard@syr.edu) or Dean Howard Johnson (315-443-2373; hjohnson@syr.edu). Applicants should submit a letter of application, a curriculum vitae, and complete contact information for four references.

Salary is competitive and commensurate with experience and qualifications. Review of applications will begin on November 1, 2001 and will continue until the position is filled. The position is available July 1, 2002.

Syracuse University is an equal opportunity/affirmative action employer committed to excellence through diversity.

RICE

Department of Art & Art History

Rice University seeks to fill two tenure-track positions to begin August 2002.

- **Assistant Professor of Asian Art History**
- **Assistant Professor of Middle Eastern/Islamic Art History**

Fields of special research are open in chronology, geography, and media-from ancient to modern periods and from architecture, painting, and sculpture to film. Preference for teachers/scholars committed to broad surveys and advanced classes or seminars in fields of special interest. Opportunities for interdisciplinary teaching, research, programming, and collaboration with a program of Asian Studies and local museums. Ph.D, some teaching experience, and publications preferred. Application deadline is **January 10, 2002.**

Send letter of application, curriculum vitae, examples of scholarship/publications, and at least three letters of recommendation to **Professor William A. Camfield, Chair, Asian and Middle Eastern/Islamic Search Committee, Department of Art & Art History, MS-21, Rice University, P.O. Box 1892, Houston, Texas, 77251-1892.**

Rice University is an equal opportunity employer committed to diversity and equality in education and employment.

ST·OLAF COLLEGE

St. Olaf College
Tenure Track Faculty Positions

St. Olaf College invites applications for the following tenure track positions, starting September 2002. St. Olaf College is a residential, co-educational liberal arts college of the Lutheran Church (ELCA), with about 3000 students. It is located in Northfield, Minnesota, approximately 35 miles south of Minneapolis/St. Paul. St. Olaf is an equal opportunity/affirmative action employer and actively seeks diversity in its faculty, staff, and student population.

All positions require commitment to undergraduate liberal arts education and to the College's mission, a strong interest in undergraduate teaching, and promise of continuing high quality scholarly or creative activity. In addition, the College seeks candidates with interest in interdisciplinary teaching, interest in global issues and international study, and commitment to achieving the College's EO/AA goals. The positions are in the following departments:

Asian Studies: Luce Junior Professorship in East Asian Visual Culture

St. Olaf College invites applications for the Luce Junior Professorship in East Asian Visual Culture. This is a tenure-track appointment, beginning September 2002, at the rank of Assistant Professor, PhD required. Teach interdisciplinary courses dealing with Asian visual culture as well as courses in Asian art history. The normal teaching load is six courses per year. The Asian Studies curriculum includes courses in Japanese and Chinese language, literature, film, history, economics, and religions. The Art and Art History Department has had a commitment to the study of Asian art for the past few decades. Resources to support teaching and scholarship include library collections, slides, and program funding from the Henry Luce foundation. Located 40 miles south of Minneapolis/St. Paul, faculty and students benefit from the galleries, museums, and performances in the Twin Cities. St. Olaf College seeks someone with broad expertise in East and Southeast Asian art, including Chinese art, with particular interest in someone who can enhance our Japanese cultural studies. Review of applications will begin December 10. Interviews will be held at the CAA Conference in February, by prior appointment only.

Biology and Psychology: Two Neuroscience positions

St. Olaf College invites applications for two tenure-track neuroscientist positions, one in the Biology Department and one in the Psychology Department. Both positions begin September 2002. Applicants must have a strong interest in quality undergraduate teaching, be committed to liberal arts education, and demonstrate the potential to develop an active undergraduate research program. Review of completed applications will begin October 15, 2001.

Chemistry: Two positions

Applications invited for two tenure-track positions in the Chemistry Department at the Assistant or Associate Professor rank starting September 1, 2002. Specific needs are in physical, analytical, and biochemistry. Applications invited from individuals with strong interest in quality undergraduate teaching at all levels including innovative development of a laboratory program. Candidates should demonstrate commitment to liberal arts education and promise of continued scholarly activity including development of a research program involving undergraduates. Our ACS accredited department graduates approximately 45 chemistry majors each year. Endowment- and grant-supported faculty-student research is a longstanding tradition.

Education: Teacher Education

St. Olaf College has an opening for a full-time tenure track teacher education position at the Assistant or Associate Professor rank. St. Olaf's NCATE accredited teacher education program offers five secondary (5-12) and three K-12 teaching licenses, which are approved by the Minnesota Board of Teaching. This program also participates in post- baccalaureate elementary education and special education cooperatives with universities in the Twin Cities. Teach multiple sections of core subjects, which include topics such as educational psychology, foundations, social issues, or general methods. Supervise field experiences and student teachers. Advise students in academic and pre-professional development. The successful candidate will have a Doctorate in educational psychology, curriculum and instruction, education, or related field. Doctoral candidates considered under special circumstances. Requirements include a minimum of 3 years teaching in a middle school or senior high school; college teacher experience. Preferred background includes expertise in teacher/program development and a demonstrated commitment to educational opportunity. Appointments at the Associate level need to reflect a strong record of professional activity, educational leadership, and administrative potential for our department. Review of applications begins August 22, 2001, and continues until the position is filled.

History: Early American

The Department of History announces a full-time tenure-track appointment in Early American history beginning in September 2002. We are seeking a specialist in Native American history although candidates with an African-American field may be considered; training in cultural or religious history desirable. Responsibilities will include teaching in our American Studies and American Racial and Multicultural Studies programs as well as in the History department. Ph.D. by September 2002, required. Semifinalist candidates will be interviewed at the annual meeting of the American Historical Association.

Music Education

St. Olaf College invites applications for a full-time tenure-track position starting September 1, 2002, at a rank and salary commensurate with qualifications and experience. Assignments for this position include teaching Music and Music Education courses and serving as coordinator of the music education program. Candidates for this positions must have earned a doctoral degree, possess strong, recent background in teaching music in the public schools, provide evidence of directing a college level music education program, be able to demonstrate a versatility in teaching assignments within the music department, and be an active performing musician. In addition, candidates must make evident a commitment to the liberal arts and respect for St. Olaf College as a church-related college. Application deadline is September 15, 2001, with anticipated on-campus interviews in October 2001.

Physics: Experimental

St. Olaf College invites applications for a tenure-track position at the Assistant Professor rank beginning September 2002. Applicants must have a strong interest in high-quality undergraduate teaching and be committed to liberal arts education. We seek an individual who can teach broadly throughout the physics curriculum, make creative contributions to our advanced laboratory program, and offer undergraduate research opportunities for experimental investigations in physics or at the interface of physics with another discipline. Review of completed applications will begin on November 1, 2001.

Romance Languages: Spanish

The Department of Romance Languages at St. Olaf College invites applications for a full-time tenure-track position in Spanish at the Assistant Professor level, to begin August 2002. To a candidate committed to undergraduate liberal arts education, the position offers the opportunity to teach six courses per year in a unique content-based curriculum enhanced by a January interim abroad, a language across the curriculum program, and area and interdisciplinary studies. The successful candidate will have earned a Ph.D. (specialization open) and have native or near-native fluency in Spanish, demonstrated superior teaching, scholarly promise, commitment to institutional service, and, possibly, experience in instructional technologies. All applications will be acknowledged; semifinal candidates will be interviewed at the MLA convention in December 2001.

For additional information about the institution, the positions, and application materials required please refer to our web site at www.stolaf.edu/offices/dean-of-college/.

COLBY COLLEGE

ASSISTANT PROFESSOR OF ORGANIC CHEMISTRY

COLBY COLLEGE invites applications for a tenure-track position as **Assistant Professor of Organic Chemistry** beginning in September 2002. The successful candidate will be expected to make contributions to the general and organic chemistry programs. Candidates showing strength in synthetic organic chemistry, development of new methods and/or synthesis of natural products are especially encouraged to apply. Colby Chemistry is housed in a newly renovated building with excellent facilities, including the Paul Schupf Computational Laboratory, a 400 MHz NMR, ICP, GC-MS, LC-MS, FTIR, RAMAN, X-ray and most of the routine instruments needed for a successful research program. Applicants should arrange for a vita statement of teaching philosophy, summary of proposed research, undergraduate and graduate transcripts, and three letters of recommendation to be sent to **D. Whitney King, Chair, Department of Chemistry, Colby College, Waterville, ME 04901 (dwking@colby.edu)**. Applicant screening will begin November 2, 2001 and continue until the position is filled. For more information about the College, please see the Colby web page at: http://www.colby.edu

Outstanding women applicants may be considered for a Clare Boothe Luce endowed chair in chemistry. Colby is an AA/EO employer and encourages applications from women and minority candidates.

LASSEN COMMUNITY COLLEGE

IN SUSANVILLE CALIFORNIA IS SEEKING QUALIFIED APPLICANTS FOR THE FOLLOWING:

Director of Vocational Education, Research/Grant and Economic Development: Plans, organizes, and implements a complete system of technical, vocational, and outreach programs for a small, but growing rural College in northeastern California. Provides leadership and guidance for 18 majors and/or programs in operation, and planning and research supporting development of new and enhanced programs. A Masters Degree and experience is required. Salary is $ 89,939 per year. *EEO/Title IX Employer.* Please call or write for application: **Lassen Community College, Office of Human Resources, PO Box 3000, Susanville, CA 96130.** 530-257-6181 ext 8985. The job application can also be downloaded from our website at **www.lassen.cc.ca.us.** The application period for this position closes **Wednesday October 17th, 2001 @ 4:00 pm.**

LANSING COMMUNITY COLLEGE
Where Success Begins

BIOLOGY

Faculty Member - Biology - Master's degree in Biology or related area req.; Ph.D. desired. Teaching exp. in biological science with emphasis in anatomy/physiology req. Exp. in teaching diverse student population desired. Ability to employ variety of modern teaching technologies preferred. Exp. in or willingness to teach virtual courses desirable. Evening hours may be req. To ensure full consideration, forward materials by October 19. Send letter of application, resume, and a completed application (call **517/483-9753** to obtain form) to: **8260 - Human Resources Department, Lansing Community College, PO Box 40010, Lansing, MI 48901-7210.**

AAE/EEO

DICKINSON COLLEGE
GETTYSBURG COLLEGE
FRANKLIN & MARSHALL COLLEGE

Three highly selective Pennsylvania liberal arts colleges, Dickinson, Franklin & Marshall and Gettysburg, invite applications for the following Fall 2002 **tenure-track** positions. Because of the relative proximity of the three colleges, these positions may be of particular interest to academic couples. All positions require Ph.D. or appropriate terminal degree in hand or near completion. For further information and search schedules, interested candidates may consult institutional web pages, appropriate department chairs, or ads in relevant professional journals.

DICKINSON COLLEGE, Carlisle, PA 17013
www.dickinson.edu

American Studies or Ethnic Studies: Art & Art History: Director of the Trout Gallery, **Chemistry:** Biochemistry & Molecular Biology, **Education:** Secondary Teacher Education, **English:** Post-1800 Dramatic Literature and Playwrighting, **Geology:** Mineralogy/Petrology/Geochemistry, **History:** Early North American, **Japanese:** Language & Culture, **Mathematics & Computer Science:** Mathematics/Statistics, **Russian:** Language & Culture, **Spanish:** 1) Latin America, Colonial, 2) Medieval Literature, and 3) 18th-19th Centuries, Women Writers

GETTYSBURG COLLEGE, Gettysburg, PA 17325
www.gettysburg.edu

Anthropology: Cultural Anthropology (01/02), **English:** American Literature (12/01), **French:** Language and Francophone Literature (12/01), **Italian:** Language and Culture Reading and Social Foundations (12/01), **Health and Exercise Sciences:** Health Education and Pedagogy (01/02), **Japanese:** Henry R. Luce Junior Professor of Japanese Language & Culture (12/01), **Music:** Director of Orchestral Activities and strings (01/02)

FRANKLIN & MARSHALL COLLEGE, Lancaster, PA 17604
www.fandm.edu

Astronomy: Astrophysics, **Biology:** Developmental Biology-organismal level desirable, **Business:** Organizational Studies/Management, **Business:** Marketing, **Chemistry:** Biochemistry, **Chemistry:** Analytical Chemistry, **Economics:** International Economics, **English:** Fiction Writing, **Geosciences:** Structural Geology, **Government:** American Politics, **Mathematics:** Computer Science, Mathematics, Statistics, **Philosophy:** Ancient Philosophy-competence in metaphysics and/or feminism desirable, **Physics:** Experimental Physics (2), **Religious Studies:** Native American, African American or Hispanic American traditions

Affirmative Action, Equal Opportunity Employers

BROWN UNIVERSITY

SR. CAPITAL GIVING ADVISOR

Development: The Brown University Development Office seeks qualified applicants for the position of Senior Capital Giving Advisor. The incumbent will work as a member of the Capital Giving team, with a primary focus on individual prospect work and the development of broad strategies designed to yield $5 million+ gifts from individual donors. Requirements: Bachelor's degree required; advanced degree preferred. 3-5 years' management experience in fundraising or related field. Demonstrated success in moving prospects (or clients) toward significant gifts (or transactions benefiting your employer). Ability to convey complex issues and to motivate people in support of specific causes. Excellent interpersonal, written and oral skills. Experience in higher education, particularly schools with fundraising results similar to Brown's expectations, is preferred. In some cases, this experience can take the form of volunteer roles. Demonstrated success in the formation and implementation of prospect or customer driven strategies.

To apply for this position, please send resume with cover letter to:
Brown University, Human Resources, Box 1879, Job# D00410, Providence, RI 02912.

An Equal Opportunity/Affirmative Action Employer.

Visit our website at: **www.brown.edu**

Wheaton College

For Christ and His Kingdom

Faculty Openings

Wheaton College seeks to fill the following anticipated tenure-track faculty openings:

Bible/Theology (two positions):

Wheaton College seeks nominations for two senior appointments, the Gunther Knoedler Chair of Theology and the Blanchard Professorship of Theology. The Knoedler and Blanchard Professors will have primary teaching responsibilities and leadership roles in our master's and new doctoral (Ph.D.) programs; specialization in systematic and historical theology preferred, but we welcome nominations in all areas of theology.

Biology (Physiology):

Assistant Professor to teach in Physiology as well as in General Biology and possibly Zoology.

Business/Economics/Law:

Wheaton College seeks nominations for a senior appointment, the William Volkman Chair of Business Law. This Chair will be awarded to an accomplished teacher-scholar who can represent with enthusiasm the field of business law, contribute to the general departmental offering in business, economics, and law, and who has a vision for assuming leadership of the College's program in Pre-Law Studies.

Education:

Assistant Professor to teach Educational Psychology, coordinate the secondary education program, and supervise student teachers and practicum students.

English (three positions):

Three Assistant Professors to cover the areas of Creative Writing, Renaissance/17th Century, African-American/American, British Commonwealth/Post-Colonial, and to teach General Education courses in writing.

Foreign Language:

Assistant Professor in German and Spanish to teach all levels of German and General Education courses in Spanish.

Humanities/Interdisciplinary:

Wheaton College seeks nominations for a senior appointment as the Arthur Holmes Chair of Faith and Learning. We seek a scholar in Philosophy, History, or English who has contributed to disciplinary and interdisciplinary discussions concerning the role of Christian faith in shaping the academic enterprise.

Mathematics:

Assistant Professor to teach in a strong combined program in Mathematics and Computer Sciences at all levels.

Psychology (two positions):

Two Assistant Professors, one in Clinical Psychology (to teach clinically relevant areas and Introductory Psychology) and one in Experimental (to teach Experimental, Statistics, Learning, and Cognition).

Director of Learning Resources:

Leadership of the Buswell Memorial Library staff and programs. Ph.D. preferred; MLS and second master's degree plus demonstrated leadership are minimal requirements.

Wheaton College is a highly selective Christian liberal arts college in the broad evangelical Protestant tradition whose faculty affirm a Statement of Faith and adhere to lifestyle expectations. The College complies with federal and state guidelines for nondiscrimination in employment. Women and minority candidates are welcomed.

For full information on each opening including qualifications sought and dates for application review, see the Wheaton College Human Resources Web site at **www.wheaton.edu/hr/facopen** or contact the **Academic Affairs Office, Wheaton College, Wheaton IL 60187-4456.**

UCSB

VICE CHANCELLOR OF ADMINISTRATIVE SERVICES

University of California, Santa Barbara

The University of California at Santa Barbara, invites applications and nominations for the position of Vice Chancellor of Administrative Services. The Vice Chancellor reports directly to the Chancellor and is responsible for the management and policy decisions of a range of administrative and auxiliary services across the campus. These include Accounting & Financial Controls, Audit Services, Housing & Residential Services, Business Services (Materiel Management and Purchasing), Environmental Health & Safety, Facilities Management, Human Resources, Information Systems & Computing, and the campus Police Department. The scope and complexity of responsibilities are defined by the wide variety of operational and policy issues with which the Vice Chancellor becomes involved, including budgets; residential services; security and safety issues; contracting for services; acquiring and providing goods and services; oversight of design and construction with responsibility for adherence to budgetary limitations; executing professional service agreements; accounting for UCSB expenditures and ensuring policy compliance; cash management; compensation matters in benefits, retirement and salaries; administrative information systems; internal controls and external audits; and the acquisition and lease of real property. The Vice Chancellor of Administrative Services oversees the Administrative and Auxiliary Services Division, including over 760 full-time staff employees, the Directors of 13 departments/units, the Chief of Police, and two Associate Vice Chancellors-one in the area of Administrative and Auxiliary Services and the other in the area of Design, Construction and Physical Facilities.

Primary qualifications for the position include a successful record of administrative experience and leadership within higher education or a comparable work environment; a commitment to the diverse mission of a major public university; the ability to work effectively with academic and administrative personnel in a variety of leadership and managerial roles; and the ability to develop and sustain effective working relationships with external constituencies in the local community.

Send nominations and applications, including current résumé, to:

UCSB Vice Chancellor for Administrative Services Search
c/o Morris & Berger
201 South Lake Avenue, Suite 700
Pasadena, CA 91101
Email mb@morrisberger.com Tel. (626) 795-0522 Fax (626) 795-6330

The position is open until filled; the committee will begin the review of applications on November 9th. UCSB is an Equal Opportunity and Affirmative Action Employer and Educator. Women and minorities are encouraged to apply.

Education

Vacancy Announcement

New Jersey City University is a diverse University located in Jersey City, New Jersey. We offer over 40 Baccalaureate and Master degree programs and serve 10,000 students. The University offers a complete benefits package including health, dental, prescription and pension; tuition waivers; state of the art fitness center and paid vacations and holidays.

New Jersey City University is recruiting for the following positions:

- **Dean, College Of Arts & Sciences**
- **Dean, College Of Education**

For more details and/or to apply online, visit our website at:
www.njcu.edu.
Click on Human Resources.

NEW JERSEY CITY UNIVERSITY

New Jersey City University is an Equal Opportunity Employer

PROGRAM DIRECTOR

Youth & Education (Higher Education)

The **W.K. Kellogg Foundation** is a nonprofit organization, based in Battle Creek, Michigan, whose mission is to help people help themselves through the practical application of knowledge and resources to improve their quality of life and that of future generations. Its founder, W. K. Kellogg, the cereal industry pioneer, established the Foundation in 1930. Currently, we are seeking a highly effective team player to join our team and to help further the mission of the Foundation by contributing their knowledge and expertise.

Reporting to the Vice President for Programs, the Program Director is responsible for leadership and vision in program conceptualization, design, planning, management, coordination, communication, evaluation, and learning from programming efforts, largely working in teams or in partnership with others. Individual is expected to contribute to overall strategic direction for the organization, his/her assigned core programming area, and other programming efforts.

Qualifications Include:

- Minimum of a master's degree in field relevant to assigned area; Ph.D. preferred
- Broad, generalist background with comprehensive understanding of program design and development, systems, and networking.
- 10+ years' experience at a college or university, including central administration or dean-level experience
- Expertise and strong network in higher education arena
- Demonstrated experience and success in grant-seeking
- Knowledge of the economics and finance of education, minority serving institutions, institutional leadership and change processes in higher education, and partnership formation and development between communities and institutions to support youth development and education pre-kindergarten through 16
- Approximately 25-50% travel

Are you ready to contribute as a strategic partner in a mission-driven environment? The Kellogg Foundation offers an excellent total compensation/rewards package that includes competitive pay (commensurate with experience, education, credentials, and performance) and a comprehensive benefits program. For immediate and confidential consideration, please forward your resume/vitae and letter of application to: **W.K. Kellogg Foundation, Human Resources Department, RE: PDYE Search Committee, One Michigan Avenue East, Battle Creek, MI 49017-4058. Fax: 616-969-2189. e-mail: debbie.green@wkkf.org**

W.K. KELLOGG FOUNDATION

Learn more about us at www.wkkf.org
Equal Opportunity Employer

COLBY COLLEGE

ASSISTANT PROFESSOR OF ECONOMIC HISTORY

The Department of Economics invites applications for a tenure track position at the Assistant Professor level in Economic History (American and/or European) beginning in September 2002. The successful applicant will teach a senior-level seminar in addition to other economic history courses and will share in the teaching of introductory economics. Colby College expects both excellent teaching and published research and provides substantial support for career development in both areas. Candidates should have a Ph.D. in Economics completed by August 2002. To be considered for an interview at the 2002 ASSA meetings, send curriculum vitae, graduate transcript, three letters of recommendation, reprints of published work or a writing sample of current research, and any available official summaries of teaching evaluations by November 30, 2001. Other applications will be reviewed until the position is filled. Candidates are also encouraged to provide a brief statement of teaching philosophy. **Contact: Michael Donihue, Chair, Department of Economics, Colby College, Waterville, ME 04901.** For more information about the College, please visit the Colby web site: **www.colby.edu.**

Colby is an Equal Opportunity/Affirmative Action Employer.

Applications and nominations of women and minorities who would enrich the diversity of the campus community are strongly encouraged.

CLEMSON UNIVERSITY

VICE PRESIDENT FOR ACADEMIC AFFAIRS AND PROVOST

Clemson University invites nominations and applications for the position of Vice President for Academic Affairs and Provost. As the chief academic officer and chairperson of the faculty, the Vice President for Academic Affairs and Provost reports directly to the President.

Please see the Search Committee web site:
(http://www.clemson.edu/provost/search)
for the job description and information about Clemson University.

Review of applications will begin on October 1, 2001 and will continue until the position is filled.

Nominations or applications (cover letter and vita) should be submitted to:

Dr. Sherrill B. Biggers, Chair
Vice President and Provost Search Committee
130 Lehotsky Hall
Clemson University
Clemson, SC 29634-0101
Email: biggers@ces.clemson.edu

Clemson University is an affirmative action, equal opportunity employer.

GATEWAY COMMUNITY COLLEGE

a Connecticut Community College

DEAN POSITIONS

Gateway Community College is accepting applications for the following positions:

DEAN OF LEARNING Master's Degree in Higher Education Administration or a closely related field, six years administrative experience in Higher Education with college teaching experience and three years supervisory experience required. Nine years administrative experience and five years supervisory experience preferred; PhD/EdD desired. Must have a broad range of experiences in all facets of program development, academic leadership and student development.

DEAN OF STUDENTS Master's Degree in Higher Education Administration or a closely related field, six years administrative experience in Higher Education with college teaching experience and three years supervisory experience required. Nine years administrative experience and five years supervisory experience preferred; PhD/EdD desired. Must have a broad range of experiences in all facets of student services, including registration, admissions, financial services and counseling.

In order to meet the demands of the 21st Century, the college seeks applicants with demonstrated ability to respond to and work with multiple constituencies, involvement in the support of diversity of ability levels and culture, and information literacy skills. In addition, the college seeks applicants with strong personal attributes such as openness to innovation and change, use of creative approaches to problem solving, and ability to build and support consensus as well as a record on ongoing professional development.

Review of applications will begin October 1, 2001 and continue until a candidate is selected.

For more information including position announcements and job descriptions, visit our home page @ www.gwctc.commnet.edu. To apply, mail a letter of application, detailed resume and three letters of reference to: Gateway Community College, Human Resources Office, 60 Sargent Drive, New Haven, CT 06511-5918.

GCC is an Affirmative Action/Equal Opportunity Employer, M/F. Protected group members are strongly encouraged to apply.

University at Buffalo

The State University of New York

School of Social Work

Recruiting for Two Positions

FACULTY POSITIONS (2), RANK OPEN. Applications are being invited for two faculty positions. Requirements include a MSW and an earned doctorate in social work/social welfare (preferred) or a closely related field, an established record of scholarship and research, and an ability/interest to teach at the MSW and doctoral levels. Faculty with research, policy, and/or health/mental health backgrounds are especially urged to apply. The School will consider a one year visiting professorship at the Associate or Full level for one of the positions.

The University at Buffalo, a Carnegie Foundation Category I research university, is New York's premier public center for graduate and professional education and the state's largest and most comprehensive public university. The School of Social Work enrolls over 440 students and offers an MSW and Ph.D. and a dual degree in social work and law. Faculty have established an outstanding record of research, scholarship, and community outreach in such areas as aging policy, child welfare, substance abuse, poverty, health/mental health services, and multicultural social work.

Deadline: December 15 or until the positions are filled. Please submit a letter of application, curriculum vitae, samples of scholarship, and names of three references to: **Lawrence Shulman, Dean, School of Social Work, State University of New York at Buffalo, 685 Baldy Hall, Buffalo, New York 14260-1050.**

Visit our website at: www.socialwork.buffalo.edu

The University at Buffalo is an affirmative action, equal opportunity employer with a commitment to the principle of diversity. In that spirit, applications from women, minorities, and persons with disabilities are strongly encouraged. No person, in whatever relationship with the State University of New York at Buffalo, shall be subject to discrimination on the basis of age, creed, color, handicap, national origin, race, religion, marital or veteran status, or sexual orientation.

Donald and Shirley Clifton

Chair in Survey Science

The University of Nebraska-Lincoln is seeking applications and nominations from outstanding senior-level scholars to fill the Donald and Shirley Clifton Chair in Survey Science. Qualified senior scholars in any discipline will be considered, with special interest given to those with a sustained research focus on questionnaire development, the cognitive aspects of survey methodology, and/or the social aspects of survey methodology.

The holder of the Clifton Chair will have primary responsibilities with UNL's Survey Research and Methodology (SRAM) MS and PhD programs, and with further developing the University's relationships with The Gallup Organization and the Joint Program in Survey Methodology (JPSM).

Review of applications will begin December 1, 2001 and will continue until the position is filled. Further details can be found at http://www.unl.edu/svcaa/priorities/dchair.html Applications, including the candidate's current curriculum vitae, and nominations should be sent to:

Dr. Allan McCutcheon
UNL-Gallup Research Center
200 North 11th Street
University of Nebraska-Lincoln
Lincoln, NE 68588-0241

The University of Nebraska is committed to a pluralistic campus community through affirmative action and equal opportunity and is responsive to the needs of dual career couples. We assure reasonable accommodation under the Americans with Disabilities Act. Contact Allan McCutcheon at **402/458-2035** for assistance.

UNIVERSITY OF Nebraska Lincoln

Southeast

Assistant or Associate Vice President for Information Technology - Full Time

Southeast Missouri State University is a comprehensive regional state university with seven colleges and schools, 9,000 students, and a faculty and staff of approximately 1,100. Southeast is a moderately selective institution offering baccalaureate, master's and specialist degrees, and participating in a joint doctoral program with the University of Missouri. Its intercollegiate athletics program is classified NCAA Divison 1 (1-AA football) and the University is a member of the Ohio Valley Conference.

The University's Information Technology Department includes an IBM mainframe environment (VM/ESA, VSE/ESA), LANs (including NOVELL, MS Windows NT, and LINUX servers), and telecommunications (including a fiber optics backbone, cable and closed-circuit t.v., paging, and a PBX environment).

Cape Girardeau, on the Mississippi River, is the hub of a thriving county with a population of approximately 65,000. Serving a region of over 250,000 people, it is the largest center for retailing, medicine, manufacturing, communications, and entertainment between St. Louis and Memphis. The city was recently listed as one of the 20 best "micropolitan" areas in the United States. The region has a cost of living slightly below the national average.

Primary Responsibilities

- Serves as chief information officer for the University and reports directly to the Vice President for Business and Finance
- Provides leadership and coordination of campus-wide telecommunications and computer services
- Establishes priorities that support the strategic goals of the University, facilitates the integration of technology into academic and administrative functions and works collaboratively with faculty, staff and administrators to meet the information technology needs of the University
- Oversees University-wide computer labs and 'smart' classroom implementations
- Administers computer maintenance and support for distance learning in collaboration with academic leaders and faculty
- Coordinates staffing and professional development
- Coordinates campus wide procurement of mainframe and PC hardware and software
- Represents the department in division, university and professional meetings
- Represents the University at the state CIO subgroup of Council on Public Higher Education and at other groups as required
- Manages budgets and 48 personnel for multi-level department
- Co-chairs the University-wide Information Technology Committee and administers projects it funds

Required Qualifications

- Master's degree
- Significant experience in the administration and management of an information technology unit
- Substantial knowledge of both micro-computer and mainframe hardware, software, operating systems and program languages
- Experience managing a large staff of technical and professional employees
- Evidence of excellent oral and written communications skills
- Demonstrated understanding of and strong commitment to customer service orientation
- Demonstrated history of working with multicultural populations and awareness of issues affecting women and minorities

Preferred Qualifications

- Degree in Computer Science, Information Technology or related field
- Experience in higher education environment
- Strong understanding of budgeting, finance, accounting, and strategic planning
- Experience with communication protocols, networking connections and internet applications
- Understanding of infrastructure standards for wiring (telephone, fiber, LAN) and PBX systems

Compensation

- Title and salary commensurate with experience. The University provides an excellent benefits package including retirement, medical and life insurance, vacation, sick leave, holidays, reduced summer hours, individual and dependent tuition benefits.

Application Deadline

Review of resumes will begin immediately and will continue until the position is filled. To apply, send a letter of interest addressing all position requirements, a current resume, a statement of philosophy regarding the management of technology in higher education, and the names and telephone numbers of three professional references to **Debbi Cecil Robinson, Assistant Director, Human Resources, Southeast Missouri State University, One University Plaza, Cape Girardeau, MO 63701**

COLUMBIA UNIVERSITY
FACULTY POSITION AVAILABLE

The Graduate School of Architecture, Planning, and Preservation is seeking candidates for a full-time position in its Historic Preservation program (rank open). Responsibilities will include teaching, scholarship, and administration. Professional and/or teaching experience is required. The emphasis will be both on architectural history and on the understanding and protection of, and appropriate design with, historic architecture. Candidates must hold at least a Master of Architecture or its equivalent, or a Master of Science in Historic Preservation, or a Master of Art, and have a background in architectural history, preferably American. Applicants should respond with a letter of interest, curriculum vitae, examples of work, and names and addresses of three references. Review of applications will take place upon receipt and will continue until a candidate is chosen. Material should be sent to:

Bemard Tschumi, Dean
Graduate School of Architecture,
Planning, and Preservation
Columbia University
402 Avery Hall
1172 Amsterdam Avenue
New York, NY 10027

Columbia University is an Equal Opportunity/ Affirmative Action Employer. Women and minorities are encouraged to apply.

New York University

Assistant Director of Student Life

NYU in Buenos Aires

NYU in Buenos Aires is recruiting an Assistant Director of Student Life. The position will develop and manage residential and student programming policies in conjunction with the Director. Other key duties will be to implement student life programs and functions to promote community and mutual respect; maintain on-going search for student housing and manage assignments; serve as primary counselor to students; manage judicial and student discipline processes; report and consult with the Directors on emergencies or events involving health/safety conditions, including dismissal of students. Additionally, the Assistant Director will liaise with NYU home campus to coordinate orientation programs, develop pre-departure materials and student handbooks. Additional responsibilities will include providing academic support services. This position will supervise the Coordinator of Student Affairs and residential assistant staff.

To qualify, you must possess a Bachelor's degree and three years' relevant experience or equivalent which must include experience with residence life, student programming, events planning, counseling and advisement. Excellent interpersonal, organizational, communication and problem solving skills are necessary. Working knowledge of word processing, spreadsheet, database software and web page development, along with fluency in Spanish are essential. Master's degree in Student Personnel or Counseling, and experience studying or living abroad in Latin America are preferred.

This position is based in Buenos Aires, Argentina and the start date is late November or early December 2001. Please mail cover letter and resume along with salary requirements to: **NYU Office of the Provost, 3 Washington Square Village, Suite 1F, New York, NY 10012, Attn: Buenos Aires Search**; or fax: **212-995-4054**.

NYU is an Equal Opportunity/Affirmative Action Employer.

COLBY COLLEGE

ITALIAN INSTRUCTOR/ ASSISTANT PROFESSOR

For continuing position in Italian, to teach four courses per year, beginning September 2002. Excellent teacher of language. ABD or PhD. Review of applications will begin December 7, 2001, and will continue until the position is filled. Send CV, letters of recommendation, teaching evaluations (if possible) and SASE for confirmation of receipt to: **Arthur Greenspan, Dept. of French and Italian, Colby College, Waterville, ME 04901.**

Colby is an Equal Opportunity/Affirmative Action employer.

Applications and nominations of women and minorities who would enrich the diversity of the campus community are strongly encouraged. For more information about the College, please visit the Colby web site: **www.colby.edu**

LANSING COMMUNITY COLLEGE
Where Success Begins

PROGRAM DIRECTORS

Program Directors: Diagnostic Medical Sonography and Imaging Technology: Candidates must meet the current qualifications of JCERT & RDMS. A commitment to a team environment, diversity, continuous improvement and the community college philosophy is required. Send cover letter, resume and completed application by October 15, (call **517-483-9753** to obtain form) to: **8260-Human Resource Department, Lansing Community College, P.O. Box 40010, Lansing, MI 48901-7210.**

AAE/EEO

RICE

Tenure-track Assistant Professor with expertise in any aspect of contemporary visual culture, including but not limited to: film studies, televisual studies, performance studies, and Internet studies. The position includes the opportunity to develop courses in all facets of popular culture at the graduate and undergraduate levels. 2/2 teaching load. Please send letter of interest, c.v., and abstract or book proposal by **November 15, 2001** to **Professor Helena Michie, Popular Culture Search, Department of English MS-30, Rice University, Houston, TX 77251-1892.** Interviews will be conducted at the MLA. Please include email address on application. *Rice University is an AA/EO employer.*

EDUCATION

WEST HILLS
COMMUNITY
COLLEGE
DISTRICT

Come Join a College Making a Difference!

PRESIDENT

The Board of Trustees and the Chancellor of the West Hills Community College District invite applications and nominations for the position of President at West Hills College, Coalinga. The President of West Hills College, Coalinga, under the direction of the Chancellor, leads, directs and supervises the College and administers programs and operations in compliance with various rules, regulations, policies and legal requirements.

As the educational leader, the President of West Hills College, Coalinga is responsible for all college operations and for assessing, planning, organizing and evaluating the resources, programs and services of the college to meet the educational needs of the diverse students and communities served in accordance with District, state and federal policies and regulations. The President works under the direction of the West Hills Community College District Chancellor.

Educational Requirements
A master's degree or higher earned from an accredited college or university (earned doctorate from an accredited college or university preferred).

West Hills Community College District
The District includes West Hills College, Coalinga; West Hills College, Lemoore and a District Office that is, at present, housed on the Coalinga campus. In addition, the District is home to college centers at the Lemoore Naval Air Station and in Firebaugh. The West Hills Community College District was founded in 1932 and serves nearly 5,000 students at all four sites. The West Hills Community College District encompasses a 3,000 square mile area.

The District employs 79 full time faculty members, approximately 250 part time faculty members and 200 administrative and classified staff. The total budget for the District for 2000-2001 was $30 million. For further information, please visit our website at westhillscollege.com

Compensation: Salary, length of contract, and other terms and conditions of employment will be negotiated and will be competitive with those of similar districts in the Central Valley.

Fringe Benefits: The West Hills Community College District provides an excellent comprehensive fringe benefit program including medical, prescription drugs, vision care, dental, life and income protection insurance, and membership in the State Teachers' Retirement System. Successful completion of a pre-employment physical will be required for the recommended candidate.

Application Procedures: A complete application packet includes the following:

- A one-page cover letter
- A letter of application addressing the reasons why you feel your skills and qualifications enable you to be the ideal person for this Presidential role. Your letter should provide specific examples from background and experience demonstrating knowledge and expertise necessary for this position and personal characteristics, professional skills, and competencies that would match those sought for the Presidency at West Hills College, Coalinga.
- A current and complete resume of educational, professional and community experiences and accomplishments that particularly relate to this position.
- Names, addresses, as well as work and home telephone numbers of eight persons familiar with the candidate's work as follows: 2 supervisors; 2 subordinates (including one support staff member); 2 faculty members (1 classroom instructor and 1 student services faculty member); and 2 community members.

Nominations and applications will be accepted until the position is filled. The Search Committee will review application materials beginning October 29, 2001.

Please submit applications and nominations to:
Donna Isaac, Executive Assistant
Chancellor's Office
West Hills Community College District
300 Cherry Lane, Coalinga, CA 93210
Phone: (559) 934-2100
FAX: (559) 934-1511
e-mail: donnaisaac@westhillscollege.com

For further information, please contact:
Dr. Al Fernandez, Search Consultant
Community College Search Services
376 Hamilton Avenue
Ventura, CA 93003-1833
Phone: (805) 650-2546
FAX: (805) 650-8469
e-mail: ccss@sbcglobal.net

AFFIRMATIVE ACTION/EQUAL OPPORTUNITY/SECTION 504/TITLE IX EMPLOYER

www.westhillscollege.com

Broward Community College

ENROLLMENT SERVICES OFFICER #456 (TEMPORARY)

Bachelor's degree and two years admissions experience at a postsecondary level. Experience with Student Information System preferred. Must possess strong organizational, interpersonal, computer and communication skills. Ability to provide strong customer service skills and work independently and as part of a group. A high level of energy and flexibility needed. Must possess a valid driver's license with reliable transportation. Previous work with recruitment in business, industry and college settings preferred. Some evening and weekend hours required. Position located at the North Campus in Coconut Creek, FL. Salary: $28,000. Closing date: 10/16/2001.

Please forward official applications with position, title/# & copies of transcripts & licenses to:

Broward Community College
225 E. Las Olas Blvd., Ft. Lauderdale, FL 33301
Please call (800) 682-3646 for an official application.

EA/EO Institution www.broward.cc.fl.us/jobs

WILLAMETTE UNIVERSITY

THE FIRST UNIVERSITY IN THE WEST

WILLAMETTE UNIVERSITY, A SELECTIVE LIBERAL ARTS COLLEGE IN THE PACIFIC NORTHWEST, SEEKS candidates for the positions listed below. Willamette maintains a strong institutional commitment to diversity in its faculty, student body, and undergraduate curriculum. The University strives to attract qualified candidates from minority communities and encourages individuals belonging to these groups to apply. Willamette is near the Portland metropolitan area, the ocean and the Cascade Mountains. All positions begin August 2002.

BIOLOGY LAB EDUCATOR: Teach three labs/week selected from introductory majors and non-majors courses with content ranging from cellular biology to diversity. Maintain stockroom, work with student assistants and faculty, maintain lab and field equipment. Minimum of master's degree in biology or related field. Letter, vita, and contact information for three references to Dr. Susan Kephart, Chair, Biology Department. Review of applications begins Nov. 15.

CHINESE LANGUAGE AND CULTURE: Luce Junior Professor of Chinese Language and Culture. Assistant Professor, tenure-track. Ph.D. Teach Chinese language, Chinese literature (in translation) and/or a related field like film studies. Letter of application and placement folder including vita and three letters of reference to Ronald P. Loftus, Chair, Luce Junior Professor Search Committee, Department of Japanese and Chinese. Please visit www.willamette.edu/cla/asianstudies. Review of applications begins Oct. 31.

ETHNIC STUDIES: Assistant, Associate or Full Professor, tenure-track. Expertise in American ethnic studies. Teach undergraduate courses in American ethnic issues and help develop an interdisciplinary, inclusive and comparative American ethnic studies program that may in the future grow into a major. The position requires a doctorate in one of the traditional liberal arts disciplines or an interdisciplinary area that contributes to these disciplines. Letter of application, vita, transcript, and three letters of reference to Professor Charlie Wallace, Ethnic Studies Search Committee Chair. Review of applications begins Oct. 31.

MATHEMATICS: Assistant Professor, tenure-track. Ph.D. A strong commitment to excellent teaching in a liberal arts setting essential. Broad intellectual interests, experience in or potential for building interdisciplinary connections within the University, ability to use technology effectively and commitment to developing opportunities for undergraduate research. Responsibilities include a wide range of undergraduate courses. Letter, vita, statement of teaching philosophy, research plans, transcripts and three letters of recommendation to Mathematics Department. Consideration of applications will begin on Nov. 1.

MINORITY GRADUATE FELLOWSHIP: Residential fellowship for minority scholar in any field to complete dissertation and teach part-time, either individually or as part of a team for academic year 2002-2003. Provides substantial stipend, office space, library and computing facilities, and research funding. Fellow will be expected to mentor selected minority students seeking careers in higher education. Must be U.S. citizen and have completed all other Ph.D. requirements. Send application letter, transcripts, vita, three reference letters and abstract of dissertation prospectus to Dean of the College of Liberal Arts. Review of applications begins Dec. 1.

ORGANIC CHEMISTRY: Assistant Professor, tenure track. Ph.D. with bio-organic emphasis preferred. Potential for teaching excellence required. Teaching responsibilities include organic chemistry, introductory chemistry, advanced courses in the biochemistry track and directing senior research. Vita, graduate and undergraduate transcripts, statement of philosophy of teaching chemistry at a liberal arts institution, and two-page description of undergraduate-appropriate research projects to Dr. David E. Goodney, Department of Chemistry. Review of applications begins Oct. 31.

RHETORIC: Assistant Professor, tenure-track. Ph.D. Generalist in rhetorical theory and criticism. Three courses/semester, including public speaking. Letter, vita, transcripts, four letters of reference, evidence of teaching effectiveness, sample of scholarship, and statement of philosophy of teaching and research in a liberal arts context to Dr. Catherine Collins, Department of Rhetoric and Media Studies. Review of applications begins Oct. 24.

CONTACT INFORMATION: For more detailed descriptions and application guidelines see departmental websites and www.willamette.edu/dept/hr

Willamette University, 900 State St., Salem, Oregon 97301

Southwest Missouri State
UNIVERSITY

HISTORY: LATIN AMERICA

Southwest Missouri State University invites applications for a tenure-track assistant professorship, starting August 12, 2002. Teaching responsibilities will include western and world civilization surveys, upper-division courses, and courses in the MA program. Teaching experience and proficiency with computer-based classroom technologies preferred. PhD in History by June 2002 and evidence of scholarly potential required. Applicants should send a letter of application, c.v., placement file or its equivalent (including three letters of recommendation and transcripts of all graduate work), publications or writing samples, and teaching evaluations to **Prof. Stephen McIntyre, Chair, Latin America Search, Department of History, Southwest Missouri State University, Springfield, MO 65804-0089.** Review of applications will begin October 19 and continue until the position is filled. SMSU, enrolling 17,500 students, is the second largest university in Missouri. Springfield is the center of a metropolitan area of approximately 325,000 persons.

AA/EOE.

ASSISTANT PROFESSOR ENGLISH AND HUMANITIES

State University of New York College of Technology at Alfred is inviting letters of interest for Assistant Professor tenure track position in English and Humanities.

Qualifications required: MA in English, literature or rhetoric and composition plus at least three years of college teaching or ABD, or recently completed PhD with appropriate T.A. background.

Must have ability to teach technical writing, English fundamentals, freshman composition and introduction to literature. Successful candidate will exhibit superior teaching ability as evidenced by student instructional reports, recommendations, and/or video documentation. Also expected to participate in student advising and college-wide committees. Salary: commensurate with qualifications and experience.

Anticipated hiring date: January 2002. Letters of interest and detailed resumes received by October 10, 2001 will be given full consideration. Review begins immediately. Send letter of interest, resume, names, addresses and phone numbers of at least three references to:

Director Human Resources
Pioneer Center
SUNY College of Technology at Alfred
Alfred, NY 14802

Alfred State
SUNY College of Technology

Equal Opportunity/Affirmative Action Employer. Minorities, women and persons with disabilities are encouraged to apply. If an accommodation due to a disability is needed to apply, please indicate in your letter of interest.

KENYON COLLEGE

ETHNOMUSICOLOGIST

The departments of Music and Anthropology at Kenyon College invite applications for a joint interdisciplinary tenure-track position at the assistant professor level in ethnomusicology with an Asia focus. Generously funded in its first four years by the Luce Fund for Asian Studies, this position in Asian Music and Culture also includes start-up or program funding for that period. The candidate's expertise may be in East, Southeast, or Central Asia. The candidate's primary appointment will be in the Music Department, where he or she will teach an introductory course in ethnomusicology as well as other courses about Asian music and performance. In addition, he or she must be able to teach introduction to cultural anthropology. Qualifications include a Ph.D. in ethnomusicology and a demonstrated commitment to teaching. A master's degree or significant course work in anthropology is a also a plus.

Kenyon College is a highly selective private liberal arts college dedicated to excellent undergraduate education. Applicants should send a curriculum vitae, transcripts, a statement of teaching philosophy and interests, and three (3) letters of recommendation to: **Ethnomusicology Search Committee, Donna J. Maloney, Storer Hall 20, Kenyon College, Gambier, Ohio 43022 USA.** Review of applications will begin on **October 19, 2001**, and continue until the position is filled. For more information, contact the Search Committee Chair, Camilla Cai, email:**cai@kenyon.edu.**

An equal opportunity employer, Kenyon is committed to building a diverse faculty and community and strongly encourages the applications women and minority candidates.

Colorado State University

Chemical Engineering *Faculty Position*

The Department of Chemical and Bioresource Engineering at Colorado State University seeks applications and nominations for a tenure-track chemical engineering faculty position at open rank. At the junior level, candidates will develop a well-funded research program and actively participate in scholarship activities. Senior-level candidates must have a national/international reputation in their research area. All candidates should be committed to undergraduate and graduate education. A Ph.D. or equivalent in chemical engineering or related field is required. Further information is available at **www.engr.colostate.edu/cheme** or by contacting the search chair at **che_search@engr.colostate.edu.** Please send a curriculum vitae, a statement of research and teaching interests, and complete contact information for four references to: **Search Committee Chair, Department of Chemical and Bioresource Engineering, Colorado State University, Fort Collins, CO 80523-1370.** *Colorado State University is an Affirmative Action/Equal Opportunity Employer and encourages qualified women and minorities to apply.* Review of applications will begin **November 1** and continue until the position is filled.

Education

ADMINISTRATIVE POSITIONS

WILLIAM RAINEY HARPER COLLEGE

William Rainey Harper College is a dynamic community college located in Chicago's northwest suburbs. The College enrolls over 25,000 students of all ages, is committed to diversity, and encourages the development of multicultural perspectives. The College is currently seeking the following visionary academic leaders to join our innovative educational environment. We offer a very competitive salary and fringe benefit program. Application review for these positions will begin immediately, and will continue until the positions are filled.

DEAN, ACADEMIC ENRICHMENT AND LANGUAGE STUDIES

This position provides leadership for a complex division that currently includes the Learning Achievement Program, English as a Second Language and Linguistics, Adult Educational Development, American Sign Language Studies, Sign Language Interpreting Program, Success Services, International Student Office, Tutoring Center and Writing Center.

Requirements: Master's degree in one of the disciplines of the division preferred with experience in administration; an understanding of the importance of developmental education and academic support programs as well as transfer and career curricula in a community college; strong organizational skills and ability to provide leadership for diverse departments and program development; and appreciation and understanding of developmental students and supportive curricula, staff and services as well as diversity in all dimensions.

DEAN, STUDENT DEVELOPMENT

Provides leadership in maintaining an active student centered and retention-based campus climate for a diverse student body. The position is responsible for a division that provides academic advising, new student services and orientation, career development and job services, personal counseling, multicultural learning, assessment, women's services, and overall programming to promote the growth and development of all students. Position available starting February 2002.

Requirements: Master's degree in higher education, student personnel, counseling or related field with at least three years of progressively more responsible experiences in student development administration on the community college or university level. Experience with the areas of academic/career/personal development and related student-centered programs and seamless services; an appreciation for working in and promoting a diverse multi-cultural campus required; skills in the development and implementation of strong retention-based programming for new and continuing students; an understanding of outcomes based student services; skills in developing support programs with demonstrable results for at-risk students; experience in supervising administrative units in student affairs, implementing effective evaluation systems and skills in budget management including grant funds.

DIRECTOR, STUDENT RECRUITMENT AND OUTREACH

This position provides leadership to the recruitment and outreach programs to generate enrollment. This includes, but is not limited to, administrative responsibility for recruitment/outreach professionals, database management and telemarketing outreach.

Requirements: Master's degree in higher education, marketing, communications, business, student personnel or equivalent; three to five years directly related experience; strong communications and organizational skills; strategic thinking and strong implementation abilities as they relate to recruitment and outreach; an understanding of how to track and communicate program and delivery needs of potential and incoming students; the ability to work collaboratively with the division leadership team, area high schools and local business and industry; and excellent management capabilities with an appreciation of and support for diversity.

To be considered for any of these positions, applicants must submit a resume, copies of credentials (including graduate transcripts), a statement outlining the contributions you can make to the College, and three (3) letters of recommendation to:

William Rainey Harper College
Attn: Employment Specialist-ADM
1200 West Algonquin Road, Palatine, IL 60067
E-mail: jobs@harper.cc.il.us

Harper College is an Equal Opportunity, Affirmative Action Employer that encourages applications from women, minority group members, and persons with disabilities.

www.harpercollege.com

University of California, Santa Cruz
Baskin School of Engineering

Seeks qualified applicants for faculty positions in:

Applied Mathematics & Statistics
Bioinformatics & Biomolecular Engineering
Computer Engineering Computer Science Electrical Engineering

Positions available at the Assistant, Associate and Full Professor levels. For complete information on all positions, see http://www.soe.ucsc.edu/events/jobs
Fax, 831-459-4829

UCSC is an EEO/AA/IRCA Employer

PACIFIC LUTHERAN UNIVERSITY

Pacific Lutheran University is currently seeking candidates for the following tenure-track positions at the assistant professor level to start Fall 2002:

Business (three positions:
accounting; marketing; strategic mgmt)
Chemistry (biochemistry)
Economics
English (two positions: composition/rhetoric;
director of publishing and printing arts)
Environmental Studies and Geoscience (one position)
German
Mathematics
Music (two positions: orchestra; organ)
Religion (religion, culture & society)
Basketball Coach (non-tenure track coaching position
with teaching responsibilities)

The university also anticipates openings for Fall 2002
in the following fields:
Communications
Education
Psychology

The 3500-student university emphasizes integration between the liberal arts and professional education and is unusually international in its students, faculty, and curricula. The university's primary mission is to educate students for lives of thoughtful inquiry, service, leadership, and care. Located 40 miles south of Seattle in a uniquely scenic region, PLU enjoys a healthy and progressive relationship with the Evangelical Lutheran Church in America (ELCA), endorses the goals of equal opportunity and affirmative action, and actively seeks applications from women and underrepresented populations. PLU considers service learning and community involvement vital aspects of the educational experience, and supports local organizations such as Centro Latino and Tacoma Urban League. The university's Women's Center and Diversity Center are energetically engaged in the campus community.

PLU has a strong curricular commitment to diversity, with a well-enrolled and impressive array of courses that introduce cultural and ethnic diversity studies across our curriculum. We confirm this focus through our alternative perspectives and cross-cultural requirements. Moreover, PLU offers intensive one-month courses in Cuba, Ecuador, México, Costa Rica, and Spain that provide students the opportunity to connect across ethnic and cultural boundaries. These programs are complemented by on-campus curricula in the Americas and Global Studies.

For more information about Pacific Lutheran University and available positions, visit PLU's web site at http://www.plu.edu/~humr/open.html.

NORTHERN ARIZONA UNIVERSITY

Computer Information Systems (2 positions)

The College of Business Administration at Northern Arizona University invites applications for two tenure-track positions as Assistant Professor in Computer Information Systems to begin August 2002.

DESCRIPTION: Teaching responsibilities are typically nine hours a semester primarily in the undergraduate degree programs with a possible opportunity to teach in the MBA and MSM programs.
Primary duties are to support the undergraduate program in CIS and the MBA/MIS program. Duties may involve some of the following: cross-disciplinary teaching, distance learning, IT strategy, ERP, e-business, networks/system administration, and emerging IT applications. Faculty are expected to work with colleagues to create and implement innovative curricula and learning approaches and to work effectively with students, colleagues and community members from diverse cultures. An active research agenda/record of publications in refereed journals is required, and preference will be given to individuals with evidence of teaching excellence

MIMIMUM QUALIFICATIONS: Doctorate in CIS/MIS discipline or a closely related field relevant to business; demonstrated excellence, or clear potential for excellence, in teaching and research; active research agenda targeting refereed journals, and a business degree at the bachelor's level or higher and/or relevant business-related experience.

APPLICATION PROCEDURE: Interested parties should send a letter of application that specifically addresses the minimum and desired/preferred qualifications (please visit our web site for these), vita, current working paper, and the names/addresses/phone numbers/e-mail addresses of five professional references to: **Kay Pinto, Administrative Assistant, College of Business Administration, Northern Arizona University, P. O. Box 15066, Flagstaff, AZ 86011-5066. Fax: 928-523-7331.**

http://www.cba.nau.edu/FacultyandStaff/positions.htm

NAU is a committed equal opportunity/affirmative action institution. Minorities, women, individuals with disabilities and veterans are encouraged to apply.

APPLICATION DEADLINE: The search will remain open until the positions are filled; however, the Screening Committee will begin reviewing applications October 1, 2001.

Assistant/Associate Provost

The Assistant/Associate Provost provides high-level support to the Provost and Associate Provosts by organizing and analyzing all types of information, including matters of budget, planning, and policy. The successful candidate will draft memoranda and reports and will design and carry out special projects within the Provost's areas of responsibility. He or she will be responsible for coordinating the Provost's institutional research requests. In addition, she or he will coordinate matters involving computing for the Office of the Provost, including providing software support and designing and maintaining the office Web site.

The successful applicant will have strong analytical skills and experience in policy development, planning, institutional research or academic administration. The candidate selected will have excellent oral and written communication skills, including the ability to present complex information to a variety of audiences. Experience with spreadsheets (Excel preferred), Web site development and maintenance, and electronic databases is required. Experience working in a higher education environment is strongly preferred. Knowledge of Access and PowerPoint is desired.

A bachelor's degree is required and an advanced degree is strongly preferred. For full consideration, resumes must be received by October 26, 2001.

Princeton provides an exceptional benefits package. Interested candidates should apply online at: http://www.princeton.edu/hr/emp or send resume and salary requirements to: **Human Resources, One New South/1918-HO, Princeton University, Princeton, NJ 08544-5264.** No faxes, please.

Princeton University

An equal opportunity employer.

MIAMI UNIVERSITY

OXFORD OHIO

School of Education and Allied Professions

Curriculum Generalist, Associate Professor, tenure-track. **Duties:** Teach graduate and undergraduate courses in curriculum; publish scholarly works; participate in school, university and community partnerships, advise masters and doctoral students; direct graduate student dissertations; and perform other professional service. **Required Qualifications:** Earned doctorate; excellent teaching skills; three years teaching and/or administrative experience in K-12 or equivalent; qualified to teach curriculum courses to doctoral, master's, undergraduate students; and potential to direct dissertations. **Desired Qualifications:** An established record of scholarship in curriculum theory and/or development with the ability to support and direct a wide range of doctoral dissertations; an interest in or experience with multicultural education, critical race theory, post-colonial theory; cultural studies, urban education, and/or democratic schooling. **Application Process:** Candidates should submit a letter of application detailing their interest and qualifications; a full curriculum vitae; three current letters of reference; samples of publication/writing; and evidence of excellent teaching to: **Dr. Tom Poetter, Dept. of Educational Leadership, Miami University, 350 McGuffey Hall, Oxford, OH 45056. Deadline:** Screening of applications will begin on 1 November, 2001, and continue until position is filled. Inquiries may be directed to Dr. Tom Poetter at **(513) 529-6853** or **poettets@muohio.edu**.

Special Education, Associate Professor, tenure-track. **Duties:** Teaching undergraduate and graduate special education courses with orientation to inclusive practice, field supervision, advising students, supervising student practicum experiences, supervising graduate research theses, and conducting research and scholarship. Successful candidate will take leadership role in the special education program area. **Required Qualifications:** Earned doctorate in Special Education or equivalent. Candidates must demonstrate effective teaching, potential for scholarly research and publication, and have the ability to teach with the Special Education area. Candidate must have three years public/private school teaching or related experiences and demonstrated competencies working with persons with a range of exceptionalities. **Desired Qualifications:** Three years public/private school teaching or related experiences. **Application Process:** Candidates should submit a letter of application, detailing their interest and qualifications; a full curriculum vitae; a list of three professional references; samples of professional writing; and evidence of excellent teaching to: **Dr. Richard Luftig, Dept. of Educational Psychology, Miami University, 201 McGuffey Hall, Oxford, OH 45056. Deadline:** Screening of applications will begin on 1 November 2001, and continue until position is filled. Inquiries may be directed to Dr. Richard Luftig at **(513) 529-6636** or **luftigrl@muohio.edu**.

Special Education, Assistant Professor, tenure-track. **Duties:** Teaching undergraduate and graduate special education courses with experience and expertise in inclusive practice, supervise practica/student teachers, advise students, supervise graduate research theses, and conduct research and scholarship. **Required Qualifications:** Earned doctorate in Special Education. A doctorate is expected, ABDs will be accepted, but the doctorate must be completed by the time of appointment. Three (3) years public/private school teaching or related experiences. **Desired Qualifications:** Demonstrated competencies working with persons with a range of exceptionalities and potential for strong record of scholarly achievement through publications and professional presentations. **Application Process:** Candidates should submit a letter of application, detailing their interest and qualifications; a full curriculum vitae; three current letters of recommendation; and samples of professional writing to: **Dr. Richard Luftig, Dept. of Educational Psychology, Miami University, 201 McGuffey Hall, Oxford, OH 45056. Deadline:** Screening of applications will begin on 1 November, 2001, and continue until position is filled. Inquiries may be directed to Dr. Richard Luftig at **(513) 529-6636** or **luftigrl@muohio.edu**.

School Psychology, Assistant Professor, tenure-track. **Duties:** Responsible for graduate course instruction in NASP/NCATE approved school psychology (Ed.S.) program. Occasional undergraduate teaching. Provide supervision of practicum students and mentoring of student theses. Conduct scholarly research and participate in program and departmental committees. **Required Qualifications:** Earned doctorate in School Psychology or equivalent. A doctorate is expected; ABDs will be accepted, but the doctorate must be completed by the time of appointment. Three (3) years public/private school experience or related experience. **Desired Qualifications:** Expertise in problem solving model, consultation, assessment leading to intervention, and system change. Involvement with professional associations, ability to contribute to the diversity of the department and potential for strong record of scholarly achievement through publications and professional presentations. **Application Process:** Candidates should submit a letter of application, detailing their interest and qualifications; a full curriculum vitae; three current letters of recommendation; and samples of professional writing to: **Dr. Raymond Witte, Dept. of Educational Psychology, Miami University, 201 McGuffey Hall, Oxford, OH 45056. Deadline:** Screening of applications will begin on 1 November 2001, and continue until position is filled. Inquiries may be directed to Dr. Raymond Witte at **(513) 529-6636** or **witter@muohio.edu**.

Early Childhood Education, Assistant Professor, tenure-track. **Duties:** Teach early childhood education courses, develop and supervise field-based program experiences; advise undergraduate and graduate students; and provide service to the University, partner schools, and the profession. Participate in the coordination of the Early Childhood Education program. **Required Qualifications:** Earned doctorate in early childhood education or a closely related field. A doctorate is expected; ABDs will be accepted, but the doctorate must be completed by the time of appointment. Candidates must demonstrate effective teaching, potential for scholarly research and publication. **Desired Qualifications:** Preference will be given to candidates with inclusionary classroom experience, background in reading/language arts, and three years teaching experience with children ages 3-8. **Application Process:** Candidates should submit a letter of application, detailing their interest and qualifications; a full curriculum vitae; three current letters of reference; and official transcripts to: **Dr. Edward Jones, Dept. of Teacher Education, Miami University, 301 McGuffey Hall, Oxford, OH 45056. Deadline:** Screening of applications will begin on 1 November 2001, and continue until position is filled. Inquiries may be directed to Dr. Edward Jones at **(513) 529-6469** or **jonesee@muohio.edu**.

Reading/Language Arts, Assistant Professor, tenure-track. **Duties:** Teach Reading/Language Arts methods courses in middle childhood and/or early childhood education programs; supervise field-based program experiences; advise undergraduate and graduate students; supervise graduate research; and conduct and publish research. **Required Qualifications:** Earned doctorate in Education or equivalent with emphasis in Reading/Language Arts or a closely related field. A doctorate is expected; ABDs will be accepted, but the doctorate must be completed by the time of appointment. **Desired Qualifications:** Preference will be given to candidates with inclusionary experience and experience with culturally and linguistically diverse students and three years teaching experience with children ages 3-8. **Application Process:** Candidates should submit a letter of application detailing their interest and qualifications; a full curriculum vitae; three current letters of reference to: **Dr. James Wile, Dept. of Teacher Education, Miami University, 302D McGuffey Hall, Oxford, OH 45056. Deadline:** Screening of applications will begin on 1 November 2001, and continue until position is filled. Inquiries may be directed to Dr. James Wile at **(513) 529-6454** or **wilejm@muohio.edu**.

Early Childhood/Primary Education, Assistant Professor, tenure-track. **Duties:** Teach courses in a preK-3rd grade early childhood licensure program; develop and supervise field-based program experiences; engage in productive scholarly activities; advise students; provide service to the university, partner schools and the profession; participate in the coordination of the Early Childhood Education Program. **Required Qualifications:** Earned doctorate in education with emphasis on primary or pre-school. A doctorate is expected; ABDs will be accepted, but the doctorate must be completed by the time of appointment. **Desired Qualifications:** Preference will be given to candidates with inclusionary classroom experience; a background in science, social studies, or integrated curriculum; and three years teaching experience with children ages 3-8. **Application Process:** Candidates should submit a letter of application detailing their interest and qualifications; a full curriculum vitae; and three current letters of reference to: **Dr. Ed Jones, Dept. of Teacher Education, Miami University, 301 McGuffey Hall, Oxford, OH 45056. Deadline:** Screening of applications will begin on 15 November 2001, and continue until position is filled. Inquiries may be directed to Dr. Ed Jones at **(513) 529-6469** or **jonesee@muohio.edu**.

Social Work, Assistant Professor, tenure-track. **Duties:** Teaching undergraduate social work courses. Specialty areas for teaching include: practice, human behavior and the social environment, field supervision, and research methods. Responsibilities also include scholarship, academic advising, and service to the community and university. **Required Qualifications:** Earned doctorate in social work or a closely related field; MSW from CSWE accredited social work program. A doctorate is expected; ABDs will be accepted, but the doctorate must be completed by the time of appointment. Candidates must demonstrate effective teaching, research and publication skills, and a strong research agenda within the field of Social Work and have the ability to teach within the Family Studies area. **Desired Qualifications:** Preference will be given to candidates with two or more years of post masters practice experience. Substantive expertise in any of the following areas is desirable: generalist social work practice, human behavior in the social environment, family and community theory and practice, welfare reform and poverty, diversity, and multiculturalism. **Application Process:** Candidates should submit a letter of application, detailing their interest and qualifications; a full curriculum vitae; a list of three professional references; samples of professional writing; and evidence of excellent teaching to: **Dr. Glenn Stone, Social Work Program Director, Miami University, 100 McGuffey Hall, Oxford, OH 45056. Deadline:** Screening of applications will begin on 1 November 2001, and continue until position is filled. Inquiries may be directed to Dr. Glenn Stone at **(513) 529-3305** or **stoneg@muohio.edu**.

HealthStudies/Promotion, Assistant Professor, tenure-track. **Duties:** Teach undergraduate and graduate courses in health-related areas; supervise and advise students; engage in active research agenda; actively pursue external funding; engage in service to the department, university, and profession. **Required Qualifications:** Earned doctorate in health-related field. A doctorate is expected; ABDs will be accepted, but the doctorate must be completed by the time of appointment. **Desired Qualifications:** Ability to teach and develop curriculum in health specialty area; record of, or potential for, scholarly achievement through publications and professional presentations; record of, or potential for, external funding; prior experience in college/university and/or health-related setting; interdisciplinary focus. **Application Procedures:** Candidates should submit a letter of application, detailing their interest and qualifications; a full curriculum vitae; three current letters of recommendation; and samples of professional writing to: **Dr. Valeria Freysinger, Department of Physical Education, Health and Sport Studies, 106 Phillips Hall, Miami University\, Oxford, OH 45056. Deadline:** Screening of applications will begin on 8 November 2001, and continue until position is filled. Inquiries regarding the position may be directed to the chair of the search committee, Dr. Valeria Freysinger at **(513) 529-2710** or **freysivj@muohio.edu** .

SCHOOL PRESIDENT
The Art Institutes

The Art Institutes, ***www.artinstitutes.edu***, is a world-renowned leader in professional career education in the applied arts. Currently serving over 26,000 students in campuses across the nation, we offer postsecondary programs in the areas of design, media arts and technology, culinary arts and fashion. Due to anticipated growth, we are seeking dynamic leaders who, as a school President, will guide the growth, promote student achievement, and assure the high educational standards that are our hallmarks.

Our most successful Presidents:
- **Build supportive relationships by investing in others**
- **Like to win and are driven to be #1**
- **Are organized and can develop systems for others to be organized as well**
- **Are focused leaders who can paint a picture of the future for others, set a direction and energize a team of professionals**

For consideration, candidates must have attained at least a Master's degree. They must also possess well-developed leadership and communication skills. The ideal candidate will have a background that combines P&L bottom-line responsibilities with proprietary postsecondary education leadership experience. Experience in operations, budget preparation and management, community relations, accreditation, student relations, admissions, financial aid, and placement will be highly valued. Spanish-conversant candidates will be highly regarded.

We offer a dynamic opportunity in a creative, professional setting, a very attractive compensation package, and a comprehensive benefits program. For confidential consideration, send resume and letter of interest with salary history to: **Steve Ace, Human Resources, The Art Institutes, 300 Sixth Avenue, Suite 800, Pittsburgh, PA 15222. Fax: 412-562-0934. Email: aces@aii.edu** An Equal Opportunity Employer.

WASHINGTON & JEFFERSON COLLEGE

Washington & Jefferson College is pleased to announce searches for the department chair positions listed below.

Chemistry

Associate or Full Professor. Chair of Department.
Area of specialization: Biochemistry

Physics

Associate or Full Professor . Chair of Department.
Area of specialization: Open

In addition to bringing demonstrated expertise as teachers and scholars, the successful candidates will be expected to use their leadership skills to assist their respective departments as they plan for and move into new facilities.

The College is currently conducting a $93 million comprehensive campaign intended in part, to support an ambitious capital building program.

For complete descriptions of these positions and information on applying, please visit W&J at **www.washjeff.edu/campus_services_jobs.asp.**

Washington & Jefferson College is a private, co-educational, national liberal arts college which takes pride in its teaching and learning environment. Washington, PA is a medium-sized city 30 miles south of Pittsburgh.

The College is an Affirmative Action/Equal Opportunity Employer.

Visit us at **www.washjeff.edu.**

DUKE UNIVERSITY

Mellon Writing Fellows

Center for Teaching , Learning, and Writing

We anticipate filling several positions on an interdisciplinary faculty charged with teaching an innovative first-year course in Academic Writing. We seek candidates with a PhD in any field and a demonstrated commitment to undergraduate teaching. Fellows are asked to draw on their disciplinary training and interests to design a seminar-style course introducing students to academic and intellectual writing. Teaching load is five sections of this course per year, with each section limited to 12 students. Please send a CV and a letter in which you discuss what your aims in teaching such a seminar might be and how you would try to achieve those aims. We may subsequently ask you to provide other supporting materials, including a more detailed course proposal, teaching materials, and letters of reference. Appointment is at the level of Lecturing Fellow (non-tenured), starting August 1, 2002. Starting salary in 2002-03 will be $31,000, with strong opportunities for professional development provided through a grant from the Mellon Foundation. Contract is for an initial three years, renewable for two more. Applications received by Friday, November 2, will be given first consideration. Please visit our website at **http://www.ctlw.duke.edu/** for more information. You may either email electronic copies of your CV and letter to **ctlw@aas.duke.edu**, or mail hard copies to:

Joseph Harris, Director
CTLW
Duke University
Box 90236
Durham, NC 27708-0236

Duke is an Affirmative Action/Equal Opportunity Employer.
Women and minorities are encouraged to apply.

DIRECTOR OF EXTENSION CENTERS

Orange County Community College is a fully accredited community college with approximately 6,000 students and off-site centers in Orange County, 70 miles north of NYC and 90 miles south of Albany.

The individual we seek will manage the daily operation of the Newburgh Extension Center and supervise the site coordination of the other centers (e.g.: Newburgh, Newburgh YMCA, Port Jervis, Warwick, Monroe). You'll assist in developing long range plans and budgetary needs, serve as liaison to the building owners and coordinate the security and custodial services. Provide leadership and coordinate the operation of all administrative, continuing and professional education, academic and student services provided at the Centers and at the Liberty Partnership Program. In collaboration with the Vice President of Academic Affairs and the Cabinet you'll serve as the liaison between government, school districts and community leaders. Working with the VPAA and Department Chairs, you'll monitor activities pertaining to program/course development and assessment, and faculty advising.

We require a Master's Degree and a minimum 5 years' supervisory experience in a college setting. Experience in community relations and/or demonstrated ability to work with diverse populations essential. Excellent communication skills and the ability to work in a team environment necessary.

Salary in the mid-$50's. Please send cover letter, resume and the name, address, and telephone number of three references by October 19th to: **Affirmative Action Officer**
Dept HO, Orange County Community College
115 South Street, Middletown, NY 10940
Email: OCCCHR@sunyorange.edu

SUNY ORANGE www.sunyorange.edu
FUTURES START HERE AA/EOE

CLEMSON UNIVERSITY

The Department of Parks, Recreation, and Tourism Management at Clemson University announces the opening of three nine-month, tenure track faculty positions:

Recreation Resources Management (Position 1773): Assistant/Associate/Full Professor. Part-time responsibilities with the Dept. of Forest Resources in addition to appointment within the Dept. of Parks, Recreation, & Tourism Management. Requirements include earned doctorate in RRM or equivalent degree in related field, ability to teach at the university level, advise graduate students and chair graduate committees, ability to advance field through scholarship, and commitment to professional service. Salary commensurate with qualifications.

Therapeutic Recreation (Position 1760): Assistant/Associate Professor. Requirements include earned doctorate in TR or equivalent degree in related field, ability to teach undergraduate and graduate TR classes, capability of conducting research, seeking external funding, and supervising graduate student research in TR. Student advising, involvement in professional organizations, and professional service are also required. Salary commensurate with qualifications.

Travel and Tourism (Position 1757): Assistant/Associate Professor. Requirements include an earned doctorate in Parks, Recreation, and Tourism or equivalent degree in related field, ability to teach at the university level, evidence of an established funded research program of scholarly activity, commitment to professional service, and ability to advise graduate students and chair graduate student committees. Salary commensurate with qualifications.

Review of applications for each of the three positions will begin on December 10, 2001 and continue until positions are filled. Starting date is August 2002. For more information, contact the **Department of Parks, Recreation, and Tourism Management, 263 Lehotsky Hall, Clemson University, Clemson, SC 29634-0735, phone (864) 656-3401, or visit www.clemson.edu/PRTM/**.

AA/EOE.

AMHERST COLLEGE

MELLON FELLOWSHIP

Department of Spanish

The Andrew W. Mellon Foundation awarded a grant to Amherst College to support exceptionally promising young scholars for two years of half-time teaching (one course each semester) and half-time research. One of Amherst's Mellon Fellows for 2002-2004 will be appointed in the Department of Spanish.

The Department of Spanish seeks candidates whose work addresses and will teach courses in Latin-American literature, with emphasis on colonial Spanish-American literature and poetry.

Candidates should have a strong commitment to undergraduate and interdisciplinary teaching in a liberal arts context and a well-articulated plan for research. The Ph.D. degree must be in hand at time of appointment.

Submit a curriculum vitae, letter of application describing teaching and research interests, and three letters of reference to: **Professor James Maraniss, Department of Spanish, PO Box 5000, Amherst, MA 01002-5000**. A review of applications will begin on **November 30, 2001** and continue until the position is filled.

Amherst College is an undergraduate liberal arts college for men and women, with 1600 students and 165 faculty. Located in the Connecticut River Valley of western Massachusetts. Amherst participates with Hampshire, Mount Holyoke and Smith Colleges, and the University of Massachusetts in the Five College Consortium.

Amherst College is an Equal Opportunity/Affirmative Action employer and encourages women, minorities and persons with disabilities to apply.

XAVIER UNIVERSITY

VICE PRESIDENT FOR ACADEMIC AFFAIRS

The President of Xavier University invites nominations and applications for the position of Vice President for Academic Affairs. In concert with the President, the Vice President for Academic Affairs holds the highest position of responsibility for the academic excellence and educational integrity of Xavier University. Working in collegial fashion with members of the academic community and vice presidents of other divisions, the Vice President for Academic Affairs fosters an academic climate that promotes rigorous intellectual inquiry, encourages open and productive discussion across disciplines, and supports faculty and students in developing a sense of justice and solidarity and a commitment of service to the wider community. The Vice President for Academic Affairs is expected to be committed to Xavier University's identity and mission as a Jesuit and Catholic University. Concretely this means, on the one hand, commitment to ensuring the highest quality teaching and scholarship in the context of academic freedom, as befits a university. On the other, it means promotion of fruitful dialogue between the Catholic tradition and all branches of knowledge in the context of care for the whole person (intellectually, morally, and spiritually) and for society, as befits a Jesuit institution.

Responsibilities: The Vice President for Academic Affairs is directly responsible for promoting participatory governance based on trust, respect, and accountability among all those concerned with the academic enterprise; promoting the Jesuit values of Xavier's academic mission; formulating a strategic plan for the Division of Academic Affairs, including undergraduate, graduate, honors, and professional programs; hiring, retaining, and developing a faculty and staff that is professionally competent, committed to the mission of the University, equipped with the necessary resources for teaching, learning, and scholarly contributions, diverse in race, ethnicity, and gender, and amply compensated; overseeing and enhancing enrollment services, including recruitment and admission, financial aid, advising, retention services, and registration; developing and implementing initiatives designed to stimulate intellectual inquiry, collegiality, and collaborative learning throughout the University; and acquiring, allocating, and monitoring the use of resources.

As leader of the Academic Division, the Vice President for Academic Affairs reports directly to the President. Individuals reporting directly to the Academic Vice President include the associate academic vice presidents for enrollment services and non-traditional programs and the deans of the colleges of arts and sciences, business, and social sciences.

Qualifications: Candidates are required to have significant academic, administrative and leadership experience, an earned doctorate, and faculty experience commensurate with a tenured appointment at the rank of professor at Xavier University. Preference will be given to candidates whose record of administrative achievements includes demonstrated ability to formulate and implement a creative, academic strategic plan; success in the promotion of effective participatory governance; familiarity and/or experience with various accreditation standards; skill in the establishment of faculty and student body diversity; excellent interpersonal and communication skills; innovation and creativity in the use of information and instructional technology; excellent human resource and fiscal management; and experience in nurturing interdisciplinary, honors and academic service-learning initiatives and establishing strong community links for the educational advancement of the University and the well-being of the community.

The Academic Division comprises three colleges with about 260 full-time faculty and 180 administrators and staff, with a combined enrollment of approximately 4,000 undergraduate and 2,500 graduate students. Founded in 1831, Xavier University is the fourth oldest of the nation's 28 Jesuit Colleges and Universities. The University's reputation for academic excellence, outstanding teaching and research, and the success of its graduates continues to grow. Xavier's location in metropolitan Cincinnati provides ample opportunities for cultural and recreational pursuits. To learn more about Xavier, visit our website at **www.xavier.edu**.

Interested candidates should send an application letter, a résumé, and a list of the three references (including phone numbers) from whom they have requested letters of recommendation to: **Dr. Cynthia Crown, Chair of the Vice President for Academic Affairs Search Committee, Xavier University, 3800 Victory Parkway, Cincinnati, Ohio 45207-4511.** To ensure consideration, all materials (including letters of recommendation) must be postmarked no later than November 9, 2001.

Xavier University is an AA/EOE employer.

MIAMI UNIVERSITY
OXFORD OHIO

ENGINEERING FACULTY POSITIONS

The Manufacturing Engineering Department seeks applicants for tenure track faculty positions at the Assistant Professor level in Mechanical Engineering and at the Assistant/Associate Professor level in Electrical Engineering beginning fall 2002. The School of Engineering and Applied Science is on the verge of a significant expansion of its engineering programs. Miami University, located 35 miles north of Cincinnati, has 14,000 undergraduate and 1,800 graduate students. Miami has recently been recognized as a top value in higher education by The Fiske Guide to Colleges 2002 and the Kaplan-Newsweek College catalog 2002; was again named a "Public Ivy" in the "The Public Ivies: America's Flagship Universities"; and was ranked 28th among national public universities in the US News & World Report 2002 college rankings.

Assistant Professor of Mechanical Engineering

Applicants for the position are expected to teach courses, conduct labs, conduct research, perform service and advise students in the existing manufacturing engineering program and the new mechanical engineering program being developed in the School. A Ph.D. in mechanical engineering, strong knowledge in materials, engineering science and manufacturing science are required. Industrial experience, teaching experience and knowledge of computer control of automated manufacturing and/or computer-machine interface systems are desired.

Assistant/Associate Professor of Electrical Engineering

Applicants for the position are expected to teach undergraduate courses, develop electrical engineering curricula and labs; conduct research, perform service, and advise students in the existing manufacturing engineering program and the new electrical engineering program being developed in the School. A Ph.D. in electrical engineering or related fields; strong knowledge in electrical & electronic engineering, as well as engineering science are required. Teaching experience, industrial experience, and strong knowledge of computer control of automated manufacturing and/or computer interface systems are desired.

Screening for both positions will begin November 1 and continue until the positions are filled. Interested applicants should submit a letter of application, a curriculum vita, and at least three letters of recommendation. **Search Committee Chair for the Mechanical Engineering position is Professor Errol Gundler. Search Committee Chair for the Electrical Engineering position is Professor James Moller. The department's address is Manufacturing Engineering Department, School of Engineering and Applied Science, Miami University, Oxford, Ohio 45056.**

We encourage applications from a broad spectrum of individuals, including women and members of ethnic minorities. Miami University is an affirmative action/equal opportunity employer.

San José State
UNIVERSITY

Associate Vice President
for Undergraduate Studies,
#000198

Associate Vice President
for Institutional Planning &
Academic Resources,
#000199

Associate Vice President
for Academic Technology,
#000200

For information,
call the Office of the Provost
(408) 924-2400

The full printed text of all three position vacancy announcements is available on the San Jose State University Human Resources website www.sjsu.edu/depts/HR/opp.htm

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CURRY COLLEGE

Assistant Professor/Elementary Special Needs Specialist

Full-time faculty position teaching undergraduate level, elementary and special education curriculum and assessment, and reading. The successful candidate will be knowledgeable about the integration of technology into these fields. Other responsibilities will include administrative support of an established elementary and special needs certification program. An earned Doctorate is expected in Education, Special Education certification required and elementary education certification desirable. Position begins January 2002. Curry College is a four year institution located near Boston offering liberal arts, professional degrees, and two Master's programs. Send c.v. and cover letter to **Mary Dunn, Director, Human Resources, Curry College, 1071 Blue Hill Ave., Milton, MA 02186 or Fax (617) 333 2330, or email mdunn@curry.edu.**

RICE

Assistant Professor, English Renaissance Literature

Tenure-track position at the assistant level with expertise in any aspect of non-dramatic Renaissance literature. Opportunity to design and teach a variety of courses on 16th and 17th century topics at both undergraduate and graduate levels (2/2 teaching load). Send letter, c.v., and abstract by November 9, 2001, to **Professor Meredith Skura, Search Committee Chair, English Department MS-30, Rice University, P. O. Box 1892, Houston, Texas 77251-1892.**

Rice is an AA/EO employer.

UtahState
UNIVERSITY

ASSISTANT/ASSOCIATE PROFESSORS SECONDARY EDUCATION

Utah State University is a Land Grant institution with an enrollment of approximately 20,000 students. The university is located in Cache Valley, 90 miles north of Salt Lake City, Utah, in the Wasatch Range of the Rocky Mountains. The Department of Secondary Education is one of seven departments in the College of Education. The department offers bachelors degrees, initial teacher licensure/certification, and master's degrees and participates in an interdepartmental doctoral program. At the undergraduate level, faculty members teach professional education courses required for certification, and the department coordinates the clinical and student teaching placements for secondary teaching majors/minors from 21 departments across campus. Faculty members also teach courses in the master's program and an interdepartmental doctoral program. The department invites applications for the following tenure-track positions. All require an earned doctorate in a discipline related to secondary education, public school experience, and a commitment to meeting the needs of diverse learners and language minority students in the public schools. Responsibilities include (a) teaching undergraduate and graduate courses, (b) supervising student teachers, (c) advising master's and doctoral students, and (d) engaging in scholarly research and publication.

Specific descriptions and qualifications
for each position follow:

Associate Professor-Director of Field Experience: This faculty person will (a) coordinate student field placements for all secondary teaching majors and minors, (b) collect and analyze evaluation data related to all field placements, and (c) teach undergraduate classes in Level I of the Teacher Education Program. The undergraduate class focuses on adolescent development, classroom motivation/management, and basic teaching strategies. Requires evidence of ability to work collaboratively with university/public school colleagues.

Assistant/Associate Professor-Classroom Instruction and Assessment: This faculty person will (a) teach an undergraduate course related to instructional strategies and methods of classroom assessment, (b) supervise student teachers, and (c) teach other courses in the graduate program within his/her area of expertise. The undergraduate class is part of Level II in the Teacher Education Program and focuses on cognitive principles of effective instruction and authentic assessment.

Assistant/Associate Professor-Social Studies Education: This faculty person will teach undergraduate social studies methods courses and other undergraduate/graduate courses within his/her area of expertise. The candidate will supervise student teachers who are Social Studies Composite Teaching Majors or who seek endorsements in areas such as History, Geography, Economics, Political Science, Psychology, and Sociology and advise master's and doctoral students. Requires a doctoral degree in Social Studies Education or related field.

Application Process: To apply send (1) a letter that indicates the position you are applying for and that addresses your qualifications for the position, (2) a complete vita, and (3) the names of at least five references, along with information on how they may be contacted to **Dr. Kay Camperell, Department of Secondary Education, 2815 Old Main Hill, Utah State University, Logan, UT 84322-2815.**

Review of applications will begin November 15, 2001 and continue until the positions are filled. Additional information about the university can be found at **http://www.usu.edu**, and more information about USU's excellent employee benefits package can be found at **http://personnel.usu.edu/benefits.html**. Qualified women and minorities are encouraged to apply. *AA/EOE.*

Visit the College of Education's website at:
http://www.coe.usu.edu.

MILLERSVILLE UNIVERSITY

FOREIGN LANGUAGES

Millersville University, a comprehensive, student-centered institution, is highly regarded for its dedication to quality instruction, principles of diversity, and client services.

The University employs 550 staff and 350 full-time faculty, and has an honored history of providing excellent teacher education and a strong liberal arts curriculum in the arts, sciences, and humanities. It has received national recognition as a top regional public institution and is listed as one of the 100 best values in public higher education in the nation. Additional information about Millersville University can be found at www.millersville.edu

Foreign Languages: Assistant Professor of German and French. Full-time (four plus four), tenure-track position beginning August 2002.

Required: Ph.D., native or near-native proficiency in both languages; strong commitment to undergraduate teaching and potential for scholarly growth; familiarity with current trends in pedagogy and new technologies; ability to teach German and French language courses, including business, at all levels; willingness to teach and develop courses on German studies/civilization in English; and must successfully complete on-site interview and teaching demonstration in both languages.

Full consideration will be given to applications received by **12/01/01**. Submit letter of application addressing qualifications, curriculum vitae, copies of graduate and undergraduate transcripts, and three current letters of recommendation to:

Leroy Hopkins, Chair
Dept. of Foreign Languages/HI1008
Millersville University, P.O. Box 1002
Millersville, PA 17551-0302

An EO/AA Institution

UNC

College of Arts and Sciences

We are hiring for full-time faculty positions starting August 19, 2002 in the following departments and programs:

Biological Sciences
Chemistry and Biochemistry
English
Foreign Languages - French
Geography

Journalism and Mass Communications
Mathematical Sciences
Psychology
Sociology

For a complete vacancy announcement giving position and application details, please see Vacancies on the College's web site: http://asweb.unco.edu. All positions are contingent upon adequate funding from the state legislature and final approval by the Board of Trustees. All positions may include teaching assignments in off-campus programs and/or partnership school activities. For more information about the University of Northern Colorado please visit our home page at: http://www.unco.edu

UNC is an AAEO employer and is committed to fostering diversity in its student body, faculty and staff.
The Employee Relations Office is located in Carter Hall 2011.

ST. LAWRENCE UNIVERSITY

The oldest continuously coeducational institution of higher learning in New York State, educating students of the region, the nation, and the world.

St. Lawrence University, chartered in 1856, is an independent, private, non-denominational university whose mission is to provide an inspiring and demanding undergraduate education in the liberal arts to students selected for their seriousness of purpose and intellectual promise. The University's 2100 students come from 35 U. S. states and 21 countries. Located halfway between the high peaks of the Adirondack Mountains and the national capital of Canada, Ottawa, the University provides unparalleled access to outdoor recreation and international social and cultural opportunities.

St. Lawrence University offers a unique learning environment providing 35 majors, 32 minors, 3 graduate programs in Education, and 12 interdepartmental programs, including a nationally recognized First Year Program, taught by 163 full-time faculty. St. Lawrence is in the midst of an educational renaissance, with ambitious academic initiatives, designed to maximize learning, and with major facilities improvements, supported by a $130 million capital campaign, that provide expanded resources for undergraduate learning.

ST. LAWRENCE UNIVERSITY INVITES APPLICATIONS AND NOMINATIONS FOR THE FOLLOWING FACULTY POSITIONS FOR APPOINTMENT AS OF THE FALL 2002 SEMESTER.

Complete position descriptions can be found on the St. Lawrence University website www.stlawu.edu/resources/job.html.

FACULTY POSITIONS:

Computer Science
- Specialization open - tenure track

English
- Fiction Writing & Poetry Writing - tenure track
- Fiction Writing - one year
- Shakespeare & Survey of Early British Literature - one year
- Director of the Writing Center (see below)

Fine Arts
- Studio Arts: Printmaking/Drawing/Art Foundations - tenure track

Global Studies
- Arts and Culture - tenure track
- Global Political Economy - tenure track

Graduate Fellows
- Jeffrey Campbell Graduate Fellows
  - renewable one year appointments / discipline open

History
- U.S. / Global Affairs since 1920 - tenure track
- Caribbean & Latin American - tenure track
- East Asia - one year

Mathematics
- Computer Science - tenure track
- Statistician - tenure track
- Specialization open - one year

Modern Languages
- Spanish/ Italian - tenure track

Philosophy
- Asian & 19th/20th Century Continental European - tenure track

Physics
- Biophysics - one year, renewable to two years

Psychology
- Biopsychology - one year
- Cognitive psychology - tenure track
- Social psychology - one year

Religious Studies
- East Asia - one year

Sociology
- Development, political economy, & research methods - tenure track

Speech & Theatre
- Acting and Performance/Theatre History and/or Performance Theory - tenure track
- Dramatic Literature and Theatre - one year

University Writing Center
- Director/Visiting Assistant Professor - three year appointment

St. Lawrence University is an Affirmative Action/Equal Employment Opportunity employer. Women, minorities, veterans, and persons with disabilities are encouraged to apply.

This advertisement provides information accurate as of 9/14/01.
Consult the St. Lawrence University website for updated information.

KINGSBOROUGH
COMMUNITY COLLEGE
THE CITY UNIVERSITY OF NEW YORK

Kingsborough is a comprehensive two-year community college of The City University of New York. Its beautiful 71-acre campus is located in Manhattan Beach - 25 minutes from Manhattan. The College is seeking qualified candidates for the following anticipated position vacancies - subject to financial ability:

BEHAVIORAL SCIENCES AND HUMAN SERVICES

Lecturer/Instructor/Assistant Professor in Early Childhood Education - to teach full range of Early Childhood Education undergraduate courses. (PVN#FY-1055)
Qualifications: For Lecturer, a Bachelor's Degree is required; Doctoral program candidacy is a requirement for the Instructor position; Ph.D. or Ed.D. in Early Childhood, Elementary Education or Secondary Education is required for the Assistant Professor position; supervisory experience in an Early Childhood setting; and experience working with pre-school aged children; evidence of scholarly activity.

BIOLOGICAL SCIENCES

Assistant Professor - to teach undergraduate courses in the Biological Sciences related to allied health fields including Anatomy and Physiology and Microbiology. (PVN#FY-1056)
Qualifications: Ph.D. or Ed.D. in the Biological Sciences, urban community college teaching experience, specific curriculum development in the Biological Sciences relevant to community college and department missions; evidence of recent scholarly writing and publications. Basic and advanced Biological Sciences majors course experience preferred.
College Laboratory Technician - to prepare materials for use in General Biology and Human Anatomy and Physiology Laboratory courses; assist other CLTs in preparations for all other Biological Sciences, as needed. Light maintenance of microscopes and other equipment used in labs. Assist in maintenance of cold rooms, greenhouse, chemical and general storage areas and the marine aquarium, maintenance of supplies inventory and orders for new materials. Preparation of laboratory worksheets as needed. Schedule may involve day, evening and/or weekend hours. (PVN#SS-613) (Tenure Track Position)
Qualifications: High School diploma with four years of work experience or an Associate Degree with two years of appropriate work experience, or a Bachelor's Degree in an area appropriate to the duties to be performed.
College Laboratory Technician in Physical Therapist Assistant Program - to order supplies, maintain equipment, prepare the Physical Therapist Assistant laboratories, assist the senior professor in the PTA laboratory. Supervise the PTA lab in standard periods and during practice times. (PVN#SS-624) (Tenure Track Position)
Qualifications: Licensed or Registered Physical Therapist Assistant with either an Associate's Degree with two years of appropriate work experience, or a Bachelor's Degree; three to five years clinical experience preferred.

BUSINESS

Assistant Professor - to teach undergraduate courses in Business including management, marketing, advertising and computer concepts. (PVN#FY-1057)
Qualifications: Doctorate in Business required, prior community college-level teaching experience in business subjects, related industry experience and knowledge of current business-related software.

COMMUNICATIONS AND PERFORMING ARTS

Lecturer/Instructor/Assistant Professor in Communications/Speech - to teach undergraduate courses in Public Speaking, Intra/Interpersonal, Group Discussion, Business Communication, and Listening and Oral Interpretation. (PVN#FY-1058)
Qualifications: For Lecturer, a Bachelor's Degree is required; for Instructor, a Master's Degree is required; for Assistant Professor, a Doctorate in Speech Communications or related area is required; prior college-level teaching experience in Communication and/or Speech, preferably in an urban environment; evidence of scholarly activity.

ENGLISH

Lecturer/Instructor/Assistant Professor - to teach undergraduate courses in the Department of English. (PVN#FY-1059)
Qualifications: For Lecturer, a Bachelor's Degree is required, for Instructor, a Master's Degree is required; for Assistant Professor, an earned Doctorate in English plus formal training in composition and rhetoric is required; experience in urban college-level teaching; evidence of scholarly activity.

FOREIGN LANGUAGES (Two Positions)

Lecturer/Instructor/Assistant Professor of Italian - to teach undergraduate courses in Italian language, literature and culture. (PVN#FY-1060)
Qualifications: For Lecturer, a Bachelor's Degree is required; for Instructor, a Master's Degree is required; for Assistant Professor, a Doctorate in Italian is required; prior college-level teaching experience; ability to teach Spanish and/or French is highly desirable; evidence of scholarly activity.
Assistant Professor - to teach undergraduate courses in Spanish language, literature and culture. (PVN#1061)
Qualifications: Doctorate in Spanish required, prior college-level teaching experience; ability to teach another Romance Language is highly desirable; evidence of scholarly activity.

HEALTH, PHYSICAL EDUCATION AND RECREATION

Lecturer/Instructor/Assistant Professor in Therapeutic Recreation - to teach undergraduate courses in Therapeutic Recreation and other Recreation, Health and Physical Education courses as needed; supervision of student field-work, and development of new field sites. (PVN#FY-1062)
Qualifications: For Lecturer, a Bachelor's Degree is required; for Instructor, appropriate Master's Degree is required; for Assistant Professor, a Doctorate in Therapeutic Recreation is required; CTRS and a minimum of five years paid experience as a certified T.R. Specialist in a health-care or community setting; prior teaching experience at the undergraduate level a requirement; experience teaching courses in Recreational Arts and Crafts desirable; evidence of scholarly activity.

HISTORY, PHILOSOPHY AND POLITICAL SCIENCE

Assistant Professor - to teach undergraduate courses in American History. (PVN#FY-1063)
Qualifications: Doctorate in an appropriate area and prior college-level teaching experience; ability to teach courses in World History desirable; evidence of scholarly activity.

MATHEMATICS AND COMPUTER SCIENCE

Instructor/Assistant Professor - to teach a full range of undergraduate courses in Mathematics and Computer Science. (PVN#FY-1066)
Qualifications: For Instructor, a Master's Degree and Doctoral program candidacy are required; for Assistant Professor, a Doctorate in Mathematics or Computer Science is required; prior college-level teaching experience; evidence of scholarly activity. Preference will be given to candidates with expertise in Computer Science, especially C++, Assembler, Discrete Structures and Data Structures.

NURSING

Instructor/Assistant Professor - to teach undergraduate courses in all areas of Nursing. (PVN#FY-1064)
Qualifications: Master's Degree in Nursing; NYS RN license and recent clinical experience required; Doctorate or equivalent required for Assistant Professor. Prior teaching experience in an academic setting; knowledge of and commitment to Associate Degree Nursing Education and curriculum development. Evidence of scholarly activity preferred.

STUDENT DEVELOPMENT (Two Positions) Search Reopened

Counselor - academic, career and personal counseling to students in Health or Human Services Programs; student recruitment and orientation; teach freshman orientation courses. (Grant Funded - 11 month appointment) **Salary:** $34,394 (PVN#RTS-34, 35)
Qualifications: Earned Master's Degree in counseling, guidance orrelated discipline and at least two years' prior relevant work experience required.

TOURISM AND HOSPITALITY

Lecturer/Instructor/Assistant Professor - to teach undergraduate courses in all areas of Tourism, primarily in Hospitality, Destination Management, Transportation and Travel. (PVN#FY-1065)
Qualifications: For Lecturer, a Bachelor's Degree required; for Instructor, a Master's Degree required, for Assistant Professor, a Doctorate or equivalent is required. Extensive professional experience in at least two of the following industry components: travel and tourism, hospitality, transportation, destination management. College-level teaching experience desirable. Demonstrated experience in relevant computer software and Internet applications desirable; evidence of scholarly activity.

Responsibilities for Assistant Professor and Instructor positions require student advisement, committee participation and scholarly or creative works. For Lecturer positions, student advisement and committee participation are required; scholarly or creative works are preferred.
Assistant Professor positions are Tenure Track.

Salary: Commensurate with qualifications and experience

Effective Date: Open until filled; review of applications begins on 9/26/01

For a detailed job description of these positions, please visit our website at www.kbcc.cuny.edu.
Employment opportunities can be found under the heading Human Resources.

Please send resume (refer to PVN#) to:
Dr. Fred B. Malamet, Dean of Faculty (A-218)
Kingsborough Community College
2001 Oriental Boulevard, Brooklyn, New York 11235
An EO/AA/IRCA/ADA Employer

LANSING COMMUNITY COLLEGE
Where Success Begins

CIS

Faculty Member - CIS - requirements: Bachelor's degree; minimum two years teaching exp. and two years related work exp.; knowledge of any combination of following: C, C++, Visual C++, Visual Basic, Java, SQL, Oracle, Powerbuilder; effective verbal/written communication skills. Master's degree and teaching exp. at college level preferred. Exp. teaching using distance-learning technologies in on-line format preferred. To ensure full consideration submit materials by than October 31, 2001. Send letter of application, resume and completed application (call **517/483-9753** to obtain form) to: **8260-Human Resources Department, Lansing Community College, P.O. Box 40010, Lansing, MI 48901-7210**

Utah State UNIVERSITY

DEPARTMENT HEAD SECONDARY EDUCATION

We seek an individual to administer and provide leadership to a department that provides professional education courses, and coordinates the clinical and student teaching placements for majors/minors from 21 departments across campus, as well as teach two courses. Requires doctoral degree in related field with knowledge of secondary teacher education programs; a scholarly record and teaching skills commensurate with appointment to rank of professor, effective organizational, leadership, and interpersonal skills; the ability to work with school and community agencies; and evidence of commitment to meeting the needs of diverse learners and language minority students in the public schools. See **http://personnel.usu.edu** (H05) for full description. Send letter of application, complete vita, and names/numbers of at least five references to **Dr. Kay Camperell, Search Committee Chair, Department of Secondary Education, Utah State University, 2815 Old Main Hill, Logan, UT 84322-2815.** Review begins November 1, 2001; open until filled.

AA/EOE

MIAMI
MIAMI UNIVERSITY OXFORD OHIO

Miami University invites applications for the two positions of Chair in the Department of Comparative Religion and the Department of Physics. Candidates should have credentials that would warrant appointment at the rank of Associate or Full Professor in that department. Please send vita, vision statement about the field, and the names of three individuals whom we may contact as references to **Miami University, College of Arts and Science, Oxford, Ohio 45056** in care of the appropriate search committee. **Screening will commence immediately for Comparative Religion** and on **December 3rd** for **Physics.** *EOE*

Yuba Community College

Marysville, CA

DIRECTOR OF INFORMATION SYSTEMS
And COMPUTING TECHNOLOGY

$5,830-$7,978/MO. + benefits
FFD: 10-12-01 - 5:00 p.m.

The Director will provide leadership & support for administrative computing systems in student, instructional & business services, voice & data communications & local & wide area networking for district facilities.

Education & Exp. Master's degree or higher in a computer related field & at least 3 yrs. Exp. in program management OR Bachelor's degree with 5 yrs. related exp. w/data systems & program management.

Apply to: **Personnel Services, Yuba Community College District, 2088 N.Beale Road, Marysville, CA 95901 OR (530) 741-6975 OR (530) 634-7733 Job Line OR TDD (530) 634-7733 Job Line OR TDD (530) 634-7760** or **www.yuba.cc.ca.us**. District application is required.

AA/EOE/Title IX Employer

FINANCE

Associate Treasurer

You'll be an integral part of one of the region's finest academic institutions. And you'll be joining a team where you can build a highly rewarding career. In this position, you will be responsible for the administration of our Treasury activities, under the guidance and supervision of the Treasurer and the Board of Trustees. This includes cash management, investment, borrowing, and other credit-based transactions as well as managing related external financial relationships. Managing the day-to-day operations of the office of the VP, CFO and Treasurer.

Your minimum 5 years' managerial experience in banking, investments, and/or financial management of a similarly sized, not-for-profit organization should be complemented with computer proficiency and a Bachelor's degree. An MBA or similar advanced degree is highly desirable.

To learn more about Temple University or to submit your resume online, go to www.jobnet.com/temple or e-mail (referencing Req. #8881) to Temple@jobnet.com (no attachments please). You may also send a resume to **Temple University, 1601 N. Broad Street, 203 USB, Phila., PA 19122.** Please include salary history.
EOE, m/f/d/v.

One University, Many Possibilities

Located on 140 waterfront acres in the historic seaport town of Bristol, Rhode Island, Roger Williams University merges the traditional with the innovative to create an academic setting that draws exceptional faculty from the United States and around the world. As a private University, we offer a wide range of liberal arts and sciences majors and programs in architecture, business, education, engineering, historic preservation, justice studies and law. Roger Williams University is one of the fastest growing liberal arts institutions in the country, as well as one of the most ideal places to share knowledge and information, whether you're a Professor, professional or technician. We currently have the following exciting opportunity for the right candidate:

Director of Individual Gifts

Develop an individual gifts program by identifying, cultivating and soliciting prospective donors for annual, major and planned giving programs. You will successfully accomplish this by establishing major gifts and recognition programs; overseeing the annual giving program; providing technical support to donors, their advisors, allied professionals, staff and faculty on all planned gifts; as well as participating in the University's first capital campaign. Additional responsibilities will focus on hiring, training and supervising major gift officers and ensuring solicitation targets are achieved.

This position requires a strong communicator with a college degree (advanced degree preferred) and at least 3 years' experience in major and planned giving efforts, preferably within a college/university environment.

To apply, send cover letter and resume to: **Office of Human Resources, Roger Williams University, Ref# HO89, Director of Individual Gifts, One Old Ferry Road, Bristol, RI 02809-2921.**

A highly competitive benefits package is offered and salary is commensurate with experience.

Equal Opportunity/Affirmative Action/Americans with Disabilities Act Employer with a strong commitment to diversity. Roger Williams University does not discriminate on the basis of gender, handicap, race, age, color, sexual orientation, political affiliation, marital status, national origin, or religion. We encourage all qualified men and women to apply.

ROGER WILLIAMS
UNIVERSITY

EXPLORE THE POSSIBILITIES www.rwu.edu

DALTON STATE COLLEGE, a member of the University System of Georgia, invites applications for these academic year positions. A complete application must include letter of interest, current resume, and three current letters of reference. Send all materials to **Dr. John Black, V. P. for Academic Affairs, Dalton State College, 213 N. College Drive, Dalton, GA 30720-3797, jblack@em.daltonstate.edu**

ASSISTANT PROFESSOR OF SOCIAL WORK (Tenure Track). M.S.W. and at least two years of post-M.S.W. direct practice experience; earned doctorate in social work or a related field is preferred. Ability to teach general social work courses and supervise external field work. Fluency in Spanish and familiarity with Hispanic/Latino cultures preferred. Senior clinician licensed or licensable in Georgia desirable.

ASSISTANT PROFESSOR OF ENGLISH (Tenure Track). Ph.D. in English. Credentials to teach in a second field, preferably Reading or Fine Arts. Responsible for nine, three-semester-hour courses per academic year. Applicants with successful experience in developmental (remedial) education may be given preference.

Dean of Students & Associate Vice Chancellor for Student Affairs

UNIVERSITY OF ILLINOIS AT SPRINGFIELD

SEARCH EXTENDED

The position's primary functions are to provide leadership and direction, as well as operational support, for a variety of student activities and programs that significantly enhance student life, co-curricular activities, and support services; provide programmatic and budgetary direction and management for units supervised; and respond to student issues and concerns. The Dean of Students/Associate Vice Chancellor for Student Affairs leads and supervises units administratively located in the Division of Student Affairs and reports to the Vice Chancellor for Student Affairs. The units include Career Services, Counseling, Disability Services, Health Services, International Affairs, Minority Student Affairs, Student Life, Student Newspaper, and the Office of the Dean of Students.

Duties and responsibilities include: leading and directing programs that significantly enhance student life and support services for an increasingly residential campus and maintaining appropriate support services for part-time commuter students; providing programmatic and budgetary direction and management for those units supervised; providing responses to student concerns, issues, and emergency situations; developing and implementing policies and procedures related to areas of responsibility; coordinating academic and student support and program development in areas of general counseling and student development, retention, and student activities for Student Affairs units; supervising long-range planning and assessment processes for units and coordinating research efforts; working with and coordinating efforts with other university and campus academic departments and units, and outside services and consultants, as appropriate; developing and administering budgets; and supervising unit directors and staff of the Office of the Dean of Students.

Minimum qualifications: Master's degree in student personnel services, higher education, counseling, or related field required, doctoral degree preferred; professional experience in student services in higher education, preferably in a college or university setting with a comprehensive set of degree programs and with a traditional as well as non-traditional adult student population, seven years of progressively more responsible experience in student affairs administration or related areas; excellent skills and experience, as well as theoretical background, in administration, management, and program development, general counseling/development of students, and planning, assessment, and research related to student affairs/learning; and demonstrated human relations skills and collaborative, team-building leadership style.

Located in the state capital, the University of Illinois at Springfield is one of three campuses of the University of Illinois. The UIS campus serves approximately 4,000 students in 19 graduate and 20 undergraduate programs. The academic curriculum of the campus emphasizes a strong liberal arts core, an array of professional programs, extensive opportunities in experiential education, and a broad engagement in public affairs issues of the day. The campus offers many small classes, substantial student-faculty interaction, and a technology enhanced learning environment. Its diverse student body includes traditional, non-traditional, and international students. Its faculty are committed teachers, active scholars, and professionals in service to society.

Applications and nominations should be sent to:

Chair, Dean of Students/Associate VCSA Search Committee
Office of the Vice Chancellor for Student Affairs
SAB 23
University of Illinois at Springfield
P.O. Box 19243
Springfield, IL 62794-9243

Applications should include a vita; a discussion of the candidate's academic and administrative accomplishments and interest in the position; and the names, addresses, and telephone number of five references. Applications will be screened ongoing until an appointment is made. The anticipated start date for the appointment is January 15, 2002. For more information about the University of Illinois at Springfield, visit our web site at:

www.uis.edu.

The University of Illinois is an affirmative action/equal opportunity employer. Persons with disabilities, women and minorities are encouraged to apply.

WASHINGTON & JEFFERSON COLLEGE

Washington & Jefferson College is pleased to announce searches for the following administrative positions currently available.

Academic Affairs Division

U. Grant Miller Library - *Head Librarian*

Office of Life-Long Learning - *Director*

Advancement Division

Office of College Relations-*Publications Manager*

Office of College Relations-*Webmaster*

Development-*Senior Gift Officer*

Student Affairs Division

Athletic Department-*Athletic Director*

Multicultural Affairs-*Assistant Dean*

For complete descriptions of these positions and information on applying, please visit W&J at **www.washjeff.edu/campus_services_jobs.asp.**

Washington & Jefferson College is a private, co-educational, national liberal arts college which takes pride in its teaching and learning environment. Washington, PA is a medium-sized city 30 miles south of Pittsburgh.

The College is an Affirmative Action/Equal Opportunity Employer.

Visit us at **www.washjeff.edu.**

MILLERSVILLE UNIVERSITY

ENGLISH DEPARTMENT

Millersville University, a comprehensive, student-centered institution, is highly regarded for its dedication to quality instruction, principles of diversity, and client services.

The University employs 550 staff and 350 full-time faculty, and has an honored history of providing excellent teacher education and a strong liberal arts curriculum in the arts, sciences, and humanities. It has received national recognition as a top regional public institution and is listed as one of the 100 best values in public higher education in the nation. Additional information about Millersville University can be found at www.millersville.edu

Literary Criticism/Theory: Assistant Professor. Full-time, tenure-track beginning August 2002. Specialist in Literary Criticism/Theory, with a preferred secondary specialty in Contemporary British or Commonwealth Literature. Teach literary criticism/theory, literature, and writing courses at introductory and advanced levels; potential to develop new courses in area(s) of specialty. Normal load is four courses per semester.

Required: Ph.D. in Literary Criticism/Theory. Must have successful teaching demonstration, interview, and scholarly presentation to the department.

Preferred: Secondary specialty in Contemporary British or Commonwealth Literature; ability to teach literary criticism/theory, literature, and writing courses at introductory and advanced levels; demonstrated commitment to scholarship; ongoing professional development.

Full consideration will be given to applications received by **11/1/01**. Send letter of application, curriculum vitae, copies of all graduate and undergraduate transcripts, and three current letters of recommendation to:

Dr. Kenneth Shields, Chair
English Dept./HI1008A
Millersville University, P.O. Box 1002
Millersville, PA 17551-0302
An EO/AA Institution

The University of Maryland invites applications for the position of Assistant Vice President for Student Affairs (Position #100281).

The University is a Research I Institution and the flagship of a statewide system of higher education in Maryland, offering a comprehensive undergraduate and graduate program organized in 13 colleges and schools, and enrolling approximately 25,000 undergraduates and 8,000 graduate students. The 1,500 acre campus is located in a suburban environment inside the Washington, D.C. beltway, and 30 miles from Baltimore. For more information about the University of Maryland and the Division of Student Affairs, please consult the institution's Web site at **www.maryland.edu.**

The Assistant Vice President for Student Affairs (AVP) serves as part of the leadership team that encourages innovation and provides vision, leadership, and strategic direction to the Division of Student Affairs. The Division's thirteen departments are responsible for programs and services designed to promote the growth and well-being of students, to ensure the availability of a rich co-curricular experience for students, to support and enrich the University's educational mission, and to effectively meet the needs of a diverse student population and workforce. The AVP will directly supervise the departments of Commuter Affairs and Community Service, Stamp Student Union and Campus Programs, and Career Services. The AVP is also responsible for collaborating closely with colleagues in various departments across the campus. The AVP will serve as a primary advisor to the Vice President and confer with her on policy decisions and procedural issues. In addition, the AVP will support and represent the Vice President in both internal and external matters, and assist with the management of 775 employees and a $100 million budget.

Requirements for the position include an advanced degree in a relevant discipline (doctorate preferred); demonstrated leadership skills with a record of successful administrative achievements and previous membership on a divisional leadership team, preferably at a large research university; demonstrated commitment to university programs, policies, and services intended to maximize student personal growth, education and development; excellent general and financial management skills; ability to work within a highly collaborative environment; and a record of fostering student success and the attainment of institutional diversity goals. Candidates must demonstrate an understanding of current student issues, diverse student populations, the family and social frameworks in which students develop, the general legal parameters governing student affairs, and of the management of student affairs programs.

Salary will be commensurate with qualifications and experience. Women and minority applicants are especially encouraged to apply. Review of applications and nominations will begin on November 9, 2001 and will continue until the position is filled. Position appointment date is negotiable.

Applications, including a cover letter, a curriculum vitae and a list of four professional references, with names, addresses and telephone numbers, should be addressed to:

Search Committee for Assistant Vice President
for Student Affairs
Office of the Vice President
2108 Mitchell Building
University of Maryland
College Park, MD 20742-5221

The University of Maryland is an
Equal Opportunity Employer.

UNIVERSITY OF
MARYLAND

West Chester University
of Pennsylvania

West
Chester
University

DEAN, COLLEGE OF ARTS AND SCIENCES

West Chester University invites nominations and applications for the position of Dean of the College of Arts and Sciences. The College includes 15 departments in the arts, humanities, sciences, and social sciences with approximately 250 faculty and 3,000 students in undergraduate and graduate programs.

West Chester University is a dynamic institution located in a rapidly growing high technology and pharmaceutical corridor; with a management philosophy of distributed leadership that places significant authority and accountability in the Deans hands. The University provides high quality comprehensive programs and professional training to over 12,000 students in undergraduate and master's degree programs. Its location in the center of the mid-Atlantic corridor, approximately 25 miles west of Philadelphia, is ideal because the University shares the benefits of major cultural and commercial institutions with the scenic charm of Chester County.

As Chief Academic Officer for the College of Arts and Sciences, the dean provides academic leadership and vision to the College. The dean reports to the Vice President for Academic Affairs and Provost and sits on Deans Council. S/he is responsible for academic programs and budget management and must demonstrate a commitment to shared governance, and a willingness to work in a collective bargaining environment. The new dean has a unique opportunity to play a productive role in the design of new academic facilities, such as the Music and Performing Arts Center and the Business and Information Technology Center.

The successful candidate will have an earned doctorate in an academic discipline within the Arts and Sciences. S/he will possess a record of and commitment to scholarship and a strong administrative track record with at least five years experience in academic administration. Candidates must provide evidence demonstrating a collaborative leadership style, an ability to implement a strategic plan, an interest in emerging teaching and learning technologies, and effective interpersonal and communication skills.

The dean will be expected to:
- contribute to a vision for the college
- enhance an environment of excellence in teaching, student support, faculty development, disciplinary and interdisciplinary
- research, and service to the university and community
- facilitate entrepreneurial relationships external to the College and University
- serve as an advocate for faculty, students, and staff in the College and provide leadership at the University level
- design and implement strategies to enhance diversity and globalization
- manage complex fiscal and personnel issues
- embrace West Chester University's model of distributed leadership (participative/consultative) with regard to responsibility and accountability
- plan and implement fund raising activities

Nominations and applications must include a letter of interest, curriculum vitae and the names, addresses, and phone numbers of five references. References will be contacted only with the applicant's knowledge. In order to be considered a finalist for the position, candidates must successfully complete an on-site interview. Review of candidates will start on November 2, 2001 and will continue until the position is filled. This position begins on July 1, 2002. Salary and benefits are competitive based on experience.

Send nominations and applications to: Human Resource Services, CAS Dean Search, c/o Christopher Fiorentino/ Maureen Knabb, West Chester University, 201 Carter Drive, West Chester, PA 19383, fax to (610) 436-3464 or e-mail search@wcupa.edu. For additional information, candidates may also contact our search consultant, Dr. Jean Dowdall at A.T. Kearney Executive Search, 333 John Carlyle Street, Alexandria, VA 22314. She, and her associate Rob Carney, can be reached by telephone at (703) 739-4635, by fax at (703) 518-1733, or by email to jean.dowdall@atkearney.com or rob.carney@atkearney.com.

West Chester University is an Affirmative Action/Equal Opportunity Employer and actively seeks and encourages applications from women, minorities, and persons with disabilities. Further information about the position and the institution can be found on our web site http://www.wcupa.edu/

CCBC
The Community College
of Baltimore County

National Bellwether Award Winner **A Vanguard Learning College**

The Community College of Baltimore County is recruiting for the following faculty positions.

Position Title	Discipline	Closing Date	Vacancy Number
Computer Science Faculty	**Science, Mathematics/Information Technology**	**Open**	**(2001/178)**
Mathematics Faculty	**Science, Mathematics/Information Technology**	**Open**	**(2001/179, 2001/180)**

For more details please refer to the CCBC Web site:

www.ccbc.cc.md.us

UWM

UNIVERSITY of WISCONSIN

MILWAUKEE

DIRECTOR OF AFFIRMATIVE ACTION

The University of Wisconsin-Milwaukee seeks nominations and applications for the position of Director of Affirmative Action.

The Director's duties include responsibility for investigation of internal complaints regarding discrimination and harassment. The Director is also responsible for the development and maintenance of the University's Affirmative Action Plan.

Screening of all candidates will begin October 15, 2001, and continue until a qualified candidate is chosen. Salary is competitive, dependent on qualifications. Please send a letter of application, resume, and names and addresses of five current references to (candidates may email application materials to milbran2@uwm.edu):

Chair, Director of Affirmative Action Screening Committee
Office of the Vice Chancellor
University of Wisconsin-Milwaukee
P. O. Box 413
Milwaukee, WI 53201-0413
Phone: 414.229.5923
FAX: 414.229.5592
WEB: http://www.uwm.edu/Dept/Acad_Aff/hotnews.html

A detailed description of the duties and qualifications are available on the web or by contacting our office at the above address. For more information about UWM visit our Home Web site at: http://www.uwm.edu.

UWM is committed to diversity and equality in education and employment. We particularly encourage applications/nominations from individuals who would enhance and diversify our workforce.

AMHERST COLLEGE

FACULTY POSITION

Assistant Professor

Latin American History

Amherst College announces a search for a full-time tenure track position in the Department of History.

Amherst College is a private undergraduate liberal arts college for men and women, with 1600 students and 165 faculty. Located in the Connecticut River Valley of western Massachusetts, Amherst participates with Hampshire, Mount Holyoke, and Smith Colleges and the University of Massachusetts in the Five-College Consortium. Candidates should have a strong commitment to undergraduate and interdisciplinary teaching in a liberal arts context and a well-articulated plan for sustained research. Additional information on faculty openings at the College can be found on the following web-site: http://www.amherst.edu/~deanfac/facultypositions.htm.

History Department. Assistant Professor. Latin American History. Teach two courses per semester including both general and specialized courses in Latin American history, and direct senior theses in Latin American fields. Strong commitment to undergraduate teaching is expected and completion of the requirements for the Ph.D. degree by August 2002 is required.

Send application letter, CV, a short writing sample, and three letters of recommendation [illegible] **Ms. Rhea Cabin, Department of History, Amherst College, P.O. Box 5000, Amherst, MA 01002-5000**. Review of applications will begin on **November 16, 2001**.

Amherst College is an Equal Opportunity/Affirmative Action employer and encourages women, minorities and persons with disabilities to apply.

Salisbury
UNIVERSITY

Salisbury, Maryland

President Janet Dudley-Eshbach and Provost David Buchanan invite nominations and applications from outstanding candidates to join a fresh and energized administration at Salisbury University, an exceptional public, regional, comprehensive institution poised to grow in size and programmatic structure.

Founded in 1925, Salisbury University is located on Maryland's scenic Lower Eastern Shore between the Atlantic Ocean beaches and the Chesapeake Bay, 2-3 hours from Washington, Baltimore, Philadelphia and Norfolk. Part of the University System of Maryland, SU currently offers 44 bachelor's and master's degrees in the liberal arts, science and technology, education, allied health, social work, and business disciplines. All four SU schools are endowed. For four consecutive years, SU has been cited nationally as one of the top 10 public, regional universities in the North by U.S. News & World Report and also has been recognized by the Princeton Review and Kiplinger's magazine. With a student population of 6,670, SU has a full-time faculty of 290, an annual operating budget of approximately $79 million, and annual contract and grant revenues of approximately $4.5 million.

This is an outstanding opportunity to be part of a dynamic University academic team. Applicants should provide evidence of successful academic and administrative experience, such as department chair, program director, and/or associate dean or dean. Minimum requirements include a terminal degree in one of the disciplines within the respective school (MLS in the case of Library Dean). Salaries are competitive and tenure within the home department may be available. Appointments begin July 1, 2002.

Dean, Fulton School of Liberal Arts

Chief academic and administrative officer of a school of 112 full-time faculty in 10 departments in the arts, humanities and social sciences with 1,700 majors. Seeking a leader who works collaboratively and is a strong advocate for the liberal arts in the University and broader community. Review of credentials begins November 2, 2001 and continues until the position is filled.

Dean, Perdue School of Business

Chief academic and administrative officer of a school of 37 full-time faculty in 4 departments with 1,300 majors. Seeking a leader with demonstrated performance and leadership in academia; additional experience in business or government a plus. Maintaining AACSB accreditation for undergraduate and graduate programs is a priority. Review of credentials begins immediately and continues until position is filled.

Dean, Seidel School of Education and Professional Studies

Chief academic and administrative officer of a school of 43 full-time faculty in departments of Education, Physical Education and Social Work totaling 1,400 majors. Maintaining school accreditations in CSWE, CAAHEP, and NCATE is a priority. Review of credentials begins November 2, 2001 and continues until position is filled.

Dean, Libraries and Instructional Resources

Responsible for supporting the collection and dissemination of academic information on campus and the administrative management of Blackwell Library, the Nabb Research Center, and the Teaching-Learning Network. Minimum qualifications: MLS degree from an ALA accredited program or foreign equivalent; demonstrated administrative experience in college librarianship including personnel and budget and superior leadership. Review of credentials begins November 2, 2001 and continues until position is filled.

For full job announcements and application requirements, visit our Web site at:

http://www.salisbury.edu/hr/Jobs/

Salisbury University is committed to employment equity and diversity in the workplace. Our employment goals are to create a workforce from a variety of backgrounds and experience that will strengthen the values of a diverse university community. It is the policy of this institution to provide equal employment and educational opportunities without regard to race, color, religion, national origin, gender, age, marital status, handicap, or sexual orientation. Salisbury University is an Affirmative Action/ Equal Opportunity employer.

MILLERSVILLE UNIVERSITY

ENGLISH DEPARTMENT

Millersville University, a comprehensive, student-centered institution, is highly regarded for its dedication to quality instruction, principles of diversity, and client services.

The University employs 550 staff and 350 full-time faculty, and has an honored history of providing excellent teacher education and a strong liberal arts curriculum in the arts, sciences, and humanities. It has received national recognition as a top regional public institution and is listed as one of the 100 best values in public higher education in the nation. Additional information about Millersville University can be found at www.millersville.edu

Rhetoric/Composition: Assistant Professor. Full-time, tenure-track beginning August 2002. Teach writing courses at introductory and advanced levels; possibly develop new courses in emergent fields of rhetoric/composition. Normal load is four courses per semester.

Required: Ph.D. or ABD in Rhetoric/Composition at advanced stage of dissertation (Ph.D. must be completed by 8/1/2002); dissertation and publications and/or conference presentations in field of specialization; must have taught a minimum of six sections of college-level writing; successful interview and teaching demonstration.

Full consideration will be given to applications received by **11/1/01**. Send letter of application, curriculum vitae, copies of all graduate and undergraduate transcripts, and three current letters of recommendation to:

Dr. Kenneth Shields, Chair
English Dept./HI1008B
Millersville University, P.O. Box 1002
Millersville, PA 17551-0302

An EO/AA Institution

Our Lady of the Lake University

PRESIDENTIAL SEARCH

The Board of Trustees and the Search Committee at Our Lady of the Lake University announce their search for a new president, to assume office in the summer of 2002. Review of applications will begin in October 2001.

Our Lady of the Lake University is a private, Catholic, coeducational, liberal arts institution enrolling more than 3,500 students in 57 undergraduate, 37 master's and two doctoral degree programs through its College of Arts and Sciences, School of Business, School of Education and Clinical Studies, and Worden School of Social Service. Classes are offered in the daytime and evening on the San Antonio campus, and through the Weekend College program in San Antonio, Houston and Dallas. Accredited by the Southern Association of Colleges and Schools, Our Lady of the Lake University is located in San Antonio, Texas, one of the nation's ten largest cities. The university is proud of its service to others, its tradition of academic excellence, and its commitment to a highly diverse student population.

For more information on our Lady of the Lake University and a position prospectus, please visit www.ollusa.edu. Nominations and expressions of interest will be treated in confidence and should be sent to:

Presidential Search Committee
Mr. Mike Edelmann, Chair
P.O. Box 28549
San Antonio, TX 78228

Applications should consist of a curriculum vitae and a cover letter addressing the criteria. The search committee is being assisted by Dr. Patricia T. van der Vorm (**ptv@academic-search.org**) and Dr. Alfredo G. de los Santos, Jr. (**delossantos@qwest.net**) with Academic Search Consultation Service at **(202) 332-4049**.

Our Lady of the Lake University is an equal opportunity employer.
Women and minority candidates are encouraged to apply.

Dallas County Community College District

PRESIDENT

NORTH LAKE COLLEGE

North Lake College, part of the seven college Dallas County Community College District, is seeking an experienced educator for the position of President. Opened in 1977, North Lake College occupies 276 wooded acres in the Las Colinas area of Irving, Texas and serves a student enrollment of approximately 8,000 credit students and 4000 non-credit students through a balanced offering of academic courses, technical and workforce development programs and personal growth opportunities. Staff include 71 full-time and 250 part-time faculty, 170 full-time professional support staff and 49 administrators.

The president is responsible for the overall operation of the college with an estimated annual budget of $26M. This position reports directly to the chancellor.

Experience

Earned Doctorate required. Five years of administrative experience required, including three years upper level administrative experience in a community college/university environment. Two years of teaching experience. Demonstrated understanding of current issues in higher education and the potential for impact in all areas of a complex and expanding multi-cultural environment. Proven ability to provide student-centered leadership in developing internal consensus and external partnerships. An understanding of technology and its impact on the learning process. Proven history of commitment to the values of promoting and enhancing diversity. Excellent interpersonal, oral and written communication skills.

Application Process

To be considered a candidate for this position, the following materials must be submitted:

1. A completed and signed DCCCD employment application form. (Position #070109061)
2. A letter of application that includes how you meet the elements of the President's job description and how your background and experience have prepared you to succeed in meeting future challenges for North Lake College.
3. A detailed resume that summarizes educational preparation and professional experience for the position.
4. Academic transcripts (unofficial transcripts are acceptable at this time). If invited for an interview, official transcripts are required prior to interview.
5. Criminal background check required prior to employment.
6. Applicant is responsible for ensuring that the application materials are complete by the due date in order to be considered.
7. Incomplete application packages will not be considered.
8. All materials submitted becomes the property of Dallas County Community College District.
9. Deadline for original application and other required materials is 5:00 p.m. CST on Friday, October 26, 2001, in the office of the:

Executive Director of Human Resources
Susan H. Hall
Dallas County Community College District
701 Elm Street
Dallas, TX 75202

For more information or to request an application packet call or e-mail Susan Hall at **(214) 860-2666** - **shall@dcccd.edu**

The Dallas County Community College District is an Equal Opportunity Affirmative Action Employer

ROGER WILLIAMS
UNIVERSITY

PROVOST AND SENIOR VICE PRESIDENT

At the direction of its new president, Dr. Roy J. Nirschel and with the support of the Board of Trustees, Roger Williams University invites applications and nominations for the position of Provost and Senior Vice President. The Provost/Senior Vice President is the chief academic officer, second in rank to the President, and serves in the President's absence. Chief among the Provost/Senior Vice President's responsibilities are: the provision of intellectual vision and strong academic leadership; ongoing assessment of teaching and learning; development of high quality undergraduate and graduate programs; budgeting and management; review of tenure policies; and support of excellence in teaching, scholarship and research. The successful candidate will serve as a member of the President's cabinet and play a leadership role in the university-wide strategic planning process designed to refine the mission of the university, assess enrollment and retention strategies, develop an integrated marketing and communication program, and grow resources from philanthropy and extramural funding.

Qualifications

- at least ten years' progressive experience in higher education administration at the level of provost, associate/assistant provost, or dean preferably at an independent, comprehensive institution that offers both undergraduate and graduate programs
- demonstrated effectiveness in human and fiscal management as well as academic planning
- demonstrated experience in graduate program development; professional and regional accreditation processes; faculty development, including the generation of research-based grants; outcomes assessment of teaching and learning; the implementation and administration of collective bargaining agreements
- evidence of effective leadership, management, interpersonal and communication skills
- articulated commitment to diversity
- knowledge of higher education issues
- knowledge of information technology, especially as it relates to teaching
- familiarity with federal grant support and contracts
- an earned Ph.D. from an accredited institution of higher learning and a record of distinguished scholarship appropriate to appointment as full professor in the candidate's discipline

The University

Located on 140 waterfront acres in the historic seaport town of Bristol, RI, Roger Williams University merges the traditional with the innovative to create an academic environment that draws exceptional educators from the United States and around the world. One of the fastest growing liberal arts institutions in the nation, Roger Williams University enrolls 3,100 undergraduates, 625 graduate students, and 860 continuing education students in both traditional and professional programs.

A private, independent, coeducational institution, the University offers a wide range of liberal arts, science and professional studies through its eight colleges and schools: The Feinstein College of Arts and Sciences; The School of Architecture, Art and Historic Preservation; The Gabelli School of Business; The School of Education; The School of Engineering, Computing and Construction Management; The Ralph R. Papitto School of Law; The School of Justice Studies; and the University College for Continuing Education located in our Metropolitan Center in the city of Providence. Additional information is available at www.rwu.edu.

Application Process

Inquiries and nominations may be directed to Roy J. Nirschel, PhD, President. All nominations and candidacies will be held in confidence.

Interested candidates should submit a letter of interest; current curriculum vitae; copies of transcripts; at least five references (that may include trustees, senior administrators and faculty; name, institution, address and phone number must be provided). These materials must be sent to: ***The Office of Human Resources, Ref# HO92, One Old Ferry Road, Bristol, RI 02809-2921.***

An Equal Opportunity/Affirmative Action/Americans with Disabilities Act employer with a strong commitment to diversity. Roger Williams University does not discriminate on the basis of gender, handicap, race, age, color, sexual orientation, political affiliation, marital status, national origin, or religion. We encourage all qualified men and women to apply.

www.rwu.edu

THE COLLEGE OF WOOSTER

1189 Beall Avenue
Wooster, OH 44691-2363

Tenure-Track Positions

Economics - Business
Economics
French
Psychology
Religious Studies

Visiting Positions

Biology - spring 2002
Spanish - multi-year
Spanish - 2-semester

See full descriptions at: http://www.wooster.edu/oncampus/empopp.html. Choose "Job Postings from the Five Colleges of Ohio" to locate the description or call or e-mail Linda Farmer 330-263-2133 or lfarmer@wooster.edu

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COLBY COLLEGE

EAST ASIAN POLITICS

The Department of Government of Colby College invites applications for a tenure-track position in East Asian politics, commencing September 1, 2002. The normal teaching load at Colby is five courses per year, divided among the two traditional semesters and a month-long January term. One of the courses taught will be an introduction to international relations; other courses will be suggested and designed by the successful applicant. The appointee will be part of the faculty of the East Asian Studies program as well as a member of the Department of Government.

Candidates should submit a letter of application, a resume, three letters of reference, relevant graduate transcripts, teaching evaluations, and a sample of written work to:

Professor L. Sandy Maisel, Chair,
Department of Government, Colby College
Waterville, ME 04901.

Review of applications will begin immediately and will continue until the position is filled.

Colby College is an EEO/AA employer.

Applications and nominations of women and minorities who would enrich the diversity of the campus community are strongly encouraged.

For more information about the College, please visit the Colby web site at **www.colby.edu**

UNIVERSITY OF FLORIDA

ASSOCIATE VICE PRESIDENT FOR ADMINISTRATIVE AFFAIRS

The University of Florida is recruiting an Associate Vice President for Administrative Affairs. The University of Florida is a comprehensive land-grant university recognized by the Association of American Universities, of which it is a member, as one of the nation's leading institutions in the areas of graduate education and research. UF is one of the nation's largest universities, enrolling 46,000 students annually. As one of the largest employers in North Central Florida, the university has an annual operating budget of $1.8 billion and is employer to almost 12,000 faculty and staff members.

The Associate Vice President assists the Vice President for Administrative Affairs who is the Chief Fiscal and Business Officer of the university. The Office of Administrative Affairs is directly responsible for administering a $125 million budget. The Associate Vice President assists the Vice President for Administrative Affairs by representing the university on financial and administrative issues to the representatives of state government and other universities. The Associate Vice President may assist the Vice President in supervising the Divisions of Finance & Accounting, Personnel Services, Small and Minority Business Affairs, Information Systems, Physical Plant, Environmental Health & Safety, Purchasing, UF Facilities Planning & Construction, Operations Analysis, University Police Department, O'Connell Center (sports/entertainment arena), and Business Services, which includes certain auxiliary enterprises such as bookstore and parking. The Associate Vice President represents the Office of Administrative Affairs by serving on numerous university committees.

Minimum qualifications: A master's degree in finance, accounting, management, engineering or related field and seven years of appropriate experience or a bachelor's degree in same and nine years of appropriate experience.

Preferred qualifications: At least ten years of successful experience in financial and administrative management in higher education at a major institution or a commensurate position in the private sector is required. The Associate Vice President must demonstrate strong management and leadership skills, show evidence of ability to communicate effectively, both internally and with a variety of external constituencies, and understand the role of administrative services within a complex research university environment. Experience in the planning and analysis of institutional policies and strategies is essential.

Salary: Negotiable, commensurate with qualifications and experience.

Application deadline: Initial review of resumes will begin on October 26, 2001.

Application procedures: Send a cover letter, resume, and list of three references to:

Melissa Curry, University Personnel Services
University of Florida
PO Box 115002
Gainesville, FL 32611-5002
Fax: (352) 392-7094
E-mail: melissa-curry@ufl.edu
(only MS Word or text documents may be e-mailed)

For more information, please visit the Administrative Affairs web site: www.admin.ufl.edu and the University of Florida's web site: www.ufl.edu. If an accommodation due to a disability is needed to apply for this position, please call **(352) 392-4621** or the Florida Relay System at **1-800-955-8771 (TDD)**.

AA/EA/EEO Employer.

University of Akron Director of Admissions

The University of Akron is a public, four-year, comprehensive teaching and research institution located in the heart of Akron, Ohio. Founded in 1870, the University enrolls approximately 19,000 undergraduate and 4,000 graduate and professional students. The University offers over 200 majors and areas of study leading to associate and bachelor's degrees, and over 100 programs of study leading to master's, doctoral, and professional degrees. A $200 million commitment to expand facilities, support teaching, and promote research opportunities characterizes this innovative institution. Outstanding educational, cultural, and recreational resources are readily available to the nearly 800,000 residents of Akron and the surrounding area.

The Position

Reporting to the Associate Vice President for Enrollment Services, the Director is responsible for developing and implementing a comprehensive strategic recruitment and admission plan for the University. The Director manages the daily operations of the admissions office, including developing and assessing all marketing, publications, and recruitment programs, training and supervising staff, managing the department's budget, and utilizing information technology to support admissions. Additionally, the Director oversees the collection and analysis of admissions-related data and works collaboratively with the academic colleges and senior administrators.

Qualifications

The successful candidate will possess a graduate degree and supervisory management experience in the field of admissions, and will have knowledge of current recruitment and marketing trends, a commitment to strategic planning, skills in planning and assessing program initiatives, and experience in the effective use of technology and institutional research. Excellent oral and written communication skills, creativity and a high level of energy are expected. Data modeling and data analysis skills are necessary. An understanding of the role and mission of a metropolitan university and a commitment to enhancing campus diversity is essential.

Application and Nomination

Review of applications will begin on October 26, 2001 and will continue until the position is filled. Nominations of individuals for this position may be made to The Spelman & Johnson Group as indicated below. A resume, with an accompanying cover letter, may be submitted by e-mail attachment to **mail@spelmanandjohnson.com** or on-line at **www.spelmanandjohnson.com**. If you are unable to submit materials electronically, please mail a resume and cover letter to:

The Spelman & Johnson Group
Akron – Admission (HISP)
Martha H. Smiles, Search Associate
38 Mulberry Street, Box 304, Leeds, MA 01053
Phone: 413-584-7089

THE SPELMAN & JOHNSON GROUP

Visit the University of Akron's website at www.uakron.edu

The University of Akron is an equal opportunity/affirmative action employer.

THE UNIVERSITY OF
SCRANTON
A JESUIT UNIVERSITY

The University of Scranton announces the availability of three tenure track positions in the Department of Education. The positions, available at the rank of assistant or associate professor, depending upon qualifications, have a starting date for the fall semester of 2002. Review of the applications will begin on 15 November 2001 and continue until the positions are filled. Any application received subsequent of 15 November 2001 but before the position is filled will receive full consideration. Descriptions for each position follow:

- **Reading education - one position:** The search committee seeks a candidate with a Ph.D. or Ed.D. in reading education and with appropriate experience in basic education. The position entails teaching undergraduate and graduate courses in reading and supervising the reading clinic.
- **Secondary education - two positions:** The search committee seeks individuals with a Ph.D. or Ed.D. to teach undergraduate and graduate courses in the secondary education program. The positions entail teaching f foundation courses and supervising student teachers. One position also entails teaching special methods in English, while the other entails teaching special methods in social studies.

Qualifications for these positions include a Ph.D. or Ed.D., as noted above, from a regionally accredited institution; an articulated research focus; significant and appropriate experience in basic education; and possession of or eligibility for a Pennsylvania teaching certificate.

The Department of Education at The University of Scranton offers a range of degrees and certifications through undergraduate and graduate (Master's level) programs, is identified by *Yahoo! Internet Life Magazine* as one of the "100 Most Wired" institutions and it is accredited by NCATE and approved by the Pennsylvania Department of Education. The Department is a part of the Panuska College of Professional Studies, one of five colleges at the University. The University of Scranton, one of 28 Jesuit colleges and Universities in the United States, currently has students from over 30 states and over 30 foreign countries, and it is consistently cited for excellence in *U.S. News and World Report*. The University offers a competitive salary and attractive package of benefits. Located in the historic Pocono northeast region of Pennsylvania, the University is close to sporting and recreation areas, and it is within a three-hour drive from New York City and Philadelphia.

The University of Scranton is, by tradition and choice, a Catholic and Jesuit university. The successful candidate will have an understanding of and commitment to the goals of Jesuit education. A statement of our mission may be found at http://www.uofs.edu/admin/mission/html. Applicants should send a letter of application, a current curriculum vitae, and three letters of recommendations with current phone numbers of referees, to either the **Chair of the Reading Education Search Committee or the Chair of the Secondary Education Committee, Department of Education, McGurrin Hall, University of Scranton, Scranton, PA 18510-4603. (FAX: 570- 941-5515.) Applicants for the secondary education positions should specify the position for which they are applying.** Details regarding The University and the community may be found at www.scranton.edu. *The University of Scranton is an EOE/Affirmative Action Employer/Educator.*

MIAMI

MIAMI UNIVERSITY OXFORD OHIO

Miami University (Oxford, Ohio) invites applications for tenure track faculty positions in various departments in the College of Arts and Science, as listed below. Please refer to the websites indicated or contact the appropriate individuals for a detailed job description. *EOE*

Chemistry and Biochemistry: (1) Inorganic Chemistry, (2) Analytical or Physical Chemistry. **[http://www.muohio.edu/~chmcwis/]**

English: (1) Associate/Full Professor, Composition and Rhetoric, (2) Associate Professor and Director of College Composition, and possible (3) Twentieth-Century British and Postcolonial Literatures, (4) Creative Writing: Fiction, (5) Joint appointment in English/Women's Studies, any literary period or genre. **[http://www.muohio.edu/~engcwis/]**

Geography: (1) Physical/Environmental Geography, (2) Urban Social/Economic Geography (one of two subject to final university authorization) **[http://www.muohio.edu/geography]**

Geology: Geomorphology **[http://www.muohio.edu/geology]**

History: Intellectual/cultural history of Russia **[http://www.muohio.edu/history/ad.html]**

Mathematics and Statistics: (1) Applied Mathematics, (2) Mathematics Education **[http://unixgen.muohio.edu/~MathStat/index.html]**

Physics: Experimental Physicist **[http://www.muohio.edu/physics]**

Political Science: Public law and a complementary field.
Contact **Prof. Ryan J. Barilleaux (513/529-2000)** or **barillrj@muohio.edu**

Psychology: Cognitive Psychology **[http://MiaVX1.MUOhio.Edu/~PSYCWIS/]**

Spanish: (1) 20th Century Peninsular, possible (2) Medieval Peninsular, (3) Poetry. **[http://www.muohio.edu/~spocwis/position_announce.html]**

AUBURN UNIVERSITY

ASSISTANT PROFESSOR OF ENGLISH

The Department of English at Auburn University, located in Auburn, Alabama, invites applications for a tenure-track position as an Assistant Professor in British Romantic literature with an emphasis in poetry, to begin Fall semester 2002. *Women and minorities are encouraged to apply.*

The teaching load is 3-2, with assignments in upper-division and graduate literature courses as well as teaching in the core curriculum (either freshman composition or sophomore world literature).

Required qualifications include a PhD in English by the August 16, 2002 starting date (ABDs may be considered; however, appointment to the tenure-track position at the rank of Assistant Professor requires the PhD); experience teaching English at the college or university level; graduate course work, a dissertation and/or other evidence of academic preparation in the area of British Romantic literature; evidence of potential for successful research, publication, and other scholarly/professional activities; evidence of potential for successful teaching in undergraduate and graduate courses in Romantic literature; interest and/or experience in teaching core curriculum courses in freshman composition and/or sophomore literature (especially world literature); and good potential as a colleague for taking part in the life and work of the department.

Desirable qualifications include broad knowledge of Romanticism in the cultural and historical context of the period and in the larger history of British literature; and in-depth knowledge, with appropriate theoretical and critical foundations, in some aspect of the literature of the period.

With approximately 22,000 students, Auburn University is the largest comprehensive research university in Alabama. It is located in a small, attractive college town in the east central part of the state, conveniently near Montgomery, Birmingham, and Atlanta. The Department of English, which is the largest in the College of Liberal Arts, offers the BA, MA, MTPC (Master of Technical and Professional Communication), and PhD. Additional information is available on the department's web site at **www.auburn.edu/english**.

Send letter of application and vita postmarked by November 9 to **George Crandell, Head, Department of English, 9030 Haley Center, Auburn University, Auburn, AL 36849-5203.** Applications will be acknowledged by a department letter. Review of applications will begin by November 15, 2001.

Auburn University is an Affirmative Action/Equal Opportunity Employer.

http://www.auburn.edu/

PENNSTATE

Capital College

Serving the historically rich, diverse, and economically vibrant central Pennsylvania region, including the capital city of Harrisburg, Penn State's two-campus Capital College (Harrisburg and Schuylkill Haven) boasts an impressive reputation for excellence in teaching, research, and community service. Capital College delivers 6 associate, 27 baccalaureate, 19 master's, and 2 doctoral programs. Extensive growth in the College's facilities, including new libraries at each campus, matches the dynamic aspect of its interdisciplinary academic programs. For a detailed description of the College, visit www.hbg.psu.edu and www.sl.psu.edu.

The Capital College is seeking highly qualified applicants for the following tenure-track positions. All positions are effective Fall 2002 unless otherwise indicated.

SCHOOL OF BUSINESS ADMINISTRATION

Assistant/Associate Professor positions in Information Systems/Information Sciences and Technology (Harrisburg and Schuylkill) - Doctorate in Information Systems/Computer Science, or related area. Preference given to the following areas: telecommunication, programming languages, software engineering and e-commerce.
Assistant/Associate Professor of Professional Accountancy (Harrisburg) - Doctorate in Accounting from an AACSB-accredited school. Professional certification (CMA, CPA, or equivalent) as well as relevant prior teaching, research and professional work experience are preferred. Responsibilities: Teach primarily in financial accounting. The ability to teach in second area of accounting is desirable.
Assistant Professor of Management (Harrisburg) - Doctorate in human resource management or a related field from a regionally accredited college/university. Teach primarily in human resource management. Interest in business and society is desirable.

SCHOOL OF HUMANITIES

Assistant Professor of American Studies and African American Studies (Harrisburg) - Ph.D. required, American Studies preferred. Program is expanding its undergraduate and graduate course offerings in race, gender, and the African-American experience. Teaching the School of Humanities core curriculum is essential. A teaching and research area in women of color is desirable.
Assistant Professor of Humanities and Writing (Schuylkill) - Teach first/second year rhetoric and composition classes at Schuylkill; opportunity to teach advanced and graduate courses at Harrisburg. Expertise in one or more areas desirable: basic writing, computer-enhanced writing pedagogy, ESL, and writing across the curriculum. Ability to teach Humanities core courses essential. Ph.D. in English with specialization in Rhetoric and Composition, 2-4 years college teaching experience.

SCHOOL OF PUBLIC AFFAIRS

Assistant Professor of Public Policy - Ph.D. in political science; commitment to interdisciplinary studies. Teaching responsibilities include some combination of: American government, constitutional law, civil liberties, public opinion, voting behavior, research methods, public policy analysis.

SCHOOL OF SCIENCE, ENGINEERING AND TECHNOLOGY

Assistant/Associate Professor positions in Computer Science (Harrisburg) - beginning January 2002 and August 2002. Ph.D. in computer science or closely related area. Experience and research interests in database, programming languages, software engineering/software design, computer architecture, operating systems, genetic algorithms, artificial intelligence, or computer graphics is desired.
Assistant/Associate Professor in Mechanical Engineering Technology (Harrisburg) - Ph.D. in mechanical or manufacturing engineering or very closely related discipline and three years relevant U.S. professional experience. Should have strong background in manufacturing, machine design and engineering design with expertise in computer applications in design and manufacturing.

Candidates will be evaluated on teaching and professional experience. Ph.D. required for tenure-track appointment, ABD will be considered. Salaries competitive. In addition to teaching responsibilities in undergraduate and graduate programs, tenure-track faculty are expected to pursue scholarly research and publication in refereed journals, participate in curricular development, and University and professional service activities, as well as advise undergraduate and graduate students and serve on graduate level degree committees. Teaching at all college locations may be expected. Additional information on these positions may be found at http://www.hbg.psu.edu/hbg/positions/.

Send letter of application indicating for which position you are applying, current curriculum vitae, and the names, addresses and phone numbers of at least three references to: **Chair, Faculty Search Committee (indicate position title), c/o Mrs. Dorothy J. Guy, Director of Human Resources, Penn State Capital College, Box HSP, 777 West Harrisburg Pike, Middletown, PA 17057-4898.** Review of applications will begin immediately and continue until the positions are filled. *Penn State is committed to affirmative action, equal opportunity, and the diversity of its workforce.*

ALLAN HANCOCK COLLEGE

FOUNDATION EXECUTIVE DIRECTOR

We are searching for a highly skilled, creative, and energetic administrator with a passion to seek community support for student success and educational excellence. The successful candidate will lead a dynamic foundation with a highly respected board of directors. Positive community relations and a caring faculty and staff serving over 16,000 credit and noncredit students create the ideal environment for advancing education.

Allan Hancock College is a comprehensive public community college that maintains a 105-acre main campus and three satellite centers, including the newly opened Lompoc Valley Center. We are situated on the California Central Coast, midway between Los Angeles and San Francisco, in a beautiful region of vineyards, farmland, mountains, sunny beaches, and crisp, clear air. It is an ideal location for quality - and affordable - living. Our district serves the communities of Santa Maria, Santa Ynez, Lompoc, Guadalupe and Vandenberg Air Force Base, among others.

You will find that the college is noted for its student focus, innovative approaches, and breadth of opportunity. Serving the region since 1920, the college is a treasured asset of the community due to the cultural, educational, and economic development opportunities it provides.

To join us, submit a district application and supporting documents by 10/26/01. For an application and qualifications profile contact:

Human Resources, Bldg. U
Allan Hancock College • 800 S. College Drive
Santa Maria, CA 93454-6399
www.hancockcollege.org
(805) 922-6966, ext. 3722
FAX (805) 922-9196

ALLAN
HANCOCK
COLLEGE

EEO/AA Employer

Academic Advising

California State University, Fresno invites applications for the position of Director of Advising Services. The director will be responsible for providing visionary leadership for the coordination of campus undergraduate academic advising. Master's degree required; Doctorate desirable. Applications received by November 2, 2001, will receive full consideration.

For a complete description, visit us on the Web at **http://www.csufresno.edu.**

UNIVERSITY OF WASHINGTON-BOTHELL

Two Assistant Professor positions: Psychology and Sociology, Interdisciplinary Arts and Sciences, UW-Bothell. Interdisciplinary teacher/scholars exploring the interconnections between psychology and culture or sociology and culture. Ph.D. in any relevant discipline, including Psychology, Sociology, Ethnic Studies, Women's Studies, and at least 2 years of teaching experience. Preferred deadline is **October 26, 2001.** For more information about the campus, the program, and how to apply, see :

http://www.bothell.washinton.edu/IAS.

PROFESSIONAL POSITIONS

CLINTON COMMUNITY COLLEGE
PLATTSBURGH, NEW YORK

Join forward-thinking, dynamic faculty and staff at Clinton Community College, a progressive community college located in Northern New York on Lake Champlain, with a panoramic view of the Green Mountains of Vermont and the Adirondack Mountains of New York. The College, a member of the State University of New York System, enrolls 1,200+ FTE students and awards associate degrees in career oriented and liberal arts/sciences programs of study. The College announces the following anticipated full-time, professional positions available immediately:

STUDENT SUPPORT SERVICES CAREER & TRANSFER ADVISOR

The Career and Transfer Advisor performs a variety of student service related activities to help insure student success and retention, including advisement, transfer counseling, conducting career planning/job search skills workshops and graduate surveys for tracking and assessment purposes. The successful candidate shall possess a master's degree in counseling, student personnel services or business related area. A minimum of two years previous related experience, preferably in an academic setting is preferred. The salary range of $28,000 - $33,000 is complemented by an excellent benefits package.

STUDENT SUPPORT SERVICES RETENTION COUNSELOR

The Retention Counselor shall promote student success and retention by providing advisement, transition, and counseling support to students. The Counselor is responsible for the development and implementation of a retention plan in accordance with the College's strategic plan, shall coordinate and track various initiatives for assessment and outcome reporting. The successful candidate shall possess excellent communication & presentation skills, including proficiency in computer-based presentations, data collection and analysis. Preference will be given to candidate with a master's degree in counseling, social work, or related field and previous experience in a community college setting. A bachelor's degree in a related field and previous experience are required. The salary range of $24,670 - $27,000 is complemented by an excellent benefits package.

SIGN LANGUAGE INTERPRETER/EDUCATION SPECIALIST

The Sign Language Interpreter will assist hearing-impaired students through the use of sign language interpreting in all classes and tutoring sessions, including higher level math and technology coursework, graduation ceremonies, special events and meetings, as needed. The Specialist will also work with the Academic Assistance Center staff to provide accommodative services to all students with disabilities. Training in education or related field with strong proficiency and experience in American Sign Language (ASL) required. Certification and/or membership in the National Registry of Interpreters of the Deaf (RID), experience in signing in an educational setting, and previous teaching and tutoring experience is preferred. Competitive salary complemented by an excellent benefits package.

HELP DESK COORDINATOR

The Help Desk Coordinator shall provide technical issues support for all college network, mainframe, and PC operations; and shall act as primary contact for all hardware and application system problems. The successful candidate shall possess an Associate's degree in Computer Science with 3 years information services experience or a Bachelor's degree in Computer Science with 1 year information services experience. Proficiency in word processing, spreadsheets, database management, Internet, and presentation application software required. The starting salary of $27,000 is complemented by an excellent benefits package.

WEB COORDINATOR

The Web Coordinator shall coordinate and enhance the College's presence on the World Wide Web by working closing with the College Relations Officer to ensure content, design and interactivity between the college and external constituents in alignment with marketing goals and strategic initiatives. The Coordinator shall serve as an advocate for communication technologies on campus, and provide training and technical guidance to faculty and staff to assist them in the production and effective use of their web pages. The successful candidate shall possess a bachelor's degree or equivalent in computer technology, graphic design or a related field, and excellent communication, graphic, and collaboration skills. Serious consideration will be given to applicants with a minimum of two years experience in web design and functionality, HTML authoring, image editing, and page layout software. Previous experience in an academic environment is desirable. The starting salary of $30,000 is complemented by an excellent benefits package.

TENURE-TRACK FACULTY POSITION
COMPUTER INFORMATION SYSTEMS

The CIS faculty member will teach 15-16 credit hours per semester, conduct scheduled office hours for student conferences and advisement, and participate on college committees as assigned. The successful candidate shall possess a master's degree in computer science or a closely related technical field and have previous experience and expertise in such areas as computer programming, computer hardware, computer networking and/or operating systems. Computer certification in Microsoft, A+, or Cisco systems and teaching experience is preferred. Salary range commensurate with experience is $40,000 - $45,000, and is complemented by an excellent benefits package.

MEDICAL LABORATORY TECHNICIAN (MLT) PROGRAM COORDINATOR

The MLT Program Coordinator will teach and administer a nationally certified MLT Program. Responsibilities include academic advising, committee assignments, organization of periodic reviews, continued development, recruitment, and general effectiveness of program. National certification (ASCP or NCA) as a medical technologist, a master's degree, three years of clinical experience in medical technology, and current accreditation and certification procedures, curriculum development, histotechnology, computers and teaching preferred. The $40,000 starting salary for this anticipated opening is complemented by an excellent benefits package.

Applicants who do not meet the minimum qualifications as stated are encouraged to put in writing precisely how their background and experience have prepared them for the responsibilities of this position and by providing appropriate references. Exceptions to the degree requirements may be made for compelling reasons.

Submissions accepted until positions filled. Send letter of interest, resume, unofficial transcript, and the name, address and phone number of three references to:

Human Resources Officer
Clinton Community College
136 Clinton Point Drive, Plattsburgh, New York 12901

Clinton Community College, a member of the State University of New York System, is an Equal Opportunity/Affirmative Action employer andcomplies with ADA requirements.

http://clintoncc.suny.edu

SUMMER 2002

Center For International Studies

BUENOS AIRES - ARGENTINA

Scholarship Program for Teachers, Counselors & School Administrators

Three weeks of intensive Spanish language study from **June 26** to **July 16, 2002**, at the Center for International Studies in Buenos Aires, Argentina.

Includes: round trip airfare, instruction, three meals a day and room accommodations.
From: $1,999.

For information, **Write or Fax** your request to:

Center for
International Studies
42-32 De Bruin Drive
P.O. Box 451
Fair Lawn, NJ 07410-0451

Tel.: (201) 845-9744
FAX: (201) 368-0433

Also visit our Website:

www.StudyAbroad-Cisisa.org

TRUCKEE MEADOWS COMMUNITY COLLEGE

TMCC

Truckee Meadows Community College (TMCC), located in Reno, Nevada, seeks to hire a President who will provide leadership to meet the following challenges and opportunities for the institution, students, faculty, staff and community:

- To promote the college and build strong partnerships with business, industry, and local government.
- To address the significant demographic changes by developing programs and services to meet the needs of a growing ethnic and racially diverse community.
- To strengthen the position of TMCC as a comprehensive community college in the University and Community College System of Nevada (UCCSN) by cultivating effective relationships with other UCCSN presidents, the Chancellor and the Board of Regents and strengthening ties with its neighbor, the University of Nevada, Reno.
- To provide leadership with the development and implementation of campus capital projects.
- To strengthen the system of shared governance, institutional policies, and procedures.

PREFERRED QUALIFICATIONS: The next president of TMCC should have an earned doctorate from an accredited institution of higher education, and a successful record as a senior-level administrator at a community college. Candidates should have teaching experience in higher education and a proven record of building relationships with business and industry.

TO APPLY: Please submit materials including a letter of application not to exceed five pages, a current resume including an e-mail address and a reference list with the names and telephone numbers of eight references: three supervisors, two subordinates, a colleague, and two faculty members from your current or former institution. The review of materials will begin immediately and continue until the position is filled; however, applicants are encouraged to submit materials by January 18, 2001. For inquiries call Narcisa Polonio (202) 775-4667 x118 or email at npolonio@acct.org. Please submit application materials electronically to Susan Smee at ssmee@acct.org or mail materials to:

Dr. Narcisa A. Polonio
Director, Board Leadership Services
ACCT
1740 N Street, N.W.
Washington, D.C. 20036
202 775 4667 x118

Information is also available on the college web site at **www.tmcc.edu** and the ACCT site at www.acct.org.

The UCCSN is an Equal Opportunity/Affirmative Action Employer and employs only United States citizens and aliens authorized to work in the United States. An ACCT Search

TMCC
Dandini Campus, 7000 Dandini Bouldevard, Reno, Nevada 89512
Reno (Old) Town Mall Education Center, 4001 South Virginia Street, Reno, Nevada 89502
Tahoe Education Center, 916 Tahoe Boulevard, Incline Village, Nevada 89451
Technical Institute, Edison Campus, 475, Reno, Nevada 89502

VICE PRESIDENT FOR DEVELOPMENT

Princeton University invites applications and nominations for the position of Vice President for Development. The Vice President for Development is the University's chief fundraising officer and is responsible for overall leadership and strategic direction of the University's development activities.

Reporting to the President, the Vice President for Development will work closely with members of the senior staff, executive alumni leadership, members of the faculty, and the Board of Trustees in establishing institutional priorities and fundraising strategies to support the University's mission. The Vice President for Development oversees the work of the Offices of Annual Giving, Leadership Gifts, Principal Gifts, Corporate and Foundation Relations, Development Relations, Development Communications, Development Information Systems, and the Recording Secretary.

Candidates should have a strong record of executive-level leadership or management experience in development or a relevant field or profession and the demonstrated ability to work in a complex organization. The successful candidate will have a commitment to higher education and have a solid understanding of the intricacies of solicitation planning, execution and stewardship within higher education, excellent communication and interpersonal skills, excellent judgment, and a willingness to travel. Knowledge of the issues confronting Princeton University today and familiarity with its alumni activities, academic and research programs is beneficial.

Interested candidates should submit a letter and resume to **Thomas H. Wright, Vice President and Secretary, Princeton University, One Nassau Hall, Princeton, NJ 08544.** To ensure full consideration, materials should be received by November 16, 2001.

Princeton University
An equal opportunity employer.

EDUCATION

SOLANO
COMMUNITY COLLEGE

SOLANO COMMUNITY COLLEGE
located half-way between
San Francisco & Sacramento
invites applications for:

FACULTY

- **COUNSELOR (2 Positions)**
  Deadline Date: November 6, 2001
- **DSP COUNSELOR**
  Deadline Date Extended Until October 24, 2001

Conduct scheduled individual counseling sessions; and group counseling session. Teach counseling and guidance courses as assigned.

Salary: $41,086 - $62,408
Paid medical, dental, and vision for employee and dependents

PART-TIME FACULTY

English, Math

For additional information: Visit our web site at www.solano.cc.ca.us and download our application and announcement or call our Jobline at 707/864-7129.

EOE

Associate/Assistant Director of Admissions

Responsibilities include planning strategy and tactics, implementing policy and procedures, and may also include supervising other counselors in the enrollment effort. Must be able to work effectively as a member of a team, to collaborate with faculty and administrators, with alumni and parents. Knowledge of enrollment issues on a national level, and of admission strategies, including direct mail, telemarketing, and Web-based recruiting, is essential, as is ability to navigate in a sophisticated data system; budget experience is helpful. Includes responsibilities for a primary market area that includes D.C., MD, VA, NJ and NYC. Travel, and some evening and weekend hours are required.

Qualifications include a required Bachelor's degree, preferably from a liberal arts institution; master's degree preferred. Superb oral and written communication skills, strong interpersonal skills, high energy level, sense of humor, and valid driver's license are necessary. Minimum 2 years previous admissions experience.

Send letter, resume, and contact information of at least three references to:

Carol Wheatley, Director of Admissions
The College of Wooster
Wooster, Ohio 44691

Application review continues until position is filled. Twelve month position, competitive salary, benefits. Preferred start date is November 15, 2001.

THE COLLEGE OF
WOOSTER

AA/EOE/Drug Free Workplace

The University of Texas
Pan American

Associate Vice President for Research

The University of Texas–Pan American invites nominations for the position of Associate Vice President for Research (AVPR). The Associate Vice President for Research will provide academic leadership in all aspects of research activities in the Division of Academic Affairs. The position has been newly created to assist the University in its effort to increase research productivity and to enhance external research funding opportunities. The AVPR reports to the Provost/Vice President for Academic Affairs and works closely with faculty, department chairs, and college deans to enhance faculty research efforts. The incumbent will supervise the Office of Sponsored Grants and Research, and oversee the University's Human Subjects Committee and distribution of institutional research funds. Additional information about the University can be accessed by visiting our WEBSITE at **http://www.panam.edu.**

The Associate Vice President for Research is a member of the Council of Deans and research groups on campus. The AVPR will work with UT System staff and committees to insure success of the campus' research initiatives and monitor the expenditures for the center of excellence funding.

The AVPR will provide leadership in the development and implementation of: **1)** collaborative research initiatives; **2)** promoting interdisciplinary research; **3)** identifying and coordinating funding for new initiatives; **4)** developing faculty research incentive and support programs; and **5)** assisting with the identification, grant development, and negotiation of external grants and contracts.

Qualifications: Candidates must have a doctorate and be eligible for tenure or be a tenured faculty member at the University of Texas-Pan American. The individual must have extensive successful experience as a principal investigator on research projects. Must understand federal, state, and private funding processes for the acquisition of grants and contracts. Teaching and advising experience at the graduate level, a record of successful academic administrative experience; and a record of sustained scholarly research productivity. Candidates must process strong interpersonal skills, experience in strategic planning, and a commitment to excellence.

Applications: Candidates should include a curriculum vitae, letter of interest detailing a summary of experience related to the position qualifications. Applications should include names of four references, with telephones number, mailing and email addresses. The position will be open until filled, with review of candidates beginning December 15, 2001. Application or nominations should be sent to:

Dr. Rodolfo Arévalo, Provost
AVP for Research Committee
The University of Texas-Pan American
1201 West University Dr., AB #320
Edinburg, Texas 78539

The University of Texas Pan American is an AA/EEO employer. Women and minorities are encouraged to apply. (F01/02-11)

WESTERN CONNECTICUT STATE UNIVERSITY

Public Service Librarian

Search Extended

Western Connecticut State University is seeking qualified applicants for a tenure-track position in the Ruth Haas Library. Interested candidates should send letter of application and resume to Vijay Nair, Chair, Library Faculty Search Committee, Ruth Haas Library, WCSU, 181 White Street, Danbury, CT 06810. Applications received before November 16, 2001 will receive first consideration.

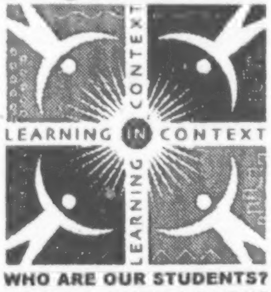
Responsibilities include: providing bibliographic instruction, assistance with collection development, and other necessary services to several academic departments including Education and Nursing; developing and maintaining the Curriculum and the Children's/Juvenile Collections; providing approximately thirteen hours (including one evening) per week of service at the reference desk; participating in the Sunday reference desk rotation; and maintaining some sections of the library's Web page.

Qualifications: Candidates must possess an MLS from an ALA accredited program. It is preferred that the candidates have post-MLS experience in general reference and collection development in an academic library, experience in undergraduate and graduate bibliographic instruction (especially in Education and Nursing), and experience in developing and maintaining Web pages. Minimum salary: $ 42,091.

WCSU is an AA/EO Educator/Employer.

AAHE
AMERICAN ASSOCIATION
FOR HIGHER EDUCATION
One Dupont Circle, Suite 360
Washington, DC 20036

AAHE's 2002 National Conference on Higher Education



WHO ARE OUR STUDENTS?
HOW DO THEY LEARN?

Chicago Hilton & Towers

Conference: March 16-19

www.aahe.org

Conference Proposals due: October 12, 2001

If you have problems submiting your form online call:
202/293-6440 x 793; knewberry@aahe.org
For questions regarding this year's theme call:
202/293-6440 x 760; bcambridge@aahe.org

Illinois Community Colleges'

FACULTY JOB FAIR

Hosted by **OAKTON COMMUNITY COLLEGE**

Co-sponsored with the National Association for the Advancement of Colored People (NAACP), the Hispanic Alliance for Career Enhancement (HACE) and the National Association for Asian American Professionals (NAAAP).

A host of Community Colleges from northern and central Illinois are recruiting full- and part-time faculty positions. Participating colleges include Elgin Community College, William Rainey Harper College, Illinois Valley Community College, College of Lake County, Moraine Valley Community College, Oakton Community College, South Suburban College.

Positions are available in the following disciplines:

▸ Accounting ▸ Architecture ▸ Art ▸ Automotive Technology ▸ Biology ▸ Business ▸ Chemistry ▸ Communications ▸ CIS ▸ Computer Science ▸ Criminal Justice ▸ Developmental Math & Reading ▸ Early Childhood Education ▸ Education ▸ Electronics/LAN ▸ English ▸ English as a Second Language ▸ Environmental/Earth Science ▸ Fashion Design ▸ History ▸ Human Performance ▸ Humanities ▸ HVAC ▸ Journalism ▸ Library Services ▸ Management ▸ Math ▸ Foreign Languages ▸ Music ▸ Nursing ▸ Philosophy ▸ Physical Ed. ▸ Physics ▸ Political Science ▸ Psychology ▸ Small Engine Repair ▸ Sociology ▸ Speech ▸ Student Development/Counselor ▸ Theatre

Generally, positions require a BA/BS degree; many require a MA/MS and some teaching or work experience.

The Faculty Job Fair will be held:

Thursday, October 11, 2001 from **3:00 p.m. - 8:00 p.m.** at **OAKTON COMMUNITY COLLEGE, 1600 East Golf Road, Des Plaines, IL, in the TenHoeve Center, Rooms 1604-1610. Park in Lots A or D.** Please bring copies of your resumé.

Can't attend?

Fax your resumé with area of interest to **(847) 635-1764, Attn.: LG**, or visit our website at: **www.oakton.edu/jobfair.** Please call **Oakton Community College's Human Resources** at **(847) 635-2191** if you have any questions.

EOE M/F/D/V

COLBY COLLEGE

ENGLISH

Colby College announces a tenure track appointment in the department of English beginning September 2002. Primary specializations in 20th century American and African American Drama. Secondary areas in the 19th century American Renaissance and literary theory with an emphasis on queer theory. Five course teaching load including first-year composition, sophomore and junior level literature, and courses developed by the candidate in his or her fields. Ph.D. and demonstrated excellence in teaching. Send cover letter, c.v. and letters of recommendation to **Prof. Patrick Brancaccio, Chair, English Dept., Colby College, Waterville, ME 04901.** For full consideration, applications should be post-marked no later than December 1.

Colby is an Equal Opportunity/Affirmative Action employer. Applications and nominations of women and minorities who would enrich the diversity of the campus community are strongly encouraged.

For more information about the College, please visit the Colby web site:
www.colby.edu

LOYOLA COLLEGE IN MARYLAND

Cardin Chair in the Humanities

On behalf of the Center for the Humanities of Loyola College in Maryland, the Department of Classics announces the availability of a one or two semester appointment to the Cardin Chair in the Humanities. Endowed to foster an appreciation of the Judeo-Christian tradition across the humanities, the Chair is to be filled by a distinguished scholar in Classical or Late Antique literature, history, art or archaeology during the 2002-3 academic year. Responsibilities include teaching one undergraduate course in the Classics department (possibly cross-listed in History or Art History), conducting a faculty seminar, and offering public lectures open to the college and the Baltimore community. Competitive salary and benefits are provided. Review of applications will begin on November 1, 2001.Candidates should submit a letter of application and curriculum vitae with the names of three references to the attention of Martha C. Taylor, Chair, Department of Classics to the address below.

Thomas J. Higgins, S.J. Chair of Philosophy

The Department of Philosophy invites applications and nominations for the Thomas J. Higgins, S.J. Chair of Philosophy. This endowed chair was established in honor of Fr. Thomas J. Higgins, S.J., a member of the Philosophy Department at Loyola College from 1939-1968, and its chair from 1959-1966. Fr. Higgins' commitment to excellence in teaching and scholarship embodied the Jesuit ideal of "cura personalis". In that spirit, the ideal candidate will be a person whose scholarly work has been widely recognized by peers as constituting a substantial and sustained contribution to the study of philosophy. While the area of such scholarly pursuit may be open, an applicant's work should evince a solid grounding in the Western philosophical tradition. Further, the ideal chair holder should possess a wide-ranging command of that tradition and a keen sensitivity to the historical and ethical dimensions of a variety of traditional philosophical problems. Equally important, the holder of the Higgins Chair must demonstrate a concern for and commitment to excellence in undergraduate teaching, and should have an established record as one well-versed in its craft. Ordinarily, the Chair holder would be expected to teach the equivalent of two courses per semester, as well as to serve as a resource for faculty development within the department and the college as a whole. Appointment will be at the senior level. Salary will be commensurate with experience and qualifications. Deadline for Application: December 15. Applicants should send a letter of application, a CV, and evidence of teaching effectiveness to the attention of Higgins Chair Search Committee, Department of Philosophy to the address below.

150 YEARS
1852-2002

Loyola College in Maryland
4501 N. Charles Street
Baltimore, Maryland 21210-2699

Loyola College is a selective Jesuit Catholic institution that welcomes applicants from all backgrounds who can contribute to our unique educational mission. Loyola is an equal opportunity employer that seeks applications from women and members of minority groups.

**For more information on Loyola,
visit our website at www.loyola.edu/cas.**

Vice President for Administration & Finance

The Vice President for Administration and Finance is a key member of the College's executive leadership team and a chief advisor to the President on all matters related to the management and oversight of business and financial affairs of the College (including all of its campuses and locations) and including the fiscal oversight and coordination of all auxiliary organizations.

MINIMUM QUALIFICATIONS: Master's degree in a relevant field; seven (7) years progressively responsible management experience related to administrative and fiscal affairs in a complex organization

PREFERRED QUALIFICATIONS: Master's degree in Business Administration; Higher education experience; knowledge of Datatel or a similar management information system; experience in public sector construction management; experience in public/private partnership development; and experience in a multi-campus setting.

Competitive salary, complemented by an excellent benefit package. **Complete job details and qualifications available at www.mc3.edu**

POSITION AVAILABLE: January 2, 2002 **APPLICATION PROCEDURE AND DEADLINE:** Review of applications will begin immediately; deadline for full consideration is October 31, 2001.

Send resume including three professional references and letter of application to:

Montgomery County Community College
c/o Dr. Leticia Rodriguez, Chief Human Resource Officer
340 DeKalb Pike Blue Bell, PA 19422 AA/ADA/EOE

WWW.MC3.EDU

AGNES SCOTT COLLEGE

THE WORLD FOR WOMEN

FACULTY POSITIONS

Agnes Scott College is a highly selective independent, liberal arts college for women in the Atlanta area with an enrollment of 900 students and a student-faculty ratio of 10:1. The teaching load in all departments is five courses per year—three courses in one semester and two courses in the other. You are invited to browse our Web site at http://www.agnesscott.edu for further information on the department, the position and the College.

ANTHROPOLOGY (BIOLOGICAL, ENVIRONMENTAL, AND/OR MEDICAL)

Tenure-track assistant professor with strength in biological, environmental, and/or medical anthropology. We seek candidates committed to liberal arts and teaching who complement current faculty to teach some of the following topics: environmental anthropology, medical anthropology, contemporary anthropological theory, sustainable development, gender and environmental issues, ethnobotany, plus courses relating to specific areas of the world (e.g., Africa or Asia). Application deadline: January 15, 2002. Applications submitted by November 1, 2001, will be considered for interviewing at the AAA meetings. Search chair: Dr. Martha W. Rees, Department of Political Science/Sociology/Anthropology.

ENGLISH (CREATIVE WRITING: FICTION)

Assistant professor of English, tenure track, with specialization in Creative Writing: Fiction. Must have publications in prose fiction. We seek someone committed to undergraduate liberal arts learning who will teach introductory and advanced courses in fiction writing. Other forms of creative writing are desirable as secondary fields. Position includes the teaching of first-year composition and first-year seminars, and the expectation of academic courses in a field of expertise. Application deadline: November 9, 2001. Search chair: Dr. Steven R. Guthrie, Department of English.

ENGLISH (MODERN BRITISH LITERATURE)

Assistant professor of English, tenure track, with specialization in Modern British Literature. We seek someone committed to undergraduate liberal arts learning who will teach courses in the modern British novel, postmodern fiction, and modern poetry. Position includes the teaching of first-year composition and first-year seminars. Application deadline: November 9, 2001. Search chair: Dr. Steven R. Guthrie, Department of English.

PHILOSOPHY (ETHICS PROGRAM)

Tenure-track assistant or associate professor to direct the Ethics Program, whose major emphasis is applied ethics. This individual will teach courses in applied ethics, ethical theory, and moral philosophy. Since the philosophy curriculum is based in the history of philosophy, the successful candidate will also be competent in the philosophy of a major figure, such as Kant. Directing the Ethics Program includes coordinating the courses to be taught in the program as well as planning campus-wide, interdisciplinary conferences on ethical issues. Application deadline: November 30, 2001. Search chair: Dr. Richard D. Parry, Department of Philosophy.

APPLICATION PROCESS

Unless otherwise noted in a specific listing:

- Positions begin August 2002.
- Candidates are expected to have completed the appropriate Ph.D. by July 1, 2002.
- Candidates for all positions are expected to have an ongoing program of scholarly work and publications appropriate to one's areas of concentration, to demonstrate evidence of excellent teaching.
- To ensure full consideration, applications should be received by the stated deadline.
- Send letter of application, CV, and either a dossier or names and telephone numbers of 3 professional references to search chair listed.

Agnes Scott College does not discriminate on the basis of sex, race, color, religion, national origin, age, sexual orientation or disability in its employment. Agnes Scott College has a strong commitment to diversity and urges members of underrepresented groups to apply.
An Equal Opportunity Employer

NVCC

NORTHERN VIRGINIA COMMUNITY COLLEGE

Student centered. Community focused.

INSTRUCTOR

Early Childhood Education

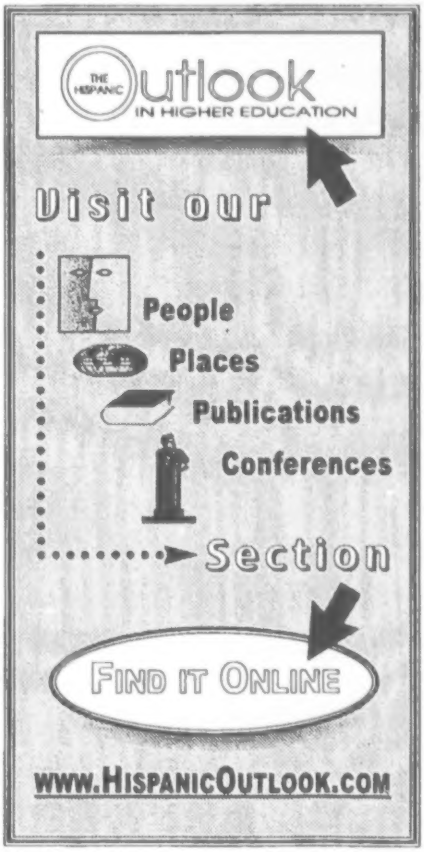
#HO-FO0060

NoVa Comm College, Manassas. $34,364-$54,811 + benefits. Effective 01/02/02. Teach 15 credits per semester in Education & Early Childhood Education. Advise students. Provide a minimum of 10 office hours per week. Assist Division Chair to develop course schedules & faculty assignments. Assist campus administration, curriculum peers, & college faculty to develop courses & curricula. Perform other duties as assigned.

Required: Bachelor's degree with major in Early Childhood Education. Two years full-time related occupational experience. Positive reference addressing ability to work with children & to provide quality teaching.

Desired: Master's degree or higher with a minimum of 18 graduate semester hours in Early Childhood Education. Two years full-time teaching experience or equivalent part-time teaching experience. Demonstrated involvement in professional activities. For details visit **www.nvcc.vccs.edu/hr**. To apply send VA State Employment Application to **NVCC-HR, 4001 Wakefield Chapel Rd, Annandale VA 22003** by **10/26/01.** Download application at **Jobs.state.va.us/eo-hta.htm,** or obtain one in person in the HR office or any campus business office.

EEO/AA



DEAN OF ACADEMIC SERVICES

The **Dean of Academic Services**, who serves as the chief academic officer, is responsible for ensuring the implementation of policies, procedures and programs which undergird the College's academic programs. Individual will be responsible for and oversee the general supervision of the campus department chairs, academic budgets and ensuring the integrity of the academic programs. The position is a twelve (12) month administrative appointment with rank.

Candidates should possess the following supervisory and managerial abilities:

- Provide leadership for the recruitment, selection and appointment of campus academic personnel.
- Provide the vision and the leadership for the development of campus academic strategic plans, serving College and campus committees as required.
- Be a strong advocate for the professional development of faculty and academic staff.
- Work with the Offices of the Vice President for Academic and Student Affairs, and other offices concerned with maintaining academic standards and records.
- Gain support, cultivate and secure new opportunities from such constituencies as alumni, business and industry, and state and federal agencies.

Qualifications include an earned doctorate or terminal degree from an accredited institution in one of the college's academic disciplines, higher education administration or other appropriate area of specialization.

Minimum of seven (7) years of successful administrative experience at the level of department chair or higher in a college or university, including management of fiscal and personnel resources, academic program evaluation and strategic planning is required. Administrative experience at a two-year college is beneficial.

Salary and rank are commensurate with experience. Screening of applicants will begin 11/02/01 and continue until the position is filled.

Applications should reference position number **(#02-118)** and send the following as a single packet: (1) letter of interest, (2) resume, (3) unofficial copy of graduate transcripts and (4) the names, addresses and telephone numbers of at least five professional references to:

Judy Chastonay
Georgia Perimeter College
Dept. of Human Resources
3251 Panthersville Road
Decatur, GA 30034
Fax: (404) 244-5774

Georgia
Perimeter
College.

An AA/EOE/ADA Employer
Georgia is an Open Records State

www.gpc.peachnet.edu

ROWAN
UNIVERSITY

Rowan University is accepting applications for 34 full-time tenure track faculty positions beginning September 1, 2002. All positions are at the Assistant Professor rank, and are subject to available funding. Rowan University is located in southern New Jersey between Atlantic City and Philadelphia. Please visit the Rowan homepage at www.rowan.edu/jobs for job descriptions and procedures for applying under the following colleges.

College of Business
Management Information Systems

College of Communication
Composition and Rhetoric
Communication Studies

College of Education
Collaborative Education
Educational Leadership
Elementary/Early Childhood
Health and Exercise Science
Reading
Secondary Education/Foundations
Special Education

College of Engineering
Electrical and Computer Engineering

College of Fine & Performing Arts
Art

College of Liberal Arts & Sciences
Biological Sciences
Chemistry (Inorganic)
Computer Science
English
Foreign Languages
History
Mathematics
Philosophy

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pbcc
PALM BEACH COMMUNITY COLLEGE

DEAN, STUDENT SERVICES

Florida's first public community college which serves a large and diverse population in South Florida invites applicants for the Dean of Student Services at its Boca Raton location. This position reports directly to the Vice President for Student Services and requires working collaboratively with the Campus Provost, faculty and student groups. Responsibilities include coordinating and integrating the following areas: student activities, counseling/advising, testing, career services, registration/admissions and financial aid.

Qualifications: Master's degree with a minimum of four to seven years of relevant student services supervisory and management experience is required.

Application Closing Date: November 2, 2001. To apply, please submit an application, detailed resume and/or letter of intent with a copy of transcripts to: **Office of Human Resources, Palm Beach Community College, 4200 Congress Avenue, Lake Worth, FL 33461. FAX: 561-439-8202**

Visit our website www.pbcc.cc.fl.us for information and employment application.

Palm Beach Community College is an Affirmative Action, Equal Opportunity, ADA Employer, committed to fostering a diverse academic community among its student body, faculty, and staff.

AUBURN UNIVERSITY

ASSISTANT PROFESSOR OF ENGLISH

The Department of English at Auburn University, located in Auburn, Alabama, invites applications for a tenure-track position as an Assistant Professor in creative writing with a specialization in poetry to begin Fall semester 2002. *Women and minorities are encouraged to apply.*

The teaching load is 3-2, with assignments primarily in upper-division and graduate poetry writing courses (we offer an MA with a concentration in creative writing), but with some teaching in the core curriculum (either freshman composition or sophomore world literature).

Required qualifications include either an MFA in English (creative writing) or an MA or PhD in English (literature or creative writing) by the August 16, 2002 starting date; a strong academic background; significant poetry publications, including poems in a range of reputable journals; evidence of successful teaching experience at the college or university level; evidence of potential for successful teaching in undergraduate and graduate courses in poetry writing; potential for successful research, publication, and other scholarly/professional/creative activities; interest and/or experience in teaching core curriculum courses in freshman composition and/or sophomore literature (especially world literature); and good potential as a colleague for taking part in the life and work of the department.

Desirable qualifications include publication of at least one book of poetry from a major university or commercial press; and successful experience teaching poetry writing at the college or university level.

With approximately 22,000 students, Auburn University is the largest comprehensive research university in Alabama. It is located in a small, attractive college town in the east central part of the state, conveniently near Montgomery, Birmingham, and Atlanta. The Department of English, which is the largest in the College of Liberal Arts, offers the BA, MA, MTPC (Master of Technical and Professional Communication), and PhD. Additional information is available on the department's web site at **www.auburn.edu/english.**

Send letter of application and vita postmarked by November 9 to **George Crandell, Head, Department of English, 9030 Haley Center, Auburn University, Auburn, AL 36849-5203.** Applications will be acknowledged by a department letter. Review of applications will begin by November 15, 2001.

Auburn University is an Affirmative Action/Equal Opportunity Employer.

http://www.auburn.edu/

Department Heads
Department of Information & Operations Management
Department of Finance

MAYS COLLEGE OF BUSINESS
TEXAS A&M UNIVERSITY

The Mays College of Business at Texas A&M University is seeking two individuals to provide scholarly, academic and administrative leadership for the research and teaching programs in the Departments of Finance and Information & Operations Management. Both Departments have excellent faculty and facilities with strong collaborative relationships with other departments, research centers, and institutes within the college and the university. Qualifications include a Ph.D., a distinguished record of creative productivity, demonstrated leadership, and commitment to education at the undergraduate and graduate levels. Review of applications will begin **November 30,** 2001, and will continue until the position is filled. Start date is approximately July 2002. Visit our Web page at business.tamu.edu. Reply with a letter of interest, curriculum vitae, and the names, addresses, and telephone numbers of four or more references to the following address.

Clair J. Nixon, Ph.D.
Associate Dean
Mays College of Business
Texas A&M University
4113 TAMU
College Station, Texas 77843-4113

Texas A&M is an equal opportunity employer.

Soaring Higher

Houston Community College System (HCCS), the second largest urban community college in the nation, seeks an Executive Director, Marketing & Public Information to direct the Marketing and Public Information Office for the System. HCCS has an enrollment of 55,000 credit and noncredit students, 223 institutional programs, 5,000 employees, and is organized into five regional colleges that serve a diverse student body.

EXECUTIVE DIRECTOR, MARKETING & PUBLIC INFORMATION

The Executive Director will provide leadership and coordination among the colleges in the development and implementation of a systemwide marketing plan to increase enrollment and enhance the image of HCCS. The successful candidate will play a key role in assisting the Chancellor in building a new image for HCCS through several high profile initiatives as outlined in our strategic plan.

HCCS is located in Houston, Texas, the fourth largest city in the United States. Houston is well known as a center for energy, medicine, international business and technology. It is a thriving, cultural center and home to a world-class symphony, opera, theater, ballet and major league sports teams.

Qualified candidates must possess a Master's degree from an accredited institution in marketing, journalism, public relations, organizational communications or a related field. Bachelor's degree with ten years broad experience, preferably at a director level, is also acceptable. (Photocopy of college transcript must accompany the application.) Minimum of seven (7) years experience in marketing, public relations, communications, or a similar field, preferably at the level of director is required.

If you have a proven track record in the development and implementation of effective, pinpoint marketing plans and experience in media relations, preferably, as an effective spokesperson for an institution of higher education, please submit an *HCCS employment application packet referencing JVN#2266 for consideration. See our website for application download and details: www.hccs.cc.tx.us.*

Houston Community College System,
Human Resources, P.O. Box 667517, Houston, TX 77266-7517

Houston Community College is an Equal Opportunity Employer.

Hood College

Special Education
Assistant/Associate Professor

Hood College, a selective residential liberal arts college for women with a professionally oriented graduate school, invites applications for a full-time tenure track position serving as assistant/associate professor of Special Education. The Department of Education offers teaching certification programs in early childhood, special education, and secondary education; and M.S. degrees in Curriculum and Instruction and Educational Leadership. For further information on Hood, see **http://www.hood.edu.**

Responsibilities include teaching at the graduate and undergraduate level, advising students; providing course offerings and on-going professional development in the Professional Development Schools; supervising teacher candidates in Professional Development Schools; and contributing as a department member to the Teacher Preparation Improvement Plan and Title II reporting, MSDE program reviews, and a variety of grant funded projects for improving teacher quality.

Applicants should have a Doctoral degree in the field of special education, at least five years of special education teaching experience, experience implementing strategies for effective inclusion, including assistive technology; expertise in Maryland's Common Core and MSPAP; experience in college teaching in a teacher-preparation program; and knowledge of Maryland Teacher Education Redesign and/or Council for Exceptional Children Professional Standards. Preference will be given to applicants with current Maryland Teacher Certification.

To apply please send a letter of application specifically addressing the requirements outlined above, together with a curriculum vitae and three letters of recommendation to **Chair of the Search Committee, Education Department, Hood College, 401 Rosemont Avenue, Frederick, MD 21701.** Review of applications will begin immediately for position beginning January 2002. Hood College subscribes to a policy of hiring only individuals legally eligible to work in the United States.

Women and minorities are encouraged to apply. EOE.

EXECUTIVE DIRECTOR

ILLINOIS BOARD OF HIGHER EDUCATION

The Illinois Board of Higher Education invites nominations and applications for the position of Executive Director to succeed Keith Sanders' distinguished service.

The Illinois Board of Higher Education provides state-level policy, program and budgetary leadership on higher education issues and coordinates the activities of the Illinois public universities, community colleges, and private colleges and universities. This highly complex system enrolls over 700,000 students in 12 public universities, 48 public community colleges, and 120 independent colleges and universities and has an annual operating budget of $2.6b. The Illinois system of higher education received the top rating among the states in Measuring Up 2000, the report card of the National Center for Public Policy and Higher Education.

Reporting to the Governor and Illinois General Assembly, the Board works in close cooperation with all college and university campuses as well as other state boards, including the Illinois Community College Board, the Illinois Student Assistance Commission, the State Board of Education and the Federation of Independent Illinois Colleges and Universities.

The Board of Higher Education seeks a visionary, collaborative leader, able to anticipate the needs of the future and to engage others in meeting them. The successful candidate will have a proven record of highly effective working relationships with different constituencies, will have a thorough understanding of the culture and values of higher education as well as those of the body politic, and will have the capacity to manage differences of opinion creatively and constructively. The new Executive Director will inspire trust and respect, possess excellent listening skills and be able to express his or her views in a clear, credible and articulate manner.

Candidates for the Executive Director should be highly knowledgeable in higher education public policy and should evidence significant administrative skill. The successful candidate will demonstrate the ability to recommend thoughtful positions on policy issues, programs and budget allocations from a statewide perspective. He or she should have a record of programmatic, budgetary and managerial accomplishment within complex organizational settings. Campus based experience as well as experience in dealing with the executive and legislative branches of government will be considered a plus.

Additional information about the Illinois Board of Higher Education is available at **www.ibhe.state.il.us.**

Applications and credentials should be sent to:

Pat Sexton
Illinois Board of Higher Education
431 E. Adams Street, 2nd Floor
Springfield, Illinois 62701

Dr. Elaine H. Hairston of the Academic Search Consultation Service is assisting the Board in its search and is available for inquiries at 740-964-0905.

Applications should include a letter relating the candidate's experience to the above expectations, a resume or vita, and the names and phone numbers of five references. Credential review will begin in early November and the position will begin in May, 2002. Highly competitive salary level. Every effort will be made to treat candidates confidentially.

IBHE is an equal opportunity/affirmative action employer

ASU

ARIZONA STATE
UNIVERSITY WEST

MOLECULAR BIOLOGY AND ANIMAL PHYSIOLOGY

Full / Associate / Assistant Professor. 2 positions. Starting date August 16, 2002. Molecular Biology: Teach undergraduate courses in molecular and cell biology (such as biochemistry, cell biology, genetics, molecular genetics, microbiology, and introductory biology) that integrate biomedical and comparative perspectives. Physiology: Teach undergraduate courses in animal and human physiology and related areas such as anatomy and introductory biology that integrate biomedical and comparative perspectives. In addition the successful candidates will be expected to develop externally funded research programs that include undergraduates, develop and supervise community-based activities that include undergraduates such as internships and research collaborations, participate in academic year and summer programs that recruit and retain students from groups historically underrepresented in biology, and provide academic and career advising for undergraduate students, especially those seeking careers in biomedicine and biotechnology. Applicants must have a doctoral degree in animal physiology, molecular biology, or a related field and a record of research and teaching commensurate with appointment at assistant/associate or full professor rank. We seek candidates with demonstrated skill in undergraduate teaching that integrates biomedical and comparative approaches, a record of research appropriate for undergraduate participation, and evidence of mentoring women and minority students in biology and supervising community-based activities that incorporate undergraduate students.

Send **(1)** a letter of application that specifies the position for which you are applying and includes a description of your professional background and goals, **(2)** a statement of teaching philosophy and experience, **(3)** a description of current and future research plans that emphasizes participation by undergraduates, **(4)** a curriculum vitae with e-mail address, and **(5)** the names, addresses, telephone numbers, and e-mail addresses of three references to Chair, Department of Life Sciences, College of Arts & Sciences, **attn: Brian Richardson, Mail Code 3051, Arizona State University West, PO Box 37100, Phoenix, AZ 85069-7100. Review of applications will begin October 29, 2001** and every second Monday thereafter until the position is filled.

The Life Sciences department at Arizona State University West emphasizes hands-on experience for undergraduates in faculty research laboratories and internships in private sector and government organizations. We are committed to recruiting and retaining students and faculty from groups that have historically been underrepresented in biology. Most of our majors plan careers in biomedicine, and our courses blend biomedical and comparative perspectives. We have ongoing teaching and research collaborations with biomedical research facilities and medical colleges in the Phoenix metropolitan area.

Arizona State University West, a vital component of ASU's multi-campus structure, serves more than 5,000 undergraduate and graduate students at its modern, growing campus in Phoenix, one of the country's most dynamic multicultural and economic environments. ASU West is an urban, commuter campus with a focus on learner-centered education. The University is committed to a balance of research and teaching, faculty-student research collaboration, interdisciplinary perspectives, and the development of University-community partnerships. ASU West is dedicated to increasing the diversity of its campus community, and encouraging an environment that offers students knowledge about local, national, and global communities.

ASU West is an AA/EO employer in policy and practice.

CALSTATE
FULLERTON

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CAL STATE FULLERTON is seeking dynamic faculty who are committed to providing students an exceptional educational experience through a variety of teaching/learning modalities which include classroom, experiential and technology-assisted strategies.

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Tenure track appointments are usually made at the rank of Assistant, certain disciplines may appoint at a higher rank, and the doctorate is required by August 2002, unless otherwise noted. Contact the Department c/o California State University, Fullerton, CA 92834, (714) 278-2011 or visit our career website

http://www.fullerton.edu/diversity/feo.asp

COLLEGE OF THE ARTS

Art
Animation
Drawing
Music
Music Theory & Musicianship
Theatre & Dance
Modern/Ballet Technique *
Production Management/Lighting Designer**
Musical Theatre

COLLEGE OF BUSINESS & ECONOMICS

Accounting
Financial Accounting & Audit
Business Writing
Business Communications L
Finance
Corporate Finance & Banking
Corporate Finance & Insurance
Information Systems & Decision Sciences
Networking, Database Management,
Business Telecommunications,
Information Resource Management,
Systems Design and Development,
Visual Basic, C++, Java,
Electronic Commerce and ERP
Management
Human Resource Management/
Organizational Behavior
Strategic Management
Marketing
Non-profit Marketing

COLLEGE OF COMMUNICATIONS

Communications
Mass Communications
Public Relations
TV/Film
TV/Film Production
TV/Film Writing
Speech Communications
Interpersonal Communication
Organizational Communication

COLLEGE OF ENGINEERING & COMPUTER SCIENCE

Civil Engineering
Construction Engineering/ Hydraulics
Computer Science
Software Engineering,
Computer Graphics &Animation,
Distributed Systems, Compilers,
& Internet Computing **AP**

COLLEGE OF HUMAN DEVELOPMENT & COMMUNITY SERVICE

(Lecturer positions, non tenure track also available)
Elementary/ Bilingual Education
Generalist
Generalist; Social Studies Education
Generalist; Technology in Education
Technology in Education **AP**
Reading
Developmental Reading
Special Education
Mild/Moderate Disabilities
Moderate/Severe Disabilities
Early Childhood Special Education **AP**
Secondary Education
Math Education
Nursing
Advanced Practice or Nursing Theory
Kinesiology & Health Promotion
Clinical Exercise Science **AP**
Health Science/Epidemiology

COLLEGE OF NATURAL SCIENCE & MATHEMATICS

Biological Science
Molecular Biology/Bioinformatics **AP**
Ecology: Desert or Coastal Ecosystems
Cellular Developmental Biology
Director, Non-majors Biology
Chemistry/Biochemistry
Biochemistry
Geology
Sedimentary Geology
Mathematics
Math Education **AP**
Pure Math **AP**
Statistics
Science Education
Biological Science
Biological Science, Chemistry/Biochemistry
Geological Sciences, or Physics

UNIVERSITY LIBRARY

Business - Instruction, Reference
& Collection Development Librarian
Distance Education Librarian
Education - Instruction, Reference
& Collection Development Librarian

COLLEGE OF HUMANITIES & SOCIAL SCIENCES

American Studies
American Studies or American Cultural
History: Gender /Popular Culture/
Race & Ethnicity
Anthropology
Archaeological Anthropology
Ecological Anthropology
Asian American Studies
Asian Pacific American Women
Chicana/o Studies
Chicana/o Studies, Communication Studies,
Education, Ethnic Studies, History,
Latin American Studies, Political Science,
Psychology & Sociology
Criminal Justice
Criminal Justice
English & Comparative Literature
19th Century Literature
English Language
Medieval Literature
Foreign Languages & Literatures
TESOL (Teaching English to Speakers
of Other Languages)
Chinese/Chinese Studies **L**
Spanish and Portuguese
Vietnamese and Spanish **L**
Geography
Applied Environmental Geography
& Environmental Planning
History
Colonial Latin American/Caribbean History
History of Japan with Interest in
the Asian Pacific
Post-1945 U.S. Political History
Liberal Studies
Humanities and Arts
Natural Sciences
Social Sciences
Philosophy
Metaphysics & Ancient Greek Philosophy
Political Science
American Politics with Specialization in
Environmental Studies
Public Administration
Psychology
Clinical Psychology
Sociology
Aging, Medical Sociology & Social Theory
Urban Sociology, Social Theory
& Quantitative Methods
Women's Studies
Open Discipline/
Feminist Teaching & Research Methods

AP Assistant or Associate Professor **L** Lecturer position, non-tenure track * MFA/ PhD ** MFA

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An Affirmative Action/Equal Employment Opportunity/Title IX/ADA Employer

FOR MORE INFORMATION
PLEASE CONTACT:

NATIONAL MULTICULTURAL INSTITUTE
3000 connecticut Avenue, NW
Suite 438
Washington, DC 20008-2556
202-483-07700

www.nmci.org

NATIONAL MULTICULTURAL INSTITUTE

NMCI

NATIONAL CONFERENCE

November 29 - December 2, 2001

Hyatt Regency Washington on Capitol Hill

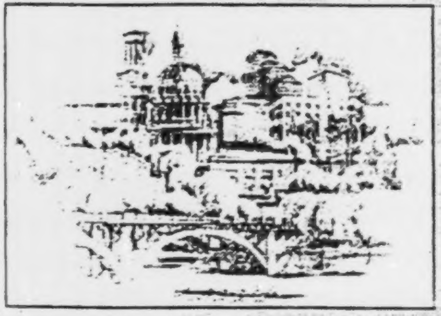
400 New Jersey Avenue, N.W.
Washington, DC 20001

Building Personal and Professional Competence in a Multicultural Society

Twenty-Fourth Annual

NISOD International Conference on Teaching & Leadership Excellence

May 26-29, 2002 • Austin, Texas • Austin Convention Center



Sponsored by the National Institute for
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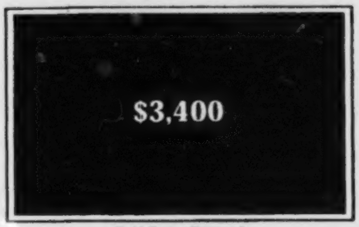
This annual conference is ranked by participants as the premiere professional development experience of their academic year!

For More Information
Tel: 512-471-7545
Fax: 512-471-9426
Web: www.NISOD.org
Email: info@nisod.org

HISPANIC OUTLOOK 2001-2002 RATE CARD

SUGGESTED AD SIZES



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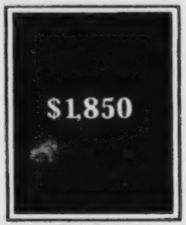

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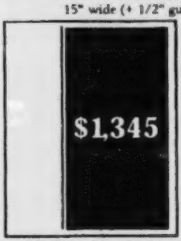

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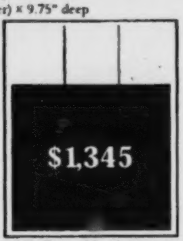

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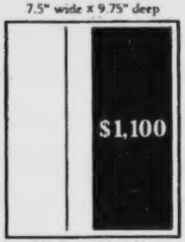

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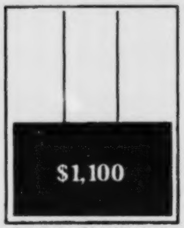

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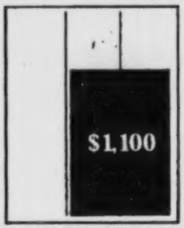

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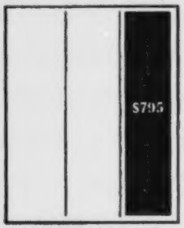

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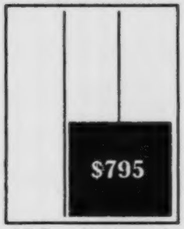

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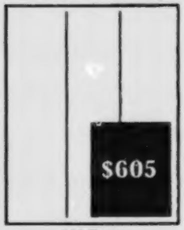

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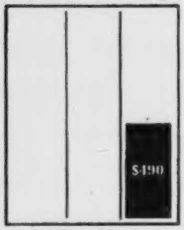

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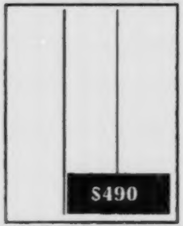

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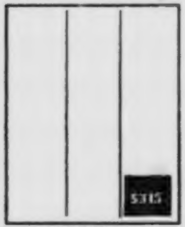

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MECHANICAL REQUIREMENTS

TRIM SIZE: 8.375"w X 10.875"d
LIVE AREA: 7.5"w X 9.75"d
BIND METHOD: Saddle Stitched
KIND OF PRINTING: Two Color Web
PAPER STOCK: 70 lb. opaque

PUBLICATION DATES AND DEADLINES

Space reservations are suggested to assure placement in the issue of your choice. Advertisers with space reservations will receive priority over others sending materials received by the closing date. **No cancellations or changes will be accepted after closing dates.** Refer to schedule for deadlines.

CLOSING DATES

Issue Date	*Closing Date*	
October 22	Oct. 2	*** Hispanic Heritage Month**
November 5	Oct. 16	**Law School Issue**
November 19	Oct. 30	*** Publisher's Picks ✓ Issue**
December 3	Nov. 13	
December 17	Nov. 27	
January 7	Dec. 18	
January 28	Jan. 8	*** Financing a College Education**
February 11	Jan. 22	
February 25	Feb. 5	*** Women in Higher Education**
March 11	Feb. 19	*** Community College Issue**
March 25	March 5	
April 8	March 19	**Graduate School Issue**
April 22	April 2	
May 6	April 16	*** Top 100 Colleges for Hispanics**

READERSHIP

HO's readership is primarily composed of progressive decision-makers in academia and in public and private sectors. As educators and administrators, they represent higher education's most dynamic thinkers. As executives in public or private enterprise, they signify a broadening interest and desire to diversify the workplace. As counselors and professionals in community-based organizations, they are influential advisors to students on career development and other areas of service. *HO*'s readers value multiculturalism and its significance in a global economy. The publication's circulation is **28,000**.

In addition to the primary circulation, *HO* is distributed at major educational meetings and conferences and government agencies and is mailed to community-based groups.

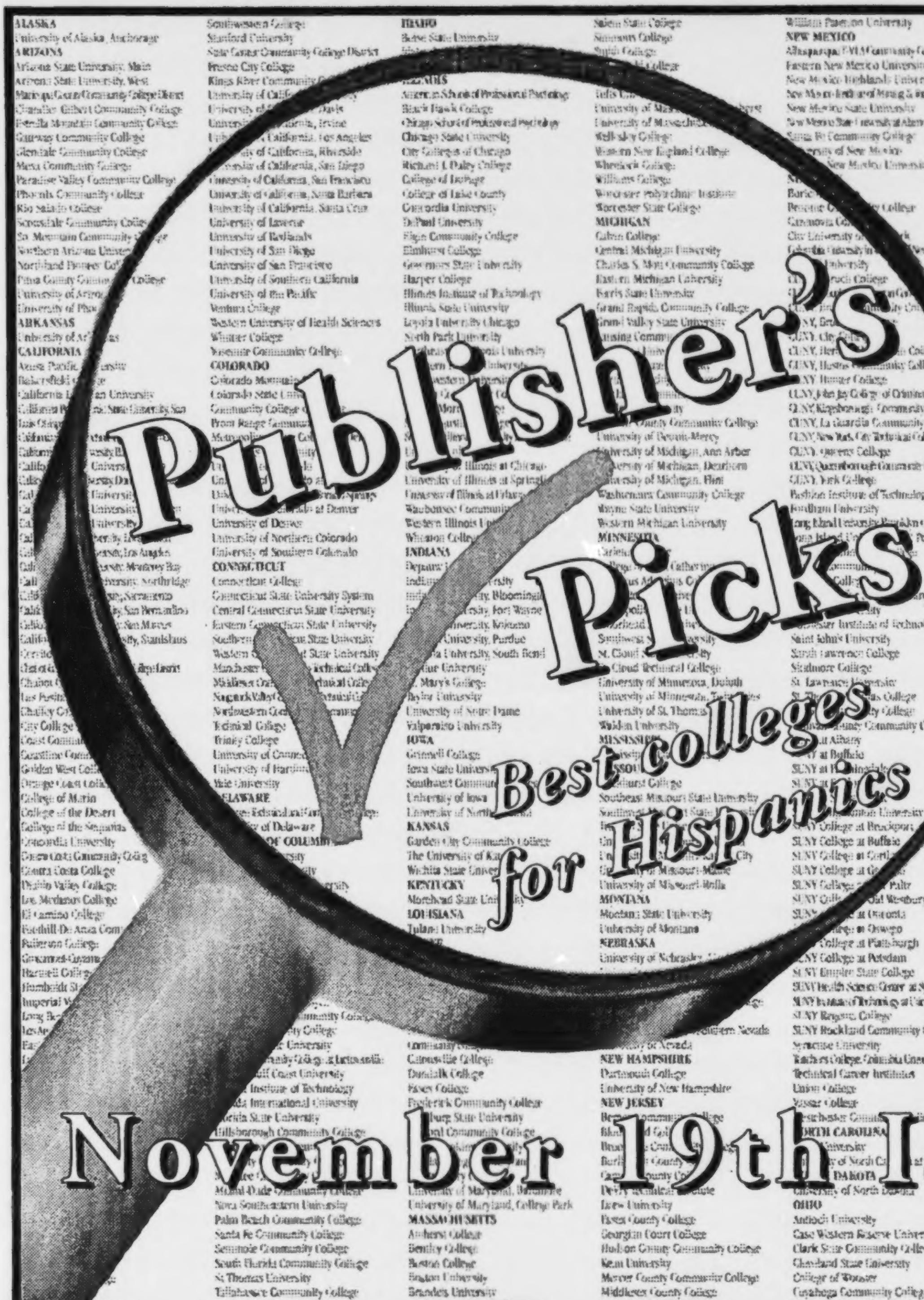
HOW TO PLACE ADVERTISEMENTS

By Mail—All materials should be sent to:
Hispanic Outlook in Higher Education; Display Advertising;
210 Route 4 East; Paramus, NJ 07652

By E-Mail—**outlook@sprintmail.com**

By Fax—Transmit to (201) 587-9105 seven days a week.

To Confirm—Call (201) 587-8800 (x102 or x106)
Monday - Friday, 9 a.m. to 6 p.m., EST, to confirm receipt of your advertisement.



Publisher's Picks

Best colleges for Hispanics

November 19th Issue

Ad Deadline: October 30th

ALASKA
University of Alaska, Anchorage
ARIZONA
Arizona State University, Main
Arizona State University, West
Maricopa County Community College District
Chandler Gilbert Community College
Estrella Mountain Community College
Gateway Community College
Glendale Community College
Mesa Community College
Paradise Valley Community College
Phoenix Community College
Rio Salado College
Scottsdale Community College
So. Mountain Community College
Northern Arizona University
Northland Pioneer College
Pima County Community College
University of Arizona
University of Phoenix
ARKANSAS
University of Arkansas
CALIFORNIA
Azusa Pacific University
Bakersfield College
California Lutheran University
California Polytechnic State University San Luis Obispo
Chabot College
Las Positas
Chaffey College
City College
Coast Community
Coastline Community
Golden West College
Orange Coast College
College of Marin
College of the Desert
College of the Sequoias
Concordia University
Contra Costa Community College
Contra Costa College
Diablo Valley College
Los Medanos College
El Camino College
Foothill-De Anza Community
Fullerton College
Hartnell College
Humboldt State
San Bernardino Valley College
San Diego State University
San Francisco State University
San Jose/Evergreen Community College
San Jose State University
San Mateo County Community College District
Canada College
College of San Mateo
Skyline College
Santa Clara University
Santa Monica College
Southwestern College
Stanford University
State Center Community College District
Fresno City College
University of California, Davis
University of California, Irvine
University of California, Los Angeles
University of California, Riverside
University of California, San Diego
University of California, San Francisco
University of California, Santa Barbara
University of California, Santa Cruz
University of La Verne
University of Redlands
University of San Diego
University of San Francisco
University of Southern California
University of the Pacific
Ventura College
Western University of Health Sciences
Whittier College
Yosemite Community College
COLORADO
University of Denver
University of Northern Colorado
University of Southern Colorado
CONNECTICUT
Connecticut College
Connecticut State University System
Central Connecticut State University
Eastern Connecticut State University
Manchester Community-Technical College
Middlesex Community-Technical College
Naugatuck Valley Community-Technical College
Trinity College
University of Connecticut
University of Hartford
Yale University
DELAWARE
University of Delaware
Florida Institute of Technology
Florida International University
Florida State University
Hillsborough Community College
Miami-Dade Community College
Nova Southeastern University
Palm Beach Community College
Santa Fe Community College
Seminole Community College
South Florida Community College
St. Thomas University
Tallahassee Community College
University of Central Florida
University of Florida
University of Miami
University of South Florida
University of West Florida
Valencia Community College
GEORGIA
Agnes Scott College
Dalton College
Emory University
Georgia College
Georgia Perimeter College
Georgia State University
Savannah College of Art & Design
University of Georgia
IDAHO
Boise State University
ILLINOIS
American School of Professional Psychology
Black Hawk College
Chicago School of Professional Psychology
Chicago State University
City Colleges of Chicago
Richard J. Daley College
College of DuPage
College of Lake County
Concordia University
DePaul University
Elgin Community College
Elmhurst College
Governors State University
Harper College
Illinois Institute of Technology
Illinois State University
Loyola University Chicago
North Park University
University of Illinois at Chicago
University of Illinois at Springfield
University of Illinois at Urbana
Waubonsee Community College
Western Illinois University
Wheaton College
INDIANA
DePauw University
Indiana University
Indiana University, Bloomington
Indiana University, Fort Wayne
Indiana University, Kokomo
Indiana University, Purdue
Indiana University, South Bend
Purdue University
St. Mary's College
Taylor University
University of Notre Dame
Valparaiso University
IOWA
Grinnell College
Iowa State University
Southeast Community College
University of Iowa
University of Northern Iowa
KANSAS
Garden City Community College
The University of Kansas
Wichita State University
KENTUCKY
Morehead State University
LOUISIANA
Tulane University
Catonsville College
Dundalk College
Essex College
Frederick Community College
Frostburg State University
University of Maryland, Baltimore
University of Maryland, College Park
MASSACHUSETTS
Amherst College
Bentley College
Boston College
Boston University
Brandeis University
Harvard University
Holyoke Community College
Mount Holyoke College
North Shore Community College
Northeastern University
Northern Essex Community College
Quinsigamond Community College
Salem State College
Simmons College
Smith College
Tufts University
University of Massachusetts, Amherst
Wellesley College
Western New England College
Wheelock College
Williams College
Worcester Polytechnic Institute
Worcester State College
MICHIGAN
Calvin College
Central Michigan University
Charles S. Mott Community College
Eastern Michigan University
Ferris State University
Grand Rapids Community College
Grand Valley State University
University of Detroit-Mercy
University of Michigan, Ann Arbor
University of Michigan, Dearborn
University of Michigan, Flint
Washtenaw Community College
Wayne State University
Western Michigan University
MINNESOTA
College of St. Catherine
Gustavus Adolphus College
Moorhead State University
Southwest State University
St. Cloud State University
St. Cloud Technical College
University of Minnesota, Duluth
University of Minnesota, Twin Cities
University of St. Thomas
Walden University
MISSISSIPPI
Southeast Missouri State University
University of Missouri-Kansas City
University of Missouri-Rolla
MONTANA
Montana State University
University of Montana
NEBRASKA
NEW HAMPSHIRE
Dartmouth College
University of New Hampshire
NEW JERSEY
Bergen Community College
Bloomfield College
Brookdale Community College
Burlington County College
Camden County College
DeVry Technical Institute
Drew University
Essex County College
Georgian Court College
Hudson County Community College
Kean University
Mercer County Community College
Middlesex County College
Montclair State University
Passaic County Community College
Princeton University
Ramapo College of New Jersey
Rutgers, the State University of New Jersey
Seton Hall University
The College of New Jersey
The Richard Stockton College of New Jersey
University of Medicine & Dentistry of New Jersey
William Paterson University
NEW MEXICO
Albuquerque TVI Community College
Eastern New Mexico University
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New Mexico State University
New Mexico State University at Alamogordo
Santa Fe Community College
University of New Mexico
Western New Mexico University
Broome Community College
Canisius College
City University of New York
Columbia University in the City of New York
CUNY, Hostos Community College
CUNY, Hunter College
CUNY, John Jay College of Criminal Justice
CUNY, Kingsborough Community College
CUNY, La Guardia Community College
CUNY, New York City Technical College
CUNY, Queens College
CUNY, Queensborough Community College
CUNY, York College
Fashion Institute of Technology
Fordham University
Long Island University Brooklyn Campus
Rochester Institute of Technology
Saint John's University
Sarah Lawrence College
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¡PUNTO FINAL!

HISPANIC FAMILIES: CONFORMING TO OR TRANSFORMING U.S. EDUCATION?

Teresa M. Nesman, a research faculty member at the Louis de la Parte Florida Mental Health Institute at the University of South Florida, taught biology in Florida public schools for 14 years before pursuing a doctorate in applied educational anthropology.

As is well known and lamented, many Hispanic students are not doing well in public schools in the U.S. and either do not graduate from high school or do not enroll in college. This does not mean that Hispanic students cannot do well–many have excelled. But the differential outcomes suggest that the structure, process, and cultural underpinnings of U.S. education have not yet adjusted to the nation's demographics. These demographics include an increasing number of Hispanic students and a decreasing number of Hispanic K-12 educators. The demographics also include a heterogeneous Hispanic population that varies widely in national origin, bilingual capacity, socioeconomic background; and for students, the added complexity of membership in a youth culture that crosses national boundaries, and in ethnic group cultures that are specific adaptations to regional or neighborhood life.

Our research with Hispanic families reveals that both students and parents have many creative ideas about how to adjust education to the current demographics. One is to cultivate the strengths of heterogeneity rather than attempting to homogenize, stereotype, or create conformity, as many have experienced in the past. It is crucial to cultivate potential K-12 educators from a variety of backgrounds so that faculties will better represent student populations. To do this, we must address barriers such as the devaluation of careers in education and the lack of prestige of child-oriented or "nurturing" careers, and the lack of incentives to work in schools with inadequate resources and negative environments. Hispanics in education are in a pivotal position to reverse this trend, to infuse these careers with new value and respect, and to advocate for equitable distribution of educational resources.

To address the high Hispanic dropout rate in the U.S., parents in our research suggest a different view of "family involvement" in schools. They suggest that we explore new ways to include Hispanic families in creating a vision for the future of their children and that we provide step-by-step guidance through the educational process. Parents express concern over the loss of core values, such as respect and family loyalty, as children become more closely aligned with school and peer cultures. Educators can more actively include families in decision-making about their child's education and social development, from pre-school through the college level.

To promote this kind of involvement, educators must learn to create bridges between home and school and work together with families on reducing effects of cultural differences and discrimination. This bridging of cultures is too important to be left to chance, and it must be built from both sides, through focused efforts of informed parents and capable adults in the educational system and the community.

To prevent dropout of Hispanic students, our research indicates that educators at all levels must see themselves as facilitators in their students' transition to adulthood in ways that do not abandon their family culture and while developing capacities to function in multicultural environments. In fact, all educators are already an integral part of this process, but we need to become better informed and better linked to the families and communities we serve so that we can carry on two-way communication. It is especially important for Hispanic educators to act as role models, experienced guides, and empathetic advocates. We can also provide insight into culturally appropriate ways of including the family in the student's life. This might be accomplished through sharing examples of our experiences of overcoming barriers, bridging between U.S. education and our families, and maintaining core Hispanic values. Our testimonies can generate hope and serve as a guide for Hispanic young people and families so that they can explore possibilities and create their own innovations.

The U.S. culture of individualism that is perpetuated by education can cause tremendous stress for some Hispanic families, but this does not mean that the two must be incompatible. Working together to balance different values and goals can contribute to the construction of an educational culture that is more representative of its membership and can result in more successful students. The Hispanic voice should be an increasing part of the cultural dialogue inherent in the educational process–not just because of the need for representation but because it has a great deal to offer to its much-needed transformation.

If interested in submitting a ¡Punto Final! "think piece," please e-mail us at sloutlook@aol.com for guidelines.

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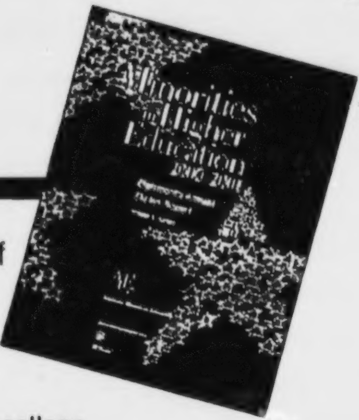

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Order your copy of the *Eighteenth Annual Status Report* by calling 301-632-6757. The cost of the report is $24.95, plus shipping and handling.

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CONTRIBUTORS: Marilyn Gilroy, Alison P. Martínez, Tony P. Martínez, Nelly Mellander, Mark Saad Saka, Jeff Simmons, José E. Vega

LETTERS TO THE EDITOR: **Commentaries or Questions should be addressed to:**
The Hispanic Outlook in Higher Education
210 Route 4 East, Suite 310
Paramus, NJ 07652
All correspondence should include author's full name, address, and phone number.

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From time to time, *The Hispanic Outlook in Higher Education* will publish articles dealing with controversial issues. The views expressed herein are those of the authors and/or those interviewed and may not reflect the official policy of the magazine. *The Hispanic Outlook in Higher Education* neither agrees nor disagrees with those ideas expressed, and no endorsement of those views should be inferred unless specifically identified as officially endorsed by Hispanic Outlook in Higher Education.

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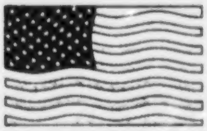

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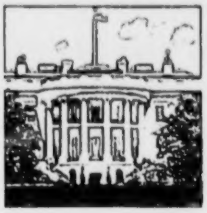

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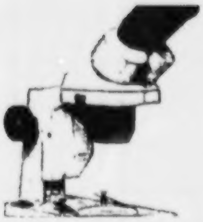

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¡PUNTO FINAL! back cover

Challenging Social Issues for Latinos in the 21st Century

Cover Photo Courtesy of: HMS Paving the Way for Future Generations by Artist Peter DuFore

Esquina Editorial

Pride and Sorrow

One day before the nation kicked off Hispanic Heritage Month, inhabitants of the United States bowed their heads to pay tribute to the people whose lives were forcibly and brutally massacred on September 11, 2001.

Like the ill-fated December 7th, "a day that will live in infamy," so will this forsaken date in September. In expression of our grief, President George W. Bush proclaimed Sept. 14 as a National Day of Prayer & Remembrance for the Victims of the Terrorist Attacks. For the rest of our lives, a time when we venerate our culture and its contributions to America, and enthusiastically extol the historical and chronological evolution of *la raza*, will be eclipsed by this human tragedy.

Looking forward, our grief and our hope, and our pride as Americans, will not subside.

In this issue devoted to Hispanic heritage, we showcase stories that depict the achievements of remarkable individuals and institutions wishing to preserve the history. Homage is paid to César Chávez, who advocated nonviolence to achieve progress and equality, and founded the first successful farmworkers union in U.S. history. Then there's Ana Castillo, one of the leading voices to emerge from the Chicana experience, who has been writing and publishing poetry and fiction since the 1970s.

Also, philanthropist Archer Milton Huntington inspired and fulfilled the creation of The Hispanic Society of America Museum and Library, which pays tribute to Spain's rich history. And we make note of Latinos who are part of the Bush administration's leadership.

Be well and safe. *Hasta el próximo número*.

Alejandra

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A CAPITOL VIEW

Hispanics: Adjusting and Succeeding

BY GUSTAVO A. MELLANDER

As we celebrate Hispanic Heritage Month, let's remember that the drawing of broad generalizations about large groups of people risks overlooking individual differences within the group. This is especially true with a group as diverse as Hispanics. Acknowledging and adjusting for those differences is important to remember when recruiting or teaching Hispanic college students.

Cultural Considerations

The term Hispanic is not universally accepted by those who are classified Hispanic by the federal government. Many prefer different words to describe their heritage. Some favor Latino or Latina, others Chicano or Chicana, instead of Hispanic. Others identify more with their nationality.

The Census Bureau points out that more than 10 million did not specify a racial group. A large majority was Hispanic. This is based on their responses to a separate Hispanic origin question where many wrote in Mexican or Puerto Rican as their race.

Diversity among Hispanics is one reason why differences exist in how people identify themselves. In the United States, the three largest Hispanic groups are Mexicans, Puerto Ricans, and Cubans.

People of Mexican origin represented 61.2 percent of the U.S. Hispanic population in 1990. Of those, 58 percent lived in the West and 32.2 percent in the South. Even within this group, individuals identify themselves differently: 62 percent of people of Mexican origin identified themselves as Mexican, 28 percent identified themselves as Hispanic or Latino, and 10 percent as American.

Puerto Ricans represented 12.1 percent of the U.S. Hispanic population in 1990. While 16.8 percent of all Hispanics lived in the northeastern United States, more than two-thirds of the total Puerto Rican population lived in that region. Most Puerto Ricans are of Spanish ancestry. Approximately 70 percent of the population is White and about 30 percent is of African or mixed descent.

Cubans represented 4.8 percent of the U.S. Hispanic population in 1990; 70.5 percent lived in the South and 17.6 percent in the Northeast. Cuban-Americans, as a group, have a higher median family income and education level than the average for all Hispanics. Generally, Cuban people are descendants of Spanish colonizers and of African slaves.

Acculturation

Acculturation is the transfer of a culture from one group of people to another. Varying degrees of acculturation can lead to differences among Hispanics and even within Hispanic sub-groups. Within the context of the U.S., where Anglo-Americans constitute the dominant group, those of non-Anglo-American backgrounds are said to have become acculturated to the American lifestyle when they acquire the language, customs, and values of the Anglo-American culture.

Since the degree of acculturation influences an individual's attitudes, priorities, preferences, and values, faculty and recruiters should weigh that information.

Findings

A study of Hispanic and non-Hispanic blue-collar workers found that acculturation is a factor in job performance. An important job-related component of acculturation is the ability to communicate in English. Poor English skills and lack of education are two major reasons for Hispanic labor-market difficulties.

Second-generation Puerto Rican women living in the U.S. are less traditional in their perception of sex roles and more assertive than first-generation Puerto Rican women.

Less acculturated Hispanics felt more strongly than more acculturated Hispanics toward family obligations, family support, and the need to consult with family members when making important decisions.

Some acculturation studies reveal similarities and shared differences with other Americans. Less acculturated Hispanic groups report a significantly higher need for role clarity than did the non-Hispanic White group but not significantly higher than the more acculturated Hispanics.

Anglo-Americans are more likely to seek help from friends, neighbors, and co-workers, whereas Mexican-Americans generally refrain from seeking help from such sources. Mexican-Americans turn usually to kin for most support, although second and third generations tend to use a more extended family network.

Education Realities

As the number of Hispanic children increases, so does the importance of their education. Several facts related to education and Hispanics are worth noting:

Thirty-one percent of Hispanics compared to 48 percent of all children ages three to four were enrolled in preschool in 1997, up from 24 percent and 30 percent in 1980.

Thirty-nine percent of Hispanics compared to 57 percent of all children ages three to five were read to every day in 1996. The figures improved from 37 percent and 53 percent in 1993.

Sixty-seven percent of Hispanics compared to 86 percent of all people 18 to 24 years old had their high school diploma or equivalent in 1997 compared to 57 percent and 84 percent in 1980.

Of those who did complete high school, 17 percent of Hispanics compared to 31 percent of all people ages 25 to 29 went on to finish a bachelor's degree or higher in 1998, up from 7 percent and 27 percent in 1992.

Hispanic children were up to four times more likely than White children to be living in poverty.

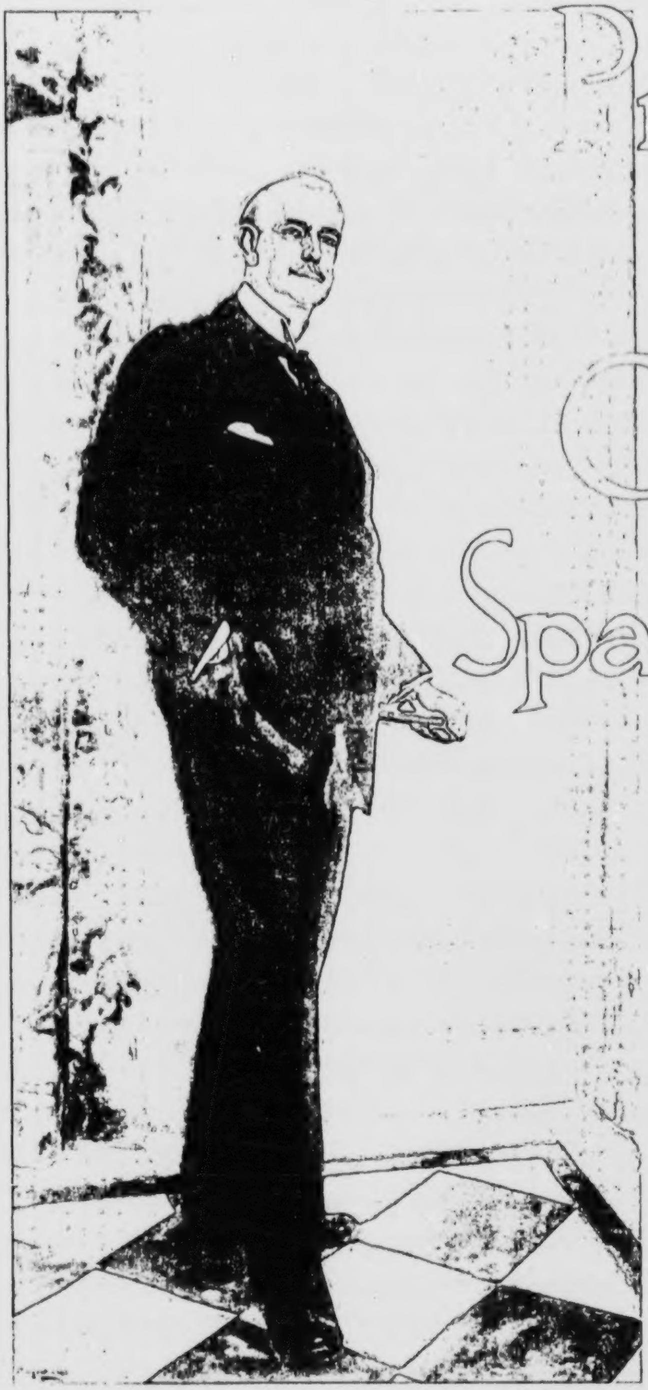
Sixty-four percent of Hispanic versus 68 percent of all children under age 18 had two parents present in their households in 1998. In 1980, the numbers were 75 percent for Hispanics and 77 percent in the total age group.

In playing games, Mexican children were the most cooperative, Mexican-American the next most, and Anglo-American the least cooperative, suggesting that increased acculturation is associated with increases in competitiveness. The findings might also suggest that Hispanics prefer a more supportive work environment.

This is interesting data to digest and to consider in developing strategies on how best to recruit Hispanic students and how to best help them succeed in our colleges and universities.

Although not always fully appreciated or understood, the fact is that Hispanics want to pursue higher education. That is made clear in the *2000 Annual Report of the Secretary of Defense*, which states that 32 percent of Hispanic males and 33 percent of Hispanic females in the military rated "Educational Funding" as the prime reason why they joined the military.

Dr. Mellander is a professor at George Mason University.



Preserving and Celebrating Spanish Culture

Archer Huntington's Hispanic Society of America

BY
JEFF SIMMONS

It is nearly a century old, an elegant Beaux Arts building that houses history in Upper Manhattan. Stepping inside, away from the bustling traffic along a main city thoroughfare, one encounters another world and another time.

The Hispanic Society of America Museum and Library, which is modeled after a Spanish manor home, opened its doors in 1908 and pays tribute to Spain's rich history. It was the inspiration of railroad heir Archer Milton Huntington, whose vision, influence, and generosity have ensured that future generations can witness treasures of the past.

Huntington's dreams of preserving and celebrating Spanish culture have lived on in museums and arts societies across the nation.

"Archer Milton Huntington gave away everything by the end of his life," says Mitchell Codding, director of The Hispanic Society. "It was the ultimate philanthropy. He literally disposed of his vast family fortune, and all for cultural activities."

The collections inside the West 155th Street building are broad in scope, and the result of decades of efforts to learn and celebrate Hispanic culture. They include works from Spain, Portugal, Latin America, and the Philippines.

"He was one of the great philanthropists of the 20th century. The Huntingtons not only founded The Hispanic Society but Brookgreen Gardens in South Carolina and the Mariner's Museum in Newport News, Va.," recounts Codding.

"It was nothing for him to give out $5,000 or $10,000 at a time for research projects. He was advancing the study of Hispanic culture in all sorts of different facets, though most of his activities related to Latin American culture."

In her 1963 book about Huntington, Beatrice Gilman Proske wrote that Huntington's inspiration began when he was a youngster. He "fixed his mind on a single purpose–the creation of a museum dedicated to Spain. That purpose was always before him."

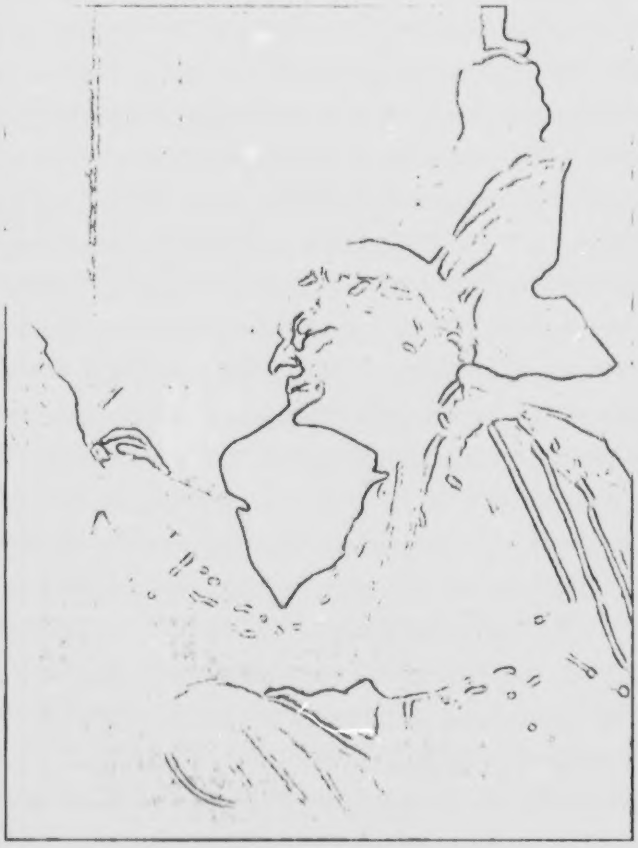
Huntington once declared: "Wherever I put my foot down, a museum springs up." It was a worthy lifetime pursuit made by the heir to one of the greatest fortunes in the United States.

The Philanthropist

Huntington was born on March 10, 1870, in New York City, the son of Pacific Railroad magnate Collis Potter Huntington. Schooled by tutors and at private institutions, he studied Latin, Greek, English literature, and history. But he did not receive any formal studies in Spanish culture or language.

At age 12, he visited the National Gallery in London, his eyes widening in awe at the lavish collections before him. Wishing he could live in a museum, the young boy studied the paintings as he stepped into each room.

Soon after, he read "The Bible in Spain." It was a defining moment. From that point on, he knew he would not follow in his father's footsteps, despite the elder Huntington's urgings. He sought to become an expert on Spanish culture, and started to study the language.


Anna Hyatt Huntington

Five years later, he again traveled to England and France, haunting museums and voraciously reading at night. He filled trunks with photographs of other lands and artworks. At age 19, he made his first trip to Mexico, an excursion that only swelled his passion.

Despite the divergent goals of the son and the father, the two worked side by side. Collis Huntington had founded the Newport News Shipbuilding and Drydock Company and taught his son about navigation and working in the shipyards. The younger Huntington learned about business management and business practices.

But he eventually told his father that he wanted to become a scholar and build museums–and won his father's support.

The son set in motion an educational game plan: to avoid traditional universities and embark on private studies. He hired a tutor to teach him Arabic so that he could understand Spanish history.

His goal became a trip to Spain, and on June 22, 1892, he embarked on a ship for France and then traveled to Burgos in Spain. Proske notes that in one of his writings at the time, Huntington noted that "it is less the 'color' and 'romance' of which we hear so much, than the strange, somber setting of it all–the wonderful, melancholy landscape, unvaried, sullen, monotonous today, tomorrow ablaze with a fiery life; impetuous, restrained, indifferent, responsive."

Observes Codding: "He spent all of his time from age 12 to 21 learning Spanish and everything he could about Spanish culture, history, and literature. He was self-educated because Spanish studies were not advanced in the late 1800s, and once he became more proficient in Spanish, he did just as well as any professor."

Huntington traveled through Spain–by foot, by stagecoach–and spoke with nearly everyone he met. He biked through the mountains, hired carriages and mules, and eventually landed in Madrid. It was there that he made friendships that would last a lifetime, men who sought to preserve the arts of Spain. He would return to Spain nearly every year.

He published *A Note-Book in Northern Spain* in 1898. It vividly portrayed his excursions.

His dedication and expertise became well known. His published volumes on Spanish poetry and language, works that provided information on history and customs, drew recognition from Yale University. Before the turn of the century, the institution conferred on him an honorary degree of Master of Arts. Harvard followed suit several years later.

Meanwhile, he slowly amassed a library, becoming skilled in printing and bookbinding. And he studied archaeology to understand the development of Spanish culture, even leasing land in a Roman town near Sevilla to engage in an archaeological dig.

Soon, he would realize his dream to build a museum. He met with lawyers and designed plans for a museum and a library devoted to Spanish art and literature. On May 18, 1904, he founded The Hispanic Society as a free public library and museum. The next year, construction began on a building just west of Manhattan's main artery, Broadway.

As Proske noted, the interior recreates the atmosphere of Spain. "The arcades of the court were modeled in terracotta, with lively Renaissance designs, coats of arms of Spanish provinces and towns placed on keystones. In the floor of specially made tiles, a central motif was adapted from the seal of the Society designed by the founder. He took a personal interest in every detail, invented special cases, and supervised the arrangement of the collections," she wrote.

El Museo

The museum formally opened to the public in 1908. And it gradually became a cultural hub in the area, as Huntington filled it with paintings and objects. Works included Velásquez's "Cardinal Pamphili" and El Greco's "Holy Family" and "Saint Luke." There were sculptures, metal works, textiles, and prints.

The site was a boon for scholars who could pore through a wealth of material. By the late 1920s, the building housed more than 2,000 16th-century imprints. The Cervantes collection alone contains more than 400 entries, and there were 9,000 books printed between 1601 and 1700.

By 1926, the museum required more room. A terrace was built and housed exhibitions from living Spanish artists to expose visitors to local customs. Huntington, still an avid traveler, returned with canvasses and photographs from Europe. He dispatched his staff to Spain to photograph in Galicia and Extremadura.

Huntington also supported the American Museum of Natural History's study of the primitive people of the Southwest. Huntington believed that a prehistoric pueblo unearthed near Aztec, N.M., should be preserved intact, and the museum, in his name, presented it to the United States government. That led to its 1923 designation as the Aztec Ruin National Monument.

Brookgreen Gardens gate

Codding penned an article, "The Soul of Spain in a Museum: Archer Milton Huntington's Vision of The Hispanic Society of America." In it, he succinctly assessed Huntington's contributions: "Archer Milton Huntington influenced and advanced the field of Hispanic studies in the United States more than any other individual during the first half of this century."

In 1923, New York City recognized all of his accomplishments. The city celebrated a silver jubilee and selected him as "one of the men who had done the most for the city and its people during the previous 25 years."

Huntington populated his museum and library with staffers who became specialized experts. He sent them to Spain, Portugal, and South America to learn about the culture and spirit of each country. They published catalogues of the artwork of each country in the Society's collection.

Today, the museum in Upper Manhattan is overflowing with objects–"too little space," Codding laments–including manuscripts, 175,000 photographs, and materials documenting architecture and costumes.

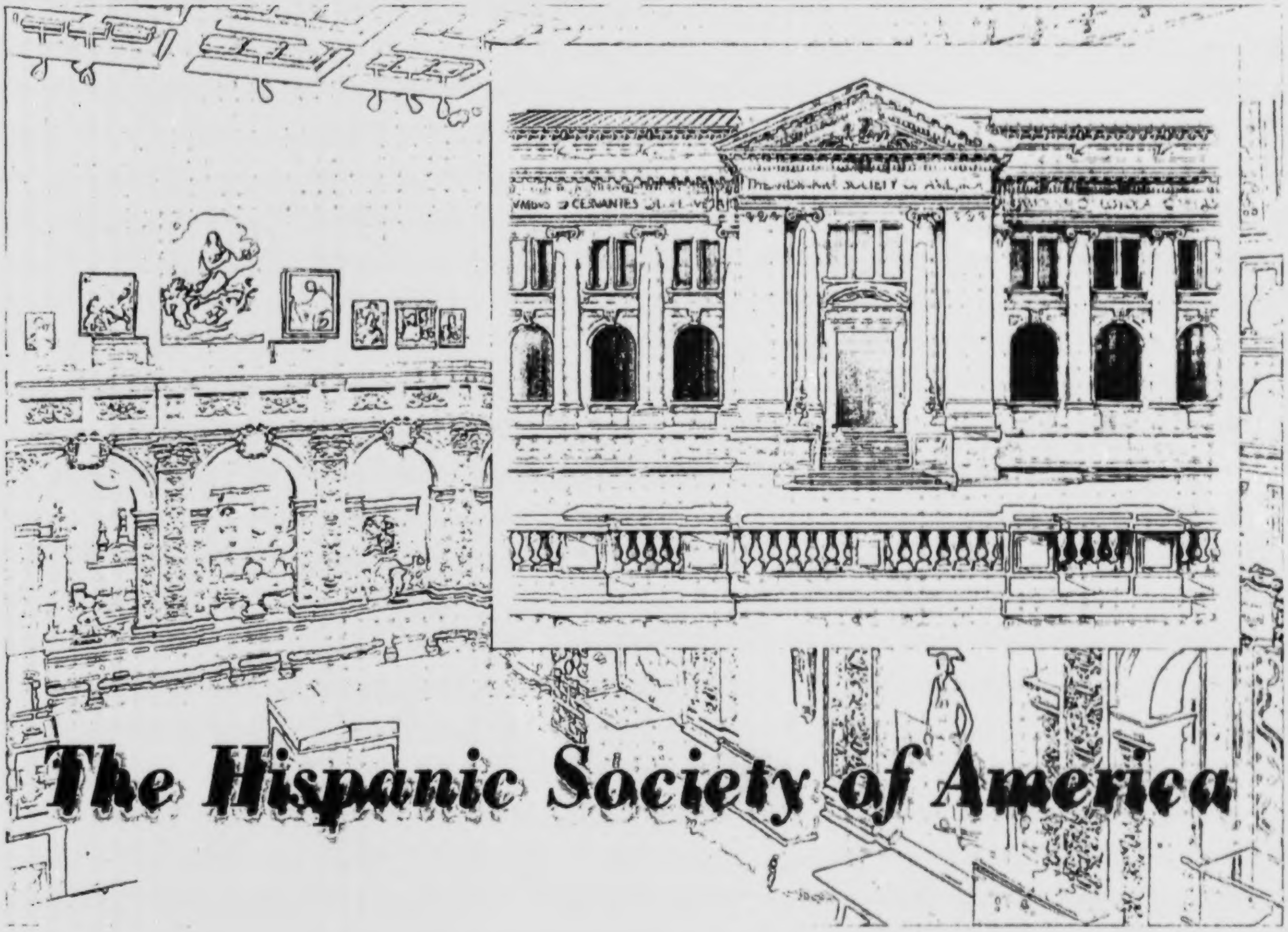
"It's definitely the finest collection outside of Spain of fine and decorative arts representing the entire scope of culture from the Iberian Peninsula from prehistory to the 20th century. There is not even an institution in Spain that has a comparable collection crossing all areas."

The collection now encompasses paintings, watercolors, sculptures, and prints.

Huntington also encouraged American artists and added their works to the museum's collections, and he enriched the facility with sculptures. In 1923, he offered the building and terraces to the National Sculpture Society for an exhibition of American sculpture, the first to make use of an outdoor setting to display sculptures more prominently.

That same year, on March 10, he married sculptor Anna Vaughn Hyatt (the wedding date was the same as their birthdays). Together, they embarked on a number of cultural undertakings. She helped to add sculptures to the building and grounds. She modeled the equestrian statue of Spain's medieval hero, El Cid Campeador, and the first replica was erected on the lower terrace of The Hispanic Society in 1927. Her reliefs of Don Quixote and Boabdil were carved in stone and set against the terrace walls.

Her husband, while embarking on other endeavors, commissioned



The Hispanic Society of America

sculptures too. In 1927, he created a fund to purchase new books at the Library of Congress and another to hire a consultant to select the books. Ten years later, a Hispanic Foundation was established with a special room as a "center for the pursuit of studies in Spanish, Portuguese, and Latin American culture," wrote Proske.

That same year, Huntington deeded four thousand acres in Galveston County, Texas–land willed to him by his mother–to the University of Texas. The income from it was used to establish an art museum that until recently was named in his honor.

The name of that museum was changed in 1997 to the Jack Blanton Museum of Art, after the wealthy oil magnate and philanthropist. That museum is now undergoing a massive reconstruction project. When it reopens, Huntington's name will grace one of its galleries.

"Huntington was concerned about the arts at the University of Texas, and he donated the land with the purpose of funding the art museum," says Nicole Chism Griffin of the University. "His money was absolutely crucial. That was our beginning. This has grown to become one of the most influential art museums in the country."

That museum now spans the history of art in the Western World, with collections from the 14th through 18th century, American and contemporary art, and contemporary Latin American art. There are now more than 10,000 works of art on its premises.

The years brought more accomplishments and more praise. Huntington supported the foundation of the Cervantes Chair of Spanish at the University of London, and gave a Spanish Research and Publication Fund to New York University. He also provided money to help advanced students study in Spain.

As he turned 80, he received a special tribute from Wellesley College. The institution dedicated to him a volume of studies by notable Hispanists from eight nations. Four years later, a monument honoring him and his wife was unveiled in Barcelona.

Eleven years later, Huntington passed away in Redding, Conn., Dec. 11, 1955. His wife died two decades later, their philanthropic gestures continuing posthumously. "All of their assets were distributed to the institutions they had founded," says Codding.

Codding hopes that others–perhaps the 25,000 who visit The Hispanic Society each year–learn from the Huntingtons. He notes, "It is a matter of what can result from sincere dedication to a goal. Of course, he had vast resources at his disposal, but so much of this came about because he developed a rather singular focus at an early age."

Paso al Norte

Museo de la Historia de la Inmigración to Spotlight Border Immigration

Photos courtesy of the UTEP Library, Special Collections, and the Morales-Serna Project.

UTEP Helps Launch "Hothouse of Ideas"

BY INÉS PINTO ALICEA

The University of Texas at El Paso has launched a major project to develop a museum and research center on immigration and migration, a facility that is being dubbed the Ellis Island of the Southwest.

"There isn't any other place in the United States that tells the story of immigration from or through Latin America," said Marguerite Rivera Houze, executive director of the museum, slated to be called the Paso Al Norte Immigration History Museum and Research Center.

"This museum will validate for many Americans that their experience as immigrants is significant. There are many immigrant groups whose experience has been romanticized. There is nothing like that for the immigrants who have come across the southern border. There is a negativity associated with immigration across the southern border. We hope the museum will turn around some of those perceptions."

The museum is the brainchild of UTEP President Diana Natalicio, who was inspired by the book *Rain of Gold* by Victor Villaseñor, a beautiful tale about his ancestors' journey from Mexico through El Paso to Los Angeles. Villaseñor attended initial planning meetings for the museum and has been an inspiration to all involved in making the museum a reality.

"The immigration of Europeans to Ellis Island is celebrated, but people don't know the story about immigrants from the south," said Natalicio. "There are many myths and misconceptions about people who come from the south. It is important to validate their experience and commemorate the struggles and contributions they and their descendants have had in going after the American dream."

UTEP, in conjunction with other regional organizations, is coordinating a binational effort to create the museum. It is intended to be an independent international institution that will symbolize the aspirations of all immigrants.

People from Central and South America, the Caribbean, East Asia, and Mexico account for the largest portion of immigrants to the United States–69 percent, according to researchers at the Washington-based Center for Immigration Studies. For immigrants who arrived in the 1990s, these regions account for 71.2 percent of the foreign born.

Rivera Houze said that in recent years the public has perceived all immigration as illegal but that it occurs in many forms. "We're not trying to endorse immigration that is illegal," said Rivera Houze. "There is immigration that is positive for this country."

Natalicio said much of the focus on immigration along the 2,000-mile Southwest border has been on the numbers crossing and not on the human element. She adds that immigration from Europe was due to the same reason–people were seeking better opportunities. Natalicio expresses hope that the museum will create a more positive public understanding that will transcend economic downturns, which is when the public traditionally sours on immigrants.

"The story of people trying to find a better life is a universal story," she said.

Unlike Ellis Island, which provides a snapshot of a period in immigration history that ended in the 1920s, Natalicio believes the UTEP museum will have a dynamic aspect in that immigration from the south across the Southwest border is ongoing. Moreover, it will boost the University's capabilities to conduct research on borderlands issues, one of its specialties.

Frank Sharry, executive director of the Washington-based National Immigration Forum, agrees with Natalicio and said he believes the museum and research center in El Paso will play an important role in the ongoing policy debate on immigration in Washington. "It won't be a memory house like Ellis Island," said Sharry. "It will be a hothouse of ideas. It will serve to inform the current debate about the future of immigration policies. El Paso will look at the past, but it also will explore this ongoing issue."

Sharry said he found the news that such a museum was under way to be "very inspiring," and he thought it was an "enormously significant" effort.

The museum has garnered positive responses from many sources, including Latinos who want to share their families' stories with the museum.

"We want to create a place where we can bring these stories together," added Natalicio.

Rivera Houze said the Mexican government and Congressman Silvestre Reyes, a former sector chief of the Border Patrol, have been very supportive of the project. Mexican officials have offered to link museum officials with old records and archives and other universities in Mexico to carry out the project.

Dr. Diana Natalicio, UTEP president

Reyes said more needs to be done to preserve and explain the history of Mexican-Americans.

"The histories of the many individuals and families, who came from many different backgrounds and who faced hardship and adversity as they moved north in search of better lives for themselves and their descendants, need to be

Marguerite Rivera Houze, executive director better documented and incorporated in the larger history of the U.S.," said Reyes, whose grandfather was born in Hidalgo del Parral, Mexico, the same place as revolutionary war leader Francisco "Pancho" Villa.

The museum effort is also an example of partnership between a city and university as the two work together to see whether it might be possible to locate the museum in downtown El Paso.

Rivera Houze would like to locate it near other city buildings under construction or renovation as part of a revitalization of El Paso. There are many beautiful, historical buildings in downtown El Paso, she said, but it is sometimes difficult and extremely costly to rehabilitate an older building to house objects and documents of historical significance. But she and Natalicio are interested in exploring ways in which the museum project can fit into the city's revitalization.

"One of the by-products of this project will be the contribution to tourism and the economic development of this region," said Natalicio.

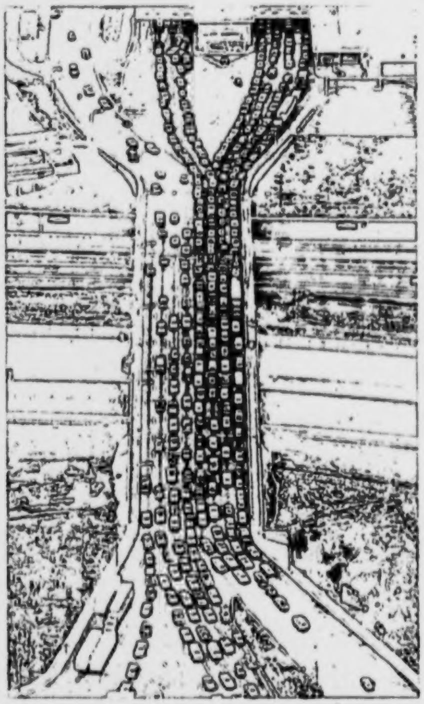
Ironically, El Paso is also home to a Border Patrol museum that highlights the different methods used along the border to stem illegal immigration. The Border Patrol Museum, however, is far from El Paso's downtown and Rivera Houze says both facilities can happily co-exist because each has its own story to tell.

It is too early to know how much the overall project will cost or when the museum will officially open its doors to the public, but organizers estimate the final cost will run upwards of $100 million. For now, the project has been launched under the auspices of UTEP, which has underwritten several jobs, including Rivera Houze's, to get the project moving. The Ford and Mellon Foundations provided grants to help with the early stages of the project, including the initial evaluation of archival resources, planning, and constituency-building programs. Rivera Houze said she will seek additional funding from a variety of sources–private sector, local, state, and federal–to cover costs of collecting, archiving, and cataloging materials. Organizers also are accepting donations for the project.

> ***"The immigration of Europeans to Ellis Island is celebrated, but people don't know the story about immigrants from the south"***
>
> DIANA NATALICIO, UTEP PRESIDENT

Rivera Houze said one of her first efforts on the path to opening the museum will be to put together a traveling exhibit to build awareness of the project. She also will be collecting archival records, with considerable input from community leaders, historians, artists, writers, filmmakers, and others.

In March, more than 100 national scholars, artists, community leaders, and others gathered in El Paso to develop a plan and to answer three major questions: What are the stories that the museum should tell? How should those stories be told? How should the museum be organized to assure its future development and sustainability?



UTEP's Institute of Oral History has captured many immigration histories since its birth in 1972, and those will ultimately be featured in the museum. Individual and family histories will form the foundation of the museum. The institute continues to seek additional documents, archives, photos, other memorabilia, and oral histories of Mexicans who migrated from Mexico. The institute has built one of the largest border-related oral history collections in the United States.

Organizers want to have family archives, displays on current events, and presentations on fleeing the Mexican Revolution, as well as the significance of the Treaty of Guadalupe Hidalgo, by which Mexico signed over a large portion of its territory to the United States.

For Rivera Houze, the chance to launch the museum is much more than just a job. She worked for years with the U.S. State Department, helping deal with refugee crises around the world. By taking on the museum position, she gets to go home. Her grandfather was a general in the Mexican Revolution. He came to the U.S. as a political asylum seeker and settled in El Paso.

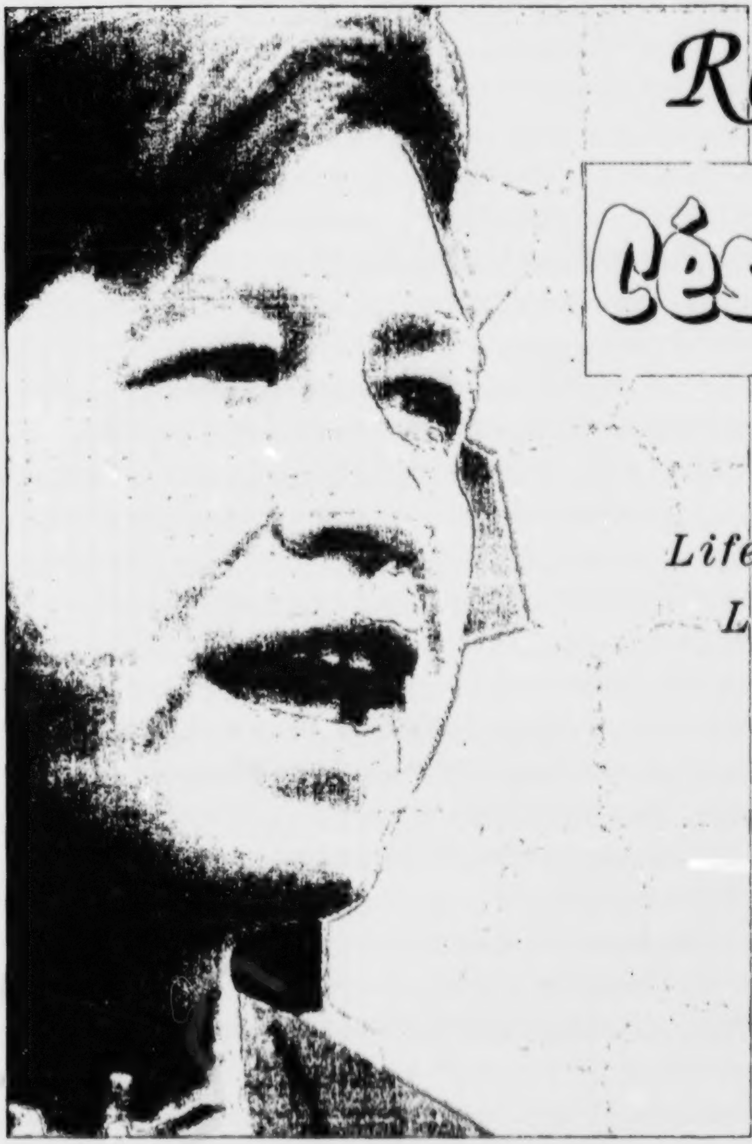
The Mexican Revolution spurred one wave of immigration to the United States. Other events have generated other waves of migration to the north, including the building of railroads in the U.S. and the Bracero program, which invited Latin American workers to help farmers tend to their crops.

El Paso is a natural home for this type of museum. Known as El Paso al Norte–The Pass to the North–it is a major gateway along the U.S.-Mexico border for immigrants heading north. Together with its sister city, Ciudad Juárez, Mexico, El Paso forms a large metroplex of more than two million people.

Though the Mexican Revolution spurred much of the immigration to the region, the city has a cosmopolitan feel. Walking through downtown El Paso, many of the merchants of Chinese descent make heads turn with their ease in switching between Spanish, English, and Chinese. Many are descendants of Chinese attracted to the border city in the mid-1800s by the construction of the railroad. The city is also home to large populations of Lebanese and Syrian immigrants, whose ancestors also came to work on the railroad.

"There is no better place than El Paso to create a major national museum dedicated to preserving the history of people who, for over five centuries, have moved northward from Mexico into areas that are now part of the United States," said Reyes.

UTEP is a Carnegie doctoral institution. Nearly 1,500 students from Mexico attend UTEP, the largest Mexican-American-majority university in the United States. UTEP's newly established Ph.D. program in borderlands history is the first of its kind in the U.S. or Mexico.



Remembering César Chávez

Lifelong Fight for Justice, Liberty, and Equality

BY
JEFF SIMMONS

As black eagle flags of the United Farm Workers surrounded him, California Gov. Gray Davis characterized the legacy of a man who forever changed the lives of farmworkers in the state.

"César Chávez brought hope and inspiration to tens of thousands of farmworkers, some of the hardest working people on the face of the earth," the governor said on that stifling August day last year. "He taught us that injustice anywhere affects all of us everywhere."

And with those inspirational words, after years of lobbying and political maneuvering, the governor established a state holiday to honor the late Latino leader. This year, on March 31, offices closed, government workers stayed home, and the state celebrated its first holiday in memory of a Latino.

"This was the first state holiday named after a Mexican-American," says Professor John Hammerback, one of three experts on Chávez at California State University in Hayward.

"The message is that Mexican-Americans have a stake in this country, have a partnership in it, and it is possible to achieve, although at times it is very difficult. Chávez was a hero to a lot of people, not only to Mexican-Americans."

The ceremony came after a changeover in leadership in the state. Sen. Richard Polanco (D-Los Angeles) had lobbied for the bill for three years, but former Gov. Pete Wilson did not sign off on it.

Polanco, speaking before a crowd of 400 flag-waving onlookers at the dedication ceremony, said Chávez "was a symbol of hope to workers. He provided a voice for the voiceless and leadership for those who had the will but were unsure of the way."

Noted John Sweeney, national president of the AFL-CIO: "This sends a powerful message that every worker is valued and each can fight for his dream."

Striking a chord akin to that of Martin Luther King, Jr., Chávez advocated nonviolence to achieve progress and equality. He founded and led the first successful farmworkers union in U.S. history and remained president of the United Farm Workers until his death on April 23, 1993.

The state holiday, a day on which school children will soon be required to learn about his life, falls on the day of his birth. He was born on March 31, 1927, on his grandfather's tiny farm near Yuma, Ariz.

He was forced into the fields at age 10 after his family lost their land because of a bad business deal during the Great Depression. The impoverished Chávez family, his brothers, sisters, and parents, migrated throughout the Southwest and toiled long hours in the fields and vineyards.

"I had more happy moments as a child than unhappy moments," Chávez later recalled. "My mom kept the family together."

Young César was shipped from school to school, estimating at one point that he'd attended 65 elementary schools, and helped his family in the fields to make ends meet. He was among the 300,000 migrant workers following crops to California.

They often lived in squalid conditions, in quarters with no electricity or running water. Sometimes, they slept in pick-up trucks. Chávez observed the conditions, noticing that labor contractors and landowners exploited the farmworkers, yet he could not marshal support from those who feared their employers.

In 1945, at age 18, he joined the Navy and served in the Western Pacific during the end of World War II. After ending his tour of duty, he joined his first union, the National Agricultural Workers Union.

Chávez met a Mexican woman, Helen Fabela, in the Delano vineyards, and the two wed in 1948. They settled in the East San José barrio of Sal Si Puedes–"Get out if you can"–and began teaching Mexican farmworkers to read and write so they could take the test to become American citizens.

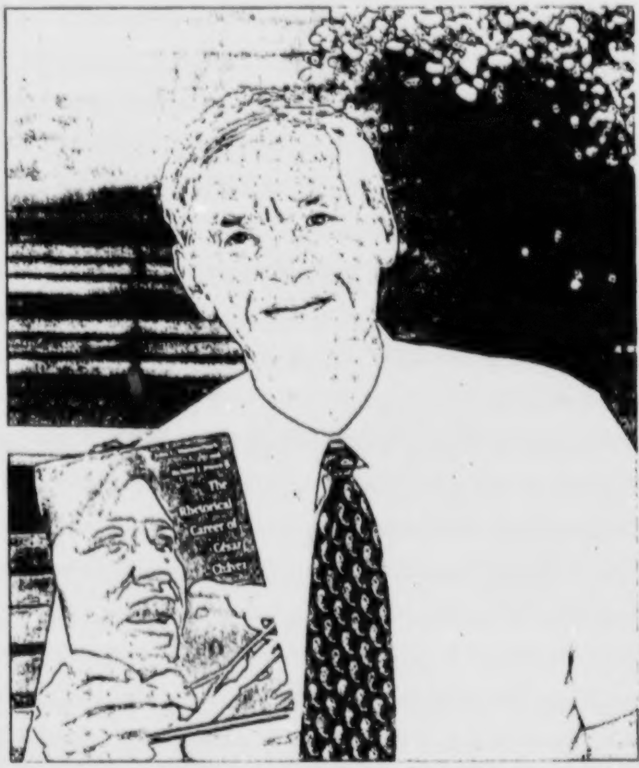

The Rhetorical Career of César Chávez

Photo © Jennifer Harrity

Prof. John Hammerback, CSU-Hayward

Four years later, Chávez was working in the apricot orchards outside San José when he encountered an organizer for the Community Service Organization (CSO), which was sponsored by Chicago-based Saul Alinsky's Industrial Areas Foundation. The group helped Latinos with problems with immigration and the police.

"He set out to tell as many people as he could about what would be going on with farmworkers and their issues. It really began when he worked with Alinsky's group. He learned the only way you could organize people was if you talked with them," says Hammerback.

"At the very beginning, he wasn't by nature a great speaker. In fact, he was quiet and shy," says Hammerback, a professor of speech communication who has penned books and articles on Chávez, and analyzed how Chávez used his skill with words to communicate the meaning of the Chicano protest movement.

Soon, Chávez became a full-time organizer. By day, he picked apricots. By night, he orchestrated voter registration drives for the CSO, registering more than 2,000 workers in two months. He began to rail against economic and ethnic discrimination against Chicano residents.

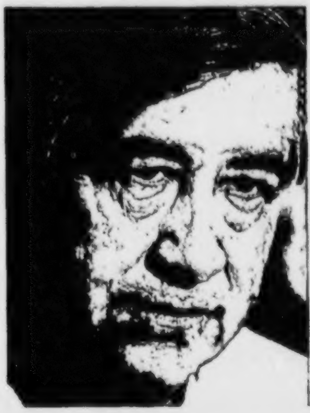
Chávez helped found CSO chapters across his home state and California, and in the late 1950s, became CSO's national director. In his 10 years with CSO, he helped register more than a half million Chicanos to vote and brought citizenship and old-age pensions to roughly 50,000 Mexicans.

But he harbored grander aspirations. He wanted to build an organization to aid the farmworkers, who had for so long endured hardship and pain, working countless hours for little pay, benefits, or compassion. In 1962, unable to persuade the CSO to organize farmworkers, he resigned from his well-paying job.

Chávez packed his bags and moved his family, which by then included eight young children, to Delano, Calif. There, he founded the National Farm Workers Association, while he and his wife toiled on weekdays and weekends in the fields to scrape together enough money to survive.

Chávez, his youngest children often in tow, commuted to dozens of farm communities and planted the seeds of union growth. He forged ties based on common grievances and treatments. Dedicated farmworkers across the state soon became his disciples.

"If you're outraged at conditions, then you can't possibly be free or happy until you devote all of your time to changing them and do nothing but that," he said. "But you can't change anything if you want to hold onto a good job, a good way of



"But you can't change anything if you want to hold

life, and avoid sacrifice."

Three years later, the NFWA was comprised of 1,200 families and joined an AFL-CIO strike against grape growers in Delano. He waged a successful five-year boycott, often with bullhorn in hand, that galvanized the Chicano movement and drew millions of people behind the cause initiated by the Filipino grape pickers.

Support from church groups, students, consumers, and unions arose across the country. In 1966, Chávez and 70 strikers marched in Sacramento, and the two unions merged to form the United Farm Workers soon after.

Since its inception, the UFW followed the principles of nonviolence preached by Martin Luther King, Jr., and Mohandas K. Gandhi. Chávez urged farmworkers to pledge a nonviolent advocacy, and on March 24, 1968, he led them on a 25-day fast to reaffirm the UFW's commitment to peaceful protest.

That action prompted a lawsuit by 100 grape growers and shippers, claiming that Chávez's activities caused $25 million in profits to disappear.

"He was quite a remarkable person. He was a very low key, soft-spoken guy. He wasn't a fiery orator, but he had this magnetic personality," says Rick Tejada-Flores, the Cal State professor who produced and directed the film *The Fight in the Fields: César Chávez and the Farm Workers' Struggle.*

Then Sen. Robert F. Kennedy branded Chávez "one of the heroic figures of our time" and visited Delano to greet Chávez at the conclusion of the fast.

The grape boycott proved successful, convincing most table grape growers by 1970 that it would be advantageous to sign contracts with the United Farm Workers. But growers in the vegetable industry tried to circumvent UFW's growing power, and signed a "sweetheart" deal with the Teamsters Union.

Photo © Jennifer Harrity

Prof. Richard García, CSU-Hayward

In 1973, when the UFW's grape agreement was renegotiated, growers signed with the Teamsters–and that prompted the next wave of protest. More than 10,000 farmworkers marched from the fields in California's valleys in protest.

Chávez raised the stakes and called for a worldwide grape boycott, which drew support from 17 million Americans within two years. The realization of a large drop in profits forced growers to the gubernatorial-sanctioned Agriculture Labor Relations Act, which imposed collective bargaining for farmworkers.

The UFW continued to swell in size, in influence, and in power. It corralled most union elections in which it participated, and by the early 1980s, the ranks of farmworkers had swelled to tens of thousands. Contractual protections yielded them better pay and health and pension benefits.

"He showed extreme organizational leadership in setting up the farmworkers, and he had a good sense of historical ethnic memory and personal memory," says Richard García, history professor at California State.

"For Americans in general, he was a labor leader, and he was able to place the Mexican worker in the center of the American labor scene. He was also a man that was more than a labor leader and a fighter for Mexican-Americans. He was a man who continually brought up issues of justice, liberty, and equality."

García, co-author of *César Chávez, Triumph of Spirit,* says Chávez believed that "if everyone put effort into their lives, they could succeed."

But the political winds shifted dramatically in 1982. Republican George Deukmejian, whose campaign war chest was fueled with $1 million in contributions from growers, was elected governor. In 1984, angered over what he saw as the state farm labor board's lax enforcement, Chávez summoned another boycott.

Extolling nonviolent protest once again, Chávez orchestrated a 36-day "Fast For Life" to contest the poisoning of grape workers and their kids with pesticides.

His advocacy crossed over into Mexico as well. In 1990, Chávez signed an agreement with the Mexican government to allow Mexican farmworkers in the United States to provide medical benefits to their families back at home. Mexican President Salinas de Gortari awarded Chávez the Aguila Azteca, the highest Mexican civilian award.

Through all of this, he received little money. Like other UFW officers, he earned about $5,500 annually in subsistence pay while caring for his family at La Paz in Keene, near the union's headquarters in Kern County's Tehachapi Mountains.

His reach extending across the country, Chávez's influence generated an outpouring of support for his family when he died at age 66 of natural causes on April 23, 1993. More than 10,000 people attended the funeral to remember him as he was laid to rest in a rose garden at La Paz.

President Bill Clinton, in a proclamation shortly after Chávez's

onto a good job, a good way of life, and avoid sacrifice." CÉSAR CHÁVEZ death, said Chávez came from "humble yet proud beginnings" and led a movement that "irreversibly shaped our nation and brought justice and dignity to thousands."

"With natural leadership and unflagging determination, he achieved real progress where others had failed," Clinton said. "The strength of his vision and the power of his leadership enabled him to take his struggle directly to the American people. He focused our nation's attention on the economic and social plight of migrant farmworkers and, in the process, taught us how injustice anywhere affects us everywhere."

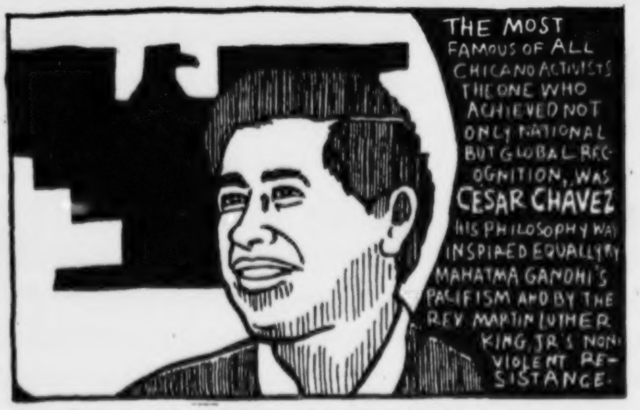
Posthumously, Chávez became the second Mexican-American to receive the Presidential Medal of Freedom. Clinton bestowed the honor, the highest a civilian can receive in the United States, in 1994, in a ceremony at the White House, while Helen Chávez and six of her eight kids looked on.

All of the Chávez children have since worked for migrants' rights.

The union did not die along with its leader, despite skeptics' beliefs. On March 31, 1994, a year after Chávez died, farmworkers marched 343 miles from Delano to Sacramento to demonstrate the union's strength and that Chávez's dream of a national farmworkers union was still alive.

That same year, Chávez's family and UFW leaders founded the César E. Chávez Foundation in La Paz to inspire others to follow in his footsteps and promote his ideals.

Still, some critics lamented that Chávez's efforts only affected a minority of farmworkers and wished that his legacy would be action in other states to improve working conditions. Dick Meister, of the Hispanic Link News Service, wrote last year: "Although holidays honoring Chávez surely would be deserved and fitting, a higher priority should go to bringing, finally, economic and social justice to all farmworkers through legal actions and other steps that go beyond lip service."


THE MOST FAMOUS OF ALL CHICANO ACTIVISTS THE ONE WHO ACHIEVED NOT ONLY NATIONAL BUT GLOBAL RECOGNITION, WAS
CESAR CHAVEZ
HIS PHILOSOPHY WAS INSPIRED EQUALLY BY MAHATMA GANDHI'S PACIFISM AND BY THE REV. MARTIN LUTHER KING, JR.'S NON-VIOLENT RESISTANCE.

© Latino USA, "A Cartoon History," illustrated by Lalo Alcaraz

"What farmworkers need above all is the legal right to bargain collectively with their employers that was granted virtually to all nonagricultural workers in 1935 and that Chávez and the UFW won for the farmworkers of California in 1975," wrote Meister, co-author of *A Long Time Coming: The Struggle to Unionize America's Farm Workers*.

Tejada-Flores says Chávez faced some heady obstacles that were too difficult to surmount.

"I think when he was organizing he had a very long-range view–when you organize people, it takes a long time to change behavior. I think for him the issue was not to become impatient. There's this wonderful saying in Spanish, *Hay más tiempo que vida*, there's more time than life. That was something César liked."

García noted that Chávez's most significant failure was his fear of others with different agendas wresting control of the group.

"He was very self-centered on the idea that he always knew what was best, and he had to control the farmworkers movement and union or else someone would make it a radical organization," García says.

There was considerable resistance to naming a holiday after him. California State's experts say some segments of the population did not feel he deserved such an honor.

"The people who opposed him a lot were in very conservative communities, those that he shook up," says Tejada-Flores.

Others say that Chávez came to represent unity that he drew individuals into a collective effort to foster change, and that it was that overwhelming characterization that drew support.

Says García: "Chávez taught that you should always strive to better yourself but subscribe to better yourself in relation to bringing your community up in the struggle for the individual, so you link the individual to the community."

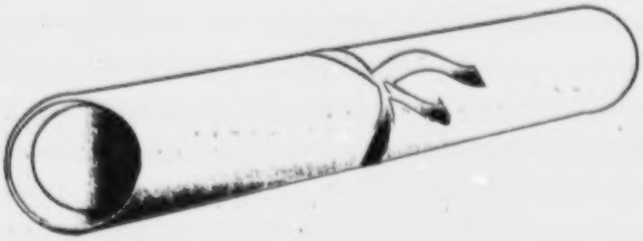
Starting next year, the designation of a César Chávez holiday will take on a greater relevance to students. Under the measure, the state has appropriated money for a curriculum so that students will be taught about Chávez.

"Kids will possibly go to school for half a day, then go out and perform community service projects, using values of nonviolence that César believed in," says Tejada-Flores. "It's a tribute to him."

Photo © Jennifer Harmy

Prof. Rick Tejada-Flores, CSU-Hayward

The Honor Roll

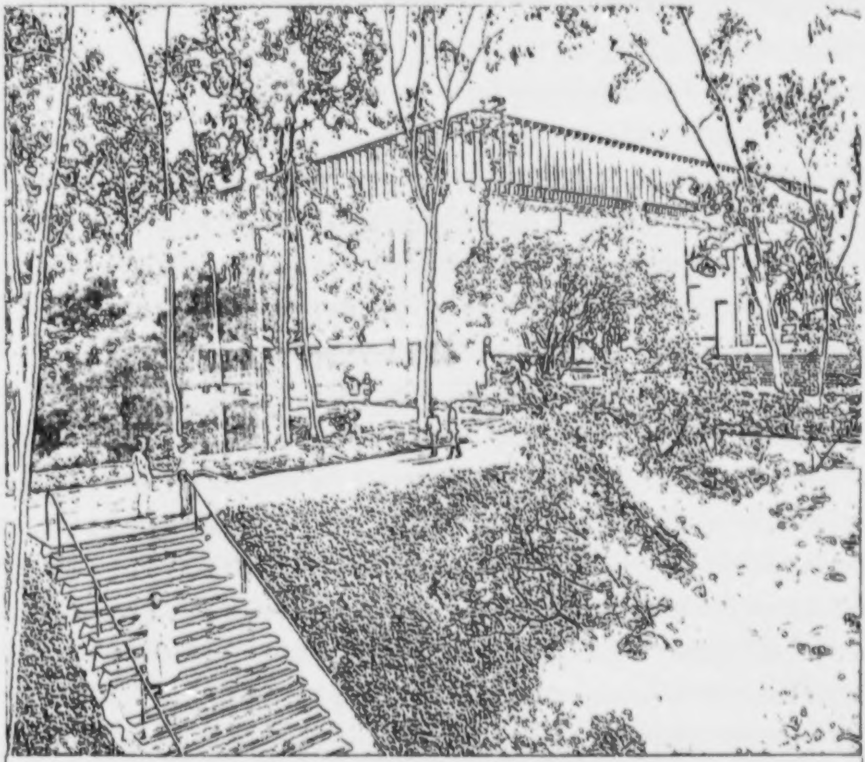


California State University, Domínguez Hills

Most Diverse Public University in the West

BY ROGER A. DEITZ

CSU Domínguez Hills President James E. Lyons, Sr., recalls leaning back from his desk, when he first assumed the post, and thinking, "This is the place that suits me–a place where a multicultural, multiethnic community can thrive within a world I have been so long committed to–the world of teaching and learning."

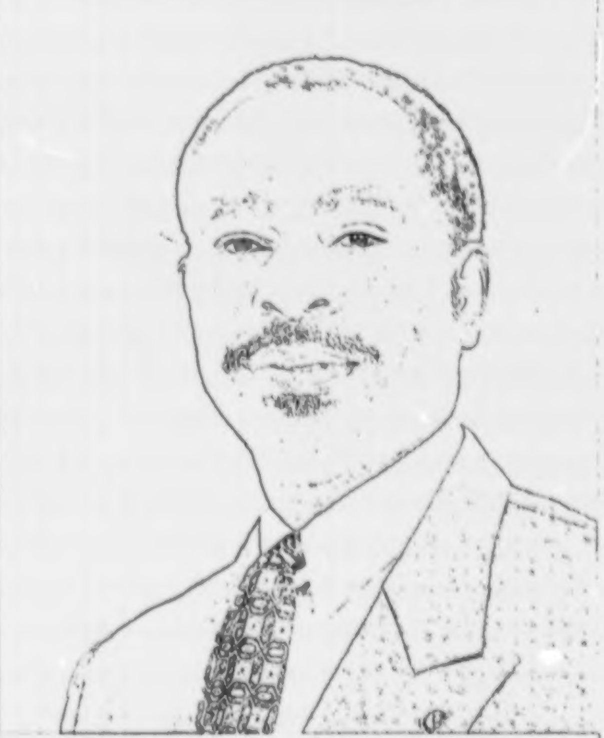


California State University, Domínguez Hills

Lyons once did a tour of duty in the Peace Corps and has spent more than 16 years as a university president in the East and in the South. He says that throughout his career he has developed the notion that "to educate is to give vision to those who cannot see, speech to those without a voice, and empowerment to the disenfranchised." For 40 years, he says, CSU Domínguez Hills has been doing just that. Lyons is convinced that the university can be a national model for public universities.

Founded in 1960, the public university that is today California State University, Domínguez Hills first opened its doors on the second floor of a Palos Verdes bank building in 1965. Since then, it has grown to serve nearly 13,000 students. What was once a handful of inspired educators, thinkers, and students has expanded into three schools and a college, and into an energetic extended education program. Now, the school is located on a 346-acre campus in the city of Carson.

For the third consecutive year, *U.S. News and World Report* named CSUDH "the most diverse public university in the West." Officials say the students, who come primarily from the South Bay and South Los Angeles, represent "the changing face of America and a future workforce key to fueling



James E. Lyons, Sr., CSU, Domínguez Hills president

Honor Roll Facts in Brief

INSTITUTION
California State University, Domínguez Hills

LOCATION
1000 East Victoria Street
Carson, California 90747
(310) 243-3696

ESTABLISHED
1960

ENROLLMENT
Approximately 13,000 (32.8 percent Hispanic)

DEGREE OFFERINGS
Bachelor's
Master's

ANNUAL TUITION AND FEES
$1,879 (in-state undergraduate)

FACULTY
750 Full-time and Part-time

SEVERAL DEGREE PROGRAMS
Africana Studies
Chicano/Chicana Studies
Education
Health Science
Public Administration

NOTABLE HISPANIC-SERVING ORGANIZATIONS
Club Salsa
Latino Student Business Association
MEChA

INTERNET ADDRESS
www.csudh.edu

the economic engine of California and the nation."

The president adds, "The University was born in a time of political ferment and shifted its location from the hills of Palos Verdes to the city of Carson, where many people...found a university education more of a dream than a reality. For those well enough prepared and with the commitment to improve their lives, those dreams have been becoming a reality with the help of a dedicated faculty, solid programs, and supportive environment. One by one, graduating class after graduating class, these dreamers become achievers."

Inaugurated in March, at the close of CSU's 40th anniversary observance, Dr. James E. Lyons, Sr., was officially installed as the school's seventh president, amid symposia organized around the theme of Transformation. Featured speakers included Dr. Joycelyn Elders, former U.S. Surgeon General, and Dr. Robert McChesney, research professor at the University of Illinois at Urbana-Champaign. The inauguration followed the passing on Feb. 11, 2001 (at the age of 91), of the University's founding president and first employee, Dr. Leo F. Cain, who guided the institution from 1962-1976. "We are where we are today because of his wisdom at the start and his leadership during those early years, those most challenging times," said Lyons.

Since his own arrival, Lyons has emphasized the CSUDH role of "communiversity," with vital links to its host city of Carson and the border South Bay/South Los Angeles area that it primarily serves. "When I left home to go away to school," Lyons explains, "the university was there for me…as a safe harbor, where I could build on my strengths and stretch my talents and abilities. I grew there. I learned to be a citizen. That is the experience that I took to other campuses, and brought to Cal State Domínguez Hills. We have a responsibility as educators to be good neighbors and occupy that same higher ground. That is what I mean by 'communiversity.'"

CSU Domínguez Hills is located on the historic Rancho San Pedro, the oldest Spanish land grant [1784] in the Los Angeles area. Its 346-acre campus was in the continuous possession of the Domínguez family through seven generations, from its concession to Juan José

Domínguez in 1784 to its acquisition by the people of the state of California for the University. The campus is strategically situated in the heart of a major technological, industrial, and transportation complex. In addition, it is central to a population that is international and multiethnic, and the people of the area are genuinely heterogeneous. Officials note that cultural pluralism is a major characteristic of the University, but that at the same time, there is a "continuing focus on the Hispanic heritage of California."

> ***Throughout Lyons' career he has developed the notion that "to educate is to give vision to those who cannot see, speech to those without a voice, and empowerment to the disenfranchised."***

On this campus, 32.8 percent of the student population of 13,000 is Hispanic, 29.8 percent is African American, 24.8 percent is White, 11.8 percent is Asian/Pacific Islander, and 0.7 percent is American Indian. There is age diversity as well. Students ages 20 to 29 years old are 43.8 percent of the student body; students ages 30 to 39 equal 25.4 percent; and students 40 and over, 23 percent. Students 19 and under comprise 7.9 percent.

CSU offers 41 undergraduate majors and 18 master's degrees as well as multiple-subject and single-subject teaching credentials. The top three most popular undergraduate program majors on campus are Liberal Studies (the undergraduate teacher education program), Business Administration, and Nursing. Full-time and part-time faculty number 750.

Hispanic student organizations on campus include Club Salsa, Lambda Theta Phi Fraternity, Latino Student Business Association, MEChA, Phi Iota Alpha Fraternity, Sigma Lambda Beta Fraternity, and Sigma Lambda Gamma Sorority.

For the second consecutive year, CSUDH won an award from the American Association of Colleges for Teacher Education (AACTE). The AACTE is a national, voluntary association of colleges and universities with undergraduate or graduate programs to prepare professional educators. The Association's 750 member-institutions graduate approximately 90 percent of the nation's new teachers and other educators each year.

The award this year was for promoting diversity in teacher education in various programs across Southern California. Last year, the University was honored for a new teacher preparation program based on a high degree of collaboration between different academic departments–designed to speed the time it takes to prepare a teacher by allowing the individual to enroll simultaneously in two disciplines.

With this year's award, the AACTE took special notice of the University's Manual Arts Professional Development School, under the direction of Dean Billie Blair, CSUDH School of Education. The School offers beginning, non-credentialed teachers the opportunity to earn a Multiple Subjects Teaching Credential in one year. Designed for the elementary level, the courses are offered two nights a week, with additional time for focused inquiry and reflection. The Association also cited the University's continuing partnerships with the Los Angeles Unified School District, the Los Angeles Education Project, and the Los Angeles Annenberg Metropolitan Project/ Design for Excellence: Linking Teaching and Achievement.

President Lyons called the honor "recognition that we embrace diversity as an important teaching and learning tool." Said Dean Blair, "'Diversity' is an important part, a crucial part, of our teaching program because it is helping us prepare teachers that make a difference not only in the lives of the students they teach, but in those communities from which those students come."

Last May, the CSUDH School of Education itself honored teachers and administrators as recipients of the second annual "Excellence in Education" awards. Having certified more teachers than any other university in California, CSU Domínguez Hills celebrated "the contributions that its alumni make as teachers and administrators in the growth and development of young people."

Dean Billie Blair observed, "The students who pass through our doors work long and hard to help shape our world as teachers and administrators. They give so much of themselves, and it's appropriate that we honor them as they honored us with their presence and continued success." Honorees were: Robert Carlson, John K. Davis, Cecilia Duenas, Hector Galicia, C. Keith Harrison, William Horst, Mike Lansing, and Philip Patterson.

The 5th Annual Unity Fest, hosted in April for students, faculty, staff, prospective students, and residents of the communities served by the University, was a celebration "designed to honor the diversity of the campus." This year, a poetry slam, children's village, and folk arts festival were added to the dancers, singers, bands, martial artists, interactive games, arts and crafts, and international foods of earlier years.

2001 Hispanic Heritage Awards

And the awards go to: Baca, Balmaseda, Fernández, Nava, Saralegui

BY NELLY MELLANDER
GEORGE MASON UNIVERSITY

The Hispanic Heritage Awards Foundation, a nonprofit organization established in 1987 to promote Hispanic excellence, recognizes role models every year.

Credited with spearheading a growing recognition of Hispanic achievement in the United States, the Foundation is best known for its program, "The Hispanic Heritage Awards," a televised event considered the most prestigious honor in the Hispanic community and a highlight of Hispanic Heritage Month. Broadcast on NBC-TV every fall, the special gives the American public a chance to learn more about our nation's Hispanic leaders in many fields.

As noted by Rita Moreno, "What makes this awards program so unique is that it is presented by an organization that is dedicated to preserving the culture and providing education for our youngsters."

Five Categories

The Hispanic Heritage Awards Foundation selects honorees in five categories–arts, education, leadership, sports, and literature. The awardees have not only excelled in their chosen fields but have also enhanced their communities and have an impact on our nation as a whole. Thirty-three national Hispanic co-host organizations serve as the nominating committee for the Awards. As such, they work closely with the Foundation to identify Hispanic leaders and achievers in their communities and to bring them to the attention of the National Selection Committee.

Hosts of the awards include many of America's premier corporations. Dr. Pepper/Seven Up has been a strong supporter since the program began 15 years ago.

Youth Awards

The Foundation also honors exceptional Hispanic high school students. The Hispanic Heritage Youth Awards program began in 1998 and honored Hispanic youth in five U.S. cities. Since then the program has expanded. This year, 84 students were honored across the U.S. in 12 cities: Chicago, Dallas, Denver, Los Angeles, Miami, New York, Philadelphia, Phoenix, San Antonio, San Diego, San José, Calif., and Washington, D.C.

The seven national winners of the Hispanic Heritage Youth Awards 2001 traveled to the Kennedy Center in the nation's capital to be honored on the NBC television special on Sept. 22. They are:

- Nilda Feliciano, Lane Technical High School, Chicago, Ill.
- Usbaldo Fraire, Robert E. Lee High School, San Antonio, Texas.
- Elisa Tatiana Juárez, Coral Reef Senior High School, Miami, Fla.
- Edward Leyba, Mesa High School. Phoenix, Ariz.
- Emanuel Pleitz, Woodrow Wilson High School, Los Angeles, Calif.
- Gloria Romero, Polytechnic High School, Ft. Worth, Texas.
- Rodolfo Valádez, Thomas Jefferson High School, Los Angeles, Calif.

2001 HISPANIC HERITAGE HONOREES

Judith Baca, Education

"My work is about healing social ills. My murals work with people to help them discover who they are."

Born in Los Angeles to immigrant parents, who fled the aftermath of the Mexican Revolution, Baca grew up with a strong sense of both American history and her Latino roots. As an artist, she continues in the tradition of the great Mexican muralists, communicating her experiences through her acclaimed artwork that tells stories about a multicultural America.

As a teacher, Baca combines art and education in her fight against racism, segregation, and sexism by bringing her students of different ethnic backgrounds together to work on her murals. During the early 1970s, Baca spent four years working on a series of murals with local youths from different barrios. In 1974, Baca was appointed the director of the city of Los Angeles Citywide Mural Project, a response to her vision of a series of funded murals throughout the city, created by and reflecting the local communities. Within two years, 250 murals had been completed, with Baca directing over half of them.

Among her best known works are: "La Memoria de Nuestra Tierra or Our Land Has

Judith Baca, Education

Liz Balmaseda, Literature

Mary Joe Fernández, Sports

Memory," which hangs in the Denver airport; "Female Dragon," located in the Interior Library of the California Institute for Women; and the half-mile long "Great Wall of Los Angeles," which traces the history of California, incorporating images of Chumash Indian life and culture, farm union organizers, Black activists fighting for equal housing, and the plight of Japanese-Americans interned during World War II. "Great Wall of Los Angeles" was created over five summers, and involved more than 400 youths, artists, and historians, offering them "an alternative form of history that included information on ethnic groups and women not taught in the public schools." Baca, currently a professor at UCLA, was featured in *HO* earlier this year.

Gregory Nava, the Arts

Cristina Saralegui, Leadership

Liz Balmaseda, Literature

"I don't mind if people get angry, cry, or laugh at what I write about....I try to focus on the issue. You don't have to agree, as long as it starts a debate, a discourse."

A Cuban immigrant, Liz Balmaseda brings a unique insider's view of the large, varied, and often divided Hispanic community in her hometown of Miami, chronicling their struggles and gains, and reporting on the volatile social, political, and cultural concerns of the multicultural community. For more than 20 years, the veteran print and broadcast journalist has provided an intelligent balance to a debate often dominated by militants, academics, and politicians.

Balmaseda's career at the *Miami Herald* took hold after a stint reporting from Central America for *Newsweek* and NBC News. First working as a feature writer, she soon landed the job of columnist. Just six months later, she was nominated for a Pulitzer Prize for her insightful commentaries, an honor she won the following year. Throughout her career, her goal always has been to "put a face on the statistic."

She has brought attention to issues such as homelessness, poverty, AIDS awareness, discrimination, and the ill-equipped American health care system by telling stories of those individuals affected. In 2000, she contributed to the reporting on Elian Gonzales, opposing Miami's mayor and angering a vocal majority in the Hispanic community by firmly advocating a swift reunion of father and son, and the boy's return to Cuba.

While her focus is usually local, she also has ventured afar, reporting on the plight of asylum seekers in Haiti and refugee children in Cuba. Her fierce focus on human rights and social justice has been influential, prompting political and social action, proving the power of one woman's pen. She is currently working with Dr. Pedro José Greer, Jr., to adapt their book into a screenplay entitled *Waking Up in America*, a motion picture about Dr. Greer's life that will star Andy García and air on HBO.

Nelly Mellander and Gloria Estefan

Gregory Nava, the Arts

"I love telling wonderful stories about my people. I believe that the human experience is universal and this is what I always try to capture in the films I make."

Born in San Diego, Calif., Gregory Nava attended film school at the University of California, where he made his first dramatic film, based on the life of Spanish poet García Lorca. This work earned him the Best Dramatic Film Award at the National Student Film Festival. From this auspicious beginning, Nava launched a career as a director and writer and today stands among the most talented in Hollywood, having garnered many top honors and awards.

He has produced a series of groundbreaking films on Latino topics, playing to a general audience and earning him wide applause. His first feature film, "The Confessions of Amans", won the Best First Feature Award at the Chicago International Film Festival.

In 1984, Nava directed and wrote the film "El Norte," which was nominated for an Academy Award for Best Original Screenplay, garnered a number of international awards, and in 1996 was named an "American Classic" designated for preservation by the Library of Congress.

In 1995, Nava co-wrote and directed the multi-generational saga "My Family/Mi Familia," which was a financial and critical success, and featured Jennifer López in her first movie appearance. His 1996 film "Selena," based on the life of the slain Tejano superstar, was the definitive breakout role for Jennifer López, resulting in her Golden Globe nomination.

In 1999, for Touchstone Television, he directed "American Tapestry," a documentary about the American immigrant experience, aired on ShowTime. Nava is currently the executive producer of the PBS series "American Family," and is developing a film, starring Antonio Banderas, about the life of Mexican revolutionary hero Emiliano Zapata. His own company, El Norte Productions, has signed with New Line Cinema to produce Latino-themed films.

Francesco Quinn, Nelly Mellander and Tito Puente Jr.

Mary Joe Fernández, Sports

"Trials and tribulations make you more mature in various ways. They're challenges that help you reach your final destination."

Born in the Dominican Republic and raised in Miami, Fla., tennis prodigy Mary Joe Fernández has been playing tournaments since she was 6. At 14, she swept the national juniors competitions and became the youngest player to win a U.S. Open match.

Despite enormous pressure to turn professional at that point, the straight-A student opted to stay in school, where she juggled academics and sports with ease and excellence. By the end of her first year as a pro, in 1990, she ranked fourth. Over the years, her career has been hindered by injuries and illnesses, including asthma and endometriosis. But her resilience and tenacity have enabled the tennis champ to regain her momentum after each setback, earning her a series of international championship titles and two Olympic medals, making her a role model for youths everywhere.

While she still competes, Fernández can also be found today on the sidelines as a commentator for ESPN. Outside the courts, she has become a spokeswoman for a number of stay-in-school incentives, and has worked with charities such as We Will Rebuild, which raised money to repair damage caused by Hurricane Andrew in 1992.

Cristina Saralegui, Leadership

"Hispanics are a cultural minority, not a racial one. Hispanics come in every color under the sun. We are a rainbow tribe of hope for the future."

Born in Havana to one of pre-Castro Cuba's wealthiest families, journalist and talk show host Cristina Saralegui

Carlos Ponce and Nelly Mellander

had to leave all the comforts of home behind when her family was forced to flee to Florida. She was 12. That traumatic experience translated into a strong will, which helped her cope with her new life as an immigrant and as a member of a very traditional Latino family.

When forced to leave college in favor of her brother's education, the determined young woman went to work for the Spanish-language women's magazine *Vanidades*, and, before long, was named editor-in-chief of the Spanish-language *Cosmopolitan*, where she honed her journalist skills and knowledge of what Hispanic women wanted and needed. After 10 years at the helm, Saralegui moved on to host her own talk show.

"El Show de Cristina" has been on the air ever since, winning 13 Emmys and more than 100 million viewers in the U.S. and in 18 other countries worldwide.

The show is considered groundbreaking due to her assertive style and frank discussion of issues traditionally considered taboo in the Hispanic community, such as AIDS, sex, domestic violence, and homosexuality.

"Holding up a mirror to the Hispanic community," Saralegui has received bomb threats and protests for her choice of topics. Undaunted, she continues to spread her motivational messages through her one-woman media empire that today includes her radio show "Cristina Opina" and her monthly magazine *Cristina La Revista*. Out of the spotlight, Saralegui lends her support to several causes. In 1996, she established the Arriba la Vida/Up with Life Foundation dedicated to AIDS awareness and education among Hispanics.

When she closes her daily television show with her trademark exhortation "*Pa'lante, pa'lante,*" or "Forge Ahead," the Hispanic world listens and takes note. Recognizing Saralegui's mass appeal, NBC recently invited her to appear on its daytime drama *Passions*.

The Ceremony

The Gala, which lasted far longer than the hourlong show seen by millions via CBS-TV, was a feast of visual and musical impressions. Renowned artists such as Celia Cruz, Gloria Estefan, and Carlos Ponce entertained the Kennedy Center audience, which included many national luminaries.

Thoughtful and emotional speeches highlighted the evening as each awardee was introduced and received the award from such diverse personalities as Pat Riley, head coach of the National Basketball Association's Miami Heat, and newscaster Soledad O'Brien. Many awardees emphasized the importance of education for younger Hispanics and stressed the need to set high goals.

Later, Saralegui told *The Hispanic Outlook* that she has always encouraged her children and her audiences to study and learn Spanish.

"One should obviously be fluent in English in this country to achieve our highest potential, but we can not forget our native culture and language."

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NISOD International Conference on Teaching & Leadership Excellence

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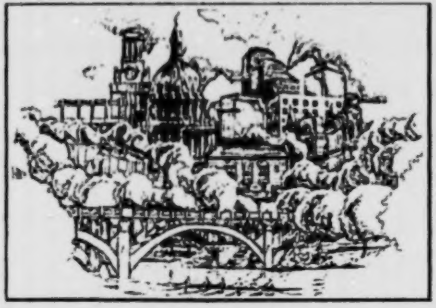

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Email: info@nisod.org

David Ward

New President of ACE

BY

INÉS PINTO ALICEA

Two higher education leaders in Wisconsin have taken key positions at ACE, the American Council on Education, the Washington, D.C.-based nonprofit organization that represents 1,800 accredited, degree-granting institutions and 200 national and regional higher education associations.

David Ward, chancellor emeritus of the University of Wisconsin-Madison, became the association's 11th president in September, succeeding Stanley O. Ikenberry, who last year announced plans to resign following five years as ACE president.

"ACE is very fortunate to have as its president-elect a distinguished leader who has the vision, passion, and intellectual strength to articulate an agenda for all of higher education that puts access and excellence at the core of our endeavor," said ACE board chair Janet Holmgren, president of Mills College (Calif.).

William B. Harvey, dean of the School of Education at the University of Wisconsin-Milwaukee (UWM) since 1995, joined ACE as vice president and director of the Office of Minorities in Higher Education (OMHE). Harvey succeeds Hector Garza, who left to start a new organization focused on K-16 partnerships to improve access for students in economically impoverished communities.

"ACE has provided strong and consistent leadership in the pursuit of equal educational opportunity in higher education," said Harvey. "I am honored to be a part of this outstanding organization and hope to contribute to the development of strategies and practices, which will increase the participation and persistence of underrepresented and underserved groups in all facets of the nation's higher education institutions."

The Hispanic Outlook interviewed both men about their goals and concerns in higher education. One of their first major activities together was the ACE conference, Educating All of One Nation, held Oct. 18-20 in Cincinnati, Ohio. Its goal was a proactive agenda for achieving diversity, and the conference was organized around six areas: technology, leadership development, K-16 relationships, legislative and educational policy, affirmative action, and business and corporate connections.

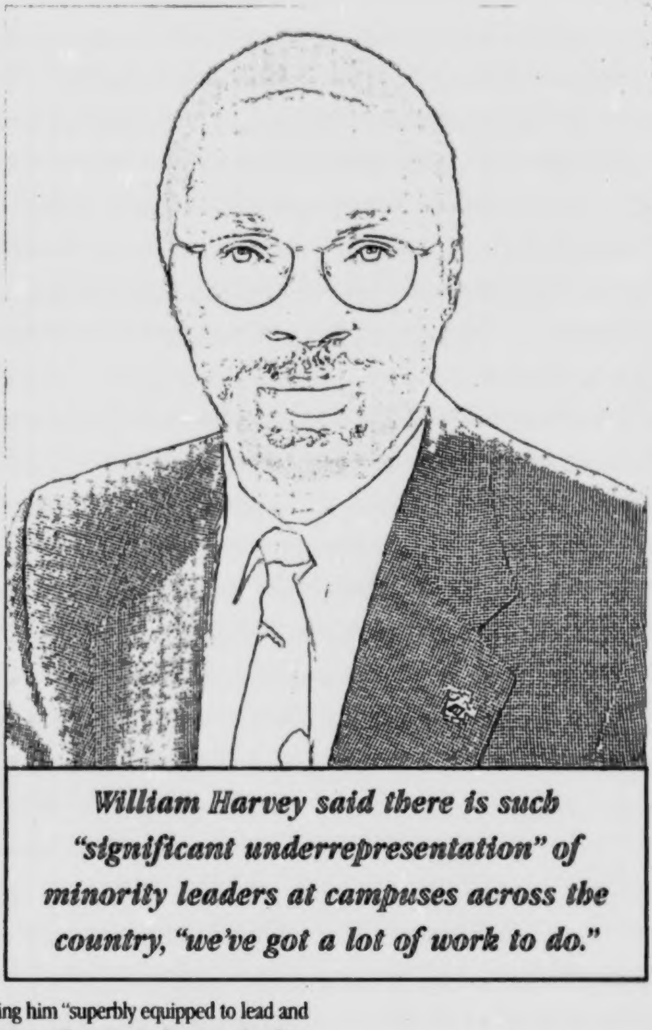
President Ward

Ward said that thus far he has three major goals for his tenure as head of ACE. First, he would like ACE to explore ways in which higher education could make classroom technology and distance learning efforts more effective.

"The genius of American higher education is its broad access and the great variety of high-quality higher education institutions that serve society," said Ward, who was born in Manchester, England, and received a bachelor's and master's degree from the University of Leeds. He earned a Fulbright travel award to the U.S. in 1960 and received a doctorate from UW-Madison in 1963. He became a U.S. citizen in 1976.

"We are looking at a future that I believe will be much more collaborative than competitive, especially in the development of instructional technology and distance learning. It will be incredibly exciting to be at the very center of the national debate and public policy process at ACE and to help shape the future."

Second, Ward wants to study ways in which higher education can be more helpful to schools in getting more children into college–reaching out to youngsters rather than simply waiting for them to apply. He praised ACE efforts in its advocacy for affirmative action and intends to continue that tradition. Ward said higher education institutions have to be better prepared for the large growth in U.S. population, particularly in the Latino community. Related to that is his concern that universities hold on to the money they've earned through growing endowments from a booming stock market. The public mistakenly believes that higher education will be able to survive on the endowments alone. Government funds to higher education have diminished significantly in recent years, resulting in repeated tuition increases. Ward said the public must speak out against the dwindling government financial support, which is affecting the affordability of higher education in the U.S.



William Harvey said there is such "significant underrepresentation" of minority leaders at campuses across the country, "we've got a lot of work to do."

Third, Ward wants the organization to get a stronger grasp of the globalization and internationalization of education through faculty and student foreign exchanges, the enrollment of foreign students, and a variety of programs between U.S. universities and institutions overseas.

"Colleges and universities in the United States are still the envy of the world but that also means we have much to share with the world and can continue to improve as we interact with campuses in other countries," said Ward. "I look forward to engaging in this international dialogue and hope to find new ways to improve the international scope of American higher education."

Ikenberry praised his successor, calling him "superbly equipped to lead and give higher education the strong, clear voice it will require in the years ahead."

Vice President Harvey

William Harvey said he is excited to join ACE at a time when it is undergoing so many changes, particularly in leadership. He said that at such junctures, an opportunity arises for the organization to step back and evaluate its goals and strategies.

"It gives us an opportunity to rededicate ourselves to finding ways for our institutions to be more inclusive," said Harvey.

Harvey said higher education institutions must be more inclusive of students by creating welcoming environments. Students of color repeatedly report that they do not receive the same personal interaction that White students receive from faculty and administrators, he said.

Moreover, said Harvey, universities and colleges that want to assure diversity must partner with schools long before the high school stage in order to reach students. Under his direction, his office has launched College Is Possible, a pilot program with 24 member institutions. Those institutions are forming partnerships with middle schools and inviting students to the campuses for various educational and personal development activities so that students become familiar with college campuses.

"They are trying to give students an understanding of what it would take for them to have a college experience," said Harvey.

But diversity among the student populations in higher education is not enough. Harvey said his office is considering developing a leadership program to help minority faculty members move up through the ranks into leadership. Few minorities head four-year institutions, particularly major research universities or Ivy League schools. With the population of minority students at colleges and universities expected to continue to grow substantially, more schools should reflect that diversity in their faculty and leadership. But Harvey said there is such "significant underrepresentation" of minority leaders at campuses across the country, "we've got a lot of work to do."

Experience Broad and Deep

Both Ward and Harvey have had distinguished careers.

Ward received his doctorate from UW-Madison, and his faculty career there spans more than 30 years. He chaired the geography department from 1974 to 1977 and was associate dean of the Graduate School from 1980 to 1987.

Ward became vice chancellor for academic affairs at UW-Madison in 1989, was also named provost in 1991, and chancellor in 1993.

As chancellor, Ward's advocacy on behalf of undergraduates led to changes such as enhanced student advising, particularly for first-year students and sophomores; expanded course access; an improved core curriculum; and increased opportunities for undergraduates to conduct research. Under Ward's leadership, the university developed special student learning communities, such as a dorm for women in engineering, and greatly enhanced student use of technology, particularly in the sciences.

Ward is also known for his strategic planning efforts at UW-Madison. He played a key role in developing its first comprehensive strategic planning document in 1989. This led to a vast array of partnerships between the university and the public and private sectors, ranging from economic development activity and sharing of faculty expertise to educational collaborations with K-12 schools

Ward worked to strengthen ties with alumni and increase philanthropy. Under his tenure as chancellor, the university raised $739 million–a benchmark for public universities at that time.

As a scholar, Ward is a recognized authority in historical urban geography and has pioneered research on the rapid growth of English and American cities during the 19th and 20th centuries. He is a past president of the Association of American Geographers. He has written two books, edited two books, and contributed many articles to leading academic journals.

Ward was Charles Kendall Adams University Professor at UW-Madison, director of the Wisconsin Center for the Advancement of Postsecondary Education, and a visiting scholar at the Center for Studies in Higher Education at the University of California, Berkeley.

As dean at UW-Milwaukee, Harvey led faculty and staff in developing partnerships between local community agencies, businesses, and local and state governments. The School of Education received national recognition for its innovative approaches to preparing education professionals for embracing and promoting diversity and multiculturalism.

UWM's Chancellor Nancy L. Zimpher said Harvey served the university well. "He has been a leader in his commitment to diversity and has helped UWM and the School of Education make important advances in our community and school partnerships."

Harvey was a delegate to the 1997 and 1998 African African American Summit, held in Africa. He served on governmental relations committees for both the Association of Colleges and Schools of Education in State Universities and Land Grant Colleges and the American Association for Colleges of Teacher's Education, and has chaired the Black Caucus of the American Association for Higher Education. He is a former ACE Fellow.

Harvey received a doctorate of education in anthropology and a master's in education from Rutgers University and a bachelor's in English from West Chester University (Pa.).

His professional experience includes his work as co-director of the Governor's School of New Jersey on the Environment at Richard Stockton College, as special assistant to the vice chancellor of research at North Carolina State University, and as assistant vice provost for undergraduate studies at the State University of New York at Stony Brook.

He was a professor in the department of Educational Policy and Community Studies at the UWM, professor of policy studies and higher education, and associate professor in the department of Educational Leadership and Program Evaluation at North Carolina State University. In addition, he was assistant professor of education and Afro-American studies at Earlham College (Ind.). He has written three books.

Office of Minorities in Higher Education

ACE's OMHE is celebrating its 20th anniversary this year. Established in 1981 as the Office of Minority Concerns, the OMHE has monitored and reported the progress of African Americans, Latinos, Asian Americans, and American Indians in postsecondary education and engaged in efforts to improve their education and employment opportunities in higher education. OMHE also has informed and counseled presidents, faculty members, administrators, state systems, federal policymakers, businesses, community organizations, and other education organizations on issues and policies that affect minorities.

The conference was designed to accomplish several objectives:

- Identify and highlight innovative programs that improve access and achievement for students of color.
- Promote institutional change by focusing on diversity in the curriculum, student life, teaching, and employment.
- Facilitate diversity in all sectors of society and encourage greater collaboration among higher education, K-12 education, and business.
- Help colleges and universities identify and better articulate the benefits of diversity for all students, using the context of their institutional missions and societal needs.
- Help institutions analyze and strengthen their diversity and affirmative action policies and practices.

Amnesty for Undocumented Students?

State and National Actions May Ease Access to Higher Ed

BY TONY P. MARTÍNEZ AND ALISON P. MARTÍNEZ

On April 25, 2001, Chicago Congressman Luis V. Gutiérrez introduced a bill, H. R. 1582, to grant permanent residency to young students.

"They have said that immigrants are illegal. We must teach them that no human being is illegal!"

Rep. Luis V. Gutiérrez, chairman of the Hispanic Caucus Task Force on Naturalization and Citizenship in the U.S. House of Representatives, speaks for his constituents back home in Chicago. "The new century and the new millennium must bring justice and freedom [with] just and dignified treatment of immigrants."

On Feb. 7, 2001, Congressman Gutiérrez introduced the U.S. Employee, Family Unity, and Legalization Act (USEFUL Act – H.R. 500), which would essentially make all persons (except felons) present in the United States as of a given date eligible for legal, permanent residency. This far-reaching legalization proposal drew 40 Congressional cosponsors in five months.

"Instead of being able to work and live without fear, many [immigrants] face the threat of deportation," explains cosponsor Nydia M. Velázquez of New York. "They are not able to receive an education to improve themselves and their children; they have no recourse when they are victimized by criminals, landlords, or employers."

In supporting amnesty, Velázquez voices the opinion of many immigrants, their families, and those who work with them face to face.

In 1996, the Archdiocese of New York, assisted by Mexican Jesuits, established Associación Tepeyac, which operates out of Centro Guadalupano on West 14th Street, to help immigrants deal with landlords, employers, and the legal system. Out of this effort grew the National Coalition for Dignity and Amnesty, a project to gather support for comprehensive immigrant amnesty.

The Coalition now lists some 250 member organizations in 25 states, mainly ethnic leagues, labor unions, and churches. Many purported members of the Coalition seem to exist only on paper, while others have no comment on amnesty for *The Hispanic Outlook*. Nevertheless, with or without organized leadership, thousands of people have turned out for rallies in favor of legalization, and 40 members of Congress have signed on in support.

What puts immigrant amnesty so high on the national agenda?

Always a nation of immigrants, the United States today has more foreign-born residents than ever before. As a percentage of population, today's 10 percent to 11 percent is approaching the 15 percent peak achieved just before World War I, when north-European immigrants who had already arrived were alarmed by waves of people from southern and eastern

California legislator Marco Antonio Firebaugh

Europe. Then, as now, upheavals pushed people out of their homelands, while better transportation (steamships then, automobiles now) and the promise of jobs made America an attractive destination. Then, as now, some Americans warned that the flood of new people would threaten our way of life.

The U.S. now admits about 800,000 legal immigrants per year, and might admit 200,000 more, if not for government paperwork backlogs. The majority of legal immigration nowadays occurs under family-preference provisions of immigration law, as legal residents bring in family members. Because families tend to be bigger in Asia and Latin America, and because social and economic conditions there make people eager to leave, over one-third of immigrants now come from Asia, and over two-fifths from Latin America, with only small percentages now arriving from Canada, Europe, and Africa.

Unauthorized immigration occurs when people arrive without papers and also when they arrive legally for limited sojourns but overstay their visas. The Immigration and Naturalization Service (INS) estimates that more than five million unauthorized immigrants are living in the U.S., and the number is increasing about 300,000 per year net (those coming in or overstaying, minus those going back.) The INS estimates that 83 percent of unauthorized immigrants live in just six states: California (two million!) Texas, Florida, Illinois, New Jersey, and Arizona.

More than half the unauthorized immigrants come from Mexico. Other Latin American countries have sent perhaps 900,000 unauthorized people. With papers and without, 1997 Census estimates show that at least half of the foreign-born population has come from Latin America, more than seven million from Mexico alone.

The Coalition proposal shines a bright light on problems related to burgeoning immigration. The Coalition says amnesty can solve the U.S. labor shortage, close down the phony ID industry, end immigrant smuggling and border deaths, permit demilitarization of the border, promote legal transfer of money and property, ease tax collection, and facilitate an accurate Census. Thus, amnesty, it is promised, would solve problems that have been growing in pace with unauthorized immigration. The obvious question is, if the 1986 amnesty did not solve these problems, why should a new amnesty solve them 15 years later?

> ***No federal law directly prohibits enrollment of undocumented students in colleges and universities, but the path is so narrowly hedged in that few attempt the journey.***

Victor Pinzón, president of The Americas Foundation, a Coalition member, puts responsibility for the failure of immigration policy on the federal government. The 1986 law tried to stop unauthorized immigration on the cheap, by making employers enforce a law that is contrary to their economic interest. "Unless the federal government dedicates the resources and effectively enforces the immigration laws…the situation will not be different five or 10 years in the future," states Pinzón. The Americas Foundation calls for the federal government to carry out its responsibilities and at the same time "provide residency status to all undocumented residents, regardless of country of origin. Only those who have violated laws should be sent back."

Whether authorized or not, Latin American immigrants have lower educational attainment and lower wages than other groups. In the context of today's corporate capitalism, they compete with native workers for low-paid jobs, further depressing wages and working conditions in large sectors such as agriculture, construction, meatpacking, elder care, hotels, restaurants, and janitorial service. The Americans who lose out–those at the bottom of the economy–have little political influence, but they are so numerous that their distress impacts social institutions. Meanwhile, affluent Americans enjoy cheap goods and services produced by underpaid labor. Congressman Gutiérrez warns that guest worker plans proposed by the Bush administration cannot resolve this profound economic conflict because they "would, in practice, relegate Mexicans living in the U.S. to second-class status among immigrants and among their peers in the workforce."

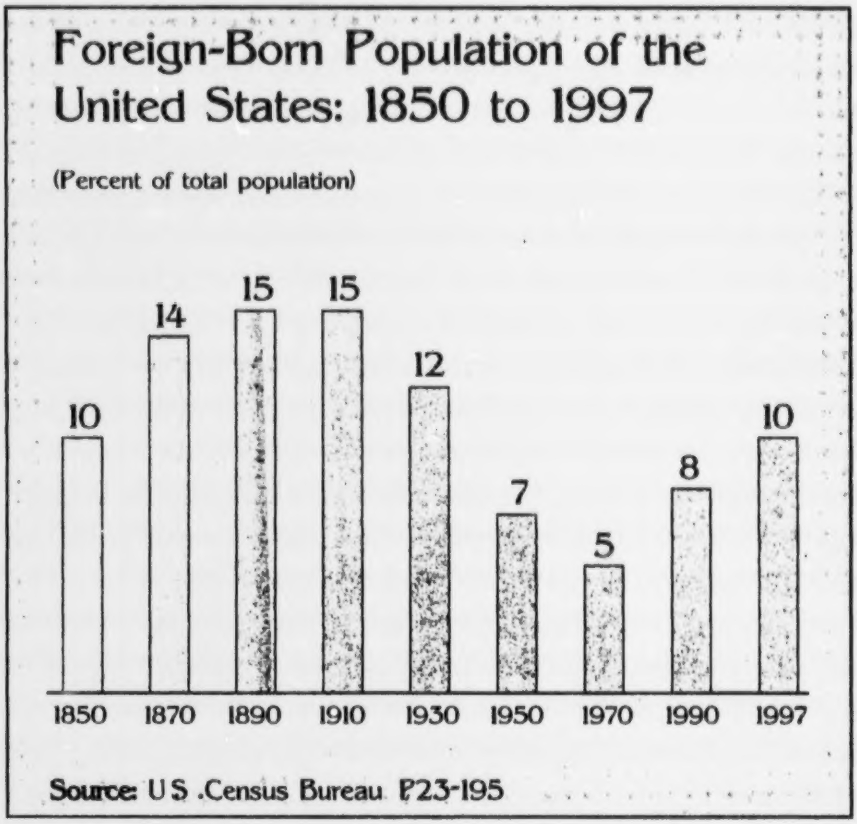
Not only the interests of different economic strata but also the interests of different levels of government conflict. The cost of responsible immigration-law enforcement would fall on the federal government, while the costs of infrastructure and services for new residents fall on state and local government.

Since overall reform of immigration law would affect such important interests, and a resolution taking into account all major interests has not yet been suggested, reform will probably

Texas legislator Rick Noriega

not be achieved this year or next. But piecemeal reform, beginning with students in higher education, is happening now.

Census data show that foreign-born young adults are somewhat less likely to be in college (36 percent enrolled, ages 18 to 21) than the general population (43 percent to 46 percent enrolled, ages 18 to 21.) Knowledgeable observers question the Census data, and if, as observers say, immigrants do avoid answering Census questions, the shortfall in college attendance may be much greater than tabulated.



Foreign-Born Population of the United States: 1850 to 1997

(Percent of total population)

Source: U S .Census Bureau P23-195

"At present, many immigrant children do not get an adequate or equal primary-secondary education," says Marcela Díaz of Somos Un Pueblo Unido in Santa Fe, N.M. Nevertheless, an estimated 50,000 to 70,000 undocumented youth graduate from U.S. high schools every year. "After high school, where does a bright student of these immigrant parents go? What is he or she going to do in order to further their education?" asks Díaz.

Higher education in their country of birth is not an option. "Immigrant children are really more American than they are Mexican," continues Diaz . "They don't know anything about Mexico and may never have been there. They would be more of a stranger there than they are here."

There is widespread confusion even among college and university administrations about laws and policies affecting undocumented students. For example, the New Mexico attorney general issued opinions in 1983 and 1991, affirming the right of undocumented students to enroll in that state's public colleges and universities, but the opinions do not have the force of law, and actual institutional policies and practices vary widely, even within that one small state.

Nationwide, no federal law directly prohibits enrollment of undocumented students in colleges and universities, but the path to higher education is so narrowly hedged in that few young immigrants attempt the journey. For example, if an institution should grant resident tuition or federal financial aid to an undocumented student, that institution's entire federal financial aid program might be at risk; this regulation makes admissions officers ask questions that would-be students dare not answer.

"Undocumented immigrants don't usually exercise their rights because they are fearful that serious consequences can develop," explains Díaz.

The right to attend college has little value if students cannot afford tuition. "Higher education is a problem for the undocumented and their children because the cost is too high–that is, unaffordable for most undocumented residents," says Guillermo de los Ríos of One-Stop Immigration Center, Inc., a Los Angeles supporter of the Coalition. "For instance, in California, a community college unit for a resident is $13, but for a nonresident, it is $200! If community college is expensive, going to the university or a private school is totally out of the question."

Americans may not be content with this situation. The first state to assert the right to educate everyone is Texas.

Rick Noriega is a Texan, born and bred (three generations) in Houston. He attended community college on an athletic scholarship, and the University of Houston, through ROTC, then earned a master's degree from the John F. Kennedy School of Government at Harvard. He taught in Houston public schools and community colleges before his election to the Texas House of Representatives.

Noriega wanted to "put an end to Texas' public policy of tying a child's eligibility for an affordable education to their immigration status, which the child cannot control. These students were brought here by their parents. They have lived here most of their lives and consider themselves Texans. They intend to stay here and will become citizens at the first opportunity."

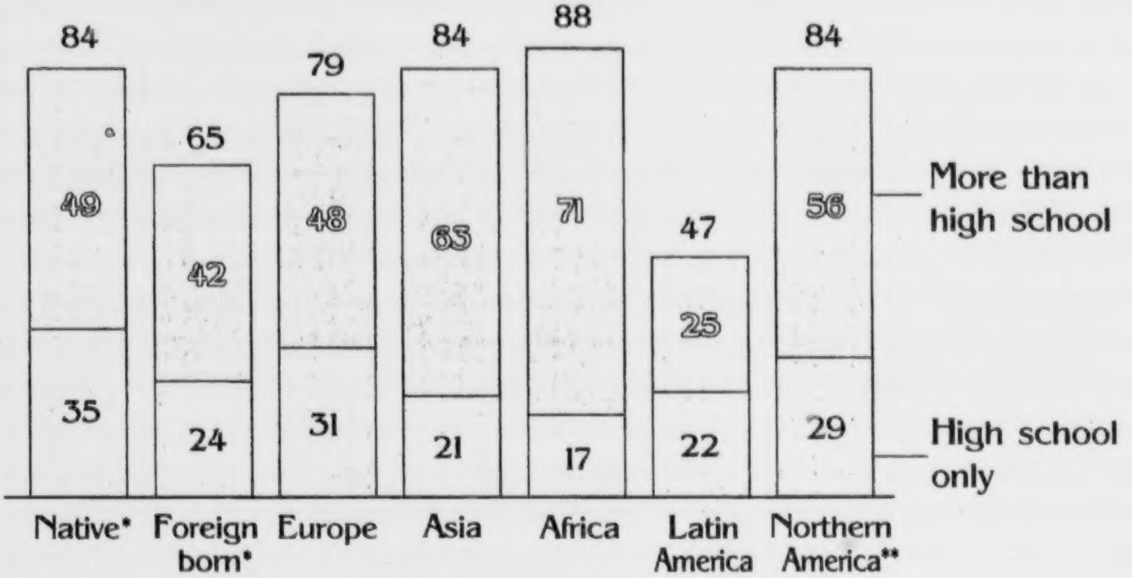
Noriega introduced H.R. 1403. It passed both legislative houses almost unanimously and was signed into law June 17, 2001. Now any student who attends school in Texas for three years or more and graduates or gets a GED in Texas is eligible for admission and resident tuition at Texas public colleges and universities.

California may be the second state to pass this kind of law.

Marco Antonio Firebaugh worked his way through public higher education, earning a bachelor's from the University of California-Berkeley and a juris doctor from the University of California-Los Angeles. After practicing law in East Los Angeles, he was elected to his first term in the state legislature in an 85 percent land-

High School Graduate or Higher Education by Nativity and Region of the Foreign Born: 1997

(Percent of the population 25 years and older)



* The Foreign Born were not U.S. citizens at birth. Natives were born in the United States or a U.S. Island Area such as Puerto Rico, or born abroad of a U.S. citizen parent.

**Northern America includes Canada, Bermuda, Greenland and St. Pierre and Miquelon.

Source: U.S. Census Bureau, P23-195

slide. He has introduced a bill to allow undocumented youth graduating from California high schools to pay resident tuition at public colleges and universities. At this writing, the bill has passed the state House and Senate, and discussions are under way to work out revisions so the governor will be willing to sign it. If this works out as expected, both Texas and California–representing a broad spectrum of American political outlooks and an estimated 54 percent of undocumented youth–will have opened public higher education to undocumented students.

If Californians and Texans don't want to keep undocumented youth out of college, Americans in general probably feel the same way. On April 25, 2001, Congressman Gutiérrez introduced a bill to grant permanent residency to young students. The bill, H.R. 1582, would cover any secondary or higher-education student aged 25 or younger who entered the U.S. at age 16 or younger and has resided here continuously for five years or more; it would let them apply for a green card. "These are people who–at the very moment in their lives when new doors should be opening to them, just when they should be starting on the path toward personal growth and professional development–are finding doors closed to them," said Gutiérrez. The bill has gathered 15 cosponsors in three months.

As written, Gutiérrez's bill would also cover youth who have merely applied to institutions of higher learning. This provision would let any young person, college-ready or not, send in applications as a ruse to delay deportation, establish permanent residency, and even legalize the status of family members–a back-door way to legalize everyone. With amendment, however, Gutiérrez's "Immigrant Children's Educational Advancement and Dropout Prevention Act of 2001" may pass Congress soon.

HACU, the Hispanic Association of Colleges and Universities, supports the measure. Obviously, such a law would enlarge the pool of potential higher education students, especially for Hispanic-serving institutions. Such a law may benefit secondary education also, as Hispanic high school students see their older brothers and sisters go on to college and professional careers, and are inspired to finish high school.

The words of Congressman Gutiérrez echo in the hearts of dedicated educators: "I want to give every kid all the incentives to finish their high school education, to go on to college, to make a contribution to their own future–a future we will all be proud to share."

Latinos in the White House

Nominees and the Confirmation Process

BY ALEXANDRA SALAS ROJAS

Latinos have more of a presence in this presidential administration than in any other. Here are the numbers. Thirty-seven Latinos have been nominated to top-level positions in the Bush administration.* Twenty-nine of those require Senate confirmation. As we go to press, of the 29 Latinos nominated to positions requiring Senate confirmation, 20 have been confirmed.

These executive branch positions are secretary, deputy secretary, under secretary, and assistant secretary. Over the years, Hispanics have filled many of these ranks. However, these are not the only roles in which Latinos/as can make a contribution. There are thousands of positions in which Latinos can be represented. The 1996 edition of the Plum Book (formally called the United States Government Policy and Supporting Positions) identified more than 7,300 leadership and support positions.

Upcoming Report Card

Larry González, director of the Washington Office of the National Hispanic Leadership Agenda (NALEO), says it is working on publishing *A Report Card*, which will show how the Bush administration is doing with appointments. "There are still unfilled positions, so that is a good opportunity to go out and find Latinos."

Mercedes M. Viana, communications officer, White House media affairs, says, "The president is an inclusive leader who has demonstrated his commitment to the Hispanic community through his actions, appointments, and agenda. The president has assembled the most diverse Cabinet in history, including HUD Secretary Mel Martínez, White House Counsel Alberto Gonzales, Small Business Administration Director Hector Barrales, U.S. Treasurer Rosario Marín, among others.

"Among presidential nominees requiring Senate approval, close to 10 percent of those who have attained policymaking positions are of Latino origin."

Appointment Categories

There are several categories of presidential appointments. They include: Presidential Appointment with Senate Confirmation, or PAS positions; Presidential Appointment without Senate Confirmation, or PA positions; Senior Executive Service General Positions Filled by Noncareer Appointment; and Schedule C Excepted Appointment.

PAS positions include most of the highest-ranking positions in the Cabinet departments and independent agencies, members of regulatory commissions, ambassadors, U.S. attorneys, and U.S. marshals.

PA positions include many members of the White House staff.

Senior Executive Service General Positions do not require Senate confirmation, and 10 percent of these positions are set aside for appointment by the president. The remaining 90 percent is generally filled by civil service employees.

Schedule C spots are considered confidential or policy-determining positions ranging from chauffeur and personal secretary to some key senior official staff members of the executive branch. These, too, do not require Senate confirmation.

The Incumbents

Here's a list of the agencies and the Latinos who have stepped up to the PAS or PA plate within each; (nc - not confirmed).

The Department of Agriculture has 15 positions: Lou Gallegos, assistant secretary for adminstration, Office of the Secretary, Agriculture Agency.

The Department of Commerce has 25 positions: Michael J. García, assistant secretary for Export Enforcement, Department of Commerce (DOC).

The Department of Defense has 46 positions: Dionel M. Aviles, assistant secretary for financial management; Diane K. Morales, deputy undersecretary of defense for logistics and materiel readiness; William A. Navas, Jr.,

Alberto Gonzales with president George W. Bush during his nomination

assistant secretary of the Navy for manpower and reserve affairs; Michael Domínguez, assistant secretary of the Air Force for manpower & reserve affairs, Department of Defense (DOD); Alberto José Mora, general counsel, Department of the Navy.

The Department of Education announced 16 positions: Rebecca O. Campoverde, assistant secretary for legislation and congressional affairs.

The Department of Energy has 18 top-level positions: Theresa Alvillar-Speake, director of the Office of Minority Economic Impact.

HHS has 16 positions: Josefina Carbonell, assistant secretary for aging, Department of Health and Human Services, (HHS).

HUD has 16 positions: Mel Martínez, secretary of Housing and Urban Development; Anna María Farias, assistant secretary for Fair Housing and Equal Opportunity, Federal Housing Administration (nc).

The Department of the Interior has 17 positions: no Hispanic appointees.

Department of Justice has 34 positions: J. Robert Flores, administrator, Office of Juvenile Justice; Juan Carlos Benítez, special counsel, civil rights division; Gilbert Gallegos, regional commissioner, U.S. Parole Commission; Mauricio J. Tamargo, chairman, foreign claims settlement commission. All have not been confirmed.

The Department of Labor has 19 positions: Federico Juerbe, Jr. assistant secretary for Veteran's Employment (nc).

The Department of State has 47 positions: John Negroponte, representative to the United Nations; Christina B. Rocca, assistant secretary for South Asian affairs; Otto J. Reich, assistant secretary of state for Western Hemisphere affairs (nc); (Peter Romero, vice, assistant secretary, Western Hemisphere Affairs).

The Department of Transportation has 18 positions: no Hispanic appointees.

The Department of the Treasury has 22 positions: Jimmy Gurule, undersecretary for enforcement; Rosario Marín, treasurer of the United States.

Veteran's Affairs has 12 positions: Jacob Lozada, assistant secretary for Human Resources.

The Executive Branch has 27 positions: no Hispanic appointees.

Legislative Branch has two positions. No Hispanic appointees.

Agencies have 147 positions: Tony Armendariz, member, authority, federal labor relations, Independent Agency (IA).

Eduardo Aguirre, Jr., first vice president & vice chair, export-import, IA (nc); Alfred Rascon, director, selective service system, IA; Cari Domínguez, chairwoman, equal employment opportunity commission (EEOC), Nils J. Díaz, commissioner, nuclear regulatory commission, IA (nc); Hector Barreto, administrator, Small Business Administration.

Other offices:

Alberto Gonzales, counsel, Office of the White House Counsel (EOP); Hector Irastorza, deputy assistant to president, assistant to president, management and administration, EOP; Ruben Barrales, director/ deputy assistant to the president, Office of Intergovernmental Affairs, EOP; John Maisto, senior director, National Security Council, EOP; Glenn Rotondo, acting regional administrator, General Services Administration; Martin Virgilio, director, Nuclear Regulatory Commission; Paul Gutierrez, director, Farm Service Agency.

The Appointment and Confirmation Process

Many potential candidates for political appointed positions may shy away from the opportunity due to the tedious and involved process. And for those appointments requiring Senate confirmation, a fear of the confirmation hearing often is the culprit.

While the entire process, with or without confirmation, requires meticulousness and endurance, the nonpartisan Presidential Appointee Initiative is an effort to dispel some of these notions by explaining the process and offering some insight.

According to the Initiative, a Brookings Institution project funded by the Pew Charitable Trusts, "one of the goals of the Presidential Appointee Initiative is to ensure that Americans know who is being chosen to lead their government, how those choices are made, and why some people were selected and others were not."

The three primary goals of PAI are: to serve as a nonpartisan full-service resource for the next class of presidential appointees; to seek pragmatic, fundamental reforms that will lead to a faster, more supportive and more efficient appointments process; and to renew America's commitment to the ideal of public service.

According to PAI, the first stage in the appointment process is the selection of the individual. Generally, potential nominees are screened by the Office of Presidential Personnel (OPP), in the White House. After these names are reviewed, the list is narrowed down to a few candidates or just one for a particular position. Then OPP conducts a vetting process such as background checks, references verification, and political clearances. In many cases, the OPP director interviews the candidate before the person's name is referred to the president's chief of staff. If the chief of staff concurs with the recommendation, only then is the name passed along to the president.

That is the first stage. Stage two leads the potential candidate to the Office of the Counsel to the President, which oversees a variety of formal clearances–IRS tax checks, financial disclosure report, FBI investigation, fingerprint approval form, etc., that this individual must pass. This office ensures that appointees are "free of legal or ethical entanglements or personal flaws that might undermine their nominations."

Once the clearance process is complete, the White House Press Office publicly announces the president's intent to nominate the candidate.

Senate confirmation is the next and final step. "In the Senate, the process is dominated by the committee that has jurisdiction over the nomination. Committees vary in their confirmation processes and in the nature of the additional forms and questionnaires they impose on nominees." This process may require nominees to provide more of the same information they already shared during the White House vetting process. Prior to scheduling of a confirmation hearing, nominees tend to have many informal meetings with committee chairs and members. According to PAI, "most hearings are friendly affairs, conversational in tone. They usually last no more than an hour. A few are more controversial and confrontational, carrying on for days and attracting significant coverage from the news media. These are the exception to the norm…."

Ruben Barrales

A Few Bios

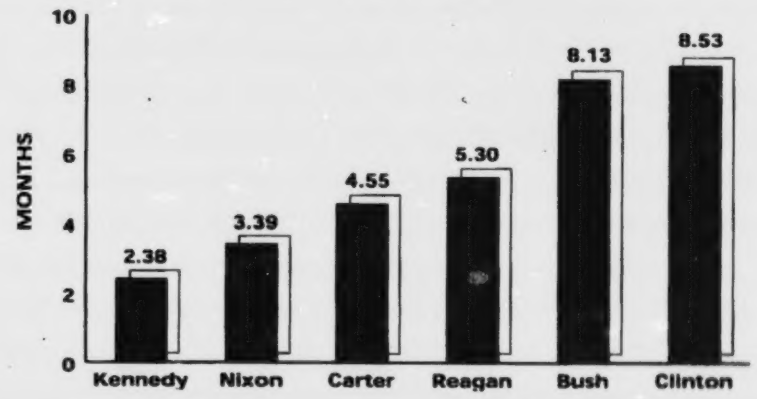
Lou Gallegos was sworn in as the assistant secretary for administration by Agriculture Secretary Ann M. Veneman. In his home state of New Mexico, Gallegos served as chief of staff to the governor of New Mexico, chief of protocol for the state of New Mexico, and Cabinet secretary for New Mexico's Human Services Department. His Washington experience includes service as assistant secretary of the interior for policy, management & budget, and chief of staff to U.S. Sen. Pete V. Domenici.

Gallegos is a veteran of the United States Air Force and also served in the U.S. Navy Reserve. He graduated from the Institute of Applied Science and attended the University of Maryland and New Mexico Highlands University.

John D. Negroponte was appointed to be the representative of the United States to the United Nations with the rank of ambassador extraordinary and plenipotentiary.

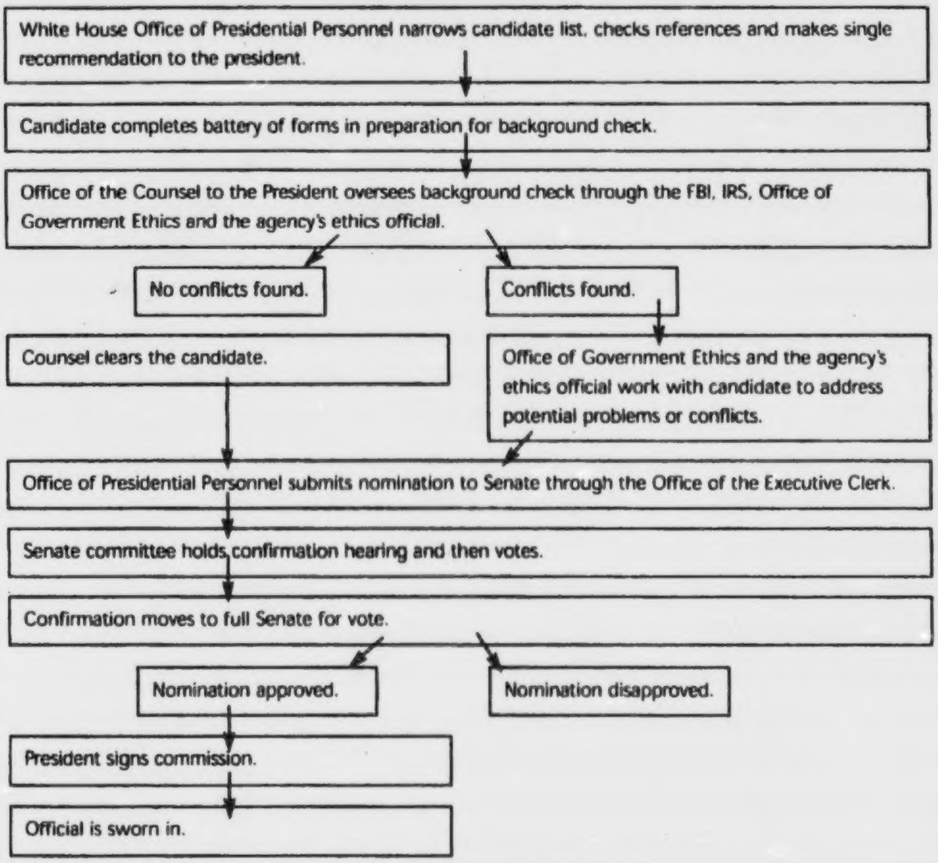
Ambassador Negroponte is presently the executive vice president for global markets of the McGraw-Hill Companies. He has served in a wide variety of foreign service posts, including ambassador to Honduras 1981-1985, ambassador to Mexico 1989-1993, and ambassador to the Philippines 1993-1996. He held the post of deputy assistant secretary of state with the rank of ambassador for oceans and fisheries affairs 1976-1979 and was then appointed deputy assistant secretary of state for East Asia and Pacific Affairs in 1980. From 1985-1987, he was assistant secretary of state for oceans and international environment and scientific affairs. Following that ser-

Average Number of Months from Inauguration to Confirmation for Initial PAS Appointees, by Administration



SOURCE: Calculated by G. Calvin Mackenzie from data in Congressional Quarterly *Almanacs* for 1961, 1969, 1977, 1981 and 1989. Data for Clinton administration is calculated from reports prepared by Rogelio Garcia, Specialist in American National Government, Government and Finance Division, Congressional Research Service.

Overview of the Presidential Appointments Process


White House Office of Presidential Personnel narrows candidate list, checks references and makes single recommendation to the president.

Candidate completes battery of forms in preparation for background check.

Office of the Counsel to the President oversees background check through the FBI, IRS, Office of Government Ethics and the agency's ethics official.

No conflicts found.

Conflicts found.

Counsel clears the candidate.

Office of Government Ethics and the agency's ethics official work with candidate to address potential problems or conflicts.

Office of Presidential Personnel submits nomination to Senate through the Office of the Executive Clerk.

Senate committee holds confirmation hearing and then votes.

Confirmation moves to full Senate for vote.

Nomination approved.

Nomination disapproved.

President signs commission.

Official is sworn in.

vice, President Reagan named him deputy assistant to the president for national security affairs, a post he held until 1989. He is a graduate of Yale University.

Anna María Farias was nominated as the next assistant secretary for the United States Department of Housing and Urban Development's Office of Fair Housing and Equal Opportunity. Ms. Farias served on the Texas Commission on Human Rights. She was previously the executive director of the housing authority of Crystal City, Texas. Under the first Bush administration, Ms. Farias was a member of the wage appeals board of the Department of Labor.

Jimmy Gurule was nominated to serve as undersecretary of enforcement in the Department of the Treasury, where he would oversee activities related to efforts to prevent drug smuggling, counterfeiting, and criminal use of guns and bombs.

He is a professor of law at the University of Notre Dame. While on leave from Notre Dame from 1990-92, he served as an assistant attorney general, the highest-ranking Hispanic in the history of the Department of Justice. Gurule is a past president of the Hispanic National Bar Association, which honored him for his leadership in 1993.

Hector V. Barreto was confirmed the 21st administrator of the U.S. Small Business Administration. He is a securities broker/dealer and vice chairman of the U.S. Hispanic Chamber of Commerce. He also was co-chairman of the Bush/Cheney 2000 campaign in California. Barreto is founder of Barreto Insurance and Financial Services, which specializes in creating comprehensive financial plans for business and private sectors.

He has served as chairman of the Latin Business Association, and, among other accolades, he was awarded a Medal of Honor from the Multicultural Institute of Leadership.

Mel Martínez was nominated to serve as secretary for the U.S. Department of Housing and Urban Development. Prior to this nomination, he was chairman of Gov. Jeb Bush's Growth Management Study Commission, chairman of the board of the Greater Orlando Aviation Authority, and on the Orlando/Orange County Expressway Authority. Martínez also was an elector in the Electoral College for the state of Florida. He earned a law degree from Florida State University Law School in 1973.

Alberto Gonzales is the new White House counsel. Gonzales was President Bush's general counsel during his tenure as Texas governor. Other posts include Texas secretary of state, and a justice on the Texas Supreme Court, and perhaps, say speculators, the first Hispanic nominee to the U.S. Supreme Court.

As counsel, Gonazales will provide ethics advice, research the background of other appointees, review pardons, speeches, proclamations, and nominations to federal judgeships.

A native of San Antonio, Texas, Gonzales, served in the U.S. Air Force, received a bachelor's degree from Rice University in Houston, and a law degree from Harvard University.

* NALEO as of 7/20/01.

Bilingual Education

Under the Microscope

Researching What Works and What Doesn't

BY
MARILYN GILROY

The University of California's Linguistic Minority Research Institute is playing an important role in the current issues surrounding California education.

It has been credited with being extremely successful and a dismal failure. Some parents of school-age children have shunned it while other parents embrace it passionately as a means of ensuring their child's academic success.

It is a hot potato, which state and federal governments toss at each other in hope of avoiding political fallout.

It is bilingual education, an issue that will not go away and cannot be easily settled, despite initiatives at the ballot box in California and Arizona and new federal legislation mandating accountability through performance measures.

Sorting out the pluses and minuses of bilingual education and assessing what works and what doesn't is no simple task, especially when parents, educators, and politicians disagree. It is easy to find sincere and knowledgeable spokespersons for various points of view. Perhaps *The New York Times* summed it up best in its headline for an article last spring, "One Size Doesn't Fit All in Bilingual Education."

However, as the debate lingers, the methodologies and practices of bilingual education have come under scrutiny. Several organizations have emerged as advocates on one side or the other, each providing opinions, anecdotes, and conflicting research.

As might be expected, California is leading the pack in terms of research as it grapples with the aftermath of Proposition 227, the voter initiative mandating English immersion (often referred to as the sink-or-swim approach) for the state's English Learner population. The measure was passed by 61 percent of the California electorate in June of 1998.

And that's where UC LMRI comes in–the University of California's Linguistic Minority Research Institute. Now in its 16th year, the Institute is playing an important role in the current issues surrounding California education, according to Russell Rumberger, director of the Institute.

"When the center was established, there were 487,800 English Learners(ELs) in California, about

Russell Rumberger, director of the University of California Linguistic Minority Research Institute

12 percent of all California students," noted Rumberger in the UC LMRI annual report. "Last year, there were more than 1.4 million ELs in California, representing 25 percent of total students."

The Institute was created in 1984 in response to the California Legislature's request that the university pursue research applicable to language minority students' academic achievement and knowledge, including their access to the University of California and other institutions of higher education. Now a multi-campus unit, it provides funding and training for research throughout the nine campuses of the UC system.

One of the ways in which the UC LMRI achieves its mission is by conducting research that will help improve the academic achievement of language minority youth by increasing understanding of the problems they face and developing strategies for intervention.

The Institute is governed by a director and a faculty steering committee, which are appointed by the UC president. The systemwide headquarters are located at UC Santa Barbara and the Education Policy Center is at UC Davis. It distributes research through newsletters, conferences, and its Web site lmri.ucsb.edu, where copies of most studies are available.

The institute has commissioned several important studies on bilingual education and the impact of 227. One report by Kenji Hakuta–"How long does it take English language learners to become proficient?"–found that oral proficiency takes three to five years and that academic English proficiency can take four to seven years. According to the author, these results show that the rapid acquisition of English as required by the immersion provision of Proposition 227 is "wildly unrealistic."

Patricia Gándara, associate director of UC LMRI, led a study of 16 school districts, which yielded insights into the early impact of 227. It showed that there was still "considerable confusion" about implementation of English immersion. The report also found frustration on the part of bilingual teachers who could not use the full range of skills they possess to instruct English learners.

Patricia Gándara, associate director of the University of California Linguistic Minority Research Institute

Of course, none of this seems to faze critics of traditional bilingual programs. They point to evidence revealing that Latinos, Hispanics, and Chicanos taught in bilingual programs test behind peers taught in English-only classrooms, drop out of school at a high rate, and are trapped in low-skilled, low-paying jobs. It was the persuasiveness of these arguments and the public feeling that bilingual education is a compensatory program that led the passage of 227.

The irony is that critics and supporters of bilingual education have a common goal, that of helping students who speak a language other than English become fluent in English. But they disagree profoundly on how to reach that goal.

Part of the problem has been the way bilingual programs are implemented. As Stephen Krashen, a professor of education at the University of Southern California, points out, "Many people who say they are opposed to bilingual education are actually opposed to certain practices, for example, inappropriate placement of children. Or they are opposed to regulation connected to bilingual education, such as forcing teachers to acquire another language to keep their jobs."

Dr. Norm Gold, an educational consultant in California, has looked at schools using immersion and compared them to schools using traditional bilingual education, still permitted through parental waivers as authorized in 227.

"We took a look at some of the high flyers in English immersion and put them head-to-head with bilingual instruction," said Gold. "The study showed that both groups of schools made progress on California's achievement tests."

Gold's research indicates that bilingual schools exceeded their growth targets for Hispanic students by almost five times while the comparison schools exceeded their targets by only four times. The growth targets are state-mandated accountability gains. In other words, bilingual education has not been a barrier to academic achievement for Hispanic students in English; in fact, it has contributed to higher scores on the California tests.

"We believe we have shown that over time, these bilingual schools are serving students," said Gold. "Our evidence shows that parents are making the right choice when they put their children in well-managed bilingual programs."

Parental choice is exactly what many bilingual education advocates would like to see. It is at the heart of the matter as debate on the issue heats up on the East Coast, especially in New York.

Last summer, New York City School Chancellor Harold Levy floated a proposal to have parents decide in which language program they would like their children placed, a choice that is traditionally made by administrators. An NYC Board of Education study showed that just 45 percent of the students who entered bilingual education programs in middle school and 15 percent of those who entered in high school developed sufficient

English proficiency to leave those classes during their school careers. Students in New York must pass state and city exams to advance to the next grade. Parents have been frustrated because sometimes their children have remained in these classes for more than seven years.

Many parents believe that instruction given in a native language only impedes learning English; others, who themselves have experienced bilingual education, feel that the way to become fluent in English is through a combination of Spanish and English instruction. Then there are some parents who are adamant that their children keep up with Spanish. When parents were interviewed on the issue, their responses about the type of programs they wanted varied based on family dynamics, loyalty and proximity to native country, and whether or not there are frequent visits.

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>
> STEPHEN KRASHEN, PROFESSOR OF EDUCATION, USC

"I go back and forth to my country, and I want my daughter to be able to communicate with relatives back home," said Sandra Almanzar, of the Dominican Republic, in a *New York Times* interview. She chose a dual-language program for her child.

But other parents interviewed by the media said they expected their children to learn English quickly in school and only expected them to speak their native language at home.

Faced with such disparities and pressure to dismantle bilingual education from Mayor Rudolph Giuliani, Chancellor Levy spent last year working with politicians, Hispanic leaders, and educators to develop a consensus on the city's bilingual education. They came up with the following four choices for parents: traditional bilingual education; English as a second language classes (ESL) in which English is dominant; a more intensive ESL program; or dual language, a program in which students may be taught in Spanish one day and English the next. However, the new policies carried a price tag of $50 million, and the funds were not forthcoming from the city or the state. The city already spends about $170 million on bilingual education.

As politicians, parents, and pundits try to re-shape bilingual education, it is teachers who must translate policies into classroom practice. Understanding the influence of California Proposition 227 on teachers' work and literacy instruction was the focus of a yearlong ethnographic study by UC LMRI researcher Thomas Stritikus. He examined the effect of the new law by studying two schools that reacted to it in different ways. One school pursued parental waivers and continued its bilingual education program and the second school embraced the English-only concept. His study found that the individual qualities of teachers played a large role in carrying out the mandates of Proposition 227 and that the proposition did little to help teachers in the struggle to resolve instructional dilemmas related to education in the English language.

The bilingual education quandary is even more complicated when the teachers themselves have poor English and teaching skills. According to *The New York Times*, nearly one-third of the city's bilingual teachers are uncertified.

"Of course, teaching makes a difference. Good teaching is good teaching," said Norm Gold. "I have been in bad schools using bilingual education, and I have been in bad schools using language immersion."

"You can't just hang a label on these school programs and say 'this is it,'" said Gold. "So many of the federal and state programs try to do this. No matter what happens, these programs have to be faithfully implemented."

And just to add one more wrinkle to the whole issue of bilingual education, some researchers say that maybe all this talk about immersion, program time limits, and test results misses the point. Claude Goldenberg, from California State University at Long Beach, says that we are missing an opportunity to "take the discussion about bilingual education to another level."

Goldenberg says that we should consider the growing support for two-way bilingual education, often referred to as biliteracy. The goal of this program is bilingualism for all students, those who are learning English and those who already know English. There are more than 250 such programs in the U.S., but this is a small proportion of all bilingual programs. Goldenberg believes that these programs could add "a new and important dimension to our educational system." After all, Goldenberg says in a UC LMRI newsletter essay, people who speak two languages fluently often have better job prospects and are more appreciative of various cultures. He offers yet another study that shows children in biliteracy programs have better attitudes because of increased "communicative competence." These children may also have greater cognitive flexibility than children who grow up monolingual.

Critics counter that our educational system is not accomplishing what is already on its agenda. If schools cannot handle their current responsibilities, why add one more?

But as questions about biliteracy, English immersion, performance-based standards, time limit mandates for English fluency, and funding for these programs continue to be debated, there are no clear answers in the conflicting research. As Norm Gold says, maybe we have to ask different questions.

"Maybe it's time to ask the underlying question: Can schools do a good job with immigrant children?"

ANA CASTILLO

Leading Voice of the Chicana Experience

Now at DePaul as Writer-in-Residence

BY MICHELLE ADAM

Peel My Love Like an Onion
Ana Castillo
AR FROM GOD

Ana Castillo describes herself as a renegade academic. Some may venture to say that she is a renegade writer as well. Long considered one of the leading voices to emerge from the Chicana experience, Castillo has been writing and publishing poetry and fiction since the 1970s. Her first book of poetry, *Otro Canto*, and her second, *The Invitation*, were self-published during the late 1970s, the former examining the political oppression of Third World women and men, and the latter a response to the sexism of Latino men whom she had known through the Latino nationalist movements of the times.

Today, 15 books of fiction, poetry, and critical essays later, Castillo continues to write about women, Latinos, and the unnamed heroes, who, like Castillo herself and her writing, challenge the very notion of who we are as individuals and who we are as Latinos in an ever-changing multiethnic society.

Castillo grew up in a working-class Mexican family in Chicago (where, 30 years ago, the biggest goal for most working-class families was to graduate from high school), defying expectations by becoming one of the first Latina voices of fiction in this country.

Although Castillo considers herself first and foremost a writer, by choice and necessity, she also has spent 20 years, on and off, as a teacher. "That is the way I earned my living until 1995," she said. But she's not your typical teacher. And that may have something to do with the fact that she's never taken an English or writing workshop in her life. "I am an opponent of the whole workshop philosophy in this country–that's the way to become a writer," she said.

Castillo, 48, has taught history, philosophy, and social science–from East Coast to West Coast universities–and only began teaching writing in the later years. Although she now has enough book advances to live solely off her writing, she recently agreed to a five-year appointment as writer-in-residence at DePaul University, Chicago, Ill., the largest Catholic university in the country. She accepted the post because her son will be attending school there in the fall.

Castillo's method of teaching emerges as she describes a past classroom experience. "I was teaching an advanced fiction writing class at Mills Women's College. The graduate students expected me to do the line-by-line editing and the workshop around the table. They were getting their manuscripts ready to submit to New York. I walked in and said that I was not going to look at anyone's manuscript. 'Here, if you know how to write, you are going to write for me,' I said. The ones who stayed with me took the challenge. I told them, for example, you are going to do an exercise in eroticism, or something autobiographical from when you were a child that you couldn't tell anybody. We went through the process of how to open up that autocensorship that we have as writers."

"I am writing a book right now–my fifth novel–and every single day I say, 'It's going. I don't know what I am doing.' Everyone who has the potential to write a novel and has the talent and discipline has a story to tell. If it's successful or a big flop–you have to go on."

Castillo didn't become a writer by design. She was "raised Mexican" in the '60s and '70s in Chicago, "a very politically charged place that formed my political activism," she said. "This is the city that gave Martin Luther King the worst reception outside of Memphis."

Her parents sent her to Jones Commercial School High School to learn to type in order to become a secretary. She later enrolled in a community college to study sociology and art. "I had always loved art. I drew and did painting on my own. And then, because of my political activism and the way my mind works, I also thought of doing something in social work," she said. "My parents didn't recognize what a different child they had in me. I was determined to find a way myself."

It was during this time that Castillo began to write poetry, allowing her words to become an outlet for her political ideas. "By the third year, I was writing poetry and doing readings. This was 27 years ago, and it was unheard of. I am sure I was the first Mexican woman in the city to do poetry readings. That was the great, rebellious, underground thing. That's not a career choice at all. There was no way in the world, when I started doing it, that I ever thought this was going to be a career, that I was ever going to make money off it, that I was ever going to be published," she said. "That wasn't the Mexican girl from Chicago's world. I can't tell you where I got the inner conviction to say, 'you're just going to keep at it.'"

Looking back at those early years, Castillo reflects on how alone she was as a Mexican writer. "You couldn't go to a bookstore and find a U.S. Latina published," she said. "My peers were just babies like myself at that time and doing their efforts where they were. We didn't know each other. It was considered foolishness for a long time that I was doing something that was never done before. We still have a long way to go with this."

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> ANA CASTILLO

Castillo attended Chicago City College for two years before transferring to Northeastern Illinois University, where she received a B.A. in art and a minor in secondary education in 1975. She then relocated to Sonoma County, Calif., where she taught ethnic studies at Santa Rosa Jr. College. Between 1977 and 1979, she was a writer-in-residence for the Illinois Arts Council and, in 1979, a graduate fellow, receiving an M.A. degree in Latin American and Caribbean studies at the University of Chicago. "I thought, 'Well, I'm going to learn about things in the world that would help me in my writing, open up the world for me,'" said Castillo.

During the late '70s, Castillo became a community activist and part of the Latino nationalist movement. "All the movements–Black, Jewish–that were so prevalent at the time had the same problem. The leadership was the men, and women were relegated to secondary, behind-the-scenes roles, even though we were doing most of the footwork and the important work–like writing grants and speeches," she said. "I was burning out very young with it. I was there wasting away with my ideals. I decided to do writing and go to graduate school. That was also the juncture at which I became a feminist."

Castillo returned to California from 1986 to 1990, teaching feminist journal writing, women's studies, creative writing, and Chicano literature at various colleges and universities. By this time she had already written several volumes of poetry, including ***Women are not Roses*** (1984) and ***My Father was a Toltec*** (1988), and her 1986 novel, ***The Mixquiahuala Letters***, which received an American Book Award from the Before Columbus Foundation and is widely studied as a feminist text on the nature of self-conflict.

The author had also joined Norma Alarcon and others to found the literary magazine, ***Third Woman***. In 1988, Castillo was honored by the Women's Foundation of San Francisco for her "pioneering excellence in literature." She was later featured, along with renowned Chicana writers Sandra Cisneros, Julia Alvarez, and Denise Chávez in ***Vanity Fair*** and ***Hispanic***, in 1994 and 1995, respectively.

From 1989 to 1990, Castillo was a Dissertation Fellow in the Chicano studies department at the University of California, Santa Barbara, and it was here that she continued her work on a new collection of poetry, ***I Ask the Impossible***, her collection of essays, and ***Massacre of the Dreamers: Essays on Xicanisma***. ***Massacre*** won the 1995 Gustaves Myers Award for outstanding book on human rights. She also published her novel, ***Sapogonia (an anti-romance in 3/8 meter)***, in 1990.

"In the nights and the weekends, I never gave up on my writings. I have been very prolific, and I raised my child. I just decided I would do it all at the same time," said Castillo.

For five years, beginning in 1989, Castillo taught fiction writing and Latina literature at various colleges over five years, starting in 1989–the University of New Mexico, Mills College of Oakland, Calif., and Mount Holyoke College in South Hadley, Mass. During this time, her much acclaimed book, ***So Far From Go***, was published in the U.S. and overseas by Norton, her first major publisher. The book centered on a Hispanic woman and her four daughters in New Mexico.

"It's about a culture in New Mexico and a way of life among the ***Hispanos*** [sic] there. I put in recipes and remedies. I had a good time writing it. It's such a wonderful culture if you can get in there," said Castillo. "It was an enormously popular book. People just liked it. I threw all the Spanish in there and double negatives and did everything against the grain, with run-on sentences. I thought I had dug my own grave, and then it turned out to be a very popular book. It definitely put me on the map as a writer." What especially put Castillo on the map was the 1993 Carl Sandburg Literary Award in Fiction she received for the novel.

Asked to describe her works and their primary focus, Castillo said: "I bring that experience that wasn't in print before, along with my other Latino peers–our language and our particular experience.

"My priority being the woman's perspective, and loving literature, I did not see the heroine or object of desire ever portrayed as a strong Brown woman. That's who I was missing as a reader. What I'm bringing to it is a world that we haven't seen in literature."

"What I would tell a young Latina writer, and have told at book signings, is that this country and this world have a very short attention span, and they don't have any moral reason to publish you because you are Latina and oppressed and because they haven't published us for the past 200 years. So write as a Latina or Latino. Tell your story. But tell it because you are telling a story."

Castillo says that although women's views are her priority, "they are not the only ones I talk to. I am concerned about our humanity and our world."

"I look for ways of assessing where we are right now. There are a whole lot of us in a really bad place, economically marginalized. What are we going to do about that? What is important to us?" said Castillo. "I am looking for ways to speak to young people and my generation to give them hope about us doing what we can, each of us individually, without feeling defeated."

Castillo has been affiliated with more than 20 colleges and universities during the past 25 years, most recently as a guest lecturer at the University of California at Berkeley and at Southwest Texas University, where she was honored with its "Latina Legend" award.

Castillo's books are used in classrooms throughout the country, as teaching tools in courses in English, literature, American studies, and feminist theories. And it is in the classrooms that she has an opportunity to dialogue ideas that are of interest to her.

"When you bury your head into your own book, you don't even know what happened in the headline news that day," said Castillo. "I like the experience of a forum where we can talk about ideas. When you are a writer, you are home writing to yourself, talking to yourself. You don't know if you are making any sense or not. If you go into a classroom, you get feedback and are challenged."

Peel My Love Like an Onion

"This one [DePaul] gives you the impression of a huge school with a family attitude," said Castillo.

Castillo also recognizes that one element that draws students to her is her example. "They can see that I am respected, and I don't hesitate to speak my mind," she said.

As part of her five-year journey at DePaul University, Castillo will be working out of the English department and the Latin American studies program, while crossing into the women's studies department as well. "These things have obviously been of interest to me in my writings," she said.

"What I am seeing from talking to other faculty is that DePaul is very progressive and into community service. This one gives you the impression of a huge school with a family attitude," said Castillo. "The hope and expectation, I think, on the part of DePaul is that as a Latina, my presence will be very encouraging to their growing Latino population and to DePaul's desire to expand their Latino faculty. This is the big problem [few Latino faculty] all over the country. They don't care. Here they do care."

Dick Meister, executive vice president of academic affairs, confirmed DePaul's interest in recruiting minority faculty. And also minority students–Latino, Asian American, and African American. He expressed enthusiasm for Castillo's potential contribution to the university. "She brings to the faculty both the voice of a Latina and that of a creative writer. She has an amazing list of publications and talents. She adds dimension...."

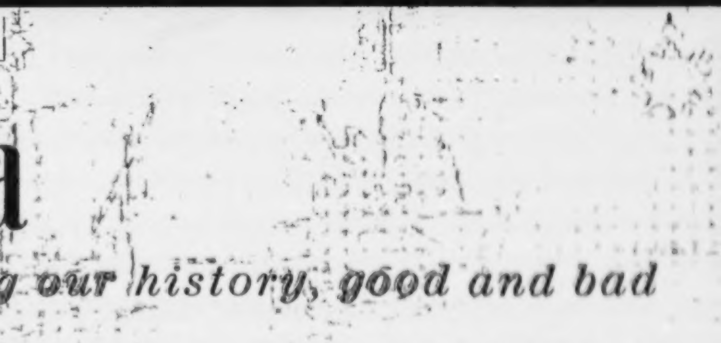
Castillo's 1999 novel, ***Peel My Love Like an Onion***, drew its readers into the rich world of flamenco. A book for children, *My Daughter, My Son, the Eagle, the Dove*, came out last spring.

Currently "under anesthesia" is *Spirit, Sex, Eternal Love*.

"I've been futzing around with this for three years," she said. At first, she expected the book to be essays and stories. "It was such a struggle for me that one day I decided I'm going to turn this into a novel and let it rip," said Castillo. Therefore, the latest challenge has been "putting it now into fiction." "This is an interesting endeavor for me," she said. "I happen to be experimental."

Castillo pursues other endeavors, such as painting and *curanderismo*, in addition to her teaching and says her typical load has included working on four books at once. "But I'm not finding myself as limber as I used to be." She is, however, working on one other book while pulling together *Spirit, Sex, Eternal Love*.

Asked what she feels she has or will leave behind, Castillo said, "I'm still looking for a sign from the universe to tell me how I can do that....I still feel that maybe in the next 10 years that might reveal itself to me....I don't think I've done enough to have left that footprint yet."



El Día de la Raza

Acknowledging our history, good and bad

BY ALEXANDRA SALAS ROJAS

Commemoration of Hispanic heritage–Columbus Day, El Día de la Raza, and Hispanic Heritage Month–is a festive time but also an occasion that has spun dissent among communities debating the merits of this date in history as discovery versus conquest. Some people acknowledge El Día de la Raza (the day of race), rather than Columbus Day, and others observe Hispanic Heritage in a month-long series of activities and events. Initially a week, national celebration of "Hispanic Heritage" became official in 1968.

Herein is a brief explanation of the origins of these national dates, and the significance behind them.

Hispanic Heritage Month

Legislative history denotes public law 90-498, approved Sept. 17, 1968, by the 90th Congress, as the first Hispanic heritage week, "calling upon the people of the United States, especially the educational community, to observe such a week with appropriate ceremonies and activities." These include educational projects, exhibits, and entertainment. Still taking place in the month of September, the duration was changed to a 31-day period 20 years later. During this time, however, is a date that has been recognized nationwide–Columbus Day–and it has been a date of contention and division among groups. In fact, in some states, such as South Dakota and Delaware, Columbus Day is known as Native American Day in recognition that Cristóbal Colón (Christopher Columbus) was not the first to discover or visit the Americas. Yet Colon's 1492 voyage still is widely celebrated on Oct. 12. Some communities exalt the man and his voyage of discovery. Others condemn the explorer's conquest and the suffering of indigenous peoples raped of their lands and natural riches.

It is believed that the first Columbus Day celebration took place in 1792 in New York. However, it wasn't until 1934 that President Franklin Roosevelt sent out a proclamation asking the 48 states to observe Oct. 12 as a national holiday. Since 1971, though, when it became a federal holiday, children have been said to sing, "In fourteen hundred and ninety-two, Columbus sailed the ocean blue."[1]

El Día de la Raza

However, some communities reject Columbus and embrace this significant period in history as of El Día de la Raza.

So why is it called El Día de la Raza? Raza (race) is defined by *The New Lexicon Webster's Dictionary of the English Language*, as "a distinct group of people, the members of which share certain inherited physical characteristics (skin color, form of the hair, etc.), all descendants of a person, family, or a people…" Literally, "the day of the race", El Día de la Raza is described as "an effort to celebrate the Hispanic heritage of the Americas and, by extension, the multicultural heritage of all those races and cultures which contributed to it."[2]

For those who celebrate this day, and for others mouthing the words for the first time, this holiday helps to create among our communities an awareness of the *mestizaje* that was engendered when Columbus disembarked the Santa María, coupled with the glory and the atrocities of the conquest in 1492.

Richard Vázquez, author of the *About Guide to Latino Culture*, who regularly covers historical, cultural, political, and socioeconomic issues related to Hispanics, comments on the why behind this multicultural controversy. "With 500 years of a Eurocentric worldview, justifications, history, and celebrations–we've only had a few decades of being able to bring other groups into the public conscience. Looking at non-Hispanic populations with Columbus Day, it's a simple division. African and Indian versus Europe. So when the usual celebration of Columbus occurs, it's a celebration of the first colonizer–the author of the American genocide and the first European slaveholder in America. There's a vast difference between the acknowledgement of someone's historical contribution and a full-blown national celebration of that person.

"Imagine the reaction if Blacks decided to call for a national celebration of Jim Brown or Nat Turner (slave rebels who killed Whites)…. Obviously, the struggle for freedom among slaves is just, but the personal nature of the loss of life would create quite an uproar….people are unaware that Columbus sent a shipment of Taino slaves to Spain (which Spain rejected and returned). His writings make clear the atrocities committed at the founding of the new Americas, yet because they are Brown victims, it's not as personal to the public….Our public mind has also been washed to favor Europe. However, it's not unusual to find a rainbow of skin colors and influences in one single family. We've had to deal with the schizophrenic struggle of knowing our ancestors were enslaved, murdered, and conquered by our ancestors who were victorious in conquest."

In a roundup piece on El Día de la Raza, Vázquez published, "there's a saying that Columbus landed in 1492 and nine months later the first *latinoamericano* was born. El Día de la Raza is celebrated on Columbus Day. It either replaces it or is combined with the holiday, depending on the national celebrating…El Día de la Raza celebrates the birth of our current history and contradictions."

Vázquez highlights this date as an all-inclusive holiday. "Even though it is Hispanic-centered, Anglos can use it to begin to include empathy for all groups. The importance of this day is to acknowledge the need to be empathetic to every member of our nation, and to recognize the pain and glory of the past…Hispanics, although still conflicted, have embraced a day to acknowledge our history, good and bad. For those who are still in close-identified groups (Indian, African, Spanish), it allows us to share a common identity and recognition of the past."

A Timeline: JOURNEY TO THE AMERICAS

Cristóbal Colón receives support from the Spanish crown to embark on a voyage to reach China or the East Indies. Sets sail with the Nina, the Pinta, the Santa María, and a crew of 50 men.

1492 Arrives first in the Bahamas, then Cuba, and lastly in Hispaniola (the island of the Dominican Republic and Haiti)

1493-96 A second voyage with 17 ships leads to Columbus' exploration of Puerto Rico and the Leeward Islands. He founds a colony in Hispaniola.

1498-1500 His third voyage leads Columbus to Venezuela.

1502 A final voyage takes him to Central America.

1506 Columbus dies.

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[1] Patriotism.org

[2] Holidayfestival.com

FYI . . .

The Hispanic Outlook In Higher Education www.hispanicoutlook.com October 22, 2001

People For the American Way Foundation and NAACP Urge Parental Involvement

WASHINGTON, D.C.

Backed by studies showing that parents are perhaps the single greatest factor in their children's educational success, the People For the American Way Foundation (PFAWF) and the National Association for the Advancement of Colored People (NAACP) joined the Eastman Kodak Company and the Advertising Council in announcing the launch of the most expensive nationwide media and grassroots organizing campaign ever aimed at encouraging Black and Latino parents to become more deeply involved in their children's education.

The theme of this unprecedented three-year national ad campaign is "Success in School Equals Success in Life." The four partners will inform and mobilize both parents and communities to strengthen their public schools.

PFAWF and NAACP are building on a close relationship enhanced in 1997 when the two formed Partners for Public Education, a vehicle to energize citizens and communities to strengthen and improve public schools.

"From our earliest days as an organization, we've tried to break down barriers and work to ensure that all Americans have an equal opportunity in life. When you talk about opportunity, all roads lead to education," said PFAWF President Ralph G. Neas. "Through our Partners for Public Education activities, we saw how inequities in the quality of education were reflected in many urban public schools. We also saw the genuine desire of these parents to improve the kind of education their children receive. Our challenge is to show what they can do to make a real difference in their children's future."

Kodak, the exclusive corporate sponsor of the campaign, provided a $1.2 million grant to cover costs of production and distribution of the campaign's broadcast and print ads. "It is critical that all of us encourage the development of a workforce that is ready to compete," said Daniel A. Carp, Kodak's chairman and CEO. "Parents can play an integral role in helping address this issue."

The "Success in School Equals Success in Life" campaign was developed largely because of research that has consistently demonstrated the critical role that parents perform in helping their children succeed in school. The campaign is made more urgent by national math scores released by the National Assessment for Educational Progress that show overall improvement among all racial and ethnic groups. However, since 1990, the achievement gap between Hispanic and White students either increased or remained the same. The math achievement gap between African American and White students also rose or held steady.

ACT: Education Majors Fall As Demand for Teachers Rises

IOWA CITY, Iowa

There is no end in sight to the nationwide teacher shortage, according to career plans expressed by high school graduates in the class of 2001. The number of teaching jobs available in the United States is increasing; the percentage of high school graduates planning a career in education is decreasing. By 2008, a million more new teaching positions will be available in the U.S. than there were in 1998, with jobs in some teaching areas growing by as much as 34 percent, predicts the U.S. Department of Labor in the *2000-2001 Occupational Outlook Handbook*.

In 1997, 9.7 percent of graduating seniors who took the ACT college entrance exam named education or teaching as their preferred occupational choice; in 2001, that figure has dropped to 9.2 percent, with incremental declines each year in between. Nearly 1.1 million graduating high school seniors took the ACT this year.

"News about the teacher shortage clearly has not triggered more interest in education careers among graduating high school seniors," said ACT President Richard L. Ferguson. "In fact, just the opposite appears to be occurring. It is clear that something must be done to make teaching positions more attractive to young people."

Career counseling for these young people, he said, is also very important. "In many cases," said Ferguson, "students' career aspirations are simply not in line with the jobs that will likely be available to them when they graduate from college. These students are in need of career counseling to assure they are informed of the opportunities associated with their career choice."

ACT is an independent, not-for-profit organization that provides more than 100 assessment, research, information, and program-management services in education planning, career planning, and workforce development.

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ACE Reports Strong Demand for GED

WASHINGTON, D.C.

According to the American Council on Education (ACE), nearly 861,000 adults worldwide took one or more of the five tests in the General Educational Development (GED) Test Battery in 2000–more than in any single year except 1996. At the same time, some 512,000 individuals earned the GED high school equivalency diploma.

Both statistics are contained in a report of the GED Testing Service (GEDTS), a national program operated by ACE in cooperation with the states. *Who Took the GED? The GED 2000 Statistical Report* details the general makeup and performance of GED candidates in the United States, Canada, and internationally. Data for the 2000 edition were collected from more than 3,000 GED Testing Centers around the world.

"Based on past experience, we are predicting a significant increase in the number of adults taking the tests before the December 2001 end date for the 1988 Series GED Tests," said Joan Auchter, executive director of GEDTS. "This increase reflects previous increases before announced changes in either the GED Tests or in the score requirements for passing the tests."

The current GED Test Battery will be discontinued Dec. 31, 2001. Partial scores from the current GED Test Battery may not be combined with scores from the new series to be offered starting Jan. 1, 2002.

Other relevant findings reported:

- The number of adults completing the GED Test Battery increased by 10 percent or more in eight U.S. states, territories, and affiliates, including North Dakota, Ohio, Kentucky, Iowa, Louisiana, the Marshall Islands, Virgin Islands, and Northern Mariana Islands.
- Four Canadian provinces reported increases of 10 percent or more in GED Test Battery completion volume, including Yukon Territory, Prince Edward Island, Ontario, and Newfoundland.
- For the second consecutive year, the U.S. military reported the greatest increases both of adults completing the GED Test Battery and of adults meeting requirements for a passing grade.
- Almost half of the adults (48.2 percent) earning GED credentials in 2000 were between the ages of 19 and 29. One of every five GED credentials was earned by an adult age 30 or older.
- As in previous years, two of every three adults (67.1 percent) tested worldwide reported completing the 10th grade or higher before leaving high school. Some 37.4 percent reported completing at least the 11th grade.

Recognized in the U.S. and Canada by employers and institutions of higher learning, the GED program has been a bridge to education and employment opportunities for an estimated 14.7 million people.

Department of Education Strengthens Drug, Alcohol, and Violence Prevention Efforts on Campuses

NEWTON, Mass.

The U.S. Department of Education's Higher Education Center for Alcohol and Other Drug Prevention selected its new class of Center Associates (CAs) to help strengthen alcohol, other drug, and violence prevention efforts on U.S. college campuses.

Every two years, the Center selects an elite group of approximately 30 CAs, who work as trainers, consultants, and evaluators, to assist colleges and universities and other key stakeholders with their collegiate alcohol and other drug prevention efforts. The CAs are chosen on the basis of their prior leadership, expertise in a specific content area, and success as a community mobilizer, trainer, or writer. Their roles on campus and in the community are varied: health promotion and education, crime prevention, sexual assault prevention, residential life, campus safety, and alcohol and other drug prevention.

The newly selected group of CAs represents the fourth set of CAs since the program's inception.

"Center Associates have proven to be a powerful way for the Center to assist colleges and universities in their prevention efforts," said Beth DeRicco, associate director for institutions of higher education at the Center. "They extend our reach into many more communities than we are able to serve alone, and are strong advocates for change within their own community."

The new CAs start out by attending a workshop that includes an overview of the Center's philosophy and prevention framework, an explanation of each other's role, and sessions on substance abuse prevention and strategic planning. CAs also have the opportunity to begin working with their new partners from other campuses and organizations.

"Hearing the challenges of other professionals and helping them to overcome them has been invaluable," said Nancy Wahlig, a CA and director of the Student Safety Awareness program at the University of California-San Diego. "The opportunity to share and learn from other national leaders in the field has also been highly beneficial to my work on my own campus."

The U.S. Department of Education and The Robert Wood Johnson Foundation fund the Higher Education Center for Alcohol and Other Drug Prevention.

People-Places-Publications-Conferences

PEOPLE
&
PLACES

Garden City Student Wins GI Forum Competition

Garden City Community College (Kan.) sophomore Joaquín Sumaya took the top national honor in final competition at the 53rd annual conference of the American GI Forum, a U.S. Hispanic veterans association. He earned a spot in the national competition by winning the Kansas state competition.

Photo © Lydia Smith/GCCC

The competition requires participants to select a topic, prepare, and deliver a speech. Sumaya's speech was on the growing ethnic and cultural diversity in American society.

"I gave the same speech at nationals that I did at state," Sumaya explained, "but I made some revisions. The response seemed to be excellent, so I was feeling fairly confident about it."

Sumaya is active on campus in the Hispanic American Leadership Organization and the Student Government Association. He played in the college's jazz band and is now in the newly formed dance group, Latin Heat.

St. Thomas Professor Interns at TV Station

St. Thomas University (Fla.) communications Professor Gloria Ruiz spent part of her summer gaining valuable behind-the-scenes experience as an intern at WSCV-TV Channel 51/Telemundo. The National Association of Television Program Executives Educational Foundation, through its Faculty Development Grant, sponsored the summer internship.

Ruiz interned in the news department at WSCV, learning "how" and "why" the news is delivered. She gathered stories with reporters and spent time with the news director getting to know the financial operations of the news department. She will integrate the up-to-date, hands-on experience she gained at the station into three courses, Society and Mass Media, TV Theory and Practice, and Speaking on Radio and Television. In January, she will present the results of her internship at a conference in Las Vegas, Nev.

Kang & Lee Advertising and Bravo Group Win Award

Kang&Lee Advertising Inc. & The Bravo Group

In New York, Kang & Lee Advertising and The Bravo Group, prominent multicultural consulting and communications agencies specializing in the Asian American and Hispanic markets, received the prestigious 2001 Gold EFFIE Award from the New York American Marketing Association. Their campaign "Census 2000. This Is Your Future. Don't Leave It Blank." won in the government/institutional advertising category.

The 1990 U.S. Census had revealed a significant national population undercount, which the Census Bureau tied to the nation's multicultural and immigrant populations. To remedy this, Kang & Lee and Bravo developed advertising campaigns to educate and motivate their audiences to participate in "Census 2000." The respective agencies claimed their campaigns received a national response of 67 percent and saved the U.S. Treasury $305 million in field operations costs. The 2000 Census identified Asians and Hispanics as the fastest growing populations overall in the United States.

Eastern Washington Sophomore Receives Scholarship

Eastern Washington University (EWU) sophomore Jessica Raigoza, an English education major with a minor in Chicano studies, was awarded a $1,000 Washington Mutual Scholarship. The EWU scholarship is awarded to an education major minoring in either Chicano or African American studies.

Raigoza has been active with RAICES, an organization providing education on issues relevant to multicultural women, and is an officer in MEChA, a student group in the Chicano education program. As a mentor, she started an ESL class, tutoring parents and students.

New York Law Names Associate Dean

New York Law School (NYLS) appointed Altagracia Diloné Levat associate dean for public affairs. The former assistant dean for external relations at the Pace University School of Law (N.Y.) plans to develop and implement new communications and marketing initiatives at NYLS and broaden and enhance the school's relationships with the bar, the bench, academia, and with its neighbors in TriBeCa and throughout NYC.

Said Levat, "What excites me about NYLS is the emphasis we already place on building and nurturing strong and lasting relationships with our many constituencies. This is an especially meaningful place to teach and learn law, and I'm really going to enjoy telling the world about what our faculty, students, and alumni are doing."

A native of the Dominican Republic, Levat grew up on Manhattan's Upper West Side and attended NYC public schools. Active in her profession and community, she was named one of 50 distinguished Latinas in 2000 by *El Diario/La Prensa*, the largest Spanish-language daily in the country. She received her bachelor's degree from Barnard College at Columbia University.

Texas-Pan Am Hosts Prestigious U.S.-Mexico Summit

More than 1,000 participants from throughout the U.S. gathered at the University of Texas-Pan American (UTPA) for a major U.S.-Mexico Border Summit introducing private foundations, corporations, and major government officials to what *Time* magazine has called the "New Frontier."

The border is a region where two cultures meld and a place of great opportunity for expanding enterprises seeking to tap into

Mexico's market. Economists and financial publications consider the region a "hotspot" for growth and development, especially as Hispanics are becoming the largest minority group in the nation.

Topics discussed at the summit included the development of infrastructure; the new business world of the border region; water, housing, and energy for border residents; international trade; telecommunications; and border legislation.

Santa Barbara Trustee Re-Elected to College Board

Luis Villegas, member of the Santa Barbara Community College (SBCC) board of trustees since 1993, celebrated re-election to the board of directors of the California Community College Trustees. Initially appointed last year to fill a vacancy, he will now serve a four-year term.

Villegas, sales manager for Mesa Communications, is also on the board of directors of the Santa Barbara Hispanic Chamber of Commerce and Channel Islands YMCA. A member of the California Community College Latino Trustee Association, he is a co-founder of the Hispanic Business Council of the Santa Barbara Chamber of Commerce, and is on the Santa Barbara County Economic Development Advisory Committee.

Texas A&M-Corpus Christi Faculty Receive Research Grants

Several Texas A&M University-Corpus Christi faculty members were awarded Faculty Research Grants by the Texas Higher Education Coordinating Board.

Dr. Nicole Montague and Dr. Frank A. Lucido will examine "Effective Practices in Dual Language Schools." With more Spanish-speaking children appearing in Texas schools each year, teachers need effective strategies. Dual Language Education–instruction in two languages for everyone–has proved an effective means of producing bilingual graduates. They will research six schools implementing effective English/Spanish Dual Language programs. The research is expected to aid early childhood development centers and school districts around the nation.

Dr. JoAnn Canales received a grant for her project "Field-Based Teacher Education: Is It Worth the Financial and Human Resource Investment?" The program, which examines the effectiveness and the efficacy of the field-based undergraduate teacher preparation program, was created and implemented in response to a mandate by state agencies responsible for certifying educators. The mandate requires teacher preparation programs to be field-based, which limits the amount of direct instruction time available to university faculty for that preparation.

Santa Ana President Honored with Women of Vision Award

Santa Ana College (Calif.) President Rita Cepeda received a Women of Vision award from the nonprofit organization We Give Thanks, cited for her "compassion and courage" in advocating higher education and promoting economic workforce development. Cepeda was one of five women honored for their dedication to making a positive change in society.

We Give Thanks promotes good health among needy members of Orange County and Los Angeles, contributing scholarships, free meals, and senior assistance.

Cal State-Fullerton Student Receives Teaching Scholarship

California State University-Fullerton education student Guadalupe Cazares received a California Retired Teachers Association Scholarship of $2,000, based on her scholastic achievement, faculty recommendations, financial need, and character.

Cazares, a single mother of three and a recent graduate of Cal State-Fullerton, is the first member of her family to receive a bachelor's degree (child and adolescent studies). Fluent in Spanish and English, she worked as a bilingual aide within the Orange Unified School District (Calif.). She currently is enrolled in the university's multiple subject credential program and plans to teach either first or second grade.

"Teaching is the most rewarding job I can think of," said Cazares. "It is what I want to do for the rest of my life."

Our Lady of the Lake's Unique Program for Bilingual Psychologists

In Texas, Our Lady of the Lake University (OLLU) offered a Summer Institute for Bilingual Psychologists–the only one of its kind in the nation. The intensive training program enhanced the Spanish-language skills of bilingual psychologists, providing training in theoretical thinking in Spanish and featuring coursework and practicum addressing the unique needs of Latino clients.

OLLU's psychology department has provided supervision of Spanish-language therapy coursework since the early 1980s and developed the subspecialty, Psychological Services for Spanish-Speaking Populations. The summer institute offered courses in Spanish language and vocabulary, the examination of issues related to language and psychosocial variables in Latino culture, and participation by students as co-therapists with Spanish-speaking teams at OLLU's Community Counseling Service.

HSIs Grant to Eastern New Mexico

Under the U.S. Department of Education's Title V Hispanic Serving Institutions program, Eastern New Mexico University (ENMU)-Roswell will receive $621,586 over the next five years to improve its outreach to Hispanic and low-income students in the eastern part of the state. The grant will fund a five-year partnership program with New Mexico Junior College.

The project will capitalize on the strengths of both campuses and help launch an innovative network system of shared instructional delivery called the Southeast New Mexico Access Network. This system will strengthen faculty and staff development of distance learning strategies that address the needs of Hispanics and low-income students. It will improve student access and provide advisement for students in college degree and certificate programs. Funding will also be used to purchase computer equipment to strengthen the infrastructure of online distance education.

Bronx Museum Features Emerging Artists

The Bronx Museum of the Arts presented its 21st annual Artist in the Marketplace (AIM 21) exhibition, featuring the works of a cross section of talented emerging artists from the New York City area. Thirty-six artists, ages 24-44, representing a dozen countries, were featured in this year's presentation. The broad range of featured works illustrated the diversity of the artists' backgrounds and artistic concerns. Each artist hopes to build a career as a practicing artist.

Over the past 21 years, nearly 700 artists have participated in AIM, which is considered an international model for art schools in how to provide students with advice and skills that help them in the marketplace. It provides students with an opportunity to develop career management skills that cover a range of topics relevant to visual artists such as exhibition opportunities, gallery representation, the role of the art critic, marketing, grant writing, public art commissions, museum practices and policies, and legal and tax issues.

Ramapo Sponsors International Studies Program

Ramapo College of New Jersey hosted the Governor's School of International Studies, offering 100 high school students a unique mix of experimental learning, classroom discussions and presentations, and technological skills in environmentalism and media literacy. It included a one-week stay in Quebec City, Canada, enabling students to gain direct access to the historical, political, and religious reality of another culture. In Quebec City, students focused on the causes and origins of the separatist movement in Canada.

After the week in Quebec, students returned to the Ramapo campus to take part in international studies, cultural events, and panel discussions. Skills workshops and simulation activities allowed them to analyze international issues such as refugee movement, world hunger, and global ecology. They were introduced to the college's Global Media Literacy Workshop, making them aware of the growing influence of mass media, broadcast journalism, and advertising.

Thomas M. Cooley Receives Research Grant

The Thomas M. Cooley Law School (Mich.) Innocence Project was awarded $25,000 from the State Bar Foundation of Michigan. The Project operates as a law school clinic in which Cooley students work with volunteer practicing criminal defense lawyers and Cooley professors to seek the release of wrongfully convicted prisoners.

Credited with the release of more than 100 wrongfully convicted inmates, the project is part of an Innocence Network that allows the sharing of resources with other projects around the country. It uses recent developments in the forensic application of DNA testing and newly enacted law and seeks to identify, provide legal assistance to, and secure the release of inmates who are imprisoned for crimes they did not commit. The project also offers an experimental learning opportunity modeling excellence in the practice of law and the promotion of social values.

Representatives of the Michigan Bar Foundation believe the project will reduce injustices in the criminal justice system.

CUNY Hosts Hispanist Conference

More than 550 Hispanists–experts in the study of Hispanic languages, literature, and cultures–from around the world convened at the Graduate Center of the City University of New York (CUNY) for the 14th triennial conference of the International Association of Hispanists. Conference participants–the majority of them, professors of Spanish and Spanish American literature–shared research, perspectives, ideas, theories, and criticisms on literary, historical, and cultural themes in more than 200 sessions. The conference was conducted entirely in Spanish. Six keynote speeches were delivered as well as accompanying programs presented by cultural institutions from around New York City.

Dallas Hosts Collegiate World Series

One hundred high school seniors traveled to the University of Dallas (Texas) for the eighth annual Collegiate World Series, a program that helps students develop skills that will help them gain admission to college. Admission representatives from Rice University (Texas), Boston University (Mass.), Vassar College (N.Y.), and Dallas participated. The students competed in games related to the college admissions process.

The National Hispanic Institute established the program in 1991 to address the commonly shared concerns of high school students about their college choices, financial aid, and the admissions process. The institute looks for students who are serious about gaining admission to top colleges and universities and who have the intellectual skills, character, interest, and motivation to become leaders in the Latino community.

TRIO and Telecom Grants to Texas A&M-Corpus Christi

Texas A&M University-Corpus Christi, a Hispanic Serving Institution, received a four-year, $806,690 TRIO grant for Student Support Services (SSS). The grant helps economically disadvantaged students who display academic promise, enabling them to enroll in and graduate from a college or university. The University will implement Web-based on-campus and/or online virtual learning communities that address tutoring, supplementary instruction, academic advising, personal and career counseling, cultural enrichment, and faculty mentoring. Past TRIO grants have increased the retention and graduation rates of students in areas affected by high poverty and lack of educational attainment.

The University also received an $849,992 grant from the Telecommunications Infrastructure Fund Board to expand the region's distance learning capability through the use of digital television. Del Mar College, Victoria College, and KEDT-TV have partnered with Texas A&M-Corpus Christi to form the Distance Learning Discovery Project.

"This station has a long history of education-based programs relevant to South Texas," said Dr. Claudia Johnston, assistant dean and professor with the College of Science and Technology, adding that the grant will "strengthen our communications degree infrastructure in arts and humanities, improve our media literacy, and help our distance learning methods."

Southwestern Wins Big at Journalism Competition

Southwestern College (Calif.) is becoming one of California's prominent journalism schools. The student newspaper, the *Sun*, took home several awards in the Society of Professional Journalists Regional Mark of Excellence Contest, a competition open to all colleges and universities in California, Arizona, and Nevada. Last year, Southwestern picked up 19 awards at the Fall Journalism Association of Community Colleges conference.

Ben Berk, editor-in-chief of the *Sun*, won first place in the editorial writing category and second place for general column writing.

Designer Ken Pagano and photographer Bruce Harrison placed third in the photo illustration category.

Cartoonist Neil Allen García won first place in editorial cartooning and won the National Mark of Excellence award for editorial cartooning–the only community college student to win a national award.

Waisbord New Director Rutgers Journalism Resource Institute

The Journalism Resources Institute of Rutgers University (N.J.) announced that Silvio Waisbord is succeeding Jerome Aumente as its director. Aumente, who is retiring, is the founder of the Institute, which has helped some 14,000 journalists domestically and overseas over the past 22 years.

"Journalism is changing around the world," said Waisbord, a 39-year-old native of Argentina. "Much that is significant is happening. This is a chance to build on what Jerry did over the years."

Waisbord said he plans to continue and strengthen the areas of the Institute interested in international and health journalism and new technologies in the U.S. and Europe and extend its efforts to Latin America.

Waisbord earned a doctorate in sociology from the University of California San Diego and is an associate professor of journalism at Rutgers. He wrote *Watchdog Journalism in South America: News, Accountability, and Democracy*, a book on investigative reporting, and co-edited two books of essays.

JIST Offers Online Career Assessments

JIST Publishing, Inc., announced that it would administer and score four of its most popular career assessments online. JIST, headquartered in Indianapolis, Ind., provides practical self-help methods and training products used in employment and training programs, education, business, counseling, therapy, and school settings. The company partnered with Performance Assessment Network in creating online editions of its most popular career assessments: *Barriers to Employment Inventory (BESI), Career Exploration Inventory (CEI), Job Search Attitude Inventory (JSAI),* and *Leisure/Work Search Inventory (LSI).*

JIST-published career assessments are cross-referenced to major sources of career information such as the *Occupational Outlook Handbook* and the Occupational Information Network. With the new online service, test administrators can access JIST tests at any time.

San Antonio Hosts Urban Journalism Workshop

For high school graduate Natalie Reyes and high school senior Francisco Vara-Orta, journalism represents a way to get to the truth and satisfy a curiosity about the world. "Journalism is getting to ask questions," said Reyes. "I love being nosy." Added Vara-Orta, "Journalism gives you the ability to report the truth and not fear the consequences."

Reyes and Vara-Orta were two of 17 high school students selected to attend San Antonio College's (Texas) 17th Annual Urban Journalism Workshop. During the two-week session, students attended workshops and seminars on journalism and shadowed professional journalists for hands-on experience. Participants were also recognized for their achievements. Reyes won an award for photojournalism and Vara-Orta received the workshop's highest award, nomination for a $1,000 Dow Jones scholarship. Seven Dow Jones scholarships are awarded to nominees from 31 workshops throughout the country.

Junior Achievement Announces Scholarship

In Colorado, Junior Achievement (JA), an organization dedicated to educating young people about business, economics, and free enterprise, conducted a nationwide competition for a scholarship to Bentley College (Mass.) and a chance to be "Executive for a Day" at Terra Lycos, the global Internet network. The competition was conducted through *JA TITAN*, a free business simulation game designed to teach aspiring entrepreneurs in an entertaining and engaging way about global business and the competitive high technology marketplace.

Winning the competition depended on the success or failure of the participants' virtual company. JA and Terra Lycos opened up the competition to millions of young people.

Siena Holds Annual Community Service Day

Dozens of students, alumni, friars, administrators, and staff from the Siena College (N.Y.) Franciscan Center for Service and Advocacy teamed up with regional social service agencies for its annual community service day. The Center seeks to increase direct service to the poor, provide interdisciplinary academic study of poverty and Catholic social teaching, and explore solutions to the problems facing the poor.

Throughout the year, the Center works to educate the college community about social injustice issues pertaining to service and advocacy for the poor, including hunger, child abuse, and homelessness. During this year's service day, the Siena volunteers helped the homeless, organized food pantries, spent time with children, prepared meals for the needy, and did simple maintenance and cleanup jobs.

Howard Hughes Medical Institute Supports Science Education

The Howard Hughes Medical Institute has awarded $12 million in new grants to 29 science museums, nature centers, aquariums, zoos, and other informal science education centers, including several at universities–the University of California (UC) Botanical Garden, UC Museum of Paleontology, and the University of Wisconsin-Madison Arboretum.

The money will fund programs strengthening science literacy and enhancing science education.

Several programs focus on environmental stewardships in areas with high concentrations of disadvantaged children and families. Green Treasures, at the Fairchild Tropical Garden in Miami, Fla., involves school children, teachers, and families from the Caribbean in hands-on study of the scientific, economic, and cultural importance of plants. The Institute hopes to provide resources for better science teaching, engage families and communities in science education, stimulate careers in research and education, and foster collaborations between informal and science education centers and other community institutions.

Miami-Dade Signs Tech Agreement with Area High Schools

After months of meetings, Miami-Dade Community College (M-DCC) in Florida and the Miami-Dade County Public School System (M-DCPS) signed 10 transfer agree-

ments enabling high school TECH Prep students to move on to M-DCC with college credit. TECH Prep is part of M-DCPS' School-To-Career program, integrating academic and applied technology and raising standards for all students. It links four years of high school with two years of postsecondary education, leading to a two-year certificate and/or associate's degree.

Faculty, chairpersons, and administrators from M-DCC and M-DCPS designed competencies, skills, and course content. They agreed that three to 12 college credits be awarded to students who complete the high school TECH program with a GPA of C or better and meet M-DCC admissions requirements. The agreements covered allied health, business, and family consumer sciences.

Pictured (l. to r.): M-DCC President Eduardo J. Padrón and MDCPS Superintendent Roger C. Cuevas sign agreements.

Rivas-Vázquez Brings Experience to Miami Public Affairs

The University of Miami named A. Victoria Rivas-Vázquez associate vice president for public affairs. She offers more than 12 years experience in communication, eight of them in Washington, where she held staff positions at the White House and two Cabinet agencies.

Rivas-Vázquez was deputy assistant secretary for public affairs and media and director of special projects for Donna E. Shalala at the U.S. Department of Health and Human Services. She worked at the U.S. Department of State for Secretary of State Madeleine Albright and U.S. Ambassador to the United Nations Bill Richardson. She is a former news producer for the Univision network.

Rivas-Vázquez holds a bachelor's degree in government/international affairs and a master's in Latin American studies from Georgetown University.

Goizueta Establishes Grant at Southern Polytechnic

In Georgia, support from the Goizueta Foundation has enabled Southern Polytechnic State University (SPSU) to fulfill its commitment to serve the Hispanic population. To increase Hispanic enrollment and Spanish-language education for all students, the Foundation awarded SPSU $750,000 to establish and endow the Goizueta Foundation Scholars Fund for Hispanic and Latino students. The fund will provide need-based scholarships and support a state-of-the-art Spanish-language learning laboratory.

Hispanics are about 3 percent of the student body at SPSU, which has implemented mentoring programs for Hispanic high school students and expanded its exchange program with Mexico to increase this figure.

News from Texas A&M

Texas A&M University was awarded a first-of-its-kind $80,000 contract from the Texas Education Agency to check proposed science textbooks for errors before they are adopted for use by Texas school districts. Working on the textbooks will be Texas A&M faculty, graduate students, and local secondary science teachers. The group also will review CD-ROMs, videotapes, and other media dealing with the sciences.

Texas A&M was one of 10 universities to join the National Aeronautics and Space Administration (NASA) and the Quality Education for Minorities (QEM) to participate in the 2001 NASA Summer High School Apprenticeship Research Program (SHARP PLUS). The program selected 200 of the nation's top aspiring minority high school scientists and placed them with researchers as apprentices for eight weeks of field study. The program's goal is to put the participants into the actual research setting to gain hands-on experience. They worked on research projects at industrial sites and laboratories where cutting edge research is conducted.

Rockland Receives Federal Grant to Ensure Success

Rockland Community College (N.Y.) was awarded a TRIO Student Support Services grant to help students who are economically disadvantaged, the first generation in their families to attend college, and/or have disabilities. The grant is aimed at increasing retention, graduation, and transfer rates of the students through support and nurturing. The 150 students to be served will receive advisement, mentoring, tutoring, and counseling in financial aid, careers, and transfer.

The grant allows Rockland to respond to the changing demographics of the area where an increasing immigrant population can not speak English. Students can receive ESL instruction if they need it. To implement the project, three new employees were hired–a director, a coordinator/counselor, and an administrative assistant.

Columbia School of Journalism Honors Latin American Journalists

In New York, the Columbia University Graduate School of Journalism hosted the 63rd annual María Moors Cabot Prize ceremony and dinner recognizing four journalists for excellence in reporting on Latin America and demonstrated commitment to freedom of the press.

This year's recipients are: Mónica González, author and journalist based in Santiago, Chile; Jorge Ramos, international news anchor, Univision network, the largest Spanish-language television network in the U.S., and a radio commentator for Latino Broadcasting Company; Clóvis Rossi, editor and columnist of *Folba de S. Paulo*, one of Brazil's leading daily newspapers; and Sebastian Rotella, South America bureau chief of the *Los Angeles Times*.

Founded in 1938 by the late Godfrey Lowell Cabot of Boston as a memorial to his wife, the María Moors Cabot Prizes are administered by the journalism school. The award ceremony helped raise scholarship funds for international students, especially students from Latin America.

Elmhurst Partners with UPS in "Earn and Learn" Program

Elmhurst College (Ill.) signed an agreement with United Parcel Service (UPS), becoming a partnership school in the corporation's nationally recognized Earn and Learn program. Through the program, certain UPS facilities offer educational assistance to their part-time employees attending an approved college or higher education facility. The agreement is expected to help UPS offer even greater benefits to its part-time employees. Up to 40 percent of the part-time employees take advantage of the program. It allows Elmhurst to stay competitive in Chicago's west-suburban recruiting region.

Nassau Student Given SUNY Chancellor's Award

Nassau Community College (NCC) graduate Pablo Martínez was given a State University of New York (SUNY) Chancellor's Award for Student Excellence, one of 178 students to receive the prestigious award, given to graduating students throughout the SUNY system for academic merit and a record of university service.

Photo © William Baker

Martínez emigrated to the U.S. from Ecuador two years ago. He started out at NCC with limited knowledge of English and participated in the college's expanding ESL program. Active in student government, he was chosen vice president of the programming board for NCC's Cultural Program and represented NCC at the 2001 Latino Model Senate, where he competed with students from other SUNY two- and four-year institutions. During the competition he was elected to a leadership role. For his outstanding leadership qualities, he became an attaché to Ecuador's ambassador to the United Nations. He is currently majoring in international studies at St. John's University and hopes to become a diplomat.

Repertorio Español Celebrates Hispanic Heritage

In New York, Repertorio Español, a touring production company, presented a series of plays celebrating Hispanic Heritage Month. The shows, performed entirely in Spanish, were based on Hispanic heritage and history and addressed issues affecting the Hispanic community in the United States and Latin America.

Included were: Dolores Prida's *Casa Propia*; Abelardo Estorino's *Parece Blanca*; *Cuentos Afro-Caribeños*, based on stories collected by Lydia Cabrera, directed by Adolfo Vázquez; Gabriel García Márquez's *Crónica de una Muerte Anunciada*; Pedro Calderón de la Barca's *Los Cabellos de Absalón*; Spanish and Flamenco dance by Pilar Rioja; and the García Lorca trilogy *La Casa de Bernarda Alba*, *Bodas de Sangre*, and *Yerma*, directed by René Buch.

The company will also feature shows in time for Puerto Rican Heritage Month in November, including *La Gringa*, by Carmen Rivera; *Vieques*, by Jorge González; and Luis Rafael Sánchez's *La Pasión Según Antígona Pérez*.

San Antonio Awarded $2.1 Million Title V Grant

San Antonio College (Texas) was awarded a five-year, $2.1 million Title V grant from the U.S. Department of Education to fund strategies to improve grades, retention rates, graduation, and transfer to four-year colleges and universities for high-risk Hispanic students.

"Included in the grant is $391,000 in endowment funds, to be matched by college fundraising, for scholarships, faculty, and program development," said Susan Espinoza (pictured), grant coordinator and director of resource and college development.

The grant will implement six areas believed to help the students–strategies for success; supplemental instruction; faculty instruction in learning styles and problem-based learning; learning communities; computer literacy/Web-based learning center; and decision support system integration.

News from Texas Pan American

- UTPA hosted the Border Environmental Health Conference, which introduced public health workers to basic environmental hazards, assessment techniques, and resources for assistance with environmental problems. Richard Costello, director of UTPA's department of environment health and safety, said, "Ultimately, the goal is to create a safer environment in the Río Grande Valley. Training, education, and, above all, awareness is key in that effort." Topics discussed included pesticide hazards, contaminated drinking water, and environmental exposure at home and in the workplace.
- The Coca-Cola Foundation, a supporter of UTPA programs and events for more than 10 years, donated $50,000 to the University Scholars Program, which provides full four-year tuition and fee scholarships to qualified incoming first-year students.
- Dr. Miguel A. Nevárez, president of the University of Texas-Pan American (UTPA), announcing preparations for an upcoming celebration, unveiled a 75th anniversary logo designed by Graciela Segura, office of university relations. He introduced Margaret McAllen as anniversary committee honorary chair and Dr. Martha Tevis as director. The yearlong anniversary celebration will run from September 2002 to August 2003.
- The SBC Foundation provided $55,000 for the UTPA U.S.-Mexico Border Summit and the University's Center for Entrepreneurship and Economic Development (CEED). Twenty-five thousand dollars went to the summit, which began the process of developing and implementing a strategic plan for the border, and the remaining $30,000 benefited CEED, a catalyst for business and economic development, job creation, and income growth that provides educational and technical assistance activities for businesses, public officials, economic development organizations, and the community. SBC Communications, Inc., provides comprehensive telecommunications products and services through a global network of leading brands and operations in the United States and 28 other countries.

Miami Launches Web site *En Español*

The University of Miami (Fla.), in a move to appeal to bilingual students and their families, both in the U.S. and Latin America, is offering its Web site in Spanish at www.miami.edu/espanol.

One-third of its international student enrollment comes from Central and South America, so the site is expected to receive a lot of traffic. Recruiters in the office of international admissions hope to launch additional sites in other languages.

"Our next goal is to get something up in Portuguese," said Mark Reid, Miami's director of international admissions. "In Brazil, there seems to be less fluency in English than there is in other parts of Latin America. So I think in reality we're going to see more usage and hits on a Portuguese-language Web site when it's up and running than we will on our Spanish site."

ACCD and UTSA Sign Admissions Agreement

In Texas, Alamo Community College District (ACCD) Executive Vice Chancellor Ernest A. Martínez and University of Texas-San Antonio (UTSA) President Ricardo Romo signed an accord simplifying the transition of ACCD students to UTSA. More than a third of ACCD graduates attend UTSA.

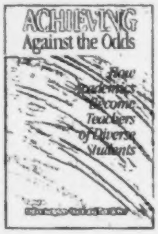
"We feel confident that our collaboration is working–46 percent of the 2,551 undergraduate degrees awarded by UTSA last year went to students who had transferred from an ACCD campus," said Romo. "The retention rate at UTSA for students transferring from ACCD institutions is nearly 75 percent, almost 8 percent higher than that for non-ACCD students." He also noted that of the 26 UTSA undergraduates graduating with the highest honors (summa cum laude), 25 were former ACCD students.

In the agreement, students must maintain a minimum of 4.0 GPA for all work completed. Advisement efforts will also be expanded.

PUBLICATIONS

Achieving Against the Odds: How Academics Become Teachers of Diverse Students

Esther Kingston-Mann and Tim Sieber, eds.

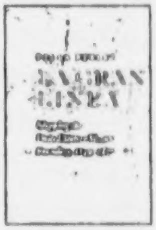


Achieving Against the Odds features the experiences of students and teachers from the University of Massachusetts-Boston who have tackled the issue of student and teacher diversity in America's universities. The book raises issues such as race relations in the class; teaching and learning versus political legitimacy; tenure evaluation; teaching the American Dream to students with different perceptions; and sexual orientation in academia.

2001. 240 pgs. ISBN 1-56639-851-7. $19.95 paper. Temple University Press. (800) 447-1656.

La Gran Línea: Mapping the United States-Mexico Boundary, 1849-1857

By Paula Rebert

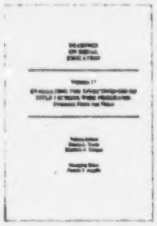


This book documents the accomplishments of both the U.S. and the Mexican Boundary Commissions that mapped the boundary between 1849 and 1857, as well as the 54 pairs of maps produced by their efforts and the ongoing importance of these historical maps in current boundary administration.

2001. 279 pgs. ISBN 0-292-77111-8. $22.95 paper. University of Texas Press. (800) 252-3206.

Evaluating the Effectiveness of Title I Schoolwide Programs: Evidence from the Field

Dianne L. Taylor and Elizabeth A. Kemper, eds.

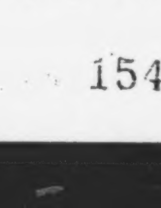


The editors build on the theme of the exploration of federal, state, and local efforts ensuring equal educational opportunities for all students in America. This collection of 10 articles examines the strengths and weaknesses of schoolwide programs in advance of Congressional reconsideration of Title I schoolwide programs, as well as the history, implementation, and impact of Title I legislation. Volume 17, Readings on Equal Education series.

2000. 223 pgs. ISBN 0-404-10117-8. $79.50 cloth. AMS Press. (212) 777-4700.

Brown, Not White: School Integration and the Chicano Movement in Houston

By Guadalupe San Miguel, Jr.

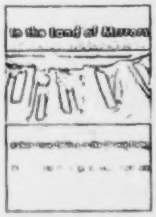


Strikes, boycotts, rallies, negotiations, and litigation marked the efforts of Mexican-origin community leaders to achieve educational opportunities and oppose discrimination in Houston in the early 1970s. In *Brown, Not White*, Guadalupe San Miguel, Jr., traces the evolution of the community's political activism in education during the Chicano Movement era of the early 1970s, which generated a shift in consciousness and identity.

2001. 304 pgs. ISBN 1-58544-115-5. $34.95 cloth. Texas A&M University Press. (800) 826-8911.

In the Land of Mirrors: Cuban Exile Politics in the United States

By María de los Angeles Torres



In the Land of Mirrors is a journey through the politics of Cuban exiles since the 1959 Cuban Revolution. Interspersed with vignettes from her own experiences and political activism, María de los Angeles Torres explores the meanings and ramifications of exile, belonging, and of reconciling with oneself.

2001. 256 pgs. ISBN 0-472-08788-6. $18.95 paper. University of Michigan Press. (734) 764-4392.

Intercultural Communication: A Practical Guide

By Tracy Novinger

Intercultural Communication

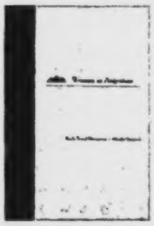
Successfully communicating with people from another culture requires learning more than just their language. While fumbling with a word or phrase may cause embarrassment, breaking the unspoken cultural rules that govern personal interactions can spell disaster for anyone who communicates across cultural boundaries. To help one avoid such damaging gaffes, Tracy Novinger has compiled this authoritative, practical guide for deciphering and following "the rules" that govern cultures.

2001. 224 pgs. ISBN 0-292-75571-6. $16.95 paper. University of Texas Press. (800) 252-3206.

Women in Argentina: Early Travel Narratives

By Mónica Szurmuk

In this collection of writings by women both inside and outside of Argentina, Mónica



Szurmuk has unearthed a rich tradition of travel writing. The selections, recorded from the period 1850-1930, include travelogues by European and North American women who visited Argentina alongside pieces by Argentinean women who describe trips to the United States, Europe, the Middle East, and the interior of their own country.

2001. 160 pgs. ISBN 0-8130-1889-7. $55.00 cloth. University of Florida Press. (800) 226-3822.

Baseball History from Outside the Lines: A Reader

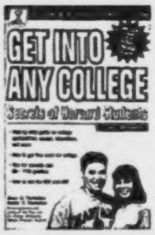
John E. Dreifort, ed.

This book gathers recent historical literature about the game, describing developments in the game's past, assessing their impact, and explaining how they reflect the period in which they occurred. Key issues such as demographics, communities, social mobility, race and ethnicity, baseball as a business, player-management relations, amateurs, women, and international play are also discussed.

2001. 348 pgs. ISBN 0-8032-6587-5. $24.95 paper. University of Nebraska Press. (800) 755-1105.

Get Into Any College: Secrets of Harvard Students

By Gen S. Tanabe and Kelly Y. Tanabe

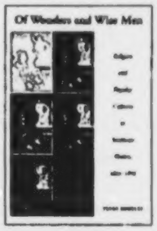


Get Into Any College is a practical guide that takes students and parents through every step of the admissions process, including college selection, application, recommendations, essays, interviews, standardized tests, and financial aid. The authors use their experiences and those of dozens of other students they've interviewed to guide high school students and their parents through the process with real examples, including 23 actual essays, model applications, and example interview questions.

2001. 288 pgs. ISBN 0-9657556-5-7. $16.95 paper. SuperCollege. (888) 264-7108.

Of Wonders and Wise Men: Religion and Popular Cultures in Southeast Mexico, 1800-1876

By Terry Rugeley

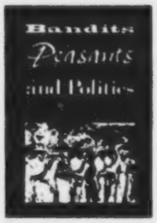


In the tumultuous decades following Mexico's independence from Spain, religion provided a unifying force among the Mexican people, who otherwise varied greatly in ethnicity and socioeconomic status. Accordingly, religion and the popular cultures surrounding it form the lens through which Terry Rugeley focuses this cultural history of southeast Mexico from independence in 1821 to the rise of the dictator Porfirio Díaz in 1876.

2001. 365 pgs. ISBN 0-292-77107-X. $26.95 paper. University of Texas Press. (800) 252-3206.

Bandits, Peasants, and Politics: The Case of "La Violencia" in Colombia

By Gonzalo Sánchez and Donny Meertens



The years 1945-1965 saw heavy partisan conflict in the rural areas of Colombia between the liberal and conservative parties, with rural workers constituting the majority of combatants and casualties. This book focuses on 1958-1965, the second phase of the struggle, in which the social dimensions of the conflict emerged in a uniquely Colombian form–the workers, shaped by earlier violence, became social and political bandits, no longer acting for powerful men but in defense of the peasantry. Translated by Alan Hynds.

2001. 247 pgs. ISBN 0-292-77757-4. $19.95 paper. University of Texas Press. (800) 252-3206.

Time, History, and Belief in Aztec and Colonial Mexico

By Ross Hassig

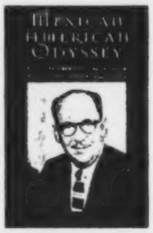
TIME
HISTORY
BELIEF

Based on complex calendars, the Aztecs were believed to have a cyclical, rather than linear, conception of time in history. This book challenges that understanding, offering evidence that Aztec time was predominantly linear, manipulated by the state to control a dispersed tribute empire, and that the Conquest severed the unity of the Aztec calendar, causing misunderstandings of the Aztec conception of time and history.

2001. 256 pgs. ISBN 0-292-73140-X. $18.95 paper. University of Texas Press. (800) 252-3206.

Mexican American Odyssey: Felix Tijerina, Entrepreneur and Civic Leader, 1905-1965

By Thomas H. Kreneck

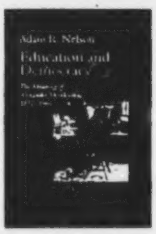


Thomas H. Kreneck traces the influential life of Houston entrepreneur and civic leader Felix Tijerina as an individual and illustrates how Tijerina reflected the many trends in Mexican-American development during the decades he lived, years that were crucial for the Hispanic community today.

2001. 402 pgs. ISBN 0-89096-936-1. $39.95 cloth. Texas A&M University Press. (800) 826-8911.

Education and Democracy: The Meaning of Alexander Meiklejohn, 1872-1964

By Adam R. Nelson

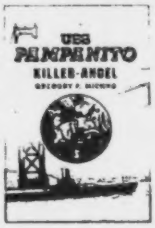


This is a biography of Alexander Meiklejohn, one of the most important and controversial educators and civil libertarians of the 20th century. A charismatic teacher and philosopher with high expectations of democratic self-government in the U.S., Meiklejohn was both beloved and reviled during his life.

2001. 416 pgs. ISBN 0-299-17140-X. $34.95 cloth. University of Wisconsin Press. (800) 621-2736.

USS Pampanito: Killer Angel

By Gregory F. Michno



This book about the World War II submarine the USS Pampanito talks about the ship's construction, six combat missions, and its decommissioning after the war. It also talks about the submarine's dramatic sea rescue of Allied prisoners of war.

2000. 464 pgs. ISBN 0-8061-3348-1. $17.95 paper. University of Oklahoma Press. (800) 627-7377.

Many publications featured in this section are available through amazon.com.

CONFERENCES

NACME Forum 21, Engineering Policy and Practice

October 25-27

The National Action Council for Minorities in Engineering holds its 21st annual conference for those committed to increasing diversity in the workforce. A dynamic group of speakers will challenge attendees to examine the impacts of their organizational policies and what, if anything, can or needs to be done to change them. In Baltimore, Md.

Contact: Dundee Holt, (212) 279-2626, ext. 214; e-mail, dholt@nacme.org; Web site, www.nacme.org

NCTM Eastern Regional Conference

October 25-27

The Association of Mathematics Teachers of New Jersey hosts the National Council of Teachers of Mathematics Eastern Regional Conference. The theme of the conference, for educators in grades K-16, is "2001: A Mathematical Odyssey Teaching-Learning-Curriculum." In Somerset, N.J.

Contact: (703) 620-9840; fax, (703) 476-2970; e-mail, regconf@nctm.org; Web site, www.nctm.org

College Board National Forum 2001

October 26-30

This year's College Board National Forum has as its theme "Measuring Success," looking at the measures of "success for yourself, your school, your students." At The Adam's Mark Hotel in Denver, Colo.

Contact: (212) 713-8050; Web site, www.collegeboard.com

HACU 15th Annual Conference, in Puerto Rico

October 27-30

The Hispanic Association of Colleges and Universities presents its 15th annual conference, this year on the theme "Excellence Through Diversity: Celebrating Our Past and Reshaping Our Future." In San Juan, Puerto Rico.

Contact: (210) 576-3218; Web site, www.hacu.org

EDUCAUSE International Conference

October 28-31

"EDUCAUSE 2001: An EDU Odyssey," billed as the "premier" international conference for higher education information technology professionals, will focus on how established technologies are converging and new technologies are emerging. In Indianapolis, Ind.

Contact: www.educause.edu/conference/e2001

WCET 13th Annual e-Learning Conference

October 31-November 3

The Western Cooperative for Educational Telecommunications holds its 13th annual conference, "eRevolution@edu: New Policies, Practices, and Services." This event draws leaders from higher education institutions, government agencies, corporations, and nonprofit organizations involved in distance learning. In Coeur d' Alene, Idaho.

Contact: www.wiche.edu/telecom/events/conference/2001

54th International Conference on Educational Exchange

October 31-November 3

The Council on International Educational Exchange's annual conference has as its theme "Generation Y Studies Abroad: Global, High Tech, and Environmentally Aware." In Portland, Ore.

Contact: (800) 40-STUDY ext. 2782 or (212) 822-2782; fax, (212) 822-2779; e-mail, conference@ciee.org; Web site, www.ciee.org/conference

2001-2002 NACUA Workshop Series

November 1-2

The National Association of College and University Attorneys Institute for Law and Higher Education presents "The Digital University Comes of Age: E-Education, Communication and Commerce," providing law-related programming, publications, and educational services for colleges and universities. At the Omni Shoreham Hotel, Washington, D.C.

Contact: (202) 833-8390; fax, (202) 296-8379; e-mail, meetings@nacua.org; Web site, www.nacua.org

AAC&U Technology, Learning & Intellectual Development Conference

November 1-3

The Association of American Colleges & Universities' Network for Academic Renewal presents "Technology, Learning, & Intellectual Development: Challenges at the Crossroads of the Education Revolution." This highly interactive conference features tracks that integrate technology and intellectual development in relation to first-year programs, the major, diversity initiatives, community-based learning, and faculty development. At the Wyndham Baltimore Inner Harbor Hotel, Baltimore, Md.

Contact: (202) 387-3760; e-mail, meetings@aacu.nw.dc.us; Web site, www.aacu-edu.org

WAESOL 2001 Conference

November 2-3

The theme of this year's conference of the Washington Association for the Education of Speakers of Other Languages is "The Power of Languages." Presentations will address topics such as K-12 education and bilingual education. At Central Washington University, Ellensburg, Wash.

Contact: Marshall Palmer, (206) 685-6438; e-mail, mpalmer@u.washington.edu; Web site, www.ialc.wsu.edu/waesol/waesol.html

ACE Leadership Programs for Department and Division Chairs and Deans

November 7-10–San Antonio
February 20-23–San Diego
June 18-21–Washington, D.C.

The American Council on Education presents a unique series of programs specifically designed for department and division chairs–the people responsible for leading the units where change takes place in higher education institutions.

Contact: (202) 939-9343; fax, (202) 785-8056; Web site, www.acenet.edu

Harvard Grad School Leadership and Policy Forum

November 8-9

The Principals' Center, Harvard Graduate School of Education, presents "Leadership and Policy: An Education Forum." Join a discussion on the future of public education. In Cambridge, Mass.

Contact: (617) 495-1825; fax, (617) 495-5900; Web site, www.gse.harvard.edu/principals

FIU Conference on Spanish and Latin American Literature

November 8-10

The Department of Modern Languages at Florida International University will hold the conference "Spanish and Latin American Literature: New Trends for a New Millennium." At FIU in Miami, Fla.

Contact: Ricardo Castells, (305) 348-2130; e-mail, castells@fiu.edu

DOE Conference on Improving America's Schools

November 13-15

The U.S. Department of Education holds its 8th Annual Regional Conference on Improving America's Schools, an in-depth and comprehensive discussion on education reform. In Reno, Nev.

Contact: National Conference Logistics Center, College of Continuing Education, University of Oklahoma, (800) 203-5494; Web site, www.ncbe.gwu.edu/iasconferences

ELA 47th Annual Conference

November 15-17

This Education Law Association (formerly NOLPE) conference, with the theme "2001: A Legal Odyssey," brings together educational and legal scholars and practitioners to inform and advance educational policy and practice through knowledge of the law. At the Hyatt Regency, Albuquerque, N.M.

Contact: (937) 229-3589; e-mail, ela@udayton.edu; Web site, www.educationlaw.org

NCTE 91st Annual Convention

November 15-20

The theme of this year's National Council of Teachers of English convention is "Recreating the Classroom." Topics of emphasis will be diversity, crossing levels, professional development/new teachers, making knowledge, and assessment and high-stakes testing. In Baltimore, Md.

Contact: NCTE, (800) 369-6283; fax, (217) 278-3761; e-mail, public_info@ncte.org; Web site, www.ncte.org

TACHE 2001 Conference

December 2-4

The Texas Association of Chicanos in Higher Education advocates for an increase in the number of Chicano/Latino faculty, staff, and administrators in Texas' colleges and universities. This conference will serve as a venue for discussing the issue of underrepresentation and exploring ways of rectifying the disparity. At the OMNI Hotel Downtown Austin, Texas.

Web site: www.tache.org

Kaleidoscope Leadership Institute 2001

December 5-9

Kaleidoscope is a highly successful leadership/training institute for women of color. The institute seeks to provide interaction strategies to enable participants to feel safe, to personally share their own feelings and uncertainties, and through their interactions, to develop real connections with other cultural groups. At Hilton Hotel Costa Mesa, Costa Mesa, Calif.

Contact: Dr. Felita T. Williams, (404) 244-2399; e-mail, Kaleidoscope@gpc.peachnet.edu; Web site, www.gpc.peachnet.edu/kaleidoscope

Technology Tools for Teaching and Learning, in Puerto Rico

December 9-12

This conference, sponsored by The ASPIRA Association and The Council for Opportunity in Education, will bring together experts and practitioners to share ideas and best practices about the use of technology to help low-income and disadvantaged students. Attendees will leave with a better sense of the technological opportunities available and hands-on computer skills. At El San Juan Hotel & Casino, San Juan, Puerto Rico.

Contact: Carmen Torres, (973) 484-7554; e-mail, ctorres@nj.aspira.org

DOE Conference on Improving America's Schools

December 17-19

The U.S. Department of Education holds its 8th Annual Regional Conference on Improving America's Schools, an in-depth and comprehensive discussion on education reform. In San Antonio, Texas.

Contact: National Conference Logistics Center, College of Continuing Education, University of Oklahoma, (800) 203-5494; Web site, www.ncbe.gwu.edu/iasconferences

MLA 117th Annual Convention

December 27-30

The Modern Language Association has scheduled more than 800 sessions, forums, and readings for its 2001 convention. For MLA members and others involved in the study or teaching of language and literature. In New Orleans, La.

Contact: (646) 458-0030; fax, (646) 458-0030; e-mail, convention@mla.org; Web site, www.mla.org

88th Annual Meeting of AAC&U

January 23-26

The Association of American Colleges and Universities' 2002 Annual Meeting, with the theme "Changing Students in a Changing World: Culturally Diverse, Economically Divided, Globally Interdependent," will investigate the practical implications of organizing learning centered institutions; study the preparedness of students; and highlight the ways that pre-professional fields and disciplines are integrating civic, global, and ethical issues into the curriculum. At the Grand Hyatt Hotel, Washington, D.C.

Contact: (202) 387-3760; e-mail, meetings@aacu.nw.dc.us; Web site, www.aacu-edu.org

AAHE 10th Annual Conference on Faculty Roles and Rewards

January 25-27

The theme of the American Association for Higher Education's 2002 conference is "Knowledge for What?: The Engaged Scholar." AAHE continues to endeavor to broaden higher education's understanding of scholarly work moving beyond a focus on the scholarship of teaching–to the scholarship of engagement. At the Hyatt Regency, Phoenix, Ariz.

Contact: (202) 293-6440; fax, (202) 293-0073; Web site, www.aahe.org

ACE 84th Annual Meeting

February 9-12

The American Council on Education will explore higher education's relationship with Capitol Hill, new ways to deliver education and new ways to fund it, the impact of emerging technologies, preparing students for a borderless world, presidential leadership, and more. At the San Francisco Marriott Hotel, San Francisco, Calif.

Contact: (202) 939-9410; e-mail, annualmeeting@ace.nche.edu; Web site, www.acenet.edu

Stop Surfing-Start Teaching 2002 National Conference

February 10-13

Now in its fifth year, this annual conference creates a forum for higher education professionals to share ideas and solutions, as well as propose questions and develop answers on the growing use of Internet instruction. Sponsored by the University of South Carolina. At the Crown Reef Resort, Myrtle Beach, S.C.

Contact: (803) 777-9444; fax, (803) 777-2663; e-mail, confs@gwm.sc.edu; Web site, www.rcce.sc.edu/ssst

Law and Higher Education Conference

February 17-19

This conference, in association with the Stetson University College of Law's office for CLE, will feature more than 20 sessions on current legal issues affecting student affairs and academic affairs, administrators, legal counsel, campus safety, and risk management in 2002. In Clearwater Beach, Fla.

Contact: (727) 562-7830; fax, (727) 381-7320; e-mail, cle@law.stetson.edu; Web site, www.law.stetson.edu/cle

NCTM Southern Regional Conference

February 21-23

The Oklahoma Council of Teachers of Mathematics hosts the 2002 National Council of Teachers of Mathematics Southern Regional Conference. The theme is "Reflections on Mathematics Teaching and Learning." In Oklahoma City, Okla.

Contact: (703) 620-9840; fax, (703) 476-2970; e-mail, regconf@nctm.org; Web site, www.nctm.org

AAHE National Conference on Higher Education

March 17-19

The American Association for Higher Education's 2002 National Conference on Higher Education will focus on creating and disseminating knowledge about student learning, in two contexts: student identities and the ways students learn. At the Chicago Hilton Towers, Chicago, Ill.

Contact: (202) 293-6440; fax, (202) 293-0073; Web site, www.aahe.org

2001-2002 NACUA Workshop Series

March 20-23

The National Association of College and University Attorneys Institute for Law and Higher Education presents "Faculty Employment Issues," providing law-related programming, publications, and educational services for colleges and universities. At the Hyatt Regency Hotel, New Orleans, La.

Contact: (202) 833-8390; fax, (202) 296-8379; e-mail, meetings@nacua.org; Web site, www.nacua.org

National Conference on Diversity in Teaching and Learning in American Higher Education

April 3-6

The Center for the Study of Diversity in Teaching and Learning in Higher Education presents its 2002 conference, with the theme "Undergraduate Education: The Real Deal." Dr. Carlos E. Cortés, professor emeritus of history at the University of California-Riverside, will be the keynote speaker. At the Claremont Hotel, Berkeley, Calif.

Contact: (408) 864-8309/8993; fax, (408) 864-5412; Web site, www.TeachLearn.fhda.edu

13th International Conference on College Teaching and Learning

April 9-13

Presented by Florida Community College-Jacksonville and The Center for the Advancement of Teaching and Learning, this event will emphasize research and practice in teaching and learning–with focus on uses of innovative learning strategies and advanced technologies in online learning and the face-to-face classroom. At the Adam's Mark Hotel, Jacksonville, Fla.

Contact: Jack Chambers, (904) 632-3231, or Jeana Davis, (904) 632-3088; fax, (904) 632-3289; e-mail, jchamber@fccj.org or jmdavis@fccj.org; Web site, www.teachlearn.org

NCTM 80th Annual Meeting

April 21-24

The 2002 meeting of the National Council of Teachers of Mathematics, with the theme "Realizing the Vision of School Mathematics," will offer many discussions and publications focusing on professional development, promote the teaching and learning of mathematics, and provide an opportunity to network with more than 18,000 math educators. In Las Vegas, Nev.

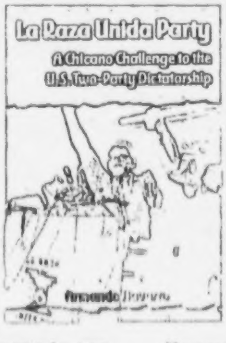
Contact: (703) 620-9840; fax, (703) 476-2970; e-mail, annlmtg@nctm.org; Web site, www.nctm.org.

Book Review

By Mark Saad Saka

***La Raza Unida Party: A Chicano Challenge to the U.S. Two-Party Dictatorship*, by Armando Navarro.** 344 pages. Temple University Press, 2000, ISBN # 1-56639-771-5. $27.95 List, paper.

The emergence of La Raza Unida Party (RUP) during the 1970s synthesized the Chicano movement's political activism and radical consciousness. Challenging an indifferent two-party dictatorship, La Raza Unida expanded *El Movimiento* to include the political empowerment of *los Mexicanos* in the ancestral homeland of Aztlán and throughout "Occupied America." Armando Navarro has written a superbly researched and what will become the definitive history of the most radical ethnically based third-party challenge to the two-party leviathan that dominates the American political landscape.



This is the first comprehensive history of the RUP, encompassing the movement's history in Texas, California, Arizona, New Mexico, Colorado, Utah, and the Midwest. The sources for Navarro's superb work include 56 interviews with key RUP leaders and members; the skillful usage of documents, letters, and diaries; and his own participant observations as an RUP organizer.

A major strength of Navarro's book is that he goes beyond simply providing a narrative account of the RUP's political activism, which alone would make this book a solid history. The book is grounded in strong political theory and a comparative framework in which to compare the RUP with other American third-party movements. The RUP was unlike other third-party movements in one critical area–it was the only one in American history to represent a single ethnic group.

But why a third party? Navarro answers this question by constructing a theory of third-party movements as a product of political alienation due to: the monopoly of control by the nation's two major political parties; the alienation of Mexican-American and Chicano issues by the Democratic Party; and a sense of rising expectations among key members of the Chicano Movement as they emerged from the 1960s with a sense of collective empowerment.

For Navarro, the RUP was a combination of two critical currents in third-party movements: issue reformist–defined as issue-driven, reform-oriented, mostly transient, regional or state in scope, and mass appeal-oriented; and sectarian doctrinaire–defined as ideologically driven, major change-oriented, propaganda-educational, permanent, regional to national in scope, and cadre or vanguard in structure.

During its decade-long tenure, the RUP displayed characteristics of both of these major political currents, shifting focus from one paradigm to another and often overlapping. The first major manifestation of RUP positions revolved around cultural nationalism as identified with *Chicanismo*–a political consciousness of being Mexican and a colonized people in "Occupied America." According to Navarro, two strains of thought resided within this school: the "cultural pluralists," who proposed a militant integrationist approach to American society and accepted a modified form of liberal capitalism; and the ultranationalists, who were hypercritical of liberal capitalism and promoted confrontational protest tactics. Cultural nationalism was largely the result of the RUP's two main architects, José Angel Gutíerrez and Rodolfo "Corky" González, with Gutíerrez representing the former position and González representing the latter. The second major trend in the ideological makeup of the RUP was rooted in Marxism; and the third, socialist ultra-nationalist, which promoted a separatist homeland nation based on a working-class democracy within the geographic confines of Aztlán, the American Southwest.

Why did the RUP decline? Navarro examines external and internal factors to answer this question. He relates internal factors to the limited Mexican population in the U.S. at that time, the scarce resources available, conflicting "isms" among the more doctrinaire of its ideologues, and the prevalent power struggles among key leaders, in particular, González and Gutíerrez. In Texas, the RUP emerged as a mass-based party that allowed for state conventions, a state central committee, and countywide committees, whereas in most of the other states throughout the Southwest and Midwest, the party resembled a cadre-oriented vanguard party with no popular base. For Navarro, this was a major weakness in its long-term success. In addition, in most states, Texas not among them, the RUP leadership was overwhelmingly male, a reflection of a macho vanguard party approach.

Navarro also looks at the external factors relating to the movement's decline, including restrictive election laws that made it difficult to get on many state ballots, a two-party political culture, lack of access to the media, single-member districts (which allowed for "winner take all"), strong infiltration by law enforcement, Democratic Party cooption, and the overall end to the epoch of protest.

The state-by-state history of the RUP, grounded in a strong theoretical structure and superb research, gives this book a highly readable yet scholarly quality. The book is ideally suited to upper-level or graduate-level political science, history, or Latino studies courses. It will remain the definitive work of the movement's most important political expression far into the future and might one day serve as a study manual for the next wave of Chicano political mobilization.

Dr. Saka, a Fulbright scholar, completed his Ph.D. at the University of Houston in 1995. A Mexican specialist, his interests include peasant social movement and agrarian unrest. An American of Arab ancestry, he has taught in the Department of History at Sul Ross State University, Alpine, Texas, since 1995.

If interested in submitting a book review, please e-mail us at outlook@aol.com for Book Reviewers' Guidelines.

CONSORTIUM FOR A STRONG MINORITY PRESENCE AT LIBERAL ARTS COLLEGES

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With a view toward encouraging African-American, Asian-American, Hispanic-American, and Native American scholars to consider teaching and research careers at liberal-arts colleges, the Consortium for a Strong Minority Presence at Liberal Arts Colleges, an association of selective undergraduate institutions, has established the Minority Scholar-in-Residence Program. Applications are invited for the dissertation fellowship program or the post-doctoral fellowship program in all disciplines of the liberal arts and engineering. Applicants should be working toward the Ph.D. or the M.F.A. degree, or should have been awarded the degree no more than five years before application.

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Dan Balik
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Macalester College
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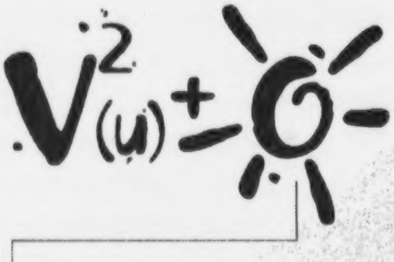

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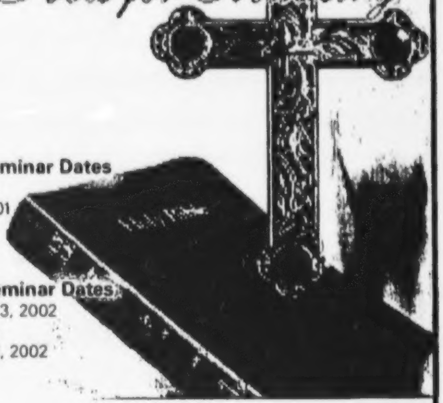

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Applicants should send a letter of interest, curriculum vitae, a copy of their dissertation proposal, a 10-20 page writing sample, and three letters of recommendation to the **Ann Plato Search Committee, c/o Janet Marotto, Williams 232, Trinity College, Hartford, CT 06106** by December 1, 2001. Applications will be reviewed by an interdisciplinary faculty committee.

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The Dean, School of Arts and Sciences, is responsible for leading approximately 75 faculty and staff and managing an annual budget of about $3 million. The Dean reports directly to the Vice President for Academic Affairs. The Dean provides leadership for academic programs in agriculture, horticulture, English and humanities, mathematics and physics, social and behavioral sciences, physical and life sciences, and nursing. A major initiative for the School is supporting the development and implementation of four-year programs. The Dean is responsible for organizing academic programs commensurate with the needs of business and industry in Western New York, is the leader in keeping educational facilities up to current technological standards; represents the School in the State University of New York (SUNY) system, and with regional and national accrediting agencies. This position interacts with state and federal funding agencies soliciting grant support. The Dean provides leadership in maintaining positive relationships with stakeholders of the School and the College. The position also promotes the development and implementation of the College's general education curriculum consistent with evolution to the baccalaureate level and in concert with SUNY Guidelines.

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Candidates should submit curriculum vitae (ten-page maximum) along with a letter of interest, and names, addresses and telephone number of at least three references to:

Director Human Resources
Alfred State College
Alfred, NY 14802-1196

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To apply, send a letter of interest and curriculum vitae to:

Dr. Dorothy Rogers, Search Committee Chair
College of Humanities and Social Sciences
Montclair State University
Box C316 – V#99/HOHE
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Interested candidates should submit a letter and resume to **Thomas H. Wright, Vice President and Secretary, Princeton University, One Nassau Hall, Princeton, NJ 08544.** To ensure full consideration, materials should be received by November 16, 2001.

Princeton University

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- Have a strong commitment to Catholic higher education and the vision and mission of the institution,
- Have experience in and commitment to the principles of shared governance, collegial decision making and diversity,
- Have proven experience in development, management and allocation of budgets and resources,
- Have strong team building skills and demonstrated ability to work effectively with diverse populations from all segments of the University and outside communities,
- Understand and appreciate innovative curricular structures, technology trends, and issues in international education,
- Be committed to promoting and maintaining fund raising sources from grants and other non-tuition sources.

The Search Committee plans to begin reviewing candidates on November 1, 2001 and will continue until the position is filled. Nominations and applications should include a letter of interest - matching experience with qualifications, and complete curriculum vitae. These, along with the names, current titles, addresses and telephone numbers of five (5) professional references should be sent to:

Director, Human Resources
St. Ambrose University
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Candidates must have the research and teaching qualifications, experience, and international stature appropriate for a tenured full professor. Demonstrated academic leadership abilities are essential, as is commitment to an environment of effective communications, shared decision-making and governance, and diversity.

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Chair, College of Engineering Dean Search
Committee, 40 UCB, University of Colorado
Boulder, CO 80309

A Colorado statute provides that a candidate's file may remain confidential only if a request for confidentiality accompanies the application.

Review of applications and nominations will begin immediately and will continue until the position is filled. It is suggested that applications be on file with the committee by December 15, 2001. Additional information about the College is available at **http://www.colorado.edu/engineering/** .

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The School of Education seeks applications for six approved and funded full-time tenure track positions for the 2002-2003 academic year: Bilingual-Bicultural Education; Educational Leadership; Elementary Education; Math Education; Reading; Secondary Education. Note: all positions are at the Assistant Professor level. The School of Education actively seeks to build and maintain a diverse faculty. For all positions, the School seeks faculty members who bring critical perspectives to the issues of urban education, multiculturalism, reflective practice, and social justice. DePaul University is committed to diversity and equality in education and employment.

Bilingual-Bicultural Education, Assistant Professor with background in Special Education. The person we seek will have experience in working with diverse cultural and linguistic populations as well as ESL/bilingual students. The person hired for this position will have preparation and expertise in one or more of the following areas: bilingual education, first and second language acquisition, applied linguistics, and English as a second language. A strong background in multilingual/multicultural education is also required. As a secondary focus, expertise in one of the following areas is preferred: inclusion, racial and cultural diversity in special education, and high incidence disabilities. The candidate must be committed to educational equity and social justice.

Educational Leadership, Assistant Professor: The person we seek has expertise in one or more of the following areas: school law, school finance, and politics of education. Applicants should be able to integrate technology into administrative decision making and accountability. Recent experience in an urban school system with culturally and linguistically diverse populations preferred. The qualified applicant is expected to teach graduate courses in the Masters and Ed.D. programs in Educational Leadership, guide students in their theses/dissertations, sustain a scholarly agenda and collaborate with students and faculty in research and program development.

Elementary Education, Assistant Professor: For this position we seek an individual with experience in teaching culturally diverse urban populations in elementary school contexts and expertise in a content area, preferably the social sciences. The course load for this position will involve teaching primarily graduate and undergraduate introductory, field-based and induction courses that address social issues that affect teaching and learning, curriculum development, assessment of learning, and classroom management. Knowledge of instructional uses of technology is highly desired.

Math Education, Assistant Professor: We are seeking a mathematics educator with experience teaching in elementary and/or middle school. Experience in urban schools with diverse student populations and college or university teaching is preferred. The qualified candidate will be familiar with recently funded National Science Foundation projects, national mathematics principles and standards, and current research in mathematics education. The person hired will teach preservice mathematics methods courses at the elementary and middle school levels and engage in professional development. Individuals interested in improving mathematics teaching in urban schools, supporting school-based reform, and integrating technology for mathematics learning are especially encouraged to apply.

Reading, Assistant Professor: The person we seek will have expertise in Elementary Reading with an emphasis in intermediate and middle school levels. The person hired will have experience in urban multicultural education and teaching literacy including special needs students, with a demonstrated ability to integrate theory and practice and a clearly defined research agenda. Primary teaching responsibilities will be undergraduate and graduate reading methods courses including clinical experiences that address the literacy needs of emerging, developing, and independent readers. Additional expertise in technology and language development is preferred.

Secondary Education, Assistant Professor: The person we seek will be a secondary teacher educator, with expertise in preservice teacher education, curriculum and instruction, teachers' professional development, and a secondary content area specialization. The person hired will teach primarily undergraduate and graduate introductory, school-based courses to students from all content areas, and is expected to work with middle and high schools. Applicants with expertise in History/Social Science Education or English are strongly encouraged to apply and should expect to teach courses in their respective subject(s) of expertise. Teaching experience in urban schools with diverse student populations, college or university levels as well as experience in working in partnerships with schools is highly preferred.

Required qualifications for all positions: Earned doctorate prior to appointment; a defined research agenda; ability to work collaboratively within and across programs; areas of expertise relevant to the respective specific positions to contribute to the School; recent experience in working with culturally diverse urban populations; commitment to urban education; excellence in teaching, service and scholarship or demonstrated potential; and a commitment to engage in service to the university/community.

Salary is commensurate with qualifications and experience. Please send: letter of application clearly delineating qualification for areas of expertise; a complete and up-to-date vita; official transcripts; one example of recent professional publication/presentation; a one page statement of philosophy of teaching and three to five professional letters of reference sent directly. *Deadline for applications: December 14, 2001.*

Send all applications and support materials, stating position of interest, to: Kathryn Wiggins, Associate Dean, School of Education, DePaul University, 2320 N. Kenmore Ave., Chicago, IL 60614-3298. FAX (773) 325-7713. *Applications sent by Email will not be accepted.*

DEPAUL
UNIVERSITY

THE UNIVERSITY OF INDIANAPOLIS

Vice President for Business and Finance

The University of Indianapolis, with over 50 consecutive years of balanced budgets, seeks a Vice President for Business and Finance to replace Kendall L. Hottell, who is retiring after completing a lengthy tenure of exemplary service in the position. The University is in a dynamic period of its history, and Jerry Israel, in his fourth year as President, is expanding the institution's mission and outreach. There is a remarkable degree of cooperation and respect between the various constituencies of the University of Indianapolis and the Office of Business and Finance. This position provides an excellent opportunity to serve as Vice President in an unprecedented period of rapid growth and progress reflected in a renewed physical plant, collaborative leadership, endowment growth, expanded academic programs, balanced budgets with surpluses, and enrollment increases.

The University of Indianapolis, which will celebrate its centennial in 2002, is a private, comprehensive, residential United Methodist related institution serving over 4000 students with a 14 to 1 student-faculty ratio. Most classes are small and senior faculty teach first year as well as upper class students. Graduating classes of 700 receive associate, bachelors, masters, and doctoral degrees in a wide range of programs. The campus is located in a quiet suburban setting with easy access to downtown Indianapolis: the 12th largest metropolitan area in the United States.

The institution has successfully pursued strategic opportunities over the years while also prudently managing its fiscal resources. In most years, the University completes the fiscal year with budget surpluses, which have been used to fund capital improvements, and as a result, there is no deferred maintenance. The endowment currently stands at $60 million with little institutional debt. A strong work ethic pervades the campus, and visitors are struck by the well maintained buildings and grounds. This is a campus where those who work and study here obviously take pride in and respect their environment. The University seeks candidates for Vice President for Business and Finance who possess the requisite skills to oversee a complex but carefully managed budget, who enjoy working in a collaborative and stimulating environment, and who can manage the staff and operations of the Budget and Business Offices, Physical Plant, Human Resources, and Scheduling and Conferencing. The successful candidate will bring to the campus a passion for supporting and advancing the philosophy, mission, and goals of the next era at the University of Indianapolis.

Review of materials will begin immediately and will continue until the position is filled. It is anticipated that the next Vice President will be in position by the summer of 2002 and earlier if possible. The University of Indianapolis is being assisted in this search by A.T. Kearney, Inc. Nominations, inquiries, and applications (to include a letter of interest and a resume), should be directed, in confidence, to:

Ann Hayes Die, Ph.D.
Vice President
A.T. Kearney Education Practice
333 John Carlyle Street
Alexandria, VA 22314
Telephone: 703-739-4626
Facsimile: 703-519-0391
Email: ann.die@atkearney.com

Electronic submissions (MS Word format) are particularly encouraged. For more information about the University of Indianapolis, please consult our website: www.uindy.edu.

The University of Indianapolis is an Equal Opportunity, Affirmative Action Employer.

CARLETON COLLEGE

Carleton College has tenure-track positions open in the following departments/programs for Fall 2002:

· Economics

- Economic Development, Welfare and Poverty, Welfare Economics, Macroeconomics and Monetary Economics, Financial Economics

· English

- Medieval Literature

· Mathematics and Computer Science

- Computer Science

· Media Studies

- Film or Media Studies

For full descriptions of these positions and previously advertised positions, visit Carleton's web site at **http://www.carleton.edu/campus/DoC/tenureindex.html**.

All positions are at the Assistant Professor level (with Ph.D. completed or substantially completed by time of appointment). In extraordinary cases, higher rank will be considered. Carleton is a highly selective liberal arts college with 1800 undergraduates located 45 miles south of Minneapolis and St. Paul. The Carleton calendar includes three 10-week terms and the standard teaching load is six courses, although first-year faculty teach five.

Carleton College is an Affirmative Action, Equal Opportunity Employer.
Women and minorities are strongly encouraged to apply.

Saint Joseph College

Connecticut

Social Work Faculty Position

Saint Joseph College provides a rigorous liberal arts and professional education for a diverse student population while maintaining a strong commitment to developing the potential of women.

The College invites applications for a tenure track assistant professor appointment in Social Work to begin August 2002. The CSWE-accredited Baccalaureate Social Work Program serves traditional and returning adult students in the Women's College and in the Weekend College. Educating social workers for seventy years, the program enjoys extensive alumnae and community networks that contribute to a culturally rich and supportive educational environment.

The successful candidate will teach generalist social work practice with communities and organizations; field practice; and courses in African American Families, Puerto Rican/Latino Families or Cultural Perspectives in a Global Era. Consistent with social work's commitment to serving low income, ethnic students and communities, applicants of color are especially invited to apply.

Qualifications include:
- An MSW
- A minimum two years' post-BSW or post-MSW social work practice experience
- A doctorate (doctoral candidates considered; the doctorate is required for tenure)
- Social work teaching experience preferred.

Please send letter of application, curriculum vitae, copies of transcripts, and three letters of reference to: **Social Work Faculty Search, c/o Human Resource Department, Saint Joseph College, 1678 Asylum Avenue, West Hartford, CT 06117.**

Review of applications will begin immediately and continue until the position is filled.

An EOE/M/F/V/D employer. Candidates from underrepresented groups, including women and minorities, are encouraged to apply.

Learn more about Saint Joseph College
at www.sjc.edu.

MIAMI UNIVERSITY
OXFORD OHIO

ASSISTANT PROFESSOR

ENGLISH
Miami University Hamilton

Assistant Professor to teach composition courses with opportunities to teach courses in area of specialization.

Requires a Ph.D. completed by August 2002 and a strong commitment to undergraduate teaching excellence. Desired is training in composition/rhetoric and preparation of literature in the fields of multicultural or postcolonial literature.

Submit letter of application and curriculum vitae to: **Robert Pete Martin, Miami University Hamilton, 1601 Peck Blvd., Hamilton, OH 45011, Ph: 513-786-3032.**

Screening of applications begins **November 15, 2001** and will continue until the position is filled.

EQUAL OPPORTUNITY IN EDUCATION AND EMPLOYMENT.

Miami University's report, *Campus Crime and Safety*, is available at **www.muohio.edu/righttoknow**
A hard copy may be obtained by contacting the Personnel Office.

Visit our Web site at:
www.MUOhio.edu

WESTERN CONNECTICUT STATE UNIVERSITY

CHAIR, DEPARTMENT OF HEALTH SCIENCE

Associate Professor
(10 month appointment)

Duties: The person selected for this position will be the chief administrative officer of the Department of Health Science in the School of Professional Studies. As chair, this person's primary responsibilities will be overseeing the administrative, educational and service based aspects of the department and its bachelor degree level programs in community and school health including the Department's Institute for Holistic Health Studies. In addition, this person will be expected to teach community health courses. Responsibilities to teach community health education may include: curricular design and development; methodology in community and school health education; content areas specific to community health preparation; other responsibilities may include advising students, serving on committees, supervising community health interns and coordinating service learning experiences.

Qualifications: A doctorate in Public Health, Health Promotion or Health Education is preferred. Documented teaching experience at a four-year university/college in community or public health. Current CHES certification preferred. Preference given to candidates who demonstrate proficiency in a background in gerontology, holistic health, interdisciplinary curricula collaboration, institutional technology, external funding and research.

The start date is January 14, 2002. Review of qualified applications begins immediately and will continue until the position is filled.

Contact Info: Interested applicants should immediately submit a letter of application and credentials, including vita, transcripts, and the names, addresses and phone numbers of at least three professional references with e-mail addresses (if available) to: Dr. Lynne W. Clark, Dean of the School of Professional Studies, White Hall, 181 White Street, Danbury CT 06810.

WCSU is an AA/EO Educator/Employer.

USF University of South Florida

Founded in 1956, the University of South Florida is a public research university of growing national distinction, serving 36, 000 students in ten colleges on campuses in Tampa, Lakeland, St. Petersburg, and Sarasota/Manatee. It has been classified "Doctoral/Research University-Extensive" by the Carnegie Foundation for the Advancement of Teaching. Reflecting its breadth of graduate and research programs, *USF* is one of three public universities in Florida classified as a Research I institution. With more than 2,000 faculty, *USF* offers baccalaureate degrees in 79 fields, 89 master's and specialist programs, 25 doctoral programs, and the doctor of medicine degree.

The university is currently recruiting for the following faculty positions:

Position Title	*Discipline*	*Deadline:*
Assistant/Associate Professor *(2 positions)*-	Deans Office-Nursing-	OPEN
Assistant Professor-	Computer Sciences & Engineering-	OPEN
Assistant Professor *(IT Department Chair)*-	Engineering-	OPEN
Assistant Professor *(2 positions)*-	Engineering/Lakeland Campus-	OPEN
Assistant In Research- *(Sr. Research Associate, ITS)*	Engineering-	OPEN
Assistant Professor-	Engineering/Lakeland Campus-	OPEN
Faculty Administrator- *(Chief Information Officer & Asst VP for Information Sciences)*	Health Sciences-	OPEN
Faculty Administrator *(Director for Faculty Relations)*-	Health Sciences-	OPEN
Instructional Specialist *(2 positions)*-	Mental Health Law & Policy-	OPEN
Visiting Associate/Assistant Professor-	Engineering Info Systems-	OPEN
Assistant/Associate Professor-	Radiology-	OPEN
Assistant Professor-	Comparative Medicine-	OPEN
Associate Professor *(Assoc Director)*-	Comparative Medicine-	OPEN
Instructor-	Nursing-	OPEN
Assistant/Associate Professor-	Pharmacology-	OPEN
Assistant Professor-	Interdisciplinary Oncology Prog-	10/26/01
Program Director & Instructor-	Counseling Center-	10/26/01
Instructor/Assistant Professor-	Stavros Center-Education-	10/26/01
Lecturer-	Education-St. Petersburg-	10/26/01
Assistant/Associate Professor-	Internal Medicine-	10/30/01
Assistant/Associate Professor-	Pediatrics-	10/30/01
Associate Professor/Professor-	Pediatrics/Allergy/Immunology-	10/30/01
Associate Professor/Professor-	Pediatrics/Cardiology-	10/30/01
Associate Professor/Professor-	Pediatrics/Hematology/Oncology-	10/30/01
Assistant/Associate Professor *(2 positions)*-	Pediatrics-	10/31/01
Assistant In Research *(2 positions)*-	Public Transportation Researcher-	10/31/01
Assistant/Associate Professor-	Internal Medicine-	11/01/01
Assistant Professor-	Interdisciplinary Oncology-	11/01/01

For a description on the above listed positions and additional vacant positions: (1) visit our Employment Services Web site at **http://usfweb.usf.edu/usfpers/vacancy.html.** or (2) contact Equal Opportunity Affairs, **Ferrell@admin.usf.edu.** for faculty positions; or (3) call *USF* job line at **813.974.2879** for staff positions.

USF is an equal opportunity/equal access/affirmative action institution, committed to excellence through diversity in education and employment.

www.usf.edu • 4202 E. Fowler Ave, Tampa, FL 33620

MANCHESTER
COMMUNITY
COLLEGE

MCC, a dynamic institution with state-of-the-art facilities, outstanding educational programs, and a strong commitment to diversity, is seeking candidates to fill the Spring 2002 anticipated opening for:

Instructor (Physics)

For a copy of the vacancy announcement, including minimum qualifications and salary, please visit our website at **www.mcc.commnet.edu**, or call **(860) 512-3610.**

Send letter of intent, resume, transcripts, and the names of three references to:

Deborah A. Wilson, Director of Human Resources
Manchester Community College
P.O. Box 1046, Manchester, CT 06045-1046
Must be postmarked no later than November 1, 2001

EOE/AA/M/F

KEAN UNIVERSITY

Union, New Jersey

Founded in 1855

ANTICIPATED FACULTY AND PROFESSIONAL POSITIONS

Contingent on Budgetary Approval and Appropriate Funding

Kean University, a comprehensive metropolitan university, is committed to excellence and access and to developing, maintaining and strengthening interactive ties with the community. Kean University takes pride in its continuing efforts to build a multicultural professional community to serve a richly diversified student population of 12,000.

FACULTY POSITIONS (10 Months)

All open faculty positions are full-time tenure-track assignments, effective September 1, 2002 unless otherwise indicated. Rank is Assistant Professor unless otherwise specified. All faculty are expected to demonstrate a commitment to teaching excellence and an on-going agenda for research and publication. Participation in curriculum development, student advisement and service at the departmental and university level is also expected. Interest or experience in using computer-based instructional technologies to improve the teaching/learning process is highly desirable. Minorities, women and individuals fluent in Spanish are strongly encouraged to apply.

GENERAL EDUCATION PROGRAM

Research and Technology. To teach lower-division undergraduate research course emphasizing presentational and technological skills. Three-quarters time is devoted to GE curriculum, instruction and coordination. Ph.D. or Ed.D. in appropriate discipline required.
Dr. Linda Best and Dr. Bryan Lees Co-Directors.

COLLEGE OF ARTS, HUMANITIES AND SOCIAL SCIENCES

Department of English

– Four Positions:

Writing/General Education (Two Positions). To teach and help develop innovative curriculum in freshman writing that incorporates the goals and curriculum of the General Education program; help develop and implement placement instruments and methods for the curriculum; may include assistance with placement and program coordination during summer session. Three-quarters time devoted to GE curriculum, instruction and coordination. Doctorate in writing, rhetoric or related field required. *Dr. Robert Cirasa, Chair.*

World or Comparative Literature/General Education. To teach and help develop innovative General Education requirement in world literature; in particular, help develop and incorporate writing emphasis and instructional technology. Three-quarters time devoted to GE curriculum, instruction and coordination. As a secondary responsibility, teach and help develop electives in world and/or ethnic American literature; ability to teach English and American literature desirable. Doctorate in an appropriate field of literature required. *Dr. Robert Cirasa, Chair.*

English as a Second Language/Writing/General Education. To teach and help develop innovative curriculum in freshman writing for ESL students that incorporates goals and curriculum of the General Education program; help develop and implement assessment standards and instruments for the curriculum. Three-quarters time devoted to GE curriculum, instruction and coordination. Responsibilities also may include assisting with ESL placement and program coordination during summer session. Doctorate in TESOL or related field required. *Dr. Robert Cirasa, Chair.*

Department of Communication
– Three Positions.

Speech Communication/General Education (Two Positions). To teach basic speech communication course (Speech Communication as Critical Citizenship) in innovative new General Education Program. Three-quarters time devoted to GE curriculum, instruction and coordination with the possibility also of teaching in area of specialty. Expertise in public relations, international communication and political communication desirable. Ph.D. in Communication Studies or related area preferred; ABD considered. *Dr. Bailey Baker, Chair.*

Broadcast Communication. To teach video, audio production, computer assisted digital editing, new media technologies and mass media theory/research. Supervision of faculty/student production, radio station operation, and active development of the curriculum. Ph.D. in Mass Media, R-TV-Film or related field preferred; ABD considered. *Dr. Bailey Baker, Chair.*

Department of History/General Education. To teach required undergraduate General Education core course. Three-quarters time devoted to GE curriculum, instruction and coordination; also provide instructional support to the undergraduate major in history; teach additional courses in the area of Modern European History. Ph.D. in History required, specialization in Modern European History preferred.
Dr. Lawrence Zimmer, Chair.

Department of Fine Arts. To teach undergraduate introductory and upper level courses in Art History. Latin American/Caribbean specialist; secondary field in Pre-Columbian art highly desirable. Previous teaching experience and Ph.D. in Art History required. Fluency in Spanish desirable. *Professor Jack Cornish, Chair.*

Department of Foreign Languages, Literature and Cultures. To teach Spanish Linguistics, Phonology and Phonetics. College-level teaching experience, fluency in Spanish and English and competency in CAI essential. Ph.D. in Spanish required. *Dr. Eric Pennington, Chair*

Department of Social Work. To teach generalist and advanced generalist social work practice, HBSE and social work research in combined MSW/BSW program. 2 years social work experience post MSW; MSW and Ph.D./DSW in Social Work or related field required.
Dr. Patricia Pearson, Chair.

Department of Theatre. To oversee coordination of Speech and Theater certification majors, supervise field studies, teach education methods course, teach Theatre for Youth courses. MFA, Ed.D. or Ph.D. in Theatre required; K-12 Speech and Theatre certification preferred.
Professor Holly Logue, Chair.

COLLEGE OF BUSINESS AND PUBLIC ADMINISTRATION

Department of Accounting/Accounting. (2 Positions at Assistant or Associate Professor rank). To teach graduate and undergraduate courses in Accounting; interest in using new instructional technologies, including distance education, is essential. Doctorate in Accounting or Management (with a concentration in Accounting) from an AACSB accredited program is required. *Dr. David Yamoah, Associate Dean,*

Department of Management and Marketing/Management Information Systems (Assistant or Associate Professor). To teach graduate and undergraduate courses in one or more of the following areas: management information systems, electronic commerce, database systems, systems analysis and design; interest in new technologies, including distance education, is essential. Doctorate or ABD near completion in Management/ Management Information Systems or closely related field from an AACSB-accredited program is required.
Dr. David Yamoah, Associate Dean,

Department of Public Administration/Criminal Justice (Three Positions). To teach undergraduate courses in criminal justice at both introductory and advanced levels. Generalist background with teaching interest in one or more of the following areas preferred: police, community based corrections, research methods, comparative criminal justice systems. Ph.D. in Criminal Justice or related field preferred; ABD considered. *Dr. Dawood Farahi, Chair.*

COLLEGE OF EDUCATION

Department of Communication Science. To teach freshman-level developmental reading and graduate courses in the reading specialist certificate program. Expertise in teaching developmental and corrective reading at high school or college level and teaching experience in public schools and/or college level essential. Doctorate in reading education required.
Dr. Albert J. Mazurkiewicz, Chair.

Department of Instruction and Educational Leadership

– Four Positions:

Mathematics or Science Education K-12/Teacher Quality Initiative (Available January, 2002). To teach undergraduate and graduate courses in methods of teaching mathematics or science and related courses in the elementary/secondary schools and supervise fieldwork in elementary and secondary schools. Assignment also includes recruitment, advisement of students, and supervision of students teaching mathematics or science in middle and secondary schools. Experience teaching in NJ middle or secondary schools required. Doctorate preferred; ABD considered. *Dr. Myra Weiger, Chair.*

Where Tradition and Technology Meet

Kean University is an EEO/AA Institution.

KEAN UNIVERSITY

KEAN UNIVERSITY

Union, New Jersey

Founded in 1855

ANTICIPATED FACULTY AND PROFESSIONAL POSITIONS

Contingent on Budgetary Approval and Appropriate Funding

Kean University, a comprehensive metropolitan university, is committed to excellence and access and to developing, maintaining and strengthening interactive ties with the community. Kean University takes pride in its continuing efforts to build a multicultural professional community to serve a richly diversified student population of 12,000.

FACULTY POSITIONS (10 Months)

All open faculty positions are full-time tenure-track assignments, effective September 1, 2002 unless otherwise indicated. Rank is Assistant Professor unless otherwise specified. All faculty are expected to demonstrate a commitment to teaching excellence and an on-going agenda for research and publication. Participation in curriculum development, student advisement and service at the departmental and university level is also expected. Interest or experience in using computer-based instructional technologies to improve the teaching/learning process is highly desirable. Minorities, women and individuals fluent in Spanish are strongly encouraged to apply.

COLLEGE OF EDUCATION (CONT.)

World Languages Education/Teacher Quality Initiative (Available January, 2002). To teach undergraduate and graduate courses in methods of teaching world languages and related courses in the elementary/secondary schools and supervise fieldwork in elementary and secondary schools. Assignment also includes recruitment, advisement of students, and supervision of students teaching World Languages in public schools. Experience teaching in public schools required. Doctorate preferred; ABD considered. *Dr. Myra Weiger, Chair.*

Educational Leadership. To teach graduate courses in public school administration, school supervision, curriculum development, educational research and related courses. Assignment also includes advisement of students, field supervision and development of courses and programs. Experience as an educational administrator and leader in the public schools of NJ is essential. Doctorate and expertise in educational administration required. *Dr. Myra Weiger, Chair.*

English/Language Arts. To teach undergraduate and graduate courses in methods of teaching Language Arts and related courses in the elementary school. Assignment also includes advisement of students and field supervision of students teaching in elementary and middle schools. Doctorate and expertise in the teaching of English and Language Arts required.

Dr. Myra Weiger, Chair.

Department of Physical Education, Recreation and Health/ Therapeutic Recreation. To teach undergraduate courses in recreation, therapeutic recreation and post-baccalaureate courses in the Gerontology Certificate Program. Additional responsibilities include coordination of interdisciplinary gerontology certificate program, fieldwork supervision and grant development. Minimum of one year college teaching experience and five years of practitioner experience in therapeutic recreation and working with older adults, documentation as Certified Therapeutic Recreation Specialist (CTRS) by the National Council for Therapeutic Recreation and Doctorate in Therapeutic Recreation or Recreation with a specialization in Therapeutic Recreation or Gerontology required. *Dr. Richard Bakker, Chair.*

Department of Special Education and Counseling/Teacher Quality Initiative (Available January, 2002). To teach graduate and undergraduate courses in special education. College teaching experience, ability to teach computer courses and background in inclusive and collaborative teaching desirable. Teaching experience with exceptional children essential. Doctorate in special education preferred; ABD considered.

Dr. Elaine B. Fisher, Chair.

COLLEGE OF NATURAL, APPLIED AND HEALTH SCIENCE

Department of Chemistry and Physics

– Two Positions.

Chemistry/Teacher Quality Initiative (Available January, 2002). To teach introductory courses in chemistry in ACS accredited curriculum. Responsibilities include recruitment and advisement of future teachers of chemistry. Ph.D. in Chemistry and teaching experience required.

Dr. Ronald Criasia, Chair.

Chemistry. To teach introductory and advanced courses in Analytical, Inorganic or Physical Chemistry in ACS accredited program. College-level teaching experience and Ph.D. in Chemistry required. *Dr. Ronald Criasia, Chair.*

Department of Geology and Meteorology. To teach courses in remote sensing, geo-spatial analysis and introductory geography. Ph.D. in geography or related field with an emphasis on remote sensing required.

Dr. Charles H. Murphy, Chair.

Department of Mathematics and Computer Science

– 4 Positions.

Computer Science. To teach in undergraduate Computer Science major programs, Information Systems Option and Technology Option. Instructional responsibilities will require a knowledge of business systems, systems analysis and design, object oriented programming, artificial intelligence, networking, client/server, and data communications. Knowledge and experience in Web course design highly desirable. Doctorate or ABD in Computer Science preferred; MS in Computer Science required. *Prof. Carlon Krantz, Chair.*

Mathematical Sciences/General Education (Two Positions). To teach undergraduate mathematics. Three quarters of the assignment will involve teaching and developing innovative curriculum in the mathematics core of the university-wide General Education program; help develop and implement placement instrument and methodology for the curriculum. Responsibilities include advisement, assisting with placement and program coordination, including summer session. Innovative mathematics teaching, including basic skills level, and experience in the use of education technology important. Ph.D. in Mathematics or Ed.D. in Mathematics Education with equivalent of a Master's degree in Mathematics required. Use code "GELAP" at top of application.

Prof. Carlon Krantz, Chair.

Mathematical Sciences/Teacher Quality Initiative (Available January, 2002). To teach introductory and advanced undergraduate mathematics and statistics. Responsibilities include recruitment, advisement and preparation of future teachers of mathematics. Experience in the use of technology in mathematics essential. Doctorate in Mathematical Sciences required.

Prof. Carlon Krantz, Chair.

Department of Nursing. (Two Positions) One position to teach graduate and undergraduate courses, the other to teach primarily undergraduate courses with option to teach graduate courses in area of expertise. Teaching experience preferred. Masters in Nursing required; Doctorate required for graduate teaching position; doctorate preferred for undergraduate position, ABD considered.

Dr. Susan Salmond, Chair.

Department of Technology/Computer Integrated Design and Manufacturing. To teach graduate and/or undergraduate courses, offered day and evening, including: CAD/CAM/CNN, Rapid Prototyping, Robotics/Machine Design, Multimedia and Animation, Computer Automated Systems, Production Measurement Improvements, Computer Integrated Production and Inventory Control Management, Unix Administration, MS Windows NT Administration, Network Systems Administration in Technology. Three years industrial and/or prior teaching experience and Masters degree in Engineering, Technology or a closely related technology field required. Ph.D. preferred; ABD considered.

Dr. Kamal Sharahbi, Chair.

PROFESSIONAL STAFF POSITION

(Available Immediately)

Assessment Specialist/Teacher Quality Initiative: To assist in the development of an outcomes assessment plan for the College of Education. Collect, summarize and analyze data. Masters degree in educational psychology or related field required; doctorate studies preferred.

Dean Ana Maria Schuhmann, College of Edu.

APPLICATION, SALARY AND BENEFITS INFORMATION ON ALL POSITIONS:

Applications reviewed until position(s) are filled. Priority consideration given to applications received on or before November 16, 2001. Send letter of interest; up-to-date resume; names, addresses, telephone numbers of three references. Official transcripts and three current letters of recommendation required before appointment. Apply directly to Dean, Chair or Director as identified.

KEAN UNIVERSITY, 1000 Morris Avenue, Union, New Jersey 07083. Salary is competitive and commensurate with qualifications and experience. Comprehensive benefits program included.

Where Tradition and Technology Meet

Kean University is an EEO/AA Institution.

KEAN
UNIVERSITY

There are funds available for health programs for your university and community.

The **Health Resources and Services Administration Technical Assistance Center** can help you secure them.

The Center assists Historically Black Colleges and Universities, Hispanic Serving Institutions, and Tribal Colleges and Universities who are developing applications for HRSA funding.

This **free** service is accomplished through the following:

- Use of a systematic process, designed for the development of technical and cost proposals
- Mentorship from HRSA staff
- Availability of a resource library with information to enhance the background and rationale of an application

Contact Helen Hunter at (301) 585-7588 for more information.

This service is sponsored through a cooperative agreement between HRSA and the Institute for College Research Development and Support.

WASHBURN UNIVERSITY

DEAN

COLLEGE OF ARTS AND SCIENCES

Washburn University invites nominations and applications for the position of Dean of the College of Arts and Sciences beginning July 1, 2002. Reporting to the Vice President for Academic Affairs, this position has the principal administrative responsibility for the operation of CAS directing more than 50 baccalaureate academic programs and three graduate programs of 19 departments with 150 faculty.

REQUIRED QUALIFICATIONS: Earned doctorate or equivalent in CAS discipline; distinguished academic record in teaching, research and/or creative activity, and service meriting appointment as Associate or Professor; budgetary, administrative, and organizational experience in baccalaureate institution; and advocacy for and participation in shared faculty governance.

PREFERRED QUALIFICATIONS: Effective oral and written communication skills; record of advocacy for liberal arts and sciences; awareness of national issues associated with higher education; interest in developing new instructional technology; proven commitment to affirmative action and diversity; and willingness to engage in outreach and fundraising. Review of applications begins November 14 and will continue until suitable candidate is identified. Send letter of application, vita, academic transcripts, addresses/phone numbers for three references to **Glenda Taylor or Tom Kennedy, Chair, Dean Search Committee, Washburn University, 1700 SW College, Topeka, KS 66621.** For complete job description see:

www.washburn.edu/admin/vpaa/academicpositions.shtml

To enrich education through diversity, Washburn University is an EOE. Candidates from under-represented groups are encouraged to apply.

ILLINOIS CENTRAL COLLEGE

FACULTY POSITIONS (Tenure Track)
Effective January 2002

The College is seeking a qualified individual to provide instruction in the following areas:

MATHEMATICS: The classes required to teach include technical math and general math through calculus.Master's degree in mathematics or closely related field w/at least 30 semester hrs. in graduate level mathematics required. Initial screening will begin on 9/21 and continue until a successful candidate is selected.

GRAPHIC ARTS: The classes required to teach include electronic page layout, web page construction, scanning techniques, image editing, film stripping, offset presswork, finishing processes, and production planning.Bachelor's degree in industrial technology w/specialty in graphic arts/printing or equivalent combination of education and experience and mastery of appropriate software including:Adobe GoLive, Adobe PageMaker, Quark Xpress, Adobe Illustrator, and Adobe Photoshop required.Master's degree, teaching experience in graphic arts, and work experience in commercial printing desirable.Initial screening will begin on 11/15 and continue until a successful candidate is selected.

Submit letter, resume, copies of undergraduate and graduate transcripts and a completed application form to:

Human Resources
Illinois Central College
One College Drive
East Peoria, Illinois 61635-0001
An application form can be downloaded from
http://www.icc.cc.il.us/hr/application.

An EO/AA Employer

PRESIDENT

KUTZTOWN UNIVERSITY OF PENNSYLVANIA

Established in 1866, Kutztown University of Pennsylvania is a public comprehensive Master's I institution serving over 8,000 students. Located in the borough of Kutztown, it is within 20 minutes of Allentown/Bethlehem and Reading, and 60 minutes from the greater Philadelphia metropolitan area.

The Kutztown Council of Trustees and the Pennsylvania Board of Governors for the State System of Higher Education seek a new president. Dr. David E. McFarland is retiring after 13 successful years as the CEO of the University. Top candidates will receive a number of materials on the institution and the State System. On October 3, 2001, an executive search profile will be posted on the University's web site: **www.kutztown.edu** and search counsel's web site: **www.rhperry-registry.com**. Interested candidates should address the challenges and qualifications listed in the profile and send four copies of their cover letter, CV, and the names of three references. Screening for the position will begin October 3, 2001 and completed applications should be received no later than November 1, 2001. Please contact:

DR. ALLEN E. KOENIG, SENIOR CONSULTANT
R. H. PERRY & ASSOCIATES
2607 31ST STREET, NW
WASHINGTON, DC 20008
(614) 798-0538 • akoenig@columbus.rr.com

Kutztown University of Pennsylvania is an Affirmative Action, Equal Opportunity employer, member of the PA State System of Higher Education and actively solicits applications from women and minority candidates.

US CULTURAL HISTORY
NINETEENTH OR TWENTIETH CENTURY

The Department of History at the University of Maryland, College Park will appoint a Flagship Professor at the Full Professor or advanced Associate level. The Flagship professorship carries with it two graduate assistantships. The department is especially interested in a scholar with a specialty in one or more of the following fields: film, theater, radio and television, print and publishing, popular culture, mass communications, advertising or cyberculture. Candidates must have a distinguished record of publication. *The University of Maryland is an AA/EOE and encourages applications from women and minorities.* Please send a letter of interest, a vita, and three letters of recommendation to **Professor James Gilbert, Department of History, University of Maryland, College Park, MD 20742-7315.** For best consideration, applications should be received by **October 26, 2001.**

EARLY AMERICAN HISTORY

The Department of History, University of Maryland, College Park, invites applications from candidates with demonstrated achievements in scholarship and teaching for a tenure-track assistant professorship in Early American History (pre-1783). The Department welcomes applications from scholars of any specialization or approach but will give particular attention to those with research interests in the fields of West/Old Southwest, Frontier/Borderlands, Environmental, and Native American history. *UMD is an AA/EOE and encourages applications from women and minorities.* Qualified candidates should submit a letter of application, a c.v., a brief (2 to 3 page) précis of their research, and three letters of recommendation to **Professor James A. Henretta, Department of History, University of Maryland, College Park, MD 20742-7315.** For best consideration, applications should be received by **October 15, 2001.**

HISTORY OF TECHNOLOGY

The Department of History, University of Maryland, invites applications for a tenure-track appointment at the assistant professor rank in the history of technology. This appointment will enhance the department's undergraduate offerings in the history of technology, the university's programs in science, technology, and society (STS), and its honors Gemstone program on the social dimensions of technological innovation. The appointment also will augment the department's graduate level teaching and research in history of technology, business history, and material culture. Of particular interest are candidates whose primary research fields are outside of the United States and who focus on pre-industrial history. A firm commitment to undergraduate teaching and the capacity to carry out scholarly research and publication of the highest quality will be required. *The University of Maryland is an AA/EOE and encourages applications from women and minorities.* Qualified candidates should submit a letter of application, a c.v., a brief (2-3 page) précis of their research, and three letters of recommendation to **Professor Robert Friedel, Department of History, University of Maryland, College Park, MD 20742-7315.** For best consideration, applications should be received by **October 15, 2001.**

UNIVERSITY OF MARYLAND

Make a Difference, Contribute to a Vision …

TENURE-TRACK FACULTY POSITIONS
2002 ACADEMIC YEAR

California State University, Monterey Bay (CSUMB) is a comprehensive public university committed to serving the diverse people of California, especially the working class, historically under-served, and low-income populations. The university seeks talented, inspiring and dedicated faculty who value an educational environment of cultural and linguistic diversity and gender equity; ethical reflection and practice; effective and experimental use of technologies as resources to people and catalysts for learning; and the integration of cross-disciplinary models enabling students, faculty and staff to engage in innovative instruction and coordinated service learning.

Applications are invited for the following positions (listed by department and field) beginning Fall 2002:

ARTS, HUMAN COMMUNICATION & CREATIVE TECHNOLOGIES
- Chicano/a Studies
- Jazz, Theory and Practice
- Journalism and Media Analysis
- Rhetoric, Composition and Communication

SOCIAL AND BEHAVIORAL SCIENCES/GLOBAL STUDIES
- Cultural Anthropology
- Global Studies

COLLABORATIVE EDUCATION & PROFESSIONAL STUDIES
- Business Administration
- Education
- Literacy Education
- Special Education

SCIENCE, TECHNOLOGY & INFORMATION RESOURCES
- Environmental Policy
- Math/Math Education
- Instructional Design & Technology, or Digital Media Production, Animation
- Telecommunications
- Teledramatics
- Writing in the Sciences

UNIVERSITY-WIDE PROGRAMS
- Writing Program Director
- ProSeminar Director
- Coordinator of Academic Support Programs (Title V grant, non-tenure track)

LIBRARY LEARNING COMPLEX
- Bibliographic Services Librarian

Visit our web site at http://csumb.edu to read the university's Vision Statement and for comprehensive position profiles, qualifications, and application procedures. Salary/rank commensurate with experience. Open until filled, first paper screening begins November 9, 2001.

A complete application must include a cover letter explaining what enables you to contribute to the CSUMB Vision, curriculum vitae, and three professional references, including telephone numbers. E-mail applications are encouraged. Upon offer of employment candidate must provide original transcript as evidence of attainment of highest degree. Apply to:

E-mail: faculty_recruitment @csumb.edu
Or
California State University, Monterey Bay
Human Resources Development & EEO
100 Campus Center • Seaside, CA 93955-8001

CSU Monterey Bay is an Equal Opportunity Employer

QUINNIPIAC UNIVERSITY

Quinnipiac University is a private, coeducational, nonsectarian institution located in Hamden, Connecticut, 90 minutes north of New York City and two hours from Boston. Quinnipiac has 250 full-time faculty and enrolls 4,500 full-time undergraduates and 2,000 graduate students in 50 undergraduate and 15 graduate programs of study in Business, Health Sciences, Law, Liberal Arts, and Communications. Quinnipiac consistently ranks among the top northern regional universities in *US News and World Report's America's Best Colleges.*

FACULTY POSITIONS

All applicants should consult the University's web site at **www.quinnipiac.edu/services/jobs/default.asp** to obtain more detailed job descriptions and important information such as required application material and application review dates. Unless otherwise specified, candidates for faculty positions must have a doctoral degree (Ph.D. or equivalent). However, outstanding ABD candidates will be considered for appointment at the Assistant Professor level. Such candidates must complete their degree programs within one year of their appointment. Committees will begin reviewing applications November 15, 2001 and continue until positions are filled. All appointments will begin Fall 2002.

School of Business

INTERNATIONAL BUSINESS
ASSISTANT/ASSOCIATE PROFESSOR

The Department of **International Business** invites applications for a tenure track position in International Business at the Assistant or Associate Professor level. A Ph.D. or DBA in International Business related areas is required along with expertise in one or more of these areas: Import and Export Operations and International Marketing (preferably with experiences and expertise in Global Electronic Commerce), Global Supply Chain Management (preferably with some experience in ISO certification issues), and International Human Resource Management. Preference will be given to candidates with international business experience and foreign language competence, and with experience and interest in interacting with the business community.

COMPUTER INFORMATION SYSTEMS
OPEN RANK

The Department of **Computer Information Systems** seeks candidates for two tenure-track positions open to all ranks depending upon qualifications. Teaching experience, industrial and/or consulting experience and publications in referred journals are required for advanced rank. Industry experience or research in the areas of distributed processing, data communications networks, client-server technology, object-oriented methodologies and languages such as Visual Basic, C++, JAVA and/or advanced multi-used operating system environments such as UNIX are highly desirable. Doctorate or ABD in Information Systems or related area is preferred.

A person with outstanding credentials in the areas of scholarship and teaching who has established relationships with information technology organizations may qualify for the Ferrucci Endowed Professorship which is available to support the Department's acquisition of an outstanding faculty member.

FINANCE
OPEN RANK

The Department of **Finance** has an opening for a tenure-track position in Finance. A Ph.D. or DBA from an AACSB accredited institution is required. Preference will be given to candidates with interest in Corporate Finance, Investments, and Security Analysis. Open to all ranks depending on qualifications.

MARKETING
ASSISTANT/ASSOCIATE PROFESSOR

The Department of **Marketing and Advertising** is seeking an individual for an Assistant or Associate level tenure-track faculty position. The responsibilities for this position include teaching Principles of Advertising and other marketing courses as well as continuing scholarly research and service to the University. A successful candidate must have a doctorate in marketing or advertising and a record of excellence in teaching and research.

School of Communications

ELECTRONIC MULTIMEDIA
ASSISTANT/ASSOCIATE PROFESSOR

The School of **Communications** is seeking a versatile individual with a broad set of theoretical and practical skills to join a new degree-granting program in e-media. The successful candidate should have insight into the interrelationships between news media and society and experience in the following: sophisticated web site design; interactive multimedia authoring; digital graphics and audio; and industry-standard software for electronic design and publishing. Teaching experience and a Ph.D. are desirable; candidates with a Master's degree and significant experience will be considered.

JOURNALISM
ASSISTANT/ASSOCIATE PROFESSOR

Quinnipiac University's School of Communications seeks a full-time faculty member to teach graduate and undergraduate courses in **Journalism**. The ideal candidate would have experience as a reporter and/or editor in either print or broadcasting. A Ph.D. in communications, journalism, or a related field is preferred, candidates with a Master's degree/MFA, and significant experience will be considered.

School of Health Sciences

DEPARTMENT OF NURSING
ASSISTANT/ASSOCIATE PROFESSOR

The Department of **Nursing**, offering undergraduate and graduate programs, seeks a candidate who will teach primarily in the family nurse practitioner program, but also contribute to the undergraduate program. Qualifications include an earned doctorate in nursing or a related field, proven teaching experience, certification as a family nurse practitioner, current clinical experience, and licensure or eligibility for licensure as an APRN in the State of Connecticut.

College of Liberal Arts

ENGLISH
ASSISTANT PROFESSOR

The **English** Department seeks an assistant professor to teach composition to undergraduates, participate in a campus-wide writing across the curriculum effort and assist in writing program development. Applicants must have a Ph.D. in Rhetoric and Composition or in English with a concentration in Rhetoric and Composition, scholarship in the field of composition, and a strong commitment to the teaching of writing.

HISTORY
ASSISTANT/ASSOCIATE PROFESSOR

The Department of **History** invites applicants for a tenure-track Assistant or Associate Professorship in African-American History. Responsibilities include teaching survey sections of American history and the development of courses in African-American history. Some knowledge of African history desirable. Ph.D. required. Teaching experience and publications will determine placement.

MATHEMATICS
ASSISTANT/ASSOCIATE PROFESSOR

The **Mathematics** Department seeks candidates at the Assistant/Associate rank to teach freshman level courses as well as contribute to our teacher preparation program. Ph.D. in mathematics or math education required.

SOCIOLOGY
ASSISTANT PROFESSOR

The Department of **Sociology** invites applicants for an Assistant Professor position who have teaching strength in stratification and social problems and/or social control and deviance. The candidate must show evidence of dynamic teaching and scholarly activity. The appointee will join a fast-growing department that is open to new teaching areas and currently offers undergraduate majors in Sociology, Social Services, Gerontology, and Criminal Justice.

Visit our web site at: www.quinnipiac.edu

Quinnipiac University has a strong commitment to the principles and practices of diversity throughout the University community. Women, minorities and individuals with disabilities are invited and encouraged to consider this opportunity and to apply.

Indiana University

invites applications for the IUB Faculty Fellows Program for the summer 2002 and the academic year 2002-2003

Indiana University Bloomington invites individuals nearing the completion of the doctorate or who have completed the Ph.D. (or comparable graduate degree) within the last four years to apply to the Faculty Fellows Program. IU is particularly interested in faculty that bring diverse backgrounds and experiences to the campus. Thus, persons from historically underrepresented backgrounds are encouraged to apply. The purpose of this program is to introduce fellows to the Bloomington campus and to provide them with experience, professional diversity and the opportunity to teach and conduct research at "America's New Public University". Some fellows have subsequently been offered tenure track positions at the various Indiana University campuses.

Applicants can be considered for **summer 2002** and/or **2002-2003** academic year fellowships. Summer fellows teach one class during the first (six week) or the second (eight week) summer sessions, and academic year fellows teach one or more classes during the fall and spring semesters. The fellowship package includes a $3500 stipend in addition to a salary equivalent to that of an Indiana University faculty member of the same rank.

Interested candidates should request an application by phone at **812-855-0542**, by electronic mail at **mffp@indiana.edu** or by writing to the **IUB Faculty Fellows Program, Memorial Hall West 108, 1021 E. Third Street, Indiana University, Bloomington, IN 47405-7005.** Applications can be submitted electronically at: **http://www.indiana.edu/~mffp.**

A preferential consideration date of **November 30, 2001** is set in order to provide departments and schools ample opportunity to evaluate applications while delineating course schedules for the following year; however, applicants for both programs are accepted all year.

UNIVERSITY OF MINNESOTA

Twin Cities Campus

Dean

Hubert H. Humphrey Institute of Public Affairs

The University of Minnesota is seeking an experienced leader for the position of Dean of the Hubert H. Humphrey Institute of Public Affairs. This senior administrative position reports to the Executive Vice President and Provost of the University of Minnesota system. Responsibilities include enhancing the Institute's national and international standing as a professional school in a major research, public land-grant, urban university; creating an environment that attracts talented faculty, fellows, and staff and promotes excellence in teaching, research, and outreach; cultivating relationships both within the University and with the broader community; and ensuring the long-term financial viability of the Institute and its programs.

Candidates must hold an advanced graduate or professional degree or have equivalent intellectual training, and present a distinguished record of research, scholarship, or outstanding intellectual contribution to the field of public affairs. The candidate must meet the qualifications for tenure in the University of Minnesota, and an earned research degree is preferred.

The anticipated starting date for this position is July 1, 2002. Letters of interest and curriculum vitae will be reviewed beginning December 15, 2001, but will be accepted until the position is filled. Applications and nominations should be sent to:

Chair of the Search Committee
Humphrey Institute of Public Affairs
c/o Jason Prodoehl
Office of the Executive Vice President & Provost
234 Morrill Hall, 100 Church Street SE
Minneapolis, MN 55455
e-mail: prodoehl@umn.edu
fax: (612) 624-3814

The University of Minnesota is an equal opportunity educator and employer.

UNIVERSITY OF NEW MEXICO

Dean of The College of Fine Arts

The University of New Mexico is seeking an innovative and experienced leader for the position of Dean of the College of Fine Arts at the University of New Mexico (UNM). Located in Albuquerque, the largest city in New Mexico and one of the fastest growing in the Southwest, UNM is a Carnegie Doctoral / Research - Extensive University and DoEd Minority public university. As the state's largest university UNM serves a diverse student population with more than 30,000 students on five campuses. UNM offers nationally-ranked academic programs, exceptional research opportunities, and an active and vibrant fine arts community on an architecturally unique campus.

The College of Fine Arts encompasses the Department of Art and Art History, Music, Theatre and Dance, Media Arts, the Bainbridge Bunting Slide Library, the Tamarind Institute, the Arts of the Americas Institute, and the Arts Technology Center. The College includes 84 full-time faculty, 65 part-time faculty, and enrolls approximately 1100 undergraduate majors and 200 graduate students. The College is housed at the University of New Mexico Center for the Arts, which consists of four primary academic buildings and three major performance halls.

Founded in 1936, the College has a rich history of quality educational programs that aspire to broaden understanding of the cultural heritage of New Mexico, the Americas and the world. With a tradition of creativity and innovative programs, the College distinguishes itself as an area of excellence at the University of New Mexico. The College of Fine Arts is recognized as a cultural resource and contributes to the quality of life in the Southwest.

The Dean reports directly to the Provost/Vice President for Academic Affairs and provides academic and administrative leadership for the College of Fine Arts. The Dean assumes a central leadership role in enhancing the national prominence of the disciplines with a solid commitment to research, creative work and teaching. The Dean is also responsible for development, outreach, fiscal management, and personnel.

MINIMUM QUALIFICATIONS:

- ☐ An earned terminal degree or equivalent experience.
- ☐ Academic accomplishments that meet the standards for a tenured appointment as a full professor in one of the departments of the College of Fine Arts.
- ☐ Academic administrative experiences at the level of department head, research or center director, dean, or the equivalent at a comprehensive research university.

DESIRED QUALIFICATIONS:

- ☐ A distinguished record of achievement as a teacher and scholar/artist.
- ☐ A record of achievement as an administrator in dealing with complex budgets and in managing resources.
- ☐ A record of experience with long-term, comprehensive planning.
- ☐ A demonstrated understanding and appreciation of academic scholarship, research, and technologies pertaining to the varied disciplines and activities within Fine Arts, including the ability to recognize excellence across disciplines in the College.
- ☐ The demonstrated ability to acquire, develop, and facilitate internal and external financial support for education, research and creative work.
- ☐ A demonstrated interest in programs designed to explore multicultural artistic similarities/differences and enhance the artistic process by crossing cultural and national boundaries. Commitment to developing long-term relationships that will promote future interaction between cultures.
- ☐ A record of commitment to equal opportunity and the recruitment and retention of a culturally diverse faculty, staff and student body.
- ☐ A record of commitment to the professional development and support of faculty, staff and undergraduate and graduate students.
- ☐ A record of commitment to the improvement of undergraduate education.
- ☐ A record of commitment to faculty governance and collegial decision-making.

The University of New Mexico actively seeks and encourages nominations of and applications from individuals who are members of under-represented groups. For information regarding the confidentiality of inquiries and applications call or write to the address listed below. A complete application consists of (1) a letter that expresses interest in and qualifications for the position, (2) a curriculum vitae, and (3) the names, addresses and contact information of five professional references. The Search Committee will begin screening applications on October 15, 2001.

Nominations and applications should be submitted to:
Dean of the College of Fine Arts Search
Attn: Daniel Lamb
Scholes Hall, Room 226
University of New Mexico
Albuquerque, NM 87131
Dlamb@unm.edu
Phone 505-277-2611, Fax, 505-277-8275

The University of New Mexico is an Equal Opportunity/ Affirmative Action Employer, Educator.

For additional information about UNM, see **http://www.unm.edu**.

DIRECTOR
CHICANO STUDIES RESEARCH CENTER

The University of California at Los Angeles is seeking a new Director of its Chicano Studies Research Center (CSRC). Qualified applicants should possess: (1) a strong scholarly research and publication record; (2) experience in the development of interdisciplinary research and instructional programs in Chicano Studies; (3) the ability to administer budgetary, personnel, and related processes; and (4) demonstrated ability to obtain and manage extramural funding in the form of research grants and development activity for the Center. Above all, we are looking for a dynamic individual to provide intellectual and programmatic leadership for the Center. The new Director would also hold a tenured appointment in the appropriate department or school. The anticipated starting date is **July 1, 2002.**

Established in 1969 as one of the first ethnic studies centers, CRSC has led in the field's research, collection and dissemination. Through these three efforts, the Center has supported the research of distinguished faculty. Its library collection and archives constitute a primary national resource and its publications unit continues to disseminate the journal Atzlan and other outstanding materials in the area of Chicano Studies. The research emphasis at the CSRC is on interdisciplinary and collaborative research that analyzes and articulates issues critical to the knowledge of Chicano and Latino communities in the United States.

To be assured full consideration, nominations and applications should be sent by **November 30, 2001:**

CSRC Director Search Committee
c/o Ms. Rene Dennis, Coordinator
Office of the Chancellor
University of California
3109 Murphy Hall
Los Angeles, CA 90095-1407

UCLA is an Equal Opportunity Employer.

FASHION INSTITUTE OF TECHNOLOGY
State University of New York
College of Art and Design,
Business and Technology

ADMISSIONS COUNSELOR
REGISTRAR

■ ADMISSIONS COUNSELOR

Master's degree and three years of current Admissions/Recruitment experience counseling prospective students with regards to admissions policies and procedures, and rendering final admissions decisions in an institution of higher education required. Must have in-depth knowledge of admissions processes and functions. Responsibilities include: Counseling of prospective students and applicants regarding admissions policies and procedures and render final admissions decisions for degree programs. Coordinate and participate in off campus admissions recruitment functions.

■ REGISTRAR

Master's degree in a related field required. Experience in academic progress review and degree certification at an institution of higher education along with records management experience also required. Responsible for maintaining the integrity and security of academic records and student data according to Federal, New York State and College guidelines. Developing office operations for efficient and accurate enrollment reporting, and degree certification; manage official student records including rosters. Academic progress advisement for degree students in conjunction with designated major department faculty. Registrar advisement includes advanced standing, both domestic and foreign, and degree certification.

These are full-time tenure track Non-Classroom Faculty positions. Compensation will be commensurate with qualifications and experience. Submit resume and cover letter to:

Personnel Administration
F.I.T., Seventh Avenue at 27th Street
New York City 10001-5992
Fax: 212-217-5616 • E-mail: rozecha@fitsuny.edu
F.I.T. is an EO/AA Employer.

ASSISTANT VICE PRESIDENT FOR EDUCATIONAL AFFAIRS

The Office of the Assistant Vice President for Educational Affairs is responsible for providing leadership and supervision for the Southlake Educational Center, providing support to the Office of the Executive Vice President for Educational Affairs in areas such as faculty evaluation and development, program evaluation, assessment of student learning, and accreditation, and outreach to Lake County high schools. The Assistant Vice President for Educational Affairs also works closely with other college offices to ensure the coherence and quality of college educational programs and services.

QUALIFICATIONS include a Master's degree and experience with educational issues related to assessment of student learning, accountability and program review. For full consideration, applicants must submit a completed application form, current resume, letter of interest, (3) letters of reference and official degree transcripts by October 31, 2001. For application/information, call Human Resources at 847-543-2065, TDD# 847-223-5615, or by e-mail to personnel@clc.cc.il.us.

College of Lake County

Human Resources
19351 W. Washington Street
Grayslake, IL 60030-1198
www.clc.cc.il.us
EOE/AA/M/F/D/V

LATIN AMERICAN HISTORY

Wellesley College seeks applications for a full-time, tenure-track assistant professorship in Latin American history; area and period of specialization open. Position starts in September 2002. Appointee should have the Ph.D. by fall 2002. Please send cover letter and c.v. and forward dossier with three letters of recommendation by **November 15, 2001** to **Latin American Search, History Department, Wellesley College, Wellesley, MA 02481.** Wellesley College is an AA/EOE; successful candidates must be able to work in a culturally diverse environment. Applications from women, minorities, veterans, and candidates with disabilities encouraged.

UNIVERSITY OF MINNESOTA

The University of Minnesota Department of Sociology in the College of Liberal Arts is about to embark on a major building effort that could result in several new positions. The Department invites applicants for one full-time position at the rank of Advanced TENURE-TRACK Assistant Professor or TENURED Associate Professor, depending upon qualifications and experience, and consistent with Collegiate and University policy. The Department is also seeks one or more talented individuals for TENURE-TRACK Assistant Professor positions. These positions will begin August 26, 2002. Full announcements can be found at **http://www.soc.umn.edu/employ/employ_home.shtml,** or call **(612) 624-4300.**

The University of Minnesota is an equal opportunity educator and employer.

KEAN UNIVERSITY

Union, New Jersey

Founded in 1855

Kean University is committed to excellence and access, and to developing, maintaining, and strengthening interactive ties with the community. Kean University takes pride in its continuing effort to build a multicultural professional community to serve a richly diversified student population of 12,000.

ENVIRONMENTAL HEALTH AND SAFETY OFFICER

Associate Director I

The Environmental Health and Safety Officer will report to the Associate Vice-President for Facilities and Campus Planning and is responsible for compliance with all Public Employee Occupational Safety and Health (OSHA) regulations, Department of Community Affairs (DCA) regulations, Fire Safety regulations, NJDEP and Federal EPA environmental regulations and statutes and employee health and safety programs at the University.

Responsibilities: Prepare and maintain required records, databases and files; perform audits and inspections required to achieve and maintain compliance with fire safety, environments, and occupational rules and regulations; supervise vendors, contractors, and consultants performing maintenance work and rendering services associated with fire safety, fire protections, environmental and occupational compliance throughout the campus; interface with local, state and federal agencies as required. This is a new managerial position at the level of Associate Director (D29). The individual selected will assist the Associate Vice President in the determination and recommendation of additional personnel requirements.

Qualifications: Baccalaureate degree in a related discipline; a minimum of four years experience in environmental health and safety required. Certification as a safety professional, industrial hygienist, or hazardous materials manager is required. Knowledge of RCRA, FIFRA, TSCA, EPCRA, CERCLA, EPA regulations (OSHA and PEOSHA), CRTK and Uniform Fire Code, as it relates to the State of New Jersey academic buildings, including high to moderate hazards buildings with occupancy groups which include, but are not limited to assembly, student services, food services, and residence halls. Excellent verbal and written communication skills, problem solving, leadership skills, and the ability to balance multiple priorities is required.

Application: Candidacy review begins immediately and continues until appointment is made. Priority consideration given to applications received before November 1, 2001. Please send resume, cover letter and the names and addresses of three references to: Eduardo del Valle, Associate Vice-President for Facilities and Campus Planning, Kean University, 1000 Morris Avenue, Union, New Jersey, 07083. Salary is commensurate with qualifications and experience. Comprehensive benefits program included.

Where Tradition and Technology Meet

KEAN UNIVERSITY

Kean University is an EEO/AA Institution

Walden University

Walden University is seeking dynamic, innovative individuals for appointment to the faculty of two new degree programs, a Bachelor of Science in Information Systems and a Bachelor of Science in Business Administration.

Details concerning faculty positions are located at:

http://www.waldenu.edu/careers/ugfaculty.html

Interested candidates should submit a letter of application indicating the degree and content area for which you are applying and discussing your qualifications for the position; a current curriculum vita; and the names, postal and email addresses and phone numbers of three references to Ms. Debra Loeffler, **dloeffle@waldenu.edu**. All documents must be submitted electronically in Microsoft Word, WordPerfect, or in RTF.

Drew University, a small, private liberal arts institution situated on a 186 acre wooded campus in Madison, NJ, 30 miles west of NYC, seeks candidates for the following positions:

Psychology & Religion

Assistant Professor; Tenure Track

The Theological School of Drew University, together with the Caspersen School of Graduate Studies, invites nominations and applications for a tenure-track junior level appointment in Psychology and Religion.

The successful candidate will be expected to teach in the area of Pastoral Care in the Theological School and teach and mentor students in the Ph.D. program in Psychology and Religion. Cross-cultural experience and/or experience in cross-cultural aspects of psychology and religion is desirable. Applicants should have completed their Ph.D.

The Theological School is affiliated with the United Methodist Church, and together with the Caspersen School of Graduate Studies, continues to build a diverse, engaged, and interdisciplinary faculty, equipped to teach an international and multi-ethnic student body.

Applications, including CVs and three letters of recommendation, should be sent by **November 1, 2001** to: **Dr. Traci West, Chairperson, Psychology and Religion Search, The Theological School, Drew University, Madison, NJ 07940.** AA/EOE

R·I·T

ROCHESTER INSTITUTE OF TECHNOLOGY

Dean of the B. Thomas Golisano

College of Computing and Information Sciences

Rochester Institute of Technology is searching for an exceptional individual to become the first Dean of the B. Thomas Golisano College of Computing and Information Sciences (GCCIS).

RIT is a privately endowed, coeducational, nonsectarian, technological university located on a 1300-acre campus in suburban Rochester, New York. The Institute has over 14,300 students enrolled in more than 200 programs housed in its eight colleges. GCCIS has approximately 70 full-time faculty, 2000 undergraduate students, and more than 650 full-time and part-time graduate students in three departments: Computer Science, Information Technology, and Software Engineering. Cooperative education is a mandatory component of all GCCIS undergraduate programs; the Computer Science program is ABET accredited and the Software Engineering program will seek accreditation this year. The newest college of RIT, GCCIS's three academic departments will be housed in a new $17 million building, with a second $1.5 million building for its applied research arm, the IT Lab.

The Dean is the chief academic, fiscal, and administrative officer, and has a key role in securing funds for the college's initiatives. The Dean reports to the Provost and Vice-President for Academic Affairs, manages an operating budget of over $12.5 million, and is the primary representative of the college within RIT and to alumni, industry, government, foundations, and the public at large.

We are seeking an outstanding individual who will work with all the college's constituencies to craft and articulate a strategic vision that builds on the complementary but distinctive characteristics of the three academic departments and the IT Lab. The successful candidate must value and maintain RIT's emphasis on undergraduate education, while leading GCCIS in key initiatives such as undergraduate retention, enhanced professional graduate programs, applied research, and a possible interdisciplinary doctoral program. The Dean must work effectively with all units at RIT, emphasizing multidisciplinary cooperation among the college's departments and other academic programs and research centers at RIT.

Applications and nominations will be accepted from qualified individuals who have a Ph.D. in a related discipline, have demonstrated excellence in teaching, academic administration, and interaction with government and industry, and have a record of securing funding to support academic programs. Industrial experience is highly desirable.

An important goal of the Institute and the College is to achieve diversity in the student body, faculty, staff, and administration. Applications from minorities, women, and other under-represented groups are especially encouraged. Please respond to **The Search Committee for the Dean of the Golisano College of Computing and Information Sciences, Office of the Provost, Rochester Institute of Technology, 12 Lomb Memorial Drive, Rochester NY 14623-5604.** The target date for the new Dean to assume office is July 1, 2002.

UNIVERSITY OF NEW MEXICO

Dean, School of Law

The University of New Mexico is seeking an innovative and experienced leader for the position of Dean of the College of Law at the University of New Mexico (UNM). Located in Albuquerque, the largest city in New Mexico and one of the fastest growing in the Southwest, UNM is a Carnegie Doctoral / Research - Extensive University and DoEd Minority public university. As the state's largest university UNM serves a diverse student population with more than 30,000 students on five campuses. UNM offers nationally-ranked academic programs, exceptional research opportunities, and an active and vibrant fine arts community on an architecturally unique campus.

Founded in 1947, the School of Law serves approximately 330 students enrolled in the J.D. program. Approximately 40% of the students are from minority backgrounds, men and women are represented about equally. Full time faculty number 30.

The law school operates a Clinical Law Program, which is mandatory for all students, the Clinical Director reports directly to the Dean. The directors of five research and training institutes - the Natural Resources Center, Center for Health Law and Ethics, Center for Wildlife Law, International Transboundary Resources Center and Institute for Public Law - also report to the Dean. An independent institution, the American Indian law Center, is housed in the law school. The school publishes three journals, the New Mexico Law Review, the Natural Resources Journal, and the U.S - Mexico Law Journal. The Law Library is directed by a full time member of the faculty, who reports to the Dean and is assisted, by four library faculty members.

The Dean is the chief academic and executive officer of the School of Law and reports directly to the Provost of the University. Governance of the law school is vested in the faculty and its committees, which are appointed by the Dean. Students are represented as full voting members on most committees as well as at faculty meetings.

The Dean has significant fund-raising responsibilities for both the law school and its various institutions. The Dean interacts with alumni/ae and other members of the legal profession in such matters as continuing legal education, annual meetings of the Bar, Bar committees and other professional functions. Under the Constitution of New Mexico, the Dean serves as chair of the judicial nominating commissions for the state's Appellate, District and Metropolitan Courts. In this capacity the Dean periodically chairs committees of lawyers, judges and lay persons for the purpose of selecting judicial candidates for appointment by the Governor.

MINIMUM REQUIREMENTS:

☐ J.D. degree or equivalent degree in law-related area.
☐ Academic credentials and qualifications or equivalent experience that would merit appointment as a full professor in the School of Law.

DESIRED QUALIFICATIONS:

☐ Record of administrative responsibility and proven fiscal and managerial skills.
☐ Demonstrated capacity for leadership.
☐ Research and teaching experience at the professional level.
☐ Evidence of scholarly achievement.
☐ Strong record of support for academic values, including teaching, clinical legal education, community service, research and creative activity, academic freedom and diversity.
☐ Experience in dealing with external funding sources.

The University of New Mexico actively seeks and encourages nominations of and applications from individuals who are members of under-represented groups. For information regarding the confidentiality of inquiries and applications call or write to the address listed below. A complete application consists of (1) a letter that expresses interest in and qualifications for the position, (2) a curriculum vitae, and (3) the names, addresses and contact information of five professional references. The Search Committee will begin screening applications on October 22, 2001.

Nominations and applications should be submitted to:
Dean of the School of Law Search
Attn: Daniel Lamb
Scholes Hall, Room 226
University of New Mexico
Albuquerque, NM 87131
Dlamb@unm.edu
Phone 505-277-2611, Fax 505-277-8275

The University of New Mexico is an Equal Opportunity/ Affirmative Action Employer, Educator.

For additional information about UNM, see **http://www.unm.edu**

WASHINGTON & JEFFERSON

Washington & Jefferson College is pleased to announce searches for the following tenure-track positions available Fall 2002.

Art

Assistant Professor. Areas of specialization: Drawing, Painting, and Design

Biology

Assistant Professor. Area of specialization: Field Biology.

Chemistry

Assistant Professor. Area of specialization: Biochemistry.

Economics/Business

Assistant Professor. Areas of specialization: Human Resource Management, International Management, and Organizational Behavior.

Assistant Professor. Areas of specialization: Small Business Analysis, Strategic Management, and Organizational Behavior.

Modern Language

Assistant Professor. Area of specialization: Spanish.

Philosophy

Assistant Professor. Areas of specialization: Two or more of the following: philosophy of mind, of language, metaphysics, epistemology, aesthetics, Continental, African-American, or Feminist philosophy.

For complete descriptions of these positions and information on applying, please visit W&J at **www.washjeff.edu/campus_services_jobs.asp**.

Washington & Jefferson College is a private, co-educational, national liberal arts college which takes pride in its teaching and learning environment. Washington, PA is a medium-sized city 30 miles south of Pittsburgh.

The College is an Affirmative Action/Equal Opportunity Employer.
Visit us at **www.washjeff.edu**.

Vanderbilt University

The Department of Psychology, College of Arts and Science, invites applications for a tenured or tenure-track position in integrative neuroscience. The position is open with respect to rank. Preference will be given to candidates with interests that complement existing programs of research in sensory processing, movement control and neural plasticity in nonhuman primates. The Department of Psychology is organized into three programmatic areas, Clinical Science, Cognitive Science, and Neuroscience. Institutional resources include the Vanderbilt Vision Research Center, the Center for Integrative and Cognitive Neuroscience and the Center for Functional Brain Imaging. Applicants should send a vita, copies of relevant publications, a letter describing research and teaching interests, and the names of individuals who may serve as references to:

Neuroscience Search Committee
Department of Psychology
Vanderbilt University
111 21st Avenue South
301 Wilson Hall
Nashville, TN 37240

Informal inquiries may be sent via email to **jeffrey.d.schall@vanderbilt.edu**. Review of applications will begin immediately. To receive full consideration, applications should arrive by December 1, 2001. We particularly invite applications from women and minority scholars.

Vanderbilt University is an affirmative action/ equal opportunity employer.

KEAN UNIVERSITY

Union, New Jersey

Founded in 1855

Kean University is committed to excellence and access, and to developing, maintaining, and strengthening interactive ties with the community. Kean University takes pride in its continuing effort to build a multicultural professional community to serve a richly diversified student population of 12,000.

DEAN

College of Business and Public Administration

Kean University, a publicly-supported comprehensive, metropolitan institution, seeks applications and nominations for the position of Dean of the College of Business and Public Administration. The College is composed of four departments offering 9 degree programs at the baccalaureate level and 4 degree programs at the graduate level. The departments include: Accounting, Economics and Finance, Management and Marketing, and Public Administration. The College has a combined total of approximately 43 faculty members. An abiding value of the College is a commitment to an educational environment of cultural and linguistic diversity and gender equality.

Responsibilities: The Dean is expected to provide leadership for the College of Business and Public Administration in the areas of teaching, research and university and community service. The Dean is also expected to work closely with faculty in curricular matters, including development of strong and innovative academic programs. The Dean, who reports to the Provost/VPAA, will lead the effort to attain professional accreditation of the Business programs.

Qualifications: The successful candidate will possess an earned doctorate and a record of distinguished academic achievement appropriate for appointment at the rank of Professor in a department in the College. Other qualifications include: demonstrated ability to lead through collaborative and shared decision making and, as well, the ability to sustain a strong and collegial relationship with faculty, staff, students, and administrators; successful record in budget development and strategic planning; ability to balance advocacy for the College with the needs of the wider university community; an understanding of the role of information technology in business and education; demonstrated ability to interact with the business community; and AACSB accreditation experience.

Salary & Benefits: Salary is competitive and commensurate with qualifications and experience. A comprehensive benefits program included.

Application: Review of applications will begin on November 26, 2001. Completed applications must include the following: letter of interest, up-to-date resume, names, addresses and telephone numbers of three references. Official transcripts and three current letters of recommendation required before appointment. Apply to: Chair, Dean of Business and Public Administration Search Committee, Office of the Provost/VPAA, Kean University, 1000 Morris Avenue, Union, New Jersey, 07083.

Where Tradition and Technology Meet

KEAN UNIVERSITY

Kean University is an EEO/AA Institution.

LONG ISLAND UNIVERSITY

Long Island University, the nation's eighth largest private university with six campuses in metropolitan New York and Long Island.

SCHOOL OF EDUCATION
C.W. POST CAMPUS

Invites applications and nominations for the following positions, available Fall 2001.

Communication Sciences and Disorders: Assistant Professor; speech sciences with expertise in voice preferred; doctorate, CCC required.

Curriculum and Instruction/3 Positions: (1) Assistant Professor; elementary science education with strong hands-on and technology background; doctorate and field experience required, PDS experience preferred. (2) Assistant Professor; developmental psychology with expertise in clinical dimensions of child growth, teaching and learning; doctorate required, field experience preferred. (3) Associate/Assistant Professor; field-based educator with background in curriculum development and/or assessment; doctorate and extensive university/school partnerships, experience required, PDS model preferred.

Educational Technology: Assistant/Associate Professor; expertise in developing dynamic learning environments, integration of Internet, and a strong understanding of children's development and applying educational technologies to learning; doctorate required.

Special Education and Literacy/2 Positions: (1) Assistant Professor; early childhood special education with strong field-based experience with mildly/moderately handicapped; doctorate required. (2) Assistant Professor; literacy with expertise in literary-based instruction and assessment of reading disabilities for children, including learning disabled; doctorate and clinical experience required.

Adjunct Professors are needed in all departments within the School of Education.

The C.W. Post Campus is in a beautiful academic setting on the north shore of Long Island in Nassau County, thirty miles east of Manhattan. It enrolls 8,500 students in graduate and undergraduate degree programs in a variety of areas including liberal arts and sciences, business, education, health professions, library science, public administration, and the visual and performing arts, with doctoral programs in Clinical Psychology and Information Sciences.

Please send current c.v. and letter of interest to: **Dr. Robert Manheimer, Acting Dean, School of Education, Long Island University, C.W. Post Campus, Brookville, NY 11548.** LIU is an Affirmative Action/Equal Opportunity Employer.

SH

Multicultural / International Coordinator at Sam Houston State University

Works collaboratively with all University departments to address the needs and concerns of minority and international student services. Supports the myriad of minority-focused student organizations. Coordinates and evaluates the SAMentors peer mentoring program. Works with University-wide Intercultural Awareness Committee. Coordinates the University's efforts for cultural and diversity celebrations. Coordinates the SQUAD (Students on a Quest for Unity and Diversity). Participates as a member of Student Activities staff team. Prepares and manages budget for Multicultural and International Student Services. For application submission and complete job description see

www.shsu.edu/~hrd www/emplopp.html

CORNELL UNIVERSITY

POSITION OPENING

MARKETING

Assistant, Associate or Full Professor of Marketing

Responsible for teaching basic and advanced courses in marketing at the graduate level; research in analytical/quantitative or behavioral area(s) of expertise and interests; supervision of doctoral students. While all candidates will be considered, preference will be given to candidates with a proven record of research and teaching. Minimum qualification is a doctoral degree at or near completion in marketing or related field. Send applications with a curriculum vitae, a dissertation proposal or abstract (if thesis stage), copies of research papers, and available evidence of teaching quality to:

Professor Vithala R. Rao
S.C. Johnson Graduate School of Management
351 Sage Hall
Cornell University
Ithaca, NY 14853-6201

Cornell is an affirmative action/ equal opportunity employer.

FULL TIME POSITIONS

JOIN THE FACULTY OF THE PREMIER COMMUNITY COLLEGE IN THE NATION

Computer Information Systems - Computer Science

Teach range of computer science courses incl. object-oriented programming, machine architecture. Research industry trends/needs, modify or create new curriculum accordingly, establish additional industry connections, develop partnerships where possible; participate in grant writing and software development. Ph.D in computer science or MA/MS in computer science plus 30 graduate credits in computer science req. for Assoc./Asst. Prof.; MA/MS in computer science req. for Instructor. Vac #837-4

Computer Information Systems - Multimedia

Teach full range of courses in multimedia programming and design; research industry trends and needs and modify or create new curriculum accordingly, establish additional industry connections and develop partnerships where possible. Exp. with authoring systems, programming, graphics software, and/or web development tools. Knowledge of networking, industry certification, prior teaching exp. desirable. Appropriate terminal degree and evidence of extensive professional exp. and achievement. For Assoc. Prof. the candidate must have a record of significant achievement in the field. For Asst. Prof., the candidate must have an interest in productive scholarship and/or creative achievements in the field. An ideal candidate will have at least a Master's degree in computer science, communications, line arts, computer graphics or design or related fields. However, the college will consider candidates with a baccalaureate in the identified fields or a closely related field and who have an exceptional portfolio of experience, work projects, and/or publications. Additional criteria may be req. of specific disciplines. Vac #882

Computer Information Systems

Teach range of computer courses incl. operating systems, programming, and telecommunications. MA/MS in computer science or MIS req. for Instructor. Ph.D or MA/MS in computer science or MIS plus 30 graduate credits in computer science or MIS plus contributions to the field req. for Asst. Prof. Background in networking, prior teaching exp. desirable. Vac #884

Nursing

Classroom & Clinical teaching of Medical-Surgical Nursing. MA/MS in Nursing/clinical specialization, 15 related credits beyond MA/MS + 5 yrs appropriate teaching exp. and/or professional exp. & NY State RN License req. for Asst. Prof.; MA/MS in Nursing/clinical specialization, NYS RN License & teaching exp. and/or professional exp. for Instructor. Exp. with instructional technology a plus. Vac.#873.

Classroom & Clinical teaching of Psychiatric Nursing. MA/MS in Nursing/clinical specialization, 15 related credits beyond MA/MS + 5 yrs. appropriate teaching exp. and/or professional exp. & NYS RN License req. for Asst. Prof.; MA/MS in Nursing/clinical specialization, NYS RN License & teaching exp. and/or professional exp. for Instructor. Exp. with instructional technology a plus. Vac #874

Classroom & Clinical teaching of Pediatric Nursing. MA/MS in Nursing/clinical specialization, 15 related credits beyond MA/MS + 5 yrs. appropriate teaching exp. and/or professional exp. + NYS RN License req. for Asst. Prof.; MA/MS in Nursing/clinical specialization, NYS RN License & teaching exp. and/or professional exp. for Instructor. Exp. with instructional technology a plus. Vac #880

Business Management

Teach Courses in Business Organization and Administration, Marketing, Finance and Business Math. Exp. in business and college teaching req. Interest in grantsmanship and program development a plus. Ph.D req. for Asst. Prof.; MA req. for Instructor. Vac #821-3

Psychology

Teach range of courses in Psychology incl.: Introduction, Developmental, Social, Child, Personality, Abnormal, Gender Studies. Ph.D req. for Asst. Prof., MA for Instructor. PhD or ABD pref. Min. 3 yrs college teaching exp. req. Knowledge of instructional technologies an asset. Vac #855-2.

History

Teach range of survey courses in history incl. U.S. History, Western and World Civilization. Ph.D. req. for Asst. Prof., MA for Instructor. PhD or ABD pref. Min. 3 yrs. of college teaching exp. req. Knowledge of instructional technologies an asset. Vac.#875.

Sociology

Teach range of survey courses in sociology incl. Introduction, Social Problems, Ethnics Groups, Urban, and Family. MA req. for Instructor. Ph.D req. for Asst. Prof. 3 yrs. college teaching exp. req. Exp. with instructional technology important. Ph.D. or ABD strongly pref. Vac.#869.

Health Education

Teach range of Health Education courses incl. Nutrition, Stress Management, and Consumer Health. MA req. for Instructor; Ph.D. for Asst. Prof. College teaching exp., knowledge of curriculum development, exp. in health promotion and innovative teaching methods are essential, Ph.D pref. Exp. with instructional technology a plus. Vac.#876.

Mathematics

Teach Math courses from developmental math through differential equations. Demonstrated interest in productive scholarship, grantsmanship, service to College and Department. College-level teaching exp. req. Exp. in one or more of the following pref.: graphing calculators, functions plotters or computer algebra systems, computer-based learning, software development and/or innovative pedagogy. Ph.D in Math or Math Ed req. for Asst. Prof., MA req. for Instructor. Vac.#877.

Spanish

Teach all levels of language and survey courses in literature. MA req. for Instructor, Ph.D. req. for Asst. Prof. Ph.D pref. Commitment to current language teaching techniques and technologies req. Participation in scholarly activities and college and departmental activities req. College teaching exp. pref. Vac.#878.

Paramedic Program

Teach and coordinate full range of EMT and Paramedic courses, in a NY State Department of Health approved and nationally accredited paramedic program. Req. certifications include NYS CIC, NYC CLI, NYS Paramedic, NYC REMAC Paramedic, ACLS & BCLS Instructor, and PALS certified. Req. a min. 3 yrs. of paramedic CIC exp. in both entry and refresher programs, and exp. with national accreditation program req. MA and 3 yrs. teaching exp. Req. for Instructor. MA plus NYS certified paramedic plus 8 yrs. exp. Req. for Asst. or/Assoc. Prof. Vac #841-4.

Art

Teach foundation and advanced courses in painting, sculpture, drawing and/or design as well as art appreciation. College teaching exp. and professional accomplishments expected. MA req. for Instructor. Ph.D or equivalent exp. and achievements req. for Asst. Prof. Vac.#883.

Biology

Teach courses in anatomy and physiology, microbiology, biology. Curriculum development, college and professional activities expected. MA/MS req. for Instructor. Ph.D in biology req. for Asst. Prof. Ph.D pref. College teaching exp. req. Expertise in physiology or microbiology pref. Vac #893.

Physics & Astronomy

Teach courses in astronomy (non-majors) and Physics (liberal arts and science majors). Astronomy course and lab development; coordinate multiple sections. Participate in college and professional activities. MA/MS req. for Instructor. Ph.D req. for Asst. Prof. Ph.D pref. College teaching exp. req. Vac.#890.

Electrical Engineering & Physics

Teach circuits/switching and logic systems physics. Participate in curriculum and lab development, college and professional activities. Seek outside funding for engineering program. MA/MS req. for Instructor. Ph.D req. for Asst. Prof. Ph.D pref. College teaching exp. req. Vac.#891.

English

Teach developmental writing, composition and literature. Participate in college and professional activities. MA req. for Instructor. Ph.D req. for Asst. Prof. Ph.D pref. Exp. teaching writing and literature to non-traditional urban college students pref. Knowledge of composition/rhetoric computer based instruction desirable. Vac.#886.

Speech

Teach fundamentals of speech and speech electives such as Interpersonal Communications, Voice and Diction, and Introduction to Mass Media. MA in Speech, Communications or Theatre req. for Instructor. Ph.D in Speech, Communications or Theatre req. for Asst. Prof. Student-centered, multi-cultural orientation, at least 2 yrs college teaching exp. in diverse urban environment pref. Vac.#888.

Corporate & Cable Communications

Classroom instruction in Corporate & Cable Communication courses in remote production and video editing. Ability to teach courses in Television Studio Production, Television Lighting, Budgeting, Teleconferencing and Multi-media programming and Design desirable. MA req. for Instructor. Appropriate MA plus 4 yrs. full-time professional exp. plus appropriate contributions to the field in either production, direction, management of video communications or hands-on instruction in industrial video technology or Ph.D. req. for Asst. Prof. Working knowledge of broadcast, cable and industrial practice as asset. Ability to use graphics software desirable. Prior college teaching pref. Vac.#894.

College Lab Technicians
Computer Information Systems

Maintain and supervise multiple networked (NT, Novell) student PC labs; supervise and train college assistants and work study students; assist faculty, staff and students as needed. H.S. diploma and 4 yrs. related exp. or A.A.S. degree in information technology and 2 yrs. related exp. req. BA/BS in computer science or related field pref. MCSE or Novell certification a plus. Vac.#827-4.

Math

Responsible for running calculus and statistics labs. Assist instructors and students in using software. Train and supervise tutors. Maintain networks of Macintosh and IBM compatible computers. H.S. diploma or GED and 4 yrs. exp. in related field req. BA/BS pref. Proficiency in statistics/calculus and exp. with Macintosh and IBM platforms essential. Ability to work well with others a must. Vac.#887.

Nursing (RN for Techniques/Media Laboratory)

Responsible for complete functioning of lab, prepares the lab for the classroom instruction/independent student practice; maintain records of student independent practice; assists nursing faculty in demonstration of basic nursing skills; conducts tutorials; orders and makes available equipment, media, & instructional materials; supervises College Work-Study students; maintains records for payroll. H.S. diploma or GED and 4 yrs. related nursing exp. as an RN or A.A.S. in nursing and 2 yrs. clinical nursing exp. or BA/BS in nursing req. NYS RN License. BA/BS and clinical exp. pref. Exp. in instructional technology or willingness to learn essential. Vac.#881.

ESL (ESL Laboratory Coordinator)

Supervise student ESL lab. Train faculty and students in computer use. Hire, train and supervise tutors and student aides. Write grant reports. Tutor as necessary. H.S. diploma or GED and 4 yrs. related exp. or BA in TESOL req. MA in TESOL or related field pref. Knowledge of CAI, ESL teaching and/or tutoring administration exp. pref. Vac.#885.

Science

Maintain Biology labs; set-up anatomy and physiology, microbiology labs; assist in chemistry and physics labs. H.S. Diploma or GED req. and 4 yrs. related exp. or BA/BS in biology pref. Vac.#892.

THE SEARCH WILL BEGIN IMMEDIATELY AND CONCLUDE WHEN ALL POSITIONS HAVE BEEN FILLED.

REFER TO THE ABOVE BMCC VACANCY # AND SEND TWO (2) RESUMES ALONG WITH TWO (2) COVER LETTERS TO:

Office of Human Resources
Search Committee (Vacancy # as above)
Borough of Manhattan Community College/CUNY
199 Chambers Street, New York, N.Y. 10007

For Positions At The College Visit Our Website: www.bmcc.cuny.edu

BMCC

SALARY:

Instructor:	$29,997/A - $48,284/A
Assistant Professor:	$32,703/A - $57,049/A
Associate Professor:	$42,616/A - $68,174/A (837-4, 882, 841-4)
CLT:	$25,346/A - $39,829/A

AN EQUAL OPPORTUNITY/AFFIRMATIVE ACTION/
AMERICAN DISABILITY ACT EMPLOYER/IRCA VERIFICATION
REQUIRED-NO PHONE CALLS, PLEASE

TRINITY COLLEGE
Hartford, Connecticut

The English Department offers an entry-level, tenure-track position in twentieth-century English literature and theory. We seek a scholar-teacher with special interest in British modernism. Ph.D. is required, teaching experience preferred. Application deadline is November 6 postmark date. Send letter, CV, dossier, three letters of reference, copies of graduate transcripts, and samples of writing to:

Professor Barbara M. Benedict, Chair
Department of English, Trinity College
300 Summit Street, Hartford, CT 06106-3100

Trinity College is an equal opportunity, affirmative-action employer and encourages applications from women and minorities.

Visit our website: www.trincoll.edu

Hood College

Psychology
Assistant Professor

Hood College invites applications for a tenure-track assistant professor position to commence August 2002. In addition to a strong background in general psychology with specialization in experimental, physiological or I/O psychology, candidates must be skilled in teaching research methods and experimental psychology and possibly other course such as introductory psychology, history and systems of psychology, and others. Candidates are expected to have a strong commitment to excellence in teaching and an interest in working on scholarly activity with students. Qualifications include a Ph.D. in psychology by August 2002 and some college teaching experience. Send a letter of interest, current curriculum vita, three letters of recommendation by January 15, 2002 to **Linda Scott, Ph.D., Acting Chair, Department of Psychology, Hood College, 401 Rosemont Avenue, Frederick, MD 21701.** Hood College is a private liberal arts college of about 1600 students with an over 100-year long tradition of commitment to the education of women, located in historic Frederick, MD, a beautiful area about 50 miles from Washington, D.C. and Baltimore, MD. A women's residential college, Hood also provides educational opportunities for male and female undergraduate commuter students; it also serves the area with graduate programs at the master's level. The department of psychology offers graduate courses in gerontology, thanatology, and general psychology. Visit the Hood College home page at www.hood.edu. Individuals who will contribute to the diversity of our campus are especially encouraged to apply.

EOE

DARTMOUTH COLLEGE

Associate Dean and Chaplain
Tucker Foundation

The Associate Dean and Chaplain identifies relevant College community needs and works with students, faculty and staff of the College to create a comfortable spiritual and religious home for students; nurture religious communities on campus; raise spiritual and religious issues; challenge students and others in the community to examine their faith; provide counseling for students and others with spiritual needs.

Develops and administers a variety of community service programs. Initiates activities designed to encourage the exploration and celebration of the relationships among spirituality, faith and service. Conceives of, organizes, and manages programs that provoke thought and activities that relate to the spiritual mission of the Office of Religious and Spiritual Life, the Tucker Foundation, and Dartmouth College.

Master's or equivalent advanced degree with at least five years of relevant experience in an academic community and/or relevant experience in leading and working with youth in a social service setting. Ordination in a specific religious denomination or faith or the equivalent credentials and recognition from a worshipping community.

Computer word processing required; competency in basic computer database applications is highly preferred. Willingness to be available to all students and employees of the College for counseling, pastoral care, and support. Ability to speak well and to manage the sensitivities surrounding formal services and events sponsored by the College. Initiative, organizational skills, and enthusiasm are also essential.

This is a full-time, professional administrative position. Salary commensurate with experience. Full benefits package included. Review of resumes will begin on November 9th, and continue until the position is filled. Send cover letter and resume to **Nina Schmeckebier, Administrative Assistant, Tucker Foundation, Dartmouth College, 6154 S. Fairbanks, Hanover, NH 03755.**

Dartmouth College is an Affirmative Action/Equal Opportunity employer.
Women and minorities are strongly encouraged to apply.

MICHIGAN STATE
UNIVERSITY

The College of Education announces the following tenure system positions to begin fall 2002.

John A. Hannah Distinguished Professor of Education. Department is open. Review of applications will begin November 12, 2001.

Assistant Professor, Exercise Physiology, Department of Kinesiology. Review of applications will begin November 1, 2001

Assistant Professor, K-12 School Leadership, Department of Educational Administration. Review of applications will begin December 1, 2001

Complete descriptions are available at College website **http://ed-web3.educ.msu.edu/college/jobs/default.htm** or by calling **517-355-1735.**

Minimum qualifications for positions include an earned doctorate in an appropriate field and evidence of high quality scholarship commensurate with the position level.

Women and minorities are encouraged to apply.
MSU is an affirmative action/equal opportunity institution.

Virginia Tech
VIRGINIA POLYTECHNIC INSTITUTE
AND STATE UNIVERSITY

Dean of the Graduate School

Virginia Polytechnic Institute and State University (Virginia Tech) is seeking an experienced, energetic, and innovative leader to serve as the Dean of the Graduate School. Responsibilities include creation of a new vision for the Graduate School, administration of all core functions, including those that nurture the academic and professional development of graduate students, and promotion and facilitation of new interdepartmental/interdisciplinary programs in collaboration with the eight colleges and extended campus centers. Required qualifications include earned doctoral-level degree, distinguished record of accomplishment that will qualify for the rank of professor in an academic department of the university, proven success in leadership and administration, effective communication and interpersonal skills, demonstrated experience with student programs, and a commitment to promoting and enhancing diversity. See the following website for more details: http://www.provost.vt.edu. Please send application packet or nominations to:

Dr. Susan G. Magliaro, Chair, Search Committee
c/o Suzie Karlin; Office of the Provost
210 Burruss Hall; Virginia Tech
Blacksburg, VA 24061

Review of credentials will begin November 1, 2001 and continue until the position is filled.

Virginia Tech is an Affirmative Action, Equal Opportunity Employer.

Dean of Liberal Arts

Applications and nominations are invited for the position of Dean of Liberal Arts at the Rhode Island School of Design. The appointment is effective July 1, 2002, for a period of three years, renewable. RISD is a preeminent undergraduate and graduate school of art, architecture and design with a liberal arts curriculum integral to all of the degree programs. The three departments in the Liberal Arts Division offer courses in art and architectural history, literature, creative writing, history, philosophy, the social and physical sciences, and related interdisciplinary studies. There are no Liberal Arts majors, but students may concentrate in Art and Architectural History or English. Liberal Arts Division has approximately eighty full- and part-time faculty, all with advanced degrees. The Dean, who reports to the Provost, is responsible for curricular planning, liaison with deans in other divisions, and support for faculty in their pursuit of excellence in teaching, learning, and scholarly and creative achievements. The Dean, in conjunction with department heads, evaluates all faculty and makes recommendations in respect to retention and promotion.

Qualifications include a Ph.D. in liberal arts discipline, extensive teaching experience, significant administrative experience, excellent interpersonal and communications skills, the ability to work collaboratively, and a commitment to the role of liberal arts in art and design education.

To apply send a letter of application, CV, and the names of three references to the Search Chair, Dean of Liberal Arts Search, Office of Academic Affairs, Rhode Island School of Design, Two College St., Providence, RI 02903-2784. Review of applications will begin November 1, 2001, and continue until the position is filled.

RISD is an equal opportunity employer who encourages inquiries and applications from female and minority candidates. RISD does not discriminate on the basis of race, color, age, sex, religion, national origin, ethnic origin, sexual orientation, or disability.

THE UNIVERSITY OF INDIANAPOLIS

Executive Director
Center for Aging and Community: Partnerships for Healthier Senior Living

A New Center in Formation

The University of Indianapolis is in a dynamic period, expanding its community outreach and developing new ways to fulfill its mission. The University seeks an energetic and visionary leader as Executive Director of its emerging Center for Aging and Community. The genesis for this Center comes from an intense campus-wide process of identifying a locus of interest across many departments and schools. A dynamic faculty and administrative leadership committee is in place to guide the Center during its formation, and the Center has the enthusiastic support of the President, Board, administration, faculty, staff, students, and city. This new position provides a rich opportunity for an Executive Director to create a nationally visible program with a unique mission and focus.

The University of Indianapolis, which will celebrate its centennial in 2002, is enjoying unprecedented progress and growth under the dynamic and collaborative leadership of President Jerry Israel. The University is a private, comprehensive, United Methodist related institution serving over 4000 students with a 14 to 1 student-faculty ratio. Most classes are small and senior faculty teach first year as well as upper class students. Graduating classes of over 700 receive associate, bachelor's, master's, and doctoral degrees in a wide range of disciplines. The campus is located in a quiet urban setting with easy access to downtown Indianapolis: the 12th largest city in the United States. The new Center for Aging and Community is envisioned to play a central role in the li[illegible] of the University and the city of Indianapolis. It is appropriate that the Center be established in an institution whose motto is "Education for Service."

The Center for Aging and Community will have academic, research, and applied areas of focus, but it will be anchored in a practical emphasis encompassing a broad range of academic disciplines; creative partnerships between departments, schools, and the community; an interdisciplinary approach; applied gerontology; community-based learning projects and interaction; and a comprehensive library for gerontology. The University seeks candidates for Executive Director who possess a doctorate in an appropriate area; experience in aging, community outreach, research, and fundraising; and a proven track record of successful leadership and management. The successful candidate will articulate a vision that fires the imagination of the campus and the community.

The search committee will begin reviewing materials immediately and will continue until the position is filled. The University of Indianapolis is being assisted in this search by A.T. Kearney, Inc. Nominations, inquiries, and applications (to include a letter of interest and a resume) should be directed to:

Ann Hayes Die, Ph.D.
Vice President
A.T. Kearney Education Practice
333 John Carlyle Street
Alexandria, VA 22314
Telephone: 703-739-4624
Facsimile: 703-519-0391
Email: ann.die@atkearney.com

Electronic submissions (MS Word format) are particularly encouraged. For more information about the University of Indianapolis, please consult the website: www.uindy.edu.

The University of Indianapolis is an Equal Opportunity, Affirmative Action Employer.

ENGLISH INSTRUCTOR

The Colleges of Contra Costa

pathways to success

$39,996 - $60,192 per year
Full Time, Tenure Track,
Starting August 2002

Diablo Valley College, located in Pleasant Hill, is a large suburban community college approximately 25 miles east of San Francisco in Contra Costa County. One of three colleges in the Contra Costa Community College District, Diablo Valley College enrolls approximately 24,000 students & ranks consistently as one of the most successful transfer institutions in California.

We are seeking a full-time tenure track instructor in English. The successful applicant will be well qualified to teach a full range of English courses, including transfer and developmental classes, and have a background in and commitment to developmental education.

Qualifications:

- Masters degree in English, literature, comparative literature or composition or
- bachelors degree in any of the above and a masters degree in linguistics, TESL, speech, education with a specialization in reading, creative writing, or journalism or
- valid California community college instructor credential authorizing full-time instruction in English or
- equivalent (if you believe you meet the minimum requirements, please complete the equivalency form in the application packet.)

We offer a very generous benefit, retirement and vacation plan.

Please download application packet from:
www.dvc.edu/hiring or call 925-685-1230 x1929.

Final Filing Date 10/29/01. EOE/AA Employer.

TRINITY COLLEGE

Hartford, Connecticut

The English Department offers an entry-level, tenure-track position in English Renaissance literature and cultural studies. We particularly welcome applications from candidates who focus on the interaction between Europe and the New World: how Renaissance poetry and prose shaped conceptions of the Americas and Asia, and how exploration, trade, and conquest in the new worlds of the West and the old worlds of the East altered British literature, culture, and national identity. We also welcome candidates with an interest in Renaissance gender studies. Ph.D. is required, teaching experience preferred. Application deadline is November 6 postmark date. Send letter, CV, dossier, three letters of reference, copies of graduate transcripts, and samples of writing to:

Professor Barbara M. Benedict, Chair
Department of English, Trinity College
300 Summit Street, Hartford, CT 06106-3100

Trinity College is an equal opportunity, affirmative-action employer and encourages applications from women and minorities.

Visit our website: **www.trincoll.edu**

CHANCELLOR

University of Massachusetts Amherst

The President and the Board of Trustees of the University of Massachusetts announce a national search for the position of Chancellor of the University of Massachusetts Amherst.

The University of Massachusetts Amherst, the flagship campus of the University of Massachusetts system, is a nationally ranked research institution located in a historic, culturally rich New England town two hours from Boston and three hours from New York City. The University is a partner in the Five College Consortium, which facilitates course interchanges and faculty cooperation with neighboring Amherst, Hampshire, Mount Holyoke, and Smith Colleges.

In recent years, faculty members have won the Nobel Prize, the Pulitzer Prize, the National Book Award for Poetry, the National Medal of Science, the Draper Award in Engineering and numerous other awards including: MacArthur, Guggenheim, Sloan, Woodrow Wilson, and Fulbright Fellowships. There are 18,470 undergraduates and close to 6,000 graduate students attending the University from all 50 states and nearly 100 foreign countries. The University awards Bachelor's degrees in 89 fields, Associate's degrees in 6, Master's degrees in 69, and Doctorates in 50, within the University's 10 undergraduate schools and colleges, and the Graduate School. The Amherst campus employs 5,010 people including 1,155 full-time faculty members.

Nominations, inquiries, and expressions of interest should be directed, in confidence, to the address below. The Search Committee will begin reviewing credentials in October and will continue until the position is filled.

Jerry Pieh, Vice President and Director, Internal Box 2361, Isaacson Miller, 334 Boylston Street, Suite 500, Boston, MA 02116

For further information on the University, please visit the website at

www.umass.edu.

The University of Massachusetts is an
Affirmative Action, Equal Opportunity Employer.

UMASS.

VP - Academic Affairs & Provost

The Vice President for Academic Affairs and Provost reports directly to the President of the College and is responsible for ensuring the relevancy and quality of all academic programs and learning support services at all sites, be they physical or at a distance. Successful candidate should be energetic, collaborative, creative & highly motivated about advancing the academic agenda of the College. The Vice President and Provost is expected to work collaboratively with faculty & staff in developing academic priorities within the context of an emerging model of shared governance.

MIN. QUALIFICATIONS: An earned doctorate from an accredited institution; (5) years full or P/T college teaching exp.; and (7) years progressive exp. in higher education admin. A record of success in academic strategy and policy development; budget mgmt.; faculty recruitment, development and retention; distance learning; continuing ed. & workforce development; new program development; and coordination of multi-campus academic activities.

PREF'D QUALIFICATIONS: Community college exp; collaboration w/ library admin., learning support services & secondary education outreach; exp. with a collective bargaining environment.

Competitive salary, complemented by an excellent bnft pkg.
Complete details available at www.mc3.edu
POSITION AVAILABLE: January 2, 2002

APPLICATION PROCEDURE: Applications from all interested encouraged. Review will begin on Nov. 7, 2001, and will continue until position is filled. Early submissions strongly encouraged. Candidates should submit letter of application (not to exceed 3 pages), describing how their background, exp., & personal characteristics fit the req'd qualifications. Candidates should also submit a one page statement on how the core curriculum should be shaped to ensure that students leave MCCC prepared for success in transfer and/or career pursuits. Complete resume w/ contact info. for three prof'l references req'd.

All correspondence should be addressed to:
Montgomery County Community College
c/o Dr. Leticia Rodriguez, Chief Human Resource Officer
340 DeKalb Pike Blue Bell, PA 19422 AA/ADA/EOE

WWW.MC3.EDU

The University of Kansas

Lawrence, KS

Announces Tenured and Tenure-Track Faculty Positions

The University of Kansas is a major comprehensive research and training university and is the only Kansas Regents university to hold membership in the prestigious Association of American Universities. The University of Kansas offers the highest quality undergraduate, graduate, and professional programs, as well as outstanding libraries, museums, and technology. The university fosters a multicultural environment in which the dignity and rights of individuals are respected. A city of approximately 80,000, Lawrence is located in the rolling hills of eastern Kansas 35 miles west of the Kansas City metropolitan area and 20 miles east of Topeka, the state capital. Home to Haskell Indian Nations University as well as KU, Lawrence offers the many cultural opportunities of a university town.

SCHOOL OF LAW

School of Law invites applications for two positions beginning in fall 2002. The rank and status (tenure track or tenured) of the appointments will be assigned commensurate with the experience of the selected candidate. The subject areas for teaching and research are open for one of the positions. The second position is for teaching and research in bankruptcy and commercial law. Applicants for both positions should possess a Juris Doctorate and demonstrate outstanding academic and legal performance. Significant experience (two or more years) in the legal profession is preferred. Applications from women and minorities are particularly encouraged. Interested persons should submit a letter of application and resume, including names of references. Priority consideration will be given to applications received by November 10, 2001. Contact Sidney Shapiro, Faculty Recruitment Chair, University of Kansas School of Law, 1535 W. 15th Street, Lawrence, KS 66045-7577.

SCHOOL OF ARCHITECTURE AND URBAN DESIGN

The School of Architecture and Urban Design is looking for an Assistant Professor (tenure-track) in the Land Use, Economic Development or Transportation Planning field(s). The successful candidate will have a doctorate in urban planning or a related field; preference to candidates with professional experience or prior teaching experience. To apply: submit cover letter, curriculum vita and three references (including telephone numbers and mailing address) to: Dr. James M. Mayo, Graduate Program in Urban Planning, 1465 Jayhawk Blvd., Room 317, University of Kansas, Lawrence, KS 66045-7614. Applications due by December 15, 2002. Applicants may be interviewed at the ACSP Conf. in Cleveland, November 8 - 11, 2001.

SCHOOL OF SOCIAL WELFARE

Two full-time tenure track positions: Asst Prof to teach in core curriculum, mental health, health, substance abuse; Assoc Prof to teach in core curriculum area, provide leadership in grant development and funded research in substance abuse. Send CV, writing sample, ask 3 references to send recommendations directly to Alice Lieberman, School of Social Welfare, University of Kansas, 1545 Lilac Lane, Lawrence, KS 66044-3184. Review begins immediately. For details, visit our website: www.socwel.ukans.edu.

COLLEGE OF LIBERAL ARTS & SCIENCES

Biological Sciences: Molecular Biosciences – 3 positions: Asst./Assoc. Prof. Molecular, Cell, and Developmental Biology; Microbiology; and Biochemistry/Structural Biology.
Ecology & Evolutionary Biology – 2 positions: Asst. Prof. Evolutionary Plant Ecophysiology; Asst. Prof. Molecular Basis of Insect Behavior.
Chemistry – Asst. Prof. Organic Chemistry.
Communication Studies – Asst./Assoc. Prof. Org. Communication and New Technology; Open Rank: Organizational Communication; Asst./Assoc. Prof. Communication Theory.
Economics – Oswald Distinguished Prof. of Macroeconomics; Oswald Distinguished Prof. of Microeconomics; Assoc. Prof. Empirical Economics; Assoc./Full Prof. Applied Economics.
English – Asst. Prof. Fiction Writing; Hall Distinguished Prof. of American Literature & Culture.
French & Italian – Asst./Assoc. Prof. French 17th Century Theatre.
Geography – Asst. Prof. GIS Specialist (Start 1/1/03 or 8/18/03).
Geology – Asst. Prof. Geophysics.
German - Asst. Prof. 18th Century German Literature.
History – Asst. Prof. Modern China; Ahmanson Murphy Distinguished Prof. In Medieval History (Start 1/1/03).
History of Art – Asst. Prof. Italian Renaissance; Asst. Prof./Asst. Curator East Asian Art History.
Human Development & Family Life – (Open Rank) Early Childhood.
Mathematics – Asst. Prof. Stochastic Analysis/Control; Asst. Prof. Analysis, Algebra/Algebraic Geometry.
Philosophy – Asst. Prof. Ethics.
Physics & Astronomy – Asst./Assoc. Prof. Nuclear Physics Experimentalist. Asst. Prof. Space/Plasma Theorist.
Psychology - (Open Rank) Quantitative Psychology/Director of the Research Design and Analysis Unit (Schiefelbusch Institute for Life Span Studies)
Public Administration – Asst. Prof. Community Leadership or Metropolitan Studies.
Religious Studies – Asst. Prof. Religion in America; Asst. Prof. Religion in Japan.
Speech/Language/Hearing – Asst. Prof. Psychoacoustics.
Theatre and Film – Asst./Assoc. Prof. International and/or Global Studies Methodologies.

For the above: Start date is August 18, 2002 unless otherwise indicated. Candidate must have the Ph.D., other appropriate degree, or the equivalent in hand at the time of appointment. In searches for Asst. Profs., exceptional candidates at higher ranks may in some cases be considered. Candidates must present evidence of scholarly or creative productivity and effective teaching. For a position announcement, please refer to: www.clas.ku.edu, contact the department of interest through KU Directory Assistance (785) 864-2700, or Brendan Cope (bjcope@ku.edu) CLAS, 1440 Jayhawk Blvd., 213 Bailey Hall, Lawrence, KS 66045. FAX: (785) 864-5331.

The University of Kansas

Lawrence, KS

Announces Tenured and Tenure-Track Faculty Positions

SCHOOL OF EDUCATION

Starting date for the ten faculty positions will be fall semester of 2002.

Psychology and Research in Education. Assistant Professor, Counseling Psychology (School Counseling emphasis). Required: doctorate, experience teaching college-level courses, evidence of scholarly writing in counseling or counseling psychology, and eligibility for certification as a school counselor or professional counselor in Kansas.

Special Education. Two (2) positions. (1) Associate Professor, High Incidence Disabilities. Required: doctorate, university and public school teaching experience, and established record of scholarship, funded research and service/leadership in the profession. (2) Associate Professor, Deaf Education. Required: doctorate, teaching experience with deaf/hard of hearing children and youth, university teaching experience, established record of scholarship, record of service to the profession and deaf community.

Teaching and Leadership. Three (3) positions. (1) Assistant Professor, Mathematics Education (K-8 emphasis). Required: doctorate with emphasis in mathematics education; K-8 mathematics teaching experience; potential for excellence in university teaching; potential to conduct and publish research with focus in mathematics education; good communication skills and ability and desire to collaborate. (2) Assistant Professor, Reading/Language Arts Education (K-8 emphasis). Required: doctorate in education with emphasis in reading/language arts, potential for excellence in teaching and research, K-8 teaching experience and commitment to meeting the needs of all learners. (3) Assistant Professor, Science Education (K-8 emphasis). Required: doctorate with emphasis in science education; K-8 science teaching experience; potential for excellence in teaching at the university; potential to conduct and publish research in science education; good communication skills; experience in working with diverse populations in schools.

Health, Sport, & Exercise Sciences. Four (4) positions. (1) Assistant Professor, Exercise Physiology. Required: doctorate with emphasis in exercise physiology, exercise science, or a related area. (2) Assistant Professor, Nutrition/Applied Health. Required: doctorate with emphasis in nutrition/applied health or nutrition/applied health or a related field. (3) Assistant Professor, Biomechanics/Motor Learning. Required: doctorate with emphasis in biomedics/motor learning or a related area. (4) Assistant Professor, Physical Education/Health Pedagogy (K-12 emphasis). Required: doctorate with emphasis in physical education/health pedagogy or a related area. All positions require potential for excellence in university teaching; potential to conduct and publish research; ability to direct a laboratory in the specialty; ability to direct student research leading to theses and dissertations; good communication skills and ability to work with diverse populations

For each faculty position, send a letter of application, curriculum vitae, transcripts (except for the special education positions), three (five for the special education positions) current reference letters, and a statement of research interests and teaching philosophy to the Chair of the Search Committee for (position seeking), Joseph R. Pearson Hall, 1122 West Campus Road, Lawrence, KS, 66045-3101.

Health, Sport and Exercise Sciences. Department Chair. Qualifications for appointment as a full professor and administrative experience in an academic setting. Must be a recognized leader and scholar in one of the specialty areas in Health, Physical Education, Exercise Science, or Sport Studies. Starting date will be July 1, 2002. Send letter of application, curriculum vitae, transcripts, and three current reference letters to Chair, Search Committee, Department of Health, Sport and Exercise Sciences, Robinson Center, 1301 Sunnyside Avenue, University of Kansas, Lawrence, KS, 66045.

REVIEW OF APPLICATIONS WILL BEGIN OCTOBER 29, 2001, AND CONTINUE UNTIL POSITIONS ARE FILLED. For further information on these positions, please refer to http://www.soe.ukans.edu/.

SCHOOL OF FINE ARTS

Department of Design. Four (4) positions. One assistant professor in Industrial Design. Review of applications begins January 15, 2002. Two assistant/associate professors in Visual Communications. One open rank position, also in Visual Communications. Visual Communications will begin reviewing applications February 1, 2002. All positions will begin in August 2002. For further information, contact Lois Greene, Department Chair, 300 Art & Design, Lawrence, KS 66045. 785-864-4401 or greene@ku.edu

Department of Art. Artist/Painter. Open rank position. Requires an MFA or equivalent professional experience. Application materials will include: letter of application, resume, 20 slides of recent work and slide list. For more information contact: Tanya Hartman, Painting Search 1465 Jayhawk Blvd., Department of Art, University of Kansas, Lawrence, KS 66045. Deadline: Jan 15, 2002.

Department of Music and Dance. Three (3) positions:

Director of Bands. Associate/full professor of music. Contact person: Christopher Johnson, Chair, Director of Bands Search. Cmj@ku.edu

Director of Choral Activities. Associate/full professor of music. Contact person: Michael Bauer, Chair, Director of Choral Activities Search. Mbauer@ku.edu

Director of Orchestral Activities. Associate/full professor of music. Contact person: Chris Moore, Chair, Director of Orchestral Activities Search.
Cbmoore@ku.edu

For the Music & Dance positions: Qualifications include a Master's degree (doctorate preferred) or equivalent experience, and evidence of successful conducting, teaching and administration. All will begin in August 2002. Applicants should submit a letter of application, vita (no tapes until requested), and three current letters of recommendation to the contact person listed above, Department of Music & Dance, 460 Murphy Hall, The University of Kansas, Lawrence, KS 66045-2279. Review of applications will begin November 15, 2001. For further information, contact Lawrence R. Mallett, Chair, Department of Music & Dance, lmallett@ku.edu; or www.ku.edu/~sfa

The University of Kansas is an Equal Opportunity/Affirmative Action Employer. The University encourages applications from underrepresented group members. Federal and state legislation prohibits discrimination on the basis of race, religion, color, national origin, ancestry, sex, age, disability, and veteran status. In addition, University policies prohibit discrimination on the basis of sexual orientation, marital status, and parental status. Visit the University of Kansas Website: **www.ukans.edu**. Visit the Equal Opportunity Office Website: **www.ukans.edu/~equalop**. See also **www.nationjob.com/ukansas** for all faculty and unclassified staff openings at KU.

UNIVERSITY *of* NORTHERN COLORADO

College of Arts and Sciences

ENDOWED CHAIR POSITIONS

Applicants sought for two endowed chair positions starting August 19, 2002. Both positions are contingent upon final approval by the Board of Trustees. Applications must include: **1)** application letter stating position number and position-relevant qualifications, **2)** current vita, **3)** the names and addresses of at least 3 reference contacts, and **4)** official transcripts. Additional application items may be listed for each position. Review of application materials will begin by the stated deadline and will continue until the position is filled. For complete details, see the vacancy announcement for each position on College's web site: **http://asweb.unco.edu**. Salary for each position is commensurate with qualifications and experience.

HANSEN PROFESSOR OF JOURNALISM AND MASS COMMUNICATIONS (#21886)

Review of applications will begin on November 1, 2001, and continue until position is filled

ROBERT O. SCHULZE CHAIR IN INTERDISCIPLINARY STUDIES (#21691)

Review of applications will begin on November 15, 2001, and will continue until position is filled.

The College of Arts and Sciences consists of nineteen departments in humanities, social sciences, and sciences. The College is fully committed to the values afforded by a liberal arts and sciences education and offers programs leading to degrees at the baccalaureate, masters, and doctoral levels. Currently, there are approximately 5,000 undergraduate majors and 235 graduate students in A & S programs. The College is nationally acclaimed for its array of learning communities for new students, a program of interdisciplinary general education courses (Life of the Mind), doctoral programs in Mathematics and Science Education, the Mathematics and Science Teaching (MAST) Center, the Hewit Institute for History and Social Science Education, and the new Center for Language Arts Education.

For more information about the University of Northern Colorado please visit our home page at:
http://www.unco.edu

UNC is an AAEO employer and is committed to fostering diversity in its student body, faculty and staff.
The Employee Relations Office is located in Carter Hall 2011.

SCIENCE

ASSISTANT PROFESSOR OF GEOCHEMISTRY/ ENVIRONMENTAL GEOLOGY

Mills College seeks applications for a tenure-track Assistant Professor in Geochemistry or Environmental Geology, starting Fall 2002. The successful candidate will join the Department of Chemistry & Physics and will support a new major in Environmental Science. Teaching duties will include introductory courses in Environmental Science, Geology, and Chemistry, as well as upper division courses in Environmental Science. Applicants must be committed to undergraduate education and demonstrate the potential to develop a productive research program involving undergraduates. A Ph.D. in geology, chemistry, geochemistry, or a related area is required, and postdoctoral experience is preferred. Send a cover letter which details teaching interests and research plans, a CV, and the names of at least 3 references to Elisabeth Wade, Environmental Science Search Chair, Department of Chemistry & Physics, Mills College, Oakland, CA 94613 by December 3, 2001. For more information, contact **ewade@mills.edu**. Located in the San Francisco Bay Area, Mills College is a selective liberal arts college for women with coeducational graduate programs (see **www.mills.edu**). Persons of color and those committed to working in a multicultural environment are encouraged to apply.

MILLS COLLEGE
Oakland, CA

AA/EOE

TEMPLE UNIVERSITY

ASSISTANT PROFESSOR - CLINICIAN EDUCATOR TRACK

Department of Restorative Dentistry

The Department of Restorative Dentistry at Temple University School of Dentistry has a full-time (twelve months) Clinician Educator Track position available in the Department of Restorative Dentistry to commence on or about January 1, 2002. This is a non tenure-track position at the level of assistant professor. Responsibilities may include didactic and clinical teaching of predoctoral and postgraduate (AEGD) students in the disciplines of restorative dentistry and treatment planning, with emphasis on removable prosthodontics. This may also include course, clinic or program directorships or assistant directorships. Specific assignments will vary according to the needs of the department and school. DMD or DDS degree and PA dental license are required. Experience in teaching the clinical disciplines of restorative dentistry and treatment planning, with emphasis on removable prosthodontics, is preferred. Interested applicants should send a cover letter indicating date of availability and curriculum vitae to:

Temple University School of Dentistry
Room 415-LP, 3223 North Broad St., Philadelphia, PA 19140.

Temple University is an equal opportunity/affirmative action employer. Minority and female applicants are encouraged to apply.

Assistant or Associate Professor

Department of Industrial Design

Rhode Island School of Design

The Department of Industrial Design at Rhode Island School of Design seeks a full-time Assistant or Associate Professor with a minimum of three years' teaching experience. The candidate should have a Master's degree in Industrial Design or equivalent professional experience for teaching in our undergraduate and graduate programs. The position requires demonstration of effectiveness as an articulate design studio leader and critic. The appointment includes responsibilities for student advising, curriculum development, college service and professional practice. For more information see: www.risd.edu.

Applicants should demonstrate expertise in several of the following areas: design for production; socially responsible/universal design; user interface design; and strong drawing and presentation skills. The candidate must also have a clear understanding of fabrication in a range of materials and have evidence of a strong professional record. Design related computer experience at an advanced level is required.

Please send a letter detailing your areas of interest and experience including CV; 20 slides of professional work; 20 slides of student's work; names and phone numbers of three references by January 20, 2002 (please include a SASE) to: Ms. Elsie Cimorelli, Industrial Design Search Secretary, Rhode Island School of Design, Two College Street, Providence RI 02903-2784.

RISD is an equal opportunity employer who encourages inquiries and applications from female and minority candidates. RISD does not discriminate on the basis of race, color, age, sex, religion, national origin, ethnic origin, sexual orientation, or disability.

Wartburg College

Wartburg College is a fully accredited four-year, coeducational college of the Evangelical Lutheran Church in America

TENURE TRACK FACULTY POSITIONS

Available Fall 2002

- ○ **Assistant Professor of Biology,** requires ABD by Sept. 2002 in Science Education or related field (Ph.D. for rank), three years experience teaching K-12 science.
- ○ **Assistant Professor of Education,** requires ABD in Education by Sept. 2002 (Ed.D. or Ph.D. for rank), three years PK-6 teaching experience.
- ○ **Assistant Professor of French,** requires ABD in French by Sept. 2002 (Ph.D. for rank)
- ○ **Assistant Professor of Music-Trumpet/Music Education,** requires ABD in Music by Sept. 2002 (Ph.D., Ed.D., or DMA for rank), three years experience in public school teaching. Desire trumpet performance degree.
- ○ **Assistant Professor of Spanish,** requires ABD in Spanish by Sept. 2002 (Ph.D. for rank), near native fluency.

Screening begins November 5 for the Spanish position; all others November 15. See **www.wartburg.edu/hr** for full position announcements. Send application materials to the **Search named above, c/o Jane Juchems, Director of Human Resources, Wartburg College, 100 Wartburg Blvd., Waverly, IA 50677-0903.**

Wartburg College is an EO/AA employer.

BROWN UNIVERSITY

Senior Development Advisor/ Geographic Manager

Development: Position will oversee prospect and project management for a large metropolitan region within the Major Gifts unit of the Brown Development Office, and will identify, cultivate, and solicit key donors capable of giving $250,000 or more to the University. **Requirements:** Bachelor's degree and 6 - 10 years' related experience, or an equivalent combination of education and experience. Development/ fundraising experience preferred; if no direct fundraising experience, applicants must demonstrate transferable experience from another field (customer service, sales, etc.). Must have excellent written and oral communication skills; must have proven ability to solicit and close gifts on the $250,000+ level, or equivalent experience in a related field (such as sales). Should also have a high degree of computer literacy and information management skills.

To apply for this position please send resume with cover letter to: **Brown University, Human Resources, Box 1879, Job# D00412, Providence, RI 02912.**

An Equal Opportunity/Affirmative Action Employer.

Visit our website at: **www.brown.edu**

UIS
UNIVERSITY
of ILLINOIS at
SPRINGFIELD

UNIVERSITY LIBRARIAN & DEAN OF LIBRARY INSTRUCTIONAL SERVICES

The University of Illinois at Springfield invites nominations and applications for the position of University Librarian and Dean of Library Instructional Services.

Located in the state capital, the University of Illinois at Springfield is one of three campuses of the University of Illinois. The UIS campus serves over 4,000 students in 19 graduate and 20 undergraduate programs. The academic curriculum of the campus emphasizes a strong liberal arts core, an array of professional programs, extensive opportunities in experiential education, and a broad engagement in public affairs issues of the day. The campus offers many small classes, substantial student-faculty interaction and an increasingly technology enhanced learning environment. Its diverse student body includes traditional, non-traditional, and international students. Its faculty are committed teachers, active scholars, and professionals in service to society.

Reporting to the Provost/Vice Chancellor for Academic Affairs, the librarian/dean is responsible for directing the planning, development and management of the UIS Library, including Media Services, Academic Computing, and the Campus Archives. The UIS Library houses collections exceeding one-half million volumes, with additional holdings of videotapes and microforms. The librarian/dean also provides liaison with the external community and relevant professional associations.

Duties and responsibilities include: exercising responsibility for administering library services in support of the educational research, and service activities of the campus and for the acquisition, organization and preservation of library collections; exercising administrative leadership in the development and maintenance of academic computing services and facilities for the campus under the direction of the Provost; formulating internal Library policies and procedures in consultation with the Library Cabinet; analyzing the staffing needs and assuming responsibility for personnel recruitment, training, development, and evaluation in the Library and Academic Computing; developing and administering the Library budget; advising Library faculty in regard to reappointment, tenure and promotion; representing the Library Instructional Services Program in Academic Cabinet and other appropriate venues; continuing the development of a library which facilitates user access to library resources and incorporates advancing technologies for both operational and instructional use; and ensuring the Library's representation at state and national levels, in consortia and other cooperative venues.

Candidates must have a MLS from an ALA-accredited school; advance study beyond the MLS is desirable. Also required are: five years of administrative experience in a library setting; demonstrated ability and experience in library administration, collection development, personnel management, and budget preparation and management; knowledge of and experience with automated library systems, library instructional services; interlibrary cooperation and delivery of library services; general familiarity with academic computing services, facilities, and applications; and some involvement with grants and fundraising.

Applications and nominations should be sent to:

Chair, University Librarian Search Committee
Office of the Provost
University of Illinois at Springfield
PAC 529
PO Box 19243
Springfield, IL 62794-924[illegible]

Salary range: $85,000-$92,000, commensurate with education and experience, with excellent benefits. Applications should include a vita; a discussion of the candidate's academic and administrative accomplishments and interest in the position; and the names, addresses, and telephone number of five references. Consideration of applications will begin on **November 15, 2001** and continue until an appointment is made. The anticipated start date for the appointment is June 17, 2002. For more information about UIS, visit our Web site at **www.uis.edu.**

The University of Illinois is an affirmative action, equal opportunity employer. Persons with disabilities, women and minorities are encouraged to apply.

RESEARCHER

Centro de Estudios Puertorriqueños, Hunter College

The Centro de Estudios Puertorriqueños (Centro), the only university-based research institute in the United States devoted to the interdisciplinary study of the Puerto Rican experience, seeks a researcher with the expertise in the area of health to complement its current research capacity. The Researcher will be expected to: Conduct research and disseminate findings regarding health issues affecting Puerto Rican/Latino communities in large metropolitan centers in at least one of -but not limited to - the following areas: public health; women's health; youth and children's health; elderly health care; HIV/AIDS issues; reproductive health; gay/lesbian health; and, environmental health; **Have familiarity with both qualitative and quantitative research methods in health-related fields, and Puerto Rican/Latino Studies; Write proposals and grants to fund health research projects; Assist in drafting reports,** journal articles, policy briefs, press statements, opinion-editorials; Have familiarity with program design and/or evaluation with health-related organizations; Engage in collaborative research projects with other Centro staff, and have familiarity with interdisciplinary research and methodologies; Support and perform other research- and policy-related duties as assigned by the Director.

The successful candidate will be self-motivated, have excellent organizational skills, and must work effectively as part of a team. Centro seeks a person with a strong commitment to the Puerto Rican/Latino community and knowledge of the socioeconomic conditions of Puerto Rican/Latinos, as well as of health policies seeking to improve their well-being. Other qualifications include: professional and/or academic experience with education policy; familiarity with Census/demographic data and analysis; excellent research, (quantitative and qualitative), and writing skills; ability to handle a number of different projects simultaneously, with varying degrees of responsibility and priority; manage to work to meet deadlines; and accept, and build on, feedback. Candidates should have strong familiarity with Microsoft Word, Excel, PowerPoint, or similar software, as well as with the Internet. Candidates should also be familiar with the Centro's research agenda and research principles (www.centropr.org/research.html).

BA is required. A Master's or PhD degree preferred. Bilingual English/Spanish writing skills a plus The salary range is between $32,703 and $57,049. **The expected starting date is February 1st, 2002. The application deadline is November 15th, 2001.**

RESEARCH ASSOCIATE IN EDUCATION

Centro de Estudios Puertorriqueños, Hunter College

The Centro de Estudios Puertorriqueños (Centro), the only university-based research institute in the United States devoted to the interdisciplinary study of the Puerto Rican experience, seeks a Research Associate in Education to complement its current research capacity. The Research Associate in Education will be expected to: Conduct research and disseminate findings regarding education issues affecting Puerto Rican/Latino communities in large metropolitan centers in at least one of but not limited to the following areas: higher education, K-12 education, and bilingual and dual language education; Have familiarity with both qualitative and quantitative research methods in education, and Puerto Rican/Latino Studies; Write proposals and grants to fund education research projects; Assist in drafting reports, journal articles, policy briefs, press statements, opinion-editorials; Have familiarity with program design and/or evaluation with schools and other educational institutions; Engage in collaborative research projects with other Centro staff; and have familiarity with interdisciplinary research and methodologies, Support and perform other research- and policy-related duties as assigned by the Director.

The successful candidate will be self-motivated, have excellent organizational skills, and must work effectively as part of a team. Centro seeks a person with a strong commitment to the Puerto Rican/Latino community and knowledge of the socioeconomic conditions of Puerto Rican/Latinos, as well as of education policies seeking to improve their well-being. Other qualifications include: professional and/or academic experience with education policy; familiarity with Census/demographic data and analysis; excellent research, (quantitative and qualitative), and writing skills; ability to handle a number of different projects simultaneously, with varying degrees of responsibility and priority; manage to work to meet deadlines; and accept, and build on, feedback. Candidates should have strong familiarity with Microsoft Word, Excel, PowerPoint, or similar software, as well as with the Internet. Candidates should also be familiar with the Centro's research agenda and research principles (www.centropr.org/research.html). PhD or Ed degree required. Bilingual English/Spanish writing skills a plus. The salary range is competitive. **The expected starting date is September 1st, 2002. The application deadline is November 30th, 2001.**

Qualified applicants should indicate position of interest and send a letter of interest, a resume, a relevant writing sample of no more than 10 pages, and a list of three references to: **José de Jesús, Administrative Unit Head, Centro de Estudios Puertorriqueños, Hunter College, 695 Park Avenue, New York, NY 10021, [212] 772-5706; fax: [212] 650-3673; www.centropr.org**

HUNTER

CITY UNIVERSITY OF NEW YORK

Hunter College is an AA/EO/ADA employer and actively seeks applications from minorities and women for this position.

FREDONIA

State University of New York
College at Fredonia

CRIMINAL JUSTICE

Tenure track at Assistant Professor level. To teach policing, corrections, other criminal justice courses and coordinate the CJ program. Ph.D. in criminal justice or related discipline required, college teaching experience preferred. Send application letter, curriculum vita, unofficial transcripts and the names of three references to **Dr. B. Joyce Stephens, Dept. of Sociology and Anthropology, SUNY College at Fredonia, Fredonia, NY 14063.** Review of applications will begin February 1, 2002.

SUNY Fredonia is an affirmative action,
equal opportunity employer. We actively seek and
encourage applications from minorities,
women and people with disabilities.

MICHIGAN STATE
UNIVERSITY

The Department of Telecommunication at Michigan State University invites applications for a tenure stream, **Assistant Professor in information technology**. We seek a talented teacher/scholar with a background in the area of information technology and services. Applicants must possess a Ph.D. in a related discipline. Applicants should submit a letter of interest, a curriculum vitae, and the names, addresses and telephone numbers of three references. The deadline for submission is January 5, 2002 or until the position is filled. Send applications to:

Pamela Whitten, Michigan State University,
East Lansing, MI 48824-1212, USA,
Telephone: +1(517)355-4451, Fax: +1(517)355-1292,
E-mail; pwhitten@msu.edu,
Website: www.tc.msu.edu.

EDUCATION

Temple University School of Dentistry

Temple University School of Dentistry is recruiting for a full-time, tenure-track faculty position in the Division of Pediatric Dentistry. Primary responsibilities include preclinical, clinical, and classroom teaching, and research/scholarly activity. Applicants should have a DDS/DMD, advanced education in Pediatric Dentistry from an accredited program, and licensure or eligibility for licensure in the state of Pennsylvania. Documented excellence in teaching and scholarly activity is expected. Board certification/eligibility in Pediatric Dentistry and/or an advanced research degree (Ph.D., M.S.) is preferred. Salary and academic rank will be commensurate with experience and qualifications.

Temple University School of Dentistry is an equal opportunity/affirmative action employer. Minority and female applicants are encouraged to apply. Interested applicants should send a cover letter, a current curriculum vita, and a list of three references to: **Dr. Kourash Zarrinnia, Chair, Search Committee, Temple University School of Dentistry, Department of Orthodontics, 3223 North Broad St., Philadelphia, PA 19140.**

Assistant/Associate Professor in Comparative American Cultures

Washington State University

DEPARTMENT OF COMPARATIVE AMERICAN CULTURES

QUALIFICATIONS: Ph.D. or equivalent in the social sciences or humanities; demonstrated research and teaching skills; university-level teaching experience desirable; ability to supervise research of undergraduate and graduate students; ongoing record of scholarly productivity.

DESCRIPTION: One tenure-track permanent position to teach Chicana/o Latina/o Studies curriculum. Research areas may include: immigration, critical legal studies, social sciences, cross-border studies, literary studies, education, cultural studies, critical gender studies and sexuality.

As a member of the Department of Comparative American Cultures (ethnic studies), duties include teaching introductory and core courses in ethnic studies, as well as developing courses in the candidate's area(s) of specialty and in the broad discipline of ethnic studies. There will also be opportunities to teach graduate courses in the American Studies Program.

APPLICATION PROCEDURE: Applicants should send by November 30, 2001, a cover letter, curriculum vita, selected reprint(s) or writing sample(s), a statement of teaching philosophy, and three letters of recommendation (at least one of which comments on the applicant's teaching) to:

Professor Rory Ong, Search Committee Chair
Department of Comparative American Cultures
Wilson 111
Washington State University
Pullman, WA 99164-4010

MIAMI UNIVERSITY

OXFORD OHIO

Richard T. Farmer School of Business

Miami University is one of the nation's leading public universities, committed to excellence in teaching, liberal education, research and strong professional programs. Miami has an enrollment of 16,000 on its Oxford campus, a small city with a population of 10,000, located 35 miles northwest of Cincinnati and 45 miles southwest of Dayton.

The Richard T. Farmer School of Business has 150 full-time faculty in seven academic departments. It has approximately 5,000 undergraduate students in 11 baccalaureate degree programs and 150 graduate students in three master's programs. The mission of the School is to be a premier business program that provides students with the life long ability to seek and acquire knowledge and translate it into responsible action in a competitive global environment. Please visit our web site at **www.sba.muohio.edu** for further information.

We are seeking applications for the following tenure-track faculty positions for 2002-2003. Areas of primary interest are listed for each position, along with a contact person.

Associate Professor - Decision Sciences and Management Information Systems

Specialization: Management Information Systems
Dale Young, 308 Upham Hall, Miami University, Oxford, Ohio 45056

Assistant Professor - Management

Specialization: Operations Management
William Newman, 305 Laws Hall, Miami University, Oxford, Ohio 45056

Assistant Professor - Marketing (2 positions)

Specialization: Marketing Strategy and/or Marketing Information
Michael McCarthy, 210 Upham Hall, Miami University, Oxford, Ohio 45056

Applicants must hold a Ph.D. or equivalent, or be an A.B.D. with expectation of completion by December 31, 2002. Candidates must demonstrate promise of excellence in teaching, and the potential for a high level of scholarly productivity. Applicants should send a letter of application, vita, and a list of at least three references to the departmental contact listed above. Review of applications is in progress and will continue until the positions are filled.

Miami University does not discriminate on the basis of gender, race, color, religion, national origin, handicap, age, or sexual orientation in its programs, activities, admissions, or employment policies. We especially encourage applications from minorities, women and persons with disabilities.

SUNY COLLEGE AT BROCKPORT

ASSISTANT DIRECTOR OF HUMAN RESOURCES/ AFFIRMATIVE ACTION OFFICER

SALARY: MID-60's DOQ

SUNY College at Brockport invites applications for the position of Assistant Director of Human Resources/Affirmative Action Officer. The institution offers a full array of baccalaureate and master's degree programs in the liberal arts and professions to a diverse student body of nearly 9,000 including 5,700 full-time undergraduates and 1,800 graduate students, at the home campus and 18 off-campus sites.

Responsibilities: Develop and administer the College's Affirmative Action Plan, including the collection and analysis of data, maintenance of records, and the preparation and submission of required internal and external reports. Administer the College's recruitment, hiring, and Equal Employment Opportunity policies and procedures, ensuring compliance with related laws, rules and regulations dealing with human rights. Coordinate professional development and supervisory training activities for the College. Assist in Labor Relations activities, grievance investigations, as well as handling complaints arising from sexual or other forms of harassment. Act as Director of Human Resources in his/her absence. Report directly to the President concerning affirmative action policy issues, and to the Director of Human Resources for other operational matters.

Required Qualifications: Bachelor's degree; three to five years experience in human resource management with exposure to affirmative action issues, complaint investigation and resolution, policy formulation and interpretation, delivery and performance of training programs; demonstrated ability to handle issues arising from a diverse work environment.

Preferred: Master's degree in human resources or related field with professional experience in a college human resources office with exposure to major areas of human resources: recruitment, affirmative action, benefits administration, labor relations, policy interpretation and development, and training.

Application Procedure: Applicant screening will begin **November 1, 2001** and continue until the position is filled. Application materials must include a letter of application, resume, transcript showing highest degree earned, and names (address, phone number, e-mail) of three professional references. Nominations and applications should be directed to **Mr. Terry Hooper, Faculty/Staff Recruitment Office, SUNY College at Brockport, 409 Allen Administration Bldg., 350 New Campus Drive, Brockport NY 14420-2929.** To learn more about SUNY Brockport visit **http://www.brockport.edu.** *AA/EOE*

JOHNS HOPKINS

UNIVERSITY

Dean of University Libraries of Johns Hopkins University and R. Champlin and Debbie Sheridan Director of the Milton S. Eisenhower Library

The Johns Hopkins University invites nominations and applications for the Dean of University Libraries and Sheridan Director of the Milton S. Eisenhower Library. The Dean is the chief academic and administrative officer for the Libraries, serves as a member of the Dean's Council and reports to the Provost.

The university seeks an experienced, dynamic, and creative leader who is able to articulate a vision and provide strategic direction for the Libraries in the rapidly changing research environment. The successful candidate must understand the unique mission and goals that characterize the contemporary research university library, demonstrate an understanding of the changing nature of scholarly communication and intellectual property; promote digital library development and distance learning; and be able to promote and manage a balance between traditional and digital library resources and services, as well as to communicate these priorities to the internal and external communities.

The successful candidate will be an experienced and imaginative professional capable of building on existing strong links between the library and academic programs, information technology services, and the university press. Candidates should have administrative credentials for the oversight of planning and program development activities, collection management, information technology, staff development and organizational development, budget management, and fund raising.

Candidates' credentials should include an advanced degree, a record of distinguished achievement, and evidence of excellent leadership and communication skills. While most candidates will have held progressively responsible positions in a research library, generally a university library, the Search Committee will consider candidates with other backgrounds, whose experience with information resources and technologies offers insight and perspective on the challenges faced by the modern research library. The successful candidate must be able to promote and manage a balance between traditional and digital library resources and services.

The Sheridan Libraries of the Johns Hopkins University include the Milton S. Eisenhower Library, the Albert D. Hutzler Reading Room, John Work Garrett Library and George Peabody Library. The Milton S. Eisenhower Library is the principal library on the Homewood Campus of Johns Hopkins University. With collections of 2.5 million volumes and a full and Part-time staff of 155 it serves particularly the Krieger School of Arts and Sciences and the Whiting School of Engineering, and the School of Professional Studies in Business and Education. Its total operating budget is $ 18.2 million.

Review of applications begins immediately and will continue until the position is filled. Nominations and applications should be sent to:

Professor Stephen G. Nichols
Chair, Search Committee
Johns Hopkins University
265 Garland Hall/3400 North Charles Street
Baltimore, MD 21218

Johns Hopkins is an equal opportunity, affirmative action employer.

SDSU

The Department of Rhetoric and Writing Studies at San Diego State University is seeking applicants for a tenure-track position at the rank of Assistant Professor beginning Fall Semester, 2002.

Ph.D. in rhetoric, composition, or comparable area. Degree must be completed by August 21, 2002.

Candidates should combine background in Rhetoric and Composition studies with strong knowledge of and interest in advanced composition, literacies, and the teaching of writing. The person chosen for this position will be a specialist in writing and literacies. Desirable areas of expertise should also include writing assessment, writing across the disciplines, and writing pedagogy. Responsibilities include teaching graduate and undergraduate courses in rhetoric, composition theory, writing and related areas. This person will coordinate the department's upper division course offerings, retool writing assessment instruments, and work with department faculty to create an interdisciplinary undergraduate minor. Demonstrated interdisciplinary teaching and research interests, the ability to work with students from diverse cultural backgrounds, and a commitment to teaching excellence and scholarship are essential.

Please submit (1) a letter of application indicating teaching and research interests, (2) a detailed CV, and, (3) letters from three references. Applications will not be considered until these items have been received. Direct correspondence to **Professor Richard Boyd, Department of Rhetoric and Writing Studies, San Diego State University, San Diego, CA 92182-4452 (boyd4@mail.sdsu.edu).** Please refer to position number **VPAA #02/03-33: Advanced Composition.**

Review of applications will begin on November 1, 2001 and will continue until the position is filled. We expect to conduct interviews at the MLA in December. For further information on the university and the department, see **www.sdsu.edu** (San Diego State University) or **www-rohan.sdsu.edu/dept/drwswebb/rwdept.html** (Rhetoric and Writing Studies).

SDSU is an equal opportunity employer and does not discriminate against persons on the basis of race, religion, national origin, sexual orientation, gender, marital status, age or disability. Women, ethnic minorities and persons with disabilities are encouraged to apply.

CHAIR AND PROFESSOR/ ASSOCIATE PROFESSOR DEPARTMENT OF BLACK AND HISPANIC STUDIES

Baruch College, located in midtown New York City, is a senior college of The City University of New York. The college, which consists of three schools, Weissman School of Arts and Sciences, Zicklin School of Business, and the School of Public Affairs, confers degrees, both undergraduate and graduate, in a wide variety of disciplines. Its student body of more than 16,000 is one of the most diverse in the country, representing over seventy-seven language, cultural, racial and ethnic groups. It has a full time faculty of distinguished scholars, teachers and researchers. The college has just opened an outstanding new academic facility of more than 700,000 square feet, housing state-of-the-art classrooms equipped with the latest technology, faculty offices, a conference center, performing arts center, sports complex and campus bookstore.

The Department of Black and Hispanic Studies of the Weissman School of Arts and Sciences invites applications for the position of Department Chair with the faculty rank of either Professor or Associate Professor, depending on qualifications, effective September 2002 or sooner. The ideal candidate will have a strong commitment to the importance of the field. S/he will welcome the challenge and the opportunity to build a first rate department using the college's existing strengths while attracting new scholars.

The candidate should work well collaboratively and be willing to create programs across disciplines. The department offers courses in African, African-American, Caribbean American, Puerto Rican and Central American studies. In addition, related courses are offered in the departments of English, History, and Sociology/Anthropology. Candidates must have an earned doctorate, preferably in an academic discipline in which appointment as a tenured professor or associate professor can be made. S/he must have a strong record of scholarship, commitment to quality education and leadership ability. It is anticipated that the successful candidate will be jointly appointed in the Department of Black and Hispanic Studies and in an allied discipline.

Please submit a letter of application, curriculum vitae, and three letters of recommendation by **November 30, 2001** to: **Clarence Taylor, Acting Chair, Black and Hispanic Studies Search Committee, Baruch College/CUNY, Box B4-280, One Bernard Baruch Way, New York, NY 10010.** An AA/EO/IRCA/ADA Employer.

Baruch COLLEGE
The City University of New York

Assistant Professor School Psychology

The Psychology Department at Plattsburgh State University of New York announces a renewable, tenure-track Assistant Professor position in School Psychology for the 2002-2003 academic year. The position is expected to begin on August 28, 2002. The Psychology Department offers baccalaureate degrees in Psychology and the MA and CAS degrees in School Psychology. The successful candidate will be committed to excellence in graduate training and supporting the learning and development of children, youth and families.

Responsibilities include: teaching graduate courses in the School Psychology program and undergraduate courses in the successful candidate's area of expertise; developing and maintaining an active research program that engages undergraduate and graduate students in meaningful roles in the research process; and supervising School Psychology Interns and Practicum students, and engaging in community outreach appropriate to practicum and/or intern supervision of School Psychology graduate students.

Qualifications: An earned doctorate (Ph.D., PsyD or Ed.D.) in school psychology or closely related field and the requisite training and experience for certification as a School Psychologist in New York State are required. Expertise in problem solving consultation and applied behavior analysis is desirable; however, applicants with expertise in any area of School Psychology will be given full consideration.

Salary: Dependent upon qualifications and experience, with excellent benefits.

Applications from women and minority candidates are especially welcomed. Plattsburgh State University of New York is an affirmative action, equal opportunity employer.

Review of applications will begin immediately and continue until the position is filled. Please submit letter of application, curriculum vitae, three letters of recommendation, graduate transcripts, reprints, a statement of teaching philosophy and evidence of teaching ability to: **Chair, Search Committee (PJ# 2626-808)**, c/o Human Resources, Plattsburgh State University of New York, 101 Broad Street, Plattsburgh, NY 12901-2681. Fax: (518) 564-5060

Plattsburgh
STATE UNIVERSITY OF NEW YORK
www.plattsburgh.edu/hr/

Georgia State University

Department of Applied Linguistics/ESL
Atlanta, GA 30302-4099
Tenure-track Assistant Professor Position
Specialist in Second Language Testing
Fall 2002

Georgia State University's Department of Applied Linguistics/ESL is accepting applications for a tenure-track position at the assistant professor level. Responsibilities of this position involve conducting research, mentoring students, and teaching courses in the department's programs. These programs include an M.A. program focused primarily on the development of ESL/EFL teachers, two ESL units, an undergraduate program in language studies, and an anticipated new doctoral program that is expected to begin admitting students in the fall semester 2002.

The successful candidate will have completed a doctorate in applied linguistics or a closely related field by the time the appointment begins. Preferred candidates will have a specialization in second language (L2) test development and research, L2 program evaluation and outcomes assessment, as well as a clear research agenda and record of relevant publications in L2 testing. Preferred candidates will also have experience teaching ESL/EAP, demonstrated ability to teach graduate courses, and the ability to communicate effectively with multiple audiences.

Letters of application, a curriculum vitae, copies of research publications, evidence of teaching effectiveness, and 3 letters of professional recommendation specifically addressing qualifications for the position should be sent to:

John M. Murphy
Chair of Graduate Search Committee
Department of Applied Linguistics/ESL
Georgia State University
P. O. Box 4099
Atlanta, GA 30302-4099

Review of applications will begin January 15, 2002 and will continue until a successful candidate is identified. Position starting date is mid-August, 2002. Salary will be commensurate with experience.

Atlanta is a multi-cultural urban setting. Georgia State University, a unit of the University System of Georgia, is an Equal Opportunity Educational Institution and an Equal Opportunity, Affirmative Action Employer.
For further information about our programs visit the Department's website at http://www.gsu.edu/alesl.

New York University

PROVOST

New York University invites applications and nominations for the position of Provost. Reporting to the President, the Provost is the chief academic officer of the University, a member of the President's senior management team, and the principal academic liaison with the deans of the fourteen schools and colleges of the University.

The Provost will work with the President, deans, and faculty to shape and implement the academic vision for the University. Responsibilities include stimulating cross-disciplinary academic initiatives and developing new academic partnerships, coordinating and fostering the advanced research agenda, as well as leading groups of deans faculty, and senior administrators in addressing issues such as academic quality, faculty development, and teaching excellence. The Provost's Office provides University-wide oversight for areas such as academic appointments and faculty affairs, academic program review and accreditation, academic aspects of enrollment planning, and research support services. The Provost will play a leadership role in articulating the University's academic vision in various settings both inside and outside of the University.

The ideal candidate should have a demonstrated record as a leader in higher education with a broad understanding of the means of building and sustaining academic program quality in a residential undergraduate and graduate setting. The candidate's experience and background should include an earned doctorate, an extensive teaching career, a distinguished record of research and scholarship, and substantial administrative experience, preferably in a large, complex organization.

Founded in 1831, New York University is a private research university. It comprises fourteen colleges and schools with over 2,800 full-time faculty members, 18,000 undergraduate students, 19,000 graduate and professional students, and 14,000 non-degree students. Its programs have an extensive international dimension and strong connections to the urban environment of New York City.

Nominations and applications, including a brief C.V., should be sent to: **Provost Search Committee, New York University, 40 Washington Square South, #503, New York, NY 10012.**

New York University is an Equal Opportunity employer and education institution.
Candidates of all backgrounds are encouraged to apply.

COLBY COLLEGE

STATISTICS

SEARCH EXTENDED

Tenure-track Assistant Professor, starting 9/02. Statistics Ph.D. and familiarity with data analysis desirable; others considered. Competitive salary. Five-course statistics teaching load. Both teaching and research are highly valued. For full consideration, send CV, statements on both teaching and research, 3 letters of reference, all in hard copy, by 11/15/01 to: **Statistics Search Chair, Department of Mathematics, Colby College, Waterville, ME 04901.**

Colby is a highly selective, small liberal arts college located in central Maine. The college is 3 1/2 hours north of Boston and has easy access to lakes, skiing, the ocean and other recreational and cultural activities. For more information about the college, visit **www.colby.edu**

Outstanding women applicants may be considered for a Clare Boothe Luce Assistant Professorship. Colby is an Equal Opportunity/Affirmative Action employer. Applications and nominations of women and minorities who would enrich the diversity of the campus community are strongly encouraged.

EDUCATION

Rancho Santiago Community College District in Orange County, California is seeking qualified candidates for the following Dean positions.

DEAN of INSTRUCTIONAL SERVICES

Santiago Canyon College

DEAN of SCIENCE & MATHEMATICS DIVISION

Santa Ana College

The salary range is $8,005 - $9,659 per month with an excellent benefits package. Deadline to apply is October 31, 2001. Please visit our website,

www.rsccd.org

to apply online and download job announcement brochure, or call 714-480-7484 for applications and job announcements.

RANCHO SANTIAGO
COMMUNITY COLLEGE DISTRICT

EOE

TEMPLE UNIVERSITY

ASSISTANT PROFESSOR

Temple University School of Dentistry seeks applications for a full-time Dean's appointment position at the level of Assistant Professor in the Department of Oral and Maxillofacial Pathology, Medicine and Surgery. A master's degree in psychology, counseling or social work is required and licensure and/or Ph.D. are desirable. Counseling experience will be viewed favorably. Responsibilities include predoctoral course development and the clinical application of patient management skills, as well as student advising, including individual counseling. The preferred starting date is January 1, 2002. Salary is commensurate with qualifications and experience. Please send curriculum vitae, the names of three references and a letter of intent to

Dr. Maria Fornatora,
Department of Oral and Maxillofacial
Pathology, Medicine and Surgery,
Temple University School of Dentistry
3223 North Broad Street,
Philadelphia, PA 19140-5096.

Temple University is an EEO/AA Employer.

IOWA

REGISTRAR

The University of Iowa

The University of Iowa is seeking an experienced faculty member or administrator who desires to explore and initiate positive change to serve and support the academic goals of students, faculty, colleges, and departments by the creative provision and use of student records. Reporting to the Associate Provost for Undergraduate Education, the Registrar is responsible for managing all units of the Office of the Registrar including student academic records, degree clearance, certification, and audit; commencements; athletic eligibility and certification, residency review; transcript verification; publications; veterans' certification; and fee assessment. The Registrar is also deeply involved in enrollment support services including course registration, course scheduling, and the student information system and plays a central role in developing and implementing the University's enrollment policies and its recruitment and retention efforts. The Registrar is expected to lead the development of the University's systems for secure student records management, administrative reporting, and academic data warehousing in collaboration with other Provost's Office units and Information Technology Services.

The University of Iowa is a national research university with membership in the select Association of American Universities. Established in 1847 as Iowa's first public institution of higher education, the University has won international recognition for its achievements in the arts, sciences, and humanities and for its excellent professional schools.

Qualifications:
A master's degree or equivalent is necessary and a more advanced degree is preferred. Necessary qualifications include: direct experience in a research university; strong analytical, written, verbal, and interpersonal communication skills; strong familiarity with and innovation in information technology systems; experience in the role of Registrar or equivalent experience in administrative work involving student records, course registration and scheduling, office supervision, and interaction with faculty and departments. Examples of such experiences include (but are not limited to) experience as an assistant or associate dean, experience as chair of a large academic department, or experience directing an academic program or academic service unit.

Preferred qualifications include:
A background of successfully implementing collegiate and departmental academic policies; management of an academic unit, including budget responsibility; an exemplary record of leadership, creativity, and vision; proven successful relationships with inside and outside constituents.

Screening of candidates will begin immediately and continue until the position is filled. Send cover letter addressing qualifications, curriculum vitae, and contact information for three references to: **Search Chair, Office of the Provost, 111 Jessup Hall, University of Iowa, Iowa City, IA 52242.**

Salary is competitive and commensurate with experience and qualifications. Anticipated starting date is no later than **July 1, 2002. A Spring 2002** start date is preferred. *The University of Iowa is an Affirmative Action and Equal Opportunity Employer. Women and minorities are encouraged to apply.*

VISITING MINORITY SCHOLAR

Combination research/teaching appointment that carries a two course per semester teaching load; its duration is either one semester or one academic year. Preference given to candidates whose specialization lends itself to teaching in one of the College's numerous interdisciplinary programs. Minimal qualifications are a terminal degree in a specific discipline and/or an outstanding record of professional experience, artistic achievement, or community service.

Starting date: August 2002 or January 2003. Please send letter of application, curriculum vitae, and names of three references to **Dr. Otieno Kisiara, Chair, Search Committee, Nazareth College of Rochester, 4245 East Avenue, Rochester, NY 14618-3790.** Review of applications will begin November 15 and will continue until position is filled.

Nazareth College is a thriving, independent, co-educational institution with 1900 undergraduate and 1200 graduate students. The college is located minutes from downtown Rochester, noted for its internationally recognized industries and museums, and for its cultural diversity. Nazareth College seeks individuals with an understanding of the benefits and importance of ethnic and racial diversity on campus and demonstrated commitment to the promotion of such diversity. *EOE/AA*

Nazareth College

SARAH LAWRENCE COLLEGE

Sarah Lawrence College invites applications for a full-time tenure-track position in **Italian Language and Literature** beginning **Fall 2002.** Candidates must have native or near-native fluency, a strong commitment to undergraduate teaching and continued scholarship, as well as a PhD and some college-level teaching experience. Duties will include teaching language at all levels, including the use of technology, as well as courses in Italian culture. Areas of interest might include modern literature, cinema, Renaissance Studies or linguistics. Applicants should submit a letter addressing their approach to teaching and their scholarly interests; a curriculum vitae; three letters of recommendation; a writing sample; and two course descriptions and syllabi (one for a first or second year language course, and one for an advanced undergraduate seminar on a topic of their choice) to: **Italian Search (HOHE), c/o Naudia Forbes, Faculty Secretary, Sarah Lawrence College, Bronxville, NY 10708.** Application deadline is **December 15, 2001.** Please indicate if you will be available for an interview at the MLA conference in New Orleans. Applicants not attending will receive equal consideration. For information on Sarah Lawrence College, our curriculum, teaching methods, and philosophy of education, please see our website at **http://www.slc.edu.**

SLC is an EO employer.

UNIVERSITY OF WISCONSIN Whitewater

DEAN OF THE COLLEGE OF BUSINESS AND ECONOMICS

Applications and nominations are invited for the position of Dean of the College of Business and Economics. The Dean reports directly to the Provost and is a member of the Council of Deans and the Provost's Academic Affairs Council. The Dean is the chief administrative officer of the College, which includes the Departments of Accounting, Business Education/Computer and Network Administration, Economics, Finance and Business Law, Management and Marketing. Approximately 3,400 undergraduate students are enrolled in 16 major degree programs, including the nationally recognized Accounting and Management and Computer Systems programs. In addition, approximately 400 graduate students are enrolled in six master's degree programs, including the fully internet-based MBA. For a full description of the College and its programs, see the UW-Whitewater Web site, <http://www.uww.edu>.

THE POSITION: Duties include providing academic leadership for the College, overseeing and improving College academic programs, administering faculty promotion, tenure, and evaluation procedures, managing the College budget and facilities, recruiting and retaining excellent students and faculty, participating in annual and strategic planning both within the College and campus-wide, and communicating effectively with internal and external constituencies. The Dean should provide vision and creative leadership for the AACSB-accredited undergraduate and master's programs as well as exhibit a dedication to enhancing the prominence of the College.

QUALIFICATIONS: A terminal degree in a business related discipline, familiarity with the accreditation standards of AACSB, successful leadership experience and budget responsibility, capacity to work effectively with administrative colleagues, students, faculty, staff, alumni and community and with groups related to business and technology, the ability to develop creative and supportive linkages among academic disciplines, and the ability to develop external support for programmatic goals and new facilities, and a demonstrated commitment to diversity. Salary and benefits are competitive. The date of appointment is July 1, 2002.

The University of Wisconsin-Whitewater is a comprehensive university in the University of Wisconsin System. Established in 1868, the University has approximately 10,600 students enrolled in 42 undergraduate and 16 graduate degree programs.

APPLICATION PROCEDURE: Applications must include a letter summarizing how the candidate's professional experience prepares them for the responsibilities of the position, a current curriculum vita and the names and telephone numbers of five references. Review of applications will begin immediately and continue until the position is filled. Applications should be sent to:

Dr. Jeffrey Barnett, Chair
Dean Search and Screen Committee
Office of the Provost, Hyer 420
University of Wisconsin-Whitewater
Whitewater, WI 53190-1790

The University of Wisconsin-Whitewater is an affirmative action, equal opportunity institution and actively seeks applications from members of traditionally underrepresented groups.

KEAN UNIVERSITY

Union, New Jersey

Founded in 1855

LIBRARY AND PROFESSIONAL STAFF POSITIONS

Kean University, a comprehensive metropolitan university, is committed to excellence and access and to developing, maintaining and strengthening interactive ties with the community. Kean University takes pride in its continuing efforts to build a multicultural professional community to serve a richly diversified student population of 12,000.

NANCY THOMPSON LIBRARY

FIVE LIBRARIAN AND ONE PROFESSIONAL STAFF POSITION (12 Months)

(All Library Positions Available Immediately)

Library Systems Administrator (Professional Services Specialist I). Provides leadership for library technologies. Serves as expert on library technologies and as troubleshooter for library automated related issues. Helps train library personnel in specific aspects of library technologies. Provides technical expertise for implementation of networked library information resources and systems in support of the teaching-learning process. Provides technical support for library web page public catalog development and revisions. Provides expertise on guidelines concerning library automated systems. Maintains library systems and library-related computer applications. Qualifications: Undergraduate degree in computer science or computer engineering is required. A master's in library science is desirable. Direct library computer experience with implementing a client/server integrated library system; experience with and working knowledge of library databases as they relate to maintaining electronic resources on a client-server library automated system; experience with window platforms and Novell and/or similar network hardware; and proven work with servers and networks including TCP/IP, IPX and SMTP are desirable.

Barbara Simpson Darden, Director.

Librarian Positions: Unless otherwise indicated, appointments for the positions listed below may be made at either **Librarian III or Librarian II rank,** depending on qualification and experience. Appointment at Librarian III (Academic rank: Instructor) requires a master's degree in Library Science from an accredited library school. Previous academic professional library experience desirable, but not required. Appointment at Librarian II (Academic rank: Assistant Professor) requires a masters degree in Library Science from an ALA accredited library school and three years' recent academic professional library experience in the area of major responsibility. A second master's degree in another subject area is required, preferably computer science.

Information Literacy: Teaches classes utilizing print and electronic resources; mainly responsible for evening classes. Assists with developing, producing and updating materials for consistency, usefulness and quality. Identifies and examines issues related to information literacy, recommends effective solutions. Analytical and organizational skills essential.

Barbara Simpson Darden, Director.

Reference: Provides reference assistance with appropriate print and electronic resources. Develops and implements electronic reference services to remote users via Internet. Applies web technologies, proposes appropriate policies and procedures to implement effective electronic reference services. Identifies and examines issues related to electronic reference services, recommends effective solutions. Analytical and organizational skills essential.

Barbara Simpson Darden, Director.

Evening and Weekend Services: Coordinates and facilitates evening and weekend reference services. Handles evening and weekend emergencies. Identifies and examines issues related to evening and weekend activities, recommends and formulates appropriate procedures. Analytical and organizational skills essential. *Barbara Simpson Darden, Director.*

Acquisitions and Serials (Librarian II): Provides leadership and supervision of Acquisitions and Serials Departments. Facilitates and coordinates workflow operations. Assists support staff with on-going problem resolution and sets work priorities. Minimum of three years' experience in an academic research library acquisitions setting. Knowledge of client/server integrated library systems, OCLC and other bibliographic utility and online processing systems.

Barbara Simpson Darden, Director.

Special Collections and Special Technical Services Electronic Projects (Librarian II): Provides leadership, development and management of Special Collections; e.g. New Jersey Collection and Ethnic Studies Center, as well as Technical Services Electronic Special Projects. Reviews standards and policies and implements rule changes. Facilitates and coordinates workflow operations in supervised departments. Assists support staff with on-going problem resolution. Implements new models such as cataloging portals and metadata standards. Minimum of three years' recent supervisory experience in a medium to large academic library, including original cataloging, in a variety of formats, using AACR2, MARC formats, LC classification, and LCSH is required. Knowledge for cataloging materials in electronic formats, digital library trends and developments as well as oral and written communication skills essential.

Barbara Simpson Darden, Director.

Librarian positions are full-time tenure track assignments. Duties may include electronic services, public services, user services and technical services as librarian functions and services deem necessary. Knowledge of the market place for library resources, including the changes associated with electronic delivery of information. Ability to apply technology to enhance effectiveness. Flexibility to adapt to library staffing needs via responsibilities and assigned hours (including evenings and weekends) is required. Characteristics sought are commitment to and motivation for library excellence, energetic and creative approach, responsiveness to new directions for library/information centers and ease at working in a multicultural environment.

PROFESSIONAL STAFF POSITION

INSTRUCTIONAL DESIGN SPECIALIST

(Search Reopened – Available January, 2002)

Reporting to the Assistant Vice President for Academic Affairs/Academic Technology, the Instructional Design Specialist (IDS) will work one-on-one with faculty from across the university in the development and implementation of technology-related instructional activities. In addition, the IDS will conduct workshops that focus these activities on pedagogically sound principles and practices, particularly in the use of multimedia and the technologies of distance education. He or she will also work collaboratively with faculty in the identification and use of content development/ delivery tools.

Applicants should possess a minimum of a masters degree in instructional design or a closely related field along with a minimum of four years of experience in the development of contemporary instruction in a higher education setting. A working knowledge of WebCt or Blackboard and multimedia development software is a plus. Significant post secondary teaching experience is highly desirable and excellent communication skills are required. Resume and cover letter should be sent to:

Chair, Search Committee for Instructional Design Specialist, c/o Office of the Provost.

APPLICATION, SALARY AND BENEFITS INFORMATION ON ALL POSITIONS:

Applications reviewed until position(s) are filled. Priority consideration given to applications received on or before November 16, 2001. Send letter of interest; up-to-date resume; names, addresses, telephone numbers of three references. Official transcripts and three current letters of recommendation required before appointment. Apply directly to Dean, Chair or Director as identified.

KEAN UNIVERSITY, 1000 Morris Avenue, Union, New Jersey 07083. Salary is competitive and commensurate with qualifications and experience. Comprehensive benefits program included.

Where Tradition and Technology Meet

Kean University is an EEO/AA Institution.

KEAN
UNIVERSITY

Elmhurst College

International Business

The Center for Business and Economics invites applicants to apply for a tenure-track position in International Business effective Fall 2002. The ideal candidate will hold a doctorate in an appropriate field and have relevant teaching and/or business experience. Evidence of good teaching is required and a strong orientation to academic research is expected. In addition, this individual must have the ability to function collaboratively and in an interdisciplinary manner with other departments in providing international business study opportunities for students.

The faculty member will be responsible for teaching International Business and related courses based on his or her areas of expertise, assisting in establishing additional foreign study and internships and recruiting new students for the International Business Program. Applicants are encouraged to familiarize themselves with The Center for Business and Economics at http://cbe.elmhurst.edu

Interested individuals should send a curriculum vita, evidence of teaching effectiveness, three letters of recommendation and a 1 page teaching philosophy to: **Dr. Gary S. Wilson, Center for Business and Economics, Elmhurst College, 190 Prospect Avenue, Elmhurst, IL 60126.** This position will remain open until it is filled but applications received by October 31, 2001 will be given preference. This tenure track faculty position is offered pending a final budget approval by the Board of Trustees.

Elmhurst College is an equal opportunity employer. Women and minorities are encouraged to apply. We seek candidates with demonstrated ability to contribute positively to a multicultural campus community.

Elmhurst College is a four year comprehensive college located in a western suburb approximately 16 miles west of Chicago. The College embraces the traditions of the classical liberal arts and sciences and, at the same time, focuses on students' needs for professional preparation that will make significant contributions to the world in which they live and work.

Assistant/Associate Professor
Photography Department

Full-time faculty to teach in the Department of Photography. Faculty will also advise students, participate in curriculum development, and serve on college committees. Teaching responsibilities begin September, 2002. For more information see: www.risd.edu. Early/mid-career applicants should have at least 3 years' full-time teaching experience. Must have knowledge and appreciation of fundamental photographic materials and applications as well as a variety of specialties. Such specialties might include (but are not limited to) digital/multimedia and/or contemporary critical issues, undergraduate and/or graduate levels. Interest/experience in administration desirable.

Applications, including a letter of intent, CV, 20 slides of professional work, 20 slides of your student's work, and three names of reference should be sent to: Ms. Elise Cimorelli, Search Secretary, Academic Affairs Office, Rhode Island School of Design, Two College Street, Providence, RI 02903-2784. Applications must be postmarked by January 18, 2002. Please include SASE.

RISD is an equal opportunity employer who encourages inquiries and applications from female and minority candidates. RISD does not discriminate on the basis of race, color, age, sex, religion, national origin, ethnic origin, sexual orientation, or disability.

THE SCHOOL OF SOCIAL SERVICE ADMINISTRATION

SSA/CHICAGO

THE UNIVERSITY OF CHICAGO

FACULTY POSITIONS

The School of Social Service Administration is a graduate school of social work and social welfare that offers degrees at the Master's and Ph.D. levels. The School invites nominations and applications for tenure-track faculty positions at all ranks across the full range of the curriculum, but especially in the areas of clinical practice, mental health, and community development. Applicants must possess a doctorate, preferably in social work or in a related social science. Candidates for senior-level positions must have distinguished scholarly records and a desire to provide leadership in our scholarly community. Rank and salary will be commensurate with expertise and experience. Minority candidates are encouraged to apply.

To apply, send a letter of application outlining research and teaching interests, a curriculum vitae, samples of current writings, and the names of three references to: *Faculty Search Committee, The School of Social Service Administration, The University of Chicago, 969 East 60th Street, Chicago, Illinois 60637.*

For more information about our school, please visit our Internet website at:
http://www.ssa.uchicago.edu

The University of Chicago is an Affirmative Action/Equal Opportunity Employer.

NEW MEXICO STATE UNIVERSITY

Vice President
Student Services/Dean of Students

New Mexico State University invites applications and nominations for the position of Vice President of Student Services/Dean of Students. NMSU, a Title III Minority Institution, and a member of the Hispanic Association of Colleges and Universities, serves a multi-cultural student population of more than 15,000 on the main campus and an additional 8,000 on four two-year branch campuses. The Vice President reports directly to the President and coordinates closely with the Provost/Chief Academic Officer. The Vice President is responsible for providing leadership, vision, and strong strategic direction to reporting units and is expected to promote and develop a vibrant and stimulating community for students as well as provide services that encourage and enable student development, well-being, and success.

Requirements: an earned doctorate degree from an accredited institution of higher education and demonstrated leadership skills with a record of outstanding achievement as a senior member of a management team at a university with a highly regarded student services program. Candidates must demonstrate a current understanding of student issues and of legal issues affecting students and the management of student services programs. A complete description of position requirements and job duties and responsibilities may be found at **http://www.nmsu.edu/~personel/postings/professional**.

Screening begins **November 8, 2001** and continues until position is filled. Submit letter of interest, curriculum vita, and names and contact information of at least three references to: **VP of Student Services/Dean of Students Search Committee; NMSU Provost's Office; P.O. Box 30001, MSC 3445; Las Cruces, NM 88003;** or email **ybaca@nmsu.edu**.

NMSU is an EEO/AA Employer.

DIRECTOR

DIVISION OF ADVANCED COMPUTATIONAL INFRASTRUCTURE AND RESEARCH

NATIONAL SCIENCE FOUNDATION, ARLINGTON, VA

NSF's Directorate for Computer and Information Science and Engineering seeks candidates for Director, Division of Advanced Computational Infrastructure and Research (ACIR). The Division supports research and education in computational research and closely related areas. Information about the Division's activities may be found at http://www.nsf.gov/home/cise/.

Appointment to this Senior Executive Service position may be on a career basis, or a 2 to 3 year limited term basis, with a salary range of $120,261 to $133,700. Alternatively, the incumbent may be assigned under Intergovernmental Personnel Act provisions. Announcement S20020002, with position requirements and application procedures, is located on the NSF Home Page at http://www.nsf.gov/home/chart/work.htm#hrm. Applicants may also obtain the announcements by contacting the **Executive Personnel Staff, 703-292-8755 (Hearing impaired individuals may call TDD 703-292-8044). Applications must be received by November 30, 2001.**

NSF is an equal opportunity employer committed to employing a highly qualified staff reflecting the diversity of our nation.

Saint Mary's College
NOTRE DAME · INDIANA
The Nation's Premier Catholic Women's College

Director of Community Connections

Saint Mary's College, a Catholic, four-year liberal arts institution for women located approximately 90 miles east of Chicago, has recently established the Center for Women's InterCultural Leadership through support of a Lilly Endowment, Inc. grant. A visionary individual is being sought to fill the position of Director of Community Connections. **Specific duties include** collaborating with local, regional and international communities and women leaders and groups, building a network to support the work of the Center and developing, planning and implementing various programs and seminars. **Qualifications includes:** Master's degree a minimum. Experience working with community groups. Knowledge and background in program development and implementation, development and facilitation of workshops and seminars. Ability to work collaboratively with a wide variety of constituencies as well as an understanding of and participation in issues of diversity. Excellent communication skills, both oral and written, in intercultural settings. Qualified candidates should submit a resume, letter of interest, and the names of three references to: **Director of Human Resources, Saint Mary's College, Facilities Building, Notre Dame, IN 46556.** For full consideration, completed applications should be in by **November 26.** *EOE*

West Chester University of Pennsylvania

West Chester University

TENURE TRACK FACULTY POSITIONS

Starting Date: August 26, 2002

West Chester University of Pennsylvania, a member of the Pennsylvania State System of Higher Education, is continuing to build a culturally diverse, broadly trained faculty capable of fostering an inclusive environment which we feel is necessary to help prepare our students for the 21st Century. To achieve this goal, we aggressively seek to recruit minority faculty members who will be given serious consideration for filling 31 tenure track positions. West Chester, located 25 miles west of Philadelphia, is convenient to major cultural & commercial institutions, recreational activities, and is within driving distance of Wilmington, DE, NYC, and Washington, DC. The University is an equal opportunity, affirmative action employer encouraging diversity.

Unless indicated in the job description, a terminal degree in the field or related field is required. For all positions, excellence in teaching and the potential to develop an active program of research or scholarly activity in the discipline are essential. Effective communication and teaching must be demonstrated by presenting a seminar or lecture during an on-campus interview. Successful candidates will also have the opportunity to participate in teaching and research within interdisciplinary programs. Rank and salary are commensurate with experience. For further information, including complete job descriptions, visit our Web Page at: http://www.wcupa.edu/vacancies

Departments With Positions Available:

Department	Contact Person	Phone Number
Elementary Education	**Frances Slostad**	**610-436-2545**
English-Composition	**Jay Browne**	**610-436-2822**
Geography/Planning	**Arlene Rengert**	**610-436-2746**
Health	**Roger Mustalish**	**610-436-2931**
History-Holocaust/Genocide Studies	**Thomas Heston**	**610-436-2201**
Instrumental Music	**John Villella**	**610-436-2495**
Marketing	**Jason Phillips**	**610-436-2259**
Mathematics	**Richard Branton**	**610-436-2440**
Music Theory & Composition	**James McVoy**	**610-436-2757**
Political Science	**Peter Loedel**	**610-436-2743**
Political Science/MSA	**Duane Milne**	**610-436-2448**
Professional and Sec. Ed.	**Lesley Welsh**	**610-436-2218**
Sports Medicine	**Neil Curtis**	**610-436-3293**

EVERGREEN

Director of Institutional Research for The Evergreen State College, in Olympia, WA. Salary Range: $58,000-$63,000 per year, plus excellent benefits. **Minimum Qualifications:** Master's degree from an accredited college/university. Five years of increasingly responsible professional experience in a college/ university or equivalent institutional research office. Excellent communication skills and desire to work as a team member in a highly collaborative academic environment. Three years of supervisory experience of full-time professional staff. Experience developing data gathering tools, conducting complex data management and analysis using statistical software including SPSS and Excel. **Desired Qualifications:** Doctorate in a relevant field from an accredited college/university. Work experience in higher education. Closes: **10/29/01.** Application packet must be obtained and completed in order to be considered. For app/info visit **www.evergreen.edu/user/HRS**; e-mail **jobline@evergreen.edu**; or call **(360) 867-6361**. Hearing/speech impaired may call **(360) 867-6695 (TTY)**. *EOE/AA/ADA.*

SHIPPENSBURG UNIVERSITY OF PENNSYLVANIA

Shippensburg, Pennsylvania

Shippensburg University of Pennsylvania, a member of Pennsylvania's State System of Higher Education, has the following faculty positions available for tenure-track associate/assistant professors to begin August, 2002.

Qualifications and requirements (unless otherwise noted): Successful candidates must have a commitment to effective teaching and evidence of ongoing scholarly activity in appropriate field. A demonstration of teaching effectiveness will be required as part of the on-campus interview. Preference will be given to candidates holding the Ph.D.; terminal degree from an accredited institution is required for tenure. Other qualifications specific to the department will be listed below as part of the position description.

Shippensburg University offers a competitive salary and excellent benefits package. Standard teaching load is twelve credit hours per semester. For more information about Shippensburg University, see **http://www.ship.edu.**

Candidates must furnish proof of eligibility to work in the U.S. upon appointment.

Interested applicants should send a letter of application, current curriculum vitae, original transcripts, publication sample, syllabi, student evaluations, and three letters of reference and any other materials requested specific to the position to the search committee chairperson, **Shippensburg University, 1871 Old Main Drive, Shippensburg, PA 17257-2299.**

Shippensburg University is an Equal Opportunity Employer.

COLLEGE OF ARTS AND SCIENCES

ART

Art /Computer Design - The Department is searching for a Digital Graphic Artist who will be able to teach Art Appreciation, Page Composition, Computer Illustration, Photomanipulation, Digital Painting, Web Page Design and Multimedia. Additional responsibilities will include working closely with studio art and computer science faculty, advising art majors, participation in departmental and university activities and committees, shared responsibilities for overseeing and maintaining the art department's golden apple computer lab and webpage. Involvement in scholarly research and exhibitions is expected. Master of Fine Arts, or other terminal degree in Graphic Design is required plus university level teaching experience or five years professional work in the Graphic Design field is preferred. A demonstration of teaching effectiveness and innovation, plus knowledge of Macintosh computer operations will be required as part of the interview. Application materials, including 20 slides of professional work and 20 slides of candidate's students' work, should be sent to: **Professor Jan Ruby, Search Committee Chair, Art Department; Phone: (717) 477-1530; Fax: (717) 477-4049. Review of applications will begin on January 15, 2002.**

BIOLOGY

Science Education - Responsibilities include student teacher supervision, teaching courses in secondary science education methods and introductory biology courses. Ability to contribute to environmental education preferred. Scholarly activity will be required in the area of the candidate's specialty. The successful candidate will be expected to have a doctorate completed by December 31, 2001, a strong commitment to undergraduate instruction, and a minimum of three years of teaching experience in secondary science. A successful demonstration of teaching effectiveness and a scholarly seminar will be required as part of the on-campus interview. Application materials, including a statement of research interests, should be sent to: **Science Education Search Committee, Department of Biology. Review of applications will begin on November 1, 2001 and continue until position is filled.**

Geneticist - Responsibilities include teaching introductory genetics, an upper division course in area of specialty, and introductory biology courses. Scholarly activity will be required. The successful candidate will be expected to have a doctorate completed by December 31, 2001, a strong commitment to undergraduate instruction, and the equivalent of two years of teaching experience at the college level. A successful demonstration of teaching effectiveness and a scholarly seminar will be required as part of the on-campus interview. Application materials, including a statement of research interests, should be sent to: **Geneticist Search Committee, Department of Biology. Review of applications will begin October 29, 2001 and continue until position is filled.**

Vertebrate Zoologist - Responsibilities include teaching Vertebrate Zoology, introductory biology courses, and an upper division course in an area of specialty. Ability to teach Comparative Anatomy preferred. Scholarly activity will be required. The successful candidate will be expected to have a doctorate from an accredited institution completed by December 31, 2001, a strong commitment to undergraduate instruction, and teaching experience at the college level. A scholarly seminar will be required as part of the on-campus interview. Application should be sent to: **Zoologist Search Committee, Department of Biology by January 10, 2002.**

CHEMISTRY

Two tenure-track Assistant Professor appointments: one in Organic Chemistry and one in Biochemistry. The successful candidates will be expected to participate in our general education program and to develop undergraduate research programs. A Ph.D. from an accredited institution is expected by the time of appointment. Review of applications will begin on November 1 and continue until positions are filled. Send teaching philosophy, research proposal, and other application materials specified to **Search Committee Chair, Department of Chemistry.**

COMMUNICATIONS/JOURNALISM

Public Relations/Communications Writing - Teach undergraduate and graduate courses in Public Relations Theory and Practice. The ideal candidate should also have the ability to teach classes in Communications Writing, which can include internet information dissemination/retrieval, desktop design and layout, and web page creation. The candidate may also team with students as part of the department's highly active PRSSA chapter and Shippensburg Partners public relations firm. Master's degree required; doctorate or ABD preferred; APR certification is highly desirable. Visit www.ship.edu/~commjour for more information. Application materials should be sent to **Professor Richard Gibbs, Department of Communication/Journalism; Phone (717) 477-1652; Fax: (717) 477-4013; E-mail; RWGibb@wharf.ship.edu. Review of applications will begin November 1 and will continue until position is filled.**

ENGLISH

Creative Writing (Poetry) - MFA or Ph.D required by time of appointment. Candidates should possess a strong commitment to undergraduate education and service, demonstrate evidence of scholarly activity, and have published poetry (preferably a book). Twelve-hour course load each semester could include creative writing, general education courses (writing and literature), and courses in the major. Desirable related expertise may include a secondary creative writing specialty, literary theory, American literature, or world literature. Selected candidates will submit a writing sample. On-campus interviews will include a demonstration of teaching effectiveness and a brief poetry reading. Applications should be sent to: **Kim Long, Chair, Creative Writing Search Committee, Department of English. Applications must be postmarked no later than November 2, 2001. E-mail inquiries (but no applications): kmlong@ship.edu.**

HISTORY and PHILOSOPHY

Twentieth Century or Late Nineteenth Century Germany - Teaching includes two or three sections of a required world history sequence for first-year students. Experience teaching world history is desirable; a strong commitment to world history is essential. Preference will be given to candidates who have the Ph.D. by August 2002. Candidates invited for an interview will be required to demonstrate world history teaching effectiveness, give a research presentation, and participate in a general interview. The deadline for applications is December 1, 2001. Send application material to: **Dr. Chandrika Paul, Co-Chair, Search Committee, Department of History and Philosophy.**

MATHEMATICS and COMPUTER SCIENCE

Mathematics - Teach undergraduate mathematics courses, advise students, continue scholarly activity, and contribute to the academic climate of the department. Ph.D. in the mathematical sciences (or completion of Ph.D. within one year of appointment) is required. Preference will be given to those candidates who can make direct contributions consistent with existing activities within the department. (See http://www.ship.edu/~mathcs.) Review of applications will begin December 1, 2001, and continue until the position is filled. Contact: **Math Search Committee, Department of Mathematics and Computer Science; e-mail: mathcs@ship.edu.**

Computer Science - Teach undergraduate and graduate computer science courses, advise students, conduct research and contribute to the academic life of the department and university. (See http://www.ship.edu/~mathcs) Ph.D. in computer science or a closely related discipline preferred. Holders of a master's degree interested in pursuing a Ph.D. are encouraged to apply.

In support of the University's M.S.I.S. degree program, this individual will be expected to teach on an as needed basis, graduate-level evening courses at Dixon University Center in Harrisburg and/or use distance education technologies to deliver the courses to students at a distance.

Review of applications will begin on December 1, 2001, and will continue until the position is filled. Contact: **Dr. Carol Wellington, Computer Science Search Committee; Department of Mathematics and Computer Science; e-mail: cawell@ship.edu.**

MODERN LANGUAGES

Spanish - Generalist with a strong commitment to undergraduate teaching. Candidates should have native or near native command of Spanish and the ability to teach Spanish language, literature and culture at all levels. Area of specialization open; interest and expertise in computer-assisted language learning an asset; willingness and ability to supervise student teachers desirable. Ph.D. in hand by the time of the appointment. Application materials should be sent to: **Dr. Agnès Ragone, Chair of Search Committee, Department of Modern Languages. Review of applications will begin on November 15.**

MUSIC

Elementary Music Methods/String Performer - Teach courses in elementary music, liberal arts music courses, and others compatible with department needs; coach string players and perform. Evidence of successful teaching experience and performance on a string instrument required; elementary music teaching experience desirable. Send application materials to: **Dr. Blaine Shover, Chair, Elementary Music Methods Teacher/String Performer Search Committee, Department of Music. Phone: (717) 477-1779; Fax: (717) 477-4033; e-mail: bfshov@ship.edu. Review of all applications will begin November 16 and continue until the position is filled.**

PHYSICS

The department is particularly interested in hiring either a theoretical physicist (any field), or a condensed matter experimentalist with interest in nanoscale physics in order to support the development of a new program concentration in nanotechnology. Duties include teaching a wide variety of Physics undergraduate courses and labs to majors and non-majors. A Ph.D. in Physics from an accredited institution is required. Applications should include these additional materials: a list of publications, statements of research interests and teaching interests and send to **Search Committee Chair, Physics Department. Applications must be received by January 17, 2002. For more information about Shippensburg University go to http://www.ship.edu or http://physics.ship.edu).**

POLITICAL SCIENCE

Qualified to teach courses in Political Theory and Comparative Politics. The candidate will also typically teach departmental introductory courses each semester. The deadline for submitting a complete package for consideration by the search committee is January 4, 2002. Candidates invited for an interview will be required to give a research presentation and participate in a general interview. Send application materials to: **Dr. Kim E. Fox, Chairperson, Political Science Search Committee, Department of Political Science.**

PSYCHOLOGY

Experimental Psychology - Teaching undergraduate research methods and design sequence, sensation and perception, undergraduate and graduate statistics courses, and other courses in area of expertise. The successful candidate will have an appropriate doctoral degree and substantial experience and interest in instruction involving active and collaborative learning strategies. Responsibilities include advising psychology majors, involving students in scholarly activity outside the classroom, and contributing substantial professional service to the department and university. Review of completed applications will begin January 4, 2002, and will continue until the position is filled. Application materials should be sent to: **Dr. Robert Hale, Chairperson, Experimental Psychology Search Committee, Department of Psychology.**

Community Psychology or Applied Social/Cognitive Psychology - Responsibilities include teaching courses in General Psychology and Social Psychology, as well as the opportunity to develop a specialty course in area of training. The successful candidate will have an appropriate doctoral degree and substantial experience and interest in instruction involving active and collaborative learning strategies. Responsibilities include advising psychology majors, involving students in scholarly activity outside the classroom, and contributing substantial professional service to the department and university. Review of completed applications will begin January 4, 2002, and will continue until the position is filled. Application materials should be sent to: **Dr. Scott Madey, Chairperson, Psychology Search Committee, Department of Psychology.**

Introductory Psychology - Specialist: Seeking a candidate who has expertise in the pedagogy of teaching psychology to both major and non-major students and would welcome the opportunity to serve as resource person for faculty teaching the introductory psychology course. Teaching load not confined to teaching introductory psychology but would reflect a broad area of training and teaching interests. The successful candidate will have an appropriate doctoral degree and substantial experience and interest in instruction involving active and collaborative learning strategies. Responsibilities include advising psychology majors, involving students in scholarly activity outside the classroom, and contributing substantial professional service to the department and university. Review of completed applications will begin January 4, 2002, and will continue until the position is filled. Application materials should be sent to: **Dr. Kenneth France, Chairperson, Psychology Search Committee, Department of Psychology.**

SOCIOLOGY AND ANTHROPOLOGY

Sociology - Areas of specialization must include criminology and deviance; will also teach Intro to Sociology. Commitment to undergraduate teaching is required; teaching experience required. Application materials should be submitted by January 7, 2002, to: **Dr. Walter Konetschni, Chair, Department of Sociology/Anthropology.**

SPEECH AND THEATRE ARTS

Position #1 - African-American Communication: Teach a hybrid basic course, courses in African-American Communication, and courses in other areas of candidate's specialty. Teaching experience and professional activity required. Review of applications will begin December 15, 2001, and will continue until position is filled. Send application materials to: **Dr. Eveline Lang, Department of Speech and Theatre Arts.**

Position #2 - Teach a hybrid basic course and courses in organizational and business communication, interpersonal communication or health communication. Teaching experience and professional activity required. Review of applications will begin December 15, 2001, and will continue until position is filled. Send application materials to: **Dr. Eveline Lang, Department of Speech and Theatre Arts.**

COLLEGE OF BUSINESS

The John L. Grove College of Business is fully accredited at the undergraduate level by AACSB International.

ECONOMICS

Seeking applicants with a field in Labor and/or Health Economics but will consider applicants in other fields. Send applications to: **Dr. Hamid Bastin, Chair, Search Committee, Department of Economics, John L. Grove College of Business. E-mail: hbasti@ship.edu.**

INFORMATION SYSTEMS

Assistant/associate position in Management Information Systems, which could include distance education and off-campus teaching on an as needed basis; advising students; serving on university committees; and assisting in curriculum development and student recruitment. Professional development through continued research is encouraged, supported and expected. Applicants should possess good communication skills and demonstrate excellent research potential. Applicants should be qualified by training or experience to teach in several of the following subject areas: information systems theory and practice, systems analysis, programming, and electronic business concepts. Send applications to: **Management Information Systems Search Committee, Grove Hall 228.**

MANAGEMENT AND MARKETING

Management/Human Resources: Associate Professor position in Management. Responsibilities include effective teaching at the undergraduate and graduate levels (including distance education delivery) in entrepreneurship, leadership, and/or human resource management; engaging in research/publications (appropriate for graduate level AACSB International accreditation); and providing appropriate service to the university, department, and business community.

Qualifications include an earned doctorate in management or related discipline from an AACSB International accredited university; a current research/publication record (appropriate for graduate level AACSB International accreditation); demonstrated teaching effectiveness; and instructional technology capability. Research/publication are expected and supported. Send applications to: **Dr. Thomas Verney, Chair, Department of Management and Marketing, Grove 224, The John L. Grove College of Business.**

Marketing: Assistant/associate professor position in Marketing. Primary responsibilities include effective teaching at the undergraduate and graduate levels (including distance education delivery) in a variety of subject areas, very probably to include marketing research, sales/sales management, e-marketing, and possibly other courses depending on demand and the applicant's interest; engaging in research/publications (appropriate for graduate level AACSB International accreditation if seeking associate level rank); and providing appropriate service to the university, department, and business community.

Qualifications include an earned doctorate in marketing or related discipline from an AACSB International accredited university (ABD will be considered for the assistant level); a current research/publications record (appropriate for graduate level AACSB International accreditation if seeking associate level rank); demonstrated teaching effectiveness; and instructional technology capability. Research/publication are expected and supported. Send applications to: **Dr. Thomas Verney, Chair, Department of Management and Marketing, Grove 224, The John L. Grove College of Business.**

COLLEGE OF EDUCATION AND HUMAN SERVICES

TEACHER EDUCATION

Required qualifications for all positions: Teaching experience in an elementary level classroom and dedication to the effective preparation of teachers.

Preferred qualifications for all positions: college level teaching experience; evidence of scholarly ability, experience with technology, and involvement in publication, research and curriculum Development.

Additional responsibilities for all positions will include working cooperatively with area/regional school districts, supervising student teachers, advising undergraduate/graduate students, serving on department, school, and university committees, and participating in department academic and non-academic initiatives.

All finalists invited to our campus for interview must be prepared to make an oral presentation on a topic of their expertise to department faculty and/or students. Finalists should also prepare a portfolio for review by our search committee which will document their performance achievements in the classroom as a teacher.

Position #1: Teach literacy related classes at the undergraduate/graduate levels. This position supports our Elementary Education undergraduate program; our Reading Masters Degree Program; and our undergraduate Reading Minor Program. A Masters Degree in Reading/Language Arts Education is preferred.

Position #2: Teach Special Education and/or General Education courses at the undergraduate/graduate levels. This position supports our Elementary Education undergraduate program and our four Special Education Masters Degree Programs. A Masters Degree in Special Education is required.

Position #3: Teach Science Methods and/or General Education courses at the undergraduate/graduate levels. This position supports our Elementary Education undergraduate program and our Curriculum and Instruction Masters Degree Program. A Masters Degree in Science-Education is preferred; a Masters Degree in Elementary Education (with strong background in Science) will be considered.

Position #4: Teach Education courses at the undergraduate/graduate levels. This position supports our Elementary Education undergraduate program and could support our Early Childhood programs, and/or our Reading programs depending upon the background of the selected candidate. A Masters Degree in Elementary Education, Early Childhood Education, or any curricular area related to literacy will be given preference.

Applications should be sent to: **Dr. George L. Strine, Teacher Education Department Chair, 214A Shippen Hall. Review of applications will begin as received and continue until the positions are filled.**

PROVOST AND VICE PRESIDENT FOR ACADEMIC AFFAIRS

BALL STATE
UNIVERSITY.

MUNCIE, INDIANA

Ball State University seeks a visionary leader for the position of Provost and Vice President for Academic Affairs. The successful candidate will be a major force in leading Ball State toward its goal of becoming a national model for all who seek intellectual vitality in a learner-centered and socially responsible academic community.

Position Description: The Provost and Vice President for Academic Affairs is the chief academic officer and second-ranking executive officer of the university. Reporting to the President, she or he provides overall leadership and direction for the instructional program of the university and is responsible for all aspects of the academic mission. Reporting to the Provost and Vice President for Academic Affairs are the Associate Provost and the Deans of seven colleges-the College of Applied Sciences and Technology; the College of Architecture and Planning; the College of Business; the College of Communication, Information, and Media; the College of Fine Arts; the College of Sciences and Humanities; and Teachers College.

Major responsibilities include serving as an educational catalyst by working directly with deans, faculty, and major committees/councils and governance groups to develop and monitor academic programs; coordinating and evaluating academic units and programs, and with other administrative officers, academic support programs; assisting in University Advancement initiatives; and providing leadership in the university's comprehensive, institutional-wide planning process. The Provost also coordinates the allocation and reallocation of faculty and additional academic positions as well as other resources for academic units and programs. He or she serves for the President in his absence, acts in an advisory role to the President, and works with other university officers as a member of the senior administrative staff.

Qualifications: A candidate must have an earned doctorate or equivalent and overall qualifications that merit a faculty appointment at senior rank in one of the departments of the university; demonstrated success in higher education administration; the ability to communicate effectively; evidence of successful teaching in higher education; and exemplary scholarly and professional achievement. Preferred qualifications include state and national visibility in the candidate's own discipline and a record of success in obtaining external support for scholarly or creative activities. Salary is competitive and commensurate with experience and qualifications.

The Institution and Setting: Ball State University is a state-assisted institution of higher education located in Muncie, Indiana, a city of 70,000, fifty miles northeast of Indianapolis. The university has an enrollment of approximately 18,000 students and a full-time faculty of 850. Although its primary concern is for the citizens of Indiana, its programs appeal to regional, national, and international audiences. A Carnegie Doctoral Intensive institution, Ball State offers 155 undergraduate programs, 90 master's programs, and 14 doctoral programs through its 48 academic departments. The university values teaching and has a selective admissions policy. Primarily a residential academic community, it also supports programs that reach students well beyond the immediate campus. Its operating budget for 2001-2002 will exceed $214 million and its endowment $115 million.

The university's Strategic Plan and information about its nationally ranked programs are available on the university Web site: **http://www.bsu.edu/**.

Application Process: Review of application materials will begin **November 1, 2001**, and will continue until the position is filled.

Appointment will begin on **July 1, 2002.** Applicants and nominees should send a letter of application and curriculum vitae, along with names and contact information of five professional references, to:

Dr. Ronald Johnstone, Chairperson
Provost's Search Committee
Office of the Provost and Vice President for
Academic Affairs
Ball State University
Muncie, IN 47306

Ball State University is an equal opportunity, affirmative action employer and is strongly and actively committed to diversity within its community.

THE UNIVERSITY OF
ARIZONA.
TUCSON ARIZONA

COORDINATOR OF LEADERSHIP DEVELOPMENT

Center for Student Involvement and Leadership

Develop and administer leadership programs for all UA students, with an emphasis on the Arizona Blue Chip Program Sophomore Year Experience, and the development and coordination of a community service clearinghouse program. Successful candidate will also create & develop specialized leadership conference opportunities for students in the areas of ethnic and cultural diversity, sexual orientation, Greek Life, and differently-abled individuals.

Required qualifications include a Master's degree in Higher Education, Counseling, Student Personnel, Business Administration, or other directly related field, and two years of experience in developing, teaching, and administering student leadership programs. For full details and qualifications, see posting at www.hr.arizona.edu

To apply, please submit a cover letter (citing job #21175), resume, and the names and contact information for three references to **Ann Wolnick, Center for Student Involvement and Leadership, Memorial Student Unions, The University of Arizona, PO Box 210017, Room 404, Tucson, AZ 85721-0017; Fax: (520) 621-6930.** Review of materials will begin 11/1/01 and will continue until position is filled.

The University of Arizona is an EEO/AA Employer-M/W/D/V.

Geneseo

FACULTY POSITIONS FOR FALL 2002

SUNY Geneseo is a highly selective, primarily undergraduate institution located in an historic village in the Finger Lakes region of Western New York just south of Rochester. The College is consistently ranked among the best public undergraduate institutions in the country by publications such as US News & World Report and Kiplinger's. Geneseo is a member of the Council of Public Liberal Arts Colleges. To learn more about the College visit: http://www.geneseo.edu. For fullest consideration apply to the relevant department address by the date listed at: 1 College Circle, Geneseo, NY 14454.

Art - Sculpture/Foundations. Brodie 162F. Jan. 15, 2002.

Communication - Print & Electronic Media. Blake B 121F. Review continues until filled.

Computer Science - South 320F. Review continues until filled.

Education - Reading. South 215F. Review continues until filled.

Education - Special Education. Two positions. South 215F. Review continues until filled.

Foreign Languages - Spanish. Welles 211F. Nov. 15, 2001.

Geography - Urban. Fraser 107F. Oct. 19, 2001.

Geology - Structural. Greene 223F. Dec. 12, 2001.

History - 1) US Foreign Relations. Sturges 310F. 2) US Political. Sturges 305F. Oct. 31, 2001.

Political Science - Chair. American National Politics. Welles 3F. Nov. 9, 2001.

Psychology - Clinical. Sturges 120F. Nov. 30, 2001.

Theater - Costume. Brodie 213F. Jan. 15, 2002.

For complete descriptions see:
http://www.geneseo.edu/~provost/ or contact:
D. Gordon, Associate Provost, 1 College Circle, SUNY
Geneseo, Geneseo, NY 14454 (716-245-5531).

SUNY Geneseo is an affirmative action/equal opportunity employer committed to recruiting, supporting, and fostering a diverse community of outstanding faculty, staff, and students.

Saint Mary's College
NOTRE DAME • INDIANA
The Nation's Premier Catholic Women's College

DIRECTOR

Center for Women's InterCultural Leadership

Saint Mary's College (IN), supported by a $12 million grant from the Lilly Endowment has established a Center for Women's InterCultural Leadership. The Center intends to promote a scholarly and practical orientation towards the study of the interconnections between gender and culture within social worlds. We envision scholars and practitioners working to facilitate successful interactions and effect constructive change among multiple constituencies. The grant includes funds for scholarly fellows, a national advisory board, summer seminars for community leaders and students and a variety of other opportunities for learning which the Director and the Center's staff will orchestrate. Through the work of the Center, Saint Mary's College hopes to create new partnerships, new models of interaction and new ways of thinking.

The Center now seeks a visionary individual to help create, direct and guide this newly established Center. Reporting to the Vice President and Dean of Faculty, the Director will have overall responsibility for the Center and its activities, including program development and budget management. It is anticipated the new Director will begin **July 1, 2002.**

The candidate should have:

- an earned doctorate, with experience in interdisciplinary studies and commitment to the goals of the Center
- experience as a full-time faculty member at a college or university, including undergraduate teaching and relevant scholarly research
- demonstrated experience in program development and implementation
- ability to work collaboratively with a wide variety of constituencies.

To apply: Candidates should present a letter of interest, resume and the names of three references to: **Vice President and Dean of Faculty, Saint Mary's College, Notre Dame, IN 46556.** For fullest consideration apply by **November 26.** Applications will be accepted until position is filled.

Please access Web site at **www.saintmarys.edu/~cwil** for more information about the Center.

WAYNE STATE
UNIVERSITY

WAYNE STATE UNIVERSITY'S-AACSB-International accredited School of Business Administration invites applications for the position of chair of the Department of Management. The incoming chair will have the opportunity to advance a leading research department within this Carnegie Doctoral Extensive designated institution. An earned doctoral degree in management and credentials warranting rank and tenure as associate professor or professor are required. Administrative experience demonstrated leadership capability and team orientation are desirable. Salaries are highly competitive with a comprehensive benefits package. Review of applications will begin on **November 1, 2001** and continue until the position is filled. Start date is negotiable. Send letter, resume, and the names, addresses and phone numbers of three references to: **Assistant Dean of Administrative Affairs, School of Business Administration, Wayne State University, Detroit, MI 48202.** *Wayne State University is an equal opportunity/affirmative action employer.*

ROGER WILLIAMS
UNIVERSITY

EXECUTIVE ASSISTANT TO THE PRESIDENT

Roger Williams University's, Office of the President, is seeking qualified candidates to fill the newly created Executive Assistant position.

Serving as executive staff to the President, the Executive Assistant provides research, support, and planning to ensure the smooth and efficient operations of the Office of the President. The Executive Assistant will assume responsibility for a wide variety of functions which require strong decision making and analytical skills, sound judgment, initiative and a thorough understanding of the philosophies and policies of the university and the Office of the President. He/she will be called upon to perform special projects; assist in institutional advancement and strategic planning initiatives; facilitate public relations with the President's Office; and assist with grant writing.

The successful candidate will have a Master's degree or equivalent, a minimum of ten years' related experience, and higher education experience at a college or university.

Send cover letter and resume to: **Office of Human Resources, Ref# HO98 Executive Assistant, Roger Williams University, One Old Ferry Road, Bristol, RI 02809.**

Equal Opportunity/Affirmative Action/Americans with Disabilities Act Employer with a strong commitment to diversity. Roger Williams University does not discriminate on the basis of gender, handicap, race, age, color, sexual orientation, political affiliation, marital status, national origin, or religion. We encourage all qualified men and women to apply.

www.rwu.edu

THE COLLEGE OF
WOOSTER

1189 Beall Avenue
Wooster, OH 44691-2363

Tenure-Track Position

Biology
Microbiologist

See full description at: http://www.wooster.edu/oncampus/empopp.html. Choose "Job Postings from the Five Colleges of Ohio" to locate the description or call or e-mail Linda Farmer 330-263-2133 or lfarmer@wooster.edu

FRESNO PACIFIC UNIVERSITY

Fresno Pacific University, the only fully accredited private Christian university in California's Central Valley, seeks faculty in the following areas. Fresno Pacific University serves a diverse population of religious, ethnic and national traditions.

General required faculty qualifications include: demonstration of expertise within the appropriate field (represented by at least a doctorate or a nearly completed doctorate in the field), highly successful college/university level teaching experience, commitment to working within a community of learners, and a Christian commitment and lifestyle consistent with university goals.

Fresno Pacific College, the undergraduate school of the university, seeks faculty in:

- Contemporary Christian Ministries and Inter-Cultural Studies
- Composition and Rhetorical Studies
- Literature/Critical Theory
- Literature and Writing (half-time)
- Program Director in Music

Fresno Pacific Graduate School, the graduate school of the university, seeks faculty in:

- Program Director and Faculty in Mathematics Education
- Program Director and Faculty in Technology Education
- Elementary Mathematics Education
- Reading and Literacy Education

Send a letter of application to: **Office of the Provost, Attn: Dr. John Yoder, Fresno Pacific University, 1717 South Chestnut Avenue, Fresno, California 93702;** telephone **(559)453-2031;** fax **(559)453-5502** or email **blhorn@fresno.edu.** Applications will be reviewed beginning **November 1, 2001,** (undergraduate positions) and **December 1, 2001,** (graduate positions) and the appointments will be made as soon thereafter as suitable candidates are found.

FPU, in its hiring practices, does not discriminate on the basis of race, ethnic or social background, sex, age or physical handicap. Women and members of minority groups are especially encouraged to apply. Fresno Pacific University is sponsored by the Mennonite Brethren Church.

Full job descriptions may be viewed on-line at the Fresno Pacific University Website at: **http://www.fresno.edu,** at **http://www.cccu.org** or at **http://HigherEdJobs.com.** Information about the university and downloadable application forms are available at **http://www.fresno.edu.**

American Council on Education

ACE

Associate Director
Office of Minorities in Higher Education

The American Council on Education is seeking an Associate Director for its Office of Minorities in Higher Education. The individual will direct the activities associated with the ACE's College Is Possible project. Provide technical assistance, facilitation, and advice to 24 participating institutions and provide communication to the appropriate college and university officials. Serve as junior author and production supervisor for the Annual Status Report on Minorities in Higher Education; coordinate the acquisition of data, writing, design, and production of the Status Report; work with other ACE departments to promote the report's policy impact, visibility, and dissemination. Develop and coordinate national projects associated with OMHE's objectives, including the Educating All of One Nation Conferences. Convene meetings of association representatives, federal officials, and higher education administrators on different issues that effect the progress of persons of color in higher education; serve as one of the major spokespersons for ACE on minority issues and research, and serve as a key representative to the U.S. Department of Education on research related to people of color and affirmative action issues. Speak, write and provide technical assistance on issues related to minorities in higher education. Interact with ACE committees to implement objectives of the Office of Minorities in Higher Education. The ideal candidate should have at least a Masters degree, as well as significant experience in a postsecondary setting, and a demonstrated knowledge of higher education issues, with a particular focus on minorities in higher education; a doctoral degree is preferred. Excellent communication skills (both written and verbal) are a necessity. Research capability and technological expertise are highly desirable. Fluency in a second language is also advantageous.

The American Council on Education is conveniently located near the Dupont Circle Metro in Downtown DC. We offer an excellent employer-paid benefits package. Please send resume and salary requirements to:

Associate Director, Office of Minorities in Higher Education
American Council on Education
One Dupont Circle, NW, Suite 250
Washington, DC 20036
E-mail: resume@ace.nche.edu
EEO/AA/Disabled/V

CORNELL
UNIVERSITY

DEPARTMENT OF COMMUNICATION
COLLEGE OF AGRICULTURE AND LIFE SCIENCES

FACULTY POSITIONS

Communication Systems and Information Science

Two faculty positions at the Assistant, Associate or Full Professor rank with 60% teaching and 40% research responsibilities. Areas of interest to Cornell University include human-computer interaction, information science, ,or computer-mediated communication. Additional expertise in one or more of the following areas is highly desirable: organizational communication, scientific communication, E-commerce, visual communication, social psychology, and/or social policy as it applies to communication technologies. Candidates with appropriate qualifications will be considered for a secondary appointment in the Faculty of Computing and Information Sciences, a rapidly growing interdisciplinary entity at Cornell University.

Faculty are expected to develop leading research programs addressing fundamental questions about the mutual shaping of communication technologies and human action and the individual and/or social impact of communicating with technologies. Candidates should demonstrate a record of published research in one or more of the defined areas, and record of, or potential to acquire external funding. Faculty in the department advise and mentor undergraduate, masters, and doctoral students and participate in service and outreach activities of the department, college, and university.

Qualifications: Ph.D. in Communication or a related social or information science discipline is required. Demonstration of potential for interdisciplinary leadership in a relevant research program and evidence of teaching potential must be provided. Salary is competitive, commensurate with background and experience. Attractive fringe benefits package is available.

Applications will be reviewed beginning November 15, 2001 and will continue until position is filled. Send letter of application addressing position qualification and goals, vita, official academic transcripts, and names and contact information of three references to **Dr. Geri K. Gay, Department of Communication, 303 Kennedy Hall, Cornell University, Ithaca, NY 14853-4203.** For additional information, e-mail **gkg1@cornell.edu** or telephone **(607) 255-7737 or 255-5530.**

Interpersonal Communication

Faculty position for a tenure eligible assistant professor with 60% teaching and 40% research responsibilities. Candidate will normally be expected to teach three courses per academic year. These will include an introductory level undergraduate course in interpersonal communication theory and a new junior/senior level interpersonal communication course, such as small group communication and/or community-level citizen participation. A graduate level course in the candidate's area of specialization and within the department's priority areas is expected at least every other year. Department undergraduate priority areas include communication in the life sciences, communication planning and evaluation, and communication systems and information technologies. At the graduate level, priority areas are social psychology of communication, uses and effects of media, and environmental, health, and science communication.

The successful candidate is expected to develop a leading theory-based empirical research program in interpersonal communication as manifest in communities dealing with a variety of agricultural, environmental, health, and scientific and policy issues. The candidate need not be an expert in the science that underlies these issues, but must be willing to work in an interdisciplinary environment on issues such as citizen participation, small group deliberation, conflict management and resolution, multicultural concerns, risk perception, etc. as publicly discussed and debated. Faculty in the department advise and mentor undergraduate, masters, and doctoral students and participate in service and outreach activities of the department, college, and university.

Qualifications: Ph.D. in Communication or a related social or information science discipline is required. Demonstration of potential for interdisciplinary leadership in a relevant research program and evidence of teaching potential must be provided. Salary is competitive, commensurate with background and experience. Attractive fringe benefits package is available.

Applications will be reviewed beginning January 10, 2002 and will continue until position is filled. Send letter of application addressing position qualification and goals, vita, official academic transcripts, and names and contact information of three references to **Dr. Clifford W. Scherer, Department of Communication, 307 Kennedy Hall, Cornell University, Ithaca, NY 14853-4203.** For additional information, e-mail **cws4@cornell.edu** or telephone **(607) 255-7498.**

Cornell University is an equal opportunity affirmative action employer.

KENYON COLLEGE

FACULTY POSITIONS

KENYON COLLEGE announces *tenure-track* positions at the Assistant Professor level for the 2002-2003 academic year.

KENYON COLLEGE is a highly selective private liberal arts college of 1500 students located in the beautiful village of Gambier in central Ohio. For faculty positions the Ph.D. or appropriate equivalent is expected. Candidates should have a strong commitment to teaching undergraduates in a liberal arts context and a well-articulated research plan.

An equal opportunity employer, Kenyon is committed to building a diverse faculty and community and strongly encourages the applications of women and minority candidates.

BIOLOGY. ECOLOGIST. Assistant Professor. Ecology. The Biology Department seeks candidates who are broadly trained and are able to bridge fields within the department. The successful candidate will teach at both the introductory and upper levels; participate in an interdisciplinary program in Environmental Studies; and maintain a vital, independent research program that incorporates undergraduates. In support of research, we offer a competitive start-up package. Applicants should hold a Ph.D. and demonstrate teaching excellence, the potential to maintain research involvement by undergraduates, and show promise of establishing a productive research program. *Review of applications began October 22 and will continue until the position is filled.* Statements of teaching and research interest, CV, undergraduate and graduate transcripts and three letters of reference should be sent directly to: **Ecology Search Committee, Biology Department, Kenyon College, Gambier, Ohio 43022. E-mail:biosearch@kenyon.edu**. Visit our web-site for more details on the position: **http://www2.kenyon.edu/depts/biology/**.

BIOLOGY-MATHEMATICS. Assistant Professor. The Biology and Math departments invite applications for a joint tenure-track position in a field of computational or mathematical biology. Areas of special interest include: biomathematics; quantitative ecology or evolutionary biology; modeling of organisms or populations; computational approaches to cellular or molecular biology; biostatistics or bioinformatics. The successful candidate will teach in both departments of mathematics and biology, and conduct a vigorous research program involving undergraduates. Generous start-up funds are provided, including support from Kenyon's award from the Howard Hughes Medical Institute. The candidate will work with current faculty to develop new collaborative teaching and research in computational and mathematical biology. The candidate's primary appointment will be in the individual department of her/his choice. Qualifications include a Ph.D. in an appropriate discipline, demonstrated commitment to excellent instruction, and the ability to initiate and maintain research with undergraduates. For further information on projects combining mathematics and biology, see **http://www2.kenyon.edu/depts/Biomath/index.htm**
To apply, applicants should send **(1)** a CV; **(2)** a statement of teaching philosophy and interests; **(3)** a research statement (including a summary of accomplishments and direction of future research); **(4)** graduate and undergraduate transcripts; and **(5)** three letters of recommendation to: **Mathematics and Biology Search Committee, Kenyon College, Gambier, Ohio 43022.** *Review of applications will begin on December 01, 2001 and will continue until the position is filled.* For more information, contact the Search Committee Chair, **e-mail:mathbiol@kenyon.edu**.

CHEMISTRY. Assistant Professor. The department will give preference to candidates with postdoctoral experience and whose research interests lie at the interface of **Physics or Biology**. The position which begins July 2002, involves participation in undergraduate research as well as opportunities to teach throughout the curriculum. The Department has recently moved into its brand new chemistry-dedicated facility, Tomsich Hall, where instrumentation for teaching and research is excellent. Salary and start-up support are competitive. To apply, submit a CV, undergraduate and graduate transcripts, statements of teaching philosophy and research interests, and three letters of recommendation to: **Professor Rosemary A. Marusak; Department of Chemistry; Kenyon College, Gambier, Ohio 43022** *by November 26, 2001*. For more information, visit our web-site at **chem.kenyon.edu**.

DANCE. Assistant Professor. The successful candidate will teach the equivalent of three courses per semester, choreograph, guide student work, advise, fulfill administrative responsibilities and engage in creative work or research. Qualifications include: a graduate degree in dance, MFA or equivalent. Experience teaching dance at college or university level highly desirable with the ability to teach in additional areas, e.g., world dance forms, improvisation, kinesiology, labanotation. Strong commitment to teaching essential, including novice as well as experienced dancers. Send letter of application, CV, transcripts and three letters of recommendation with phone numbers to: **Chair, Department of Dance and Drama, Kenyon College, Gambier, Ohio 43022.** Applicants may be asked to provide videos of choreography or teaching later. *Deadline for application: January 11, 2002.*

ECONOMICS. ***Two tenure-track positions***, at the Assistant Professor or Instructor level. Candidates should demonstrate a strong interest and competence in teaching undergraduates and a commitment to research. We plan to fill one position with an ***Economic Development*** economist who has field experience in Asia, Africa, or Latin America. We plan to fill the other position with an applied ***Microeconomist*** who has one or more of the following fields: Environmental Economics, Industrial Organization, Managerial Economics, Public Economics, or Welfare, Poverty and Discrimination. Preference will be given to someone capable of teaching environmental economics. The economics program at Kenyon emphasizes economic theory and opportunities to explore public policy applications and empirical analysis. Teaching responsibilities are five courses per year, usually a section of micro or macro principles each semester, plus courses or a small enrollment seminar in a field of interest to the instructor. Salary is competitive with other highly selective liberal arts colleges. Send a letter of application, CV, statement of teaching philosophy and methods, evidence of teaching effectiveness, copy of graduate transcript, a research paper and three letters of recommendation (sent by references or placement office) to: **Search Chair, Department of Economics, Kenyon College, Gambier, Ohio 43022.** Kenyon will interview candidates at the AEA meetings by prearranged appointment. *Review of applications will begin December 15, 2001.* For further information contact **Econsearch@kenyon.edu**

THE INTEGRATED PROGRAM IN THE HUMANE STUDIES (IPHS). ***Four positions. IPHS-Classics; IPHS-History; IPHS-Political Science; and IPHS.*** All four positions were advertised previously in this publication. Please consult the Kenyon web-site for position descriptions and application instructions at **http://www2.kenyon.edu/depts/humanres/jobs.html**.

MATHEMATICS. ***Two positions***. Assistant Professor. Applicants for the positions must have a Ph.D. in mathematics. Preference for at least one position will be given to applicants with the ability to teach both mathematics courses and lower level courses in programming. Candidates with any specialty will be considered, but substantial training in computer science and/or applied mathematics will be an advantage. The department offers a major in mathematics with concentrations in statistics or classical mathematics. The Mathematics Department, together with faculty in other sciences, has also developed an interdisciplinary concentration in scientific computing. Applicants should bring an interest and ability to participate in this effort. The department will be particularly interested in candidates who have some experience in active learning techniques and/or laboratory-based instruction. A typical teaching load consists of five courses per year. In addition to teaching duties, faculty members are expected to be engaged in scholarship and to contribute to the College community in various ways. To apply, send a letter of application, CV, transcripts, a teaching statement and three letters of reference to: **Chair, Search Committee, Department of Mathematics, Kenyon College, Gambier, Ohio 43022.** At least one letter of reference must address the applicant's teaching ability and experience. To be assured full consideration, dossiers must be complete *by December 15, 2001;* however applications will continue to be accepted until the positions are filled. Members of the department will be at January AMS/MAA meetings in San Diego to conduct preliminary interviews. Inquiries about the position may be sent to the address above or to **mathsearch@kenyon.edu**.

MUSIC-ANTHROPOLOGY. ETHNOMUSICOLOGIST. Assistant Professor. The departments of Music and Anthropology seek candidates in ethnomusicology with an **Asia** focus. This position was previously advertised in this publication. Please consult the Kenyon web-site for a position description and application instructions at **http://www2.kenyon.edu/depts/humanres/jobs.html**.

PSYCHOLOGY. CLINICAL OR COMMUNITY PSYCHOLOGIST.
The Psychology Department seeks a person with a Ph.D. in **clinical or community psychology** beginning in the fall, 2002. We seek candidates with strong teaching skills, teaching experience, a research program in which undergraduates can participate, and a desire to teach in a liberal arts environment. The position involves teaching courses and doing research in a candidate's area within either clinical or community psychology. As part of their regular teaching responsibilities, the appointee would also teach introductory psychology, and would develop and supervise an internship program for undergraduates in which students would work at various local settings such as educational institutions and social service organizations or mental health facilities. A course reduction would be given each semester of the first year in order to facilitate development of this program. Some preference will be given to candidates who could occasionally offer courses that would compliment department offerings (such as health psychology, tests and measure, history of psychology, or statistics). To apply, send a CV, statement of teaching interests, statement of research interests, reprints/preprints, and three letters of recommendation to: **Sarah Murnen, Chair of The Clinical/Community Search Committee, Department of Psychology, Kenyon College, Gambier, Ohio 43022.** *Review of applications will begin December 1 and continue until the position is filled.*

LOYOLA MARYMOUNT UNIVERSITY

OPENINGS FOR 2002-03

Loyola Marymount University is currently seeking applicants for the following faculty positions, which will be available in the Fall 2002. All positions listed are tenure track and at the Assistant Professor level unless specified. Salaries are competitive and commensurate with background and experience.

BELLARMINE COLLEGE OF LIBERAL ARTS

Chicano/a Studies. Seek candidates with interests in Chicano/a literature and in such humanities areas as cultural studies, post-colonial theory, and critical race theory. Candidates must show promise in research and in teaching. Send curriculum vitae, statement of teaching and research interests, and three letters of reference by November 30, 2001, to Professor Deena J. Gonzalez, Chair, Department of Chicano/a Studies, Suite 4400, University Hall.

English. Assistant Professor of English and Associate Director of Freshman English. Literary background in American Literature with strong training and/or experience in the pedagogy of Freshman Literature and Rhetoric and Composition. Successful undergraduate teaching experience in both literature and composition, evidence of a research program required. Teaching responsibilities include Freshman Literature and Freshman Composition, American Literature Survey I and II, and/or Contemporary American Ethnic Literature. Regular teaching load is 3/3 with likely remissions for administrative work as Associate Director of Freshman English. Principal administrative responsibility for this position is development and maintenance of the freshman literature courses. Please send letter of interest, curriculum vitae, and statement of teaching philosophy to Dr. Linda Bannister, Chair, Department of English, Suite 3800. Applications must be received by November 5, 2001. Full dossiers and writing samples will be requested of selected candidates. Interviews are planned for MLA 2001 in New Orleans.

Political Science. Pending final approval, seek specialist in American politics who can develop and teach courses in various areas of electoral and congressional politics and public opinion. Applicants should have a Ph.D. in political science in hand by August 20, 2002. The successful applicant will present evidence of excellent teaching and of the potential for outstanding scholarship. By November 15, 2001, please send curriculum vitae (including e-mail address), academic transcripts, three letters of recommendation and evidence of teaching ability and research potential to Evan Gerstmann, Chair of the American Politics Search Committee, Department of Political Science, MS-8410 (**Egerstma@lmu.edu**).

Theological Studies. Area of specialization is Christian Ethics. Applicants should have an expertise in the Catholic moral tradition and be able to teach courses in fundamental ethics and social ethics. Position will involve a commitment to both graduate and undergraduate teaching. The department, in addition to undergraduate major and minor programs, also offers Master of Arts degrees in pastoral studies and theology. Candidates must show promise in research and in teaching. The Ph.D. or equivalent is required. Applicants are invited to send a curriculum vitae, statement of teaching and research interests, three letters of recommendation and transcripts, by November 9, 2001, to Dr. Christopher Key Chapple, Ethics Search Committee Chair, Department of Theological Studies MS-2659. Preliminary interviews are planned for the AAR in Denver.

Women's Studies. Program seeks candidates holding the Ph.D. in Women's Studies, Cultural Studies, or a social science discipline with specialization in the study of women of color in the United States, both of a single group and of comparison among them. Imperative is the ability to teach feminist theories, both contemporary and in historic context. Desirable areas include post-colonial theory, critical race studies, and a Third World/global specialization. Also teach courses in the American Cultures Program. Candidates must show promise in both research and teaching. Interested applicants are invited to send a curriculum vitae, a statement of teaching and research interests, a writing sample, and three letters of reference by January 15, 2002, to Dr. Nancy W. Jabbra, Professor and Director, Women's Studies, Suite 4400.

COLLEGE OF BUSINESS ADMINISTRATION

Accounting. Teach and do research in accounting information systems, and also teach in at least one other area of accounting, preferably auditing. A completed doctorate is required. Work experience in the accounting field is desirable. Teaching is our highest priority, with classes at the undergraduate and MBA levels. Successful candidate must also be willing to engage in scholarship. Depending on qualifications, hiring will be at either the Assistant or Associate Professor level. The College is AACSB accredited at both the undergraduate and MBA levels. Please send curriculum vitae to Dr. Alan Cherry, Chair, Accounting Department, MC-2659, or **acherry@lmu.edu.**

COLLEGE OF COMMUNICATION AND FINE ARTS

Communication Studies. Two positions available. **(1) Organizational Communication:** teach the basic course in organizational communication, qualitative research methods, and advise senior thesis projects. Additional areas of competence should include one or more of the following: organizational culture, critical and/or feminist approaches to organizational communication, and computer-mediated communications. **(2) Rhetorical Theory and Criticism:** teach rhetorical theory and criticism and supervise student research projects. Additional areas of competence should include one or more of the following: critical media studies, rhetoric and culture, campaign communication, social movements, feminist rhetoric, communication ethics, and research methods. Candidates for both positions are also encouraged to develop other specialized areas of expertise. A successful candidate must have a Ph.D. at the time of appointment, demonstrate the potential for teaching excellence, and have an active research program in the aforementioned areas. Please send letter of application, curriculum vitae, evidence of teaching effectiveness, representative publications, and three letters of recommendation to Professor Barbara Busse, Chair, Communication Studies Department, MC-8231. Review of applications will begin on December 15, 2001; applications will be accepted until the positions are filled.

Theatre Arts. Two positions available. **(1) Acting/Directing:** Applicants are expected to have a terminal degree in Theatre Performance or Directing; experience in full-time University teaching, evidence of professional theatre experience in acting and/or directing; expertise in stage voice, stage movement and musical theatre are welcome. Principal Teaching will be in acting and directing; teach five/six courses per year. Direct one production as often as once a year; courses to be taught may be drawn from the following depending on the specialization of the faculty member: Beginning Acting, Intro to Theatre Performance, Scene Study and Presentation, Genre Performance Workshop, Voice Development, Intermediate Acting for non-majors, Performance Training I-IV, Directing for Theatre I, Directing for Theatre II. **(2) Scenic Design:** Applicants are expected to have a terminal degree in theatre design, scenery and/or costume/technology. Evidence of organizational ability; experience in full-time University teaching; CADD proficiency is required. Principal teaching will be in scenery technology and design. Develop and maintain construction methodologies and practices in coordination with the Technical Director. Teach three/four course per year; design two/three productions per year. Courses to be taught include: Basic Stage Craft; Introduction to Design; other courses to be taught depend on areas of specialization. They will be drawn from the following: Visual Communication 2D, Visual Communication 3D, Intermediate Scene Design, Intermediate Costume Design and Construction, Intermediate Technical Theatre, Advance Costume Design, Scene Painting, Advanced Scene and Lighting Design (frequency-every two/three years). **Both positions** are expected to serve as academic advisors. All Applicants should submit a letter of applications, curriculum vitae, minimum of three letters of recommendation, copies of college transcripts and supplementary materials by December 1, 2001, to Dr. Katharine B. Free, Department of Theatre Arts and Dance, Foley Building #314, MS-8210. Application review will commence on March 15, 2002. For more information about the university and the program/department, visit **www.lmu.edu/colleges/cfa/theatre/.**

COLLEGE OF SCIENCE AND ENGINEERING

Mechanical Engineering. Position of Chair of the Department. Successful candidate will have an earned doctorate in mechanical engineering with an emphasis in the thermal science or a closely related field, a demonstrated record of excellence in teaching, research, scholarship and leadership, and a working knowledge of engineering accreditation and assessment processes. Faculty rank will be at the Associate Professor or Professor level, depending on qualifications and experience. The Chair has the responsibility of maintaining and promoting an environment of academic excellence and scholarship in mechanical engineering, the recruitment of qualified students, effective fundraising activities and the continued accreditation of the program. The Chair will be expected to teach undergraduate and graduate courses, conduct research, publish scholarly work and seek external funding for the further development of the department. The department offers both B.S.E. and M.S.E. degrees in mechanical engineering and participates in an interdisciplinary master's program in engineering and production management. The department has seven full-time faculty, four part-time faculty and about eighty undergraduate and graduate students. Candidates must submit a letter of application, curriculum vitae, names and addresses of four references to Dr. Rafiq Noorani, ME Chair Search Committee, Periera Hall of Engineering, MS-8145 (**rnoorani@lmu.edu**). Review of applications will begin January 7, 2002, and will continue until the position is filled.

Mathematics. Responsibilities include teaching, advising, maintaining an active program of scholarship and engaging in university service. Applicants are expected to have the Ph.D. in mathematics or a related field by Fall 2002. Individuals working in any area of mathematics including mathematics education, will be considered; in particularly, those with demonstrable interest in the preparation of elementary or high school mathematics teachers are urged to apply. The faculty of the department work in many areas of mathematics in an atmosphere of mutual respect and collegiality. Additional information about the department can be found at ww.lmu.edu/math. Candidates should send a complete application consists of a letter of interest, curriculum vitae, statement of teaching philosophy, statement of research plans, and three letters of recommendation at least one of which address the applicant's teachings by December 3, 2001 to Professor Michael Grady, Chair, Hiring Committee, Suite 2700. Applicants who will be attending the Joint Mathematics Meetings in January 2002, are encouraged to indicate this in their cover letter.

Natural Science Department seeks Athletic Training Faculty. Applications to fill the faculty position at the Assistant or Associate Professor level who will develop and manage an educational undergraduate degree program for the preparation of athletic trainers. Successful candidate will also be responsible to prepare, develop and teach courses within the program; engage in scholarly activity; advise students; assist with clinical supervision of students; recruit faculty as needed for the program; prepare material needed for the accreditation of the program and follow the standards and guidelines issued by the Commission on Accreditation of Allied Health Education; maintain records and reports as required by the National Athletic Trainers Association (NATA); and serve on department, college and university committees. Successful candidate must posses a Ph.D. with specialization, preparation and expertise in athletic training or other closely related field and certification as an athletic trainer from the National Athletic Trainers Association, Inc. Preferred characteristics are: evidence of successful undergraduate and/or graduate teaching experience in athletic training at a four-year college or university; ability to begin and institute the foundations of an NATA approved athletic training program; record of published research and evidence of a current research agenda; knowledge of the science, computer software, and instructional technology related to athletic training programs; and excellent interpersonal and communication skills. The successful applicant may begin as early as Spring 2002, but no later than Fall 2002. Applicants should send letter of application, which includes a description of the applicant's vision and experience on matters dealing with athletic training programs; curriculum vitae; and three letters of references to Dr. Gerald S. Jakubowski, Search Committee Chair and Dean, College of Science and Engineering, MS-8135. Review of applications will begin November 8, 2001.

Biology. Seek candidates from the fields of ecology and vertebrate biology. Qualifications include a Ph.D. in Biology, Zoology, or equivalent. Responsibilities include involvement in lower division course, teaching field-oriented, upper division courses in ecology, courses in the candidate's area of specialization, and a senior-level seminar. Special emphasis is placed on teaching effectiveness, research involvement and scholarly endeavors with undergraduates, and service to the University. The Department has ten faculty dedicated to the undergraduate teaching and research and welcomes candidates who desire to work in such an environment. Send letter of application, curriculum vitae, graduate transcripts, selected publications and three letters of reference by November 8, 2001, to Ecology Search Committee, Department of Biology, MS-8220. For additional information, contact Dr. Roy S. Houston (310-338-7343), **rhouston@lmu.edu,** or Dr. Martin G. Ramirez (310-338-5120), **mramirez@lmu.edu.**

Application, curriculum vitae, evidence of scholarly and/or professional activity or teaching effectiveness, letters of recommendation, or requests for more information should be sent to:

(Person and Department indicated)
Loyola Marymount University
One LMU Drive
Los Angeles, California 90045-2659
MS-0000 (as indicated)

Special emphasis is placed on teaching effectiveness, scholarly achievement, and service to the University for purposes of reappointment, tenure and promotion consideration. LMU offers faculty-housing assistance. Women and Minorities are strongly encouraged to apply.

Loyola Marymount University, established in 1911, is the only private Catholic University in metropolitan Los Angeles. Over 6,000 students are enrolled in the colleges of Liberal Arts, Business Administration, Science and Engineering, Communication and Fine Arts, and the Law School. The University invites candidates who desire to participate in a mission based on the Jesuit and Marymount traditions of higher education.

Loyola Marymount University is an Equal Opportunity, Affirmative Action Employer

LOYOLA MARYMOUNT
UNIVERSITY

California State University, Fresno

College of Health and Human Services

Tenure Track Positions

The primary mission of the College of Health and Human Services is to provide professionally oriented education at the baccalaureate level and to provide graduate programs in specialized disciplines related to health and human services. As a major academic unit in a comprehensive, regional university, the college is unique and important in educating health and human services professionals for the San Joaquin Valley. The academic disciplines within the college seek to foster interdisciplinary-holistic education for future health and human services providers. The following Tenure-Track faculty positions are available beginning Fall 2002. Please refer to our Web site: www.csufresno.edu/CollegeofHealth

Communicative Disorders and Deaf Studies

Professor/ Asst/Assoc Professor: Deaf Education: Teaching coursework and supervising clinical practicum in a deaf education curriculum with a comprehensive philosophy. The successful candidate may be called upon to teach in a distance education mode. **Contact: Dr. Paul Ogden, (559) 278-2423; paulo@csufresno.edu**

Asst/Assoc Professor: Speech Pathology: Teaching coursework in speech-language pathology including those related to child language or voice disorders, supervise clinical practicum. **Contact: Dr. Stuart Ritterman, (559) 278-5028; stuartr@csufresno.edu**

Kinesiology

Assistant Professor (Athletic Training). Will teach in all curricular areas of the care and prevention of athletic injuries, therapeutic exercise and modalities, organization and administration and seminar in athletic training as well as introductory courses. **Contact: Dr. Rebecca Cheema (559) 278-7094; rebeccac@csufresno.edu**

Assistant Professor (Exercise Science): Candidate should be prepared to teach in at least 3 of the following areas: exercise physiology (all areas); fitness and wellness; exercise testing; existing prescription; clinical exercise physiology; human anatomy; human physiology; strength training and performance development; nutrition; biomechanics; ergonomics; and motor learning. **Contact: Dr. Tim Anderson (559) 278-2203; tima@csufresno.edu**

Nursing

Assistant/Associate Professor: Department needs expertise in pediatric nursing. **Contact: Dr. Mariamma Mathai (559) 278-2041; mariamma@csufresno.edu**

Assistant Professor: Teaching responsibilities will be in the area of geriatric nursing/geriatric nurse practitioner and general nursing courses. **Contact Dr. F. Ndidi Griffin-Meadows (559) 278-6697; ndidig@csufresno.edu**

Physical Therapy

Assistant/Associate Professor: Position entails leadership of and teaching in a developing pre-professional program in Interdisciplinary Health and Rehabilitative Sciences. Secondary teaching responsibilities within the Master of Physical Therapy Program will be identified related to the candidate's areas of clinical expertise. **Contact: Dr. Gary Lentell (559) 278-2065; garyl@csufresno.edu**

Recreation Administration and Leisure Studies

Assistant Professor: Teaching areas will include undergraduate courses in at-risk-youth and special populations, major core courses, and in one of the following areas: Therapeutic Recreation or Leisure Service Management. **Contact: Dr. L. Jay Fine (559) 278-2629; lawrence_fine@csufresno.edu**

Social Work

Assistant Professor: Primary teaching responsibilities are in the areas of policy and research. **Contact Dr. Donna Hardina (559) 278-3992; donnah@csufresno.edu.**

WILLIAMS COLLEGE FACULTY POSITIONS

Williams College has openings in several fields. Unless otherwise noted, the positions are at the assistant professor level for three-year terms, beginning academic year **2002-2003**, with possibility of reappointment and consideration for tenure, although advanced candidates with exceptionally strong records of teaching and research are also invited to apply. Candidates should have the Ph.D. in hand or be completing dissertation (exceptions and/or other terminal degrees so noted). Name of department chair or contact and application deadline follow name of field. Hard copy application required.

- **ANTHROPOLOGY** (David Edwards; **Nov. 30**) One tenure-track position in U.S. Latina/o Studies with special interest in immigration, border issues, expressive culture, institution-building in urban areas, and historical archaeology of Hispanic communities. See http://www.aaanet.org.
- **ART** (Michael Lewis; **Dec. 21**) One tenure-track position in U.S. Latina/o Studies for artist/critic/historian with capacity to teach art of the contemporary U.S. Latina/o experience, in area of specialization. See *CAA Careers*.
- **ASIAN STUDIES** (See Chinese and Japanese)
- **BIOLOGY** (Heather Williams; **Nov. 15**) One tenure-track position in molecular and cellular biology and neuroscience. See http://www.williams.edu/Biology.
- **CHEMISTRY** (David Richardson; **Nov. 27**) One tenure-track position in biochemistry. One tenure-track position in physical chemistry. See http://www.williams.edu/Chemistry.
- **CHINESE** (George Crane) One tenure-track position in Chinese language (**Dec. 1**). One one-semester visiting position in Chinese language (**TBA.**). See *ASA Newsletter.*
- **CLASSICS** (Meredith Hoppin; **Dec. 3**) One one-year visiting position in classics to teach survey course in Greek or Roman history or archaeology plus advanced Latin course on *Aeneid* and other language courses in Greek and/or Latin. See *Positions for Classicists* of the American Philological Association.
- **COMPUTER SCIENCE** (William Lenhart; **Jan. 15**) One two-year visiting position with the possibility of tenure-track, field open but special interest in interdisciplinary research including, but not limited to, bioinformatics, cognitive neuroscience, etc. See *Communications of the ACM*, http://www.acm.org/cacm/.
- **ECONOMICS** (Ralph Bradburd; **Nov. 19**) One or more tenure-track positions, field open but special interest in environmental and natural resource economics, public finance, and macroeconomics. One or more tenure-track positions at the advanced assistant professor level, Ph.D. and 3 or more yrs. teaching experience at college/university level, field open. One senior-level position, Ph.D. and outstanding record of scholarship and evidence of strong teaching, field open. One tenure-track position, rank open, in U.S. Latina/o Studies. See JOE, http://www.eco.utexas.edu/joe.
- **ENGLISH** (Stephen Fix; **Nov. 8**) One tenure-track position in American literature, origins to 1865. See http://www.williams.edu/English.
- **ENVIRONMENTAL STUDIES** (Douglas Gollin; **Dec. 14**) One one-year visiting, or two one-semester position(s) in international environmental studies, with emphasis on international economy. See http://www.williams.edu/CES.
- **GERMAN/RUSSIAN** (Gail Newman; **Dec. 7**) One one-year visiting position in German, specialization open but interest and experience in comparative literature or interdisciplinary work desirable. See *MLA Job Information List*, http://www.mla.org.
- **HISTORY** (William Wagner; **Nov. 21**) One tenure-track position in Japanese history, subfields open, ability to teach courses on the history of some other area of Asia (other than China) desirable. See *AHA Perspectives*, http://www.theaha.org/ and History *H-Net* Job Guide, http://www.matrix.msu.edu/jobs/.
- **JAPANESE** (George Crane; **TBA**) One one-year visiting position in Japanese language. One one-year visiting position in Japanese language and literature. See *AAS Newsletter.*
- **LATINA/O STUDIES, U.S.** (See Anthropology, Art, Economics, Political Science, Psychology, Sociology, and Theatre)
- **MATHEMATICS & STATISTICS** (Thomas Garrity; **Dec. 10**) One tenure-track position in mathematics. One tenure-track position in statistics. See http://www.ams.org.
- **PHILOSOPHY** (Alan White; **Dec. 1**) One tenure-track position in ancient Greek philosophy; competence and genuine interest in history of western philosophy and competence and willingness to teach historical introductory courses, Plato through Kant, required. See *Jobs for Philosophers*, http://www.udel.edu/apa.
- **POLITICAL SCIENCE** (Gary Jacobsohn; **Dec. 14**) One tenure-track position in U.S. Latina/o Studies. See *APSA Newsletter*, http://www.apsanet.org.
- **PSYCHOLOGY** One tenure-track position in behavioral psychology (Betty Zimmerberg; **Dec. 1**). One tenure-track position in cognitive psychology (Kris Kirby; **Nov. 1**). One tenure-track position in U.S. Latina/o Studies (George Goethals; **Nov. 1.**) See *APA Monitor*, http://www.apa.org. and *APS Observer*, http://www.psychologicalscience.org.
- **ROMANCE LANGUAGES** (Leyla Rouhi; **Dec. 1**) One anticipated tenure-track position in linguistics and Spanish language and literature. One one-semester visiting position in comparative literature and French language and literature, spring 2003. See *MLA Job Information List*, http://www.mla.org.
- **SOCIOLOGY** (David Edwards;) One tenure-track position in sociology, with expertise in science and technology, the cultural/experiential aspects of globalization, and the changing structure and meaning of work (**Sept. 15**). One tenure-track position in U.S. Latina/o Studies with special interest in immigration, border issues, and institution-building in urban areas (**Nov. 30**). See *ASA Employment Newsletter*, http://asanet.org.
- **THEATRE** (David Eppel; **Nov. 30**) One tenure-track position in U.S. Latina/o Studies, with demonstrated scholarship and teaching experience in Latina/o and Chicana/o performance studies as well as Latina/o theatre (including theatre of Central and South America, the Caribbean) and in theatre about and by Latinas/os in North America. One one-year visiting position with special interest in African-American and/or Latina/o cultural repertory and ability to teach history, criticism, performance studies, and dramaturgy. See *ATHENEWJOBBANK* or ArtSEARCH at http://www.tcg.org.

Further inquiries concerning any of these positions should be directed to the appropriate department; general inquiries regarding hiring at Williams College, to the **Dean of the Faculty, Hopkins Hall, Williams College, Williamstown, MA 01267.**

Williams College is a coeducational liberal arts institution, offering undergraduate education to its 2,000 students. The college has built its reputation on a long tradition of outstanding teaching and scholarship and on the academic excellence of its students. Among the opportunities that Williams offers its students and approximately 260 faculty members are interdisciplinary programs and centers, including the Multicultural Center, the Oakley Center for the Humanities and Social Sciences, and the Center for Environmental Studies as well as extensive library and museum collections, a center for information technology, and well-equipped laboratories. See also Williams College website (http://www.williams.edu).

An Affirmative Action/Equal Opportunity Employer, Williams College especially welcomes and encourages applications from women and minority candidates.

Department of Communication and Journalism
Auburn University

Seeks the following position. This appointment begins **August 1,2002.**

Department Chair: The successful candidate will serve as chair of the **Department of Communication and Journalism,** which offers courses in journalism, mass communication, general communication, and public relations. The journalism major is fully accredited by ACEJMC and the public relations major is currently seeking PRSA CEPR accreditation.

Minorities and Women are Strongly Encouraged to Apply.

Minimum Qualifications: Ph.D. in relevant area of communication or journalism, rank of senior **Associate Professor or Full Professor;** professional experience in communication and/or journalism; administrative experience; demonstrated excellence in teaching, scholarly and/or creative activities; experience in fund-raising; and a team-building approach. Professional experience can include, but is not limited to, print, online or broadcast journalism, mass communication, public relations, issues management, political communication, or health communication. **Tenure is negotiable.**

Application Procedure: Send letter of application; vita; letters of reference from three persons familiar with your credentials and qualifications; official transcript from your Ph.D. granting institution; and evidence of teaching effectiveness and scholarly/creative work to:

Dr. Greg Kowalski
Chair, Search Committee
College of Liberal Arts, Office of the Dean
2046 Haley Center
Auburn University, AL 36849-5223
kowalgs@auburn.edu

The search committee will begin review of applications **January 15, 2002,** and continue until the position is filled.

The Department of Communication and Journalism has 18 faculty and 850 majors, including 40 master degree students. It offers majors in print journalism, mass communication, communication and public relations. Auburn is a multicultural community located in the east-central portion of Alabama between Montgomery, AL., and Atlanta, GA. In addition, Auburn is within easy access of a large variety of cultural and historical sites, activities and events. The university itself is located on a lovely campus and is the largest in Alabama with an enrollment of more than 22,000 students.

Auburn University is an affirmative action, equal opportunity employer.

DEAN
THE MILDRED AND GEORGE WEISSMAN SCHOOL OF ARTS AND SCIENCES

Baruch College of the City University of New York invites applications and nominations for the position of Dean of the Mildred and George Weissman School of Arts and Sciences. Baruch College is an urban multicultural institution with an enrollment of approximately 16,000 students in undergraduate and graduate programs in three schools: the Weissman School of Arts and Sciences, the Zicklin School of Business, and the School of Public Affairs. The Weissman School of Arts and Sciences consists of eleven departments and 200 full-time faculty and offers 14 undergraduate majors and four graduate programs.

Responsibilities: The Dean will be expected to encourage and support scholarship and effective teaching among a distinguished and internationally recognized faculty in the humanities, natural and social sciences. The Dean reports to the Provost/Vice President for Academic Affairs and has responsibility for the academic, budgetary and personnel matters in the School.

Qualifications: Candidates must have an earned doctorate, and a record of scholarship, teaching, and service appropriate for an appointment as a tenured professor of a discipline in the arts and sciences. Candidates should also possess a record of administrative accomplishment and a collegial leadership style that fosters innovation and cooperation.

Review Process: Applications and nominations should be received by **November 30, 2001**. The appointment is effective July 1, 2002, or sooner, if mutually agreeable. The salary is competitive with an excellent benefits package. Candidates should send a letter of application, a curriculum vitae, and the names of four references, who will be contacted only with applicant's permission. Please send all materials to: **Professor Robert J. Myers, Chair, Search Committee for Dean of the Weissman School of Arts and Sciences, Office of the Provost, BARUCH COLLEGE/CUNY, One Bernard Baruch Way, Box D-0701, New York, NY 10010.** An AA/EO/IRCA/ADA Employer.

Baruch COLLEGE
The City University of New York

CAL POLY POMONA

DIRECTOR OF ADMISSIONS & OUTREACH

The Office of Admissions and Outreach is responsible for all outreach, recruitment, and admissions activities for prospective undergraduate and graduate students. The Office plays a significant role in contributing to the strategic enrollment management plan, in conjunction with other campus constituents. The Office is charged with meeting the enrollment goals of the University by promoting the image of the University, its programs and unique features; attracting and recruiting students; developing relationships with the campus and external constituents; and providing timely, accurate, and comprehensive services to students and the campus throughout the recruitment and admissions processes. Application processing, advising and reporting are primary functions of this office. Reporting to the AVP for Enrollment Services, the Director provides leadership, strategic direction and management to the Office of Admissions and Outreach to support University enrollment goals and to facilitate access and success for a culturally diverse student population.

Bachelor's degree in a related field required (Master's preferred) AND a minimum of five years of progressively responsible experience (10 years preferred) in successful planning and administration of admissions and/or recruitment policies and operations, including 5 years supervisory experience. Collaborative management style, outstanding communication and interpersonal skills, demonstrated ability to lead and motivate staff, and knowledge of current recruitment and enrollment strategies, including market research and the use of technology is required. Evidence of commitment and ability to uphold the educational equity goals of the University and its increasingly diverse ethnic cultural and international character.

The annual starting salary is between $78,000 and $88,000 and will be negotiated depending on qualifications. The position is open until filled. First consideration will be given to complete application packages received no later than November 12, 2001. Early response is encouraged.

For application info. and/or materials, visit our website at **http://www.csupomona.edu/~hrs** and refer to **job #116-SA-01**; or call **(909) 869-3733**; or visit **HR Services, California State Polytechnic University, CLA Bldg. 98, Rm. B1-20, 3801 W. Temple Ave., Pomona, CA 91768.** Please forward all completed application materials to the above address.

SARAH LAWRENCE COLLEGE

CHEMISTRY

Sarah Lawrence College, a coeducational liberal arts college dedicated to individualized education, is recruiting a broadly trained chemist for a tenure-track position beginning August 1, 2002. The successful candidate will teach general chemistry, other undergraduate courses of interest to liberal arts students, and some upper-level courses. A specialty in biochemistry or physical chemistry is desirable. An interest in working closely with students on an individual basis is essential. A Ph.D. and teaching experience are required. Please send resume, copy of graduate transcript, statements of teaching philosophy and research interests, sample descriptions of two courses for liberal arts students, and three letters of recommendation to: **Dr. Mali Yin, Sarah Lawrence College, Bronxville, NY 10708.** For full consideration, applications should be received by **November 26, 2001.**

An equal opportunity employer,
Sarah Lawrence College encourages applications
from minorities and women.

EDINBORO FAMILY

Edinboro University of Pennsylvania

Edinboro University of PA invites applications for Associate Vice President for Enrollment Management and Retention. For complete details about the institution, the position and application procedure, visit our website **(http://www.edinboro.edu)** or call the Human Resources and Faculty Relations Office at **(814) 732-2703.** Edinboro University of PA is building a diverse academic community and encourages people of color, women, veterans and persons with disabilities to apply. *AA/EOE.*

TOURISM AND LEISURE:
Department of Leisure Studies,
University of Illinois at Urbana-Champaign

Position: Assistant/associate professor level in tourism and leisure. This is a 9-month tenure-track teaching/research appointment beginning August 21, 2002. Candidates should have an earned doctorate or equivalent degree in leisure studies, tourism or related social science field. Areas of application should include one or more of the following: sustainable development, management and planning, community assessment, social and/or economic impact, cultural and social change, and/or media and communications. To ensure full consideration, letter of application, vitae, and the names, addresses, and phone numbers of at least three references should be sent by December 15, 2001 to **Dr. Daniel R. Fesenmaier, Chair, Search Committee, Department of Leisure Studies, University of Illinois at Urbana-Champaign, 104 Huff Hall, 1206 South Fourth Street, Champaign, IL 61820, Phone: 217-333-4410, e-mail: drfez@uiuc.edu,** *The University Of Illinois Is An Affirmative Action, Equal Opportunity Employer.*

WESTERN CONNECTICUT STATE UNIVERSITY

ANCELL SCHOOL OF BUSINESS
Management Department

Position: WCSU has an anticipated tenure-track position in General Management (emphasis on Total Quality Management, Supply Chain Management, and Operations) beginning January 2002 or August 2002. A twelve-hour per semester teaching load in the Bachelors of Business Administration program, primarily in the Management program in Waterbury but also at the Danbury campus. Primary emphasis is on teaching; scholarly productivity and service to the university at Waterbury and Danbury are expected. Rank and salary are dependent upon qualifications.

Qualification: An earned doctorate in General Management or a related field; ABDs near completion will be considered. Other graduate degrees will be considered if coupled with professional experience in General Management that is relevant, significant in duration and level of responsibility, and current at time of hire. Demonstrated teaching and general management experience are preferred. Evidence of research productivity is required. Teaching assignments may include Total Quality Management, Supply Chain Management, and Operations as well as classes such as Current Issues or Strategic Management.

The Department: Six full-time faculty, plus adjunct instructors, provide a BBA Management major and an MHA degree and also support an MBA program.

Application Process: Email, send, or fax a letter of application, a current vita, and three letters of recommendation to: Dr. Stanley Bazan, Chair, Management Department, WCSU, 181 White Street, Danbury, CT 06810. (203) 837-8527 (Fax). **Bazans@wcsu.ctstateu.edu** Applications must be received by November 2, 2001 to be considered for a January 2002 appointment. Applications must be received by January 18, 2002 to be considered for an August 2002 appointment.

WCSU is an AA/EO Educator/Employer.

Macalester College

Faculty Positions

Macalester College announces the following openings for full-time tenure track positions available Fall term, 2002. Consideration of applications begins on dates indicated, and continues until position is filled. More information including list of required application materials can be found at http://www.macalester.edu.

CLASSICS Assistant Professor in Classics. Candidate should be able to teach both Greek and Latin, and Greek and Latin authors in translation, and should possess a strong scholarly interest in Greek and Latin literature. Secondary specialization can be in a range of possible areas such as Greek History and Historiography, Egyptology, Slavery and Slave-Systems, or Race and Identity in the ancient world. The candidate will be able to participate in a range of interdisciplinary programs at the College such as Women's and Gender Studies, African-American Studies, or Humanities and Cultural Studies. The Macalester College Classics Department is a rapidly growing department which values faculty-guided student research, international research and study, and scholarly productivity. Applications should be received by **November 1, 2001** for best consideration.

EDUCATION Associate or Full Professor to provide leadership for Macalester's secondary education program while making significant contributions to the College's liberal arts curriculum, which highlights internationalism, multiculturalism, and service, all in a context of academic excellence. Ph.D. in Education required as well as advanced preparation in secondary curriculum and instruction, teaching experience at the secondary level and solid preparation in either the social or natural sciences. Applicants should demonstrate active scholarly engagement in an area of educational studies such as educational policy, urban education, multicultural education, environmental-education, educational technology, or psychological, sociological, anthropological, or historical foundations of education. Responsibilities include teaching courses in secondary curriculum and instruction; advising, placement and supervision of student teachers; ongoing development of the secondary licensure program; and teaching courses in educational studies. Please send a letter of application, a curriculum vitae, three letters of reference, examples of recent scholarly writing, a statement of teaching philosophy and interests, and any other relevant materials (e.g., course syllabi) to: **Ruthanne Kurth-Schai, Chair, Education Department, Macalester College, 1600 Grand Avenue, St. Paul, MN 55105.** Applications should be received by **November 1, 2001** for best consideration.

GEOGRAPHY Advanced Assistant or Associate Professor in Human/Cultural Geography. A broad range of sub-specialties is welcomed. Candidates are expected to have a Ph.D. in geography, demonstrated excellent teaching at the undergraduate level, and a record of scholarly achievement. Successful candidates will have the ability to teach an introductory human geography course, an intermediate course on any theme of cultural geography, an advanced geography seminar, and a course on the cultural geography of a region outside North America. The College has a special interest in its Latin American, Asian, and Russian, Central and East European Studies Programs, and in its African American, Comparative North American, and Women's and Gender Studies interdisciplinary programs. Participation in one of these programs is desirable. Salary will be competitive and commensurate with qualifications and experience. Please send letter of application, curriculum vitae, sample of your scholarship, evidence of exemplary teaching, course syllabi and the names and addresses of three references to **David Lanegran, Chair, Geography Department, Macalester College, 1600 Grand Avenue, St. Paul, MN 55105.** Applications should be received by **October 15, 2001** for best consideration.

GEOLOGY Assistant Professor with specialization in surficial geology. Ph.D. required. Successful candidate will be a broadly-trained earth scientist with research and teaching interests in geomorphology, environmental geology, glacial geology, geoarcheology, or a related field. Teaching responsibilities (2 courses with labs per semester) will include physical or historical geology, environmental geology, geomorphology, and other advanced courses that reflect the candidate's expertise. The successful candidate will maintain an active research program that includes undergraduates. The department currently consists of three tenure track faculty with backgrounds in structural geology, igneous petrology and geochemistry, sedimentology and stratigraphy, and paleontology. On average, the department graduates 5-10 majors/year (roughly equal numbers of men and women). Students are to complete honors and summer research projects. The department is housed in a new science complex, and has extensive research facilities (XRD, XRF, SEM-EDS, TEM, INAA, clean lab, and a computer lab, and rock and sample preparation). The college and the department are committed to academic excellence, internationalism, and student-faculty collaboration. Members of the department will be at the national GSA meeting in Boston and will interview selected candidates. Applicants should send a cover letter describing teaching and research interests, curriculum vitae, and three letters of recommendation to **John Craddock, Chair, Geology Department, Macalester College, 1600 Grand Avenue, St. Paul, MN 55105.** Applications should be received by **September 15, 2001** for best consideration.

INTERNATIONAL STUDIES/HUMAN RIGHTS Assistant or Associate Professor in International Human Rights. A vibrant interdisciplinary program at the heart of the College's mission, Macalester's International Studies Program approaches a broad range of questions from fully global or trans-national perspectives. Successful candidates will be able to engage one or more of the sociological, political, economic, religious, legal, philosophical or other interdisciplinary dimensions of human rights, examining conventions, practices, discourses, and cultural variations. Candidates will be expected to consider issues of national, ethnic, gender, and racial identity formation in fragmented societies alongside more traditional questions such as the relationship of individuals to the state.

A global perspective is essential and within this global perspective candidates should be able to participate in the Latin American; Asian; or Russian, Central and East European Studies programs. Preference will be given to candidates in the Russian, Central and East European field. The teaching load is five courses ranging from introductory to advanced. All Macalester faculty work closely with students and contribute to the mutual enrichment of international and area studies and the broader intellectual life of the College. Applicants should send a detailed introductory letter and CV only to **Margaret Beegle, International Studies Program, Macalester College, 1600 Grand Avenue, St. Paul, MN 55105.** Applications should be received by **November 15, 2001,** for best consideration.

MUSIC Continuation of search for a senior level, Harry M. Drake Distinguished Professorship appointment. The Drake Professor will serve as Music Department Chair and will teach courses in either music theory/composition or western music literature. The new chair will lead the Music Department's transition following the retirements of two senior faculty. The department is looking for outstanding candidates who are nationally recognized in their fields of specialization and have demonstrated experience as leaders and teachers. Additional teaching interests might include the teaching of courses which can be cross-listed in other disciplines such as Humanities and Cultural Studies, Women's and Gender Studies, African American Studies, and Comparative North American Studies or Area Studies Programs (Latin America, Asia or Russia/Central and East Europe.) For further information and a copy of the complete job announcement please contact **Dr. Carleton Macy by email at macy@macalester.edu, by phone at [651] 696-6186, or on the web at the Music Department website.** Applications should be received by **October 15, 2001** for best consideration.

PHYSICS AND ASTRONOMY Assistant Professor in Physics and Astronomy. Ph.D. required. All specialty areas considered, but preference will be given to candidates with expertise in theoretical or computational physics. Candidates should demonstrate a commitment to excellence in teaching at the undergraduate level, and be able to develop a vigorous on-campus research program that involves undergraduates. Postdoctoral experience is preferred. Start-up funds will be available, but the appointee will be expected to seek additional support from outside sources. The Department of Physics and Astronomy has five full time faculty with research interests in solid state physics, stellar astronomy, and plasma processing of materials. **More information about the department and this position can be found at the Physics and Astronomy website.** Applications should be received by **December 15, 2001** for best consideration.

POLITICAL Science Assistant or Advanced Assistant Professor in Political Science. Applicants should have Ph.D. in hand, as well as teaching experience at the college level. Substantial training in comparative theory and methods is expected, with a strong concentration in comparative Latin American Studies. The successful candidate will contribute to the further development of Macalester's Latin American Studies Program, as well as participate in broader comparative discussions taking place across the Social Sciences, the Humanities, and other interdisciplinary programs (e.g., International Studies, Asian Studies, Comparative North American Studies, Women's and Gender Studies, Urban Studies, and Humanities and Cultural Studies). The ideal candidate must be theoretically informed, have an ambitious research agenda, as well as demonstrated linguistic competence and prior field experience in the region. The capacity to shift comfortably between intra-regional and inter-regional comparisons is decidedly preferable to concentration on a single national case. Beyond sharing in the teaching of Foundations of Comparative Politics, the finalist will be expected to develop comparative courses that highlight such thematic areas as social movements, global political economy, transnational networks, as well as the more traditional concerns of the discipline. Application materials should be sent to **Franklin Adler, Chair, Political Science Department, Macalester College, 1600 Grand Avenue, St. Paul, MN 55105.** These should include three letters of reference; examples of recent professional work; and student evaluations, if available. Applications should be received by **October 15, 2001** for best consideration.

SOCIOLOGY The Department of Sociology invites applications for one or more tenure track positions at the assistant professor level. Ph.D. required. Department seeks to hire a comparative sociologist whose teaching and research interests explore social processes in cross-cultural and/or cross-national perspectives. Areas of specialization open. Applicants must demonstrate a strong commitment to excellence in undergraduate teaching and evidence of scholarly promise. The new faculty member will teach one or more of the following courses in the Department's core curriculum: Introduction to Sociology, Social Problems, Social Research Methods, Sociological Theory, and Senior Seminar in Comparative Sociology. The normal teaching load is 5 courses/year. The Department is particularly interested in candidates who may add depth to the College's offerings in Urban Studies. Successful applicants may also contribute to the advancement of one or more of these interdisciplinary programs: African American Studies, Asian Studies, Comparative North American Studies, Environmental Studies, International Studies, Latin American Studies, Russian, Central and East European Studies, or Women's and Gender Studies. Please send a letter of application, CV, transcript of graduate work, three letters of recommendation, an example of recent scholarship, and a statement of teaching interests and philosophy to: **Mahnaz Kousha, Chair, Department of Sociology, Macalester College, 1600 Grand Avenue, St. Paul, MN 55105.** Applications should be received by **January 1, 2002** for best consideration.

WOMEN'S AND GENDER STUDIES Assistant Professor in Lesbian, Gay, Bisexual and Transgender Studies. Ph.D. must be completed at the time of appointment. Preference will be given to candidates doing interdisciplinary work in the social sciences. Consideration will also be given to those substantially employing social-science perspectives in allied fields. Successful LGBT studies candidates will be recognized scholars who have teaching and research expertise in studies of sexuality as these are contextualized in diverse ethnic American contexts. In addition to this U.S. based cross-cultural expertise, an ability to create comparative studies (U.S. with other national feminisms and sexualities) is desirable. Candidates should be able to teach introductory, intermediate, and advanced courses in Women's and Gender Studies with a basis in the history of feminist theories. For further information about this position, please contact **Sonita Sarker, Director of the Women's and Gender Studies Program, Macalester College, 1600 Grand Avenue, St. Paul, MN 55105.** Applications should be received by **November 1, 2001** for best consideration.

Macalester College is a selective, private liberal arts college in the vibrant Minneapolis-St. Paul metropolitan area. Macalester enrolls 1800 students from 48 states and over 70 foreign countries and has a long-standing commitment to maintaining a multi-national, multi-ethnic community. Macalester is an Equal Opportunity employer that is committed to having a diverse workforce. The college prides itself on sustaining a strong commitment to excellence in teaching and providing support for faculty scholarship. Successful candidates will be expected to pursue rich research programs as well as to provide support, as appropriate, to the college's emphases on multiculturalism, internationalism, and service, all in a context of excellence in undergraduate education.

Rutgers, The State University of New Jersey
Campus at Camden
Faculty of Arts and Sciences and the Graduate School

FACULTY SEARCHES

Rutgers-Camden, located in the heart of the Philadelphia Metropolitan area, is the southern campus of Rutgers, the State University of New Jersey. The campus includes undergraduate and graduate Arts and Sciences Programs, a Law School, and a Business School.

The Faculty of Arts and Sciences is seeking candidates for the following positions:

Computer Science - *Assistant Professor* (2)

English - *Assistant Professor*
Director of Writing Program

Fine Arts
Department Chair
Assistant Professor - Graphic Design

Foreign Languages - *Assistant Professor* (2)
French (1) and Spanish (1)

Mathematics - *Assistant Professor* (position anticipated)

Nursing - *Assistant Professor* (3)
Adult Health and Illness (1)
Maternal and Child Health (2)

Psychology - *Assistant Professor* (2),
Health Psychology (1) and Industrial/Organizational Psychology (1)

Sociology, Anthropology, and Criminal Justice - *Assistant Professor* (3)
Criminal Justice (2) and Sociology of Education (1)

For specific information about any of these positions, including qualifications and deadlines, see our web site at http://www.camden.rutgers.edu/RUCAM/fasjob/jobs.html.

Rutgers University is an Equal Opportunity and Affirmative Action Employer, and strongly encourages applications from women and members of minority groups.

Rutgers University
campus at camden

CAMPUS COMPLIANCE OFFICER

The University of Maryland, Office of Human Relations Programs, Office of the President, has a vacancy for Campus Compliance Officer. Primary responsibilities include: **1)** investigating and resolving complaints of discrimination in accordance with the procedure set forth in the University of Maryland Human Relations Code, and State and Federal laws; **2)** working with the campus-wide Conflict Resolution Network; **3)** coordinating campus-wide sexual harassment prevention programming; **4)** coordinating campus-wide peer mediation programming; **5)** participating in the campus-wide equity council; **6)** collaborating with Office of Human Relations Programs (OHRP) staff in the provision of equity-related training and educational programming. Education and experience required: J.D. or Master's degree required, law and/or policy background. At least 5 years professional work experience. Knowledge of equal educational/employment opportunity, affirmative action, disability, sexual harassment, and hate crimes law and policy. Research and investigation experience. Conflict resolution and mediation experience. Understanding and utilization of a broad range of alternative dispute resolution methodologies. Training and program development/implementation experience. Staff supervision experience. Commitment to collaboration in both collegial and leadership contexts within work unit and across campus. Extensive verbal, written, and technology skills. Demonstrated ability to work in highly diverse environment. Spanish and/or Asian, especially Southeast Asian, language, skills desirable. Experience in public higher education research institution preferred. For best consideration please send cover letter, resume, and the names of three references by November 13, 2001 to:

Ms. Marie Osafo
Office of Human Relations Programs
1130 Shriver Laboratory
University of Maryland
College Park, Maryland 20742

EOE/AA.

UNIVERSITY OF
MARYLAND

PRESIDENT
Texas A&M University
Kingsville

The Texas A&M University System Board of Regents and the Chancellor invite nominations and applications for the position of President of Texas A&M University-Kingsville.

The University: Texas A&M University-Kingsville (TAMUK) serves an area comprising the citrus region of the Rio Grande Valley, extensive ranch and farm land, productive oil and gas regions, and the expanding industrial area along the Gulf Coast. Kingsville, a community of 25,000, is located 40 miles southwest of Corpus Christi and 120 miles north of Mexico. TAMUK (formerly Texas A&I University) became a member of the Texas A&M University System in 1989. The student enrollment of over 6,000 reflects the ethnic diversity of South Texas, with approximately 65% of the students of Hispanic origin. Undergraduate colleges include Agriculture and Human Sciences, Arts and Sciences, Business Administration, Education, and Engineering. TAMUK has established excellent research programs in the colleges of Arts and Sciences, Agriculture and Engineering that are internationally recognized. The College of Graduate Studies oversees graduate programs at both the master's and doctoral levels, and has recently been authorized by the Texas Legislature to start a professional School of Pharmacy. The TAMUK offers bachelor's degrees in some 56 fields of study and graduate degrees in 37 areas. The main campus consists of approximately 250 acres of land located in the northwest quadrant of the city of Kingsville. The Texas A&M University-Kingsville System Center-Palo Alto, a branch campus of TAMUK, is located on the campus of Palo Alto College in South San Antonio. The System Center will eventually become a university in accordance with the pathway model of the Texas Higher Education Coordinating Board. The University Farm consists of 545 acres of land located about one-half mile north of the main campus. The Citrus Center is located near Weslaco, approximately 110 miles south of Kingsville in the Lower Rio Grande Valley, and consists of nearly 330 acres of land.

Position Description: As chief executive officer, the President provides leadership for the University under the direction of the Chancellor of The Texas A&M University System. In harmony with a number of campus constituencies through a process of shared governance, the President is expected to maintain and enhance the quality of academic and campus life for all University citizens. The successful candidate will be a proven leader who advances the mission of the University and its goals as a public institution of higher education. Candidates should have a distinguished record of scholarly and professional achievement, superior leadership and management skills, a commitment to diversity and excellence, strong public relations abilities and exceptional vision and personal integrity. The President must be experienced in fundraising from multiple sources and able to lead an ongoing strategic planning process.

Qualifications: Candidates should have an earned doctorate, experience at various administrative levels, plus teaching or research credentials. Successful candidates will be judged on the following attributes:

- Excellent interpersonal and communication skills to effectively represent and promote TAMUK and the surrounding region; bilingual in English and Spanish preferred.
- A high energy level and a progressive vision of the future of higher education in Texas and the United States.
- A record of successful management responsibility as a CEO, COO, President, or Dean of a major division, in an organization preferably with similar objectives to those of TAMUK.
- Understanding and appreciation of unique geographical location, clientele, and academic strengths of TAMUK and positive experience working with cross cultural environments.
- Commitment to enhance teaching, research and administration through advanced technology.
- The demonstrated capacity and willingness to provide a leadership role in fundraising activities and securing additional resources.
- Ability to understand and interpret the complexities of public higher education.
- A track record in effective leadership and decision making based on shared governance.
- Ability to interact successfully with faculty, staff, students, alumni, community groups, industry, government, and the TAMU System leaders.
- Track record in strategic planning which involves implementation, assessment, and budget allocations.

Application Procedures: A letter addressing the presidential attributes mentioned above, a vision for an institution like Texas A&M University-Kingsville, a curriculum vitae and names of six references.

Nominations and Applications: Candidate screening will begin November 15 and continue until the position is filled. The desired appointment date is Summer 2002. Send application materials to:

Dr. Jerry Gaston, Chair
Presidential Search Advisory Committee
The Texas A&M University System
301 Tarrow, 7th floor
College Station, TX 77840-7896
Phone: 979/458-6038
FAX: 979/862-2679
Email: tamuksearch@sagomail.tamu.edu

Please be advised that under Texas law, the name or names of the finalists must be given public notice 21 days before final action on employment.

The University seeks and encourages nominations and expressions of interest from minority and women candidates. The Texas A&M University System is an equal opportunity/affirmative action institution.

SUL ROSS STATE UNIVERSITY, Alpine Campus invites applications for the following Faculty and Staff positions:

- **Assistant or Associate Professor of Criminal Justice**
- **Assistant or Associate Professor of Industrial Technology**
- **Assistant Professor of Theater**
- **Director of Teacher Education**
- **Faculty/Head Men's Basketball Coach**
- **Circulation Services Librarian**
- **Controller**
- **Counselor**
- **Electrician**
- **Electrician Supervisor**
- **Integration Analyst**
- **Recreational Programs Director**
- **Student Support Services Director**

The following Faculty and Staff positions are available at the SRSU/Rio Grande Campuses at Del Rio, Eagle Pass, and Uvalde:

- **Assistant Professor of Mathematics**
- **ExCET Coordinator/Title 5**
- **Field Experience Coordinator**
- **Institutional Research &**
- **Effectiveness Director**
- **Nursing Education Director**
- **Public/Media Relations Director**
- **Technical Support Specialist II**

To request an application or announcement contact **Sul Ross State University, Human Resources, Box C-13, Alpine, TX 79832. (915) 837-8058.** To view complete announcements and information regarding Sul Ross State University visit our website at **www.sulross.edu.** Sul Ross is a member of the Texas State University System.

EEO/AAE.

Texas A&M University
College of Education
Assistant Professor of Higher Education

The College of Education at Texas A&M University invites applications for the position of Assistant Professor of Higher Education with an emphasis in policy studies, governance, and student development/learning in the Department of Educational Administration and Human Resource Development beginning **January 1, 2002 or September 1, 2002.** This is a 101/2-month tenure-track position.

Preferred qualifications: An earned doctorate in higher education with an emphasis in policy studies, governance structures, and student development/learning. Experience seeking and managing external funding, grants, and contracts is desired. Experience advising doctoral dissertations and in using distance education tools for teaching is preferred. Candidates should have a record of research and publications.

Responsibilities: Teach graduate courses in higher education. Advise masters' and doctoral students, and guide doctoral dissertations. Develop and pursue a research agenda in area of expertise. Work with diverse populations. Collaborate with colleagues in meeting the mission and goals of the academic program area and department. Contribute to appropriate service activities benefiting the program area, department, college, university, and wider professions.

The screening of completed applications will begin immediately, and continue until the position is filled. To apply, send a letter of application, a complete vita, three samples of journal articles and conference papers, official transcripts, and the names, addresses, phone numbers and e-mail addresses of three references to:

Dr. Yvonna S. Lincoln
Search Committee Chair
c/o Marie Shelfer
Department of Educational Administration and
Human Resource Development
4226 TAMU
Texas A&M University
College Station, TX 77843-4226
Phone: (979) 845-2701
FAX: (979) 862-4347
E-mail: ysl@tamu.edu

Texas A&M is an equal opportunity, affirmative action, equal access employer, and encourages applications from minorities, women, and persons with disabilities.

PRESIDENTIAL SEARCH

GREAT BASIN COLLEGE

Great Basin College is the major provider of post-secondary education in central and northeastern Nevada. The 4,700 students enrolled at the college have access to 21 associate degree programs and two baccalaureate programs. The 45,000 square mile college service area covers the Great Basin region between the Bonneville Salt Flats to the east and the Black Rock Desert to the west, and shares borders with Idaho to the north and Utah to the east. The 44-acre main campus is located in Elko, Nevada next to the snow-mantled Ruby Mountains and has two brand new campuses and numerous satellite centers. Great Basin College has a successful fundraising track record and recently received a $4.5 million grant for campus enhancements that include a landmark clock tower, a glass solarium and a state-of-the-art 500-seat outdoor amphitheater. The college is recognized as an ambitious, innovative institution with a faculty that cherishes the learning process, and is proud to serve as the cultural and arts center for the region.

Challenges and Opportunities: The president of Great Basin College will be expected to lead the institution by example and by motivating others to meet the following challenges and opportunities:

- To provide leadership in the effort to diversify the local and regional economy in partnership with business and industry and government.
- To support the expanded community college mission that includes transfer, occupational and accelerated programs, as well as selected baccalaureate degree offerings.
- To promote the college in its effort to recruit students from beyond its service area.
- To prepare the college for all of the implications associated with managing residential facilities for students and the resulting changes residential life brings to institutions and their communities.
- To effectively guide the institution in using distance education as a vehicle for serving remote and isolated communities.

Minimum Qualifications

- ✓ An earned doctorate from an accredited university.
- ✓ Classroom teaching experience at a post-secondary setting.
- ✓ Demonstrated commitment to shared governance/shared responsibility that includes students, faculty, administration and staff.

TO APPLY: Please submit a letter of application that succinctly responds to how you might address the challenges and opportunities identified and how you meet the personal and professional qualifications (not to exceed 5 pages). You will also need to include a current resume (including your e-mail address), a reference list with the names and telephone numbers of eight references: three supervisors, two subordinates, a colleague, and two faculty members from your current or former institutions. Applicants should fully describe qualifications and experience since it is this information on which the initial review of materials will be based. Applications will be received until the position is filled. We encourage applicants to submit a complete application prior to November 26, 2001. The review of applications will begin immediately. For inquiries call Narcisa Polonio (202) 775-4667 x118 or email at **npolonio@acct.org.** An electronic copy of the application package is required and should be submitted to Susan Smee at **ssmee@acct.org.** Information is also available on the college web site at **www.gbcnv.edu** and the ACCT site **www.acct.org.** Please submit application materials to:

Dr. Narcisa A. Polonio
Director, Board Leadership Services
ACCT
1740 N Street, N.W.
Washington, D.C. 20036
202 775 4667 x118

The UCCSN is an Equal Opportunity/Affirmative Action Employer and employs only United States citizens and aliens authorized to work in the United States. An ACCT Search

BRIDGEWATER STATE COLLEGE
FACULTY POSITIONS AVAILABLE

***Bridgewater State College** is a comprehensive public college serving approximately 8,700 students. Its 270 full-time faculty offer over one hundred Baccalaureate and Master's level programs. The J. Joseph Moakley Center for Technological Applications provides advanced computing and telecommunications technologies to support academic programs. The campus is located in southeastern Massachusetts, in an attractive New England town, easily accessible to Boston, Cape Cod and Providence. For additional information, visit our web site: http://www.bridgew.edu/.*

*Bridgewater State College seeks applicants for the **following full-time, tenure-track faculty positions**, which include opportunities for teaching and advising undergraduate students during the nine-month academic year. Opportunity exists for additional teaching in the summer.*

All positions require an earned doctorate, unless otherwise noted. Applicants should be strongly committed to excellence in teaching and advising and to working in a multicultural environment that fosters diversity. Applicants should also have an ability to use technology effectively in teaching and learning, the ability to work collaboratively, evidence of scholarly activity, and a commitment to public higher education.

SCHOOL OF ARTS AND SCIENCES

Chairperson (rank and tenure negotiable), Department of Foreign Languages

Chair department with eight full-time and approximately ten part-time faculty; administer the department's budget; supervise student advising; establish teaching schedules; conduct faculty evaluations; and serve as liaison between the department and the college's administration. The chair is appointed to a three-year renewable term on a nine-month contract. The chair will teach four courses per academic year. Requires Ph.D. in Spanish, with demonstrated expertise in one or more of the following: Language pedagogy, Spanish for the professions, and Spanish linguistics; proven leadership in curriculum development; and technological innovation in teaching. Experience in academic administration is preferred.

Assistant Professor, Specialties in Ceramics and Metals, Department of Art

Duties include teaching courses in ceramics and metalsmithing, as well as foundation courses or other courses based on areas of skill and knowledge. Additional responsibilities include advising students, contributing to curriculum and program development, managing studios for courses, and ordering supplies. Requires an earned MFA by May 2002 specializing in Ceramics or Metals, with demonstrated training, skills and productivity in both areas. A record of excellence in artistic endeavors and teaching is important. Experience in the applications of new technologies to art will be an advantage.

Faculty Position (rank negotiable), English Education, Department of English

Requires an earned doctoral degree by August 2002 in English Education, Curriculum and Instruction, Language and Rhetoric or a closely related field with a concentration in English/Language Arts. Desired specializations include but are not limited to grammar and language studies, children's and/or adolescent literature and composition for teachers. Middle school/high school teaching experience is desirable, in addition to a thorough grounding in standards and assessment. Since all faculty in the department teach freshman writing, preparation in composition will be an advantage. Responsibilities also include supervising candidates who are seeking a single-subject teaching credential in English; advising prospective credential candidates, both undergraduate and graduate students; and participating in departmental and college decision-making processes and activities.

Assistant Professor, American Literature, Department of English

Requires an earned Ph.D. by August 2002. Desired specialization in African-American literature with possible sub-specialties in Latino/a or Native American literature. Since all faculty in the department teach freshman writing, preparation in composition will be an advantage. Responsibilities also include advising undergraduate and graduate students and participating in departmental and college decision-making processes and activities.

Assistant Professor, Inorganic Chemistry, Department of Chemical Sciences

The successful candidate will have a strong commitment to undergraduate teaching (inorganic chemistry and introductory chemistry) and to developing a research program appropriate to an undergraduate setting. A Ph.D. and postdoctoral experience in inorganic chemistry or related area are required, as are excellent oral and written communication skills. Prior teaching experience is preferred.

Faculty Position (rank negotiable), Computer Science, Department of Mathematics and Computer Science

Responsibilities include teaching undergraduate and master's level courses, advising undergraduates and supervising graduate students, participating in departmental curriculum development, as well as engaging in ongoing scholarship and professional activity. A Ph.D. is preferred, but applicants holding a master's degree in computer science (or a closely related field) and enrolled in a doctoral program will be considered. While all specialties will be considered, we are especially interested in the areas of Robotics, Artificial Intelligence and Graphics.

Assistant Professor, Specialty in Public Administration, Department of Political Science

The areas of specialization within public administration are open, but research and teaching interests in public management, information and technology policy, leadership and organizational development and nonprofit organizations are desirable. Duties include teaching graduate courses in the core curriculum of the department's growing MPA program and advising graduate and undergraduate students. While the position's primary responsibility will be to teach and work closely with graduate students, some undergraduate teaching in related areas is expected. Requires an earned Ph.D. in Political Science with a concentration in Public Administration, a commitment to teaching excellence, and evidence of scholarly activity. Candidates with practitioner experience and strong methodological skills are preferred.

SCHOOL OF EDUCATION AND ALLIED STUDIES

Assistant/Associate Professor, Counseling, Department of Secondary Education and Professional Programs

Responsibilities include teaching courses in career counseling and student development theory, as well as the higher education foundation course and other core counseling courses, and supervising interns. Required: doctorate in counseling or counseling-related field, independent license to practice as a clinician and supervise interns in Massachusetts (or be license eligible), teaching experience and active scholarship. Preferred: background in instructional technologies and experience working with diverse populations.

Multiple Faculty Positions, Elementary Education, Department of Elementary and Early Childhood Education

Responsibilities include teaching undergraduate and graduate methods courses; assisting in undergraduate and graduate program development; supervising student teachers; writing and supporting the development of grants; and advising undergraduate and graduate students. Requires an earned doctorate in Education with teaching experience in the regular classroom setting at the early childhood and/or elementary levels, and competencies in at least one of the following areas: mathematics, science, reading/language arts (including ESL/language development), special education, assessment, and/or student-teacher supervision.

SCHOOL OF MANAGEMENT AND AVIATION SCIENCE

Two Faculty Positions, Information Systems (rank negotiable), Department of Management

Responsibilities include teaching undergraduate and graduate courses in Information Systems and related Management courses; advising students; and participating in departmental curriculum development. An earned doctorate in Information Systems or related management field and college-level teaching experience are preferred. Applicants holding a master's degree in Information Systems (or closely related field) and enrolled in an accredited doctoral program in Information Systems (or closely related field) will be considered. Prefer candidates with practical MIS/Management experience and experience in E-Commerce.

***To apply, submit letter of application, resume and the names, addresses and telephone numbers of three professional references to: Office of Human Resources, Boyden Hall, Bridgewater State College, Bridgewater, MA 02325. Review of files will begin 11/05/01 and continue until positions are filled, unless otherwise noted in the position description. Please identify for which position you are applying in your letter of application.** Bridgewater State College is an affirmative action/equal opportunity employer with a longstanding commitment to increasing the diversity of its employee community.*

BSC
BRIDGEWATER
STATE COLLEGE

www.bridgew.edu

THE COLLEGE OF NEW JERSEY

English Department
Assistant Professor Positions

The College of New Jersey is currently seeking candidates for tenure-track Assistant Professor positions, beginning Fall 2002.

SECONDARY ENGLISH EDUCATION - Responsibilities: supervising student teachers in urban and suburban secondary schools; teaching courses in methods of teaching secondary English; the teaching of writing. Opportunities to teach courses in rhetoric and/or literature. Requirements: Ph.D. or Ed.D. in Education or English Education at time of employment; teaching experience at secondary and college levels; commitment to ongoing scholarship. When applying, also include a sample syllabus for a methods of teaching secondary English course. ***Contact: Prof. Michael Robertson, Search Committee Chair, English Department.***

POET TEACHER - Seeking poet with demonstrated ability to teach classes in both creative writing and literature and strong interest in building a creative writing community. Requirements: MFA or Ph.D. at the time of employment; dedication to teaching; significant publication. When applying, also include a sample syllabus for a creative writing course. ***Contact: Prof. Lawrence McCauley, Search Committee Chair, English Department.***

ENGLISH AND AFRICAN AMERICAN STUDIES - Scholar in African and/or Diaspora studies. Two of the following specialties are preferred: African American literature, Caribbean literature, or African literature. Additional expertise in Rhetoric, multicultural literature, Native American literature, Asian American literature, literature for young adults, media studies, or cultural studies would be an asset. Requirements: Ph.D.; dedication to teaching; commitment to ongoing scholarship. Early applicants will be consideed for interviews at the MLA Convention. When applying, also include a research plan. ***Contact: Prof. Kim Pearson, Search Committee Chair.***

Applications will be accepted until the positions are filled, but for full consideration, applications should be postmarked by November 15, 2001. To apply, please send letter of application with vita, statement on teaching philosophy, three letters of reference (at least one should comment on teaching), writing sample, and sample syllabus as stated for each position. Mail to the attention of the contact specified for each position to: The College of New Jersey, P.O. Box 7718, Ewing, NJ 08628-0718. To enrich education through diversity, The College of New Jersey is an Affirmative Action/Equal Opportunity Employer. For more information about The College, please visit our website at: www.tcnj.edu.

Transportation Planning Faculty Position
City and Regional Planning

Georgia Institute of Technology
COLLEGE OF ARCHITECTURE

The City and Regional Planning Program at the Georgia Institute of Technology seeks an energetic teacher and researcher for a tenure-track faculty position in the area of transportation planning. The position is at the rank of assistant or associate professor and will begin in August 2002.

We seek an individual who will contribute substantively to coursework in transportation planning and to our program's core. We are especially interested in candidates who specialize in methods of transportation analysis, such as modeling, demand analysis, and forecasting, and can further develop linkages between transportation and social equity, environmental protection, or economic development. A Ph.D. in planning or related field is required. Minorities and women are especially encouraged to apply.

Formal review of applications will begin after December 15, 2001. Applicants should forward their curriculum vitae; two writing samples; a list of three references; and a statement of teaching, professional, and research interests to: Professor Arthur C. Nelson, Chair; City and Regional Planning Search Committee; City and Regional Planning Program; College of Architecture; Georgia Institute of Technology; Atlanta, Georgia 30332-0155. The position will remain open until filled.

AN EQUAL EDUCATION/
EMPLOYMENT OPPORTUNITY INSTITUTION

VICE PRESIDENT OF BUSINESS SERVICES

(#3APR05)

Las Positas College in Livermore. Salary $92,256-109,572/yr. BA in Business, Public Admin, or related area req'd; earned Masters desirable. Closing date: Open until Filled. Selection Committee will begin reviewing applications 11/15/01, submissions especially encouraged prior to that time. For a complete job description visit: www.clpccd.cc.ca.us. For an official application contact the Chabot-Las Positas Community College District by e-mail: hr@clpccd.cc.ca.us or call (925) 485-5200.

AA/EOE

FRANKLIN COLLEGE

Franklin College is seeking to fill five full-time tenure-track faculty positions in the following areas:

Education
Psychology
Sociology
Mathematics
Chemistry

Franklin College, an AA/EOE employer, is committed to diversity and equality in education and employment.

For full details, visit our website at:
www.franklincollege.edu.

POSITION ANNOUNCEMENT

Professor and Head
Department of Agricultural and Consumer Economics
College of Agricultural, Consumer and Environmental Sciences

University of Illinois at Urbana-Champaign

DEPARTMENTAL DESCRIPTION:
The Department of Agricultural and Consumer Economics includes a faculty of 45 involved in research, teaching, outreach and international activities. The Department has faculty specializing in agricultural economics, consumer economics, environmental and resource economics, food, farm and agribusiness management, agricultural finance, textile marketing and agricultural law. It offers curricula for 529 undergraduates and 83 graduate students pursuing the M.S. and Ph.D. degrees on campus. For more information, see **http://www.ace.uiuc.edu**

QUALIFICATIONS:
A Ph.D. in Agricultural or Consumer Economics or a closely related field is required. The candidate should have a strong background in research, resident instruction or outreach education as well as demonstrated administrative skills. The candidate should have strong communications skills and the ability to work effectively with faculty, students, staff, administrators and various clientele groups.

MAJOR RESPONSIBILITIES:
The Professor and Head of The Department of Agricultural and Consumer Economics holds a full-time position responsible for the administration of the research, teaching, outreach and international activities of the Department of Agricultural and Consumer Economics. Specifically, the Head is responsible for the following:

- Providing leadership to the faculty and staff
- Establishing goals
- Developing policy guidelines
- Planning and supervising all academic programs in the Department
- Recruiting, supervising, mentoring and evaluating faculty and staff in the Department
- Administering budgetary and financial matters within the Department
- Planning, implementing programs and facilitating the acquisition of financial resources
- Maintaining liaisons with leaders in industry, government, other universities, public groups and professional societies.

PROPOSED STARTING DATE:
The position will be filled as soon after May 21, 2002 as a suitable candidate is identified and available.

SALARY:
Commensurate with experience and qualifications.

APPLICATIONS:
To ensure full consideration, candidates should apply by November 30, 2001. The application, including resume and the names, addresses and telephone numbers of five persons familiar with the candidate's qualifications and experience, should be sent to:

Dr. George C. Fahey, Jr.
College of Agricultural, Consumer and Environmental Sciences
122 Mumford Hall
1301 West Gregory Drive
Urbana, IL 61801-3605
Telephone: (217) 244-2285 Fax: (217) 244-2911
Email: g-fahey@uiuc.edu

The University of Illinois is an Affirmative Action/ Equal Opportunity Employer.

MDCCCXX

Chancellor, INDIANA UNIVERSITY SOUTHEAST
New Albany, Indiana

and

Chancellor, INDIANA UNIVERSITY SOUTH BEND
South Bend, Indiana

With eight campuses serving more than 96,000 students, Indiana University is one of the nation's oldest and largest state universities. In anticipation of the retirement of two of its campus chief executives at the culmination of long and successful tenures, Indiana University now invites applications and nominations for the positions of chancellor for each of its campuses in South Bend and New Albany, Indiana.

Indiana University Southeast (IUS) is the fastest growing campus in Indiana University. Increasing enrollments in graduate and undergraduate programs, additional faculty positions, expanding academic curricula, and strong community support as reflected in a successful $12 million capital campaign identifies IUS as an energetic and thriving academic community. Situated on a park-like campus only 15 minutes from downtown Louisville (KY), IUS combines the assets of suburban and nearby rural environments with urban vitality in business, medical research, and the arts. More than 6,500 students from Southern Indiana and the Greater Louisville (KY) region are working toward degrees and certificates in a breadth of graduate and undergraduate programs in the Schools of Arts & Letters, Business, Continuing Studies, Education, Natural Sciences, Nursing, Social Sciences, and the Purdue University School of Technology. IUS has more than 180 full-time faculty and gifted adjunct faculty, a recently completed $10 million addition and renovation to the life sciences building, a new library in progress, expansion of the athletics facilities, and a regionally recognized fine and performing arts center. For additional information on IUS, please visit its website: www.ius.edu.

Located 90 minutes east of Chicago in north-central Indiana, **Indiana University South Bend** (IUSB) is one of its region's most dynamic forces in higher education and community partnership. IUSB enrolls more than 7,200 students in almost 100 degree and certificate programs in Liberal Arts and Sciences; Communications, Fine and Performing Arts; Business and Economics; Education; Public and Environmental Affairs; and Nursing, Dental and Allied Health. About 20 percent of IUSB's students are enrolled in one of the university's 12 graduate programs. Partnerships with such institutions as the Purdue University School of Technology, which is housed on the IUSB campus, broaden the area's options for publicly funded higher education to include engineering, computer design, and industrial management. A new classroom building, art gallery and student center are expanding, changing, and transforming the IUSB campus. Over 260 faculty members have garnered multiple teaching and research awards. For additional information on IUSB, please visit its website: www.iusb.edu.

Chancellors at Indiana University report to the President of the University and are responsible for leadership, planning, management, academic excellence, and continued development of campus programs. Candidates should have a strong academic and managerial background, an earned terminal degree, and achievement warranting the rank of full professor. The successful candidates will possess records of leadership, strong interpersonal and communication skills, and the ability to work with external constituencies. Familiarity with the operation of a complex or multi-campus university is desirable.

Candidates should specify which position is of interest or if they would like to be considered for either position. Screening of materials will begin immediately and continue until the positions are filled. Applications should be submitted by November 15, 2001, and should include a curriculum vitae and a cover letter sent to the consultants supporting Indiana University in this search:

Indiana University
C/O EDUCATIONAL MANAGEMENT NETWORK/WITT/KIEFFER
Attention: Dennis M. Barden/Gary J. Posner
2015 Spring Road, Suite 510
Oak Brook, IL 60523

Requests for a copy of the position specification and questions concerning this search may be directed to Dennis M. Barden at 630-575-6167 or Gary J. Posner at 615-665-3388 or via e-mail at iuchancellor@emnemn.com.

Indiana University is an Affirmative Action/Equal Opportunity Employer committed to enhancing the cultural and gender diversity of the campus. Applications from persons who will contribute to this diversity are especially encouraged.

Educational Management Network/Witt/Kieffer

DEPAUL UNIVERSITY

DePaul University is seeking to fill a full-time, tenure track position in the History of 19th Century Latin America at the Assistant Professor level. A concentration in either Mexico (with ability to teach history of the American Southwest) or Brazil is strongly preferred. Candidates must be willing to work in the university's Latin American and Latino Studies Programs and to collaborate with the Center for Latino Research. Candidates must also be willing and able to teach in the University First Year Program. Applicants should have the Ph.D. in hand by the time the position begins in September 2002. Send letter of application, letters of recommendation, C.V., graduate transcripts, and a one page summary of your dissertation to:

Dr. Robert Garfield, Chair, Latin American Search Committee
History Dept, DePaul University, 2320 North Kenmore Ave, Chicago, IL 60614

Complete dossiers must be received no later than Nov. 20, 2001. Interviews with successful applicants will be held at the AHA Convention in San Francisco in Jan. 2002.

DePaul is an equal opportunity/affirmative action employer and especially seeks applications from women and other under represented groups.

Assistant Professor in theoretical & applied Spanish linguistics. Tenure-system Assistant Professor in theoretical and applied Spanish linguistics. Academic year appointment to begin August 16, 2002. Qualifications: Native or near-native fluency in Spanish and English, Ph.D. completed by date of appointment. Training and experience in supervision of TAs. Commitment to research & excellence in teaching and willingness to contribute to the outreach mission of MSU. Expectations: teaching and research in theoretical and applied Spanish linguistics; supervision of first and second-year Spanish program. Participation is also expected in the college general education program, such as the Center for Integrative Studies in the Arts and Humanities, and other interdisciplinary programs involving linguistics, such as the Center for Language Education and Research. MSU is an affirmative action equal opportunity institution. Women and minorities are especially encouraged to apply. Persons with disabilities may request and receive reasonable accommodation. Send letter of application, CV and complete dossier by November 15 to **Professor Patricia Lunn, Chair, Search Committee, Department of Romance and Classical Languages, Michigan State University, 258 Old Horticulture Building, East Lansing, MI 48824-1112.**

BUNKER HILL COMMUNITY COLLEGE

THE COLLEGE:

Bunker Hill Community College is a multi-campus urban community college. One campus is located in the historic Charlestown neighborhood of Boston. A second campus is located in Chelsea, immediately adjacent to Boston. The College also offers classes at off site locations in Cambridge, Somerville and Chinatown. Bunker Hill Community College serves about 6,800 students annually and incorporates multi-cultural perspectives, which mirror the diversity of Boston, the region, and the world. Students of color account for more than 50% of all enrolled. Nearly 60% of the student body is female. There are approximately 385 international students who represent more than 80 different countries.

RESPONSIBILITIES:

New faculty are expected to have certain characteristics beyond the minimum qualifications listed under each position. These characteristics include a student focus with an ability to relate to a diverse student population; a demonstrated interest in continuous improvement of curricula; a commitment to teaching and learning; experience working in a participatory and collegial setting; the ability to strengthen the diversity of the college either through experience, attitude, or background; the ability to use technology; the desire to grow as a faculty member; the ability and willingness to incorporate the College's general education core competencies in course curriculum; and experience in grant writing or grant management.

POSITIONS AND QUALIFICATIONS:

SCIENCE

Master's degree in Biology required with teaching or professional experience in microbiology, doctorate preferred. Experience in curriculum development preferred. Additional teaching responsibilities may include nutrition, cell biology or anatomy and physiology. Experience teaching at the college level, particularly at a community college, is preferred.

COMPUTER SCIENCE (two)

Master's degree in Computer Science or a closely related field from an accredited institution is required, doctorate preferred. Ability to teach object-oriented programming, UNIX and Linux courses as well as to advise and recruit students is essential. Knowledge of HTML, JavaScript, DHTML is a plus. Experience teaching at the college level, particularly at a community college, is preferred.

ENGLISH (two)

Developmental Reading and Writing Instructor- Master's degree in English with an emphasis on teaching reading required, doctorate preferred. Experience in teaching developmental reading and writing at the community college level is preferred.

Writing Instructor- Master's degree in English, with an emphasis on teaching, writing and composition required doctorate preferred. Experience teaching developmental writing and college composition courses at a community college level is preferred.

CLOSING DATE: November 9, 2001 **ANTICIPATED EFFECTIVE DATE:** January 27, 2002

SALARY RANGE: *$34,500 - $45,614; actual salary will be determined based on education and experience.*

To apply in confidence, interested candidates should send a resume, cover letter, and copy of transcripts and statement addressing each of the qualifications to: **Molly B. Ambrose, Director of Human Resources and Labor Relations, Bunker Hill Community College, 250 New Rutherford Ave., Boston, MA 02129-2925.**

Bunker Hill Community College is an Affirmative Action/Equal Opportunity Employer. Women, people of color, individuals with disabilities and others are strongly encouraged to apply.

BUNKER HILL
COMMUNITY COLLEGE
Learning for the Real World

WESTERN CONNECTICUT STATE UNIVERSITY

Psychology Department

Experimental Psychology

Two tenure-track positions - Fall 2002

The successful candidate should have job-relevant experience. Will teach 12 credits per semester including Introductory Psychology and possibly Experimental Psychology, Perception, Cognition, Physiological, Learning, or Cognitive Neuropsychology and methodology courses such as Research Design and Statistics. Student advisement and coverage of evening courses are also expected. WCSU is primarily a teaching institution but research is a criterion for hiring, tenure and promotion.

Qualification: Ph.D. required by August 2002. Credentials and relevant experience will determine salary.

Application Process: Send letter of application, vita, official transcript of graduate course work, statement of teaching philosophy, evidence of undergraduate teaching experience and effectiveness, evidence of research productivity and three letters of recommendation by December 15, 2001 to Professor Philip Lom, Chair, Psychology Dept., WCSU, 181 White St., Danbury, CT 06810.

WCSU is an AA/EO Educator/Employer.

Pepperdine
University

The Graduate School of Education and Psychology

The Graduate School of Education and Psychology at Pepperdine University is seeking to fill a tenure-track position in educational leadership. GSEP offers classes at five education centers in Southern California and online nationwide. Teaching and advising duties will include work with students in programs that prepare K-12 administrators and organizational leaders.

We are seeking a faculty member to assist us in taking our Educational Administration, Leadership, and Policy program into all of California and the surrounding states via a 60/40% face-to-face/on-line program. Students in this program will meet in Culver City as well as in other locations in the western states.

This position will teach leadership and/or other similar courses for several programs including the doctorates in Organizational Leadership and Educational Technology as well as our Educational Leadership Academy for students seeking a master's degree in educational administration.

The ideal candidate will:

- Have actively participated in the development and promotion of policy at institutional and governmental levels.
- Recognize leadership in a broad multi-cultural, international perspective and promote leadership in the context of innovation and change.
- Have District Superintendent experience in one or more states.
- Have practical experience in technology-infused learning environments, in school or workplace settings.
- Demonstrate currency in national curriculum standards and K-12 issues in technology policy and practice.
- Demonstrate in-depth knowledge and use of technology applications for administration and instruction and have online teaching experience using synchronous and asynchronous environments.

Successful candidates must have earned a doctoral degree from an accredited institution and demonstrate scholarly capabilities (including chairing dissertations), strong teaching ability, be current on recent literature, participate in conferences, and participate as a member of major organization(s) in the field.

Pepperdine is a teaching university, where emphasis is placed on successful teaching supported by research grant activities and scholarly research.

Tenure-track positions are ranked from assistant professor to professor. Rank, salary and benefits are commensurate with experience.

Initial applicant screenings will begin October 30, 2001.

To apply, please submit a curriculum vita, and three references to:

Dr. Terence Cannings
Pepperdine University
Graduate School of Education and Psychology
400 Corporate Pointe
Culver City, CA 90230

For additional details please access the following website:
http://moon.pepperdine.edu/gsep/fs/facjobs/

Pepperdine University is an Equal Opportunity Employer and does not unlawfully discriminate on the basis of any status or condition protected by applicable federal or state law. Pepperdine is religiously affiliated with the Churches of Christ. It is the purpose of Pepperdine to pursue the very highest employment and academic standards within a context, which celebrates and extends the spiritual and ethical ideals of the Christian faith. While students, faculty, staff, and members of the Board of Regents represent many religious backgrounds, Pepperdine reserves the rights to seek, hire, and promote persons who support the goals and mission of the Institution.

WILLIAM PATERSON UNIVERSITY

William Paterson University is a comprehensive public institution of higher learning, committed to promoting student success, academic excellence, and community outreach with opportunities for lifelong learning. Members of the faculty are highly distinguished and diverse teachers and scholars, many of whom are recipients of prestigious awards and grants from the Fulbright Council (24 scholars), the Guggenheim Foundation, the National Endowment for the Humanities, the National Institutes of Health, the National Science Foundation and the American Philosophical Society. Featuring nationally renowned academic programs, the University maintains a low student:faculty ratio (12:1) and small class size (21) for its 30 undergraduate and 19 graduate degree programs, supported by state-of-the-art information and communications technology. The University enrolls 10,000 students from across the country and from over 40 foreign nations. William Paterson University is situated on a beautiful suburban campus in Wayne, New Jersey, twenty miles west of New York City.

Dean of Student Development

Reporting to the Provost and Executive Vice President, the Dean works cooperatively with faculty, students, staff and other administrators in advancing the personal growth and academic success of students. The University seeks a creative, innovative and visionary individual who can provide dynamic and proactive leadership in developing and implementing effective student development initiatives in concert with its academic mission. Areas of responsibility include Student Government, Campus Activities and Student Leadership, Counseling and Health (Wellness) Services, Residence Life, Recreation Center, Athletics, and the Women's Center.

Qualifications and requirements for the position include an earned doctorate in an appropriate field; successful leadership experience supervising and directing a variety of student development programs in higher education; successful experience with and commitment to a learning-oriented and student-centered approach to student development; knowledge of student retention issues and strategies; demonstrated ability to work with diverse students, faculty, staff and administrators; proven commitment to promoting diversity; and excellent organizational and fiscal management skills. University/college teaching experience is preferred.

Salary is negotiable and commensurate with expertise and experience. This position offers a comprehensive benefits package including tuition waiver for dependent children after one year of full-time employment. Letters of application accompanied by a recent curriculum vitae and the names and addresses of three references should be sent to: ***Dr. Robert Seal, Executive Assistant to the Provost, 100 Raubinger Hall, Drawer HO, William Paterson University, 300 Pompton Road, Wayne, NJ 07470. Additional information about the University can be found at http://www.wpunj.edu.*** *The review of applications will begin immediately upon receipt and continue until the position is filled.*

William Paterson University is an equal opportunity institution committed to diversity.

WILLIAM PATERSON UNIVERSITY
WAYNE, NEW JERSEY

COLUMBIA EARTH INSTITUTE

POSTDOCTORAL PROGRAM

The goal of the Columbia Earth Institute (The Institute) is to better understand Earth to enhance sustainability. In order to achieve this, the Institute fosters collaboration of physical, biological, and social scientists who work at the intersection of these disciplines to better understand Earth systems and to link this understanding to the policy process to benefit society. The Institute is committed to knowledge generation and institutional innovation in achieving its goals.

The Institute postdoctoral program is designed to provide young innovative scholars with the opportunity to build a foundation for a career in science that addresses critical issues related to the study of environmental problems using approaches that go beyond those typically confined by traditional disciplines. Specifically, we are seeking applications from candidates interested in working on problems positioned at the intersections between physical, biological, and social/economic fields. These positions are also expected to catalyze new research directions at Columbia. The Institute postdocs will be guided by multidisciplinary teams of two or more senior scholars. Applicants are encouraged to visit the Earth Institute postdoc Web site (www.earthinstitute.columbia.edu/postdoc/) to review a list of the Institute's units and several Columbia University and Barnard College departments. The positions will ordinarily be granted for a period of 24 months.

Candidates should submit a proposal for multidisciplinary research and an appropriate work plan following instructions found at the Institute postdoc Web site. The proposal should suggest a composition for a small multidisciplinary mentoring team. Proposals will be evaluated by the Institute Academic Committee on the basis of the strength of the research plan and its relevance to the Institute's goals.

Application forms may be printed from the Web:
http://www.earthinstitute.columbia.edu/postdoc/
or by contacting:

Postdoc Search Committee
Columbia Earth Institute
Columbia University
535 West 116th Street (Mail Code 4335)
New York, NY 10027
Telephone: (212) 854-3893
Fax: (212) 854-6309

Applications submitted by January 18, 2002, will be considered for fellowships starting in the summer or fall of 2002, and fellowship offers will be made about March 15, 2002.

COLUMBIA UNIVERSITY

Columbia University is an affirmative action/equal opportunity employer. Minorities and women are encouraged to apply.

PERALTA COMMUNITY COLLEGE DISTRICT

SEEKING CANDIDATES FOR PRESIDENT
COLLEGE OF ALAMEDA

The Chancellor of the Peralta Community College District is pleased to announce the official search process to identify and select the president for College of Alameda, one of four colleges in the District. The Peralta Community College District is located in the beautiful Oakland/San Francisco Bay Area, an area which leads the world in technology and innovation. The District is seeking to appoint a campus president who will become part of the Chancellor's team responsible for implementing an ambitious agenda in advanced training and higher education to serve all segments of a culturally diverse urban community. The Peralta Community College District serves six cities in the East Bay Area. The District is renown for its support of education and has a national reputation for developing effective approaches to serving the varied interests and needs of the community. The Peralta Community College District, founded in 1964, serves 29,000 students, and is one of the top community college districts in the State of California in transferring students into the University of California system. Individuals are invited to apply who are interested in joining a team of educational leaders, who understand the principles and distinction of excellence in management and commitment to visionary leadership, and who are committed to community service and academic excellence. The President serves as the chief executive officer of the college and reports to the Chancellor of the District.

Mission Statement: *"The mission of the Peralta Community College District is to provide accessible, high quality adult learning opportunities to meet the educational needs of the multicultural East Bay community.*

College of Alameda

College of Alameda, California's only island-based community college, offers both park-like tranquility and easy access to urban bustle. Having served almost a quarter of a million day, evening and weekend students since its 1970 founding, College of Alameda enjoys a well-deserved reputation for excellence in its academic, vocational, and student-support programs. The College is proud of its strong ties to the City of Alameda and is recognized for its strong partnerships with the local business community. The College's 5,500 students benefit from a lively and dynamic campus and academic and vocational offerings including Aviation Maintenance Technology, Computer Science and Computer Information Systems, Anthropology, and the Vietnamese language studies."

PREFERRED QUALIFICATIONS -The Chancellor will consider educational background, professional experience, accomplishments, reputation and character in the search for the President. Leading candidates will preferably have a Ph.D. Degree and have demonstrated success in entrepreneurial and innovative approaches to the challenges and opportunities outlined in the presidential search profile.

APPLICATION PROCESS -Individuals interested in submitting application materials are encouraged to obtain an application packet that includes the challenges and opportunities and preferred qualifications for the college. This information can be obtained by accessing the District 's web page at www.peralta.cc.ca.us/presidents.htm, or contact:

Larry Hardy, Associate Vice Chancellor for Human Resources,
Peralta Community College District,
333 East 8th Street, Oakland CA 94606

The presidential advisory selection committee will begin reviewing nominations and applications on Monday, November 19, 2001 and will continue until the position is filled. To ensure full consideration, application materials should be received no later than **4:30 p.m. (WST), December 7, 2001. For additional information, contact:**

Narcisa Polonio, Director
Association of Community College Trustees (ACCT)
1740 "N " Street, NW, Washington, D.C. 20036
Telephone: (202) 775-4667 or (202) 276-1983
E-mail: NPolonio@acct.org

APPLICATION INSTRUCTIONS -Individuals interested in the position of College President must submit an application package for the position. The application package should state in a brief letter (maximum three pages) how they would address the college's challenges and opportunities and how they meet the elements of the presidential profile.

Applicants should also submit a current resume and the names, business and home telephone numbers of eight references: two supervisors; two subordinates (including one classified or support staff); two faculty members; and two business or community members. (Applicants from sectors other than higher education should submit comparable references.) Note: references will not be contacted without the applicant 's permission.

Application materials should be submitted to: Presidential Search Committee
c/o Larry Hardy, Associate Vice Chancellor for Human Resources
Peralta Community College District
333 East 8th Street, Oakland, CA 94606-2844

The Peralta Community College District is an Equal Opportunity/Affirmative Action Employer.
- ACCT Search -

DEAN

SCHOOL OF BUSINESS AND APPLIED ARTS AND SCIENCES

Incarnate Word, located in San Antonio, Texas, is a university serving 4,300 students in over 40 areas of undergraduate, master's and doctoral study. Founded in 1881 by the Sisters of Charity of the Incarnate Word, the university is ranked as one of the top 10 Hispanic serving institutions in the US and is the largest IBM ThinkPad university in the Southwest. The School of Business and Applied Arts and Sciences offers the Bachelor of Business Administration with concentrations in Accounting, Banking and Finance, General Business, Information Systems, International Business, Management, Marketing, Merchandise Management, Business Information Systems Management, and Sports Management. In addition, it offers the BA in Fashion Management and Design, Interior Design and Computer Graphic Arts. The School offers the MBA in Business Administration with concentrations in Sports Management and International Business and the MA in General Administration with specializations in Organizational Development, Sports Management, Adult Education, and Instructional Technology. The University is currently building and renovating a new building to house the Schools of Business and Education. The School's undergraduate business programs and MBA are accredited by the ACBSP.

The Dean reports to the Vice President for Academic and Student Affairs and is responsible for ensuring excellence in teaching, scholarship and service; recruiting, hiring and evaluating faculty; and academic planning, budgeting, and personnel management for the School. The Dean will work collaboratively with faculty in developing strong academic programs. The Dean must be an innovative leader with strong interpersonal skills, committed to a learning-centered environment, diversity, and Catholic higher education. The Dean must be capable of leadership in a mission-driven environment. Applicants must have a successful record of university teaching, scholarship, and service to merit appointment as an associate or full professor in one of the school's disciplines. Must be eligible for employment under the Immigration Reform and Control Act of 1986 and subsequent amendments.

Review of applications will begin immediately and continue until the position is filled. Applications must include:

- Letter addressing the above qualifications as well as philosophies of teaching and leadership;
- Current vita;
- Three professional reference letters, including at least one from a faculty colleague or an employee who has worked under the candidate's supervision.

Deadline is November 15, 2001. Send nominations and applications to:

Dean Donna Aronson
BAAS Search Committee
University of the Incarnate Word
4301 Broadway - CPO # 8
San Antonio, Texas 78209-6309

The University of the Incarnate Word is committed to diversity and encourages minorities to apply.

www.uiw.edu

Assistant Professor, African/African Diaspora Art

Department of Art History

The Rhode Island School of Design seeks applications for a full-time position at the Assistant Professor level in African/African Diaspora art and/or African American art. The art historian will be expected to teach beginning and upper level courses within areas of specialty as well as to participate in the department's general introductory art history course. Candidates will also be expected to offer seminars as part of the department's undergraduate and graduate concentration in art history. Collaborative projects with the RISD Museum of Art and cross-disciplinary team teaching will be possible. Candidates must have a Ph.D or its equivalent by June, 2002. Demonstrated teaching ability and evidence of scholarly activity are also required. Starting date is September, 2002.

Letter of application, CV, course syllabus, and names of three references should be sent to the Chair, African Search Committee, Department of Art History, Rhode Island School of Design, Two College Street, Providence, RI 02903-2784. Application deadline is February 4, 2002.

RISD is an equal opportunity employer who encourages inquiries and applications from female and minority candidates. RISD does not discriminate on the basis of race, color, age, sex, religion, national origin, ethnic origin, sexual orientation, or disability.

1877

University at Buffalo, The State University of New York

Assistant Vice Provost for Enrollment and Planning

Director of Admissions

The University at Buffalo is a public, four-year, comprehensive teaching and research intensive institution located in Buffalo, New York. Founded in 1846, the University at Buffalo enrolls approximately 16,000 undergraduate and 8,400 graduate and professional students and is the largest and most comprehensive school within the state system. The University offers over 300 undergraduate, graduate, and professional degree programs in its College of Arts and Sciences and twelve other undergraduate, graduate, and professional schools. Enrollment goals have been consistently met over the years but the University seeks to expand into new geographic markets, increase its level of selectivity, and increase the diversity of its student body. Outstanding educational, cultural, and recreational resources are readily available to residents of Buffalo and the surrounding area.

The Position

Reporting to the Associate Vice Provost for New Student Recruitment, the Director is responsible for implementing a comprehensive strategic admissions and recruitment plan to meet the University's enrollment goals. The Director manages the daily operations of the admissions office, including developing and assessing all recruitment programs, training and supervising staff, managing the department's budget, and utilizing information technology to support and enhance admissions initiatives.

Qualifications

The successful candidate will possess a graduate degree and supervisory management experience in the field of admissions. Experience opening new markets - particularly geographic and qualitative, knowledge of state-of-the-art recruitment and enrollment tools, strong public speaking and interpersonal skills as well as a passion for working with students is critical.

Application and Nomination

Review of applications will begin on November 2, 2001 and will continue until the position is filled. Nominations of individuals for this position may be made to The Spelman & Johnson Group as indicated below. A resume, with an accompanying cover letter, may be submitted by e-mail attachment to **mail@spelmanandjohnson.com** or online at **www.spelmanandjohnson.com** If you are unable to submit materials electronically, please mail a resume and cover letter to:

The Spelman & Johnson Group
Buffalo-Admissions (HISP)
Martha H. Smiles, Search Associate
38 Mulberry Street, Box 304, Leeds, MA 01053
Phone: 413-584-7089

THE SPELMAN & JOHNSON GROUP

Visit the University at Buffalo's website at www.buffalo.edu

The University at Buffalo is an equal opportunity/affirmative action employer.

ASSISTANT DIRECTOR OF RESIDENCE LIFE (RESIDENTIAL NEIGHBORHOODS)

Office of Residence Life
Bowling Green State University

Bowling Green State University is accepting applications for the position of Assistant Director of Residence Life (Residential Neighborhoods). The responsibilities include overall operation of an area of undergraduate residence halls that house between 1,500 and 1,900 students; supervision of staff; administration of area budget; overseeing facility issues and coordination of area judicial affairs. Qualifications are a Master's degree in College Student Personnel or related area and three years full-time residence hall, post graduate experience, excellent interpersonal communication skills, organizational skills, supervision experience and administrative experience. Must have demonstrated desire to work in a residential setting with diverse individuals and groups. Full-time, live-out, administrative staff position, grade level 14, minimum salary $33,404, commensurate with education and experience. Full benefit package available including tuition fee waiver. To apply submit a letter of application, resume and the names, addresses and telephone numbers of three professional references to **The Office of Human Resources (Search S-039), 100 College Park Office Bldg., Bowling Green State University, Bowling Green, OH 43403.** Review of applications will begin on November 16, 2001 and continue until the position is filled. **(http://www.bgsu.edu/offices/ohr).**

BGSU is an AA/EEO employer.

CALIFORNIA STATE UNIVERSITY, SACRAMENTO

FACULTY VACANCIES, FALL 2002

Updated 7/26/01

California State University, Sacramento (CSUS) invites applications from individuals interested in joining our dynamic and growing faculty. With a current student population in excess of 25,000, CSUS, the capital University, is one of the larger campuses in the 23 campus California State University system, the largest system of higher education in the nation. The University is organized around seven colleges. There are approximately 1,400 faculty who provide programs of instruction leading towards bachelors degrees in 60 disciplines and masters degrees in 40 disciplines, and one joint doctoral program.

Sacramento is California's capital city and is a high growth metropolitan area with a population of approximately 1.7 million. Outstanding cultural, recreational and entertainment opportunities are available both on campus and in the northern California region.

The departments listed below are recruiting for full-time tenure-track positions (unless otherwise noted), most at the rank of Assistant Professor, to begin Fall 2002. Additional positions may also become available. As departments make the information available, detailed announcements including the position description, qualifications, and application procedures will be posted on the California State University, Sacramento website: **http://www.csus.edu** and also on the California State University Electronic Bulletin Board (CSUEB) **http://csueb.sfsu.edu**

College of Arts and Letters

Art (Painting/Drawing) (Non-Western Art History)

Communication Studies (Digital Video)(Public Relations/ Journalism) (Journalism/Public Relations)(*Lower Div GE/Inter-cultural)

Design (Photography)(Graphic Design)

English (Composition/Rhetoric) (Children's Literature) (Modern British Literature)

Foreign Languages (French)(Spanish)

History (20th Century US Political) (US Women's History)

Learning Skills (*Math) (*ESL/Basic Writing Skills)(*Study Skills/Suppl Instruction) (Math Coordinator)

Music (Violin)(Music Education)

Theatre and Dance (Musical Theatre)(Jazz/Modern Dance)

College of Business Administration

Accountancy (Accounting Information Systems) (Managerial) (Financial)

Management (Marketing) (Strategic Management)

Management Information Science (Systems Analysis & Design) (Programming) (Quantitative Methods)

Organizational Behavior & Environment (Organization Behavior/Human Resources Management) (Business Law)

College of Education

Bilingual/Multicultural Education (*Credential Program)

Child Development (Early Childhood) (Generalist)

Counselor Education (Generalist) (School Counseling) (Community Counseling)

Special Education, Rehabilitation, & School Psychology (Credential-Mod. Severe)(Credential-Learn. Disabled)

Teacher Education (Language & Literacy) (Educational Technology)(Single Subject-Science)(Elementary Ed-Arts)(*School District Clinical Faculty)

College of Engineering and Computer Science

Computer Science (Computer Arch/Syst Software) (Computer Networks/ Distrib Systems) (Software Engineering)(Internet-based Technologies) (Systems)(Computing Theory)(Database Systems)

Mechanical (Thermodynamics/Fluid Mech)

Electrical/Electronic Engineering (Digital Design/Mixed Signals)

Civil (Transportation) (*Construction Management)

College of Health and Human Services

Criminal Justice (Law)(Admin & Leadership) (Criminology) (*Undetermined)

Kinesiology & Health Sciences (Biomech/Kinesiology/Motor Control)(Strength and Conditioning/Pedagogy)(*Martial Arts) (*Wellness with Health and PE Focus)

Nursing (Adv Med/Surg/Crit/Drshp/Mgmt) (Educ Leadership/ Management) (Pediatrics/Community) (*Pediatrics/Community/ School Health)

Physical Therapy (Open)

Recreation & Leisure Studies (Therapeutic Recreation) (Park and Rec Resources)

Social Work (Human Behavior/Social Environment) (Research/Social Welfare Policies and Services)

College of Natural Sciences and Mathematics

Biological Sciences (Anatomy) (Mammalogy)(Eukaryotic cell biology)

Chemistry (Science Education)

Mathematics (Mathematics Education)(General)

Physics and Astronomy (Experimental Physics)(Exp Physics or Phys Ed or Astron)

College of Social Sciences and Interdisciplinary Studies

Anthropology (Latin America with US Immigration Interest) (Archaeology/Latin American Pre-history) (South Asianist with US Immigration Interest)

Economics (Applied Micro w/Contemp. Applications) (Econ Edu w/k-12 Application)(Global Economics; Asian Emphasis Pref.)

Environmental Studies (Undetermined)

Ethnic Studies (Native American Studies)(Chicano/Latino Studies or Diaspora Studies)

Family and Consumer Science (Family and Consumer Education Specialist)(Family Life Studies) (Nutrition & Food Dietetics)

Government (American Politics; State/LocalPreferred) (Political Theory; Feminist/Critical preferred)

Psychology (Cross-cultural Clinical)

Sociology (Family and Gender; Gay/Lesbian Studies pref.) (Race and Ethnicity-AfrAmer. Community appl.) (Race and Ethnicity-Latino Community applic.)

Women's Studies (Generalist)

***Lecturer Position**

A successful California State University, Sacramento (CSUS) faculty member will promote the values of CSUS as a public, regional, comprehensive, metropolitan university. The CSUS Strategic Plan notes that teaching and learning infuse and motivate all that we do. ° In addition to positive contributions to teaching and learning, faculty are expected to engage in scholarship and to provide service to the university and to the greater community. At CSUS the quality of the education we provide is our top priority. Our campus community represents the broad diversity of our state and we believe that all are enriched and unified by this diversity.

California State University, Sacramento is an Affirmative Action/Equal Opportunity Employer, and has a strong institutional commitment to the principle of diversity in all areas. In that spirit, we are particularly interested in receiving applications from a broad spectrum of qualified people who would assist the University in meeting its Strategic Plan goal of pluralism: To develop a campus community whose diversity enriches the lives of all and whose members develop a strong sense of personal and community identity as well as mutual respect. CSUS hires only those individuals who are lawfully authorized to accept employment in the U.S.

In compliance with the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act, California State University, Sacramento has made crime reporting statistics available on-line at **www.csus.edu/police/SRTKRPT.html**. Print copies are available in the library, and by request from the Office of Public Safety and the Office of the Vice President for Student Affairs.

TEMPLE UNIVERSITY

SCHOOL OF TOURISM AND HOSPITALITY MANAGEMENT

Philadelphia, PA

Temple University is a large urban university located approximately 2 miles north of Center City Philadelphia, the heart of the local tourism industry. Philadelphia's extensive tourism, hospitality, sport, and recreation venues make the city ideal for teaching and learning experiences for Temple University faculty and students. The School of Tourism and Hospitality Management was established July 1, 1998. The School offers four degree programs: the bachelor's and master's degrees in Sport and Recreation Management, as well as the bachelor's and master's degrees in Tourism and Hospitality Management. The School is a self-standing school, affiliated with Temple University's Fox School of Business and Management.

ONE ASSISTANT PROFESSOR OF E-TOURISM AND INFORMATION TECHNOLOGY

ONE ASSOCIATE PROFESSOR OF TOURISM AND HOSPITALITY MANAGEMENT WITH A SPECIAL INTEREST IN FINANCIAL MANAGEMENT AND ACCOUNTING

The selected applicants will be responsible for teaching undergraduate and graduate courses in the tourism and hospitality management curriculum. Active participation in professional national and local associations, and community and university service will be expected. Developing and maintaining a productive line of research, along with external funding, is expected. The positions require the supervision and mentoring of undergraduate and graduate interns.

Applicants should have teaching and research experience in tourism or hospitality appropriate to the appointment level desired. A proven track record of publications, grants, and funding will be reviewed for appointment as an assistant or associate professor. Industry experience is desirable. An earned doctorate is required. The appointments begin July 1, 2002.

Applicants for these positions should submit a letter of application, curriculum vitae, the names of three references, sample publications, and other supporting materials to: **Dr. Elizabeth H. Barber, Academic Director, School of Tourism and Hospitality Management, Temple University, 103 Pearson Hall (048-00), Philadelphia, PA 19122 (215-204-6294, betsyb@temple.edu).**

Temple University is an Affirmative Action/Equal Opportunity employer.
Women and minorities are encouraged to apply

Assistant Professor

Department of Interior Architecture

Rhode Island School Of Design

The Department of Interior Architecture seeks a full-time Assistant Professor with a minimum of three years' teaching experience at degree level and a Master's degree or equivalent professional experience. Candidates should be an experienced teacher of design who will be able to demonstrate substantial experience in one or more of the following areas of professional activity: Interior Design/Interior Architecture, Retail Design, Exhibit/Museum Design, Scenography. For additional information see: www.risd.edu

The successful candidate will be an articulate studio critic and will have a track record of teaching in accredited programs. The new faculty member will have a crucial role in the continuing development of the department's progressive approach to the subject area, and should therefore have considerable experience teaching and using computers. The position also includes responsibilities for student advising, college service and professional practice.

Please send a letter detailing your areas of interest and experience including CV, 20 slides of professional work, 20 slides of student's work, and names and phone numbers of three references by January 20, 2002 to: Ms. Elsie Cimorelli, Interior Architecture Search Secretary, Rhode Island School of Design, Two College Street, Providence RI 02903-2784.

RISD is an equal opportunity employer who encourages inquiries and applications from female and minority candidates. RISD does not discriminate on the basis of race, color, age, sex, religion, national origin, ethnic origin, sexual orientation, or disability.

COLUMBIA

Director, Sponsored Programs

COLUMBIA COLLEGE CHICAGO is looking for a Director of Sponsored Programs for the Provost's Office.

Responsibilities include assisting Dean's, Dept. Chairs, Faculty and Staff in developing project ideas and funding opportunities that support our educational purposes; managing, tracking, and insuring compliance for all sponsored projects and enhancing Columbia's profile in the granting communities. A terminal degree, preferably in Arts/Communications, 10 years experience in higher education with 5 years administrative experience and demonstrated fundraising success is essential.

Columbia College is a diverse, open admissions, urban institution of 9,000 undergraduate and graduate students emphasizing arts and communications in a liberal education setting. Application will be reviewed as received and will continue until the position is filled. Send a letter of application, resume, and names of three references with contact information to:

Office of the Provost, Dir-1
Columbia College Chicago
600 S. Michigan Avenue
Chicago, IL 60605

eoe m/f/d/v

ITHACA COLLEGE

Roy H. Park School of Communications

Instructional Design and Technology

Tenure-eligible position beginning August 16, 2002 in the area of Instructional Design and Technology. The Department of Organizational Communication, Learning, and Design (OCL&D) offers unique, interdisciplinary bachelor of science and master of science degree programs. In both programs we integrate theories and practices of communicating and learning, as well as theories and practices of design, in organizations.

Position Description

Ph.D./Ed.D. required. ABD very near completion considered. Assistant/Associate Professor rank. The position requires successful teaching experience. A record of scholarly accomplishments and professional experience is desired. Potential for leadership in a multidisciplinary program that integrates theory and practice, liberal arts education and professional preparation is expected.

We seek an active scholar/professional with experience and expertise in designing strategies and media for learning and performance in the workplace. Candidates should have a thorough theoretical and practical background in instructional design with experience in applications such as instructional technology, e-learning, corporate training, and performance technology.

As are all tenure-eligible members of the faculty, this person will be responsible for (1) creating a first-rate environment for student learning in and out of classes, (2) integrating theories and practices associated with human and mediated communication and learning in organizational settings, (3) teaching in the graduate program, (4) engaging in scholarly work that is consistent in quality and degree with membership on the graduate faculty, and, where possible, crosses and integrates the various disciplines in our curricula, and (5) serving the department, school, and college, including student advising and committee work, as well as the community and profession. It is expected that tenure-eligible faculty members actively participate in appropriate professional and scholarly associations and maintain contact with alumni and practitioners.

Applicants should forward a resume/vita, a statement of interest including areas of teaching and research, and three reference letters to **Gordon Rowland, Associate Professor and Chair, Department of Organizational Communication, Learning, and Design, 354 Roy H. Park Hall, Ithaca College, Ithaca, NY 14850-7252; Phone: (607) 274-1031; E-mail: rowland@ithaca.edu.**

Additional materials of support may be requested at a later date. Informational interview opportunities at the Association for Educational Communications and Technology Conference in Atlanta, November 8-10. Screening will begin November 12 and will continue until the position is filled.

Visit us at www.ithaca.edu/ocld/

ITHACA COLLEGE IS AN EQUAL OPPORTUNITY/AFFIRMATIVE ACTION EMPLOYER.
Members of underrepresented groups (including people of color, persons with disabilities, Vietnam veterans and women) are encouraged to apply.

University of Wisconsin-Parkside

Position Announcements

Recipient of 2000 Wisconsin Department of Employee Relations
Council on Affirmative Action Diversity Award and 2001
Kenosha/Racine Urban League Equity in Employment Award.

ABOUT THE UNIVERSITY

The **University of Wisconsin-Parkside** is one of 13 four-year campuses in the prestigious University of Wisconsin System, and is located on a beautiful 700-acre wooded campus bordered by Milwaukee and Racine to the north and Kenosha and Chicago to the south. Founded in 1968, the University serves a diverse student population. The University offers graduate degrees in three disciplines, undergraduate studies in 29 majors, and more than 70 academic programs. It is accredited by the North Central Association of Colleges and Schools. The University's business program holds professional accreditation from the AACSB - The International Association for Management Education, recognition only a quarter of the business schools in the United States have achieved.

The Department of **English** at the University of Wisconsin-Parkside is recruiting a tenure track Assistant Professor in **American Literature** (Colonial period to 1920) and a non-tenure track (with possibility of becoming tenure track)Lecture/Visiting Assistant Professor in **Literature of Diversity/Composition.** For more information go to:

www.uwp.edu/employment

The **History** Department invites applications for a Visiting Assistant Professor for the academic year 2002-2003 with specialization in either **Middle Eastern or African history,** and the ability to teach both areas. Ph.D. in hand by appointment date and teaching experience are required. Send applications, including a c.v., graduate transcripts, examples of course syllabi, and one letter of reference, preferably from the dissertation adviser, to:

Gerald Greenfield, Chair, History Department
University of Wisconsin-Parkside, Wood Road, Box 2000
Kenosha, WI 53141-2000

The **Mathematics** Department is announcing a tenure-track Assistant Professor position to begin September 1, 2002. Preference will be given to strong applicants in the areas of **group theory, ring theory, and low-dimensional topology.** Applicants must have a Ph.D. in mathematics. Evidence of interest in, and excellent teaching, at all levels; a good research record and potential for research. Duties: Teaching undergraduate mathematics (9 hours per week) and research activity.. Applications, including a letter of interest, curriculum vitae, official transcripts of all degrees and at least three (3) letters of reference should be sent, postmarked on or before February 15, 2002 to:

Professor A. I. Lichtman, Chair, Department of Mathematics
University of Wisconsin-Parkside, 900 Wood Road, PO Box 2000
Kenosha, WI 53141-2000

The University of Wisconsin-Parkside is an AA/EEO employer D/M/V/W.

BARAT COLLEGE OF DEPAUL UNIVERSITY

SEARCH FOR DEAN

DePaul University invites applications and nominations for the newly established position of Dean of Barat College of DePaul University. The two institutions entered into an educational agreement in February 2001, through which Barat College becomes the university's ninth college and second residential campus. We seek an experienced, innovative educator who will foster the creation of a distinctive undergraduate program within this dynamic and growing institution.

This educational agreement combines the resources and related missions of two distinctive institutions of higher education. DePaul University is the nation's largest Catholic university and the largest private university in Chicago, with nearly 22,000 undergraduate and graduate students enrolled in nine colleges and schools. Barat College expanded its educational reach in the 1970s by including adult re-entry students and in 1982 became a co-educational institution. Approximately 850 students were enrolled in 2000-2001 in its personalized undergraduate degree programs and graduate programs in Education.

The integration of Barat College into DePaul will evolve during a four-year transition period, already well underway with, among several joint initiatives, a multi-million dollar program of facilities improvements on the Lake Forest campus. The new Dean's challenge is to lead a creative process within Barat while strengthening that process through collaboration with the other eight colleges and schools throughout the university. The challenge is to create a new educational program, consistent with Barat's historic mission but utilizing the talents and resources of two complementary institutions, thereby achieving a new academic model for the integration of a small liberal arts college into a large, comprehensive university.

POSITION & QUALIFICATIONS

The new Dean of Barat College of DePaul University will be the college's chief academic and administrative officer and will report directly to the Executive Vice President for Academic Affairs. The Dean will have primary responsibilities for leading, planning, and coordinating the college's full set of educational programs and academic services, as well as their integration with the full range of other services in the university. To fulfill these responsibilities and duties, the new Dean must be both academically and administratively experienced and talented; a builder and a champion for the college; and a person of the highest integrity and compassion. Yet, first and foremost, the Dean needs to be an educational innovator and leader, fostering curricular development and innovation, guiding faculty and staff, keeping the focus on learners and learning. The candidate should be able to demonstrate a record of experience and achievement in higher education that promises the kind of entrepreneurial, innovative leadership that will be needed.

Review of candidates will begin in early November 2001 and will continue until the position is filled. The preferred starting date will be in the spring of 2002, but no later than July 1, 2002. Application materials should include a letter describing the candidate's interest in and qualifications for the position, a curriculum vitae, and the names, addresses, e-mail addresses, and telephone numbers of at least five references that may include trustees, senior administrators, faculty, staff, students, and community leaders. Nominators and applicants are strongly encouraged to submit materials by email and Word attachment.

Nominations and applications should be directed to:

CHARLES BUNTING
A.T. Kearney Education Practice
333 John Carlyle Street
Alexandria, VA 22314
Phone: 703-739-4631
Fax: 703-519-0391
E-mail: charles.bunting@atkearney.com

DePaul University especially encourages women and people of color to consider this position. The confidentiality of nominees and applicants will be honored, except that names and titles of the finalists must be disclosed. The search committee is being assisted by Chuck Bunting and Ben DeBerry, Vice Presidents, and Steve Leo, Consultant, with A.T. Kearney Executive Search. **Ben.deberry@atkearney.com; stephen.leo@atkearney.com**

For more information on DePaul University, please refer to their websites at: **www.depaul.edu and www.barat.edu**

DePaul University does not discriminate in admissions, employment or provision of services on the basis of race, color, national origin, religion, sexual orientation, age, or qualified individuals with a disability.

Office of Continuing and Extended Education

Manager, Business Development

The Office of Continuing and Extended Education (OCEE), an integral part of one of the nation's premier research institutions, is devoted to harnessing the vast intellectual resources of the University of Maryland and creating mutually beneficial educational partnerships with its external audiences.

Specific Duties and Responsibilities: Under the general direction of the Associate Provost and Dean, the Manager, Business Development will perform outreach functions consistent with the mission of the university and OCEE goals. The rapidly changing environment is creating expanded opportunities for partnerships between the university and its varied constituents. The role of the Manager, Business Development is to identify strategically sound opportunities for forming learning partnerships within the public and private sectors, and to develop those partnerships into revenue generating programs and services for OCEE and the university community.

OCEE is an entrepreneurial self-support unit within a higher education public corporation. It manages a burgeoning professional education unit including graduate e-learning programs, as well as one of the country's largest summer programs. The Manager, Business Development is expected to network seamlessly among faculty, staff and external constituents to facilitate high level program development. A successful Manager, Business Development will have excellent contacts within government agencies, corporate sector firms, non-profit organizations, and professional associations; will be comfortable communicating with prominent research faculty and leading practitioners, and will possess a thorough understanding of professional education.

Qualifications: An individual is sought who combines prior experience and formal training in integrating higher education and professional education objectives. A proven track record of three to five years of successful outreach/business development activity in continuing and professional education is required. Experience in an entrepreneurial environment is required. Experience in a research university environment is desirable. A Masters degree is essential. Excellence in analytical skills, sophisticated written and oral communications skills, strong interpersonal and decision-making skills, high personal performance standards, creativity, personal integrity and the ability to work in a fast-paced, culturally diverse environment are also necessary.

Compensation and Application: Salary is competitive, with excellent benefits. Submit letter of interest, resume and three professional references to **Search Committee, Manager, Business Development, Attn: Ms. Leila Dickerson, 2103 Reckord Armory, University of Maryland, College Park, MD 20742.** Review of applications will begin November 9, 2001. The position will remain open until filled. For more information, visit our web site at www.contedu.umd.edu.

The University of Maryland is an EEO/AA employer.

UNIVERSITY OF MARYLAND

PACE UNIVERSITY

Vice President of Philanthropy

Pace University seeks to recruit a dynamic and highly motivated development professional with extensive administrative experience in leading all aspects of a university advancement office. The Vice President of Philanthropy will report to the University President and will oversee the development, alumni relations, special events, and alumni/donor information systems divisions.

Founded in 1906, Pace University is a private comprehensive university, offering more than 300 majors and 3000 courses to a diverse population of 9000 undergraduates and 5000 graduate students. It offers a wide range of academic and professional programs through its 6 colleges and schools which include Dyson College of Arts & Sciences, Lienhard School of Nursing, Lubin School of Business, School of Computer Science & Information Systems, School of Education, and School of Law. Located in New York City and Westchester County, Pace draws its strength from being a unified institution that offers students a choice of several campus locations, each with its own distinctive atmosphere ranging from the quintessential urban New York City, to the medium-sized city of White Plains, to the suburban campus of Pleasantville/Briarcliff.

The Vice President of Philanthropy will play a significant role in the strategic direction of Pace University. Sitting on the President's Executive Council and overseeing a staff of 40, including the Vice Presidents for Development and Alumni Affairs, the Vice President of Philanthropy will participate in the strategic planning process, will direct a comprehensive capital campaign, and help lead Pace through its Centennial year and beyond.

The successful candidate should have an advanced degree and have had significant leadership experience in the areas of philanthropy and capital campaigns. Pace is seeking an individual who possesses a commitment to student service and achievement as well as a commitment to diversity. Creativity, excellent communications and interpersonal skills, the ability to plan and meet budget expectations, outstanding managerial skills, and the ability to function as part of a complex managerial team in a multiple campus environment are necessary qualifications.

To ensure full consideration, applications or nominations should be received by **November 16, 2001.**

To apply or to nominate candidates, please contact via the mail with resume, cover letter and three references to: **Steven Ast or Stefanie Borsari, AST/BRYANT, 1 Atlantic St, Stamford, CT 06901, E-mail: pace@astbryant.com, Phone: 203-975-7188 and Fax: 203-975-7353.**

Visit the Pace University web site at: **www.pace.edu**

Pace University is an Equal Employment and Affirmative Action Employer, M/F/H/V, committed to ensuring a diverse learning and working environment. Women and minorities are encouraged to apply.

PACE UNIVERSITY

Visit our

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Section

WWW.HISPANICOUTLOOK.COM

SUMMER 2002

Center For
International Studies

BUENOS AIRES
-
ARGENTINA

Scholarship Program
for Teachers, Counselors
&
School Administrators

Three weeks of intensive Spanish language study from **June 26** to **July 16, 2002**, at the Center for International Studies in Buenos Aires, Argentina.

Includes: round trip airfare, instruction, three meals a day and room accommodations.
From: $1,999.

For information, **Write or Fax** your request to:

Center for
International Studies
42-32 De Bruin Drive
P.O. Box 451
Fair Lawn, NJ 07410-0451

Tel.: (201) 845-9744
FAX: (201) 368-0433

Also visit our Website:
www.StudyAbroad-Cisisa.org

PACE UNIVERSITY
Vice President for
University Relations

Founded in 1906, Pace University is a private comprehensive university, offering more than 300 majors and 3000 courses to a diverse population of 9000 undergraduates and 5000 graduate students. It offers a wide range of academic and professional programs through its 6 colleges and schools which include Dyson College of Arts & Sciences, Lienhard School of Nursing, Lubin School of Business, School of Computer Science & Information Systems, School of Education, and School of Law. Located in New York City and Westchester County, Pace draws its strength from being a unified institution that offers students a choice of several campus locations, each with its own distinctive atmosphere ranging from the quintessential urban New York City, to the medium-sized city of White Plains, to the suburban campus of Pleasantville/Briarcliff.

Reporting directly to the University President and directing a staff of 17, the Vice President for University Relations will serve as the architect of the University's comprehensive communications program and be responsible for Public Information, Marketing and Communications, and Government and Community Relations. The challenge of this opportunity is to make the University visible and compelling to its various publics and a recognized leader in private, multi-campus education not only in New York City and Westchester County, but also in the United States and the world. The Vice President for University Relations will be a member of the President's Executive Council and the President's Council.

The successful candidate should have an advanced degree and extensive leadership experience in the areas of marketing and public relations. Pace University seeks a dynamic and highly motivated individual with demonstrated success in organizing an integrated communications strategy, and who possesses a commitment to student service and achievement as well as a commitment to diversity. Creativity, excellent communications and interpersonal skills, the ability to plan and meet budget expectations, outstanding managerial skills, and the ability to function as part of a complex managerial team in a multiple campus environment are necessary qualifications.

To ensure full consideration, applications or nominations should be received by **November 16, 2001.** To apply or to nominate candidates, please contact via the mail with resume, cover letter and compensation information to: **Ann P. Kern or Joan F. Sherry, Korn/Ferry International, 200 Park Avenue, 37th Floor, New York, New York 10166, Phone: (212) 984-9334, Fax: (212) 983-0124.**

Visit the Pace University web site at: **www.pace.edu.**

Pace University is an Equal Employment and Affirmative Action Employer, M/F/H/V, committed to ensuring a diverse learning and working environment. Women and minorities are encouraged to apply.

PACE
UNIVERSITY

How Easy
Can It Get?

E-Mail us your
ads at:

Outlook@sprintmail.com

and visit our Website at http://www.HispanicOutlook.com

FACULTY

SOUTHERN
POLYTECHNIC
STATE UNIVERSITY
GEORGIA'S TECHNOLOGY UNIVERSITY

DEAN, SCHOOL OF ARTS AND SCIENCES

Southern Polytechnic State University (SPSU) invites nominations and applications for the dean, School of Arts and Sciences. A member of the University System of Georgia, SPSU is a coeducational university with a growing enrollment of 3800 students located about 15 miles north of Atlanta. See our web site for more information on the university at www.spsu.edu.

Reporting to the vice president for academic affairs, the dean is immediately responsible for the operation of the School of Arts and Sciences. The dean works with program heads for Social and International Studies; Humanities and Technical Communication; Mathematics; and Physics, Chemistry and Biological Sciences. The school has about 50 full-time faculty and provides instruction in core subjects, bachelor's degrees in mathematics, physics, and technical communication, and a master's degree in technical communication.

Required Qualifications

- Ph.D. or other earned doctorate in an academic area tenurable within the school
- Record of teaching, scholarship, and service that qualifies for the rank of Professor
- Administrative experience in an accredited college or university
- Strong communication skills and an ability to work in a multi-cultural environment

Desirable Qualifications

- Established record of leadership and increasing administrative responsibility for academic programs, faculty, staff, and students in one or more disciplines represented in the school
- Skills in budgetary management, planning, assessment, and personnel
- Ability to solicit funds
- Ability to motivate a diverse workforce
- Commitment to expand the quality of the university through strategic planning and action
- Commitment to the appropriate use of technology in teaching and program delivery
- Intellectual qualities, character, and personal style that merit the respect of faculty, students, staff, and the university's external constituencies

The position is open until filled; review of completed applications will begin December 1, 2001. Interested parties should go to http://deans-search.spsu.edu for a complete description of application requirements. Send all application materials to:

A&S Dean Search
c/o Dr. W. Sanborn Pfeiffer, Vice President for Academic Affairs
Southern Polytechnic State University
1100 South Marietta Parkway, Marietta, GA 30060

SPSU is an Affirmative Action/Equal Opportunity Employer

BENTLEY COLLEGE

BENTLEY COLLEGE

Waltham, Massachusetts

Dean of Business

Bentley College, one of the nation's most innovative business schools, invites nominations and expressions of interest in the position of Dean of Business.

Founded in 1917 and located in Boston's high tech corridor, Bentley College prides itself on providing a business education for the information age. As a Carnegie II Research Institution, Bentley has nearly 4,000 undergraduate, 1,800 graduate, and 3,300 executive and professional education students learning in an environment that integrates information technology with a broad business and liberal arts curriculum, gaining knowledge, skill and experience for careers in a global economy. In its "Best Colleges 2001" survey, *U.S. News & World Report* ranked three of Bentley's undergraduate offerings among the best business programs in the nation. Out of 1,600 U.S. colleges and universities with business programs, Bentley ranked 10th in e-commerce, 15th in management information systems and 39th in general management. Bentley's McCallum Graduate School of Business was ranked 20th in entrepreneurship and 25th in management information systems in the same survey. *ComputerWorld* ranks Bentley's Information Age MBA 16th among the nation's top techno-MBA programs. Moreover, Bentley is the only small college in the country nationally recognized in e-commerce, information systems, and accounting. Bentley also received the 2001 EDUCAUSE Award for Excellence in Campus Networking.

As the largest business school in New England, Bentley has dedicated over $80 million to technology, including an investment of $22 million in recently opened academic technology facilities. The college was a pioneer in service learning for non-profits and has a nationally known business ethics center. Bentley offers a tight-knit community with accessible professors, small classes, and an excellent ratio of students to faculty.

The Dean of Business will lead the department chairs to develop further a committed, enthusiastic faculty in building on the college's academic excellence. The Dean, with the Provost, the President, Trustees, the Dean of Arts and Sciences and other senior officers, shares in institutional strategic planning and leadership for policy formulation and administration for both the undergraduate business programs and the offerings at the McCallum Graduate School. The Dean will support and encourage the connection between the academic community and practice.

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Nominations, expressions of interest, and inquiries should be directed, in confidence, to the college's consultants by e-mail: Dean of Business, Bentley College, c/o EDUCATIONAL MANAGEMENT NETWORK/WITT/KIEFFER, Attn: Mary Elizabeth Taylor/Nancy A. Martin, 780 Third Avenue, 38th floor, New York, NY 10017. E-mail: busdeanbc@emnemn.com

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¡PUNTO FINAL!

CHALLENGING SOCIAL ISSUES FOR LATINOS IN THE 21ST CENTURY

Dr. José E. Vega, professor of teacher education at the University of Wisconsin-River Falls, holds an M.S. in education from SUNY-Albany and a doctorate in educational administration from the University of Illinois-Urbana/Champaign.

Latinos who graduate from universities today are likely to face some of the same social and political challenges that were the object of so many government "opportunity" programs in the latter half of the 20th century. Their challenges in the '60s and '70s were segregated public schools and neighborhoods, declining access to higher education, subtle discrimination in the workplace, increased distrust and scrutiny of the "undeserving" poor, decreased funding for bilingual-bicultural education programs, and the dismantling of affirmative hiring practices and processes.

Studies on desegregation by Orfield and others clearly demonstrate that Latinos are the most segregated ethnic group in some of the largest urban school districts in the U.S., districts that have become ethnically isolated and lack the tax base to keep up with the academic, social, and psychological demands of a young and often poor Latino youth. Lack of support is compounded by a less-than-challenging curriculum, non-certified teachers, and crowded and crumbling school facilities.

While there is every indication that infrastructure conditions in many urban school districts have worsened in the last 25 years, politicians, educators, and self-appointed elites propose "educational reforms" that disregard the realities under which many newly arrived immigrants and third-generation Hispanics still labor. Latino advocates call for the construction of new school buildings and facilities; the hiring of caring, competent, and licensed teachers; and the fashioning of a curriculum that respects the cultural and linguistic strengths of the Latino community. In contrast, self-appointed reformers contend that we need to end the coddling of ethnic minorities by setting high standards of excellence and decreasing governmental involvement. These attitudes have translated to quick-fix solutions such as the end to so-called "social promotion" policies, high-stakes testing, vouchers, allegiance to neighborhood schools, accountability standards, and the dismantling of school desegregation programs. De facto segregated public school districts are once again a major obstacle to the upward socioeconomic mobility of Latinos.

Another problem, largely shouldered by African Americans, is open opposition to affirmative action policies and programs in employment and education. In his book *Affirmative Discrimination* (1974), Harvard sociologist Nathan Glazer lamented that government programs of the '60s focused on ethnic group rights and abandoned constitutional rights of the individual. He thought that Blacks, given all the civil rights laws and regulations against racial discrimination, would naturally imitate the economic and education successes of European immigrants. In 1998, Glazer admitted that his optimism for Black upward social mobility failed to take into account the insidious and powerful effects of individual and institutional racism in American society. Some sociologists have called this tendency to blame powerless Blacks and Latinos for their condition "racial resentment." The attitudes of many Whites who are the least bit concerned or informed about problems faced by Latinos and Blacks is that "they" have done enough for "them." If Latinos worked hard enough, they would not need special consideration in university admissions, financial aid, and in the world of work. The claim of many Whites to being "color-blind" is one of the most pernicious challenges to equality of opportunity faced by the Latino community in the 21st century.

Thirty-two years ago the federal government enacted the nation's first bilingual education law. Pride in culture and language and a strong interest in improving educational opportunities of Latino youth was at its core. It was a unique way of working with limited-English-proficient youth. It taught them in their native language as they acquired proficiency in English. The decision to take this route was grounded on experience, some studies, and a faith that the recognition and use of culture and language in school would help improve the lot of Latino students. Today the debate over this method continues among scholars and practitioners. In California, the debate was ended by referendum because a non-Latino millionaire citizen knew what was in the best interest of Latinos and other ethnolinguistic minorities.

As long as the growth of the Latino community is fueled by new infusions of immigrants, there will be a need to consider the what, how, where, and who of language use and cultural recognition in homes, schools, churches, the military, and workplace. The challenge for Latinos today and in the future is the need to balance civic responsibility, social justice issues, and cultural identity within a democratic society.

If interested in submitting a ¡Punto Final! "think piece," please e-mail us at sloutlook@aol.com for guidelines.

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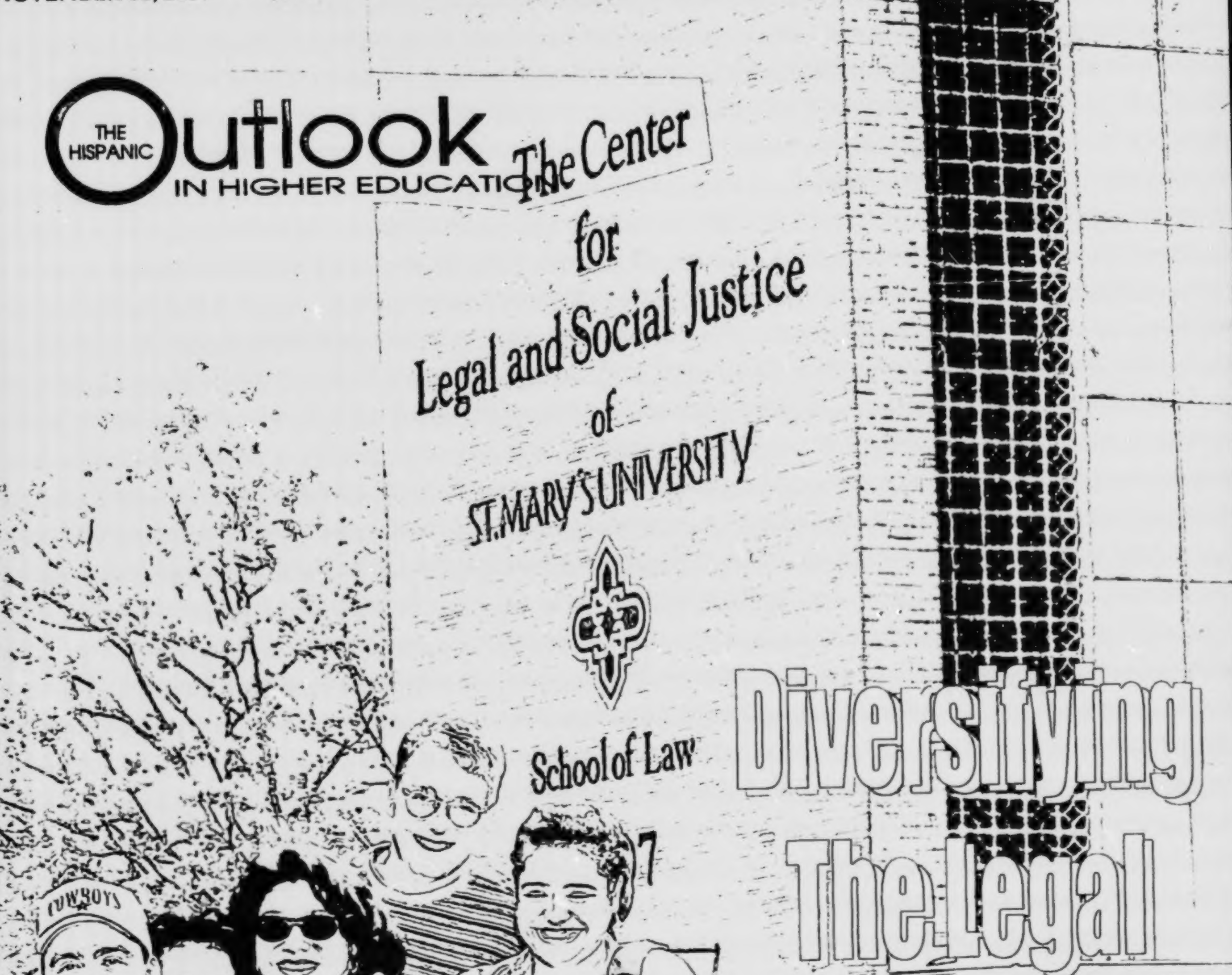
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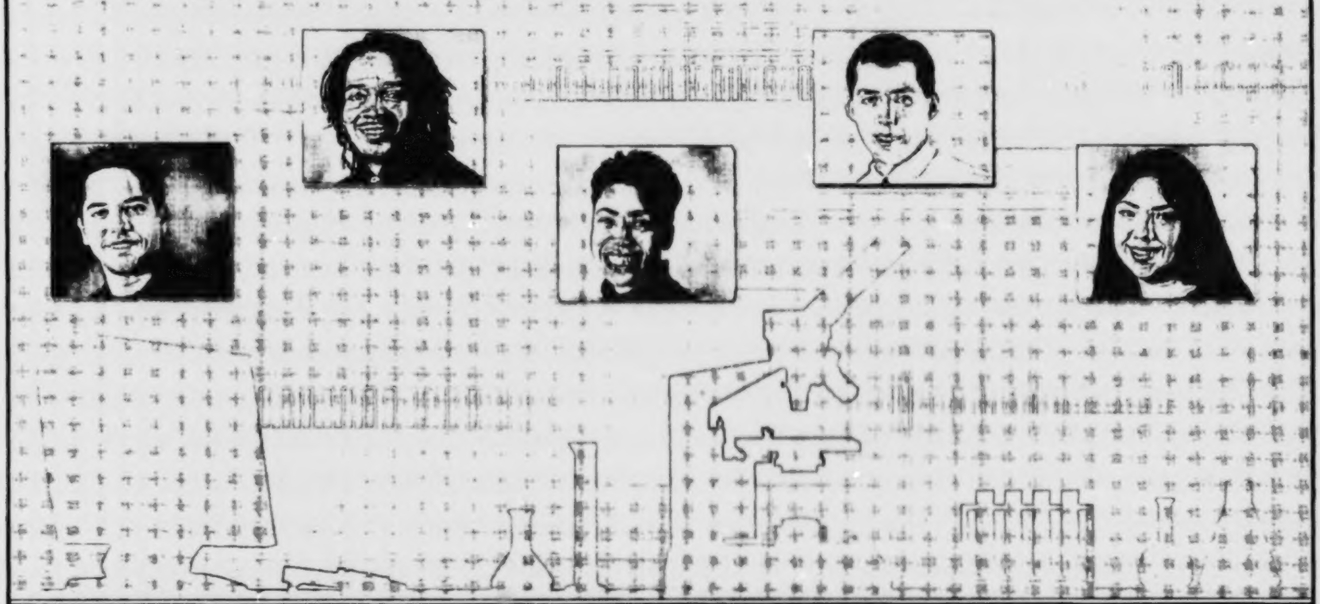

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CONTRIBUTORS: Rosie Carbo, Christian Clarke Casarez, Marilyn Gilroy, Marvin F. Lozano, Salvador Torres-Martínez, Miquela Rivera, Jeff Simmons

LETTERS TO THE EDITOR: **Commentaries or Questions should be addressed to:**
The Hispanic Outlook in Higher Education
210 Route 4 East, Suite 310
Paramus, NJ 07652
All correspondence should include author's full name, address, and phone number.

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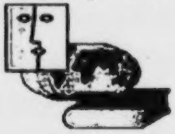

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¡PUNTO FINAL! back cover

Deconstructing el gallo, el hombre macho

Cover Photo Courtesy of: St. Mary's University

Esquina Editorial

Exceeding Expectations

Several months ago, President George W. Bush addressed faculty and students at a New Mexico elementary school and said, "We must move beyond the soft bigotry of low expectations that certain children won't be able to meet or achieve certain goals." Teach and they will learn.

I heard a similar message recently at my son's elementary school's back-to-school night. After the coursework introduction, his third grade teacher said she not only expected students to know an answer–she required that they explain to the rest of the class how they arrived at that answer. She emphasized the importance of sharing knowledge not only to solidify their grasp of the subject matter but to help someone else understand. The best way to show you know something is to teach others. Her little daughter, starting school this year, motivated her to pursue teaching as a second career, and she aspired to be the best teacher she could be because she knew that parents were leaving in her care the best part of their lives–their children.

Isn't that what teaching is all about, at any level? I have had individuals like that in my life, and been blessed because of it. But even with the best of intentions, along the way there are disputes that affect how students learn or how far they can go professionally.

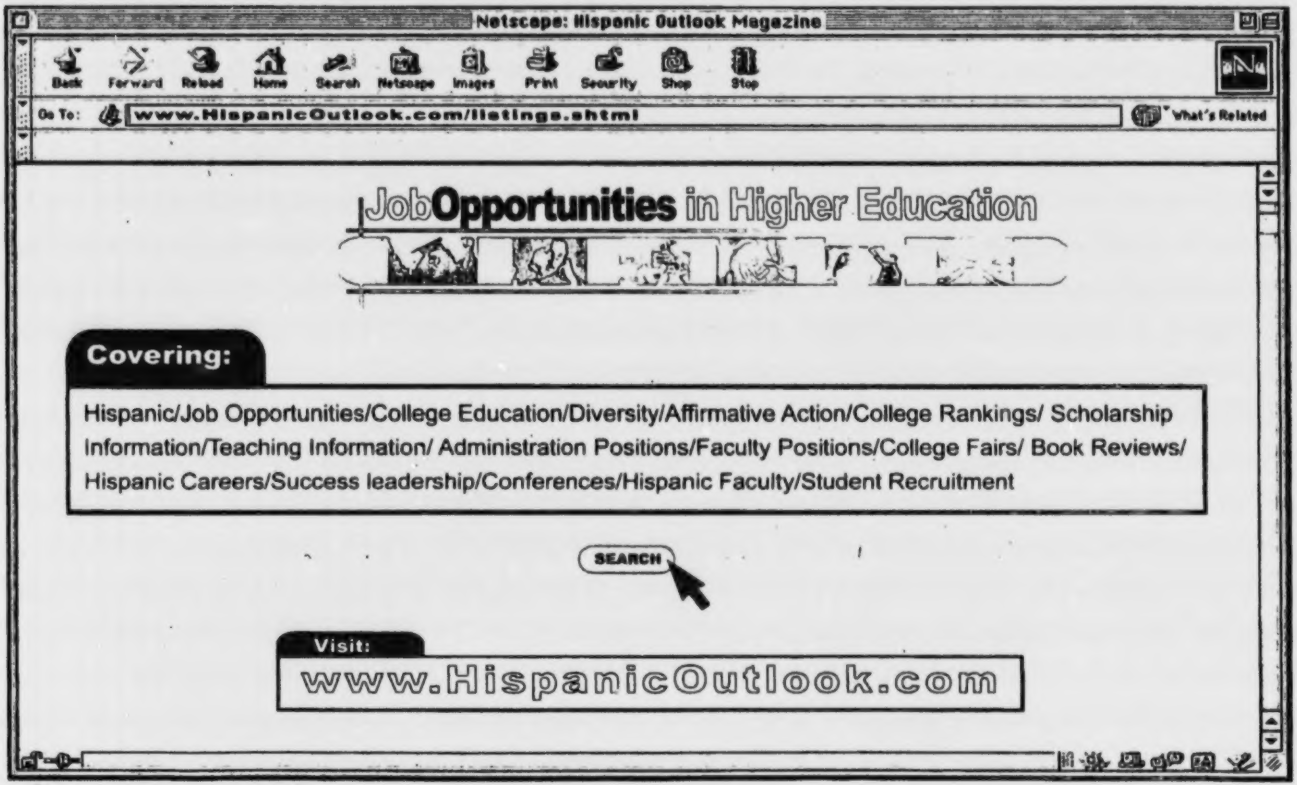
One of our articles reviews the latest move to eliminate bilingual education. Law professors George Martínez, Southern Methodist University, and Kevin Johnson, UC Davis, argue that Proposition 227 is unconstitutional because you cannot discriminate on the basis of national origin. "Race is at the core of the modern English-only and bilingual education controversies. Latinos resist the language onslaught as an attack on their identity…"

English learners have a right to an education and should not be ashamed that their first language isn't English. Patricio Serna, the first Hispanic chief justice of a state supreme court, explains that when he was a boy, students were punished if they spoke Spanish in school.

Efforts to diversify the country's leadership are another hot topic–read about the Hispanic National Bar Association's latest mission to get the first Latino on the nine-member U.S. Supreme Court.

Striving for equal opportunity in the classroom from kindergarten through college, in the workforce and on the bench, is an undertaking in which enthusiasm and energy must not wane. Let's not lose momentum.

Alexandra



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A CAPITOL VIEW

The Law and Hispanics

BY GUSTAVO A. MELLANDER

Life is neither fair nor impartial, but it should be. Everyone should be treated equally. All should have equal opportunities and protections. That strong human instinct has driven men and women from time immemorial to try to fashion a society in which fairness is guaranteed to all. To accomplish that, they devised rules and regulations, which later matured into laws as we know them.

Hammurabi

The linchpin and hope of a fair society has been laws and a legal system that is fair and accessible to all. The road has been bumpy. There were many pioneers. Around 1700 B.C., King Hammurabi conquered all of Mesopotamia. Hammurabi is best remembered for the Legal Code he established during his reign. His Code was a mixture of Sumerian and Semitic laws and customs. The Code was composed of some 280 laws, engraved on a black stone monument. The laws covered many aspects of daily living and national existence. The original monument became a war prize and can now be seen at the Louvre Museum in Paris.

Nowadays, the Code is widely considered restrictive and punitive. But it actually was very progressive–a giant step forward. Women were granted ironclad rights, the government's confiscatory powers were reduced, and slaves were granted rights and could be freed.

But it's the "eye for an eye" guideline that is most frequently remembered in our time. As luck would have it, that stricture is mistakenly presented as a barbaric mandate. Its intent and reality was just the opposite. What Hammurabi targeted was the widespread practice of overreacting, over-punishing one's enemies. What Hammurabi decreed was that if a person cut your eye out, you could not kill his entire family or burn down his village. The punishment, retribution, had to correspond to the injury. If a man poked your eye out, the most you could do was poke **his** eye out. It was a powerful step towards fairness.

The United States

The United States was created with written and unwritten understandings traced back to England's Magna Carta and another treatise, the Mayflower Compact, created on the shores of Massachusetts. Clearly, there were flaws from the very beginning. Those who wrote the laws wanted to protect their position in society.

Early on, only White males who held property were fully protected by law. Women, Native Americans, and slaves were legally less than White males. Two centuries ago, Black slaves were equated to being four-fifths of a White property-owning male. Women were beholden to men. They could not inherit property, manage money, nor hope to secure a higher education. All were treated as vassals if not outright property of males. Native Americans were an enigma and isolated as much as possible from society. America's march towards justice has been a bumpy and uncertain one.

Hispanic Males

Racial disparities are quite pronounced in our prisons. About 1.1 percent of all White males between 25 and 29 years old are in federal and state prisons, compared to 2.9 percent of all Hispanic males and 10 percent of all Black males in the same age group.

Today, thinking persons question why so many Hispanics are incarcerated. Hundreds of thousands are, most are male, and most are under 40. Their "crimes," their clashes with the justice system, are minor ones. Very few are detained because they are dangerous to society or to themselves. Very few are incarcerated for capital crimes. The vast majority are guilty of using drugs–marijuana, cocaine, etc.–offenses categorized by many as "victimless" ones. Others in society note middle-class youngsters rarely serve prison time for the same offenses. If you are a celebrity, wealthy, or well connected, you simply do not do hard time for abusing your body.

Hispanic Attorneys

The Hispanic population surged a full 58 percent during the 1990s, and its road toward the American dream has been a rocky one. Many are not paid the wages they deserve, do not receive adequate medical insurance, live in de facto segregated communities, and have limited opportunities to purchase their homes.

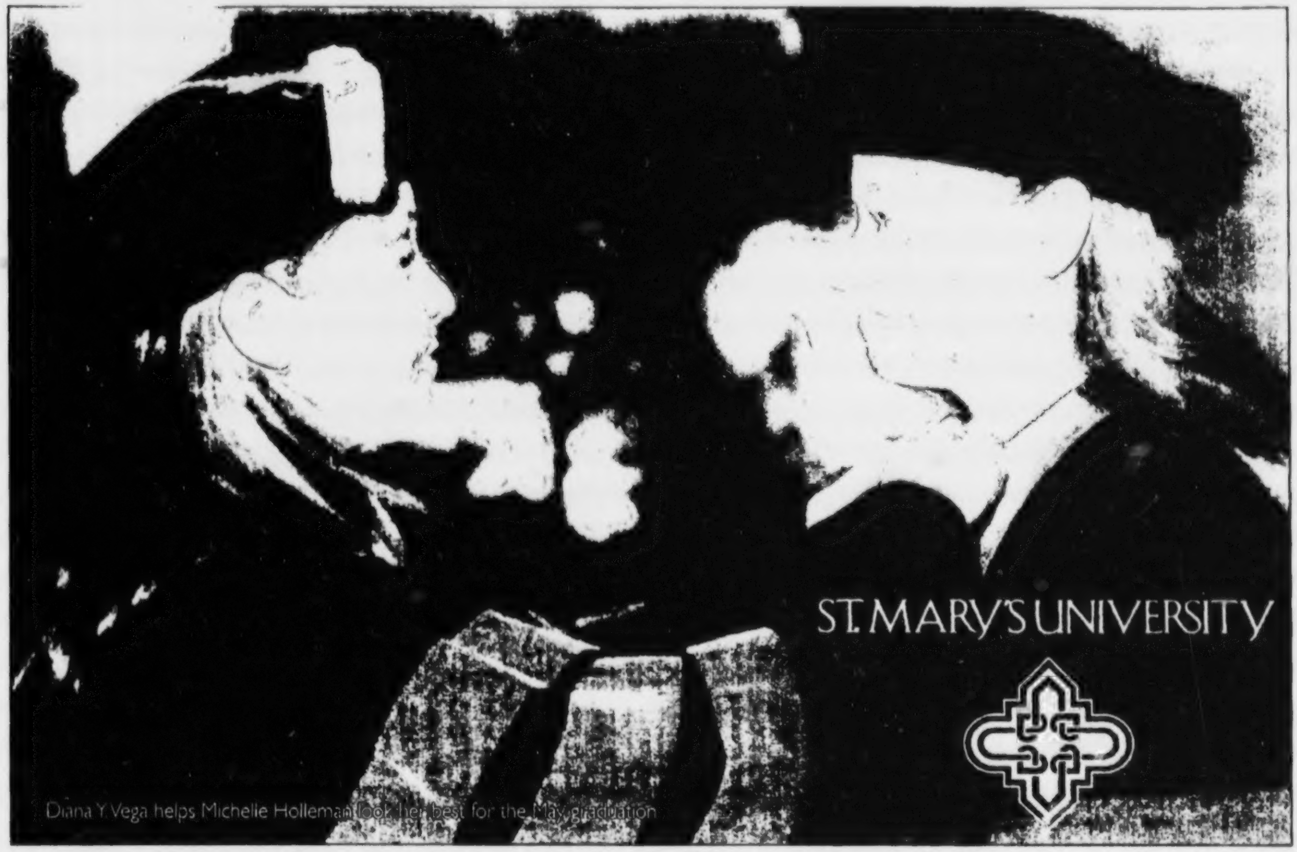
It is not that proper and necessary laws do not exist. They do. There are multiple federal, state, and local laws on the books. Administrative guidelines and ordinances exist as well. But many are routinely ignored. Disparate and arbitrary enforcement leads to justice denied.

It has been said that a society is best judged by how it treats its most vulnerable citizens. The young and the old fall into that category and Hispanics have sizeable populations in both groups. Hispanic children by and large do not attend the best schools in this nation. Theirs are the classrooms that are most likely to be overcrowded and housed in dilapidated buildings. At the other end of the spectrum, many Hispanic elderly are not afforded adequate, health services. In some cases, laws that could correct these problems are being ignored.

Trained advocates are needed. Many legal problems could be eradicated with a fairer system for administering justice. A large step towards achieving that goal will come when more Hispanics become attorneys. By the end of this decade, it is very likely that a Hispanic man or woman will be nominated and probably confirmed as the first Hispanic Supreme Court Justice. May that person remember those left behind and still struggling with a vast number of injustices based on ethnic background.

Dr. Mellander is a professor at George Mason University.

St. Mary's School of Law



Diana Y. Vega helps Michelle Holleman look her best for the May graduation

Fertile Ground for Hispanic Success

BY MICHELLE ADAM

It's not every day that a university can claim to have educated generations upon generations of prominent Hispanic figures. But St. Mary's University in San Antonio, Texas, and especially its law school, can do just that.

Take, for instance, a very familiar name, the late Henry B. González, who, as a member of the House of Representatives, was deemed the "father of modern Hispanic politics." He graduated from St. Mary's University School of Law in 1943. His reputation has been such that St. Mary's will soon house a political archive in his name.

The law school has graduated other prominent Hispanic political figures since González's time. E. (Kika) de la Garza, former member of the U.S. House of Representatives, graduated from the school in 1952. Charles A. González, Henry B. González's son and also a member of the U.S. House of Representatives, graduated in 1973. Others include G. Mario Moreno, U.S. Assistant Secretary of Education, Mario G. Obledo, past national president of LULAC and board member of the National Rainbow Coalition, and Elma Teresa Salinas Ender, a judge for the 341st District Court of Laredo, Texas.

Six Hispanic graduates of the law school are currently in the Texas State House of Representatives.

The fact that St. Mary's has such prominent Hispanic graduates provides a strong incentive for younger Hispanic students to attend St. Mary's and its law school every year. The alumni success is a definite lure. In 1999 alone, more than a third of its law students were Hispanic, a number far above the national average.

But it is the school's commitment, from the very beginning, to educating Hispanics that has always and now continues to attract a sizeable Hispanic population. Hispanics are 63 percent of

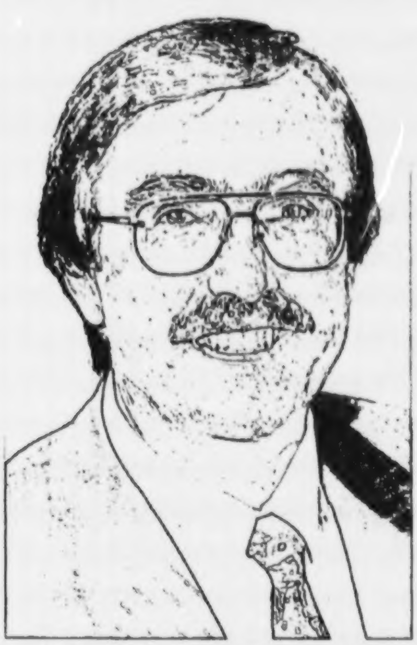
St. Mary's University, which educated Hispanic students as far back as 1852, is the largest and oldest Catholic University in Texas.

the undergraduate enrollment at St. Mary's.

St. Mary's, which educated Hispanic students as far back as 1852, is the largest and oldest Catholic university in Texas. The school of law has drawn Hispanics since its foundation in 1927. Current Dean of Law Bill Piatt said, "I might be the first Hispanic dean, but St. Mary's has been admitting Hispanic law students from the beginning. St. Mary's has been known as a place to graduate Hispanics." Piatt noted that back in 1943, when Henry B. González graduated, Hispanics "weren't admitted to other law schools."

Piatt himself is Mexican-American, born in Santa Fe, N.M., and one of two Hispanic deans currently serving in the 182 law schools throughout the country. "St. Mary's sends a signal nationwide by appointing a Hispanic law dean," said Piatt. "I have been very interested in putting Latinos through the higher education process," he added. "I'm the first in my family to go to college, let alone law school. I've always believed that the ability to teach and practice law is not only for one population."

Since he became dean, St. Mary's School of Law has reached record highs in minority enrollment. This year minorities make up 45.6 percent of the student body. "We have put more money into our student organizations and in recruitment efforts," he said. "We are the highest we've ever been. A lot of it is building on what we already have here." In 1995, 25 percent of all law students were Hispanic. Today, that figure is above 36.5 percent.



Bill Piatt, St. Mary's University dean of law

Piatt's efforts to increase minority, especially Hispanic, enrollment were recently recognized by *Hispanic Business* magazine, which ranked St. Mary's as the third best law school for Hispanics in the country, up from eighth the prior year. But augmenting minority student enrollment hasn't been the only area of interest for Piatt and the law school. He has also increased minority representation in administrative and faculty posts.

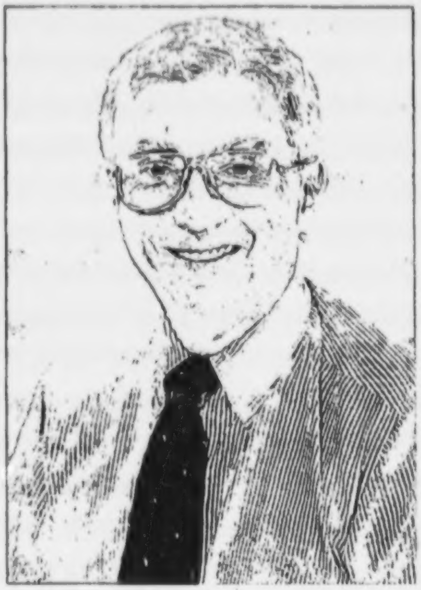
"Virtually all of the administrative posts here are of minorities. Most are women and many are Hispanics," said Piatt. He listed at least half a dozen minorities added to administrative posts since his deanship. "St. Mary's is a very attractive place for minority professionals to work," he said.

Piatt has named six visiting professors since his arrival, four of them minorities, two African American and two Hispanics. This is in addition to the school's current 10 Hispanic law professors. Piatt recalled that years ago, when he first began teaching law, there were only 15 Hispanic law professors throughout the entire country, and now 10 alone teach at St. Mary's.

One such person, who has seen it all from the very beginning, is Charles Cantú, the most senior law professor at St. Mary's. Cantú, the longest serving of Hispanic law professors nationwide, was the second Hispanic law professor in the entire country when he began teaching at St. Mary's in 1966. He explained that the first Hispanic law professor was hired at St. Mary's as well, before he went on to become chief justice of the Court of Appeals of San Antonio.

"St. Mary's hired the first and second Hispanic law professor in the country," said Cantú. "Now we have increased tremendously, from one to 10 on the faculty, and this has been reflected especially in the student body."

Cantú has served under four deans since he began teaching at St. Mary's and has seen their commitment to diversity throughout the decades. "The deans of the law school have been very aware of social issues and have tried to reflect the demography of this community–not only in our student body but also in our faculty–before the other law schools were doing so," he said. "We are the only law school that reaches into South Texas. We have had a very progressive leadership as well."



Charles Cantú, Law Professor at St. Mary's

Throughout his teaching career, Cantú has received many honors and awards from students, the law school, and the university, including recognition by the Law Alumni Association as the 1999 Distinguished Law Graduate for his outstanding contributions to the legal profession. He was the first to be honored as the South Texas Distinguished Professor of Law. In 1997, his students funded the Charles E. Cantú Fund for the Future, with a primary goal of financing activities of Campus Ministries.

Of special note, this fall, Cantú was selected to become a member of the American Law Institute, a selection based on professional achievement by those with a demonstrated interest in improving law. "It's a tremendous honor," he said. "It's a very rigorous selection. I like to think it chooses the top 10 percent of law faculty in the country. It's a wonderful recognition, that your writings have somehow contributed to learning." Cantú is the only Hispanic faculty member among the five professors at the law school who have become members of the Institute.

During his nearly four decades of teaching, Cantú has witnessed incredible change. "St. Mary's has always been a South Texas law school with a fair number of minorities. But there has still been a tremendous increase in minority students," he said. When Cantú himself graduated from St. Mary's in 1964, there was only one woman in his graduating class. Now 50 percent are women. "A lot of changes," said Cantú, "I've seen a lot of changes in legal education."

A recent change or addition at St. Mary's has been the formation of *The Scholar*, a law journal for minority interests. Dean Piatt funded the creation of the journal two years ago, after much talk but little action had taken place about creating such a publication.

The Scholar is published bi-annually under the leadership of an editorial board of students. Work included in the journal is primarily by students, with some contributions from professors nationwide. "We are not unique, but we are one of a handful of schools doing this," said Piatt. "It's giving another group of our students exposure to writing and research experience. Students take that interest with them into practice."

What also distinguishes St. Mary's from other law schools is its focus on service, something that has been central to the Catholic school's mission and important for Piatt to expand upon as dean. "This law school does much more in service than other schools," he said.

One service area is the school's law clinics. Housed in the Center for Legal and Social Justice, students are able to practice law by representing indigent clients in the trial or appeal of actual cases. Five clinical education programs are run through the center. The law school also provides office space to community organizations that serve the poor. Students are required to spend 15 hours a week in office work and legal outreach through such programs.

Within the Civil Justice Clinic, students represent low-income and homeless clients in family law, public benefits, wills and probate, and consumer matters. Among other clinics are the Criminal Justice Clinic and the Immigration Clinic. In the latter, students help indigent foreign nationals in a variety of immigration and citizenship cases. They are assigned different deportation cases and specifically travel each semester to the border to provide immigration and naturalization services to residents of the impoverished colonias. Colonias are unincorporated townships along the Mexican-American border in which people often live in desperate poverty with no running water, sewer systems, or paved roads.

Clearly, in working on border issues and in the colonias, students interact with a large population of Hispanics and Mexicans. Students work closely with the colonias and with San Antonio on economic development through the school's Community Development Clinic. They help establish community development corporations that will address housing, health care, child care, business development, and similar economic needs. Students also examine the provisions of state and federal laws that provide economic assistance for communities and determine what resources might be available for economic development of the region.

Dr. Charles Cotrell,
St. Mary's University president

Some students work in the International Human Rights Clinic, representing refugees seeking asylum, battered immigrants, and victims of law enforcement abuse. Recent projects include a litigation case against agencies of the U.S. government on behalf of a widow of a U.S. citizen executed by the Guatemalan Army with the complicity of paid CIA assassins. Another has been documentation of environmental abuses along the Texas-Mexico border.

Through service to the community, one with a large percentage of Hispanics and other minority populations, students at St. Mary's are best prepared for the legal issues and concerns of an ethnically diverse population. And both an ethnically diverse student body and community provide a great learning environment for all.

"Having a diverse student body is as good for the majority as it is for the minority students, who will both have to work with juries of multicultural backgrounds," said Dean Piatt. "Our strength lies in the diversity of our people. It's going to help the legal profession as a whole."

While St. Mary's School of Law boasts diversity and a high Hispanic population, this holds true for the rest of the University as well. "St. Mary's University looks like the future of Texas, of the Southwest. We have an incredible opportunity to educate for the future," said St. Mary's President Charles Cotrell. "Being here has deeply influenced my outlook that people of different backgrounds cannot only live together, but can also flourish in a society that is respectful, peaceful, and just."

Student Resource Center at St. Mary's University

PRLDEF

Information, Education, Litigation

Boosting the Ranks of Hispanic Lawyers

BY INÉS PINTO ALICEA

The Puerto Rican Legal Defense and Education Fund (PRLDEF) offers many services that help make the law profession a reality for Latinos interested in pursuing a legal career.

Among its many offerings, the New York-based civil rights organization has counselors on its staff to guide students through the law school process. They offer information on all aspects of attending and graduating from law school including: scholarships for law school students, preparation courses for LSAT (Law School Admission Test), which most law schools require for admittance; financial aid workshops; personal statement-writing seminars for people preparing law school applications; a Law Day to help law schools recruit diverse students and give prospective students insights on how to apply and what to expect at law school.

But the organization does so much more to try to boost the ranks of Latinos in the legal profession and improve the status of the Latino community overall. It works with a sense of urgency which is propelled by the dismal numbers of the Latinos in the profession. In the 1999-2000 school year, only 5.7 percent of the law school student body nationwide was Hispanic, according to the American Bar Association. The number of Hispanic lawyers is even lower: just 2.5 percent of the nation's lawyers are Hispanic, reports the ABA.

PRLDEF leaders say the goal is to boost the numbers of Latino lawyers, not just Latino lawyers committed to civil rights. "Our organization is committed to public interest law," said Juan A. Figueroa, a former Connecticut state legislator and former assistant Connecticut state attorney general, now president and general counsel of PRLDEF. "We feel public interest lawyers are very much in need in our community. But, we understand we need to have Latino lawyers in all walks of life. We understand public interest law may not be for everybody."

Juan A. Figueroa, PRLDEF president and general counsel

PRLDEF has several divisions under its auspices, including the Institute for Puerto Rican Policy, a legal division, which handles the organization's litigation, a development division, and its legal education division, which oversees many of the educational programs outlined in this article. Its primary goal is to increase the number of Latino attorneys serving the Latino community, through a variety of educational, outreach, and networking programs.

"These programs are even more necessary today," noted PRLDEF's 2000-2001 Annual Report. "Despite an increase in minority law school applicants, African American and Latino students continue to experience a sharp decline in admission to law school."

Ileana Infante, director of PRLDEF's education division, said the organization has developed a number of efforts to simplify the process of applying for law school and removing some of the barriers that minorities traditionally have encountered in applying for and getting through law school. Its LSAT preparatory course is given at no cost to students who have financial need and is offered at a low cost to all others. PRLDEF offers a mock LSAT two times each year so that students can practice test-taking in an environment that simulates the actual test day. Infante said the mock tests have helped students overcome their fears about the test.

The organization also offers a Law Day at which many of the nation's ABA-approved law schools recruit students. The event offers students an opportunity to learn details of the application process, such as how to write a personal statement or how to get financial aid. This year's Law Day was held Nov. 3 at Pace Law School in White Plains, New York. Two workshops offered were on the advantages of applying to law schools outside of the New York area and the non-quantitative factors that make someone a more attractive law school applicant. More than 60 schools have participated in these yearly events.

Figueroa said it is important to hold law schools accountable for their commitment to diversity, not just through the recruitment of minority students but also in the hiring of minority faculty.

PRLDEF encourages all law school applicants to submit their applications to the law schools they plan to apply to by Thanksgiving since most law schools accept students through rolling admissions. It has joined forces with the Latin American Law Students Association at several law schools to pair prospective applicants with law students who can help them become even more acquainted with law schools and the application process. The partnership has been instrumental in getting students through what is sometimes a difficult admissions process.

"We're making an impact," said Infante, who can name a number of attorneys who became lawyers "because PRLDEF had a hand."

William Malpica, an associate at Mayer, Brown & Platt and a class of 2000 graduate of Fordham University School of Law, is one attorney who credits PRLDEF for his decision to pursue law school. He once was an intern with the organization. When he decided to apply to law school, he undertook its LSAT preparatory course. Today, he mentors law students introduced to him by PRLDEF and runs programs for the organization on his off time.

Malpica was interested in the legal profession as a youth but said he was not confident about making it through law school. Neither of his parents graduated from high school, and he grew up in a distressed neighborhood. His confidence grew while he interned at PRLDEF, particularly after working with Latina lawyer Jenny Rivera, who encouraged him to go to law school.

PRLDEF's efforts are not limited to getting students into law school. It also offers programs for students already enrolled in law school. Through a joint venture with the Puerto Rican Bar Association, law students can participate in internships, a mentorship program with established lawyers, panel discussions on legal careers, legal research, case briefing, course outlining, résumé writing, interviewing techniques, and preparation for the bar exam.

The organization also has launched a corporate legal internship program, a paid summer internship program for first- and second-year law students of color. PRLDEF initially partnered with Bristol-Myers Squibb to help the company recruit high-caliber summer interns to its corporate legal department, in the summer of 1999. The program has expanded with internships in the corporate legal departments of Allstate Insurance Company, Chase Manhattan Bank, and IBM. Students received $8,000 for the 10-week program and commuting expenses. Since corporate legal departments typically do not maintain summer internship programs, PRLDEF's program provides students of color with an otherwise rare opportunity. It also provides corporations with an extraordinary mechanism with which to connect and support current law students who will become the future pool of candidates for their job openings.

William Malpica, former PRLDEF intern, now an attorney

Ileana Infante, PRLDEF education division director

Malpica also launched a program for first-year law students. In conjunction with his firm and PRLDEF, he developed a one-day program to teach newly admitted law students in the New York area how to improve their law school study skills. Now in its third year, the program "How to Succeed in Law School" brings some 50 students together with lawyers, judges, and professors for a full day of workshops and networking. It is said that if students can succeed in their first year of law school, they will finish law school successfully.

Malpica found that many Latino law students don't have lawyers in their families or lawyer role models who can help them develop the skills needed to get through that first year. He described his one-day program as designed to help the first-year students quickly figure out how to best study for law school and how to develop the skills needed to carry them through their three years to graduation.

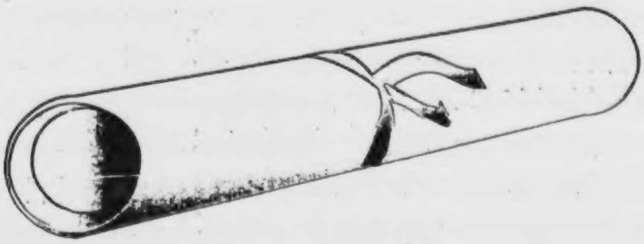
PRLDEF's efforts are also aimed at youngsters. The organization has launched several outreach efforts to encourage young Latinos to consider a legal career as an option early in their lives. PRLDEF developed a video entitled "Justice" that is aimed at junior high and high school students, and representatives visit the schools to help them explore legal careers. Infante said PRLDEF partnered with Columbia University's School of Law to bring high school students to the campus to acquaint them with the prerequisites for entering law school.

Malpica is developing a program that would match 15 high school sophomores with individuals in Fordham's legal community, find them internships, and offer free SAT preparation courses. Malpica said it is important to have Latino advocates in the Latino community but also that having more Latinos entering the legal profession signals that more Latinos are entering the middle class, which helps the community overall.

PRLDEF was founded in 1972 to protect the civil rights of Puerto Ricans and other Latinos and to ensure their equal protection under the law. The organization provides free representation to individuals and groups in cases that seek to improve the lives of Puerto Ricans and other Latinos. It has helped set important legal precedents in such areas as education, employment, public and private housing, health, environmental justice, and the electoral process.

As a private, not-for-profit organization, PRLDEF is primarily funded by foundations, corporations, labor unions, law firms, and individuals. For more information on PRLDEF's programs, contact the organization at 1-800-328-2322 or visit its Web site at www.prldef.org.

The Honor Roll



Columbia University in the City of New York

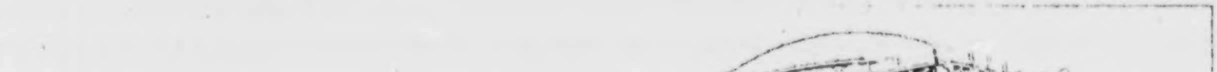
"Profoundly International" Since the End of WW II

BY ROGER A. DEITZ

George Rupp became the 18th president of Columbia University on July 1, 1993. In doing so, he joined a long line of distinguished leaders that includes Dwight D. Eisenhower, who served the institution from 1948 until 1953, when he left to become the president of the United States. At Columbia, Rupp completed a financial restructuring, with the result that each of the annual budgets he's submitted has been in balance. Under his leadership, the University also achieved record fund raising each year. Columbia recently completed its decade-long Capital Campaign, raising $2.8 billion.

Along with re-establishing Columbia's solid financial base, Rupp has focused on enhancing undergraduate education, strengthening the University's relationship to surrounding communities and with New York City as a whole, and on increasing its international orientation.

Says Rupp, "Columbia's profoundly international



Columbia University campus

George Rupp, Columbia University president

Honor Roll Facts in Brief

INSTITUTION
Columbia University in the City of New York

LOCATION
116th Street and Broadway
New York, NY 10027
(212) 854-1754

ESTABLISHED
1754

ENROLLMENT
22,425 total, fall 2000 (30 percent minority)

DEGREE OFFERINGS
Bachelor's
Master's
Doctorate

ANNUAL TUITION AND FEES
$25,922

FACULTY
2,941 full-time instructional faculty

SEVERAL DEGREE PROGRAMS
Art History and Archeology
Genetics and Development
International and Public Affairs
Law
Social Work

NOTABLE HISPANIC-SERVING ORGANIZATIONS
Caribbean Students' Association
Cuban Cultural Society
Grupo Quisqueyano
Latin American Business Association

INTERNET ADDRESS
www.columbia.edu

character–exemplified by the renowned area studies programs, the stimulating presence of thousands of international students, and the global impact of the University's pioneering research–is strengthened even more by that venerable motto of good fortune: location, location, location."

The president reports that students and faculty interact on a daily basis with the world's "premier international city," which he terms "the crossroads of international finance and culture, the hub of global media and telecommunications, the nexus of intergovernmental deliberation and action, the gateway city of New York." Rupp notes, "Columbians actively participate in the international life of our city. And world leaders, visiting America's first port of call, come to our campus to lecture and learn." He adds, "International learning and research are fundamental to our heritage, to our mission today, and to our planning for the future." Within a year after the end of World War II, which Rupp says propelled the United States from isolationism to high global responsibilities, "Columbia's School of International and Public Affairs and the first of our university-wide regional institutes (the Russia Institute, predecessor to the Harriman Institute) opened their doors." This anticipated by a dozen years a national commitment, the National Defense Education Act, which would provide federal funds for area studies centers.

Rupp informs us that his institution was born by royal charter as Kings College in 1754 under King George II of England, two decades before the American Revolution. The school was "reborn" and renamed Columbia College by the New York State Legislature in 1784 "to celebrate newly won independence from England."

Rupp continues, "The little schoolhouse accommodating eight students and one teacher (President Samuel Johnson), then 24 students and a faculty of three, (President Myles Cooper and two British colleagues), has evolved into one of the world's great independent centers of learning and research, with over 22,000 students from 145 nations, and more than 2,900 teachers, a quarter of whom were born outside the United States."

Rupp has announced that he will step down in the summer of 2002. A Presidential Search Committee, chaired by Trustee Henry King, has selected Lee C. Bollinger, president of the University of Michigan, to succeed Rupp.

Columbia, coeducational and Ivy League, is one of the world's leading universities and the first college established in New York. After thriving at two locations for nearly a century and a half, the university moved to its current 36-acre site at West 116th Street and Broadway in 1897, a neighborhood known as Morningside Heights. The main campus was designed in the Italian Renaissance style by the noted architectural firm of McKim, Mead & White. The historic campus consists of 71 buildings and is "crowned" by the domed Low Memorial Library, now the admissions building. Butler Library holds one of the country's largest research collections, including more than 6.6 million volumes. Columbia's collections are housed in 20 libraries and can be searched online through Library Web. The total collections comprise 7.3 million printed volumes, 5.4 million microform units, 28 million manuscripts, and 500,000 rare books.

Other campus locations include the Columbia-Presbyterian Medical Center (Health Science Campus) in Washington Heights (168th and Broadway); Baker Field (athletic facilities) at West 218th Street and Broadway; the Biosphere 2 in Oracle, Ariz.; and the Lamont-Doherty Earth Observatory in Palisades, N.Y. Campuses also include the Nevis Laboratories in Irvington, N.Y.; Arden House and Arden Homestead in Harriman, N.Y.; and Reid Hall in Paris, France.

Columbia will construct two new buildings, a student residence hall for the Law School and a home for the School of Social Work, on a large, University-owned plot of land on Amsterdam Avenue. The two projects will transform a long-vacant lot on 121st Street and a parking lot on Amsterdam Avenue into much needed residential and programming space. It should also bring positive economic activity to the surrounding area through increased street life, new retail business, and improvements on Amsterdam Avenue.

"This site, which has remained undeveloped for so long as we sought the right project, will finally address two important institutional needs," says Rupp. "Lenfest Hall will bring much needed residential space to enable the Law School to continue to attract both American and international students, and at the same time, the School of Social Work will have the once-in-a-century opportunity to build a home worthy of its distinction."

Completing Rupp's history lesson, The royal charter formally establishing King's College in 1754 defined the institution's goal as "the Instruction and Education of Youth in the Learned Languages and Liberal Arts and Sciences." This mandate essentially has not changed, even with the transformation of King's College into Columbia, one of the worlds' foremost research universities.

Other important historic developments with Columbia include the affiliation of Barnard College for women in 1889. Columbia College became Columbia University in 1896. In 1928, the University opened Columbia-Presbyterian Medical Center, the first such center to combine teaching, research, and patient care. The first Columbia College class to include women arrived on campus in September 1983. The University will be commemorating its 250th anniversary in 2004. More than 60 Nobel Laureates have taught or studied at Columbia. The total faculty of 6,500 instructs 20,200 students. Minority students represent 30 percent.

The 16 schools offer 6,350 courses in 69 academic departments and divisions that cover the arts and sciences and the professions of architecture, arts, business, dentistry, engineering, international affairs, journalism, law, medicine, nursing, public health, planning and preservation, public affairs, and social work. These academic departments and divisions are ranked among the finest in the United States. Full-time instructional faculty total 2,941, with 656 in Arts and Sciences, 401 associated with the University's professional schools, 68 in special programs, and 1,816 teaching in the Health Sciences. The total endowment as of June 30 stood at $4.264 billion. There are 242,023 alumni in all 50 states, U.S. territories, and 175 foreign countries. Annual tuition and fees for 2000-2001 ran to $25,922, with room and board adding another $7,966. Undergraduate financial aid at Columbia College for 1999-2000 totaled $22.1 million. Aid defrayed 23 percent of tuition costs for the average student.

Rupp concludes, "Over the years, our graduates have brought Columbia's global tradition to important arenas of law and commerce, science and medicine, communications and the arts, and diplomacy, from America's first secretaries of state, Robert R. Livingston and John Jay, to former secretary of state Madeleine Albright. Our alumni, from Alexander Hamilton to Wellington Koo, helped build great nations. Bhimrao R. Ambedkar was the chief author of the constitution of India. Pivley Ka Lsak Seme founded the African National Congress. Franklin D. Roosevelt emerged from our Law School, ultimately to become a leader of the free world during a perilous time of depression and war. Two Columbians won the Nobel Peace Prize–Theodore Roosevelt in 1906, for negotiating an end to the Russo-Japanese War, and, a quarter-century later, Columbia President Nicholas Murray Butler, who also served as president of the Carnegie Endowment for International Peace."

Closer to the present, graduate Rolando Acosta, born in the Dominican Republic, grew up in the South Bronx and moved to Washington Heights when he was a scholarship student at Columbia College. Acosta helped found the Community Association of Progressive Dominicans and the Latino Commission on AIDS. As a leader of the Upper Manhattan Empowerment Zone, he was active in developing the Washington Heights social service infrastructure. He served as city commissioner of human rights and as chief attorney of the Legal Aid Society before assuming his present post, judge of the New York County Civil Court. Rupp awarded Acosta the University Medal of Excellence at Commencement in 2000.

Luisa Sánchez, who graduated in 1996, leads the book club and high school rap session at WOW (Workers of Wonder) after-school program in Washington Heights, a partnership between Columbia's Mailman School of Public Health and New York state, aimed at preventing teens from dropping out of school.

Minorities Not Making Desired Gains

But Holding Own, Says LSAC

BY
MICHELLE ADAM

Kent D. Lollis, associate executive director and assistant to the president for minority affairs at LSAC

> ***Only dentists and natural scientists rank lower in minority representation of African Americans and Hispanics than law, which was at seven percent in 1998.***

If there's any organization that recognizes the value of diversity in law, it is the Law School Admission Council (LSAC), a nonprofit corporation whose members include 196 law schools in the United States and Canada. Since 1947, LSAC has been developing the LSAT, a test assigned to students interested in applying to law school. It remains a strong factor in admissions policy at schools throughout the country.

"LSAT came into being because schools wanted another way to judge people coming from different majors and different universities from all parts of the country. They didn't want to be good-old-boy schools only, where people got in on the basis of who they knew," said Kent D. Lollis, associate executive director and assistant to the president for minority affairs at LSAC.

The test, he said, "was supposed to be the great equalizer. I firmly believe and the Council believes that it is better now with the test than without it. There is a chance for the students from the University of Texas from Brownsville to get into any law school in the country."

Increasing Minorities

Among other responsibilities, Lollis is responsible for directing and implementing the Council's programs that are designed to increase lawyers from underrepresented minority groups. "I think law, more than any other profession, is concerned with inclusiveness and representing all people. It is the individual commitment of the schools to increase outreach," he said. "The board wanted minority students to be given the opportunity to go to law school."

While the LSAT may have helped level the playing field by providing law schools with a measurement of a student's ability outside of their GPA, Lollis and the Council are well aware of the fact that there is much more work to be done. Take, for instance, the statistics that were offered at a joint conference held by LSAC, the American Bar Association, and the

Association of American Law Schools in October of 2000. The conference, called Action & Accountability: Diversity Imperatives for a New Century, cited the following:

"Despite all of our efforts over the last three decades, slightly over 10 percent of lawyers in the U.S. are members of a racial minority group. The factors contributing to the small percentages of minority lawyers are numerous and complicated. While they are improving, the high school graduation rates of minority students, especially African American and Latino males, continue to lag behind the graduation rates of majority students. College graduation rates also show a disparity.

"Performance on standardized admissions tests, like the LSAT, indicates a significant difference in median scores between minority and majority students. The number of applications to law school by minority group members has declined from its peak in the mid-1900s. The acceptance rates of minority applicants to U.S. law schools is as low as 47 percent for African Americans, but as high as 70 percent for majority students. The disparity extends beyond law school, with significant differences between minority and majority lawyers in bar passage rates and entry into the more lucrative areas of legal practice."

While the LSAT was established in order to broaden the nation's applicant pool to law schools, still evident are lower test results among minority students than those of majority students. "The test gap has gotten narrower with some changes we made a few years ago. We have learned to target programs to minority students in different ethnic groups more than we have in the past," said Lollis. But there is more work to be done. "That disparity starts in the fourth grade. That's where we start observing test differences by race."

LSAC has been working to minimize test-taking disparity through its Minority Outreach Program and has made greater efforts in doing so since threats to affirmative action became a reality about 20 years ago. For years, affirmative action served to balance out the scales when minority groups scored lower on tests than the majority population. But today, said Lollis, "there's more pressure on us to find creative ways to reach further back into the pool of minority students, to create an interest in law school, to create an interest in going to college, to provide information on doing well in college and preparing for standardized tests of all levels, to prepare for the LSAT, and to get good grades in college."

Through a specific early intervention program, LSAC provides grants to universities, which in turn provide programming to attract minority high school students to the field of law. In some cases, students are invited to participate in mock trials and learn what it takes to be a lawyer. The grants are provided to schools during the month of February, which LSAC, along with many of its universities, has deemed National Minority Law School Recruitment Month. "The seed money is really producing a lot of ideas and concepts. This gives law schools national emphasis."

Michael Olivas, professor of law at the University of Houston Law Center

"Each year, we've had over 100 law schools participate," said Lollis. LSAC supports programs that encourage high school students to attend some event connected to or a part of minority bar conventions. For example, local Hispanic high school students attended a breakfast that was organized in collaboration with the Hispanic Bar Convention. Students had an opportunity to meet with Hispanic lawyers during this event.

"The goal is to have a lot of lawyers that look like them," said Lollis. "These are very impressionable events for high school students. We think we are breaking a big barrier. If we can get the at-risk minority males who don't graduate from high school, then we've got a lot." LSAC has been providing support of $5,000 for these events for close to six years, opening the eyes of up to 200 students at a time.

LSAC is very eager to increase the number of minority students who take interest in law as an option from an early age. It seems other subject areas with minority shortages, such as engineering, have worked with programs that help students from an early age and upward take interest in math. But when it comes to law, LSAC is still seeking ways to create programs such as these.

This is of great importance, given the low numbers of minorities in the field of law, said Lollis. As he pointed out, citing the American Bar Association statistics: 14 percent of accountants are African American and Hispanic. They are 9.7 percent of physicians, 9.4 percent of college and university teachers, and 7.9 percent of engineers. Only dentists and natural scientists rank lower in minority representation of African Americans and Hispanics than law, which was at 7 percent in 1998.

While the number of minority students attending law school has increased dramatically during the past 20 years, and thus possibly expanding the future pool of minority lawyers, LSAC has found the need to assist in the retention and graduation of these students. In 1988, the Council held its first conference on diversity and from this recognized the need to address the fact that schools were losing minority students because they were not completing college.

"These are students that admissions concluded were capable of completing college," said Lollis.

Training Workshops

In 1992, LSAC established its first Academic Assistance Training Workshops, which were geared specifically to provide training to members of school staff who could then help keep minority at-risk students from falling between the cracks. At some schools, students would receive tutoring during the school year. In other situations, students were offered summer assistance prior to entering law school.

"When we started," said Lollis, "few schools had academic assistance programs. Now, few schools don't." Most recently, assistants have been helping at-risk students prepare for the bar exam. And in order to be most equitable, at-risk students of all backgrounds have been offered assistance when needed.

LSAC produces a publication on how schools can begin academic assistance programs. And while they funded schools earlier with such programs, LSAC now is focusing more on training others to run and fund programs on their own grounds. "We are finding that academic assistance programs are helping the retention rates in many schools. We think we've helped in the success of students," said Lollis.

Another program created by LSAC for minorities is the MILE project, Minorities Interested in Legal Education. MILE was established more than five years ago in an effort to provide minority students with reliable information about preparation for law school. Primarily designed for college freshmen and sophomores, MILE currently has more than 10,000 students on its database. Many students were originally informed of the service through HACU and HBCU schools. Enrollment has increased in the past year due to online registration on LSAC's Web site.

Other recent efforts on behalf of LSAC have included videos targeted at specific minority groups. These are disseminated to schools and advisors and shown at minority or diversity events to offer inspiration to minority students with an interest in law. In 2000, LSAC produced its Latino video, *Believe and Achieve: Latinos in Law*, which features specific Latinos in law who share their success stories.

Every year, LSAC also holds forums in large cities throughout the U.S. More than 100 law schools attend, and students have the opportunity to speak with their respective representatives. During each of these events, there are workshops specifically offered for minority students. Students also have an opportunity to hear from those chosen by LSAC to be part of their Beyond the Numbers Project. Through this project, LSAC selects those minority students who have completed law school and have become successful lawyers, often with the odds stacked up against them.

Diversity Imperatives

LSAC held its first joint diversity conference in 1988, the second in Colorado in October of 2000. Michael Olivas, professor of law at the University of Houston Law Center, chaired the event, called Action & Accountability: Diversity Imperatives for a New Century. "It was as close to an 'A' conference as you can get," he said. "Everybody left there feeling much better about the state of affairs and the possibility of change. The experience itself was very enriching and satisfying."

With keynote speakers such as Janet Reno and Norma Cantú, the conference addressed issues ranging from pre-admissions, retention, and recruitment to the digital divide and the growing gap between private practitioners and those who work for law firms. More than 325 people attended–deans, faculty, and administrators from law schools throughout the country.

"There are relatively few venues where all these people can get together to just talk about minority affairs," said Olivas. "It was not 'the usual suspects' there. There were at least between 20 and 25 deans, some of whom do not historically consider these issues in a very formal way. It was an unusual gathering in that respect."

Upon completion of the conference, Olivas produced a final report and list of recommendations. They were then forwarded to those schools and organizations involved. "If taken seriously, they–along with the material we released at the time, which is still

on the LSAC Web site, reams of statistic materials, articles, and resources–should give people the tool kit they need to address serious issues of underrepresentation on their campuses," said Olivas.

The recommendations that stemmed from the conference included the following: considering special early admit and/or pre-law programs that would identify qualified minority candidates; developing consortia with area high schools and colleges and organizing programs, identifying students, teaching street law and judging writing competitions or mock trials; interacting downwind (schools, colleges) and upwind (law firms, bar associations) to adopt minority schools and minority colleges; developing alternative models of admissions, creatively employing mixes of criteria, algorithmic weights, and approaches; and having the major legal education organizations pooling resources and establishing a national Law Talent Search program, like that available for recruiting minority engineers.

As with the first joint diversity conference, LSAC, along with other organizations, will use these recommendations to devise new programs to address the issues of underrepresentation on campus. LSAC will do so by reaching further back into the pool of minority students and trying to help prepare students for law at a much earlier age than in the past. "We have to create longer-range results," said Lollis.

While moves against affirmative action may have set some schools back in achieving truly diverse classrooms, programs like that of LSAC are working hard to make up for these changes. Through these efforts, new opportunities for minorities in law may arise, but it's important that minorities be aware of them.

"The most damaging thing is if minority students get the impression that affirmative action is over everywhere, and that there are no opportunities. That's the more dangerous thing that can occur. Without role models and counseling, they can easily get into that belief," said Lollis.

Asked about the current status of minority representation in law, Lollis said, "We are holding our own, but we are not making the gains we hoped to be making. This is our challenge for this century."

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MALDEF and HNBA

Eyeing Judicial Nominees

Concerned ABA's Role Diminished

BY
INÉS PINTO ALICEA

Earlier this year, Latino leaders expressed concern about President Bush's decision to discontinue a half-century tradition in which the White House relied on the American Bar Association (ABA) for advance intelligence on nominees for federal judgeships prior to making those nominee's names public.

"We believe the ABA's role has been very important for Latino judicial nominees," said Marisa Demeo, regional counsel for the Washington office of the civil rights organization, the Mexican American Legal Defense and Educational Fund (MALDEF). "The process has become so politicized that we're very concerned about partisan politics getting worse."

Rafael Santiago, a Connecticut lawyer and president of the 25,000-member Hispanic National Bar Association (HNBA), said the ABA provided a "valuable service" through its early vetting of nominees, which helped boost the caliber and independence of the federal bench.

The Bush administration had told the nation's main organization of lawyers that it would no longer consider the views of the ABA's 15-member Standing Committee on the Federal Judiciary before sending judicial nominations to the Senate for confirmation. The ABA's judicial screening committee would see the list as soon as it was made public. The move, made to pacify conservatives who for years had contended that the ABA has a liberal orientation that tinges its ratings of judicial candidates, angered congressional Democrats, who portrayed the measure as an effort to fill nearly 100 U.S. court vacancies on a more ideological basis.

"The question, in sum, is not whether the ABA's voice should be heard in the judicial selection process," wrote Bush's chief counsel Alberto R. Gonzales in a letter addressing the issue. "Rather, the question is whether the ABA should play a unique, quasi-official role and thereby have its voice heard before and above all others."

But a March 21 editorial by the *Washington Post* argued that the ABA role of early vetting of judicial nominees was important to quell the popular belief that when it comes to presidential nominations, the ideology of a person is more important than qualifications.

"Giving the ABA a heads-up on nominations and the chance to report confidentially on nominees' qualifications–competence, integrity, and temperament, not their ideology or politics–offers the White House the opportunity to learn in advance about the potential pitfalls of a given nominee and to head off decisions that could otherwise prove embarrassing to both the candidate and the administration," said the editorial.

The bar association, which represents more than 40,000 lawyers, began to critique candidates for the federal judiciary, from district courts to the Supreme Court in 1948, when the Senate asked for its help. The group has provided direct advice to the White House since 1952, when President Dwight D. Eisenhower requested it in a bid to help insulate the process from political pressure.

The ABA denounced Bush's decision. Its evaluation "provides a buffer from partisanship and a buffer from political patronage," Martha W. Barnett of Tallahassee, ABA president, told a news conference. She said the screening committee will be hampered and unable to secure such honest and frank appraisals but that the organization would continue to be a part of the process. "We are concerned that politics may be taking the place of competence in the review of potential judges."

Patricia M. Hynes, a New York lawyer who is the ABA's judicial screening committee chairwoman, said the panel has worked on behalf of nine presidents from both parties by confidentially interviewing the colleagues of prospective nominees to gauge their competence, integrity, and temperament. The panel simply provided an early, confidential rating of the qualifications of judicial candidates before the presidents sent them to the Senate for confirmation. The committee, Hynes said, "does not take into account any political affiliations or philosophies or ideologies. It does not happen."

Demeo said MALDEF feels the ABA's vetting has helped minorities, which often don't have the political connections or ties of Anglo candidates. Its stamp of approval "legitimizes" their qualifications and gives them a boost.

"A lot of the people who get nominated have political connections to the Senate or have made a contribution to the Senate," said Demeo. "Latinos tend not to have as many political connections." MALDEF's success in getting Latinos on the federal bench, she said, "is due to our ability to show that the nominee is qualified."

But a study done by Susan Brodie Haire and published in the *Justice System Journal* this year said the ABA's judicial selection committee ranked lower minority and female appointees to the U.S. Court of Appeals, even after controlling for experience.

Rafael Santiago, a Connecticut lawyer and president of Hispanic National Bar Association (HNBA)

"The predicted probability of obtaining a "well qualified" rating is 60 percent for minority or female appointees," she wrote in the article published in volume 22 of the *Justice System Journal*. "In contrast, the probability for Caucasian males is estimated to be 75.6 percent. Overall, this analysis suggests an inherent bias in the rating process that favors traditional establishment candidates."

The flap between Bush and the ABA garnered a great deal of attention because Bush had indicated that the filling of judicial vacancies is a high priority for his administration. Since Bush took office, Gonzales and a team of White House and Justice Department lawyers, including several prominent conservative critics of former President Bill Clinton, have moved swiftly to fill 99 vacancies on the federal bench–more than 10 percent of the total. Of the 99 vacancies, 31 are on the 179-member Court of Appeals, 67 are on the 665-member District Court system, and one is on the nine-member Court of International Trade.

The Bush administration has been expected to send a large number of nominations for federal district and appeals court to assure the federal judiciary is in the hands of conservatives.

"I question whether enough emphasis has been placed on professional qualifications," said Steve Burbank, a University of Pennsylvania Law School professor who has written many articles on federal court rulemaking, complex litigation, international civil procedure, and judicial discipline. In 1991, the Speaker of the U.S. House of Representatives appointed him to the National Commission on Judicial Discipline and Removal. "They seem to be looking for people who have strongly defined stands and who are impervious to change. That's not the sort of person we want on the bench. We want people who can change their minds."

Burbank said that conservatives' irritation with the ABA is not wholly unfounded. The group routinely takes positions on policy issues, including such hot-button ones as abortion. But Burbank argues it is important to note that ABA's judicial selection committee's work on judicial nominees has not been corrupted by the political stances taken by the ABA organization as a whole.

The White House effort to diminish ABA influence was part of an increasing antagonism between Democrats and Republicans over the selection of federal judges. Republicans began to object to the ABA's role in 1987, when four members of the ABA's judicial screening committee suggested that Judge Robert H. Bork was not well suited for the Supreme Court vacancy to which President Ronald Reagan had nominated him. Conservatives were further angered by the ABA panel's decision to not give then-Supreme Court nominee Clarence Thomas its highest rating of "well qualified" and instead said he was "qualified."

Marisa Demeo said MALDEF feels that the ABA's vetting has helped minorities, who often don't have the political connections or ties of Anglo candidates, because its stamp of approval "legitimizes" their qualifications and gives them a boost.

Later, then-President Clinton complained that the GOP-led Senate refused to confirm, and, in some cases, even convene hearings on his judicial nominees, producing what he called a crisis of vacancies in the courts.

The debate escalated even more when the Bush administration, as it considered diminishing the ABA role, withdrew the names of 10 nominees for federal judgeships that had lingered in the Senate after being submitted by President Bill Clinton during the waning days of his tenure. Bush spokesperson Ari Fleischer said the withdrawals were consistent with the actions of Presidents Reagan, Carter, and Clinton, each of whom, he said, withdrew nominations left over from their predecessors when they came into office. The number withdrawn by Bush was larger, Fleischer said, solely because Clinton had, during his final weeks in the White House, submitted for a second time the names of 62 people whose nominations the Senate had not confirmed before.

The nominations included one Republican, Dennis Devaney, selected by Clinton for the United Nations International Trade Commission, as well as candidates for positions prominent and obscure. Among them were an assistant secretary of state, a general counsel to the Commerce Department, prospective appointees to the National Council of the Humanities, and the Farm Credit Administration Board.

After Bush's decision to curtail the ABA's role, a pair of Senate Democrats wrote a letter of protest to the president. Calling the ABA's evaluation "the gold standard by which judicial candidates are judged," Senate Judiciary Committee members Patrick J. Leahy (Vt.) and Charles E. Schumer (N.Y.) said they would refuse to vote on judicial candidates without first considering the ABA's views. Senate Minority Leader Thomas A. Daschle (D-S.D.) put Republicans on notice that Democrats would block judicial nominations by the president unless they have the backing of both senators from a nominee's home state.

Bush's decision to diminish the ABA role has not created an opening for Latino organizations to play a bigger role in the judicial selection process, said Demeo and Santiago. Instead, Demeo said, many of the White House and Justice Department officials who've had semi-secret meetings to fill the judicial appointments are associated with conservative organizations, sending the message that the role of conservative organizations such as the Federalist Society has increased.

"We do expect the nominations in general will be more conservative," said Demeo. "We won't necessarily reject them because they are conservative. We want to see that they are fair in interpreting the law in terms of the Latino community."

Santiago said the HNBA has focused efforts on identifying Latinos who may be qualified for judgeships, encouraging them to put together packages early on so that when opportunities arise they are ready, and helping them through the judicial selection process, including putting them in contact with U.S. senators who are key to securing judgeships.

"They seem to be looking for people who have strongly defined stands and who are impervious to change. That's not the sort of person we want on the bench. We want people who can change their minds."

STEVE BURBANK,

UNIVERSITY OF PENNSYLVANIA

LAW SCHOOL PROFESSOR.

"We review the packages and make recommendations as to whether they are qualified or not," said Santiago, a lawyer with Robinson and Cole in Hartford, Conn. "If we find them qualified, then we help them through the process. It's not an easy process. It can be frightening. When you go through this, your life becomes very public."

Latinos comprise nearly 4 percent of all lawyers, so it is important to not only boost the number of Latino lawyers but also the numbers of Latinos seeking judgeships. Santiago said there are many factors involved in getting named to the bench, not just politics. Interested judicial candidates must find ways to become visible in their communities and "have a good reputation with their peers in their community, not just with the Hispanic lawyers but with their peers in general."

"We want to make sure qualified Hispanics are appointed," said Santiago.

One Latino candidate Bush has named is Miguel Estrada. Estrada was nominated in May to the key Court of Appeals for the District of Columbia Circuit. The D.C. Circuit is perhaps the most important of the appeals courts because it is the principal court hearing challenges to government regulations and other executive branch actions. Conservative legal strategists use the courts to restrict the federal government's regulatory power, contending that some regulations violate property and other rights.

Estrada, who was born in Honduras, has argued 15 cases before the Supreme Court, including a number of criminal appeals cases. He is a member of the Washington office of the Los Angeles-based law firm Gibson, Dunn & Crutcher and was as a clerk to Supreme Court Justice Anthony M. Kennedy in 1988-1989.

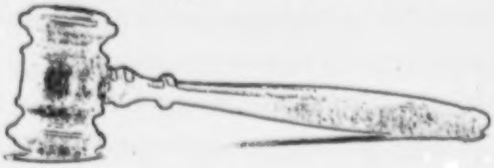
The big push for the HNBA these days is to try to get the first Latino on the nine-member U.S. Supreme Court. Santiago said that with 51 Latinos sitting in federal judgeships and seven in the federal courts of appeals, the time is ripe for that to occur.

"Our community is growing, and we are not represented in the U.S. Supreme Court," said Santiago. "We have 58 potential candidates that have judicial experience at different levels. It's time, and it's important for the Hispanic community, and it's important for the nation to have diversity in the nation's highest court."

FROM BARRIO TO HIGH BENCH

Patricio Serna, Chief Justice, New Mexico Supreme Court

BY MICHELLE ADAM



"If you have the desire and the drive, the doors will open."

When Patricio Serna travels throughout his state of New Mexico and across the country, visiting school children, judges, and law schools, he carries with him a message of hope. "To young people, I tell them my life story. I tell them that if I can make it, you can make it. I tell them to be positive, to be determined, and believe in yourself."

Serna's message is far from mere rhetoric. He is the nation's first and only Hispanic state Supreme Court justice, sworn in as chief justice of the Supreme Court of New Mexico in January 2001. Today, at 62, looking back at his humble beginnings, he makes a point to acknowledge that he has achieved the "American Dream"–a dream that other Hispanics have the potential of living as well.

Serna was raised in a three-room log house, built by his father, in the small, rural town of Reserve, N.M. The house had no plumbing and electricity throughout much of his childhood. But this was the case for most families in this predominantly Mexican-American town. "We had a small garden, and every now and then we would get a steer or sheep for meat. We were poor, but so was everyone else we knew," he said.

Serna was one of eight children raised by his father and eldest sister, Isabel, after his mother died when he was only 2. Although his father had only a third-grade education, Serna credits him often with having instilled in him a strong sense of family values and togetherness. "To this day, I dream of dad frequently, and he continues to influence how I live my life," he said.

Prior to entering school, Serna's only language was Spanish, a language that students were strictly forbidden to speak. "We were punished if we spoke Spanish in the schools in those days. There was an attitude that made you ashamed of who you were," he said. Despite this, Serna's sister Isabel encouraged him to set high goals and to believe in himself and his dreams. At her urging, Serna read inspirational books, like Norman Vincent Peale's *The Power of Positive Thinking*, by the light of a kerosene lamp. While many others students dropped out of school, the justice graduated valedictorian with straight A's.

Despite having graduated with high honors, Serna was no different than his peers in expecting that he would work at the local saw mill. "I had gotten letters from colleges, but they didn't mean a thing to me," he said. "Nobody in town was oriented to go to college in those days."

But the local priest, Father Bob Kirsch, saw Serna's potential. "He asked me to come with him, and we went uptown to the public telephone. He called the College of St. Joseph's in Albuquerque and asked the president for a scholarship," said Serna. He was accepted to St. Joseph's on a half-tuition scholarship, while working for the other half.

"When I got to college, they didn't have a dormitory," he said. Serna lived with four other boys on cots in the boiler room. "I remember the huge pipes overhead. All five of us were Hispanic from little schools. We've all done well."

That was the beginning of a world that was suddenly a lot larger than Serna could have ever expected. "Hispanics didn't go to college in those days," said the justice.

After graduating, Serna was drafted into the Army. Upon his discharge, he returned to New Mexico and took a job as a probation parole officer. "When I got that exposure, I got a sense of accomplishment, of being able to do things, of being able to help people," said Serna.

Working for attorneys gave Serna his first taste of a career that would become his own. In 1967, Denver University's Law College established a preparatory program for Hispanic students. "I read about the program in the newspaper and thought, 'I'm going to apply,'" said Serna. He was accepted and became one of the first group of students to enter this program, which, supported by the Ford Foundation, was the first of its kind.

Ross Sánchez, Patricio M. Serna, and Harold L. Neufeld

It was DU's Law College Dean Robert Yegge who had recognized a strong need for Hispanic lawyers and thus created the program to address this dearth. "I was seeing a lot of Hispanics with legal issues, but there weren't a handful of Hispanic lawyers in the entire state," said Yegge who was also chair of the Colorado Migrant Council at the time.

Twenty-one Hispanic students were admitted during a summer of intensive law school preparatory classes, and of those about a dozen stayed on to complete a J.D. at Denver University. Admission into the actual law program was based on the student's performance during the summer. Students who were accepted received a full scholarship and stipend so they could focus entirely on their studies.

"The bar in Colorado thought I was nuts," said Yegge. "They said, 'These people don't belong in the legal profession.' We took all kinds of flack." Fortunately, the program was such a huge success that the Ford Foundation extended its support for the program for about 10 years, and also began to create similar programs in other schools. Today, the outgrowth of Yegge's program is the familiar CLEO program.

"We sure fixed them," said Yegge of the bar. "The idea worked–taking these kids who normally wouldn't have thought of going to graduate school. They got in there and worked their asses off. They turned out to be superb students." When he stepped down as dean in 1978, about 150 students had gone through the program.

Yegge recalled Serna as "an outstanding student. He was one of the better students in the class. All he needed was a little bit of encouragement because he had the brain cells."

The dean has kept in touch with Serna, recently attending his swearing-in ceremony as chief justice. "It was absolutely fabulous. It was one of the high points in my life," said Yegge. "To think that this guy could come from the true barrio and get to the top position in the state is heavy stuff–and to know that I had a lot to do with it. It shows that the legal system is for everyone."

Without a doubt, Yegge's program played a pivotal role in Serna's life. As he pointed out, "That was the first program of that time. Had it not been for that program, I'd probably still be a probation parole officer. That opened the door of opportunity for me, and now along with that comes opening the door of opportunity for others–to pave the road."

Serna has paved that road, brick by brick, setting a precedent that many more Hispanics are following in the field of law today. He became the first Hispanic to write for the *Law Journal*. Upon graduating from DU, and passing the bar, he headed East to receive a master's of law degree from Harvard Law School.

For Serna to be the first to go to law school in the entire county of Reserve was a large enough feat in itself. Traveling as far away as the East Coast to attend the top law school of the country was beyond comprehension. When Serna told his father that he had received a fellowship to Harvard, his father's first words were, "*¿Pues donde queda?*" (Well, where is it?). Upon learning how far away this school was, his father then offered, "*Pues puedes trabajar en la maquinita.*"

Working at the local mill, as his father suggested, was far from Serna's mind. He attended Harvard and earned a master's in one year, rather than the typical two. Serna then worked for the Equal Employment Opportunity Commission (EEOC) in Washington, D.C., as special assistant to EEOC commissioner Raymond Telles. Telles was the first Latino mayor of El Paso, Texas, and was appointed by President John F. Kennedy as ambassador to Costa Rica. "What a mentor!" said Serna, who placed Telles in a category with his father and sister Isabel as having been role models and inspirations on his life's path.

Serna also taught courses in constitutional law at the law schools of Georgetown and Catholic University before returning home to New Mexico in 1975.

"When I went to Washington, I went with the idea of coming back to New Mexico. I knew that if I stayed there too long I wouldn't come back," he said. "I could never forget where I came from."

Upon returning to New Mexico, Serna served as assistant attorney general and then as a district judge for 11 years. He was appointed to the state Supreme Court in December of 1996. "When I became district judge, I knew I would make a move to the highest court," he said.

Not only did Serna move to the highest court–this past January, he became the first Hispanic to serve as chief justice of a state Supreme Court. When asked what this meant to him, he said: "If not me, then who? If not now, then when? *Ya era tiempo*." In other words, he said, "It means we have made it. But once we make it, that's not the end, but the beginning. Once we make it, we have to bring others with us to make it."

Serna recognizes that he is not only alone as the first Hispanic chief justice of a state Supreme Court, but that he is also among only four other justices nationwide–three in New Mexico and one in Colorado. "We have to

> ***"[The legal system] hasn't been accessible for all people. This position gives me more authority and power to help all people, to help the poor, the oppressed, and the disadvantaged."***
>
> PATRICIO M. SERNA

reach these other states. There's a lot of work to be done. It is only through education that we will advance and become role models."

Being a role model is something that Serna takes very seriously. "When I go back to Reserve or any school in the country, I know I am a role model. I let my story be known," he said.

Serna's example speaks the loudest, especially in places like southern New Mexico, where large rural Hispanic populations live. "I give hope to our people down there that yes, we belong," he said. "If you have the desire and the drive, the doors will open. We need role models in all areas."

During his youth, Serna was one of a few to go to college from his hometown of Reserve. Today, when he visits, he sees a different picture. "Many more are going to college, many more are graduating," he said. The growing numbers of Hispanics graduating from law schools and practicing law throughout the country also encourage Serna. "The numbers are growing and growing. In the old days, you could count the numbers on one hand," he said.

Judge Sánchez and Professor Robert Yegge, dean emeritus

As chief justice, Serna is not only in a position to serve as an example for future Hispanics in law. He also has an opportunity to make the legal system more accessible. "It hasn't been accessible for all people. This position gives me more authority and power to help all people, to help the poor, the oppressed, and the disadvantaged," he said.

One of Serna's goals is to improve public understanding of the courts. He has proposed taking the court on the road and into schools, and conducting oral arguments before school-age children. This will give Serna an opportunity to do what he does best: encourage young children in a predominantly Hispanic state to be all they can be.

As he put it, "For someone like me, without a heritage of wealth or social position, to have gone to college, law school, been a district court judge, Supreme Court justice, and now chief justice of the New Mexico Supreme Court demonstrates so well that the American Dream is alive for ourselves and our children. Yes, we can make it!"

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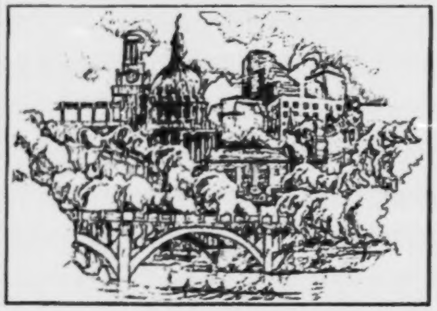

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SMU Law Professor Calls Language Bias Discrimination by Proxy

Makes Case in *UC-Davis Law Review*

BY MARILYN GILROY

Are the recent efforts to eliminate bilingual education in California and Arizona a violation of the Constitution? Do the ballot measures passed in those states constitute discrimination?

According to Southern Methodist University (SMU) law Professor George Martínez, the answer to both questions is "yes." He says the way to stop these initiatives is not at the ballot box but in the courts.

Martínez is advancing a novel legal theory under which language bias can substitute for racial discrimination under the Equal Protection Clause of the 14th Amendment of the U.S. Constitution. Because civil rights law developed historically to protect African Americans, Martínez and other legal scholars believe most case law relies too heavily on race. They favor a broader interpretation of the Equal Protection Clause to reflect a more diverse American society. Recognizing language as a proxy for national origin or race, they argue, would extend constitutional protection to other minorities such as Latinos, Asians, and Native Americans.

"During the campaign for Proposition 227, the focus was almost exclusively on the Spanish language. The Spanish language, we contend, is central to the identity of Latinos. In targeting the language, these voters were, in effect, really targeting Latinos by proxy," said Martínez. "We, therefore, argue the basic principle that Proposition 227 is unconstitutional because you cannot discriminate on the basis of national origin."

In an article published in the most recent issue of *The University of California at Davis Law Review*, Martínez and co-author Kevin Johnson, UC Davis law professor, lay out the legal basis for their position.

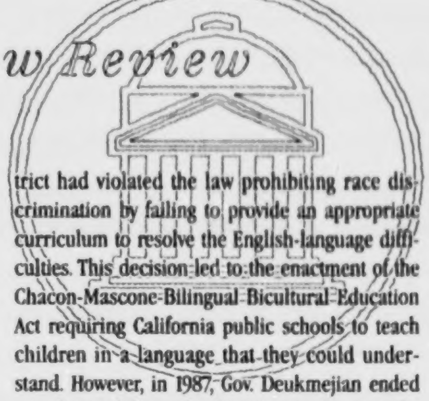
"If you can show that race was a motivating factor behind the passage of the measure, then it is sufficient to establish a constitutional violation, and we believe we have brought forward that evidence," says Martínez.

To prove a constitutional violation, the law requires proof of intentional discrimination. Martínez and Johnson cite as evidence historical segregation and funding inequality of Mexican-American schools; the racial tone of the Proposition 227 campaign, which especially targeted Spanish speakers; and previous California ballot initiatives Proposition 187, which barred undocumented immigrants from a variety of public benefits, and Proposition 209, which dismantled affirmative action programs in the state. Taken together, Martínez says they can prove discrimination on the part of voters.

The article weaves a carefully structured case pointing out that this type of discrimination is more subtle and less direct, but just as strong. This is one of the reasons that a broader application of civil rights legislation is needed.

"Unlike the days of old, the anti-discrimination principle that evolved from the civil rights movement of the 1960s has tended to drive blatant anti-Mexican animus underground, making it more difficult to identify, isolate, and eliminate," write Martínez and Johnson. "This raises some serious legal questions concerning the scope of the Equal Protection Clause of the Amendment and how Latinos may employ this constitutional provision to protect their civil rights."

To support their argument, the authors trace the history of the Latino population explosion and its impact on California's school enrollment. They describe how the educating of growing numbers of immigrant children throughout the last 30 years led to numerous legal battles over school desegregation and school financing. The lawsuits were part of the struggle to guarantee equal access to education, especially for Mexican-Americans.



The Supreme Court found that the school district had violated the law prohibiting race discrimination by failing to provide an appropriate curriculum to resolve the English-language difficulties. This decision led to the enactment of the Chacon-Mascone Bilingual Bicultural Education Act requiring California public schools to teach children in a language that they could understand. However, in 1987, Gov. Deukmejian ended mandatory bilingual education in the state by vetoing a bill that would have continued the act. Although no longer required, bilingual education funding was still available to school districts that adhered to the provisions of the act.

Which brings us to the latest move to eliminate bilingual education via Proposition 227.

Martínez and Johnson's primary challenge to the initiative is based on the premise that language and race are inextricably linked. Since the largest bilingual programs in California involve Spanish speakers, the measure was able to have a substantial negative effect on Latinos.

"Language is a racial wedge issue," say Martínez and Johnson. "Race is at the core of the modern English-only and bilingual education controversies. Latinos resist the language onslaught as an attack on their identity."

Already, Martínez has been contacted by an Arizona law professor interested in using the *UC Davis Law Review* article to lay the groundwork for a federal court challenge in that state. Martínez expects other attorneys to use his article's legal arguments in court fights against language-bias laws.

"There will be more efforts to eliminate bilingual education as this movement spreads to the East Coast," said Martínez.

For Martínez, who has taught at SMU since 1991, this latest article is a significant addition to his extensive writing on race, civil rights, legal theory, and federal court procedures. He recently published *A Reader on Race, Civil Rights and*

George Martínez, Southern Methodist University law professor

American Law: A Multiracial Approach (Carolina Academic Press), which he described as "going beyond traditional basic civil rights discourse focused on African Americans and bringing in all minority groups." During his career, Martínez has paid particular attention to civil rights cases dealing with Mexican-Americans and was a presenter at several Latino conferences on critical legal theory.

"This group was formed in the mid-'90s by Latino law professors who didn't think that legal issues relevant to Latinos were being recognized and discussed. It was an attempt to try and bring these issues to the forefront," said Martínez.

From Philosopher to Lawyer

"My father was a professor of Spanish and Portuguese at Arizona State University, so I was in a university environment all of my life," said Martínez. "That's how I got interested in teaching."

Teaching law and arguing legal precedents was not George Martínez's original career choice, however. His first passion was philosophy, which he studied in undergraduate and graduate school. He received a B.A. in philosophy from Arizona State University and an M.A. from the University of Michigan.

But after teaching philosophy at Texas Christian University for a year, he headed off to Harvard Law School, where he studied under some of the most renowned legal figures in the U.S., including Laurence Tribe and Alan Dershowitz. He received his J.D. cum laude in 1985.

For Martínez, the transition from philosopher to lawyer was quite logical. "The fields are related because philosophers often consider a number of issues that overlap with law," he explained. "As a matter of fact, I teach a philosophy of law course here at SMU, which deals with questions such as what's the nature of law and what is the nature of legal decision-making."

Prior to SMU, Martínez spent time as a litigator at Mayer, Brown & Platt in Chicago and at Morrison & Foerster in San Francisco.

"I knew then that I probably wanted to teach in law school, and I would have a better chance at it if I went to one of the big national firms," said Martínez.

While in San Francisco, Martínez got a call from the chair of the department at SMU to come out and interview.

Having a father who was a university professor and a mother who taught high school in Phoenix, Martínez acknowledges that being a teacher was in his genes. "My father and mother were definitely the biggest influences on my life," he said.

The fight to include bilingual education in schools occurred in 1976 when Chinese students unable to speak English brought action against the San Francisco School District, using the provisions of the 1964 Civil Rights Act.

At SMU, Martínez teaches a variety of courses in civil procedures, federal courts, complex litigation, and jurisprudence. And although law school has maintained many of the educational traditions that Martínez experienced, the one big change he has seen is the impact of computers.

"Students use computers all the time," he said. "They take notes with them, and they have a lot more access to information since all the databases are there. They even take their exams on computers."

Another change, in terms of law school admissions, has come as a result of the *Hopwood* decision rendered by the 5th Circuit Court of Appeals in Texas, eliminating affirmative action. Martínez says that enrollment has been somewhat negatively affected by the decision because he has seen a decrease in the number of Latinos entering law school.

"SMU cannot offer scholarships or admit on the basis of ethnic background," said Martínez. "I did not agree with that decision because it was contrary to the U.S. Supreme Court ruling in the *Bakke* case. Several other circuit courts of appeals have disagreed with that decision also."

Nevertheless, he says, SMU continues to enjoy a good reputation, and its students have a high success rate. But the law is a tough profession and students have to be prepared for the struggles ahead.

"Practicing law is hard work, and it takes its toll," he said. "While I enjoy the portrayals of lawyers in the movies and television, they don't capture the way things really are in practice," said Martínez. "On television, you never see lawyers writing memos and briefs, which is a lot of what young associates will do."

However, he is careful not to discourage anyone from entering law.

"I say to them: if you're interested in law, pursue it. It's a good field to be in."

Raising the Bar:

Hispanics Enter Top Law Schools

BY CHRISTIAN CLARKE CASAREZ

Opening Arguments: Entering the Field

"We're creating a legacy."

As William Weaver reviews law school application materials, he gains intimate insight into the lives of his students.

On the surface, the typed and neatly organized papers do not communicate the rich and complex personal statements of the college seniors seeking admission to the country's top law schools.

But the stories are amazing. Each page captures the aspirations of a new generation: Mexican-Americans whose opportunity-filled present is based on the hard work and late-night prayers of parents who want more for their children.

Some chronicle their families' immigration to the United States and the back-breaking labor of migrant farmworkers. Others are built on strong family values and a work ethic passed down to the applicants at a young age.

Weaver knows the stories quite well.

In 1998, he and his colleague Robert Webking founded the Law School Preparation Institute, an innovative program that holds great promise for widening the pool of fully qualified applicants to the nation's most prestigious law schools.

These passionate political science professors spend their summer and weekend hours providing intensive instruction that helps students to sharpen their analytical skills and prepare for the Law School Admission Test.

"For many Hispanic students who never imagined themselves in law school, these professors' tireless efforts to teach and mentor them make all the difference," says University of Texas-El Paso (UTEP) President Diana Natalicio. "The students know that their successes will create opportunities for more students. Proud graduates often say, 'We know that we're creating a legacy.'"

Since the program was created three years ago, the number of UTEP students who are attending Top 50 law schools–including Harvard, New York University, Cornell, Columbia, and Duke–has tripled. The LSAT scores of the institute's graduates have risen by an average of eight points over their initial practice tests (on a 60-point scale).

William Weaver, co-director,
UTEP Law School Preparation Institute

And, as law schools attempt to achieve greater diversity, particularly in the context of the ruling in the *Hopwood* case at UT Austin, UTEP's Law School Preparation Institute is playing a major role in ensuring that Hispanic students are well prepared to compete successfully for admission.

"This program is a powerfully promising and lawful response to problems created by the *Hopwood* decision's prohibition of affirmative action," says Michael Sharlot, former dean of the UT Austin School of Law who helped create the institute. "It is the most creative innovation we know of nationally in the effort to overcome the impact of the *Hopwood* decision and continue to diversify the legal profession."

The Issue: Getting into Law School

"We were determined."

The idea for UTEP's Law School Preparation Institute started with the frustration professors Webking and Weaver had about a talented group of undergraduates who wanted to go to law school.

"They had the intelligence, study habits, work ethic, personal qualities, and even the grades to do quite well in law school, but they were having trouble being admitted to the caliber of schools their abilities and grades warranted," says Webking.

The phenomenon was–and is –not unique to UTEP.

Nationally, Hispanics score on average significantly lower than non-Hispanic Whites on the LSAT, widely considered the single most important tool used in determining whether applicants have the reasoning skills to do well in law

Dr. Robert Webking, co-director,
UTEP Law School Preparation Institute

school. Since about 70 percent of UTEP's undergraduates are Mexican-American, this was a huge issue for the university.

"We decided to try to fix it–not the LSAT, or the admissions process, or our students' test-taking skills, but rather their chances of competing successfully for admission into law school," Webking says. "We were determined to help students develop their skills at a high level and demonstrate their mastery to law schools."

UTEP brought together community and campus representatives to design an intensive two-month summer program for students entering their junior and senior years. The university turned to the Texas Bar Foundation and the state's law schools–including UT Austin, Texas Tech, Baylor, SMU, and the Texas College of Probate Judges–to provide funding and advice for the pilot program that consisted of 10 students.

"The response was tremendous. The schools sent faculty, deans, and admissions staff to work with the students to help develop their skills and to help them understand the admission process," says Webking.

The following year, the Texas Legislature provided funding for UTEP's Center for Law and Border Studies, out of which the university sponsors the Law School Preparation Institute.

"This gave us a secure source of funding for the Institute," says Webking. "More importantly, it gave us the chance to affect many more students."

The Class: Taking on Socrates and the LSAT

"It really broke down the barriers."

When Bernadette Segura arrives at the first class of the Institute, she is a bit nervous, certain that she has somehow tricked the selection committee and that she really doesn't belong there.

As she begins to tackle the complex logic games and analytical reading comprehension questions, she thinks that her worst fears might be realized–but they aren't.

"I saw my heart beating through my chest, through my shirt, and wondered if everyone was as nervous as I was," says Segura. "But, after several miserable guesses, I realized every other student was as lost as I was. This leveling of the playing field made me think that maybe I did belong there after all."

While the university's program is open to all students, regardless of ethnicity, the Institute also addresses the underrepresentation of minorities in the legal profession by helping Hispanic students develop the skills and abilities they will need to prepare for and succeed in law school.

Student Bernadette Segura

Classes, which now enroll more than 30 students, meet each weekday from 8:30 a.m. to 4:30 p.m. in June and July. Some students complete the June phase before their junior year and the July phase before their senior year, while others complete both parts in the summer preceding their senior year.

There are no lectures. Through an active educational process, the students analytically explore Aristotle, Socrates and Shakespeare–learning and teaching together.

Student Lara Dianne Hajjar

"Initially, they are inclined to rely on accepted opinion, feelings, or the surface impressions left by the text. But, as the month proceeds, they come to understand what analysis truly involves and begin to perform at a new level," says Webking . "As an educator, it is exciting to watch the students' wheels of analytical thinking in motion–as they change an answer during mid-defense, realizing their own flawed reasoning."

Once in law school, graduates discover just how well-prepared they are to maintain the pace typical of a top-tier school.

Lara Hajjar, a second-year law student at UT Austin whose class includes George Prescott Bush, says the Institute deepened her interest in the law and prepared her for the rigor and realities of law school.

"I've loved the law. Ever since I was a kid. I love everything associated with the fight for justice and equal rights," says Hajjar, who is the first in her family to attend law school.

"Most undergraduates do not know what to expect before they enter law school. But we were prepared. At UTEP, we studied tort law [wrongful act or injuries], which helped us prepare cases," says Hajjar.

Hajjar is one of the many UTEP grads who have earned spots at UT Austin, which is widely ranked among the Top 15 law schools. This year, 13 UTEP students–a record–were offered admission.

Israel Silvas:
Homegrown and Ivy League

by Christian Clarke Casarez

Israel Silvas remembers the day when the beautiful trees that lined the empty lot in front of his house were cut down because they created a dangerous environment that attracted drug users and alcoholics.

The moment is etched into the young scholar's memory because the loss represented how easily hope can be stripped from a community and replaced by darker elements–on the surface at least.

The reality saddened but motivated the future Harvard law student.

Although Silvas witnessed the daily effects of poverty, he also saw hardworking, close-knit families who survived and thrived on modest means in his southside El Paso neighborhood.

Silvas became a wage earner at the age of 14, but refused to drop out of school. Inspired by a strong and supportive mother and determined to improve the social conditions in his community, the college-bound teen enrolled at a highly competitive magnet school.

"Growing up in a community plagued by poverty, I realized how important it was to get a good education. I knew I had to overcome any obstacles to become a successful scholar," says Silvas. "But I also knew that education is not merely about passing tests and writing papers. It is about making something of yourself."

Silvas uses his once-private observations about his community to chronicle his own growth. The honest and insightful commentary struck a chord with admissions officers at the nation's top law schools, including Columbia, UT Austin, Berkeley and Duke.

And, for this first-year Harvard law student, community remains at the core of everything he does–everything he achieves.

One of a dozen UTEP students who earned the nationally competitive Gates Millennium Scholarship, Silvas carried a 3.9 GPA in political science and was active in student government and honor societies. Graduating from the university with highest honors, he earned a highly competitive American Bar Association scholarship.

An impressive combination of heart and smarts, Silvas balances classroom commitments with civic and social activities. He loves chess, video games, and watching professional wrestling. But, this analytical thinker also moves between the modern-day lyrics of Rage Against the Machine and the philosophical principles of Heidegger with intellectual ease.

Fluent in both English and Spanish, Silvas is proud of his rich Mexican heritage. As he reviews the surface barriers of a working-class, predominantly Hispanic neighborhood, he points with pride to the well-kept homes that form the foundation from which dreams can spring.

"My entire community is struggling with financial difficulties because education is not a common denominator for its residents," says Silvas. "It sounds like a cliché when I say that education is the key to success. But it's not a cliché when you live it."

"It's been a great experience, and it's all paid off in the end," says Hajjar. "Without the institute, I wouldn't know what to have expected in law school. It really broke down the barriers."

The Process: Looking Beyond the Numbers

"We are more than our LSATs."

Jerry McLain takes his place at the little green square at the front of the classroom–a square-foot platform where the drilling session based on the Socratic method begins.

Professor Weaver leads the usually confident McLain through a series of questions designed to flesh out any flawed reasoning and discover the strengths and weaknesses of any argument.

After the grueling session, Weaver acknowledges the strength of the student's position. McLain is relieved. The on-your-toes reasoning is crucial for success on the Law School Admissions Test.

McLain masters the LSAT, scoring in the top percentile for Hispanics–and all test takers. He has since been accepted to some of the nation's most prestigious law schools, including NYU, Duke, and the University of Chicago.

Peer mentor Jerry McLain

McLain scores a 174 on the LSAT, which places him in the 99.6 percentile for all test takers. Webking invites him to serve as a peer mentor, tutoring students who were preparing for the LSAT.

In addition to the weekday sessions, the students spend their Saturday mornings taking fully timed LSATs in the classroom where the October exam is administered. On any other day, students can be seen lining the hallway outside Webking's office, preparing to take additional practice tests.

As he grades the exams, Webking challenges the students to improve their scores, always reassuring them that they are capable of meeting his high expectations.

"The Institute curriculum helps a great deal. But, I think that Dr. Weaver's and Dr. Webking's confidence in us is what matters most," says McLain.

"Here are two professors who know the score, who have seen many undergrads pass through the law school process and know what it takes to succeed. Before the Institute, many of us felt that we might not get accepted into a good school. They had confidence in us before we had confidence in ourselves."

Once students begin to believe that they have what it takes to be competitive at top law schools, Weaver works with the students to prepare for the application process–reviewing personal statements, résumés and school selections.

"We have smart students who can do very well in law school, but many do not believe that they are competitive," says Weaver. "Many of our students have incredible stories that law schools are searching for. Our job is to help them communicate their academic and personal strengths to the admissions committees."

The popular pre-law program mentor has unique insight into top-tier schools, having earned both his law degree and doctorate in political science from the University of Virginia, where he was on the editorial board of the *Virginia Law Review*.

Weaver takes the guesswork out of preparing for law school by using a student-centered approach that de-mystifies the application and admission process.

"As students, we are more than just numbers. We are more than our LSATs or GPAs," says McLain. "Dr. Weaver recognizes that each student is different and personalizes his advice for each one of us. He doesn't just look at school rankings. He looks at how each of us would 'fit' into a particular school's setting and focus areas."

Weaver has put his perspective into print in *Getting Into Law School*, which is distributed nationally by Peterson's. The user-friendly guide offers practical tips on taking the LSAT, looking for the right law school, and securing scholarships and grants.

But, Weaver downplays his role as adviser.

"All the credit for meeting the high levels of admission goes, of course, to the students," says Weaver. "The institute seems to give them a crucial boost in confidence, focus, drive, and critical analysis abilities at just the right time. The students are the ones who put it to work."

William Weaver and Linda Lujan-Reister

Closing Arguments: Expanding the Pool

During a UT System board of regents meeting, Webking runs through the mission and goals of the institute. The unscripted professor effortlessly leads the Texas education leaders through the individual stories and overall successes: increased student performance, resulting in higher LSATs and GPAs.

Raúl Romero, a Houston engineer and former regent who chaired the Committee on Minorities and Women, smiles throughout the presentation.

"The Law School Preparation Institute has proven its value in increasing the competitiveness of students from a wide variety of backgrounds," says Romero. "This is the kind of program that is going to make a tremendous difference in expanding educational and professional opportunity for all our citizens."

Romero says UTEP's pre-law program should be replicated elsewhere–and since the meeting, it has been.

This year, the Institute spawned similar programs at UT San Antonio and UT Pan-American. In August, UTEP organized a summer outreach program for outstanding high school students who are interested in attending law school.

"This is an exciting time because more students are seeing themselves in law school," says Webking. "They will become part of a new and more culturally diverse generation of lawyers who will make great contributions to communities throughout the United States."

After he finishes speaking, one student explains that there is nothing that any of the students could say to show how grateful they truly are, how much Webking and Weaver have made a difference.

Each professor politely smiles.

"All you need to say is that you got accepted into law school."

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Texas Southern University Students Rally Around Award-Winning Professor

Tenure Takes Back Seat to Student Success

BY ROSIE CARBO

A Cuban immigrant who graduated from Rutgers University School of Law in 1985, Otero is also director of the school's Judicial Externship Program.

It's 8 a.m. and Professor Ana Otero is making a convincing argument to a roomful of third-year law students at Texas Southern University's Thurgood Marshall School of Law.

"It's not enough to just read the cases. You have to understand what rule of law they stand for," says Otero, clad in a crisp dark suit, her thick brown hair pulled back tightly in a bun.

Otero's lectures speak volumes about her knowledge of the legal profession. But they also serve as a source of inspiration to many of the school's 200-plus ethnically and racially diverse law students.

"Outstanding educator is probably the best description for this great lady. But passionate about teaching is another phrase that describes her. She's just an unbelievable educator," says Ricardo Ramos, 30, who graduated magna cum laude from Thurgood last year.

The dilapidated Allen Building on the school's campus leaks on rainy days and lacks air conditioning during Houston's steamy summer months but has posed no obstacle to Otero's engaging oratory.

"The law has to be applied in everyday situations you are going to encounter. And to be able to do that effectively can take several years of practice and skill. So when you leave here, you really have to know your stuff," says Otero in her delightfully accented English.

Despite the challenges the decaying edifice poses, Otero remains undaunted in her commitment to being the best law professor she can be. That's why a legion of admiring students voted her "Professor of the Year" for three consecutive years.

"I was totally overwhelmed each time because I didn't expect it. I just love to teach, and I never expect to get anything in return except the self-satisfaction that I did the best I could for the student," says Otero, a visiting professor on faculty at the school since 1998.

It is this selfless attitude and a student-centered teaching philosophy that has spawned a loyal following of current and former law students as well as friends and colleagues.

"I had her for Texas Practice and she's definitely one of the best if not the best professor at that school," says Roxanne D. Neloms, a 27-year-old student who will graduate from Thurgood next month.

A Cuban immigrant who graduated from Rutgers University School of Law in 1985, Otero is also director of the school's Judicial Externship Program, a class from which second- and third-year law students are placed in judicial clerkships.

"I don't think that teaching is standing in front of a classroom and reciting from a book. I think teaching is advancing the cause of students, particularly at our school where we have so many minority students," she says.

"So teaching at Thurgood is a

mission for me because that's where I feel I'm needed. Many of the students come from disadvantaged backgrounds. They need a lot of help getting through the rigors of law school. So giving back to my students is part of the essence of what I think teaching is all about."

Students, as well as friends and colleagues, point to Otero's desire to work with her students through Saturday and Sunday tutorials as evidence that she's a relentless advocate for all of her law students.

"I took the bar early, and she helped me prepare for it. But she did that with everybody. I have to say that she definitely goes above and beyond the call of duty," says Neloms.

Otero is a cum laude graduate of Columbia University in New York, where she earned a Bachelor of Arts in 1975 and a master's of International Affairs in 1977. After working as a financial analyst for five years, she returned to Fairleigh Dickinson University in N.J., where she earned a master's in business administration in 1982.

"I love studying, and I think life itself is a constant learning process. Part of my love of learning comes from listening to my mother. She used to drill us like a sergeant. She said that your education was the one thing that nobody could ever take away from you, and she was right," says Otero, 50.

It was that insatiable thirst for knowledge that led her to embark on a summer internship at Oxford University in England in 1983. Although it was two years before her graduation from Rutgers, it helped prepare her for her first job at a Miami law firm in 1985.

By 1990, however, Otero yearned to experience new opportunities. That's when she relocated to Texas and began teaching at the Center for Advanced Legal Studies in 1991.

"I took classes at the legal center, and I had her for a couple of classes. She was *excelente*," says Neloms.

"Her tests were really hard. But that's because she is very, very thorough. She wants all her students to be the very best they can be," says Miguel Alliegro, 35, a paralegal with the city of Houston.

TEXAS
CITY OF HOUSTON
TEXAS

One reason why second- and third-year law students flock to her classes at Thurgood, where she teaches Texas Practice, Appellate Litigation and Case Analysis and Legal Research and Writing, is that others have spread the news that Otero talks **to** her students, now **down** to them.

"She has the ability to take a very complex issue and break it down so that almost anybody can understand it. But the best thing about her is that she doesn't talk down to her students. I like to say that she uses a softer Socratic method," says Ricardo Ramos, who is working for a private boutique in a Houston suburb.

But Otero's drive to ensure that her students make a difference in the legal profession doesn't stop in the classroom. Nor does it stop with the legal center, where she still teaches the gamut of courses, including civil and criminal procedure, legal writing and research, and business and family law.

As an associate municipal court judge, appointed by former city of Houston Mayor Bob Lanier in 1997, Otero reaches out to resident immigrants in her native Spanish in hopes of proving to them that even the judicial system can be compassionate.

"I love being a judge because for many of the people who come before the bench, this is their first encounter with the judicial system, and since many are immigrants, I feel like I can be of help in putting their fears at ease," says Otero, a candidate for a third two-year term and also the first Cuban-American in Houston to hold the municipal judge position. Prior to being appointed judge, Otero was a staff attorney and deputy assistant director for the Houston Municipal Court system, from 1993 to 1997.

"What you need for these kinds of courts is someone like Ana. As soon as you meet her, you can see that she has a way of connecting with people. She's a dear friend and was a loyal staff member before I prevailed on Mayor Lanier to appoint her to the municipal judge's position," says city of Houston Controller Sylvia García, 50.

Meanwhile, Otero's zeal to help students pass the Texas bar, through grueling weekend tutorials, have often robbed her of precious time she needs to write and publish law review articles necessary to achieve tenured professor status.

"I think she puts her students first instead of herself, and sometimes putting her students first has been to her own detriment," says Gilbert Treviño, 46, a recent Thurgood graduate and U.S. Army veteran from San Antonio.

In the fall of 1999, Otero might have missed her chance at a full professorship at Thurgood because she opted to put aside her publishing endeavors in order to be there–day and night–for her students as they prepared to sit for the Texas bar.

"Her dedication can be a good thing, and it can be a bad thing. It's good if we can keep her at Thurgood, but it's bad if we lose her because of her dedication. With the large Hispanic student body, we really need her there," says Treviño.

Otero's unconditional commitment to her students has engendered a wave of loyalty from students of all races at the law school, which is situated next door to The University of Houston Law Center and just blocks from South Texas College of Law.

"I think she's driven by the fact that she's seen the top of the legal profession's career ladder. She knows there are lawyers who are in it for the money, but she wants us to be good lawyers. She wants us to be lawyers with a heart," says Treviño, now an assistant prosecutor in a county south of San Antonio.

Ramos says that Otero is the most singularly committed educator he has ever known, and it's not just the Hispanic student body that has rallied around her whenever there's been talk of losing her.

"The entire Hispanic community at Thurgood has always rallied around this professor. They file emergency briefs and call special hearings whenever there's talk of tenure. But she transcends race because she's so good at what she does that even African American students rally around her," says Ramos.

Thurgood's entire faculty is African American, except for one White professor and two Hispanics, who include the part-time, visiting Professor Otero.

"I believe that if we had 10 percent more professors as dedicated as she is, that school would go a long way toward improving its reputation and image as a law school throughout the country," says Neloms, who is African American.

> ***A litany of awards–the 1999 NAACP Award for Legal Excellence, Anthony Mier Prize in Literature, The Latin American Society Community Service Award–has not spoiled Otero's warm, self-effacing personality.***

For her part, Otero says that while it's hard to abandon her extra tutorials in order to research and write, it's the reality she must comply with if she is going to achieve her goal of becoming a full tenured professor. With that said, Otero is working feverishly on two law review articles that she hopes to publish soon. The first is titled "The Constitutionality of Section 2244 of the Anti-Terrorism and Effective Death Penalty Act: The Odyssey of César Fierro.

"This is about a Mexican national who is currently sitting on death row in El Paso. And I hope to publish that law review article some time soon," says Otero, who is licensed to practice in both Texas and Florida.

The second article is titled "The Sex Offender Registry: Its Effectiveness When Women Open the Door and Invite Known Sex Offenders Into Their Homes."

"I know I have to write because it's important to get published and do law review articles that can help me achieve my goal of being a full professor," says Otero.

Characteristically, a litany of awards, including the 1999 NAACP Award for Legal Excellence, Anthony Mier Prize in Literature, and The Latin American Society Community Service Award, has not spoiled Otero's warm, self-effacing personality. And that could be because of her painful exodus from the Fidel Castro regime in Cuba.

"I came here in 1962, three years into the Cuban Revolution. There were hundreds of children who came here as refugees through what was called the Peter Pan program. But I didn't come through that program," says Otero, who didn't return to Cuba until 1978.

"I was only 11 when I came to live in New Jersey with an aunt I'd never seen. When I said goodbye to my parents, I thought they'd be here in a few weeks. But I never saw them again until 1967. That's when my mother came to New Jersey. My father died that same year," recalls Otero.

In retrospect, Otero says that going from a sheltered middle-class family to a poverty-stricken single-parent home made her the person she is today–a woman who wants to serve humanity through her knowledge and experience.

"I love teaching more than anything else; it makes me feel absolutely fulfilled. And I would like to finish out the balance of my life teaching."

CLEO

DIVERSIFYING THE LEGAL PROFESSION

Helps 6,000+ Enter Law School

ABA Project Partners with Law Schools Nationwide

BY INÉS PINTO ALICEA

"Many of them don't realize that the LSAT requires extensive preparation."

CASSANDRA SNEED OGDEN, EXECUTIVE DIRECTOR OF CLEO

Students who have dreamed of being a lawyer but have borderline GPAs or scores on the LSAT, the Law School Admission Test, still have a chance to pursue that dream thanks to an organization called the Council on Legal Education Opportunity (CLEO).

CLEO is a nonprofit project of the American Bar Association Fund for Justice and Education, dedicated to diversifying the legal profession by expanding access to legal education for members of underrepresented groups such as minorities and low-income students.

Governed by the Association of American Law Schools, the American Bar Association, the Hispanic National Bar Association, the Law School Admission Council, the National Asian Pacific American Bar Association, the National Bar Association, and the Society of American Law Teachers, CLEO provides pre-law recruitment, counseling, placement assistance, and training to increase the number of qualified students in law school.

More than 6,000 economically and educationally disadvantaged students have successfully completed CLEO's Pre-Law Summer Institutes since 1968 and gone on to law school.

Alma Ramírez, a third-year student at DePaul University's School of Law, participated in CLEO in 1999. Like many CLEO fellows who were reared in inner city or rural areas, Ramírez did not have family members in major law firms, or someone close to call on for assistance when dealing with the rigors of law school. Common legal terms such as plaintiff, defendant, appellant, appellee, jurisdiction, duty, breach, causation, etc., were not part of her vocabulary.

Ramírez, who plans to pursue public interest law, said CLEO helped her fine tune skills she needed to get through law school, skills such as how to read a case and how to write in a legal form. CLEO also helped her develop a strong network of professional contacts with law school classmates at DePaul in Chicago and with lawyers already established in the profession.

"CLEO gave me the confidence I needed to know I could succeed," said Ramírez. "It made a huge difference for me."

Benjamin Santos, who will graduate from the School of Law at American University in Washington in May 2002, said that as he grew up in Seattle, he had no role models in the legal profession and found few minority role models in higher education, which was frustrating as he tried to plot out his course in life.

The Road to Law School Acceptance

This is a suggested step-by-step plan of action to organize your application process and maximize your acceptance potential. The PRLDEF multi-level approach does not guarantee that you will be accepted into law school. Your grades, LSAT score, personal statement and recommendation letters play a pivotal role in whether or not law schools view you as a viable candidate.

Stage I The LSAT (18 months prior to application deadline)	**Stage II** Research Schools (8-12 months prior to application deadline)	**Stage III** (Continued)
1. **Register to take the LSAT Exam 12-18 months before you plan to start law school.**	• **Check the Admissions Profile of all law schools that interest you.** Cross reference your GPA and LSAT Score to determine if you would be a viable candidate for each law school. (See note below re: out-of-state schools)	• **Begin to outline/draft your personal statement.** An essay is required with all law school applications. WHY DO YOU WANT TO GO TO LAW SCHOOL?
Register for one of the following exams*: • October 2000 • December 2000 • February 2001 • June 2001	• **What is the ethnic makeup of the most recent entering class?** Specifically, what percentage of first-year students were Latino/African American/Asian/Native American?	• **Choose 2 people for Recommendation Letters.** I. Academic II. Personal/Professional
2. **Register for an LSAT Prep Course:** You should give yourself at least three months ***prior to the test date*** to research and register for a course that fits your budget and schedule.	• **Use the April Issue of *U.S. News & World Report* and the September Issue of *Hispanic Business* to assess law schools.** Place law schools into 1 of 3 categories: 1. "Shoo in" 2. "Strong Maybe" 3. "Only In My Dreams"	• **Update your résumé.** Also make sure this document has no typographical errors. You should include a current résumé with all applications that give you the option of including one.
3. **What if I am not pleased with my score?** • Should I take it again? Determine if you gave your very best effort the first time you took the LSAT. • If the answer is "NO" then retake the test. • If the answer is "YES" go to Stage II.	• **Do not dismiss out-of-state law schools.** There are good law schools outside of New York. Often, these schools provide better financial aid incentives to attract students. Also, some schools outside of NY do not put as heavy an emphasis on the LSAT score.	
	• **Request applications and brochures from Admissions Offices.**	
	• Plan to apply to a **minimum** of 3 law schools (i.e. one in each of the above categories).	

* These dates given assume that students wish to attend law school in the fall of 2002.

"We simply don't have many footsteps to follow," said Santos. "Moreover, we don't have an environment that encourages young people to reach up and beyond the historical confines of our disadvantaged communities. CLEO recognizes these challenges and turns them into assets. As the door to true social and political empowerment, CLEO forces law schools to look beyond GPAs and LSAT scores, and consider other strong indicators of academic and professional potential in the study and practice of law. It makes law school a realistic goal for those who dare to dream. CLEO gives us hope."

The ability to succeed in law school begins with an ability to successfully navigate the law school admissions process. Writing a great personal statement, preparing for the LSAT, and applying to the right schools are all important aspects of the law school admissions process. CLEO's magazine, *The CLEO Edge*, also available online, helps students navigate through the law school application process.

The partnerships CLEO has with ABA-accredited law schools play a major role in CLEO's ability to fulfill its mission. Law school partners across the country develop the six-week-long, Pre-Law Summer Institutes program curriculum, act as hosts to the participants, and help fund the program through financial and other contributions. More importantly, over the years, many CLEO partners have admitted CLEO graduates into their first-year classes and have provided support for them throughout law school.

Designed to evaluate the student's capacity for learning the law while simultaneously acclimating them to the law school process, the curriculum at the Summer Institutes is taught by full-time law professors and simulates the rigors of the first year of law school. The curriculum of Institutes focuses on legal methods and techniques that emphasize developing abstract thinking, analysis, and synthesizing skills. Students learn to prepare outlines, to practice the Socratic method, and to use legal terminology. Legal writing and briefing are also stressed. Low-income students pay $200 to attend while all other students pay $2,000. The fees cover the classes, materials, and room and board.

CLEO has successfully placed qualified applicants, with less than traditional academic indicators, such as borderline LSAT scores and GPAs, in more than 170 ABA-accredited law schools. Often, the students selected by CLEO demonstrate other areas of strength which prove to be indicators of the likelihood of success in law school. More than 90 percent of the students who attend the institutes enter law school in the fall. CLEO officials say that since the organization lost federal funding, it has been unable to maintain more specific statistics on the students it serves.

CLEO participants at The University of the District of Columbia's David A. Clark School of Law. (l. to r.) Allison Smith, Dean Rita Stroupuo, Jarod Buna, Natalie Chin and Antoinette Cooper

Santos said CLEO was his only hope of attending law school because of his grades and LSAT scores. But he knew that if he were accepted into CLEO, he would do well in law school.

"I knew CLEO's summer prelaw institute was a way for me to prove I could do the work and show schools I was more than my academic numbers and test scores," said Santos. "CLEO recognizes the true indicators of law school success: desire and passion. I knew that CLEO was a chance for me to prove I had what it takes."

CLEO fellows consist of both those already accepted into law school and those needing placement assistance. About 60 percent of the participants have already been admitted to law school prior to the start of the program.

To participate in CLEO, applicants must be eligible to attend an ABA-accredited law school; apply to at least one CLEO Consortium on Diversity in Legal Education member school or supporting institution; be a United States citizen, permanent resident, or citizen of U.S. trust territories; and be able to devote six weeks to a full-time, intensive pre-law program on a law school campus away from home.

To apply for the CLEO Pre-Law Summer Institutes, applicants complete an application form from CLEO (see www.abanet.org) and include a personal statement, four self-addressed stamped envelopes, and a $20 application fee in the form of a money order (personal checks cannot be accepted). Applicants must also register for the Law School Data Assembly Service (LSDAS) through the Law School Admission Council. Students applying under the low-income category have to fill out a Free Application for Federal Student Aid, found at www.ed.gov/offices/OPE/express.html. Letters of recommendation are optional.

All students whose applications are completed by Nov. 30 will be part of the first group of applicants to be considered for the summer program. The application deadline is Feb. 1.

"When we review potential candidates, we also look very closely at the personal statement: How well is it written and what does it convey," said Cassandra Sneed Ogden, CLEO's executive director. "If an individual has grammatical errors in his personal statement, it's difficult to imagine him/her performing well on a law school examination under time constraints."

The location of the CLEO Pre-Law Summer Institutes varies from year to year. Most recently, they have been held at DePaul, University of Pittsburgh, University of Missouri-Kansas City, University of Missouri-Columbia, Dickinson, University of Richmond, Valparaiso, Howard, South Texas, and Northern Illinois. The six-week program begins in early June. Students are generally assigned to the Institute closest to their place of permanent residency or the region of their nominating law school.

CLEO recommends that students interested in pursuing law school submit their completed law school application (including application fee, self-addressed postcards, and personal statement) as early as possible. Many schools begin reviewing applications and making decisions as early as November.

"Different law schools have different qualifications," said Sneed Ogden. "Many times, a student will overestimate his/her chances of being accepted to a particular school and neglect to apply to law schools where he/she might be admitted."

CLEO receives much of its funding from law schools and the organizations governing them. The organization received up to 97 percent of its budget from the federal government until 1996, when federal funding ceased, said Sneed Ogden. Law schools pay a fee to CLEO, which entitles them to a listing in CLEO publications and other benefits, according to their level of participation.

CLEO recently received a $4 million federal appropriation to implement the Thurgood Marshall Legal Educational Opportunity Program. This program, sponsored by the U.S. Department of Education, will provide the resources needed to begin working with college students by providing pre-law counseling, LSAT support, and other information for undergraduates, said Sneed Ogden.

"Our goal is to reach and assist as many individuals as possible," added Ogden. "Often that assistance will consist of something as simple as counseling them about preparing for the LSAT. Many of them don't realize that the LSAT requires extensive preparation."

Santos said the Summer Institutes are just the beginning of CLEO's mission. He, like others who have participated in CLEO's Summer Pre-Law institutes, feels deeply indebted to the organization. Santos said former CLEO participants have a duty to continue helping diversify the legal profession and giving back to the community.

"CLEO unfortunately only has the resources to help a few, but those who benefit must build on the investment this program has made in us," said Santos. "CLEO is more than a program. It's a level of awareness turned into action, an action that as future attorneys we must carry on. From conscientious hiring practices to diversity in academia, the power we gain from our future JDs (jurist doctorate degrees) must be used to keep the door open in the workplace as well as on our college campuses. I believe this is the true spirit and purpose of CLEO."

Latina Judge Shares Her Success Story

Barry and UMiami Alumna Humane Presence on Bench

BY
JEFF SIMMONS

Cardonne was one of the first Hispanics appointed to a county bench in Florida, and one of the youngest judges when she was elevated to the position in 1982, at age 31.

It seems as if Gisela Cardonne wants to pinch herself frequently to make sure she's actually positioned on the correct side of the bench, not arguing a case from the opposite side.

The circuit court judge humbly and oh so candidly admits she's surprised she has stepped into this role, even as an attorney, and thrived for so long. Even a discussion of her on-again, off-again career as a Miami magistrate is tinged not with despair at losses, but with awe and youthful exuberance.

"It's absolutely a miracle that I am where I am," she tells *HO*, after clearing her court calendar for the day.

Cardonne is a true rags-to-riches success story, one that typifies an immigrant's dream of prosperity in America; and it is a success story that binds together chapters of hard work and dedication.

Cardonne was one of the first Hispanics appointed to a county bench in Florida, and one of the youngest judges when she was elevated to the position in 1982, at age 31. She currently sits on the appellate division in the circuit, handling civil cases.

Her colleagues say she's prospered–being reappointed, for instance, after losing election at one point–because she brings a civility to the civil court.

"I'm pleased when I find out I have a case assigned to her classroom," says Thomas Gamba, former president of the city's Cuban American Bar Association.

"She brings a human element to the bench that is very unusual for the majority of judges," he says, recalling an instance in which she resolved fiery legal wrangling by simply stating the basic facts.

"A lawyer had asked for a continuance because of a death in the family and opposing counsel argued against that. She pointed out that he just lost his father and granted it. She is very aware that we are lawyers, but we are also human beings, and we have families. She is very keenly aware we have obligations outside the courtroom, and she is very respectful of them."

Those are traits that are ingrained in her personality, ones that were honed from her earliest years. While a youngster in Havana, she watched her family struggle to survive. Her world upended when her parents fled Cuba in 1962 to avoid Fidel Castro's power.

"My parents were poor there, and they were poor here," she says. "They realized Castro had led a very dictatorial regime. He had decreed that all children had to go and teach other children to read, which may sound worthwhile, but you don't remove an 11- or 12-year-old from home and put them unsupervised in another city to teach 5-year-olds. That's not how it's done."

When they arrived in Miami, she was 11 years old; her younger sister, Odilia, was a year behind her. Both arrived with limited English skills, having been minimally schooled in the English language in Cuba.

Her father, Enrique, was a radio operator both in their homeland and in Florida. Her mother, Clara, worked as a maid in Miami Beach. They worked hard, and had scarce time to help their children with schoolwork.

"My father was in the Merchant Marines, and he was pretty much at sea all of the time, and so my mother taught my sister and me how to read before we got to school," she says.

Cardonne recalls she also wanted to work to help out the family. Her elders steadfastly refused, and she acknowledges that only now, after both have passed away, does she realize how poverty stricken the family actually had been.

"My mother's refrain whenever I said I wanted to get a job was that I was never permitted to work. She said: 'You have a job. Your job is to go to school. Period.' That was my only job."

In Cuba, their mother took the two girls by the hand and walked them to school. Now, the pair stepped onto a bus, taking the five-mile ride each day to a building where the teachers weren't sure how to teach the two girls, who barely spoke English.

It was, she recalls, "very, very difficult." The two were placed in a classroom in which only one other student knew Spanish.

"Nobody could literally communicate with us, so their only idea was to put us in the library and let us keep each other company until they could figure out what we could do, and to give us the Gettysburg Address–which we memorized!"

By the end of the first school year, the two girls had acquired enough conversational English to get by, and with the ability to communicate better–and the willingness of teachers to communicate more frequently–the two began to blossom.

"Everyone was wonderful," she says. "The teachers were welcoming and made sure we registered for intensive English summer school courses." Soon after, the elder Cardonne started at a new school.

She achieved high grades through her high school years at the Notre Dame Academy, and was named to the National Honor Society and as a National Merit Commended Scholar.

But as she considered college–the first in her family to pursue postsecondary studies–she fretted about finances. Her academic performance garnered her a scholarship from nearby Barry University, and journalism seemed a likely baccalaureate pursuit.

"I would have wanted to begin as a foreign correspondent. There weren't many Hispanic accents on television at all," she says of her earlier dreams.

To help pay her bills, she took part-time jobs, and they led her in a different direction. At first, she worked as a typist for the campus student newspaper, *The Hourglass*, and also juggled phone lines as a switchboard operator, temporarily.

But in 1968, she began working as a legal secretary and found the words she typed each day fascinating. "I said, 'I can do this,' and that was that. She applied to law school.

Even as she set her sights anew, she continued to excel at Barry. The English literature major was elected to a national honorary literature society, a scholastic honor society for Catholic colleges and universities, and honor societies for women and foreign languages.

The postman soon delivered news of a promising future: her acceptance letter from University of Miami's law school. She took a practical approach to her new course of studies, realizing it would require arduous studies.

"I had been in the United States for less than a decade, but it was very clear to me that if you were a lawyer, you would know what the rules were in a society," she says.

"Being a lawyer would allow me to figure out how to live here and how to be successful."

Where she lived, she didn't see any Hispanic lawyers. She said she had few Hispanic role models in the classroom, either. She was one of the few Hispanics in her class–perhaps four out of 200–and also one of a mere handful of women.

"The Hispanic lawyers in my community had all come here from Cuba," she says.

Asked about the difficulties as she entered law school, she says that the financial reality at the time made it seem impossible. But she knew her academic knowledge would carry her through.

"It never occurred to me not to do it," she says. "That's what I wanted to do at the time, and so I did it." She adds and portrays as a handy bit of sage advice that she lived at home with her parents until after she graduated. "I recommend that; it's very difficult to pursue higher education and make it on your own financially. It's next to impossible," she says.

After passing the bar in the mid-'70s, she joined a storefront general practice firm that handled a number of Hispanic clients in the community. It was led by a gentlemanly lawyer who, too, had moved to Miami from Cuba. Years later, she joined a commercial firm, but her stay there was brief, lasting only about six months.

That was because there was a higher calling ahead. In 1982, a phone call from then-Gov. Robert Graham broke the news that she had been selected to serve on a county bench. She recalls the moment.

"Partners in my law firm had encouraged me to apply because at the time there were no Hispanics on the county court bench," a post in which judges handled small claims and traffic cases, she says.

"I was at a hearing in criminal court, and when I called my office, I was told there was a call from the governor. I went back to the office and everybody was excited. I was so surprised that I believe I stood up when the governor called back. It was such a tremendous honor."

She was appointed to fill the remainder of an unexpired six-year term. But the electoral process requires judges to run for office, and she lost her first campaign for a full-time post, lasting only six months behind the bench.

That didn't hinder her. Cardonne was snapped up by the city of Miami as a deputy city attorney and chief of litigation, becoming an expert on constitutional issues and, she notes, pornography law while cracking down on ships hawking illicit materials. She defended the city against negligence cases and civil rights claims in federal court.

Graham, though, was not about to let a worthy addition to the bench go, and so he selected her again as a magistrate in 1986. Now, she lasted a bit longer, two years.

In 1988, Graham's successor, Gov. Robert Martínez, appointed her to serve on the circuit court, the highest trial court in the state and one of the largest of its 20 jurisdictions, covering Miami-Dade County.

The pace can often be frenetic, but, she says, "I love it." She is stimulated by the intellectual challenge, even when the revolving door of cases seems to spin nonstop.

"There is always something different, and you do accomplish justice," she says. "Contrary to every myth in the world, you do get more success stories than people realize."

Some of her most pleasing work–the cases that stick with her, as do the faces of those that stood before her–has involved juveniles.

"There is nothing like a kid coming back to show you his or her GED or high school diploma, or marriage license," she says, adding, her voice softening, "Unfortunately, some go in the other direction; they go on to the adult penal system."

She doesn't like any wrinkles in her courtroom. Cardonne strives to operate it efficiently and effectively, but not like an assembly line, where cases are churned out in a deadline-style fashion.

"I prefer to handle one case at a time. I am not a case manager. I do not worry about caseload numbers," she says. "I just do the case that is in front of me. I would say that to anyone asking for advice."

"If a kid gets overwhelmed by the concept of four years of college, I would say you don't have to do four years–you only have to do tomorrow's homework. Take one day at a time."

She makes a point of recruiting high school interns to work in her office each summer, Hispanic and African American youths if possible. Often they ask about her pursuits, why she has chosen a certain direction, avoided another. "I tell them to follow their dream," she says. "We should all have hopes and dreams and aspirations and wish lists."

Cardonne is most often asked about her salary, how much lawyers can earn. She candidly tells the students, saying it's public record. Then she translates that into real-life lessons: that commanding cold cash takes hard work.

"I tell them if I were in the private sector, I would make more money, which to them is astronomical," she says. Many classroom talks, she adds, lead to discussions dispelling myths shaped by television shows and movies.

"They don't know what a judge is. They want to know if I can put someone in jail," she says. "The biggest misconception is that we can do whatever we want, and that comes not just from children but adults. We live in a fishbowl."

But it doesn't dishearten her to confront those perceptions. Each, it seems, is yet another challenge to her, like her hobbies, scuba diving and skiing. She admits there is one dream she hasn't quite attained.

She once considered writing a "great American short story." But she says realism set in. The knowledge that she is qualified, and good, at writing an appellate brief, but not a fictional endeavor. "I never even tried it, to be honest with you," she says.

Cardonne spends much of her free time with her husband, attorney Rick Druks, and 21-year-old son, Daniel, who is pursuing a medical degree in physical therapy. Occasionally, she crosses paths with her younger sister, who is a legal secretary.

The future, she says, holds yet another campaign. She has served more than 14 years now on the bench, having just begun a third term. She doesn't have to worry about reelection until 2006.

"I have applied, and would like to move up to the appellate court," she says. "In terms of the future, I hope it will be in the judiciary. I am not looking to go anywhere else."

Brown University

Division of Biology and Medicine
Computational Biology
Assistant, Associate or Full Professor

The Department of Molecular Biology, Cell Biology and Biochemistry at Brown University announces the opening of a tenure track faculty position in Computational Biology.

Qualifications include a Ph.D., M.D. or equivalent degree. Appointment at the Assistant Professor level requires a demonstrated potential for excellence in teaching and research, the latter evidenced by publications in peer-reviewed journals. Appointment at the level of Associate Professor or Professor requires a record of achievement in research that is commensurate with this rank. Award of tenure requires demonstration of excellence in teaching as well as research. The applicant will pursue an independent, externally-funded research program emphasizing computational approaches to the study of contemporary biological problems. The successful applicant must be qualified to be an active participant in a new strategic initiative in genetics and genomics also involving Computer Science and Applied Mathematics; in the NIH-funded predoctoral training program in Molecular Biology, Cell Biology and Biochemistry; and in graduate and undergraduate teaching, including the degree programs in biology and computational biology.

The Search Committee will review applications as they are received and will continue to consider applications until the position is filled. Applications must include a curriculum vitae, description of research interests, and at least three letters of reference (five for a senior level appointment) sent under separate cover. Application materials should be sent to: **Dr. David Rand, Genomics/Computational Biology Search Committee Chair, c/o Elaine Butler, Department of Molecular Biology, Cell Biology and Biochemistry, Brown University Box G-J364B, Providence, RI 02912.**

Brown University is an EEO/AA Employer and invites applications from women and minorities.

Assistant Professor
Movement & Acting

The Department of Theatre at the University of Maryland, College Park seeks an Assistant Professor in Movement and Acting. 9-month appointment beginning in Fall, 2002. **Qualifications:** Minimum requirements are 3 years of professional teaching experience, comprehensive training in movement for the stage, and professional acting experience. Applicants should have expertise in various approaches to movement and acting training and possess the ability to work collegially within a liberal arts setting. Additional qualifications of interest to the Department of Theatre include specialties in subtle movement techniques such as Alexander, Feldenkrais, Body/Mind Centering, and additional experience or certification in areas including stage combat, LeCoq, and Laban. Preferred qualifications are AEA membership and the MFA or Ph.D (Bachelor's Degree Required). Salary commensurate with qualifications and experience. The Department of Theatre is housed in the recently opened Clarice Smith Performing Arts Center, a state-of-the-art complex with six performance venues, rehearsal rooms, classrooms, and production shops. Located just minutes from the Nations Capitol, the University is linked by metro to the fastest growing theatre market in the country, and is home to more than 80 professional theatres, including Arena Stage, Center Stage, the Shakespeare Theatre and the Kennedy Center. Send a one-page letter of application detailing your approach to teaching movement training in a theatre BA program, along with curriculum vita/resume, the names, addresses, and telephone numbers of three references, and a certified transcript of the highest degree earned to: **University of Maryland, Department of Theatre, Chair, Search Committee Movement, 2809 Clarice Smith Performing Arts Center, College Park, MD 20742.** For best consideration, please apply by December 1, 2001.

University of Maryland is an equal opportunity, affirmative action employer that has a strong institutional commitment to racial, cultural, and gender diversity. Applications from multicultural and female candidates are especially encouraged.

For more information please visit: **http://www.umd.edu/thet**

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The Hispanic Outlook In Higher Education www.hispanicoutlook.com November 05, 2001

NACE Projects 19 Percent Drop in College Hiring

BETHLEHEM, Pa.

Employers expect to hire 19.7 percent fewer new college graduates in 2001-02 than they hired in 2000-01, according to the results of the "Job Outlook 2002" survey, conducted by the National Association of Colleges and Employers (NACE).

On average, respondents expect to hire an average of 118 new college graduates in the September 2001-May 2002 cycle; that's down from the 147 new college hires they averaged over the September 2000-May 2001 period.

Overall, 30 percent of employers responding to the survey plan to cut back on their college hiring for the 2001-02 college hiring year, while 30.1 percent plans to increase their college hiring, and 39.9 percent expects to maintain their college hiring at the same level as last year.

Hiring cuts are biggest among those respondents who hired large numbers of new college graduates last year (250-plus); they project hiring 23.2 percent fewer new college graduates this year.

The hiring outlook is worst for manufacturers, who expect to hire 30.1 percent fewer new college graduates. Last year, manufacturing organizations hired an average of 156 new college graduates; this year, they expect to hire an average of 109.

Hiring plans among service employers aren't much better. They expect college hiring to be down 24.2 percent and anticipate hiring an average of 96 new college graduates this year. Last year, they hired an average of 126 new college graduates.

Not all of the college hiring news is bad. Government/nonprofit organizations project a 20.5 percent increase in college hiring. They are looking to hire an average of 283 new college graduates in 2001-02, up from an average of 235 in 2000-01.

Employers in the West anticipate cutting college hiring by an average of 44.8 percent; in the Northeast, 18.5 percent; and in the Midwest, 17.6 percent.

The overall average decrease is 19.7 percent.

More than 44 percent of respondents plan to scale back on the number of schools at which they will recruit this year. Overall, employers expect to visit 12.6 percent fewer college campuses this year to recruit for their work forces. On average, they will recruit at 22 colleges during 2001-02; they visited an average of 25 colleges in 2000-01. In general, it is manufacturers and service employers who expect to cut back on campus visits, while government/nonprofit employers anticipate increasing the number of schools they visit by 12.6 percent.

Law School Admission Council Sees Increase in Law School Applicants

NEWTOWN, Pa.

According to the Law School Admission Council (LSAC), U.S. law schools are experiencing the largest increase in applicants since 1991. While final data are not yet available, preliminary numbers show that approximately 78,724 persons will have applied to at least one ABA-approved law school for the Fall 2001 class–a 5.6 percent increase over last year.

LSAC says the increase is good news for law schools that saw a nearly one-third decrease in the number of applicants during the 1990s; the increase in applicants is allowing law schools to be more selective in filling their classes.

"Applications have jumped radically here," Peter C. Storandt, director of admissions at Oklahoma City University School of Law, told LSAC. "We're not quite certain why. But our recruitment efforts here have allowed us to be well-positioned to take advantage of the increase."

LSAC said it is projecting a 7.8 percent increase in the total number of applications for the 2001-2002 academic year, the third year in a row that the increase in applications outpaced the increase in applicants. The increase in applications means that applicants are applying to more schools.

LSAC found that minority applicants are increasing, but at a slower pace.

Projections show that, with the exception of Asian/Pacific Islanders, minority applicant numbers are growing more slowly than the national average. Puerto Rican applicants, unfortunately, are the one minority group to show a drop.

The number of White applicants increased by 7.1 percent over last year, while African American applicants grew by 4.3 percent; Asian/Pacific Islander applicants increased 7.4 percent; Chicano/Mexican applicants were up 2.2 percent; Hispanic/Latino applicants grew 4.5 percent; and Puerto Rican applicants dropped 2.1 percent.

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The Hispanic Outlook In Higher Education www.hispanicoutlook.com November 05, 2001

ACE Reports on Steady Distribution of Science Degrees By Field

WASHINGTON, D.C.

According to the American Council on Education (ACE), new data from the National Science Foundation indicate that the percentage distribution of science degrees by field has not changed significantly since 1966. The report is based on final data from two federal surveys: the U.S. Department of Education's Integrated Postsecondary Education Data System Completions Survey, conducted annually by the National Center for Education Statistics, and the Survey of Earned Doctorates, conducted annually for the National Science Foundation and four other federal agencies. Among the findings in the report:

- In the field of engineering, the percentage of degrees awarded was 7.6 percent in 1966 and 5.6 percent in 1998, with a low of 4.5 percent in 1976 and a high of 7.8 percent in 1985.
- The percentage awarded in the field of physical sciences has declined fairly steadily since 1966, when it was 3.3 percent, the high for the years surveyed. In 1998, the percentage of degrees hit a low point of 1.4 percent.
- The percentage awarded in math/computer science was 3.8 percent in 1966 and 3.4 percent in 1998. There was a low of 2.1 percent in 1978 and a high of 5.4 percent in 1986.
- In the biological/life sciences, the percentage of degrees awarded was 6 percent in 1966 and 6.5 percent in 1998. This field had a low of 4.5 percent in each 1990 and 1991 and a high of 7.3 percent in 1977.
- Psychology and social science degrees were awarded at a 14 percent rate in 1966 and a 13.7 percent rate in 1998, with a high of 16.4 percent in 1973 and a low of 12 percent in 1986.
- The number of degrees awarded in all other non-science and engineering fields was 65.3 percent in 1966 and 69.4 percent in 1998.

FairTest: Texas Reduces Graduate Exam Score Emphasis

CAMBRIDGE, Mass.

The state of Texas, which responded to attacks on affirmative action in undergraduate programs by adopting the "Top 10 Percent Law" guaranteeing admission to all applicants in the top tenth of their high school classes, has now taken the initiative to enhance diversity in graduate school admissions, according to FairTest: The National Center for Fair & Open Testing.

Effective with the Fall 2002 entering class, a new law bars reliance on standardized tests as the sole factor in determining admissions or scholarship awards by any state-funded graduate-level program. The use of rigid formulas incorporating test scores is also banned, and applicants' exam results can be considered only in the context of others from the same socioeconomic group.

In the wake of the *Hopwood* court decision prohibiting any form of affirmative action, African American and Latino enrollment declined precipitously at University of Texas graduate schools as standardized exam results played a more central role in admissions decisions. In 1998, FairTest delivered invited testimony before the Texas House of Representatives Committee on Higher Education calling for a de-emphasis on test scores to "enhance equity and excellence" in the state's graduate and professional schools.

Instead of continuing reliance on test scores, the new law lists 11 factors that may be considered in making admissions or tuition award decisions. In addition to grades and interviews, these include: the student's socioeconomic background; whether the applicant would be the first in his or her family to attend graduate school; multilingual proficiency and community involvement; the need for people in the particular profession within the applicant's home region; and participation in the state's "Top 10 Percent" program as an undergraduate.

Each graduate program must publish by Dec. 1, 2001, a list of the criteria it will consider when making admissions and scholarship decisions.

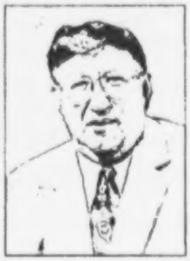
The new statute covers such exams as the Law School Admissions Test, Graduate Record Exam, Medical College Admissions Test, and Graduate Management Admissions Test. The proposal was supported by a broad, bi-partisan coalition: final passage in the Texas House of Representatives came on a 138-3 vote.

People-Places-Publications-Conferences

PEOPLE & PLACES

De los Santos Joins National Policy Board

In Washington, D.C., Alfredo G. de los Santos, Jr., is one of three new members of the National Center for Public Policy and Higher Education's board of directors.



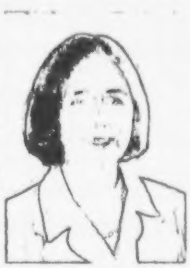
De los Santos was vice chancellor for student and educational development at the Maricopa Community College District, in Arizona, from 1978 to 1999. He is now a research professor at Arizona State University and serves on several national boards and committees.

The National Center for Public Policy and Higher Education promotes public policies that enhance opportunities for quality education and training beyond high school.

Virginia B. Edwards and James M. Furman are the other new board members.

NAHJ President Praises Hispanic Coverage of Tragedies

National Association of Hispanic Journalists (NAHJ) President Cecilia Alvear released a statement of praise to the members of NAHJ for "their outstanding work in covering the tragedy at the World Trade Center and Pentagon." She noted that many NAHJ members covering the tragedies at ground zero in New York City and Washington, D.C., have provided audiences with essential information in helping the families of the victims understand how this unthinkable event could occur.



"Many NAHJ members have put their lives at risk to cover this catastrophe," said Alvear. "NAHJ is proud of your efforts and asks that you stay safe while continuing to cover the unfolding events."

Alvear called for "strict adherence to the highest journalistic principles in covering Arabs, Arab Americans, and Muslims." An advisory was posted on the NAHJ Web site, www.nahj.org, concerning fair and balanced coverage of the Arab American community.

"As Latinos," said Alvear, "we understand the negative impact that media coverage can have on our communities when reporters, editors, and producers lack the basic knowledge of the issues and people they are covering."

University of Texas System Assists in National Recovery Efforts

In response to the tragedies inflicted on the citizens of New York City and Washington, D.C., the University of Texas (UT) System offered its medical and technical expertise to assist federal emergency response teams with the recovery effort. The institution volunteered trauma, nursing and laboratory services; forensic services; counselors and psychologists; social workers; translators; and specialized aerial mapping.

The office of Texas Gov. Rick Perry coordinated the help.

"We assured Gov. Perry that the full resources of the UT System are available to the nation in response to these tragic events," said UT System Chancellor R.D. Burck.

Soon after the attacks, officials of the tissue bank at University of Texas Southwestern Medical Center in Dallas responded to requests from emergency officials for skin grafts. As President George W. Bush noted in a memorial service in Washington, D.C., the Friday following the attacks, a medical team drove through the night from Dallas to Washington to deliver the skin grafts.

Univision and General Motors Launch Scholarship Fund

Univision Online, Inc. (a subsidiary of Univision Communications, Inc.), and General Motors Corporation announced the launch of a nationwide scholarship program aimed at Hispanic high school students and college undergraduates. "El Camino Hacia el Exito" (The Road to Success) will run for one year, offering four $5,000 college scholarships to deserving Hispanic students demonstrating outstanding academic achievement and community service.

Javier Saralegui, president of Univision Online, said, "The scholarship program demonstrates both companies' commitment to assist U.S. Hispanic youths in achieving success through education."

Scholarship eligibility requires students be Hispanic, have an annual household income of $50,000 or less, a grade point average of 3.5 or higher, and a class ranking in the 93rd percentile or higher. Applications are available at Univision.com.

News from St. Mary's School of Law

The St. Mary's University (Texas) School of Law Campus Ministry and Law Alumni Association co-sponsored a Fiesta Farewell honoring the contributions of graduates. Several students, past and present, were given awards for their service on behalf of the School of Law. The Student Bar Association was honored with the University's Spirit of Service Award.

The School of Law's Public Interest Law Program collaborated with several Texas law agencies to provide a group of students with "externships" at several U.S.-Mexico border towns. The School's Border Assistance Project gave students a chance to practice law and provide community service to the needy. Students worked in agencies serving poor clients in an area flooded with criminal defense work. They toiled in federal criminal procedure and advocacy, federal sentencing guidelines, criminal defense, and civil litigation. They also participated in pre-trial hearings, jury selections, arraignments, and trials; translated documents; and had the opportunity to conduct extensive research.

Barry Opens Dominican Center

Barry University (Fla.) celebrated the opening of the Center for Dominican Studies with a three-day conference and "Day of Reflection" in honor of the Feast of Catherine of Siena. Scholars from around the world visited the Center and gave presentations on the teachings of St. Dominic.

The Center, housed in Barry's School of Theology and Philosophy, is a collaborative partnership of the Adrian Dominican Sisters, Barry, and the Friars of the Province of St. Martin de Porres. Its purpose is to celebrate and share the rich and diverse qualities of the Dominican tradition.

Mineta Addresses Border Summit at UTPA

The University of Texas-Pan American hosted the 14th U.S. Secretary of Transportation, Norman Y. Mineta, at the U.S.-Mexico Border Summit. Mineta discussed major transportation corridors and the Department of Transportation's many programs to develop and improve the border transportation infrastructure and ability to safely process traffic flows at points of entry. The three-day summit brought together high-ranking officials and business leaders from the U.S. and Mexico to discuss developments and concerns of the U.S.-Mexico border region.

Secretary Mineta was the first Asian/Pacific American to serve in the Cabinet, as U.S. Secretary of Commerce under President Clinton. As Secretary of Transportation, he oversees the national system of pubic roads, oil and natural gas pipelines, railroads, waterways, public airports, urban public transit operators, and ports.

Upward Bound and Seattle Host Scholars Bowl

More than 500 Upward Bound high school students convened at Seattle University (Wash.) to compete in the Northwest Association for Special Programs Scholars' Bowl. Students from Alaska, Idaho, Oregon, and Washington competed in education, basketball, art, writing, speech, and debate.

Upward Bound is a program federally funded under Title IV of the Higher Education Act of 1965 to help students overcome class, social, and cultural barriers to higher education. Approximately 770 Upward Bound programs operate across the U.S. The Seattle program helps 78 area high school students, some of whom take a college freshman-level English course at no cost.

Rutgers-Newark and Portugal's Camões Sign Agreement

Portugal's Camões Institute will open its first language center in North America on the Rutgers University-Newark (N.J.) campus. The center, expected to open in spring 2002, will offer educational and cultural resources, workshops, conferences, and facilities for the study of the Portuguese language. It will offer Portuguese proficiency examinations and tests for teachers of Portuguese.

Rutgers-Newark is also finalizing agreements with several Portuguese educational institutions, expanding the Portuguese Studies Program on campus through international faculty and student exchanges and new cultural educational resources. Agreements with Universidade Nova de Lisboa, Universidade Autónoma, and with the Instituto Superior de Ciências do Trabalho e da Empresa will be finalized in the fall.

The decision to house the center on the Rutgers-Newark campus was based in part on its proximity to both the New York area diplomatic community and to Newark's Portuguese community, one of the largest outside Portugal.

Palo Alto and Texas A&M Agreement in Gear

An agreement between Palo Alto College and the Texas A&M University College of Veterinary Medicine at College Station took effect, allowing community college students guaranteed admission into the Texas A&M biomedical science program. It is the only such agreement between Texas A&M-College Station and a Texas community college. The biomedical program is the largest undergraduate major at the University.

To qualify, Palo Alto students must first meet the general admissions requirements for Texas A&M: GPA of 3.6 or better at Palo Alto, no grade below a "B" in science and math coursework, and eligibility for their associate's degree by their intended transfer date.

Department of Defense Grant to Laredo

Laredo Community College (Texas) has been awarded a $200,000 grant from the U.S. Department of Defense to fund a new college initiative exposing science and engineering students at Laredo to new and advanced learning technologies. Funds will go toward the purchase and installation of tools such as laptop computers, multimedia projectors, centrifuges, micro-centrifuges, incubators, and evaporators essential to Laredo's new state-of-the-art Science Laboratory Building. The U.S. Air Force Office of Scientific Research supported the grant proposal.

Laredo was one of 19 Hispanic-serving institutions chosen for the highly competitive grant, which is part of the Department of Defense Infrastructure Support Program aimed at enhancing minority institutions' programs and capabilities in scientific disciplines critical to national security. The program looks to increase the number of minority students in the science disciplines and to increase the participation of minority institutions in defense research.

LeBlanc Galveston's New President

Dr. Elva Concha LeBlanc began her duties as the seventh president of Galveston College (Texas), a community college. A product of the Texas community college system, she attended Tarrant County Junior College in Fort Worth and received her bachelor's, master's, and doctoral degrees at the University of North Texas.

LeBlanc was the executive vice president for instructional affairs at Austin Community College. Earlier she was dean of instruction at Tarrant County College's Northwest Campus. She taught both kindergarten and college and held many posts on community and professional boards. She was selected one of Tarrant County's Most Influential Women in 1998, honored by the United Way's Minority Presidents for Community Leadership and Promotion of Diversity as a Core Value, participated in Leadership America in 1992, and was a fellow in the National Community College Hispanic Council Leadership Training Program.

HSF and Toyota Motor Sales Offer Financial Assistance

In California, the rapidly expanding Hispanic Scholarship Fund (HSF) continues its tradition of financial assistance to deserving Latino college students with support from Toyota Motor Sales, U.S.A., Inc. (TMS). For the past 10 years the two have helped incoming freshmen at the University of Southern California, California State Polytechnic University-Pomona, Texas A&M University, and the University of Texas-Austin through a four-year scholarship granting program. The $5,000 scholarships are open to students majoring in business administration, marketing, industrial engineering, mechanical engineering, computer science, or international relations.

One of HSF's top 10 corporate supporters, Toyota recently pledged $500,000 to HSF's Lilly Endowment Challenge. Said Barbara Arnold, TMS assistant general counsel and HSF board member, "We are extremely proud to continue our long-standing partnership with this outstanding organization."

Barry's Immigration Institute About to Open

Barry University (Fla.) will soon open its Institute for Immigration Studies, which will train future social workers and other professionals to help immigrants overcome obstacles they face as newcomers to the South Florida region.

To lead the Institute, Barry established the Monsignor Bryan O. Walsh Endowed Chair in Social Work. The Chair honors the late Archdiocesan Director Emeritus of Catholic Charities and director of the Miami Diocese's Catholic Welfare Services. Walsh played a leading role in Operation Pedro Pan, which helped unaccompanied children leave Cuba in the exodus of 1960-1962, following Fidel Castro's rise to power. Pedro Pan became the largest such operation in the history of the Western Hemisphere, helping more than 14,000 children. The Chair will oversee the Pedro Pan archives, protect the confidentiality of personal data in the files, and facilitate academic research related to the Pedro Pan experience.

Education Management Corporation Buying Fine Arts College

In Pennsylvania, Education Management Corp. (EDMC) announced an agreement to purchase International Fine Arts College (IFAC) in Miami, Fla., pending regulatory approvals. Once approvals are confirmed, the College will become EDMC's 23rd art and design school.

The Commission on Colleges of the Southern Association of Colleges and Schools accredits IFAC, founded in 1965 by Sir Edward Porter, to award the Master of Fine Arts, Bachelor of Arts, and Associate of Arts degrees. It offers degree programs in graphic design, computer animation, interior design, visual arts, film, fashion design, and fashion merchandising, and enrolls about 1,000 students. On making the decision to purchase, EDMC chairman and CEO Robert B. Knutson said, "The Miami area is a growth market that is very attractive to students. International Fine Arts College has a stellar reputation in South Florida and in Latin America. We believe IFAC has excellent prospects for future growth."

Penn State Helps Mexico with Technical Assistance Program

Pennsylvania State University's Pennsylvania Technical Assistance Program (PENNTAP), in partnership with the National Technology Transfer Center (NTTC) at Wheeling Jesuit University (W.Va.), trained a group of agents pioneering a new technical assistance program in Mexico. PENNTAP provided 20 advisers and government service representatives from six Mexican states and the Federal District of Mexico with a workshop covering organization, resource development, outreach and promotion, and worked one-on-one with clients. The Mexican program will focus on automotive service shops, software development, and metalworking sectors.

Raúl Carvajal Moreno, coordinator of the System of Technological and Business Assistance for the U.S.-Mexico Foundation for Science said, "The workshop was a magnificent start for our program. Everyone learned the advantages of mutual cooperation. PENNTAP is a leader among technical assistance providers because of the cooperative spirit in which it works. We want to incorporate that spirit in our program."

Miami-Dade's REVEST Program to Reach More Students

In recognition of its success, Miami-Dade Community College's (Fla.) Refugee Entrant Vocational Education Services Training (REVEST) program received a $1 million grant from the Florida Department of Children and Families' Division of Refugee Services. The grant will expand services to refugees living in the U.S. less than five years. Refugees from countries such as Colombia, Nicaragua, Peru, Cuba, Venezuela, Congo-Zaire, the Ukraine, and Yugoslavia benefit through jobs and educational training. According to Miami-Dade President Eduardo Padrón, the program has helped more than 5,000 students.

Students may choose from vocational courses ranging from international marketing, accounting, computer programming, to health, legal secretary, customer assistance, or PC support services. Eligible participants may also benefit from transportation assistance, child care, employment skills seminars, and GED preparation and testing.

The grant brings total state funding since the program began in 1999 to more than $13 million.

Burlington County Prepares H.S. Students for College

Burlington County College (N.J.) invited 40 area high school juniors and seniors to participate in its summer College Bound program. The program helps students from two state-designated "Abbott/Special Needs" school districts to prepare for college. It includes classroom experiences, field trips, and more.

Program coordinator Francisco Olaya said that past participants gained not only college credits but also "a greater sense of confidence and knowledge that they were, indeed, capable of succeeding in higher education."

Participants enrolled in a three-credit psychology course, a study skills course, and a two-day course in forensic psychology. The New Jersey Commission on Higher Education funds the program

Cal State-Northridge Professor Given Diversity Award

California State University-Northridge (CSUN) Professor Deborah Chen received the University's 2001 Outstanding Achievement in Equity and Diversity Award for her efforts in helping children with disabilities. The award recognizes and honors outstanding contributions within the CSUN community.

Chen teaches families of children with disabilities their rights in accessing services and informs service providers about how to make their services family and culture friendly. She has performed noteworthy work with Project CRAFT (Culturally Responsive and Family Focused Training).

Chen received joint doctoral degrees in special education at the University of California-Berkeley and San Francisco State University and joined CSUN's Special Education Department in 1990.

Columbia Names de la Garza Full Professor

Columbia University (N.Y.) named Rodolfo de la Garza, expert on Latino political behavior and immigration, a full professor in its department of political science. De la Garza, most recently at the University of Texas-Austin, brings a wealth of knowledge of Latino politics and immigration.

David Cohen, vice president for arts and sciences, said that de la Garza's "well-known research on Latinos' views and activities in political and policy spheres will bring an important new dimension to Columbia's distinguished department of political science."

De la Garza is vice president of the Tomás Rivera Policy Institute, a think tank, housed in California's Claremont Graduate University, that conducts policy research on issues affecting Latino communities. He will continue his work at the Institute and will form a center to study immigration and immigrants, which will be part of Columbia's Institute of Social and Economic Research and Policy. He has written many works on Latino politics and immigration.

Northeastern Illinois Art Class Enlivens Latino Community

Art students from Northeastern Illinois University (NEIU) created a mural outside the Chicago Commons Emerson House building. Emerson House is a social service agency located in a largely Latino community. The mural project was part of a summer art course directed by NEIU Assistant Professor of Art Santiago Vaca (pictured).

Eduardo Anguiano, director of Emerson House, said that the mural "brings life to the neighborhood, it brings color to the neighborhood and is something that we're very proud of."

The students worked hard to prepare the mural, researching information and images at NEIU's library, combining sketches, discussing slides, and deciding on colors. The result was a mural adorned with images of children and their families, athletic and educational activities, and symbols of hope and unity.

San José State Bestows President's Scholar Award on García

San José State University (Calif.) Professor of Physics Alejandro García received the University's 2000/2001 President's Scholar Award, one of the three highest faculty awards given by the University. The award recognizes a faculty member who exemplifies excellence in scholarship and research.

García earned an international reputation as a researcher in computer simulations of fluids at the microscopic level. He has been involved in research for IBM, California's Lawrence Berkeley National Laboratory, and the Institute for Scientific Computing Research at Lawrence Livermore National Laboratory. His textbook *Numerical Methods for Physics* is regarded by some as one of "the most popular and definitive in the field of computational physics."

García received his bachelor's degree from Florida Atlantic University and a doctorate from the University of Texas-Austin. He has written more than 30 articles in scholarly journals and has given talks at many international conferences.

Colorado-Boulder's Upward Bound Going Strong at 21

The University of Colorado-Boulder and the Upward Bound program celebrated 21 years of helping prepare young people to enter college with the program's highest attendance ever. Nearly 140 students from nine states took part in the original summer Upward Bound program and the more recently established Math and Science Center, now in its third year. These college prep programs target high school students from American Indian communities, introducing them to the college experience.

Earlier this year, seven program graduates returned for residential advisor training and helped students with academic testing, team building, and leadership training. Participants took field trips to theme parks, attended cultural events, and competed in the Upward Bound Olympics against students in programs at Colorado State University and the University of Northern Colorado.

Cal State L.A. Receives Grant to Improve Access

California State University-Los Angeles received $415,842 from the U.S. Department of Education, part of a five-year development grant of $2.8 million addressing the needs of colleges and universities that create high-quality education and training opportunities for Hispanic American students. Many who benefit are first-generation college students.

Cal State L.A. will use the grant to increase the transfer rate of students from local community colleges and improve their retention rate. Dean of Undergraduate Studies Alfredo González said the grant is important because, "over 50 percent of Hispanic students begin their higher education at a community college, but so few transfer."

Cal State L.A. is one of 40 Hispanic Serving Institutions to receive the award. These institutions have a Hispanic American student population of at least 25 percent, at least half from low-income households.

Certified Teachers Receive Technology Training

Twenty-nine National Board Certified Teachers from colleges and universities around the nation participated in a series of workshops to sharpen their skills in high technology. The National Board for Professional Teaching Standards, the International Society for Technology in Education, Apple, and the AT&T Foundation coordinated the event, which took place at the University of South Florida's College of Education.

The online "Digital Edge: Accomplished Teaching with Technology" project provides teachers with training in computer recording and editing practices. Teachers use their training to create an online "digital library" of videos, lesson plans, and student work samples to be used in a mentoring program with participating colleges and universities. Teachers are then positioned as mentors to current and future teachers.

The online project includes opportunities for collaboration and professional development, portfolio artifacts, access to a digital library of standards-based lessons, and expert commentary on how these lessons meet national content and technology standards.

New School Creates Minority Fellows Program

New School University's (N.Y.) Robert J. Milano Graduate School of Management and Urban Policy launched a fellows program to develop minority leaders with expertise in community finance and global capital market. The program will include three complementary components: academic, research, and practical field experience.

As urban areas grow into emerging markets, many see the inner city as a target for new economic development, but often lacking leaders with the proper expertise in developing new markets.

Program participants will receive a firm grounding in global finance forms and agencies and an introduction to capital market strategies for low-income communities. They will have access to a finance lab where they will engage in research projects related to the finance aspect of community development. On completion of the program, students will be placed in internships to ensure they receive the necessary experience before taking professional roles in urban communities.

Assumption Names Multicultural Affairs Director

Assumption College (Mass.) announced the appointment of Mario J. Silva as director of multicultural affairs. The post involves recruiting students from diverse backgrounds and promoting a campus climate that supports achievements of African American, Latino, Asian American, and Native American (ALANA) students at the College. He will continue in his roles as associate director of admissions and chair of the College's diversity committee.

Silva was recently elected the external chair for the New England Consortium of Black Admissions Counselors, founded to serve all ALANA students interested in pursuing higher education.

UNM Appoints Interim Director of Latin American and Iberian Institute

The University of New Mexico's (UNM) Latin American and Iberian Institute (LAII) recently appointed Associate Professor of Political Science Dr. William Stanley its interim director until a search for a permanent director is complete.

This is Stanley's second nonconsecutive term as director of LAII since joining UNM's faculty in 1990. The Institute provides support for interdisciplinary programs in Latin American and Iberian studies in all of UNM's 11 colleges and universities.

Stanley has a bachelor's degree from Stanford University in international relations and a doctorate from the Massachusetts Institute of Technology in political science. His research has focused on political violence, military politics, resolution of civil wars, and reform of police and military institutions, particularly in Central America.

Conference Held at Cornell's Biodiversity Lab

More than 100 of the world's top biodiversity scientists convened at the Cornell University (N.Y.) Biodiversity Laboratory at Punta Cana Resort and Club in the Dominican Republic for a Caribbean Biodiversity Conference. The two-day event addressed research being performed at the newly opened 5,000 square-foot laboratory, including a progress report on a definitive 40-volume guide to the flowering plants, ferns, bryophytes, algae, and fungi of the Caribbean. Scientists were able to assess the state of Caribbean biodiversity.

Cornell's Biodiversity Laboratory was opened in March on the edge of the Punta Cana Nature Reserve to isolate, identify, and perform research on Caribbean plants, animals, marine, and microbial organisms that may offer promise as the foundations for new medicines. The Reserve contains 11 fresh water springs surrounded by a subtropical forest where many species of unusual Caribbean flora and fauna live in their natural state. Dr. Eloy Rodríguez, director of the laboratory, says the students focus primarily on identifying new anticancer drugs and components found in plants and animals, including marine organisms, of the Dominican Republic.

ACUTA Conference Attracts Professionals

Nearly 200 college and university telecommunications representatives gathered in Albuquerque, N.M., for the Association for Telecommunications Professionals in Higher Education's (ACUTA) fall seminar. The meeting featured 25 speakers addressing issues of managing, maintaining, and improving data networks.

Serving more than 800 institutions of higher education and 2,000 telecommunications professionals across the U.S., Canada, Australia, and New Zealand, ACUTA addresses voice, data, and communications needs of higher education. The seminar was one of three held annually by ACUTA.

González in New Post at Texas A&M-Kingsville

Texas A&M University-Kingsville appointed Mary L. González director of special programs. The complex department includes Students Support Services, the Ronald E. McNair Scholars Program, Upward Bound, Math and Sciences Upward Bound, and the High School Equivalency, College Exploration, and College Assistance Migrant programs.

González received bachelor's degrees in business administration management and business administration finance and a master's in psychology from Texas A&M-Kingsville. In 2000, she was the Hispanic Association of Colleges and Universities' lead technical reviewer for Student Support Service grants. She is trained in diversity mediation, family education rights, and privacy.

Barry Grant Aids Florida's Underserved

With grants totaling more than $1 million, Barry University's (Fla.) School of Graduate Medical Sciences will improve health care in underserved communities in South Florida and beyond. Two grants from the Health Resources and Services Administration of the U.S. Department of Health and Human Services will help fund the podiatric primary care residency program and training for students in the physician assistant program. The goal is to develop culturally sensitive, competent practitioners to serve South Florida's minority groups.

Over the next three years, Barry will receive a series of grants for the community-based programs. Barry has recruited minority students and faculty and implemented Project Health C.A.R.E (Collaborative Area Resource Effort), which addresses preventive medicine, health care disparity issues, primary care training, dissemination of training modules, and recruitment of youth into health careers.

Long Beach City Offering Studies on the Latino Community

This semester the Long Beach City College (Calif.) Latino Studies Institute is offering three unique learning communities designed for individuals to study the language, culture, history, and diversity of the Latino community and prepare for careers in law, education, the arts, language arts, and humanities.

"Voices of the Latino Experience" integrates the study of Chicano/Latino literature with the sociology of the Latino community. "Biorhythms: Biological Issues and Musical Traditions of Latin America" focuses on the biological environment and Latin American music. "In Search of El Dorado: The California-Mexico Connection" explores the interrelationship of Mexican history and California government and politics.

Old Westbury Grad Receives Chancellor's Award

State University of New York (SUNY) College at Old Westbury graduate Rudy Emilio Fuentes was among the 200 students in the SUNY system given a 2001 Chancellor's Award for Student Excellence, which recognizes model citizens who have excelled on campus in areas such as academics, athletics, community service, creative and performing arts, entrepreneurship, leadership, and career achievement.

Fuentes emigrated to the U.S. from El Salvador in 1984, completed high school, and learned English before receiving certification in mechanical drafting. After working for five years, he started taking night classes, eventually earning an associate's degree in liberal arts with a concentration in science. He enrolled at Old Westbury and conducted research in the school's Neuroscience Research Institute, co-authoring a scientific text and receiving many grants and awards for his work.

Fuentes graduated Old Westbury with a 3.75 GPA and a degree in biological science. He earned its highest award, the President's Medal for Scholarship.

L.A. Museum County Features American Indian Exhibition

In California, the Natural History Museum of Los Angeles County is presenting a story about change–a social history as told through the baskets created by the American Indians of the Owens Valley. The exhibition "Of Myth and Memory: Paiute and Shoshone Baskets of Owens Valley California" tells the history of the Paiute and Shoshone Indians, traditionally considered part of the Great Basin culture, who populated the area for thousands of years. Seventy-two Paiute and Shoshone baskets are on display.

The basket styles exhibited reflect the innovative adjustment these cultures made as Euro-American settlers arrived. Their ability to retain cultural traditions while adapting to modern life can be traced through changes in the materials, designs, and functions of the baskets.

Exhibited baskets include the Piagui, used for storing larvae of the Pandora moth, a favorite food staple; several container-type baskets; and a baby basket or cradle-board. The baby baskets (Photo © The Seaver Center for Western History Research, Natural History Museum of Los Angeles County) were decorated with gender specific designs–zigzag lines for females, slanted lines for males.

UNM Summer Bridge Program Targets Minorities

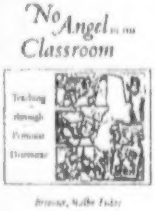
The University of New Mexico invited students from across the country to participate in its eighth Minority Engineering, Mathematics, and Science (MEMS) Summer Bridge Program. The four-week program is geared to minority incoming freshmen interested in related fields. Students enroll in classes and engage in events and activities.

The program includes workshops in chemistry, physics, and biology. Students work with upper-level undergraduate facilitators in academic excellence workshops intended to help hone their skills and excel in their first year. Dorm living and campus activities introduce them to campus life.

PUBLICATIONS

No Angel in the Classroom: Teaching through Feminist Discourse

By Berenice Malka Fisher


No Angel in the Classroom
Teaching through Feminist Discourse
Berenice Malka Fisher

In this book, Berenice Malka Fisher takes a philosophical look at the social issues surrounding the feminist movement. She draws on her own educational experience to address the transformation of women's studies curriculum and theory. Teachers may find this book useful in approaching topics dealing with women's studies and feminism.

2001. 315 pgs. ISBN 0-8476-9124-1. $21.95 paper. Rowman & Littlefield. (800) 462-6420.

Principles of Adaptive Behavior, vol. 1

By James Truman

PRINCIPLES OF ADAPTIVE BEHAVIOR
Volume 1
JAMES TRUMAN

Principles of Adaptive Behavior is the result of a 40-year quest for the truth regarding morality. It logically delineates and defines basic human behavioral problems that affect us all, yet have never been solved.

1999. 126 pgs. ISBN 0-8187-0326-1. $ 24.95 cloth. Institute for the Study of Adaptive Behavior. (530) 272-2750.

Teach Me!: Kids Will Learn When Oppression is the Lesson

By Murray Levin

TEACH ME!
KIDS WILL LEARN WHEN OPPRESSION IS THE LESSON

This expanded edition of *Teach Me!* has a new chapter that guides teachers on how to work with urban students to enrich their education.

2001. 208 pgs. ISBN 0-7425-0174-4. $19.95 paper. Rowman & Littlefield. (800) 462-6420.

Don't Shoot the Messenger: How Our Growing Hatred of the Media Threatens Free Speech for All of Us

By Bruce W. Sanford

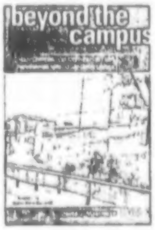
DON'T SHOOT THE MESSENGER
BRUCE W. SANFORD

This work documents the dangerous consequences of the disintegration of trust between the public and the news media. The author explores the root causes of our growing hostility toward the media and warns that we are killing one of our most treasured natural resources–the Fourth Estate.

1999. 257 pgs. ISBN 0-7425-0837-4. $16.95 paper. Rowman & Littlefield. (800) 462-6420.

Beyond the Campus: How Colleges and Universities Form Partnerships with Their Communities

By David J. Maurrasse



The role of the university and its relationship to the community has long been a highly debated topic among educators, administrators, and local business leaders. *Beyond the Campus* offers a road map for both universities and local institutions as they work together for the good of their communities.

2001. 214 pgs. ISBN 0-415-92622-X. $19.95 paper. Routledge. (800) 634-7064.

Man of Aztlán: A Biography of Rudolfo Anaya

By Abelardo Baeza

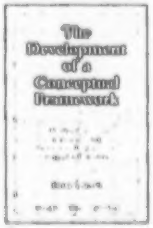
Man of Aztlan

Rudolfo Anaya has been widely heralded as the "founder of Chicano literature." *Bless Me, Ultima* and many of his other works are standard texts in Chicano studies worldwide. This concise biography offers a fresh look at the man behind the classics.

2001. 85 pgs. ISBN 1-57168-564-2. $14.95 paper. Eakin Press. (800) 880-8642.

The Development of a Conceptual Framework: The Stimulation for Coherence and Continuous Improvement in Teacher Education

By Erskine S. Dottin

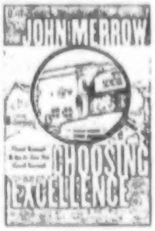


This book examines the development and utilization of a conceptual framework in teacher preparation programs, in particular those seeking national accreditation. It should contribute to helping teacher education units fashion a coherent perspective in their operations by being able, through a conceptual framework, to relate the unit parts to a whole.

2001. 104 pgs. ISBN 0-7618-1939-8. $13.50 paper. University Press of America. (800) 462-6420.

Choosing Excellence: "Good Enough" Schools Are Not Good Enough

By John Merrow



John Merrow intermixes common sense and an uncommon shrewdness to counsel parents who are trying to make judgments on the merits of a school, a classroom, or a teacher.

2001. 207 pgs. ISBN 1-57886-014-8. $15.95 paper. Scarecrow Press. (800) 462-6420.

Deliberative Democracy, Political Legitimacy, and Self-Determination in Multicultural Societies

By Jorge M. Valádez

The author provides much-needed accounts of the foundations of the state by reconceptualizing key issues in political theory from a perspective recognizing the culturally pluralistic character of contemporary democracies. Those interested in the major sources of conflict and instability in democratic societies may find it useful.

2001. 386 pgs. ISBN 0-8133-9114-8. $40.00 paper. Westview Press. (800) 386-5656.

At War with Mexico: A Fictional Mosaic

By Bruce Cutler

At War with Mexico
A Fictional Mosaic
BRUCE CUTLER

With fictional dispatches, articles, and letters, Bruce Cutler uses poetry to recreate the transformation of America during the Mexican War. *At War with Mexico* portrays the years 1846-1848 as filled with hope, ambition, piety, incomprehension, and greed at a time when blind devotion to Manifest Destiny, dovetailed with 19th-century arrogance, gave birth to a national persona.

2001. 224 pgs. ISBN 0-8061-3264-7. $24.95 cloth. University of Oklahoma Press. (800) 627-7377.

Los guardaditos de Sor Juana

(Spanish)

By Sara Poot-Herrera

This tells the life story of Sor Juana Inez de la Cruz, referred to by some as the first feminist of the Americas for her efforts in strengthening the rights of Mexican women to seek an education. Sara Poot-Herrera, professor in the department of Spanish and Portuguese at the

University of California-Santa Barbara, uses recently discovered documents about Sor Juana's life, forcing scholars to reexamine many assumptions about the 17th-century scholar, writer, and nun.

1999. 350 pgs. ISBN 968-36-7839-4. paperback. Universidad Nacional Autónoma de Mexico. (011-52-5) 622-6202.

Lives of the Bigamists: Marriage, Family, and Community in Colonial Mexico, abridged ed.

By Richard Boyer

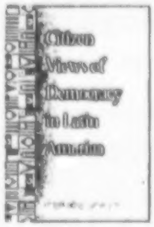
Lives of the
BIGAMISTS
RICHARD BOYER

This award-winning examination of bigamy in colonial Mexico reveals the lives, routines, and networks of ordinary people caught in the historical circumstances of the Mexican Inquisition. Richard Boyer draws from his close reading of Inquisition files vivid glimpses of courtship, loss of virginity, marriage, adultery, domestic abuse, and failed marriage to convey the emotions and relations rarely preserved from times past.

2001. 203 pgs. ISBN 0-8263-2384-7. $21.95 paper. University of New Mexico Press. (800) 249-7737.

Citizen Views of Democracy in Latin America

Roderic Ai Camp, ed.



This collection of essays incorporates the work of a 1998 research team that surveyed 1,200 citizens in three countries with three distinct cases of democratic transition. Each essay is based on the same set of data, included on a PC-compatible CD-ROM packaged in the book, giving students and teachers an opportunity to undertake comparative research projects linked to the work.

2001. 294 pgs. ISBN 0-8229-5756-6. $22.95 paper. University of Pittsburgh Press. (800) 666-2211.

Consumers and Citizens: Globalization and Multicultural Conflicts

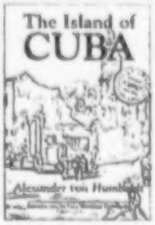
By Néstor García Canclini

The author maps the critical effects of urban sprawl, global media, and commodity markets on citizens and the ways in which democratic societies recognize citizen opinions, showing how identity issues can no longer be understood strictly within the view of a nation. He also seeks to formulate an approach to consumption that is reconstituted in transnational, cultural interactions. Translated by George Yúdice.

2001. 200 pgs. ISBN 0-8166-2987-0. $19.95 paper. University of Minnesota Press. (800) 621-2736.

The Island of Cuba: A Political Essay

By Alexander von Humboldt



A key source for the studies of 19th-century Cuba and slavery in the Caribbean, this description of the island brings together the fields of anthropology, geography, agriculture, demographics, commerce, and communications, and provides a context for tracing the history of Cuba-U.S. relations as well as a basis for modern Cuban studies. Translated by J.S. Thrasher

2001. 280 pgs. ISBN 1-55876-243-4. $19.95 paper. Markus Weiner. (609) 921-7686.

Many publications featured in this section are available through amazon.com.

CONFERENCES

ACE Leadership Programs for Department and Division Chairs and Deans

November 7-10, San Antonio, Texas
February 20-23, San Diego, Calif.
June 18-21, Washington, D.C.

The American Council on Education presents a unique series of programs specifically designed for department and division chairs–the people responsible for leading the units where change takes place in higher education institutions.

Contact: (202) 939-9343; fax, (202) 785-8056; Web site, www.acenet.edu

Harvard Grad School Leadership and Policy Forum

November 8-9

The Principals' Center, Harvard Graduate School of Education, presents "Leadership and Policy: An Education Forum." Join a discussion on the future of public education. In Cambridge, Mass.

Contact: (617) 495-1825; fax, (617) 495-5900; Web site, www.gse.harvard.edu/principals

FIU Conference on Spanish and Latin American Literature

November 8-10

The Department of Modern Languages at Florida International University will hold the conference "Spanish and Latin American Literature: New Trends for a New Millennium." At FIU in Miami, Fla.

Contact: Ricardo Castells, (305) 348-2130; e-mail, castells@fiu.edu

DOE Conference on Improving America's Schools

November 13-15

The U.S. Department of Education holds its 8th Annual Regional Conference on Improving America's Schools, an in-depth and comprehensive discussion on education reform. In Reno, Nev.

Contact: National Conference Logistics Center, College of Continuing Education, University of Oklahoma, (800) 203-5494; Web site, www.ncbe.gwu.edu/iasconferences

Race Relations Conference

November 15-16

"Race Relations on New England Campuses: Meeting the Challenge," featuring Christopher Edley, professor of law and founding co-director of the Civil Rights Projects at Harvard University, will consist of thought-provoking panels and plenary sessions designed to help colleges and universities. Sponsors are the U.S. Department of Education Office for Civil Rights, U.S. Department of Justice Community Relations Service, International Association of Campus Law Enforcement Administrators, and the Society Organized Against Racism in Higher Education. At Northeastern University, Boston, Mass.

Contact: Lolita Elverrillo, (781) 648-0323; Web site, www.aa.neu.edu/racerelations

ELA 47th Annual Conference

November 15-17

This Education Law Association (formerly NOLPE) conference, with the theme "2001: A Legal Odyssey," brings together educational and legal scholars and practitioners to inform and advance educational policy and practice through knowledge of the law. At the Hyatt Regency, Albuquerque, N.M.

Contact: (937) 229-3589; e-mail, ela@udayton.edu; Web site, www.educationlaw.org

NCTE 91st Annual Convention

November 15-20

The theme of this year's National Council of Teachers of English convention is "Recreating the Classroom." Topics of emphasis will be diversity, crossing levels, professional development/new teachers, making knowledge, and assessment and high-stakes testing. In Baltimore, Md.

Contact: NCTE, (800) 369-6283; fax, (217) 278-3761; e-mail, public_info@ncte.org; Web site, www.ncte.org

NMCI Conference

November 29-December 2

This National MultiCultural Institute conference, with the theme "Building Personal and Professional Competence in a Multicultural Society," will bring together professionals from across the country and around the world to explore diversity and multiculturalism in both personal and professional contexts. Two-day and four-day workshops will be held. From the Hyatt Regency on Capitol Hill, Washington, D.C.

Contact: (202) 483-0700; fax, (202) 483-5233; e-mail, nmci@nmci.org; Web site, www.nmci.org

TACHE 2001 Conference

December 2-4

The Texas Association of Chicanos in Higher Education advocates for an increase in the number of Chicano/Latino faculty, staff, and administrators in Texas' colleges and universities. This conference will serve as a venue for discussing the issue of underrepresentation and exploring ways of rectifying the disparity. At the OMNI Hotel Downtown Austin, Texas.

Web site, www.tache.org

Kaleidoscope Leadership Institute 2001

December 5-9

Kaleidoscope is a highly successful leadership/training institute for women of color. The institute seeks to provide interaction strategies to enable participants to feel safe, to personally share their own feelings and uncertainties, and through their interactions, to develop real connections with other cultural groups. At Hilton Hotel Costa Mesa, Costa Mesa, Calif.

Contact: Dr. Felita T. Williams, (404) 244-2399; e-mail, Kaleidoscope@gpc.peachnet.edu; Web site, www.gpc.peachnet.edu/kaleidoscope

Technology Tools for Teaching and Learning, in Puerto Rico

December 9-12

This conference, sponsored by The ASPIRA Association and The Council for Opportunity in Education, will bring together experts and practitioners to share ideas and best practices about the use of technology to help low-income and disadvantaged students. Attendees will leave with a better sense of the technological opportunities available and hands-on computer skills. At El San Juan Hotel & Casino, San Juan, Puerto Rico.

Contact: Carmen Torres, (973) 484-7554; e-mail, ctorres@nj.aspira.org

DOE Conference on Improving America's Schools

December 17-19

The U.S. Department of Education holds its 8th Annual Regional Conference on Improving America's Schools, an in-depth and comprehensive discussion on education reform. In San Antonio, Texas.

Contact: National Conference Logistics Center, College of Continuing Education, University of Oklahoma, (800) 203-5494; Web site, www.ncbe.gwu.edu/iasconferences

MLA 117th Annual Convention

December 27-30

The Modern Language Association has scheduled more than 800 sessions, forums, and readings for its 2001 convention. For MLA members and others involved in the study or teaching of language and literature. In New Orleans, La.

Contact: (646) 458-0030; fax, (646) 458-0030; e-mail, convention@mla.org; Web site, www.mla.org

88th Annual Meeting of AAC&U

January 23-26

The Association of American Colleges and Universities' 2002 Annual Meeting, with the theme "Changing Students in a Changing World: Culturally Diverse, Economically Divided, Globally Interdependent," will investigate the practical implications of organizing learning centered institutions; study the preparedness of students; and highlight the ways that pre-professional fields and disciplines are integrating civic, global, and ethical issues into the curriculum. At the Grand Hyatt Hotel, Washington, D.C.

Contact: (202) 387-3760; e-mail, meetings@aacu.nw.dc.us; Web site, www.aacu-edu.org

AAHE 10th Annual Conference on Faculty Roles and Rewards

January 25-27

The theme of the American Association for Higher Education's 2002 conference is "Knowledge for What?: The Engaged Scholar." AAHE continues to endeavor to broaden higher education's understanding of scholarly work, moving beyond a focus on the scholarship of teaching to the scholarship of engagement. At the Hyatt Regency, Phoenix, Ariz.

Contact: (202) 293-6440; fax, (202) 293-0073; Web site, www.aahe.org

ACE 84th Annual Meeting

February 9-12

The American Council on Education will explore higher education's relationship with Capitol Hill, new ways to deliver education, and new ways to fund it, the impact of emerging technologies, preparing students for a borderless world, presidential leadership, and more. At the San Francisco Marriott Hotel, San Francisco, Calif.

Contact: (202) 939-9410; e-mail, annualmeeting@ace.nche.edu; Web site, www.acenet.edu

Stop Surfing-Start Teaching 2002 National Conference

February 10-13

Now in its fifth year, this annual conference creates a forum for higher education professionals to share ideas and solutions, as well as propose questions and develop answers on the growing use of Internet instruction. Sponsored by the University of South Carolina. At the Crown Reef Resort, Myrtle Beach, S.C.

Contact: (803) 777-9444; fax, (803) 777-2663; e-mail, confs@gwm.sc.edu; Web site, www.rcce.sc.edu/ssst

Law and Higher Education Conference

February 17-19

This conference, in association with the Stetson University College of Law's office for CLE, will feature more than 20 sessions on current legal issues affecting student affairs and academic affairs, administrators, legal counsel, campus safety, and risk management in 2002. In Clearwater Beach, Fla.

Contact: (727) 562-7830; fax, (727) 381-7320; e-mail, cle@law.stetson.edu; Web site, www.law.stetson.edu/cle

NCTM Southern Regional Conference

February 21-23

The Oklahoma Council of Teachers of Mathematics hosts the 2002 National Council of Teachers of Mathematics Southern Regional Conference. The theme is "Reflections on Mathematics Teaching and Learning." In Oklahoma City, Okla.

Contact: (703) 620-9840; fax, (703) 476-2970; e-mail, regconf@nctm.org; Web site, www.nctm.org

AAHE National Conference on Higher Education

March 16-19

The American Association for Higher Education's 2002 National Conference on Higher Education will focus on creating and disseminating knowledge about student learning, in two contexts: student identities and the ways students learn. At the Chicago Hilton Towers, Chicago, Ill.

Contact: (202) 293-6440; fax, (202) 293-0073; Web site, www.aahe.org

2001-2002 NACUA Workshop Series

March 20-23

The National Association of College and University Attorneys Institute for Law and Higher Education presents "Faculty Employment Issues," providing law-related programming, publications, and educational services for colleges and universities. At the Hyatt Regency Hotel, New Orleans, La.

Contact: (202) 833-8390; fax, (202) 296-8379; e-mail, meetings@nacua.org; Web site, www.nacua.org

National Conference on Diversity in Teaching and Learning in American Higher Education

April 3-6

The Center for the Study of Diversity in Teaching and Learning in Higher Education presents its 2002 conference, with the theme "Undergraduate Education: The Real Deal." Dr. Carlos E. Cortés, professor emeritus of history at the University of California-Riverside, will be the keynote speaker. At the Claremont Hotel, Berkeley, Calif.

Contact: (408) 864-8309/8993; fax, (408) 864-5412; Web site, www.TeachLearn.fhda.edu

13th International Conference on College Teaching and Learning

April 9-13

Presented by Florida Community College-Jacksonville and The Center for the Advancement of Teaching and Learning, this event will emphasize research and practice in teaching and learning–with focus on uses of innovative learning strategies and advanced technologies in online learning and the face-to-face classroom. At the Adam's Mark Hotel, Jacksonville, Fla.

Contact: Jack Chambers, (904) 632-3231, or Jeana Davis, (904) 632-3088; fax, (904) 632-3289; e-mail, jchamber@fccj.org or jmdavis@fccj.org; Web site, www.teachlearn.org

AACRAO 88th Annual Meeting

April 14-17

The American Association of Collegiate Registrars and Admissions Officers' goal is to foster professional development by providing guidelines and voluntary standards for best practices in records management, admissions, enrollment management, administrative information technology, and student services. At the Minneapolis Convention Center, Minneapolis, Minn.

Contact: Christine Garner, (425) 636-1640; e-mail, cgarner@mra-services.com; Web site, www.aacrao.org

NCTM 80th Annual Meeting

April 21-24

The 2002 meeting of the National Council of Teachers of Mathematics, with the theme "Realizing the Vision of School Mathematics," will offer many discussions and publications focusing on professional development, promote the teaching and learning of mathematics, and provide an opportunity to network with more than 18,000 math educators. In Las Vegas, Nev.

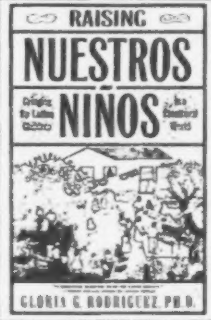
Contact: (703) 620-9840; fax, (703) 476-2970; e-mail, annlmtg@nctm.org; Web site, www.nctm.org.

Book Review

By Miquela Rivera and Marvin F. Lozano

***Raising Nuestros Niños: Bringing up Latino Children in a Bicultural World*, by Gloria G. Rodríguez, Ph.D.** 378 pages. New York: Fireside Book (Simon & Schuster New York), 1999. ISBN: 0-684-83969-5. $13.00 paper. (Also available in Spanish as *Criando a nuestros niños*.)

Raising Nuestros Niños: Bringing up Latino Children in a Bicultural World is a practical text for Latinos facing the challenges of parenthood, early childhood education professionals serving a Latino population, Hispanic educators, and the general population of Latinos nationwide. The book is divided into three parts: culture, basic child development, and effective parenting. The use of bilingual phrases, terms, or *dichos* throughout the English text add a linguistic and cultural flavor to the concepts being discussed.



Part one, "Destined for Greatness: Teaching Hispanic Children Who They Are, Where They Came from, and Where They Are Going," reviews Hispanic demographics and history in the U.S., the Hispanic culture and its diversity, and role models as shining stars (*estrellas brillantes*). Beyond the numbers, Dr. Rodríguez examines spirituality, the role of religion, and the significance of names in the culture. She reviews the major holidays, including descriptions of traditions, lyrics of seasonal songs, and recipes for celebratory foods. The chapter on role models is a virtual litany of notable Hispanics and their contributions to music, entertainment, medicine, the arts, literature, sports, politics, science and space, community organizing, education, and the military. She also includes a brief list of professional organizations formed to encourage Hispanics to enter various fields of study.

Part two addresses some of a child's basic developmental needs. The first chapter focuses on personality, talents, abilities, learning styles, and interests. The author's intent is to help parents understand, accept, and nurture the differences, not criticize, fear, or try to change them. A chapter on intellectual development emphasizes children's innate desire to learn and explore, critical periods of learning, brain development, and language development. It includes specific suggestions for appropriate activities, ways of interacting with children to assess and respond to their needs, and the importance of play. A section on helping children become bilingual discusses conceptual and vocabulary development as well as specific games that promote bilingualism.

In the same part, there is a lengthy discussion of reading and school preparedness, television, homework, peer pressure, learning styles, and promoting a child's success. In the chapter on children's social and emotional needs, Rodríguez cites psychiatrist Stanley Greenspan's six stages of emotional development and includes examples of things that adults can do to help children go through each stage. Basic principles and techniques of discipline are outlined, with practical explanations of their importance in the development of self-control and self-esteem in children. The section on the teaching of values, morals and customs is particularly useful. It outlines the values most often held by traditional Hispanics and lists many cultural proverbs or *dichos* and other techniques that can be used to teach those values. Racial discrimination and prejudice are discussed at length in the final part of the chapter, with steps explaining how to raise an objective, healthy child despite the harsh realities he might encounter.

Part three, "Three Pillars of Effective Parenting: Marriage, Family, and Community," looks at divorce, evolving roles of men and women, early sexual activity, adultery, abuse, and conflict. Addressing these sensitive, often-taboo subjects is a big step at helping families heal the community. The author devotes significant discussion to the role of Hispanic families as essential support systems in raising healthy children. A final section focuses on community. Whether describing the *barrio* of her youth or discussing the role of schools, churches, and other community organizations in supporting families, Rodríguez reminds the reader of the essential human need to belong and contribute meaningfully.

The strength of *Raising Nuestros Niños*–its comprehensive approach–inadvertently creates a weakness. Rodríguez covers the waterfront of Latino life and the essentials of effective parenting directly and as a community. Such an overview, though, only skims the topic, whetting the reader's appetite for more.

Dr. Rodríguez's writing style is casual, as if she were conversing with a group of parents. She weaves personal experience with theoretical information and philosophical stances throughout the text. While this might not withstand the rigors of academe, it provides the Latino parent a guide for understanding the complexities of Latino children and the awesome responsibility of raising them properly. For child-care providers and child development specialists caring for this population, it's a wealth of information about cultural factors not regularly considered in other texts. For business entrepreneurs, it explains the context of the community and the essence of its values. And for Latino educators, it offers a theoretical framework for understanding one's own upbringing while tapping that personal wealth in teaching others.

Miquela Rivera, Ph.D., who received her doctorate in clinical psychology from Michigan State University, is a licensed clinical psychologist and mentor in the UNM Psychology Internship Program.

Marvin F. Lozano, M.S., who received his master's in management from the University of Arizona, has extensive experience in international banking and chairs the International Business Program at TVI, a community college in New Mexico serving a large population of Latino students.

If interested in submitting a book review, please e-mail us at outlook@aol.com for Book Reviewers' Guidelines.

CALL FOR PAPERS

NATIONAL ASSOCIATION OF HISPANIC & LATINO STUDIES

National Conference
February 11-16, 2002
Houston, Texas

Abstracts, not to exceed two pages, should be submitted which relate to any aspect of the Hispanic and Latino American experience. Subjects may include but are not limited to literature, demographics, history, politics, economics, education, health care, fine arts, religion, social sciences, business and many other subjects. Please indicate the time required for presentation of your paper (25 minutes/45 minutes).

ABSTRACTS WITH HOME AND SCHOOL/AGENCY
ADDRESS *MUST* BE POSTMARKED BY:
November 17, 2001

SEND ABSTRACTS TO:
Dr. Lemuel Berry, Jr.
Executive Director, NAHLS
P.O. Box 865
Morehead, KY 40351
Telephone: (207) 282-1925
Fax: (606) 784-1037
www.NAAAS.org

THE JAMES IRVINE FOUNDATION

Postdoctoral Minority Fellowship at the California Institute of Technology

The California Institute of Technology invites applications and nominations for The James Irvine Foundation Postdoctoral Minority Fellowship, a prize fellowship open to underrepresented minority scholars in science, mathematics and engineering.

The fellowship is to begin Fall 2002. The appointment is for a three-year duration, carries an annual stipend of $46,700, and offers additional research and travel funds.

This Fellowship program has been established to offer scientists from historically underrepresented minority populations in the United States the best possible opportunity to develop their talents. Historically underrepresented minorities are members of the following groups: African American/Black, Hispanic/Latino, Native American/American Indian, and Asian Pacific Islander.

Candidates will typically have earned a Ph.D. within the past few years, and will wish to conduct research in the areas in which Caltech's faculty are currently active. (Summaries of faculty research interests are listed on Division web sites at www.caltech.edu.)

Materials in support of an application or nomination should be sent to:

The James Irvine Postdoctoral Minority Fellowship
California Institute of Technology
Mail Code 08-31
Pasadena, CA 91125

Materials should arrive by January 15, 2002, and need to include curriculum vitae (with citizenship status indicated), bibliography of publications, preprints of manuscripts not yet published, and a description of the anticipated research program. Candidates are strongly encouraged to contact relevant Caltech faculty in advance to discuss research interests and proposed research program. The candidate or nominator is requested to ensure that at least two letters of recommendation are sent directly to Caltech.

Fellowship candidates will automatically be considered for all other available postdoctoral positions in their fields of interest. The California Institute of Technology is an independent, privately supported university.

Caltech is an Equal Opportunity/Affirmative Action Employer. Women, minorities, veterans, and disabled persons are encouraged to apply.

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www.national-academies.org/rap

For questions or assistance, contact:
TEL: (202) 334-2760
FAX: (202) 334-2759
EMAIL: rap@nas.edu

MAIL: Associateship Programs (TJ2114/HL)
NATIONAL RESEARCH COUNCIL
2101 Constitution Avenue NW
Washington, DC 20418

Qualified applicants will be reviewed without regard to race, creed, color, age, sex or national origin.

BRYN MAWR COLLEGE

Bryn Mawr College, Bryn Mawr, PA Two Rockefeller Foundation Resident Fellowships in the Humanities in conjunction with the Center for Ethnicities, Communities and Social Policy's three year research project, "Ethnic Identities and Transformations: The Meaning and Experience of Ethnicity in the 21st Century." Currently seeking applications for the 2002-2003 academic year from mid-career scholars or assistant professors beyond their dissertation research in the social sciences and the humanities. Our themes is "Immigration and Global Links: The Formation of National/Transnational Identities." Fellows will receive a stipend of $40,000 and $1000 for travel expenses. Applicants should send a letter of application, a 5-10 page prospectus of their research rpoject, a CV, and three letters of reference to:

Professors Richard Davis and Mary Osirim
c/o Karen Sulpizio
Bryn Mawr College
101 N. Merion Avenue
Bryn Mawr, PA 19010-2899
Email: rdavis@brynmawr.edu
mosirim@brynmawr.edu

Dossiers will be read January 15, 2002. For further information consult:

www.brynmawr.edu/academics/centers_ecsp.shtml
Karen Sulpizio
Administrative Assistant
Center for Ethnicities, Communities and Social Policy
610-526-5030
fax: 610-526-7476

PRESIDENT
QUEENS COLLEGE
The City University of New York

The Board of Trustees of The City University of New York and the Queens College Presidential Search Committee invite nominations and applications for the position of President of Queens College. The President serves as the chief academic and administrative officer of the institution, under the direction of the Chancellor, according to policy set by the Board of Trustees.

Established in 1937 and located in Flushing, New York, Queens College is a comprehensive college offering 60 undergraduate and 53 graduate programs that meet the highest academic standards in the liberal arts and sciences. The 76-acre verdent campus consists of 35 buildings ranging from the original stucco-and-tile buildings to the modern Benjamin Rosenthal Library. According to a recent U.S. News & World Report, the College ranked #10 among the top public universities in the North. Queens College ranked in the top 8% of all U.S. colleges by the Princeton Review, and has been cited by NBC-TV as "The College of the Future" in recognition of the achievements of its diverse student body. The College is home to one of the largest and one of the most innovative teacher education programs in the state of New York and the nationally recognized Aaron Copland School of Music. The research centers and institutes on campus reflect the College's strong commitment to research and public service. Queens College participates in doctoral education with the CUNY Graduate Center in CUNY's consortium for doctoral education.

With a full-time distinguished faculty of 474, Queens College has an enrollment of 15,400 students, 4,180 of whom are graduate students. Reflecting the diversity of New York City, the student body is 9.6% African-American, 16.6% Hispanic, 19.3% Asian-American, and 47% White.

Queens College's 2001-2002 annual operating budget is $74 million, funded through New York State and City tax-levy appropriations and student tuition. Funding for sponsored research in 2000 exceeded $9 million. The Queens College Foundation, Inc., comprised of distinguished leaders in business, industry, and the arts, serves as another resource for program development and fundraising. Over the past 5 years, the fundraising efforts of the Queens College Foundation, Inc. have accrued over $30 million.

The College seeks a dynamic, visionary, influential leader, a person of stature and integrity, who will guide the institution to greater heights and build on the school's national reputation and further develop its active alumni base.

Preferred qualifications for the position include:

- A track record of senior management success in an institution of higher education or institution of comparable scope, with proven strengths in strategic planning, budgeting and management;
- An earned doctorate, university-level teaching experience, and a substantial record of scholarly achievement and/or professional distinction;
- Demonstrated leadership in developing quality academic programs and supporting a distinguished faculty in an environment of shared governance;
- A commitment to enhancing the quality of student life and strengthening the delivery of services to an urban, multi-cultural, multi-ethnic student body;
- A strong record of success in attracting financial support from foundations, corporations, governmental sources and private donors;
- The capacity to present the College's mission and programs to multiple local and national constituencies, including alumni, the community, and legislative and other governmental bodies; and
- A proven track record of support for technological innovations.

The position is available on or before September 1, 2002. Salary and benefits are competitive. The review of applications will begin on November 15, 2001; therefore, applications and nominations are especially encouraged prior to that date. Please visit Queens College on its web site at www.qc.edu for additional information.

APPLICATIONS: Applicants should send (1) a letter expressing their interest in the position, (2) their curriculum vitae, and (3) the names of five references. References will not be contacted without the applicant's prior permission.

NOMINATIONS: Nominators should send a letter of nomination and, if possible, the nominee's curriculum vitae. Applications and nominations should be sent to:

Ms. Dolly Martinez
Executive Director of Executive Search and Evaluation
The City University of New York
535 East 80th Street (Room 320)
New York, NY 10021

We are being assisted in this search by Heidrick & Struggles. Inquiries and requests for additional information may be directed in total confidence to Dr. Charles Knapp, at (404) 577-1245; Fax: (404) 577-4048; email: cknapp@h-s.com or Ms. Katharine Turner, at (404) 577-3416; Fax: (404) 577-4048; email: kturner@h-s.com.

The City University of New York is an Equal Opportunity/Affirmative Action Employer. It has a strong commitment to racial, cultural, and ethnic diversity and actively seeks and encourages nominations and applications from men and women of all races and ethnic backgrounds.

Broward
Community
College

AVIATION MAINTENANCE FACULTY, #323

Qualifications: Bachelor's degree and FAA Airframe and Powerplant certificate. Required experience both in the Aviation Maintenance field and teaching. May require teaching on the evening shift. This position is located on the South Campus in Pembroke Pines, FL. Closing date to apply: 11/16/2001.

Please forward official applications with position title/# & copies of transcripts & licenses to:

Broward Community College
225 E. Las Olas Blvd., Human Resources, Ft. Lauderdale, FL 33301

Please call (800) 682-3646 for an official application.

EA/EO Institution

www.broward.cc.fl.us/jobs/

UNIVERSITY OF HOUSTON
Cullen College of Engineering

Director of Computer Engineering Faculty Position

Electrical & Computer Engineering
www.egr.uh.edu/ece

The Cullen College of Engineering, University of Houston, seeks to fill a senior position to lead our Computer Engineering program. The appointee will teach undergraduate and graduate courses in Computer Engineering, contribute significantly to a strong research program and collaborate with existing faculty. Areas of primary interest are: computer architecture, distributed systems, computer networks and areas related to mobile computing and embedded systems.

The successful candidate will have an earned doctorate in either electrical engineering, computer engineering, computer science or a closely related discipline and possess distinguished record of professional accomplishments sufficient to qualify as a professor with tenure in the department. The successful candidate must have excellent interpersonal skills and have a clear vision of how a electrical and computer engineering department at a major university should be positioned for excellence in light of the computing and software issues and industries in the global environment.

The successful candidate will serve as faculty leader of the B.S. program in Computer Engineering. The Director of Computer Engineering will have the opportunity to provide leadership in hiring additional computer engineering faculty as well as advancing teaching and research within the Department.

The appointment will be made to start September 1, 2002 or sooner, and may include a Chaired Professorship.

Successful candidates can expect a highly competitive start-up package and numerous opportunities for collaboration. The latter include working with various Houston institutions such as Compaq, NASA, and the Texas Medical Center, as well as the on-campus High Performance Computing Center (with a 64 node IBM SP), Texas Learning and Computation Center and Virtual Environments Research Institute (with a 3D cave). Other facilities include a regional OC-12 network connected to the vBNS which UH operates together with Rice, Baylor College of Medicine and Texas A&M.

The University of Houston is a public university with 23,000 undergraduates and 9000 graduate students located in a park-like campus a few minutes from downtown. The ECE department has 32 tenure track faculty, 700 undergraduates and 225 graduate students.

Candidates should send a c.v., cover letter that includes research and teaching preferences, and the names of at least three references to:

Jack Wolfe, Professor and
Chair of the Search Committee
Department of Electrical and
Computer Engineering
University of Houston
N308, Engineering Building 1
Houston, Texas 77204-4005

The University of Houston is an equal opportunity/affirmative action employer. Minorities, women, veterans, and persons with disabilities are encouraged to apply.

To ensure full consideration, applicants should respond by Jan. 15, 2002, though review will begin immediately and continue until the positions are filled.

OSU

OKLAHOMA STATE UNIVERSITY

Vice President for Research

Oklahoma State University invites nominations and applications for the position of Vice President for Research. OSU is a comprehensive, land-grant institution committed to excellence in teaching, research, and public service. The University is comprised of five campuses serving more than 26,000 students. Last year, the university initiated a broad-ranging review of its research capabilities and opportunities. Both faculty and staff participated enthusiastically in this review, which identified a number of possible strategies for achieving a substantial increase in the institution's scholarly activity. Thus, the Vice President for Research will have a unique opportunity to assist in articulating that goal and in helping the faculty maximize their potential as researchers and scholars.

The position is ideally situated at the heart of the university. As such, the Vice President for Research is responsible for planning, coordinating, and promoting programs of excellence in research, which will assist the University in carrying out its mission and goals. The Vice President reports to the Executive Vice President, serves as a member of the President's Executive Group, and works closely with the other vice presidents, academic deans, and associate deans for research to enhance and facilitate research and scholarship at OSU and its constituent budget agencies.

Minimum qualifications include: an earned doctorate with an exceptionally meritorious academic background and distinguished record of achievement in research and scholarly activity preferred; academic credentials and previous faculty experience that merit a tenured appointment at the rank of professor in an academic unit within the University; significant experience in research administration, preferably in a land-grant institution; experience in grants and contracts; and a demonstrated commitment to expanding cultural diversity and promoting affirmative action opportunities.

The salary will be commensurate with experience and qualifications. For full consideration, nominations and/or applications, to include a current vita and the names and addresses of at least three professional references, should be submitted by December 1, 2001, to:

Dr. John Dobson, Chair
Search & Screening Committee
c/o Office of Executive Vice President
101 Whitehurst Hall
Oklahoma State University
Stillwater, OK 74078-0101
or by Email at: dweaver@okstate.edu

Oklahoma State is an Affirmative Action, Equal Opportunity Employer

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USF University of South Florida

Founded in 1956, the University of South Florida is a public research university of growing national distinction, serving 36, 000 students in ten colleges on campuses in Tampa, Lakeland, St. Petersburg, and Sarasota/Manatee. It has been classified "Doctoral/Research University-Extensive" by the Carnegie Foundation for the Advancement of Teaching. Reflecting its breadth of graduate and research programs, *USF* is one of three public universities in Florida classified as a Research I institution. With more than 2,000 faculty, *USF* offers baccalaureate degrees in 79 fields, 89 master's and specialist programs, 25 doctoral programs, and the doctor of medicine degree.

The university is currently recruiting for the following faculty positions:

Position Title	*Discipline*	*Deadline:*
Assistant/Associate Professor *(2 positions)*-	Deans Office-Nursing-	OPEN
Assistant Professor-	Computer Sciences & Engineering-	OPEN
Assistant Professor *(IT Department Chair)*-	Engineering-	OPEN
Assistant Professor *(2 positions)*-	Engineering/Lakeland Campus-	OPEN
Assistant In Research- *(Sr. Research Associate, ITS)*	Engineering-	OPEN
Assistant Professor-	Engineering/Lakeland Campus-	OPEN
Faculty Administrator- *(Chief Information Officer & Asst VP for Information Sciences)*	Health Sciences-	OPEN
Faculty Administrator *(Director for Faculty Relations)*	Health Sciences-	OPEN
Instructional Specialist *(2 positions)*-	Mental Health Law & Policy-	OPEN
Visiting Associate/Assistant Professor-	Engineering Info Systems-	OPEN
Assistant/Associate Professor-	Radiology-	OPEN
Assistant Professor-	Comparative Medicine-	OPEN
Associate Professor *(Assoc Director)*-	Comparative Medicine-	OPEN
Instructor-	Nursing-	OPEN
Assistant/Associate Professor-	Pharmacology-	OPEN
Assistant/Associate Professor *(2 positions)*-	Otolaryngology-	11/10/01
Assistant Professor-	Internal Medicine-	11/15/01
Instructor/Assistant/Associate Professor-	Physical Therapy-	11/15/01
Assistant In Research *(2 positions)*- *(MEMS Mechanical Engineer)*	Ctr for Ocean Tech-St. Pete Campus	11/19/01
Assistant In Research- *(MEMS Packaging Engineer)*	Ctr for Ocean Tech-St. Pete Campus	11/19/01
Assistant In Research- *(MEMS Biological Chemist)*	Ctr for Ocean Tech-St. Pete Campus	11/19/01
Assistant/Associate Professor *(2 positions)*-	Pediatrics-	11/30/01
Assistant In Research- *(COMPS-Oceanographic Field Technician)*	Marine Science-St. Pete Campus-	11/30/01

For a description on the above listed positions and additional vacant positions: (1) visit our Employment Services Web site at **http://usfweb.usf.edu/usfpers/vacancy.html.** or (2) contact Equal Opportunity Affairs, **Ferrell@admin.usf.edu.** for faculty positions; or (3) call *USF* job line **at 813.974.2879** for staff positions.

USF is an equal opportunity/equal access/affirmative action institution, committed to excellence through diversity in education and employment.

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All information on vacancies & how to apply, visit
www.fgcu.edu
or call the 24-hr jobline @
941-590-1111.
FGCU is an EO/EA/AAI

WILLIAMS COLLEGE

Gaius Charles Bolin Fellowships for Minority Graduate Students

2002-2003 Academic Year

In 1985 Williams College established the Gaius Charles Bolin Fellowships to underline the importance of encouraging able minority students to pursue careers in college teaching. The Bolin Fellowships enable at least two minority graduate students to devote the bulk of their time during the academic year to the completion of dissertation work.

Named in honor of its first black graduate, who was admitted to Williams in 1885, the Bolin Fellowships will be awarded to minority students who are working toward the Ph.D. in the humanities or in the natural, social or behavioral sciences.

ELIGIBILITY: Applicants must be U.S. citizens, and must have completed all doctoral work except the dissertation by the end of the current academic year.

TERMS: The stipend for 2002-2003 is $27,500. The College will also provide housing assistance, academic support including office space and computer and library privileges, and an allowance of up to $4,000 for research-related expenses.

During the year of residence at Williams, the Bolin Fellows will be assigned faculty advisers in the appropriate departments, and will be expected to teach one one-semester course.

APPLICATION: Candidates should submit two full sets in hard copy form (electronic applications will not be accepted) of each of the following materials, postmarked by **January 1, 2002,** to be received by January 10, 2002:

- a full *curriculum vitae*
- a graduate school transcript and three confidential letters of recommendation
- a copy of the dissertation prospectus, preferably limited to 10-15 pp.
- a description of teaching interests

RESPOND TO:
Thomas A. Kohut
Dean of the Faculty
Hopkins Hall
Williams College
Williamstown, Massachusetts 01267

NOTIFICATION: Candidates will be notified of the Selection Committee's decision by early March, 2002.

Williams College, a coeducational liberal arts institution, offers an outstanding undergraduate education to its 2,000 students. The college has built its reputation on a long tradition of outstanding teaching and scholarship and on the academic excellence of its students. Among the opportunities that Williams offers its students and approximately 260 faculty members are interdisciplinary programs and centers, including the Oakley Center for the Humanities and Social Sciences, the Multicultural Center, extensive library and museum collections, computer center and well-equipped laboratories.

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PERALTA COMMUNITY COLLEGE DISTRICT

Dean of Student Support Services/EOPS/CalWORKs/DSP&S
Laney College
Full-time, 12-Month Position
Salary Range: $81,740.00 - $97,306.00/Annual
Application Deadline Date: November 27, 2001 by 4:30 p.m.

Dean of Student Support Services/Matriculation (Assessment, Counseling and Career Preparation Programs)
Laney College
Full-time, 12-Month Position
Salary Range: $81,740.00 - $97,306.00/Annual
Application Deadline Date: November 27, 2001 by 4:30 p.m.

Inquiries and all materials are to be mailed or delivered to the:

AA/EOE

Office of Human Resources
Peralta Community College District
333 East Eighth St, Oakland, CA 94606
Info: 510-466-7297 • 24-Hour Job Hotline: 510-466-7223
Fax: 510-466-7280 or 510-466-7397
www.peralta.cc.ca.us
California Relay Service • Hearing-Impaired: 1-800-735-2929

The Peralta Community College District is an Equal Opportunity/Affirmative Action Employer

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SCC
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Coordinator of Resource Development

The Coordinator of Resource Development provides professional writing services to College divisions, has primary responsibility for facilitating project planning and preparing proposals in response to institutional priorities and college-wide initiatives. The successful candidate will have significant experience identifying and securing diverse federal and state funding, and monitoring awarded projects. Ability to exercise a high degree of initiative, problem solving skills, and meet established deadlines. Salary $36,000 - $51,500 based on education and experience.

Qualifications include a Bachelor's degree and several years of recent successful grants writing/proposal development and grants management experience preferably in higher education. A Master's degree and teaching experience are desired. SCC offers a competitive salary and comprehensive benefits package.

FOR APPLICATION PACKET:
Visit website **www.seminole.cc.fl.us/jobs/default.asp, FAX 407-328-2425, email hr@mail.seminole.cc.fl.us, or call 407-328-2101.** To be eligible for consideration, a completed SCC application and transcripts must be submitted. Refer to position number **P02101A00.** Application screening will begin **November 15, 2001.** Applications received after that date will be reviewed as necessary.

EA/EO

DIRECTOR

DENTAL RESEARCH INSTITUTE

The University of California at Los Angeles is recruiting a new Director of the Dental Research Institute (DRI), available July 1, 2002. The Director will also be appointed as a Professor with tenure in the School of Dentistry. A Molecular Biologist with a strong research background in oral cancer and other orofacial diseases or abnormalities is preferred. The candidate must have a Ph.D. or D.D.S., (D.M.D.)/Ph.D., must be experienced in research administration and must bring substantial extramural funding to UCLA. The objective of the DRI is to study the basic mechanisms of disease in the orofacial region through original research.

To be assured consideration, applicants should submit a curriculum vitae and the names of three or more references by **December 31, 2001** to:

DRI Director Search
c/o Dr. Robert Lindemann
UCLA School of Dentistry
53-038 CHS/BOX 951668
Los Angeles, CA 90095-1668

All qualified applicants are encouraged to apply, including women and minorities.

UCLA is an equal opportunity/affirmative action employer.

Assistant Professor, Literature and Writing

Department of English

The Department of English at Rhode Island School of Design invites applications for an Assistant Professor in Literature and Writing with teaching experience in three of the following areas; poetry and poetics, drama, performance studies, fiction and fiction writing, scriptwriting and relevant publications. Ph.D. is expected at time of appointment, although candidates who hold an MFA and a substantial record of achievement in their field(s) may be considered. Faculty teach six courses per year to visual arts majors, and participate in an English concentration. Courses include one section of a first-year literature/composition course, as well as historical, critical, and creative-writing electives.

Send a letter, CV, and three letters of reference to Elsie Cimorelli, Search Secretary, Department of English, Rhode Island School of Design, Two College Street, Providence, RI 02903. Deadline for applications is November 20, 2001.

RISD is an equal opportunity employer who encourages inquiries and applications from female and minority candidates. RISD does not discriminate on the basis of race, color, age, sex, religion, national origin, ethnic origin, sexual orientation, or disability.

California State University, Fresno

College of Health and Human Services

Tenure Track Positions

The primary mission of the College of Health and Human Services is to provide professionally oriented education at the baccalaureate level and to provide graduate programs in specialized disciplines related to health and human services. As a major academic unit in a comprehensive, regional university, the college is unique and important in educating health and human services professionals for the San Joaquin Valley. The academic disciplines within the college seek to foster interdisciplinary-holistic education for future health and human services providers. The following Tenure-Track faculty positions are available beginning Fall 2002. Please refer to our Web site: **www.csufresno.edu/CollegeofHealth**

Communicative Disorders and Deaf Studies

Professor/ Asst/Assoc Professor: Deaf Education: Teaching coursework and supervising clinical practicum in a deaf education curriculum with a comprehensive philosophy. The successful candidate may be called upon to teach in a distance education mode. **Contact: Dr. Paul Ogden, (559) 278-2423; paulo@csufresno.edu**

Asst/Assoc Professor: Speech Pathology: Teaching coursework in speech-language pathology including those related to child language or voice disorders, supervise clinical practicum. **Contact: Dr. Stuart Ritterman, (559) 278-5028; stuartr@csufresno.edu**

Kinesiology

Assistant Professor (Athletic Training). Will teach in all curricular areas of the care and prevention of athletic injuries, therapeutic exercise and modalities, organization and administration and seminar in athletic training as well as introductory courses. **Contact: Dr. Rebecca Cheema (559) 278-7094; rebeccac@csufresno.edu**

Assistant Professor (Exercise Science): Candidate should be prepared to teach in at least 3 of the following areas: exercise physiology (all areas); fitness and wellness; exercise testing; existing prescription; clinical exercise physiology; human anatomy; human physiology; strength training and performance development; nutrition; biomechanics; ergonomics, and motor learning. **Contact: Dr. Tim Anderson (559) 278-2203; tima@csufresno.edu**

Nursing

Assistant/Associate Professor: Department needs expertise in pediatric nursing. **Contact: Dr. Mariamma Mathai (559) 278-2041; mariamma@csufresno.edu**

Assistant Professor: Teaching responsibilities will be in the area of geriatric nursing/geriatric nurse practitioner and general nursing courses. **Contact Dr. F. Ndidi Griffin-Meadows (559) 278-6697; ndidig@csufresno.edu**

Physical Therapy

Assistant/Associate Professor: Position entails leadership of and teaching in a developing pre-professional program in Interdisciplinary Health and Rehabilitative Sciences. Secondary teaching responsibilities within the Master of Physical Therapy Program will be identified related to the candidate's areas of clinical expertise. **Contact: Dr. Gary Lentell (559) 278-2065; garyl@csufresno.edu**

Recreation Administration and Leisure Studies

Assistant Professor: Teaching areas will include undergraduate courses in at-risk-youth and special populations, major core courses, and in one of the following areas: Therapeutic Recreation or Leisure Service Management. **Contact: Dr. L. Jay Fine (559) 278-2629; lawrence_fine@csufresno.edu**

Social Work

Assistant Professor: Primary teaching responsibilities are in the areas of policy and research. **Contact Dr. Donna Hardina (559) 278-3992; donnah@csufresno.edu.**

Dean
School of Education

IUSB

Indiana University South Bend

Indiana University South Bend invites applications and nominations for the position of Dean, School of Education. The School of Education is accredited by NCATE. The School of Education currently covers the areas of Early Childhood, Elementary, Secondary, Special Education, School Leadership and Counseling and Human Services. It has a full-time faculty of 30 with approximately 1400 undergraduate and graduate majors. Faculty are well known for excellent teaching, and several have national and international scholarly reputations. The Dean is a strong advocate for the education profession both in the university and the community at large and should be able to lead the School to attain true academic excellence.

The School of Education is part of a comprehensive, regional institution that offers almost 100 degree and certificate-granting programs to 7,200 students. IUSB serves the urban, suburban, and rural communities of north central Indiana and southwestern Michigan and has a significant international student body. It is the third largest of Indiana University's eight campuses. Located in a midwestern area of unique strength in higher education, South Bend has easy access to the cultural and social advantages of Chicago, as well as a vibrant local culture. Cost of living is one of the most reasonable in the country.

Required qualifications of the successful candidate will include:

- An earned doctorate in an appropriate field that qualifies one for tenure in one of the School's academic areas
- A record of teaching, scholarship, and service that qualifies for the rank of Professor
- Administrative/managerial experience in Higher Education, including budget management
- Strong interpersonal and communication skills and an ability to work in a multi-cultural environment
- A collegial style of leadership that will support faculty and staff in their efforts to provide an excellent academic environment
- Knowledge and experience with NCATE accreditation

Preferred qualifications include:

- Public school experience
- Knowledge of current issues in public education
- Appreciation for innovative instructional technologies, strategies, and delivery systems
- Commitment to both Teacher Education and Graduate and Professional Studies

This tenured, 12-month appointment begins July 1, 2002, and no later than August 15. The Dean is the chief academic officer of the School of Education. The salary is competitive and is based on experience; benefits are generous. Initial screening will begin October 15 and continue until the position is filled. Interested candidates should submit a letter of application, a current curriculum vitae, a statement of administrative and educational philosophy and the names, addresses, telephone numbers, and email addresses of five persons willing to provide references that directly address the qualifications of the candidate.

Applications and nominations should be submitted to the attention of:

Dean Miriam Shillingsburg, Chair,
Search Committee for Dean of the School of Education,
Office of Academic Affairs,
Indiana University South Bend,
P.O. Box 7111, South Bend, IN 46634-7111

IUSB is strongly committed to achieving excellence through cultural diversity. The University actively encourages applications and nominations of women, persons of color, applicants with disabilities, and members of other under-represented groups. IUSB is an AA/EEO employer.

Visit **www.iusb.edu** for information on the campus.

HAVERFORD

HAVERFORD COLLEGE invites applications for a full-time tenure-track position in philosophy at the rank of assistant professor, to begin Fall 2002. The specialization sought is in African and/or African American philosophy. The teaching and research of the successful candidate will be expected to contribute to the broader areas of social/political philosophy and/or ethics. *HAVERFORD COLLEGE IS AN EQUAL OPPORTUNITY/AFFIRMATIVE ACTION EMPLOYER* and is particularly interested in diversifying the faculty and in attracting women and minority candidates.

Candidates should submit [1] a curriculum vitae; [2] a cover letter, which will include-or be accompanied by-a statement on teaching interest, experience and/or philosophy; [3] an appropriate writing sample (a published article; or a dissertation chapter, etc.); and [4] the names of at least three academic references (whom candidates must ask to submit supporting letters by the deadline below).

The deadline for the receipt of all materials is November 30, 2001.

The cover letter and application materials (addressed to Professor Paul Jefferson, Chair, Philosophy Search committee) should be mailed to Mrs. **Annette Barone, Faculty Secretary [Philosophy Search], Gest Center, Haverford College, 370 Lancaster Avenue, Haverford, PA 19041-1392.**

KENYON COLLEGE

Visiting Assistant Professor or Instructor of French

Kenyon seeks to fill a Visiting Assistant Professor or Instructor of French to teach language, literature, and culture at all levels. Beginning in the fall, 2002, this is a one-year sabbatical replacement position with the possibility of renewal. Specialization in Francophone and/or 19th-century literature preferred. Native or near-native fluency and evidence of teaching excellence required, Ph.D. preferred. Please send a letter CV, and three letters of recommendation to:

Mary Jane Cowles, French Search Committee
Department of Modern Languages and Literature
Kenyon College, Gambier, Ohio 43022

Review of dossiers will begin December 01 and continue until the position is filled. Interviews will be conducted at the MLA Convention.

An equal opportunity employer, Kenyon is committed to building a diverse faculty and community and strongly encourages the applications of women and minority candidates.

JCCC

Johnson County Community College

As the largest community college in Kansas and the third largest public education institution in the state, Johnson County Community College, located in the suburban Kansas City metro area, is a vital part of a thriving community with national recognition for quality of life, excellent education, good health facilities and diverse cultural opportunities.

Included in our bi-state metropolitan area are 131 cities in 11 counties, offering comprehensive business, cultural and entertainment opportunities. The area is home to more than 20 Fortune 1000/Forbes 500 companies, art and science museums, multi-cultural music and performing arts venues and six professional sports teams, including the Kansas City Chiefs football organization and the Kansas City Royals baseball club.

On campus, JCCC's faculty work together toward goals to strengthen teaching and learning; freedom of expression and civility are encouraged and protected; every person is respected and diversity is supported; and accomplishments of staff and students are recognized. JCCC provides an opportunity for personal and professional development for those believing in innovation and student centered teaching.

With all that, it's easy to see why learning comes first at JCCC! Currently we are accepting applications for the following full-time faculty positions.

Beginning, Spring, 2002:

- Drafting
- Electronics/Information Technology

Beginning, Fall, 2002:

- Art
- History
- Mathematics
- Physical Science - Astronomy
- Political Science
- Sociology

Minimum requirements include a master's degree for general education positions and bachelor's degree and one year of relevant work experience for career positions. Community college teaching experience is preferred for both types of positions.

Other requirements and expectations include evidence of discipline expertise; personal commitment to professional growth; willingness to commit to a professional development plan; an ability to teach in non-traditional formats and technology enhanced teaching environments; willingness to appreciate and positively utilize diversity in the learning organization; and, evidence of prior college or community service, or a willingness to become involved in college and/or community service. Salary range is $31,500 to $50,000. JCCC also offers an excellent benefit package. For more detailed information on job opportunities and benefits, visit our web site at **www.jccc.net/acad/hr.**

If you possess the required skills, we invite your response to the above listed positions. Please contact the **Human Resource Office, JCCC, GEB 251, 12345 College Blvd., Overland Park, KS 66210, phone (913) 469-3877** or email **jcccjobs@jccc.net** for an application packet.

JCCC is a nondiscrimination employer committed to multicultural diversity within our college community. We are looking for faculty who are capable of preparing students to excel in working with diverse populations. Minority candidates are strongly encouraged to apply.

UNITED STATES MILITARY ACADEMY

The United States Military Academy was established in 1802 and continues to be the Nation's premier leader development institution. It is the only college specifically charged with preparing young men and women for service as officers in the United States Army. As such, it has a singular educational philosophy of graduating enlightened military leaders of strong character whose minds are creative, critical, and resourceful. Located just 50 miles north of New York City, this prestigious institution is nestled in the beautiful Hudson River Valley.

ASSISTANT PROFESSOR (MILITARY HISTORY): Candidates for this position will be evaluated according to the following factors: (i) Advanced Degree (Ph.D.) in history with professional teaching/research experience in the primary field of 19th century or early 20th European military history. (ii) Desirable that the candidate also has training in American military history and the ability to supervise research in that field. (iii) Mastery of historical methods and research techniques to perform analytical research on broad historical topics. (iv) Knowledge and mastery of educational principles and instructional methods and practices to develop and teach assigned courses (two-semester history of the military art survey, colloquia, and directing theses). (v) Knowledge of archival sources for areas of specialization. (vi) Familiarity of the programs and activities of academic and governmental historical institutions and agencies in this field. Questions regarding this position may be directed to Captain Carl J. Horn, Department of History, (914) 938-5598 or email: **kc5049@usma.edu. Closing date is 1 March 2002.** Appointment is for one-year with employment expected to begin on or about **1 July 2002.** To receive full consideration, applicants should send a curriculum vitae, transcripts, a statement of teaching philosophy and career goals, three letters of recommendation and a DD214 (if claiming Veterans Preference) to: **CPT Carl J. Horn, Department of History, United States Military Academy, West Point, NY 10996.**

ASSISTANT PROFESSOR (MATHEMATICS): Candidates will be evaluated according to the following factors: (i) An advanced degree (Ph.D.) in mathematics, applied mathematics, operations research, statistics or mathematics education, (ii) Ability to teach mathematics courses in the USMA core program (elementary discrete dynamical systems, calculus, differential equations, linear algebra, probability and statistics), (iii) Must have the desire and ability to participate in the Center for Faculty Development, a three-year teaching-research program, (iv) Must have the desire to contribute to USMA and cadet environment as a role model for future leaders of the Nation. In order to receive full consideration, applications must contain a curriculum vitae, transcripts, a statement of teaching philosophy and career goals, three letters of recommendation, and a DD214 (if claiming veterans preference). For maximum consideration, above materials must be submitted **by January 15, 2002.** Send required information to: **United States Military Academy, Department of Mathematical Sciences, ATTN: Ms. Sara Flippin, phone, commercial 845-938-5315, (DSN: 688), FAX (845) 938-2409, email: AS8996@usma.edu.** This is a three-year, non-renewable (non-tenured track) appointments expected to begin **30 June 2002.**

ASSISTANT PROFESSOR (Art History): Candidates will be evaluated according to the following factors: (i) An advanced degree (Ph.D.) in a Humanities discipline. (ii) Ability to teach undergraduates in a demanding academic environment. (iii) Ability to teach elective courses in art history, literature, and interdisciplinary subjects focusing on cultural issues. (iv) Ability to teach the core-curriculum English courses in basic and advanced composition and in literature. (v) Willingness to support cadet extracurricular activities. Applicants need not have any military experience but must have a genuine concern for the development of competent, committed military officers. To receive full consideration, applicants must submit a curriculum vitae, dissertation abstract, the names of three references who can assess their performance as a classroom teacher, and a DD214 (if claiming veterans preference) to the **United States Military Academy, Department of English, ATTN: Mrs. Vicki Hansen, West Point, New York 10996, phone (845) 938-3967 or email Vicki.Hansen@usma.edu.** All applications must arrive by mail not later than **16 November 2001.** This position is for a three-year appointment beginning in **July 2002.**

ASSISTANT PROFESSOR (Philosophy): Candidates will be evaluated according to the following factors: (i) Advanced degree (Ph.D) in Philosophy. (ii) Teaching undergraduate cadets the core curriculum philosophy course in ethics and the morality of warfare and introductory logic. Applicants should also expect to teach English composition. Additional duties include counseling and support of cadet extracurricular activities. Applicants need not have any military experience but must have a genuine concern for the development of competent, committed military officers. Candidates should send application letter, c.v., dissertation abstract, and the names of three references who can assess their performance as a classroom teacher to the **Department of English, ATTN: Mrs. Vicki Hansen, U.S. Military Academy, West Point, NY 10996-1791. Phone (914) 938-3967; FAX (914) 938-2562; e-mail Vicki.Hansen@usma.edu. All application papers must arrive by mail by November 16, 2001.** This position is for a three-year appointment beginning in **July 2002.**

ASSISTANT/ASSOCIATE PROFESSOR OF SPANISH AND PORTUGUESE: Candidates for this position will be evaluated according to the following qualifications: (i) An advanced degree (Ph. D.) in Spanish or Portuguese (generalist) and native or near-native fluency in Spanish, Portuguese, and English; (ii) Background in foreign language pedagogy; (iii) Record of successful teaching and evidence of scholarship or scholarly potential; (iv) Ability to teach undergraduate Spanish and Portuguese language, literature, and culture courses; (v) A firm commitment to high quality undergraduate education and the ability to work harmoniously with both civilian and military colleagues. The successful candidate will be involved in cocurricular activities and will be available to cadets as needed for individual instruction. Membership in institutional committees is expected, as well as the willingness to carry out additional duties as needed in the Department. The individual selected for the above position will be required to demonstrate a commitment to maintaining an environment conducive to learning and professional growth, and to the ethical and professional principles of the United States Military Academy. To receive full consideration, individuals should submit a letter of application; a curriculum vitae; official university transcripts; three letters of recommendation; and a DD Form 214 (if claiming veteran preference) to the **United States Military Academy, Department of Foreign Languages, ATT: COL. Terry Potter, West Point, New York, 10996. For additional information contact Dr. Samuel G. Saldivar at (845) 938-2919.** Closing date for application is **15 February 2002.** The above position is a three-year renewable appointment expected to begin not later than **30 July 2002.**

ASSOCIATE PROFESSOR (MATHEMATICS): Candidates will be evaluated according to the following factors: (i) An advanced degree (Ph.D.) in mathematics, applied mathematics, operations research, statistics or mathematics education, (ii) possess the ability to teach mathematics courses in the USMA core and elective programs (elementary discrete dynamical systems, calculus, differential equations, linear algebra, probability and statistics, analysis, PDEs), (iii) should have six or more years of exemplary service at the academic rank of professor or associate professor (or equivalent experience). (iv) have a demonstrated established record of scholarship, successful college or other teaching experiences, postdoctoral research in Mathematics, or other significant professional experiences. (v) have extensive experience in teaching mathematics; (vi) have the desire and ability to mentor and develop junior faculty through teaching-research programs. (vii) have the desire and ability to contribute to USMA and cadet environment as a role model for future leaders of the Nation. (viii) have the desire and ability to participate in the Center for Faculty Development, a three-year teaching-research program. In order to receive full consideration, applications must contain a curriculum vitae, transcripts, a statement of teaching philosophy and career goals, three letters of recommendation, and a DD214 (if claiming veterans preference). For maximum consideration, above materials must be submitted **by December 15, 2001.** Send required information to: **United States Military Academy, Department of Mathematical Sciences, ATTN: Ms. Sara Flippin, phone, commercial 845-938-5315, (DSN: 688), FAX (845) 938-2409, email: AS8996@usma.edu.** This position is a three-year, renewable appointment expected to begin **30 June 2002.**

The above positions are not restricted to U.S. Citizens, but non-citizens cannot be hired if qualified citizens are interested and available. Salary is commensurate with experience.

The United States Military Academy is an Equal Opportunity, Affirmative Action Employer.
Women and Minorities are encouraged to apply.

George Mason University

UNIVERSITY EQUITY OFFICE

EEO Program Specialist/ADA Coordinator

The University Equity Office at George Mason University invites applications for the position of EEO Specialist/ADA Program Coordinator. This Program Specialist will assist in development and monitoring of the University's ADA Compliance in accordance with the requirements of the ADA of 1990; investigate and resolve discrimination disputes; assist and provide expert advice in resolving programmatic issues related to disabilities, affirmative action and equal opportunity matters. Current relevant experience with the ADA and other pertinent EEO legislation required. Master's degree with emphasis in law, special education, psychology, counseling, or human services, preferred. Salary commensurate with education and experience. The position offers excellent benefits. Send letter of interest, resume and the names and telephone numbers of four references to:

Ronald J. Sinacore, (Chair, Search Committee)
Affirmative Action Planning and Compliance Coordinator,
George Mason University
University Equity Office, MSN 2C2
Fairfax, VA 22030-4444

Review of applications will begin on November 1, 2001 and continue until filled.

AA/EEO

KUTZTOWN
OF PENNSYLVANIA

Kutztown University enrolls approximately 8200 students in graduate and undergraduate programs. The University is located in the Borough of Kutztown in a charming rural setting that is within twenty minutes driving time of the diverse metropolitan areas of Allentown/Bethlehem and Reading. The University is searching for employees who have extensive experience with diverse populations, especially African American and Latino populations represented in these adjoining metropolitan areas.

Kutztown University invites resumes for the following positions:

Assistant Director for Programming and Leadership Development

Kutztown University's Office of Housing and Residence Life is seeking applicants for Assistant Director for Programming and Leadership Development. Primary responsibilities may include - residence hall programming, advising residence hall groups, develop recruitment and training processes for student leaders. The position requires Bachelor's Degree in a related field, one to three years working knowledge of university housing and residence life operations, and strong written communication skills. Master's degree and university residence life experience preferred. Minimum starting salary $35,012. Review of resumes will begin October 29, 2001 and continue until position is filled. Please submit a letter of interest, resume detailing experience and education, and three employment references to: **Kutztown University of Pennsylvania, Assistant Director of Housing Search, PO Box 730, Kutztown, PA 19530-0730.** *AA/EOE/member of the PA State System of Higher Education and actively solicits applications from women and minority candidates. Successful interview and demonstration of ability are requisite qualifications for all positions.*

For more information about employment opportunities,
visit our website at:
www.kutztown.edu/employment/noninst/index.shtml/

FACULTY POSITIONS

WILLIAM RAINEY HARPER COLLEGE

William Rainey Harper College, a dynamic community college located in Chicago's northwest suburbs, is actively pursuing energetic and innovative candidates for the following tenure track faculty appointments for fall 2002. The College enrolls over 25,000 students of all ages, is committed to diversity, and encourages the development of multicultural perspectives. The College fosters innovation in teaching and learning and the institutional core values of integrity, respect, excellence and collaboration. A very competitive salary and fringe benefit program is available to successful candidates who support the mission of the comprehensive community college.

For Details On The Following Positions, *Please Visit Our Website* At: www.harpercollege.com/jobs/fac.htm Or Contact Human Resources At (847) 925-6216.

ART: MFA in Three-Dimensional Art. Teaching load will include Three-Dimensional Design and Sculpture. Competency in a variety of materials assumed. Studio management and/or teaching experience preferred.

FINE ARTS: MA in Art History. Primary responsibility includes teaching Art History survey (pre-history through twentieth century) and Introduction to Art. Competency in non-western art highly desirable. College teaching experience preferred.

BIOLOGY: Master's degree in biology is required. Demonstrated teaching competence in general education biology courses as well as health career biology courses is required. College biology teaching with community college experience is preferred.

CARDIAC TECHNOLOGY - Program Faculty/Coordinator Position. Master's degree in cardiovascular science; be certified as a cardiac technologist with five or more years of work experience in a field related to cardiac care; and have three or more years of teaching experience, preferably, at the community college level. College administrative leadership experience is highly desirable.

COMPUTER INFORMATION SYSTEMS - NETPREP: Master's degree in CIS/MIS/Computer Science or related degree with a minimum of three years' working experience as an IT professional. At least three years hands-on networking experience is essential, preferably as a Network Administrator or Network Manager, and NACSE Senior Network Specialist Certification or MCSE/CNE certification. Hands-on knowledge of Windows NT, Novell Netware, and/or Unix (Linux) is necessary. Programming experience is required in languages such as C, C++, Visual Basic, Perl, or Java. Teaching experience is preferred. Spring 2002 appointment possible.

COMPUTER INFORMATION SYSTEMS - WEB DEVELOPMENT/DATABASE: Master's degree in CIS/MIS/Computer Science or related degree with a minimum of three years web development experience utilizing technologies such as HTML, JavaScript, CSS, and XML. Programming experience is required in C, C++, Visual Basic, Perl, or Java. Experience utilizing SQL to access Client/Server databases is preferred, as well as experience with e-commerce, web server maintenance, web media, web authoring tools, and graphic applications. Must be capable of teaching relational database structure, operations and SQL at the introductory level using a database such as DB2. Teaching experience is preferred.

CRIMINAL JUSTICE: Master's degree in Criminal Justice, Law Enforcement of equivalent experience required. Juris Doctorate considered. Minimum of three years experience in law enforcement, private security/policing or related field with demonstrated knowledge of law enforcement at all levels, community policing, emergency and disaster procedures; formal teaching experience preferred at the community college level. Computer literacy and demonstrated communication skills strongly desired.

EDUCATION PROGRAMS: Master's degree in education, early childhood education, elementary education, or secondary education is required. Two years of pre-college and two years of college level classroom teaching experience is preferred. Active participation in appropriate professional organizations preferred.

ENGLISH AS A SECOND LANGUAGE AND LINGUISTICS: Master's degree in Teaching English to Speakers of Other Languages (TESOL) or in applied linguistics with TESOL specialization. Three years experience in postsecondary ESL instruction in the U.S. Ability to teach all academic ESL skills and proficiency levels. Native or near-native proficiency in English.

ENGLISH/LITERATURE (3 positions): MA in English. Strong interest in teaching both composition at all levels and literature is required. Special competency in rhetoric and professional writing welcome. College teaching experience preferred.

FASHION: BA in Fashion Merchandising preferred with three to five years' experience in the field. Teaching assignment from among Visual Fashion Merchandising, Promotion of Fashion, Costume History, Textiles, Fashion Basics, and Forecasting. Teaching experience preferred.

HEALTH AND PHYSICAL EDUCATION - Program Faculty. Master's degree in Health, Physical Education or Exercise Physiology with certification in Health Education; competency in teaching physical education professional and activity courses; certification in "Responding in Emergencies" First Aid; a minimum of three years experience, experience in web based instruction and college teaching experience preferred. Duties could include coaching and/or athletic training.

HUMANITIES: MA in one of the traditional disciplines of the Humanities (as Art, Music, Literature, History, History of Culture, Classics, Philosophy, Religious Studies) with expertise in one or more of the other Humanities areas. Teaching assignments from among Introduction to Western Culture, Asian and African Humanities, Great Ideas of World Civilizations, and Women and Creativity. College teaching experience as well as a demonstrated interest in developing Humanities curricula using web-based technology preferred.

MANAGEMENT: MBA or MS in management (or subject related field) with a B.S. in management or business related field. A minimum of three years business experience required with three years of teaching experience at the post-secondary level preferred.

MATHEMATICS (2 Positions): Master's degree in mathematics or equivalent with at least 30 semester hours (45 quarter hours) in graduate-level mathematics and mathematics teaching experience at the collegiate or secondary level. In addition, we seek experience in pre-service teaching education in mathematics for one of the positions.

MATHEMATICS/COMPUTER SCIENCE: Master's degree in computer science or equivalent with at least 18 semester hours (27 quarter hours) in graduate level mathematics and teaching experience at the collegiate or secondary level or a Master's Degree in mathematics or equivalent with at least 18 semester hours (27 quarter hours) in graduate level computer science and teaching at the collegiate or secondary level.

MUSIC: MA in Music Theory. Primary responsibilities include Music Theory/Aural Skills sequence and Music Literature. Desirable secondary areas may include ensemble conducting and/or applied music instruction in any area. College teaching preferred.

PHYSICS: Master's degree in the field of Physics, Physics Education or the equivalent. College level teaching experience in physics, use of microcomputer-based labs or data collection software preferred. Responsibilities may include introductory physic, general physics and physical science courses.

POLITICAL SCIENCE: MA degree in Political Science. Graduate hours in Political Science beyond the MA and 2 years experience teaching American Government and introductory courses in Political Science at a community college preferred.

PSYCHOLOGY: Master's degree in Psychology with a preferred concentration in Cognitive Behavioral and/or Cross Cultural Psychology. The successful candidate must be able to demonstrate teaching competency primarily in the area of Introductory Psychology including large lecture and discussion sections. Assignments are also expected in one or more of the following Psychology courses: Developmental, Industrial, Methods, Biological Basis of Behavior, and Personality Theory. Teaching experience in a laboratory environment preferred.

SOCIOLOGY (2 positions): Master's Degree in Sociology and a minimum of one-year college teaching experience. The successful candidate must be able to demonstrate teaching competency primarily in the area of Introductory Sociology including large lecture and discussion sections, as well as teaching transfer level Sociology courses such as Social Problems, Social Psychology, Family in Contemporary Society, and Race and Ethnicity.

THEATRE: Master's degree in Technical Theatre or equivalent preferred. Primary duties will include teaching Stagecraft and Introduction to Theatre, designing and building sets as well as designing and hanging lights for college theatre productions. Additional responsibilities include oversight of shops and technical areas. College teaching experience preferred.

To be considered for any of the above positions, applicants must submit a resume, copies of credentials (including graduate transcrips), a statement of educational/teaching philosophy, and three (3) letters of recommendation to: **William Rainey Harper College, Attn: Employment Specialist-FP, 1200 West Algonquin Road, Palatine, IL 60067. E-mail: facultyjobs@harper.cc.il.us**

A Harper College application will be sent to all candidates with review beginning in November 2001. Applications will continue to be accepted until the position is filled.

Harper College is an Equal Opportunity, Affirmative Action Employer that encourages applications from women, minority group members, and persons with disabilities.

www.harpercollege.com

WASHBURN UNIVERSITY

SOCIAL WORK DEPARTMENT CHAIR POSITION

Washburn University's Social Work Department invites applications/nominations for Department Chair beginning July 1, 2002. **QUALIFICATIONS:** Required-MSW and earned Social Work doctorate or related discipline; credentials to support appointment as Associate Professor or Professor in SW Department; experience as full-time university faculty member with demonstrated teaching effectiveness and scholarly productivity; commitment to working with faculty as colleagues along with open/participatory governance style; commitment to supporting quality education at baccalaureate and master's level. Preferred-experience in higher education administration as department chair or director; experience in working with CSWE accreditation. The Department provides both BSW and MSW programs. Graduate program focuses on preparation of students for competent practice of clinical social work. MSW and BSW accredited by CSWE. Application review begins January 9, 2002 and continues until suitable candidate identified. Salary commensurate with experience/rank. Send application letter, vita, names/addresses/phone numbers of 3 references to **Dean's Office, School of Applied Studies, Washburn University, 1700 SW College, Topeka, KS 66621.** For complete job description visit:

www.washburn.edu/admin/vpaa/academicpositions.shtml

To enrich education through diversity, Washburn University is an EOE. Candidates from underrepresented groups are encouraged to apply.

www.washburn.edu

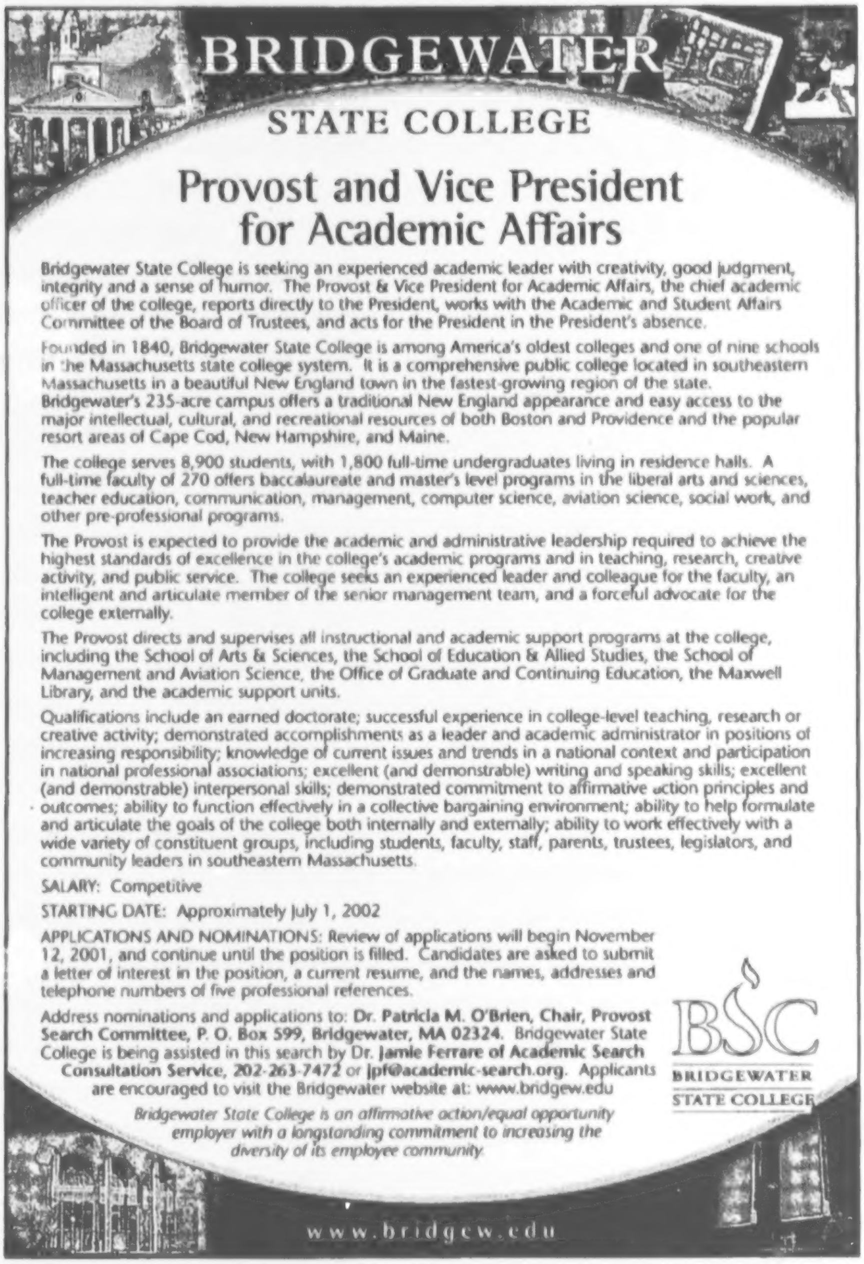
American Council on Education

ACE

Director Outreach & Communication

The American Council on Education seeks an energetic, creative individual to serve as Director and provide leadership for the Department of Outreach and Communication within the Center for Adult Learning and Credentials (CALEC). The Director will be responsible for initiating and directing marketing and communications initiatives for the Center and for leadership and management of the Center's marketing and communications department. Represents the Center at national conferences, workshops, and meetings of the Commission on Adult Learning and Educational Credentials. The Director will also provide support with budget review, oversight of Center-wide projects, and the execution of special projects including grant writing and white papers on issues related to the Center's work. A Master's degree is preferred and at least five to seven years managerial and marketing experience in a business or association setting; documented technical knowledge and skills necessary for successful marketing; excellent oral and written communication skills; demonstrated ability to strategically manage multiple priorities; and proven leadership ability. The American Council on Education is conveniently located near the Dupont Circle Metro in downtown DC. We offer an excellent employer-paid benefits package. Nominations and expressions of interest should be sent to:

Director, Outreach & Communication Search
American Council on Education
One Dupont Circle, NW, Suite 250
Washington, DC 20036
EEO/AA/Disabled/V



BRIDGEWATER STATE COLLEGE

Provost and Vice President for Academic Affairs

Bridgewater State College is seeking an experienced academic leader with creativity, good judgment, integrity and a sense of humor. The Provost & Vice President for Academic Affairs, the chief academic officer of the college, reports directly to the President, works with the Academic and Student Affairs Committee of the Board of Trustees, and acts for the President in the President's absence.

Founded in 1840, Bridgewater State College is among America's oldest colleges and one of nine schools in the Massachusetts state college system. It is a comprehensive public college located in southeastern Massachusetts in a beautiful New England town in the fastest-growing region of the state. Bridgewater's 235-acre campus offers a traditional New England appearance and easy access to the major intellectual, cultural, and recreational resources of both Boston and Providence and the popular resort areas of Cape Cod, New Hampshire, and Maine.

The college serves 8,900 students, with 1,800 full-time undergraduates living in residence halls. A full-time faculty of 270 offers baccalaureate and master's level programs in the liberal arts and sciences, teacher education, communication, management, computer science, aviation science, social work, and other pre-professional programs.

The Provost is expected to provide the academic and administrative leadership required to achieve the highest standards of excellence in the college's academic programs and in teaching, research, creative activity, and public service. The college seeks an experienced leader and colleague for the faculty, an intelligent and articulate member of the senior management team, and a forceful advocate for the college externally.

The Provost directs and supervises all instructional and academic support programs at the college, including the School of Arts & Sciences, the School of Education & Allied Studies, the School of Management and Aviation Science, the Office of Graduate and Continuing Education, the Maxwell Library, and the academic support units.

Qualifications include an earned doctorate; successful experience in college-level teaching, research or creative activity; demonstrated accomplishments as a leader and academic administrator in positions of increasing responsibility; knowledge of current issues and trends in a national context and participation in national professional associations; excellent (and demonstrable) writing and speaking skills; excellent (and demonstrable) interpersonal skills; demonstrated commitment to affirmative action principles and outcomes; ability to function effectively in a collective bargaining environment; ability to help formulate and articulate the goals of the college both internally and externally; ability to work effectively with a wide variety of constituent groups, including students, faculty, staff, parents, trustees, legislators, and community leaders in southeastern Massachusetts.

SALARY: Competitive

STARTING DATE: Approximately July 1, 2002

APPLICATIONS AND NOMINATIONS: Review of applications will begin November 12, 2001, and continue until the position is filled. Candidates are asked to submit a letter of interest in the position, a current resume, and the names, addresses and telephone numbers of five professional references.

Address nominations and applications to: **Dr. Patricia M. O'Brien, Chair, Provost Search Committee, P. O. Box 599, Bridgewater, MA 02324.** Bridgewater State College is being assisted in this search by Dr. **Jamie Ferrare of Academic Search Consultation Service, 202-263-7472** or **jpf@academic-search.org**. Applicants are encouraged to visit the Bridgewater website at: www.bridgew.edu

BSC
BRIDGEWATER STATE COLLEGE

Bridgewater State College is an affirmative action/equal opportunity employer with a longstanding commitment to increasing the diversity of its employee community.

www.bridgew.edu

WESTERN CONNECTICUT STATE UNIVERSITY

English Department - Tenure Track

Fall 2002 Faculty

Position: WCSU is seeking a tenure track candidate for the English Department to start the fall semester, September, 2002. General Education Specialist to teach a variety of literature and freshman writing courses. At least nine credits per semester will be in introductory, general education courses. Academic preparation for and strong interest and experience in teaching introductory literature and writing courses required; secondary education certification, creative and/or professional writing experience, women's studies, and ethnic literature all pluses.

Qualifications: Ph.D., DA, or MFA required at time of employment.

Application Process: Interested applicants should send a letter of interest, current vitae, undergraduate and graduate transcripts and, three current letters of reference to; Dr. James Scrimgeour, English Department, WCSU, 181 White Street, Danbury, CT 06810. Applications must be received by December 5, 2001.

WCSU is an AA/EO Educator/Employer.

BEST COPY AVAILABLE

VICE CHANCELLOR FOR ACADEMIC AFFAIRS

The University of
North Carolina at Asheville

Inquiries and applications are invited for the position of Vice Chancellor for Academic Affairs (VCAA) at The University of North Carolina at Asheville. As chief academic officer, the VCAA oversees 185 faculty in 34 departments and programs enrolling 3,200 students. For additional information and application instructions, visit:

http://www.unca.edu/vcaa-search

or email Dr. Tracy Brown, Search Committee Chair, at:

TLBrown@unca.edu

UNC-Asheville strongly encourages applications from underrepresented groups.

HOUSING FACILITY COORDINATOR

Working as part of the housing staff team, you'll oversee activities related to maintenance, housekeeping, building inspections, service coordination, supervision of student and contractor projects and communication with housing agencies/constituencies. A thorough understanding of basic building codes/maintenance and facilities management as usually acquired through 2- or 4-year degree program required, plus 3 years' facility maintenance/project experience, particularly housing and/or academic environments. Strong multi-tasking, prioritizing, negotiation, customer service and organizational skills are critical. PC skills to include MS-Office, CAD and Filemaker Pro applications. Salary: $26,075-$35,000.

To apply, send cover letter and resume, referencing Job #20398, to: **CARNEGIE MELLON, Employment, 143 N. Craig St., Whitfield Hall, Pittsburgh, PA 15213**. For more information, please see our website at **www.hr.web.cmu.edu/**. AA/EOE

Carnegie Mellon

Social Service

WAUBONSEE COMMUNITY COLLEGE

COUNSELORS
Full-Time, Tenure Track Faculty

Waubonsee Community College is seeking candidates for two full-time, tenure track appointments as Counselor and Bilingual Counselor. The Bilingual Counselor requires excellent bilingual Spanish/English skills. Both Counselor positions require a Master's Degree in Counseling, College Student Personnel Services or related counseling field and a minimum two years counseling experience, preferably at the community college or university level. Experience with career counseling and career assessment instruments, familiarity with technology as it relates to the counseling field and demonstrated ability to enhance the success of a diverse student population are essential for both positions.

Waubonsee Community College is a fully accredited community college with a headcount enrollment of 10,000. The college is located 40 miles west of Chicago in one of the fastest growing collar counties on a beautiful 243-acre campus with state-of-the-art facilities and technologies. Waubonsee provides outstanding service to its students and district residents through demonstration of its core values – quality, service, value, innovation and accessibility.

Review of applications will begin November 16, 2001 and applications will be accepted until the positions are filled. To maximize the opportunity for selection, letter of interest, resume and completed college application form should be forwarded to the Office of Human Resources as quickly as possible.

To request an application, fax/e-mail resume with specific job title to:

Fax: 630-466-5596
hr@mail.wcc.cc.il.us
Office of Human Resources
WAUBONSEE
COMMUNITY COLLEGE
Rte. 47 at Waubonsee Drive
Sugar Grove, IL 60554

"Celebrating Excellence"
eoe

Quality
Service • Value
Innovation • Accessibility

Applications available on-line @ www.wcc.cc.il.us

DEPUTY DIRECTOR OF PUBLIC RELATIONS
Hunter College, CUNY

Dynamic, creative pro needed for fast-paced office to help w/all aspects of media rel & public info, incl'g research & interviewing, developing story ideas, writing & pitching. Also speechwriting and other comm for President's Office. Edit PR Web pages (no programming). Hunter is a public college serving 20,000 students. See *http://hr.hunter.cuny.edu/JOBS/jobs.html*

Req'd: 6 yrs journalism/media relations exp; top comm/people skills; BA.
Sal: $42,616 -$68,174; excellent benefits.

Send resume & writing samples to:
Maria Terrone, Dir of PR,
Hunter College, 695 Park Ave.,
NY, NY 10021.

HUNTER
CITY UNIVERSITY OF NEW YORK
Hunter College is an AA/EO/ADA employer and actively seeks applications from minorities and women for this position

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The University of
Puget Sound

Assistant Professor of Comparative Sociology

Full-time, tenure-line position; begins August 2002. Teach sociological theory and some combination of the following: urban policy issues, deviance, sociology of law, social problems as well as other introductory level sociology courses. Three courses/semester. Requires Ph.D. in Sociology (ABD considered), and commitment to undergraduate teaching, active scholarship and liberal arts education. Must be able to employ an explicitly cross-national, cross-cultural, and/or comparative perspective in teaching/research. Candidates whose teaching emphasizes issues of diversity especially welcome. Submit interest letter and statement of teaching philosophy, resume, sample syllabi, sample of scholarly work, and three reference letters by December 14, 2001 to:

Comparative Sociology Search
University of Puget Sound
P.O. Box 7297
Tacoma, WA 98406

An equal opportunity, affirmative action educator/employer.

UNIVERSITY OF
Nebraska

Executive Vice President and Provost

The University of Nebraska invites applications and nominations for the position of Executive Vice President and Provost. The Executive Vice President and Provost, who reports directly to the President, is the chief academic officer of the University of Nebraska system, which consists of four university campuses: the University of Nebraska-Lincoln, the University of Nebraska Medical Center (located in Omaha), the University of Nebraska at Kearney, and the University of Nebraska at Omaha. The university's campuses offer a comprehensive range of instructional programs, research activities, and services to the community. As chief academic officer of the entire university system, the Executive Vice President and Provost has major responsibility for representing the university to the State Legislature, the Board of Regents, and the general public.

The university seeks an individual with vision who has demonstrated scholarly distinction and proven academic leadership in a major administrative position.

The screening of candidates will begin on 1 December 2001, and will continue until the position is filled. Nominations and letters of interest or application should be addressed to:

Vice Chancellor William Berndt
Chair Search Committee
Office of the President
University of Nebraska
3835 Holdrege Street
Lincoln, NE 68583-0745

The University of Nebraska is an Affirmative Action, Equal Opportunity employer which actively seeks nominations and expressions of interest from minorities and women, and provides reasonable accommodations to the known disabilities of applicants and employees.

For additional information about the position and the University of Nebraska, including details of the application process, please visit our web site at **www.uneb.edu.**

California State University, Fresno

Department of Social Work Education

Assistant Professor Tenure/Conversion (ABD)

http://www.csufresno.edu/CollegeofHealth

An Assistant Professor position is available for the 2002-2003 academic year to teach undergraduate and graduate courses, 12-semester unit. Primary teaching responsibilities will be in the areas of policy and research. Normal faculty responsibilities include teaching, research, and publication; service at all levels at the university; student advising; thesis committees; and interface with community groups. Specific course assignment will depend on departmental needs. The successful candidate may be called upon to teach in a distance-learning mode; to work cooperatively with faculty and staff in the department and college; and to demonstrate a potential for or commitment to teaching excellence and scholarly activity at the university level. The ability to utilize and plan for the use of technology in instruction is required. Experience in teaching university-level social work policy and research; involvement in policy analysis and research ; experience with diverse populations (including people of color, women, people with disabilities, LGBT persons, and people who are older); ability to function in a rural-urban environment with small as well as complex service organizations; and a track record in writing grant proposals and attracting external funding are desirable. The successful candidate must have the ability to work effectively with faculty, staff and students from diverse ethnic, cultural and socioeconomic backgrounds and to possess a commitment to social justice, empowerment and culturally competent social work practice. An earned doctorate (Ph.D or D.S.W.) in Social Work or a related field and a Master of Social Work degree is required for appointment to a tenure track position. Candidates nearing completion of the doctorate (ABD) may be considered for a lectureship (temporary) position with the possibility to convert to a tenure track position. Salary is dependent upon academic preparation and professional experience. To receive full consideration, send correspondence, application, and confidential papers by **November 12, 2001** to: **Donna Hardina, Personnel Committee Chair, CSU, Fresno, Department of Social Work Education, 5310 N. Campus Drive PH 102, Fresno, CA 93740-8019. PH: (559) 278-3992 FAX: (559) 278-7191. E-mail: donna_hardina@csufresno.edu.** *EOE*

UNIVERSITY of ST.THOMAS
MINNESOTA

Vice President for Academic Affairs

St. Paul, Minnesota

Minnesota's largest independent university, recently ranked among Tier 2 of the National Universities-Doctoral category by *U.S. News & World Report*, is seeking a Vice President for Academic Affairs to serve as the chief academic officer of the University. Founded in 1885, the University of St. Thomas is an urban, co-educational, Catholic university that emphasizes values-centered, career-oriented education. It seeks to develop morally responsible individuals who combine career competency with cultural awareness and intellectual curiosity. Undergraduate education is committed to the integration of the liberal arts with career preparation. Graduate programs have a professional, practitioner-oriented focus.

Reporting directly to the Executive Vice President of the University, the Vice President for Academic Affairs will be a strong advocate for academic excellence. St. Thomas employs approximately 400 full-time faculty, with 5,400 undergraduate and 6,100 graduate students. Responsibilities of the position include: providing leadership in the direction and administration of the university's undergraduate and graduate programs, including seven colleges and schools, and direct supervision of all deans and program directors in those academic areas; managing the academic budget (within the University's $150 million annual operating budget and $254 million endowment); and working collegially with faculty and appropriate Board of Trustees' committees.

The successful candidate will have a strong academic grounding including an earned doctorate or equivalent terminal degree, a successful record as a teacher/scholar, a solid record of administrative leadership at the dean level or higher, and be comfortable in a complex, highly entrepreneurial and dynamic environment. Successful leadership in team building and systemic change management and the ability to work effectively in a consultative decision-making culture are required.

For full consideration, applications should be submitted by December 1, 2001. It is anticipated that the new Vice President will start on or before July 1, 2002. Letters of nomination or application and expressions of interest should be submitted in writing to the consultants supporting the University in this search:

Vice President for Academic Affairs
c/o Gary J. Posner/Jennifer Koropchak
Educational Management Network/Witt/Kieffer
2015 Spring Road, Suite 510
Oak Brook, IL 60523

Confidential inquiries and requests for a copy of the position specification may be directed to Gary J. Posner at 615-665-3388 or Jennifer Koropchak at 630-575-6195, or via e-mail: ustvpaa@emnemn.com

The University of St. Thomas is an equal opportunity employer and is committed to a program of faculty, staff and student diversity. Women and persons of color are strongly encouraged to apply.

Educational Management Network/Witt/Kieffer

INFORMATION AND TECHNOLOGY ASSISTANT

Carnegie Mellon University seeks a qualified professional to assist departments in the Division of Student Affairs with hardware and software purchasing, hardware set-up, server configuration and management (Mac and PC). Responsibilities also involve creating and maintaining databases, providing interactive website design, creating web forms, developing other web programming, and training students and professional staff members. This position is supervised by the Coordinator of Technology and Information Systems in the Office of Housing Services.

Qualifications include a BS in Information Sciences, Computer Science, Engineering, or equivalent background with experience in computer applications and office systems, and 2+ years' experience in a service environment or related area with direct experience working with office information systems. Experience using various software packages including MS Office, MS Access, FrontPage, PhotoShop, AppleScript, JavaScript and various hypermedia tools; working knowledge of relational database systems (Filemaker Pro, RBASE and ODBC); troubleshooting skills with Mac and PC hardware and operating systems; and understanding of production database systems (SQLBase, SQLServer or Oracle, etc.) and networking protocols (Appletalk, Ethernet, NetWare and Windows Networking) are required. Ability to conceptualize multiple perspectives as well as conceptualize and implement effective work flow processes is necessary. Strong organizational, communication and problem solving skills and the capacity to handle strategic planning initiatives, meet inflexible deadlines, deal effectively with people, and collaborate with and provide support across functional areas are essential. Preferred qualifications include experience with financial and budgetary reporting and experience in a university computing environment. Evening and weekend work may be required.

To apply, send cover letter and resume, referencing Job #20400, to: **CARNEGIE MELLON, Employment, 143 N. Craig St., Whitfield Hall, Pittsburgh, PA 15213. For more information, please see our website at www.hr.web.cmu.edu/.** AA/EOE

Carnegie Mellon

Oakland
UNIVERSITY

ACADEMIC POSITION

Special Education Tenure Track Position, Assistant Professor or Special Instructor in a growing department. Doctorate or ABD near completion. Expertise in Autism is preferred, background in Learning Disabilities desirable. Experience with students with disabilities required. Knowledge of and experience with technology desirable, including willingness to assist in the development and delivery of on-line and Interactive TV courses. Responsibilities include teaching graduate courses in autism and learning disabilities and an undergraduate survey course in special education, student advising, and engaging in professional service. Applicants for position of Assistant Professor must demonstrate research potential. Review of applications will begin January 15, 2002 but submissions will be accepted until the position is filled. Salary competitive.

Effective August 01, 2002.

Applicants should submit a letter of intent, curriculum vita, transcripts and three letters of recommendation to:

Dr. Gerald G. Freeman, Chair, Search Committee
Department of Human Development and Child Studies
Oakland University
Rochester, MI 48309-4494
Phone: 248-370-4164 or 3077
FAX: 248-370-4242
Email: gfreeman@oakland.edu

Oakland University url: **www.oakland.edu**
(for more information about the university)

Oakland University is an affirmative action/equal opportunity employer and encourages applications from women and minorities.

Assistant/Associate Professor Special Education and Childhood Education
Department of Education

St. John Fisher College in Rochester, New York, invites applications at the rank of Assistant/Associate Professor in Special Education and/or Childhood Education. St. John Fisher College is an independent college serving over 2,000 students at a suburban campus. The College currently offers 26 majors and 11 graduate programs.

Rochester, New York, is noted for its excellent symphony orchestra as well for its arts and science museums. Rochester also has a high concentration of some of the largest international corporations and best hospitals in the nation. Close proximity to the Finger Lakes region and the Adirondack Mountains is another asset to living in Rochester.

The Department of Education is committed to excellence in teacher education. The department values superior teaching, appreciation of diversity and service to the community.

2 Full-time Positions (Both are New Positions)

Assistant/Associate Professor - Special Education and Childhood (Elementary) Education

The qualifications for these tenure track positions include:

- Ed.D., Ph.D. in Special Education or Childhood (Elementary) Education from an accredited institution or significant progress toward completion of the doctorate.
- Meaningful training and experience in both Special Education and Childhood Education required.
- Experience in Literacy Education is desirable.
- Three or more years of teaching experience desirable.
- Experience working with diverse populations and in urban areas desirable.
- Public school teaching experience desirable.

These 9-month positions entail both graduate and undergraduate teaching. Applicants should submit a cover letter describing their relevant academic interests and backgrounds; a curriculum vitae; evidence of teaching effectiveness; selected reprints of scholarly work; at least three letters of recommendation; and names addresses, and telephone numbers of additional references who have granted permission for direct contact to the Chair of the Search committee. Positions available for September, 2002. Review of applications will begin immediately and continue until the position is filled. St. John Fisher College values diversity and encourages individuals from under-represented populations to apply. EOE/AA.

Application materials should be sent directly to:
Dr. Larry Pound, Chair
Department of Education
St. John Fisher College
3690 East Avenue
Rochester, New York 14618
716 385-8366
fax: 716 385-8264
e-mail: pound@sjfc.edu

ST. JOHN
FISHER
COLLEGE

CALIFORNIA STATE UNIVERSITY
NORTHRIDGE

DEAN

COLLEGE OF ENGINEERING AND COMPUTER SCIENCE

California State University, Northridge is seeking an accomplished, energetic, dedicated, and creative professional to assume this vital position. The College of Engineering and Computer Science is accredited in both disciplines and offers undergraduate and master's degrees through five departments. Complete position description is available on our Web site at:

http://www-hrs.csun.edu/employment

Submit application or questions to: Dr. Shan Barkataki, Chair, Search & Screen Committee-CECS Dean, at:

cal.education@kornferry.com
subject: CSUN-ECS

Equal opportunity employer.

UNIVERSITY OF MISSOURI-ROLLA

ROLLA, MISSOURI

DEAN

COLLEGE OF ARTS AND SCIENCES

Applications and nominations are invited for the position of Dean of the College of Arts and Sciences at the University of Missouri-Rolla. As chief academic and administrative officer of the College, the Dean reports to the Provost and fulfills the following duties:

- ☐ provides academic leadership for the College in fulfilling its teaching, research, and service missions
- ☐ assists in the recruitment, development and retention of superior faculty, staff and administrative leadership for the College
- ☐ allocates resources and evaluates programs within the College
- ☐ shares responsibility with other academic administrators for the academic quality of all degree programs, increasing sponsored research, expanding distance learning, and broadening program offerings
- ☐ provides leadership in the recruitment and retention of students of the highest quality and diversity
- ☐ leads the College effort to develop private resources, in cooperation with the Vice Chancellor for University Advancement, and
- ☐ participates with other senior administrative leaders in campus planning and decision making.

The University of Missouri-Rolla is the state's leading institution of engineering and science. The College of Arts and Sciences includes departments of Biological Sciences, Chemistry, Computer Science, Economics, English, History and Political Science, Mathematics and Statistics, Philosophy and Liberal Arts, Physical Education and Recreation, Physics, Psychology, the Army and Air Force ROTC programs, the Center for Environmental Science and Technology, the Teacher Education Program, the Regional Professional Development Center, and the Writing Across the Curriculum Program.

The candidate's academic credentials must qualify the individual for a tenured position as full professor in a department within the College of Arts and Sciences. Candidates must have demonstrated administrative experience. Salary is commensurate with experience and qualifications. Applications with a comprehensive resume and the names, addresses, and telephone numbers of five references should be sent to:

Human Resource Services
1202 North Bishop
University of Missouri-Rolla
1870 Miner Circle
Ref. #R50281
Rolla, MO 65409-1050

For more information, contact Larry Gragg, Chair, Search Committee at **lgragg@umr.edu** or **573/341-4804.**

Applications and nominations will be reviewed beginning December 10, 2001. Applications will be accepted until a candidate is selected.

The University of Missouri-Rolla is an Affirmative Action/Equal Opportunity Employer committed to increasing diversity in its administration. Applications from women and minorities are solicited and strongly encouraged.

PSYCHOLOGIST

Philadelphia College of Osteopathic Medicine's (PCOM) Department of Psychology is seeking a Pennsylvania-licensed, or license-eligible doctoral level psychologist for a full-time (12 month) tenure track position, entering at the Assistant or Associate Professor level, to begin January 1, 2002, or July 1, 2002. This position is already funded. Responsibilities include teaching in the Psy.D. Program, mentoring dissertations, supervising in the training clinic, and managing administrative responsibilities. Degrees in Clinical Psychology and emphasis in cognitive- behavioral training are required. Applicants with clinical and/or research expertise in the areas of Developmental Psychology, Substance Abuse, Clinical Health Psychology, Multicultural Issues, or Chronic Mental Illness will be given preference. However, all interested individuals are encouraged to apply.

Please send your letter of interest, curriculum vitae, and three letters of reference to: **Carol A. Hargy, SPHR, Director of Human Resources by mail to 4190 City Ave., Philadelphia, PA 19131- 1131, by e-mail to HR@pcom.edu, or by fax to (215) 871-6505.** EOE

PCOM

FREDONIA
State University of New York
College at Fredonia

CRIMINAL JUSTICE

Tenure track at Assistant Professor level. To teach policing, corrections, other criminal justice courses and coordinate the CJ program. Ph.D. in criminal justice or related discipline required, college teaching experience preferred. Send application letter, curriculum vita, unofficial transcripts and the names of three references to **Dr. B. Joyce Stephens, Dept. of Sociology and Anthropology, SUNY College at Fredonia, Fredonia, NY 14063.** Review of applications will begin February 1, 2002.

SUNY Fredonia is an affirmative action, equal opportunity employer. We actively seek and encourage applications from minorities, women and people with disabilities.

TEXAS WOMAN'S UNIVERSITY

POSITION ANNOUNCEMENT

Chair, Dept. of Family Sciences, College of Professional Education, Texas Woman's University. Earned doctorate in Child Development, Counseling & Development, Family Studies, Family Therapy, Family & Consumer Sciences Education, or related area. Administrative experience preferred. Screening of applications will begin November 15, 2001. Send a cover letter, vita, and three letters of reference to: **Dr. Merry Evenson, Family Sciences Search Committee, TWU, P.O. Box 425769 Denton, TX 76204. Phone (940) 898-2693; Fax (940) 898-2676.**

AAEO Employer.

EASTERN
MENNONITE
UNIVERSITY

EMU announces faculty openings beginning fall 2002.

COMMUNICATION: Ph.D. preferred in communication/media studies/electronic media production/Internet development; Master's required. Primary teaching assignment will be within the communication major with emphasis on writing for new media, designing interactive experiences, Internet/web production, and communication theory.

EARLY CHILDHOOD EDUCATION AND LITERACY: Ph.D. in early childhood education and/or literacy with experience in teaching early education and literacy required. Responsibilities include: teaching undergraduate and graduate courses in early childhood, diverse needs, and literacy; supervising field-based program experiences; advising undergraduate and graduate students; providing leadership for the EMU Early Learning Center.

EDUCATION: An earned doctorate in education required; ABD considered. Responsibilities include: teaching undergraduate and graduate courses in curriculum instruction and action research; mentoring graduate students; supervising field-based program experiences; advising undergraduate and graduate students. Successful candidates must demonstrate effective teaching and an ability to do scholarly research.

ENGLISH: Ph.D. required. Seeking a candidate with expertise in 19th - or 20th - century British literature. Preference will be given to candidates with secondary expertise in creative writing.

NURSING: Ph.D. preferred; Master's degree in nursing required. Education and experience related to medical-surgical nursing required. Responsibilities include clinical teaching in acute care settings and student advisement. Skills in interpersonal and public relations, leadership and management, curriculum development, and problem solving are essential.

PHILOSOPHY AND THEOLOGY: Ph.D. in philosophy or related discipline preferred. Seeking a candidate with expertise in the intersection between philosophy and theology. Primary teaching assignment focusing on the philosophy component of a philosophy and theology major, including history of philosophy, contemporary philosophy, critical thinking, philosophy of science, ethics, and social philosophy.

WORLD RELIGIONS/MISSIONS: Ph.D (or equivalent) or ABD required. Expertise in cross-cultural and two-thirds world issues required. Seeking a candidate with commitment to Anabaptist Mennonite theological and missiological perspectives, with significant cross-cultural ministry/scholarly experience. Teaching assignment will include the core course in world religions for all Bible & Religion majors and other missions/religion/anthropology courses. Must be willing to teach additional Bible & Religion courses within the general education curriculum.

SPANISH: Ph.D. in Spanish required or Masters degree with a related doctorate. Seeking a candidate with competency in teaching language, civilization and literature for a growing Spanish program.

EMU seeks faculty with evidence or promise of teaching excellence in a Christian, liberal arts environment, committed to ongoing scholarship, who are familiar with and supportive of Anabaptist/Mennonite Christian faith practices. Candidates send letter of application, vitae, transcripts and three references to:

Marie S. Morris
Undergraduate Academic Dean
Eastern Mennonite University
Harrisonburg, VA 22802
email to ugdean@emu.edu
http://www.emu.edu

Review will begin **November 30, 2001.** EMU reserves the right to fill the positions at any time or keep the positions open.

AAEO employer. Women and minorities are encouraged to apply.

DePaul University's
College of Liberal Arts and Sciences

has a number of tenure track faculty positions available for the 2002-2003 academic year. Candidates for each position must have a Doctorate or appropriate terminal degree in the relevant field, an active scholarly agenda, and a strong demonstrated commitment to excellent teaching at the undergraduate level, both in their discipline, and in DePaul's general education program. The College is committed to recruiting a diverse faculty to complement the diversity of its student body and the City of Chicago. Applications from women, people of color, and other under-represented groups are particularly encouraged. Applications are also sought from candidates with scholarly and teaching interests that extend beyond traditional disciplinary boundaries. More information on each of these positions, including application procedures, may be found at http://www.depaul.edu/~dpulas/faculty/0203ads.html

Art. Asst. or Assoc. Professor

SCULPTURE/FOUNDATIONS. Two positions. Primary teaching responsibilities include beginning through advanced sculpture and 3D foundations. The ability to teach 2D foundations is also desirable. Qualifications: 1) MFA required; 2) must be a practicing artist in 3D media; 3) evidence of active exhibition record and professional level of accomplishment; and 4) minimum of two years teaching experience is preferred. Send letter of application, C.V., 20 slides of current work, 20 slides of student work, teaching philosophy, syllabi sample, three letters of recommendation and self-addressed stamped envelope for return of materials to: Chair Sculpture Search, Dept. of Art and Art History, 1150 W. Fullerton Ave., Chicago, IL 60614. Application deadline January 7, 2002. Interviewing will be pre-arranged for CAA.

Chemistry. Asst. Professor

BIOCHEMISTRY. Candidates should be interested in teaching and conducting research at the BS and/or MS levels in a liberal arts environment that emphasizes close faculty-student interaction. Please visit our web site: http://www.depaul.edu/~alchemy/ Inquiries may be sent to wwolbach@condor.depaul.edu Send resume, undergraduate and graduate transcripts, a statement of teaching philosophy, an outline of research interests, and three letters of reference to: Dr. Wendy S. Wolbach, Chair, Dept. of Chemistry, DePaul University, 1036 W. Belden Ave., Chicago, IL 60614. Application deadline: Review of applications is in progress and will continue until position is filled.

Communication. (3 Positions)

COMMUNICATION STUDIES. Asst. Professor. ABD required, Ph.D. preferred. Candidates should have graduate specialization within one of the areas embraced in the discipline (e.g. communication theory, interpersonal communication, health communication, small group interaction and team building, political communication, etc.).

PUBLIC RELATIONS SPECIALIST. Asst. or Assoc. Professor. Interest and/or experience in academic program building and curricular leadership that will contribute both academic and administrative expertise to the Dept.'s new MA in Advertising and Public Relations preferred. Course offerings include undergraduate and graduate courses in public relations principles, public relations writing, research planning and campaign development, media relations, issues management, and media ethics. Candidates with professional work experience in public relations, a desire to forge connections between the University and working professionals in the Chicago area, and a commitment to ongoing research in public relations are strongly encouraged to apply.

ADVERTISING SPECIALIST. Senior Asst. or Assoc. Professor. Applicants should have a thorough grounding in Communication (or related discipline) and be able to teach both skills-based and conceptual/theoretical approaches to advertising. Teaching responsibilities include both undergraduate and graduate courses in advertising principles, copywriting, and advertising campaigns, media planning, agency management, advertising and new media technologies, or advertising as a social influence link. The capacity to teach graphic design/production for advertising would be a plus. Candidates with work experience in professional advertising, a desire to create connections between the University and working professionals in the Chicago area, and a commitment to ongoing research in advertising are strongly encouraged to apply.

Send a letter of application that specifies the position for which you are applying, a current C.V., three letters of recommendation, copies of unedited teaching evaluations (including student comments), sample syllabi, official transcripts, and writing samples to: Search Committee, Dept. of Communication, DePaul University, 2320 N. Kenmore Ave., Chicago, IL 60614-3298. Review of applications begins December 15th and will continue until the position is filled.

English. Asst. Professor

17th OR 18th-CENTURY BRITISH LITERATURE. Ph.D. and evidence of excellent teaching required. Candidates who offer additional expertise in fields such as the history of the book and print culture, world literature, or multicultural and transnational studies are particularly welcome. Evidence of excellent teaching required. Send a letter and CV to Helen Marlborough, Chair, English Dept., DePaul University, 802 W. Belden Ave., Chicago, IL 60614. Applications must be postmarked by November 1, 2001. http://www.depaul.edu/~english/home.html

Environmental Science/Geography. Asst. Professor

CLIMATOLOGY AND GLOBAL CHANGE. Areas of specialization: climate change influences on ecosystem processes, climate modeling, human-induced climate change, biogeochemical cycling, or some other specialization that relates to climatology and global change. Demonstrated competence in GIS/remote sensing/visualization a plus. Send a current academic CV, a one-page statement of teaching experience, philosophy and interests, a one-page statement of research interests, three academic recommendation letters, and up to three published papers to Dr. James Montgomery, Chair, Search Committee, Environmental Science Program, DePaul University, 2335 N. Clifton St., Chicago, IL 60614. Review of applications begins on December 1st and will continue until the position is filled.

History. Asst. Professor (3 positions)

U.S. URBAN HISTORY: Chronological concentration open. Ability to teach Chicago History and courses in the University's First Year Program required. Send letter of application, letters of recommendation, C.V., graduate transcripts, and a one-page summary of your dissertation, to: Chair, U.S. Urban Search Committee, History Dept, DePaul University, 2320 North Kenmore Ave., Chicago, IL 60614.

19TH CENTURY LATIN AMERICA: A concentration in either Mexico (with ability to teach history of the American Southwest) or Brazil is strongly preferred. The successful applicant will teach in the University's Latin American and Latino Studies Programs and will collaborate with the Center for Latino Research. Send letter of application, letters of recommendation, C.V., graduate transcripts, and a one-page summary of your dissertation to; Dr. Robert Garfield, Chair, Latin American Search Committee, History Dept., DePaul University, 2320 North Kenmore Ave., Chicago, IL, 60614.

RUSSIAN HISTORY, 20TH CENTURY: Will teach courses in Russian History, in another historical field, and in the University's First Year Program. Send letter of application, letters of recommendation, C.V., a one-page summary of your dissertation to Rev. Thomas M. Croak, C.M., Chair, Russian History Search Committee, History Dept., DePaul University, 2320 N. Kenmore Ave., Chicago, IL 60614.

Complete dossiers for all three positions must be received no later than November 20th. Interviews with successful applicants will take place at the AHA annual meeting in San Francisco in January 2002.

International Studies.

Asst. Professor

EAST ASIA, SOUTHEAST ASIA, OR AFRICA STUDIES. Expertise in one or several of the following fields: critical Geographical Information Systems (GIS) and its application to environmental justice; macro-sociology; global civil society and nongovernmental organizations; international political economy; and/or international organizations. Our program offers interdisciplinary degrees at the B.A. and M.A. levels emphasizing foreign language competence, cultural constructions of nationhood and identity, and international political economy. Candidates should submit a letter outlining their teaching and research interests, a C.V., and the names and addresses (only) of three references. Applications received by January 1, 2002 are assured consideration. Apply to Search Committee, International Studies, DePaul University, 990 West Fullerton Ave., Chicago, IL 60614.

Mathematics. Asst. Professor

Preferred areas of research are ALGEBRA, ANALYSIS, ACTUARIAL SCIENCE, AND STATISTICS. Candidates should be actively engaged in a high-quality research program, strongly committed to and interested in teaching. Address applications to the Search Committee, Department of Mathematical Sciences, DePaul University, 2320 N. Kenmore Ave., Chicago, IL 60614. Applications should include curriculum vita, transcripts, three letters of recommendation, and a letter describing the applicant's teaching interests and research goals. At least one letter of recommendation must provide documentation in support of teaching effectiveness. Application deadline: January 13, 2002.

Philosophy.

Asst. Professor (2 Positions)

AOS: OPEN. We are looking for candidates who will contribute to our main emphases in 19th and 20th century continental philosophy, history of philosophy, political and social thought, and critical race and feminist theory. Our Dept. offers B.A., M.A., and Ph.D. degrees. Applications, including a current C.V., letters of recommendation, and a writing sample should be sent to Search Committee 2001-2, Dept. of Philosophy, DePaul University, Byrne Hall, 2219 N. Kenmore Ave., Chicago, IL 60614. Applications must be received by November 10th in order to be considered for interviews at the APA Eastern Division Meeting.

Political Science.

Asst. Professor (2 Positions)

AMERICAN POLITICS. Ph.D. Teaching responsibilities include introductory American government, political institutions and political behavior, and either urban politics or public administration courses. Assignment at both the main campus in Chicago and the Barat College campus in suburban Lake Forest. Send a letter of application, vita, writing sample, sample syllabi, a comprehensive set of course evaluations, and three current letters of recommendation to American Politics Search Committee, Dept. of Political Science, DePaul University, 990 W. Fullerton Ave., Chicago, IL 60614-3298. Review of applications is in progress and will continue until November 15th.

INTERNATIONAL RELATIONS. Ph.D. Teaching responsibilities include an introductory course in international relations, an introductory survey course on Asian politics, and upper-level courses on international politics in the Pacific Basin and international political economy. Candidates should send a letter of application, vita, writing sample, sample syllabi, comprehensive set of course evaluations, and three current letters of recommendation to IR Search Committee, Dept. of Political Science, DePaul University, 990 W. Fullerton Ave., Chicago, IL 60614-3298. Review of applications is in progress and will continue until position is filled.

For more information, e-mail pscdept@wppost.depaul.edu or visit the Dept.'s web site at www.depaul.edu/~psc E-mail applications not accepted.

Psychology. Asst. Professor (2 Positions)

COGNITIVE PSYCHOLOGY. Applicants should have training in cognition and have expertise in instructional technology broadly defined. Responsibilities include: teaching undergraduate and graduate courses in cognitive psychology, research methods, and statistics at both DePaul's Lincoln Park and Barat College campuses. The successful candidate would further be expected to contribute to the university's general education program, to develop and maintain an active research program, and to supervise graduate student research. Send vita, three letters of reference, recent publications and manuscripts, and statement of teaching and research interests to Cognitive Search Committee, DePaul University, Department of Psychology, 2219 North Kenmore Ave., Chicago, IL 60614. Review of applicants begins January 15, 2002 and continues until the position is filled.

INDUSTRIAL/ORGANIZATIONAL PSYCHOLOGY. I/O Ph.D. and I/O undergraduate concentrations. Teaching undergraduate courses, graduate courses (Leadership, Org Theory), developing and maintaining an active research program in I/O, and supervising graduate student research. Applicants should have an organizational emphasis and a willingness to integrate diversity topics in teaching. Send vita, three letters of reference, recent publications and manuscripts, and statement of research and teaching interests to: I/O Search Committee, Department of Psychology, DePaul University, 2219 North Kenmore Ave., Chicago, IL 60614. Review of applicants begins November 15th and continues until position is filled.

Public Services Program.

Asst. Professor

Ph.D. in policy analysis, economics, political science, sociology, or public administration is preferred. The Program offers the Master of Science degree with eight concentrations including public policy, public administration, nonprofit management, health care, association management and philanthropy. Active research agenda and a commitment to scholarship that focuses on applied analysis. Recent experience working with culturally diverse populations is also desirable. Send a letter of interest, C.V., and a summary statement of teaching experience and research to H. Woods Bowman, Ph.D., Public Services Graduate Program, 1 E. Jackson Blvd., Suite 1250, Chicago, IL 60604-2302. Inquiries by e-mail may be directed to wbowman@depaul.edu Applications will be reviewed as received until December 1st.

Religious Studies.

AFRICAN AMERICAN RELIGION. Position at the assistant or associate level. Applicants should be prepared to teach beginning and advanced undergraduate courses in the areas of American and African American Religion. Ph.D. (or near completion) required. Applications must include a cover letter, C.V., a sample of scholarly work of not more than 20 pages, three letters of recommendation, and course syllabi and evidence of teaching effectiveness (when applicable). Application deadline is December 1st; applications received by November 1st will be considered for interviews at AAR/SBL. Address all communications to Dr. Teresia M. Hinga, Dept. of Religious Studies, DePaul University, 2320 N. Kenmore Ave., Chicago, IL 60614.

NEW TESTAMENT AND EARLY CHRISTIANITY. Candidates must utilize critical methods in order to situate New Testament literature within the Greco-Roman world. Interest in theological questions encouraged. Ph.D. (or near completion) required; teaching experience and record of scholarship preferred. Applications must include a cover letter, C.V., a sample of scholarly work of not more than 20 pages, three letters of recommendation, and course syllabi and evidence of teaching effectiveness (when applicable). Application deadline is December 1st; applications received by November 1st will be considered for interviews at AAR/SBL. Address all communications to Dr. David Gitomer, Dept. of Religious Studies, DePaul University, 2320 N. Kenmore Ave., Chicago, IL 60614. For further information, see our web site at www.depaul.edu/~religion

Sociology. Asst. Professor

Teaching specialization open, but preference for medical sociology, community health, and social services. Will be expected to teach general sociology and research methods. About one-third of assignment is at the suburban Barat Campus, located about one hour north of the main Lincoln Park campus in Chicago. Applications should include a letter describing teaching and research interests along with a current C.V., and three letters of reference. Supporting materials demonstrating teaching and scholarly achievement should accompany the application. Materials should be sent to: Richard T. Schaefer, Chair, Dept. of Sociology, DePaul University, 990 W. Fullerton Ave., Room 1101, Chicago, IL 60614, phone: 773-325-7823, fax: 773-325-7821, e-mail to: rschaefe@wppost.depaul.edu Review of applications begins October 22nd.

DePaul University is committed to diversity and equality in education and employment.

DE PAUL UNIVERSITY

College of
Liberal Arts
and Sciences

QUINNIPIAC
UNIVERSITY

DEAN OF THE COLLEGE OF LIBERAL ARTS

Quinnipiac University invites applications and nominations for the position of Dean of the College of Liberal Arts. The Dean is the chief academic officer of the College, and is responsible for programmatic leadership, financial management, personnel administration, and academic planning. The College of Liberal Arts is the largest of five schools in the University and offers 13 undergraduate degrees and a Master of Arts in Teaching. The College of Liberal Arts has primary responsibility for the development, implementation and assessment of the University's Core Curriculum.

The University seeks a Dean who has a proven record of leadership and administrative experience, and is able to articulate a dynamic vision of the future of Liberal Arts in a changing higher education environment. The Dean must be able to communicate effectively and work cooperatively with diverse groups and individuals to represent the Liberal Arts faculty and the University overall. Candidate should also possess an earned doctorate in one of the Liberal Arts disciplines, research and scholarly accomplishments, and a strong record in university teaching.

Application Procedure: Candidates should submit a letter of application addressing their qualifications for the position and vision for Liberal Arts, a curriculum vitae, and names and telephone numbers of three references to Professor Rachel Ranis, Dean Search Committee, Office of Academic Affairs, SOB Room 102, Quinnipiac University, 275 Mt. Carmel Avenue, Hamden, CT 06518. The review of applications will begin on December 3, 2001, with an expected appointment date of July 1, 2002. Salary is competitive and commensurate with experience.

Quinnipiac University is a private, coeducational, non-sectarian institution located in Hamden, Connecticut, 90 minutes north of New York City and two hours from Boston. Quinnipiac has 250 full-time faculty and enrolls 4,500 full-time undergraduates and 2,000 graduate students in 50 undergraduate and 15 graduate programs of study in Business, Communications, Health Sciences, Law, and Liberal Arts. Quinnipiac consistently ranks among the top northern regional universities in *US News and World Report's America's Best Colleges.*

Visit our web site at www.quinnipiac.edu

Quinnipiac University has a strong commitment to the principles and practices of diversity throughout the University community. Women, minorities and individuals with disabilities are invited and encouraged to consider this opportunity and to apply.

DEAN OF STUDENT DEVELOPMENT
FASHION INSTITUTE OF TECHNOLOGY

Located in the heart of Manhattan on Seventh Avenue at 27th Street, the Fashion Institute of Technology (FIT) prides itself on being an educational institution like no other. Founded in 1944, FIT is a college of art and design and business and technology of the State University of New York. More than fifteen majors are offered through the School of Art and Design and ten through the School of Business and Technology leading to A.A.S., B.F.A. and B.S. degrees. Master of Arts and Master of Professional Studies degrees are offered through the School of Graduate Studies. It is FIT's commitment to career-driven education and strong industry relationships, however, that truly set the school apart.

Reporting to the Vice President for Student Affairs, the Dean will be charged with developing an educationally purposeful approach to the delivery of support services to FIT students. The Dean will provide leadership, supervision and direction to the faculty and staff in the departments of Career Services, The Counseling Center, Health Services, Residential Life, Student Life, and areas of Athletics and Recreation.

Successful candidates will possess a Master's degree and a minimum of five years directly related administrative experience in student development; doctorate preferred; strong interpersonal skills, a collaborative style, and strength in mediation; proven administrative, leadership, management skill and experience negotiating organizational change.

The search process for a new Dean for Student Development has begun and will continue until the position is filled. Letters of nomination or application and expressions of interest should be submitted in writing to the consultants supporting FIT in this search:

Associate Vice President for Technology
FASHION INSTITUTE OF TECHNOLOGY
EDUCATIONAL MANAGEMENT NETWORK/WITT/KIEFFER
ATTN: GARY J. POSNER & JENNIFER KOROPCHAK
2015 Spring Road, Suite 510 • Oak Brook, IL 60523

Questions concerning this search may be directed to Gary J. Posner at 615-665-3388 or Jennifer Koropchak at 630-575-6195 or via e-mail at fitsd@emnemn.com.

Educational Management Network/Witt/Kieffer

Advertising Tenure track Position

Georgetown University Department of Psychology invites applications for a tenure-track position at the assistant professor level in the Psychology Department, to begin Fall 2002. Qualifications include a complete Ph.D. in Psychology with demonstrated potential to establish a strong research program with explicit links to social policy. The department emphasizes interdisciplinary alliances with other areas of strength at Georgetown (e.g. public, international relations, linguistics, law, communications, maternal and child health) and would welcome a candidate with cross-disciplinary interests. Applicants with specialization in atypical or under-served populations, populations at risk, cross-cultural issues, or issues of social justice and whose research focuses on families, groups, and/or communities as central units of analysis are particularly encouraged to apply. The successful candidate should also demonstrate a strong commitment to teaching and be qualified to teach both core and specialized courses. Salary competitive and commensurate with qualifications and experience. The search committee will begin its review of applications after December 1, 2001 and will continue to accept applications until the position is filled. For further information about the Department, see our website at http://www.georgetwon.edu/departments/psychology. *Georgetown is a Catholic, Jesuit University and an Equal Opportunity / Affirmative Action employer.* Those interested in the position should send a letter of application that includes statement of research and teaching interests, together with a curriculum vitae, representative reprints, and at least three letters of reference to:

Deborah Phillips, Ph.D., Chair
Department of Psychology
306A White-Gravenor Hall
Georgetown University
Washington, D.C. 20057-1001

DIRECTOR
OF
INSTRUCTIONAL SERVICES
Wichita State University

Wichita State University invites applications and nominations for its Director of Instructional Services, a full-time, regular position, which will report to the Executive Director of the Media Resources Center and will be responsible for coordinating the activities of units which provide media services to faculty and students. For position description, qualifications, application process, and a description of Wichita, Wichita State University, and the Media Resources Center, log on to www.wichita.edu. or contact **Mike Wood, Executive Director, Media Resources Center, Wichita State University, 1845 Fairmount, Wichita, KS 67260-0057;** Ph: 316-978-7750; Fax: 316-978-3560; mike.wood@wichita.edu; web: http://mrc.wichita.edu

Wichita State University does not discriminate in its programs and activities on the basis of race, religion, color, national origin, gender, age, sexual orientation, marital status, status as a Vietnam Era Veteran or disability. The following person has been designated to handle inquiries regarding nondiscrimination policies: **Director, Office of Equal Employment Opportunity, Wichita State University, 1845 Fairmount, Wichita KS 67260-0145; telephone (316) 978-3371.**

USC

UNIVERSITY
OF SOUTHERN
CALIFORNIA

Position Available
School of Communication
USC Annenberg
School for Communication

The Annenberg School for Communication at the University of Southern California seeks applications for a tenure-track assistant professor position in our new program in Entertainment, Communication, and Culture, which includes perspectives in politics, industry practice and structure, culture, law, policy, globalization, technology, and audience analysis. We are seeking scholars who have demonstrated a potential for exceptional research and teaching in communication theory with a commitment to engaging in multidisciplinary inquiry. The appointment is scheduled to begin August 2002.

Applications and inquiries may be directed to **Professor Marita Sturken, Chair, Faculty Search Committee, School of Communication, Annenberg School for Communication, University of Southern California, Los Angeles CA 90089-0281, (sturken@usc.edu), Tel (213) 740-3950, Fax (213) 740-8036.** Applications should include curriculum vita, three letters of support, and relevant examples of work. Applications will be reviewed beginning November 15, 2001.

USC is an AA/EO employer.

Education

ADMINISTRATIVE POSITIONS
WILLIAM RAINEY HARPER COLLEGE

William Rainey Harper College is a dynamic community college located in Chicago's northwest suburbs. The College enrolls over 25,000 students of all ages, is committed to diversity, and encourages the development of multicultural perspectives. The College is currently seeking the following visionary academic leaders to join our innovative educational environment. We offer a very competitive salary and fringe benefit program. Application review for these positions will begin immediately, and will continue until the positions are filled.

DEAN, LIBERAL ARTS
Provides leadership for a division that currently includes Art, English, Fashion Design, Foreign Language, Humanities, Interior Design, Journalism, Music, Music Academy, Philosophy, Speech/Theatre and the Performing Arts Center.

Requirements: Advanced degree in one of the disciplines of the division preferred with administrative experience; an understanding and appreciation of the transfer and career curricula in the division and the educational needs of community college students of all ages; strong organizational skills and the ability to provide leadership in all aspects of the college mission including new program development as well as an understanding of instructional technology and its influence on pedagogy, and experience with the development and supervision of a Performing Arts Center preferred.

DEAN, WELLNESS
Provides leadership for the Wellness Division that currently includes Physical Education, Health and Psychological Services, Athletics, Intramurals, Community Recreation, Facilities Rental and functions as Director of Athletics for the College.

Requirements: Advanced degree in physical education or related field preferred with administrative experience; an understanding of the components of a diverse division that focuses on physical well-being, athletics and transfer curricula; a commitment to the relationship of physical and emotional health to student learning with appropriate services; experience in directing athletic programs, preferably in a community college; and experience implementing successful academic support programs for student athletes with demonstrable results.

ASSOCIATE DEAN, MULTICULTURAL LEARNING
This position provides leadership to the college in its effort to support an inclusive and welcoming campus climate for diverse students. This position will work with the deans and faculty to assess and create supportive resources to foster multicultural learning across the campus, as well as direct the department of multicultural learning and its offerings.

Requirements: Master's degree in higher education, multicultural learning, student personnel, counseling or equivalent; a minimum of three years experience on the community college or university level in the area of multicultural affairs, student development/student affairs or related; skills in designing and coordinating resource networks; good human relations and communications skills; ability to address diversity training/awareness related to student issues and campus climate; ability to direct and assess advising and transfer related functions; and experience in directing a campus wide effort to improve campus climate for students of color and sensitivity to working with all diversity, creating student-centered programs designed to support student success and retention, budget management and grant funding, supervising administrative units and implementing effective evaluation systems.

To be considered for any of these positions, applicants must submit a resume, copies of credentials (including graduate transcripts), a statement outlining the contributions you can make to the College, and three (3) letters of recommendation to:

William Rainey Harper College
Attn: Employment Specialist- AP
1200 West Algonquin Road, Palatine, IL 60067
E-mail: jobs@harper.cc.il.us

Harper College is an Equal Opportunity, Affirmative Action Employer that encourages applications from women, minority group members, and persons with disabilities.

www.harpercollege.com

Western Connecticut State University
Mathematics and Computer Science
Fall 2002 Faculty

WCSU is seeking a candidate in Computer Science for a tenure track position (level is negotiable) to start the Fall semester, August 2002.

Qualifications: A Ph.D. in CS is preferred but candidates with a doctorate in a related field and either a master's degree in CS or evidence of successful teaching of CS courses for a period of five years may be considered. Preference will be given to candidates who can teach courses in networks and operating systems. All candidates must be able to teach courses in C++ and object-oriented programming. Preference will be given to candidates who can demonstrate strong teaching ability. Other duties include: maintaining and developing the CS curriculum, academic advisement, department and university committee work and continued research. Some night teaching is expected of all faculty in the department.

Application Process: Interested applicants should send a letter of interest, a resume, a curriculum vitae, copies of transcripts of all graduate work, a statement of teaching philosophy, and current letters of reference including telephone numbers to CS Search Committee, Dept. of Mathematics and Computer Science, 181 White Street, Danbury, CT 06810. Applications must be received by November 30, 2001.

WCSU is an AA/EO Educator/Employer.

Buffalo State

State University of New York

Assistant/Associate Professor
Educational Leadership and Facilitation Program (Administration)

Buffalo State is seeking candidates for a tenure-track assistant/associate professor in the Educational Leadership and Facilitation Program, to begin fall 2002. Salary is competitive. Teach postgraduate courses in site-based leadership (also known as "principalship") and school-community relations, supervise interns, advise students; provide service to department, college, community, and profession; engage in research.

Required Qualifications: (1) Ph.D. or Ed.D. in educational leadership (and/or administration) or comparable discipline; (2) specialized academic or experiential qualifications in principalship and (3) school-community relations; (4) successful teaching and principalship experience in K-12 schools; (5) established (or potential to establish) scholarly research agenda in educational leadership, including collaborative applied professional research endeavors with regional schools and school districts; (6) familiarity with instructional technology; (7) capability in teaching graduate courses through a variety of distance delivery modalities; and (8) availability for evening and some weekend teaching.

Preferred Qualifications: (9) Experience as an administrator in a unionized educational environment; (10) successful college/university teaching experience at the postgraduate level.

To apply: Submit letter of application addressing each of the required and preferred qualifications, résumé or CV, and three references to: Peter Loehr, Ph.D., Search Chair, Bacon Hall 302, Buffalo State College, 1300 Elmwood Ave., Buffalo, NY 14222. Review of applications will continue until the position is filled. For more information about the college, visit www.buffalostate.edu.

Buffalo State is the largest four-year comprehensive college in the State University of New York (SUNY) system. The campus is located in the museum district of Buffalo, the second largest city in New York State. The area offers a variety of cultural and recreational activities.

Buffalo State is an affirmative action/equal opportunity employer and encourages applications from women, racial/ethnic minorities, persons with disabilities, and Vietnam-era veterans.

Associate Dean of the Faculty

The Associate Dean is responsible, with the Dean, for implementing policies and procedures affecting the Faculty. The incumbent organizes and monitors information related to the broad spectrum of faculty and academic affairs, and, in particular, the allocation of staffing authorizations for faculty teaching and for the graduate student assistants in instruction.

The position requires a Ph.D., experience as a faculty member, and some knowledge of the special characteristics of academic appointments and advancements. The individual must be tactful and discreet in handling confidential and sensitive information and must be able to maintain cordial relations with department chairs, faculty, and staff while solving often difficult problems. The Associate Dean must also be alert, sensitive, and knowledgeable in assisting departments with the recruitment and retention of faculty, particularly those from traditionally underrepresented groups. Excellent written and oral communication skills, outstanding analytical skills, sound judgment, and the ability to organize and prioritize many ongoing projects are essential.

The position is available December 31, 2001 or earlier if possible. For full consideration, submit resume and cover letter by November 15, 2001 to: **jobs@princeton.edu** with requisition 1973 in the subject line or mail to **Princeton University, Office of Human Resources, One New South Req. 1973, Princeton, NJ 08544.**

Princeton University

An equal opportunity employer.

GALLAUDET UNIVERSITY

800 Florida Avenue, N. E.
Washington, D. C. 20002

ANNOUNCEMENT OF VACANT POSITIONS

Gallaudet University invites applications and nominations for the positions of:

- ***Dean, Laurent Clerc National Deaf Education Center***
- ***Associate Dean, Academic Departments, College of Liberal Arts, Sciences, and Technologies***
- ***Associate Dean, Professional Programs, Graduate School and Professional Programs***
- ***Associate Dean, Center for Academic Programs and Student Services, College of Liberal Arts, Sciences, and Technologies***

Gallaudet University serves deaf and hard of hearing students from many different backgrounds and seeks to develop a workforce that reflects the diversity of its student body. Gallaudet is an equal employment opportunity/affirmative action employer and actively encourages deaf, hard of hearing, and disabled individuals, women, members of traditionally underrepresented groups, and veterans to apply for open positions.

Detailed qualification statements can be found at the Gallaudet University Web site under Personnel Office, Employment Opportunities. All positions require the ability to communicate effectively using American Sign Language.

DEAN, LAURENT CLERC NATIONAL DEAF EDUCATION CENTER. The Dean will provide the vision and leadership necessary to achieve the national mission mandates as described in the Education of the Deaf Act Amendments of 1998, serve as the senior administrator for the Model Secondary School for the Deaf and the Kendall Demonstration Elementary School, and direct the efforts of the evaluation, training, information systems, and dissemination units in the Center. **Requires:** Earned doctorate and increasingly responsible leadership and supervisory experience which demonstrates the ability to effect change and maintain a climate of innovation, to fulfill the national mission, and to provide an exemplary education to elementary and secondary youth. (A Master's degree and extensive related experience may be considered in lieu of the doctorate.) Expertise in educational development, in planning and utilizing educational research and program evaluation, and in budgeting and resource allocation.

ASSOCIATE DEAN, ACADEMIC DEPARTMENTS, COLLEGE OF LIBERAL ARTS, SCIENCES, AND TECHNOLOGIES. The Associate Dean will: provide daily leadership to the academic departments in the College of Liberal Arts, Sciences, and Technologies; manage short-term budget, personnel, and strategic planning for the academic departments; work with department chairs and within the faculty governance system to develop and implement new curricula, majors, and innovative programs; facilitate the growth of non-traditional educational programs including summer, evening, and weekend programs, distance education, and certificate programs; and contribute to the achievement of the University's enrollment goals through effective recruitment and retention plans. **Requires:** Earned doctorate or terminal degree in a relevant discipline. Proven record of effective teaching, service, and scholarship or creative activity. Evidence of the ability to provide responsible leadership to and management of programs, faculty, and staff.

ASSOCIATE DEAN, PROFESSIONAL PROGRAMS, GRADUATE SCHOOL AND PROFESSIONAL PROGRAMS (GSPP). The Associate Dean will: manage the daily operations of the academic departments comprising the Graduate School and Professional Programs; oversee departmental activities, ensuring the most effective use of University resources; work closely with department chairs to develop and manage departmental budgets, develop new professional programs at both the graduate and undergraduate levels using both traditional and nontraditional models of course delivery such as certificate programs and distance education, increase the number and scope of interdisciplinary and collaborative activities among GSPP departments, and achieve the University's enrollment goals through the development of effective recruitment and retention plans. **Requires:** Earned doctorate or terminal degree in a relevant discipline. Proven record of effective teaching, service, and scholarship or creative activity. Evidence of the ability to provide responsible leadership to and management of programs, faculty, and staff.

ASSOCIATE DEAN, ACADEMIC PROGRAMS AND STUDENT SERVICES, COLLEGE OF LIBERAL ARTS, SCIENCES, AND TECHNOLOGIES. The Associate Dean will: provide daily leadership to the academic programs and student support units including Academic and Career Advising, Tutorial Services, the Honors Program, and Services for Students with Disabilities; manage short-term budget, personnel, and strategic planning; oversee programs to enhance enrollment, retention, and academic success of first year and pre-major students; supervise developmental programs in English and math; facilitate the development of undergraduate certificate programs and associate level degrees. **Requires:** Earned doctorate or a Master's degree and three years of directly related administrative experience. Proven record of effective teaching, service, and scholarship or creative activity. Evidence of the ability to provide responsible leadership to and management of a large and complex unit.

DEADLINE DATE FOR NOMINATIONS: December 1, 2001.

DEADLINE DATE FOR RECEIPT OF APPLICATIONS: January 31, 2002.

Salary commensurate with education and experience. Excellent benefits package.

Send Nomination or Application (resume and letter of interest) to:

Screening Committee
Office of the Provost
GALLAUDET UNIVERSITY
800 Florida Avenue, NE
Washington, DC 20002

Saint Mary's College
NOTRE DAME · INDIANA

The Nation's Premier Catholic Women's College

Center for Women's InterCultural Leadership

www.saintmarys.edu/~cwil

Saint Mary's College, a Catholic, four-year liberal arts institution for women located approximately 90 miles east of Chicago, has recently established the Center for Women's InterCultural Leadership through support of a Lilly Endowment, Inc. grant. The Center for Women's InterCultural Leadership seeks qualified individuals from a variety of disciplines to fill the following positions. All appointments are renewable for up to a two-year term. Fellows will hold joint appointments with an academic department and contribute to the intellectual life and scholarly efforts of the Center and the College.

Senior Fellows (2)

These scholars' teaching, ideas, and research have made a significant contribution toward the study of the interconnections between gender and culture in the world today. Senior fellows, teach at least one course per semester, and offer seminars for faculty and community leaders. They have at least ten years experience of scholarship in a field which informs intercultural studies. A Ph.D. or equivalent terminal degree and demonstrated record of excellence in teaching is required.

Fellows (2)

Fellows of the Center for Women's InterCultural Leadership have a demonstrated interest in contributing to the evolution of the Center, the advancement of intercultural studies and wish to develop their own scholarship in women's intercultural issues. Tenure track appointments are possible. Fellows teach a minimum of two or three courses per year and continue development of personal scholarship in women's intercultural issues. A Ph.D. or equivalent terminal degree, demonstrated record of excellence in teaching, and at least five years of scholarly experience are required.

Post Doctoral Fellows (1-2)

Post Doctoral Fellows of the Center for Women's InterCultural Leadership are chosen for their demonstrated interest in the advancement of the study of the interconnections between gender and culture in the world today. They teach up to 3 courses per year and contribute to the advancement of intercultural issues. A Ph.D. or equivalent terminal degree in an area relevant to the goals of the Center, completed within three years from date of application and an interest in pursuing scholarship in intercultural studies as it applies to women are required.

Dissertation Fellows (1-2)

Dissertation Fellows of the Center for Women's InterCultural Leadership will be selected from ABD applicants in any academic discipline which informs women's intercultural issues. They teach one course per semester and contribute to the advancement of intercultural studies and the life of the Center. Graduate course work must be completed and a dissertation in an area of study relevant to the work of the Center be well under way before application.

For the 2002-2003 academic year, preference will be given to candidates with degrees in Business Administration (International Management), Communication Studies, History, Nursing, and Political Science. Qualified candidates should submit a letter of interest, CV, and three letters of reference to: **Center for Women's InterCultural Leadership, Saint Mary's College, Notre Dame, IN 46556.** For full consideration, completed applications should be in by December 15, 2001.

Women and minorities are encouraged to apply. EOE

Lighting Design Search

Associate Professor Lighting Design, full-time tenure track position. The Theatre School of **DePaul University** (founded in 1925 as the Goodman School of Drama) invites applications for the fall of 2002. The position includes responsibilities for: heading Lighting Design Program, teaching three year-long courses in the Lighting Design Program, advising lighting design majors, supervising student work on productions, recruiting students, and periodically designing in the production season, within an intensive B.F.A. conservatory training program. Qualifications: M.F.A. or professional equivalent. Significant professional experience is essential. Candidates must be committed to continuing professional work. Teaching experience is required. Candidates should be committed to collegiality and a collaborative process. Salary is commensurate with qualifications and experience. Applications must be received by *January 31, 2002*. Send application letter, vitae, personal statement, three letters of recommendation and other references to: **John Culbert, Dean, The Theatre School, DePaul University, 2135 North Kenmore Avenue, Chicago, Illinois 60614-4111.** Minorities and women are strongly encouraged to apply. The School seeks faculty members who bring a critical perspective to issues of diversity and multiculturalism. DePaul University is an Equal Opportunity Employer.

DEPAUL
UNIVERSITY

www.depaul.edu

NORTH DAKOTA STATE UNIVERSITY

Assistant/Associate Professor of Hospitality Management.

Effective August 15, 2002.

Teach undergraduate courses, advise students, initiate funded research and scholarship, disseminate results to appropriate professional forums, maintain student recruitment, co-advise student organization, participate in outreach activities. For qualifications and application process, contact the NDSU Web site at:

http://www.ndsu.nodak.edu

North Dakota State University is an equal opportunity/affirmative action employer and educational institution.

PRESIDENT / CEO

The Kentucky Community and Technical College System (KCTCS) seeks an entrepreneurial leader to serve as President of the Jefferson Community College and CEO of the Jefferson Community and Technical College District, which is comprised of Jefferson Community College and Jefferson Technical College.

For a detailed job advertisement please see our website at

www.kctcs.net

KCTCS

The KCTCS is an equal access, equal opportunity, affirmative action institution and is committed to providing equal opportunity through its employment practices. Women and minorities are encouraged to apply.

ILLINOIS

UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN
COLLEGE OF APPLIED LIFE STUDIES

Head, Department of Community Health

Position. The College of Applied Life Studies at the University of Illinois at Urbana-Champaign invites nominations and applications for the position of Head of the Department of Community Health. This position represents an exciting opportunity for an individual who wishes to develop and expand a department with a long tradition of outstanding scholarship, teaching, and community service in the tradition of a land grant university. The interdisciplinary faculty and programs of this Department have placed an emphasis on the community context for improving health and health care services. Areas of research and study represented in the department include: epidemiology; health policy, planning and administration; health behavior/education; and rehabilitation and disability studies. The Head will administer a department with established undergraduate and graduate (M.S.P.H., M.S. and Ph.D.) programs. Further information about the Department of Community Health can be obtained at: **http://www.chlth.uiuc.edu/**.

Qualifications. Candidates should be outstanding scholars with a strong record of contributions to their discipline, and should have a broad vision of community and public health. Administrative experiences such as personnel management, strategic planning, curriculum development, procurement of external funds, and shaping a department research agenda are desired. Candidates must be qualified for an appointment as a full professor. Salary is commensurate with experience and qualifications. The starting date is **August 21, 2002.**

Department, College, and University. The University of Illinois at Urbana-Champaign is a major land-grant institution chartered in 1867 that provides undergraduate and graduate education in more than 150 fields of study to approximately 36,000 students. The campus offers a rich environment for interdisciplinary research including the largest public university Library in the world, the National Center for Supercomputing Applications, and an extensive program of guest lecturers. The College of Applied Life Studies, which administers the department, is dedicated to addressing quality of life issues for the 21st century. The Department of Community Health participates in a variety of interdisciplinary projects such as the Initiative in Aging, the Disability Research Institute, the Medical Scholars M.D./Ph.D. Program, and the Institute of Government and Public Affairs.

Application procedure. A letter of application, curriculum vita, and the names and telephone numbers of at least three references should be sent to:

Kathleen F. Conlin, Chair
Community Health Head Search Committee
Attention: Sherry Poison
College of Applied Life Studies
University of Illinois at Urbana-Champaign
1206 South Fourth Street
Champaign, IL 61820, USA
Phone: (217) 333-2131
FAX: (217) 333-0404
Email: kconlin@uiuc.edu

To assure full consideration, application or nominations must be received by **January 22,2002.**

The University of Illinois is an Affirmative Action/Equal Opportunity Employer and, upon request, provides reasonable accommodations to individuals with disabilities. Minorities, women, and other designated class members are encouraged to apply.

NATIONAL ENDOWMENT FOR THE HUMANITIES

THE NATIONAL ENDOWMENT FOR THE HUMANITIES (NEH) seeks applications for an opening in the Division of Preservation and Access. The Division of Preservation and Access provides leadership and support for a sustained national effort to preserve and increase the availability of resources important for research, education, and public programming in the humanities. The incumbent will participate fully in administrative, financial, program policy, and other matters for the Division. The incumbent provides advice to prospective grant applicants, reviews and analyzes grant applications, and participates in program planning and development.

HUMANITIES ADMINISTRATOR

Responsibilities of the position:

The incumbent assists potential applicants in the development of proposals; Reviews grant proposals and assesses their eligibility and consistency with Endowment goals; Arranges for the review and evaluation of applications by expert panelists; Administers the continued evaluation and payment for current grants; Represents the Division at various meetings; and Conducts site visits to promote the Division's programs and to evaluate the accomplishments of the current projects it supports.

Qualifications Requirements:

An earned B.A. in a discipline of the humanities is required. In addition to the basic education requirement, applicants must possess one year of specialized experience in the humanities equivalent to the next lower grade level in the general schedule. Specialized experience is professional experience in the humanities in non-profit institutions, grant-making organizations, or higher education. This includes administrative, curatorial, and processing experience in library, archival, or museum collections that directly relates to the humanities. Typically, experience at the next lower grade level would include work in the humanities performed with a wide latitude for the exercise of independent judgment, would be professional work of marked difficulty and responsibility, and would require extended professional training and experience which has demonstrated leadership and attainments of a high order.

The ideal candidates will meet the following criteria: (1) A professional degree in library science, archival studies, and/or an advanced degree in a field of the humanities; (2) Demonstrated speaking and writing ability, as evidenced by recent (3-5 years) presentations at professional meetings or other organized gatherings and by written reports, articles, or other documents prepared for in-house or public occasions; (3) Demonstrated experience in the use of computer technology to create, disseminate, and/or provide long-term access to humanities resources; (4) Broad knowledge of issues and trends regarding the role of libraries, archives, museums, and research institutions in managing the creation, dissemination, and storage of humanities resources in digital form; and (5) Administrative experience in a not-for-profit cultural institution, grant-making organization, or research institution.

The salary for this position is $63,211 p.a.

Applicants may submit their application in any form they wish, for example, an updated SF-171, "Application for Federal Employment;" OF-612, "Optional Application for Federal Employment"; resume; or other format. To ensure their applications receive consideration, potential applicants should contact the Office of Human Resources at the address or telephone number below to receive a copy of the complete application requirements.

All applications must be received by close of business on December 17, 2001, and must cite Vacancy Announcement 02-002. All correspondence should be addressed to:

Mr. Dion Blassingame
National Endowment for the Humanities
1100 Pennsylvania Avenue, N.W., Room 418
Washington, DC 20506
Telephone: 202/606-8281
For more information on NEH visit: www.neh.gov

An Equal Opportunity Employer

CALIFORNIA STATE UNIVERSITY
SAN BERNARDINO

TENURE-TRACK POSITIONS FOR 2002-2003 ACADEMIC YEAR

California State University, San Bernardino, a comprehensive regional university, is one of the fastest growing of the 23 State University campuses with approximately 15,000 students, 450 full-time faculty, and 52 undergraduate and graduate degree programs. The University consists of Colleges of Business and Public Administration, Education, Arts and Letters, Natural Sciences, and Social and Behavioral Sciences. Off-campus programs are offered at the Coachella Valley Center in Palm Desert. The University is situated 70 miles east of Los Angeles, offering easy access to beaches, mountain, and desert resorts. The rapidly expanding metropolitan area offers a wide variety of cultural and recreational opportunities. Housing costs average 35% below those of Los Angeles and Orange Counties.

Preferred candidates will be expected to meet the traditional requirements of excellence in teaching, active scholarly and professional work, and service to the University and community. In addition, new faculty are encouraged to develop and participate in activities that support the University's strategic plan. This plan emphasizes three areas: a) alternative modes of instructional delivery to include off-campus and distance learning; b) the learning process, i.e., innovative teaching strategies and/or research on how students learn and apply knowledge over an extended period of time; and c) partnership with the community to enhance social, economic, and cultural conditions.

The Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act requires the notice of availability of the annual campus security report to prospective faculty. The annual security report includes statistics for the previous three years concerning reported crimes that occurred on campus; in certain off-campus buildings or property owned or controlled by the California State University and on public property within, or immediately adjacent to and accessible from, the campus. The report also includes institutional policies concerning campus security, such as policies concerning alcohol and drug use, crime prevention, the reporting of crimes, sexual assault, and other matters. You can obtain a copy of this report by contacting the campus Office of Public Safety or by accessing the following website: http://publicsafety.csusb.edu/safetyreport.html

The following departments are recruiting tenure-track faculty. Salaries are competitive and dependent on qualifications and experience. For more information including closing dates please visit our Web site at http://www.csusb.edu.

COLLEGE OF ARTS AND LETTERS

(rank of assistant professor unless otherwise noted)

Art: Art History (Non-Western or pre-Baroque)
Communication Studies (three positions, assistant or associate rank): Media Studies; TV/Video Production; Marketing Communication
English (three positions): Composition, Asian/Asian American Literature, Creative Writing, English Education, American Literature since 1800
Foreign Languages and Literatures: Spanish Generalist
Music: Music Education/Vocal
Philosophy: Non-Western or Ancient Western
Theatre Arts: Drama Education

COLLEGE OF BUSINESS AND PUBLIC ADMINISTRATION

Accounting and Finance: Corporate Finance and Financial Institutions (rank open with assistant preferred)
Information & Decision Sciences (two positions, rank open with assistant preferred): Networking and Web Design; Database Design and Management
Marketing: Marketing Management, Consumer Behavior (rank of assistant professor)

COLLEGE OF EDUCATION

(rank is open for all positions)

Languages, Literacy and Culture (two positions): Teaching of reading
Educational Leadership and Curriculum: Personnel and Finance
Educational Psychology and Counseling (two positions): Child Development, Educational Psychology, or Special Education
Science, Mathematics and Technology Education: Educational Technology
Special Education: Mild/Moderate Disability

COLLEGE OF NATURAL SCIENCES

(rank of assistant professor unless otherwise noted)

Biology: Cell Biology
Computer Science: Open (assistant or associate rank)
Geological Sciences: Hydrogeology
Health Science and Human Ecology (two positions): Health Services Administration; Industrial Hygiene (assistant or associate rank);
Kinesiology (three positions): Exercise Physiology; Psychology of Activity and Sport; Physical Education Teacher Preparation
Mathematics (two positions): Open
Nursing (two positions, assistant or associate rank): Community Health Nursing; Medical-Surgical Nursing
Physics (two positions): Experimental Physics; Physics or Astronomy

COLLEGE OF SOCIAL AND BEHAVIORAL SCIENCES

(rank of assistant professor unless otherwise noted)

Criminal Justice (two positions, one assistant and one associate rank): Gangs; Environmental Criminologist
History (three positions): 19th Century American History; African History; American, Public/Oral History
Psychology (five positions): Clinical or Counseling Psychology (assistant or associate rank); Cognitive and Adult Learning (associate rank); Human Development and Family Studies; Cognitive; Biological Psychology
Social Work (two positions) Generalist/Practice; Generalist/BSW
Sociology: Welfare Policy, Urban Sociology

California State University, San Bernardino is an Equal Opportunity Employer committed to a diversified workforce.

George Mason University

SOCIOLOGY AND ANTHROPOLOGY

Chair- Full Professor

The Department of Sociology and Anthropology invites applications for the position of Chair with a starting date of **Fall 2002.** We are seeking someone with an outstanding record of scholarship and teaching suitable to warrant appointment at the Full-Professor level. Area of Specialization is open. The Department consists of 13 sociologists and 9 anthropologists and it offers a MA and BA in Sociology and a BA in Anthropology. Applicants should submit a letter of interest, curriculum vitae and the names of three references by **December 8, 2001.** All materials should be sent to:

Chair, Search Committee Chair
Department of Sociology and Anthropology
George Mason University
4400 University Drive, MSN 3G5
Fairfax, VA 22030

The close proximity of George Mason University to Washington, DC provides access to the research resources of the capital area. George Mason University is a young, dynamic growing state university of 25,000 students, who constitute one of the most diverse student bodies in the nation. Women, minorities and persons with disabilities are strongly encouraged to apply. **(www.gmu.edu/departments/)**

AA/EEO

University of Northern Iowa

BIOCHEMISTRY FACULTY POSITION

The Department of Chemistry invites applications for a tenure-track position at the Assistant Professor level beginning in August 2002. The Department wishes to consider outstanding candidates with research and teaching interests in biochemistry. Requirements include a Ph.D. degree in chemistry or biochemistry, a commitment to excellence in teaching and research, demonstrated written and oral communication skills, and a willingness to seek external funds. The candidate selected will be able to teach university level courses in chemistry and biochemistry and provide laboratory research opportunities for undergraduate and graduate (Masters degree) students. Postdoctoral experience is preferred. Teaching assignments will include undergraduate and graduate courses in biochemistry and other chemistry courses. Applicants must submit a curriculum vitae, copies of transcripts, a statement of research plans and selected publication reprints and a statement of teaching philosophy. Applicants must also arrange for three letters of recommendation to be sent directly to: **Dr. John A. Bumpus, Chair, Biochemistry Search Committee, Department of Chemistry, University of Northern Iowa, Cedar Falls, Iowa 50614-0423.** The Department of Chemistry web page is **www.chem.uni.edu.** Email inquiries may be made to **john.bumpus@uni.edu.** Candidates are assured full consideration if all required materials are received by December 3, 2001. The department encourages applications from minority persons, women, disabled persons and Vietnam era veterans. The salary is competitive. The University of Northern Iowa is a state-supported residential university. It serves over 14,000 students and is one of three state universities, governed by the Iowa Board of Regents. It is located in Cedar Falls, Iowa (population 35,000) which is adjacent to Waterloo, Iowa (population 75,000). Together they form the commercial, cultural and political hub of northeast Iowa. The community offers excellent educational, cultural, medical and recreational facilities.

UNI is an equal opportunity employer with a comprehensive plan for affirmative action.

Texas Tech University

PROVOST

The president of Texas Tech University and the Provost Search Committee invite nominations and applications for the position of provost. As a doctoral extensive institution, Texas Tech University seeks a visionary scholar and leader in administration and education to guide the university. The term of the new provost will begin on or near Sept. 1, 2002.

The provost is Texas Tech University's chief academic officer and reports to the president on all matters related to activities of the schools and colleges, academic facilities, accreditation and faculty personnel policies. The provost is responsible for maintaining the highest standards in teaching, research and service among all faculty members in all academic program areas. Deans of eight colleges, the School of Law, the dean of Libraries, the Division of Outreach and Extended Studies, the University Interscholastic League, the Institute for the Development of Exceptional and Advanced Learners, the Women's Studies Program, the Museum of Texas Tech University, the National Ranching Heritage Center, KOHM-FM, KTXT-TV, the University Press and the Office of International Affairs report to the Provost. Convocations; the Teaching, Learning & Technology Center; and Official Publications are also the responsibility of the provost. The provost represents the academic interests of the university to the Texas Higher Education Coordinating Board and provides input into strategic planning for presenting university priorities to the Texas Legislature.

Desired qualifications include a terminal degree; senior academic and administrative leadership experience; strong academic credentials in teaching, scholarship and research; service sufficient to warrant appointment as professor with tenure in one of the university's academic units; evidence of active leadership in the implementation and maintenance of diversity initiatives in regard to faculty, staff and students; demonstrated commitment to a quality-productivity-based approach to university administration; a successful track record in strategic planning and financial management; and an understanding of and demonstrated commitment to a student-centered undergraduate experience in the context of a doctoral extensive research university. Additional attributes include the ability to represent, strengthen and expand relationships for the university, and to articulate the role of a contemporary comprehensive university to a diverse public. She/he should have knowledge of issues affecting higher education. The provost will be part of a collaborative management team and must possess strong communication skills and the ability to interact in a productive atmosphere with vice presidents and deans.

FOR FULL CONSIDERATION, MATERIALS SHOULD BE SUBMITTED PRIOR TO DEC. 7, 2001. Review of applications will begin immediately, and will continue until an appointment is made. Application materials should include a letter of application addressing how the candidate's experiences match the position requirements; a statement of administrative philosophy; a curriculum vitae; and the names, titles, e-mail addresses, business addresses, and business and home telephone numbers of at least five references that include faculty, administrators, students and community leaders. Electronic submission of materials as an MS Word attachment is strongly encouraged. Texas Tech is an affirmative action, equal opportunity employer and has a strong institutional commitment to diversity. In that spirit, we are particularly interested in receiving applications from a broad spectrum of people, including women, minorities and persons with disabilities.

Individuals wishing to nominate candidates for the position should submit a letter of nomination, including the name, position, address and telephone number of the nominee.

Requests for information, written nominations and application materials should be directed to:

Dr. Michael Heintze
Chair, Provost Search Committee
Office of Enrollment Management
Texas Tech University
Box 42010
Lubbock, TX 79409-2010
e-mail: michael.heintze@ttu.edu

OR

Mr. Ronald Phillips
Office of the President
Texas Tech University
Box 42005
Lubbock, TX 79409-2005
e-mail: ronald.phillips@ttu.edu

Texas Tech University was established in 1923. Enrollment is approximately 25,500 students, with graduate and professional students comprising about 16.8% of the total. The university employs approximately 1163 academic faculty, of whom 816 are on tenure-track appointments, 799 administrative-professionals and 2314 classified staff. The 2000-2001 university budget is $385.5 million, with 1999-2000 research funding at an annual level of approximately $40 million. The university ranks 64th in the Association of Research Libraries. For further information about Texas Tech University, please see www.ttu.edu.

BEST COPY AVAILABLE

ROGER WILLIAMS UNIVERSITY

ASSISTANT DEAN OF STUDENTS/DIRECTOR OF STUDENT LIFE

Roger Williams University, Division of Student Affairs, is conducting a search for a full-time Assistant Dean of Students/Director of Student Life. Reporting to the Dean of Students and Chief Student Affairs Officer, the Assistant Dean will oversee a newly redesigned department of Student Life, including the supervision of the directors of Housing and Residence Life, and coordination of all department activities. Two new initiatives which the Assistant Dean must design and implement are off-campus housing and the commuter center.

Roger Williams University has seen tremendous growth in the last eight years both in stature of the institution and student population. As the University continues on its path of excellence, it is necessary to create an office to serve the needs of our undergraduate, graduate and law students by offering off-campus housing options. As more of our residential population becomes commuter students, it is also necessary to design a responsive commuter center operation. These operations will work in concert with the Student Life staff to insure appropriate operational integration. The Assistant Dean will coordinate this new effort through the supervision of four full-time central office professionals, six full-time Coordinators of Residence Education, eleven full-time custodians and a secretary.

Qualifications include: Master's degree and a minimum of eight years' full-time student affairs experience in higher education; the ability to develop positive town-grown relations and seek out partnerships with community resources for off-campus housing. Excellent communication, computer and data management skills are also required.

Send cover letter, resume and list of three professional references to: **Office of Human Resources, Ref.# HO96 Assistant Dean of Students/Director of Student Life, Roger Williams University; One Old Ferry Road; Bristol, RI 02809.**

Equal Opportunity/Affirmative Action/Americans with Disabilities Act Employer with a strong commitment to diversity. Roger Williams University does not discriminate on the basis of gender, handicap, race, age, color, sexual orientation, political affiliation, marital status, national origin, or religion. We encourage all qualified men and women to apply.

www.rwu.edu

THE COLLEGE OF NEW JERSEY

Department of Modern Languages

Assistant Professor - Spanish/Translation & Spanish for the Professions

The College of New Jersey is a highly selective, comprehensive institution with 5,800 undergraduate students. Located on a 289 acre tree-lined suburban campus, TCNJ is close to Princeton, with easy access to New York and Philadelphia.

The Department of Modern Languages at The College of New Jersey announces a tenure-track position in Spanish/Translation and Spanish for the Professions. **Requirements:** Ph.D. at time of employment (field open); demonstrated ability in translating in at least two of the following areas: Literature, Law, Medicine, International Affairs, Business; ability to teach Spanish for the Professions; dedication to teaching; commitment to ongoing scholarship. Experience with immersion programs desirable. Applications will be accepted until the position is filled. Applications received by November 30, 2001 will be considered for interviews at the MLA Convention. To apply, please send letter of application and complete dossier to: Professor Adriana Rosman-Askot, Chair, Department of Modern Languages, The College of New Jersey, P.O. Box 7718, Ewing, NJ 08628-0718. To enrich education through diversity, The College of New Jersey is an Affirmative Action/ Equal Opportunity Employer. For more information about The College, please visit our website at ***www.tcnj.edu***.

POSITION ANNOUNCEMENT

Vice President for Research and Dean of the Graduate School

Applications and nominations are invited for the position of Vice President for Research and Dean of the Graduate School at the University of Maryland, College Park. Women and minority candidates are especially encouraged to apply.

The Vice President for Research is a member of the University's senior leadership team and reports to the President while working closely with the Senior Vice President for Academic Affairs and Provost. The Vice President is expected to provide the leadership needed to sustain the strong growth in the University's research programs, which in the most recent fiscal year resulted in over $300M in new grants and contracts awarded to the University. The Vice President is expected to assume a position of leadership in representing the University to national and internal research and educational agencies, business and industry, and in the national and international research community. The Vice President will lead the campus in the development of new multi-disciplinary research activities, partnerships, collaborations, agreements, and units, particularly those working across university campuses, government agencies, and the business sector both nationally and internationally. The Vice President is charged with formulating and promoting policies that support a large and diverse faculty in the conduct of their research, scholarship and creative work at the highest levels. The Vice President oversees several institutional assurance committees (animal care and use, biological and chemical hygiene, radiation safety, and human subjects) and the following administrative units: Research Advancement and Administration, Technology Liaison, and the Maryland Center for Applied Policy Studies.

As the principal academic officer of the Graduate School, the Dean reports to the Senior Vice President for Academic Affairs and Provost and is responsible for policy development and administration of a decentralized Graduate School offering over 70 advanced degree programs and enrolling over 9000 students. In cooperation with academic departments and colleges, the University Senate and the Graduate Council, the Dean plays an important role in shaping graduate curriculum and must approve new graduate programs. The Dean is in charge of the review and modification of existing programs and the policies and procedures that govern recruitment, admission, support and education of graduate students. The Dean chairs the University's Graduate Council. The following units report to the Dean: Graduate Fellowship Office, Office of Minority Graduate Education, and Graduate Admissions and Records.

Qualifications include a record of distinguished scholarly accomplishment, research leadership, the recruitment of extramural funding, and service. Qualified applicants merit appointment at the rank of Professor and have successful administrative experience.

Salary will be competitive and commensurate with experience. The appointment date is open. Applicants and nominees should submit a letter of interest, curriculum vitae, and the names, addresses, and telephone numbers of four persons whom the search committee can contact for references. Nominations are encouraged and will be accepted at any time. Review of nominations and applications for the position will commence on **December 15, 2001**, and continue until the position is filled. All materials should be sent to:

Dr. Ann G. Wylie
Assistant President and Chair, Search Committee
Office of the President
1101 Main Administration Building
University of Maryland
College Park, MD 20742

The University of Maryland, College Park actively subscribes to a policy of equal education and employment opportunities.

UNIVERSITY OF MARYLAND

Kenyon College

Dissertation/Teaching Fellowship for Minority Scholars

One of the most significant challenges confronting small liberal arts colleges in the United States today is how to increase the relatively small number of minority faculty teaching at such institutions. Creating a diverse and representative group of teachers benefits students, faculty, and administrators alike, by enriching the nature of the education experience for all. We recognize, though, that young scholars who are members of underrepresented groups frequently choose to pursue their careers as teachers and scholars at research universities rather than at small liberal arts colleges. In order to encourage such scholars to consider college rather than university teaching, Kenyon College offers the Kenyon College Dissertation/Teaching Fellowship for Minority Scholars. The program aims at minority scholars in the final stages of their doctoral work who need only to finish the dissertation to complete requirements for the Ph.D. We hope the experience of living and working for a year at Kenyon will encourage these fellows to consider a liberal arts college as a place to begin their careers as teachers and scholars. In the past, fellowships have been awarded in: African and African American Studies, American Studies, Anthropology, Art History, English, History, Math, Modern Languages and Literatures(Spanish), Music, Religious Studies and Sociology.

Kenyon will provide a stipend of $32,500, plus health benefits, housing, and a small moving allowance. The College will also provide an allowance to cover travel to conferences or for consultation with the dissertation director. Kenyon will assist the Fellow in finding college housing. The Fellow will be provided an office, a networked computer, and secretarial support services. Faculty colleagues at Kenyon recognize and embrace the opportunity to welcome and mentor new faculty members.

The Kenyon Fellow is expected to write the dissertation and to teach one course each semester, usually in the Fellow's general research area. Fellows are also expected to offer a College lecture or Departmental seminar on the dissertation topic at some point during the academic year in residence. Kenyon College assumes that the Fellow will participate in the intellectual life of his/her home department, as well as in the broader cultural life of the College. Our primary expectation, however, and the main focus of this fellowship, is the completion of the dissertation.

Eligibility to apply for the Kenyon College Dissertation/Teaching Fellowship for Minority Scholars is limited to:

- Citizens or nationals of the United States at the time of application.
- Members of the following minority groups:
    - Alaskan Natives (Eskimo or Aleut)
    - Native American Indians
    - Black/African Americans
    - Mexican Americans/Chicano
    - Native Pacific Islanders (Polynesian or Micronesian)
    - Puerto Ricans
- Individuals who are enrolled in a research-based PhD program in one of the following fields: African and African American, American Studies, Anthropology, Art History, Asian Studies, Biology, Classics, Dance, Drama, Economics, English, Environmental Studies, History, Humanities, International Studies, Math, Modern Languages and Literature, Music, Philosophy, Political Science, Psychology, Religious Studies, Sociology, and Women's and Gender Studies.
- Individuals who aspire to a teaching and research career.
- Persons who have not yet earned a doctoral degree at any time and in any field.

Please send a letter of application, vita, and three letters of references (including the dissertation advisor) to the **Office of the Associate Provost, Kenyon College, Gambier, OH 43022.** The Search Committee will begin consideration of the dossiers on **December 3, 2001.**

Kenyon College is an Equal Opportunity Employer and, in particular, encourages the applications of women and minority candidates.
files\forms\kdf.01

BROWN UNIVERSITY

PROVOST

Brown University invites applications and nominations for the position of Provost. The position reports to the University President, Ruth J. Simmons.

Responsibilities: The Provost is responsible for the broad oversight of the University's programs and for consistency and effectiveness in the development, ongoing revision and implementation of Brown's strategic plan. The Provost is second in seniority and serves as the officer in charge of the University in the absence of the President. The Provost works with the President to ensure that the actions of the University are consistent with the stated goals of the University. A primary responsibility of the Provost is ensuring that University resources are applied in a manner consistent with Brown's academic mission. As chair of the Advisory Committee on University Planning, the Provost is responsible for recommending through this committee a comprehensive strategy for the University's operating budget. At the same time, he or she reviews fundraising needs and priorities for overall consistency with institutional goals and makes decisions about how those resources are to be deployed. Overseeing the deans and directors of centers as well as the computing and library resources, the Provost takes care to see that the resources needed to carry out the teaching and research mission of the University are substantial and appropriate. The Provost acts on recommendations regarding faculty appointment, reappointment, tenure and promotion for all University faculty, including Medical faculty.

Qualifications: Brown is a University College with a tradition of providing excellent education for undergraduate, graduate, and medical students and supporting faculty who are outstanding teachers and researchers. The University seeks an individual with proven administrative experience and a track record for rigorous and innovative thinking to provide strong leadership. The individual must have the capacity to understand and support the diverse reaches of university life. Applicants must have a distinguished record of scholarship, suitable for a tenured appointment in an existing department at Brown University.

Application Process: Applications and nominations must be received by November 15, 2001, in order to be assured full consideration, but the search will continue until a Provost is appointed. Nominations and applications should be sent to: **Ruth J. Simmons, President, Chair, Provost Search Committee, Brown University, Box 1860, Providence, RI 02912.**

Brown University is an Equal Opportunity/Affirmative Action Employer.

Visit our website at: **www.brown.edu**

Salve Regina
UNIVERSITY

Vice President for Academic Affairs

The President of Salve Regina University invites applications for the position for Vice President of Academic Affairs.

This senior academic officer is responsible for working with faculty to fulfill the mission of the University through quality curriculum and instruction. Responsibilities include faculty hiring, evaluation and development; overseeing the academic budget; supervising student life and recruitment programs; implementing an academic plan and participating in strategic planning. Applicants must be experienced leaders, capable of inspiring the University community, with a distinguished academic record and a history of teaching excellence. Enthusiasm for the use of technology in teaching and knowledge of educational administration and fiscal planning required.

Salve Regina University, a dynamic coeducational institution, is located in historic Newport, Rhode Island. Overlooking the Atlantic Ocean on the historic Cliff Walk, its 75-acre campus is home to several architecturally significant nineteenth century mansions, which now support the educational mission of the University and create a campus setting of unparalleled beauty.

Accredited by the New England Association of Schools and Colleges, Inc., Salve Regina offers undergraduate liberal arts programs with concentrations in the arts and sciences and in pre-professional and professional programs as well as several innovative interdisciplinary programs. Graduate offerings include the M.A. in International Relations, the M.B.A, a C.A.G.S. in Holistic Counseling and a Ph.D. program in Humanities. A pioneer in distance education, Salve Regina currently offers several masters degree programs online. The University enrolls 1,800 undergraduate and 400 graduate students.

A Catholic institution founded by the Sisters of Mercy, Salve Regina is the home of The Pell Center for International Relations and Public Policy.

Application Procedures: Candidates should submit a letter of application, professional vita, and names, addresses and telephone numbers for four references to: Vice President for Academic Affairs Search Committee, c/o President's Office, Salve Regina University, 100 Ochre Point Avenue, Newport, RI 02840-4192. For full consideration, completed applications must be received before November 15, 2001. *Salve Regina is an Equal Opportunity/Affirmative Action Employer.*

WWW.SALVE.EDU

DEAN

SCHOOL OF NURSING

THE JOHNS HOPKINS UNIVERSITY
BALTIMORE, MARYLAND

The Johns Hopkins University is seeking a Dean to lead its School of Nursing in an era of great opportunity, both locally and globally. The School, located in the heart of Baltimore City on the University's East Baltimore health campus, has a distinguished full-time faculty of 60 and a diverse population of 300 bachelor's, 250 master's and 24 doctoral degree students.

A leading center in nursing education, research and professional service, the School offers both undergraduate and graduate programs. The School has a thriving upper division baccalaureate program leading to a BS in Nursing, available as a traditional two-year program or as an accelerated 13 1/2 month program. There is also direct entry to a combined BS to MSN program for students who already hold a bachelor's degree. The Master's program has strong emphases in adult, family and pediatric primary care; adult acute/critical care; community health nursing; and nursing care and health systems management. In addition to preparing future nurses and leaders, the School offers a wide variety of advanced practice programs, including the MSN / MBA and the MSN / MPH. The School also offers PhD and DNSc degrees and enjoys excellent collaborative research relationships with Johns Hopkins' other academic divisions. The School maintains a small student-to-faculty ratio in clinical settings at The Johns Hopkins Hospital, and a variety of other acute, long-term community and specialty health care institutions. Faculty and students are engaged in a significant mix of community-centered health promotion initiatives, including those designed in collaboration with Johns Hopkins' new Urban Health Institute.

The School's new Anne M. Pinkard building has state-of-the-art instructional and information technology facilities, nursing practice laboratories, faculty offices, student support and conference facilities, and extensive research laboratory space for investigations that incorporate basic biological science methodologies. It is the home of the Institute for Johns Hopkins Nursing as well as the Center for Nursing Research.

As the chief academic and executive officer, the Dean must be able to provide strategic leadership, direction and communication, advance the School's research agenda, manage the School's fiscal resources, build its endowment, and represent the School effectively and collaboratively within the University and to a broad variety of external constituencies. The Dean supervises an administrative staff of approximately 70 employees and appoints full-time members of the faculty with the approval of the Academic Council.

The University seeks an individual with a record of distinguished achievement in scholarship and practice in the broad areas of nursing, nursing education and research. Candidates should have demonstrated skills in academic and professional leadership, and a vision for projecting the excellence of Johns Hopkins' nationally-ranked School of Nursing into the future.

Review of applications begins immediately and will continue until the position is filled.
Nominations and applications should be sent to:

Dr. Steven Knapp
Provost and Senior Vice President for Academic Affairs
The Johns Hopkins University
265 Garland Hall
3400 North Charles Street
Baltimore, Maryland 21218-2688
Provost@jhu.edu

The Johns Hopkins University is an Equal Opportunity/Affirmative Action Employer

More information about the School of Nursing is available at:
http://www.son.jhmi.edu

JOHNS HOPKINS
UNIVERSITY

St. Augustine College
Chicago, Illinois

Presidential Search

The Presidential Search Committee and the Board of Trustees of St. Augustine College, Chicago, Illinois seek nominations and expressions of interest for the position of President. It is anticipated that the next president will assume office on July 1, 2002. Review of applications will begin in December 2001.

St. Augustine College is an independent, **bilingual** (dual language) institution of higher education created to make the American system of higher education accessible to a diverse student population with emphasis on those of Hispanic descent, enrolling 1,780 students in both the Associate of Arts and Associate of Applied Science degrees, the Bachelor of Social Work and certificates of applied sciences.

Originally created by the Board of Directors of Spanish Episcopal Services of the Episcopal Diocese of Chicago, St. Augustine College is a Hispanic-Service Institution that was granted operating authority by the Illinois Board of Higher Education in 1980. It is accredited by the Commission on Institutions of Higher Education of the North Central Association of Colleges and Schools and is a member of the World Wide Association of Colleges and Universities of the Anglican Communion.

The College is duly proud of its tradition of the extensive support services and quality **bilingual** (English and Spanish) academic programs that are provided to a diverse, predominantly female student body through a committed faculty and staff.

The ideal candidate will understand and value the College's mission, culture, and bilingual curriculum and dual language approach; provide vision and collaborative leadership in order to create institutional direction; secure new sources of revenue; hire wisely and delegate effectively; communicate effectively both in English and Spanish to people at all levels both externally and internally; and serve as the College's public face in a way that engenders trust, enhances its public image and creates the desire to support it.

Nominations, inquiries, and expressions of interest may be sent, in confidence, to:

Joel Arce, Chairman
Board of Directors and Presidential Search Committee
C/O Melba Rodriguez
St. Augustine College
1345 West Argyle Street
Chicago, IL 60640

Questions may be directed in confidence to Dr. Alfredo G. de los Santos Jr., with **Academic Search Consultation Service**, at **delossantos@qwest.net** or **(480) 831-7051**. The institutional profile/position prospectus is available at **http://www.academic-search.org/staugust.htm**. It is also available upon request at **melba_rodriguez@hotmail.com**. To gain additional information about the Institution, please visit **www.staugustinecollege.edu**.

St. Augustine College is an equal opportunity employer.

PENNSTATE

CHAIR OF OBSTETRICS and GYNECOLOGY
College of Medicine And
The Milton S. Hershey Medical Center

Applications and nominations are invited to fill the position of Chair of Obstetrics and Gynecology at the Pennsylvania State University College of Medicine and The Milton S. Hershey Medical Center in Hershey, Pennsylvania. This is an outstanding opportunity to lead an established and well-functioning Obstetrics and Gynecology Department with a national reputation for academic excellence and clinical quality.

The Chair of Obstetrics and Gynecology reports directly to the Senior Vice President for Health Affairs and Dean of the College of Medicine for academic issues and is accountable to the Executive Director and COO of The Medical Center for clinical affairs. The Chair will lead the Department with the overall responsibility for teaching, research, and clinical service as well as academic planning, development, and resource management.

The successful candidate will have an M.D. degree and Board Certification, have at least five years experience in leadership and management in an academic Obstetrics and Gynecology Department. He or she will possess outstanding clinical and teaching skills, have the ability to foster research, and share a commitment to excellence and diversity.

The review of applications will begin immediately and continue until the position is filled. Nominations and applications, including an individual curriculum vita, can be submitted in confidence to: **Harry Wollman, MD, Principal or Paul Stark, Principal; Pos #: H-12119, Alexander, Wollman & Stark at 1601 Market St., Suite 550, Philadelphia, PA 19103; or by e-mail at pkstark@aol.com.**

Penn State is committed to affirmative action, equal opportunity and the diversity of its workforce.

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*The **Columbia University School of Social Work** invites nominations and applications for*

ASSISTANT PROFESSOR, ASSOCIATE PROFESSOR or PROFESSOR
Tenure and Tenure Track

COLUMBIA UNIVERSITY
IN THE CITY OF NEW YORK
SCHOOL OF SOCIAL WORK

Applicants must be able to teach in one or more of the following areas and must have at least two years of post master's practice experience:

- **ADVANCED GENERALIST PRACTICE & PROGRAMMING**
- **FOUNDATION PRACTICE**
- **SOCIAL POLICY PRACTICE**

Preference will be given to candidates who also have expertise in one or more of the following: **Services at the Workplace; International Social Welfare and Services for Refugees and Immigrants**; and, **Human Behavior and the Social Environment**.

A **master's** degree in social work is required for all of the above-noted appointments except for Social Policy where it is preferred but not required. A **doctorate** or **ABD** in social work, social welfare, or related field is required for all ranks. An established record of scholarship and practice experience, which is appropriate to the rank of appointment, is required.

Nominations and applications should be forwarded to:

Sheila B. Kamerman, Interim Dean
COLUMBIA UNIVERSITY
SCHOOL OF SOCIAL WORK
622 West 113th Street, New York, NY 10025

Although nominations and applications will be accepted until the positions are filled, those submitted early are best assured of receiving full consideration.
Columbia University is an affirmative action/equal opportunity employer.
Minority and women candidates are especially urged to apply.

SCC
SEMINOLE COMMUNITY COLLEGE
Be yourself. Only better.®

Instructor, Social Science
Adult High School

A full-time, 196 day, tenure-track teaching position. Teaching assignments will consist of Adult High School history, government and economic courses. Salary According to Faculty Schedule.

DESIRED QUALIFICATIONS: Bachelor's degree (required) in history or a Bachelor's in a related field with a history major from a regionally accredited institution or BAE with History major. Masters in History/Masters in Education with History major desired.

FOR APPLICATION PACKET: visit website **www.seminole.cc.fl.us/jobs/default.asp**, **FAX 407-328-2425, email hr@mail.seminole.cc.fl.us, or call 407-328-2101.** To be eligible for consideration, a completed SCC application must be submitted. Refer to position number **F00241A00**. Application screening will begin **November 15, 2001.**

EA/EO

ALUMNI DISTINGUISHED PROFESSOR OF HISTORY

THE UNIVERSITY OF ARKANSAS, FAYETTEVILLE wishes to appoint to this endowed professorship a prominent scholar with an area of specialization in the history of the United States since 1877. The Department of History seeks a candidate with a record of significant publications and teaching experience, a strong desire to play a central role in the continued development of a growing doctoral program, and a willingness to relate to the larger constituency of the university. Applications and nominations, together with the names of three references, should be sent to: **Professor David Sloan, Associate Chair, Department of History, University of Arkansas, Main 416, Fayetteville, Arkansas 72701.** E-mail: **dsloan@comp.uark.edu**. Fax: (501) 575-2775. *The University of Arkansas, Fayetteville is an AA/EOE.* **Application deadline: January 10, 2002.**

DARTON
COLLEGE
A two-year unit of the University System of Georgia

ALBANY, GEORGIA

The following faculty positions are available **August, 2002**, at Darton College, University System of Georgia. Cisco Program, Economics, Education, Mathematics, and Political Science Applications received after **November 23, 2001** cannot be guaranteed full consideration. Visit our Web Site at **http://www.dartnet.peachnet.edu** for a complete job description and requirements or contact: **Personnel Office, Darton College, 2400 Gillionville Road, Albany, Georgia 31707-3098.**

Women and minorities are encouraged to apply.

AA/EOI

U.S. LATINO/A STUDIES

WILLIAMS COLLEGE
WILLIAMSTOWN, MA 01267

Williams College invites applications from entry level and advanced candidates for a tenure-track position in 2002-2003 in the U.S. Latino/a field in one of the following departments:

ANTHROPOLOGY, ART, ECONOMICS, POLITICAL SCIENCE, PSYCHOLOGY, SOCIOLOGY, OR THEATRE

In addition to his or her teaching responsibilities, the person hired will be expected to take the lead in developing and implementing a proposal for a Program in U.S. Latino/a Studies, and will be given one course off in each of the first two years in order to do this work.

Expertise in one of these disciplines and specialization in U.S. Latino/a Studies are required. Entry level candidates must have Ph.D. or be completing a dissertation; advanced candidates must have Ph.D. and established record in teaching and research.

Send application materials to chairs in participating departments by the following deadlines:

- **Anthropology:** (David Edwards, **November 30**) CV, detailed cover letter, list of references.
- **Art:** (Michael Lewis, **December 21**) CV, letter of application, three references; plus up to 20 pp. sample of scholarly writing for art history candidates or 20 slides of own work for studio candidates.
- **Economics:** (Ralph Bradburd, **November 19**) CV, professional papers, and three letters of reference.
- **Political Science:** (Gary Jacobsohn, **December 14**) CV, letter detailing current research interests, three letters of reference.
- **Psychology:** (George Goethals, **November 1**) CV, selected reprints or preprints, information on teaching experience and effectiveness, and three letters of reference.
- **Sociology:** (David Edwards, **November 30**) CV, detailed cover letter, list of references.
- **Theatre:** (David Eppel, **November 30**) CV and letter of application.

Williams College is a coeducational liberal arts institution, offering undergraduate education to its 2,000 students. The college has built its reputation on a long tradition of outstanding teaching and scholarship and on the academic excellence of its students, approximately one-quarter of whom represent U.S. minority populations. Among the facilities Williams offers its students and approximately 260 faculty members are interdisciplinary programs and centers, including the Multicultural Center, the Oakley Center for the Humanities and Social Sciences, and the Center for Environmental Studies as well as extensive library and museum collections, a center for information technology, and well-equipped laboratories. See also Williams College website **(http://www.williams.edu).**

As an Affirmative Action/Equal Opportunity employer, Williams College especially welcomes and encourages applications from women and minorities.

DIRECTOR OF RESEARCH & PLANNING

Mid-State Technical College, located in Central Wisconsin, offers Associate Degrees and Technical Diplomas in 50 careers, as well as personal enrichment classes and contracted business services. Mid-State is seeking qualified candidates for the position of Director of Research and Planning. The Director of Research and Planning will oversee, direct, and coordinate the following College functions: strategic planning activities and processes; market and institutional research; the (NCA-AQIP) North Central Association Academic Quality Improvement Project accreditation process; and institutional effectiveness activities, evaluations, measurements, and analyses for the College and its programs. The Director will serve on appropriate District committees and represent the College on the statewide Research and Planning Committee.

A Master's Degree is required in a discipline related to institutional research, strategic planning, or quality improvement, with a minimum of five years of recent, relevant occupational experience. Excellent interpersonal, communication, organizational, and statistical analysis skills are required. The individual must be innovative, self-directed, and results oriented.

Mid-State offers a comprehensive benefits package and a salary commensurate with education and experience. To apply, please submit a letter of application and resume to:

Human Resources Office
Mid-State Technical College
500 - 32nd Street North
Wisconsin Rapids, WI 54494
Fax: (715) 422-5414
E-mail: hrdept@midstate.tec.wi.us
Visit us at: www.midstate.tec.wi.us
Equal Opportunity / Affirmative Action Employer and Educator

Mid-State
TECHNICAL COLLEGE
Learning For Life

ROWAN
UNIVERSITY

DIRECTOR OF PUBLIC SAFETY

Rowan University seeks a Director of Public Safety responsible for providing leadership, management and direction for the Department of Public Safety. The University serves a student population of approximately 9,500 students and is located in Glassboro, NJ. Glassboro is a rural setting but only 25 minutes from Philadelphia, 55 minutes from the New Jersey shore and Atlantic City and 1.5 hours from New York City.

The Director is responsible for services provided through the department's five service sections: Police, Security Patrol, Crime Prevention & Communications, Parking, and Safety & Emergency Medical Services. The Department includes an Associate & Assistant Director, three campus police officers, thirty-two full time security, twenty part-time security and six support staff members. The department includes over fifty student crime prevention practitioners.

A Bachelor's degree is required with a Master's degree preferred. At least five years of proven supervisory experience, preferably in a campus public safety, college or university setting is required. The position requires knowledge of security, law enforcement, crime prevention, parking and safety services. The position also requires excellent written and oral communication skills, union management experience, budget management and the ability to work collaboratively in a diverse and dynamic setting.

The Director is responsible for general department oversight, training and staff development, special events, liaison with local police, and implementation of ongoing Crime Prevention Through Environmental Design projects. The position requires an individual who is able to function in an environment of constantly changing priorities.

Rowan University is an equal employment opportunity employer offering a competitive salary, benefits and possibility of on-campus housing. Interested candidates should send cover letter, resume and three references to **Rowan University, Office of Human Resources, 201 Mullica Hill Road, Glassboro, NJ 08028** no later than **Friday, December 7, 2001.**

Department of Education
LOYOLA COLLEGE IN MARYLAND

The Education Department at Loyola College in Maryland invites applications for the following tenure-track positions which begin August, 2002. Applicants should send a letter of interest, curriculum vitae, official transcripts of all higher education work, a recent publication, research paper or sample of professional writing, and the names and contact numbers of three professional references to the appropriate search committee chair noted for the specific position. Qualified applicants will be invited to submit additional material to complete their application. Review of submitted materials will begin immediately.

Assistant Professor in Educational Administration and Supervision

Requires teaching three graduate courses per semester, advising graduate students, research, service on college and departmental committees, and community involvement. A doctorate in Educational Administration; a record of or potential for scholarly publication; ability to teach advanced courses in the A&S curriculum; involvement with professional organizations; knowledge of current theory and practice in Educational Administration; and commitment to the goals of Jesuit Higher Education is required. Desired qualifications include certification in one or more areas of P-12 Administration; experience as a P-12 administrator; teaching experience in higher education; and experience with computer-based or distance technologies in teaching. Please direct your interest to: **Dr. Donald Reitz, Chair, Administration and Supervision Search.**

Assistant Professor in Educational Foundations/Curriculum and Instruction

Requires teaching undergraduate and graduate courses in one or more of the following areas: philosophy of education, curriculum theory and practice, instructional strategies, research methodology, and assessment. Additional duties include advising graduate students and participating in program and course development. Research, service on college and departmental committees, and community involvement are also expected. A doctorate in educational foundations, curriculum and instruction, or a closely related field; demonstrated ability or potential for scholarly research; professional experience in a K-12 school setting; knowledge of current national trends in educational standards and assessment; involvement in professional organizations and an awareness of and interest in the educational mission of Jesuit higher education is required. Desired qualifications include experience in developing and/or coordinating an academic program, experience in NCATE accredited institution and experience using computer-based or distance technologies in teaching. Please direct your interest to: **Dr. Sharyn Rhodes, Chair, Curriculum and Instruction Search.**

Assistant/Associate Professor in Reading Education

Requires coordinating program and course development, teaching undergraduate and graduate courses dealing with processes, instruction, materials, and assessment in reading, advising graduate students, and supervising reading practica. A successful candidate at the Associate level will be expected to assume the coordinator position for the Graduate Reading Program within one year of being hired. Research, service or college and departmental committees, and community involvement are expected. An earned doctorate with a specialization in reading or literacy; at least six years of full-time faculty experience in higher education for the Associate level position; a record of scholarly research for appointment at the Associate rank; clear evidence of potential for scholarly research at the Assistant level; experience as a reading teacher; evidence of participation in professional organizations; and knowledge of national standards and trends in reading education is required. Applicants should also possess an awareness of and interest in the educational mission of Jesuit higher education. Desired qualifications include certification as a Reading Specialist; experience developing and/or coordinating an academic program; and experience using computer-based or distance technologies in teaching. Please direct your interest to: **Dr. Debby Deal, Chair, Reading Search.**

Assistant Professor in Teacher Education, Secondary Focus

Requires teaching three undergraduate or graduate courses per semester in the teacher education program. Additional duties of the position include advising undergraduate and graduate students, participating in program and course development, supervising interns, and collaboration with Professional Development Schools. Research, service on college and departmental committees, and community involvement are also expected. Doctorate in Teacher Education or related field; experience as a 6-12 teacher; record of or potential for scholarly publication; ability to teach a variety of courses in the teacher education curriculum; involvement with professional organizations; familiarity with national trends and standards in Teacher Education; and commitment to the goals of Jesuit Higher Education is required. Desired qualifications include certification I Secondary Content Area; ability to teach specific content methods; experience teaching in higher education; and experience with computer-based or distance technologies in teaching. Please direct your interest to: **Dr. Mickey Fenzel, Chair, Teacher Education Search.**

Assistant Professor in Reading Education

Requires teaching undergraduate and graduate courses dealing with processes, instruction, materials, and assessment in reading, advising undergraduate and graduate students, and supervision of reading practica. Research, service on college and departmental committees, and community involvement are expected. An earned doctorate with a specialization in reading; a record of or potential for scholarly research; experience as a reading teacher; evidence of participation in professional organizations; and knowledge of national standards and trends in reading instruction is required. Applicants should also possess an awareness of and interest in the educational mission of Jesuit higher education. Desired qualifications include certification as a Reading Specialist; experience supervising reading practica or internships; and experience using computer-based or distance technologies in teaching. Please direct your interest to: **Dr. Debby Deal, Chair, Reading Search.**

LOYOLA COLLEGE
IN MARYLAND
4501 N. Charles Street
Baltimore, Maryland 21210-2699

150 YEARS
1852-2002

Loyola College is a Jesuit Catholic institution that welcomes applicants from all backgrounds who can contribute to our unique educational mission. Information about the College and its mission is available at www.loyola.edu/jesuit. Loyola is an equal opportunity employer which seeks applications from a broad spectrum of candidates including women, members of minority groups, and people with disabilities.

Salisbury
UNIVERSITY

TENURE TRACK POSITIONS

For ACADEMIC YEAR 2002-2003

Salisbury University, located on the Eastern Shore of Maryland in close proximity to the Chesapeake Bay and Atlantic Ocean beaches, is a comprehensive regional university emphasizing undergraduate liberal arts, sciences, pre-professional programs, with several select, mostly applied, graduate programs. Particular emphasis is given to active learning, internships and undergraduate research, leadership, service, and civic engagement. Salisbury University has achieved national recognition for the quality of its faculty, students, and academic programs. The University expects its faculty members to be excellent teachers and advisors, involved in scholarly activity including supervising undergraduate research, mentoring student organizations, actively involved as collegial participants in program, departmental, and university matters and contributing in service to the department, school, university, and community.

Salisbury University has a strong institutional commitment to diversity and is an Equal Opportunity/Affirmative Action employer, providing equal employment and educational opportunities to all those qualified, without regard to race, color, religion, national origin, sex, age, marital status, disability, or sexual orientation.

The following departments are recruiting tenure-track faculty. Salaries will be commensurate with qualifications and experience. These are full-time State funded positions with full benefits package. Candidates should submit 1) letter of interest establishing the candidate's qualifications for the position, 2) a curriculum vitae, 3) official transcripts, and 4) three letters of recommendation to appropriate Search Committee Chair. The starting dates are August 15, 2002. For more information including the rank and a full job description, please visit our website: **www.ssu.edu/hr/jobs/default.asp?asearch=faculty.**

Henson School of Science and Technology

Biology: (Two) positions: Molecular Biology; Mammalogy
Chemistry: (One) position: DNA/Biotechnology
Geography: (One) position: Human Geography
Computer Science: (One) position:Software Engineering
Mathematical Science: (One) position: Math Education
Nursing: (Two) positions:Psych; Maternity/Pediatric
Physics/Engineering: (One) position: Electrical or Mechanical Engineer

Fulton School of Liberal Arts

Art: (Two) positions: Graphic Design; Painting and Drawing
Communication Arts: (Two) positions: Communications Generalist
English: (Three) positions: Cinema Studies; British Literature; Writing and Rhetoric
History:(Two)positions:Anthropology;US History/Methodology
Political Science: (One) position: American Politics/Policy
Sociology: (One) position: Conflict Analysis and Dispute Resolution
Psychology: (Two) positions: Experimental Psychology; Developmental Psychology
Theatre: (One) position: Costume and Design

Perdue School of Business

Management: (Two) positions: Entrepreneurship; Strategic Management
Information Systems: (Two) positions: Information Systems Decision Sciences
Finance: (One) position: Financial Planning/Business Finance

Seidel School of Education and Professional Studies

Education: (Three) positions: Reading; Secondary Education; Math Education
Physical Education: (One) position: Pedagogy
Social Work: (One) position: Practice/Research

Blackwell Library

Library: (One) position: Reference/Instructional Librarian (Social Science/Education background preferred)

Oakland UNIVERSITY

INSTRUMENTAL MUSIC POSITION ANNOUNCEMENT

Position:

Oakland University invites applicants for a new full-time tenure-track position, Assistant Professor of Instrumental Music with a specialization in Brass. Primary responsibilities include Applied Brass and Instrumental Music Education. Applied: teach applied lessons in tuba/euphonium or trumpet, coordinate applied instrumental studio program (including recruitment efforts), develop brass program (including brass ensembles and teaching brass literature). Instrumental Music Education: direct university pep band, teach brass pedagogy/methods and marching band methods on a rotating basis. Qualified candidates must possess a doctorate or be ABD and have a record of success in teaching and performance. The successful candidate will be able to inspire and recruit students.

Compensation: Market competitive salary plus excellent fringe benefits.

Date of appointment: August 15, 2002

The Department:

The Department of Music, Theatre and Dance is a multidisciplinary unit of 17 full-time, numerous part-time instructors, and approximately 400 undergraduate and 80 graduate students. The department is commited to performance, and each year presents a professional faculty artists series and an array of concerts and stage productions. Musical ensembles include orchestra, band, choruses, chamber music, jazz ensemble, African drumming, and steel band. Degree programs include B.A. (music, theatre, music theatre, dance,) B.M. (performance, education, composition), and M.M. (music education, performance, pedagogy, conducting, composition). Department website:

http:www.oakland.edu/mtd.

Application:

Review of applications begins December 1, 2001. Please send vita, cover letter, and three recent letters of reference to: **Gregory Cunningham, Chair, Instrumental Music Search Committee, Department of Music, Theatre and Dance, Oakland University, Rochester, MI 48309-4401.**

The University and the College of Arts and Sciences:

Oakland University is a state-supported comprehensive institution of approximately 16,000 students located on a 1600-acre campus between Rochester and Pontiac, Michigan, 25 miles north of Detroit and 50 miles from Ann Arbor. This location provides proximity to the cultural events of the metropolitan Detroit area as well as those offered on the university campus, which includes Meadow Brook Hall, a nationally known conference center. The Oakland campus is the site of the Meadow Brook Music Festival, the summer home of the Detroit Symphony Orchestra, and the home of the Meadow Brook Theatre, an equity company. The University is comprised of the Schools of Business Administration, Education and Human Services, Engineering and Computer Science, Health Sciences, and Nursing, and the College of Arts and Sciences.

The College of Arts and Sciences offers undergraduate majors in the arts, humanities, languages, literature, laboratory and mathematical sciences, and the social sciences, including women's studies. The College has 3800 undergraduate students and 220 graduate students in masters and Ph.D. degree programs. The College's 200 plus full-time faculty have an outstanding record of achievement in research, scholarship and creative endeavors, and earn over $2 million annually from external sources.

Oakland University is an affirmative action/equal opportunity employer andencourages applications from women and minorities.

ADVERTISEMENT

MUSIC-INSTRUMENTAL MUSIC with a Specialization in Brass: Assistant Professor, new full-time tenure track position in a rapidly growing, dynamic program; beginning August 15, 2002. Doctorate or ABD. Primary responsibilities include Applied Brass and Instrumental Music Education. Applied: teach applied lessons in tuba/euphonium or trumpet, coordinate applied instrumental studio program (including recruitment efforts), develop brass program (including brass ensembles and teaching brass literature). Instrumental Music Education: direct university pep band, teach brass pedagogy/methods and marching band methods on a rotating basis. The successful candidate will have a record of success in teaching and performance and should be able to inspire and recruit students. Send vita and three letters of reference to: **Gregory Cunningham, Chair, Instrumental Music Search Committee, Department of Music, Theatre and Dance, Oakland University, Rochester, MI 48309-4401.** Review of applications begins December 1, 2001.

Oakland University is an affirmative action/equal opportunity employer and encourages applications from women and minorities.

UNIVERSITY OF MINNESOTA

Associate Vice Provost

Office for Multicultural and Academic Affairs

The University of Minnesota invites applications and nominations for the position of Associate Vice Provost of the Office for Multicultural and Academic Affairs. The Associate Vice Provost has primary responsibility for enhancing and supporting the multicultural community for faculty, staff and students based on race, ethnicity, gender, disability, and sexual orientation and identification. The Office for Multicultural and Academic Affairs supports the University and its faculty, staff, and students in the achievement of excellence by helping to build an inclusive and multicultural campus community. Major responsibilities include promoting access, raising awareness of multiculturalism, providing leadership and administrative accountability, and establishing Twin Cities community partnerships and institutional liaisons. Complete position description available at **www.oma.umn.edu**. Qualifications include advanced degree, knowledge and experience regarding issues of diversity and multiculturalism in higher education. Ph.D. and ten+ years of experience preferred. Applications and nominations will be reviewed beginning Nov. 30, 2001 but will be accepted until position is filled. The Search Committee will not contact references before notifying candidates. Send letter, resume, and name/address of four references to **Dean Steven Rosenstone - Search Committee Chair, Office of the Vice President for Campus Life, 110 Morrill Hall, 100 Church Street S.E., Mpls., MN 55455.**

The University of Minnesota is an equal opportunity educator and employer.

FREDONIA

State University of New York
College at Fredonia

SPECIAL EDUCATION

Special Education: Assistant Professor, Ph.D/Ed.D, (ABD considered), State University of New York College at Fredonia, 10 month tenure track position beginning Fall, 2002. Doctorate in special education (or related field) with a demonstrated commitment to diversity and field-based preparation, as well as experience in public school teaching. To teach undergraduate and graduate courses in behavioral disorders, developmental disabilities, and the exceptional learner. Preference will be given to candidates with knowledge of NCATE accreditation. Send letter of application, official transcripts, vita, and three letters of reference to **Dr. Julius Adams, Director, School of Education, Fredonia, NY 14063.** Review of applications will begin on November 15th.

SUNY Fredonia is an affirmative action, equal opportunity employer; we actively seek and encourage applications from women, minorities, and people with disabilities.

SDSU

Director of Residential Life

Responsibilities: The Director reports directly to the Dean of Students and is responsible for developing and implementing a residence life program that stresses community development, living/learning environments, and other programmatic initiatives that enhance the quality of on-campus housing. The Director will also be responsible for the management of human and fiscal resources in the residence life program. The Residence Life Office will work in close collaboration with the Housing Office, University Police and Public Safety, Aztec Shops and the Office of Student Rights and Responsibilities, as well as other university departments.

Qualifications: The successful applicant will demonstrate knowledge and understanding of student development theory; be able to work collaboratively; have experience working with a diverse student population; and possess excellent interpersonal skills, problem-solving skills, written and oral communication skills; experience supervising professional staff; and understanding of the facilities, summer conferences and operations' functions as they relate to a successful Residence Life Program.

Successful applicants must possess a master's degree in a related field and a minimum of five years of professional experience in a successful residence life program managing student development programs, human and fiscal resources, and implementing policies and procedures that foster student growth.

San Diego State University: SDSU, founded in 1897, is one of 23 campuses of the California State University system. SDSU enrolls over 33,000 students and offers 151 Degree Programs. The campus employs approximately 2,050 full-time and part-time faculty members and 1,722 staff.

SDSU is located in San Diego, a vibrant and widely diverse city of over 1.2 million, that offers exciting opportunities based on its emerging biotechnology and telecommunications community, its proximity to the border with Mexico and the Pacific Rim, and its culturally diverse community. Extensive opportunities for recreation, tourism, education and business have drawn a highly educated population. For additional information, please visit SDSU's Web site at **http://www.sdsu.edu.**

SDSU offers a variety of on-campus housing choices, with seven coed residence hall complexes accommodating approximately 3,100 students. The University maintains a professional staff working with residence hall students to develop a community concept within the housing facility to strengthen the student's educational experience at SDSU. Facilities are operated to enhance the educational, social and recreational opportunities available to each student.

Salary: Commensurate with education, experience, skills and abilities. This position is in the Management Personnel Plan and earns management benefits.

Application Procedures: Applicants should send a letter of application along with a resume listing three professional references to **San Diego State University, The Center for Human Resources (#1807), San Diego, CA 92182-1625** or email to: **employ@mail.sdsu.edu.** Review of applications will begin on Monday, December 3, 2001 and the position will remain open until filled. Applicants with disabilities requiring special application and/or interview arrangements may call **(619) 594-4646 or TDD number (619) 594-8075.**

SDSU IS AN EQUAL OPPORTUNITY EMPLOYER AND DOES NOT DISCRIMINATE AGAINST PERSONS ON THE BASIS OF RACE, RELIGION, NATIONAL ORIGIN, SEXUAL ORIENTATION, GENDER, MARITAL STATUS, AGE, DISABILITY OR VETERANS STATUS.

SOCIAL WORK ASSISTANT PROFESSOR

The Hood College Department of Sociology and Social Work invites applications for a full-time, tenure-track position at the rank of assistant professor, beginning **Fall 2002.** The Department awards a Bachelor of Arts degree in social work and is accredited by CSWE. The successful candidate will teach across the general undergraduate social work curriculum and will serve as director of field instruction. The candidate must provide evidence of both teaching excellence and scholarly activity, plus demonstrate an interest in community service. Applicants should have a doctorate in social work or be near completion in their doctoral studies; they must also have a master's degree in social work and at least two years post-MSW experience.

Founded in 1893, Hood College is an independent liberal arts college with a professionally-oriented graduate school, situated on 50 acres in the middle of historic Frederick, Maryland's largest city located within an hour's drive of Washington D.C. and Baltimore. Hood is consistently ranked as one of the nation's best colleges. Hood provides residential experience for undergraduate women, as well as graduate and undergraduate education for commuting women and men.

Review of applications will begin immediately. Please send letter of inquiry, curriculum vitae, and at least three letters of recommendation to: **Dr. Joy Swanson Ernst, Director, Social Work Program, Department of Sociology and Social Work, Hood College, 401 Rosemont Ave., Frederick, MD 21701.** For more information visit us at **www.hood.edu.**

Women and minorities are encouraged to apply. EOE.

CSU Cleveland State University

Assistant Professor Or Instructor

American Politics 10-01

The Department of Political Science at Cleveland State University invites applications for a tenure track position in American Politics at the Assistant Professor or Instructor level, beginning August 19, 2002.

Primary teaching responsibilities include upper-level and introductory courses in Presidency, Congress, American Government and Public Policy. Evidence of teaching excellence and a promising research record are strongly desired. Candidates who have completed their Ph.D. are preferred and eligible for appointment at the Assistant rank. ABDs will be considered, but only for appointment at the Instructor rank. The normal teaching load is two courses each semester. This is the FIRST LISTING.

Applications will be accepted until the position is filled. The review of applications will begin on December 15.

Interested candidates should send three letters of reference and submit a C.V., teaching evaluations (if available), samples of their publications and a concise statement of current and future research interests. Materials should be sent to: **Dr. Joel Lieske, Chair of the American Search Committee, Department of Political Science, Cleveland State University, 1983 East 24th Street, Cleveland, OH 44115.** Cleveland State University is an AA/EOE committed to nondiscrimination. M/F/D/V encouraged.

Harvard Divinity School

AFRICAN AMERICAN RELIGIOUS STUDIES

Harvard Divinity School seeks to appoint a Professor of African American Religious Studies. The field of specialization is open, but scholarly accomplishment, a distinguished record of publications, and demonstrated teaching excellence in the area of African American Religious Studies are required.

The responsibilities of this new position include teaching and advising students at the masters and doctoral levels, and an ability to contribute to ministerial studies at the Divinity School. This also involves opportunities for interdisciplinary collaboration within the Divinity School and with the graduate and undergraduate program in the study of religion and with university programs in Afro-American studies. Names of recommended persons and applications should be sent to **Professor Ronald F. Thiemann, Chair, African American Religious Studies Search Committee, Harvard Divinity School, 45 Francis Avenue, Cambridge, MA 02138.** The committee will begin reviewing applications on December 15 and will continue until the position is filled.

Harvard Divinity School is an Equal Opportunity, Affirmative Action employer. Applications from women and/or ethnic minority and international candidates are especially encouraged.

DEPARTMENT OF EDUCATIONAL ADMINISTRATION
COLLEGE OF EDUCATION

THE UNIVERSITY OF TEXAS AT AUSTIN

Assistant/Associate Professor With An Emphasis On The Principalship

The Department of Educational Administration seeks applicants for Assistant or Associate Professor with a focus on the principalship. An earned doctorate in educational administration or a related field is required. An applicant should also have a demonstrated record of practice and/or scholarship with a strong commitment to equity and diversity; a demonstrated understanding of ways to develop schools that are academically successful for all students; significant experience as a highly successful principal of a school or schools with diverse populations; scholarship or a strong potential for scholarship focused on the principalship and/or related courses in educational administration; demonstrated involvement in leadership activities beyond the school at district, state, and/or national levels; a successful record of fund raising (including school-level fund raising as a principal); and evidence of a desire to envision and create innovative preparation programs.

To Apply: Interested applicants for either of these positions should send a letter addressing qualifications for the position, a vita, and three reference names to **Dr. Jay Scribner, Chair, Educational Administration, Sanchez 310, The University of Texas at Austin, Austin, Texas 78712.**

Review of applications will begin November 30, 2001, and will proceed until this position has been filled. The salary is for a nine-month appointment with possible employment in the summer. The University also provides a competitive benefits program.

The University of Texas at Austin is an Equal Opportunity, Affirmative Action Employer. The University and the Department are strongly committed to diversity among its faculty. Women, people of color, and individuals with disabilities are strongly encouraged to apply.

UTB TSC

Employment Opportunity

Department Chair/Professor in Curriculum & Instruction

Leads and manages all functions of a growing department that houses teacher certification programs and various graduate programs. Includes development, management, reconciliation, student recruitment and retention, advising, data and records management; community outreach. Teaches undergraduate or graduate courses as appropriate. Full-time, tenure track position offered for Fall 2002.

Earned doctorate in curriculum and instruction with specialization in reading, English as a Second Language or teacher education required. Administrative and public school teaching experience also required; experience working with language minority, Spanish/English populations, preferred. The successful candidate must have an established record as a scholar, and excellence in college/university instruction in educator preparation.

Applications will be reviewed upon receipt and continue until the position is filled. Please submit a letter of interest, vitae, transcripts (a copy will be acceptable for applying), and a list of five references with name, address, and telephone number to:

Human Resources
The University of Texas at Brownsville and Texas Southmost College
80 Fort Brown • Brownsville, Texas 78520
1-800-544-8208 • (956) 544-8205 • Fax (956) 982-0175
For more information, visit our web site at: www.utb.edu

UTB/TSC does not discriminate on the basis of gender, race, color, religion, national origin, disability, age or veteran status. Women and minorities are encouraged to apply. UTB/TSC is a "Smoke-Free" Institution.

Located on an attractive campus in the heart of Boston, Northeastern University is a premier research university that is student-centered, practice-oriented and urban. Founded in 1898 and the world leader in cooperative education, Northeastern offers Bachelor's, Master's and Doctoral degrees to approximately 24,000 full-time and part-time students in seven colleges. Applications are invited for the following faculty positions. Candidates must have a strong commitment to excellent teaching and research. For complete position descriptions, please visit our website at www.neu.edu.

Faculty Positions

Department of Art & Architecture

Assistant Professor, Studio Architecture

Teach in undergraduate pre-professional program (BS) and professional graduate program (M.Arch) accreditation pending (NAAB Candidacy Status). Must be able to teach architectural design studio courses, and preferably one or more courses in one of the following areas: urban design, G.I.S. mapping, real estate development or legal issues. Request M.Arch degree or equivalent. Teaching experience strongly preferred. Creative work in design, scholarship or professional practice, or combination thereof, should indicate promise of creative achievement in the field. Tenure-track position, contingent upon available funding. Start date: September 2002. Applications received by January 15, 2002 given full consideration. **Send letter of application describing area of teaching, research and practice interests, curriculum vitae and names of three references to: George Thrush, Chair, Architecture Search Committee, 239 Ryder Hall. E-mail: gthrush@lynx.neu.edu Do not send portfolios or dossiers, though they may be requested at a later date.**

Department of Economics

Assistant/Associate Professors

Two tenure-track positions to be filled beginning Fall 2002. One position may be filled at the Associate Professor level. First position is in applied macroeconomics and policy analysis, and second is in applied econometrics. Candidates for this position who combine their econometric skills with strong interests in an applied microeconomics field such as labor, industrial organization, or urban economics especially desirable. The department anticipates, subject to University approval, beginning a small, applied, policy-oriented PhD program in Fall 2003. Candidates must have PhD by August 2002. The department will be conducting interviews at the January ASSA meetings in Atlanta. Applications received by December 1, 2001 given full consideration. **Submit curriculum vitae, three letters of reference, an example of written research and, if available, information on teaching effectiveness to: Prof. Steven A. Morrison, Chair, Department of Economics, 301 Lake Hall; Fax 617-373-3640; E-mail: sam1@neu.edu**

Department of Biology

Two Tenure-track Assistant Professorships available September 2002.

Bioinformatics. (In conjunction with the Boûve College of Health Sciences and the College of Computer Science) Qualifications include PhD in Bioinformatics or related discipline and postdoctoral experience. Candidate will be expected to develop an externally funded research program in Bioinformatics and participate in undergraduate and graduate teaching. Our web-site, www.biology.neu.edu, provides information about the department. The websites of Bouve College of Health Sciences (www.bouve.neu.edu) and the College of Computer Science (www.ccs.neu.edu) provide additional background on Bioinformatics- related research at Northeastern.

Ecology. Qualifications include PhD in Ecology or related discipline and postdoctoral experience. Candidate will be expected to develop an externally funded research program in Ecology and participate in undergraduate and graduate teaching. All areas of ecological science will be considered, including community, population, behavioral, evolutionary, physiological and biochemical ecology. Applicants should note in particular the opportunity for marine ecological research available at our Marine Science Center in Nahant, MA, but ecologists working in other habitats will also be considered. See our websites (www.biology.neu.edu and www.dac.neu.edu/msc) for more information. **Applicants should send curriculum vitae, a statement of research interests/plans and a statement of teaching experience and interests to the Bioinformatics Faculty Search Committee or the Ecology Faculty Search Committee, 414 Mugar Hall. Applicants should also arrange to have at least three letters of reference sent independently to the appropriate committee. Review of applications will begin December 1, 2001.**

Department of Communication Studies

Requires earned doctorate in Communication. Specialization in Organizational Communication strongly preferred. Will teach introductory and advanced organizational communication courses from a critical perspective. Desirable research areas include: crisis communication, effects of emerging technologies on information management, intercultural communication and the organization, communication climate, ethical issues in organizational communication, literacy and employee communication, external and internal organizational networks, auditing and assessment, and subordinate to superior communication. Expertise in other areas including interpersonal communication, speech/rhetoric, and/or media studies desirable. Position contingent upon availability of funding. Applications accepted until November 15, 2001. **Send curriculum vitae, names and addresses of three references to: Professor P. David Marshall, Chair, Department of Communication Studies, 101 Lake Hall.**

College of Engineering

Camp Dresser & McKee Professor of Environmental Engineering

Newly endowed professorship will provide leadership in interdisciplinary educational and research programs focused on making environmental engineering practice responsive to societal needs. Doctorate required, with distinguished record of scholarship, effective teaching, and demonstrated capability of sustained funding at the national or international level. Professional Registration and industrial experience desirable.

Director, Telecommunication Systems Management Program

Imaginative leader will oversee newly established interdisciplinary Master's program. Requires Doctorate, excellent administrative skills and strategic perspective on telecommunications industry and technologies. Based on academic qualifications, a faculty appointment is possible.

Trustee Professor, Mechanical, Industrial & Manufacturing Engineering

Renowned scholar who has achieved national and international distinction in fundamental or applied aspects of nano engineering. An emphasis on nano- and micro-mechanics particularly appealing. Earned doctorate with an established record of scholarship, effective teaching and external research funding.

William Lincoln Smith Professor of Electrical & Computer Engineering

Renowned scholar sought for endowed chair. Candidates should have international distinction in computer engineering to complement existing departmental strengths, an established record of scholarship, effective teaching, and a record of external research funding.

Assistant/Associate Professors

are sought in the following fields. All are expected to hold a doctorate in the appropriate discipline, demonstrate teaching and research potential or have a record commensurate with faculty rank desired. **Chemical Engineering**-Advanced materials, biotechnology, and/or environmental protection background to teach core chemical and physical equilibria, heat, mass and momentum transfer, chemical reaction engineering, continuous and stage-wise separation operations, chemical process dynamics and control and chemical process design. **Civil & Environmental Engineering**-Specialist in transportation engineering to teach and develop research program in transportation engineering, preferred focus in urban traffic engineering, electrical and Computer Engineering fault tolerant computing, network computing, microfabrication, VLSI design and testing. **Mechanical, Industrial & Manufacturing Engineering**-System dynamics, vibrations and control, with a focus on mechatronics. **For College of Engineering positions, please send letter of intent and curriculum vitae to Cynthia Snow, Dean's Office, 230 Snell Engineering Center.**

School of Law

Accepting applications for up to four tenure-track faculty positions for 2002-2003 academic year. Particularly seeking applicants with demonstrated interests in: corporate and/or commercial law, property, torts, contracts, criminal law, constitutional law, trusts and estates, evidence, bankruptcy, antitrust, regulated industries, tax, employment discrimination, first amendment, and immigration. Also interested in candidates who seek to combine classroom and clinical teaching. **Contact: Professor Peter Enrich, Chair, Faculty Appointments Committee, Northeastern University School of Law, 102 Knowles Center. E-mail: p.enrich@neu.edu**

Northeastern
UNIVERSITY

Northeastern
UNIVERSITY

Faculty Positions

College Of Business Administration

Fully accredited by the AACSB, the College of Business Administration offers a Bachelor's degree in Business Administration (BSBA) and a Bachelor of Science in International Business (BSIB) at the undergraduate level. Graduate programs include several MBA and specialized degree and non-degree programs. Further information can be obtained at **http://www.cba.neu.edu.**

The College of Business Administration invites applications for tenure-track (Assistant, Associate, Full Professor and ABD candidates) and lecturer positions in the following areas: Accounting, Finance & Insurance, General Management, Management Science, and Marketing.

Candidates for tenure-track positions must have an earned doctorate or an ABD near completion. Tenure track positions carry an expectation of excellence in teaching and a consistent record of high quality scholarly research and publication. Candidates for lecturer positions should have appropriate experience and accomplishments in their field; a doctorate is preferred, but not required. **Start date: September 2002.**

Accounting: Tenure-track: Teach, research and perform College duties in the primary area of Tax/Accounting. Candidates must have experience in teaching a range of tax courses at both the undergraduate and graduate level, and the experience and background to teach specialized courses in our Masters of Taxation Program. Practical tax experience and professional certification is preferred. **Please send resume and copies of publications and references to: Dr. Paul A. Janell, 404 Hayden Hall. Phone 617-373-4645. Fax: 617-373-8814. Email: p.janell@neu.edu.**

Finance: Tenure-track. A PhD in Finance, or ABD near completion required. Will teach Financial Management or Investments in graduate and undergraduate programs. Release time grants from teaching, unlimited computing, research assistants, summer research grants, major databases and research funding available. **Contact Professor Paul Bolster, Group Coordinator, 413 Hayden Hall. Phone 617-373-5051. Fax: 617-373-8798. Email: p.bolster@neu.edu.**

General Management: Tenure-track or Lecturer: Applications are invited from candidates who can teach and do research in Entrepreneurship and/or Management of Innovation, with a secondary specialization in Strategic Management. Applicants must possess or be a candidate for a Ph.D. in Business Administration with specialization in Entrepreneurship and/or Management of Innovation. Previous business experience is valued, particularly experience at a managerial level in the academic areas of specialization. Entrepreneurship faculty are involved with and supported by the University's Center for Technological Entrepreneurship. The Center sponsors student and alumni activities, such as the $60K Business Plan competition, the Entrepreneurship Club, a mentoring network, and a speaker series featuring prominent high-tech entrepreneurs. The Center is also a focal point for entrepreneurship research, executive education and consulting. **Interested faculty should send their CV, copies of publications and references to Prof. Ravi Sarathy, 214 Hayden Hall. Fax: 617-373-3166. Email: r.sarathy@neu.edu**

Marketing: Tenure-track: Seeking candidates to teach, research and perform service in a variety of marketing areas. The Marketing area is the largest concentration in the College, and offers the potential to specialize in a variety of emerging areas of marketing. Teaching will include both graduate and undergraduate courses. Candidates must have earned doctorate in Marketing or be at late stage of dissertation. **Please send CV, copies of publications and references to: Dr. Dan T. Dunn, 202 Hayden Hall. Fax: 617-373-8366. Email: d.dunn@neu.edu.**

Management Science: Tenure-track or Lecturer: Teach, research and perform College duties in the primary field of Management Information Systems. Candidates for Associate or Full Professor must have earned doctorate in the area of Management Science and appropriate experience and accomplishment in the MIS field. Candidates for Assistant Professor can be at the late stage of the dissertation process. A doctorate is preferred, but not required for candidates for Lecturer positions. **Please send resume to: Professor Robert Parsons, 314 Hayden Hall. Fax: 617-373-8628. Email: r.parsons@neu.edu.**

Department of Physics

Experimental Particle Physics

Tenure-track faculty position will begin September 2002, contingent upon availability of funding. The Experimental Particle Physics group is actively involved in both the D0 experiment and the CMS collaboration, and seeks candidates who have a demonstrated track record in these experiments. Applicants must have PhD in Experimental Particle Physics and advanced skills in either hardware or software; outstanding research record; and show promise to excel in teaching at the undergraduate and graduate level. **Submit curriculum vitae, list of publications, description of research interests/skills and names of three colleagues who have agreed to write letters of recommendation to: Faculty Search Committee, Department of Physics, 111 Dana Research Center. Email: eppsearch@physics.neu.edu**

College of Criminal Justice

Associate Professors and Assistant Professors

Hiring up to four new faculty for 2002. Candidates should have broad grasp of the field with specialties in one of the following: Race and Crime; Law/Courts; Communities and Crime/Crime Prevention; Comparative Criminal Justice; Statistics and Research Methods. Responsibilities include teaching undergraduate and graduate courses, research, advising and service. Requires PhD in Criminal Justice or related field and demonstrated high quality teaching and research. The College has recently received funding to establish an Institute on Race and Justice; joint research appointments to this Institute will be considered. Women and minorities encouraged to apply. **Please send letter of application, curriculum vitae, samples of recent publications and three letters of reference to: Dr. Donna Bishop, Chair, Search Committee, College of Criminal Justice, 204 Churchill Hall. Search will continue until positions are filled.**

Bouvé College of Health Sciences

Clinical Specialist or Assistant/Associate Professors

Department of Pharmacy Practice

Two positions full-time, non-tenure track at the Assistant or Associate Clinical Specialist level. One with specialization in Ambulatory care; the other is flexible.

School of Nursing

Two Tenure-Track Faculty Positions Applications with clearly defined research/scholarly interests will be given first priority. Of particular interest are individuals with background in acute care, adult/pediatric, community health, and urban health needs.

Department of Physical Therapy

Faculty position with academic rank of Assistant Professor, Associate Professor or Clinical Specialist depending on qualifications. Six-year entry-level MS program has received interim accreditation from CAPTE. Responsibilities include teaching in the physical therapy curriculum in one of the preferred practice patterns, mentoring graduate students in scholarly projects, service, research (tenure/tenure-track) or clinical practice (clinical specialist track). Requires earned doctorate (tenure/tenure-track) or post-professional Master's with specialization (clinical specialist track); MA license/eligible; record of teaching/research/clinical activities preferred.

For Bouvé positions, please send letter of interest and curriculum vitae to Carol Konis, Dean's Office 134 Mugar Life Science Building.

Candidates for all positions must have experience in, or demonstrated commitment to, working with a diverse staff and student population. Northeastern University is an Affirmative Action/Equal Opportunity/Title IX Employer and particularly welcomes applications from minorities, women and persons with disabilities.

Interested candidates should send materials as directed to Northeastern University, 360 Huntington Ave., Boston, MA 02115. Be sure to send materials to the specific person/building the position states.

Nazareth College of Rochester

FACULTY POSITIONS

Nazareth College of Rochester is a comprehensive institution offering a wide range of baccalaureate and master's degree programs. The college is a thriving, independent, co-educational institution with 1900 undergraduate and 1200 graduate students. The college is located minutes from downtown Rochester, New York, the third largest city in the state. Rochester is noted for its internationally recognized industries and museums, and for its cultural diversity.

Nazareth College anticipates the following tenure-track positions for Fall 2002 (unless otherwise stated):

- **Studio Art - Photography:** To teach all areas of photography and 2-D design foundation program; proficiency in appropriate digital programs such as Illustrator and Photoshop. MFA degree required; teaching experience preferred.
- **Art History:** To teach general survey courses and most western area courses such as Greek and Roman Art, Renaissance, Baroque, and American Art. Interest in non-western multicultural curricula desirable.
- **Education - Undergraduate Secondary:** To teach secondary education courses and direct Undergraduate Secondary program. Teaching certification at the adolescence level required.
- **Education - Social Foundations Undergraduate:** To teach courses in social foundations; knowledge or interest in inclusion and learner diversity. Teacher certification required.
- **Education - Inclusive/Middle School:** To work collaboratively in a team teaching, site based model in the undergraduate program leading to certifications in middle school, elementary and special education.
- **Education - Research:** To teach graduate level courses on teacher as researcher; assist in developing of curriculum assessment tools, analyzing data, and preparing departmental reports.
- **English - Shakespearean Studies:** Second field in Medieval literature preferred. Current knowledge of composition theory and experience teaching college writing expected.
- **English - British Literature:** Through pre-19th century preferred with experience teaching English at the secondary level to contribute to both literature and English Education programs.
- **History - Geography:** Historical/Regional Studies Geographer to teach geography courses, upper division courses to complement International Studies program, and history courses in area of expertise; assist in social studies education certification program.
- **Information Technology:** To teach courses in a visual programming environment such as C++ and java and courses in systems analysis and design, management information systems, and database. Some industrial experience and prior teaching experience.
- **Physical Therapy (2 positions):** To teach pre-professional and/or professional physical therapy and related courses; student advisement; scholarship and professional development. Appropriate clinical experience is required; area of specialization is open; preference will be given to those with experience in Health & Wellness, Curriculum Development, and/or Program Evaluation. Senior rank position may include administrative tasks. Master's degree and willingness to pursue doctoral studies required. Rank commensurate with experience. Start either January or August 2002.
- **Speech-Language Pathology:** To teach undergraduate and graduate courses in expanding CAA accredited program. Opportunity for research in area of interest and clinical activity available. CCC-SLP required and eligibility for NYS license preferred.

Unless otherwise noted, appointments for the above positions will be at the Assistant Professor rank and a doctoral degree is required or near completion. Salaries are competitive.

In addition, we seek to fill the following positions:

- **Director of International Education:** 12-month position. To recruit international students and work with faculty and administration to develop, implement, and promote new programs abroad for students and faculty. Requirements: appropriate terminal degree, a minimum of 5 years academic or administrative experience in higher education, experience in recruiting international students, and experience living abroad.
- **Director, Center for Teaching Excellence:** To work with faculty to design and develop Center for Teaching Excellence. Provide support to faculty in their instructional practices and assessment of student learning outcomes, coordinate and initiate faculty development activities, conduct workshops on teaching and learning, and be a clearinghouse for information on workshops, conferences, and other events. Doctorate or appropriate terminal degree. Some teaching is expected.
- **Visiting Minority Scholar:** To teach for a specific, limited period of time, either one semester or one academic year. Terminal degree in specific area or an outstanding record of professional experience, artistic achievement, or community service. Preference given to candidates who can teach in one or more of the college's interdisciplinary programs (Freshman Seminar, Honors Program, Multicultural Studies, or Women's Studies).
- **Shannon Chair in Catholic Studies:** Visiting professorship; one semester appointment - Fall 2002 or Spring 2003. Recognized scholarship and teaching expertise in an area of the Catholic intellectual tradition. Will teach one course and one seminar for undergraduates, and deliver a public lecture.

Candidates for the positions above should send letter of application, curriculum vitae, and the names of three references to: **Dennis Silva, Vice President for Academic Affairs, Nazareth College of Rochester, 4245 East Avenue, Rochester, NY 14618-3790.** Applications will be considered until positions are filled. **www.naz.edu**

EOE/AA

Nazareth College

Language Learning Center Manager

LOYOLA COLLEGE IN MARYLAND

The Department of Modern Languages and Literatures of Loyola College in Maryland seeks a manager for its Language Learning Center beginning April, 2002. The Manager is responsible for the daily operation of the Center as well as the supervision and training of student workers. The manager assists Modern Languages and Literatures faculty in implementing courseware and technology, takes the initiative in investigating and implementing new technologies, and develops proposals for the outside funding of larger projects. The successful candidate will have a knowledge of and experience with computers, satellite transmission, and network interfacing and will possess an M.S./M.A. in Instructional Technology, a modern language, Linguistics, or Education. The ability to teach core-level Spanish and a familiarity with HTML, LANs, streaming servers, Tanberg equipment and word processing software are desirable.

Send c.v. and complete dossier by February 1, 2002 to:

Chair, Search Committee
(LLC Manager)
Department of Modern
Languages & Literatures
LOYOLA COLLEGE
IN MARYLAND
4501 N. Charles Street
Baltimore, Maryland 21210-2699

150 YEARS
1852-2002

Loyola College is a Jesuit Catholic institution which welcomes applicants from all backgrounds who can contribute to our unique educational mission. Loyola is an equal opportunity employer which seeks applications from a broad spectrum of candidates including women, members of minority groups, and people with disabilities. For more information, please refer to our web site www.loyola.edu/cas.

Painting - Assistant Professor I-II

University of California, Santa Cruz

Tenure track. Painter with a demonstrated history of continuous practice and engagement within the field, as well as broad theoretical and technical knowledge of historical and contemporary painting. Minimum Qualifications: Terminal degree in studio art or equivalent professional qualifications; strong exhibition record; at least 2 years of demonstrated teaching excellence; and demonstrated potential for undertaking administrative service. To Apply: ltr. of application, CV, slides of recent work (SASE), syllabi, names of 3 prof. refs. w/addresses, phone #1s. A/D **January 11, 2002** Send to: SC, **Baskin Visual Arts, University of California, 1156 High Street, Santa Cruz, CA 95064** 2002 *EOE* WMA Refer to position number #139-02. Questions / request for full application requirements: **visart@cats.ucsc.edu** (831) 459-2272

DEPARTMENT OF MODERN LANGUAGES

ASSISTANT PROFESSOR IN SPANISH

Xavier University, a Catholic university in the Jesuit tradition, invites applications for a tenure-track position in the Department of Modern Languages, beginning Fall 2002, pending approval. Ph.D. in Spanish required by appointment; native/near-native fluency in Spanish and English. Generalist, with ability, interest, and experience teaching all levels of Spanish language, culture, and literature in core curriculum and major. Preferred specialty: Latino and/or Caribbean Studies. Faculty are expected to be active scholars and excellent teachers, and to provide service on campus and in the community. For additional information, visit the Xavier University Web Page at www.xu.edu. Send application letter, CV, and placement file (or graduate transcripts and three recent letters of recommendation) to: Dr. David Knutson, Search Committee Chair; Dept. of Modern Languages; Xavier University; 3800 Victory Parkway; Cincinnati, OH 45207-5184. Applications must be postmarked by January 2, 2002. *EO/AAE*

CHANCELLOR

UNIVERSITY SYSTEM OF MARYLAND

After more than a decade of distinguished service as Chancellor of the University System of Maryland, Dr. Donald N. Langenberg will retire on April 30th, 2002. The Board of Regents announces a nationwide search for a new Chancellor to lead the System's continuing rise to national eminence.

The University System of Maryland (USM) is the nation's 12th largest university system comprised of 13 distinct and complementary institutions: Bowie State University; Coppin State College; Frostburg State University; Salisbury University; Towson University; University of Baltimore; University of Maryland, Baltimore; University of Maryland, Baltimore County; University of Maryland Biotechnology Institute; University of Maryland Center for Environmental Science; University of Maryland, College Park; University of Maryland Eastern Shore; and University of Maryland University College. A culturally diverse learning and research community, the USM's enrollment stands at 130,000 worldwide, with 600 degree programs, 10,000 faculty, and an annual operating budget of $2.7 billion.

Reporting directly to a 17-member Board of Regents, the Chancellor is the chief executive officer of the System and is responsible for the effective management of its operations. The Chancellor works directly with the Presidents of the member institutions to realize the mission and goals of the System, and leads one of the State's most valuable social and economic assets.

The Board seeks candidates who have demonstrated success heading a similarly complex and large organization, and who understand the vital role of a major university system in the 21st Century. The best candidates will provide vision for the System and will be able to work effectively and positively with the System's many constituencies. An individual of unquestioned integrity with exemplary interpersonal and communications skills, the next Chancellor will have the stature to serve as an important voice for higher education in the state of Maryland and nationally.

While candidate materials will be accepted until a new Chancellor is selected, interested parties are encouraged to submit their credentials by December 1st to assure optimal consideration. Applications and nominations will remain confidential and should be submitted to the office of the consultant working with the Board and Search and Screening Committee as follows:

R. William Funk
c/o USM Chancellor Search
2100 McKinney Avenue, Suite 1800
Dallas, Texas 75201
Email: krisha.creal@kornferry.com

The University System of Maryland is an equal opportunity/affirmative action employer.

THE UNIVERSITY OF IOWA

COLLEGE OF LIBERAL ARTS & SCIENCES
Iowa City, Iowa 52242

A LEADER IN

Equality ▪ Diversity ▪ Excellence

FACULTY POSITIONS

The University of Iowa values diversity among students, faculty, and staff. The University believes that a rich diversity of people and their many points of view enhance the quality of the educational experience and work environment.

During 2001-02, 20 departments in the College of Liberal Arts & Sciences are searching to fill 30 faculty positions at both senior and junior ranks, with appointments to begin 2002-03. Information on each faculty position is available at the College's web site, **www.clas.uiowa.edu.**

The UI is an Affirmative Action/ Equal Opportunity Employer. Women and minorities are encouraged to apply.

UNIVERSITY OF THE PACIFIC

The University of the Pacific, the first chartered institution of higher education in California (1851) is a growing comprehensive university with a commitment to excellence in teaching and scholarship. It enrolls approximately 5,800 students into a diverse academic setting which comprises a College of Arts and Sciences, a Conservatory of Music, a Graduate School, and Schools of Business, Dentistry, Education, Engineering, International Studies, Law, and Pharmacy and Health Sciences, along with University College, a school of adult re-entry.

The University is currently conducting searches for full-time faculty beginning August 2002.

To apply, send letter of application, resume and three reference contacts to the **Chairperson, appropriate department, University of the Pacific, 3601 Pacific Avenue, Stockton, CA 95211.**

University of the Pacific is an equal opportunity/affirmative action employer encouraging excellence through diversity.

FACULTY POSITIONS
Start Fall 2002

COLLEGE OF THE PACIFIC

- Department of Biological Sciences, three tenure track positions, assistant professors, systematic botany, human anatomy and microbiology
- Department of Chemistry, two tenure track positions; associate or assistant professor, bio-organic or bioanalytical chemist
- Department of English, assistant professor, American and Ethnic Literature, tenure track
- Department of Mathematics, assistant professor, tenure track
- Department of Theatre Arts, assistant professor, tenure track

EBERHARDT SCHOOL OF BUSINESS

- Management Information Systems, rank open, tenure track
- Finance (areas of corporate finance and/or investments and/or capital markets, assistant or associate professor, tenure track

BENERD SCHOOL OF EDUCATON

- Department of Educational and Counseling Psychology, assistant/associate professor of School of Psychology, tenure track

THOMAS J. LONG SCHOOL OF PHARMACY AND HEALTH SCIENCES

- Department of Medicinal Chemistry, assistant professor, tenure track
- Department of Pharmaceutics/Pharmaceutical Sciences, assistant professor, tenure track
- Department of Pharmacy Practice, three assistant/associate professors, tenure track
- Department of Speech-Language Pathology, assistant/associate professor, tenure track

ASU

ARIZONA STATE
UNIVERSITY WEST

Arizona State University West, a vital component of ASU's multi-campus structure, serves nearly 6000 undergraduate and graduate students on a modern, growing campus in Phoenix, the nation's sixth largest city and a dynamic multi-cultural environment. It is located in the Valley of the Sun, an area of striking natural beauty, within two hours drive to skiing in Northern Arizona, three hours to the U.S./Mexico border, and five hours to the beaches of Southern California.

ASU West, with its small, friendly atmosphere, is committed to learner-centered education, within the context of a nationally acclaimed PAC-10 university. The campus offers 29 undergraduate degrees, nine master's degrees, and eight professional certification programs through its College of Arts and Sciences, College of Education, College of Human Services, School of Management, and Division of Collaborative Programs.

ASU West values teaching and scholarship, teacher-student research collaboration, cross-disciplinary cooperation, university-community partnerships, and an environment supportive of diversity.

Please visit our website at ***www.west.asu.edu***

Vice Provost for Academic Affairs

Arizona State University West, located in Phoenix, Arizona, seeks a Vice Provost for Academic Affairs.

The Vice Provost for Academic Affairs provides academic leadership for Arizona State University West. The position reports directly to the Provost, who is the Campus Chief Executive Officer. In collaboration with the Provost, other Vice Provosts, Deans, and the Academic Senate, the Vice Provost for Academic Affairs has primary responsibility for the formulation and administration of policies governing academic programs and academic personnel. The Vice Provost also coordinates relationships among academic units and between ASU West and the other ASU campuses.

REQUIRED QUALIFICATIONS:

- An earned doctorate, and a record of teaching and scholarship appropriate to appointment as a tenured professor.
- A record of successful intellectual and academic leadership in a university or four-year college setting.
- Record of achievement in academic program planning, development and assessment.
- Experience in faculty recruitment, retention, development, and evaluation.
- Demonstrated ability to establish and cultivate collaborative relationships among a diverse range of constituencies on-campus as well as off-campus.
- Strong written and analytical skills.
- Demonstrated commitment to enhancing a culture of diversity.

DESIRED QUALIFICATIONS:

- Experience in strategic planning, development, and evaluation of academic programs, learning outcomes assessments, and accreditation issues.
- Experience in evaluation of faculty for appointment, reappointment, tenure, promotion, and post-tenure purposes.
- Demonstrated understanding of, and commitment to, the interconnections of teaching and research, especially in undergraduate and master's degree program contexts.
- Demonstrated commitment to cross-disciplinary collaboration.
- Understanding of, and commitment to, the role of a major metropolitan multi-campus university.

APPLICATION DEADLINE:

December 3, 2001, or the Monday of each week thereafter until the position is filled.

STARTING DATE:

July 1, 2002, or as negotiated.

APPLICATION PROCEDURE

Applicants must address how they meet the qualifications listed above in their letters of application. Please send letter of application, curriculum vitae and the names, titles, addresses, and telephone numbers of five references to:

Dean Bruce Forster, Chair, Search Committee
c/o Kathleen Gunn
Arizona State University West
P. O. Box 37100
Phoenix, Arizona 85069-7100

For more information: 602/543-4520 Fax: 602/543-7012

Confidentiality of all applications will be maintained. Referees will be contacted only after permission from the candidate has been obtained.

Arizona State University West is an Equal Opportunity/Affirmative Action Employer that actively seeks diversity among applicants and promotes a diverse work force.

MCC is seeking candidates to fill the **February 2002** anticipated opening for:

Director of Planning, Research and Assessment

If you have institutional research experience and want to work in a creative, innovative environment with caring, enthusiastic colleagues, please visit our website at **www.mcc.commnet.edu**, or call (860) 512-3610 for a copy of the vacancy announcement, including minimum qualifications and salary.

Send letter of intent, resume, transcripts, and the names of three references to:

Deborah A. Wilson, Director of Human Resources
Manchester Community College
Great Path
P.O. Box 1046, Manchester, CT 06045-1046

Must be postmarked no later than **December 5, 2001**

EOE/AA/M/F

MANCHESTER
COMMUNITY
COLLEGE

Assistant Professor of French

Tenure-track **Assistant Professor of French** beginning Fall 2002. Specialist in theater studies. Interest in the performing arts a plus. Expertise in 17th century theater preferred but not required. Teaching experience and commitment to research and publication essential. Native or near native fluency in both French and English. Ph.D. in hand by Summer 2002. *Minorities and women are strongly encouraged to apply. AA/EEO Title IX employer.*

Send a letter of intent, c.v., at least three letters of recommendation or placement file, and a research sample to **Chair, Search Committee, French Theater, School of Languages and Literatures, 3215 Jiménez Hall, University of Maryland, College Park, Maryland, 20742.**

For best consideration, reply by **November 30, 2001.** MLA interview in New Orleans, LA.

UNIVERSITY OF ILLINOIS AT SPRINGFIELD

Located in the state capital, the University of Illinois at Springfield (UIS) is one of three campuses of the University of Illinois. The UIS campus serves approximately 4,000 students in 19 graduate and 20 undergraduate programs. The academic curriculum of the campus emphasizes a strong liberal arts core, an array of professional programs, extensive opportunities in experiential education, and a broad engagement in public affairs issues of the day. The campus offers many small classes, substantial student-faculty interaction, and a technology enhanced learning environment. Its diverse student body includes traditional, non-traditional, and international students. Its faculty are committed teachers, active scholars, and professionals in service to society.

UIS is seeking assistant professors in the following disciplines, beginning **August 16, 2002.** All candidates must have an earned doctorate prior to beginning employment.

College of Business & Management

Business Administration - Quantitative Methods: Management Sciences, Statistics (B.B.A., M.B.A.)

For further information about these positions contact: Dean's Office - College of Business & Management - CBM 13 - University of Illinois at Springfield - P.O. Box 19243 - Springfield, Illinois 62794-9243, or by phone at 217-206-6534.

College of Education & Human Services

Human Development Counseling - School/Community Counseling (M.A.)

For further information about these positions contact: Dean's Office - College of Education & Human Services - BRK 363 - University of Illinois at Springfield - P.O. Box 19243 - Springfield, Illinois 62794-9243, or by phone at 217-206-6784.

College of Liberal Arts & Sciences

Communication - Communication Technology (B.A., M.A.)

Sociology/Anthropology - Social Psychology/Social Research Methods (B.A.)

Visual Arts - Graphic Design/Printmaking (B.A.)

Visual Arts - Painting/Drawing (B.A.)

For further information about these positions contact: Dean's Office - College of Liberal Arts & Sciences - BRK 472 - University of Illinois at Springfield - P.O. Box 19243 - Springfield, Illinois 62794-9243, or by phone at 217-206-6512.

College of Public Affairs & Administration

Public Administration - Budgeting and Finance (M.P.A.)

For further information about these positions contact: Dean's Office - College of Public Affairs & Administration - PAC 440 - University of Illinois at Springfield - P.O. Box 19243 - Springfield, Illinois 62794-9243, or by phone at 217-206-6523.

For further information about the University of Illinois at Springfield, visit our web site at: www.uis.edu

UIS is an affirmative action/equal opportunity employer. Persons with disabilities, women, and minorities are encouraged to apply.

MILLERSVILLE UNIVERSITY

DIRECTOR OF ADMISSIONS

Millersville University of Pennsylvania invites applications and nominations for the position of Director of Admissions. Millersville University, founded in 1855, is one of 14 institutions of the Pennsylvania State System of Higher Education. As a student-centered institution, the University is highly regarded for offering quality instruction and its strong commitment to the principles of client services and diversity. Nationally ranked as one of the top regional public institutions of higher learning by U.S. News and World Report, Millersville is also listed among Kiplinger's 100 "best-value universities" in the nation. The University has an honored history of providing excellent teacher education and a strong liberal arts curriculum in the arts, sciences, and humanities. The University enrolls 7,500 undergraduate and graduate students, and employs 550 staff and 350 full-time faculty.

Located in historic Lancaster County, the campus is within three hours drive of numerous cultural and recreational opportunities in the cities of Baltimore, Philadelphia, Washington, New York, the Pocono Mountains, and the Atlantic Ocean beaches. Because of its economic diversity, Lancaster County is among one of the most prosperous counties in the country. For more information, contact the Millersville University's Web page at www.millersville.edu.

RESPONSIBILITIES: Provides leadership and direction for the Office of Admissions. The Director reports to the Associate Provost and provides leadership for an office of 6 professional and 5 support staff. The Director is responsible for all aspects of the University's undergraduate student recruitment and enrollment plan.

The Director must be able to assume a university-wide perspective and work effectively with students, faculty, administrators, external organizations and institutions in a diverse community to implement a holistic recruitment program. The Director must encourage and promote the University's commitment to building an inclusive University and foster minority student enrollment. A capacity and willingness to listen, create consensus and assume responsibility are essential.

QUALIFICATIONS: Applicants must possess a master's degree and at least five years of progressive successful leadership experience in university admissions, performing such duties as: recruitment and enrollment planning and program development; team building within and among the Admissions Office and other University offices; personnel and budget management; and ongoing data analysis and assessment activities. Evidence of a strong record of professional growth and the ability to lead an experienced and highly professional staff is essential. Candidates must demonstrate a commitment to increasing diversity within the enrolled student population as well as a sensitivity to educationally and economically disadvantaged students. A successful interview is crucial.

NOMINATIONS AND APPLICATIONS: Applicants must include a letter detailing their experiences relating to the qualifications for the position; a resume; and the names, addresses and telephone numbers of at least three professional references. Full consideration will be given to complete applications received by December 1, 2001. Anticipated starting date is May 1, 2002. Electronic submissions will not be accepted. Nominations and applications should be sent to:

Search Chair/HI1105
Director of Admissions Search
MILLERSVILLE UNIVERSITY
P.O. Box 1002, Millersville, PA 17551-0302
An EO/AA Institution

MC HENRY COUNTY COLLEGE

Executive Dean of Mathematics & Sciences. One of five executive deans reporting to the VP for Academic Affairs at this fast-growing Chicago suburban/rural campus serving over 10,000 credit and non-credit students per semester. This position will lead faculty and staff in support of McHenry County College's strategic plan serving a changing campus and community. Minimum requirements include a Master's degree in one of the disciplines of the division, administrative experience and four years of full-time teaching experience. In addition to submitting a resume and three references, candidates should describe their experience in program development with other academic divisions and their support for technology in the classroom. Review of applications will begin on **November 30, 2001**. Send materials to: **Nancy Loomis, AVP Human Resources, McHenry County College, 8900 U.S. Highway 14, Crystal Lake, IL 60012.** For additional information visit our web site www.mchenry.cc.il.us, or call 815-455-8737.

MCC is an EEO employer, committed to diversity in its college community.

ASSOCIATE DEAN OPPORTUNITIES WITH COLLEGE OF DuPAGE

In its 34th year, College of DuPage has become a premier institution among community colleges by offering a challenging educational environment that puts students first. The College has distinguished itself as a recognized employer throughout Northern Illinois – one that is highly emulated! Strongly committed to its core of vibrant staff who are fully engaged in disciplinary activities that develop student learning, the College fosters staff development initiatives that promote a distinctive learning community.

Situated on a 273-acre campus in Glen Ellyn, Illinois, and located 35 miles west of Chicago in a fast-growing, high-tech area with an increasingly diverse population, College of DuPage enrolls more than 34,000 students in 95 areas of study, including 50 pre-baccalaureate and 45 occupational and technical programs, and employs nearly 3,000 individuals to help us achieve our goals. The College District 502 encompasses a dynamic metropolitan area with a strong economic base. The DuPage area offers an array of enriching cultural, recreational and educational opportunities.

Due to our competitive retirement package, we currently have the following Administrative career opportunities:

ASSOCIATE DEAN, BUSINESS & SERVICES

Full-time, administrative position reporting to the Dean of Business and Services Division. The Division offers certificates and degrees in many business, computer and service areas.

The Associate Dean is responsible for providing leadership for the development, implementation, evaluation and maintenance of the educational programs in the assigned areas of responsibility within the Division. Responsibilities may include scheduling of classes; hiring, assignment and assessment of full and part-time faculty; and administration of unit budget. The Associate Dean exercises the authority delegated by the Division Dean and may receive additional assigned duties as required.

A Master's degree in a discipline in the division or a related field with a minimum of five years teaching experience in a post-secondary institution and a minimum of two years industry experience in a related area are required. Prior administrative experience in industry or education is preferred. An equivalent combination of education and experience will be considered. This position is available March, 2002.

ASSOCIATE DEAN, NATURAL SCIENCES

Full-time, administrative position reporting to the Dean of Natural Sciences to provide academic leadership, development and maintenance of the disciplines of Biological Sciences, Chemistry, Earth Sciences, and Physics. Additional duties also include, but are not limited to, reviewing curriculum, staffing needs, and budget management for the division, and resolution of faculty concerns or issues for the division. The Associate Dean exercises the authority delegated by the Division Dean or Associate Vice President for implementing and evaluating educational support programs and facilities for areas of assigned responsibility.

A Master's degree in any discipline within Natural Sciences with five years teaching experience in Biological Sciences, Chemistry, Earth Science or Physics is required. An equivalent combination of training and experience may also be considered. A doctorate or Ph.D. in a related discipline with two years administrative experience is preferred. This position is available July, 2002.

ASSOCIATE DEAN, ALTERNATIVE LEARNING

Full-time, administrative position responsible for the delivery of courses, programs and services through alternative learning formats. Additional duties include providing leadership for the Centers for Independent Learning (CILs), Assessment and Testing Services, individualized Developmental Education and other independent learning options. The Associate Dean also assists the Dean with program development in Experiential Learning, Internet College, Adult FastTrack, and Interdisciplinary Studies, and administration of the Office of Instructional Development and the Academic Support Center.

A Master's degree in education, educational administration, alternative learning, adult continuing education or equivalent with three years experience in academic or student services administration and two years teaching experience are required. An equivalent combination of education and experience may be considered. This position is available July, 2002.

ASSOCIATE DEAN, TECHNOLOGY

Full-time, administrative position responsible for providing academic leadership, development and maintenance of the educational programs in the assigned disciplines of the division and is responsible for implementing and evaluating educational programs and facilities for areas of assigned responsibility. The Division offers certificates and degrees in many occupational and vocational areas.

Additional responsibilities may include scheduling of classes; hiring, assignment and assessment of full and part-time faculty; and administration of unit budget.

A Bachelor's degree in a program-related area with a minimum of two years work related experience, previous teaching experience and two to three years administrative experience are required. A Master's degree in a program-related area or in education is preferred. An equivalent combination of education and experience may also be considered. This position is available March, 2002.

Starting salaries for these 12-month assignments are dependent on education and experience, but normally range from $61,900 to $71,000. College of DuPage also offers a generous benefits package.

For more job details and application information, visit our Web Site at: www.cod.edu

COLLEGE OF DuPAGE
Attn: Administrative Recruiting
425 Fawell Blvd.
Glen Ellyn, IL 60137
630-942-2460
cdhumres@cdnet.cod.edu
equal opportunity employer
Minorities are encouraged to apply.

College of DuPage

Harold Washington College, One of the City Colleges of Chicago, anticipates openings for full-time tenure track faculty in the following disciplines for either **Spring 2002 or Fall 2002.**

Child Development
Digital Multimedia Design
English Composition
English as a Second Language
Geography/Anthropology
Humanities/Fine Arts
Humanities/Philosophy
Mathematics
Psychology
Three Dimensional Design

Candidates must possess a minimum of a Master's Degree in the discipline and previous college teaching experience, preferrably at a community college. Application of 2 resumes, 3 letters of recommendation should be postmarked no later than **December 1, 2001.** Chicago Residency is required within 6 months of the date of hire.

Please send all responses to
S. Crosby, Human Resources, Harold Washington College, 30 E. Lake St., Chicago, IL 60601.
EEO/AA/M/F/D/V

DEAN
School of Education

Applications and nominations are invited for the position of Dean of the School of Education, which enrolls over 2000 students in its graduate and undergraduate programs, post-master's and advanced certificate programs.

Responsibilities: The Dean is responsible for leadership, planning and operations, including program development, enrollment, management, recruitment, academic standards, faculty development and maintenance of accreditation, and is expected to play an active role in enhancing the external relations of the College through community service, fundraising, and participation in collaborative programming.

Qualifications: A distinguished record of accomplishments in educational practice; research, grantsmanship and policy; an earned doctorate degree; and an outstanding record of teaching and scholarship that qualifies her/him for the rank of tenured professor within the Education Department.

Salary, Application, Appointment: Salary range: $84,000 - $133,900. Review of applications begins November 16, 2001, continuing until the position is filled. A Fall 2002 appointment is anticipated. Additional details at www.ccny.cuny.edu/positions/ Send nominations or a letter of application, CV, and names of five (5) references (in confidence) to: Search Committee, Dean of Education, Office of Affirmative Action, A232.

The City College of New York, CUNY
138 Street and Convent Avenue, NY, NY 10037

An AA/EO/ADA/IRCA Employer

DEAN OF THE COLLEGE OF ARTS AND SCIENCES

Northeastern Illinois University invites applications and nominations for the position of Dean of the College of Arts and Sciences. Nationally recognized as having the most ethnically diverse student body in the Midwest, Northeastern is a comprehensive state university of 11,000 commuter students located on a 67-acre campus in a residential neighborhood on the northwest side of Chicago.

The College of Arts and Sciences is the largest of the University's colleges with 174 tenured/tenure-track faculty. It comprises 15 departments (23 undergraduate programs/15 graduate programs) and is responsible for the General Education program which serves all of the University's undergraduate students.

The Dean reports to the Provost; is responsible for all College curricular, budgetary, and personnel matters; and provides leadership/vision in fulfilling the College and University missions.

An earned doctorate in a discipline within the College of Arts and Sciences is required. In addition, candidates must have an excellent record of achievement in teaching, research, and service appropriate to appointment to senior faculty rank; excellent fiscal management and communication skills; and a minimum of 3 years academic administrative experience at or above the level of department chair. Desirable experience includes evaluation of faculty for promotion and tenure, assessment, and grant procurement.

Review of applications begins November 26, 2001. Send nominations/applications (including e-mail address, if available), resume, name/address/telephone number of five references to:

Northeastern
Illinois
University

Terri Rothstein, Assistant Provost
Northeastern Illinois University
5500 N. St. Louis Avenue
Chicago, IL 60625-4699

Northeastern Illinois University is an Equal Opportunity/Affirmative Action Employer and invites applications from women and minorities as well as other qualified individuals.

Assistant Professor
Contemporary Latin American Literature

Tenure-track Assistant Professor Contemporary Latin American Literature, focus on Southern Cone. Native or near native fluency in both Spanish and English, teaching experience and recognized potential of excellence in scholarship required. Ph.D. in hand by Summer 2002. *Women and minorities are strongly encouraged to apply. AA/EO Title IX Employer.*

Send a letter of intent, c.v., at least three letters of recommendation, and a research sample by **November 30, 2001 to Chair, Search Committee Contemporary Latin American Literature, School of Languages and Literatures, 3215 Jiménez Hall, University of Maryland, College Park, Maryland, 20742.**

PRESIDENT / CEO

The Kentucky Community and Technical College System (KCTCS) seeks an entrepreneurial leader to serve as President of the Paducah Community College and CEO of the West KY Community and Technical College District, which is comprised of Paducah Community College and West KY Community and Technical College.

For a detailed job advertisement please see our website at

www.kctcs.net

KCTCS
Kentucky Community & Technical College System

The KCTCS is an equal access, equal opportunity, affirmative action institution and is committed to providing equal opportunity through its employment practices. Women and minorities are encouraged to apply.

Salem

STATE COLLEGE

TENURE TRACK POSITIONS – FALL 2002

Salem State College is seeking to fill several tenure track positions for fall of 2002. For most positions, College teaching or professional experience is a must and we prefer candidates with experience in and commitment to teaching in a multiracial, multiethnic environment with students with diverse backgrounds and learning styles, who enjoy serving as role models and mentors for a diverse student body and who have experience with distance learning and instructional technologies. Salaries are competitive and commensurate with education and experience. Positions subject to available funding. For more detailed information, see our website at: www.salemstate.edu

School of Arts & Sciences

Biology – Biochemistry: Ph.D. in Biology or Biochemistry (ABD considered). Refer to: 02-AA-F-BIO-BIOCHEM1.

Chemistry – Organic or Biochemistry: Ph.D. in Chemistry. Refer to: 02-AA-F-CHE-ORGBC1.

Communications – Advertising, Journalism or Public Relations: ABD in Communications or a related field. Refer to: 02-AA-F-COM-AJPR1.

Computer Science – Computer Literacy: Master's Degree. Refer to: 02-AA-F-CSC-CSLIT1.

Computer Science: Master's degree in Computer Science or closely related area with substantial graduate coursework in Computer Science (Ph.D. or documented ABD preferred). Refer to: 02-AA-F-CSC-CMSCI1.

English – Shakespeare: Ph.D. in English. Refer to: 02-AA-F-ENG-SHAK1.

English – Literature (non U.S.): Ph.D. in English or cognate field. Refer to: 02-AA-F-ENG-LIT1.

Foreign Languages – Spanish and Language Pedagogy: M.A. in Spanish or M.A.T. in Spanish (Doctorate or ABD preferred). Refer to: 02-AA-F-FRL-SPNED1.

Geography: ABD (Ph.D. preferred) in Geography or a related field. Refer to: 02-AA-F-GEO-GEN1.

History – U.S. 20th Century: Ph.D. in History. Refer to: 02-AA-F-HIS-USTWCEN1.

History – Education: Ph.D. in History. Refer to: 02-AA-F-HIS-HISED1.

Mathematics: ABD in Applied Mathematics, Statistics or Pure Mathematics (Ph.D. preferred). Refer to: 02-AA-F-MAT-MAT1.

Philosophy – Ethics: Ph.D. in Philosophy. Refer to: 02-AA-F-PHL-ETH1.

Political Science: Ph.D. in Political Science. Refer to: 02-AA-F-POL-POL1.

Sport, Fitness & Leisure Studies: Earned doctorate or current enrollment in doctoral program, and certification as a Lifeguard Instructor. Refer to: 02-AA-F-SFL-GEN1.

Theatre and Speech Communication - Speech Communication (2 positions): Master's degree in Speech Communication (Ph.D. preferred). Refer to: 02-AA-F-SPC-SPC1.

School of Business

Accounting & Finance – Finance: Ph.D. or DBA in Finance or a related field (ABD considered). Refer to: 02-AA-F-AFN-FIN1.

Management – Business Policy: Ph.D. or DBA with specialization in business policy (ABD with scheduled defense considered). Refer to: 02-AA-F-MGT-BPOL1.

Marketing: Ph.D. or DBA (ABD with scheduled defense considered) in Marketing. Refer to: 02-AA-F-MKT-MKT1.

OM/MIS: Required qualifications include a Ph.D. or DBA in MIS. Refer to: 02-AA-F-OMS-OMIS1.

Schools of Human Services

Criminal Justice: Ph.D. in Criminal Justice (ABD considered). Refer to: 02-AA-F-CRJ-CRJ1.

Education – Educational Leadership: Doctorate in Educational Leadership or a related field w/ K-12 teaching and administrative experience. Refer to: 02-AA-F-EDU-EDLD1.

Occupational Therapy: Master's degree in Occupational Therapy or a related field (Doctorate preferred). Refer to: 02-AA-F-OCT-OCT1.

Social Work - Social Policy/Older Adults: MSW, 2 years of post MSW practice experience (DSW or Ph.D. in Social Work preferred). Refer to: 02-AA-F-SWK-SPOLOA1.

Application review will begin in mid November and continue until a satisfactory pool is developed. Please send applications immediately.

To **apply, send letter of application specifying reference number of the position for which you are applying, resume, appropriate transcripts and three letters of reference to:**

Office of Human Resources and Equal Opportunity, Salem State College, 352 Lafayette St., Salem, MA 01970; FAX: (978) 542-6163; E-MAIL: eo-hr@salem.mass.edu (Word or Word Perfect Attachments only)

If applying for more than one position, send separate package for each.

SALEM STATE COLLEGE IS AN EQUAL OPPORTUNITY / AFFIRMATIVE ACTION EMPLOYER. PERSONS OF COLOR, WOMEN AND PERSONS WITH DISABILITIES ARE STRONGLY URGED TO APPLY.

FURTHER INFORMATION–SEE OUR WEBSITE

www.salemstate.edu

NORTHERN ILLINOIS
UNIVERSITY

www.niu.edu

Are you looking for a rewarding career?
Looking for opportunities for advancement?
Looking to be one of the best?

LOOK to
Northern Illinois University!!!

Join TEAM NIU in Partnership!!
Excellent Benefits and Competitive Salary

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Current openings in:
- The College of Liberal Arts & Sciences
- The College of Education
- The College of Engineering and Engineering Technology
- The College of Visual and Performing Arts
- The College of Health & Human Sciences
- The College of Business
- Student Affairs
- General Administration
- Provost Division
- Finance & Facilities
- Development & University Relations

AADR

Northern Illinois University is an Equal Opportunity/Affirmative Action Institution

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FREDONIA

State University of New York
College at Fredonia

Reading

Reading: Assistant Professor, Ph.D/Ed.D, (ABD considered), State University of New York College at Fredonia, 10 month tenure track position beginning Fall, 2002. Doctorate in reading, literacy education or related field with an emphasis in reading, as well as certification (or eligibility for) reading certification. To teach undergraduate and graduate courses in foundations of reading, advise students, and assist in the operation of a graduate reading clinic. Preference will be given to candidates with knowledge of technology and NCATE accreditation. Send letter of application, official transcripts, vita, and three letters of reference to **Dr. Julius Adams, Director, School of Education, Fredonia, NY 14063. Review of applications will begin on November 15th.**

SUNY Fredonia is an affirmative action, equal opportunity employer; we actively seek and encourage applications from women, minorities, and people with disabilities.

WINTHROP
UNIVERSITY

The Richard W. Riley College of Education at Winthrop University is seeking eight creative and innovative faculty members for tenure-track positions. We are looking for faculty members who are dedicated to teaching excellence, are willing to establish partnerships with local schools and agencies, and are actively engaged in scholarship that enhances the profession.

Standard requirements for all positions include an earned doctorate (ABD nearing dissertation completion may be considered at the instructor level in a non-tenure track position). Successful candidates are expected to teach, conduct socially significant research, and serve the campus and community. Candidates should be technologically proficient.

Counseling and Leadership

Chair: Professor/Associate, Doctorate in Educational Administration or related field, P-12 teaching and administrative experience, established record of scholarship, and demonstrated academic leadership, 10.5 month position beginning **Aug. 1, 2002.** Contact: **C. Everington, 106 Withers.**

School Counseling: Assistant/Associate Professor, Doctorate in Counseling Education with concentration in School Counseling, licensed or eligible for licensure, teach graduate level courses in Counseling. Contact: **J. Sanders, 143 Withers.**

Health and Physical Education

Athletic Training: Assistant Professor/Director, Doctorate in Athletic Training or related area, direct Athletic Training program and teach courses in Athletic Training. **Contact: S. Wilson, 103 Peabody.**

Curriculum and Instruction

Special Education (2 positions): Assistant Professor, Doctorate in Special Education, background in severe disabilities and/or moderate disabilities, teach undergraduate and graduate courses in special education, supervise students in field and internships. Contact:
R. Ingram, 204 Withers.

Early Childhood Education: Assistant Professor, Doctorate in Early Childhood Education, background in at-risk children, teach undergraduate courses with emphasis in special needs youth. Contact: **C. Ferguson, 204 Withers.**

Center for Pedagogy

An interdisciplinary Unit of the University Responsible
For Renewing Teacher Education

Social Foundations: Assistant/Associate Professor, Doctorate in Social Foundations or related field, expertise in bilingual education desired, teach graduate and undergraduate courses in social foundations and interdisciplinary core. Contact: **J. Vare, 204 Withers.**

Educational Psychology: Assistant Professor, Doctorate in Educational Psychology, teach graduate and undergraduate courses in educational psychology. Contact: **S. Green, 204 Withers.**

Application Procedure: Position starting date is **Aug. 16, 2002** except where noted. Screening of applicants will begin **Nov. 26, 2001.** Application materials received after that date may be considered if an acceptable candidate has not been found. To apply, send letter of application, current curriculum vitae, names, addresses, email addresses, and phone numbers of at least five professional references and other selected portfolio materials, such as examples of scholarly activities or course syllabi to the contact person and office number listed in ad to **Richard W. Riley College of Education, Winthrop University, Rock Hill, SC 29733.**

Winthrop University is an Equal Opportunity Institution, Affirmative Action Employer Please visit our Web site at **http://coe.winthrop.edu** for complete position description.

RAMAPO COLLEGE OF NEW JERSEY

Ramapo College of New Jersey is a four-year undergraduate college located in the beautiful foothills of the Ramapo Valley approximately 25 miles northwest of New York City. Established in 1969 as a state-supported, coeducational college of liberal arts, sciences and professional studies, this institution offers an array of undergraduate, graduate, and post baccalaureate programs focused on the four "pillars" of the Ramapo College mission - international, intercultural, interdisciplinary, and experiential education. The College is committed to global education. It is a Fulbright Center and houses the New Jersey Governor's School for International Studies. On-site childcare is available.

Position # 843

PROVOST AND VICE PRESIDENT FOR ACADEMIC AFFAIRS

Job Description: Ramapo College of New Jersey invites nominations and applications for the position of Provost and Vice President for Academic Affairs. The term of the new Provost/Vice President will begin on or near July 1, 2002.

The Provost/Vice President for Academic Affairs will have an earned doctorate and a distinguished record as a teacher and scholar. The successful candidate will have demonstrated an ability to foster excellence in teaching and research and in building consensus amongst the faculty; innovative management skills with respect to fiscal and human resources; a commitment to student development and international education; evidence of active leadership in the implementation and maintenance of diversity initiatives for faculty, staff and students; a commitment to interdisciplinary education; some experience with collective bargaining; excellence in promoting the academy to its varied constituencies; and an understanding of and commitment to the residential college experience.

Applicants must send a cover letter, curriculum vitae, and the names, addresses and phone number of five references. Letters of nomination are encouraged. All materials should be addressed to: Provost/VPAA Search Committee, c/o Office of the President.

We invite all applicants to access our website for further information on the college. For full consideration applications should be received by November 14, 2001.

Since its beginning, Ramapo College has had an intercultural/international mission. Please tell us how your background, interest and experience can contribute to this mission, as well as to the specific position for which you are applying. Position offers excellent state benefits. To request accommodations, call 201-684-7606.

Website: http://www.ramapo.edu.

RAMAPO
COLLEGE
OF NEW JERSEY

RAMAPO COLLEGE
OF NEW JERSEY
Attention: Dept 18
505 Ramapo Valley Road
Mahwah, New Jersey 07430

"New Jersey's Public Liberal Arts College"

Ramapo College is a member of the Council of Public Liberal Arts Colleges (COPLAC), a national alliance of leading liberal arts colleges in the public sector. EEO/AFFIRMATIVE ACTION.

MANCHESTER
COMMUNITY
COLLEGE

MCC, a dynamic institution with state-of-the-art facilities, outstanding educational programs, and a strong commitment to diversity, is seeking candidates to fill the **Spring or Fall 2002** anticipated openings for:

Instructor (English)
Instructor (Sociology)
Assistant Professor (Drug & Alcohol Rehabilitation Counselor Program)

For a copy of the vacancy announcement, including minimum qualifications and salary, please visit our website at **www.mcc.commnet.edu**, or call (860) 512-3610.
Send letter of intent, resume, transcripts, and the names of three references to:
Deborah A. Wilson, Director of Human Resources
Manchester Community College
P.O. Box 1046, Manchester, CT 06045-1046
Must be postmarked no later than December 5, 2001
EOE/AA/M/F

SUMMER 2002

Center For International Studies

MADRID - SPAIN

Scholarship Program

for Teachers, Counselors & School Administrators

Three or six weeks of intensive Spanish language study from **July 4** to **July 25, 2002**, or **July 4** to **August 15, 2002**, at the Center for International Studies in Madrid, Spain.

Includes: round trip airfare, instruction, three meals a day and room accommodations at Colegio Mayor Santa Maria de Europa of Universidad Complutense of Madrid. From: $1,999

For information, **Write or Fax** your request to:

Center for International Studies
42-32 De Bruin Drive
P.O. Box 451
Fair Lawn, NJ 07410-0451
Tel.: (201) 845-9744 FAX: (201) 368-0433

Also visit our Website:

www.StudyAbroad-Cisisa.org

Santa Clara University

School of Law

Commitment to a Diverse Community

- Recipient of the 2001 Law School Racial and Ethnic Diversity Award from the California Minority Counsel Program (CMCP).
- Ranked among the top ten racially and ethnically diverse schools in the country. (U.S. News and World Report, March 30, 2001)
- Active Student Organizations, including the Latin and Native American Law Students Association (La Raza)
- Extensive opportunities for clinical work, internships, judicial externships, and study abroad.
- Consistently ranked among the top ten schools in the country for intellectual property law.

Study Law in the heart of Silicon Valley
www.scu.edu/law

UNIVERSITY of VIRGINIA

ASSOCIATE/ASSISTANT DIRECTOR OF PLANNED GIVING

2 positions available

These administrative faculty positions provide expertise and support to both internal and external constituents regarding the structure of lifetime and testamentary plans. Additional responsibilities include: cultivating and soliciting prospects who plan major outright and deferred gifts to the University; working closely with donors and their financial advisors and attorneys; and serving as liaison with development offices around Grounds regarding tax consequences of charitable gifts.

A master's degree is preferred. A law degree is highly desirable. An undergraduate degree and several years development/fundraising experience with some planned giving exposure or experience as a trust officer or financial planner is required. Knowledge of the legal and tax aspects of estate and charitable gift planning and the ability to travel are required. Please send resume and cover letter with salary history to:

Yvonne W. Carter
Human Resources Director
Office of University Development
University of Virginia
P.O. Box 400807
Charlottesville, VA 22904-4807

The University of Virginia is an Equal Opportunity/Affirmative Action Employer.

SENIOR FACULTY POSITIONS

Princeton University invites applications from distinguished scholars for the position of tenured associate or full professor in any of its departments in the humanities, social sciences, natural sciences, or engineering. Women and underrepresented minorities are especially encouraged to apply.

Send letter and curriculum vitae by November 30, 2001 to **Joann Mitchell, Office of the Provost, 3 Nassau Hall, Princeton, New Jersey 08544-5264.** Applications will be forwarded to the appropriate department. Princeton University is an affirmative action, equal opportunity employer.

Princeton University

Associate Dean for Social Science & Public Service Division

NORTH HARRIS MONTGOMERY COMMUNITY COLLEGE DISTRICT

The successful candidate will take primary responsibility for leading a credit instructional unit that comprises several academic and technical departments. Establish a creative environment in which people are served, resources are managed, positive learning is promoted, and curriculum standards are maintained. The position requires: Master's degree and at least three years of higher education teaching and/or administrative experience (some community college experience preferred). Start date January 2002. Open until filled. Submit a cover letter, resume, summary of philosophy of education and leadership style (one page each), and contact information for five job-related references to **North Harris Montgomery Community College District, Human Resources, 250 N. Sam Houston Parkway E., Houston, TX 77060** or Email jobs@nhmccd.edu or **Fax** to **281-260-3186.** ***For consideration job references #40280-HO must be included in the cover letter.*** This position is subject to the successful completion of a criminal background check. Please visit our Web site for more information. www.nhmccd.edu. *AA/EOE*

GRAND VALLEY
STATE UNIVERSITY

Provost and Vice President for Academic Affairs

Grand Valley State University invites applications and nominations for the position of Provost and Vice President for Academic Affairs. This vacancy comes at an exciting moment in the history of the university. A dynamic new President has recently been appointed and is assembling his administrative team with the explicit intention of moving Grand Valley State University to the next level of excellence.

Academic Excellence

Grand Valley State University was founded in 1960 as a liberal arts college and the emphasis on liberal studies and teaching excellence remain distinguishing characteristics of the institution today. Grand Valley is a four year comprehensive regional university. Its enrollment has grown steadily over the past two decades with a current enrollment of 19,762. Over one hundred academic and career preparation programs leading to degrees in more than seventy-five major areas are available through the Division of Arts and Humanities, the Seidman School of Business, the Division of Science and Mathematics, the Division of Social Sciences, the Kirkhof School of Nursing, the School of Social Work and the School of Education.

The university's main campus is on a 900-acre site in Allendale located fourteen miles west of Grand Rapids, Michigan with additional campuses in Grand Rapids and Holland and regional centers in Muskegon and Traverse City. The main campus in Allendale takes advantage of the natural beauty of its surrounding acreage and offers the complete residential undergraduate experience. The Robert C. Pew Grand Rapids Campus, featuring the new DeVos Center, is home to GVSU's graduate programs, including business and engineering. Grand Valley prides itself on being a teaching institution dedicated to providing the highest level of quality instruction. The faculty was judged "impressive" by the evaluation team of the North Central Association of Colleges and Schools. Among Michigan's fifteen universities, GVSU's freshman profile (3.34 GPA; 22.8 ACT) is fourth highest. For the past five years, Grand Valley has been rated as one of the nation's "100 Best College Buys." The university's emphasis on technology has twice won its inclusion on the list of the nation's 100 "best-wired" campuses.

Grand Rapids and West Michigan

Grand Rapids is Michigan's second largest city and is the dominant city in a region where the population is nearing one million. Cultural life in the area is diverse and includes symphony, ballet theatre, museums, a sculpture park and botanic garden. The city's baseball, basketball, hockey and arena football teams are popular and well attended. Lake Michigan and its famous sand dunes are a half-hour's drive from the main campus and Michigan boasts some of the nation's finest state parks. Winter sports are widely available.

Qualifications

The Provost and Vice President for Academic Affairs serves as the Chief Academic Officer of the university and reports directly to the President. The successful candidate must have an earned doctorate; evidence of excellence in teaching and scholarship and successful senior level academic administrative experience; a distinguished record of continued professional accomplishments; the intellectual vision and energy necessary to lead an institution of higher education; and an understanding of the needs and concerns of administrators, faculty, staff, and students of a public, comprehensive university with multiple sites. See our website at www.gvsu.edu for further information about the position and about Grand Valley State University.

Application Process

Send a letter of application, vitae, and three references to: **Mr. David Haley; Isaacson, Miller; 334 Boylston St.; Suite 500; Boston, MA; 02116-3899.** Review of applications will begin on **January 1, 2002,** and continue until the position is filled. *Grand Valley State University is an affirmative action, equal opportunity institution. It encourages diversity and provides equal opportunity in education, employment, all of its programs, and the use of its facilities. It is committed to protecting the constitutional and statutory civil right of persons connected with the university.*

DEAN OF THE COLLEGE OF BUSINESS AND MANAGEMENT

Northeastern Illinois University invites applications and nominations for the position of Dean of the College of Business and Management. Nationally recognized as having the most ethnically diverse student body in the Midwest, Northeastern is a comprehensive state university of 11,000 commuter students located on a 67-acre campus in a residential neighborhood on the northwest side of Chicago.

The College, established in 1983, houses two departments – Accounting, Business Law and Finance; and Management and Marketing – offering five undergraduate and two graduate degree programs. Twenty-five full-time tenure track faculty plus instructors and part-time faculty serve approximately 1,100 students at the undergraduate level and 120 graduate students. The College subscribes to quality standards established by AACSB International and is currently pursuing AACSB accreditation.

The Dean reports to the Provost; is responsible for all College curricular, budgetary, and personnel matters; and provides leadership/vision in fulfilling the College and University missions.

An earned doctorate in a discipline within the College or in a related area is required. In addition, candidates must have an excellent record of achievement in teaching, research, and service appropriate to appointment to senior faculty rank; excellent fiscal management and communication skills; and a minimum of 3 years academic administrative experience at or above the level of department chair. Desirable experience includes evaluation of faculty for promotion and tenure, assessment, developing and sustaining relationships with the business community, and successful participation in institutional fundraising initiatives.

Review of applications begins November 26, 2001. Send nominations/applications (including e-mail address, if available), resume, name/address/telephone number of five references to:

Northeastern
Illinois
University

Terri Rothstein, Assistant Provost
Northeastern Illinois University
5500 N. St. Louis Avenue
Chicago, IL 60625-4699

Northeastern Illinois University is an Equal Opportunity/Affirmative Action Employer and invites applications from women and minorities as well as other qualified individuals.

UTD

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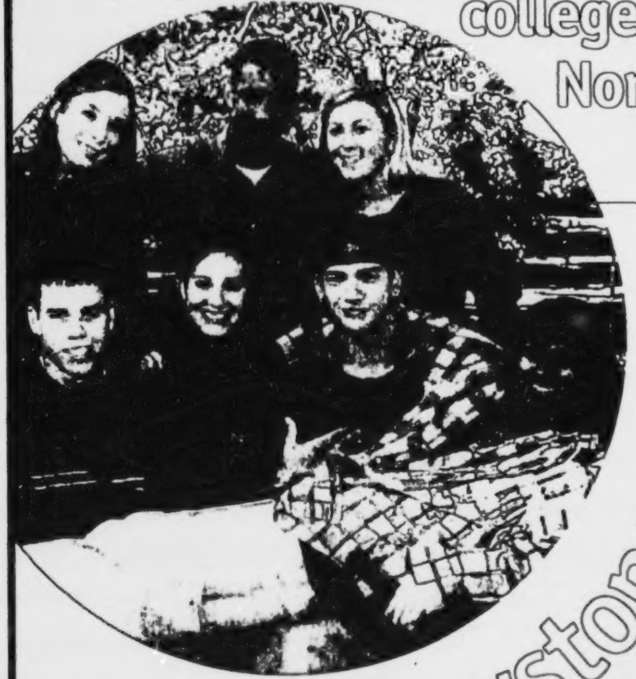

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For full consideration, please mail letter of interest, curriculum vitae, and 3 letters of reference as follows: **(Name of Department), c/o (Dean of School), Pace University, One Pace Plaza, New York, NY 10038.** Applications must be received by **December 7, 2001.** Please visit our website **www.pace.edu**

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Candidates for all above positions must have experience in, or demonstrated commitment to, working with a diverse staff and student population. Northeastern University is an Affirmative Action/Equal Opportunity/Title IX Employer and particularly welcomes applications from minorities, women and persons with disabilities.

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Applications received on or before **November 15, 2001** will be given priority. The position will remain open until filled. For information contact John Solomon at **(410) 462-7799.** Applications should be mailed to:

John Solomon, Chair
Search Committee for
Vice President of Academic Affairs
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Please visit our website at:
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¡PUNTO FINAL!

DECONSTRUCTING EL GALLO, EL HOMBRE MACHO

Salvador Torres-Martínez, a poet and graduate of the University of South Florida, emigrated from his native Matehuala, San Luis Potosí, Mexico, in 1981, at age four. ENLACE coordinator for Hillsborough Community College in Tampa, Fla., he earned a degree in Spanish and Latin American and Caribbean Studies and is at work on a master's.

During my childhood in the U.S., my father and older brothers would raise roosters, or *gallos*, only to later make them fight in a *macho*-man-made circle created by my family and extended family and all the *hombres* in the same farmworkers' *campo*. Bets were placed on the *gallos* that looked the toughest, the quickest, the best exemplification of the Latino-*macho* image, often armed with sharp knives tied to their talons.

This match would usually last until one rooster was either severely injured or dead. Later, the loser, often the owner of the dead rooster, would insult the bird, calling it names–deconstructing the *macho* image the *gallo* once had.

These events do take place in Latino culture but often are transformed into other stereotypes–loiterers, gang members, wife-beaters, philanderers, and the list goes on–that U.S. society might envision as an image of *el macho-hombre* or *machismo*. Being *macho* had nothing to do with being an *hombre* or *caballero* (gentleman).

The word *macho* means, male, nothing more, nothing less; thus *machismo* means the philosophy of being male. People can confuse *macho* and *hombre*. I felt the confusion as a child. In my own Mexican culture and other Latino cultures, the word carries certain social responsibilities that young men are pressured to adopt. This pressure imbues young Latinos with a pseudo-manliness mentality, which they often use in reacting to living in an alien culture, where they perhaps feel socially castrated by racism, lack of education, and economic opportunities. This is because the definition of the word is taken out of context even within our own culture.

These images were applied to me as a child. I had to behave a certain way: tough, able to spit, to work tirelessly, drink tequila or Presidente. I had to be outside doing the work of a man–if you stayed inside, you had to be severely sick or dead. My isolated culture led me to believe that this is how I must be.

I had added pressures: having to assimilate to a culture not mine, a progressive one where the role of the man was changing–the *gringo* male culture, nurturing the will to become educated when education was often placed on the backburner, the need to create my own identity, or my true self, and having to swallow the thought that my mother, father, and family worked endlessly in the fields, slowly wearing away. For what? So that I could follow in their footsteps?

I felt that I had to act, look, and speak differently. An unforgiving dichotomy invaded me. I did not know whether to be *Mexicano* or *Americano*, and I simply could not hyphenate myself, due to the criticism that would come from my family and culture. . .that I would forget my roots.

The most dominant male figure in my childhood was my father, the epitome of what it was to be a male. All his life he was taught that work was your worth. When we moved to the U.S., he brought the same mentality: work equals worth.

Not until now have I been able to try to decipher my enigmatic father and his role as an *hombre*, *macho*, and *padre*. In the U.S., having to navigate an alien system, our cultural lives polarized. At one end, our Mexican way of being, and at the other, the *gringo* lifestyle. This became a battle I had to overcome at the cost of not understanding my father.

Mi familia had to work hard for what they had, like many from Mexico. But now, as an up-and-coming degreed professional, I have isolated myself from what my father means to me. I am not better than my father education-wise; we are part of different branches; we follow different philosophies, sometimes crossing each other. It is in those moments of crossing that we are capable of understanding each other, though it might not be for a long time. I had to stand back and deconstruct what it meant to be an *hombre Mexicano*. In doing this, I did something unimaginable and severe: I deconstructed my father and reconstructed me with a borrowed, alien philosophy.

If interested in submitting a ¡Punto Final! "think piece," please e-mail us at sloutlook@aol.com for guidelines.

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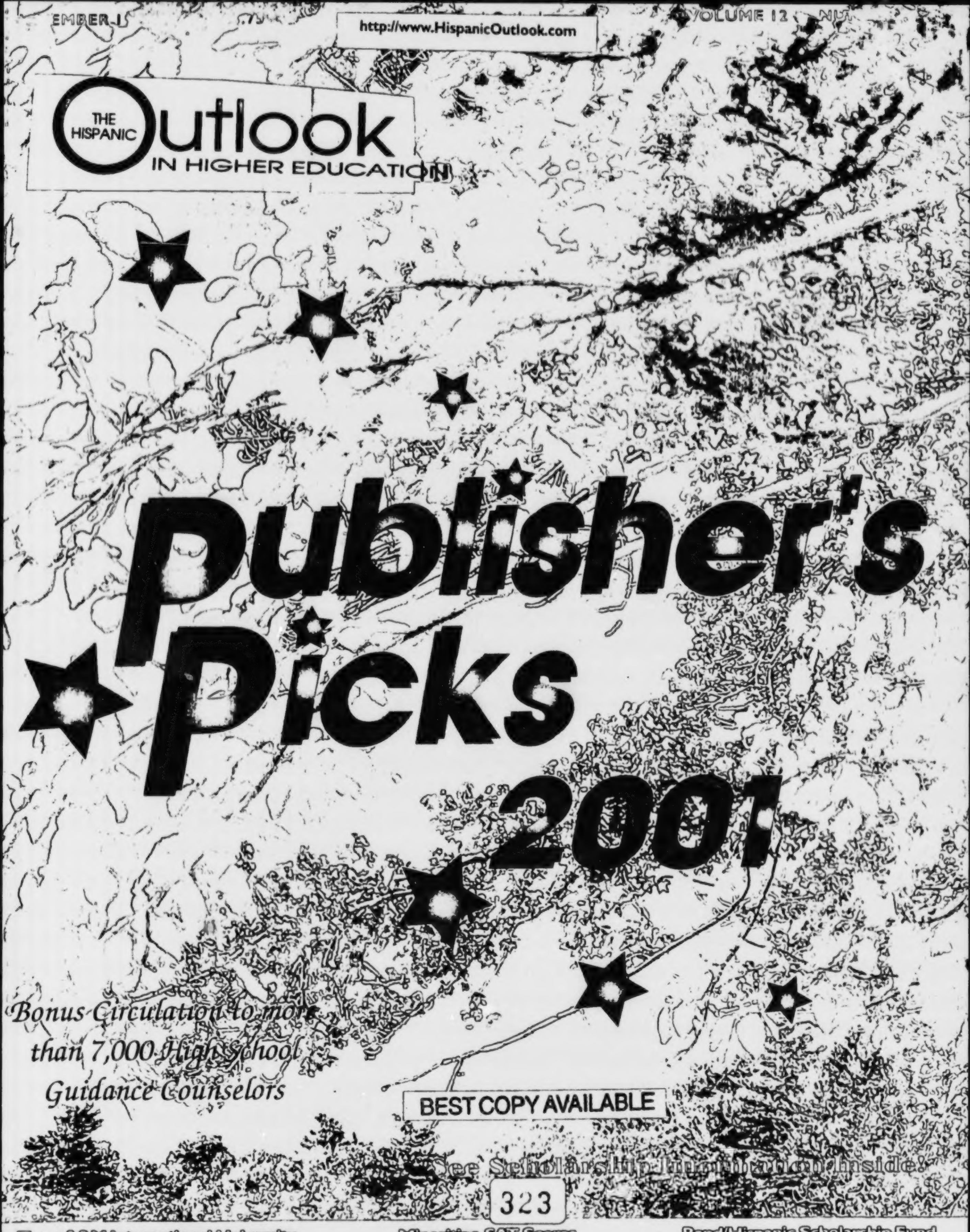

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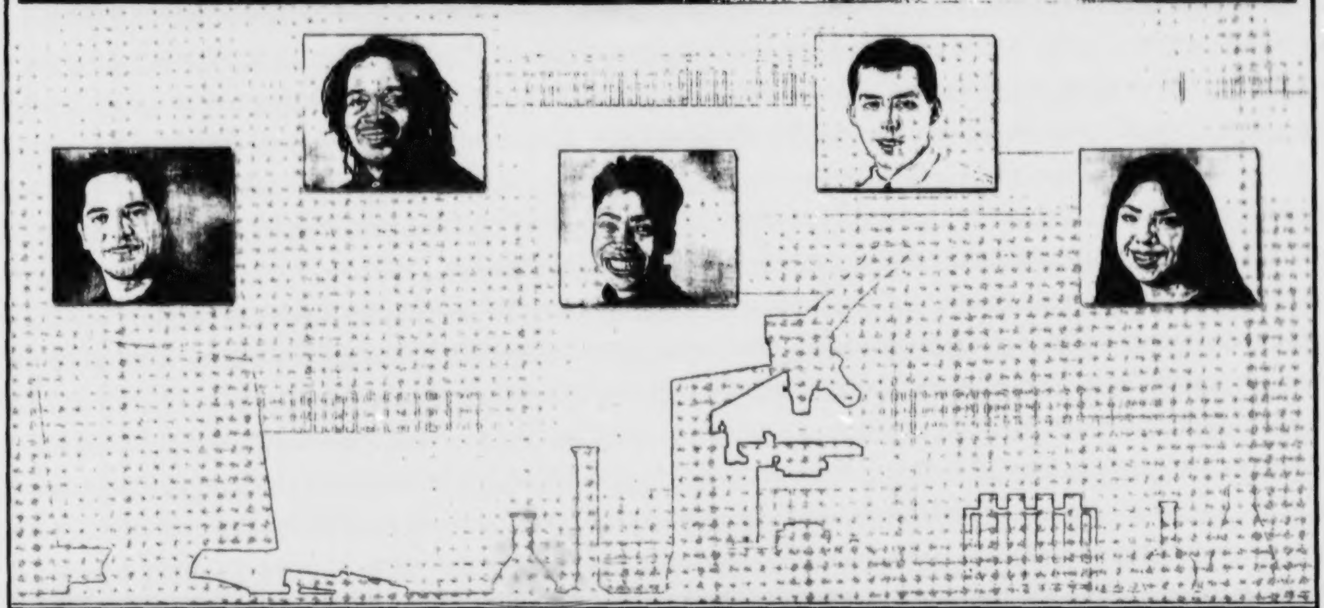

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CONTRIBUTORS: Isis Artze, Humberto López Cruz, Marilyn Gilroy, Jerry W. Kiel, Angela Provitera McGlynn, Denise L. Ohler, Ralph Pesquiera, Miquela Rivera, Alexandra Salas Rojas, Jeff Simmons

LETTERS TO THE EDITOR: **Commentaries or Questions should be addressed to:**

The Hispanic Outlook in Higher Education
210 Route 4 East, Suite 310
Paramus, NJ 07652

All correspondence should include author's full name, address, and phone number.

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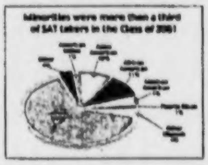
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HISPANIC SCHOLARSHIP FUND

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Esquina Editorial

A Silver Lining

Classes are in session, companies are open for business, and an aerial view of New York would show highways and city streets peppered with vehicles and people on the go. No different than any other weekday? Well, no. Some time has elapsed since the Sept. 11th tragedy, and while the city and its residents are going about living, life will never be the same. Our landscape defaced, fear embedded. Traveling and even getting the mail must now be done with caution. Look around you.

After the terrorist attacks, I sent a personal letter to our country's leadership to express my grief and condolences to the nation, and my admiration to those involved in helping the country pick up the pieces and rebuild. I added too that while moving forward is of utmost importance, the objective of a memorial wall should be front and center. I wrote, "...they should also keep in mind the... numerous deaths, some unidentified, that lay beneath the rubble. For those families who were able to identify loved ones, those deaths were acknowledged and laid to rest. But what about the other families?... a memorial can remind all who see it of yet another moment in history when hatred reared its ugly head, and also of a time when our country was never more united..."

This necessity to vent and share our angst and anger is cathartic and ever present–in a young child's drawing, at a business meeting, and in a college lecture hall. One of our stories depicts how a large urban university copes and confronts this phenomenon. Another offers a professor's personal and healing response to this tragedy. We go on.

This is our 2001 Publisher's Picks issue, an annual feature in which we salute those colleges and universities deemed to offer excellent opportunities to Hispanics. Bravo!

A story on this year's scholarship winners tells of two women facing different challenges who learned to seize opportunities, and are now first-year students at their college of choice. Another success story details how, after much hard work, three Latinas at Texas A&M International–all good friends–were accepted to TAMIU medical school.

Other features explore the future of the SAT, closing the Hispanic education gap, and programs to recruit young Latinos.

Vaya Con Dios.

Alexandra

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A CAPITOL VIEW

Home Schooling in the U.S.

BY GUSTAVO A. MELLANDER

A small number of children have always been schooled at home for a variety of reasons. But in the past 20 years, the number has swelled to an estimated 850,000. Although a very small number nationwide, it is significant nonetheless. The movement remains popular, and some believe the numbers will continue to grow. Other observers nationwide believe it may have reached its zenith.

A report released in Washington, D.C., *Homeschooling in the United States: 1999*, presents a new look and fresh statistics about the recent phenomenon.

Students were included in the study if their parents reported them being schooled at home instead of at a public or private school, if their enrollment in public or private schools did not exceed 25 hours a week, and if they were not being home-schooled solely because of a temporary illness. Support provided to these students by their local public school districts was examined as well.

Past estimates of the number of home-schoolers vary by hundreds of thousands of children. Brian Ray, president of the National Home Education Research Institute, estimated the number to be around 1.15 million during the 1996–97 school year and predicted that the number would grow to at least 1.3 million during 1999–2000. Patricia M. Lines', Department of Education, research estimated the number to be around 700,000 during 1995–96, possibly growing to one million by 1997–98. Both estimates, although overly optimistic, fall within the range of this latest study.

Pertinent Facts

The new study reports that home-schoolers accounted for 1.7 percent of students nationwide, ages 5 to 17, with a grade equivalent of kindergarten through grade 12.

Characteristics that distinguished high percentages of the home-schooled were two-parent families, especially when only one parent was in the labor force; large family size; and parents' high educational attainment. The percentage was similar for both boys and girls; across elementary, middle, and high school grades; and across the four income ranges used in the analysis.

A greater percentage of home-schoolers compared to non-home-schoolers were White, non-Hispanic–75 percent compared to 65 percent. Girls and boys were equally represented among home-schoolers and non-homeschoolers.

A much greater percentage of home-schoolers than non-home-schoolers came from families with three or more children–62 percent of home-schooled students were part of families with three or more children compared to 44 percent of non-home-schoolers.

Home-schoolers were just as likely to be an only child as non-home-schoolers and were less likely to have just one sibling. Home schooling requires a significant amount of parental time. Because of that, it usually involves two-parent families in which only one works outside the home. Further, 97 percent of these parents were married couples.

Eighty percent of home-schooled students lived in two-parent families and 66 percent of non-home-schoolers. In addition, 52 percent of home-schoolers came from two-parent families in which only one parent was in the labor force and 19 percent, for non-home-schoolers.

Household income of home-schoolers, reported in ranges from less than $25,000 to over $75,000, is the same as that of non-home-schoolers. The same percentage of each–64 percent–lived in households with annual incomes of $50,000 or less.

An additional analysis of household income in two-parent families where only one parent was participating in the labor force also shows no difference between home-schoolers and non-home-schoolers.

Parents' highest educational attainment, however, was clearly associated with home schooling. Parents of home-schoolers had higher levels of educational attainment than did parents of non-home-schoolers. Thirty-seven percent of parents of non-home-schoolers did not complete any schooling beyond high school compared to 19 percent of parents of homeschoolers. Conversely, 25 percent of parents of home-schoolers attained bachelor's degrees as their highest degree, compared to 16 percent of parents of non-home-schoolers.

The percentage of home-schoolers living in a city was about 9 percentage points lower than the percentage for non-home-schoolers (53 and 62 percent, respectively). There were no statistically significant differences between the percentages of home-schoolers and non-home-schoolers living in towns or rural areas.

Reasons

Previous studies suggest that the most common reasons that parents give for home schooling their children are moral or religious reasons, a desire for high educational achievement, dissatisfaction with public schools' instructional program, and concerns about school environment, including safety, drugs, and peer pressure. Parents in this report gave a wide range of similar reasons.

Parents home-school their children for many reasons that are often unique to their family situation. Some of the "other reasons" parents gave for home schooling were: it was the child's choice; to allow parents more control over what their children were learning; flexibility; and parents wanted year-round schooling.

Public schools or school districts sometimes offer support for home-schoolers by providing parents with a curriculum, books and materials, places to meet, and the opportunity for home-schooled children to attend classes and participate in extracurricular activities at the school.

Previous research found only a small percentage of home-schoolers enrolled in classes, used textbooks, or used libraries when they were made available by public schools.

For more data see–Bielick, S., Chandler, K., and Broughman, S. P., (2001). *Homeschooling in the United States: 1999* (NCES 2001–033). U.S. Department of Education. Washington, DC.

Bottom line: Once again, very few Hispanics are involved in this movement–a movement whose members don't appear that different from the rest of America, except for their antipathy towards our public schools.

Dr. Mellander is a professor at George Mason University.

Letter from the Publisher

November 19, 2001

Dear Colleagues:

Events of recent months heighten our awareness of everything around us and increase our appreciation of all we have that is positive and good. Among those positives is our world-renowned system of higher education.

During the cataclysmic World War II, a popular song asked: "What did they do, just when everything looked so dark?" Lyricist Mercer's answer was "Accentuate the Positive."

It is my privilege to do just that by bringing you the 2001 Publisher's Picks - our annual list of colleges and universities we see as offering outstanding opportunities to Hispanic students.

They are public and private, two-year and four-year, religious and secular institutions located from border to border and "from sea to shining sea."

We commend and celebrate these institutions. May they continue to build on those strategies they now have in place to prepare, recruit, and support Hispanics, and others less advantaged, in their quest for education.

We salute the two Latinas who are this year's winners of The Hispanic Outlook Scholarship, featured herein, and look forward to a new round of candidates for the coming year. We salute, too, the Illinois high school counselor who urges students to "follow through on every lead," citing follow-through as a student attribute that "pushes counselors to help students above and beyond the call of duty." Very solid advice.

The coming year could be a tough one, as national defense priorities and a weakened economy alter the academic landscape.

Even so, let us feel blessed that we live in a country that offers us not death and despair, but life and hope–and work together toward enlightenment.

Sincerely,

José López-Isa
Publisher

The Publisher's Picks 2001

Boston University

ARIZONA

- Arizona State University, Main (T)
- Arizona State University, West
- Central Arizona College
- Maricopa County Community College District
  - Chandler Gilbert Community College
  - Estrella Mountain Community College
  - Gateway Community College
  - Glendale Community College
  - Mesa Community College
  - Paradise Valley Community College
  - Phoenix Community College
  - Rio Salado College
  - Scottsdale Community College
  - So. Mountain Community College
- Northern Arizona University (T)
- Pima County Community College (C)
- University of Arizona (T)
- University of Phoenix

ARKANSAS

- University of Arkansas

CALIFORNIA

- Allan Hancock College
- Azusa Pacific University
- Bakersfield College (C)
- California Lutheran University
- California Polytechnic State University, San Luis Obispo (T)
- California State Polytechnic University, Pomona (T)
- California State University, Bakersfield (T)
- California State University, Chico (T)
- California State University, Domínguez Hills (T)
- California State University, Fresno (T)
- California State University, Fullerton (T)
- California State University, Hayward (T)
- California State University, Long Beach (T)
- California State University, Los Angeles (T)
- California State University, Monterey Bay
- California State University, Northridge (T)
- California State University, Sacramento (T)
- California State University, San Bernardino (T)
- California State University, San Marcos
- California State University, Stanislaus (T)
- Cerritos College (C)
- Chabot-Las Positas Community College District
  - Chabot College
  - Chaffey Community College (C)
  - Las Positas College
- Citrus College (C)
- City College of San Francisco
- Coast Community College District
  - Coastline Community College
  - Golden West College
  - Orange Coast College
- College of Marin
- College of the Desert
- College of the Sequoias (C)
- Contra Costa Community College District
  - Contra Costa College
  - Diablo Valley College
  - Los Medanos College
- Cosumnes River College
- Crafton Hills College
- Cyprus College
- Dominican University of California
- El Camino College (C)
- Evergreen Valley College
- Foothill-De Anza Community College
- Fullerton College (C)
- Grossmont-Cuyamaca Community College
- Hartnell College

Imperial Valley College (C)
Long Beach City College
Los Angeles Community College District
    East Los Angeles College (C)
    Los Angeles City College (C)
    Los Angeles Harbor College
    Los Angeles Mission College
    Los Angeles Pierce College
    Los Angeles Southwest College
    Los Angeles Trade-Technical College (C)
    Los Angeles Valley College (C)
    West Los Angeles College
Loyola Marymount University (T)
Mira Costa College
Modesto Junior College (C)
Mount St. Mary's College
Mt. San Antonio College (C)
Mt. San Jacinto College
National University (T)
Occidental College
Oxnard College (C)
Pacific Oaks College
Palo Verde College
Palomar College
Pasadena City College (C)
Rancho Santiago Community College
Rio Hondo College (C)
Riverside Community College (C)
San Bernardino Valley College
San Diego State University (T)
San Francisco State University (T)
San Joaquin Delta College (C)
San Jose City College
San Jose State University (T)
San Mateo County Community College District
    Cañada College
    College of San Mateo
    Skyline College
Santa Ana College (C)
Santa Clara University
Santa Monica College
Santa Rosa Junior College
Sierra Community College
Southwestern College (C)
Stanford University (T)
State Center Community College District

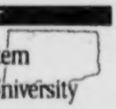
California State University, Fullerton

    Fresno City College (C)
    Reedley College (C)
University of California, Berkeley (T)
University of California, Davis (T)
University of California, Irvine (T)
University of California, Los Angeles (T)
University of California, Riverside (T)
University of California, San Diego (T)
University of California, San Francisco
University of California, Santa Barbara (T)
University of California, Santa Cruz (T)
University of LaVerne (T)
University of Phoenix-Southern Calif.
    Campus (T)
University of Redlands
University of San Diego
University of San Francisco
University of Southern California (T)
University of the Pacific
Ventura College (C)
Westmont College
Whittier College
Yosemite Community College

COLORADO

Colorado Mountain College
Colorado State University (T)
Community College of Denver
Front Range Community College
Metropolitan State College of Denver (T)
Pueblo Community College
University of Colorado
University of Colorado at Boulder (T)
University of Colorado at Colorado Springs
University of Colorado at Denver
University of Denver
University of Northern Colorado
University of Southern Colorado

CONNECTICUT



Connecticut State University System
  Central Connecticut State University
  Eastern Connecticut State University
  Southern Connecticut State University
  Western Connecticut State University
Manchester Community-Technical College
Quinnipiac College
Trinity College
University of Connecticut
University of Hartford
Yale University

DELAWARE

University of Delaware

DISTRICT OF COLUMBIA

Gallaudet University
Georgetown University
George Washington University
The American University
The Catholic University of America

FLORIDA

Barry University (T)
Bethune Cookman College
Brevard Community College
Broward Community College (C)
Caribbean Center for Advanced Studies
  (Miami Institute of Psychology)
Daytona Beach Community College
Edison Community College
Florida Atlantic University (T)
Florida Community College at Jacksonville
Florida Gulf Coast University
Florida International University (T)
Florida State University (T)
Hillsborough Community College (C)
Indian River Community College
Manatee Community College
Miami-Dade Community College (C)
Nova Southeastern University (T)
Palm Beach Community College
Seminole Community College
St. Thomas University
Tallahassee Community College
University of Central Florida (T)
University of Florida (T)
University of Miami (T)
University of South Florida (T)
University of West Florida
Valencia Community College (C)

GEORGIA

Agnes Scott College
Emory University
Georgia College & State University
Georgia Perimeter College
Georgia State University
University of Georgia

IDAHO

Idaho State University
University of Idaho

ILLINOIS

Black Hawk College
Chicago State University
City Colleges of Chicago
  Harold Washington College
  Richard J. Daley College
  Malcolm X College
  Wilbur Wright College
College of Du Page
College of Lake County
Columbia College of Chicago
DePaul University (T)
Elgin Community College
Elmhurst College
Governors State University
Harper College
Illinois Institute of Technology
Illinois State University
Loyola University of Chicago
Morton College

Miami-Dade Community College

North Park University
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Northern Illinois University (T)
Northwestern University
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Robert Morris College (C)
Roosevelt University
Saint Augustine College
Southern Illinois University at Carbondale
University of Chicago
University of Illinois at Chicago (T)
University of Illinois at Springfield
University of Illinois at Urbana-Champaign (T)
Waubonsee Community College
Western Illinois University

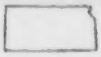
INDIANA

DePauw University
Indiana State University
Indiana University, Bloomington
Indiana University, Fort Wayne
Indiana University, Kokomo
Indiana University, Purdue
Indiana University, South Bend
Purdue University
St. Mary's College
University of Notre Dame

IOWA

Grinnell College
Iowa State University
University of Iowa

KANSAS



Garden City Community College
The University of Kansas
Washburn University of Topeka
Wichita State University

MAINE

Bates College
Colby College
University of Maine
University of Southern Maine

MARYLAND

Community Colleges of Baltimore County
  Catonsville College
  Dundalk College
  Essex College
Frederick Community College
Harford Community College
Johns Hopkins University
Loyola College in Maryland
Montgomery College
University of Maryland, Baltimore
University of Maryland, College Park (T)

MASSACHUSETTS

Amherst College
Bentley College
Boston College
Boston University (T)
Brandeis University
Bridgewater State College
Bunker Hill Community College
Emerson College
Harvard University
Lesley College
Massachusetts Institute of Technology
MGH Institute of Health Professions
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Lansing Community College
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Michigan State University
Oakland Community College
Oakland University
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University of Michigan, Dearborn
University of Michigan, Flint
Washtenaw Community College
Wayne State University
Western Michigan University

Northeastern Illinois State University

MINNESOTA

Carleton College
College of Saint Catherine
Mankato State University
Metropolitan State University
St. Cloud State University
University of Minnesota, Duluth
University of Minnesota, Twin Cities
University of St. Thomas
Walden University

MISSISSIPPI

Mississippi State University

MISSOURI

Park College (T)
Rockhurst College
Southeast Missouri State University
Truman State University
University of Missouri-Columbia
University of Missouri-Kansas City
University of Missouri-Maine
University of Missouri-Rolla
Washington University at Saint Louis

NEBRASKA

University of Nebraska, Lincoln
University of Nebraska, Omaha
Wayne State College

NEVADA

Community College of Southern Nevada
University of Nevada-Las Vegas (T)

NEW HAMPSHIRE

Dartmouth College
University of New Hampshire

NEW JERSEY

Bergen Community College
Bloomfield College
Brookdale Community College
Burlington County College
Drew University
Essex County College
Georgian Court College
Hudson County Community College
Kean University (T)
Mercer County Community College
Middlesex County College
Montclair State University (T)
New Jersey City University (T)
New Jersey Institute of Technology
Ocean County College
Passaic County Community College
Princeton University
Ramapo College of New Jersey
Rowan University
Rutgers, the State University of New Jersey, New Brunswick (T)
Rutgers, the State University of New Jersey, Newark (T)
Seton Hall University
Saint Peter's College
The College of New Jersey
The Richard Stockton College of New Jersey
University of Medicine & Dentistry of New Jersey
William Paterson University

NEW MEXICO

Albuquerque T-VI A Community College (C)
Eastern New Mexico University
New Mexico Highlands University (T)
New Mexico Institute of Mining and Technology
New Mexico State University (T)
New Mexico State University at Alamogordo
Santa Fe Community College
University of New Mexico (T)
University of Phoenix-Albuquerque Campus (T)
Western New Mexico University

Rutgers University

NEW YORK

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CUNY, Borough of Manhattan Community College (C)
CUNY, Bronx Community College (C)
CUNY, Brooklyn College (T)
CUNY, City College (T)
CUNY, Herbert H. Lehman College (T)
CUNY, Hostos Community College (C)
CUNY, Hunter College (T)
CUNY, John Jay College of Criminal Justice (T)
CUNY, Kingsborough Community College
CUNY, La Guardia Community College (C)
CUNY, New York City Technical College (C)
CUNY, Queens College (T)
CUNY, Queensborough Community College (C)
CUNY, York College
Fordham University
Mercy College
Monroe College (C)
Monroe Community College
Nassau Community College (C)
Nazareth College
New School University
New York Institute of Technology
New York University (T)
Onondaga Community College
Pace University, New York Campus
Pratt Institute
Rochester Institute of Technology
Saint John's University (T)
Sarah Lawrence College
Skidmore College
St. Lawrence University
Suffolk Community College
SUNY at Albany
SUNY at Buffalo
SUNY at Farmingdale
SUNY at Fredonia
SUNY at Stony Brook (T)
SUNY Binghamton University
SUNY College at Buffalo
SUNY College at Cortland
SUNY College at Geneseo
SUNY College at New Paltz
SUNY College at Oneonta
SUNY College at Oswego
SUNY College at Plattsburgh
SUNY Empire State College
SUNY Fashion Institute of Technology
SUNY Health Science Center at Syracuse
SUNY Institute of Technology at Utica/Rome
SUNY Regents College
SUNY Rockland Community College
Syracuse University
Teachers College, Columbia University
Technical Career Institutes (C)
Union College
Vassar College
Westchester Community College

City University of New York

NORTH CAROLINA

Duke University
North Carolina State University
University of North Carolina at Chapel Hill

OHIO

Bowling Green State University
Case Western Reserve University
Cleveland State University
College of Wooster
Cuyahoga Community College
Kent State University
Miami University
The Ohio State University
The Union Institute
University of Akron
University of Cincinnati
University of Dayton
University of Toledo
Youngstown State University

OKLAHOMA

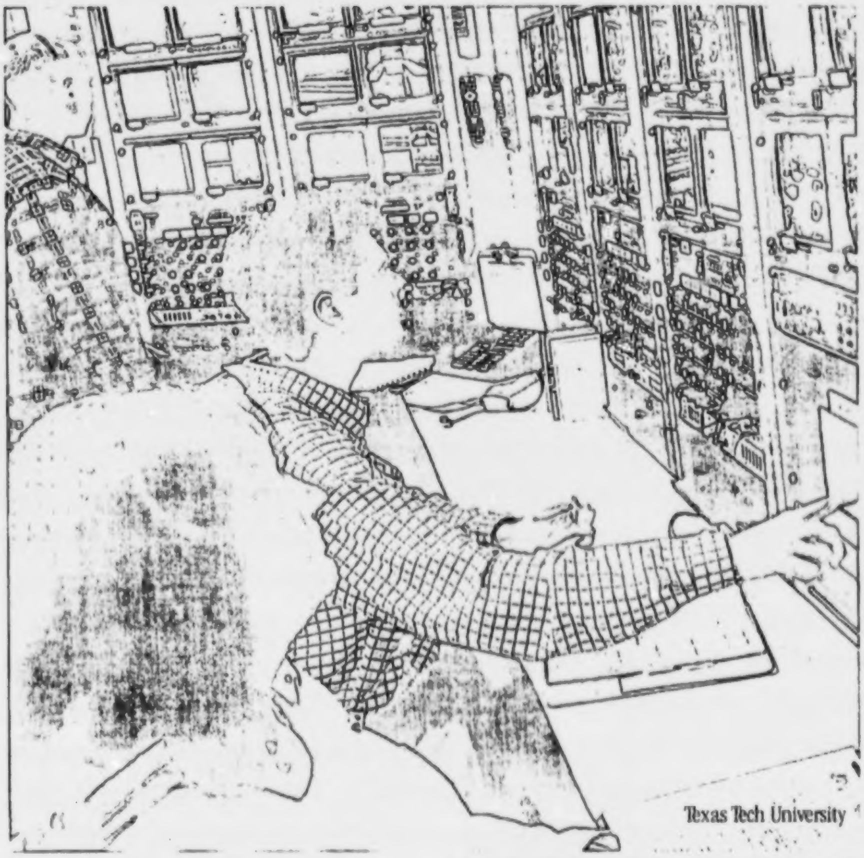
Oklahoma State University
University of Oklahoma
University of Oklahoma Health Science Center
University of Tulsa

OREGON

Chemeketa Community College
Oregon State University
Portland Community College
Portland State University
University of Oregon
Western Oregon University

PENNSYLVANIA

Bryn Mawr College
Carnegie Mellon University
Community College of Philadelphia
Dickinson College
East Stroudsburg University of Pennsylvania
Eastern College
Franklin and Marshall College
Gettysburg College
Harrisburg Area Community College
Immaculata College
Millersville University of Pennsylvania
Pennsylvania State University (T)
Robert Morris College
Swarthmore College
Temple University
University of Pennsylvania
University of Pittsburgh
University of Scranton
West Chester University of Pennsylvania



Texas Tech University

RHODE ISLAND

Brown University
Rhode Island School of Design
University of Rhode Island

SOUTH CAROLINA

University of South Carolina

TENNESSEE

The University of Tennessee
Vanderbilt University

TEXAS

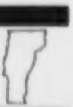
Alamo Community College District
    Palo Alto College
    San Antonio College (C)
    St. Philip's College
Angelo State University
Austin Community College
Baylor University (T)
Central Texas College
Dallas County Community College District
    Brookhaven College
    Cedar Valley College
    Eastfield College
    El Centro College
    Mountain View College
    North Lake College
    Richland College
Del Mar College (C)
El Paso Community College (C)
Galveston College
Houston Community College System (C)

    - HCC-Central
    - HCC-Northeast
    - HCC-Northwest
    - HCC-Southeast
    - HCC-Southwest
- Laredo Community College (C)
- Midland College (C)
- Our Lady of the Lake University (T)
- Rice University
- Richland College
- Sam Houston State University (T)
- South Texas Community College (C)
- Southern Methodist University
- Southwest Texas Junior College
- Southwest Texas State University (T)
- St. Edward's University
- St. Mary's University (T)
- St. Philip's College (C)
- Sul Ross State University (T)
- Tarrant County Junior College
- Texas A&M International University (T)
- Texas A&M University (T)
- Texas A&M University, Corpus Christi (T)
- Texas A&M University, Kingsville (T)
- Texas Christian University
- Texas Lutheran University
- Texas Southmost College (C)
- Texas State Technical College, Harlingen (C)
- Texas Tech University (T)
- Texas Tech University Health Science
- Texas Wesleyan University
- Texas Woman's University
- University of Houston
- University of Houston, Clear Lake
- University of Houston, Downtown (T)
- University of Houston, University Park (T)
- University of North Texas (T)
- University of St. Thomas
- University of Texas at Arlington (T)
- University of Texas at Austin (T)
- University of Texas at Brownsville (T)
- University of Texas at Dallas
- University of Texas at El Paso (T)
- University of Texas at San Antonio (T)
- University of Texas Health Science Center at San Antonio
- University of Texas, Pan American (T)
- University of The Incarnate Word (T)

UTAH

- Brigham Young University (T)
- Salt Lake Community College
- University of Utah
- Utah State University

VERMONT



- University of Vermont

VIRGINIA

- College of William & Mary
- George Mason University (T)
- Northern Virginia Community College
- Randolph-Macon Woman's College
- University of Virginia
- Virginia Polytechnic Institute

WASHINGTON

- Cascadia Community College
- Columbia Basin College
- Eastern Washington University
- Green River Community College
- Highline Community College
- Skagit Valley College
- Tacoma Community College
- The Evergreen State College
- University of Washington (T)
- Washington State University
- Western Washington University
- Yakima Valley Community College

WISCONSIN

- Blackhawk Technical College
- Lawrence University
- Marquette University
- University of Wisconsin, Green Bay
- University of Wisconsin, La Crosse
- University of Wisconsin, Madison
- University of Wisconsin, Milwaukee
- University of Wisconsin, Parkside
- University of Wisconsin, Platteville
- University of Wisconsin, River Falls
- University of Wisconsin, Stevens Point
- University of Wisconsin, Stout
- University of Wisconsin, Superior
- University of Wisconsin, Whitewater

WYOMING

- University of Wyoming

PUERTO RICO

- American University
- Arecibo Technical University
- Arecibo Technological University-College
- Bayamon Central University
- Caribbean Center for Advanced Studies
- Catholic University of Puerto Rico
- Colegio Technológico del Municipio de San Juan
- Colegio Universitario del Este
- Columbia University
- Huertas Jr. College
- Inter American University
- National College of Business & Technology-Bayamon
- Polytechnic University of Puerto Rico
- University of Puerto Rico
- University of Puerto Rico, Carolina Regional College

(T)- TOP 100 Schools Graduating Hispanics

(C)- TOP 50 Community Colleges Graduating Hispanics

Hispanic Outlook 2001 Scholarship Fund

T*he Hispanic Outlook* Scholarship Fund is open to high school seniors of Hispanic descent, with at least one parent from a Spanish-speaking Latin American country or Spain. Applicants must be legal residents or citizens of the United States.

Applicants must be entering as a full-time student, in a 2- or 4-year accredited U.S. college or university recommended in the **PUBLISHERS PICK LIST** as printed in the **November 19, 2001,** issue of ***The Hispanic Outlook in Higher Education Magazine.***

Scholarship is renewable annually by students maintaining a 3.5 GPA.

Scholarship amount: $1,000.

Application deadline is **May 1, 2002**. Scholarship recipients will be notified by **August 1, 2002**.

***To request an application, send a self-addressed stamped envelope to:**

The Hispanic Outlook
Scholarship Fund
P.O.Box 68
Paramus, NJ 07652

2001 *HO* Scholarship Goes to...

Yaliza Gutiérrez, Northwestern University-IL and Lauren Rose González, Fordham University-NY

BY ALEXANDRA SALAS ROJAS

This year's recipients of *The Hispanic Outlook in Higher Education*'s scholarship are Yaliza Gutiérrez from Cicero, Ill., and Lauren Rose González of West Nyack, N.Y. *Felicidades!*

Both young women were selected among thousands of applicants. Their academic excellence, courage, and discipline make them outstanding role models and assure their continued success.

Yaliza Gutiérrez

Yaliza Gutiérrez attends Northwestern University (Ill.) and is the first in her family to attend college. Her journey to college wasn't an easy one, and she thanks teachers and her older sister for helping her survive that stage. Hers is a story of a woman who against personal odds had a dream and realized her goal.

Says Gutiérrez, "I am the middle child of two sisters and the first in my family to go to college. I never had the support of my parents when it came to education. My mother left us over a year ago, and I was left with my father and younger sister. I basically carried on the role of a mother, sister, daughter, and student all at once. I have not seen my mother since the day she left. She said that she was tired of taking care of us and that we asked her for too much.... I applied to college with the support of my teachers and older sister. My father refused to sign any papers. He constantly told me that a high school diploma was good, and that college is only for the rich people.

"I knew at that point that I needed to make something of myself because if I didn't, then I would live like we did growing up. I never had money, and my father worked two jobs to support us. I ended my senior year with a rank of No. 4 and a 4.0 GPA. I did it all while holding down a part-time job, being a member of the varsity pompoms squad and other clubs. I never left my younger sister behind, and I always looked at her homework, talked to her teachers, and encouraged her to take harder classes. I thought that maybe I could help her get out of the life that so many girls in our area fall into. I can't say that everything in my life is negative because I have learned from my experiences. I appreciate where I am now...."

While Gutiérrez is happy to be a freshman at Northwestern and has completed several weeks of class without a hitch, she admits going through an adjustment period. "My high school was over 90 percent Hispanic. I have two or three classes where I'm the only one there."

On a positive note, her dorm arrangements have helped ease the transition. "I'm in a triple, and the girls are from my high school. We planned it. I'm very happy at least I have someone with me."

Gutiérrez talks about the people who encouraged her to not give up. "I was influenced in school by my teachers. Mrs. Watson, my junior AP English class teacher, was one of them. She helped me out with the college process, choosing the school, and she never hesitated."

Christine M. Nilsen, counselor at J. Sterling Morton High School's west campus, says Yaliza is a very deserving young woman.

Nilsen cited follow-through as a student attribute that pushes counselors to help students above and beyond the call of duty. Yaliza, says Nilsen, followed up on every lead given her. "She was tenacious about getting scholarship applications and getting them out on time. A lot of students say they want a scholarship, but I never get anything back. She made me more motivated to look for things for her. I encourage students to apply because otherwise they can't win.

"I'm very proud of her. She wants to get her Ph.D. And she wants to come back and talk to other students at Morton about college. She's already thinking about coming back, and she offered on her own. She's a leader. She's trailblazing."

So what's on Yaliza's list of future goals?

"I love to dance, and I plan to get a minor in dance. My goal is to be a high school teacher, so that maybe I can help students that are in my situation. I also want to study in France for a year. I am trying to adjust to Northwestern, but it is a little difficult. My dream is to travel in Europe and see places that I have only read about in the history books. I am a Latina from Cicero, Ill., both of my parents speak little or no English, and I am determined, certain, and ambitious enough to get to my Shangri-La; when I find it, I will know that everything that I went through was for a reason."

Lauren Rose González

Clarkstown High School South's counselor, Pamela Schatten, noted that Lauren's extracurricular activities say much about the person she is– "kind, caring, and concerned about those less fortunate." It is this dedication, offered to every activity in which she's involved, that is at the backbone of her successes, past and present.

Schatten wrote in a letter of recommendation for González, "Lauren has been enrolled in a rigorous program since the eighth grade, taking all her courses on the honors level and many a year ahead of the norm. Her outstanding grade-point average as well as her membership in the National Honor Society and Mu Alpha Theta, the Math Honor Society, are evidence of her great academic success....As an active member of Interact, our community service club, Lauren has visited local nursing homes, aiding the elderly residents. Last summer, as part of the Landmark Volunteer Program, Lauren spent two weeks doing community service in Vermont."

Now at Fordham University (N.Y.), first-year student Lauren is outlining her future.

"I have not yet decided on a major only because there is so much that I am interested in, and I do not want to tie myself down with one specific major....I'm not entirely sure what I want to do. I decided that for my freshman year, I would try to take many different classes to see what I truly enjoy and work from there.

"Though I don't have a major, I have started to become interested in urban studies, and working with helping the Latino community to rise up and break the horrible statistics that have become synonymous with our race. This came up from some workshops I have attended as well as the community that surrounds me now. Right outside this beautiful campus is a very different atmosphere that does need a lot of help. I am not entirely sure if I want to take the political route, the legal route, or the social route to achieve this goal, but right now that is what truly interests me, and what I can see myself being passionate about for a long time."

González talks about two very important mentors in her life.

"Though it may seem corny, I would have to say the biggest inspirations in my life were my parents. My mother is a wonderfully dedicated, kindhearted, and intellectual person, and I only hope that I have inherited those characteristics from her. She has always pushed me to do more and go further, and I thank her because it now pays off. My father is one of the most hardworking and passionate individuals I know. It is from him that I received the endurance to continue to work hard year after year to strive for a life and career that will bring me joy. They have both sacrificed so much throughout my life, and it is my realization of those sacrifices, as well as the pride they have for me, that inspires me to continue to work hard."

Irma González, Lauren's mom, says Lauren always wanted to return to the city, ever since the family moved to West Nyack, N.Y., in her last year of elementary school. While she adjusted to her environment and new peers, Lauren's mom said she missed the diversity of the five boroughs. But that didn't stop Lauren from making the best of it. "At graduation, I kept thinking about when I first took her to nursery school," she says. "She has worked very hard. She was in all honors classes. When she got admitted to [her school choices, Yale and Columbia, among them] we were on cloud nine....She was always self-motivated. It all worked out in the long run."

Says Lauren, "I selected Fordham because for me it was important to be in the city as well as receive a good education. Fordham is a great place. It's a beautiful green campus in the middle of an urban city. As I mentioned before, the contrast is incredible. For me, it's the best of both worlds."

Settling in has so far been a smooth process for González. "I have joined the Spanish political club called "Grito". They are about uniting the Latino students on campus and receiving respect and attention, through different means." Grito reaches out to high schools outside the campus, too, to make students aware of their possibilities and to ease the path to college. "I would also like to do some community service around the Bronx."

Asked what's important to her down the road, she has a ready answer. "Every time someone asks me this question my reply is the same–my main goal in life is to find a good job that I will enjoy and one that will inspire me to continue working at it for the rest of my life. One of my greatest fears is that I will choose the wrong career and be miserable, so my goal is to find something that will bring happiness in my life, and all the rest I believe will fall into place."

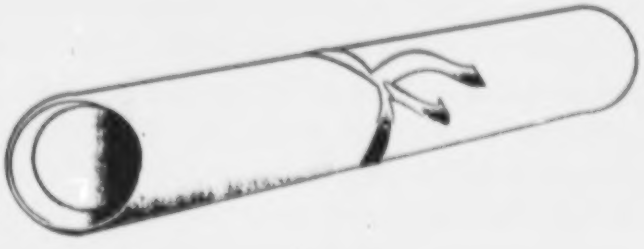
Advice From the Trenches

Says González, "To all those considering college, the best piece of advice I can give you is to truly start early on your search. Don't procrastinate. Also don't slack off your senior year, because that can make a difference in whether a college accepts you or not. If you take college classes your senior year, not only does it look better on your application, but also you can receive credit, and that can help you to pass out of those sometimes annoying core curriculum classes."

Like many counselors, Nilsen stresses to all her students, and Yaliza definitely listened: "Don't let financial aid get in the way of the dream. We'll worry about the money later. I did it for myself. Once you find what you want, don't let the money hold you up."

Gutiérrez adds, "If they study hard now, they will benefit later. Don't give up."

The Honor Roll



San Antonio College

Pioneering Programs, Pulitzer Prize Winners, and Phenomenal Growth

BY ROGER A. DEITZ

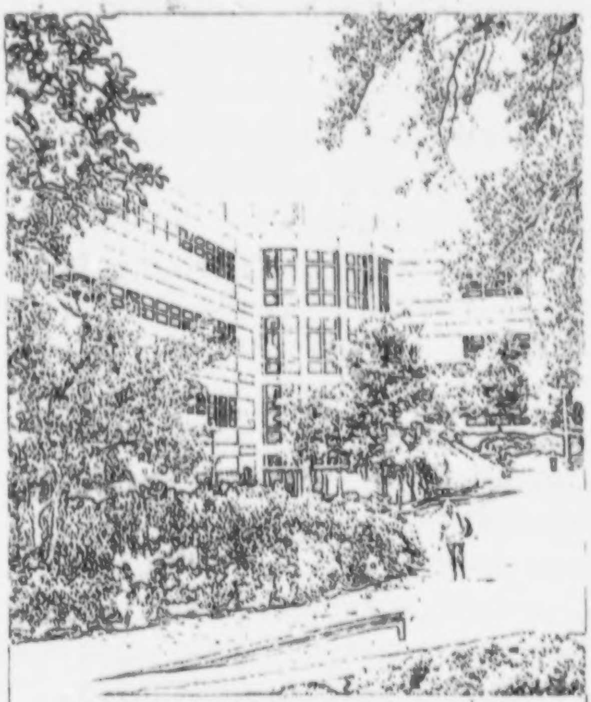
Dr. Vern Loland, president of San Antonio College, proudly accepted *The Hispanic Outlook*'s invitation to have his institution participate as the Honor Roll inductee of this "Publisher's Picks" issue.

Loland informs *The Hispanic Outlook*, "Founded by the University of Texas at Austin in 1925, San Antonio College became the first public institution of higher education in San Antonio. Since then, this inner-city college has grown to serve more than 20,000 credit-seeking students each semester, plus 6,000 to 8,000 students each semester taking non-credit courses."

"Historically, San Antonio College's emphasis has been on preparing students for transfer," he says, "with over 70 percent of enrollees stating that as their goal. In recent years, two of the college's major initiatives have been to place heavy emphasis on helping inner-city schools reverse their high dropout and low college enrollment rates, and to increase our own graduation rate, which is disproportionately low for our size. The total effort is designed to improve the cultural, social, and economic level of the community." That community, of course, is made up greatly of Hispanics, residents who in turn look to San Antonio College for access to higher education, and for other cultural and community services.

As the College celebrated its 75th anniversary last year, it was clear that this institution had much reason to rejoice. When San Antonio College opened in 1925 under the auspices of the University of Texas at Austin, it offered evening classes for approximately 200 students. No one could have predicted the phenomenal growth of the city's first public institution of higher learning. Seventy-five years later, San Antonio College has forever changed the face of education in the city after which it was named. The list of outstanding former students is impressive indeed. It includes Congressman Albert Bustamante, Judge Edward Prado, James R. Vásquez, former Edgewood School District superintendent, oceanographer Frank González, artist Jesse Treviño, and entertainer Patsy Torres. Columnist and historian Dr. Félix D. Almaráz attended, as did educators Dr. Judith Ann Loredo and Dr. Leo Sayavedra. Psychiatrist Dr. Robert L. Jiménez, Challenger astronaut Francis R. Scobee, publisher Tino Dúran, and Bill Hayden, founder and CEO of Compuadd, also attended.

Congressman Henry B. González, a nationally recognized and highly respected political figure, was sadly mourned at San Antonio



The Chance Academic Center at San Antonio College

Vern Loland, San Antonio College president

Honor Roll Facts in Brief

INSTITUTION
San Antonio College

LOCATION
1300 San Pedro Avenue
San Antonio, Texas 78212-4299
(210) 733-2000

ESTABLISHED
1925

ENROLLMENT
20,571 (10,548 Hispanics)

DEGREE OFFERINGS
Associate's
Certificates

ANNUAL TUITION AND FEES
$1,118 (in district)

FACULTY
427 full-time and 563 part-time
(18.7 percent of the total faculty are Hispanic)

SEVERAL DEGREE PROGRAMS
- Business Management
- Criminal Justice
- Journalism-Photography
- Legal Assisting
- Nursing

NOTABLE HISPANIC-SERVING ORGANIZATIONS
- Chicanos in the Arts
- Mexican American Engineering Students
- United Mexican American Students

INTERNET ADDRESS
www.ACCD.edu/sac

College when he died last year. González first enrolled at San Antonio College in 1934. He went on to represent the 20th Congressional District during 35 years of distinguished service in the U. S. Congress. In 1982, he was named the College's first Outstanding Former Student. Ruth Del Cueto of the International Studies program summed up what other observers knew and remembered about the former congressman. "In this day of politicians who hone the art of saying what the public wants to hear, Henry B.'s death leaves a vacuum where a breath of fresh air should be. Will there ever be another who jumps right into unpopular issues and makes a difference for the little man, minorities, and the unheard?" One hopes the answer is "yes," and that person might well be a current student at San Antonio College.

The year after it was established, control of the College was transferred to the San Antonio Independent School District, and the name was changed to San Antonio Junior College. Following passage of state legislation authorizing junior college districts, the San Antonio Union Junior College District was formed in 1945 and in 1946 assumed control of San Antonio Junior College and its sister college, St. Philip's Junior College. In 1948, San Antonio Junior College's name was changed to San Antonio College, and in 1951, the College was moved to its present location on San Pedro Avenue. Five hundred students were, by this time, enrolled.

The Southern Association of Colleges and Schools granted accreditation to the College in 1955. San Antonio College became a comprehensive community college in the late 1960s by expanding offerings in occupational and technical courses and by taking on the continuing education program of the San Antonio Independent School District. In 1978, the college district was renamed San Antonio Community College District and in 1982, the Alamo Community College District. In support of the district's mission, San Antonio College serves Bexar County's diverse community with high-quality general education, liberal arts and sciences, career education, continuing education, and developmental education.

It is the largest single-campus community college in Texas and one of the largest in the United States. It offers classes, too, at off-campus locations, including the new Northeast Campus on Pat Booker Road and at many San Antonio high schools, USAA–a San Antonio-based insurer, and locations in Seguin and New Braunfels. Students may "attend classes in their pajamas" by enrolling in telecourses and Internet classes. San Antonio College offered the city's first Internet class and now offers the most, more than 90, in subjects ranging from psychology and criminal justice to foreign languages, English, government, and history. Options also are tailored to working students, with classes scheduled in the early mornings, afternoons, evenings, and weekends.

San Antonio College pioneered night classes in the region, community college radio, the first associate degree in the state for mortuary science, dental assisting, and interpreting for the deaf.

Fall 2000 figures show the student enrollment reached 20,571. The ethnic breakdown showed 10,548 Hispanics, 906 African American students, 8,097 White students, and 939 others (for a total of 20,490, which excludes what the College terms "flexible entry students").

Computer Information students with Dept. Chair Steve Kolars

There are 427 full-time and 563 part-time faculty. Approximately 18.7 percent are Hispanic. Small classes mean students get personal attention instead of being lost in the crowd. Average class size is 25. The faculty members are active in their fields with publications and personal presentations, and many have garnered awards for teaching, Internet instruction sites, and leadership.

A San Antonio College education is said to be "the best buy in town." Tuition and fees for a full load of five courses runs to an annual expense of $1,118 (that's 15 credit hours a semester). Four-year colleges throughout the country respect the College's core curriculum of Arts and Sciences. The Occupational-Technical programs have a long tradition of excellence and are the only source in the region for certain specialized training. The Continuing Education program offers instruction in areas as varied as real estate, EMT (emergency medical technician), human resource development, law enforcement, allied health, child development, pharmacy technician, and computer training.

The Journalism-Photography program has won many national awards for the student newspaper, *The Ranger*, and, along with the Radio-TV-Film department, has trained many of the professionals working in local, state, and national media. Two former San Antonio College students have earned Pulitzer Prizes in photography: Ron Cortez for his work on the *Philadelphia Inquirer*, and Rudolpho González for his work covering the Columbine High School tragedy for the *Rocky Mountain News*.

This summer, its 17th Annual Urban Journalism Workshop selected 17 area high school graduates to attend an intensive, two-week summer session for aspiring journalists. Attendee Francisco Vara-Orta was nominated for a Dow Jones scholarship. Eleven San Antonio College nominees have won since 1988. Natalie Rayes won an award for excellence in photojournalism. Three high school seniors received $1,500 scholarships to study journalism at San Antonio College: Adrian Gutiérrez, Rachel Rangel, and Jeannine Ruff.

In July, San Antonio College announced that the institution is being awarded $424,833, the first installment of a $2.1 million Title V Grant from the U.S. Department of Education to "fund strategies to improve grades and retention rates, graduation, and transfer to four-year colleges and universities for high-risk Hispanic students."

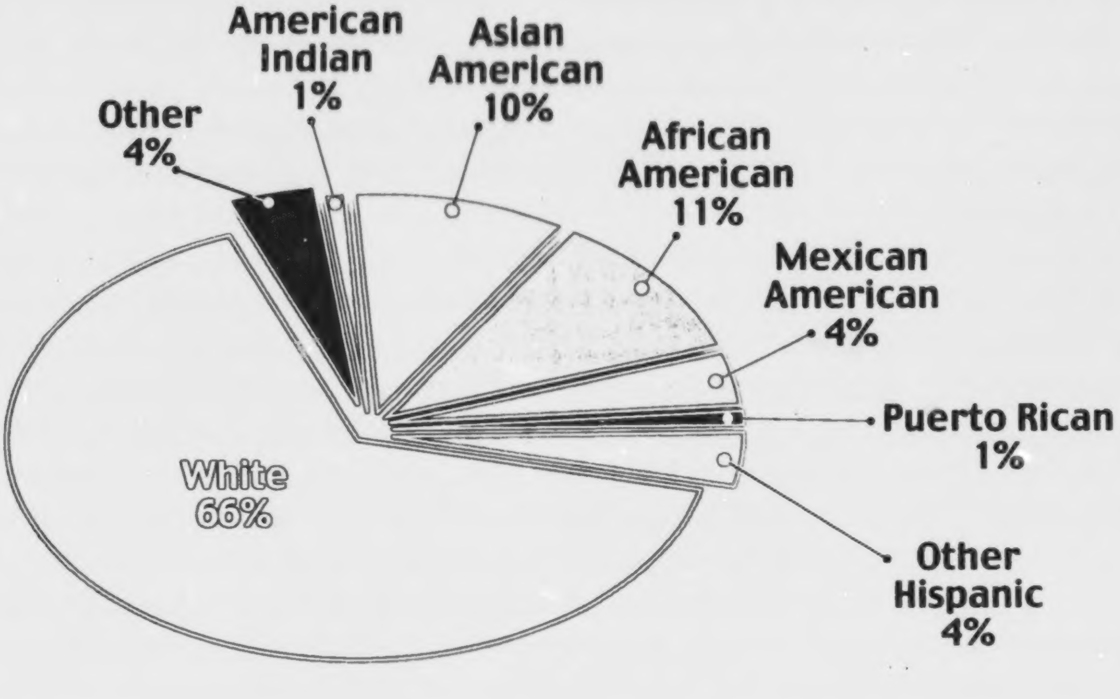
"Included in the grant is $391,000 in endowment funds, to be matched by college fundraising over the five-year period, for scholarships, faculty, and program development," notes Susan Espinoza, grant co-author and director of resource and college development. The total project cost will be $3,023,510, with 69 percent derived from the $2.1 million grant, and 31 percent of those monies coming from San Antonio College's $923,417 contribution in personnel, salaries, equipment, and endowment-matching.

The grant will fund six strategically important initiatives to improve students' time management, study, and self-assessment skills, and connect them with college resources and, secondly, Supplemental Instruction. The third is Faculty Instruction in Learning Styles and Problem-Based Learning to help professors adapt teaching styles to students' learning, styles and improve students' critical thinking skills.

Support of Learning Communities is the fourth, with "cooperatively organized and taught courses to give at-risk students a social and support system." The fifth will be a Computer Literacy and Web-based Learning Center–a computer lab to give students computer literacy and Web-based research classes utilizing volunteer peer instructors. The sixth will be Decision Support System Integration, business intelligence software tailored to student information systems to help administrators, faculty, and evaluators assess "student outcomes," so as to target areas for improvement. Here, one may intervene with students who fail a course or drop out. The committee members who developed the successful proposal are Susan Espinoza, Thomas Hoy, Nina López, Rose Rosales, Emma Mendiola, Helen Torres, Barbara Knotts, and Barry Gonzales.

Minorities, SAT Scores, and College Admissions

Minorities were more than a third of SAT takers in the Class of 2001



UMichigan Faculty Call for a Research Agenda

BY MARILYN GILROY

Can anything be done to improve minority students' performance on college admission tests, which seemed to show little progress in the latest report on SAT scores? Or is it time to achieve equity in the admissions process by de-emphasizing and possibly eliminating the SAT, as the University of California (UC) has proposed?

The arguments raise passions on both sides of the issue, with University of California President Richard C. Atkinson leading the challenge on the SAT.

Last spring, Atkinson announced that UC would de-emphasize applicants' scores on the SAT I, which tests general verbal and math knowledge and reasoning ability. Instead, the University would give more weight to the SAT-II test, which is based on a specific subject, such as history, biology, or world language. The result was an 18.2 percent increase in the number of Hispanics entering the University as freshmen this fall. The percentage of Asian American students also rose, by 8.7 percent.

President Atkinson announced his proposal at the American Council on Education (ACE) conference last February. He criticized the SAT for measuring undefined notions of "aptitude" and "intelligence" and recommended that UC require only standardized tests that assess mastery of specific subject areas. These changes, he stated, would "help all students–especially low-income and minority students–to determine their own educational destinies."

Atkinson maintains that without SAT I, secondary school educators would be free to improve teaching and curriculum and focus on learning, not test taking. The proposal is currently under consideration by the UC Academic Council, the system-wide representative body of the faculty, which has responsibility for the University's admissions standards. If the proposal wins approval, it could be utilized for the entering class of Fall 2003.

Needless to say, officials at The College Board responded skeptically to Atkinson's proposal. Gaston Caperton, its president, said that while he respected Atkinson's educational leadership, he strongly disagreed with the proposal, saying that using the SAT I as a "scapegoat" is not a way to solve complex problems and tough issues confronting the nation's schools and the education of minorities.

While Caperton concurred that there is a tendency to overemphasize The College Board's SAT scores as a predictor of college success, he argued that abandoning it would neither help solve the problems of public education nor lead to a truly fair admissions process.

University of California President Richard C. Atkinson

"Rather than eliminate one measure of academic readiness," said Caperton, "we should allow students even more ways to demonstrate academic achievement and provide admissions professionals with more tools to look at the whole student.

"The SAT should be used in conjunction with grades, achievement tests, special circumstances, talents, and extracurricular activities."

But such a holistic approach, as it is often called, could overwhelm admissions officials at huge systems like UC and prove impractical to implement.

The debate over the use of the SAT will not go away, particularly as experts sort through the data on 2000-2001 scores released in late August. The numbers revealed a continuing gap among ethnic groups; that is, while the scores of Asian and White students increased, those of African American and Latino students decreased. This comes as the number of minorities as a share of all test takers has grown to approximately one-third. While the growth in the number of minorities taking the test is encouraging, the scores of these individuals have lowered the mean for minorities overall.

"Seeing the rise in some SAT scores and seeing our students aim high is exciting," said Caperton, "But there are some troubling realities in that scores for many ethnic and minority groups continue to lag behind."

Along with the increase in the numbers of minorities taking the test, there has been a rise in the language diversity of test takers. Ten years ago, 16 percent of test takers said they were either bilingual or spoke English as a second language. Among this year's group, that number increased to 19 percent. However, for the fifth consecutive year, the SAT verbal score has remained stable at 505.

"Verbal scores are holding steady even though more of today's college-bound high school students than ever before have English as their second language or have parents who are not native English speakers," said Caperton.

Richard Rothstein, education writer for *The New York Times*, is upbeat about analyzing the data. He is critical of those who continue to stress the "racial test-score gap" saying that some officials of the testing services seem to look for "negative news" because they give little emphasis to the gains that were made by minorities.

"The growth of the number of lower-scoring (but improving) minority students taking the tests is a good sign, even if it stunts the students' overall average," said Rothstein.

Researching Solutions

The rise in the number of minorities taking the test may be the real story behind the scores. For this reason, researchers have begun to examine segments of the test taking population, looking for information that may help increase minority performance on the SATs.

"The fact is that more students overall and more minority students aspire to attend college," says Michael T. Nettles, one of the authors of an article entitled "Improving Minority Students' Performance on College Admission Tests," published in the February 2001 issue of *The College Board Review*.

Nettles and his colleagues Catherine Millet and Marne Einarson, of the University of Michigan, have called for a research agenda that will enable colleges and test developers to learn how to improve both measurement instruments and minority student performance.

"Because of the general absence of data and information, statistical analyses and research leave much room for speculation about how African American, Hispanic, and Native American students learn compared with their majority counterparts," they write.

The authors contend that admis-

SAT Averages Rose for Almost All Racial/Ethnic Groups between 1991 and 2001

	Verbal					Math				
				Difference					Difference	
	1991	2000	2001	1-yr.	10-yr.	1991	2000	2001	1-yr.	10-yr
American Indian, Alaskan Native	470	482	481	(1)	11	468	481	479	(2)	11
Asian, Asian American, Pacific Is.	485	499	501	2	16	548	565	566	1	18
African American/Black	427	434	433	(1)	6	419	426	426	0	7
Mexican American	454	453	451	(2)	(3)	459	460	458	(2)	(1)
Puerto Rican	436	456	457	1	21	439	451	451	0	12
Hispanic/Latino	458	461	460	(1)	2	462	467	465	(2)	3
White	518	528	529	1	11	513	530	531	1	18
Other	486	508	503	(5)	17	492	515	512	(3)	20
All College-bound Seniors	499	505	506	1	7	500	514	514	0	14

sion test scores can only be understood in the context of a variety of personal and academic characteristics and experiences. They suggest that research aimed at improving admission test scores for minorities should study the factors that help high-scoring minorities succeed. This information could then be used to develop strategies for the general population of underrepresented minority test takers.

Nettles says that studying this segment of test takers is important because the usual score comparisons by race offer a picture that is interpreted too broadly.

"When we hear that Hispanics are performing below Whites on the SATs, I think the public may get the impression that all Hispanics are performing below Whites on the test," said Nettles. "What we have discovered is when you look closely at the score distribution, there are a number of Hispanics who are performing at the very top of the distribution."

And, he adds, these high scorers are a substantial enough pool for us to learn from in developing strategies for pulling more of the students up from the bottom. In order to derive some of the socioeconomic data needed, Nettles says, there are two ways to conduct the study.

"You can find the most selective colleges in the country and look at the students who have applied and been admitted," he said. "Or you can go to the testing companies, which have background information that allows us to contact these students.

"We are in the process of doing some of the research through a grant from the Mellon Foundation to take a look at high-performing minority students," he said.

Once researchers glean information, there are several important outcomes that could occur. For example, Nettles suggests that his studies may be useful in helping the testing companies validate their tests.

He is referring to the lingering questions about the effectiveness of the test in predicting academic readiness and potential success for minorities. Normally, the higher the student's admission test score, the higher his/her grades are likely to be. But many minorities have not risen to the predicted level of performance.

"Even the high-performing Hispanic and African American students whose scores are equal to their White counterparts are not getting the same grades in college," he said.

Nettles and his colleagues are working with colleges and universities to take a look at what it is about the freshman year that causes this difference. Some of their questions are: If the SAT is used to assess past academic achievement and predict performance in college, why do students who get the same scores on the admissions tests perform differently in college? Is the admission test measuring the same things in the same way that the college and universities are measuring it?

"We want to know: is it the quality of work that the students are producing? Is it their writing? Is it their interpretation of the work? If they are coming from high schools where the majority of students are minorities, are they accustomed to the style and rigor of the work?" said Nettles.

One possible explanation for the differences, according to Nettles, could be that the SAT tests are primarily multiple choice while the work in college is more complex and analytical as well as more research-oriented. In that case, he says, the testing companies might want to think about the type of work that these students are required to do in the freshman year and reflect that in the test.

But what about the SAT test takers who are not high scorers? What about those who are immigrants or children of immigrants? Can anything be done for them?

"That's another complexity of the aggregate scores," said Nettles. "We need more information about the subgroups of minorities. We need more data to know how long the test takers have been in the country."

Despite many unanswered questions, Nettles is hopeful about the long-term prospects for raising the scores of minorities. He points to the work of organizations such as Prep for Prep and the Bank Street College of Education, which identify minority children who are high performers on the standardized tests at an early age and give them an opportunity to attend academically rigorous summer institutes, where they prepare to enter the honors and AP tracks of their high schools.

And he is cautiously optimistic about the ability of minority groups to achieve the economic success that leads to higher test scores among children.

"With the big bump in Hispanics taking the test, there is an expectation that the mean score may come down," he said, "but the longer Hispanic children are in the country and the higher their family incomes go, the better their performance will be. There is a strong relationship between income and test scores. Income buys you a higher-quality education, and it buys you the special courses to focus on improving test scores."

Until that day, The College Board will have to grapple with its critics who feel that since African American, Native American, and Hispanic students do not perform as well as their Asian and White counterparts, they are not benefiting equally from the SAT test.

Three AMIGAS from Texas A&M International University Enter Medical School

BY MICHELLE ADAM

TEXAS A&M INTERNATIO… …VERSITY
Adriana Juárez
Elisa Cuéllar
Daniella Ochoa

For Daniella Ochoa, it is a fond memory indeed. She and her friends Elisa Cuéllar and Adriana Juárez, all students at Texas A&M International University and members of the school's popular dance group, High Twisters, were anxiously waiting as their dance team sponsor introduced their next performance. To their surprise, from behind the curtain, they could hear their names announced and their sponsor boasting to the audience about the fact that "three High Twisters were going to medical school."

"We were all watery-eyed," said Ochoa, as the young women were reminded, in front of an entire crowd, that they had achieved their very sought-after goal. Their parents, sitting among the crowd, were addressed and congratulated, and "the whole gym was happy about it," said Ochoa.

That was last winter, before the hardest work of all began. That was before the long readings, the radiology lectures, the cadavers, and the back-to-back tests that started soon after all three women entered medical school this past fall. But to say that the hard work began in medical school would be straying far from the truth. Perseverance and dedication to a dream, plus a strong friendship of support, helped three Latinas become the first TAMIU students to be accepted into medical school since it was made a four-year university in 1995.

Ochoa, Cuéllar, and Juárez were all attracted to A&M International specifically because of its proximity to home, and their ability to save money for their medical education. The University itself was established more than 30 years ago as a center of the then-Texas A&I University, and then transformed various times before joining the Texas A&M University System in 1993. It came into being specifically to serve students such as Ochoa, Cuéllar, and Juárez, who are all from Laredo, a border town that is more than 90 percent Hispanic and part of South Texas–an area much in need of a resource such as A&M International (TAMIU). Today, TAMIU serves a student body of 89 percent Hispanics, and more than 50 percent first-generation students.

Believing the Dream

"I always knew I wanted to go to college and get an education because my mom drilled that into my head," said Ochoa. But beyond her mother's

Graduation day: Adriana Juárez, Elisa Cuéllar and Daniella Ochoa

insistence, Ochoa had a sense of liking medicine from an early age. "My mom worked as a receptionist for physicians," she said. "It seemed interesting to me to hear things about patients. I tried to get to know the doctors and find out more about it."

In Laredo, it was fairly common for students to say they were going to be doctors, but not necessarily mean it. When Ochoa announced her intent, she recalls that people were encouraging but didn't hold their breath about it. "I don't think a lot of people believed it," she said. But by high school, Ochoa did, and with straight A's, set her eyes on college and the long road ahead. "I did know what it would take, but when I got into college, I learned a lot more," she said.

As for Adriana Juárez, when she tells her story it is with pride and warmth for her parents, who traveled a difficult road. Her father grew up in Mexico, with full determination to pursue a degree in higher education. But after walking for several miles every day in order to attend college, he had to quit two semesters before achieving his undergraduate degree in chemical engineering. He did so in order to take care of his younger siblings after his mother suddenly died of breast cancer.

Juárez's father tried to complete his degree but was unable to because of the demand of work and family. "My father couldn't finish because of an event he couldn't have expected," said Juárez. "But he's always emphasizing never giving up on your hopes and dreams. He tells us, 'Don't let go of school. Having a degree or education means a lot.'"

Juárez speaks with pride of her mother as well. The only girl among six boys growing up in Laredo, her mother "was the first one to finish her college education." While Juárez's mother received no financial support for college from her father–he was saving his money for the boys to go to college first–she completed her degree and became a teacher, having paved her own way. "She wanted it so badly that she did it. She showed them," said Juárez. "It shows that when you want it badly enough, you can accomplish it."

Juárez is the oldest of her family and was very much expected to pave the way for her siblings, as her parents had for her, through their own examples. "When I was little, I said I wanted to be a doctor. I care so much for people," she said. "But the turning point was the birth of my little brother. I was 10 and a half. I thought it was so wonderful to see how one life can be created. That we are capable of bringing life into this world is amazing."

With straight A's in high school and a strong interest in science (her mother is a science teacher, and Juárez used to read a lot of her medical encyclopedias and science textbooks at home), Juárez had no doubt that she would study at university level. "I knew that I was going to do pre-med," she said.

Elisa Cuéllar had another interest in mind. "When I would go to my dentist, I loved what he would do. I loved how he would help people out," said Cuéllar. But, she said, "I grew up not really pointed in any direction. I went along seeing what I wanted to do, and my parents always supported me."

Cuéllar's father, originally from Nuevo Laredo, Mexico, has a bachelor's degree in business, and her mother, a high school degree. "It was expected in high school that you would go to college. This was the way to go if you wanted to have a good life," said Cuéllar.

With strong grades, she attended several classes at TAMIU while still in high school, and opted to go there as an undergraduate, a choice that would let her live at home and later afford her dentistry schooling.

It was at TAMIU that Cuéllar decided to expand her career options and pursue medicine at large. "I never figured I'd go off to medical school. It happened as time progressed," she said. "I felt restricted with dentistry."

While all three women are now pursuing their dreams of becoming doctors, theirs is a more unusual path than that of other Hispanics from Laredo. "It is rare seeing that many going into medicine," said Juárez. "Business or teaching are the most popular."

Their being Latinas makes it all the more rare. "There aren't many female doctors in Laredo," said Ochoa. "Practicing medicine means a lot to me. Already, being a female going to medical school was a big thing."

Ochoa attended Laredo Community College on a scholarship before transferring to TAMIU her junior year. The other two women attended TAMIU directly from high school. Juárez and Cuéllar had met during an aerobics class before attending the school, and furthered their friendship in college. Ochoa met both during a summer pre-med program at the University of Texas Medical Branch at Galveston (UTMB), just prior to attending TAMIU. Their friendship grew.

Before long, the three saw that they shared very similar interests and goals, including their love for dance. Juárez was one of the founders of the University dance team High Twisters. Both Cuéllar and Ochoa joined the team.

Together, the three friends also learned what it would take to get into medical school and took the steps to get there. "I am really proud of Daniella, Elisa, and us. We have gone through a lot together," said Juárez. "We stuck together. We made each other stay motivated," said Cuéllar.

Through their science clubs, all three students learned about and attended summer programs at UTMB that would prepare them for medical school. During the first summer, they shadowed fourth-year medical students. The second was spent learning to fill out applications, conducting interviews, and taking the MCATs.

Funded programs like those at Galveston that prepare students, and especially minorities, for medical school, were an eye-opener for the three women. Both Cuéllar and Juárez said they spread the word about the programs. "We opened the doors for others," said Juárez. "We were pioneers."

During the school year, Cuéllar, Juárez, and Ochoa were active in clubs and volunteered in their communities as much as they could. They knew that this would play in their favor for medical school admission.

"My challenge was to balance my time between extracurricular activity and my academic work," said Cuéllar, who visited shut-ins in their homes and children in orphanages, and helped out at schools. "Laredo is a small town where you can do a lot of community service in an area where help is needed. I got to learn more about the community and what we need. I hope to also practice back in Laredo and will now understand our heritage and culture."

In their final years of school, the three began interviewing and studying for the MCAT. "We didn't know what the MCAT was. But we took trips to Galveston and talked to medical students. We went to medical conferences," said Cuéllar. "You had to go do it yourself. You had to be motivated and go after it."

As their goal to enter medical school neared, all three students pulled together for the final round. Good grades and an extensive array of extracurricular activities were now behind them. But there was more work to be done and fierce competition to face to gain acceptance to medical school. "All the deadlines started piling up, and you began realizing the pressure," said Ochoa. "We were working together from that time on."

During Medical School Familiarization Program: Adriana Juárez, Daniella Ochoa, and Elisa Cuéllar

In mid-January, all three students received the news that they had been accepted by their top choice. Cuéllar and Juárez would attend UTMB and Ochoa, the Texas A&M Health Science Center College of Medicine.

"When we saw our names on the list for the class of 2005 medical school, that was the happiest moment of my life. I was in awe. My mother cried. It was something I had worked for so hard," said Juárez. "I wake up every morning, and I still can't believe it. It felt like such a faraway road. It never seemed to be getting there."

On graduation day at UTMB, capped and gowned, the three still couldn't believe that they would actually be attending medical school in the fall. "Oh, my God," were the words that kept coming to Cuéllar during graduation ceremonies. "Knowing that you are going to open up another chapter of your life and that you actually achieved that is amazing. I think it is a great accomplishment on all our parts," she said.

"It was very emotional. From the time we found out in January, we were very emotional," said Ochoa. "When we finally got in, it was so overwhelming."

Now that the three friends are actually in medical school, the hardest level of work has already begun. Ochoa started medical school several weeks before her friends. Summing up her first month, she said, "It's a lot of work. You don't realize how much studying it will take until you get here, and how much you have to learn." Already she had taken two exams. One she felt she did well on. The other she described as "scary." "I'm getting paranoid about what's next."

For Ochoa, raised single-handedly by a mother who never went on to college, the road is uncharted territory. "One of the biggest challenges has been finding out what I am to expect and accomplish along the way," she said.

Seeing that she is one of a miniscule number of Hispanics in medicine, and especially being a Latina, is an added pressure for Ochoa. "I am happy that I am able to represent the Hispanic community. I just hope I do a good job....It means a lot to me to say that I have gotten this far. I just want to live up to the expectations."

When Juárez arrived at medical school and joined Cuéllar and other first-year students in a white coat ceremony, "I got chills in my belly," she said.

She, too, notices the small number of Hispanics and minority females at her school and in her future profession. "Being a woman and coming from my culture, I believe we've come a long way. My mother was a trendsetter, and I have always been a go-getter. I believe that men have dominated medicine. A woman in this field serves as an example for generations to come," she said. And she added, "I am very proud when I see other Hispanics at medical school. Proud to see that we are out here."

Aware of the example she gives with her own successes, Cuéllar said, "I want to let others know that just because you are minority and female doesn't mean you can't do it. You can do it. I think we are showing it to some people out there who thought it was a lot harder. It's not going to be impossible to have a family and to live your life too."

While the journey is yet a long one–four years of medical school followed by residency–all three women intend to return to Laredo when it is all over and practice medicine. Each has seen the extreme poverty, especially over the border–children begging in the streets, people dying without medical assistance. And they have witnessed, on this side, in Laredo, the long lines in the emergency rooms and the scarcity of Hispanic physicians.

"I want to give back what my community has given me, to help wherever they need help," said Cuéllar. Juárez dreams of one day creating a clinic for her people in Laredo, calling it "the Juárez Clinic," especially after her younger sisters, who want to pursue medicine as well, join her. Ochoa, too, plans to return to Laredo and hopes to work as a general surgeon.

It's impossible to say with certainty that their next set of dreams will be realized. But if intelligence, compassion, perseverance, and hard work will do it, it's a sure thing.

Latin Americans on the Rise at St. Peter's

LASO, Two Years Old, Already a Strong Presence

BY JEFF SIMMONS

When Eileen Poiani first stepped onto the grounds of St. Peter's College (N.J.) 35 years ago, she was blazing a new trail at the Jersey City institution. The idealistic, young teacher had just been named the school's first female math instructor.

"Back then, we didn't really use the word 'diversity.' Diversity meant gender diversity," she recalls. "The campus was not as diverse, but it was becoming that way in terms of women in the early years of co-education," which began on campus in 1966.

Poiani still steps into the classroom, still remains a professor of mathematics. But her classes–like the campus–have changed dramatically. The faces of those intently watching her are more often women than men, and nowadays, they also display a new definition of diversity.

But in her first years, the seeds of ethnic growth were planted on campus as the surrounding community in the Hudson County city burgeoned with the arrivals of new immigrants. "As immigration patterns changed, we did, and there has been steady growth in the Hispanic population."

There previously had been only a handful of Hispanic students at the Jesuit College, but their numbers began to inch up, then swell, by the early 1970s. At first, the surge primarily involved young Cubans new to the region.

"They knew Jesuit education from the Caribbean, and parents sent their children to St. Peter's because they were not sending them away to school, especially their daughters. Gradually, that population continued to grow over the years," says Poiani, who currently is also vice president for student affairs.

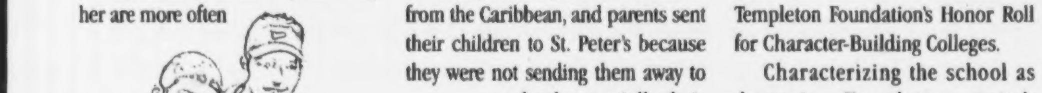
That was coupled with the changing demographics in the area–but also the nation. Adds Poiani: "It's not just one country anymore, but students from all over. I would say that almost every Central American and South American country is represented here now.

"We have students from so many countries, including Spain. They may be living here permanently now, and the richness of our Hispanic population has been the tremendous diversity."

That transformation has not gone unnoticed. This year, the school was among the 100 institutions across the nation to make the Templeton Foundation's Honor Roll for Character-Building Colleges.

Characterizing the school as dynamic, Templeton stated: "Drawing on the 450-year-old Jesuit philosophy of education that seeks to prepare people for a lifetime of learning, leadership, and service in a diverse society, St. Peter's is committed to educating students to become men and women for others."

Arthur Schwartz, director of Templeton's Character Development Program, says the schools that were selected emphasize character development as an integral part of the undergraduate experience.



"Each of these institutions, and St. Peter's is one of them, have strong and inspiring campus-wide ethos that articulate the expectations of personal and civic responsibility in all dimensions in college life," says Schwartz.

St. Peter's, which was founded in 1872, is a private, independent liberal arts school that adheres to the Jesuit tradition of promoting civic and personal responsibility.

The Templeton Guide cites the school on seven fronts: for its faculty and curriculum, first-year programs, student leadership, civic education, spiritual growth, substance-abuse prevention, and volunteer services.

It's that effort to promote volunteerism and forge ties with communities that has embraced the campus, and led to greater student roles in campus life. A newly formed campus organization is the latest incarnation of Hispanic student groups, and imparts a mission of civic duty.

The Latin American Service Organization formed about two years ago, designed to solidify a bond among the Latino cultures at St. Peter's. The group was established to serve the community and develop academic activities and programs to enhance Latino heritage and culture on campus.

Father Mark DeStephano, who chairs the College's modern language department, was the student advisor at the time of the group's creation. "Students decided they wanted to add a service component," he recalls. "They felt they wanted to be more connected with the community and wanted it in their studies."

Many of the students have traveled to Mexico and Latin American countries to perform the service component of their education at St. Peter's. They have worked in orphanages or at schools to teach students in Central America.

"There has been this whole experience for them of being involved in issues of justice. They decided to share their experiences, their own education with others, and to identify with their own culture," says DeStephano.

More than 60 students have been involved with LASO. The group also strives to bring non-Hispanic students into the fold, and routinely arranges conferences and programs on campus. There have been programs on Hispanic identity, politics, culture, and unity in Latin America.

"This has been wonderful, especially because it has moved the organization away from being a purely social group that relied heavily on dances to one that has many, many dimensions. They do have open dances, but now they invite students from local high schools to take part. And many of our students dress up in native costumes and present poetry readings in Spanish."

DeStephano, who has been with the school for six years, says the academic role has reshaped the organization and given it a much broader focus. The new mission also comes at a time when the Hispanic population on campus appears to be at its strongest.

"Every year, it has been quite large, and we believe it might be over 30 percent this year. St. Peter's has a fine reputation for doing a lot of work with Hispanic students, and we have wonderful ties with the local Catholic community and Catholic Church."

Enrollment figures show that growth. Last year, there were 3,282 students enrolled at St. Peter's, 1,926 of them full-time day students.

Hispanics accounted for 28.6 percent of full-time undergraduates on campus, and 20.3 percent of part-time enrollment. White students, however, still represent the most sizeable segment of enrollment: 40.6 percent of all full-timers and 53.7 percent of all part-timers. Black students were 19.7 percent of full-timers and 13.8 percent of part-timers.

As of 1998, there were 350 female students and 272 males. More of them are living on campus; the school expanded its residence program, and 740 students now receive housing. Ninety percent of full-time undergraduates receive financial aid.

Most St. Peter's students are from the region. An estimated 86 percent are from New Jersey; 2 percent come from abroad, and 12 percent from out of state. The campus also has a graduate program with 595 students enrolled last year.

Edna Zalenski, a student advisor on campus, says the school makes a significant effort to recruit Hispanics. "We help them the best we can," says Zalenski, who has worked at St. Peter's for the last decade. "We go looking for students. I talk to them every day, and once they are here, we try to get them involved in programs and encourage them."

It wasn't always this way. A couple of years ago, she says, many Hispanic students felt displaced, isolated, and divorced from campus life. They felt the school needed to offer more to reach out to them.

"They said they didn't feel they had the freedom to speak their language on campus, but now we have more representation," says Zalenski. "We even have a religious service in Spanish so we can celebrate our traditions."

She says that many students choose the school because of its proximity to home–the numbers of Hispanic families in surrounding neighborhoods has swelled over the last decade–and to New York City. Many want to study close to their jobs.

Marcelo Vargas is now a senior and expects to graduate next spring with a major in biology and minor in Spanish. He helped form LASO and became its first president. "We wanted to get all of the communities together," he says. "We want people to share their experiences. Everyone thinks because we are called "Hispanic" that we are from one part of the world, but we want people to know that we are a bunch of communities. We want to work together."

Students have spent time traveling to food banks to help stock foodstuffs for financially strapped families. They've walked in the March of Dimes. And they've participated in ethnic parades and other cultural events–proudly toting LASO's banner. But many of LASO's original members just graduated this spring, and so the group now expects to heavily recruit this fall.

"There are so many cultures here, and we try to bring that up to encourage people to get involved," says the 21-year-old Vargas.

Vargas chose St. Peter's because of its proximity and because he received an academic scholarship. It takes him 20 minutes to walk to class, and he says many of his classmates were motivated to enroll for that reason. But they have come to enjoy the smaller classes.

"You get to meet a lot of people and get to know all of the teachers," says Vargas, who soon will begin filling out applications to medical school. "The diversity is just amazing."

St. Peter's promotes that diversity. The institution's brochure says it has "offered students of all socio-economic and cultural backgrounds a rigorous Jesuit liberal arts education. Over the past few decades, it has evolved into an institution with a remarkably diverse student population."

The school offers more than 35 major undergraduate programs, but the heart of the school lies in a liberal arts core curriculum. That curriculum requires students to study in the humanities, the natural and social sciences, the fine arts, philosophy and theology–courses designed to foster responsibility and to develop moral reasoning skills.

The school's service-learning program requires students to volunteer at least two hours a week at a local school or social service agency. In 1997-1998, some 500 students contributed 9,000 service hours to more than 30 Hudson County religious and nonprofit organizations and social service agencies.

All students are required to meet with faculty advisors before starting their first year. The "Emerging Leaders Program" identifies first-year students with outstanding leadership potential. They are then paired with faculty and administrators who mentor them during the year.

Poiani cites the school's religious foundation as a key reason why it was selected by Templeton. "You can transform a person through example," she says. "The administration, the faculty, the staff, and fellow students develop a climate of expectation, a climate of ethical behavior.

"We have produced young people who have become successful alumni and made them leaders in the state of New Jersey. They have been people of character and have given back to their communities by being family people."

Among the school's graduates, she says, are U.S. Congressman Robert Menéndez of Hudson County, N.J., Will Durant, who wrote, with his wife, Ariel, *The History of Civilization*, Joseph Doria, the mayor of Bayonne, N.J., and several of New Jersey's top corporate executives.

"This is an interesting place," says Poiani. "You see the faces of the world, and students take an active role in what we do."

The Templeton designation, she adds, is an awareness and recognition of their efforts and achievements. "It is affirming our mission, and it signals to parents that we are serious about the kind of education that we offer," she says. "Families out there view this as a good housekeeping seal, recognition of what we've done, and what we've done naturally. Character building is now a recognized part of our fabric."

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RAND Tells HSF, Retention Alone No Silver Bullet

Report Sobers But Also Shows the Way

BY ISIS ARTZE

In 1996, the Hispanic Scholarship Fund (HSF) established an aggressive and ambitious goal: "Double the rate of Hispanics earning college degrees from 9 percent to 18 percent." The group felt this was a necessary step in its mission to support the educational advancement of Hispanics in the United States. HSF realized that the fulfillment of this objective would require, among other things, considerable funds for college scholarships–the kind of financial backing corporations and foundations would be reluctant to supply without accountability.

For that reason, in 1999, HSF commissioned the "Hispanic Education Study," a thorough, third-party assessment, realized by RAND, a California-based think tank, which examined what it would take to achieve this goal within 10 years, as well as the economic benefits of so doing. The outcome, released in a 15-page report in May, is remarkable as much for its specific findings and recommendations as for the study's overall magnitude and intent.

RAND's Georges Vernez, co-author of the study, says it's common that organizations set goals, however, "this organization asks seriously whether it is a feasible goal, and what it would take to realize it."

"It was a unique exercise to try to size up what it would take," says Vernez, who worked on the study for 18 months, concluding that it was a "worthwhile undertaking."

William B. Harvey, vice president and director of the Office of Minorities in Higher Education at the American Council on Education (ACE), says, "This kind of study is more frequently done by foundations or organizations more involved in general public policy. By a group that has a pretty specific agenda, it's less frequent," he says. Harvey adds that the study illustrates in great detail how HSF identified what needs to be done strategically to reach its goal."

One of the study's aims, he says, was to make sure that HSF had objective research, well-grounded and substantive, that enabled it to make public policy recommendations. He described the RAND findings as a "useful and valuable body of data to make suggestions and take steps."

> ***"If we don't work all three at the same time–graduation rates, high school to college transition, and retention–we can't get there."***
>
> SARA MARTÍNEZ TUCKER

Resounding Results

HSF President and Chief Executive Officer Sara Martínez Tucker says that, more than anything, the study "validated what we knew."

Nonetheless, even she was initially surprised and, she admits, depressed by some of the findings. But those emotions were soon replaced by a resolve to recommit herself to the work, she says.

The study's conclusion most discouraging to Martínez Tucker is that college retention strategies alone cannot double the rate of Hispanic college graduates. She had felt strongly that "if we focused on retention strategies, we could significantly impact the graduation rate." RAND found that there are not enough Latinos entering college for college retention programs alone to close the Hispanic education gap.

RAND suggests that retention strategies must be combined with programs that increase the high school completion rate, those that ensure high school students are prepared for college, and those that impact the rate at which Hispanics enroll in four-year institutions or community colleges.

"We must impact graduation rates, high school-to-college transition, and retention," asserts Martínez Tucker. "If we don't work all three at the same time, we can't get there."

"The second depressing finding," she says, "is that if we don't catch **this** generation, it becomes prohibitively expensive for this country to do so with the **next** generation." This is a result of several distinct factors. For one, "educational progress has stalled," says Martínez Tucker. After doubling their graduation rate between 1970 and 1990, Hispanics have made no further progress.

Second, as evidenced by the latest Census, the rate at which the Hispanic population is growing is overwhelming. Moreover, the number of college-bound Latinos is even more remarkable. "By 2010, Hispanics will make up one out of every five young people of high school age, compared with one in 10 in 1990," states the RAND report.

"I'm in favor of educational reform," notes Martínez Tucker, "but it's going to take public schools a long time...." And the Hispanic community can't afford to wait.

The third factor is the most bleak. Study after study concludes that "the two biggest predictors of college graduation rates are the parents' level of education and the family's median income," says Martínez Tucker. According to RAND, two out of three Hispanic children live in a family where neither parent has a high school diploma; and one out of two Hispanic children lives in a family in the lowest income percentile. These numbers are projected to grow by more than 20 percent and 10 percent, respectively, over the next decade.

GOAL

To Double the Rate
of Hispanics Earning
a Bachelor's Degree

RAND
EDUCATION

Center for Research on Immigration Policy

RAND also reports that college retention programs, while common, are seldom monitored. As a result, their effectiveness is difficult to gauge, and it is impossible to determine which ones are successful and should be replicated.

But not all the news was bad–the payback projections, for example.

"The return investment of a better-educated Hispanic workforce is 400 percent, including an estimated $13 billion in public revenues," the report affirms.

Vernez says he was surprised to learn "how important it is that we increase the level of education of Hispanics and how big the contribution would be if we were successful."

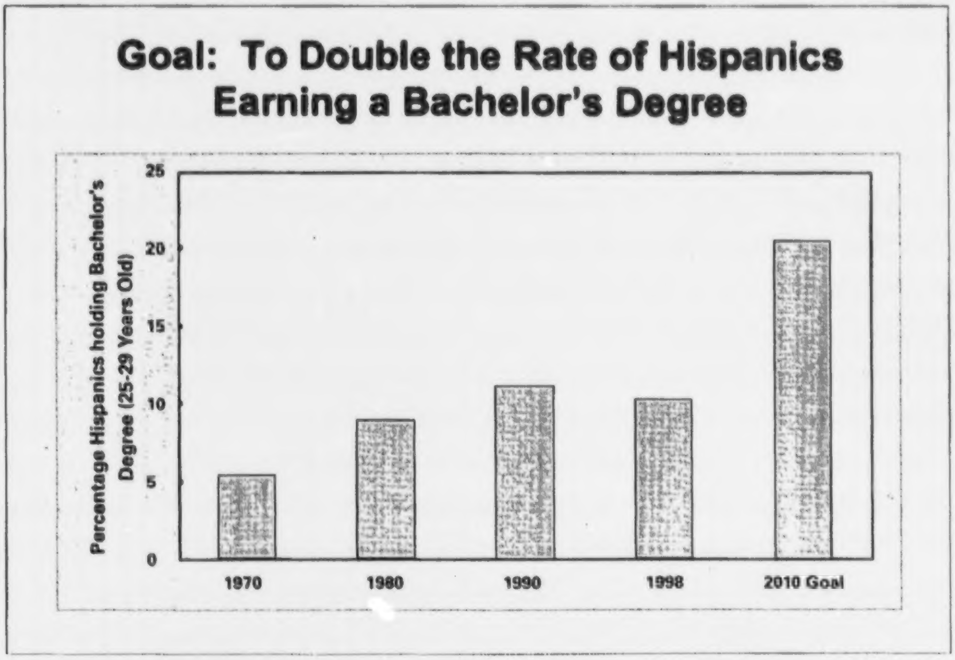
By doubling the rate of Hispanic college graduates, the country would benefit from a return on investment of 4-to-1, which could be recovered within 15 years. Through reduced public spending and increased tax contributions among the Hispanic population, taxpayers would reap revenue projected at $13 billion. RAND also anticipates benefits to the private sector through "increased discretionary income and consumer spending."

ACE's Harvey considers this the most important and groundbreaking component of the study in that it extends far beyond facts and figures and asks, "What's the social significance of this?"

He says it really speaks to more than just the Hispanic population. It asserts that "as a nation, we must try to not only offer more opportunity to a group that is underrepresented, but to make sure that we get the most out of the nation's human resources. It says that there's a particular group that has been underutilized in terms of contributing to society."

Rational Recommendations

The first call to action: improving the college retention rate. HSF boldly states that it takes full responsibility for improving the college graduation rate



Goal: To Double the Rate of Hispanics Earning a Bachelor's Degree

of Hispanics by providing scholarships and constituencies. Since it was founded in 1975, HSF has awarded more than 45,000 scholarships totaling in excess of $58 million. This experience has taught the group that scholarships are "an effective, labor- and cost-efficient strategy." In addition, the 97 percent graduation rate among HSF scholars is solid proof that this method will help attain the organization's goal.

HSF also assures it will enlist and mobilize its natural constituencies on behalf of this goal, through on-campus scholar chapters and an active alumni network.

Second, in order to impact the high school-to-college transition rate, HSF will establish a three-tiered program. The organization will host town meetings for parents, providing them with information they need to be able to encourage their children to get a college degree. HSF will host celebrations of achievement in honor of its scholars, creating role models and mentors for Latino youth.

HSF also will offer its strategic research capabilities to partners for the purpose of measurement, analysis, and evaluation of various programs and approaches. And it will develop a system for disseminating information and sharing best practices.

The third component is advocacy, whereby HSF will encourage institutions of higher learning to develop the capacity to meet the projected demand, encouraging partners to set goals in recruitment and retention, and to measure and share results.

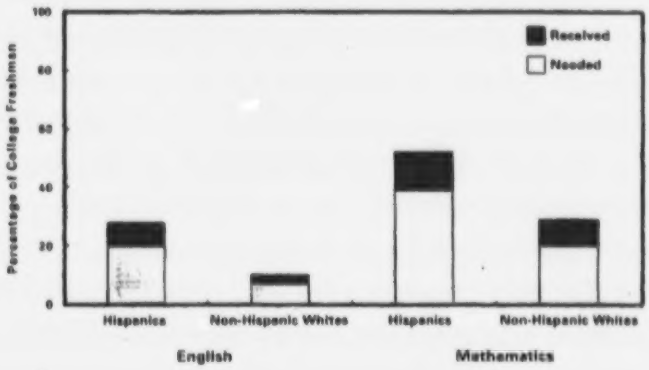
To increase the high school graduation rate, HSF will help the Latino community prepare and plan for college, through a collaborative effort that will join colleges, school districts, education advocacy organizations, other community-based organizations and businesses, and foundations. With the help of mass media and communication partners, HSF hopes to initiate a public awareness campaign that will transmit educational and motivational messages directly to students and parents.

"The recommendations themselves are quite appropriate," says ACE's Harvey. "There need to be several strategies and approaches...simultaneously," he says. "They reinforce one another toward reaching the goal–to contribute to society."

Vernez concludes that RAND's report should be used "as a roadmap, and to help gain resources."

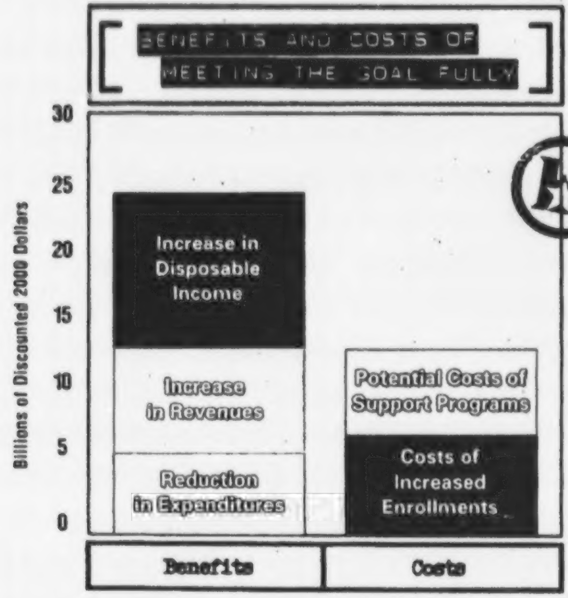
He calls it one component of convincing those who need to help. "And it provides information that people didn't have before, to help them make decisions."

Many Hispanic College Freshman Need Remediation but Few Receive It



A disproportionate share of Hispanics enrolling in college need remediation in both English and mathematics. Reflecting the large number of Hispanic students born to immigrant parents, nearly two-thirds of Hispanic college freshmen reported needing remediation in English, compared with 10 percent for non-Hispanic whites. And more than half of the same Hispanic college freshmen reported needing remediation in mathematics, compared with 29 percent for non-Hispanic whites.

Typically, only about one-third of freshmen needing remediation, regardless of whether they are Hispanic or non-Hispanic white, reported actually taking remediation courses. This pattern suggests that either colleges are not equipped to meet the demand for remediation or students chose not to act on their needs. Either way, the result is a high dropout rate in the first year of college, and one that is higher for Hispanics than for non-Hispanic whites.



Factors Related to Student Persistence

Implications for Minority Students

Photo courtesy of University of South Florida

BY
ANGELA PROVITERA
McGLYNN

Examining the research on student persistence in college is more critical now than ever, for a number of reasons. First, a college degree is practically a necessity in today's global economy for a person to earn a decent living. Second, overall degree completion rates in American higher education seem to be declining. And third, minority degree completion rates, particularly for Hispanic Americans and African Americans, lag far behind completion rates of Whites.

The number of American adults who do not possess a college degree has remained fairly constant over the last three decades at about 33 percent. Within this group of non-college educated adults is a disproportionate number of minorities. In a previous *HO* article (2/12/01), I discussed data concerning minorities that showed that although the overall numbers attending college are increasing, the statistics are deceiving. A recent Educational Testing Service (ETS) study reported that despite the mushrooming of the minority college student population, the actual numbers of African Americans and Hispanic Americans in college would not reflect the 18- to 24-year-old African American and Hispanic American overall populations.

In this article, I would like to present an overview of some of the major findings from the retention and persistence-to-degree literature to see what the findings can tell us about improving minority college degree completion rates. The early research, Astin (1975), found that a student's undergraduate grade point average (GPA) was the strongest predictor of persistence to a degree. More recent research also shows the importance of academic achievement as one of the strongest predictors of earning a bachelor's degree (Pascarella & Terenzini, 1991 in Astin, 1993).

Throughout the retention literature, two sets of additional factors that seem to be critical to student success are campus and classroom environment, and degree of involvement with other students and with faculty. Astin's theory of student involvement (1993) and Tinto's theory of student departure (1987) arrived at some groundbreaking insights as to what promotes students' persistence in college. Milem and Berger (1997) connected the theories of Astin and Tinto and concluded that students' early involvement with faculty and other students greatly enhances retention rates.

These researchers support

Tinto's earlier conclusions (1987) that college students' persistence is greatly impacted both by positive relationships with faculty and by positive academic and social experiences during their years on campus.

Many studies have explored the role of environments in fostering successful completion of degrees. Pascarella, Smart, and Ethington (1986) investigated the factors that contribute to long-term persistence of two-year college students. The two most significant factors found in their study were academic environment and the social integration the students experienced at the college. These researchers say, "Other things being equal, the greater the individual student's level of integration into the social and academic systems of the college, the greater his or her subsequent commitment to the college and the goal of college graduation respectively" (Pascarella et al., 1986, p. 49). Pascarella et al. go further, saying, "The personal relationships that students develop with faculty and staff are a potentially significant factor in their persistence/withdrawal behavior" (p.68). Their research clearly provides evidence of the importance of academic climate to student success.

Judith Johnson's research (1997), which investigated persistence rates for commuter college students, found that many of the factors that contribute to persistence for traditional campus-based college students apply to commuter college students as well. Johnson found that a sense of community is a critical variable in the retention of students, regardless of their on-campus or commuter status. Johnson suggests that efforts should be made to enhance academic climate in order to raise retention and graduation rates. Her study showed the importance of focusing on staff- and faculty-student interaction and connections, especially for female college students. She concludes from her study, and the body of research literature on the topic, that institutional planning and action regarding improving academic climate will foster retention and improve graduation rates.

More support for Astin's theory of student involvement comes from two studies exploring the role of athletics and the role of participation in any extracurricular activities. In the first study, Pascarella and Smart (1991) showed that for African American men in college, athletic participation had a direct effect on social involvement with the institution. Athletic involvement also had a marginally significant effect on persistence to a college degree and on social self-esteem. For White male college students, participating in a college sport had positive effects on college social integration, GPAs, satisfaction with college, and graduation rates. Pascarella and Smart concluded that male college athletes were more likely than non-athletes to graduate from college and to have higher self-esteem nine years after their initial enrollment in college. These findings persisted even after controls were made for pre-college characteristics, college selectivity, levels of social involvement, and academic achievement during their college years.

The second study, done by Daly and Breegle (1989), found that graduates from Maryland's higher education system had a higher participation rate in extracurricular activities while in college than did college dropouts. These studies lend support to the notion that students' degree of involvement with an institution is a very influential variable in promoting persistence to a degree.

If we don't focus on college degree completion rates for the two largest minority groups in America, African Americans and Hispanic Americans, there are many challenges before us. The National Urban League has recently reported that there are really two Black Americas. One group is taking advantage of economic and educational opportunity and the other Black America is mired in poverty and deprivation. Although our nation is seeing a growing Black middle class, the report states that Blacks still represent a disproportionately high number of adults and juveniles in prison and those dying of cancer, AIDS, and other diseases. This other Black America has twice the rate of unemployment of Whites in America.

This gap in unemployment is mirrored in college completion rates. According to a report last year in *The New York Times*, the completion-to-bachelor-degree-rate for non-Hispanic Whites in America who are 25 years old and older is 25.6 percent. For Blacks, the degree completion rate is 13 percent. The National Urban League report also found a gender gap among American Blacks. Black women were awarded more than twice the number of bachelor's degrees, and almost five times as many master's degrees, as Black men.

Sedlacek (1996) and Tracey and Sedlacek (1987) suggested ways to improve retention rates for students of color based on research with an instrument called the Noncognitive Questionnaire. Basically, they found that several noncognitive variables seemed to contribute to success rates of students in college. They propose that if colleges want to increase retention and graduation rates for students of color, they should help students develop self-esteem and self-confidence, offer leadership experience and experience in dealing effectively with racism, and encourage them to develop social and academic support networks. (Of course, it would also help if American colleges could create climates on campus that were less racist and that promoted egalitarian values).

When the fastest-growing and soon to be largest minority group in America has the highest dropout rate and lowest degree completion rate of any minority, that is certainly cause for concern and action.

The latest Census data show that Hispanic Americans have tied African Americans as the largest minority group and will surpass them in numbers very soon. For this reason, it is especially troublesome that the completion-to-degree rate for Hispanic Americans is just 10 percent, the lowest of any minority group in America. When the fastest-growing and soon to be largest minority group in America has the highest dropout rate and lowest degree completion rate of any minority, that is certainly cause for concern and action.

The retention literature shows which ingredients contribute to student persistence and success in college, as measured by degree attainment. Analyzing what the literature reveals, a formula for success could be devised to improve degree completion rates for all college students. This formula would especially benefit minority students and low-income students, two groups often linked in America.

First, research from the 1970s to the present emphasizes GPAs as a strong predictor for persistence to a degree. This finding seems commonsensical. Of course, students who do well in college are more likely to stay and finish their programs than students who struggle academically! However, knowing that academic success is a critical variable for the attainment of a degree can point to several initiatives our nation can undertake. Again, common sense would tell us that academic success in college is enhanced by academic preparedness.

Obviously, colleges can go a long way to help students address their deficiencies through strong developmental programs, but why not strengthen their academic preparedness from the ground up? Our government would have to commit to provide quality pre-school education that is accessible to all, rich and poor, since we now know how critical those early years are. We hear so much talk about strengthening the American educational system and not leaving any child behind. This would have to become reality and not rhetoric.

Strengthening the public education system so that all children, rich and poor, minority and White, would have equal opportunity to maximize their learning potential would involve some very creative problem-solving that would go far beyond testing children year in and year out. Many of the studies on student success in college point to variables that are related and interwoven. Most center on helping students develop a sense of community at an institution. Students need to feel integrated within the academic and social fabric of their college.

> ***Additional factors that seem to be critical to student success are campus and classroom environment, and degree of involvement with other students and with faculty.***

Research-Based Recommendations

Colleges and universities can promote student success in many ways. Based on the research, here are some suggestions:

- Provide opportunities that will encourage students to bond with an institution: extracurricular activities, athletics, clubs, and organizations.
- Create a campus climate that is welcoming and inclusive, where all college personnel are trained to treat one another and students with courtesy and respect.
- Provide strong developmental programs to help students prepare to do college level work.
- Offer orientation to college and freshman seminar courses to teach students how to succeed in college.
- Provide training and professional development for faculty to enhance their sensitivity to cultural diversity.
- Provide training sessions for faculty to enhance their skills as classroom facilitators, helping them create welcoming, inclusive classroom environments that encourage faculty-student connections and student-student bonding.
- Provide professional development sessions for faculty on how to use collaborative learning groups in class effectively, since much of the research suggests that group work enhances learning, retention, critical thinking skills, and the development of social connections among students. There is even evidence from the social psychological research that working in collaborative learning groups reduces students' prejudices.

The research is quite clear in pinpointing the ingredients for student success in college. The process required for raising retention and graduation rates is not mysterious. What is needed is the commitment of a network, a network that includes the government at all levels, the educational system, and the community. In the K-12 sector, there is evidence that involving the families of students in their children's educational world promotes academic success from the earliest school years.

The key word is commitment!

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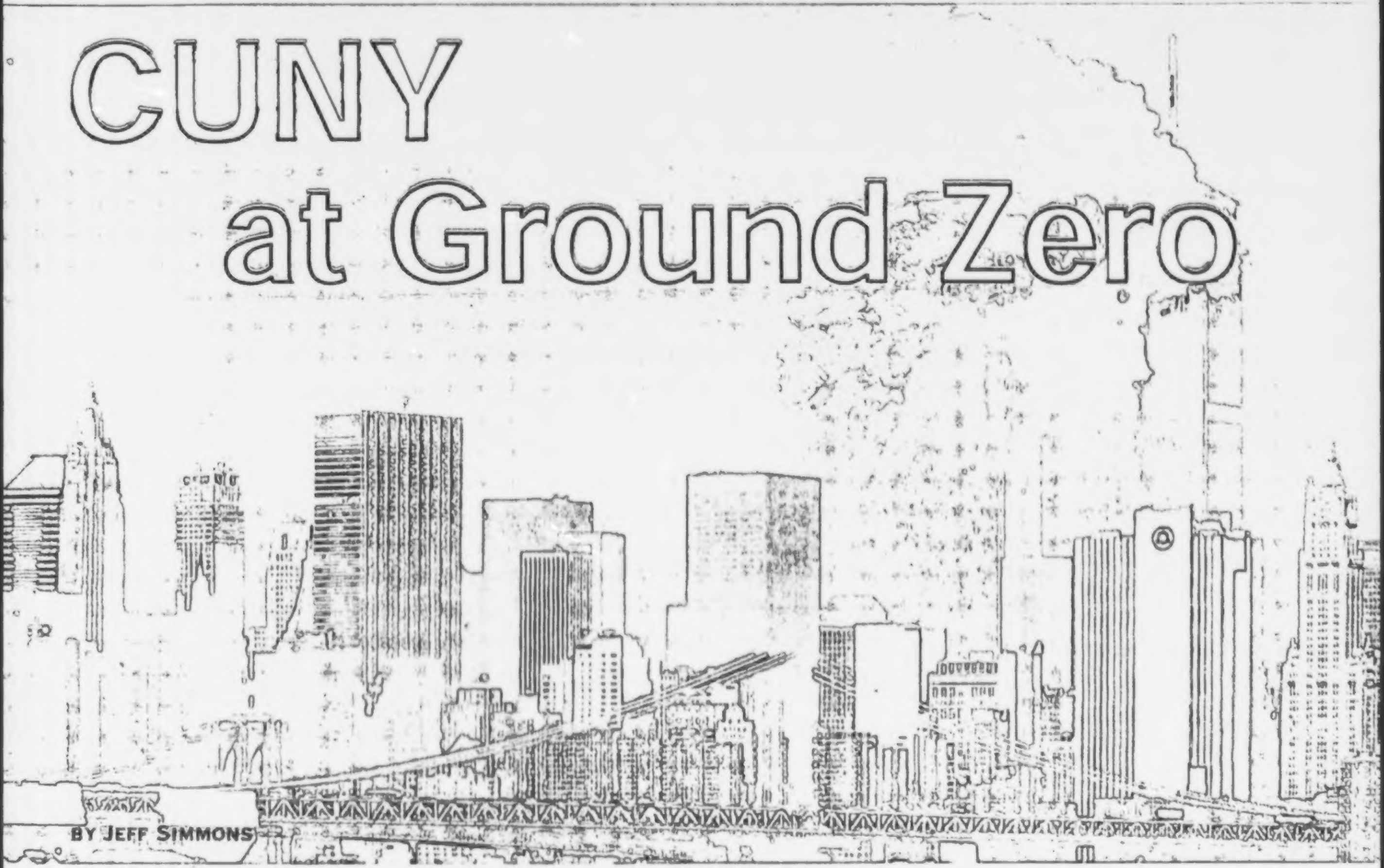
CUNY at Ground Zero



BY JEFF SIMMONS

It was three weeks before students could return to their classrooms. And while many did, many others did not. They faced the prospect of walking back into a building that used to be in the shadow of the Twin Towers.

And memories of the unimaginable becoming real still dominated their thoughts. Robert Lapides, a professor at the Borough of Manhattan Community College, noted the hallways seemed emptier, the students distracted.

Across the street, rescue rigs and National Guardsmen and military vehicles hustled by, in what had become known as the "frozen zone," off-limits to most New Yorkers as the city's massive rescue and recovery operation continued.

It was October 1, and students returned to BMCC. But not through their normal entrance on Chambers Street. Instead, they had to display identification to enter the area blocks away, then show their ID again to enter the building at another entrance.

Later that day, Lapides e-mailed an account of his reflections on that first day back to colleagues within the city university system–setting a tone that defined so much of how life had changed in the city that never sleeps.

"The mood is somber," wrote Lapides. "Conversations with colleagues and students about the WTC attack have sometimes been very disturbing. A number reported seeing the most terrible things, including people jumping from very high stories, sometimes aflame and in one case holding hands."

"Three students told of relatives who defied bosses' orders to stay at their desks or be fired. One student ran out of the WTC Gap store, where he worked, only to narrowly miss being hit by falling concrete. Another told of police cars backing up quickly into pedestrians and badly hurting them. Colleagues and students told of being unable to move as they watched the horror, or of running, covered in ash, among many very scared people."

"My two day-session classes were full today, but my evening class was missing about five or six students, including some who were never absent before. I doubt it does any good to post this information, but I have the need to relay it."

At many venues, the tragic events of Sept. 11 are being replayed and will continue to be–the visions etched in a collective memory as the World Trade Center and its steel twins had been etched in the Manhattan skyline for decades. And as the city mourned the loss of thousands of lives, colleges such as BMCC stepped forward to help ease the tension and grief.

"The tragic events of September 11 have profoundly affected and altered the lives of countless New Yorkers, in ways that we are still struggling to grasp," said Matthew Goldstein, chancellor of the City University of New York, of which BMCC is one campus.

"The entire University community joins with our fellow Americans throughout the city, state, and the nation, and friends of America around the world, in mourning the lives of those who perished."

In the days, weeks, and months following the sudden attack, CUNY campuses drew on their resources–faculty, staff, students all banding together–to help restore resolve, learn from the experience, and recover as best as possible.

CUNY is the nation's largest urban public university, enrolling 200,000 degree-credit students and 180,000 adult and continuing education students at its 11 senior colleges, graduate, law, and medical schools. Shortly after the incident, the chancellor announced the closing of all CUNY schools at noon, Sept. 11, and kept all Manhattan campuses closed the following day.

Since the attack, CUNY campuses have held teach-ins and memorials, orchestrated an employment clearinghouse, established a temporary home for displaced Wall Street commodities brokers, and provided grief counseling.

In the first three weeks, more than 1,000 students contacted a CUNY Help Line manned by 100 faculty–licensed psychologists, social workers, and counselors. Many other social workers from outside the system volunteered as well.

The work by CUNY educators, administrators, and students was fueled not only by citywide volunteer efforts, but also by donations from colleges from other states. They shipped equipment to help BMCC reopen.

Heartland Community College in Normal, Ill., handed over instructional equipment, office furnishings, and computers. Western Michigan University in Kalamazoo, Mich., and Carnegie Mellon University in Pittsburgh sent tablet arm chairs.

BMCC's classroom and computer laboratory building, Fiterman Hall, was only a short walk from the entrance to the World Trade Center, and was badly damaged by debris and smoke. Experts predicted it might have to be razed and rebuilt.

Administrators at BMCC's main campus on Chambers Street hastily fashioned new classrooms inside the cafeteria and quickly ordered trailers.

BMCC is one of the system's six community colleges and enrolls 17,000 students. Many work in the downtown area, some in the World Trade Center. The incident displaced many from their homes and jobs and worried many that they would no longer be able to stay in school–and while it was off limits to students, it was opened to rescue workers.

"As you can imagine, students and staff were feeling pretty much in limbo at the college because it had been closed and they did not know when it was going to be opened," says Rosa María Gil, the University dean for health sciences.

The central offices of CUNY stepped in as a valuable tool, not just for those at BMCC but for all students, staff, and people in the surrounding communities who needed information and counseling.

On September 12, Chancellor Goldstein asked Gil to create a "Help-Line" to deal with grief and bereavement issues. Staff hastily recruited volunteers to man phones and identified psychologists and licensed mental health professionals, nurses, psychiatrists, and grief counselors.

"We were able to have 85 volunteers throughout CUNY. In New York City, there is a feeling of wanting to do something, to volunteer to improve the situation. By having this line, faculty and the chancellor were able to help the victims and their families and the students."

Gil, the city's former Health and Hospitals Corporation chairperson, said the line was up from Sept. 15 until the 28. Meanwhile, her staff prepared a resource and referral manual, especially because callers needed other emergency numbers and contacts.

The help line received 939 phone calls, 653 for general information about BMCC and 284 from people needing grief, bereavement, and crisis counseling. Counselors afterwards met with a dozen students face to face, and followed up with calls to 76 others.

"This was a crisis, and I think the University responded immediately," says Gil. "There was a sense of urgency in providing the appropriate, professional response. In particular for BMCC, it was essential and critical that we open a line of communication for those students."

That response additionally helps to retain students at a time when many questioned their ability to continue their studies. Gil says similar responses developed after the Oklahoma City bombing and the Los Angeles earthquake, when colleges in those regions needed to act quickly.

"Universities need to immediately respond," she says. "We need to find ways to tell students that you can remain at CUNY, and we will do everything we can to support you. Counseling becomes a very crucial element in a retention strategy in a disaster."

The University told students their future at CUNY was assured. A memo issued to all college presidents on Sept. 28 advised them that students called for duty in the reserves or National Guard could receive a 100 percent tuition refund. Similar refunds would go to those who volunteered for military service before the fifth week of classes.

Refunds also would go to students who held jobs as uniformed city employees and couldn't attend classes because of overtime demands, and those with family members either killed, injured, or missing as a result of the disaster and who wish to withdraw this semester.

"The chancellor hopes that in this small way we can ease the burden of those affected by this tragedy so that they can rebuild their lives and continue their studies at the University," the memo read.

Activities were not limited to campuses in Manhattan. Across the city, colleges and universities, public and private, reacted swiftly. Many kept their doors open after-hours even though classes were cancelled. Several held memorial services, and others, fundraisers to assist the families of victims.

At Queens College, there was a twilight memorial service. Students at John Jay College donated blood nearby. Faculty and students at City Technical College prepared massive food shipments for workers at Ground Zero.

A borough away, at Brooklyn College, there was a moment of silence at a gathering on the steps of Boylan Hall, and on Staten Island, a moment of reflection at the campus foundation.

In the Bronx, Lehman College postponed its convocation until October, while at Eugenio María de Hostos Community College, Radio Latino Mix WCAA and Radio WADO sponsored an interfaith memorial service in the school's theater. Drawn together were religious leaders, politicians, and artists.

Earlier, the school held a "Gathering for Remembrance" in its Savoy Building.

Baruch College in Manhattan offered up its athletic facilities as a comfort station and rest area for National Guardsmen who served as relief workers downtown. And on Manhattan's East Side, Hunter College fashioned a memorial space for students who posted items, photos, and other remembrances.

Newly minted Hunter College President Jennifer Raab worked to ensure students had a "safe space" to come to–to talk, rest, and cope. Steve Burghardt, a professor of social work at Hunter, originally suggested a place for students to address their feelings, after he saw a memorial slowly grow in Manhattan's Union Square.

"A student suggested the name of a 'Healing Wall'," says Burghardt. It allowed students to write their feelings on paper that was posted on an enclosed overpass that crosses Lexington Avenue, and bridges the schools East and West campuses. "The response was very much what we all wanted it to be. It grew so much we moved it somewhere else, to a gathering place."

Students created origami, poetry, and paintings that visualized the gamut of emotions. Ribbons were handed out. Cookies and coffee were supplied.

"The first role of the college is to allow people to heal and grieve. But before you can heal and grieve, you need to have spaces to allow people to be as they are," says Burghardt. "It's what we called the 'safe space.'"

Echoing the responses on other campuses, Raab brought people together in the school's West Wing to share stories, reflect and bear witness. "People told stories to begin to connect once again," he says. "You really are showing renewal based on what has happened.

"Often people want there to be healing, and then you move on. A student put it beautifully when she said that in something like this, you don't move on, you move through. Moving through as a college means you engage in intellectual, artistic, and scientific inquiry for a long time."

The "Healing Wall" offered students a chance to express their innermost thoughts. And like the "teach-in" at City University, the sentiments ranged from the sorrowful to the angry. Some scribbled patriotic slogans, others, poems, and still others, tributes to firefighters and police officers.

"Some people wrote things that were not every nice about Arabs," says Burghardt. "Those were part of the wall, too. The democratic experience says that not everybody says wonderful things, but given the opportunity, a democratic majority will find a better way, and they did."

Nasser Hussain, a political science major at the college, said he was disturbed by some of the words written on the wall. But he says they were overwhelmingly minimized by the groundswell of positive images and writings.

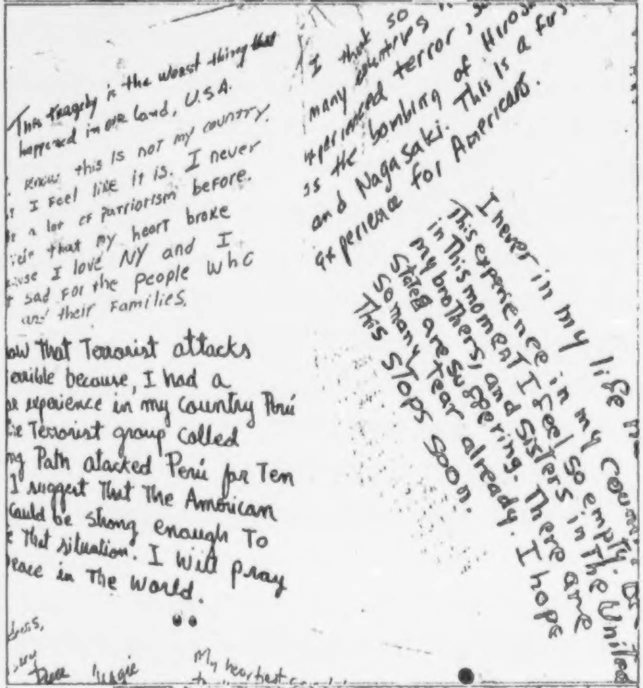
"I thought it would do more pain than healing because it would stir controversy and people might say the wrong things and hurt others," he says. "But I realized these were true feelings and you knew what people were really feeling.

"Educational institutions give people the opportunity to discuss these issues. If you are on the street, there are no parameters, but in school you can bring your thoughts to the table and be able to talk about them like civilized people."

Hussain spoke up during one gathering, delivering a speech before 200 classmates and faculty on behalf of the Arab and Muslim community. He told those before him about racial and ethnic profiling, a backlash against his friends since the attacks.

"I heard that a lot of Muslim sisters were scared to come to school because they feared being verbally assaulted," he says. "People needed to know how many Arabs died in the attack and how many have given blood to make up for the loss of blood."

Officials and faculty expect much more work over the coming months. Much of that will involve counseling. Faculty members say they already are giving students a chance to talk as much as they want about the events that have transpired. "We encouraged faculty to let students talk about it in


This tragedy is the worst thing that
happened in our land, U.S.A.
know this is not my country,
I feel like it is. I never
a lot of patriotism before.
that my heart broke
I love NY and I
sad for the people who
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peace in The world.
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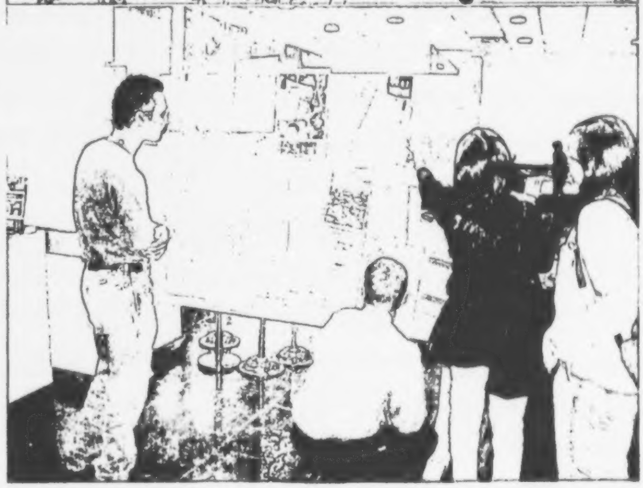
and Nagasaki. This is a firs
experience for Americans.
I never in my life
This experience in my country
in This moment I feel so empty. The United
my brothers, and sisters in The
States are suffering. There are
So many tear already. I hope
This Stops Soon.
My heartfelt



classes," says Bill Crain, professor of psychology at the City College of New York. "It is good for them to get things off their chest and talk to others and see that they are not alone in their fears and their grief.

"We found that many students had not been talking because they had been transfixed by the television for the first few days. Many said they had trouble getting away from the television; all they did was stare at it. They needed a chance to talk."

At the City College of New York, a "teach-in" orchestrated to allow debate and a mix of opinions drew both sadness and controversial statements. Several speakers elicited antiwar sentiment, and argued against any American military action.

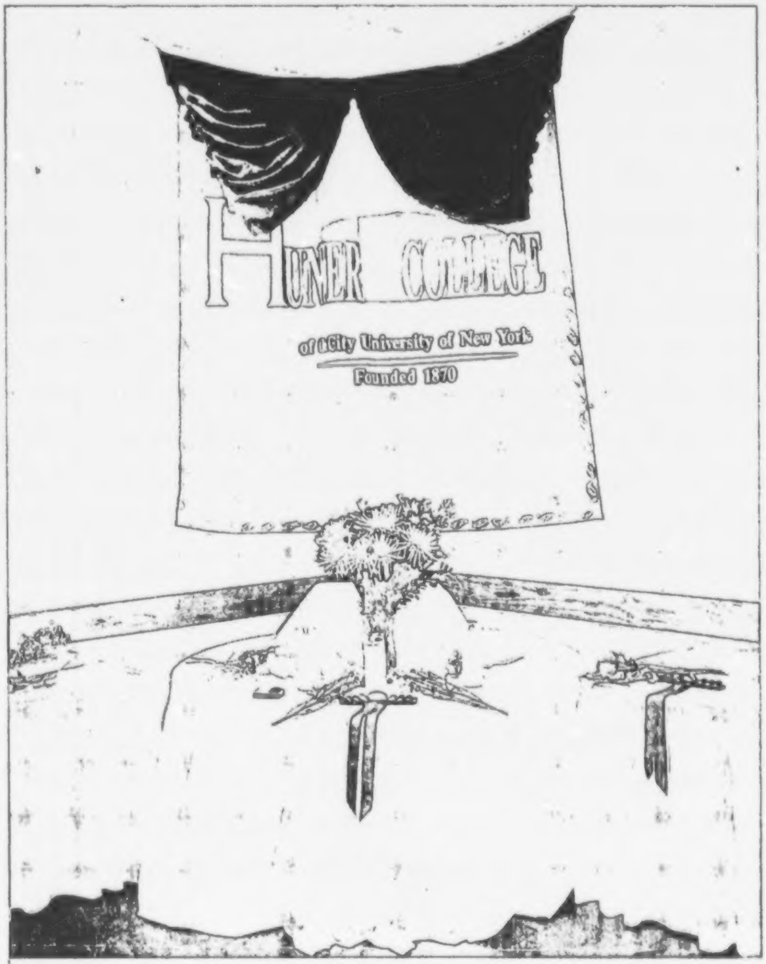
That drew a swift rebuke from Chancellor Goldstein, who said he had "no sympathy" for those who "make lame excuses" for the attacks on the World Trade Center, and accosted those who don't consider the human pain and suffering.

"Clearly, nothing will be the same as it was before September 11," Goldstein said. "One of the challenges now before us is to maintain our determination, resolve, and solidarity without compromising the free exchange of ideas that gives birth to many of the concepts, activities, and services abounding in urban life. Now, more than ever, the University must remain strong and vibrant."

But one professor who defended the event said the experience was just what a college campus needed, an opportunity to air conflicting views, and to raise questions about what is right and what is wrong.

"The teach-in was productive, and there was a wide range of ideas and thoughtful analysis," says Crain, who chairs CCNY's College of Liberal Arts and Science Faculty Council. "I learned there is an amazing amount of tolerance at City College."

"I thought it was disgraceful that the chancellor was so quick to denounce fragments of what was said and taken out of context in the media," said Crain.


HUNER COLLEGE
of the City University of New York
Founded 1870

Since the attack, CUNY campuses have held teach-ins and memorials, orchestrated an employment clearinghouse, established a temporary home for displaced Wall Street commodities brokers, and provided grief counseling.

"We need to be engaged in the analysis of the causes of terrorism and war and the paths toward resolving conflict.

"These are your future leaders of the nation. You want them to think critically of political events and affairs and that's why teach-ins are important."

The teachers were given a chance to learn, too.

Karen Kaplowitz, an English professor and president of the faculty senate at the John Jay College of Criminal Justice, says the campus held a Better Teaching Seminar, a faculty development program. "As soon as classes resumed, we had two sessions where the panels were members of the faculty, a clinical psychologist, and certified social worker," she says. "This was for faculty and staff to learn how to help students cope with the loss, their anxiety and grief, and how to help our colleagues do the same."

The events, at John Jay and at other campuses, emphasized that each college is a community.

"Our sense of identity is with our college, and people are very concerned about each other," Kaplowitz says. "We were particularly concerned about our students. This has been the place where many of us have grown up, and so it felt good to be with our colleagues."

There is still much work ahead. Rosa Gil says that the psychological effects will be pervasive, and are projected to be "very high," according to experts. One study, she said, indicated that 2.3 million of New York City's 8 million people will develop emotional stress as a result.

CUNY is working with federal, city, and state authorities to address those needs as part of the Liberty Project, a mental health disaster effort to reach out to communities. CUNY also will train some students as disaster counselors.

"CUNY will play a key role in treating the emotional well being of students," she says, "and citizens of New York."

Latino Leadership Development

GE and Esperanza Support

Edinboro University of Pennsylvania

BY
DENISE L. OHLER, ED.D.
JERRY W. KIEL, PH.D.

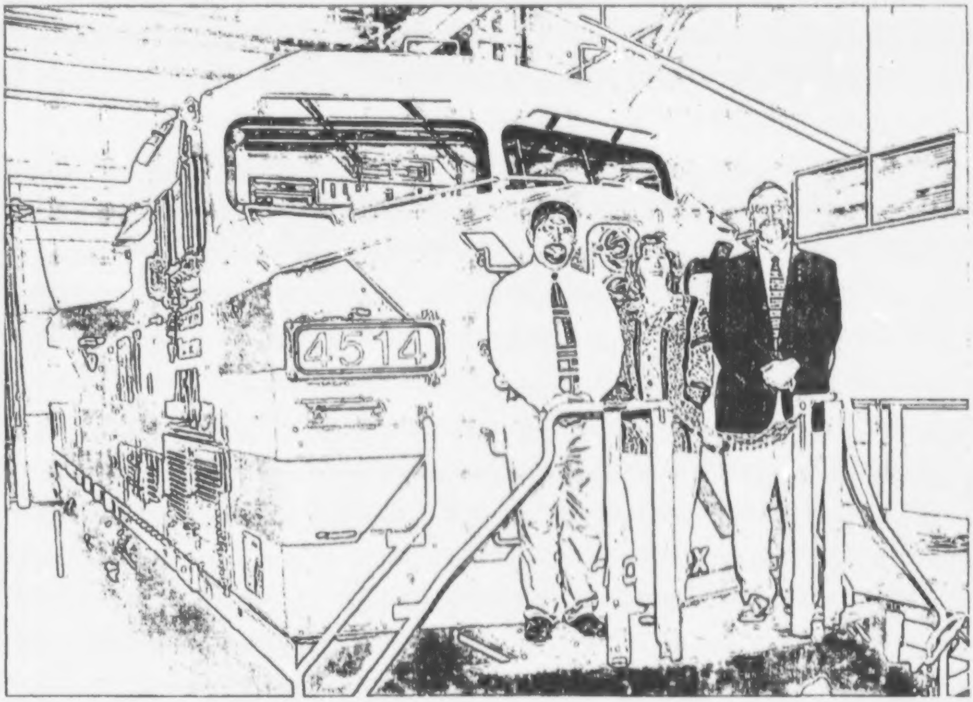
Edinboro University's Hispanic student enrollment increased by 46.5 percent for the Fall 2000 semester over the previous year.

June 2001 marked the fourth year of the Latino Leadership Development Program at Edinboro University of Pennsylvania. Initiated through social equity grants provided by Pennsylvania's State System of Higher Education in 1997, the program has expanded to include collaborative efforts with an industrial giant, General Electric Transportation Systems (GETS), in Erie, Pa., and General Electric Lighting, in Cleveland, Ohio.

The overarching goal of the Latino Leadership Development Program is to increase the number of Latino students attending college. The program has focused on increasing enrollment and retention of Latino students in high school and college through a summer Leadership Development Program each year, and a peer tutoring/mentoring program throughout the academic year in which Latino high school students tutor elementary and middle school students in the school district of the city of Erie.

Participation in the summer program has increased from 25 students in 1998 to 107 in 2001. And the program has expanded to include students from broader geographical areas. Students in the 2001 program were from Erie, Pittsburgh, Youngstown, and Cleveland. A component emphasizing math and science education and careers has enhanced the program through collaboration with General Electric.

Edinboro University, like most institutions of higher education, faces daunting challenges in increasing Hispanic access to postsecondary education. The challenges include graduating more Hispanics from high school, increasing college attendance by students who have the academic ability to continue their education, and increasing retention and graduation among Hispanics in all postsecondary programs. Also a challenge will be reaching out to Hispanic students other than the traditional col-



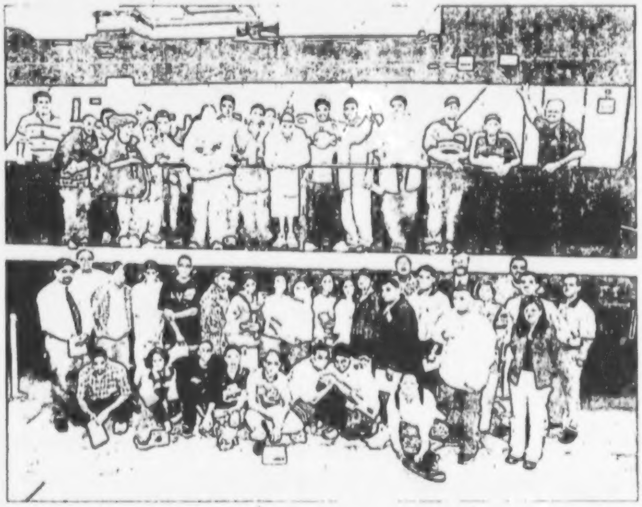
lege-age 18- to 24-year-old population.

A third of all high school graduates had, by 10th-grade, ruled out the goal of a bachelor's degree. College-qualified Hispanic students are the only racial/ethnic group significantly less likely than other college-qualified students to take these crucial steps. According to the National Educational Longitudinal Survey (NELS), only 55 percent of Hispanic eighth-graders expect to get college degrees. Compared, for instance, to non-Hispanic White students from college-educated families, first-generation Hispanic students have a much more challenging and complicated adaptation (Rodríguez, 1974-5; Rendon, 1992). For these students, attending college is not part of their families' traditions or expectations. To ease this transition, Terenzini and his colleagues (1994), suggest the following approaches:

- Design transitional support structures that give individual attention to first-generation college students and minority students;
- Provide early validation to these students that they can do college-level work, that their ideas have value, and that they are worthy of the attention of faculty, staff, and peers;
- Involve faculty in student orientation programs;
- Orient parents as well as students; and
- Focus transition programs on both in-class and out-of-class experiences (Carnevale, 1999).

The proportion of the Latino population ages 25 and over with some college increased from 51 percent in 1987 to only 55 percent in 1997, and those with a bachelor's degree increased only two points, from 8 to 10 percent.

Latinos remain severely underrepresented in science and engineering education, and male Latinos are disproportionately represented among the lower levels of employment in manufacturing. Latinos are more likely to earn degrees in social sciences and to be employed in social service occupations. A problem is that the social sciences are less likely to offer employment in business or industry. There will need to be a dramatic increase in the number of Latinos in college in order to take advantage of the 60 percent of occupations that will require advanced degrees.



Underrepresentation of Hispanic workers is especially severe in high-tech jobs that require college or graduate degrees, due to unequal access to the types of postsecondary education required for science and technology jobs. Only 1.3 percent of Hispanics had college-educated technical jobs. Hispanics are also underrepresented in education, health care, management, accounting, sales, and marketing (Carnevale, 1999).

For many of our nation's young people, education is a way to opportunity. But for millions of Latino students, more than 90 percent, the path stops short of college. The educational level of Latinos in the United States is the lowest of any group. Latinos have the highest dropout rates of any student group, as high as 30 percent at some levels. Barely half of Latinos ages 25 and older have earned high school diplomas.

The human potential loss for our nation due to the under-education of Latino students is a tragic waste and makes poverty and limited opportunity more likely for the next generation.

The Latino Leadership Development Program addresses the need for Latinos to make a significant difference in the U.S. workforce. According to Census Bureau projections, the Latino population should reach close to 20 percent of the total U.S. population by the year 2020. Their impact will be felt first in entry-level positions, provided they understand the importance of education. Most jobs that pay above-average wages will require a college degree. Math and writing skills will be highly sought.

The Latin American science infrastructure is suffering severe shortages, both in resources and in trained scientific personnel. As we gear up and develop technology, we require the participation of a diverse community. We need to stimulate the scientist in our Latino students to participate in basic science as a foundation for new technologies that progressively improve the quality of life on this planet.

Summer Program

The Summer Latino Leadership Development Program includes the following components: welcome and orientation program for families; academic skill strengthening–English composition, study skills, astronomy, computer and math, etc.; training in leadership skills such as public speaking, writing, listening, decision-making, cross-cultural communications, goal setting, team-building, etc.; training in peer mentoring and tutoring of elementary and middle school students; activities that promote positive self-esteem; individual and group career counseling; training for civic responsibilities (health awareness, drug and alcohol awareness, community leadership, voting rights and responsibilities, mediation training, etc.).

A Latino Local Heroes program recruits successful professionals from the community who speak to the participants about their occupations, paths to success, etc.

There are recreational and cultural activities on- and off-campus, work sessions on creating a mousetrap vehicle, and information for students and parents on planning for college (introduction to structure, purpose, and terminology of higher education; coursework to take during high school to prepare for college; use of videos and/or speakers on topics such as the college admissions process, financial aid, information literacy, career planning), and, finally, an award ceremony for participants and families.

GE Hispanic Forum

The year 2000 involved an added component as a result of Edinboro's collaboration with General Electric. Along with sharing the desired objective of increasing Latino participation in postsecondary enrollment, GE seeks to eventually recruit Latino students for its internship programs in engineering, accounting, and other fields. After completing collegiate studies, the corporation hopes that many of its Latino interns will join the company on a permanent basis.

To this end, the GE Hispanic Forum, a group of young Latino engineering and business professionals, developed a curriculum to introduce students to manufacturing processes. It was called the "Mousetrap Vehicle Competition." Students were aligned into teams and provided with materials and instructions to create their own mousetrap vehicles. The final outcome was a racing competition on the last day of the program, after which the winning teams were presented with awards for success. Student teams also received awards for developing an advertisement for their product.

In addition to substantial contributions to support the program from both GE divisions, the GE Hispanic Forums in Cleveland and Erie donated a tremendous amount of time to instructing and supporting the Latino students in this programmatic endeavor. The then-CEO of GETS in Erie, John Rice, the manager of human resources, John Davern, and other GE leaders directed the closing ceremonies at the General Electric Learning Center in Erie to create a very impressive culmination of the weeklong program, to which parents were also invited. The then-CEO of GELS in Cleveland, Stephen Zafirovsky, is an alumnus of Edinboro and strongly supported the program as well.

Liliana García, a member of the GETS human resources staff, prepared and delivered a program to parents before the award ceremony on the last day of the program. She facilitated frank and open discussion among parents to express the fears and frustrations about their students' future plans. Erie School District representatives and Sol Vázquez Otero, equity programs coordinator for the State System of Higher Education, helped respond to parent concerns.

The support of another organization, Esperanza, was also critical to the success of the program. Esperanza is an organization in Cleveland, Ohio, dedicated to enhancing educational opportunities for Hispanic Americans from elementary school through college. Esperanza utilized its influence in the Latino community in Cleveland to recruit 11 high school students to participate in the 2000 summer program. Given its proximity to northeastern Ohio, Edinboro University also plans to further expand its services to Latinos in that region.

Students who participated in the 2000 Latino Leadership Development Program were administered a pre-test/post-test instrument designed to assess differences in attitudes toward education.

Significant differences were noted from pre-test to post-test in the following items:

- I feel that the Latino Leadership Development Program provides assistance to Latino students.
- I am aware of educational and career planning processes.
- I know strategies to deal with cultural issues/biases.
- I feel that I can assist other Latino students and provide support to them to succeed in university programs.
- I have some knowledge about the products and manufacturing processes at General Electric.
- I understand the educational and training opportunities through General Electric.
- I know how to make the most of high school.
- I know how to make the most of college.
- I am comfortable with my social skills such as initiating a conversation, introducing myself, and closing a conversation.
- Sources of information about careers, internships, and jobs are familiar to me.

The results suggested that the program was successful in positively influencing students on several objectives. Anecdotally, students were very enthusiastic about the program, and they plan to recruit friends and relatives to participate next year.

Tutoring Elementary Students

Another component of the program involves tutoring younger students throughout the academic year. Edinboro University students and high school students who have participated in the summer Latino Leadership Development Program have the opportunity to tutor elementary students in the Erie School District. Tutoring, or reciprocal interaction among students as a vehicle for delivery of academic instruction, has demonstrated substantial and positive effects on both achievement and attitude toward subject matter for both the students they tutor and tutors. Tutors who are older and more academically confident than the students they tutor may be more effective. The tutoring program promoted achievement and academic success, encouraged students to persist in school, reinforced study habits, and exposed students to higher education. Tutors were paid hourly for their work four nights per week. The program is also supported through a grant from Erie Insurance Group.

On Oct. 6, 2000, a Hispanic Heritage Month event occurred on the campus of Edinboro University as a follow-up to our summer program. Pedro Cortés, Pennsylvania's executive director of the Governor's Advisory Committee on Latino Affairs, was the keynote speaker and highlighted the importance of becoming an educated Latino citizen. Cortés also was invited to speak to the summer 2001 Latino Leadership Development Program.

One of Edinboro's current Latino students, Emilio Cruz, who participated as a student and peer mentor in the Latino Leadership Development Program, will lead the new Latino student organization at Edinboro University, organized this fall in response to student needs. Edinboro University's Hispanic student enrollment increased by 46.5 percent for the 2000 fall semester over the previous year.

Middle School Program

The Latino Leadership Development Program was extended to middle school students, offering a concurrent program with high school students from Erie, Cleveland, Pittsburgh, and Youngstown during June 2001. A grant was obtained from the GE Fund for Math Excellence. A total of 107 middle school and high school students participated in the one-week residential program at Edinboro University. Several new components were added to the program, including math instruction consistent with the Pennsylvania Standards and as support for the GE design project, a reading/discussion program, and the assignment of peer mentors to practice their leadership skills. The textbook this year was Nava's ***It's All in the Frijoles***, a collection of stories, ***dichos***, folktales, and inspiring words of wisdom written by 100 famous Latinos, and reviewed in an earlier issue of ***The Hispanic Outlook in Higher Education***.

Once again, the GE Hispanic Forum was instrumental in executing the design project competition, a bridge made of popsicle sticks. The bridge project was a good choice as it also signifies our mission as a "bridge" program to higher education and careers. The students were very enthusiastic about all of the social, recreational, and academic activities that comprised the program.

Edinboro University, along with the support of its corporate and community friends, will continue its efforts to provide postsecondary opportunities for Latino youth.

FYI...

FairTest: Report Blasts Teacher Tests

CAMBRIDGE, Mass.

According to FairTest: The National Center for Fair & Open Testing, a report by the National Research Council (NRC) of the National Academy of Sciences warns that licensing tests should never be used as the sole measure of prospective teachers or their college preparation programs. *Testing Teaching Candidates: The Role of Licensure Tests in Improving Teacher Quality* concludes that raising cut-off scores on the exams may reduce racial diversity in the teaching profession without improving quality.

An interim version of the report had bluntly stated that current licensing exams generally do not "predict who will become effective teachers." Nevertheless, the final report notes that 42 states now rely on standardized tests in the teacher licensing process. In addition, amendments to the U.S. Higher Education Act adopted in 1998 could make federal funding for teacher preparation programs contingent on their students' test performance.

NRC panel members were particularly critical of National Evaluation Systems (NES) for refusing "to provide the committee with enough information about its exams to evaluate them." NES designs and administers "custom-made" exams for 10 states: Arizona, California, Colorado, Illinois, Massachusetts, Michigan, New Mexico, New York, Oklahoma, and Texas. An estimated 377,000 teacher aspirants take NES exams each year, compared to about 500,000 who take the Praxis series of licensing tests made by the Educational Testing Service and used in about 30 other states.

Expanding on the NRC research, a major news wire story focused on the failure of NES to make public key documents and data about its tests. The Associated Press quoted several leading education experts who charged that NES violated the measurement profession's Standards for Educational and Psychological Testing. Typical of the comments was University of Nebraska Professor Barbara Plake, who said, "We're making decisions about who's qualified to be licensed based on a product we don't know the accuracy of."

NES' tests also have faced legal problems. FairTest says that NES' Alabama teacher-licensing exam was dropped by the state after a lawsuit revealed that the firm fabricated evidence for claims of the tests' accuracy. Another NES-made exam was being challenged in a New York federal court lawsuit, charging that state's test is racially biased and not job related.

USHLI Launches SALSA

CHICAGO, Ill.

Taking leadership development to a new level and into cyberspace, the United States Hispanic Leadership Institute (USHLI) is launching SALSA, the Strategic Alliance of Latino Student Associations, a national network of Latino student organizations on 200 college campuses and totaling 25,000 members.

Initially, SALSA will serve four purposes. It will promote leadership development, civic participation, organizational building, career opportunities, technological integration, and high school partnerships. It will provide a network enabling 200 campuses to log on to ushli.com for monthly National Leaders Seminars in which top Latino leaders address such policy issues as civil rights, voting rights, immigration, electoral reform, housing, credit management, education, and government.

Every three months, this series will feature Asian American, Native American, African American, and Latino leaders in a two-hour dialogue, via video conferencing, on issues such as race relations, affirmative action, racial profiling, government access, and corporate responsibility.

A National Career Day for high school students will be planned the spring of 2002, to take place at the same day and time of day on each campus from coast-to-coast. High schools with video conferencing facilities may hold the Career Day at their own school. At the end of the program, participating institutions will log on to ushli.com to hear a motivational speaker. The goal is to have 10,000 Latino college students and more than 20,000 high school students participate in National Career Day activities.

For more information, all interested student organizations are urged to contact USHLI at (800) 959-5151 and ask for the field coordinator responsible for groups in their respective states or visit the Web site ushli.com.

...FYI

The Hispanic Outlook In Higher Education www.hispanicoutlook.com November 19, 2001

NCLR Finds Mixed Results for Welfare Reform in Puerto Rico

WASHINGTON, D.C.

An analysis of data by the National Council of La Raza (NCLR) shows that while Puerto Rico has experienced declines in welfare caseloads since the 1996 welfare law was enacted, it is not clear whether those decreases have been accompanied by steady employment. Mirroring the experiences of states on the mainland, the implementation of welfare reform in Puerto Rico over the past five years has had mixed results, according to the report *Welfare Reform Implementation in Puerto Rico: A Status Report*, the first in a new research series by NCLR.

NCLR's research report, which examines municipal and island-wide caseload data, shows that while the number of recipients in Puerto Rico receiving welfare declined by 17 percent from 1990 to 1996, the number of recipients receiving public assistance declined by 38 percent in the three-year period after the 1996 Personal Responsibility and Work Reconciliation Act was signed into law. However, more than one-third of families (36.7 percent) left the welfare rolls in 1999 because of "failure to comply with program rules," while only 15 percent reported "employment or excess of earnings" as the reason for leaving.

The report documents that, as on the mainland, welfare recipients face barriers that affect their employment options, including low educational attainment and few childcare options. For women in Puerto Rico, lack of transportation is a significant barrier to integration into the workforce, especially in rural mountain areas of the island.

NCLR President Raúl Yzaguirre points out two other issues central to welfare reform implementation for Puerto Rico that are not present in the 50 states. "First, double-digit unemployment at a time when unemployment on the U.S. mainland averaged 4 percent to 5 percent severely limits employment options for women on the island. Second, Puerto Rico low-wage workers do not have the benefit of the Earned Income Tax Credit, which many states have used to help cushion the transition of welfare recipients into low-wage jobs."

Zogby International Addresses Harassment of Gays and Lesbians

NEW YORK, N.Y.

A survey of 1,000 high school seniors, released by Hamilton College (N.Y.) and MTV and conducted by Zogby International, found a hostile environment for gays and lesbians in American high schools. Eighty-eight percent of seniors say the phrase "That's so gay" is used by students at their school to talk about something they don't like, and half have seen classmates insult gay students by calling them "faggot," "homo," "dyke," or a similar name.

"Even though high school seniors tend to hold liberal, pro-gay opinions on many issues, gays still face a hostile environment in school," said Hamilton College Professor of Sociology Dennis Gilbert.

The poll tied into the premiere of "Fight for Your Rights: Take a Stand Against Discrimination," an episode of the MTV program "Flipped," a new reality-based series. In the show, a homophobic teen is asked by MTV to be a reporter and cover the gay community. He joins a meeting for a gay teen support group and learns just how harmful using words such as "That's so gay" and "faggot" (both of which are highlighted in the survey) can actually be. He is also shocked and horrified when a newfound friend is killed in a gay-bashing incident.

The poll found that young people are accepting of gays and much more liberal than adults on gay issues. More than 85 percent of graduates say gays and lesbians "should be accepted by society," and 88 percent favor laws to protect gays against hate crimes. The poll also revealed that there are few resources currently in place to deal with the often difficult issues young gays and lesbians face. Eighty-seven percent of students said that their high school lacks an organization to support homosexual students, and a majority said that issues concerning homosexuality or gay rights have never been discussed in their high school classes.

People-Places-Publications-Conferences

PEOPLE & PLACES

Eastern Washington Scholarships

Two Eastern Washington University (EWU) students recently received scholarships for the 2001-2002 academic year. Chemistry major Marisol Villegas received the Avista Scholarship of $500, given to an outstanding student residing in the Avista Corporation service area. The EWU junior has been president of RAICES, a student group addressing issues relevant to multicultural women; a member of the Chicano student group MEChA; a Red Cross volunteer; and a peer advisor and mentor.

Dental hygiene major Helen Bello received a $1,000 Alumni Scholarship, awarded to a child or grandchild of an EWU alumnus.

Trinidad State Names Armijo President

Colorado's State Board for Community Colleges and Occupational Education named Dr. Frank Armijo president of Trinidad State Junior College (TSJC). Armijo was TSJC's vice president for instruction and dean of arts and sciences.

Armijo was formerly vice chancellor for academic affairs for the Colorado State University System. He had been associate executive director for academic affairs for the Colorado Commission on Higher Education (CCHE), served in a similar position with the state Board of Agriculture, and returned to CCHE as a senior academic officer. During the 1970s, he held administrative and academic positions at St. Louis University, Oklahoma City University, and the National Center for Higher Education Management Systems. He has a bachelor's degree from Regis College and a master's and doctorate from St. Louis University.

Smithsonian's Latino Virtual Gallery Features Fashion

The Latino Virtual Gallery of the Smithsonian Center for Latino Initiatives recently highlighted the life, vision, and artistry of two of the most influential fashion illustrators of the '60s, '70s, and '80s, Antonio López and Juan Ramos, together known under the signature "Antonio," in an online exhibition, "Antonio: 25 Years of Creative Collaboration." Their work helped define the concept of beauty in the late 20th century.

The Latino Virtual Gallery is an educational virtual environment created and developed to promote Latino/a contributions to American history, culture, and society. The "Antonio" exhibit provided educational activities and games for pre-school and kindergarten children and became part of an after-school program for high school students. It was made possible through collaborations among the Smithsonian Center for Latino Initiatives, Hispanic Designers, Inc., and the Antonio López Foundation.

High-Schooler an Active Researcher at Texas A&M

Photo © Mark Beal/Texas A&M

A Texas A&M University research team had a new member this past summer thanks to a program organized by the National Aeronautics and Space Administration and the Quality Education for Minorities Network, giving high school students hands-on training in a laboratory setting.

Roxanna Juárez, from the Health Science Magnet School in Laredo, Texas, was one of 20 high school students given the opportunity to work alongside medical and science professionals as participants in the Summer High School Apprenticeship Research Program, or SHARP PLUS. Juárez worked with a team studying the effects of drugs on heart disease. She was an active participant in the study, becoming a part of the surgical team. She was even able to conduct her own research.

"They taught me so much," said Juárez, "and in the same time they treated me as their equal. I think I received a very special privilege by working with such wonderful people."

Juárez hopes to become a pediatric cardiologist.

Mental Health Group Helps in Time of Tragedy

In response to the recent terrorist attacks on the U.S., the National Mental Health Association (NMHA) is providing resources for business managers working to help employees cope with the horrific chain of events. "Coping with Disaster: Helping Your Workforce Cope and Return to Work," a four-page publication, is being sent to business groups, and NMHA is also posting the information to its Web site at www.nmha.org for quick access.

"This is a critical time to focus on mental health in the workplace," said Michael M. Faenza, NMHA president and CEO. "Now more than ever we need to promote mental health and treat mental illness."

City College Salutes New York's Dominican Community

The City University of New York Dominican Studies Institute and The City College Library, with support from the Simon H. Rifkind Center for the Humanities and the Arts at City College of New York (CCNY), cosponsored an exhibition celebrating the evolution of New York City's Dominican community, one of the city's fastest-growing ethnic groups. "The Evolution of an Ethnic Community: Dominican-Americans in Upper Manhattan," held at CCNY, featured photographs depicting the social, cultural, and economic developments of the Dominican community in the Washington Heights area of Upper Manhattan. It highlighted the community's history, traditions, and changes from 1950 to the present.

The exhibition featured photographs donated by Josefina Báez, Onorio Pérez, Radhames Morales, and Richard Powell, a documentary film by Mary Domingo-Sosa, and a book reading and signing by Angie Cruz, whose new book *Soledad* (Simon and

Schuster, 2001) is set in the Washington Heights area. The exhibition was part of the New York City History Festival and New York Archives Week.

Miami-Dade and Hamilton Bank Establish $200,000 Endowment

In Florida, the Hamilton Bank Foundation committed $100,000 to create an endowment for the School of Business and Computer Information Systems at Miami-Dade Community College (M-DCC). The Miami-Dade Community College Foundation, Inc., matched the offer, for a total of $200,000. The endowment will support new program development and student scholarships.

In 1991, the Hamilton Bank Foundation Endowed Teaching Chair was established to promote excellence in teaching. The Bank has since made other significant contributions supporting academic scholarship.

Federal Internship for Poli-Sci Major at Texas A&M-Kingsville

Texas A&M University-Kingsville senior political science and Spanish major Jaime Huerta received an internship with the U.S. Department of Health and Human Sciences in Maryland. He is working until Dec. 8 in the substance abuse and mental health service administration's grants management office.

Huerta is president of the Pi Sigma Alpha political science honor society, treasurer of the Pre-Law Society, a member of the Robert J. Kleberg History Club, and was recently inducted into the Alpha Chi national honor society.

Huerta received the position through the Hispanic Association of Colleges and Universities (HACU) National Internship Program, which recruits well-qualified and motivated students, primarily of Hispanic background, to work with federal agencies and corporations. Selections are based on academic achievement and service to the community and campus.

Durán to Head Educational Services at Pima

Pima Community College (Ariz.) selected Dr. Richard E. Durán as its vice chancellor for educational services. As chief academic and student development officer, Durán is responsible for instruction, student development, and planning and research.

In 1999, he became founding president of Tohono O'odham Community College (TOCC), where he developed the College's educational blueprint, established a strategic enrollment plan, and administered the curriculum process. Earlier, Durán was dean of instruction at Pima's Downtown Campus, after four years as dean of education and academic services for the Community College of Denver. He earned his bachelor's and master's degree from Adams State College and doctorate from the University of Northern Colorado.

Incarnate Word Professor Part of AP Reading and Scoring

University of the Incarnate Word (Texas) Psychology Professor Dr. John M. Velásquez participated in this year's annual reading and scoring of The College Board's Advanced Placement (AP) Examinations in Psychology. Only 160 psychology readers were selected from across the nation.

Each year the AP program allows hundreds of thousands of capable high school students to take rigorous college-level courses and examinations. Based on their exam performances, students may receive credit and/or advanced placement upon entering college.

More than 5,400 faculty consultants, and includes an international team, from high schools and universities across the nation, evaluated almost 1.4 million examinations in 18 disciplines. Drawn from various ethnic groups, the men and women are some of the best educators, representing some of the finest institutions in North America.

Oglethorpe Hosts Dialogue on Race

Oglethorpe University (Ga.) hosted two symposia on race—"Hear My Story: the Untold Stories of Women in the Civil Rights Movement" and "The Affairs of Race in America: A Conversation in Black and White."

"Hear My Story" featured panelists who shared their stories of the civil rights era: Josephine Bradley, who desegregated Greensboro High School, Lydia Tucker Douglas, secretary of the Clark Atlanta University student body during the movement, Connie Curry, author, and Coretta Scott King, wife of Dr. Martin Luther King, Jr.

"The Affairs of Race in America" featured Shay Banks-Young and Julia Jefferson, descendants of Sally Hemings and Thomas Jefferson. Jefferson, a former educator and now businesswoman, is White, and her "new" cousin, Banks-Young, a health trainer and poet, is Black. The audience heard these two women articulate and discuss their differences and similarities.

Santa Barbara Names Castro Campus Director

Photo © Doug Farrell

The University of California-Santa Barbara (UCSB) named Dr. Joseph Castro executive director of campus outreach initiatives, to strengthen, expand, and enhance the coordination of UCSB outreach programs that address the needs of disadvantaged students and prepare them for the challenges of higher education. He will be a liaison on outreach issues to similarly oriented community groups and institutes of higher education.

UCSB is sure it picked the right man for the job. Castro himself benefited from an outreach program at the University of California-Berkeley that identified and admitted eligible Latino students from San Joaquín Valley farming communities. He became the first in his family to secure a college education, attaining a bachelor's and a master's degree from UC-Berkeley and a doctorate from Stanford.

Throughout his career, Castro has aimed to "maximize the impact of rapidly multiplying campus initiatives and reshape our thinking about how to serve the area's needs."

GateWay Receives TRIO Grant

GateWay Community College (Ariz.) was awarded a $190,000 TRIO grant from the U.S. Department of Education. The four-year grant funds GateWay's Student Support Services Program (SSS), which helps up to 160 first-generation students from low-income families who are academically challenged and/or have disabilities. The program offers academic advisement, strategies for success, personal and cultural enrichment programs, disability services, financial aid counseling, tutoring, mentoring, and transfer assistance.

For the past two years, GateWay has successfully administered the Upward Bound Program, also funded by a TRIO grant.

New Speech-Language Program at Santa Ana

Santa Ana College (Calif.) launched a new Speech-Language Pathology Assistant Associate of Arts Degree and Certificate Program. The paraprofessional field emerged due to the severe shortage of speech-language pathologists and the demand for speech-language pathology services.

The two-year program trains students to conduct screening procedures, administer treatment as prescribed by licensed speech-language pathologists, and provide support assistance to the pathologists. Students study speech-language disorders and treatment, clinical management and procedure, interpersonal and intercultural communication, and phonetics. Upon completion of the program, students are eligible for registration as speech-language pathology assistants and will have the option to continue studies at a four-year institution. Employment opportunities are forecast as excellent.

Cooper Union Showcases Salsa and Flamenco

The Cooper Union for the Advancement of Science and Art (N.Y.) showcased performances by salsa and flamenco dancers as part of its Fall 2001 Musical Series lineup.

Cooper Union's "Salsa Extravaganza" featured five-time Grammy Award winner Eddie Palmieri, who performed with New York City's own Los Pleneros De La 21, an area group of musicians, dancers, and artisans dedicated to the performance of *bomba* and *plena*, two styles of Puerto Rican music from African traditions.

Cooper Union also featured Miguel Poveda of Spain, an award-winning flamenco dancer whose ensemble featured his frequent collaborator, guitarist Chicuelo.

Westchester Hosts Argentine Dancers

Westchester Community College (N.Y.) featured a performance by Tangokinesis, a dance troupe from Buenos Aires, Argentina, as part of its Hispanic Heritage Month celebration.

Tangokinesis mixes tango and modern dance, resulting in a twirl of dancing that is quite sophisticated. Artistic director and choreographer Ana María Stekelman blended the talents of ballet-trained women with men raised on tango. She experimented for a decade, combining talents and styles, and started her company in 1991. The troupe's modern tango differs from other "tango-goes-to-Broadway" groups that have been popular. As a trademark of the company, the tango is revealed not only as a dance form, but as a unifying art, bridging the differences between other choreographic styles.

Texas A&M Graduate Now President of Bolivia

Texas A&M University graduate Jorge F. Quiroga is the new president of Bolivia. Quiroga, elected vice president of the South American nation in 1997, succeeds Hugo Banzer, who stepped down because of poor health.

Quiroga graduated summa cum laude as an industrial engineering major in 1981. After graduation, he worked as a computer engineer in Austin for seven years and then returned to his native Bolivia, where he quickly rose through the governmental and political ranks. He was appointed under secretary of public investment and international cooperation in the Ministry of Planning in 1990, minister of finance in 1992, and, five years later, at age 37, was elected the nation's youngest-ever vice president. He maintained his ties to Texas A&M during the past two decades, returning in 1998 as a commencement speaker. His brothers Mauricio and Luis also graduated from Texas A&M.

Kansas Encourages Minority Librarians

Because of its commitment to recruiting minority research librarians, the University of Kansas was chosen as the first stop for the Association of Research Libraries' (ARL) Leadership and Career Development Program. Through the program, 20 participants from research libraries across the U.S. and Canada undergo a year of training and networking, with the express purpose of helping them earn leadership positions within the profession.

DeEtta Jones, director of organizational leadership services for the ARL, said the growing demand caused by the Internet was just one challenge facing research librarians. In order to attract more minorities, the profession also needs to shed several stereotypes.

"The stereotype of women in sensible shoes with buns in their hair is really not the accurate description of the profession anymore," Jones said. "More and more it's the case that these are very technologically sophisticated people who have a lot to contribute in a lot of ways–they are very cultured, very well read, and they have skills that are very unique."

Carr Performs at Border Summit

World-renowned singer Vikki Carr performed at the prestigious U.S.-Mexico Border Summit held at the University of Texas-Pan American (UTPA). Carr's diverse and dynamic voice made her one of the first Hispanic artists to bridge the cultures of the U.S. and Latin America through her English- and Spanish-language recordings.

Carr's performance was part of the Border Mayors Gala Fiesta at UTPA. Proceeds from the event benefited student scholarships.

Born Florencia Biscenta de Casillas Martínez Cardona in El Paso, Texas, Carr has always been proud of her Mexican heritage. She performs in Spanish and English for crowds worldwide. She won three Grammy Awards and a star on the Hollywood Walk of Fame. A devoted humanitarian, Carr established a scholarship for Hispanic college students in Texas and California and works with groups such as The Muscular Dystrophy Association, St. Jude's Hospital, and The American Lung Association.

South Florida Awarded Grant for Special Ed Initiative

The University of South Florida (USF) received a four-year $800,000 grant from the U.S. Department of Education to address the national shortage of special education teachers in urban settings. Teaching and Reaching Urban Students Together (TRUST) places 60 USF students in additional urban special education courses and has them conduct field and internship experiences in local schools partnered with the program. After graduation, participants are guaranteed teaching jobs.

TRUST includes students from all ethnic and racial groups and two USF academic departments. Special education majors receive a dual certification in special and regular education. Speech and communication disorders department students interested in urban children and youth are also involved in the program.

Northeastern Illinois President Joins HACU Board

Northeastern Illinois University (NEIU) President Salme H. Steinberg recently filled a vacancy on the Hispanic Association of Colleges and Universities (HACU) governing board. HACU, representing more than 270 colleges and universities in the U.S. and throughout the Americas and Spain, is an advocate for the needs of those colleges and universities serving the largest concentrations of Hispanic students.

HACU President Antonio Flores said of Steinberg, a long-time HACU supporter, "Her insights and leadership concerning HACU's mission and strategic goals will be invaluable to the governing board."

Picasso Works Open Season at CUNY Graduate Center Art Gallery

The City University of New York Art Gallery of the Graduate Center opened its 2001-2002 season with "Picasso from Málaga: Graphic Works from the Fundación Picasso, Ayuntamiento de Málaga." The exhibition featured etchings, drypoints, and linoleum cuts from 1906 through 1960. It also offered rare examples of the artist's activity as an illustrator of books, among them works inspired by the poets Góngora, Sabartés, and Jacob, as well as Prosper Mérimée's *Carmen*. It was accompanied by a fully illustrated catalog with texts in English and Spanish.

Established in 1988, the Fundación Picasso is housed in the building where Picasso was born on Oct. 25, 1881. The exhibition was presented in cooperation with the Instituto Cervantes, New York.

Palo Alto Announces Tejeda Scholarships

Palo Alto College (Texas) announced the recipients of the 2001-2002 Frank M. Tejeda/Palo Alto College Scholarship. Open to students now attending and to high school seniors planning to attend Palo Alto, the award is $1,000 to full-time students and $600 to part-time. Selections are based on academic achievement, demonstration of leadership qualities, and involvement in extracurricular and community service activities.

This year's winners are: Bernice Marie Banegas, Stephanie Star Montoya, Juan F. Tejeda, Celeste Cinnamon Carrizales, Pete Constante III, Anna Luisa Gonzales, Lisa Rynee Hannah, Leonardo Daniel Mancha, Roland G. Martínez, and Carl W. Ortmann.

CCNY Students Serve Watson Fellowships

City College of New York (CCNY) English major Orlando González was one of four recipients of the Jeannette K. Watson Summer Fellowship, which granted him work experience as an intern with N.Y. State Supreme Court Judge James Yates. Also receiving fellowships from CCNY were Lincoln Ajoku, Oghogho Edomwonyi, and Brandon Bolin.

CCNY Professor Marina Fernando, director of the College's International Studies Program and Watson Summer Fellowship campus representative, said the program's objective "to give underprivileged students in New York access to training and networking that Ivy League students usually have." The competitive fellowships choose participants who demonstrate leadership, creativity, capacity to initiate and follow through, skills working in groups, and a commitment to building a better society. It targets those interested in public service careers.

Our Lady of the Lake Launches Mentors Program with $2 Million from NSF

To train and retain teachers of mathematics and science, Our Lady of the Lake University (Texas) executed the Teachers as Mentors (TAM) program, made possible by a $2 million grant from the National Science Foundation.

TAM proposes to build cadres of teachers who can mentor novice teachers of science, mathematics, and technology and act as change agents, implementing standards based on science, mathematics, and technology programs through modeling standards-based teaching. Teachers can also provide professional development opportunities for their peers.

Teachers seeking to become mentors must meet program criteria. Those selected receive a stipend, professional development training, resource kits, and an invitation to a national or state conference.

Mercer County Helps ESL Students Enter College

Mercer County Community College (N.J.) began a new program enabling county residents new to the English language to make a successful transition from noncredit English as a Second Language (ESL) classes to a college-level curriculum. The new program, "Building Bridges," places participants in ESL training and provides orientation advisement, career guidance, and other support services. The program is open to New Jersey residents enrolled in or planning to enroll in academic courses that lead to a degree of certificate at a New Jersey college.

The New Jersey Commission on Higher Education is funding the program through a two-year grant to the college. According to the Commission, New Jersey has the fifth largest resettlement of new immigrants in the nation. The U.S. Census Bureau estimates that the percentage of minorities will continue to grow in New Jersey.

Dicianna Fills Two Posts at Incarnate Word

The University of the Incarnate Word (Texas) has appointed Dr. Terry Dicianna vice president of extended academic programs and acting

provost. Dicianna's background in higher education administration spans more than three decades. He comes to the University from Del Mar College, where he was president for the past six years.

Dicianna was chancellor of California's Chabot-Las Positas Community College District, founding president and acting chancellor of Palo Alto College, and a college administrator at the Community College of Beaver County, in Pennsylvania, holding positions as a counselor, financial aid director, dean of students, vice president of academic and student affairs, and, finally, president.

His community service background includes work with the Boy Scouts of America, the Salvation Army, the Higher Education Council of San Antonio, and the Hispanic Association of Colleges and Universities.

Texas A&M-Kingsville Lab Director Makes Presentation in Paris

Elda Sánchez, lab director of Texas A&M University-Kingsville's Natural Toxins Research Center, presented "Quick Method of Measuring the Effects of Snake Venom on the Human Clotting Cascade and Neutralization of the Venom," at the International Conference on Exogenous Factors Affecting Thrombosis and Haemostasis, at Institut Pasteur in Paris, France. Sánchez received her bachelor's and master's degrees in biology at Texas A&M-Kingsville and has been accepted to a Ph.D. program at the Universidad Central de Venezuela.

"Basically we are working with venom proteins that affect blood coagulation and lysis," said Sánchez. Sienco Corporation of Wheat Ridge, Colo., paid Sánchez's expenses.

New Mexico Names Golf Director

The University of New Mexico (UNM) named George Trujeque director of golf, responsible for the management and oversight of its golf courses, including course operations, golf concessions, turf and equipment management, and retail facilities.

Trujeque was general manager and head golf professional at the Tierra de Sol Country Club, where he initiated women's golf clinics, junior summer camps, and other programs. Earlier, he was director of golf at the Club de Golf Los Lagos A.C., in Hermosillo, Mexico, where he helped launch the USGA Handicap Program in conjunction with the Arizona Golf Association, the Los Lagos Women's Golf Association, and junior golf programs.

Trujeque earned his bachelor's degree in physical education from UNM and attended the San Diego Golf Academy in California.

Rutgers Graduate Students Receive Coveted Fellowships

THE STATE UNIVERSITY OF NEW JERSEY
RUTGERS

In New Jersey, eight graduate students have been awarded coveted Ralph J. Bunche Fellowships for two years of graduate study at Rutgers University. The Bunche Fellowships are awarded to outstanding Latino, African American, and Native American students with high academic potential. The award covers tuition and a $13,000 stipend.

This year's recipients are: Selma Feliciano-Arroyo, a graduate of the University of Puerto Rico, studying comparative literature at Rutgers' Graduate School in New Brunswick; Laura Barrios, CSU-Fullerton, studying at Rutgers' School of Law on its Newark campus; Vanessa Brown, Virginia Commonwealth University, studying at the School of Law in Newark; Ricardo Estevan Carrion, SUNY-Stony Brook, studying psychology at the School of Law in Newark; Nydia DeJesus, who earned her master's at Montclair State University, studying at Rutgers' Graduate School of Applied and Professional Psychology; Sean Jones, Youngstown State University, studying at the Mason Gross School of the Arts; Tracey E. Price-Thompson, Rutgers-Camden College of Arts and Sciences, studying at the School of Social Work; and Mekalia Reid, Rutgers College graduate, now studying at the School of Law in Newark.

College Board Names UTEP Professor to Board of Trustees

Henry Ingle, tenured professor of communication at the University of Texas-El Paso (UTEP) and associate academic affairs vice president for technology planning and distance learning, was appointed to The College Board's (N.Y.) board of trustees. Ingle will serve a four-year term.

Ingle brings an extensive track record of public and private sector and local, national, and international experience in education. He has held posts with the federal government in Washington, D.C., and with international development agencies in Latin America, Mexico, Asia, and Europe. He has had teaching and research appointments at Stanford University, the California State University System, and the Claremont Graduate School in Los Angeles County.

He currently is on the board of economic advisers of *Hispanic Business Magazine* and is a trustee of the Hispanic Telecommunications Network and Smithsonian Institution's Mexico-Norte Consortium. He is professionally active in Educause, the American Association for Higher Education, the National Science Foundation's Advanced Networking Project for Minority Serving Institutions, the International Society for Technology in Education, and more.

UT-Austin Radio Airs "Latinos and a Changing America"

LATINO USA
THE RADIO JOURNAL OF NEWS & CULTURE

KUT Radio at the University of Texas-Austin produced a one-hour special, "Latinos and a Changing America," recognizing Latino contributions to the United States and promoting Latino culture and history. Aired on the program "Latino USA," it was heard on 198 stations in 32 states, the District of Columbia, and Puerto Rico.

The special examined the growth of the Latino middle class, the status of Latinos in the South, demographic shifts in the metropolitan areas of Texas and California, and relations between African Americans and Hispanics.

"'Latinos and a Changing America" does much to enlighten listeners on a phenomenon that will have an impact on every aspect of U.S. life in this decade and for the rest of the 21st century," said María Martín, executive director of "Latino USA."

Angelica Luevano was the program's producer; Martín, executive producer; and María Hinojosa, narrator.

News from UT-Pan American

- The University of Texas-Pan American (UTPA) named Dr. Homer García dean of the College of Social and Behavioral Sciences. García has held administrative posts at several colleges, published numerous articles, and received grants, fellowships and awards for his work in higher education.
- UTPA mechanical engineering student José Delgado received $5,000 from the Ford Motor Company/Hispanic Engineer National Achievement Awards Conference Scholars Program, selected for his leadership, academic merit, and service to the campus and community.
- UTPA's new summer Law School Preparation Institute guides minority students interested in law careers, strengthens student test-taking and intellectual skills, and helps ease the application and admissions process.
- UTPA received funding from the Toward Excellence Access & Success Grant program, which will enable well-prepared, qualified freshman and transfer students to attend the University. The grant helps increase retention by alleviating one of the barriers that impedes student success–financial need.
- UTPA received additional assistance from the South Texas/Hispanic Scholarship Fund, helping its full-time Hispanic student population. In the past five years, the fund has provided nearly $625,000 to more than 450 UTPA students.

Valencia Launches Language and Culture Institute

Valencia Community College implemented a new program to meet the growing need of companies and organizations to be more culturally adept in the changing ethnic landscape of Central Florida.

The Global Language and Culture Institute now offers Spanish and other language courses to companies and their employees and plans to expand to include language assessment services, intercultural orientation and training, a Florida teacher education training component, and languages online.

Jennifer Robertson, a native of New Hampshire who has taught languages and culture in varied school settings, directs the program. In 1995, she founded the New England School of Languages in San Juan, Puerto Rico, the first and only private language school to be licensed by the General Council of Education in Puerto Rico.

Cancer Research Institute Offers Brochures in Spanish

The American Institute for Cancer Research (AICR) translated several of its award-winning free publications into Spanish. The translations provide the public with up-to-date scientific information about many kinds of cancer and how to dramatically reduce the risk of cancer.

Dr. Michael J. González Guzmán, University of Puerto Rico, calls the information in the brochures "particularly important" to the Hispanic community. "Our diets tend to be too high in refined carbohydrates, sugar, and fat, and too low in grains, vegetables, and fruits," he said. "It's a pattern that increases our risk for many chronic diseases, of which cancer is only one. AICR's new translations will help people make the kind of everyday changes that offer real protection against cancer, heart disease, stroke, diabetes, and other diseases..."

The new translations are available by calling AICR, (800) 843-8114, ext. 18, Monday through Friday, 9 a.m. to 5 p.m. EST; or by writing to the American Institute for Cancer Research, 1759 R St. NW, PO Box 97167, Washington, D.C., 20009-7167.

Spring Arbor Adds Two Majors

Spring Arbor University (Mich.) is offering two new undergraduate majors, a B.A. in youth ministry and B.S. in nursing, to address community needs.

The youth ministry major is part of the department of religion and philosophy and focuses on faith being lived out through the ministry. It requires students to participate in local congregations, taking faith, living, and learning to a new level.

The nursing major is designed for current nurses with limited time and resources but interested in expanding their career opportunities. The program offers education in three specialty areas: management/leadership, gerontology, and parish/community nursing.

New Jersey City Announces Initiatives

New Jersey City University (NJCU) reaffirmed its commitment to urban affairs and strengthened its role as a center of learning and culture through the following: instituting the Henry J. Raimondo Urban Studies Chair, established by the N.J. Legislature for the Henry J. Raimondo Institute for Urban Research and Public Policy; beginning its planning for the University Academy Charter School, the first charter high school in N.J. operated by a college or university; strengthening its education programs with Early Childhood Project Success and Project Team; and, beginning construction on its Center for Fine Arts.

NJCU received grants to acquire scientific, technical, computer, communications, and instructional equipment, complementing its new "myNJCU" application of portal technology, which allows students to access relevant information, people, and processes, acting as a gateway to resources available through the World Wide Web.

The University is continuing to internationalize its curriculum through the U.S. Department of Education's "World Languages and Cultures in Urban Education" program.

New Mexico Signs Graduate Exchange Agreement

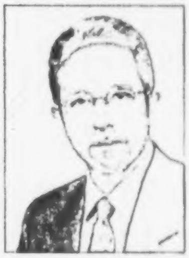
The University of New Mexico (UNM) signed an agreement with the Organization of American States and the Inter-American Agency for Cooperation and Development to receive Latin American graduate students as part of the Americas Leadership Fellowship Program. UNM will receive some of the 1,000 Latin American graduates attending select universities under the program.

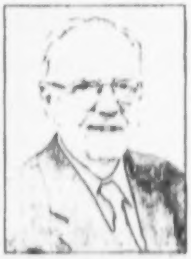
"We are trying to increase both the number of graduate students and Latin American students attending the University of New Mexico," said Theo Crevenna, deputy director of the Latin American and Iberian Institute.

Pictured: (front, l. to r.) UNM President William C. Gordon and UNM Provost Brian Foster and (back, l. to r.) William Stanley, interim director of the UNM Latin American and Iberian Institute, and Eliseo "Cheo" Torres, UNM vice president for student affairs.

Wright State Program Melds Biology and Computer Science

Wright State University (Ohio) announced the jump-start of a new program, "bioinformatics," a blending of biology and computer science. The emerging field develops and uses programs that can predict the function and roles of proteins, find and classify genes in long tracts of DNA sequence, and simplify volumes of new data being acquired on a daily basis.





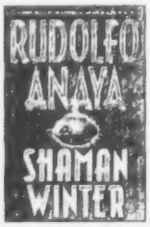
"Industry is clamoring for trained 'bioinformaticians,' not for people who have had a taste of biology, but for people who are trained on both sides of the fence," said Dr. Michael Raymer (pictured l.), assistant professor of computer science. Last year, Dr. Oscar García (pictured r.), chair of the department of computer science and engineering, recruited Raymer to Wright State to help start the program, which he has done, along with Dr. Travis Doom, assistant professor of computer science, and Dr. Dan Krane, associate professor of biological sciences.

Although the field is still in its infancy, some institutions are planning to offer "bioinformatics" as graduate- or doctorate-level programs.

PUBLICATIONS

Shaman Winter

By Rudolfo Anaya



This latest installment of the Sonny Baca mysteries puts Baca, the charismatic gumshoe, against his archenemy, Raven. Raven has entered Sonny's dreams, attempting to capture his soul by stealing his history. It's up to Sonny to uncover a plot by Raven that could bring down the world. Written by noted Chicano storyteller Rudolfo Anaya, author of the Latin American fiction classic, *Bless Me, Ultima*.

1999. 374 pgs. ISBN 0-446-52374-7. $24.00 paper. Warner Books. (800) 759-0190.

Doméstica: Immigrant Workers Cleaning and Caring in the Shadows of Affluence

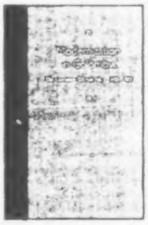
By Pierrette Hondagneu-Sotelo

As American women have entered the labor force in greater numbers, traditional domestic work has largely become the job of immigrant women of color. The author highlights the voices, experiences, and views of Mexican and Central American nannies and housekeepers who care for other people's children and homes, as well as the outlooks of the women who employ them.

2001. 308 pgs. ISBN 0-520-22643-7. $19.95 paper. University of California Press. (800) 822-6657.

Modernization in Colombia: The Laureano Gómez Years, 1889-1965

By James D. Henderson

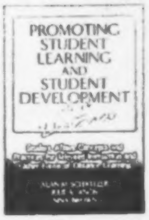


The author uses the life of Laureano Gómez, Colombia's combative conservative politician, as a backdrop for this modern history of Colombia. He explores the alternating political peace, progress, and civil violence that defined the Gómez era, showing that much of recent Colombian history is rooted in developments from the Gómez years.

2001. 512 pgs. ISBN 0-8130-1824-2. $55.00 cloth. University Press of Florida. (800) 226-3822.

Promoting Student Learning and Student Development at a Distance: Student Affairs Concepts and Practices for Televised Instruction and Other Forms of Distance Learning

By Alan M. Schwitzer, Julie R. Ancis, and Nina Brown



With today's telecommunications capabilities and advanced information technologies, more learners can complete academic degree programs without ever setting foot on a college campus. This book examines the trend of contemporary electronic classroom environments and distance learning. It outlines factors influencing the adjustment to distance learning, gives student affairs responses to the trend, and offers strategies for improvement.

2000. 176 pgs. ISBN 1-883485-22-3. $25.50 paper. University Press of America. (800) 462-6420.

Brazilian Popular Music & Globalization

Charles A. Perrone and Christopher Dunn, eds.

BRAZILIAN POPULAR MUSIC & GLOBALIZATION

This collection of essays devoted to the international character and appeal of Brazil's song and dance music includes contributions from scholars in ethnomusicology, cultural studies, literature, anthropology, sociology, and communications. Roughly half are from the U.S., and half, from Brazil and elsewhere.

2001. 304 pgs. ISBN 0-8130-1821-8. $55.00 cloth. University Press of Florida. (800) 226-3822.

Mexican Suite: A History of Photography in Mexico

By Olivier Debroise

Mexican Suite

This revised and translated edition is the benchmark publication of Olivier Debroise's *Fuga Mexicana, un recorrido por la fotografía en México*. It includes current material and explanatory notes for an audience less familiar with this history, as well as many new previously unpublished images. Translated by Stella de Sá Rego.

2001. 344 pgs. ISBN 0-292-71611-7. $60.00 cloth. University of Texas Press. (800) 252-3206.

Women and the Conquest of California, 1542-1840: Codes of Silence

By Virginia M. Bouvier

This book reveals the hidden story of women during the "missionization" of California. Drawing on a vast array of sources, Bouvier demonstrates that both Hispanic and Indian female participation in the colonization of California were greater and earlier than most historians have recognized.

2001. 260 pgs. ISBN 0-8165-2025-9. $40.00 cloth. University of Arizona Press. (800) 426-3797.

Encyclopedia of Contemporary Latin American and Caribbean Cultures, 3 vols.

Daniel Balderston, Mike González, and Ana M. López, eds.

This three-volume set of encyclopedias focuses on the social, political, and cultural developments in Latin America and the Caribbean from the 1920s to the present. It contains more than 4,000 entries written by an international group of more than 400 contributors. It is an invaluable reference tool for students of Latin American and Caribbean studies as well as those following Spanish or Portuguese language courses.

2000. 3-volume set. ISBN 0-415-13188-X. $399.00 cloth. Routledge. (800) 634-7064.

An Introduction to Latin American Politics and Development

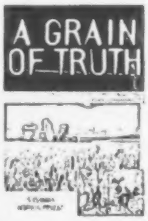
By Howard J. Wiarda and Harvey F. Kline

This book offers a concise overview of the political factors that condition social and economic development in Latin America. It may be useful in courses or seminars in the politics, development, transitions to democracy, and social change of Latin America and the Caribbean.

2001. 226 pgs. ISBN 0-8133-3770-4. $18.00 paper. Westview Press. (800) 386-5656.

A Grain of Truth: The Media, the Public, and Biotechnology

By Susanna Hornig Priest



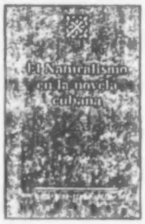
Referred to as the "new genetics," biotechnology is revolutionizing both agriculture and medicine. This book looks primarily at the agricultural side of this revolution and is concerned with how information about these technologies interacts with our social structure and our cultural psychology in ways that cause some issues to be highlighted and others to fade from view, influencing the public agenda.

2001. 141 pgs. ISBN 0-7425-0948-6. $19.95 paper. Rowman & Littlefield. (800) 462-6420.

El Naturalismo en la Novela Cubana

(Spanish)

By Sintia Molina

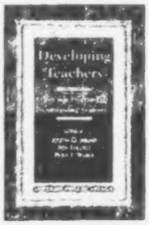


This book is an in-depth study of Cuban novels published between 1830 and 1927. Drawing on modern studies of naturalism, Sintia Molina explores the unique characteristics of Cuban naturalism and its influence on early 20th-century Cuban society.

2001. 208 pgs. ISBN 0-7618-1938-X. $31.00 cloth. University Press of America. (800) 462-6420.

Developing Teachers: Fifth Year Programs for Outstanding Students

Joseph O. Milner, Roy Edelfelt, and Peter T. Wilbur, eds.



Developing Teachers adds new specificity to the understanding of fifth-year programs as a solid entrance into the teaching profession. It is a guide for students who want to enter such programs, a rough template for universities who want to construct such programs, and careful analysis of the field for scholars and other persons interested in some of the best efforts in teacher education.

2001. 304 pgs. ISBN 0-7618-1891-X. $29.95 paper. University Press of America. (800) 462-6420.

Fragments of a Golden Age: The Politics of Culture in Mexico Since 1940

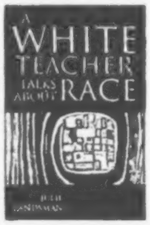
Gilbert Joseph, Anne Rubenstein, and Eric Zolov, eds.

Fragments of a Golden Age provides a comprehensive cultural history of a vibrant, post-1940 Mexico. Each unique essay addresses the culture that prevailed during the period of post-revolutionary prosperity, a time when the state was still successfully bolstering its power with narratives of modernization and shared community. Foreword by Elena Poniatowska.

2001. 507 pgs. ISBN 0-8229-2718-X. $21.95 paper. Duke University Press. (888) 651-0122.

A White Teacher Talks About Race

By Julie Landsman



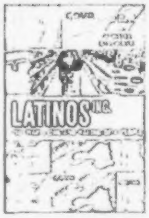
Veteran teacher Julie Landsman leads the reader through a day of teaching and reflection about her work with high school students from a variety of cultures. She speaks honestly about issues of race, poverty, institutional responsibility, and White privilege by engaging the reader in her experiences in the classroom with some of her remarkable students.

2001. 171 pgs. ISBN 1-57886-013-X. $22.95 cloth. Scarecrow Press. (800) 462-6420.

Latinos, Inc.: The Marketing and Making of a People

By Arlene Dávila

Both Hollywood and corporate America are taking note of the marketing power of the



growing Latino population in the U.S., yet the increasing visibility of Latinos has not been accompanied by a similar level of economic parity or political enfranchisement. In this book, the author provides a critical examination of the Hispanic marketing industry and its role in the making and marketing of U.S. Latinos.

2001. 287 pgs. ISBN 0-520-22724-7. $22.50 paper. University of California Press. (800) 822-6657.

Many publications featured in this section are available through amazon.com.

CONFERENCES

NMCI Conference

November 29-December 2

This National MultiCultural Institute conference, "Building Personal and Professional Competence in a Multicultural Society," will bring together professionals from across the country and around the world to explore diversity and multiculturalism in personal and professional contexts. Two-day and four-day workshops will be held. From the Hyatt Regency on Capitol Hill, Washington, D.C.

Contact: (202) 483-0700; fax, (202) 483-5233; e-mail, nmci@nmci.org; Web site, www.nmci.org

TACHE 2001 Conference

December 2-4

The Texas Association of Chicanos in Higher Education advocates for an increase in the number of Chicano/Latino faculty, staff, and administrators in Texas' colleges and universities. This conference will serve as a venue for discussing the issue of underrepresentation and exploring ways of rectifying the disparity. At the OMNI Hotel Downtown Austin, Texas.

Web site: www.tache.org

Kaleidoscope Leadership Institute 2001

December 5-9

Kaleidoscope is a leadership/training institute for women of color. The institute seeks to provide interaction strategies to enable participants to feel safe, to personally share their own feelings and uncertainties, and through their interactions, to develop real connections with other cultural groups. At Hilton Hotel Costa Mesa, Costa Mesa, Calif.

Contact: Dr. Felita T. Williams, (404) 244-2399; e-mail, Kaleidoscope@gpc.peachnet.edu; Web site, www.gpc.peachnet.edu/kaleidoscope

Technology Tools for Teaching and Learning, in Puerto Rico

December 9-12

This conference, sponsored by The ASPIRA Association and The Council for Opportunity in Education, will bring together experts and practitioners to share ideas and best practices about the use of technology to help low-income and disadvantaged students. Attendees will leave with a better sense of the technological opportunities available and hands-on computer skills. At El San Juan Hotel & Casino, San Juan, Puerto Rico.

Contact: Carmen Torres, (973) 484-7554; e-mail, ctorres@nj.aspira.org

DOE Conference on Improving America's Schools

December 17-19

The U.S. Department of Education holds its 8th Annual Regional Conference on Improving America's Schools, an in-depth and comprehensive discussion on education reform. In San Antonio, Texas.

Contact: National Conference Logistics Center, College of Continuing Education, University of Oklahoma, (800) 203-5494; Web site, www.ncbe.gwu.edu/iasconferences

MLA 117th Annual Convention

December 27-30

The Modern Language Association has scheduled more than 800 sessions, forums, and readings for its 2001 convention. For MLA members and others involved in the study or teaching of language and literature. In New Orleans, La.

Contact: (646) 458-0030; fax, (646) 458-0030; e-mail, convention@mla.org; Web site, www.mla.org

88th Annual Meeting of AAC&U

January 23-26

The Association of American Colleges and Universities' 2002 Annual Meeting, "Changing Students in a Changing World: Culturally Diverse, Economically Divided, Globally Interdependent," will investigate the practical implications of organizing learning centered institutions; study the preparedness of students; and highlight the ways in which pre-professional fields and disciplines are integrating civic, global, and ethical issues into the curriculum. At the Grand Hyatt Hotel, Washington, D.C.

Contact: (202) 387-3760; e-mail, meetings@aacu.nw.dc.us; Web site, www.aacu-edu.org

AAHE 10th Annual Conference on Faculty Roles and Rewards

January 25-27

The theme of the American Association for Higher Education's 2002 conference is "Knowledge for What?: The Engaged Scholar." AAHE continues to endeavor to broaden higher education's understanding of scholarly work moving beyond a focus on the scholarship of teaching–to the scholarship of engagement. At the Hyatt Regency, Phoenix, Ariz.

Contact: (202) 293-6440; fax, (202) 293-0073; Web site, www.aahe.org

ACE 84th Annual Meeting

February 9-12

The American Council on Education will explore higher education's relationship with Capitol Hill, new ways to deliver education and new ways to fund it, the impact of emerging technologies, preparing students for a borderless world, presidential leadership, and more. At the San Francisco Marriott Hotel, San Francisco, Calif.

Contact: (202) 939-9410; e-mail, annualmeeting@ace.nche.edu; Web site, www.acenet.edu

Stop Surfing-Start Teaching 2002 National Conference

February 10-13

This fifth annual conference creates a forum for higher education professionals to share ideas and solutions as well as propose questions and develop answers on the growing use of Internet instruction. Sponsored by the University of South Carolina. At the Crown Reef Resort, Myrtle Beach, S.C.

Contact: (803) 777-9444; fax, (803) 777-2663; e-mail, confs@gwm.sc.edu; Web site, www.rcce.sc.edu/ssst

Law and Higher Education Conference

February 17-19

This conference, in association with the Stetson University College of Law's office for CLE, will feature more than 20 sessions on current legal issues affecting student affairs and academic affairs, administrators, legal counsel, campus safety, and risk management in 2002. In Clearwater Beach, Fla.

Contact: (727) 562-7830; fax, (727) 381-7320; e-mail, cle@law.stetson.edu; Web site, www.law.stetson.edu/cle

ACE Leadership Programs for Department and Division Chairs and Deans

February 20-23, San Diego, Calif.
June 18-21, Washington, D.C.

The American Council on Education presents a unique series of programs specifically designed for department and division chairs–the people responsible for leading the units where change takes place in higher education institutions. In San Antonio, Texas.

Contact: (202) 939-9343; fax, (202) 785-8056; Web site, www.acenet.edu

NCTM Southern Regional Conference

February 21-23

The Oklahoma Council of Teachers of Mathematics hosts the 2002 National Council of Teachers of Mathematics Southern Regional Conference. The theme is "Reflections on Mathematics Teaching and Learning." In Oklahoma City, Okla.

Contact: (703) 620-9840; fax, (703) 476-2970; e-mail, regconf@nctm.org; Web site, www.nctm.org

AAHE National Conference on Higher Education

March 16-19

The American Association for Higher Education's 2002 National Conference on Higher Education will focus on creating and disseminating knowledge about student learning, in two contexts: student identities and the ways students learn. At the Chicago Hilton Towers, Chicago, Ill.

Contact: (202) 293-6440; fax, (202) 293-0073; Web site, www.aahe.org

2001-2002 NACUA Workshop Series

March 20-23

The National Association of College and University Attorneys Institute for Law and Higher Education presents "Faculty Employment Issues," providing law-related programming, publications, and educational services for colleges and universities. At the Hyatt Regency Hotel, New Orleans, La.

Contact: (202) 833-8390; fax, (202) 296-8379; e-mail, meetings@nacua.org; Web site, www.nacua.org

National Conference on Diversity in Teaching and Learning in American Higher Education

April 3-6

The Center for the Study of Diversity in Teaching and Learning in Higher Education presents its 2002 conference, "Undergraduate Education: The Real Deal." Dr. Carlos E. Cortés, professor emeritus of history at the University of California-Riverside, will be the keynote speaker. At the Claremont Hotel, Berkeley, Calif.

Contact: (408) 864-8309/8993; fax, (408) 864-5412; Web site, www.TeachLearn.fhda.edu

13th International Conference on College Teaching and Learning

April 9-13

Presented by Florida Community College-Jacksonville and The Center for the Advancement of Teaching and Learning, this event will emphasize research and practice in teaching and learning–with a focus on uses of innovative learning strategies and advanced technologies in online learning and the face-to-face classroom. At the Adam's Mark Hotel, Jacksonville, Fla.

Contact: Jack Chambers, (904) 632-3231, or Jeana Davis, (904) 632-3088; fax, (904) 632-3289; e-mail, jchamber@fccj.org or jmdavis@fccj.org; Web site, www.teachlearn.org

AACRAO 88th Annual Meeting

April 14-17

The American Association of Collegiate Registrars and Admissions Officers' goal is to foster professional development by providing guidelines and voluntary standards for best practices in records management, admissions, enrollment management, administrative information technology, and student services. At the Minneapolis Convention Center, Minneapolis, Minn.

Contact: Christine Garner, (425) 636-1640; e-mail, cgarner@mra-services.com; Web site, www.aacrao.org

NCTM 80th Annual Meeting

April 21-24

The 2002 meeting of the National Council of Teachers of Mathematics, "Realizing the Vision of School Mathematics," will offer many discussions and publications focusing on professional development, promote the teaching and learning of mathematics, and provide an opportunity to network with more than 18,000 math educators. In Las Vegas, Nev.

Contact: (703) 620-9840; fax, (703) 476-2970; e-mail, annlmtg@nctm.org; Web site, www.nctm.org

24th Annual NISOD International Conference on Teaching & Leadership Excellence

May 26-29

Sponsored by the National Institute for Staff & Organizational Development, University of Texas at Austin, this event features exemplary practices and programs in close to 300 workshops, seminars, and roundtable sessions; offers in-depth descriptions and demonstrations of successful initiatives; and provides an opportunity to experience the latest and best instructional and organizational tools. At the Austin Convention Center, Austin, Texas.

Contact: (512) 471-7545; fax, (512) 471-9426; e-mail, info@nisod.org; Web site, www.NISOD.org

Book Review

By Humberto López Cruz

***Real Life in Castro's Cuba*, by Catherine Moses.** 184 pages Wilmington, DE: Scholarly Resources, 2000. ISBN: 0-8420-2836-6. $18.95 paper.

The firsthand testimony offered by Catherine Moses on the Cuban reality is an invaluable document for those interested in contemporary Cuba and its not-so-easy relations with the United States. This text has the asset of being written by a foreigner who lived in Havana for two years during the tumultuous decade of the '90s and who grants the reader impartial views of her experiences on Cuban soil. Moses worked on the island as a press secretary and spokesperson for the U.S., a position that allowed her to move around somewhat more freely than the average Cuban. Nonetheless, she felt the usual harassment from the government representatives who, like an omnipresent shadow, followed her on her incursions around Cuban territory.

REAL LIFE IN
CASTRO'S
CUBA
CATHERINE MOSES

Moses, a graduate of Rice University, unmasks a crumbling society in which fear and discontent in the average citizen have developed a symbiotic alliance for survival. The lack of freedom, combined with the shortage of everything else, such as food, clothes, running water, medicines, etc., is what the Cubans must endure on a daily basis while the government blames the American embargo for its own shortcomings and poor planning. Moses cites the testimony of a schoolteacher who admits that parents send their kids to school without breakfast because they simply have no food at home. This and many more anecdotes rescued by Moses from any ordinary Cuban day are entangled within events she objectively narrates, changing names of those interviewed to protect their identities.

A most impressive and well-detailed chapter is the one addressing the chaotic social scheme faced by the Cuban people. To solve today's needs, the individual must endure the most obnoxious obstacles. We find a neurosurgeon having to open a private mini-restaurant in order to survive; the tourists' dollars are the key to his success. What seemed a grotesque environment in Cuban director/producer Gutiérrez-Alea's last film, *Guantanamera*, comes to life in Moses' account of her Cuban experience. A society that openly condemns the U.S. government depends on the *enemy's* hard currency for its survival. A Cuban family with dollars obtained from relatives living in the U.S. has access to government stores and *paladares* (family-owned, small restaurants with no more than 12 seats) in its quest for daily meals. It should be noted that these places do not accept local currency and are forbidden territory to those without it. A country that for decades has persecuted its citizens for possession of U.S. dollars forces those same individuals to use that very currency to buy staples. The reader infers that an apartheid society has been developed in which tourists, as well as Cubans with U.S. dollars, may have access to goods and services deemed basic and obtainable by any regular citizen in any normal society.

Moses uses reminiscences and experiences to enunciate a desperation that characterizes the Cuban struggle for survival. The disparities within society reach abysmal proportions depending on the factors of nationality and the possession of American currency. The case of a Cuban mother denied asthma medicine for her sick daughter even though the pharmacy had the medicine in stock illustrates the preferential treatment reserved for foreigners. An Angolan customer who witnessed the incident bought the asthma medicine for her. The author contrasts such observations with government propaganda about the superb health care available to the Cuban people.

The advertised prostitution, geared largely to European tourists, reveals an alarming decrease in the age of the girls involved. For some, the ancient profession might constitute the key to freedom: a foreigner might propose marriage, thus taking her outside the island. But thousands prostitute themselves to feed their families. Moses explains this complex sector of society as well as the inability of the Cuban people to rise up and revolt against an oppressive government.

The book covers other aspects of the Cuban society–illegal emigrants, the "rafters," and the agreement between the U.S. and Cuba to return those intercepted to the Island. A significant effort is dedicated to depicting the complete control exercised by the state over radio, television, and all printed media. And to the keen interest of many Cuban people in American goods and culture–cars, music, movies, and, of course, baseball. On Saturday evenings, if there is a movie on Cuban television, the choice is clear: "When the movie is American, everybody stays home." This is considered one of the few social stimuli still available to the average citizen.

Moses' book can help readers understand the unofficial story of an island 90 miles south of the U.S. coastline. The text lacks academic jargon, making its content much more appealing to the average reader; the Cuban reality in Castro's failed paradise should be common knowledge to today's generation.

López Cruz, assistant professor of Spanish at the University of Central Florida, Orlando, specializes in Caribbean and Central American literatures and Hispanic literature in the U.S. He also is director of the Foreign Language Media Center, editor, since 1998, of SELA, South Eastern Latin Americanist, *and coeditor of a book on the narrative of Reinaldo Arenas (University of Salamanca Press).*

If interested in submitting a book review, please e-mail us at outlook@aol.com for Book Reviewers' Guidelines.

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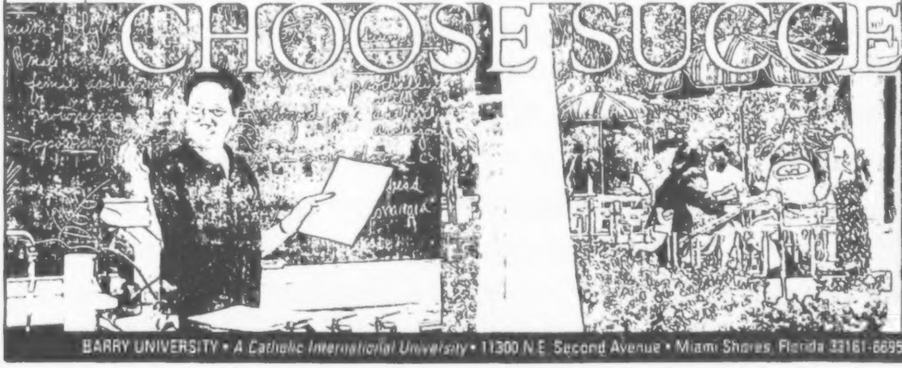
Professor Clara Hardy, Chair, Department of Classical Languages
Professor Harry Williams, Chair, Department of History
Professor Michael Flynn, Director, Linguistics Program
Professor Dale Jamieson, Director, Environmental and Technology Studies Program

Carleton College, One North College Street, Northfield, MN 55057

Deadline: January 2, 2002



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Stockton College is an innovative, residential, liberal arts and science college with a student body of 6000 located on a 1600-acre wooded campus in southern New Jersey, 15 miles from the Atlantic Ocean, 1 hour from Philadelphia, and 2-1/2 hours from New York City. Stockton College has a national reputation for academic excellence and innovation. It is recognized by the Carnegie Foundation, *US News and World Report, and Kiplinger* as a nationally ranked liberal arts institution.

The Faculty of Professional Studies consists of 61 full-time faculty and offers undergraduate majors in Public Health, Speech Pathology, Computer Information Systems, Nursing, and Business. Professional Studies also offers graduate masters degrees in Instructional Technology, Occupational Therapy, Nursing, and Physical Therapy, and is responsible for the College's Teacher Certification Program.

The Dean manages the Division; exercises curricular leadership; develops and administers the budget; monitors faculty development; manages faculty recruitment, participates in overall academic planning, and facilitates contacts with industry, government, and other institutions. The Dean reports to the Vice President for Academic Affairs. The position is managerial and does not carry academic rank or tenure.

QUALIFICATIONS

- A Ph.D. or equivalent
- Substantial experience in one of the disciplines within the Division preferred
- An academic record that would merit appointment at the rank of Full Professor
- Five years of academic administrative or equivalent experience
- Five years undergraduate classroom teaching experience and a strong commitment to excellence in teaching
- An understanding of the role of scholarship and service in undergraduate liberal arts education
- An appreciation of the human, physical and technological resources necessary to support professional studies

The position is available July 1, 2002. Salary is competitive and based on qualifications and experience. Screening will begin November 29, and will continue until the position is filled. Applications must include a letter of interest and a curriculum vitae. Applicants should submit the names and telephone numbers of three (3) professional references to the address below.

Nominations and application letters addressing the qualifications outlined above should be sent to:

Dr. David L. Carr
Vice President of Academic Affairs
Professional Studies Dean Search
The Richard Stockton College of New Jersey
AA51, PO Box 195
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Westmont College would like to announce the following open tenure-track faculty positions:

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Two tenure-track positions: 1) Developmental Biology; 2) Ecology, Evolution or Animal Behavior. Teach in introductory core and courses in area of expertise. Involve undergraduate students in a vigorous research program. PhD required, post-doctoral research and teaching experience preferred. Application details and information about the department can be obtained from: http:// www.westmont.edu/departments/biology/position Review of applications will commence on **November 1, 2001** and continue until the positions are filled.

English

An Assistant Professor tenure-track position will begin late **August 2002** with a concentration in Victorian literature or in Composition and Rhetoric. The department seeks candidates who have the Ph.D. degree and a record of demonstrated excellence in classroom teaching. For Victorianists, interest in colonial and post-colonial literature or women writers is desired. Experience in and commitment to the teaching of composition is expected. A normal teaching load will include upper- and lower-division literature courses and lower-division writing courses. For writing specialists, experience and interest in teaching a range of undergraduate composition courses is expected. A normal teaching load will include upper- and lower-division writing courses and occasional lower-division literature courses. Review of applications will begin **October 15, 2001** and continue until the position is filled.

Music Education

An Assistant or Associate Professor tenure-track position in Music Education to begin **Fall, 2002.** Duties will include overseeing the music education and credentialing programs, teaching related courses, recruiting music education majors, and directing the chamber instrumental program. Applicants for the appointment at the rank of assistant professor should hold the Ph.D. Successful public school music teaching experience and expertise in general classroom music are highly desirable. Review of applications will begin **December 1, 2001** and continue until the position is filled.

Sociology

An Assistant Professor tenure-track position in Sociology will begin in **August 2002.** The department seeks candidates with a completed Ph.D. All areas of specialization will be considered, though individuals with the experience and ability to teach in the areas of theory, social stratification, and research methods are particularly desired. Review of applications will begin on **December 10, 2001** and continue until the position is filled.

Theatre Arts

An Assistant Professor tenure-track position in Theatre Arts, with expertise in theatre technology and stage design, will begin in **August 2002.** Responsibilities include functioning as technical director for departmental season; managing performance, shop, and studio spaces; teaching courses as needed in stagecraft, scenic and lighting design; and periodically creating scenic and/or lighting designs for departmental season. A MFA degree in technical theatre, technical design or design is required. Review of applications will begin on **January 15, 2002** and continue until the position is filled.

Westmont is a Carnegie I national liberal arts college in the evangelical Christian tradition. With a limited enrollment of 1200 students, the College is selective in admissions and emphasizes excellence in undergraduate teaching and scholarship. Faculty are expected to wholeheartedly embrace the mission of the College, relating their faith to their discipline and their scholarship.

Applicants should send their CV, cover letter, statement of research and teaching interests, a two-page statement of philosophy of education, and names of three or four references to the individual department chair, Westmont College, 955 La Paz Road, Santa Barbara, CA 93108. Westmont College is an equal opportunity employer, seeking to be diverse in people and programs consistent with its mission.

MINORITY POSTDOCTORAL FELLOWSHIP PROGRAM

Teachers College, Columbia University is the largest and most comprehensive graduate and professional school of education in the United States. The College has a diverse culture, with minority students comprising nearly one-third of the student body, international students comprising 12 percent.

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Eligibility Requirements: Applicant must be a minority as defined by EEOC, and a U.S. citizen or permanent resident; hold an earned doctorate in any area related to education, and have a commitment to research and teaching in a field related to education; and have completed their doctorate in the last three years and no later than June 1, 2002. Teachers College graduates are not eligible to apply. Completed applications are due by January 15, 2002.

To apply candidates should submit:

- An information sheet with name, mailing address, telephone and fax numbers, e-mail address, title of research project, and the names of recommendors.
- A cover letter describing applicant's interest in doing postdoctoral work.
- A curriculum vitae.
- A 4-5 page research proposal related to education, broadly defined, describing the research that the applicant would like to pursue during the fellowship.
- Two letters of recommendation.

Submit materials in 1 packet to:

Minority Postdoctoral Fellowship Program
Teachers College, Columbia University
Dean's Office, Box 54
525 West 120th Street, New York, NY 10027
www.tc.columbia.edu/research/mpost.htm

Questions regarding the application process should be addressed to Susie Klein, by phone 212-678-4155 or by e-mail klein@exchange.tc.columbia.edu.

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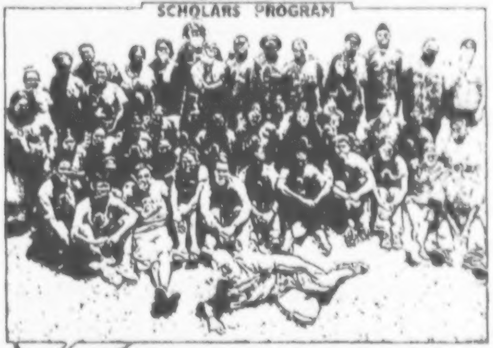

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Letters of application should include a CV & names and contact information of at least three references. Application review begins Jan. 10, 2002. Appointment anticipated by July 1, 2002. Send applications and nominations to:

Dr. Suzanne Franks, Chair
Search Committee for Associate Provost for DDCD
c/o Office of the Provost
106 Anderson Hall
Kansas State University
Manhattan, KS 66506-0113

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Rutgers, The State University of New Jersey

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Interested candidates must have a strong research record and should possess, or have made substantial progress toward the completion of, the Ph.D. or other terminal degree, in the area of the social sciences or law. Interested candidates should send a letter of application detailing qualifications, a [illegible], a paper or chapter of their dissertation, and contact information for four references. Although later applications may be considered at the discretion of the search committee, applications should be submitted by December 8, 2001 to **Professor Charles Heckscher, Chair of Search Committee, LSER Department, School of Management and Labor Relations, Rutgers University, 50 Labor Center Way, New Brunswick, NJ 08901.**

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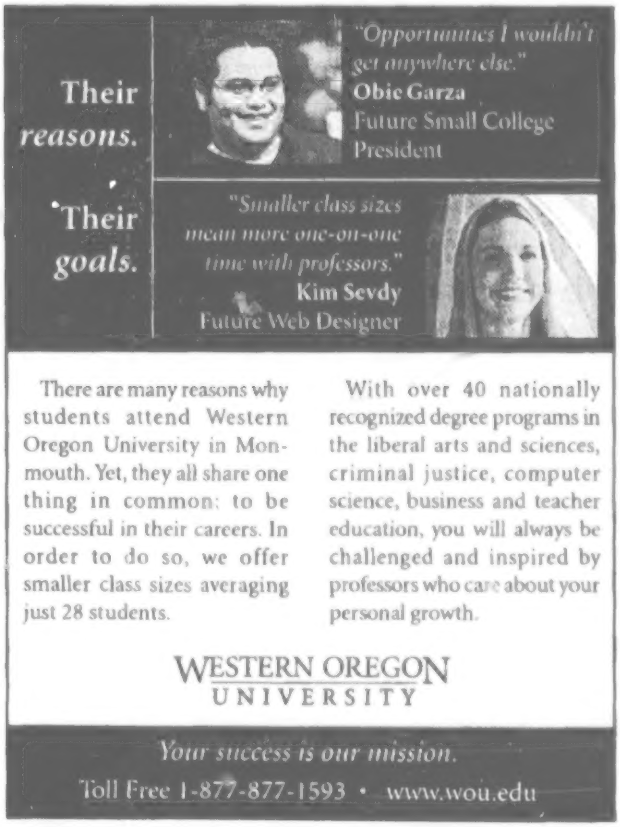

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Future Web Designer

There are many reasons why students attend Western Oregon University in Monmouth. Yet, they all share one thing in common: to be successful in their careers. In order to do so, we offer smaller class sizes averaging just 28 students.

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California State University, Fresno

College of Health and Human Services

Tenure Track Positions

The primary mission of the College of Health and Human Services is to provide professionally oriented education at the baccalaureate level and to provide graduate programs in specialized disciplines related to health and human services. As a major academic unit in a comprehensive, regional university, the college is unique and important in educating health and human services professionals for the San Joaquin Valley. The academic disciplines within the college seek to foster interdisciplinary-holistic education for future health and human services providers. The following Tenure-Track faculty positions are available beginning Fall 2002. Please refer to our Web site: www.csufresno.edu/CollegeofHealth

Communicative Disorders and Deaf Studies

Professor/ Asst/Assoc Professor: Deaf Education: Teaching coursework and supervising clinical practicum in a deaf education curriculum with a comprehensive philosophy. The successful candidate may be called upon to teach in a distance education mode. **Contact: Dr. Paul Ogden, (559) 278-2423; paulo@csufresno.edu**

Asst/Assoc Professor: Speech Pathology: Teaching coursework in speech-language pathology including those related to child language or voice disorders, supervise clinical practicum. **Contact: Dr. Stuart Ritterman, (559) 278-5028; stuartr@csufresno.edu**

Kinesiology

Assistant Professor (Athletic Training). Will teach in all curricular areas of the care and prevention of athletic injuries, therapeutic exercise and modalities, organization and administration and seminar in athletic training as well as introductory courses. **Contact: Dr. Rebecca Cheema (559) 278-7094; rebeccac@csufresno.edu**

Assistant Professor (Exercise Science): Candidate should be prepared to teach in at least 3 of the following areas: exercise physiology (all areas); fitness and wellness; exercise testing, existing prescription; clinical exercise physiology, human anatomy; human physiology; strength training and performance development; nutrition; biomechanics; ergonomics; and motor learning. **Contact: Dr. Tim Anderson (559) 278-2203; tima@csufresno.edu**

Nursing

Assistant/Associate Professor: Department needs expertise in pediatric nursing. **Contact: Dr. Mariamma Mathai (559) 278-2041; mariamma@csufresno.edu**

Assistant Professor: Teaching responsibilities will be in the area of geriatric nursing/geriatric nurse practitioner and general nursing courses. **Contact Dr. F. Ndidi Griffin-Meadows (559) 278-6697; ndidig@csufresno.edu**

Physical Therapy

Assistant/Associate Professor: Position entails leadership of and teaching in a developing pre-professional program in Interdisciplinary Health and Rehabilitative Sciences. Secondary teaching responsibilities within the Master of Physical Therapy Program will be identified related to the candidate's areas of clinical expertise. **Contact: Dr. Gary Lentell (559) 278-2065; garyl@csufresno.edu**

Recreation Administration and Leisure Studies

Assistant Professor: Teaching areas will include undergraduate courses in at-risk-youth and special populations, major core courses, and in one of the following areas: Therapeutic Recreation or Leisure Service Management. **Contact: Dr. L. Jay Fine (559) 278-2629; lawrence_fine@csufresno.edu**

Social Work

Assistant Professor: Primary teaching responsibilities are in the areas of policy and research. **Contact Dr. Donna Hardina (559) 278-3992; donnah@csufresno.edu.**

Montclair State University ◦ Openings ◦ Fall 2002

Founded in 1908, Montclair State University was awarded university status by the state of New Jersey in 1994. As the second largest university in New Jersey — with approximately 13,500 students, undergraduate and graduate — Montclair State is a comprehensive institution characterized by a cadre of teacher-scholars committed to teaching excellence, program diversity and student access.

Montclair State University is organized into the following colleges and schools: College of Education and Human Services, College of Humanities and Social Sciences, College of Science and Mathematics, School of the Arts, School of Business, and School of Graduate, Professional and Continuing Education. Montclair State awards the following degrees: Bachelor of Arts, Bachelor of Fine Arts, Bachelor of Music, Bachelor of Science, Master of Arts, Master of Arts in Teaching, Master of Business Administration and Master of Education and applied Doctoral degrees.

All positions Assistant Professor, tenure track, unless otherwise noted and are subject to available funding. *Selected appointments negotiable to higher rank depending on qualifications. **Screening begins immediately and continues until position is filled.**

COLLEGE OF EDUCATION AND HUMAN SERVICES

The following positions require computer literacy and evidence of a commitment to education for social justice, democratic practice, critical thinking and a diverse society.

Counseling, Human Development and Educational Leadership – Three Positions. Earned doctorate in Counseling, Psychology, Education or related Human Service field. Five (5) years of experience in teaching/counseling. **(V-F1)** Counseling. Teach courses in graduate programs in counseling theories/techniques, group dynamics, multicultural counseling and career counseling with emphasis on issues of diversity. Licensed (or license eligible) Professional Counselor preferred. Record of research and publication. **(V-F2)** Counseling/Addiction Studies. Two positions in graduate programs in counseling with a primary focus on addiction studies in school/agency/higher education counseling and business/industrial settings. Teach courses in counseling theories/techniques, group dynamics, multicultural counseling, addiction studies and coordinate the Addiction Studies specialization. Certification in Addiction Studies required.

Curriculum and Teaching. (V-F4) Special Education. Teach a range of special education courses on the graduate level requiring specialization in assessment of children with disabilities, state-of-the-art instructional methodology for children with mild to moderate learning and behavior problems, inclusive education practices, and medical and physical bases of disabilities. Doctorate in special education or related field required. Eligible for New Jersey certificate in Learning Disabilities Teacher-Consultant. Expertise in educational assessment and instructional methodology of children with mild to moderate disabilities essential.

Early Childhood and Elementary Education – Two positions. (V-F5) Elementary Education/Science Education. Teach a range of undergraduate and graduate courses focused on general elementary methods and elementary science education, mentor teacher candidates in diverse and inclusive settings, pursue a research agenda, build strong partnerships with schools and school faculty. Doctorate in elementary education, or curriculum and teaching with a focus on elementary and middle childhood, or related field and successful public school/community-based teaching at the upper elementary/middle school lever are required. Knowledge and expertise in elementary science is preferred, and experience with general elementary content and methods is required. **(V-F45)** Early Childhood and Elementary Education. Teach undergraduate and graduate courses focused on elementary education and early childhood education. Knowledge and expertise in one or more of the following areas: childhood literacy, subject area knowledge and pedagogy in math, science, social studies, of the arts; urban education, second language learners, curriculum development and assessment. Mentor teacher candidates in diverse and inclusive settings and build strong partnerships with schools and school faculty. Doctorate in early childhood/elementary education, curriculum and teaching with a focus on elementary and early childhood education, or related field and successful public school/community-based teaching at the early childhood/elementary level are required.

Educational Foundations – Two positions. *(V-F6) Research/Testing and Measurement. Teach courses at the master's and doctoral levels in research methods, learning theory and testing and measurement. Should have a strong background in educational research and educational psychology. Some knowledge of areas in which the department offers graduate degrees including Philosophy for Children and Critical Thinking will strengthen the candidacy. Earned doctorate with a professional focus on empirical research methodology with a strong background in learning theory, testing and measurement. ***(V-F7)** Philosophy for Children. Teach graduate courses in Philosophy for Children that includes working with international students as well as teaching courses in philosophy of education and critical thinking at the undergraduate and graduate levels. Areas of specialization within philosophy of education or philosophy relevant to Philosophy for Children include logic, philosophy of mind, philosophy (especially pragmatism), social and political philosophy and continental or non-western philosophy. Assist in the administration of graduate specializations; mentor doctoral dissertations. Earned doctorate with professional focus on Philosophy for Children or Pre-College Philosophy.

Health Professions, Physical Education, Recreation, and Leisure Studies. (V-F8) Hospitality Management. Specialist in hospitality, hotel management, and commercial recreation to teach in core areas of recreation and leisure studies management, budget and finance, marketing and research. Requires doctorate in recreation, tourism, hospitality, or related field. Demonstrated record of teaching, research, and industry involvement.

Human Ecology. (V-F9) Foodservice Management and Nutrition. Teach graduate and undergraduate courses in Foodservice Management, Dietetics, Food Technology and Nutrition, with emphasis in quantity foods purchasing/production, organization and management of foodservice systems, foodservice equipment, facility design, specialized food production and meal design and management. Earned doctorate in foodservice/industrial/hotel management or related area. Registered Dietician (RD) or experience working with dietetic programs desired.

For a complete job description of these positions, please contact Leslie E. Jenkins, Assistant Dean, College of Education and Human Services.

COLLEGE OF HUMANITIES AND SOCIAL SCIENCES

Demonstrated success in research, teaching, and scholarship in general is required for all tenure track positions.

Include C.V., letter of interest, names, phone numbers and e-mail addresses of four references.

Anthropology – Two positions. (V-F10) Biological Anthropology. Teach introductory physical anthropology as a laboratory science. Candidates should also be prepared to teach introductory and upper division courses for majors and for general education, teach Master's level seminars in the Department's applied anthropology program, supervise Masters treatises in applied medical anthropology, develop new courses appropriate to the needs of the department. Ph.D. required. **(V-F11)** Cultural Anthropology. Specialization in Latin America, and/or Latino/a populations in the United States. Expertise in anthropological approaches to public policy analysis preferred. Teacher introductory and upper division courses for majors and for general education. Teach Master's level seminars in the Department's applied anthropology program; supervise masters treatises in applied anthropology, develop new courses appropriate to the needs of the department. Ph.D. required.

Communication Sciences and Disorders. (V-F12) Audiologist. Teach courses in an ASHA accredited graduate program in speech-language pathology, including, but not limited to, clinical audiology, educational audiology, aural rehabilitation and speech and hearing science. Conduct and supervise students in audiometric screenings and diagnostics. Engage in scholarly research and professional activities. Doctorate in audiology; ASHA CCC-AUD; eligible for NJ license.

English – Three positions. Doctorate required (in hand by August 2002). Teach undergraduate and graduate courses. All department members teach first-year writing and literature courses, as well as courses in the major, advise students and serve on committees. **(V-F13)** US Multicultural. Teach US multicultural literature with primary expertise in Latina/o literature preferred. **(V-F14)** Shakespeare and Early Modern Drama. Secondary interest in World Drama. Familiarity with recent developments in Shakespeare theory and criticism.

(V-F15) Composition or Writing Studies. Secondary expertise in working with non-native speakers of English.

French, German and Russian. (V-F47) 16th and/or 17th century French Literature. Teach courses at all levels. Experience in teaching translation desirable. Computer-assisted instruction is required. Prefer applicants with broad range of interests, native or near/native French fluency. Ph.D. in French.

History – Two positions. Ph.D. required. Fields of specialization open. **(V-F16)** African History. Cross-cultural and interdisciplinary perspectives. Teach existing survey courses in African history and electives, develop courses for the MA program. **(V-F17)** Latin American History. Cross-cultural and interdisciplinary perspectives. Teach existing survey courses in early and modern Latin American history and electives.

Psychology – Four positions. Doctorate required. **(V-F18)** and **(V-F19)** Experimental Psychology. Desirable areas of expertise and publication may include learning, perception, quantitative methods, psychophysiology, or cognitive areas such as attention, memory or problem solving. Teach undergraduate and graduate courses in experimental psychology, research methods, statistics, and content courses in specialty areas. **(V-F20)** Industrial and Organizational Psychology. Teach undergraduate and graduate courses in I-O Psychology. Desirable areas of expertise and publication include personnel selection, training and development, leadership, motivation, work attitudes and appraisals. Active research program to engage students in research and application of I-O principles to workplace settings is desirable. **(V-F21)** School Psychology. Minimum two years experience as a school psychologist in schools and NJ certification or eligibility. Teach undergraduate courses in psychology as well as supervision of students in graduate School Psychology Certification program.

Sociology. (V-F29) One position, possibly two in the Sociology department which includes a Justice Studies major and a M.A. program in applied sociology. The first position is for sociologist who can teach courses related to justice, not just criminal justice. The second position would be open to all substantive areas of specialization. Expertise in statistics/methods a plus. Ph.D. before September 2002 required.

Spanish/Italian – Four positions. Ph.D. in hand before September 2002. **(V-F22)** Translation and Interpreting. Teaching experience in all levels of translation and interpretation. Background in the teaching of Spanish for native speakers a plus. Must be willing to teach evenings and weekends. Excellent bilingual skills necessary and computer expertise for interfacing with new programs helpful. **(V-F23)** Peninsular Golden Age Literature. Specialist for undergraduate and graduate programs. Ability to teach a wide range of courses in Peninsular literature on the undergraduate level. Excellent bilingual skills necessary. **(V-F24)** Spanish Generalist. Expertise in teaching all levels of Spanish language from Spanish I to Advanced Composition. Expertise in foreign language methodology in the elementary schools desirable; experience in coordinating student teachers. Must be willing to teach evenings and weekends. Computer expertise for interfacing with new programs helpful. Ability to teach Portuguese a plus. **(V-F25)** Italian Literature. Expertise in Italian language teaching methodology. Demonstrated interest in Italian literature, cultural studies and computer-assisted instruction is desirable. Commitment to program/curricular development, student contact, and outreach initiatives is necessary.

For a complete job description on these positions, see the College of Humanities and Social Sciences Website.

COLLEGE OF SCIENCE AND MATHEMATICS

Biology and Molecular Biology. (V-F26) Bioinformatics/Computational Biology. Teach courses in bioinformatics, molecular biology, graduate courses and/or general Biology. Develop competitive research program, seek external funding and participate in the development of a new undergraduate program in Bioinformatics. Ph.D. required. Post-doctoral experience preferred.

Computer Science. (V-F27) Informatics. Candidates must have interdisciplinary research or significant experience in computer science and science, e.g., biology, chemistry, or earth and environmental sciences, or computer science in database systems or data mining. Work with Object Oriented technology with C++ or Java and UNIX; commitment to teach a rich variety of computer science courses. Ph.D. in Computer Science or closely related area.

Earth and Environmental Studies. *(V-F28) Geographic Information Systems. Teach major and graduate courses. Expertise in GIS, spatial analysis and statistics, modeling and visualization, and remote sensing with specific emphasis on research applications related to one or more of the existing areas of expertise in the department: coastal/estuarine systems; environmental change; environmental geology; environmental remediation and pollution control; land use; water resource analysis and management; and/or urban studies. Doctorate in appropriate field prior to September 2002.

Mathematical Sciences – Four positions. Ph.D. or Ed.D. in Mathematics or Applied Mathematics required. **(V-F30)** Financial Mathematics. Expertise in financial mathematics. Provide leadership and develop a program in actuarial and financial mathematics. **(V-F31)** Bioinformatics/Biomathematics. Expertise in bioinformatics and/or mathematical biology. Provide leadership and assist with development of an undergraduate program in bioinformatics. **(V-F32)** Pure and Applied Mathematics. Research interests in the following areas: combinatorics, game theory, graph theory, industrial mathematics, mathematical economics, operations research or optimization. Must have a strong commitment to quality teaching in a broad range of courses at the undergraduate level and to a more specialized set of graduate courses. **(V-F33)** Mathematics Education. Teach undergraduate mathematics and mathematics education courses, and graduate mathematics education courses at the master's and Ed.D. level. Candidates should be capable of directing doctoral students and contributing leadership to the Department's active graduate program in Mathematics Education. Experience in supervising mathematics education research preferred. Required to be professionally active, committed to quality teaching and the pursuit of grants. Some teaching experience and related research interests in grades 5-12 and a strong background in mathematics at least through the master's level required.

For a complete job description on these positions, please contact Ted Williamson, Acting Assistant Dean, College of Science and Mathematics.

SCHOOL OF THE ARTS

Fine Arts – Three positions. (V-F34) Video/Multimedia. Teach undergraduate courses in a visual arts environment. Professional experience in video and 16mm film including all applicable software programs and computer applications is required. Development of Video/Multimedia area and lab. Record of work/exhibitions and a minimum of three years of college/university level teaching experience are required **(V-F48)** Papermaking. Permanent Part-Time position. Coordinate and develop Papermaking area. Teach beginning through advanced undergraduate courses. Teaching load is a maximum of 6 credits per semester. MFA in papermaking or related area. **(V-F49)** Foundation Art. Permanent Part-Time position. Coordinate and develop area as it relates to the various Fine Arts undergraduate degrees offered. Teach foundation and introductory courses. Teaching load is maximum of 6 credits per semester. MFA required.

Music. (V-F51) *Department Chair. Tenure-track position. Provide superior professional training programs in Music Education, Music Performance, Music Therapy and Theory and Composition at both the undergraduate and Masters degree levels as well as enhancing the active cultural life at the University and in the surrounding community. Provide guidance and supervision of the Performing Arts Center scheduled to open in 2003. The Department Chair will be a senior academic leader who possesses an earned doctoral degree or equivalent artistic accomplishment in a field of music and a successful record of leadership in academic or arts management. Positive teaching history in an area in music at a higher education level preferred. Start date July 1, 2002.

Speech Communication – Two positions. Ph.D. in Communication or related field; minimum of three years college/university teaching experience. Applicants should submit a letter of application, curriculum vita, copy of transcripts and three letters of recommendation. **(V-F43)** Organizational Communication. Teach courses in undergraduate and graduate programs, direct theses, participate in curriculum development, and pursue a rigorous research agenda. Primary expertise in Organizational Communication. Teach courses in Organization Theory, Methods, and Applications and assist in developing a concentration in Organization Communication. **(V-F50)** Mediated Communication/Public Relations. Expertise in Mediate Communication with a secondary area of interest and experience in Public Relations. Teach undergraduate and graduate courses in Mediated Communication, Public Relations and assist in developing a concentration in Mediated Communication.

For a complete job description on these positions, please contact Ronald Sharps, Assistant Dean, School of the Arts.

SCHOOL OF BUSINESS

Accounting – Three positions. *(V-F35) Accounting Systems. ***(V-F36)** International Accounting. ***(V-F37)** Taxation. Teach all levels of accounting at both the undergraduate and graduate level. CPA and Ph.D. required. The School of Business offers a Bachelor of Science and a Master of Business Administration degrees with a concentration in Accounting.

Economics and Finance. *(V-F52) Finance. Teach finance courses in both undergraduate and graduate degree programs with specific emphasis on Corporate Finance, International Finance, and Investments. Candidate is expected to participate in self-governance of the University through service on departmental, school and university level committees. Ph.D. in Finance and at least one year of teaching experience is required. Some industry experience is desirable.

Information and Decision Sciences – Four positions. Doctorate degree required. Applicants should have a record of publications and have a demonstrated commitment to excellence in teaching. ***(V-F38)** E-Commerce. ***(V-F39)** Networking/Hardware. ***(V-F41)** Computer Applications. Teach all levels of Management Information Systems in both undergraduate and graduate degree programs. Emphasis is on creative teaching and experimentation in courses such as management information systems, database management, systems analysis and design, computer applications, networking, decision support systems, integrated business systems and e-business. ***(V-F40)** Quantitative Methods. Teach all levels of Quantitative methods in Business in both undergraduate and graduate degree programs. Emphasis is on creative teaching and experimentation in courses such as business statistics, operational analysis, and quantitative decision making for business. Extensive use of computers in these courses is anticipated. Additional teaching opportunities exist in the are of Management Information Systems.

Marketing – Two positions. *(V-F42) Advertising/Consumer Behavior. ***(V-F44)** Marketing Research/Consumer Behavior. Teach a wide range of marketing courses including consumer behavior, advertising and marketing research at the undergraduate and MBA levels. Advise students, serve on department committees and participate in curriculum development. Ph.D. in Marketing preferred. ABDs will be considered. Demonstrated record of teaching, research and industry involvement required.

For a complete job description on these positions, please contact Karen Dennis, Assistant Dean, School of Business.

ADJUNCTS/VISITING SPECIALISTS

Montclair State University is seeking an applicant pool of adjunct/visiting specialist faculty for University departments for Fall 2002, Spring 2003.

Montclair State University has a long history of commitment to cultural diversity in its programs, faculty and students. To foster this multicultural environment, the University encourages applications from minority group members for its faculty openings.

Complete job descriptions will be mailed upon receipt of application.

Screening of applications begins immediately and continues until position is filled. Send separate letter and resume for each position. Include c/o name, job title and the position's **V-** or **AV-** number.

Montclair State University
Box C316—V-# /HOHE or AV-#001/HOHE
Upper Montclair, New Jersey 07043

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MONTCLAIR
STATE
UNIVERSITY

Lassen Community College

SUPERINTENDENT/PRESIDENT

Lassen Community College invites applications and nominations for the position of Superintendent/President, who serves as the Chief Executive Officer of the district and reports directly to the seven member, locally elected Board of Trustees.

The College: Lassen Community College District is nestled in the Sierra Nevada Mountains in northeastern California. The District has one campus, Lassen Community College, which is located in Susanville, a rural town of about 13,500 residents. A lower-division transfer program, a vocational education program, and a comprehensive student services program serve an enrollment of approximately 650 full time students and 2,000 part time students. The college employs approximately 50 full time faculty, 5 full time administrators, a support staff of 100, and 300 part time faculty. The annual budget is over $16 million with the State of California as the major source of funding.

Preferred Qualifications and Experience:

- Master's Degree required; earned doctorate preferred.
- College level administrative experience.
- Demonstrated knowledge of college curriculum.
- Demonstrated experience in financial management, budgeting, and facility planning.
- Demonstrated skill in employee relations and collective bargaining.
- Knowledge of state and federal laws relating to education, especially those pertaining to community colleges.
- Experience as a faculty member in higher education.

The Application Process: In a letter of application, not to exceed five pages, candidates will succinctly state how they would address the challenges and opportunities at Lassen Community College. In addition, candidates must submit a current resume to include the names, business and home telephone numbers of eight references. Preferably, references are to be from current and former institutions. References will not be contacted without the candidate's permission.

Nominations and applications will be accepted until the position is filled. However, the presidential search committee will begin reviewing applicants' materials in March 2002. Submission of application packets is especially encouraged prior to that time. All inquiries, nominations, and applications will be held in the strictest confidence. The letter of application, resume, and list of references should be submitted to: **Dr. Tom K. Harris, Jr., Community College Search Services Consultant, c/o Lassen Community College District, P.O. Box 3000, 478-200 Highway 139, Susanville, CA 96130.** For confidential telephone inquiries about the position contact: **Dr. Tom K. Harris, Jr., (209) 723-7151, fax: (209) 723-2820, email: harristk@mindspring.com**; or **Dr. Al Fernandez, (805) 650-8469, email: ccss@sbcglobal.net**. For confidential telephone inquiries about the application process call: **Vickie Ramsey, Office of Human Resources, (530) 251-8811, email: vramsey@lassen.cc.ca.us**.

The Lassen Community College District is an Equal Opportunity/Affirmative Action Employer.

UNIVERSITY OF DELAWARE

Chair
UNIVERSITY OF DELAWARE
Department of Individual and Family Studies

The Department of Individual and Family Studies seeks a chair excited by the possibility of working in an interdisciplinary unit with a high level of collegiality. The successful candidate will be a leader who empowers faculty, staff and students to develop and implement outstanding teaching, scholarship and public and professional service. Candidate will be committed to facilitating the generation of new knowledge that results in creative community and government programs and services that improve people's lives; and will work collaboratively in building and supporting interdisciplinary relationships. The Department offers B.S., M.S. and Ph.D. degrees. There are 24 faculty and staff, and approximately 400 undergraduate and 70 graduate students. Visit the Department's Web site at www.udel.eud/ifst for more information. QUALIFICATIONS: Earned doctorate in individual and family studies or related field; full or associate professor rank; experience in administration or management; commitment to fostering an environment conducive to collaborative, interdisciplinary teaching, scholarship and service; recognition for research and scholarship; and teaching experience in higher education. Candidates should send a letter of interest and current vita to **Dr. Karen Stein, IFST Search Committee Chair, Department of Consumer Studies, University of Delaware, Newark, DE 19716 (kstein@udel.edu).** Application review will begin January 10, 2002. The curriculum vitae and letters of reference shall be shared with departmental faculty.

The University of Delaware is an Equal Opportunity Employer that encourages applications from minority group members and women. For further information, please consult our Web site: www.udel.edu.

THE OHIO STATE UNIVERSITY

FISHERIES ECOLOGY/MANAGEMENT

Assistant Professor, Fisheries Ecology/ Management, 50% Teaching 50% Research School of Natural Resources, College of Food, Agricultural & Environmental Sciences, The Ohio State University, Columbus, Ohio

This is a full-time, 12 month, tenure-track position in the School of Natural Resources. The incumbent will be expected to contribute to the School of Natural Resources' teaching and advising in the Fisheries, Wildlife and Forestry program, with opportunities to participate in the Environmental Science, Ecological Engineering and Ecosystem Restoration programs.

See **http://snr.osu.edu/**
for a complete job description

The Ohio State University is an Equal Opportunity, Affirmative Action Employer. Women, minorities, Vietnam era veterans disabled veterans and individuals with disabilities are encouraged to apply.

Texas A&M University

Head
Department of Nuclear Engineering

Nominations and applications are invited for the position: Head of the Department of Nuclear Engineering at Texas A&M University. Nuclear Engineering offers ABET-accredited BS degrees in Nuclear Engineering and in Radiological Health Engineering, and MS degrees in Nuclear Engineering and Health Physics. Doctoral offerings include: PhD in Nuclear Engineering and PhD in Interdisciplinary Engineering.

At this time, the faculty has 20 total members, including 15 tenured or tenure-track positions. Recently, the department has enjoyed rapid growth in undergraduate enrollment, which has increased from 55 students in 1998 to 134 in 2001. The current graduate enrollment is 70 students. The department has an opportunity to rise to new levels of excellence, and seeks a head to provide the necessary leadership.

The department has access to or houses numerous facilities that support its dynamic research programs. These include a 1-MW TRIGA reactor; an AGN-201 low-power reactor; a modern flow visualization laboratory; a tandem accelerator for radiation-biological studies including interaction of a single particle with a single cell; 200-keV linear accelerators for studies of ion-solid interactions; modern computing facilities including parallel processing machines; well-equipped laboratories for low- and high-level nuclear counting and spectroscopy; and access to an airborne laboratory for experiments on 2-phase flow in micro-gravity. The faculty uses these and other facilities to perform research supported by external funding averaging approximately $150,000 per faculty member.

Texas A&M University is a Land Grant, Sea Grant, and Space Grant university with a current enrollment of 44,500 students (approximately one fourth graduate/professional students). The College of Engineering is the largest college, with an enrollment of approximately 9,000 (7000 undergraduate and 2000 graduate) and ranks among the top ten public engineering colleges in the U.S. The university is in Bryan/College Station, a progressive community with an outstanding public school system that has a population of approximately 160,000. Bryan/College Station is in central Texas approximately 100 miles from Houston and from Austin, and 180 miles from Dallas and from San Antonio.

We encourage persons with nationally recognized academic and research accomplishments to apply. Candidates should have capabilities in leadership and administration. The Department Head will hold the rank of full professor and will be expected to enhance strong academic and research programs existing in the department.

Send nominations and applications to:

Dr. Kenneth R. Hall, Chair
Nuclear Engineering Department Head Search Committee
Department of Chemical Engineering
3122 TAMU
College Station, TX 77843-3122

Formal consideration of applications begins January 1, 2002 and continues until the successful candidate has been identified. Texas A&M University (**http://www.tamu.edu**) provides equal opportunity to all persons regardless of race, color, religion, sex, national origin, disability, age or veteran status and encourages applications from members of groups under-represented in engineering. Call (979) 845-3357 or see **http://nuclear.tamu.edu** for additional information.

UNIVERSITY *of* NORTHERN COLORADO

The faculty and administration in the College of Education are currently seeking applicants for the positions listed below.

Educational Psychology

Position 20384 Assistant Professor of Educational Psychology (Tenure Track).

Position 21959 Assistant Professor of Educational Psychology (Term).

School for the Study of Teaching and Teacher Education

Position 20343 Elementary Education & Reading (Open Rank, Tenure Track).

Positions 20295/20319 Assistant Professor Elementary Education & Reading Two Tenure Track Positions

Position 20322 Assistant Professor Early Childhood Education (Tenure Track).

Special Education

Position 20297 Assistant/Associate Professor of Special Education (Tenure Track).

For more extensive position descriptions and application procedures please see Vacancies in the COE on the College's web site: **http://www.unco.edu/coe**

UNC is an AA/EO employer and is committed to fostering diversity in its student body, faculty, and staff.

The Employee Relations Office is located in Carter Hall 2011

Education

Vacancy Announcement

New Jersey City University is a diverse University located in Jersey City, New Jersey. We offer over 40 Baccalaureate and Master Degree programs and serve 10,000 students. The University offers a complete benefits package including health, dental, prescription and pension; tuition waivers; state of the art fitness center and paid vacations and holidays.

New Jersey City University is recruiting for the following position:

LIBRARIAN III

Cataloging/Reference Librarian

Application Deadline:
December 15, 2001.

For more details and/or to apply online, visit our website at:
www.njcu.edu
Click on Employment Opportunities

NEW JERSEY CITY UNIVERSITY

New Jersey City University is an Equal Opportunity Employer

USF University of South Florida

Founded in 1956, the University of South Florida is a public research university of growing national distinction, serving 36, 000 students in ten colleges on campuses in Tampa, Lakeland, St. Petersburg, and Sarasota/Manatee. It has been classified "Doctoral/Research University-Extensive" by the Carnegie Foundation for the Advancement of Teaching. Reflecting its breadth of graduate and research programs, *USF* is one of three public universities in Florida classified as a Research I institution. With more than 2,000 faculty, *USF* offers baccalaureate degrees in 79 fields, 89 master's and specialist programs, 25 doctoral programs, and the doctor of medicine degree.

The university is currently recruiting for the following faculty positions:

Position Title	*Discipline*	*Deadline:*
Assistant/Associate Professor *(2 positions)*-	Deans Office-Nursing-	OPEN
Assistant Professor-	Computer Sciences & Engineering-	OPEN
Assistant Professor *(IT Department Chair)*-	Engineering-	OPEN
Assistant Professor *(2 positions)*-	Engineering/Lakeland Campus-	OPEN
Assistant In Research- *(Sr. Research Associate, ITS)*	Engineering-	OPEN
Assistant Professor-	Engineering/Lakeland Campus-	OPEN
Faculty Administrator- *(Chief Information Officer & Asst VP for Information Sciences)*	Health Sciences-	OPEN
Faculty Administrator *(Director for Faculty Relations)*-	Health Sciences-	OPEN
Instructional Specialist *(2 positions)*-	Mental Health Law & Policy-	OPEN
Visiting Associate/Assistant Professor-	Engineering Info Systems-	OPEN
Assistant/Associate Professor-	Radiology-	OPEN
Assistant Professor-	Comparative Medicine-	OPEN
Associate Professor *(Assoc Director)*-	Comparative Medicine-	OPEN
Instructor-	Nursing-	OPEN
Assistant/Associate Professor-	Pharmacology-	OPEN
Assistant/Associate Professor *(2 positions)*-	Pediatrics-	11/30/01
Assistant/Associate/Professor *(3 positions)*-	Aging & Mental Health-	12/01/01
Assistant/Associate/Professor *(3 positions)*-	Interdisciplinary Oncology Prg-	12/03/01
Assistant/Associate Professor-	Lawton & Rhea Chiles Ctr-	12/03/01
Dean & Professor-	Education	12/03/01
Instructor-	Economics-St. Petersburg Campus-	12/03/01
Assistant/Associate Professor-	Pediatrics/Allergy Immunology-	12/10/01
Assistant In Research- *(COMPS-Oceanographic Field Technican)*	Marine Science-St. Pete Campus-	12/15/01
Assistant/Associate/Professor *(3 positions)*-	Internal Medicine-	12/31/01
Librarian (Director)-	Library-	12/31/01

For a description on the above listed positions and additional vacant positions: (1) visit our Employment Services Web site at **http://usfweb.usf.edu/usfpers/vacancy.html.** or (2) contact Equal Opportunity Affairs, **Ferrell@admin.usf.edu.** for faculty positions; or (3) call *USF* job line at **813.974.2879** for staff positions.

USF is an equal opportunity/equal access/affirmative action institution, committed to excellence through diversity in education and employment.

www.usf.edu • 4202 E. Fowler Ave, Tampa, FL 33620

UNIVERSITY OF MAINE AT FARMINGTON

The University: established 1864; enrollment capped at 2000; strong undergraduate programs in arts and sciences, teacher education, and human services; vibrant teaching and learning community; rated number one public college in its category in New England for five consecutive years (U.S. News & World Report); located in a region noted for its natural beauty, snow, blackflies and April mud season; to learn more, please visit www.umf.maine.edu. AA/EEO employer. We seek individuals for the following faculty positions:

- Early Childhood Education (2 positions)
- Health Education
- Rehabilitation Services

Doctorate is required for tenure; doctoral candidates may be considered at the level of instructor. For further information on positions and search procedures, please see our website (**www.umf. maine.edu /Personnel/Employment_ Faculty**) or contact **Dr. Katherine Yardley, Interim Dean, Box D, College of Education, Health and Rehabilitation, UMF, 252 Main St., Farmington, ME 04938**; (207)778-7153; **kyardley@maine.edu.**

DEAN OF STUDENTS

WICHITA STATE UNIVERSITY

Wichita State University invites nominations and applications for the position of Dean of Students. The Dean of Students reports to the Vice President for Student Affairs and participates as a member of the senior leadership team within Students Affairs. The Dean is responsible for student life and related student development programs and services. The Dean of Students serves as a resource for students, parents, and members of the faculty and staff regarding general student life issues.

RESPONSIBILITIES

The Dean of Students is the campus Judicial Advisor and handles all student disciplinary matters. In addition, the Dean serves as the Advisor to the Student Government Association and in that role participates on numerous committees of the Association. The Dean of Students also sits on and/or chairs a number of university committees. Additionally, the Dean oversees the following departments: Career Services, Child Development Center, Heskett Recreation Center, Housing and Residence Life and Student Development and Multicultural Affairs. The Dean also administers the Senior Honor Men and Women's Program.

In his/her supervisory role, the Dean is responsible for staff evaluation and, in consultation with the staff, for the development of annual goals for each department; for development and administration of the departmental budgets; for selection of staff; for provision and maintenance of facilities and technology consistent with departmental mission; and for preparation of departmental strategic reports consistent with the University's Accountability Matrix.

The Dean of Students will be expected to communicate effectively with all constituencies and continuously monitor and improve program offerings in response to changing campus needs. The Dean is responsible for being knowledgeable about campus referral sources and when needed, assists faculty, staff and students through consultation. Finally, the Dean is responsible for other duties as assigned.

QUALIFICATIONS

To be eligible for consideration, a candidate must possess all of the following **required** qualifications: An earned doctorate; a minimum of five years of broad and progressively responsible student affairs administrative experience; demonstrated ability to lead diverse units within student affairs; evidence of ability to work collaboratively with constituent groups; evidence of excellent oral, written and interpersonal communication skills; demonstrated knowledge of current issues in student affairs; evidence of advocating diversity; and demonstrated successful experience with diverse populations.

SALARY

The salary is competitive and will reflect the experience of the successful candidate.

APPLICATION PROCESS

Submit a letter of application and a current resume. The combination of the letter and the resume **must clearly demonstrate** that the candidate meets or exceeds all of the stated qualifications. In addition, submit the names, addresses, phone number and e-mail addresses of three current references. To ensure full consideration, the letter, resume and references must all be received by Friday, January 25, 2002; position remains open until filled.

Materials should be sent to **Dr. James Kelley, Chair, Dean of Students Search, Wichita State University, 1845 Fairmount, Wichita, KS 67260-0008. (316) 978-3023.**

OTHER

The position is currently vacant and will be filled as soon after the search as possible, but preferably no later than July 1, 2002.

For additional campus information, go to the University web site:
http://www.wichita.edu

Wichita State University is an equal employment opportunity /affirmative action employer

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THE UNIVERSITY OF MAINE

DEAN
College of Business, Public Policy and Health

The University of Maine invites applications and nominations for the position of Dean of the College of Business, Public Policy and Health. Founded in 1865, the University of Maine is the State's Land Grant and Sea Grant institution. The University is located on a beautiful, 660+ acre campus on an island in Orono Maine. It serves as the flagship university of the seven-member University of Maine System created in 1968. The University of Maine is responsible for providing high quality undergraduate and graduate education, basic and applied research, and outreach services that extend its expertise and resources throughout the State. The University and the College (all units) have been growing in reputation and in student population for the last several years. The University of Maine enrolls approximately 10,500 students, employs 2,243 full-time and 527 part-time employees, and has an annual budget in excess of $128 million. For more information on the University, see the website at: **http://www.umaine.edu/home.htm**

The College of Business, Public Policy, and Health has 43 full-time faculty and enrolls approximately 1100 undergraduate and 225 graduate students. The College offers undergraduate degrees in Business Administration, Nursing, Public Management, and Social Work. Masters degrees are offered in Business Administration, Nursing, Public Administration, and Social Work. For more information on the College, please view the website at: **http://www.umaine.edu/Colleges/collbpph2.htm.** The units in the College, which are accessible through the previous web page address, include:

- **The Maine Business School** accredited by AACSB International-The Association for the Advancement of Collegiate Schools of Business;
- **The School of Nursing** accredited by the National League for Nursing;
- **The School of Social Work** accredited by the Council on Social Work Education;
- **The Department of Public Administration,** whose Masters of Public Administration is accredited by the National Association of Schools of Public Affairs and Administration.

The Dean is the academic leader and chief administrative officer of the College and the Director of the Maine Business School, reporting directly to the Executive Vice President and Provost. The Dean provides leadership in developing, articulating, and advancing the teaching, research, and service missions of the College and its academic units. The Dean leads the College in developing linkages within the College, throughout the University, the System, and external constituencies at the local, state, national, and international levels.

Candidates are required to have: an earned doctorate; qualifications and achievements consistent with a tenured faculty appointment, preferably at the Professor level; a proven background of outstanding leadership and achievement; a record of **substantial** successful administrative experience at increasing levels of responsibility; familiarity with accreditation standards and processes, and/or a commitment to understanding and supporting the accreditation programs of all units within the College; demonstrated ability to support and participate in external fund-raising activities; evidence of a commitment to shared governance and participative decision-making at the School, College, and University levels; and a record of commitment to diversity. In addition the preferred candidate will have outstanding leadership skills as well as professional development and strategic planning skills. The dean should demonstrate strong organizational, communication, and interpersonal skills along with success in marketing academic programs and recruiting students. Finally, the Dean, as the leader of the College must have the ability to articulate and advance the goals of the College and its units.

To apply, submit a letter of interest explaining background, experiences, and qualifications for the position; a current curriculum vitae; and names, addresses, telephone and fax numbers, and email addresses of at least three professional references. The Search Committee will commence review of applications **December 15, 2001.** Review will continue until such time as the position is filled. The anticipated starting date is **July 1, 2002.**

Send applications and nominations to:

John F. Mahon
John M. Murphy Chair of International Business Policy and Strategy
and Professor of Management
c/o Provost's Office
5703 Alumni Hall, Suite 201
University of Maine
Orono, ME 04469-5703
Phone: 207-581-1976
Fax: 207-581-1956
Email: mahon@maine.edu

The University of Maine is an equal opportunity, affirmative action employer. Minorities and women are strongly encouraged to apply. The University, upon request, provides reasonable accommodations to persons with disabilities.

ITHACA COLLEGE

ROY H. PARK SCHOOL OF COMMUNICATIONS

Department of Cinema and Photography

Position in Narrative Film Production

Tenure-eligible position in narrative film production starting August 15, 2002.

The Cinema and Photography Department at Ithaca College confers both B.S. and B.F.A. degrees. Our degree programs have a strong commitment to integrating production and critical studies. We offer courses in 16mm production and post production, film sound post-production, directing and screenwriting. Other specialized areas of study include narrative, documentary, experimental, and hybrid form. Our program has significant resources, including contemporary digital post-production technology and support staff for both traditional 16mm production and post-production.

Position Description and Qualifications

M.F.A. in filmmaking or related discipline and a strong record as a practicing filmmaker are required. Masters degree candidates will be considered with significant teaching experience and outstanding records of exhibition and creative accomplishment.

The candidate should exhibit experience and interest in narrative filmmaking with an ability to teach and develop courses in the following areas: introduction to film production, directing, digital non-linear editing, and other specialty courses in the craft and studio areas of filmmaking.

An ideal candidate should demonstrate evidence of: **(1)** teaching effectiveness appropriate for an undergraduate film program; **(2)** skills in traditional and digital filmmaking technology and techniques; **(3)** a strong commitment to encouraging filmmaking as a creative practice; and **(4)** a commitment to teaching cinema production within the context of cinema as an academic discipline.

The candidate appointed to this position will also act as an academic advisor to students and serve on department, school, and college committees.

Tenure-eligible position; Assistant Professor rank; salary competitive, depending upon experience and qualifications.

Applicants should forward a resume/vita, statement of interest including areas of teaching and professional experience, names and phone numbers of at least three references, and sample of creative works on film or video to: **Chair, Narrative Film Production Search Committee, Cinema and Photography Department, Roy H. Park School of Communications, Ithaca College, Ithaca, New York 14850-7251.** Additional samples of creative works and other supporting material may be requested at a later date. No faxed or electronically transmitted application materials will be accepted. Screening of applications will begin on November 5, 2001, and will continue until position is filled.

Ithaca College is an independent, residential, comprehensive college with an undergraduate enrollment of approximately 5,800 students. It is located in the scenic Finger Lakes Region of central New York.

The Roy H. Park School of Communications is one of four professional schools within the College, and enrolls approximately 1,300 students in the majors of three undergraduate departments (Cinema and Photography, Television-Radio, and Organizational Communications, Learning, and Design); a B.S. in Journalism, a B.S. in Telecommunications Management, a B.F.A. in Film, Photography, and the Visual Arts, and a B.A. in Media Studies are also offered. The Ithaca College Los Angeles Communications Program offers an internship-based full-semester program to junior and senior communication students. The Graduate Studies program offers an M.S. in Communications. Recent grants and bequests from the Park Foundation and the estate of James B. Pendleton, totaling over $27 million, have positioned the Park School as one of the strongest undergraduate communication programs in the nation and created state-of-the-art support facilities in audio, video, film, photography, multi-media and telecommunications.

ITHACA COLLEGE IS AN EQUAL OPPORTUNITY/AFFIRMATIVE ACTION EMPLOYER. MEMBERS OF UNDER-REPRESENTED GROUPS (INCLUDING PEOPLE OF COLOR, PERSONS WITH DISABILITIES, VIETNAM VETERANS AND WOMEN) ARE ENCOURAGED TO APPLY.

Buffalo State

State University of New York

Elementary Education And Reading

Multiple Assistant/Associate Professor Positions

Buffalo State is seeking candidates for four tenure-track assistant/associate professor positions, Elementary Education and Reading Department, to begin fall 2002.

READING CLINIC DIRECTOR

Responsibilities: Direct college campus reading clinic; expand partnerships with schools seeking on-site tutoring and support in literacy instruction. Teach undergraduate and graduate courses in reading, literacy education, integrated language arts; responsible for academic advisement (graduate and undergraduate); participate in departmental and college wide service. Some weekend, evening, and summer term work.

Required Qualifications: (1) Doctorate in education or equivalent with emphasis in reading/language arts or closely related field (ABD will be considered with program completion within one year); (2) experience working in a literacy clinic; (3) teaching experience at the elementary, middle, or secondary level; (4) commitment to school-based teacher education; (5) strong potential and/or demonstrated competence in scholarly productivity including publication.

Preferred Qualifications: (1) Experience in reading diagnosis and assessment; (2) college teaching experience; (3) experience infusing educational technology in teaching; (4) experience working with culturally and linguistically diverse students.

ELEMENTARY EDUCATION AND READING (3 positions)

Responsibilities: Teach undergraduate and graduate courses in reading/language arts, education and/or curriculum; commitment to school-based teacher education; responsible for undergraduate and graduate advisement; participate in department and collegewide service.

Required Qualifications: (1) Doctorate in an appropriate field (teacher education, curriculum, reading/language arts); ABD considered with program completion within one year; (2) teaching experience at the elementary, intermediate, or secondary level; (3) strong potential and/or demonstrated competence in scholarly productivity including publication.

Preferred Qualifications: (1) Experience teaching and working in urban or high-need schools; (2) college teaching experience; (3) ability to infuse educational technology in teaching; (4) experience and/or willingness to work with a diverse college student population.

Review of applications will begin immediately and continue until positions are filled. Send letter of application addressing each required and preferred qualification, vita, and three letters of reference to: Dr.Marion Barnett, Recruitment Committee, Bacon Hall 302, Buffalo State College, 1300 Elmwood Ave., Buffalo, NY 14222-1095. For more information about the college, visit www.buffalostate.edu

Buffalo State is the largest four-year comprehensive college in the State University of New York (SUNY) system. The campus is located in the museum district of Buffalo, the second largest city in New York State. The area offers a variety of cultural and recreational activities. The college serves nearly 11,000 students and offers 155 undergraduate and graduate programs. The college's teacher education programs are accredited by NCATE.

Buffalo State is an affirmative action/equal opportunity employer and encourages applications from women, racial/ethnic minorities, persons with disabilities, and Vietnam-era veterans.

MISSOULA 1893

The University of Montana

The University of Montana in Missoula encourages applications from qualified individuals for tenure track faculty appointments beginning in **August 2002** in the following disciplines:

Anthropology, Communication Studies, Computer Science, Counselor Education, Drama, Educational Leadership, Health and Human Performances, History, Library Sciences, Management Information Systems, Pharmaceutical Sciences, Photojournalism, Physics and Psychology.

Please visit our Human Resource Services website (http://www.umt.edu/hrs) for position descriptions, qualifications, and application procedures. For complete information contact **Nancy Borgmann, Equal Opportunity Director, 406.243.5710.**

The University of Montana is an affirmative action/equal opportunity employer committed to diversity and equal access in all of its programs.

ILLINOIS
UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN

VICE CHANCELLOR FOR RESEARCH

Nominations and applications are invited for the position of Vice Chancellor for Research at the University of Illinois at Urbana-Champaign. The Vice Chancellor for Research, one of four Vice Chancellors reporting to the Chancellor, is the senior campus officer with responsibility for advancing research on the Urbana-Champaign campus.

The University of Illinois at Urbana-Champaign, a comprehensive land-grant institution founded in 1867, is one of the nation's leading research universities. The campus has 16 colleges, schools and institutes, an enrollment of nearly 37,000 students, and nearly 2,000 FTE faculty. The campus research portfolio, supported by over $260 million expended annually on externally-funded grants and contracts, includes the professions, the arts and the humanities, engineering and the agricultural sciences, the physical and life sciences, and the social and behavioral sciences. The campus places a high value on interdisciplinary research, as evidenced, for example, by the Beckman Institute for Advanced Science and Technology, the National Center for Supercomputing Applications, the Materials Research Laboratory, the Program in Ecology, Evolution and Conservation Biology, the Illinois Program for Research in the Humanities, the Center for Advanced Study, and the newly established Post-Genomics Institute.

The Vice Chancellor works closely with the Chancellor and Provost (Vice Chancellor for Academic Affairs) in the development and implementation of policies and practices relating to all aspects of the research mission of the campus; interacts with public and private sources of support for university research activities; administers federal and state regulations relating to research activities, including compliance with policies relating to the use of human subjects in research, conflicts of commitments and interest, and the use of animals in research; and, working with the Vice President for Economic Development and Corporate Relations, formulates, implements, and administers policies regarding patents, copyrights, and intellectual property rights, and oversees policies and mechanisms that encourage the commercialization of research. The Vice Chancellor for Research also works closely with the University's Vice President for Economic Development and Corporate Relations and with the Chancellor on matters related to business and economic development, the University's Research Park and the Office of Technology Management.

A major requirement of the position is the candidate's capability to work with administrative units and faculty to maintain and strengthen the university as a leading research center of the highest quality. Candidates must have a strong record of accomplishment in research and scholarship appropriate to a tenured faculty appointment at the level of full professor in an academic unit. He/she should have experience in assisting faculty with the advancement of their research, an appreciation for the diverse forms and circumstances of research and scholarship conducted at a comprehensive research university, and an informed perspective on intellectual property and technology transfer and commercialization in the research university. The ideal candidate would have substantial research-related experience with the private sector. Candidates also should have demonstrated leadership and administrative ability, and the ability to work with agencies that support research.

Salary open. Starting date negotiable. To be assured of full consideration, nominations or applications (including resume) should be submitted by December 3, 2001. The search will continue until the position is filled. Nominations and/or letters of application should be submitted to:

Professor John H. Weaver, Chair
Search Committee for Vice Chancellor for Research
University of Illinois at Urbana-Champaign
c/o Office of the Chancellor
Swanlund Administration Building
601 East John Street
Champaign, Illinois 61820
Telephone: (217) 333-6394
FAX: (217) 244-4121
email: chancellor@uiuc.edu

We are being assisted in this search by Jerry H. Baker of Baker-Parker, Inc., who can be contacted at **(770) 804-1996 (phone), (770) 804-1917 (fax) jbaker@bpasearch.com(email).**

The University of Illinois is an Affirmative Action/ Equal Opportunity Employer

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DIVERSITY DATABASE

The Northern Illinois Community College Consortium in the greater Chicago area is an association of several community colleges actively seeking minorities for their faculty and administrative staff. The Consortium members are all progressive community colleges serving their respective communities in the Northern Illinois Region. They include: College of DuPage, College of Lake County, Illinois Valley Community College, McHenry County College, Morraine Valley Community College, Oakton Community College, South Suburban College, Triton College, Waubonsee Community College and William Rainey Harper College. The Diversity Database is designed to maintain an extensive file of minority candidates who are seeking academic employment. This is not a guarantee of an offer of employment or a placement service.

To be included in this referral system, please submit a cover letter and resume to:

NICCC
c/o Office of Human Resources

COLLEGE OF DuPAGE
425 Fawell Blvd., Glen Ellyn, IL 60137
cdhumres@cdnet.cod.edu
Fax: 630-942-4027 • www.cod.edu
equal opportunity employer

WESTERN CONNECTICUT STATE UNIVERSITY

Department of Physics, Astronomy, and Meteorology

Tenure Track - Fall 2002 Faculty

WCSU is seeking a tenure track candidate for the Department of Physics, Astronomy, and Meteorology for the fall semester, September 2002. The appointment is expected to be made at the Assistant Professor level.

Please see our website at www.wcsu.ctstateu.edu/physics. The P-A-M dept. offers a broad range of courses in meteorology, astronomy, earth science and physics. Department facilities include the Center for Galactic Astronomy (CfGA), the Meteorological Studies and Weather Center, the Westside Observatory and a computer-aided physics laboratory. Our current faculty consists of a physicist, an astrophysicist, an atmospheric/geophysical fluid dynamicist and a synoptic meteorologist/forecaster (all full-time) as well as an electrical engineer on special appointment.

Qualifications: Candidates should preferably have a Ph.D. in hand at the time of appointment, in either meteorology or atmospheric physics. ABD candidates will also be considered. The successful candidate will be expected to teach a range of undergraduate and graduate science courses offered by the P-A-M dept., to develop a strong research program, and to advise students.

We encourage applications from those candidates who: (1) can demonstrate prior teaching experience (lecture and laboratory preparation) in undergraduate courses in introductory physics (algebra and calculus-based), including introductory electronics; (2) can support both current and new instructional curriculum initiatives, such as in theoretical and operational meteorology; (3) can complement existing faculty research interests; and (4) also hold Master's and/or Bachelor's degrees in Physics or a related physical science such as geology, astronomy or oceanography.

Application Process: Application materials (no electronic submissions) must include: (1) a cover letter, (2) a current curriculum vitae (CV), (3) a statement of teaching goals and philosophy, (4) a statement of research interests, (5) samples of recent research work, and (6) at least three professional letters of reference. Application materials should be addressed to: Prof. Dennis W. Dawson, Chairperson, Dept. of Physics, Astronomy and Meteorology, WCSU, 181 White Street, Danbury, CT 06810. All application materials must be received by January 17, 2002. Application review will begin thereafter and continue until the position is filled.

WCSU is an AA/EO Educator/Employer.

SDSU

ASSOCIATE VICE PRESIDENT FOR STUDENT AFFAIRS AND DEAN OF STUDENTS

Division of Student Affairs

Responsibilities: The Associate Vice President for Student Affairs and Dean of Students is responsible for the quality of the campus social, cultural and educational environment and the student services that enhance the University's academic programs and the intellectual and personal development of students on the San Diego State University Campus. The position is responsible for the promotion of student development through a program of co-curricular activities and services to students and reports to the Vice President for Student Affairs as one of its six executive officers.

The Associate Vice President for Student Affairs and Dean of Students Office is responsible for supervising, monitoring and implementing programs and services that have a direct impact on student retention. These programs and services are designed to ease the transition to the University, enhance student involvement/participation in university organizations and promote racial, ethnic and cultural appreciation and equity. It promotes student rights and encourages citizenship responsibility among students and facilitates the development of retention and leadership skills.

Required Qualifications: Significant professional and management experience in Student Affairs Administration; Doctorate degree or terminal degree appropriate to candidate's discipline; excellent oral and written communication skills; demonstrated effective leadership; extensive budget and personnel management experience; assessment and programming experience; and experience with a variety of Student Affairs' programs and activities.

Preferred Qualifications: Degree in Higher Education, Student Affairs Administration, Counseling Psychology or closely related field; a minimum of eight years experience in a major leadership position in Student Affairs; work experience in a large comprehensive college or university; experience with student life and development programs and activities under the supervision of the position; experience with fundraising activities; and teaching experience at the graduate level.

San Diego State University: SDSU, founded in 1897, is one of 23 campuses of the California State University system. SDSU enrolls over 33,000 students and offers 151 Degree Programs. The campus employs approximately 2,050 full-time and part-time faculty members and 1,722 staff.

SDSU is located in San Diego, a vibrant and widely diverse city of over 1.2 million, that offers exciting opportunities based on its emerging biotechnology and telecommunications community, its proximity to the border with Mexico and the Pacific Rim, and its culturally diverse community. Extensive opportunities for recreation, tourism, education and business have drawn a highly educated population. For additional information, please visit SDSU's Web site at **http://www.sdsu.edu**.

The Division of Student Affairs is a student-centered partner in the SDSU learning community. Education is enhanced, both inside and outside of the classroom, through quality support services and programs that advance student learning and development. The Division contributes to academic and personal success, encourages independent civic responsibility, and promotes the welfare of all students. Student Affairs helps connect students to the University and to their future, building alliances that foster retention and loyalty beyond graduation.

Salary: Commensurate with education, experience, skills and abilities. This position is in the Management Personnel Plan and earns management benefits.

Application Procedures: Applicants should send a letter of application along with a resume listing three professional references to **San Diego State University, The Center for Human Resources (#1811), San Diego, CA 92182-1625 or email to: employ@mail.sdsu.edu**. Review of applications will begin on Monday, December 3, 2001, and the position will remain open until filled. The successful candidate is preferred to start in January 2002 or no later than July 1, 2002. Applicants with disabilities requiring special application and/or interview arrangements may call **(619) 594-4646** or TDD number **(619) 594-8075**.

SDSU IS AN EQUAL OPPORTUNITY EMPLOYER AND DOES NOT DISCRIMINATE AGAINST PERSONS ON THE BASIS OF RACE, RELIGION, NATIONAL ORIGIN, SEXUAL ORIENTATION, GENDER, MARITAL STATUS, AGE, DISABILITY OR VETERANS STATUS.

The Columbia University School of Social Work invites nominations and applications for three

ENDOWED PROFESSORSHIPS

COLUMBIA UNIVERSITY

IN THE CITY OF NEW YORK

SCHOOL OF SOCIAL WORK

The Sylvia D. and Mose J. Firestone Centennial Professorship in Clinical Social Work.

The appointee to the Firestone Professorship must have a distinguished record of teaching, research and practice in clinical social work. Candidates must have a master's and a doctoral degree in social work or a related field.

The John Smart Centennial Professorship.

The first appointee to the Smart Centennial Professorship must have a distinguished record of teaching, research and practice about programs that promote independent and autonomous functioning. Preference will be accorded to candidates with a master's and/or a doctoral degree in social work.

The Marion Kenworthy Professorship of Psychiatry in Social Work.

The appointee to the Kenworthy Professorship must have a distinguished record of teaching, research and practice in psychiatry and must be able to relate this expertise to social work education, particularly regarding human behavior and the social environment. Candidates must have an M.D. degree and advanced training in psychiatry.

Successful candidates must have nationally or internationally recognized research and publications in the above areas as well as a continuing record of exceptional teaching and innovation in the classroom. The candidate should be able to mentor students and junior faculty in ways that enhance the profession. Endowed Professors will exercise a leadership role in the School, particularly in procurement of major grants, collaborative research, and curriculum development in the cited areas.

Nominations and applications should be forwarded to:

Sheila B. Kamerman, Interim Dean
COLUMBIA UNIVERSITY
SCHOOL OF SOCIAL WORK
622 West 113th Street, New York, NY 10025

Columbia University is an affirmative action/equal opportunity employer. Minority and women candidates are especially urged to apply.

Writing Center Director

LOYOLA COLLEGE IN MARYLAND

Loyola College in Maryland is seeking a Writing Center Director for its new Writing Center. Tenure-track Assistant or Associate Professor. 2/2 teaching load (half in the Center), additional release time the first year, generous benefits and travel support.

The Director will be a member of the Department of Communication, which has a diverse, interdisciplinary curriculum that includes the College's student-centered, first-year writing course. Duties will include collaborating with both the Department and its Director of Composition to understand college-wide writing needs and to implement WAC initiatives.

Candidates must have doctorate in composition or related field, excellent record of college teaching and administrative experience, and promising record of publishing. We will interview at MLA in New Orleans. Send dossier, writing sample, and vita to:

Dr. Judith Dobler Chair, Search Committee
Department of Communication
Loyola College in Maryland
4501 N. Charles Street
Baltimore, MD 21210-2699

150 YEARS

Loyola is a Jesuit Catholic institution that welcomes applicants from all backgrounds who can contribute to our unique educational mission. Loyola is an equal opportunity employer that seeks applications from women and members of minority groups.

BRIDGEWATER STATE COLLEGE
FACULTY POSITIONS AVAILABLE

__Bridgewater State College__ is a comprehensive public college serving approximately 8,700 students. Its 270 full-time faculty offer over one hundred Baccalaureate and Master's level programs. The J. Joseph Moakley Center for Technological Applications provides advanced computing and telecommunications technologies to support academic programs. The campus is located in southeastern Massachusetts, in an attractive New England town, easily accessible to Boston, Cape Cod and Providence. For additional information, visit our web site: http://www.bridgew.edu/.

SCHOOL OF ARTS AND SCIENCES

Chairperson (rank and tenure negotiable), Department of Foreign Languages

Chair a department with eight full-time and approximately ten part-time faculty; administer the department's budget; supervise student advising; establish teaching schedules; conduct faculty evaluations; and serve as liaison between the department and the college's administration. The chair serves a three-year renewable term on a nine-month contract. The chair will teach four courses per academic year. Requires a Ph.D. in Spanish, with demonstrated expertise in one or more of the following: Language pedagogy, Spanish for the professions, and Spanish linguistics; proven leadership in curriculum development; and technological innovation in teaching. Experience in academic administration is preferred.

Assistant Professor, Specialties in Ceramics and Metals, Department of Art

Teach courses in ceramics and metalsmithing, as well as foundation courses or other courses based on areas of skill and knowledge. Additional responsibilities include advising students, contributing to curriculum and program development, managing studios for courses, and ordering supplies. Requires an earned MFA by May 2002, specializing in Ceramics or Metals, with demonstrated training, skills and productivity in both areas. A record of excellence in artistic endeavors and teaching is important. Experience in the applications of new technologies to art will be an advantage.

Assistant Professor, Specialty in Photography, Department of Art

Teach all levels of darkroom and digital photography, as well as foundation courses in art and/or other courses in the candidate's area of expertise. Advise students and participate in curriculum and program development. Requires MFA in Photography earned by May 2002 and a commitment to, and strong record of excellence in, teaching, exhibitions and other professional endeavors. A knowledge of the history of photography and extensive capabilities in the latest technologies of photo and digital imaging are preferred.

Assistant Professor, Specialty in Public Administration, Department of Political Science

The areas of specialization within public administration are open, but research and teaching interests in public management, information and technology policy, leadership and organizational development and non-profit organizations are desirable. Duties include teaching graduate courses in the core curriculum of the department's growing MPA program and advising graduate and undergraduate students. While the position's primary responsibility will be to teach and work closely with graduate students, some undergraduate teaching in related areas is expected. Requires an earned Ph.D. in Political Science with a concentration in Public Administration, a commitment to teaching excellence, and evidence of scholarly activity. Candidates with practitioner experience and strong methodological skills are preferred.

Assistant Professor, Inorganic Chemistry, Department of Chemical Sciences

The successful candidate will have a strong commitment to undergraduate teaching (inorganic chemistry and introductory chemistry) and to developing a research program appropriate to an undergraduate setting. A Ph.D. and postdoctoral experience in inorganic chemistry or related area are required, as are excellent oral and written communication skills. Prior teaching experience is preferred.

Assistant Professor, American Literature, Department of English

Requires an earned Ph.D. by August 2002. Desired specialty in African-American literature with possible sub-specialties in Latino/a or Native American literature. Since all faculty in the department teach freshman writing, preparation in composition will be an advantage. Responsibilities also include advising undergraduate and graduate students, and participating in departmental and college decision-making processes and activities.

Faculty Position (rank negotiable), English Education, Department of English

Requires an earned doctoral degree, by August 2002, in English Education, Curriculum and Instruction, Language and Rhetoric or a closely related field with a concentration in English/Language Arts. Desired specialties include but are not limited to grammar and language studies, children's and/or adolescent literature and composition for teachers. Middle school/high school teaching experience is desirable, in addition to a thorough grounding in standards and assessment. Since all faculty in the department teach freshman writing, preparation in composition will be an advantage. Responsibilities also include supervising candidates who are seeking a single-subject teaching credential in English; advising prospective credential candidates, both undergraduate and graduate students; and participating in departmental and college decision-making processes and activities.

Faculty Position (rank negotiable), Computer Science, Department of Mathematics and Computer Science

Teach undergraduate and master's level courses, advise undergraduates and supervise graduate students, participate in departmental curriculum development, and engage in ongoing scholarship and professional activity. A Ph.D. is preferred, but applicants holding a master's degree in computer science (or a closely related field) and enrolled in a doctoral program will be considered. While all specialties will be considered, we are especially interested in the areas of Robotics, Artificial Intelligence and Graphics.

www.bridgew.edu

BRIDGEWATER STATE COLLEGE
FACULTY POSITIONS AVAILABLE

Bridgewater State College seeks applicants for the following full-time, tenure-track faculty positions, which include opportunities for teaching and advising undergraduate students during the nine-month academic year. Opportunity exists for additional teaching in the summer. ***All positions require an earned doctorate, unless otherwise noted. Applicants should be strongly committed to excellence in teaching and advising and to working in a multicultural environment that fosters diversity. Applicants should also have an ability to use technology effectively in teaching and learning, the ability to work collaboratively, evidence of scholarly activity, and a commitment to public higher education.***

SCHOOL OF EDUCATION AND ALLIED STUDIES

Assistant/Associate Professor, Counseling, Department of Secondary Education and Professional Programs

Teach courses in career counseling and student development theory, as well as the higher education foundation course and other core counseling courses, and supervise interns. Required: doctorate in counseling or counseling-related field, independent license to practice as a clinician and supervise interns in Massachusetts (or be license eligible), teaching experience and active scholarship. *Preferred:* background in instructional technologies and experience working with diverse populations.

Three Assistant Professors, Department of Elementary and Early Childhood Education

Teach undergraduate and graduate methods courses; assist in undergraduate and graduate program development; supervise student teachers; write and support the development of grants; and advise undergraduate and graduate students. Requires an earned doctorate in Education with teaching experience in the regular classroom setting at the early childhood and/or elementary levels, and competencies in at least one of the following areas: mathematics, science, reading/language arts (including ESL/language development), special education, assessment, and/or student-teacher supervision.

Anticipated Faculty Position (rank negotiable), Instructional Technology, Department of Secondary Education and Professional Programs

Teach appropriate graduate and undergraduate courses in instructional technology, both on campus and at satellite locations; design and teach web-based courses in instructional technology; supervise practicums, internships and clinical experiences; supervise master's level research projects; advise students; and assist with program development and marketing. Requires an earned doctorate or enrollment in an appropriate doctoral program; competence with innovative application and integration of technology into the K-12 curriculum and evidence of research in the field of instructional technology. Preferred: evidence of teaching competence at K-12, undergraduate and graduate levels; successful experience developing and implementing instructional technology plans in K-12 schools; familiarity with ISTE-approved NCATE accreditation guidelines; and ability to teach in one of the following areas: Middle School/Secondary Education, Educational Leadership or other area.

Assistant Professor, Physical Education, Department of Movement Arts, Health Promotion and Leisure Studies

Teach undergraduate courses in biomechanics in a CAHEEP Accredited Athletic Training Program and a variety of other courses, including applied musculoskeletal anatomy, developmental kinesiology and physical education activity courses. Requires an earned doctorate in Biomechanics/Kinesiology or related field, demonstrated experience in the clinical supervision of athletic training students, NATA certification and eligibility for licensure in Massachusetts as an athletic trainer.

SCHOOL OF MANAGEMENT AND AVIATION SCIENCE

Two Faculty Positions (rank negotiable), Information Systems, Department of Management

Teach undergraduate and graduate courses in Information Systems and related Management courses; advise students; and participate in departmental curriculum development. An earned doctorate in Information Systems or related management field and college-level teaching experience are preferred. Applicants holding a master's degree in Information Systems (or closely related field) and enrolled in an accredited doctoral program in Information Systems (or closely related field) will be considered. Prefer candidates with practical MIS/Management experience and experience in E-Commerce.

Assistant/Associate Professor, Department of Accounting and Finance

Teach courses in Accounting and Finance and participate in the development of a graduate curriculum. Requires an earned doctorate or enrollment in an accredited doctoral program in accounting, finance or a related field, with a Master's degree in Accounting/Finance. Prefer candidates with a CPA, CMA or related professional certification. Prefer college-level teaching and industry experience.

To apply, submit letter of application, resume and the names, addresses and telephone numbers of three professional references to: Office of Human Resources, Boyden Hall, Bridgewater State College, Bridgewater, MA 02325. Review of files will begin immediately and continue until positions are filled, unless otherwise noted in the position description. Please identify for which position you are applying in your letter of application. *Bridgewater State College is an affirmative action/equal opportunity employer with a longstanding commitment to increasing the diversity of its employee community.*

BSC
BRIDGEWATER
STATE COLLEGE

www.bridgew.edu

Chair

Department of Nutrition and Food Sciences

The
UNIVERSITY
of VERMONT

The University of Vermont seeks a Chair of the Nutrition and Food Sciences Department in the College of Agriculture and Life Sciences with an academic appointment as Associate or full Professor with tenure. Candidates must have a Ph.D. in nutrition, food science or related area, recognized research program, record of scholarly achievement, strong commitment to undergraduate and graduate education, and strong communication and administrative skills. Full information about the position can be found at http://nutrition.uvm.edu/.

Applications, including a letter describing the individual's qualifications, a curriculum vitae (including research funding history and scholarly accomplishments), and names of five references, should be sent by **January 25, 2002** to:

Dwight E. Matthews, Ph.D.
Chair, Search Committee for NFS Chair
c/o Deans Office, College of Agriculture and Life Sciences
The University of Vermont
146 University Place
Burlington, VT 05405-0106
phone: 802 656-8114 e-mail: dmatthew@zoo.uvm.edu

The University of Vermont is an affirmative action, equal opportunity employer. Women and minority candidates are especially encouraged to apply.

CENTRAL MICHIGAN
UNIVERSITY

Interior Design: Tenure-track position. **Required:** M.F.A. or Ph.D. with at least one degree in Interior Design. Evidence of teaching effectiveness and scholarly/creative competence at the university level. Undergraduate teaching in areas including three or more of the following: visual communication, 2 & 3-d design composition, aesthetics/human factors, lighting/mechanical systems, Auto-CAD (2-d & 3-d), residential/contract design. Commitment to advising, service at various levels, and scholarly/creative endeavors. For a complete position description visit the department's web page at www.ehs.cmich.edu/hev. Submit a letter of application, current vita, official transcripts, statement of design philosophy, and three letters of reference (sent under separate cover) to: **Interior Design Search Committee, Department of Human Environmental Studies, Central Michigan University, 205 Wightman, Mt. Pleasant, MI. 48859. Voice (989) 774-4773** or E-mail: cathy.ganoe@cmich.edu. Screening will begin November 15, 2001

Family Studies: Full-time tenure-track position as Assistant Professor is available in Family Studies at Central Michigan University. It requires an earned doctorate in Family Studies, or a closely related field, with an emphasis on an interdisciplinary approach to family studies. Responsibilities include teaching family studies courses, conducting, presenting, and publishing research, university service, advising, and participation in professional organizations. Go to www.ehs.cmich.edu/hev for a full description. Review begins December 3, 2001.

Central Michigan University is an innovative doctoral/research-intensive institution recognized for strong undergraduate education and a range of focused graduate programs and research, serving more than 27,000 students. CMU, an AA/EO institution, is strongly and actively committed to increasing diversity within it community. (See http://www.cmich.edu/aaeo.html).

THE UNIVERSITY OF TEXAS AT EL PASO

DEPARTMENT OF COMMUNICATION

The Department of Communication at the University of Texas at El Paso is seeking to fill the following positions, effective September 1, 2002: **Assistant Professor of Communication,** with a research & teaching emphases in **public relations.** Applicants should be able to teach undergraduate & graduate courses in public relations, including principles of public relations, writing for public relations campaigns, case studies in public relations, & intercultural/international public relations. Applicants should have a Ph.D. in Communication or have completed all requirements for the doctoral degree by July 1, 2002.

Assistant Professor of Communication, with a research & teaching emphases in **organizational communication &/or health communication.** Applicants should be able to teach undergraduate & graduate courses in one or both of these areas, & expertise in the use of quantitative research methods preferred. Applicants should have a Ph.D. in Communication or have completed all requirements for the doctoral degree by July 1, 2002.To apply for these positions, submit a letter of interest, curriculum vita, & three letters of recommendation, and a published journal article or a convention paper selected for presentation, to: **Dr. Patricia D. Witherspoon, Chair, UTEP, Department of Communication, Cotton Memorial Bldg., #216 202, El Paso, Texas 79968-0550.** For more information contact Dr. Witherspoon at withersp@utep.edu. or call **(915) 747-6287.** Review of applications will begin on **December 15, 2001,** & continue until the position is filled.

The University does not discriminate on the basis of race, color, national origin, sex, religion, age, disability or sexual orientation in employment or the provision of services.

SENIOR ASSISTANT/ASSOCIATE PROFESSOR OF OPERATIONS MANAGEMENT

LOYOLA COLLEGE IN MARYLAND
The Joseph A. Sellinger, S.J. School of Business and Management

The Joseph A. Sellinger, S.J. School of Business and Management at Loyola College in Maryland invites applications for a tenure-track appointment at the rank of senior assistant or associate professor in Production and Operations Management beginning in Fall 2002. Loyola College is a Jesuit, liberal arts college with an accredited business school. Loyola's part-time MBA program is nationally ranked, and Loyola's Executive MBA program, one of the oldest in the U.S., is highly respected in the mid-Atlantic region. Candidates must hold the Ph.D. degree, possess a strong research record, and preferably show evidence of outstanding teaching at the MBA or Executive MBA level. Candidates should expect to teach required and elective courses in Production and Operations Management, Operations Strategy and Quality Management with an emphasis on the MBA and Executive MBA level. Research focused on operations strategy, service operations, supply chain management, and/or quality and technology management is desirable. Research and travel are well supported. Interested individuals should send curriculum vita, transcript, three letters of recommendation, and evidence of achievement as a teacher and scholar. To assist in recruiting, candidates should include in the cover letter the conferences they plan on attending in the next six months. A recruiting team will be interviewing candidates at the DSI and POM conferences. More information about the Sellinger School can be found at http:\\sellinger.loyola.edu. Contact:

Dr. Nancy A. Williams, Chair
POM Search Committee
Loyola College in Maryland
4501 N. Charles St.
Baltimore, MD 21210
Nwilliams@loyola.edu
410-617-2825

150 YEARS
1852-2002

Loyola College is a Jesuit Catholic institution which welcomes applicants from all backgrounds who can contribute to our unique educational mission. Loyola is an equal opportunity employer which seeks applications from women and members of minority groups.

Oakland
UNIVERSITY

Director of the Honors College

Oakland University seeks applications and nominations for the position of Director of the Honors College. A doctoral/research-intensive public institution, Oakland University serves an enrollment of approximately 15,800 students. The university is located thirty miles north of Detroit in suburban Oakland County on 1,500 park-like acres. The successful candidate will have responsibility for leading a dynamic, growing Honors College that is currently the intellectual home for approximately 300 students with majors from across the institution. Oakland seeks an individual of vision to lead the Honors College as it expands into a new phase of its development. As an academic administrator the director is encouraged to maintain an active role of teaching and research with a senior level faculty appointment in a relevant school or college. The director reports to the vice provost for undergraduate education and collaborates with deans, chairs, and faculty throughout the campus to develop intellectually challenging curricula.

Required qualifications: demonstrated leadership; a commitment to growing an innovative honors college that fosters excellence in student academic achievement; administrative experience in an academic department; demonstrated effectiveness in curricular planning and implementation; commitment to serving students; a collaborative leadership style and ability to work effectively with students, faculty, and administrators; commitment to diversity; a Ph.D. or equivalent terminal degree and an academic record that will allow faculty appointment at a senior rank.

Desired qualifications: an understanding of the importance of liberal arts in student education, experience in developing innovative general education courses and/or programs, experience with an honors program; familiarity with national developments and best practices in honors programs; experience in fund-raising.

Salary and fringe benefits are competitive and commensurate with experience and qualifications. Screening of candidates will begin on December 15, 2001 and continue until the position is filled. A letter of nomination or application, curriculum vitae, and three letters of recommendation should be submitted to:

Dr. Susan Awbrey, Vice Provost for Undergraduate Education
Chair of Honors College Search Committee
520 O'Dowd Hall
Oakland University
Rochester, Michigan 48309

Oakland University is an equal opportunity and affirmative action institution.
Women and minorities are encouraged to apply.

AMHERST
COLLEGE

DIRECTOR OF ADVANCEMENT OPERATIONS

Founded in 1821, Amherst College is among the nation's most highly selective liberal arts colleges, with an enrollment of 1,600 students and 680 faculty and staff. Amherst is located in the Pioneer Valley of Western Massachusetts and participates with Hampshire, Mount Holyoke, and Smith Colleges, and the University of Massachusetts in the Five College Consortium.

Amherst seeks an experienced, results-oriented Director of Advancement Operations as the College concludes a successful, comprehensive campaign. Reporting to the Chief Advancement Officer, the Director will serve as a key senior manager on a 60-person team of Alumni & Parent Programs, Development, Public Affairs, and Advancement Operations professionals. Primary responsibilities will include ***administrative services*** (budget, human resources, and planning), ***information services*** (computer operations, data reporting and management, gift and pledge processing, application development, and user support), ***donor relations*** (gift acknowledgment and crediting, stewardship, named gift opportunities, and special events), and ***donor research*** (research and records).

The successful candidate will oversee a conversion to new Advancement software and must have the ability to establish policy, motivate talented colleagues, and manage internal operations in a collegial setting. Bachelor's degree or equivalent required. Minimum of five years of progressively responsible management experience, preferably in higher education. Previous advancement experience, especially in the areas of development and donor relations, will be given very favorable consideration. Excellent supervisory and planning skills, a commitment to the thoughtful use of technology, service-mindedness, and the ability to lead in a dynamic work environment are all essential.

Interested candidates should forward a letter of application and resume to: **Office of Human Resources, Amherst College, P.O. Box 5000, Amherst, MA 01002-5000.** A review of applications will begin on **December 17, 2001** and continue until the position is filled.

Amherst College is an Equal Opportunity/Affirmative Action employer and encourages women, minorities and persons with disabilities to apply.

ITHACA
COLLEGE

Roy H. Park School of Communications

One full-time, tenure-eligible position in advertising starting August 15, 2002 offers the successful applicant the opportunity to teach and research in a lively, creative, and engaging environment and to take part in shaping an evolving curriculum in one of the strongest undergraduate communication programs in the country. Rank: Assistant Professor; Salary competitive.

The Department of Television-Radio at Ithaca College is committed to providing students a liberal arts education within a professional program. The department currently confers the B.S. degree in Television-Radio (with concentrations in video production, audio production, international communication, advertising/public relations, media management, and directed studies), the B.A. degree in Journalism; the B.A. degree in Media Studies; and the B.S. degree in Telecommunications Management.

Position Description

Ph.D. in Advertising or a related field preferred; Master's degree required. Significant professional and teaching experience preferred.

The ideal candidate should demonstrate evidence of: 1) teaching effectiveness appropriate for an undergraduate communication program; and 2) an ongoing and dynamic scholarship/professional profile, as well as potential for such, and/or a record of successful experience in the advertising field. We are especially interested in candidates who can provide leadership in curriculum development and help build strong professional relationships.

Teaching responsibilities will primarily consist of courses in Advertising at all levels of the curriculum, particularly those dealing with research, design, copywriting and layout, and portfolio preparation. Additional teaching responsibilities will include courses dealing with current industry software and critical analysis of the field. Maintenance of a scholarly/professional profile is required. Moreover, the successful candidate will assist the department in working toward a proposed major in integrated marketing communication. There is also the opportunity to work with our award-winning AAF NSAC team.

The successful candidate will also act as an academic advisor to students and serve on department, school, and college committees.

Applicants should send a current vita, statement of interest, including areas of teaching and professional specialization, and three current reference letters to: **Chair, Advertising Search Committee, c/o Karen Armstrong, Department of Television-Radio, Roy H. Park School of Communications, Ithaca College, 328 Roy H. Park Hall, Ithaca, NY 14850-7253, Phone: 607-274-3260, Fax: 607-274-7041, email: karmstrong@ithaca.edu.** Screening of applications will begin December 3, 2001. Applications will be accepted until the position is filled.

Ithaca College is an Equal Opportunity/ Affirmative Action Employer. Members of underrepresented groups (including people of color, persons with disabilities, Vietnam veterans, and women) are encouraged to apply.

School of Education

http://education.indiana.edu

The Indiana University School of Education at Bloomington and Indianapolis enjoys a core campus relationship. Indiana University is a research intensive institution with a strong University Graduate School. The School of Education is organized into five departments: Counseling & Educational Psychology, Curriculum & Instruction, Educational Leadership & Policy Studies, Instructional Systems Technology, and Language Education. Our facilities are state of the art with an advanced network environment. The nation's largest university owned supercomputer will be placed online in 2002 and will operate across the Bloomington and Indianapolis campuses. We are seeking outstanding individuals to join our faculty in August of 2002.

Counseling Psychology (tenure track) Department of Counseling and Educational Psychology, Bloomington.

Qualifications: earned doctorate in counseling psychology or a related field and must be eligible for licensure as a counselor or psychologist in Indiana. Candidates with background in group counseling, counseling theories and process skills, prevention, ethics, school counseling, and/or supervision are especially encouraged to apply. Candidates must be able to thrive in a program that emphasizes excellence in research, teaching, and service. The successful candidate will take part in professional activities related to the counseling and counseling psychology professions and to education as a whole. Specifically, the successful candidate will: pursue an active agenda of research and publication; especially in refereed venues; teach four courses each academic year, including shared supervision of undergraduate courses that address counseling skills in teacher education; and provide service at local (i.e., school, community) and national levels. Screening of applicants will begin December 1, 2001. The search will remain open until the position is filled. Applicants should submit a cover letter describing their proposed directions of intellectual development and addressing the above qualifications; complete curriculum vitae; copies of scholarly manuscripts (publications, papers accepted for publication and other research papers); and at least three letters of recommendation to: **Counseling Search and Screen Committee, Attention: Charlene Conner, Department of Counseling and Educational Psychology, Wright Education Bldg., Room 4042, 201 North Rose Avenue, Bloomington, IN 47405-1006.** Further information may be obtained from the website **http://education.indiana.edu/~counsel/** and from the search committee chair, Professor Chalmer Thompson (**chathomp@indiana.edu, 812.856.8319.)**

Educational Leadership (tenure track) Department of Educational Leadership and Policy Studies, Bloomington.

Qualifications: earned doctorate in educational leadership or a related area or a law degree and a record of scholarship in the area of educational law and any one of the following: policy, ethical, economic, or political dimensions of education. The successful candidate will demonstrate the ability to conduct research, teach graduate students, and direct theses and dissertations. Interested candidates should send an application letter outlining qualifications for the position, a curriculum vita, and the names of three references to: **Professor Leonard C. Burrello, Search Committee Chair, Department of Educational Leadership and Policy Studies, 201 North Rose Avenue, Indiana University, Bloomington, In 47405-1006.** The search committee will begin reviewing applications on December 1, 2001 and will continue the review process until the position is filled.

English Education (tenure track)
Department of Language Education, Bloomington.

Qualifications: earned doctorate with emphasis in English Education, or related field; minimum of two years of teaching experience in middle or secondary English; qualified to teach courses and conduct research in English Education; experience in college teaching preferred; and demonstrated record of literacy research and scholarship; background in cultural studies, critical/feminist ethnography, or familiarity with issues of social justice. Experience with technology and multimedia literacy is preferred. Responsibilities: develop and teach courses in English Education/literacy studies at the undergraduate and graduate level; work collaboratively with faculty in the School of Education and the English Department on grants, research, service projects; work on projects involving Bloomington and Indianapolis faculty and area English teachers; build and maintain an active program of research; advise master's and doctoral students in English Education; and collaborate with faculty on program development initiatives. Applicants should submit a letter of application, curriculum vita, samples of scholarly manuscripts and three letters of recommendation to **Ms. Gale Albright, Indiana University, School of Education, 902 West New York Street 3143, Indianapolis, IN 46202-5155.** Review of candidates will begin on December 3, 2001 and will continue until the position is filled.

English Education Program Coordinator (clinical lecturer, non-tenure track) Department of Language Education and Department of English, Bloomington.

Qualifications: master's degree in English or English Education and two years experience teaching English in middle/secondary schools. Ph.D. or ABD in English or English Education preferred, as well as experience and skills in organization and administration. The successful candidate will help implement a new curriculum in English Education that requires coordination among multiple units of the university as well as between the university and secondary schools; coordinate course offerings and scheduling in the English Department and the School of Education so that pre-service English Education students can complete their programs in a timely manner; establish relationships and procedures for effective early field experiences and student teaching in English; teach courses in the English education certification program that focus upon young adult literature, composition, reading, and/or linguistic and cultural diversity. Applicants should submit a letter of application, curriculum vita, samples of scholarly manuscripts and three letters of recommendation to **Ms.Gale Albright, Indiana University, School of Education, 902 West New York Street 3143, Indianapolis, IN 46202-5155.** Review of candidates will begin on December 3, 2001 and will continue until the position is filled.

Human Development. (tenure track) Department of Counseling and Educational Psychology, Bloomington.

Qualifications: earned doctorate with emphasis on development, strong developmental perspective to work with faculty who hold a life-span development view; background in biological basis of development; demonstrates a record of research in an area of human development; and able to work cooperatively in an institutional environment that serves as a major national resource in the application of technology to education. Please send vita, names of references, and scholarly manuscripts to: **Human Development Search and Screen Committee, Attention: Charlene Conner, Education 4042, 201 N. Rose Ave., Indiana University, Bloomington, IN 47405-1006.** Review of candidates will begin on December 3, 2001 and will continue until the position is filled. Further information may be obtained from the departmental website: **http://education.indiana.edu~cepwp/** and from the chair of the search committee, Professor Gary Ingersoll (**ingersol@indiana.edu, 812.856.8321**).

Instructional Systems Technology: (tenure track) Department of Instructional Systems Technology, Bloomington.

Qualifications: earned doctorate in education or a related field; experience related to educational technology; experience working with teachers and students in K-12 environments and ability to build a research program in the area of educational technology. It is desired that the candidate have a record of excellent teaching in K-12 environments; knowledge of learning and instructional theories; experience with technology integration in pre-service and in-service teaching contexts; and publications related to technology integration and teacher education. The successful candidate will collaborate with other teacher education professionals, in-service teachers, and students to develop a program of teaching and research in a broad area of educational technology. Send letter of application, current vita, and names, addresses, and phone numbers of three professional references to: **Professor Barbara A. Bichelmeyer, IST Search Committee Chair, Indiana University, 201 North Rose Ave., #2276, Bloomington, IN 47405-1006.** Consideration of applications will begin on November 30, 2001 and continue until the position is filled. For more information about the Department of Instructional Systems Technology, please visit our website at: **http://education.indiana.edu/~ist.** For questions regarding this position, please contact the chair of search committee, Dr. Barbara Bichelmeyer, at **812.856.8468** or **bbichelm@indiana.edu**

Social Studies/Curriculum Studies (tenure track) Department of Curriculum and Instruction, Bloomington

Qualifications: earned doctorate in Social Studies Education and/or Curriculum Studies; strong indication of commitment to scholarship; evidence of excellence in teaching; and interest in working cooperatively with faculty members and classroom teachers. We are looking for a strong candidate with interests in one or more of the following Social Studies areas: citizenship education, global education, and/or multicultural education. Within Curriculum Studies, we are seeking an individual with a feminist, critical, historical, and/or postmodern perspective. Knowledge of the scholarship in the field of teacher education is also highly desirable. The successful candidate will be expected to teach both undergraduate and graduate courses in elementary and/or secondary Social Studies Education, and doctoral seminars in Curriculum Studies. Service on doctoral committees and active engagement in scholarship and service to the profession are also expected. Applicants should submit a letter of application that addresses the previously mentioned qualifications, a vita, graduate transcripts, three letters of reference, and examples of papers and/or publications. Send to: **Social Studies/Curriculum Studies Search Committee, c/o Ms. Claudetta Kelly, School of Education, Indiana University, 201 N. Rose Ave., Bloomington, IN 47405-1006.** The committee will begin reviewing applications on January 15, 2002 and will continue until the position has been filled. Additional information can be obtained from either: Dr. Lynne Boyle-Baise (**812.856.8191, boylebai@indiana.edu**) or Dr. Jesse Goodman (**812.856.8143, goodmanj@indiana.edu**), Co-chairs, Search Committee.

Special Education: (tenure track) Department of Curriculum and Instruction, Bloomington

Qualifications: earned doctorate in special education or a related field, strong research skills, experience in teaching or working with individuals with disabilities, and an ability to work collaboratively with colleagues. Special consideration will be given to those applicants with expertise and a research focus, in the following areas: secondary education, instructional technology, assessment, behavior disorders, disability studies, multicultural/bilingual education, and/or early childhood education. Experience with funded research projects also preferred. The successful applicant will teach undergraduate and graduate courses in special education, conduct an active program of research and development, and engage in service to the university and community. Additional information can be accessed at our website at **http://education.indiana.edu/~speced/**. Applicants should submit a letter of application that addresses the stated qualifications, a vita, undergraduate and graduate transcripts, three letters of reference, and copies of papers and publications. The Search Committee will begin reviewing applications December 3, 2001. Applications will be considered until the position is filled. Send to: **Special Education Search Committee, c/o Ms. Roberta Partenheimer, Department of Curriculum and Instruction, School of Education, Indiana University, 201 N. Rose, Bloomington, IN 47405-1006.** Inquiries may be made to Dr. Genevieve Williamson, Chair, Special Education Search Committee at **812.856.8156** or **gnwill@indiana.edu**.

All of the listed positions with the exception of the English Education Coordinator position are funded at the Assistant Professor level, however, appointments will be considered at the associate and full level for senior candidates who bring external funding. The faculty of Indiana University is committed to achieving excellence through cultural diversity. The university actively encourages applications and nominations of women, persons of color, applicants with disabilities, and members of other underrepresented groups. As a function of our long range planning efforts the faculty of the School of Education reaffirmed our commitment to leadership in applications of technology to enhance teaching and learning. Candidates with expertise in the use of technology for research and instruction are encouraged to apply.

An independent, Catholic, international, learning-centered university in San Rafael California

DOMINICAN UNIVERSITY of CALIFORNIA

PHYSICAL SCIENCE: ***Tenure track Assistant Professor*** position beginning Fall 2002 requiring ability to teach from among the following courses: general physics, general geology, earth science, physical chemistry, analytical chemistry, environmental chemistry and mathematics at the undergraduate level. Earned doctorate in Physics or Geoscience is preferred although ABD doctoral candidates will be considered.

BIOLOGY: ***Tenure track Assistant Professor*** position beginning Fall 2002 requiring ability to teach from among the following courses: animal physiology, neuroscience, comparative anatomy, human anatomy and physiology, toxicology, biotechnology, microbiology, and general biology at the undergraduate level. Earned doctorate in Biology is preferred although ABD doctoral candidates will be considered.

Full descriptions available at www.Dominican.edu. Submit your curriculum vitae and cover letter stating your qualifications, reasons for your interest in the position, and a brief statement of teaching philosophy and research plans, and three references to Dominican University of California, Natural Science and Mathematics Search Committee, School of Arts and Sciences, 50 Acacia Avenue, San Rafael, CA 94901-2298 Email: science@Dominican.edu

www.Dominican.edu

The UNIVERSITY *of* VERMONT

The Department of Botany and Agricultural Biochemistry at the University of Vermont invites applications for a tenure-track faculty appointment in the area of ecology. Applications are welcome from outstanding candidates in any area of plant ecology. Experimental community ecologists who are testing fundamental theories in community ecology using field experiments and who have conservation interests are especially encouraged to apply. The new faculty member will join a dynamic university-wide community of ecologists, evolutionary biologists, and conservation scientists. Faculty appointment is expected to be at the **ASSISTANT PROFESSOR** level. Candidates must have a Ph.D., preferably post-doctoral experience, be able to establish an extramurally funded research program, and teach graduate and undergraduates. Review of applications will begin December 17th, 2001. To receive full consideration, all materials must be received by January 3rd, 2002. Applicants should send a curriculum vitae, a summary of research and teaching interests, up to three representative publications and arrange for 3 letters of reference to be sent to: **Dr. Jane Molofsky, Chair, Ecology Search Committee, Department of Botany and Agricultural Biochemistry, University of Vermont, 120B Marsh Life Science Building, Burlington, Vermont 05405.**

The University of Vermont is an equal opportunity, affirmative action employer. Women and people of color are encouraged to apply.

UNIVERSITY OF COLORADO
AT BOULDER

DEAN
COLLEGE OF ARTS AND SCIENCES

The University of Colorado at Boulder invites applications and nominations for the position of Dean of the College of Arts and Sciences, effective for July 1, 2002. The College of Arts and Sciences is the liberal arts college at CU-Boulder and the largest academic unit on the Boulder campus. The College is comprised of 31 departments, 33 centers and programs, 590 tenure/tenure track faculty, 226 staff, and 15,000 students. Its mission includes an outstanding liberal arts education for its undergraduates, innovative graduate education, and world-class research, scholarship, and creative work.

The Dean, who reports to the Provost, is the chief administrative and academic officer for the College. Governance of the college is vested in its faculty and the dean. The Dean provides leadership and vision consistent with the mission of the campus as a leading comprehensive research university with a large residential undergraduate program. The Dean manages the $75M budget of the college, and works with department chairs, program directors, and administrative officers of the University to deliver rigorous undergraduate and graduate programs, to recruit and retain the highest quality faculty and students, and to foster diversity and community among its faculty, staff, and students. The Dean also represents the college to external constituencies, including alumni, donors, and friends of the college. Nominees and applicants must possess outstanding academic credentials in scholarship, teaching, and service; demonstrated leadership and management experience at a major university; recognized commitment to diversity; and experience in development and external fundraising.

Located at the foot of the Rocky Mountains, the University of Colorado at Boulder is the flagship institution of a four-campus system. The campus's mission is to advance and impart knowledge across a comprehensive range of disciplines to benefit the people of Colorado, the nation, and the world by educating undergraduate and graduate students, discovering new knowledge through research and creative work, and fostering critical thought, artistic creativity, professional competence, and responsible citizenship. The Boulder campus includes 5 colleges, 4 schools, and 7 interdisciplinary research institutes, with an approximate enrollment of 27,000 students and 1,300 faculty.

Applicants should submit a curriculum vitae, a statement of relevant experience, and the names, addresses, phone numbers, and email addresses of three professional references. Applicants are encouraged to have their application on file with the committee by December 31, 2001. Review of nominations and applications will begin immediately and will continue until the position is filled. A Colorado statute provides that a candidate's file may remain confidential only if a request for confidentiality accompanies the application. Please send nominations and applications to:

Rodney L. Taylor, Interim Dean of the Graduate School
Chair, Arts and Sciences Dean Search Committee
40 UCB
University of Colorado at Boulder
Boulder, CO 80309-0040

Please find more information about the College by visiting
http://www.colorado.edu/ArtsSciences/

The University of Colorado is committed to diversity and equality in education and employment.

Saint Joseph College
West Hartford, CT

RELIGIOUS STUDIES FACULTY APPOINTMENTS

Saint Joseph College, CT., Department of Religious Studies, invites applications for two tenure track positions beginning in Fall 2002. One position is in Theological Ethics with specialization in Catholic social teachings. The second position is in Systematic Theology and/or Biblical Studies. Candidates must have a strong background in and a personal commitment to the Catholic religious and intellectual tradition, be committed to excellence in undergraduate teaching, and be productive scholars in their field. Ph.D. or ABD near completion is required.

Interested applicants should send a letter of application and statement of teaching philosophy, vitae, transcripts and three letters of recommendation to **Human Resources, Religious Studies Search Committee, Saint Joseph College, 1678 Asylum Avenue, West Hartford, CT. 06117.** Review of applications will begin immediately and will continue until the position is filled.

An EOE/M/F/D/V employer.
Women and minorities are encouraged to apply.

Saint Joseph College, founded by the Sisters of Mercy in the Roman Catholic tradition, provides a rigorous liberal arts and professional education for a diverse student population while maintaining a strong commitment to developing the potential of women.

Learn more about Saint Joseph College at **www.sjc.edu.**

MIAMI UNIVERSITY
OXFORD OHIO

ASSISTANT PROFESSOR
ENGLISH
Miami University Middletown

Tenure-track Assistant Professor with expertise in American Ethnic Literatures. Beginning August 2002. Concentration in African-American. Women's Studies useful. Candidates must have a commitment to teaching a range of undergraduate courses including first year writing and American and World Cultures classes. Teaching load prior to tenure is 12 credit hours one semester, 9 credit hours the other. Salary range is competitive.

Miami University, Middletown, is an open enrollment, regional campus of Miami University, serving a diverse student population of approximately 2800 students. The campus is located midway between Cincinnati and Dayton and 25 miles east of the main campus in Oxford.

Send letter of application and CV by November 10, 2001 to: **John Tassoni, Search Committee Chair, Miami University, Middletown, 4200 E. University Blvd., Middletown, OH 45042.** Terminal degree in English required by July 2002. Preliminary interviews at MLA.

EQUAL OPPORTUNITY IN EDUCATION AND EMPLOYMENT

Miami University's report, *Campus Crime and Safety*, is available at **www.muohio.edu/righttoknow**
A hard copy may be obtained by contacting the Personnel Office.

Visit our Web site at:
www.MUOhio.edu

Salem

STATE COLLEGE

VICE PRESIDENT, ACADEMIC AFFAIRS

Salem State College, a comprehensive liberal arts college located on the historic north shore of Massachusetts, invites nominations and applications for the position of Vice President of Academic Affairs. Serving as the Chief Academic Officer of the College, the Vice President provides leadership to a diverse and dynamic faculty, and to the Schools of Arts and Sciences, Business, and Human Services, as well Continuing Education and Non-Traditional Programs, the Graduate School and the Library, Instructional and Learning Support Services. The successful candidate will possess an earned doctorate, substantial academic experience, familiarity with academic administration in a unionized environment, the desire to work collegially with the President's Cabinet and a variety of other constituencies to maximize the fulfillment of the mission of the College. In addition, the candidate should possess exceptionally strong organizational and interpersonal, oral and written communication and strategic planning and budget skills, the ability to creatively manage the academic programs of the college and a strong commitment to public higher education. Refer to: 02-AA-A-AVP-VP1. *Application review will begin immediately and continue until the position is filled.*

To apply, send letter of nomination or application, salary history and needs, résumé and the names, addresses and telephone numbers of three current professional references to:

Office of Human Resources and Equal Opportunity,
Salem State College, 352 Lafayette St., Salem, MA 01970;
FAX: (978) 542-6163; E-MAIL: eo-hr@salem.mass.edu
(Word or Word Perfect Attachments only)

SALEM STATE COLLEGE IS AN EQUAL OPPORTUNITY/AFFIRMATIVE ACTION EMPLOYER. PERSONS OF COLOR, WOMEN AND PERSONS WITH DISABILITIES ARE STRONGLY URGED TO APPLY.

FURTHER INFORMATION–SEE OUR WEBSITE

www.salemstate.edu

Rensselaer

VICE PRESIDENT AND DEAN

RENSSELAER AT HARTFORD

HARTFORD, CT

Rensselaer Polytechnic Institute (RPI) seeks an educational leader to serve as Vice President and Dean at Rensselaer at Hartford. This is an exciting opportunity to lead one of the pre-eminent providers of graduate education in Connecticut in its mission to deliver quality education to working professionals. Reporting to the President and Provost of RPI, the Vice President and Dean will provide academic leadership and direct the operation and management of the Hartford campus, where more than 2,300 working professionals are currently enrolled in Master's degree programs in Management, Computer Science and Engineering. Additionally, Rensselaer at Hartford offers an extensive array of corporate training and professional development programs through its Rensselaer Learning Institute.

The ideal candidate will bring to this role a history of decisive, innovative and collaborative academic leadership; demonstrated success in managing a complex enterprise requiring strategic planning, administrative and fiscal acumen and adroit management of intellectually bright human resources; a record of commercial or academic entrepreneurialism and ability to grow a market-driven enterprise; and an earned doctorate from an accredited university.

Inquiries, nominations and resumes should be sent with a cover letter in confidence to:
Beverly Brady, Isaacson, Miller, 334 Boylston Street, Boston, MA 02116-3805, Email: RH.2366@imsearch.com, Fax: 617-262-6509.

Rensselaer at Hartford is an Affirmative Action, Equal Opportunity Employer.
For more information, please visit their website at **www.rh.edu.**

GAVILAN COLLEGE

5055 Santa Teresa Blvd.
Gilroy, CA 95020

DEAN OF LIBERAL ARTS AND SCIENCES

Closing Date:
December 21, 2001

For application/
information call
Gavilan
Community College
Phone: (408) 848-4755
FAX: (408) 848-4789

Saint Joseph College

West Hartford, CT

BIOLOGY/MICROBIOLOGY FACULTY POSITION

Saint Joseph College is Connecticut's only four-year women's college. Due to an increase in enrollment within the department, we are pleased to invite applications for a newly approved full-time, tenure track position at the assistant professor level in the area of microbiology, Fall 2002. Responsibilities include teaching microbiology to nursing and nutrition students, teaching upper level/graduate courses in biotechnology, medical bacteriology and/or environmental microbiology and development of courses in the instructor's area of expertise. Applicants should have a Ph.D. in biology, or biology-related discipline, and have a strong commitment to undergraduate education. In addition, applicants should be able to develop a modest research program that can include upper-level undergraduate and graduate students. Ability to teach in other biological disciplines and experience with on-line instruction is preferred.

To apply, send a letter (including statement of teaching philosophy and research interests), curriculum vita, and 3 letters of reference to: **Human Resources, Biology Search, Saint Joseph College, 1678 Asylum Avenue, West Hartford, CT 06117.** Review of applications will begin December15th and continue until the position is filled.

An EOE/M/F/D/V employer.
Women and minorities are encouraged to apply.

Please visit our website to read our mission statement and to learn more about our department and recently renovated labs.

http://www.sjc.edu/curriculum/bioweb/index.html.

WESTERN CONNECTICUT STATE UNIVERSITY

Education and Education Psychology Department

Tenure Track - Fall 2002 Faculty

WCSU is seeking a tenure track candidate for the position of Assistant or Associate Professor. Primary responsibilities include teaching undergraduate and graduate introductory courses in special education and undergraduate developmental psychology courses; teach graduate courses in learning disabilities and emotional disturbances; participation in one or more professional development schools; supervision of limited number of student teachers.

Qualifications: Certification as a special education teacher and demonstrated successful public school teaching experience in a special education and/or inclusionary classroom environment; must hold or be willing to seek a Connecticut BEST training certificate; earned doctorate in special education or associated field. Prior university teaching experience in a NCATE accredited institution preferred. Rank and salary will be determined based on prior university teaching and other relevant experience.

Application Process: Interested applicants should send a letter of interest, current vitae, undergraduate and graduate transcripts, evidence of effective teaching, and three current letters of reference to: Dr. Thomas A. Cordy, Chairperson, Education and Education Psychology Department, WCSU, 181 White Street, Danbury, CT 06810. Applications must be received by December 14, 2001.

WCSU is an AA/EO Educator/Employer.

ANTICIPATED FACULTY VACANCIES

Situated on a 273-acre campus in Glen Ellyn, Illinois, and located 25 miles west of Chicago in a fast-growing, high-tech area with an increasingly diverse population, College of DuPage currently anticipates the following full-time, tenure track Instructor vacancies for the 2002-03 academic year.

- AUTOMOTIVE SERVICE TECHNOLOGY
- COUNSELOR
- CRIMINAL JUSTICE
- DENTAL HYGIENE
- DIGITAL MICROPROCESSOR TECHNOLOGY
- EARTH SCIENCE
- ECONOMICS
- ENGLISH (COMP./AMERICAN LITERATURE)
- ENGLISH (COMP./BRITISH LITERATURE)
- ENGLISH (DEVELOPMENTAL COMP.)
- ENGLISH (DEVELOPMENTAL READING)
- GEOGRAPHY
- HUMANITIES
- INTERIOR DESIGN
- MANUFACTURING TECHNOLOGY (CADD/CAM)
- MATHEMATICS
- MULTIMEDIA ARTS
- NURSING (MED/SURG)
- PHYSICS/ENGINEERING
- PSYCHOLOGY
- SOCIOLOGY
- SPANISH
- SPEECH

College of DuPage enrolls more than 34,000 students in 96 areas of study, including 50 pre-baccalaureate and 46 occupational and technical programs, and employs over 2,500 individuals to assist in the attainment of its goals. The College District 502 encompasses a dynamic metropolitan area with a strong economic base. The DuPage area offers an array of enriching cultural, recreational and educational opportunities. Currently celebrating its 35th year with the theme, "Share the Dream", College of DuPage has a rich and vibrant history, and invites you to share in its exciting future.

These positions are available September, 2002. Starting salaries are dependent on education and experience but normally range from $36,700 - $51,300. These salaries are for a three-quarter academic year assignment with opportunities to earn significant additional income through overload and summer remuneration. Teaching at College of DuPage is enhanced and enlivened through institutional support of faculty creatively engaging in instructional development, research to improve student learning and remaining current in their field of specialty. College of Dupage also offers a generous benefits plan.

To apply, call, write or e-mail for an application. Screening begins January 7, 2002. However, to maximize your opportunity to be chosen for these positions, please return your application packet as quickly as possible. For more information about these and other opportunities, visit our Website at www.cod.edu

COLLEGE OF DuPAGE
Attn: Faculty Recruiting
425 Fawell Blvd.
Glen Ellyn, IL 60137
630-942-2460
cdhumres@cdnet.cod.edu
minorities are encouraged to apply
equal opportunity employer

College of DuPage

University of Southern Maine

DEAN

COLLEGE OF ARTS AND SCIENCES

The University of Southern Maine invites applications and nominations for the position of Dean of the College of Arts and Sciences. ***Qualifications:*** earned terminal degree and level of academic achievement warranting a senior-level appointment in the College; record of sustained scholarship/creative activity, college or university teaching, and professional service; demonstrated professional commitment to diversity and multi-cultural concerns; collaborative leadership in academic administration working across multiple disciplines, and demonstrated managerial experience in complex organizations. Review of applications will begin November 9, 2001 and continue until the position is filled. Applications must include; a cover letter responsive to this position announcement, a curriculum vitae, and names of three references. Please remit applications to **Dr. Jane Kirschling, Chairperson College of Arts and Sciences Search Committee, RE: 203, USM, College of Nursing and Health Professions, PO Box 9300, Portland, ME 04104-9300 (207-780-4404 or jane.kirschling@usm.maine.edu).** Appointment is contingent on final budget approval. *USM is strongly committed to diversity and to work/classroom environments that foster safety and respect. We strongly encourage applications from members of diverse ethnic and racial groups, women, gays/lesbians, and people with disabilities.* We are an open and tolerant community interested in the whole of our faculty and staff.

For more information on this position see
usm.maine.edu/hrs/jobs/professi.htm.

AMERICAN UNIVERSITY
WASHINGTON, DC

Legal Writing Position

Beginning Spring 2002 Semester

American University, Washington College of Law seeks applications for a fulltime Legal Writing Position for spring 2002 and academic year 2002-2003. This position will report to the Director of Legal, Rhetoric and Writing, Details on requirements are below

(1) ***Required qualifications and experience include:*** J.D. degree or equivalent; demonstrated excellence in legal research and writing skills; strong teamwork, interpersonal and oral and written communication skills; administrative skills and/or experience.

(2) ***Additional qualifications and experience include:*** experience in teaching legal research and writing and/or lawyering skills; legal practice and/or judicial clerkship experience and/or law-related work experience; teaching or training experience and/or qualifications; familiarity with recent scholarship in the legal research and writing/lawyering skills fields; background and/or qualifications in any of Rhetoric, Composition, English Studies, Education, Curriculum Design, ESL, Writing Across the Curriculum; familiarity with computer- or web-based instructional technology; demonstrated potential for scholarship; experience in working in a multidisciplinary team environment.

(3) ***Core responsibilities and duties include:*** Teach legal research and writing in the two-credit, two-semester first-year Legal Rhetoric: Writing and Research Program to approximately 45 students per semester and carry out associated administrative tasks; conduct student conferences; design instructional and assessment material; assess and provide detailed, constructive feedback on student research and writing; work with the Director of Legal Rhetoric and Writing, library faculty, other instructors, adjunct faculty, and student teaching and research assistants and others in developing and delivering a high quality, co-coordinated first-year Legal Rhetoric: Writing and Research program; undertake selected administrative tasks delegated by the Director of Legal Rhetoric and Writing; under the direction of the Director of Legal Rhetoric and Writing, develop training materials and deliver training to Legal Rhetoric: Writing and Research program personnel.

American University and the Washington College of Law are committed to a diverse faculty, staff and student body and encourage the applications of women and minorities. The American University is an EEO/AA employer. Appointments will be for spring 2002 and academic year 2002-2003.

All inquiries should be by mail. Applicants should submit a cover letter and resume to: **American University, Washington College of Law, Office or the Dean, Suite 366, 4801 Massachusetts Avenue, N.W., Washington, D.C. 20016**

Teachers College, Columbia University

Fulfilling Our Promise

DEPARTMENT OF HEALTH & BEHAVIOR STUDIES

BEHAVIORAL SCIENCES IN EDUCATION

Position: Behavioral scientist to support research program initiatives within a multidisciplinary team involving faculty and students across applied educational psychology, health studies, and special education.

Responsibilities: Teach graduate courses; advise students; and supervise doctoral research. Maintain active, externally funded research program.

Qualifications: Earned doctorate in psychology or behavioral sciences. Experience in school or community-based research and development with established record or strong potential for extramural funding. Substantial record of publication in peer-reviewed periodicals. School-based prevention/intervention research program preferred (e.g., violence, substance abuse, or drop-out prevention). Demonstrated commitment to underserved populations and interest in working collaboratively in a multidisciplinary team.

Rank: Assistant/Associate Professor, Tenure Track. Senior appointment considered if a record of significant scholarship and external funding is demonstrated.

Send CV, a cover letter stating research and teaching interests and applied experiences, and sample publications to Professor Dolores Perin, Search Committee Chair, Box 70.

DEPARTMENT OF INTERNATIONAL AND TRANSCULTURAL STUDIES

BILINGUAL/BICULTURAL EDUCATION

Position: Senior scholar to join the faculty in preparing students for teaching, administration, and related roles in bilingual instructional settings.

Responsibilities: Teach courses; work with students in an MA teacher-education program and with doctoral students in International and Transcultural Studies; develop a program of funded research; and work with a Professional Development School.

Qualifications: Doctorate and substantial scholarly publications in a relevant field (bilingualism, bilingual education, bilingual teacher education, and/or language planning and policy in domestic and/or international settings). Experience in teacher education, especially in programs that integrate schools, communities, and the workplace. Experience in obtaining funding for innovative research.

Rank: Associate/Full Professor, Tenured.

Send CV, a letter of application, which includes research and teaching interests, copies of three relevant publications, and the names of three references to Professor Jo Anne Kleifgen, Search Committee Chair, Box 94S.

DEPARTMENT OF COUNSELING AND CLINICAL PSYCHOLOGY

COUNSELING PSYCHOLOGY

Position: Scientist/practitioner who shares our vision for training culturally competent counselors and counseling psychologists. Our masters program in Psychological Counseling prepares students for counseling and/or administrative careers in diverse settings. The doctoral program, accredited by the American Psychological Association (APA), prepares graduates for academic, research, clinical, and/or administrative careers in the field of counseling psychology.

Responsibilities: Maintain active research agenda; teach graduate courses; supervise students in practicum and field settings; assume some leadership responsibilities in the program; participate in departmental and college committee work; advise masters and doctoral students; and supervise doctoral research.

Qualifications: Earned doctorate in counseling psychology. Strong record of publication and research, with facility in advanced data analysis techniques. Successful record or promise of obtaining external funding. Interest and/or experience with educational issues.

Academic and Professional Areas: Interest and experience is sought particularly in the areas of couples and family counseling; career counseling; health psychology; consultation; program and policy development; adolescence; group counseling; and school counseling (school violence). Also, knowledge of research design and methodology, and psychological assessment is very desirable.

Rank: Open rank, Tenure Track or Tenurable.

Send CV, a letter of intent outlining potential fit with program, sample publications or preprints, evidence of teaching success, and three letters of reference to Professor Derald Wing Sue, Search Committee Chair, Box 102.

DEPARTMENT OF ORGANIZATION AND LEADERSHIP

EDUCATIONAL LEADERSHIP-POLITICAL SCIENCE AND POLICY

Position: Political scientist with deep and extensive knowledge and research accomplishment in education policy and politics. The candidate should be committed both to developing a research agenda and to educating masters and doctoral (Ed.D. and Ph.D.) students to become effective leaders in education policy analysis, formation, and implementation in many kinds of organizational settings. Possibility of joint relationship with other units of Columbia University.

Responsibilities: Teach graduate courses; advise graduate students; supervise doctoral research; develop and maintain an active research agenda; and collaborate with faculty colleagues to provide leadership for programs in education policy and politics.

Qualifications: Earned doctorate in political science or equivalent. Outstanding teaching and advisement skills and notable record of publications. Willing to assume a leadership role among professional colleagues. Appointment to tenure requires record of demonstrated excellence in teaching, scholarship, and service.

Rank: Open rank, Tenured or Tenure Track.

Send CV, a statement of professional plan and interest, and three letters of reference to Professor Charles Harrington, Search Committee Chair, Box 175.

DEPARTMENT OF ARTS AND HUMANITIES

HISTORY AND EDUCATION

Position: Scholar of history with broad interests in education, whose scholarly and research interests might also support program areas, such as educational development outside the U.S., comparative/international education, gender studies, or the history of ideas. Students in the Program examine the large issues and questions of education through the discipline of history. In addition, the Program provides a foundation for programs throughout the College. Thus, faculty members must both be generalists and specialists in the field.

Responsibilities: Teach graduate courses at the introductory, intermediate, and advanced level; advise students; supervise doctoral research; and participate in College-wide history planning and service. Candidates should be actively engaged in scholarly research and have experience and interest in working with educational practitioners.

Qualifications: Earned doctorate. Established record or strong potential for research and publications. Demonstrated excellence in teaching. Disciplinary major should be the historical study of education outside the U.S., with a specialization in international and comparative education, gender studies, or intellectual history.

Rank: Open rank, Tenured or Tenure Track.

Send CV, a letter of application, a list of courses taught, and three letters of reference to Professor V.P. Franklin, Search Committee Chair, Box 204.

DEPARTMENT OF MATHEMATICS, SCIENCE, AND TECHNOLOGY

MATHEMATICS EDUCATION

Position: The Program emphasizes the preparation of educational leaders who are well-grounded in the discipline of mathematics as well as theoretically and practically based educators. We seek a scholar-educator with an active commitment to a school-based program of research and a publication record appropriate for appointment to a tenure-track position.

Responsibilities: Faculty in the Program share responsibility for teaching graduate courses in mathematics and mathematics education; advising masters and doctoral students; participating in the ongoing work of New York City Schools, Professional Development Schools, and/or collaborating with teachers in the field; directing doctoral dissertations; and collaborating with colleagues within the Department and across the College on projects such as the redesign of teacher preparation programs. Faculty will be expected to maintain an active research agenda and a record of scholarly publication. While shared among program colleagues, this position will entail a major responsibility for supervising teachers and interns.

Qualifications: Earned doctorate in mathematics and education or mathematics is required, with mathematics preparation beyond the masters level preferred. Commitment to excellence in teaching and advising students, with teaching experience at either the elementary or secondary school level, as well as experience teaching and advising teacher education. A specialization in elementary school mathematics education with a strong background in mathematics is particularly welcome.

Rank: Assistant/Associate Professor, Tenure Track.

Send CV, application credentials, a personal statement, publication samples, and three letters of reference to Professor O. R. Anderson, Search Committee Chair, Box 19.

Teachers College as an institution is committed to a policy of equal opportunity in employment. In offering education, psychology, and health studies, the College is committed to providing expanding employment opportunities to minorities, women, and persons with disabilities in its own activities and in society. Candidates whose qualifications and experience are directly relevant to College priorities (e.g., urban and minority concerns) may be considered for higher rank than advertised.

DEPARTMENT OF HUMAN DEVELOPMENT

MEASUREMENT, EVALUATION, AND STATISTICS

Position: Scholar with research interests in psychometric/measurement theory, strong statistical skills, and an interest in applications of measurement theory to improve educational measurement and instruction. The Department is research oriented and houses programs in cognitive psychology, developmental psychology, and sociology as well as in measurement and evaluation methods and applied statistics. The Program in Measurement, Evaluation, and Statistics prepares doctoral students for college teaching of measurement and quantitative methods, for roles in testing agencies and civil organizations, and for research positions in industry and consulting. It also provides service courses in statistics and measurement to students.

Responsibilities: Teach graduate courses in measurement, psychometric theory, and statistical methods; maintain active research program; advise students; and supervise doctoral research.

Qualifications: Earned doctorate in psychology, education, statistics, or related field. Strong background in statistical methodology. Record of accomplishment or potential for significant contributions to research in educational measurement, psychometric theory and methodology, or applied statistics in the fields of psychology or education.

Rank: Open rank, Tenured or Tenure Track, with preference for an Assistant/Associate Professor.

Send CV, a letter of intent, three recent publications or preprints, and the names of three references to Professor James Corter, Search Committee Chair, Box 41.

DEPARTMENT OF HEALTH & BEHAVIOR STUDIES

NURSING EDUCATION

Position: Continuing the legacy of excellence that has characterized nursing education at Teachers College since 1899, the Department seeks a faculty member to collaborate in the redesign and implementation of nursing education masters and doctoral programs focused on nursing and health behavior. The successful candidate will join a multidisciplinary department that includes graduate programs in health studies, psychology, and special education. The position offers opportunities for collaboration with, and mentorship from, faculty in nursing, health education and health behavior.

Responsibilities: Teach graduate courses; advise graduate students; supervise doctoral research; participate in program development; initiate and maintain an active program of research and external funding; and provide service to the Department, the College, and the nursing profession.

Qualifications: Earned doctorate and licensure as a professional registered nurse. Graduate degree in nursing preferred. Potential for a strong record of data-based publications in peer-reviewed journals. Successful record or strong potential for obtaining extramural funding. Commitment to excellence in teaching and advising required.

Rank: Assistant Professor, Tenure Track.

Send CV, a cover letter stating how you meet qualifications, a brief statement of professional interests including teaching experience, and representative publications to Professor Kathleen O'Connell, Search Committee Chair, Box 35.

DEPARTMENT OF HEALTH AND BEHAVIOR STUDIES

SCHOOL PSYCHOLOGY

Position: Scholar with demonstrated record of excellence in teaching, research, and publication. Expertise in the application of cognition to education (e.g., cognitive assessment; neuropsychological assessment; the prevention/intervention of deficits in academic skills areas, especially reading) or to mental health (e.g. etiologic or intervention studies related to social/emotional functioning in schools).

Responsibilities: Teach core graduate courses; advise students; supervise doctoral students; conduct research; and perform College-wide and community service.

Qualifications: Earned doctorate in school psychology. Eligibility for certification in school psychology and licensure in psychology in New York State. Strong record of research, publication, and successful record or promise of obtaining external funding. Demonstrated excellence in teaching. Although preference will be given to individuals with expertise in the application of cognition to education or to mental health, all individuals with strong records of publication are encouraged to apply.

Rank: Open rank, Tenured or Tenure Track, with preference for an Assistant/Associate Professor.

Send CV, a letter of application indicating specific research interests, reprints or preprints of completed research, and two letters of reference to Professor Stephen T. Peverly, Search Committee Chair, Box 120.

DEPARTMENT OF MATHEMATICS, SCIENCE AND TECHNOLOGY

COMMUNICATION, COMPUTING, AND TECHNOLOGY IN EDUCATION

Position: The Department of Mathematics, Science, and Technology, through Communication, Computing, and Technology (CCTE) in Education, provides a cluster of degree programs for students who seek to develop leadership capacities in the uses of information and communication technologies in education. The programs prepare candidates both for leadership roles in integrating digital technologies into education at all its levels and for entry into creative work in the educational uses of new media. CCTE doctoral programs develop scholars who use the social and human sciences to study how applications of advanced technologies in education act as powerful social and historical forces, empowering educators to seek new solutions to established problems. CCTE tightly integrates graduate study with design and implementation projects situated in several externally funded centers and institutes at Teachers College and Columbia University. The successful candidate for CCTE's faculty position will be able to provide leadership in all dimensions of its academic enterprise, including departmental efforts to clarify the relations between science, technology, and society and to elucidate the educational implications of these relations. The Department seeks a leader for its programs in Communication, Computing, and Technology in Education with experience using advanced technologies in teacher education, particularly distributed and distance learning, to alter the constraints on teaching and on teacher preparation.

Responsibilities: Teach graduate courses; advise masters students; supervise doctoral research; provide leadership to College-wide efforts to integrate the use of advanced technologies into research and educational work; engage a range of student interests within Communication, Computing, and Technology in Education; and maintain active program of externally funded research.

Qualifications: Earned doctorate. Consideration will be given to candidates who combine three essential qualities: (1) creative capacity to employ new media, using them purposefully as historical forces to shape a more worthy social and cultural order; (2) an insightful, critical understanding of a broad domain of inquiry and a comprehension of the ways information and communications technologies contribute to the advancement of knowledge; and (3) an eagerness to work sympathetically with children and teachers in schools as they are, helping them transform real educational conditions into the schools that can and should be.

Rank: Open rank, Tenured or Tenure Track.

Send CV, a letter of application indicating how you meet the responsibilities, sample publications, and three letters of reference to Professor Robert McClintock, Search Committee Chair, Box 136.

COLLEGE-WIDE

TEACHER EDUCATION

Position: Senior faculty member with a focus in Teacher Education to provide leadership for teacher education programs in five departments within the College. The College seeks an individual who could provide leadership in (re)defining quality teacher education that would foster collaboration among the faculty, facilitate program development, and promote scholarship that relates to and in conjunction with field-based issues and concerns. While a college-wide appointee, the individual would also be appointed as a faculty member in one of the Teacher Education programs at the College.

Responsibilities: Provide leadership and direction for teacher education programs; work with others to strengthen the College's Professional Development School partnership; and collaborate with other colleagues on the creation and implementation of teacher education policy and procedures.

Qualifications: Earned doctorate. College/university experience as a teacher educator, continuing experience with elementary and secondary teachers in schools, and a record of achievements as a scholar/researcher in the field of teacher education. Participation in the development and/or operation of a school-college partnership (e.g. professional development school) is desirable.

Rank: Associate/Full Professor, Tenured.

Send CV, three letters of reference, and a letter of application to Professor Janet L. Miller, Search Committee Chair, Box 80.

Review of applications will begin November 30, 2001 and continue until the search is completed. Appointments begin September 2002.

TEACHERS COLLEGE
COLUMBIA UNIVERSITY
525 West 120th Street, New York, NY 10027 http://www.tc.columbia.edu/

BEST COPY AVAILABLE

ASSISTANT PROFESSOR - *RELIGION*

Expected to teach a range of courses in the Program in Religion, including introductory courses in comparative religion and in methodological approaches to its study, intermediate and advanced courses in methodological studies and in issues in religion (the problem of evil; the meaning of death; religious attitudes toward love and sex; etc.) as well as some courses in religious traditions. Supervising independent study and honors tutorial students preparing for graduate school. Advising majors. Helping to develop curriculum and performing other administrative duties.

Qualifications: Required: Ph.D. in the History of Religions with a primary specialty in issues within religious studies and in methodological concerns and a sub-specialty in a specific religious tradition and/ or methodological training in the philosophy of religion. Excellence in teaching is essential; experience is desirable. Administrative ability is a plus.

Salary: $32, 703 - $57, 049 commensurate with experience. Send resume and references to: **Professor Barbara C. Sproul, Director Program in Religion Hunter College 695 Park Avenue New York, NY 10021.**

HUNTER
CITY UNIVERSITY OF NEW YORK

Hunter College is an AA/EO/ADA employer and actively seeks applications from minorities and women for this position.

CLARION
UNIVERSITY
of Pennsylvania

Associate Dean and Director of Field Services College of Education and Human Services

Clarion University invites applications and nominations for the position of Associate Dean and Director of Field Services of the College of Education and Human Services. Clarion University is one of Pennsylvania's 14 state-owned universities, located in Northwest Pennsylvania about half way between Pittsburgh and Erie. The university has an enrollment of 6,200 students and is a comprehensive institution with a main and a branch campus. Clarion University has the Colleges of Arts and Sciences, Education and Human Services, Business Administration, Graduate Studies, and a School of Nursing.

The Associate Dean and Director of Field Services is a full-time management position reporting directly to the Dean of the College of Education and Human Services. The person selected is responsible for the development, coordination, and maintenance of the field experience activities of the college. The college serves 2,600 students in the following academic degree programs: Communication Sciences and Disorders, Early Childhood Education, Early Childhood/Special Education, Elementary Education, Elementary/Early Childhood Education, Elementary Education/Library Science, Elementary Education/Special Education, Library Science, Management/Library Science, Music Education, Special Education, Special Education/Rehabilitative Sciences, and Secondary Education.

Required Qualifications: earned terminal degree in one of the academic disciplines of the college; a minimum of three (3) years successful college/university teaching experience; demonstrated effective educational administrative experience; minimum of three (3) years experience in public N - 12 education; demonstrated commitment to excellence in public N - 12 education or related education settings; record of scholarly activity; experience with the NCATE accreditation process; successful completion of an on-campus interview; willingness to function in a collective bargaining environment; successful collaboration with schools and other agencies; successful development and support of innovative programs with community and schools; demonstrated knowledge of current trends and issues in general education; leadership, communication, and interpersonal skills; sensitive to current issues in human services fields; demonstrated experience working with students of diverse backgrounds; and expertise in computer skills.

Duties: plan, implement, and administer the field activities of the college; maintain communications and liaison with state, regional, and national accrediting agencies; manage the Office of Field Services; maintain academic quality standards; mediate relationships among departments, faculty, students, and field-based professionals; direct State licensing and certification procedures; and represent the Dean as needed.

This position offers a competitive salary with excellent fringe benefits and will be a 12-month appointment effective July 1, 2002. Review of the application will begin on January 14, 2002. Nominations or letters of application, a curriculum vita, and three current letters of reference should be addressed to:
Dr. Vickie Harry, Chair, Search Committee, 112 Stevens Hall, Clarion University of Pennsylvania, Clarion, PA 16214.

Clarion University is building a diverse academic community and encourages minorities, women, Vietnam era veterans, and persons with disabilities to apply. AA/EOE

For a more detailed description of duties please access the Clarion University web site at **http://www.clarion.edu**

ORLANDO, FLORIDA

Vice President for Academic Affairs/Chief Learning Officer

VALENCIA COMMUNITY COLLEGE, a large, diverse, multi-campus institution, seeks a new, executive-level academic leader with an effective collaborative style to guide us in achieving extraordinary learning outcomes. The Chief Learning Officer (CLO) reports directly to the President, and chairs the College Learning Council. The CLO is responsible for Valencia's academic leadership over a system of four college campuses enrolling 52,000 students annually, and for administrative processes and strategic decisions made in concert with the shared governance teams of the college.

Valencia Community College has been designated a Vanguard Learning College by the League for Innovation in the Community College, and is committed to a transformation based on the learning paradigm.

For more information and/or to apply, visit our Web site:

valencia.cc.fl.us/clo

Applications must be submitted via the Web site by 5 p.m. on January 31, 2002.
For questions, contact Jennifer Page at 407-582-1231.
An equal opportunity employer

VALENCIA

CSU Cleveland State University

Assistant Professors

College of Education, Cleveland State University

Tenure-track faculty positions are available for Assistant Professors in the Department of Curriculum and Foundations in the College of Education at Cleveland State University, Cleveland, Ohio.

Assistant Professor, Curriculum & Instruction

DUTIES: Teaching undergraduate and graduate courses in curriculum theory and instruction and undergraduate courses in secondary methods and classroom management; supervising limited class-related field experiences; and advising students. **REQUIREMENTS:** Earned doctorate in education with an emphasis on Curriculum, Teacher Education, Secondary Education or equivalent field (completed no later than August 15, 2002); expertise in teacher preparation, curriculum theory and secondary methods; minimum of three years of K-12 teaching or equivalent experience; professional experience in multi-cultural and/or urban settings; evidence of or potential for scholarly productivity.

PREFERRED QUALIFICATIONS: University teaching experience; experience in or potential for securing extramural funding; 3 years teaching experience in grades 7-12; commitment to innovative, collaborative teacher education programs, including field-based operations; expertise in diverse instructional strategies (e.g.,constructivist, reflective and critical teaching models); experience with the use of technology and/or distance learning in instructional delivery. **ADDITIONAL RESPONSIBILITIES:** In addition to the specific duties associated with the position, all successful candidates are expected to conduct research; pursue publication and external funding; contribute to the College's doctoral program in urban education; and provide service to professional associations, the University and the local community. University-school partnerships are encouraged. **SALARY AND BENEFITS:** Commensurate with entry-level appointment at the rank of Assistant Professor. Nine-month, tenure-track positions include a competitive benefits package and frequent summer appointments, if desired. ***For this position, send application materials to Dr. Michael Sanders at the address shown below.***

Assistant Professor, Urban Teacher Education

We seek a colleague to join a dynamic urban community of scholars, educators and learners. The successful candidate for this tenure-track position will coordinate the Master's of Urban Secondary Teacher (MUST) Program. The MUST Program is an innovative certification/degree program that links theory and practice through a year-long internship in urban partnership schools and courses in foundations, methods and research. **MINIMUM REQUIREMENTS**: Earned doctorate (or completion by 8/02) in curriculum and instruction, teacher education or related field; three years of secondary teaching experience or equivalent; experience in urban and multi-cultural settings; evidence of scholarly activity or potential. **PREFERRED QUALIFICATIONS:** Experience in teacher preparation, including successful higher education teaching and experience in field supervision; research interest in urban education; experience in developing university/school partnerships and professional development schools. **DUTIES**: Teach graduate courses; supervise program-related field experiences; coordinate the MUST Program; manage the university's partnerships with MUST schools; produce scholarly work in teacher education or related field; advise students; participate in university service responsibilities. Commensurate with experience. Includes a competitive fringe benefits package. Summer appointment is frequently available, if desired. ***For this position, send application materials to Prof. Jim Carl at the address shown below. Phone: (216) 523-7303. E-mail: j.c.carl@csuohio.edu.***

FOR BOTH POSITIONS: Send a letter of interest, curriculum vitae, names and contact information of three references and a copy of all college transcripts to the appropriate contact individual c/o **College of Education, Curriculum and Foundations, Cleveland State University, 1860 East 22nd Street, Rhodes Tower 935, Cleveland, OH 44114-4435.** Review of all applications will begin November 26, 2001; positions open until filled.

Cleveland State University, with approximately 16,000 students, is located in downtown Cleveland, a mid-sized and diverse Great Lakes city with major businesses, cultural institutions and recreational options. See the University's Web page at www.csuohio.edu or see www.clevelandsites.com for more information. Cleveland State University is an AA/EOE committed to nondiscrimination. M/F/D/V encouraged.

KEAN UNIVERSITY

Union, New Jersey

Founded in 1855

Kean University is committed to excellence and access, and to developing, maintaining, and strengthening interactive ties with the community. Kean University takes pride in its continuing effort to build a multicultural professional community to serve a richly diversified student population of 12,000.

ASSOCIATE DEAN

College of Arts, Humanities, and Social Sciences

Kean University invites applications for the position of Associate Dean of the College of Arts, Humanities and Social Sciences, and administration of the newly established School of Visual and Performing Arts. the school consists of the Departments of Design, Fine Arts, Music, and Theatre. All programs offered through the Departments are accredited by professional associations. The Associate Dean reports to the Dean of the College of Arts, Humanities and Social Sciences.

The successful candidate will have a strong commitment to and appreciation for the visual and performing arts in the context of a strong liberal arts foundation. He or she must also understand the role of professional programs in the context of a strong liberal arts foundation. Additionally, the successful candidate will be prepared to assist the Dean in the overall planning, budgeting, and management of the College.

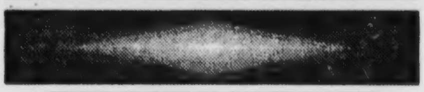
Qualifications: Applicants must possess a terminal degree in an academic or professional discipline related to the specified academic area or the equivalent. Required qualifications include a minimum of six years of achievement in teaching, scholarship, and service commensurate with an academic rank of associate professor or professor; demonstrated leadership ability; willingness and ability to communicate with a diverse population of faculty, students, and staff. Qualified candidates with an interest and/or experience in fundraising and grant writing preferred.

Salary, Benefits and Application: Review of applications will begin January 16, 2002 and continue until the position is filled. The position begins July 1, 2002. Salary is competitive and commensurate with experience. Applicants should submit a letter of interest, curriculum vitae, and the name, address, and telephone number of five references to: Chair, Search Committee for Associate Dean, College of Arts, Humanities and Social Sciences, Kean University, 1000 Morris Avenue, Union, NJ 07083.

Where Tradition and Technology Meet

KEAN UNIVERSITY

Kean University is an EEO/AA Institution



MINNESOTA STATE UNIVERSITY
MANKATO

Invites applications for:

Dean, College of Business

Applications by January 9, 2002
for priority consideration.
For more information:
Becky Gunderman (507) 389-6307
rebecca.gunderman@pilot.mnsu.edu

http://www.mnsu.edu/AffAct/MSU-VAC_NOT/VacHP.html#exec

EEO/AA

UCLA SCHOOL OF THEATER, FILM AND TELEVISION

ROBERT ROSEN, DEAN

ACADEMIC OPENING FOR CHAIR DEPARTMENT OF FILM, TELEVISION, AND DIGITAL MEDIA

The UCLA School of Theater, Film and Television invites nominations and applications for the position of Chair of the Department of Film, Television, and Digital Media. We seek a Chair who will provide stature, vision, and administrative leadership for the professional and academic programs of the Department and will be committed to working with the Dean and departmental faculty to continue and strengthen the excellence of the Department's curricular programs, faculty, and students.

The Department of Film, Television, and Digital Media is located within a professional school that also includes the Department of Theater and is affiliated with the UCLA Film & Television Archive and the Geffen Theater. The Department's diverse professional and academic curriculum offers B.A., M.F.A., M.A., and Ph.D. degrees through programs in Animation, Critical Studies, Directing, the Independent Producers' Program, Screenwriting, and Digital Media. The Department is comprised of approximately 110 faculty (21.50 full and 90 part-time inclusive) and 360 students (60 undergraduate and 300 graduate). Supported by specialized staff, facilities include studios, sound stages, production and post-production facilities, and exhibition space.

The Chair has responsibility for the academic and administrative oversight and operation of the Department. The Chair shall administer the department with the advice of the faculty and shall have responsibility for curricular planning and implementation, supervision of the departmental budget; allocation of resources; recruitment, development, and review of faculty; oversight of student affairs; collaboration with the Chair of the Department of Theater; and assistance to the Dean in various initiatives including development and fundraising efforts. The Chair will also be expected to teach each year in their area of expertise.

Qualifications: Applicants must demonstrate an exceptional record of administrative experience in a university or media-related professional context. Applicants must also demonstrate evidence of excellence in scholarship and/or creative work in their given area of expertise necessary for a tenured senior appointment as Professor in the Department. Applicants should also have demonstrated the communication skills necessary for excellence in classroom teaching. Given the Department's commitment to diversity in curriculum, faculty, and students, applicants should not only have excellent leadership skills but also be able to work within a context that is both professional and academic and includes individuals who represent a broad range of backgrounds and views.

Rank/Salary: We are seeking applicants who qualify for appointment to Full Professor in the Department. Salary will be commensurate with background and experience.

Application Deadline: To be assured of full consideration, nominations and applications should be received by January 15, 2002. **Application**: Address letters of application to:

Sheila Roberts, Director of Academic Personnel
School of Theater, Film and Television
University of California, Los Angeles
102 E. Melnitz Hall
Box No. 951622
Los Angeles, CA 90095-1622

Applications should include a letter of interest accompanied by a complete curriculum vitae or resume and the names, phone numbers, mail and e-mail (if available) addresses of three individuals qualified to provide knowledgeable evaluation of the candidate's qualifications. Please do not send additional supporting materials until they are requested. Insofar as possible, confidentiality of individual applications during the initial search process will be respected.

The University of California, Los Angeles, is an Equal Opportunity/Affirmative Action Employer. Proof of eligibility for employment in accordance with the Immigration Reform and Control Act of 1986 is required.

UTB TSC

Employment Opportunity

Vice President for Administration and Partnership Affairs

The University of Texas at Brownsville in partnership with Texas Southmost College seeks an energetic, progressive professional for the position of Vice President for Administration and Partnership Affairs (VP APA). The VP APA serves as a member of the Executive Council and reports to the President for matters relating to the community college district and through the Provost for university related matters. The VP APA directs the work of the Texas Southmost College district office to include oversight and management of the district's financial planning, budgeting, reporting, auxiliary contracts, acquisition of property, trustee elections and monthly board meetings. The VP APA also works closely with the elected Board of Trustees and, on their behalf, oversees the interagency agreements that guide the operation of the unique partnership that forms the community university. In addition, the vice president assists in the coordination of campus facility design, construction, renovations, and facilities master planning.

Qualifications include: Master's degree required with a doctorate preferred and administrative experience preferably in both a community college and a university. The candidate must also possess excellent oral and written communication skills, have evidenced exceptional judgment, high integrity and judicious exercise of authority in formulating and implementing creative solutions to problems and strength in effectively performing responsibilities with tact, diplomacy, and discretion.

The University Setting The University of Texas at Brownsville in partnership with Texas Southmost College (UTB/TSC) is a community university located at the southernmost tip of the Rio Grande Valley, 20 miles from South Padre Island on the Gulf of Mexico and one block from the US-Mexico border. UTB/TSC, established in 1991, is the newest of 15 component institutions operated by The University of Texas System and the first to be formed as a unique partnership with a community college. The partnership provides continuity in curriculum, efficient use of resources, and high-quality instructional programs at the associate, baccalaureate, and master's levels. UTB/TSC serves approximately 10,000 students drawn from the rich bilingual and bicultural South Texas community.

Applications will be reviewed upon receipt and search will continue until the position is filled. The beginning employment date is planned for January 1, 2002. Please submit a letter of interest, an application, a résumé, copy of transcripts, and a list of five references with name, address, and telephone number to:

Human Resources
The University of Texas at Brownsville and Texas Southmost College
80 Fort Brown • Brownsville, Texas 78520
1-800-544-8208 • (956) 544-8205 • Fax (956) 982-0175 • For more information, visit our web site at: www.utb.edu

UTB/TSC does not discriminate on the basis of gender, race, color, religion, national origin, disability, age or veteran status. Women and minorities are encouraged to apply. UTB/TSC is a "Smoke-Free" Institution.

DORDT COLLEGE

FACULTY POSITIONS

Dordt College is seeking applications for openings beginning 2002-2003 in the following areas:

Communication
Computer Science*
    Generalist; computer networking background
Criminal Justice/Sociology*
    Develop and teach courses in Criminal Justice; teach Sociology courses
Education (Two positions)
    Introduction, upper-level (elementary and secondary methods), special education
Foreign Language
    Spanish
Physical Science/Astronomy/Earth Science
Social Work
    Generalist; micro-practice background; methods courses & field practice
Theatre Arts
    Theatre generalist
Theology
    General education courses in biblical theology and upper level biblical studies courses

***Pending Institutional approval.**

Evaluation of applications will continue until the positions are filled. To learn more about a position and receive application materials, qualified persons committed to a Reformed, biblical perspective and educational philosophy are encouraged to send a letter of interest and a curriculum vitae/resume to:

Dr. Rockne McCarthy
Vice President for Academic Affairs
Dordt College
498 4th Avenue NE
Sioux Center, IA 51250-1697
Facsimile: 712 722-4496
E-mail: vpaa@dordt.edu
Web site: www.dordt.edu/offices/acadaff

Dordt College encourages the nominations and candidacies of women, minorities, and persons with disabilities.

ROOSEVELT UNIVERSITY
Chicago • Schaumburg

PRESIDENT

Roosevelt seeks a President to lead the University into a new era of stature and prosperity. The next President will build on the successful, 13-year tenure of Dr. Theodore L. Gross, who will retire in 2002 upon the installation of the new president. The President will continue to build partnerships with the City of Chicago, municipalities throughout the metropolitan region, corporations, and other institutions in support of the university's mission and its commitment to students of all ages and backgrounds.

The University seeks a leader of integrity, intellect, creativity, and energy who has the capacity, experience, and commitment to advance the University's mission, to support a community of nearly unparalleled diversity, to build on the institution's momentum, and to create an environment for lively discourse, scholarly inquiry, and innovation. The President will have a progressive view of higher education, including the impact of technology on the educational marketplace.

The ideal candidate will have a record of outstanding achievement in higher education or another professional field. A terminal degree or its equivalent is desired, as is proven intellectual leadership, talent for fund raising and image building, and demonstrated success in strategic planning and fiscal management. The President will be committed to student success and to excellence in teaching, will advocate diversity in its broadest context, will embrace the challenges facing higher education, and will possess courage, resiliency, humor, and compassion.

Founded in 1945 by faculty, students, and staff dedicated to fundamental access to education, to excellence in teaching, and to social justice issues, Roosevelt University is a growing, private, non-sectarian, metropolitan university serving a complex urban/suburban community. More than 7,300 students are enrolled at campuses in downtown Chicago and in northwest suburban Schaumburg, and at more than 30 corporate and other sites. Roosevelt's five colleges offer bachelor's degrees in approximately 100 majors and master's degrees in more than 60 majors. Doctoral degrees are offered in Educational Administration and Clinical Psychology.

Review of credentials will commence on December 1 and will continue until the position is filled. Nominations, expressions of interest, and inquiries should be forwarded to:

President • Roosevelt University
C/O EDUCATIONAL MANAGEMENT NETWORK/WITT/KIEFFER
98 Old South Road • Nantucket, MA 02554-6000

Roosevelt University is an Affirmative Action, Equal Opportunity Employer.

Educational Management Network/a division of Witt/Kieffer is supporting the Roosevelt University Presidential Search Committee with this project. All questions concerning this search or requests for a copy of the comprehensive Position Specification may be directed to Nancy Archer-Martin (508-228-6700) or Dennis M. Barden (630-990-1370) or via e-mail at roosevelt@emnemn.com. Additional information about Roosevelt University can be found on its Web site, www.roosevelt.edu.

Educational Management Network/Witt/Kieffer

SARAH LAWRENCE COLLEGE

Social Science Division

Sarah Lawrence College seeks applicants with strong intellectual and programmatic engagement in advocacy to teach in the Social Science Division beginning in Fall 2002 (FT Tenure Track): Preferred areas of expertise include: labor, transnational migration/immigration, civil rights, youth, health, and refugees. Must have demonstrated experience in fieldwork combined with a strong commitment to undergraduate teaching and Service Learning; Ph.D. preferred. Send letter addressing criteria noted above, as well as research interests; CV; two relevant course syllabi; and three letters of reference by November 30, 2001 to **"The Joanne Woodward Chair in Public Policy," c/o Naudia Forbes, Faculty Secretary, (HOHE), Sarah Lawrence College, 1 Mead Way, Bronxville, New York, 10708.**

Sarah Lawrence College is a small liberal arts college with a unique pedagogy based on small classes and individual tutorials. For more information on the College, our curriculum, teaching methods, and philosophy of education, please see our website at **http://www.slc.edu.** Sarah Lawrence has a strong commitment to the principle of diversity. In that spirit, we especially welcome applications from under-represented groups.

NCTEACH

North Carolina Teachers of Excellence for All CHildren

NC TEACH, a Rigorous, Lateral Entry Licensure Program for Mid-career Professionals, is looking for applicants with a bachelor's degree who want to teach secondary science, math, social studies, English; middle grades science, math, social studies, language arts; K-12 Spanish or French; or K-12 Special Populations (BEH, LD, or MH).

PROGRAM COMPONENTS: Orientation in May, followed by five week Summer Institute June-July, 2002; Fall and Spring semester courses and mentoring support during first year of teaching; NC TEACH is now offered at nine host sites across the state.

QUALIFICATIONS: Bachelor's degree from an accredited institution with a major appropriate to the proposed area of teacher licensure. Minimum 2.5 cumulative GPA (4.0 scale), recommended 3.0 (4.0 scale) in the major. Commitment to students, their families, their communities, and the profession. At least 3 years successful work experience. Effective written and oral communication skills. Agree to participate in all program activities. No criminal record.

PROGRAM COSTS: Tuition and fees for 12 to 18 graduate semester hours earned during the first year of the program (varies according to host site university); textbooks and supplies - approximately $500; application fee to university or college (varies).

Upon successful completion of the NC TEACH Program (minimum 12 months), licensure testing requirements, and any additional academic work required by the host site on the basis of the initial transcript review for the particular licensure area, program participants will be recommended for a clear initial teaching license.

For Applications and More Information, go to **http://ncteach.ga.unc.edu**, Call Toll Free 866-998-3233, or Write to:

NC TEACH, NC Center for School Leadership Development
PO Box 2718, Chapel Hill, NC 27515-2718

NC TEACH is committed to equality of educational opportunity and encourages diversity in its applicant pool.

Williams College

Associate Director of the Multicultural Center

Multicultural Center (MCC)

Seeking a dynamic leader to carry out the organizational administration of the Multicultural Center (MCC). The MCC provides academic and programmatic outreach supporting the College's commitment to academic excellence in a diverse environment. Responsibilities include: advise 17 student groups under the umbrella of the Minority Coalition; administer MCC and MinCo budgets; and work with the Dean's Office, other student services professionals, and faculty-student committees on all aspects of student life, particularly first-year orientation. The MCC plays an important role in developing ideas for student life at the College and the successful candidate will work with the Director on enhancing the profile of the Center on campus, in the context of a full-scale strategic plan that is currently being developed.

Candidates should possess a Master's degree; at least 5 years of progressively responsible experience in student services or related field; demonstrated commitment to issues related to diversity; and the ability to initiate and engage in dialogue with various constituencies. Significant administrative background is required, and experience in diversity training is desirable. Founded in 1793 and located in the Berkshire hills of northwestern Massachusetts, Williams College is a highly selective, coeducational, liberal arts college of 2000 undergraduates. The review of resumes will begin immediately and continue until the position is filled. **Job #1816-HHE.**

Please send a cover letter and resume including job number to:
Office of Human Resources, Williams College, 15 Park Street,
Williamstown, MA 01267
Phone: (413) 597-3129, **Fax:** (413) 597-4060, **e-mail:** **hr@williams.edu**
www.williams.edu/admin/hr
The 24-hour job line may be reached by calling (413) 597-2679.
• Williams College welcomes diversity •
AA/EOE

Foothill-De Anza Community College District

Management Vacancies

- Director, Food Service

Faculty Vacancies

- English as a Second Language Instructor
- Graphic Design/Interactive Design Instructor
- Pharmacy Technology Instructor/Program Director
- Biology Instructor

For application materials contact:

Employment Services
Foothill-De Anza Community College District
12345 El Monte Road
Los Altos Hills, California 94022
650-949-6217
employment@fhda.edu or www.fhda.edu

SOUTHEASTERN LOUISIANA UNIVERSITY

HAMMOND, LOUISIANA 70402

Southeastern Louisiana University is a comprehensive, regional, public university. As a selective-admission, interactive institution, SLU attracts a diverse population of students, is committed to quality instruction, scholarship, and service, and invites applications for the following faculty positions:

- ✓ **Assistant Professor of Communication**
- ✓ **Assistant/Associate Professor of Communication Sciences and Disorders**
- ✓ **Assistant Professor of English**
- ✓ **Assistant Professor of Spanish**
- ✓ **Assistant/Associate Professor of Mathematics**
- ✓ **Assistant Professor of Music and Dramatic Arts**
- ✓ **Assistant/Associate Professor of Nursing**
- ✓ **Assistant Professor of Psychology**

To ensure consideration, applicants must submit a complete application package consisting of a letter of application, curriculum vitae, three current letters of reference, and a copy of ALL transcripts (originals required upon employment). For contact information and a complete listing of the qualifications, duties, and closing dates for these positions, please refer to our website at **http://www.selu.edu/HRO**.

SLU is an AA/ADA/EEO employer and strongly committed to diversity within its community.

Florida State
UNIVERSITY

COLLEGE OF EDUCATION

The Florida State University is a comprehensive, graduate-research university with a liberal arts base located in Florida's capitol city of Tallahassee. The College of Education has a long and honored history as the second founded College in the University.

The College seeks accomplished, motivated, enthusiastic, and energetic candidates for the following positions.

ASSISTANT PROFESSOR

Multilingual/Multicultural Education

(Tenure-earning)

The Department of Curriculum and Instruction is seeking candidates with a strong background in second language acquisition and classroom experience. Responsibilities include supervising graduate students, teaching undergraduate and graduate courses, serving on committees and advising graduate students. Candidates should be prepared to teach courses both within the Multilingual/Multicultural Education program and special TESL courses designed for other programs. Candidates should be able to demonstrate flexibility in their ability to teach classes that serve a wide variety of students and serve on committees that deal with issues related to both EFL and ESL.

Qualifications include: a Doctorate in English as a Second Language, Foreign Language Education, Applied Linguistics or Bilingual Education. Candidates should have K-12 experience, the ability to interact with state and local education officials, an established research agenda within the field of TESL and/or Bilingual Education, grant writing experience and expertise in methods and curriculum development is preferred.

Please send application package to: **Dr. Eleni Pappamihiel, Search Committee Chair, Multilingual/Multicultural Education Program, Curriculum and Instruction Department, College of Education, Florida State University, 209 Carothers Hall, Tallahassee FL 32306-4490.** For further information contact Dr. Pappamihiel at 850-644-2129, fax 850-644-1880, or by email **pappamih@coe.fsu.edu.** Applications for this position will close on December 14, 2001.

ASSISTANT PROFESSOR

Elementary Education

(Tenure -earning)

The Department of Educational Theory and Practice seeks a faculty member for an Elementary Education program that grants Bachelor's, Master's, Educational Specialist and Doctoral degrees. The position requires pursuing an active research agenda, teaching undergraduate and graduate course in elementary education in a field-based program; advising graduate and undergraduate students; and involvement and service to the educational community.

Qualifications include: an earned doctorate in any of the following areas or a related field: Elementary Education, Curriculum and Instruction, Child Development, Child Psychology. Candidate must have a record of scholarly research and/or evidence of continuous scholarly growth; Three years of public schools teaching experience or the equivalent; Experience with elementary age children; and The ability to teach methods courses in one or more of the following: mathematics, science, social studies, literacy, assessment, technology, or second language acquisition; willingness to work cooperatively in collegial endeavors.

Please send application package to **Dr. Vivian Fueyo, Chair, Elementary Education Search Committee, Department of Educational Theory and Practice, College of Education, Florida State University, 115 Stone Building, Tallahassee, FL 32306-4457.** For further information contact Dr. Fueyo at 850-644-5458, fax 850-644-7736, or by email **vfueyo@mailer.fsu.edu.** Applications for this position will close on December 14, 2001.

ASSISTANT PROFESSOR

Elementary Education/English for Speakers of Other Languages/Beginning Reading

(Tenure-earning)

The Department of Educational Theory and Practice seeks a faculty member with an active research agenda in beginning reading/teaching English to Speakers of Other Languages, for an Elementary Education program that grants Bachelors, Masters, Educational Specialist, and doctoral degrees. The position requires course development of new state-mandated courses in beginning reading; teaching undergraduate and graduate courses in elementary education in a field-based program; advising graduate students; directing students in graduate research projects; providing service to the school community; and pursuing an active research program.

Qualifications include: An earned doctorate in any of the following areas or a related field: Elementary Education, Curriculum and Instruction, Child Development, Child Psychology. A significant record of scholarly research and academic experience related to the teaching of beginning reading to all students, particularly linguistically diverse learners, including knowledge of phonological processing is required. Candidates should have a demonstrated ability to apply best practices in all aspects of reading instruction. Ability to use validated, reliable, efficient assessments to inform classroom teaching of reading is highly desired. Public school or related teaching experience is required.

Please send application package to **Dr. Vivian Fueyo, Chair, Elementary Education Search Committee, Department of Educational Theory and Practice, 115 Stone Building, College of Education, Florida State University, Tallahassee, FL 32306-4457.** For further information contact Dr. Fueyo at (850) 644-5458, fax (850) 644-7736, or by email at **vfueyo@mailer.fsu.edu.** Applications for this position will close on December 14, 2001.

ASSISTANT PROFESSOR

Instructional Systems

(Tenure-earning)

The Department of Educational Research at Florida State University seeks a faculty member who is able to teach graduate courses, conduct a program of research, and engage in service to the university and profession. A strong systems focus is required. The expertise of the individual can be in any of the areas offered by the Instructional Systems Program, including instructional design, performance technology, K-12 applications, change process, distance education, or interactive technologies. The candidate will typically teach graduate courses in his/her area of specialty and other core courses in the department. Candidates should demonstrate strong potential for scholarly achievement and the ability to secure external funding for research projects.

Qualifications include: An earned doctorate in Instructional Systems, Educational Technology or closely related field such as Educational Psychology. Candidate should have a record of publications, presentations, and other scholarly activity commensurate with experience in the field. Evidence of preparation to teach educational technology courses at both the undergraduate and graduate levels; and ability to work in a collaborative environment is required. College teaching experience is highly desired. Summer teaching responsibilities may be possible dependent upon programmatic need and University resources.

Please send application package to **Dr. Amy Baylor, Chair, Instructional Systems Search Committee, Department of Educational Research, 305 Stone Building, College of Education, Florida State University, Tallahassee, FL 32306-4453.** For further information, contact Dr. Baylor at (850) 644-5203, fax (850) 644-8776, or email at **baylor@coe.fsu.edu.** Applications for this position will close on December 14, 2001.

ASSOCIATE PROFESSOR/FULL PROFESSOR

Instructional Design

(Tenure-earning)

The Department of Educational Research at Florida State University seeks a faculty member to teach graduate courses in Instructional Design/Performance Technology, conduct a program of research, and engage in service to the university and profession.

Qualifications include: An earned doctorate. A strong background in instructional design/performance technology (ID/PT) is required. Experience in applying ID/PT in business and industry is highly desired. Candidates should have a strong record of scholarly achievement. Evidence of ability to secure external funding is highly desired.

Please send application package to **Dr. Robert Reiser, Chair, Instructional Design Search Committee, Department of Educational Research, 305 Stone Building, College of Education, Florida State University, Tallahassee, Fl 32306-4453.** For further information, contact Dr. Reiser at (850) 644-4592, fax (850) 644-8776, or email at **rreiser@mailer.fsu.edu.** Applications for this position will close on December 14, 2001.

ASSISTANT PROFESSOR

Program Evaluation

(Tenure-earning)

The Department of Educational Research seeks a faculty member who has experience in qualitative methods of research and program evaluation. Responsibilities include teaching graduate courses in program evaluation and qualitative methods, conducting a program of research, and engaging in service to the university and profession. There is a strong evaluation network in the southeast region, in Tallahassee, and at Florida State University, and the successful candidate will be expected to become active in this network.

Qualifications include: An earned doctorate degree in Evaluation, Educational Psychology, or related field. Candidates should demonstrate potential for scholarly achievement and the ability to secure external funding for research projects.

Please send application package to **Dr. John Keller, Chair, Program Evaluation Search Committee, Department of Educational Research, 307 Stone Building, College of**

Education, Florida State University, Tallahassee, Fl 32306-4453. For further information, contact Dr. Keller at (850) 644-8776, fax (850) 644-8776, or **jkeller@mailer.fsu.edu.** Applications for this position will close on December 14, 2001.

ASSISTANT PROFESSOR

Educational Psychology

(Tenure-earning)

The Department of Educational Research seeks a faculty member who will teach undergraduate and graduate courses in educational psychology related to learning and instruction, conducting a program of empirical research, and engaging in service to the university and profession.

Qualifications include: an earned doctorate in educational psychology or closely related field is required. Candidates with interests and expertise in learning and instruction, the social bases of learning, social cognition, or cognitive development are preferred. The candidate should demonstrate scholarly achievement and potential for securing external funding for research projects.

Please send application package to **Dr. Robert Morgan, Chair, Open and Distance Learning Search Committee, Learning Systems Institute, 4600 UCC, Florida State University, Tallahassee, FL 32306-2540.** For further information, contact Dr. Morgan at (850) 644-2570, fax (850) 644-3783, or email at **rmorgan@lsi.fsu.edu.** Applications for this position will close on December 14, 2001.

ASSOCIATE PROFESSOR/FULL PROFESSOR

Economics of Education

(Tenure-earning)

The Department of Educational Leadership and Policy Studies seeks a faculty member with a background in economics of education and development, with specialties in development economics, labor economics, economics of education and policy studies. The candidate must have a strong comparative/international focus to include domestic issues. Professional and academic interests would be in the areas of development issues in education and the economy, cost analysis, educational planning and policy, and political economic perspectives emerging in the field. Teaching responsibilities include working with graduate level International/Intercultural Development Education students, Social Sciences and Education students, Educational Administration, Higher Education and Educational Policy majors. Graduate courses include Education and Economic Development, Economic Evaluation of Education, Economics and Educational Planning (sector analysis), and Economics of Education.

Qualifications include: an earned doctorate in education or economics with international experience in cost evaluation of educational projects and economic policy research and evaluation. Demonstrated experience, and/or potential for, obtaining funding for research, and direct experience with international education and social policy agencies are desired.

Please send application package to **Dr. George Papagiannis, Chair, Economics of Education Search Committee, Department of Educational Leadership and Policy Studies, 306 Stone Building, College of Education, Tallahassee, FL 32306-4451.** For further information, contact Dr. Papagiannis at (850) 644-8167, fax (850) 644-6401, or by email at **papagian@coe.fsu.edu.** Applications for this position will close on January 8, 2002.

ASSISTANT PROFESSOR

Educational Policy

(Tenure-earning)

The Department of Educational Leadership and Policy Studies seeks a faculty member to teach graduate and undergraduate level course in Educational Policy, coordinate the Graduate Certificate in Educational Policy, advise and mentor master's and doctoral students, conduct research and engage in scholarly activities, and provide service to the education community.

Qualifications include: Earned doctorate in education, public policy, or the social sciences, and evidence of, or strong potential for, significant research and publications concerned with enduring social and political problems. Specific research interests might include K-12 policy focusing on school reform, higher education policy, institutional research, etc. Demonstrated experience, and/or potential for, obtaining funding for research, and direct experience with educational policy or social agencies are desired.

Please send application package to **Dr. Sande Milton, Chair, Educational Policy Search Committee, Department of Educational Leadership and Policy Studies, 306 Stone Building, College of Education, Florida State University, Tallahassee, FL 32306-4451.** For further information, contact Dr. Milton at (850) 644-8168, fax (850) 644-6401, or by email at **milton@coe.fsu.edu.** Applications for this position will close on January 8, 2002.

ASSISTANT PROFESSOR

Philosophy of Education

(Tenure-earning)

The Department of Educational Leadership and Policy Studies seeks a faculty member with a well-defined research area in educational studies. The position entails teaching graduate level philosophy of education courses to students college-wide, directing graduate majors, and advising graduate students in the college and university on philosophical aspects of their research. The person will be expected to teach sections of undergraduate courses in social functions of education and have K-12 experience helpful to students interested in pursuing careers in education. The successful candidate will have expertise in philosophy and policy and practice issues such as feminist perspectives, relations of theory to practice, social philosophy, teaching, curriculum and learning and/or cultural studies.

Qualifications include: an earned doctorate in Philosophy of Education or Philosophy with scholarship in educational studies. The person hired will be expected to further the development, visibility, and national reputation of the university by virtue of his/her own research and publication.

Please send application package to **Dr. Emanuel Shargel, Chair, Philosophy of Education Search Committee, Department of Educational Leadership and Policy Studies, 306 Stone Building, College of Education, Florida State University, Tallahassee, FL 32306-4451.** For further information, contact Dr. Shargel at (850) 644-8173, fax (850) 644-6401, or by email at **shargel@coe.fsu.edu.** Applications for this position will close on January 8, 2002.

ASSOCIATE PROFESSOR/ASSISTANT PROFESSOR

Higher Education

(Tenure-earning)

The Department of Educational Leadership and Policy Studies seeks a faculty member to assist in the preparation of individuals for positions of leadership in colleges and universities and related agencies whose activities impact higher education. We intend to appoint a faculty colleague who will continue the program's leadership in the area of student affairs, build a sponsored research emphasis in student related research in higher education, help enhance the enrollment and quality of graduate students, and work closely with the student affairs staff at Florida State in an on-going program of internships and graduate assistantships. The assignment will require teaching, research, and service in a program that grants the Masters of Science, Education Specialist, Doctor of Education and Doctor of Philosophy degrees. Service on doctoral committees will be expected, and will require advanced preparation in and experience with current research methods.

Qualifications include: An earned doctorate in higher education or student affairs. The candidate must provide evidence of exceptional promise as an academic in an ambitious research university, be active in the profession, and have the experience and maturity to work closely with advanced graduate students from varying backgrounds. A candidate for the associate level should present evidence of a coherent body of published research within the areas identified below. A candidate for the assistant level should present evidence of potential for developing a well defined research thrust relevant to the identified areas. The successful candidate will have expertise in student affairs, higher education and student development theory, and one or more of the following: minority student development, student support programs, institutional research, applications of technology, distance learning or higher education policy. We expect this person to qualify for graduate faculty status and, within a reasonable period of time, meet the college and university requirements for doctoral directive status.

Please send application package to **Dr. Beverly Bower, Chair, Higher Education Search Committee, Department of Educational Leadership and Policy Studies, 113 STB, College of Education, Florida State University, Tallahassee, FL 32306-4452.** For further information contact Dr. Bower at (850) 644-7084, fax (850) 644-1258, or by email at **bower@coe.fsu.edu.** Applications for this position will close on January 8, 2002.

ASSOCIATE PROFESSOR/FULL PROFESSOR

Educational Administration

(Tenure-earning)

The Department of Educational Leadership and Policy Studies seeks a faculty member to assist in a program that prepares individuals to assume leadership roles in schools, school districts, Departments of Education and related policy-making agencies. The position will require teaching, research and service in a program that grants Master's, Specialist, Doctor of Education, and Doctor of Philosophy degrees. The program seeks a person with knowledge of instructional leadership and curriculum design and expertise in one or more of the following areas: information management and distance learning technology; charter and alternative schools, teacher recruitment, retention and professional development and collaborative arrangements advancing public education. A successful candidate will develop a research and publication agenda that reflects an understanding of contemporary education issues and will be successful in securing external funding for research and development. This position requires competence as a teacher/advisor working with graduate students of varying backgrounds, the ability to work across related disciplines in the College/University; and evidence of commitment to professional development and service to the profession.

Qualifications include: An earned doctorate with an emphasis in educational administration, evidence of a coherent body of scholarship congruent with the mission of a major research university, and leadership experience in public school settings.

Please send application package to **Dr. Hollie Thomas, Chair, Educational Leadership/Administration Search Committee, Department of Educational Leadership and Policy Studies, 113 STB, College of Education, Florida State University, Tallahassee, FL 32306-4452.** For further information contact Dr. Thomas at (850) 644-7078, fax (850) 644-1258, or by email at **thomas@coe.fsu.edu.** Applications for this position will close on January 8, 2002.

Application package should include letter of application documenting interest and qualifications; current vita; and list of names, addresses and telephone numbers of five references who may be contacted (three letters of reference will be required prior to interview), and writing samples. Position will begin no later than August, 2002.

The Florida State University is an equal opportunity, affirmative action employer and women, minorities and individuals with disabilities are strongly encouraged to apply.

OAKTON COMMUNITY COLLEGE

DES PLAINES & SKOKIE, IL

OAKTON COMMUNITY COLLEGE is a dynamic, comprehensive community college, located 17 miles from downtown Chicago and has campuses in Des Plaines and Skokie, serving the North Shore of Chicago. The College is known for its academic innovations, commitment to serving students, solid financial position, and supportive environment. The College is seeking a Director and Dean who are innovative leaders and who will continue a strong tradition of excellence.

DIRECTOR OF REGISTRATION AND RECORDS

The Director of Registration and Records insures the integrity and security of the registration and record production and maintenance functions of the College. He/she provides leadership for the application of computerized solutions to these processes. The Director supervises staff working on both campuses and provides responsive service to our diverse student population. The Director serves as a member of the Student Affairs administrative team and reports to the Vice President for Student Affairs.

Requirements: The successful candidate will be committed to providing service to our students. He/she will be able to recommend creative solutions to complex processes related to the registration and records functions. He/she also will be experienced with and knowledgeable about computer applications appropriate to these functions. The candidate will provide support and supervision to the staff and work effectively with other employees as well. The candidate also must have a Master's degree in an academic area appropriate to the office and four years of administrative experience in registration and records.

Applicant files will be reviewed beginning **December 10, 2001** and will continue until the position has been filled. The anticipated starting date is **July 1, 2002.**

DEAN OF STUDENTS

Due to the promotion of the incumbent to Vice President for Student Affairs, Oakton Community College is recruiting a new Dean whose responsibility includes the following college programs: counseling, advising, health services, and career services. The Dean reports to the vice president for student affairs, serves on the Council of Deans (academic), and is involved with problems and issues related to students.

Requirements: The preferred candidate will have a Doctoral degree and be qualified to teach in one of the academic programs offered by the College. Minimum requirements include: a Master's degree in counseling, student personnel administration or a closely related field; five years of successful college-level counseling, teaching and/or administration; successful and progressively responsible administrative experience in student affairs. The Dean must: be a person of integrity with excellent human relations, problem solving and communication skills; have a sense of humor; understand and embrace the mission of community colleges and our students; be knowledgeable about computerized student systems, other applications of technology to student affairs, and current PC software packages.

Applicant files will be reviewed beginning **December 10, 2001** and will continue until the position has been filled. The anticipated starting date is **June 1, 2002.**

Submit a cover letter and resumé to: **Oakton Community College, Human Resources, Attention: Craig Ahrndt, 1600 E. Golf Road, Des Plaines, IL 60016-1268. Phone: 847-635-1676, FAX: 847-635-1764, E-mail: admsearch@oakton.edu**

Oakton Community College encourages applications from candidates with diverse backgrounds and identities. The College does not discriminate on the basis of race, color, creed, religion, national origin, disability, age, sex, sexual orientation or marital status.

Saint Joseph College

West Hartford, CT

History Faculty Position

Saint Joseph College, CT invites applications for a tenure-track assistant professor appointment in European History to begin Fall, 2002. The successful candidate will be able to teach a wide range of courses including Western Civilization and British, Irish, German and Russian history. Ability to teach at least one course in non-Western history is desired. Candidates must have a Ph.D. or be near completion.

Please send a letter of application and statement of teaching philosophy, curriculum vitae, three letters of reference and a sample of scholarly writing to **Human Resources, History Search Committee, Saint Joseph College, 1678 Asylum Avenue, West Hartford, CT. 06117.**

Review of applications will begin February 2002 and will continue until the position is filled. Saint Joseph College values diversity and is an EOE/M/F/V/D employer.

Learn more about Saint Joseph College at **www.sjc.edu.**

CHIEF TECHNOLOGY OFFICER

(#1EDA04)

Chabot-Las Positas Community College District. This is a contract position. Employment will begin as soon as possible. Baccalaureate degree required, Master's degree preferred. Closing date: 12/13/01. For a complete job description visit: www.clpccd.cc.ca.us. For an official application contact the Chabot-Las Positas Community College District by e-mail: hr@clpccd.cc.ca.us or call (925) 485-5200.

AA/EOE

AUSTIN COMMUNITY COLLEGE

Austin Community College is a comprehensive community college whose mission centers on the values of quality, flexibility, accessibility and diversity. ACC is the second largest institution of higher education in Central Texas serving 26,000 students. Committed to excellence in education, ACC is seeking faculty members who can contribute actively to the community and its students.

Austin Community College invites applications for the following positions:

Note: Qualifications for all positions are available within the Faculty Employment section of the Austin Community College web page at www.austin.cc.tx.us

*FULL-TIME INSTRUCTOR POSITIONS FALL 2002

Biology
Business Management
Computer Information Systems
Electronics/SMT/Consumer Electronics
Counselor
Dental Hygiene
Developmental Reading/Writing
Diagnostic Medical Imaging
Drama
English
Geography
Government
History
Math/Developmental Math
Music
Associate Degree Nursing
Physics
Psychology
Reference Librarian
Sociology
Spanish
Visual Communications
Vocational Nursing

*** Open until filled.** Positions will be advertised as Assistant Professor positions requiring entry level teaching experience; please check the Austin Community College web site for more information.

To apply for posted Instructor positions, please submit resume/vitae along with an employment application and a photocopy of transcript(s) with the Job Number and Title of the position to ACC, **Office of Human Resources, 5930 Middle Fiskville Road, 608.4, Austin, Texas 78752.** Applications are available on the ACC web site at: http://www.austin.cc.tx.us/ or you may call **(512) 223-7110/7538** to request an application.

ACC is an Equal Opportunity/ Affirmative Action Employer.

CLARION
UNIVERSITY
of Pennsylvania

Tenure Track Positions for Fall 2002

Located in scenic Northwestern Pennsylvania, Clarion University is one of fourteen public institutions in the Pennsylvania State System of Higher Education. The university has 340 faculty and enrolls about 6,000 students on two campus (Clarion Campus in Clarion and Venango Campus in Oil City) and a major Nursing teaching site at West Penn Hospital in Pittsburgh.

We are interested in candidates who can demonstrate outstanding potential for excellence in teaching through a successful interview and/or classroom demonstration and who are committed to innovative teaching approaches and the creative use of instructional technology. Individuals may be assigned work at off campus sites and/or be assigned to provide instruction by way of distance technology. Information may be obtained from www.clarion.edu/admin/humanresources/.

Applications must include: current vita; official transcripts from all colleges and universities attended (unofficial transcripts are acceptable for review purposes); letter of application highlighting the applicant's qualifications and teaching interests; names and contact information for three professional references who have current knowledge of the applicant's abilities as a teacher. Contact information should include business address, telephone numbers, and email addresses.

Clarion University is building a diverse academic community and encourages people of color, women, veterans, and persons with disabilities to apply. AA/EOE.

Education: Tenure track positions at Assistant rank in the Education Department beginning Fall 2002. Minimum requirements include a Ph.D. or other terminal degree; three years of successful full-time early childcare/education, elementary or secondary teaching experience preferred; and prior or current teaching certification. Responsibilities will include teaching undergraduate and/or graduate courses, engaging in research/scholarly activity, advising students, and providing service to the department, university, and community. Review of applications will begin on January 14, 2002, and will continue until the positions are filled. Materials should be sent to: **Dr. Vickie Harry, Chair, Search Committee, 840 Wood Street, Clarion, PA 16214,** The College of Education and Human Services at Clarion University is accredited by the National Council for Accreditation of Teacher Education (NCATE). One position is available in each of the following specialization areas:

Language Arts - The successful candidate will have an area of emphasis in Language Arts and Literacy in the elementary and/or middle school and a working knowledge of the writing process. Effective elements of instruction, integrated curriculum design, and integration of technology in the classroom are required.

Reading Pedagogy - The successful candidate have an area of in reading methodologies. Supporting areas of specialization, certification, or experience may include emergent literacy, elementary and/or secondary reading instruction, writing process, language and literacy, literacy assessment, and integration of technology and instruction.

Curriculum and Instruction and Supervision of Student Teachers - The successful candidate will have an area of emphasis in curriculum and instruction or a related field, a background in teaching strategies and methodologies, and a working knowledge of national and state academic standards, the clinical supervision model, and performance-based assessment of student teachers. Demonstrated knowledge of current theories, interdisciplinary practices, classroom management, and integration of technology in the classroom is required.

Educational Evaluation - The successful candidate must demonstrate a functional knowledge of the purpose and process of educational evaluation and assessment, specifically as it relates to teacher decision-making and the quality of the educational environment created by the teacher in a classroom setting. The candidate must have a working knowledge of a spectrum of assessment options, ranging from traditional, paper-pencil assessments to the implementation of authentic and performance based projects and assessment tools. The ability to articulate and demonstrate the correlation between standards, curriculum, instruction, and assessment is crucial.

Arts/Aesthetics Curricular Integration - The successful candidate will have expertise in the visual arts and/or performing arts and a working knowledge of integrating the arts into the elementary classroom. Demonstrated knowledge of current theories, interdisciplinary practices, and integration of technology in the classroom are required.

English: Tenure-track position at Assistant level. 18th Century British Literature and Postcolonial Theory. Teaching responsibilities also include courses in composition. Experience with diverse ethnic/cultural perspectives in the curriculum highly desirable. Doctorate preferred, ABD considered; doctorate required for continuation of appointment beyond first year. Materials should be sent to: **Dr. Janet Knepper, Chair, Search Committee, Department of English, Clarion University of Pennsylvania, 840 Wood Street, Clarion, PA 16214.** Applications received by December 7 may be considered for possible interview at MLA. Application deadline is January 14, 2002.

Library Science: Tenure-track position. The successful applicant will be expected to teach in the department's ALA-accredited graduate program, which is offered on campus and at distance sites via a combination of on-site teaching, interactive video, and the World Wide Web. The department has a growing undergraduate program offered on campus, and the successful applicant may be asked to teach in this program as well. The successful candidate will be expected to teach in the field of information technology, one of the core areas of the curriculum (i.e., introduction to the profession, cataloging and classification, collection development, reference, management of libraries by specific type, research) and one or more of the elective areas offered by the department, e.g., school library media services, public services, services to special populations, special librarianship (see department Web page for full listing of elective courses). Minimum qualifications include an ALA-accredited MLS (or recognized international equivalent) and an earned doctorate. Preference will be given to candidates who have professional library and/or teaching experience. Appointment will be at the Assistant level. Review of applications will begin January 14, 2002. Materials should be sent to: **Dr. William Buchanan, Chair, Search Committee, Department of Library Science, Clarion University of Pennsylvania, 840 Wood Street, Clarion, PA 16214. www.clarion.edu/libsci.**

Mathematics: Tenure track position at Assistant level beginning August 2002. The individual selected must be or show promise of being an outstanding teacher and additionally an active scholar, an excellent colleague, and committed to engaging students in mathematics beyond the classroom. Doctorate in Mathematics or a related field (with a strong background in mathematics) preferred. ABD considered; completion of Doctorate required to be continued beyond first year. Specialty is open, but preference given to Applied/Industrial Mathematics, Operations Research, Engineering, or a related field to contribute to or lead the development of Clarion's new undergraduate program in Industrial Mathematics, including establishing collaborations with business, industry, and government for student internships and projects. Experience in industry or setting up student internships is a plus. Additional teaching areas in geometry or statistics for non- majors. Finalists must successfully complete an interview that includes presentation of research and teaching. Materials should be sent to: **Mathematics Search Committee, Department of Mathematics, Clarion University, Clarion, PA 16214** or by e-mail to mathsearch@clarion.edu. Applications completed by January 14, 2002 will receive full consideration. Direct inquiries to Reynolds@clarion.edu. For additional information visit **http://www.clarion.edu** and **http://wwwartsci.clarion.edu/math/math.htm.**

Nursing: Tenure track position in the NLNAC accredited BSN completion and MSN programs at the Pittsburgh site of Clarion University of PA. Masters in Nursing, current licensure as CRNP with active work toward doctorate in nursing or related field required. Doctorate and recent CRNP clinical expertise and college teaching at the upper division undergraduate and graduate level preferred. Responsibilities: classroom teaching, clinical supervision at off campus locations, availability for day and evening classes as well as academic advisement, participation in departmental and university service, willingness to teach at off campus locations and to utilize distance education technologies required. Maintenance of clinical practice as a nationally certified CRNP required. Materials should be sent to: **Dr. Nancy Falvo, Chair, Search Committee, Department of Nursing, 4900 Friendship Avenue, Pittsburgh, PA 15224.** Review of applications will begin January 14, 2002 and continue until the position is filled.

Physics: Tenure-track position. Doctorate in physics or related discipline preferred, ABD considered; doctorate required for continuation of appointment beyond first year. Seeking candidates vitally interested in teaching physics at the non-major, introductory, and advanced levels, including laboratory-based courses, and active research with undergraduates. Demonstrated potential with a "studio-classroom laboratory" approach and nanotechnology is desirable. Materials should be sent to: **Dr. Sharon Challener, Chair, Physics Search Committee, Physics Department, Clarion University of Pennsylvania, Clarion, PA 16214.** Screening of applications will begin on January 14, 2002 and continue until the position is filled.

Spanish: Tenure-track Assistant Professor in Spanish Literature concentrating in Peninsular Literature. Ph.D. preferred, ABD considered; completion of doctorate required to be continued beyond first year. Must be able to teach courses in Latin American Literature and to visit and supervise student teachers. A strong commitment to teaching and working with students is essential. Experience in distance learning and infusing technology in the classroom highly desirable. Other considerations: ability to teach elementary and intermediate French and experience at the secondary education level. Deadline for applications: January 14, 2002. Materials should be sent to: **Dr. Eleanor ter Horst, Chair of Search Committee, Department of Modern Languages and Cultures, Clarion University of Pennsylvania, Clarion, PA 16214.**

Speech-Language Pathology: Tenure-track position. Review will begin January 14, 2002. Assistant rank. Earned doctorate in Speech-Language Pathology, CCC-SLP, commitment to teaching excellence and continuing scholarly development required. Will consider doctoral candidate actively pursuing degree. Teach undergraduate and graduate courses in areas of expertise in a CAA accredited program. The department offers an undergraduate degree in Speech and Hearing Science and a Masters degree in Speech Pathology. The department is housed in an outstanding physical facility and maintains state-of-the-art equipment for teaching, clinical activities, and research. An active on-campus Speech and Hearing Clinic provides excellent clinical support for the program. Materials should be sent to: **Janis Jarecki-Liu, Ph.D., Chair of Search Committee, CSD Department, Clarion University, 840 Wood Street, Clarion, PA 16214, (814)-393-2581, (814)-393-2206 (Fax), . jjareckiliu@clarion.edu**

Dean

Administrative Services

PARADISE VALLEY
COMMUNITY COLLEGE
Phoenix Arizona

Paradise Valley Community College (PVCC) is a two-year community college located in the northern part of the City of Phoenix. PVCC is one of the 10 community colleges in the Maricopa County Community College System.

The college was established in 1985. The college has an annual headcount in excess of 11,000 students with a combination of academic, vocational, and occupational course offerings along with continuing education non-credit course offerings accounting for an additional 5,000 students. The college is in a growth area placing continuous need for expanding the college's services to the community.

PVCC is a learning-centered institution with the main focus on student learning. The college values teamwork, collaboration, diversity, trust and respect, in support of providing the highest quality service possible to our students.

Dean of Administrative Services is responsible to the college President and serves as Chief Operational Officer, plans, organizes and generally directs the areas of Admissions & Records, Fiscal & Business, Maintenance & Operations, College Safety, Human Resources, Financial Aid, institutional Advancement, Capital Development and Master Planning.

We look forward to your interest in Paradise Valley Community College.

Position closes January 4, 2002. Please note that both a resume and application is required as part of the application process. Please direct application materials and inquiries to:

Maricopa County Community College District
Human Resources
Ms. Dee Dee Tapson
2411 West 14th Street
Tempe, AZ 85281

Phone: (480) 731-8000
Website: www.dist.maricopa.edu/hrweb

PROVOST AND VICE PRESIDENT FOR ACADEMIC AFFAIRS

Shippensburg
University

Shippensburg University of Pennsylvania

Shippensburg University of Pennsylvania invites nominations and applications for the position of provost and vice president for academic affairs. The new provost and vice president will assume duties **July 1, 2001.**

Shippensburg University of Pennsylvania is one of the 14 colleges and universities within the Pennsylvania State University System of Higher Education. It is classified as a Master's I institution. Total enrollment is 7,193.

As the chief academic officer, the provost and vice president for academic affairs reports directly to the president and is a member of the president's cabinet. The successful candidate for the position will hold an earned doctorate from a regionally accredited institution; will have earned tenure and rank, been a department chair and/or dean, or a vice president for academic affairs at a four year institution; and have experienced a positive relationship with faculty unions. Prior experience in the liberal arts, professional schools and general education are preferred.

A copy of the Executive Search Profile may be obtained by visiting either the University website: www.ship.edu, or the R. H. Perry & Associates website: www.rhperry-registry.com. A cover letter should address the Challenges and Qualifications contained in the Executive Search Profile, and include the names and telephone numbers of three references. Please send by courier five sets of the cover letter and CV to the address listed below. Screening for the position will begin immediately and the process will continue until the position is filled.

For Additional Information Contact:

DR. JUDITH A. BRISSETTE, SENIOR ASSOCIATE

Telephone: (413) 596-2717 Fax: (413) 596-4601
judithabrissette@aol.com

Please Address All Correspondence To:

R. H. PERRY & ASSOCIATES
2607 31st Street, NW
Washington, DC 20008

www.rhperry-registry.com

Shippensburg University of Pennsylvania is an equal opportunity institution.
www.ship.edu

HOPE
COLLEGE

FACULTY POSITIONS FOR 2002-2003

Hope College expects to have tenure-track positions (unless specified) available for the 2002-2003 academic year, beginning August 2002, in **communication; computer science; English (African-American studies); mathematics (applied and statistics); music (theory); physics (physics and engineering); political science; Spanish; and special education.** Hope College is a Christian coeducational, residential liberal arts college affiliated with the Reformed Church in America; has nearly 3,000 students (2,934 FTE) and 238 FTE faculty; and is located in Holland, a city of over 35,000 enriched by a large population of Hispanics, Asians, and African Americans, in a rapidly growing urban area of 100,000, near Lake Michigan. It is within short driving distance of Grand Rapids (over 500,000), and relatively close to Ann Arbor and Chicago. Candidates should have Ph.D. or appropriate terminal degree in hand by August 2002, should demonstrate an ability to combine teaching excellence with scholarly or other appropriate professional activity, and should be committed to the character and goals of a liberal arts college with a Christian perspective. **More detailed descriptions can be found on the Web at http://www.hope.edu or write:**

Hope College
Office of the Provost
141 E. 12th Street
P.O. Box 9000
Holland, MI 49422-9000

Hope College complies with federal and state requirements for non-discrimination in employment. Hope College places a high priority on sustaining a supportive environment that promotes opportunities for ethnic minorities and women. Therefore, applications from and nominations of women and minority group members are especially welcomed. Beginning date for consideration of applicants varies. Specific deadlines will be provided upon request.

MCC
McHenry County College

Director of Resource Development

This administrative position has the primary responsibility for leading the process through which the college pursues public and private grants. In addition, this position supports the Vice President for Development/Executive Director, Friends of MCC Foundation in reaching the resource development goals of the college. Bachelor's Degree required, Master's preferred. Three years experience in a not-for-profit organization with direct experience writing grant proposals alone and in a team setting. Experience in a community college or other higher education setting preferred. Record of success in winning federal and state grants is preferred. Minimum salary $45-$50K.

Application materials to include: a cover letter, resume, grant writing sample, a list of funded grants and two letters of reference.

Review of applications will begin on November 26, 2001. Send materials to:

Nancy Loomis, AVP Human Resources, McHenry County College, 8900 U.S. Highway 14, Crystal Lake, IL 60012. For additional information visit our web site **www.mchenry.cc.il.us**, or call 815-455-8737.

MCC is an equal opportunity employer, committed to diversity in its college community.

WESTERN CONNECTICUT STATE UNIVERSITY

Education Department

Tenure-Track - Fall 2002 Faculty

WCSU is seeking applications for a tenure-track faculty appointment in the Education Department. Primary responsibilities will include teaching graduate courses in curriculum and instruction in a newly developed Masters degree program leading to Connecticut Certification in Elementary Education (Grades 1-6). Candidate will also be responsible for recruitment of students into yearly cohorts.

Qualifications: The successful candidate must fulfill the following criteria: 1) must hold, or have held, certification as a classroom teacher; 2) a demonstrated record of successful public school teaching experience in an elementary education classroom environment; 3) currently possess, or be willing to seek, a Connecticut CORE/BEST training certificate; 4) an earned doctorate in curriculum and instruction or associated field. Prior university teaching experience in a NCATE accredited institution preferred. The position will be filled at either the Assistant Professor or Associate Professor rank. Rank and salary will be determined based on prior university teaching experience and other relevant prior experience.

Application Process: Interested applicants should send a cover letter, current vitae, graduate transcript, evidence of effective teaching and three current letters of recommendation to: Dr. Thomas A. Cordy, Chairperson, Education and Education Psychology Dept., WCSU, 181 White Street, Danbury, CT 06810. Applications must be received by January 17, 2002.

WCSU is an AA/EO Educator/Employer.

VASSAR COLLEGE

Associate Director of Information Systems

Vassar College seeks a service-oriented individual to direct administrative computing services. In this key role, the Associate Director is responsible for developing the strategic direction for administrative computing at the college. The Associate Director collaborates with technical staff and users; develops, implements and integrates administrative database applications (SCT Banner); and oversees and assists in the design of program interfaces.

The Associate Director manages a team of programmer/analysts who support users with needs analysis, system development, training, and documentation. The team also maintains the college's central administrative system, and provides programming for data input, datamart development, report writing (BRIO), and web interfaces.

Bachelor's degree in Computer Science, business systems, or related field is required. Five to seven years of managing computing systems required, with at least two years of direct staff management. Experience in an academic setting and knowledge of SCT BANNER software is preferred; exceptionally strong communication and technical skills are essential, such as facility with programming languages, operating systems, Oracle databases, and web development tools.

Send a résumé to: careers@vassar.edu or fax your résumé to **845.437.7729**

Vassar College is an affirmative action/ equal opportunity employer.

Southeast
Missouri State University

Located in Cape Girardeau, Missouri, *Southeast Missouri State University* is a moderately selective, comprehensive regional state university with an enrollment of approximately 9300. Southeast is an "engaged" university supporting a wide array of academic research & public service programs that enrich & extend the learning environment. Cape Girardeau is located on the Mississippi River less than 2 hours south of St. Louis & 3 hours north of Memphis & serves as the major retail, wholesale, financial, medical, cultural, & educational center for southeast Missouri & southern Illinois.

Southeast Missouri State University has faculty position openings in the following areas.

Art
- Associate or Professor & Chair, Art or Art History, tenured appointment if eligible

Center for Scholarship in Teaching and Learning
- Instructor, Instructional Design Specialist, non-tenure-track

Chemistry
- Assistant Professor, Analytical Chromatography, tenure-track

Criminal Justice
- Instructor, Criminal Justice and Corrections, non-tenure-track

Educational Administration and Counseling
- Assistant Professor, Educational Administration, tenure-track

Elementary, Early, and Special Education
- Instructor or Assistant Professor, Director of Field Experiences, tenure-track *
- Assistant Professor, Special Education or Educational Psychology, tenure-track
- Assistant Professor, Special Education, tenure-track
- Assistant Professor, Elementary Education-Reading, tenure-track *
- Assistant Professor, Early Childhood Education, tenure-track

English
- Assistant Professor, Elementary English Education, tenure-track
- Instructor, TESOL, non-tenure-track

Foreign Languages
- Instructor, Spanish, non-tenure-track

*** Start date January 2002 or until filled.**

Human Environmental Studies
- Instructor, Center for Child Studies Clinical Faculty, non-tenure-track

Industrial and Engineering Technology
- Instructor (non-tenure-track) or Assistant Professor (tenure-track), Electricity and Electronics, Industrial Power Systems, Motor Controls, Process Control Systems

Mass Communication
- Assistant Professor, Advertising, tenure-track

Mathematics
- Assistant Professor, Statistics, tenure-track (2 positions)

Middle and Secondary Education
- Assistant Professor, Reading/Literacy, tenure-track *
- Assistant Professor, Middle Level Education/ Educational Technology, tenure-track

Philosophy and Religion
- Assistant Professor, Applied Ethics and Religion, tenure-track
- Instructor, Philosophy of Science, non-tenure-track

Physics
- Assistant Professor, Engineering Physics, tenure-track

Political Science
- Instructor, Public Administration preferred, non-tenure-track

Psychology
- Instructor, Cognitive Psychology preferred, non-tenure-track

Social Work
- Instructor, BSW Practicum Program, non-tenure-track

All candidates should be committed to the teacher/scholar model, public and University service, and a culturally diverse learning environment. For complete job descriptions and application information, visit the University's web site at:

http://www2.semo.edu/provost/faculty/positions

AN EQUAL OPPORTUNITY, M/F, AFFIRMATIVE ACTION EMPLOYER

CALIFORNIA STATE POLYTECHNIC UNIVERSITY, POMONA

TENURE-TRACK POSITIONS FOR 2002-2003 ACADEMIC YEAR

California State Polytechnic University, Pomona (Cal Poly Pomona) is one of 23 campuses in The California State University. It is located about 30 miles east of downtown Los Angeles and is part of one of the most dynamic economic and cultural regions in the country. Noted for its beautiful and historic 1,400-acre campus, once the Arabian horse ranch of cereal magnate W. K. Kellogg, the university currently has an ethnically diverse student population of 18,000. Students are enrolled in 62 undergraduate majors and 19 master's degree programs. There are approximately 1,100 faculty members. The University is committed to diversifying its faculty and staff to better serve its multicultural student body and has made educational equity one of its highest priorities. For additional information about the university, please visit our website at **http://www.csupomona.edu.**

California State Polytechnic University, Pomona is an Equal Opportunity, Affirmative Action Employer. Cal Poly Pomona subscribes to all state and federal regulations and prohibits discrimination based on gender, race, sexual orientation, national origin, handicap, marital status, age, religion, or veteran status. The university hires only individuals lawfully authorized to work in the United States. As required by the Clery Disclosure Act, the university's annual security report is available at **http://www.csupomona.edu/~public_safety.**

The following departments are recruiting tenure-track faculty. Salaries are competitive and dependent on qualifications and experience. For more information please call the contact person listed for each college. **All positions to begin Fall, 2002, unless otherwise noted.**

COLLEGE OF AGRICULTURE

Food Marketing and Agribusiness Management: Full-time, tenure-track Assistant/Associate Professor position in Food Industry Management and Marketing. Initial review of applicants January 14, 2002. Contact mlklein@csupomona.edu or (909) 869-2212.

Retailing - Apparel Merchandising and Management: Full-time, tenure-track Assistant Professor position. Initial review of applications January 2, 2002. Contact: btracy@csupomona.edu or (909) 869-3377.

THE COLLINS SCHOOL OF HOSPITALITY MANAGEMENT

Contact: Edward Merritt. Phone: (909) 869-2269;
e-mail: eamerritt@csupomona.edu

Two Tenure Track Assistant/Associate Professor positions in Food and Beverage Management, and Accounting/Finance and Information Systems. Review of applications January 15, 2002 for both positions and will continue until the positions are filled.

COLLEGE OF LETTERS, ARTS, AND SOCIAL SCIENCES

Contact: Pat Schmelzle. Phone: (909) 869-3941;
email: paschmelzle@csupomona.edu

Communication-Journalism: Full-time, tenure-track Assistant Professor position in Journalism. Initial review of applications January 2, 2002.

Communication-Public Relations: Full-time, tenure-track Assistant Professor position in Public Relations. Initial review of applications January 2, 2002.

Economics-International/Development: Full-time, tenure-track Assistant Professor position in Economics. Ph.D. by August 1, 2002. Initial review of applications December 3, 2001.

Economics-Environmental & Natural Resource: Full-time, tenure-track Assistant Professor position in Economics. Ph.D. by August 1, 2002. Initial review of applications December 2, 2001.

English & Foreign Languages-Applied Linguistics/Linguistics: Full-time, tenure-track Assistant Professor (generalist) position in Applied Linguistics/Linguistics. Review of applications December 2, 2001.

English & Foreign Languages-Medieval Literature and Renaissance Non-Dramatic Literature: Full-time, tenure-track Assistant Professor position in Medieval Literature and Renaissance non-dramatic literature (emphasis on Chaucer desirable). Review of applications December 2, 2001.

Music-Music Business: Full-time, tenure-track Assistant Professor position in Music Business. Review of applications January 11, 2002.

Music-Music Theory: Full-time, tenure-track Assistant Professor position in Music. Review of applications January 11, 2002.

Theatre-Theatre Education and In-Service Community Involvement: Full-time, tenure-track Assistant Professor position in Theatre Education. Review of applications December 17, 2001.

COLLEGE OF EDUCATION AND INTEGRATIVE STUDIES

Contact: Dr. Joe Block. Phone: (909) 869-3174; e-mail: jblock@csupomona.edu

Liberal Studies: Assistant professor with strong interdisciplinary interests covering the wide range of subjects embodied in the term "Liberal Studies." Initial review January 15, 2002.

COLLEGE OF ENVIRONMENTAL DESIGN

Contact: Sharon Avant. Phone: (909) 869-2667; e-mail: slavant@csupomona.edu

Landscape Architecture: Full-time tenure-track Assistant Professor position. Deadline to apply: January 1, 2002.

Architecture: Full-time tenure-track Assistant Professor position. Initial review January 15, 2002.

Art: Two full-time tenure-track Assistant Professor positions. Initial review January 30, 2002.

COLLEGE OF SCIENCE

Contact: Nancy Taylor, (909) 869 3600, netaylor@csupomona.edu

Biological Sciences: Full-time, tenure-track Assistant Professor position. Initial review of applications December 15, 2001. For further information see http://www.csupomona.edu/~biology/job/.

Biological Sciences: Full-time, tenure-track Assistant Professor position. Initial review of applications December 15, 2001.

Computer Science: One or two full-time tenure-track positions at Assistant or Associate Professor level, depending on qualifications. Initial review of applications January 2, 2002. For further information see http://www.csupomona.edu/~cs/position.html

Mathematics/Statistics: Four full-time tenure-track positions. For further information see http://www.csupomona.edu/~math.

Mathematics Education: Two positions: Assistant Professor and Associate or Assistant Professor. Initial review of applications January 25, 2002.

Statistics: Assistant Professor and Associate or Assistant Professor. Initial review of applications January 25, 2002.

Pure Mathematics: Assistant Professor. Initial review of applications January 25, 2002.

Physics: One full-time, tenure-track Assistant Professor and one full-time tenure-track Associate Professor position. Initial review of applications January 15, 2002. The Associate Professor position is contingent on final budgetary approval.

CEEMaST: Director of CEEMaST in the College of Science, Center for Education and Equity in Mathematics, Science, and Technology, professor rank, Ph.D. in math/science education or related science with some experience with K-12. Initial date of review January 15, 2002. Position open until filled. Further information www.ceemast.csupomona.edu.

California State Polytechnic University, Pomona is an Equal Opportunity/Affirmative Action Employer

THE UNIVERSITY OF WISCONSIN OSHKOSH

Faculty Positions in the College of Education and Human Services

The University of Wisconsin Oshkosh

The College of Education and Human Services is pleased to announce the following tenure-track, academic year positions beginning no later than September 3, 2002. Successful candidates will show evidence of a commitment to teaching, research, publication and service. The College of Education and Human Services is committed to working towards a professionally active, culturally and academically diverse faculty.

Position 111a - Counselor Education (Assistant Professor)

Responsibilities include teaching master's level counseling courses, supervising practica, advising, program development, scholarly activities and participating in faculty governance and university activities. The department offers a Master of Science in Education (MSE); all programs are CACREP approved. Earned doctorate in Counselor Education from a CACREP approved program is preferred. Experience in and demonstrated ability to teach core counseling courses and courses in one of three emphasis areas - Community, School, or Student Affairs and College Counseling is required. Applications will not be accepted after **January 4, 2002.**

Position 111b - Counselor Education (Associate Professor)

Responsibilities include teaching master's level counseling courses, supervising practica, advising, program development, scholarly activities and participating in faculty governance and university activities. The department offers a Master of Science in Education (MSE); all programs are CACREP approved. Earned doctorate in Counselor Education from a CACREP approved program is preferred. Candidate must possess an interest in department administration and a strong publication record. Experience in and demonstrated ability to teach core counseling courses and courses in one of three emphasis areas - Community, School, or Student Affairs and College Counseling is required. Applications will not be accepted after **January 4, 2002.**

Position 111c - Special Education (Assistant Professor)

Responsibilities include teaching of undergraduate and graduate courses in a cross-categorical special education program and supervision of related field experiences. Doctorate in Special Education or a related area (dissertation written prior to September 3, 2002, with a defense scheduled no later than December 2002). Prior experience in teaching individuals with disabilities required. Experience with diverse groups of students is an asset. Emphasis in mild disabilities/high incidence populations, special education curriculum, and assessment is preferred. Applications will not be accepted after **December 31, 2001.**

Position 111d - Curriculum and/or Language Arts (Assistant Professor)

Responsibilities include teaching undergraduate and graduate courses in a department of Curriculum and Instruction. Assignments may include supervision of field experiences. Doctorate in Curriculum and Instruction and/or related field required. Knowledge of language arts, science and/or social studies for PK-8 is desirable. At least three years experience in PK-8 is required. University teaching experiences and experience working with diverse groups of students are preferred. Applications will not be accepted after **January 18, 2002.**

Position 111e - Reading Education (Assistant/Associate Professor)

Responsibilities include teaching undergraduate and graduate courses in a dynamic self-contained department of Reading Education. Also includes supervision of related field experiences. Doctorate with an emphasis in literacy education and a focus on elementary classroom practices (ABD with completion scheduled prior to September 3, 2002). At least three years of teaching experience at the elementary level required. The following are preferred: university teaching experience, early literacy or related educational experience, collaborative/integrated learning community experience, education and experience in administration and/or supervision of school reading programs, experience with diverse populations, expertise with technology integration. Screening will begin February 15; applications will not be accepted after **April 1, 2002.**

Position 111f - Library Media/Instructional Technology (Assistant Professor)

Responsibilities include teaching and supervising undergraduate and graduate level courses in Library Media and Instructional Technology programs and advise graduate students. Program focus is on preparation of PK-12 school library media specialists. Doctorate in Library Media, Instructional Technology or related field preferred. ABD, dissertation written prior to February 2003, with a defense scheduled no later than June 2003, will be considered. A minimum of three years successful experience in a school library/media setting is required. Candidate will be Library/Media certified/certifiable in the state of Wisconsin. A philosophical commitment to shared decision-making is essential. The ideal candidate will have knowledge and expertise in school libraries and integration of technology and curriculum. All candidates must provide evidence of a continuing commitment to teaching, scholarship and service. Experience working with diverse groups is an asset. Send three references with contact information (will not contact without permission). Screening will begin January 2; applications will not be accepted after **January 16, 2002.**

Applicants should submit a letter of application specifying position number, resume, statement of teaching philosophy, transcripts, and three current letters of recommendation to: **Dr. Michael Ford, Associate Dean, College of Education and Human Services, University of Wisconsin Oshkosh, Oshkosh, WI 54901-8662.** Additional information is available at **www.uwosh.edu.** Nominees and applicants may request in writing that their identity not be revealed. The names of those not making such a request and the names of all finalists must be revealed upon request under state law. *The University of Wisconsin Oshkosh is an Affirmative Action/Equal Opportunity Institution.*

UTSA

Culture, Literacy and Language Position

Culture, Literacy and Language: Assistant professor without tenure or associate professor with tenure, in education of language minority students with expertise in bilingualism, literacy, psycholinguistics/language acquisition and development, or assessment and evaluation. Full description on Division website: http://bbl.utsa.edu. Application letter, cv, three publications/writing samples, names & contact info. of three references to **Chair, Search Committee, Division of Bicultural-Bilingual Studies, The University of Texas at San Antonio, San Antonio, TX 78249-0653.** Review of applications begins 12/1/01 and continues until position is filled. Applicants must indicate level applying; non-US citizens must state current visa/residency status.

AA/EEO employer. Women and minorities encouraged to apply.

The George Washington University
WASHINGTON DC

Research Methods Faculty

Education and social/behavioral sciences.
Four positions: quantitative, qualitative and methods.

See
www.gwu.edu/~gsedh/faculty/jobs.html

The George Washington University is an Equal Opportunity/Affirmative Action Employer.

California University of Pennsylvania

"California University of Pennsylvania is currently seeking tenure-track faculty members in the fields of Multimedia Technology, Information Technology, Computer Science, Graphic Communications Technology, and Cultural Geography. Please see our web page at **www.cup.edu** for full position descriptions.

Integrity, Civility and Responsibility are the official core values of California University of Pennsylvania. Women, minorities and the Physically challenged are encouraged to apply."

Coordinator for the Performing Arts

Departments of Music and Theatre

Duties: Serve as coordinator for performance and stage production activities in Music, Dance, and Theatre. Specific responsibilities include: Coordination of rehearsals and performances; acquisition of performance properties and rights; management and booking of Lang Recital Hall, Loewe Theatre and Dance Spaces; coordination of technical staff; contracting for maintenance and purchases; supervision of financial accounts; purchases and check requests; generation of publicity.

Qualifications: Baccalaureate degree (specialization in Arts Administration highly desirable) and a minimum of two years of arts management experience. Candidates must be proficient with word-processing and budget management computer programs. Contract: One-year renewable.

Salary: $32,703 - $57,049.

Appointment Date: February 1, 2002.

Applications: Application letter, detailed resume and the names, addresses, and telephone numbers of three references should be sent to: **Performing Arts Search Committee, Department of Music, Hunter College of CUNY, 695 Park Avenue, New York, NY 10021.** ***Application Deadline:*** December 1, 2001.

HUNTER
CITY UNIVERSITY OF NEW YORK

Hunter College is an AA/EO/ADA employer and actively seeks applications from minorities and women for this position.

THE COLLEGE OF
WOOSTER

1189 Beall Avenue
Wooster, OH 44691-2363

Tenure-Track Positions

Art - photography/drawing
Physics

Visiting Positions

Chemistry
Communication (fall sem.)
Mathematics & Comp. Sci. (2)
(1 in Mathematics)
(1 in Computer Science)
Political Science — IR

See full descriptions at:
http://www.wooster.edu/oncampus/empopp.html.
Choose "Job Postings from the Five Colleges of Ohio" to locate the description or call or e-mail
Linda Farmer
330-263-2133 or
lfarmer@wooster.edu.

George Mason
University

ASSOCIATE VICE PRESIDENT

PRINCE WILLIAM CAMPUS

George Mason University invites applications and nominations for the position of Associate Vice President, Prince William Campus. The Associate Vice President reports to the Senior Vice President and the Vice President for Operations, with lateral reporting to the Provost on academic matters. **Responsibilities include:**

- Provide management and operational oversight, and develop,coordinate and implement administrative policies and programs for the Prince William Campus.
- Assist and coordinate, along with the Office of the Provost and the academic units the implementation of new and/or expansion of existing academic and research programs at the Prince William Campus.
- Provide administrative and operational oversight of the physical development of the campus.
- Provide administrative leadership for the day-to-day operations and coordination with university administrative units, academic units, student services and university operations.
- To build and maintain external working relationships throughout the region with public and private organizations, groups and agencies to promote the university and develop collaborative working relationships.

Qualifications for the position include an appropriate academic degree, record of progressively responsible experience in management, proven leadership and track record of success in a complex, competitive university environment, proven managerial skills for supervision of professional staff; outstanding interpersonal oral and written communication skills, creativity, high energy, flexibility and a sense of humor.

First consideration will be given to applications received by **December 3, 2001,** with the search continuing until the position is filled. Interested candidates should submit a letter of application, resume and names of at least three professional references to:

Chair of the Search Committee
for the Associate Vice President
Prince William Campus
George Mason University
Office of the Provost
MSN 3A2
Fairfax, Virginia 22030

George Mason University is a dynamic public teaching research university in the Virginia suburbs of Washington, D.C. The Prince William Campus is located in Prince William County and is the youngest of the three campuses of the university. Prince William campus serves both undergraduates, graduates and advanced research functions especially in the biosciences. Currently the enrollment on the campus is 800 students with rapid growth expected in the future. Further information about the university can be found on the web at www.gmu.edu.

George Mason University is an Equal Opportunity, Affirmative Action Employer. The university offers a competitive salary and benefit package. Applications from women and minority candidates are strongly encouraged.

VASSAR COLLEGE

General Manager

Vassar College Alumnae House is seeking a General Manager for the 45-room B&B inn located 80 miles north of New York City. This position manages the overall activities of the inn and coordinates with the leased restaurant to ensure budgeted revenues/profits while providing the highest quality of service to the customer at all times. The successful candidate will be able to communicate and work with a broad constituency including alumnae/i board, students, staff, and guests of the College community. Some evening and weekend hours required, as needed, for oversight of functions.

Candidates must possess five-plus years experience in hospitality management. Proven marketing/sales experience including development of marketing plans. Must be familiar with budgets, financial reporting, cost analysis and strategic planning. Must be able to balance multiple activities. Degree in hospitality management or related field preferred.

Interested candidates should send a letter of interest with salary requirements and résumé electronically to careers@vassar.edu or by mail to **Human Resources Department, Vassar College, Box 712, 124 Raymond Avenue, Poughkeepsie, NY 12604-0212.**

Vassar College is an affirmative action/ equal opportunity employer.

WESTERN CONNECTICUT STATE UNIVERSITY

Music Department

Tenure-Track - Fall 2002 Faculty

WCSU is seeking applications for a tenure-track faculty appointment in the Music Department. The successful candidate will be responsible for coordinating the music education program while leading in the finalization and implementation of curricula. Teach classes in elementary and secondary methods. Supervise student teachers and student advising. Establish and maintain a working relationship with public school music educators. Other duties will depend on the candidates' qualifications and departmental needs.

Qualifications: Doctorate in music education required. A minimum of five years of public school teaching with college teaching experience preferred. A proven record of commitment to undergraduate teacher preparation. Demonstrated working knowledge and successful application of teaching vocal/general classroom music methodology such as Orff, Kodaly and/or Dalcroze. The position will be filled at either the Assistant Professor or Associate Professor rank. Rank and salary will be determined based qualifications and relevant prior experience.

Application Process: Interested applicants should send a letter of application, curriculum vitae, graduate transcript, and at least three letters of recommendation to: Dr. Fernando Jiménez, Chair, Music Education Search Committee, WCSU, 181 White Street, Danbury, CT 06810. Review of materials will begin by December 15, 2001 and the search will remain open until filled.

WCSU is an AA/EO Educator/Employer.

John Jay College of Criminal Justice
The City University of New York

announces (3) faculty positions for Fall 2002
(subject to financial ability)

John Jay College of Criminal Justice seeks faculty with a demonstrated record of prior teaching and scholarship, who may participate in both graduate and undergraduate education. Doctorate required for professorial rank. For appointment as Instructor, master's degree required; ABD and teaching experience preferred. Instructors are limited to five one-year appointments. Salary commensurate with experience.

DEPARTMENT OF COUNSELING AND STUDENT DEVELOPMENT
Assistant Professor

Doctoral degree in counseling psychology or related field. Responsible for academic, career and personal counseling with highly diverse urban student population. Instruction of freshman orientation course/s; participation in college committees; coordinate special program for targeted student group and other duties as assigned. Strong clinical, writing and research skills desired.

DEPARTMENT OF SOCIOLOGY
Assistant Professor/Instructor
(two positions available)

Strong research and teaching interests in crime and delinquency (specialties might include: theory, police, or corrections) plus at least one other field, possibly race & ethnicity, sociological theory, globalization, social problems or research design.

Please send letter of application, curriculum vitae, publications and/or writing samples, and three references, etc., to respective department chairpersons at: **John Jay College of Criminal Justice, CUNY, 899 Tenth Avenue, New York, NY 10019. Deadline: December 3, 2001**

John Jay College has a strong institutional commitment to the principle of diversity. In that, we are particularly interested in receiving applications from a broad spectrum of individuals, including women and underrepresented groups. Reasonable accommodations will be provided to persons with disabilities upon request.

AA/EEO/ADA/IRCA Employer

TEXAS LUTHERAN UNIVERSITY

Texas Lutheran University invites applications for the following faculty positions beginning August 2002. All are tenure track assistant professor rank and require an earned doctorate (unless otherwise stated), excellence in teaching, significant student advising and professional development. For complete position announcements visit our web page at **http://www.tlu.edu**

Accounting: Masters degree with 18 graduate hours in accounting may be considered. **Dean: Nick A. Lockard**

Education: Doctorate in reading and early childhood education. **Dean: Nick A. Lockard**

History: Ph.D. in history with graduate focus in any area of 17th - 19th century American history. **Dean: Bob Hiner**

Music (band/instrumental conduction; assistant to the band director): Masters degree; doctorate in conducting or music education preferred. **Dean: Bob Hiner**

Music (orchestra/strings): Masters degree or doctorate in music or music education. **Dean: Bob Hiner**

Physics: Doctorate in physics or a closely related discipline with a broad interest in natural science in general. **Dean: John Sieben**

Spanish: Ph.D. in Spanish with at least 18 graduate hours in French. **Dean: Bob Hiner**

Theatre: Terminal degree in theatre or new media. **Dean: Bob Hiner**

Letter of application, curriculum vitae, statement of teaching philosophy, and five references to the respective Dean. **Texas Lutheran University, 1000 West Court Street, Seguin, TX 78155.**

Texas Lutheran University is an Equal Opportunity, Affirmative Action Employer.

ROCKHURST
A Jesuit University

Kansas City, Missouri

POSITION AVAILABLE: Rockhurst University's Department of Communication & Fine Arts invites applications for a tenure track position as Assistant/Associate Professor of Communication who will also fill the Joseph and Ann McGee Chair in Interpersonal Communication and Listening. The McGee Chair promotes research and understanding of skills across the curriculum in these two fields of Communication. This position will begin in August 2002.

QUALIFICATIONS: Required - Ph.D. in Communication with a demonstrated record of professional excellence. Preferred - prior university teaching and research experience in listening and interpersonal communication.

RESPONSIBILITIES: Teaching a hybrid, fundamentals course as well as teaching and research in the following areas: listening, interpersonal communication and small group communication. Academic advising, service on various committees, and scholarly activity are also required in this position.

APPLICATION PROCEDURE: Review of applications will begin immediately and continue until the position is filled. Submit a letter of application, curriculum vitae, a recent example of published or peer reviewed research related to interpersonal or listening communication, teaching evaluation summary reports, three RECENT (within one year) letters of recommendation with phone numbers of those who wrote the letters, and other supporting materials to:

Dr. Michael McDonald, Chair
Department of Communication & Fine Arts
Rockhurst University
1100 Rockhurst Road
Kansas City, Missouri 64110

Rockhurst is a Jesuit University located in the cultural and artistic center of the racially and ethnically diverse Kansas City metropolitan area. We enroll 2300 students in four academic divisions. For more information about the university visit www.rockhurst.edu or www.cte.rockhurst.edu. Rockhurst is an equal opportunity employer that values diversity and encourages applications from minorities.

African & Black Diaspora Studies Assistant Professor, Tenure Track
(department and specific field are open)

Well known for its reputation for excellence and as the largest Catholic University in the United States, **DePaul University** has been educating Chicago for over 100 years. We are soliciting applications from candidates whose area of specialization is African Diaspora Studies.

We are seeking a candidate whose work explores the ways in which power, identity, gender, history, race, and the idea of diaspora itself work to create and sustain the African diaspora. The successful candidate's scholarship and research program will explore the processes and forms that link or differentiate the experiences of those in the African diaspora. Candidates will be expected to teach a variety of courses on peoples of African descent and in DePaul's general education program. DePaul's proposed new major in African and Black Diaspora Studies offers a program of undergraduate study that enables students to critically examine the experiences of Black peoples of African descent in Africa and the diaspora through the lenses of culture, history, social movements, philosophy, and politics. Additional information may be found at http://www.depaul.edu/~dpulas/faculty/0203ads.html

Applications, including a current curriculum vitae, letters of recommendation, and a writing sample, should be sent to: **Dr. Darrell Moore, Search Committee, c/o Center for Culture and History of Black Diaspora, 2320 N. Kenmore Avenue, Chicago, IL 60614-3298.** Review of applications will begin on *January 7, 2002* and continue until an appointment is made. Applications from women and other underrepresented groups are especially encouraged to apply. DePaul University is committed to diversity and equality in education and employment.

DE PAUL UNIVERSITY
College of Liberal Arts and Sciences

www.depaul.edu

Southern Connecticut State University

Southern Connecticut State University is a comprehensive metropolitan public university. Located in historic New Haven, Southern affords access to cultural and educational advantages in one of the highly-rated living areas of the nation. Enrolling some 12,000 students, SCSU is one of four campuses of the Connecticut State University system. SCSU offers 46 undergraduate programs and 40 graduate programs at the master's and sixth year professional level. All positions have a starting date of August 26, 2002.

ART DEPARTMENT

ART EDUCATION – Assistant Professor, full time, tenure track. Salary commensurate with experience. PhD or EdD and experience in K-12 teaching and at the higher education level required. Applicant must have demonstrated scholarly research agenda and knowledge of contemporary issues in art and art education. Responsibilities include teaching undergraduate and graduate art education courses, supervision of student teachers and advisement of majors in art education. Participation in department and university governance expected. Send letter of application, curriculum vitae, sample course syllabi and statement of teaching philosophy. Samples of published and/or visual work by you and your students optional. Include names and phone numbers of 3 references and a SASE for return of materials. Applications must be postmarked by February 28, 2002. Send to: **Art Education Search Committee, Art Department, Earl Hall, Southern Connecticut State University, 501 Crescent Street, New Haven, CT 06515-1355.**

SCULPTURE/FOUNDATIONS – Assistant Professor, full time, tenure track. Salary commensurate with experience. MFA and active exhibition record required. Teaching experience at college/university level preferred. Teach sculpture and foundation courses. Send letter of application, curriculum vitae, course syllabi, teaching philosophy, 20 slides of your work, and 20 slides of your students' work. Include names and phone numbers of 3 references and a SASE for return of materials. Applications must be postmarked by January 31, 2002 to: **Sculpture Search Committee, Art Department, Earl Hall, Southern Connecticut State University, 501 Crescent St., New Haven, CT 06515-1355.**

BIOLOGY DEPARTMENT

BIOLOGY – Assistant/Associate Professor, full-time, tenure track. We seek a plant physiologist with a broad biology background to teach plant physiology. The candidate may also teach upper level courses such as morphology of vascular plants or morphology of nonvascular plants, and botany or zoology, as needed. Teaching an advanced course in the applicant's area of specialty will be encouraged.

Minimum requirements for candidates include Ph.D. in Biology and a strong commitment to teaching. The successful candidate will teach 12 weighted contact hours a week, hold 5 office hours, and actively participate in our general biology program, engage in continued professional development, and assist with departmental and university service. Preference will be given to a plant physiologist who will set up and run a plant physiology - plant molecular biology laboratory and help develop our undergraduate and master level research students. The successful candidate will be expected to establish a strong research program and develop appropriate graduate courses in plant physiology and advise Master's thesis students.

Applicants should submit: (1) a letter of application highlighting relevant experience and research interests; (2) a resume; (3) official undergraduate and graduate transcripts; (4) the names, addresses, and telephone numbers of five recent professional references. Please have all materials mailed to: **Dr. Dwight G. Smith, Chairman, Biology Department, Southern Connecticut State University, New Haven, CT 06515.** Closing date for applications is March 1, 2002.

EARTH SCIENCE DEPARTMENT

STRATIGRAPHER/SEDIMENTOLOGIST – The Earth Sciences Department (http://www.scsu.ctstateu.edu) invites applications for a tenure-track position at the assistant or associate professor. A Ph.D. is required at the time of appointment. We seek a broadly educated, collegial, field-based geoscientist with specialization in stratigraphy/ sedimentology and a strong commitment to undergraduate education. Teaching responsibilities may include introductory geology lecture and laboratory, stratigraphy and sedimentation, and historical geology. Candidates with expertise in Mesozoic stratigraphy, Pleistocene stratigraphy, or Paleontology are particularly suitable. A willingness to encourage undergraduate research and to participate in a potential summer field program is also desirable.

The Earth Sciences Department is a comprehensive earth sciences department with six full-time faculty who support a broad-based earth science curriculum with concentrations in geology, oceanography, meteorology, environmental earth science, mineral resources, and earth science education.

To apply, please send a curriculum vitae, a statement of teaching and research interests and experience, copies of transcripts, and letters from three references by February 15, 2002 to: **Dr. John W. Drobnyk, Chairman, Earth Science Department, Southern Connecticut State University, 501 Crescent Street, New Haven, CT 06515.**

SCHOOL OF EDUCATION

EDUCATIONAL LEADERSHIP – Assistant/Associate Professor. General qualifications to include earned doctorate, successful experience as an educational leader, superintendent or central office experience desired, evidence of scholarly productivity, teaching experience at the doctoral level preferred. Knowledge of current school reform and policy formation/analysis.

Duties include teaching in one or more areas: applied quantitative/qualitative research, leadership development and theory and organizational theory desired. In addition, the selected candidate shall advise and supervise interns, engage in scholarly activities, and provide service to the department and university.

Positions will remain open until filled. Send letter of application, vitae and names and addresses of three references to: **Dr. Brian Perkins, Chairman, Department of Educational Leadership, Wintergreen Transition Building #151, SCSU, 501 Crescent Street, New Haven, CT 06515.**

ELEMENTARY EDUCATION (3 Positions) Assistant/Associate Professor, Elementary Education, Tenure Track

Teach undergraduate and graduate courses in elementary and general education. Additional Responsibilities include: supervision of student teachers in field experience, provision of academic advisement, participation in community and professional service activities and involvement in scholarly research.

Earned doctorate in the field of education, specializing in above-described areas, from an accredited university. Candidates whose doctorate is near completion will be considered. Teaching experience at the university level and/or public school level desired. An interest in research and writing is essential.

With three positions available, one will focus on the teaching of research methods and testing. A strong background in mathematics is preferred. The other two positions will focus on curriculum, teaching methodology, and general education with a strong background in either child development or educational foundations.

Deadline for submission of application is November 20, 2001 or when positions are filled. Send letter of application, full curriculum vitae, three letters of recommendation and official transcripts to: **Dr. Katherine Corbett, Chairperson of Search Committee, Southern Connecticut State University, Education Department, Davis Hall 116, 501 Crescent Street, New Haven, CT 06515-1355.**

HEALTH EDUCATION – Assistant/Associate Professor, tenure track. Teach undergraduate and graduate courses in school health; supervise and advise students; engage in action research; provide service to the department, university, and profession.

Required Qualifications:Graduate degree in school health. At least three years experience in public schools teaching health. Higher education teaching experience. ***Desired Qualifications:*** Doctorate in School Health. Ability to teach and develop curriculum in school health education; record of, or potential for, scholarly achievement through publications and professional presentations; prior experience in college/university and/or health-related setting.

Screening of applications will begin on January 15, 2002, and continue until the position is filled. Candidates should submit a letter of application, detailing their interest and qualifications; a full curriculum vitae; three current letters of recommendation; and samples of professional writing to: **Dr. Joan Barbarich, Search Committee Chair, Department of Exercise**

continued on next page

SCSU is an equal opportunity, affirmative action employer and actively seeks to enhance the diversity of its faculty.
The university encourages women and minorities to apply.

Southern Connecticut State University

Southern Connecticut State University is a comprehensive metropolitan public university. Located in historic New Haven, Southern affords access to cultural and educational advantages in one of the highly-rated living areas of the nation. Enrolling some 12,000 students, SCSU is one of four campuses of the Connecticut State University system. SCSU offers 46 undergraduate programs and 40 graduate programs at the master's and sixth year professional level. All positions have a starting date of August 26, 2002.

Science, School Health Education, Southern Connecticut State University, 501 Crescent Street, New Haven, CT 06515. The School Health Education Program at SCSU is the only graduate School Health Education Program in Connecticut. It offers a program leading to the Master of Science degree as well as Connecticut State Certification in School Health. An undergraduate service course, required for all Education majors, is also taught as well as an undergraduate minor in School Health Education.

EDUCATION; COUNSELING AND SCHOOL PSYCHOLOGY – Assistant/Associate Professor of School Psychology, Counseling and School Psychology Department seeks qualified NCSP applicants to join our diverse team. This is a tenure-track appointment in a graduate program. Preference will be given to candidates with experience as a school psychologist practitioner in a public school setting, graduate teaching experience, and a doctorate in school psychology. Our department seeks an enthusiastic candidate with superior skills in psycho-educational assessment, exceptionality, counseling, consultation, and interventions. Evidence of research and scholarship should be highlighted. Candidate must meet eligibility requirements for school psychology certification in the state of Connecticut. Additionally, applicants must have substantiation of potential for teaching excellence and a dedication to implementation of best practice. Applications will be accepted and considered until the position is filled. Interested applicants should send a cover letter highlighting their qualifications and experience, curriculum vitae, three letters of recommendation, and two current psycho-educational reports to: **Dr. Joy E. Fopiano, NCSP, School Psychology Program Coordinator, Department of Counseling and School Psychology, Davis Hall, Southern Connecticut State University, 501 Crescent Street, New Haven, CT 06515.**

HISTORY DEPARTMENT

MODERN RUSSIAN HISTORY – The History Department seeks applications for a tenure-track position at the assistant professor level. Specialization within the general area is open. Successful candidates will teach courses in Imperial Russia, Russian Revolution & Soviet Union, and Western Civilization. Ability to teach Eastern European, Southeastern European, or Eurasian history is highly desired. Ph.D. required by time of appointment. College level teaching preferred. Please send c.v., graduate transcripts, and three current letters of recommendation to: **Professor Troy Paddock, Chairperson, Modern Russia Search Committee, History Department, Southern Connecticut State University, 501 Crescent Street, New Haven, CT 06515** by December 15, 2001. Representatives of the department will attend the AHA Convention in San Francisco in January to interview candidates.

NATIVE AMERICAN HISTORY – The History Department seeks applications for a tenure-track position at the assistant professor level. Successful candidate will teach courses in the history of the native peoples of both the eastern and western United States, the survey of American history, and one or both of the following: the American Frontier and/or U.S. Environmental History. Ph.D. required by time of appointment. College-level teaching experience preferred. Please send c.v., graduate transcripts, and three current letters of recommendation to: **Professor Virginia Metaxas, Chairperson, Native American History Search Committee, History Department, Southern Connecticut State University, 501 Crescent Street, New Haven, CT 06515** by December 15, 2001. Representatives of the department will attend the AHA Convention in San Francisco in January to interview candidates.

MATHEMATICS DEPARTMENT

APPLIED MATHEMATICS – Tenure track position in applied mathematics, excluding statistics, at the Assistant/Associate Professor rank to teach undergraduate/graduate courses in mathematics and participate in department/university activities. Teaching load: 12 hours/semester. Salary commensurate with rank and experience. ***Qualifications:*** Doctorate in mathematics with a specialty in applied mathematics, evidence of quality teaching, potential for scholarly growth. Preference will be given to applicants with demonstrated capability/interest in developing and maintaining student/faculty relationships with business and industry. Send letter of application, vita, graduate and undergraduate transcripts (unofficial OK), statement of teaching philosophy, three letters of reference, one of which should address teaching, to: **Dr. Ross Gingrich, Coordinator: Applied Mathematics Search, Mathematics Department, Southern Connecticut State University, 501 Crescent St., New Haven, CT 06515.** Full consideration given to applications received by 12/31/01. For further information, visit our website at http://www.southernct.edu/departments/math/.

GEOMETRY – Tenure track position in geometry at the Assistant/ Associate Professor to teach undergraduate/ graduate courses in mathematics and participate in department/university activities. Teaching load: 12 hours/semester. Salary commensurate with rank and experience. ***Qualifications:*** Doctorate in mathematics with a specialty in geometry or a related field with demonstrated ability to teach Euclidean and non-Euclidean geometry, evidence of quality teaching, potential for scholarly growth. Send letter of application, vita, graduate and undergraduate transcripts (unofficial OK), statement of teaching philosophy, three letters of reference, one of which should address teaching, to: **Dr. Val Pinciu, Coordinator: Geometry Search, Mathematics Department, Southern Connecticut State University, 501 Crescent St., New Haven, CT 06515.** Full consideration given to applications received by 12/31/01. For further information, visit our website at http://www.southernct.edu/ departments/math/.

STATISTICS – Tenure track position in statistics at the Assistant/ Associate Professor. Duties include teaching undergraduate /graduate courses in statistics and mathematics and participating in department/university activities. Teaching load: 12 hours/semester. Salary commensurate with rank and experience. ***Qualifications:*** Doctorate in statistics or mathematics, evidence of quality teaching, potential for scholarly growth. Preference will be given to applicants with both applied and mathematical statistics backgrounds. Send letter of application, vita, graduate and undergraduate transcripts (unofficial OK), statement of teaching philosophy, three letters of reference, one of which should address teaching, to: **Dr. John Kavanaugh, Coordinator: Statistics Search, Mathematics Department, Southern Connecticut State University, 501 Crescent St., New Haven, CT 06515.** Full consideration given to applications received by 12/31/01. For further information, visit our website at http://www.southernct.edu/departments/math/.

PHYSICS DEPARTMENT

PHYSICS – Two tenure-track faculty positions. Assistant or Associate Professor to focus on Physics Education. The ideal candidate will have graduate training in any area of physics, plus research experience in learning processes, curriculum, or other issues relevant to teaching and learning physics, or experience implementing pre-college and/or undergrad ate science education reform. This individual would be expected to collaborate in the University's regional leadership initiatives in science education at all levels. The other opening, previously announced, is for a theoretical/computational physicist and dedicated teacher, with research experience in condensed matter, atomic/molecular or optical physics, preferably interested in collaborating with our experimentalists. Both positions encompass: teaching introductory and upper-level courses for physics majors and other undergraduates; mentoring majors; scholarly research, preferably involving students; contributing to the development of new master's degree programs; scientific interaction with departmental faculty; professional/collegial activities. Candidates should have a Ph.D. in Physics or closely related field and evidence of teaching effectiveness and commitment to undergraduate education. Search will continue until positions are filled. Send materials by Feb. 1, 2002 to: **Dr. James Dolan, Chairperson, Department of Physics, Southern Connecticut State University, 501 Crescent Street, New Haven, CT 06515.** Include CV, publication list, letter describing professional goals, statement of teaching perspective and scholarly interests, graduate transcript copy. Identify at least three references with phone numbers. E-mail: stenzel_m@scsu.ctstateu.edu. For program information and links to other University and physics department pages: www.southernct.edu/undergrad/ schas/PHY/.

SCSU is an equal opportunity, affirmative action employer and actively seeks to enhance the diversity of its faculty.
The university encourages women and minorities to apply.

CENTRAL MICHIGAN
UNIVERSITY

Position Announcement

TEMPORARY INSTRUCTOR

Department of Recreation, Parks, and Leisure
Services Administration
Central Michigan University
Mt. Pleasant, MI

Full-time (10 month), temporary instructor available to primarily supervise undergraduate student interns through the Center for Leisure Services (CLS). Includes in-state travel, assists with intern instruction, alumni tracking, newsletters, research, and other duties as assigned. Qualifications: Evidence of at least 2 years of experience in parks and recreation; previous internship experience preferred; familiarity with computer applications, evidence of excellent written, oral and interpersonal communications; ability to travel extensively in Michigan. Master's degree required (with a Bachelor's or Master's degree in Recreation and Park Administration or related field). Contract is for 10 months (academic year), with opportunity for renewal contingent on successful performance reviewed at the end of the academic year. Salary is commensurate with qualifications and experience, proposed start date: January 2002. Closing Date: applications will be accepted until the position is filled, review of credentials will begin November 15, 2001. Contact: Inquiries or letters of applications (including current vita and a list of three references) to **Lynn Dominguez, RPL Executive Committee Chair, Finch 103, Central Michigan University, Mt. Pleasant, MI 48859.** Phone (989) 774-7305 or (989) 774-3858, fax (989) 774-2162, email **domin1LA@cmich.edu.**

Recently classified by the Carnegie Foundation as a doctoral/research-intensive university, CMU is recognized for strong undergraduate education and a range of focused graduate and research programs.

CMU, an AA/EO institution, is strongly and actively committed to increasing diversity within its community (see www.cmich.edu/aaeo/).

SARAH LAWRENCE COLLEGE

Latin American History

Sarah Lawrence College invites applications for a full-time tenure-track position in Latin American history, to begin fall 2002. We seek an innovative teacher-scholar with college-level experience and PhD in hand by fall 2002 to teach introductory and advanced courses on South America, Central America and the Caribbean. We especially invite applications from individuals who wish to work with the College's exchange program with the University of Havana. The area of specialization might include colonial and postcolonial studies, including migrations within the western hemisphere and the transatlantic movement of people, cultures, and commodities. Applicants should send a curriculum vitae; a letter addressing their approach to teaching and their scholarly interests; two undergraduate course syllabi; graduate school transcripts; and three letters of reference by December 15, 2001 to: **Latin American History Search (HOHE), c/o Naudia Forbes, Faculty Secretary, Sarah Lawrence College, Bronxville, New York 10708.** For a fuller description of the position and information on Sarah Lawrence College, our curriculum, teaching methods, and philosophy of education, please see our Web site at **http://www.slc.edu/hr/.** Sarah Lawrence has a strong commitment to the principle of diversity. In that spirit, we especially welcome applications from under-represented groups.

The University of Michigan

DEPARTMENT OF COMMUNICATION STUDIES

Up to two one-semester visiting faculty are needed to teach in the Winter 2002 Semester (January through April). Appointments are possible as Visiting Assistant, Associate, or Full Professor. Full-time appointments carry a teaching load of two courses per semester, plus some service commitments (e.g., counseling). Teaching opportunities include four areas: **Area I** - media systems (courses in media economics, media history, law and policy, media professionals); **Area II** - processes of mediated communication (courses in social influence and persuasion, media use and reception, communication technologies); **Area III** - media, culture, and society (courses in media, culture and society, media and violence, mass communication and identity); and **Area IV** - new media/ information and communication technologies. Ph.D. or equivalent in appropriate area of research. Ability to instruct courses and conduct research in one or more areas listed above. Salary for the Winter 2002 Semester is dependent upon qualifications and experience. Visiting faculty are eligible for participation in the University's liberal benefits plan. Applicants should send a vita, three letters of recommendation, and evidence of teaching effectiveness to: **Chair, Department of Communication Studies, University of Michigan, 2020 Frieze Building 105 S. State Street, Ann Arbor, MI 48109-1285.** Evaluation of applicants will begin immediately and continue until the positions are filled.

The University of Michigan is a non-discriminatory/affirmative action employer.

Florida State University School of Social Work

The Florida State University School of Social Work is seeking applicants for three tenure-track faculty positions for Fall, 2002. Possible substantive areas include: mental health, health, child welfare, and juvenile justice/corrections. Assistant professors will teach in the HBSE sequence.

Assistant Professor in Direct Practice/Assistant Professor in Community Practice & Social Welfare

Policy: At least two years post-MSW practice experience and an earned doctorate in social work or a related field are required. Additionally, a demonstrated record of scholarship and research activity is required. Teaching experience at the undergraduate and graduate levels and skills in securing external funding are preferred. Candidates should be committed to excellence in teaching.

Professor: An MSW and an earned doctorate in social work or a related field are required. An exceptional record of scholarship, excellence in teaching, and securing external funding are required. Candidates should possess national and international recognition in their substantive field. A record of successful teaching is necessary.

Florida State University is a Carnegie Research I University that is committed to diversity, technology, and providing faculty with a supportive research infrastructure. The School of Social Work offers a doctoral program and CSWE-accredited undergraduate and master programs. Florida State University is located in Tallahassee, Florida's award- winning capital city. Florida State University and the School of Social Work offer a competitive salary and benefits package commensurate with experience. The School of Social Work also offers a highly collegial atmosphere that is dedicated to maintaining a diverse faculty. Members of minority groups, women, and individuals with disabilities are strongly encouraged to apply. The application deadline is February 15, 2002. Qualified applicants should send a letter of application, curriculum vita, and names of three references to:

Chair, Faculty Affairs Committee
School of Social Work
The Florida State University
Tallahassee, FL 32306-2570
(850) 644-9599
(850) 644-9750 — FAX
E-mail: tsmith@mailer.fsu.edu
Website: http://ssw.fsu.edu

President

Colgate University

Colgate University, a highly selective, coeducational residential liberal arts college of 2,800 undergraduates, invites applications and nominations for the position of President.

The University is among the top twenty liberal arts colleges in the country. Its strengths include its outstanding academic and research programs, size, beautiful campus, and unambiguous commitment to its students, faculty and staff.

The President is the chief administrative officer of the University and should be an extraordinary person with the ability to lead a diverse community, raise Colgate's national and international profile, manage effectively, enhance the University's resources, and help set and implement an ambitious agenda, the cornerstone of which is academic excellence.

Applications and nominations may be submitted, in confidence and preferably before December 17, 2001, to:

Presidential Search Committee
Colgate University
13 Oak Drive
Hamilton, NY 13346

The search committee will begin reviewing materials immediately and continue until the position is filled. Assisting in the search is **Shelly Weiss Storbeck, Managing Director, A.T. Kearney, Inc., 333 John Carlyle Street, Alexandria, VA 22314; phone: 703/739-4613; emial: shelly.storbeck@atkearney.com.** For more information about Colgate University, please consult its website at: **www.colgate.edu.**

Colgate University is an Affirmative Action/Equal Opportunity Employer. Developing and sustaining a diverse faculty and staff furthers the University's educational mission.

RAMAPO COLLEGE OF NEW JERSEY

Ramapo College of New Jersey is a four-year undergraduate college located in the beautiful foothills of the Ramapo Valley approximately 25 miles northwest of New York City. Established in 1969 as a state-supported, coeducational college of liberal arts, sciences and professional studies, this institution offers an array of undergraduate, graduate, and post baccalaureate programs focused on the four "pillars" of the Ramapo College mission - international, intercultural, interdisciplinary, and experiential education. The College is committed to global education. It is a Fulbright Center and houses the New Jersey Governor's School for International Studies. On-site childcare is available.

TENURE TRACK FACULTY POSITIONS

• ASSISTANT/ASSOCIATE PROFESSOR OF EDUCATION

The School of Social Science and Human Services at Ramapo College of New Jersey is seeking an Assistant/Associate Professor of Education to teach courses and supervise student teachers in a state approved teacher education and certification program.

Ph.D./Ed.D. in Education or related field preferred; ABD considered. Expertise in elementary or secondary education with strong focus on the use of technology to enhance learning and to improve instruction. Teaching experience in K-12 setting. College teaching preferred. Also required, field supervision (student teachers, field observers, field projects); student advisement; research (with an emphasis on field-based action research), community service. Position # 846

Interested applicants should submit a letter of interest, vita and a three letters of recommendation to Dr. John A. Mulhern, Director of Teacher Education. Review of applications will begin immediately, and continue until the position is filled. To request accommodations, call (201) 684-7625.

• ASSISTANT PROFESSOR OF VIDEO POST-PRODUCTION

Successful candidate will have expertise in the aesthetics and technical process of non-linear editing for video and will teach courses in video post-production, one or more Communication Arts core courses such as Mass Communication, Digital Literacy or Media Issues and Ethic. Must contribute to design and teaching of courses in one or more of the following: digital media production, documentary/field video production, media theory/ history and video for multimedia.

MA, teaching experience, professional accomplishments in the field and portfolio of related work required. Position # 844

Interested applicants should submit a letter of interest, vita, statement of teaching philosophy, description of current or upcoming creative projects, VHS portfolio and three letters of recommendation to Marta N. Bautis, Chair/Search Committee, School of Contemporary Arts. Review of applications will begin immediately, and continue until the position is filled. To request accommodation, call (201) 684-7368.

• ASSISTANT PROFESSOR OF INTERPERSONAL/ INTERCULTURAL COMMUNICATION

Teach introductory and upper level communication courses that serve the major and college-wide general education requirements. Courses include Effective Speaking, Public Speaking, Persuasion, Interpersonal/Intercultural Communication theory and practice. Will also teach in one of the following areas: Organizational Communication Theory and Practice, Voice and Diction, Intercultural Communication and Interpersonal/Speech Communication as mediated by new communication technologies. Ability to integrate rhetorical/communication studies with media studies desired. Experience with video and/or computer technology a plus. Additional responsibilities include contributing to curriculum development, serving on school and college committees, and student advisement.

Ph.D. with prior college teaching experience. Candidates with imminent completion date of degree may be considered. Faculty members are expected to maintain active participation in research and/or scholarship, college governance, and academic advisement. Position # 845

Interested applicants should submit a letter of application, vita, statement of teaching philosophy, research plans, transcripts, three letters of recommendation, and a sample of scholarly or professional achievement to Professor James B. Hollenbach, Search Committee Chair, School of Contemporary Arts or mailto:jhollenb@ramapo.edu. Review of applications will begin immediately, and continue until the position is filled. To request accommodation, call (201) 684-7368.

PROFESSIONAL STAFF

• DIRECTOR OF PUBLICATIONS AND ADVERTISING

Reports to the Assistant Vice President for Marketing and Institutional Relations. Responsible for editing, proofreading, writing college-wide publications, and oversight of their production including coordinating photography, design and printing. Projects include a magazine, brochures, newsletters, college catalog, and others. Produces and places the College's departmental/unit advertising. Develops story ideas and participates in planning marketing strategies for various academic programs. Implements design and style standards. Supervises graphic designer and has oversight responsibility for the College print shop.

Bachelor's degree (Master's preferred), with a minimum of three to five years experience in publications management, preferably in higher education. Strong writing, editing, proofreading, and communication skills a must. Working knowledge of design layout. Computer word processing skills required. Candidates must be able to write original copy and provide writing samples. Position # 750

Interested applicants should submit a letter of interest, vita, and three letters of recommendation to Claudia Esker, Search Committee Chair, or mailto:cesker@ramapo.edu. Review of applications will begin November 13, 2001, and continue until the position is filled. To request accommodation, call (201) 684-7611.

Faculty members are expected to maintain active participation in research and/or scholarship, college governance, and academic advisement.

Since its beginning, Ramapo College has had an intercultural/ international mission. Please tell us how your background, interest and experience can contribute to this mission, as well as to the specific position for which you are applying. Position offers excellent state benefits. Website: http://www.ramapo.edu

RAMAPO COLLEGE OF NEW JERSEY

RAMAPO COLLEGE
OF NEW JERSEY
Attention: Dept 18
505 Ramapo Valley Road
Mahwah, New Jersey 07430

"New Jersey's Public Liberal Arts College"

Ramapo College is a member of the Council of Public Liberal Arts Colleges (COPLAC),a national alliance of leading liberal arts colleges in the public sector.

EEO/AFFIRMATIVE ACTION.

MINNESOTA STATE UNIVERSITY

MANKATO, MN

College of Social and Behavioral Sciences invites applications for:

- 2 positions in American History (19th c. & 20th c.)
- 2 positions in Law Enforcement (Operations, Technology)
- 1 position in Psychology (Industrial/Organization)
- 2 positions in Social Work (Practicum, Practice Skills)
- 1 position in Sociology (Applied Gerontology)
- 1 position in Women's Studies (Theory)

For full announcements see website:

http://www.mnsu.edu/AffAct/MSU-VAC_NOT/VacHP.html

or contact **Becky Gunderman at (507)389-6307, rebecca.gunderman@pilot.mnsu.edu or V/TTY (800)627-3529.**

CORNELL
UNIVERSITY

RESEARCH ASSOCIATE/ POSTDOCTORAL FELLOW POSITION

Cornell Higher Education Research Institute

(Two-year appointment with a starting date between July 1,2002 and August 31, 2002 depending on the availability of the appointee). Application deadline **December 31, 2001**.

Assist Ronald G. Ehrenberg, the Director of the Cornell Higher Education Research Institute, in all of the activities of the Institute including, but not limited to, econometric research, supervision of undergraduate and graduate student research assistants, arranging of conferences and conducting surveys. PhD in economics or PhD expected by August 2002. A degree in a related discipline may be acceptable if other qualifications are met. A strong quantitative background, background in labor economics or the economics of education and experience analyzing large-scale data sets using econometric software is required. Send resume, writing samples, and the name of three references to **Lori Dailey, CHERI, 258 Ives Hall, Cornell University, Ithaca, NY 14853-3901).**

Information about the Cornell Higher Education Research Institute may be found at **www.ilr.cornell.edu/cheri.**

Northeastern
UNIVERSITY

Dean, School of Law

Northeastern University invites applications and nominations for the position of Dean of the School of Law.

Northeastern University is a major private urban research university founded in 1898, known for its professional education, liberal arts and sciences and cooperative education program. Located in Boston, the university enrolls approximately 19,000 full and part-time undergraduate and 4,500 graduate and professional students, including 598 law students. Long recognized as a world leader in innovative education through its cooperative education plan, Northeastern University offers a variety of curricula through seven undergraduate colleges, nine professional schools, a significant part-time undergraduate division, and a number of continuing and special education programs and institutes.

The Dean is the chief academic and administrative officer of the School and reports to the Provost and Senior Vice President for Academic Affairs. The Dean is responsible for long range planning, academic leadership, curricula, budgets, personnel matters, and representing the School of Law within and outside the university and promoting its national and international reputation.

Northeastern University's School of Law, founded in 1898, is committed to addressing the needs of students and of society. It has a reputation for academic excellence and is a nationally recognized leader in public interest law. The School offers the following clinical programs: Certiorari/Criminal Appeals, Criminal Advocacy, Domestic Violence, Poverty Law and Practice, and Prisoners' Rights. It is home to the following institutes and research centers: Urban Law and Public Policy Institute, Domestic Violence Institute, Institute on Race and Justice, and Tobacco Products Liability Project/Tobacco Control Resource Center. The faculty is composed of scholars and practitioners who are committed to teaching excellence.

The School of Law offers the only Law Co-op Program in the country. In this unique cooperative education program, law students receive their JD in a three-year time period and also graduate with the equivalent of one full year of legal experience. The School has been highly successful in placing its graduates in a wide array of settings.

The successful candidate must possess a JD or equivalent law degree and an outstanding record of research, experience practicing and/or teaching law and scholarship appropriate for appointment at the rank of Professor with tenure in the School of Law. The candidate should be an intellectual leader and also have an established record of substantial administrative experience. The position requires a demonstrated ability to be an innovative leader, to effect change and establish direction, and to assist faculty and students in defining and achieving their goals. Candidates should have strong interpersonal and communication skills and the ability to represent the School of Law both within the University and in the community. The position also requires expertise in attracting external support and a commitment to the cooperative education program of the School of Law. It requires an understanding of and a commitment to diversity of faculty, administrative and student populations and the goals of a large, private university in an urban setting.

Salary and benefits are highly competitive and commensurate with qualifications. Nominations are welcome and should be directed to the Law School Dean Search Committee. Applicants should submit a complete resume including vitae, list of publications, and record of scholarship and creative activities. Full consideration will be given to applications received by February 1, 2002. Women and minorities are encouraged to apply. Appointment is expected to be effective on or before July, 2002. All materials, including nominations and inquiries, should be directed to: Law School Dean Search Committee, c/o Faculty Senate Office, 442 Ryder Hall, Northeastern University; 360 Huntington Avenue, Boston, MA, 02115.

Center for the Study of Religion
Princeton University

The Center for the Study of Religion (CSR), Princeton University, announces availability of 7 one-year (9/1/02-6/30/03) postdoctoral fellowships for pre-tenured scholars. Each is geared to a specific theme. To apply, submit CV, 3 letters of recommendation, a 5 page proposal, and published or unpublished paper demonstrating scholarly command of topic of one of the 5 themes. Applicant's doctorate may be in any relevant field. Princeton University PhDs not eligible. Applications due 1/15/02. Contact CSR, 5 Ivy Lane, Princeton University, Princeton, NJ 08544-1013, 609/258-5545; askline@princeton.edu; www.princeton.edu/~csrelig. Princeton University is an equal opportunity and affirmative action employer.

- Religion and Science Project: special emphasis on Biblical interpretation and the rise of experimental science in early modern England, particularly representations of Adamolatry in the literary and visual arts. Fellow will conduct own research on a related topic, attend a weekly interdisciplinary workshop, and assist Professor Joanna Picciotto in arranging a course and conference on the relationship between technology and religion in early modern culture ("The Prehistory of the Posthuman").

- The Moral Mystic: special emphasis on the moral implications of mysticism and the ways in which religious experiences have shaped moral beliefs and human contact. Preference for applicants working on the mystical traditions in Judaism or Christianity. Fellow will conduct own research on a related topic, attend a weekly interdisciplinary workshop, and work with Professor Christian Wildberg in a graduate seminar and conference on the moral dimensions of mysticism.

- Christian Thought and Practice (2): special emphasis on the religious life of American Christians, congregations, or clergy. Fellows should be engaged in projects of value to the ways in which American Christians live and practice their faith, or to congregations and pastoral leadership. Fellows will conduct own research on historical or contemporary aspects of Christian thought and practice, attend a weekly interdisciplinary workshop, and participate in an annual symposium for scholars, clergy, and community leaders.

- Public Theology (2): special emphasis on historical and contemporary manifestations of public theology in a religiously diverse world. Fellows should be engaged in projects concerning the social and cultural implications of theology in response to heightened awareness of religious pluralism. Fellows will conduct own research, attend a weekly interdisciplinary workshop, hold regular meetings with a member of the Princeton faculty who serves as a host and mentor for the year, and participate in an annual symposium for scholars, clergy, and community leaders. Eligibility requires some training in theology or equivalent knowledge.

- Women and Religion in the African Diaspora (pending final authorization of funding): special emphasis on the dynamics by which people of African descent have reshaped the world's religious traditions. Candidates should be working either on women of African descent in the U.S., or those in "the Americas" more broadly, which may include the Caribbean, South America, or Canada. Candidates with broad synthetic and theoretical interests in the model of diasporic religious change will be especially attractive. Fellow will conduct own research, attend a weekly interdisciplinary workshop, and participate in a final conference.

Princeton University

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ADELPHI
UNIVERSITY

ADELPHI UNIVERSITY
TENURE TRACK & VISITING PROFESSOR POSITIONS
SPRING & FALL 2002

As part of its program of continued growth and development, Adelphi University is expanding its tenured and visiting faculty ranks. We invite applications from candidates with a demonstrated record of teaching success and scholarly achievement to participate in both graduate and undergraduate education. We seek faculty with a strong commitment to teaching excellence in an interdisciplinary liberal arts and professional studies environment.

Adelphi University is a diverse doctoral level, private university comprising seven schools: College of Arts and Sciences, Honors College; Derner Institute of Advanced Psychological Studies; Schools of Business, Education, Nursing, and Social Work. Adelphi enrolls over 6,700 students in more than 100 baccalaureate, master's, doctoral, postdoctoral, and certificate programs. Founded in 1896, Adelphi University is the oldest private university on Long Island. The main campus is located on a beautiful, 75 acre campus in historic Garden City, New York, 45 minutes from New York City.

COLLEGE OF ARTS AND SCIENCES

Qualified candidates for the following positions should submit CV, statement describing accomplishments which speak to the required criteria, and the names of three references to the specific contact indicated in each opening.

Biology: Assistant Professor *(Tenure Track, Fall 2002)*
Primary teaching/research expertise in the fields of microbiology and biochemistry. Candidates will possess a Ph.D. and have strong research and teaching credentials. Teaching responsibilities may include courses for majors, master's students and non majors. The successful candidate will be expected to develop an active research program involving undergraduates and master's students. **Dr. J. Dooley, Chair, Biology Department, Adelphi University, Garden City, NY 11530. Evaluation of candidates will begin immediately and will close on February 1,2002.**

Communications: Assistant Professor *(Tenure Track, Fall 2002)*
Expertise in one or more of the following areas: communication theory, media, society and culture; global, political, persuasive communication; media institutions; journalism. Ability to oversee and teach some courses in journalism is strongly preferred. Candidates will possess a Ph.D. and show a substantial record in teaching and scholarly excellence. Please include a sample of work. **Professor H. Stutzler, Chair, Department of Communications, Hodgett Hall, Adelphi University, Garden City, NY 11530.**

English: Associate or Full Professor/Department Chair *(Tenure Track, Fall 2002)*
Search Re-opened. The University seeks to appoint a generalist in English or American literature to the position of Department Chair to assist in revitalizing the Program in English. Interest in an undergraduate writing program, and proven experience in student recruitment and independent fund raising are desirable, but not required. Candidates will possess a Ph.D., show a substantial record of publication and scholarship, have demonstrated administrative skills and a strong commitment to undergraduate teaching. **Professor J. Baumel, Chair, English Search Committee, Harvey Hall, Adelphi University, Garden City, NY 11530. Interviews will take place at MLA in New Orleans and on the Garden City campus.**

English: Assistant Professor *(Tenure Track, Fall 2002)*
Specialization in one of the following two fields: 1) Renaissance (to 18th Century non-dramatic literature) or 2) American Literature (before 1900). Candidates will possess a Ph.D., show a significant record of publication and scholarship, and demonstrated teaching experience both in and out of his/her area of specialization. **Professor J. Baumel, Chair, English Department, Harvey Hall, Adelphi University, Garden City, NY 11530. Interviews will take place at MLA in New Orleans and on the Garden City campus.**

History: Assistant Professor *(Tenure Track, Fall 2002)*
Specialist in medieval/pre-1917 Russian History. Qualified Byzantinists are welcome to apply. Teaching responsibilities will include survey courses in World and/or Western Civilization, medieval history, Russian history to 1917 and ancient history. Candidates will possess a Ph.D., a significant publication record, and show evidence of strong teaching and scholarly accomplishments. **Dr. P. Kelly, Chair, History Search Committee, Blodgett Hall, Adelphi University, Garden City, NY 11530. Interviews will take place at the AHA Convention in San Francisco and on the Garden City campus.**

Mathematics: Assistant Professor *(Tenure Track, Fall 2002)*
Candidate sought with superior record in undergraduate teaching and demonstrated potential for research. All research specialties will be considered. Teaching responsibilities will include introductory and advanced courses in all areas of mathematics. Candidates will possess a Ph.D., a significant publication record, and show evidence of strong teaching and scholarly accomplishments. **Dr. W.L. Quirin, Chair, Department of Mathematics & Computer Science, Adelphi University, Garden City, NY 11530. E-mail: quirin@adlibv.adelphi.edu**

Computer Science: Assistant Professor *(Tenure Track, Fall 2002)*
Candidate with superior record in undergraduate teaching and a demonstrated potential for research. All research specialties will be considered. Teaching responsibilities will include introductory and advanced classes in computer science. Class sizes are small (under 30 students) and close interaction between faculty and students is encouraged. Candidates will have completed a Ph.D. in computer science or a closely related field or have equivalent professional experience. **Dr. W.L. Quirin, Chair, Department of Mathematics & Computer Science, Adelphi University, Garden City, NY 11530. E-mail: quirin@adlibv.adelphi.edu**

Music: Associate Professor *(Tenure Track, Fall 2002)*
The University seeks an associate professor of music to conduct the University Orchestra and direct the instrumental program. Additional teaching experience in music theory and digital music technology is required; administrative experience is preferred. Candidates will have completed a Ph.D. or have equivalent professional experience in music and show evidence of teaching and scholarly excellence. A degree in music education is an asset. **Dr. P. Moravec, Chair, Music Department, Post Hall, Adelphi University, Garden City, NY 11530.**

Performing Arts/Dance Program: Assistant Professor *(Tenure Track, Fall 2002)*
The candidate should be a dynamic, versatile modern dance teacher with demonstrated professional performance and teaching experience. Communicative and intuitive skills are paramount. Teaching duties include teaching modern technique, choreographing original works, re-staging, conducting and scheduling rehearsals. Candidates will possess BA/BFA and MA/MFA in dance and show evidence of teaching, performing and scholarly excellence. **Professor F. Augustyn, Director, Dance Program, Woodruff Hall, Adelphi University, Garden City, NY 11530.**

Performing Arts/Theatre Program: Assistant Professor *(Tenure Track, Fall 2002)*
The University seeks to appoint an inspirational teacher of improvisation, character development and Stanislavski, with experience in directing contemporary and period styles of theatre. Additional experience in professional directing outside the university setting, strong motivational tools and an excellent sense of ensemble are required. Candidates will possess BA/BFA and MA/MFA in theatre and show evidence of teaching, performing and scholarly excellence. **Professor N. Petrun, Chair, Department of Performing Arts, Post Hall, Room 4, Adelphi University, Garden City, NY 11530.**

DERNER INSTITUTE OF ADVANCED PSYCHOLOGICAL STUDIES

Assistant/Associate Professor *(Two Tenure Track Positions, Fall 2002)*
The Derner Institute seeks highly qualified professionals for two new tenure track full-time teaching lines. Areas of specialty include developmental psychology and cognitive psychology. Candidates with other expertise who have exceptional credentials will also be considered.

The Institute offers Bachelor's, Master's, and Doctoral degrees in Psychology. Successful candidates should be able to teach at all levels. Candidates are expected to have active research programs and eligibility for the Associate Professor rank requires a significant publication record. Doctorate is required for both positions. All prospective faculty are expected to apply for external funding to support their research and persons with a record of funding will be given preference. Salary is competitive and dependent on credentials and experience. Vita and three letters of recommendation should be sent to **Dr. Louis H. Primavera, Dean, Derner Institute of Advanced Psychological Studies, Adelphi University, Ily Weinberg Building, 158 Cambridge Avenue, Garden City, NY 11530.**

SCHOOL OF BUSINESS

Assistant/Associate Professor of Finance *(Tenure Track, Fall 2002)*
The successful candidate will teach undergraduate and graduate finance courses, as well as have a teaching/research specialty in international finance, financial strategy, financial markets, and/or derivatives. Professional experience is a plus.

Assistant/Associate Professor of Marketing/MIS *(Tenure Track, Fall 2002)*
The successful candidate will teach undergraduate and graduate courses in marketing and MIS or e-commerce, as well as have a teaching/research specialty in e-commerce, international marketing, and/or services marketing. Professional experience is a plus.

The Adelphi University School of Business has an exciting agenda of change and growth, as we not only prepare for AACSB accreditation, but also add unique academic programs to satisfy the needs of Long Island and New York City organizations.

Candidates should have a Ph.D. or D.B.A. in the teaching discipline; a record of scholarly publications in refereed journals; and a demonstrated record of, and commitment to, outstanding teaching. Candidates should submit their resumes, as well as copies of prior academic research, copies of teaching evaluations, and the names of at least three references. Successful candidates will be asked to submit official copies of transcripts for all previous academic work. Please submit all application materials by **December 17, 2001** to: **Anthony F. Libertella, Dean, School of Business, Adelphi University, One South Avenue, Garden City, NY 11530.**

THE SCHOOL OF EDUCATION

Childhood Education: Assistant Professor *(Tenure Track, Fall 2002)*
An earned doctorate with a specialization in childhood educational methods, particularly literacy or language arts is required. Candidates should have 1-6 years teaching experience, a willingness to work in field-based, collaborative, teacher preparation programs and an explicit commitment to scholarship and research. Interest in using technology in the classroom and exploring its role in literacy and teaching is preferred.

Special Education: Assistant Professor *(Three Tenure Track Positions, Fall 2002)*
Outstanding teacher educators who have the potential for scholarship and to make significant contributions to the field of special education. Candidates must possess a Doctorate in Special Education. Doctoral candidates in Special Education nearing completion of their studies will be considered. All candidates should be eligible for NYS certification as a special educator. Areas of expertise and research interests include: bilingual special education, literacy, childhood, early childhood, assessment, and education (assistive) technology.

Social Studies: Assistant Professor *(Tenure Track, Fall 2002)*
Expertise in Secondary Social Studies curriculum and pedagogy as well as a background in educational research. He/she should possess a scholarly background in a discipline related to the field of social studies, a commitment to an active research agenda, 7-12th grade teaching experience and a willingness to supervise field placements. A Doctorate in Social Studies Education is required.

TESOL: Assistant Professor *(Tenure Track, Fall 2002)*
The candidate should possess knowledge of curriculum and methodology on issues related to teaching of English as a second language. A Doctorate in TESOL and ESL teaching experience is required. Responsibilities include teaching graduate courses within the TESOL and bilingual education programs, pursuing a research agenda, curriculum development, and field placement supervision.

Bilingual Education: Assistant Professor *(Tenure Track, Fall 2002)*
Expertise in bilingual education with a background in childhood or special education. The candidate must possess a doctorate in bilingual education and school-based teaching experience. Responsibilities include teaching graduate courses in the theoretical foundations, curriculum and methods of bilingual education, and field placement supervision.

Physical Education: Assistant/Associate Professor *(Two Tenure Track Positions, Spring or Fall 2002)*
Applicants must have an earned Doctorate with expertise in teacher preparation/pedagogy. Preference will be given to candidates with evidence of competence in teaching, scholarship through publications and presentations, and community/professional service. Positions are available January or September 2002. Responsibilities include teaching undergraduate and graduate courses in teacher preparation, such as Teaching Analysis, Curriculum Analysis, Methodological Foundations, and Seminars in Teaching. Additional responsibilities include advisement, fieldwork supervision, and scholarly research.

Sport Management: Assistant/Associate Professor *(Tenure Track, Fall 2002)*
Responsibilities include teaching undergraduate and graduate courses in Sport Management, such as Sport marketing, Sport and Media, Foundations of Sport Management. Additional responsibilities include advisement, fieldwork supervision, scholarly research, as well as serving on Department, School of Education and University committees. Applicants must have an earned doctorate or appropriate terminal degree in sport management. Preference will be given to candidates with evidence of competence in teaching. Scholarship through publications and presentations, and community/professional service.

Literacy: Visiting Assistant Professor *(Two Non-Tenure Track Positions, Two Years, Fall 2002)*
An earned doctorate with a specialization in reading, literacy or language arts is required (ABD's will be considered). Teaching experience and a commitment to work with in-service teachers to improve their practice is required. Candidates for this position must have a willingness to work in field-based, collaborative, multicultural teacher preparation programs. Candidates will teach on the main Garden City campus and in a site-based program in New York City.

The School of Education at Adelphi University offers undergraduate and graduate programs in teacher education at our central campus in Garden City, our SoHo Center in Manhattan, and other sites. We are looking for faculty committed to working collaboratively and creatively to rethink and reinvigorate our mission to cultivate liberally educated teachers.

Candidates should send CV and names of three references as well as indicate specific position of interest to **Dr. Elaine Sands, Dean, School of Education, Harvey Hall, Adelphi University, Garden City, NY 11530.**

SCHOOL OF NURSING

Nursing Administration: Assistant/Associate Professor *(Tenure Track, Spring 2002)*
Administrative experience in health care agency/system to teach in and coordinate the graduate joint Master of Science in Nursing Administration and Master of Business Administration Program. A Master of Science in Nursing and a Master of Science in Business Administration, RN license or eligibility for endorsement in NY required. Earned doctoral degree in nursing or related discipline or significant progress toward the degree and national certification preferred. Experience with magnet recognition process a plus.

Maternal-Infant Nursing: Assistant/Associate Professor *(Tenure Track, Fall 2002)*
A nurse scholar with a sustained program of research to teach Maternal-Infant Nursing in the undergraduate program and participate in the redesign of the doctoral program. A Master of Science in nursing, national certification in clinical area and a RN license or eligibility for endorsement in NY required. Earned doctorate in nursing or related discipline preferred.

Community Health Nursing: Assistant/Associate Professor *(Tenure Track, Fall 2002)*
A nurse scholar with a sustained program of research, publication record and teaching experience in Community Health Nursing. A Master of Science in Nursing, earned doctorate in nursing or related discipline, RN licenses or eligibility for endorsement required.

Applicants should direct letter of interest, curriculum vita, and names and contact information of three people who can provide a reference to **Dr. Marilyn Kleinberg, Alumnae Hall, Adelphi University, One South Avenue, Garden City, NY 11530.**

SCHOOL OF SOCIAL WORK

Assistant/Associate Professor: *(Five Tenure Track Positions, Spring or Fall 2002)*
Adelphi University School of Social Work invites applications for five junior/senior tenure track faculty appointments beginning in January and September 2002. Candidates to teach in the social policy, HBSE or practice methods area and who have expertise in gerontology, substance abuse, mental health or health. At least two years of post-baccalaureate or post-master's social work degree experience is required for all candidates applying for a position teaching in the practice methods area. The School of Social Work was founded 52 years ago, offers baccalaureate, master's and doctoral degrees and has a diverse student body of over 800.

For appointment at Assistant Professor, candidates should have an M.S.W. and an earned doctorate by the time of appointment. Excellent teaching skills and scholarly achievement and potential commensurate with years since receipt of the doctorate are important qualifications. For appointment at Associate Professor, qualifications include an M.S.W., earned doctorate in social work or an allied field, and a strong record of scholarly publication and grantsmanship.

A letter of application, curriculum vitae and the names and addresses of at least three references should be sent to **Dr. Brooke E. Spiro, Acting Dean, Adelphi University, School of Social Work, Garden City, N.Y. 11530.**

The availability of these positions is subject to change.
Adelphi University is committed to building a diverse faculty and strongly encourages
applications from minority and women candidates.

For additional information about Adelphi University please visit our website
www.adelphi.edu

Adelphi University is an Affirmative Action/Equal Opportunity Employer

Assistant Director of Residence Life

for Training and Academic Programs

The Position: Indiana University of Pennsylvania (IUP) invites applications for a State University Administrator 2 vacancy in the Office of Housing and Residence Life. The incumbent reports to the Associate Director and is responsible for staff training, the development of living-learning communities, and facilitating partnerships with members of the IUP and greater Indiana communities. Starting salary $35,462 with excellent fringe benefits.

Qualifications: Requires a Master's degree in Student Personnel, Higher Education, or other related area and a minimum of four years professional (post-Master's) experience with a minimum of two years employed in a housing and residence life program. To become a finalist, applicants must communicate effectively and perform well in the interview(s).

Application Deadline: December 14, 2001.

IUP is an equal opportunity employer M/F/H/V.

For full position announcement, see
www.iup.edu/humanresources/jobline.

Indiana University of Pennsylvania

Indiana University invites applications for a faculty position at any level in the Department of Criminal Justice and the Latino Studies Program. The candidate will be jointly appointed by Criminal Justice (the tenure home department) and Latino Studies. We seek a specialist in U.S. Latino populations and one of the Criminal Justice Department's four areas of emphasis. The Department of Criminal Justice is a nationally ranked multi-disciplinary department with emphases in nature of crime and delinquency, criminal justice systems and processes, law and society and cross-cultural studies. We welcome candidates from a full range of disciplines who can combine teaching and research on Latinos with one of the areas of emphases. Latino Studies is a new program at IU. The individual filling this position will be expected to participate actively in developing Latino Studies, which will become the tenure home for this position should Latino Studies achieve department status. In the ideal case, the incumbent will teach the same courses and maintain a strong collegial relationship with both Criminal Justice and Latino Studies before and after such a change. IU Bloomington, which ranks nationally among top research institutions, provides a supportive research environment. The position is authorized at the level of tenure-track assistant professor, tenured associate professor, or tenured full professor. Send letter of application, curriculum vita, examples of scholarship, evidence of effective teaching experience, descriptions of potential courses and three letters of reference to **Professor Kip Schlegel, Chair, Department of Criminal Justice, Sycamore Hall 302, Indiana University, Bloomington, IN 47405** (FAX: Criminal Justice Department (812)855-5522). First consideration will be given to applications received by **January 4, 2002.**

Additional information about Criminal Justice is available at:
http://www.indiana.edu/~crimjust/
and about Latino Studies at:
http://www.indiana.edu/~latino.

Indiana University is an equal opportunity and affirmative action employer. We especially encourage applications from women and minority candidates.

SARAH LAWRENCE COLLEGE

Comparative Politics

Sarah Lawrence College announces an opening for a full-time, tenure-track position in Comparative Politics beginning Fall 2002. The successful candidate will specialize in the contemporary politics of either Latin America or Africa, will have a PhD in hand by the starting date. Desired areas of expertise and interest might include migration; the globalized economy and the role of the nation state; social movements, public policies regarding economic distribution, the environment, or public health; and the politics and civil society of African diasporic communities of the Americas outside the U.S. Applicants should send a letter detailing teaching and research interests, a CV, two course descriptions, and three confidential letters of recommendation by December 31, 2001, to **Comparative Politics Search (HOHE), c/o Naudia Forbes, Faculty Secretary, Sarah Lawrence College, Bronxville, NY 10708.** For a fuller description of the position and information on Sarah Lawrence College, our curriculum, teaching methods, and philosophy of education, please see our Web site at **http://www.slc.edu/hr/.** Sarah Lawrence has a strong commitment to the principle of diversity. In that spirit, we especially welcome applications from under-represented groups.

Education

Vacancy Announcement

New Jersey City University is a diverse University located in Jersey City, New Jersey. We offer over 40 Baccalaureate and Master Degree programs and serve 10,000 students. The University offers a complete benefits package including health, dental, prescription and pension; tuition waivers; state of the art fitness center and paid vacations and holidays.

New Jersey City University is recruiting for the following position:

➡ LIBRARIAN III

Cataloger (Gil Noble Tapes)

Application Deadline:
December 15, 2001.

For more details
and/or to apply
online, visit
our website at:
www.njcu.edu
Click on Employment
Opportunities

NEW JERSEY
CITY
UNIVERSITY

New Jersey City University is an Equal Opportunity Employer

XAVIER
UNIVERSITY

ASSISTANT/ASSOCIATE PROFESSOR OF LEGAL STUDIES

Xavier University, a Catholic University in the Jesuit tradition, is recruiting a tenure-track professor in business legal studies at the assistant/associate level starting in fall 2002, pending funding. Candidates must hold a Juris Doctor degree; an M.B.A. or a Ph.D. in a related field will be viewed favorably, though neither degree is mandatory. Teaching assignments include both undergraduate and graduate legal environment of business courses. The candidate should have a strong commitment to both high-quality teaching and a research agenda that will lead to publications in refereed journals. Xavier University's Williams College of Business is AACSB accredited, and salaries are competitive.

In order to ensure consideration, applications should be received prior to January 4, 2002. Please direct a letter of application, vita, evidence of teaching effectiveness, a sample of scholarly work or detailed description of future scholarly agenda, and the names of three references to:

Paul Fiorelli
Business Law Coordinator
Department of Accountancy
507 Schott Hall
Xavier University
3800 Victory Parkway
Cincinnati, Ohio 45207-5161
or e-mail to Fiorelli@xu.edu

EO/AAE

ITHACA COLLEGE

DEAN

School of Health Sciences and Human Performance

Ithaca College invites applications for the position of Dean of the School of Health Sciences and Human Performance. The College seeks an individual to provide creative and dynamic leadership with the ability to position the school as one of the leading undergraduate schools of health sciences and human performance in the country. The Dean also needs to have the ability to work with a wide range of constituencies internally and externally to the College, and to have a strong knowledge of current academic trends including the uses of technology in teaching. The Dean serves as the chief academic and administrative officer of the School of Health Sciences and Human Performance which currently has undergraduate programs in Exercise & Sport Sciences, Health Policy Studies, Health Promotion & Human Movement, Occupational Therapy, Physical Therapy, Speech-Language Pathology & Audiology, Sport Studies, and Therapeutic Recreation & Leisure Services. There are also graduate programs in Exercise and Sport Sciences, Occupational Therapy, Physical Therapy, and Speech-Language Pathology. The school serves a current student population of 1,250, taught by a full-time faculty of 86.

Responsibilities include leading efforts in planning and program development; supporting an environment that maximizes student, faculty and staff development; preparing and administering the school budget; participating in resource development for the school; advocating and supporting interdisciplinary program development; maintaining and enhancing productive relationships with the professional community and alumni; and representing the school in College-wide planning activities. An earned doctorate and significant academic or professional accomplishment in higher education are required.

Ithaca College is the largest independent, comprehensive, residential college in New York State. Co-educational and non-sectarian, the College offers over 100 programs and enrolls 6100 students in its five schools: Business, Communications, Health Sciences and Human Performance, Humanities and Sciences, and Music.

The City of Ithaca, located about sixty miles southwest of Syracuse and ninety miles southeast of Rochester, combines rich cultural and commercial features within a diverse multicultural population and spectacular scenery of central New York's Finger Lakes region. Cornell University, also located in Ithaca, enhances the cosmopolitan flavor of the community and provides abundant opportunities for cross-cultural activities.

Compensation is competitive and commensurate with experience. Individuals wishing to nominate candidates for the position should submit a letter of nomination, including the name, position, address and telephone number of the nominee. Candidates for the position should send a letter of application, curriculum vita, and three letters of reference to:

Dr. Kent Scriber, Chair
Dean of the School of HS&HP Search
Ithaca College
350 Job Hall
Ithaca, NY 14850-7012

Review of applications will begin on January 16, 2002, and will continue until the position is filled. *Ithaca College is an Equal Opportunity/Affirmative Action Employer. Members of underrepresented groups (including people of color, persons with disabilities, Vietnam veterans and women) are encouraged to apply.*

Texas Tech University

PROVOST

The president of Texas Tech University and the Provost Search Committee invite nominations and applications for the position of provost. As a doctoral extensive institution, Texas Tech University seeks a visionary scholar and leader in administration and education to guide the university. The term of the new provost will begin on or near Sept. 1, 2002.

The provost is Texas Tech University's chief academic officer and reports to the president on all matters related to activities of the schools and colleges, academic facilities, accreditation and faculty personnel policies. The provost is responsible for maintaining the highest standards in teaching, research and service among all faculty members in all academic program areas. Deans of eight colleges, the School of Law, the dean of Libraries, the Division of Outreach and Extended Studies, the University Interscholastic League, the Institute for the Development of Exceptional and Advanced Learners, the Women's Studies Program, the Museum of Texas Tech University, the National Ranching Heritage Center, KOHM-FM, KTXT-TV, the University Press and the Office of International Affairs report to the Provost. Convocations; the Teaching, Learning & Technology Center; and Official Publications are also the responsibility of the provost. The provost represents the academic interests of the university to the Texas Higher Education Coordinating Board and provides input into strategic planning for presenting university priorities to the Texas Legislature.

Desired qualifications include a terminal degree; senior academic and administrative leadership experience; strong academic credentials in teaching, scholarship and research; service sufficient to warrant appointment as professor with tenure in one of the university's academic units; evidence of active leadership in the implementation and maintenance of diversity initiatives in regard to faculty, staff and students; demonstrated commitment to a quality-productivity-based approach to university administration; a successful track record in strategic planning and financial management; and an understanding of and demonstrated commitment to a student-centered undergraduate experience in the context of a doctoral extensive research university. Additional attributes include the ability to represent, strengthen and expand relationships for the university, and to articulate the role of a contemporary comprehensive university to a diverse public. She/he should have knowledge of issues affecting higher education. The provost will be part of a collaborative management team and must possess strong communication skills and the ability to interact in a productive atmosphere with vice presidents and deans.

FOR FULL CONSIDERATION, MATERIALS SHOULD BE SUBMITTED PRIOR TO DEC. 7, 2001. Review of applications will begin immediately, and will continue until an appointment is made. Application materials should include a letter of application addressing how the candidate's experiences match the position requirements; a statement of administrative philosophy; a curriculum vitae; and the names, titles, e-mail addresses, business addresses, and business and home telephone numbers of at least five references that include faculty, administrators, students and community leaders. Electronic submission of materials as an MS Word attachment is strongly encouraged. Texas Tech is an affirmative action, equal opportunity employer and has a strong institutional commitment to diversity. In that spirit, we are particularly interested in receiving applications from a broad spectrum of people, including women, minorities and persons with disabilities.

Individuals wishing to nominate candidates for the position should submit a letter of nomination, including the name, position, address and telephone number of the nominee.

Requests for information, written nominations and application materials should be directed to:

Dr. Michael Heintze
Chair, Provost Search Committee
Office of Enrollment Management
Texas Tech University
Box 42010
Lubbock, TX 79409-2010
e-mail: michael.heintze@ttu.edu

OR

Mr. Ronald Phillips
Office of the President
Texas Tech University
Box 42005
Lubbock, TX 79409-2005
e-mail: ronald.phillips@ttu.edu

Texas Tech University was established in 1923. Enrollment is approximately 25,500 students, with graduate and professional students comprising about 16.8% of the total. The university employs approximately 1163 academic faculty, of whom 616 are on tenure-track appointments, 799 administrative-professionals and 2314 classified staff. The 2000-2001 university budget is $385.5 million, with 1999-2000 research funding at an annual level of approximately $40 million. The university ranks 64th in the Association of Research Libraries. For further information about Texas Tech University, please see www.ttu.edu.

DEAN

College of the Pacific
University of the Pacific

University of the Pacific seeks a dynamic, visionary leader as Dean of the College of the Pacific, the liberal arts college of the University. The College thrives among eight professional schools of the University, enrolling approximately half of the 3100 undergraduate students. The Dean oversees 23 departments, four interdisciplinary programs, and three centers, with distinctive strengths in each of the College's major divisions-Natural Sciences, Social Sciences, and Humanities. The College leads the University's distinctive General Education Program and has five masters programs and one joint Ph.D. program. The College participates in the University's major comprehensive campaign to fund a new science complex, a new humanities center, and endowed faculty positions and programs. The College is distinguished by its commitment to cultivate "citizen leaders," its accelerated and joint programs linked to each of the professional schools, and its commitment to faculty-student interaction, experiential learning, and undergraduate research.

Candidates for the position of Dean should possess a doctorate in one of the liberal arts and sciences disciplines, and the academic background that would qualify for full professor rank. They should also possess demonstrated administrative and leadership ability.

University of the Pacific is a dynamic, independent, comprehensive university offering undergraduate, first professional, and graduate degrees to nearly 5700 students on three campuses. The College is located on the University's main campus in Stockton, a culturally and ethnically diverse city of more than 250,000 people, and part of the beautiful central valley of California bordered by a thousand miles of waterways. It is within a two-to-three hour drive of the Napa Valley, the Lake Tahoe-Sierra region and Yosemite National Park. The University's McGeorge School of Law is located in the state capital, Sacramento, and the School of Dentistry is in San Francisco. The main campus is within 45 minutes drive of Sacramento, and 90 minutes from the San Francisco Bay Area. See Pacific's web site at **http://www.uop.edu.** More information about Stockton can be found at **http://www.stocktonet.com.**

Nominations and applications will be reviewed beginning in October. **Notify Professor Brian Klunk, Chair of the COP Dean's Search Committee, University of the Pacific, Stockton, California 95211; bklunk@uop.edu.**

The University of the Pacific is an Equal Opportunity/Affirmative Action Employer, encouraging excellence through diversity.

Georgia Institute of Technology
SCHOOL OF PUBLIC POLICY

Environmental Policy
(Please apply by December 15, 2001)

Professor of Public Policy, rank open, tenure track position, to start Fall 2002. The Georgia Institute of Technology's School of Public Policy seeks a scholar with research and teaching interests in environmental policy. The School is a nationally-ranked, research-intensive department of a technological university, offering bachelors, masters, and Ph.D. degrees in public policy. Opportunities include contributing to the School's mission by developing a program of sponsored environmental policy research and publication; collaborating with environmental engineers and scientists across the Institute; and consulting with local, state, national and international environmental agencies and non-governmental organizations. Salary competitive and commensurate with qualifications and experience. Ph.D. or J.D. required. Applications from women and minority candidates are especially welcome. The availability of the position is contingent on funding. Applicants at the Assistant Professor level should include three letters of recommendation in their dossier. Senior applicants should provide names and addresses of at least three references.

Philosophy, Science & Technology
(Please apply by November 20, 2001)

The program in Philosophy, Science and Technology (PST) in the School of Public Policy at Georgia Tech has a position in philosophy beginning September, 2002. PST supports a community of philosophers and scholars in associated disciplines with research and teaching interests emphasizing ethical and social issues connected with science and technology. We seek a philosopher with broad interests in Ethics, Social and Political Philosophy, or moral aspects of policy. Applicants with interests in environment, science and technology, or information and telecommunications policy are especially encouraged to apply. Applicants should be willing to accept significant administrative duties for the development of an expanding PST certificate and minor program, including exercising leadership in the development and teaching of ethics courses for engineers. Teaching will be at the graduate and undergraduate levels. Ph.D. required. Rank open. Tenure track position. Salary competitive and commensurate with qualifications and experience. Applications from women and minority candidates are especially welcome. Applicants at the Assistant Professor level should include three letters of recommendation in their dossier. Senior applicants should provide names and addresses of at least three references.

Send application materials to Carmen Williams, Search Secretary, School of Public Policy, Georgia Institute of Technology, Atlanta, GA 303320345. Applications by email are encouraged, to carmen.williams@pubpolicy.gatech.edu, with hard copy following by regular mail.

AN EQUAL EDUCATION/EMPLOYMENT OPPORTUNITY INSTITUTION

The University of Michigan

Department of Communication Studies

FACULTY OPENINGS BEGINNING FALL 2002
ASSISTANT/ASSOCIATE/PROFESSOR OF COMMUNICATION STUDIES

Communication Studies — The University of Michigan Department of Communication Studies seeks applicants for two tenure track/tenured faculty positions. Growing department emphasizes mass communication as a social phenomenon and the study of mass media systems, processes, contexts, and effects.

Positions available, and possible areas of research and teaching, are as follows.

Position 1: Information and Communications Technologies, including specializations in the social and economic impact of new media, impact of new media on patterns of work and collaboration, new media and intellectual property rights, and privacy. Appointment is likely at the assistant professor level, but more advanced candidates will be considered.

Position 2: Media, Culture, and Society, including specializations in press history, history of advertising, entertainment culture and history, or media theory. Appointment at associate or full professor level. The successful candidate should have a distinguished record of teaching, research, and service with national or international recognition.

Anticipated starting date for both positions is September 1, 2002. Applicants should identify position of interest and send a vita, three letters of recommendation, scholarly writing sample, and evidence of teaching effectiveness.

SEND APPLICATIONS TO:

Search Committee
Department of Communication Studies
The University of Michigan
2020 Frieze Building
105 South State Street
Ann Arbor, MI 48109-1285

DEADLINE: Evaluation of applicants will begin immediately and continue until positions are filled.

The University of Michigan is a non-discriminatory/ affirmative action employer.

San José State
UNIVERSITY

The San Jose State University College of Social Work invites applications and nominations for three tenure-track ten-month faculty positions. Candidates for these positions must have an MSW degree, three years post Master's practice experience, and a doctorate in social work or a related field. The positions are at the graduate and undergraduate level:

Graduate Social Policy Faculty with Expertise in Child Welfare

Primary responsibility of teaching transcultural generalist practice courses in the foundation year and/or advanced generalist practice courses with a family and/or community focus and courses in child welfare. Asst. Professor.

Graduate Generalist Practice Instructor with Expertise in Gerontology

Teaching transcultural generalist practices courses in the foundation year and/or advanced generalist practice courses with a family and/or community focus on issues of the elderly population, their families and support groups. Asst. Professor.

Undergraduate Social Policy Faculty

Primary responsibility of teaching social policy courses from a transcultural generalist practice perspective. Asst. Professor.

APPLICATION PROCEDURE: Send: 1) a letter of application for the specific position, 2) a curriculum vitae, 3) three letters of recommendation and, 4) the names, addresses, and telephone numbers of three references to:

Recruitment Committee, College of Social Work
San Jose State University
One Washington Square, San Jose, CA 95122-0124

For additional information access our Home Page at:
http://www.sjsu.edu/depts/SocialWork.
Application Deadline is January 15, 2002
San Jose State university is an EEO/AA/Title IX/Section 504/ADEA Employer

IUPUI

Executive Director
Center for Teaching and Learning
Indiana University Purdue University Indianapolis

Established in 1995, the IUPUI Center for Teaching and Learning (CTL) provides consultation to individuals and departments; organizes events on teaching, learning, and technology topics; and generates print and electronic resources on teaching. The Executive Director of CTL is expected to provide leadership for the Center for Teaching and Learning, oversee research and development, provide for the development of CTL staff, and contribute to institutional efforts directed toward teaching excellence at IUPUI.

Candidates are expected to be well-versed in innovative teaching approaches; uses of technology to support instruction; learning and program assessment strategies; strategies for organizational development; connections between information science, copyright law, and other related fields to modern teaching and learning; and nontraditional delivery possibilities. Additional required qualifications include an earned doctorate; college teaching experience; professional development experience in a postsecondary teaching center; record of publication, fundraising, external consultation, and participation in national organizations on college teaching; organizational, interpersonal, and management skills; oral and written communication skills; and appreciation and advocacy for diversity. Faculty appointment in an academic department will be considered, if credentials are appropriate.

More information about the position is available on the web at opd.iupui.edu. Candidates should submit a letter of application, curriculum vitae, and the names of three current references to: **Chair, CTL Director Search Committee, Office for Professional Development, IUPUI, University Library, Room 1140, 755 West Michigan Street, Indianapolis, IN 46202.** The Committee will begin to read applications on **December 1, 2001.**

IUPUI is an EEO/AA Employer, M/F/D.

COASTLINE COMMUNITY COLLEGE

VICE PRESIDENT OF STUDENT SERVICES

Coastline Community College in sunny Southern California, on the beautiful Pacific Coast seeks candidates for this senior level, contract educational administrator position. The successful candidate will provide vision, leadership, and overall administration for all Student Services programs. He or she will have three years full-time administrative experience at a division dean/chair level, plus a Master's Degree and at least one year formal training, internship or leadership experience related to this important administrative assignment. Experience in the development and supervision of student support programs and experience utilizing computer technology for communication, decision-making and problem solving in a distance learning environment is desired.

Coastline Community College has earned an international reputation as an innovative leader in both distance and community-based education serving over 20,000 students in transfer, occupational/technical education, community services and general education programs.

The salary for this position ranges up $108,358 plus a stipend for an earned doctorate degree. The District provides an excellent, comprehensive benefit package including 22 vacation days per year. To apply, complete a District application packet for Job #8-C-02 by January 11, 2002. All application materials must be received or postmarked by this deadline date. You may also obtain a down-loadable version through our website at www.cccd.edu/hr.

Coast Community College District
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Assistant Professor

Human Development/ Family Studies
School of Family and Consumer Studies

KENT STATE UNIVERSITY

Kent State University seeks applications for a nine month, tenure-track Assistant Professor position in Human Development/Family Studies and Gerontology to start fall, 2002. Summer teaching and research stipend may also be available. **Qualifications:** Doctorate in Family Studies or closely related field, university teaching experience, and research record commensurate with experience. A record of collaborative, cross-disciplinary research and strong teaching credentials in the field of family studies and human development are preferred. Responsibilities include interdisciplinary research development, undergraduate and graduate teaching (courses in family studies, human development and aging), thesis advising, and university and community service. Review of applications will begin on December 1, and will continue until the position is filled. To apply, submit a letter of application, vita, transcripts, evidence of scholarship, and three letters of reference to: **Julian Montoro-Rodriguez, PhD, Search Committee Chair, School of Family & Consumer Studies, Kent State University, 100 Nixson Hall, Kent, OH 44242-0001; Email: jmontoro@kent.edu or phone, (330) 672-2197.**

Kent State is an Equal Opportunity/Affirmative Action Employer and actively encourages applications from minorities and women.

To learn more about the school and program, visit our Website at www.kent.edu/f&cs.

SUMMER 2002

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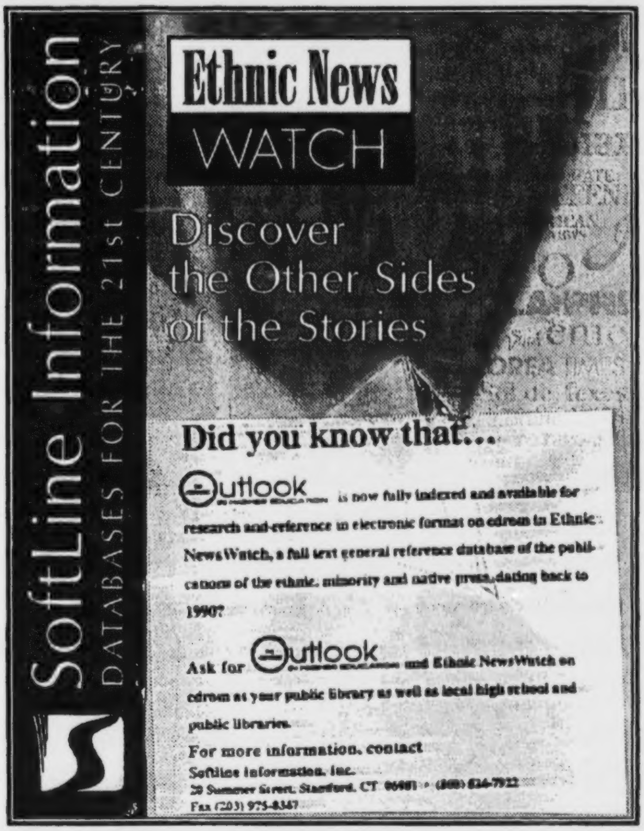

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Vice Chancellor
Finance & Administration

The Vice Chancellor, Finance & Administration, is responsible for the overall administration of District finances, various business functions, facility planning and construction, District facilities maintenance and operations, and coordination of colleges' food service operations.

Requirements: Have a MA degree from an accredited college/university in business, accounting, finance, mgmt or related field & 5 yrs of related management exp.; OR Have a BA degree from an accredited college/university in business, accounting, finance, mgmt or related field & a Certified Public Accountant's license & 5 yrs of related mgmt exp.; OR Have a BA degree from an accredited college/university in business, accounting, finance, mgmt or related field & 7 yrs of progressively responsible & relevant mgmt exp. in a large organization; AND Have sensitivity to & understanding of the cultural, socioeconomic, and ethnic diversity of the community college environment.

For applications or information Call:
Dr. Tom Van Groningen, Search Consultant
(209) 529-8462
Application are also available on our website:
www.losrios.cc.ca.us
AA/EOE

LOS RIOS COMMUNITY COLLEGE DISTRICT

MIDWESTERN
STATE UNIVERSITY

Vice President for Academic Affairs

Midwestern State University, located in Wichita Falls, Texas (population 106,000), invites nominations and applications for the position of Vice President for Academic Affairs. MSU is a public institution offering a wide variety of undergraduate and graduate programs designed to prepare students for careers in business administration, computer science, criminal justice, elementary and secondary education, fine arts, health sciences, mass communication, psychology, social work, and environmental and engineering technology. Pre-professional programs are offered in dentistry, engineering, law, medicine, veterinary medicine, pharmacology, and physical therapy. Reporting directly to the President, the Vice President is the chief academic officer of the University and its second-ranking official.

The Vice President is responsible for the administration, budgeting and staffing of all academic programs, including six academic colleges, distance and continuing education, the Honors Program, the Academic Support Center, and the University Library. The Vice President also maintains an ongoing study of the University's curricula and works closely with the faculty to develop new courses of study and class schedules. The Vice President presides over meetings of the Academic Council and serves as a voting member of the Administrative Council and the Information Technology Executive Council. He also receives reports and recommendations from the Core Curriculum Committee, the Faculty Research Committee, the Graduate Council, the Honors Program Committee, the Library Committee, the Pre-medical and Pre-law Committees. The Vice President also frequently represents the University before the Texas Higher Education Coordinating Board and similar state agencies.

The successful candidate will have an earned doctorate; will have extensive full-time university teaching experience; will hold the rank of professor; and will have at least five years experience in academic administration with heavy emphasis on budgeting, staffing, curriculum development, strategic planning, accreditation, research and resolution of faculty related issues. Strong leadership, managerial and communication skills are essential as well as a strong commitment to developing a positive multi-cultural environment.

Interested applicants should send a letter of introduction, curriculum vitae, and the names, addresses, telephone numbers, and e-mail addresses of five references to: Vice President for Academic Affairs Search Committee, Midwestern State University, 3410 Taft Blvd, Wichita Falls, TX 76308. Salary: $120,000-$135,000 depending on qualifications and experience. The search will remain open until the position is filled; however, applications received by January 7 will be given first consideration. Preferred starting date: July 1, 2002.

Additional information on Midwestern State University can be found by visiting the University's website at **http://www.mwsu.edu** or by calling the MSU Personnel Office at 940 397-4133. Fax: 940 397-4780. Email: steve.holland@nexus.mwsu.edu.

As an EEO/ADA Employer, Midwestern State University actively seeks applications from women and minorities.

AMERICAN UNIVERSITY
WASHINGTON, DC

Visiting Law Professors
AY 2002-2003

American University's Washington College of Law seeks several visiting professors in a wide range of academic subjects for either semester or year long appointments in the coming academic year 2002-2003 subject to final budgetary approval. Subject areas being sought include traditional first year courses (criminal law, torts, civil procedure), as well as criminal procedure, evidence, commercial law, business associations, jurisprudence, and clinic. Visiting professors should have teaching experience in their areas; WCL is not making any permanent hires this year. Resumes should be sent to **Appointments Committee, c/o Bill Beamer, Office of the Dean, Washington College of Law, American University, 4801 Massachusetts Avenue, NW, Washington DC, 20016.** Applications will be considered on a rolling basis until visiting appointments are filled.

American University and the Washington College of Law are committed to a diverse faculty, staff and student body and encourage the applications of women and minorities. The American University is an EEO/AA employer. Appointments will be for semesters during the academic year 2002-2003.

PRESIDENT
LEE COLLEGE
Baytown, Texas

The Board of Regents of Lee College invites applications and nominations for the position of chief executive officer and president of the college. Lee College is a public comprehensive community college serving 175,000 residents in the Baytown area. The college, founded in 1934, is situated on 40 acres of land in Baytown, Texas, located 30 miles east of Houston on Galveston Bay. This fall, 10,000 credit and non-credit students are enrolled. In addition to the main campus, there are classes taught at seven extension sites, a regional mall, and the Texas Department of Criminal Justice in Huntsville, Texas. The college enjoys a healthy financial condition and supports its endeavors with a $35 million budget.

PRESIDENTIAL PROFILE

Committed to growth of individuals as persons, as good citizens of their community, state and country, and as enthusiastic participants in society, the college seeks a visionary leader who understands the concept of leading by serving. The successful candidate will possess an understanding of and commitment to the comprehensive community college philosophy.

Lee College is accredited by the Southern Association of Colleges and Schools and looks forward to the opportunities in the reaccreditation process in the near future.

DEMONSTRATED

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- Successful teaching experience, higher education level preferred
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- Commitment to academic freedom
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- Excellent communication skills–speaking, writing and listening
- An earned doctorate preferred

Applicants should submit:

1. A letter of application addressing the elements of the profile
2. A current résumé including a home and business phone number with e-mail if available
3. Names, addresses and telephone numbers of five references who can describe how the profile elements are met.

Applications and nominations should be mailed to

Betty Foreman
Presidential Search Committee
Lee College
P.O. Box 818
Baytown, TX 77522-0818

Closing date for applications is January 10, 2002. Starting date is July 1, 2002, or as soon as possible. Salary is competitive with excellent benefits.

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SCHOOL OF COMMUNICATION
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The Visual Media Division of the School of Communication, at American University is seeking a tenure track Assistant Professor with expertise in photography/digital media and video/multimedia production beginning Fall 2002.

Responsibilities: responsibility for the on-going development of the photography/digital imaging and video/ multimedia curricula for the Visual Media Division and teaching an average five-course load per year. Teaching responsibilities will include undergraduate and graduate courses in full-time and weekend programs.

Depending upon qualifications, teaching responsibilities might also include other courses in visual media including photography, screenwriting, producing, and media studies. Media studies courses could include media history, theory as it relates to practice, and visual literacy. Producing courses encompass teaching graduate students business and legal aspects of media entrepreneurship. Some Saturday teaching may be required. All faculty are expected to advise students; assist in facilities and equipment management; continue creative, professional or scholarly work; participate in school and University activities and governance.

Qualifications: Substantive professional experience or creative work relevant to the field that demonstrates a commitment to developing a body of original work recognized for its excellence in the professional and academic communities; MA in relevant discipline required, MFA or PhD desirable. Teaching experience at college level required. Applicants should be able to teach the use of hands-on applications for high-level creative, professional, and intellectual purposes in a sophisticated computer environment.

Salary: Salary is negotiable, depending on qualifications and experience.

The School: The School of Communication has 900 undergraduates and 300 graduate students in visual media, journalism, and public communication programs. American University is an independent, co-educational university with more than 11,000 students.

Application Materials: Curriculum vitae/resume with three references should be sent to:

Visual Media Search, School of Communication
American University, 4400 Massachusetts Avenue, N.W, Washington, D.C. 20016-8017

The American University is an equal opportunity/affirmative action employer committed to a diverse faculty, staff and student body. Applications from women and minorities are particularly invited.

For more information email: **jjbaker@american.edu**

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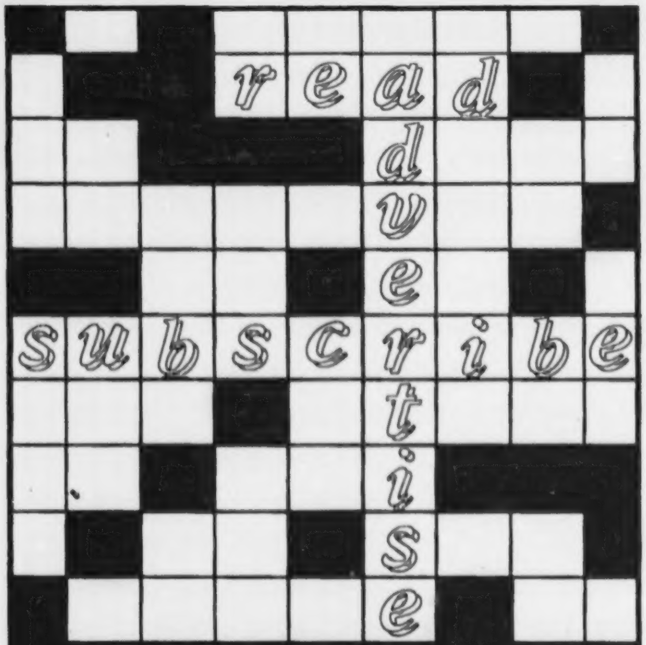

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¡PUNTO FINAL!

IN CALIFORNIA, COLLEGE IS FOR EVERYONE

Ralph Pesquiera, whose B.S. in business administration and marketing is from San Diego State University, is a member of the board of trustees (1988-2004) of California State University. Owner and president of El Indio Mexican Restaurants, he serves on the California Postsecondary Education Commission.

The governor of California recently signed legislation that is great news for California students who want to attend college.

The governor and legislature have expanded the Cal Grants financial aid program so that every student who graduates from high school with at least a 3.0 GPA will not have to pay the cost of fees at California State University or the University of California. Students with a 2.0 or better will be given a stipend to help them begin postsecondary education at a community college.

This historic expansion is a $1.2 billion commitment. It will double the number of grant recipients and might eventually reach a third of all California high school students. The goal is to ensure that no California student is excluded from higher education because of finances. It's the kind of thinking that made California the envy of other states and drove it to be the sixth largest economy in the world.

What's more, a new Governor's Scholars Program rewards merit by providing $1,000 to ninth-, 10th-, and 11th-graders who score in the top five percent on the Statewide Standardized Testing and Reporting (STAR) examinations. Together, the expansion of Cal Grants and the addition of the Governor's Scholars Program make California's financial aid program the nation's best because it combines need and merit.

The governor and legislature are doing their part, and so is CSU. Its fee has decreased by 10 percent over the past two years and has not increased since 1994. At $1,428, it is among the lowest in the nation and is lower than the average of any other state in the nation. But many students and parents do not know that. We need to make sure they know what the cost really is so that capable, intelligent young students don't stop trying because they believe they can't afford college. That myth stunts too many plans.

The difference in lifetime earnings between a high school dropout and a college graduate is about a million dollars. More importantly, education can lead to a more satisfying career and increased contributions to society. No one should think their situation excludes them from this dream.

Let's look at these facts about current CSU students. About one-fifth are the first generation in their family to attend college. Forty percent come from households where English is not the main language spoken. Less than half are White, and about a quarter are Hispanic. More than half receive financial aid. Eighty percent have jobs while they attend college.

Higher education in California can include everyone, and the time for students to start preparing academically is now. We know that early intervention and mentoring significantly increase the chances that low-income students will attend and graduate from college, particularly if they receive assistance at an early age.

Again, CSU is doing its part. Ten CSU campuses are receiving a total of about $8.4 million in 2000-01 for the federally funded GEAR UP, which is designed to partner middle schools with universities and other organizations to provide students and their families with support services to prepare for college. It offers academic preparation and advanced course work to students in the sixth and seventh grades with the purpose of encouraging students to prepare for college and ensure them that college is affordable.

CSU has sent out 80,000 posters to middle and high schools throughout the state, indicating exactly what students should do from the sixth grade on to be ready for college. Students and parents can get copies of these posters by contacting their guidance counselors.

The state will soon launch a comprehensive Web site where K-14 students throughout California can seek out academic and career counseling, financial aid information, and facts about every higher educational institution in California.

Students and parents have to do their part. Children need encouragement and guidance. Parents need to check on their children's academic progress. They need to talk to teachers and guidance counselors. Too many high school students graduate unprepared for college because they did not perform well in high school or did not take the appropriate courses. That shouldn't happen.

Californians are very fortunate to have access to affordable, high-quality higher education. It is not out of reach for anyone. Students and parents need to take advantage of these educational opportunities. They need to start preparing early, know that they can afford it, and let higher education be a springboard to a productive, rewarding future.

If interested in submitting a ¡Punto Final! "think piece," please e-mail us at sloutlook@aol.com for guidelines.

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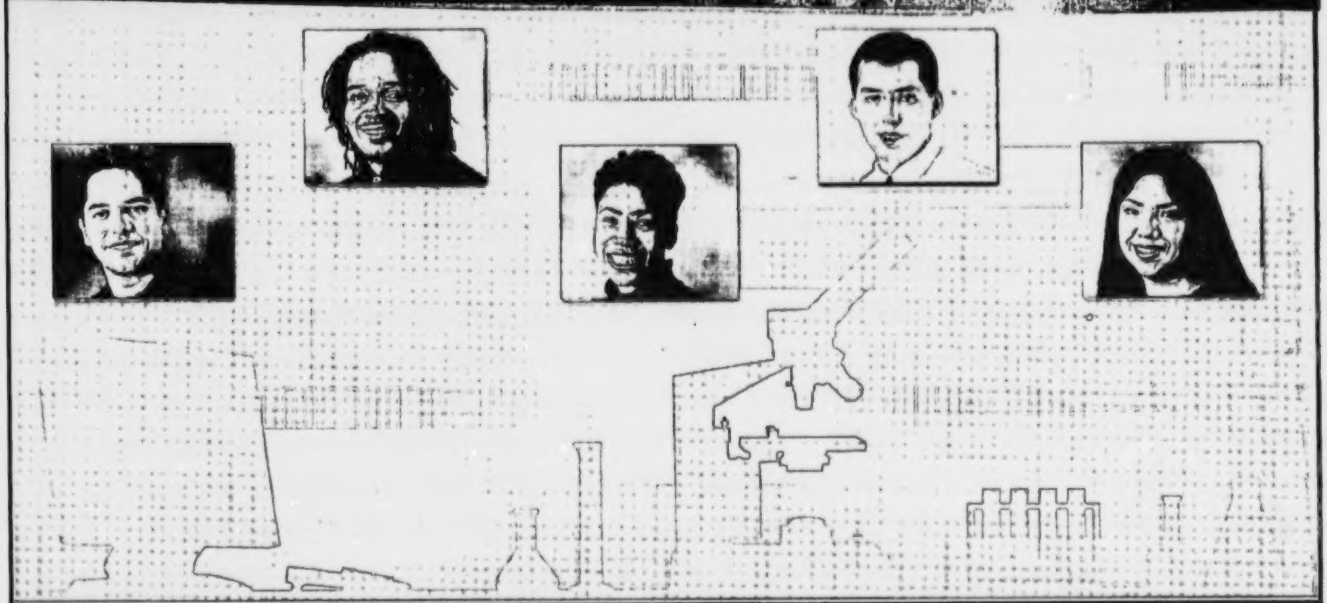

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Miami-Dade Community College
Antonio Pérez, President
Borough of Manhattan Community College
María Vallejo, Provost
Palm Beach Community College

CONTRIBUTORS: Michael L. Conniff, Marilyn Gilroy, Angela Provitera McGlynn, RoseAnna Mueller, Isis Artze, Adalyn Hixson, Jeff Simmons

LETTERS TO THE EDITOR: **Commentaries or Questions should be addressed to:**

The Hispanic Outlook in Higher Education
210 Route 4 East, Suite 310
Paramus, NJ 07652

All correspondence should include author's full name, address, and phone number.

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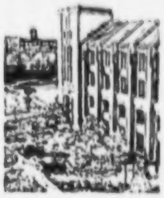

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¡PUNTO FINAL! back cover

Learning in "Cuba Libre"

Cover Photo Courtesy of Baldrige, National Quality Program

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Esquina Editorial

Conceive, Believe, Achieve

Business and industry vernacular is riddled with acronyms. Their purpose–to economize words or streamline conversation. For an outsider or apprentice, this communication process is often incomprehensible. However, every so often one catches my attention that I believe makes sense and can be useful to more than one group. CBA, I learned recently, stands not for consolidated business accounts, but rather, motivationally speaking, Conceive, Believe, and Achieve.

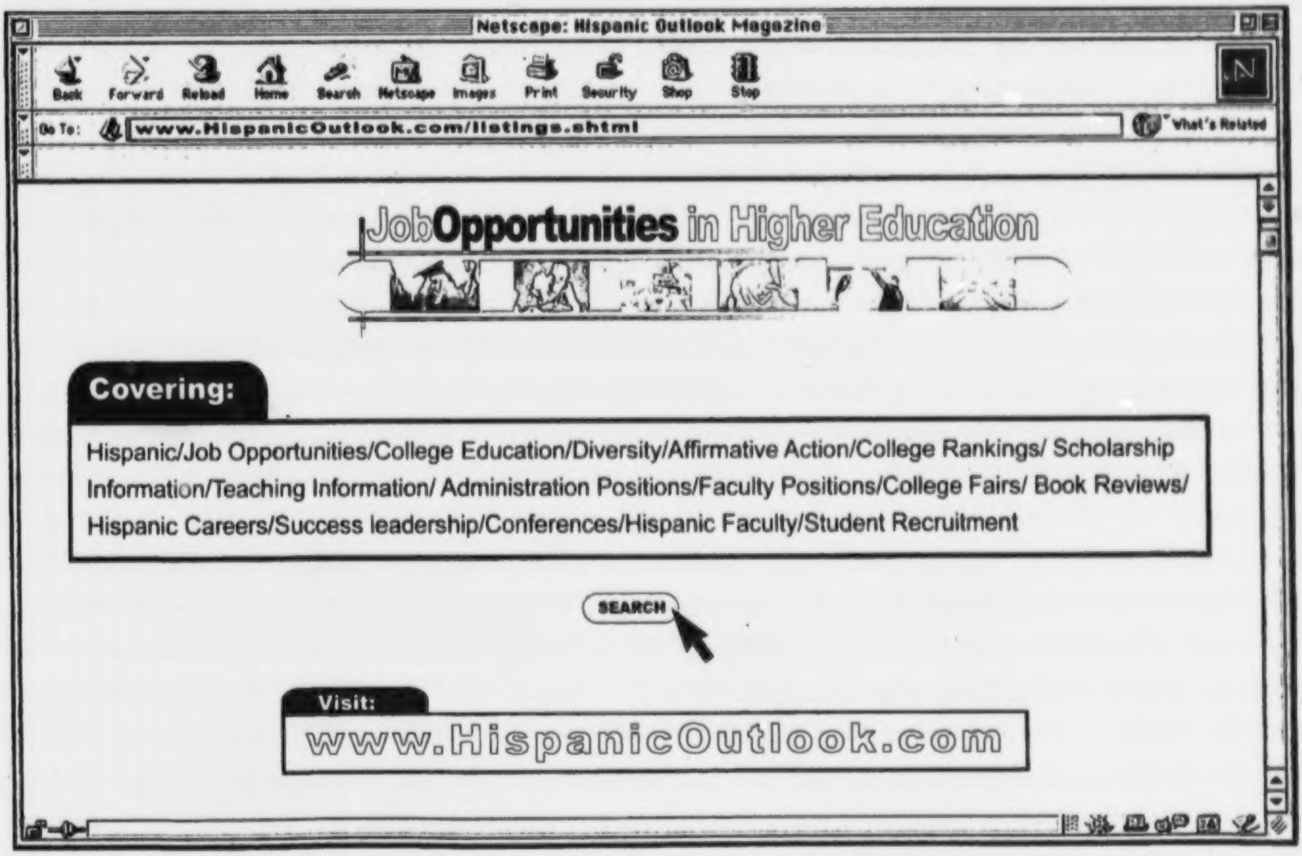
Suitable, indeed, throughout all branches of education. Whether you are an administrator, a faculty member, staff, or a student, CBA is apropos. It also can apply to institutions, associations, charters, and organizations–any person or entity with a mission and a vision. If you conceive it–a personal goal or a professional objective–and you believe it, then you can achieve it.

This issue showcases stories in which CBA was in effect. A feature on reconstructing the university includes diverse visions–including the view that its guiding principles are medieval; that institutional leaders must rethink and renew.

Other stories highlight out-of-the-box efforts at the University of Texas at El Paso to grow an alumni network in Mexico, and the accomplishments of two Hispanic Ph.D. students at City University of New York. Check out a piece on the Urban Universities Portfolio Project in which six leading institutions join forces to build greater public awareness of their contributions to higher education. *Y mucho más.*

Let's find the time to exercise a little CBA in our lives. It can go a long way.

Alexandra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A CAPITOL VIEW

Opportunity Gap Widening for Poor and Minority Students

BY GUSTAVO A. MELLANDER

An opportunity and learning gap continues to grow in America's schools. Americans are concerned and increasingly believe teacher quality is the central factor in school improvement. They have come to a clear agreement about major steps necessary to improve teaching, student learning, and school performance, according to an extensive national poll released by Recruiting New Teachers, Inc. (RNT) and public opinion analyst Louis Harris here in Washington, D.C.

The new report, ***The Essential Profession: American Education at the Crossroads***, comes at a time when President Bush and Congress are weighing far-reaching new federal education initiatives. It shows that Americans' views toward education have crystallized around some core beliefs about the importance of public education, teacher quality, and the most promising paths toward school improvement.

Findings

- As a measure to lift student achievement, 89 percent of Americans rate ensuring a well-qualified teacher in every classroom as "very important."
- Teacher quality now rates in a statistical dead heat with school safety (90 percent) as the key factor to boosting academic performance.
- Teacher quality outpolls other improvement strategies by wide margins. Roughly eight in 10 Americans agree strongly that a "high national priority" should be placed on recruiting and preparing teachers who can deliver a quality education.

The Most Promising Path

In the public's estimation, the quality teacher agenda surpasses all other reform strategies tested in terms of its ability to lift student achievement and make the nation's schools what they need to be. Ensuring quality teachers in every classroom was favored by a 2-to-1 margin over establishing a system of academic standards to be met by all students and by a 6-to-1 margin over establishing achievement tests in core academic subjects.

Similarly, when offered the choice of doing what it takes to put a fully qualified teacher in every classroom against creating more competition for public schools by either giving parents vouchers for private school tuition or by creating more independent charter schools, teacher quality is favored by more than 6-to-1.

"The public has no doubt about what matters most in school reform," said co-author Louis Harris. "Putting a qualified teacher in every classroom outpolls every other strategy. The American people believe the job can and will be done in the public schools. And if they perceive other strategies will drain funds from these efforts, the American people will reject them."

The Teacher Quality Gap

Although a majority of Americans rate teachers in their own communities as "well qualified," a third believe most teachers nationally are "just minimally qualified." And less than a third of all Americans strongly agree that teacher licensing requirements in their state "guarantee that teachers really know how to teach."

Only a quarter strongly agree that their local school district always hires fully qualified teachers. A comparable percentage (24 percent) believes the problem of incompetent teachers to be "very serious and widespread" nationwide, and one-third of the nation's Blacks and Latinos feel this way.

And fully eight in 10 Americans feel that parents should receive specific information about the qualifications of their child's teacher at the beginning of the school year.

Addressing Problems

Nevertheless, Americans feel better about their public schools today than three years ago, when Recruiting New Teachers, Inc., conducted a similar national poll.

While still majorities in some cases, fewer Americans identify issues such as drug and alcohol use, teen pregnancy, poor basic skills, or antiquated technology as "very serious and widespread." Meanwhile, the American public roundly rejects the odious myth of the bell curve and the tyranny of low expectations it represents. Today, 87 percent of Americans believe that most children are capable of learning demanding subject matter, up 17 points from 70 percent just two years ago.

By a 6-to-1 majority, Americans believe that student academic performance is more strongly influenced by hard work than natural ability (72 percent vs. 12 percent). Indeed, the poll shows that commitment to public education is a bedrock belief among Americans, with 97 percent of the national cross-section in favor of maintaining its guarantee for every child.

Unequal Opportunities to Achieve

While Americans' belief in public education is unequivocal–nearly everyone favors maintaining the guarantee of free public schools–their faith that the nation is delivering on its promise is diminishing. Only 28 percent of the American public agrees strongly that the same educational opportunities are available to minority and non-minority children alike nationwide, 6 percent fewer than in 1998. Meanwhile, only 19 percent nationwide agrees strongly that the same educational opportunities are available to children in poor and affluent communities.

To remedy such perceived disparities, eight in 10 Americans agree strongly that all children, including those who are economically disadvantaged, should have teachers who are fully qualified even if achieving that requires spending more money. A similar margin, 81 percent, says America must give a high national priority to recruiting and preparing such teachers.

Only slightly fewer Americans (77 percent) believe that "we must give a high national priority to developing the professional skills and knowledge of teachers throughout their careers," to help their students learn demanding subjects. And roughly six in 10 Americans support the idea of lengthening the school year by two weeks to give teachers more time for planning and consultation.

In closing, Kerry Killinger, chairman, president, and CEO of Washington Mutual, stated "The report shows that the public understands the link between high-quality teachers and improved student learning."

Dr. Mellander is a professor at George Mason University.

HO

Baldrige National Quality Award Open to Education

Several Finalists Are from Education Field

BY JEFF SIMMONS

The announcement came in May 1997, and it couldn't have been better for educators striving to improve their institutions.

The private foundation for the Malcolm Baldrige National Quality Award announced a $15 million fund drive to raise money to establish an award program for organizations and institutions in the education and healthcare sectors. The award is named after Malcolm Baldrige, the U.S. secretary of commerce for six years from 1981 until his death in a rodeo accident in 1987. He Ilwas a proponent of quality management as a key to this country's prosperity and long-term growth.

For the previous decade, more than three dozen awards had been distributed to corporations and businesses in the United States that demonstrated marked improvements in leadership, strategic planning, and performance.

But educational leaders were equally interested in improving their institutions and receiving guidance and, if possible, accolades when they did so. "I am delighted that education and healthcare organizations will now be able to be full partners in the Baldrige National Quality Program," then-Commerce Secretary William Daley said at the time. "These organizations can now apply for the Baldrige Award and share best practices with schools and healthcare providers around the country."

Chimed in foundation president Roger Ackerman: "Knowing that the country's educational and healthcare organizations will now have the potential to reap similar benefits from the Baldrige program is good news for all Americans. Thousands of businesses have dramatically improved their competitiveness and effectiveness by participating in the Baldrige Award program."

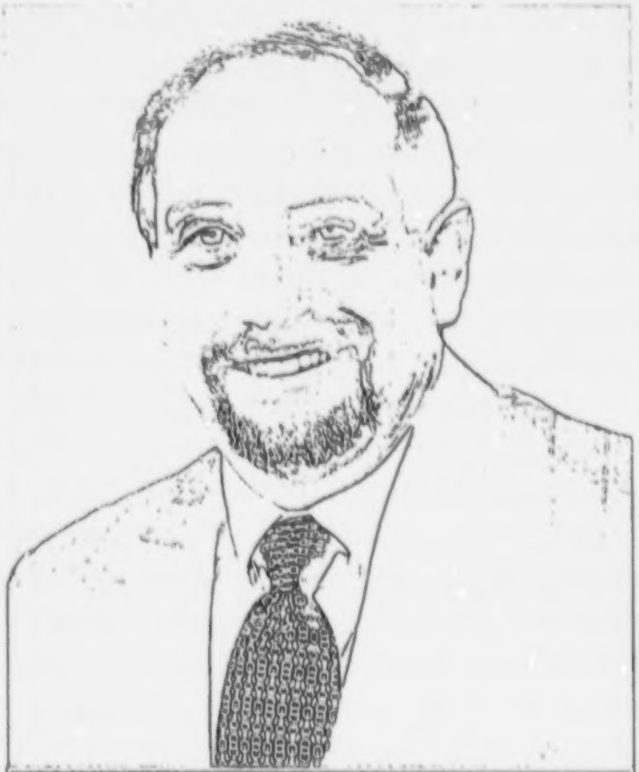
However, opening the door didn't immediately usher in public pronouncements of success. Educational submissions for the award began two years ago, and none has been handed out to an educator–yet. That could all change this year. At *HO*'s press time, more educational applicants had proceeded into the final round of award nominees.

"We are now in the final stage of review, which is our site visit stage and our review process, and of particular interest this year is that for the first time, we are doing more site visits in education," says Dr. Harry Hertz, director of the program at the National Institute of Standards and Technology. "Four out of the 13 finalists are from education."

Announcements of the awards are typically made in Washington, D.C., in November, and the 13 had been winnowed from a pool of 37 applications. Ten of those were from educational institutions–more than during the previous years.

"The law permits us to make up to three awards annually in each of our eligibility categories, but because of our standards of excellence, we have never given the number of awards we can give. We average four awards per year. But now with education and health, we could give up to 15 awards this year," Hertz says.

Established by Congress in 1987, the award is a public-private partnership designed to enhance competitiveness among U.S. businesses by promoting quality and performance excellence.



> ***"By alignment, we mean better communication between faculty, with parents in a K-12 structure, and with students. That's where we see the biggest change when alignment starts to occur."***
>
> DR. HARRY HERTZ, DIRECTOR,
> BALDRIGE NATIONAL QUALITY PROGRAM

"Four out of the 13 finalists are from education."

Organizations that have "benefited the economic or social well-being of the United States" are considered, and the award strives to publicize successful strategies. It is not given for specific products or services.

Since 1988, 41 awards have been presented to businesses in the categories of manufacturing, service, and small business. Besides leadership, they are judged on criteria such as customer and market focus, information and analysis, human resource focus, process management, and business results.

In 1999, President Clinton signed into law the Technology Administration Act, which expanded the award program to include nonprofit and for-profit education and healthcare organizations. Appropriations for the program also swelled to $4.9 million, including an added $1.8 million for the new education and healthcare categories.

"The impetus for adding them came from the business community," Hertz says. "They felt that one of the key issues the business community was facing these days as far as competitiveness was the quality and cost of health care for employees and the preparation of their employees to enter the workforce."

They felt, he said, that the same principles that were being applied to business could have a significant improvement on quality and performance if applied to education and health care.

The Commerce Department's NIST published criteria in a self-assessment tool entitled the "Baldrige Education Criteria for Performance Excellence" to aid educational institutions in improving services. The criteria are the basis for the award process, but rather than seek the award, many more educators simply want them to help make improvements.

The criteria help educators address opportunities to improve in seven areas: leadership and strategic planning, student and stakeholder focus, information and analysis, faculty and staff focus, educational and support process management, and school performance results.

Baldrige leaders stress that the program provides a "systems perspective" for managing performance. It establishes business practices that help an organization or school system measure itself against others.

"Basically, it is the same overall framework, but individual questions within the criteria were tailored to meet the needs of education," Hertz says. That includes a focus on diversity within the institution.

"We feel that the diverse cultures represented in the United States are a source of wealth for the United States, and the ideas that are generated lead to the richness of our organizations. We feel every organization needs to incorporate diverse cultures, diverse ideas for the benefit of the organization and the country."

The program is not only about the award. "The users of this far, far exceed the applicants for the award," says Hertz. "We actually view ourselves as a national education program with the award as one component of that program."

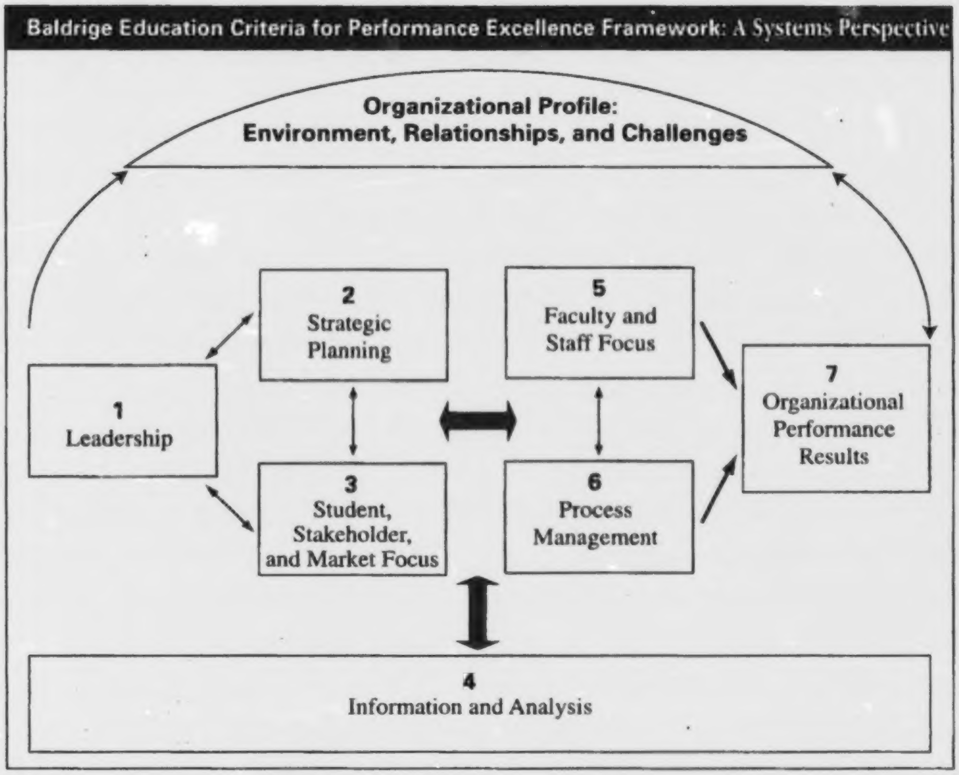
While there were 37 applicants this year, Baldrige distributed more than 150,000 copies of its criteria (which includes 20,000 sent to educators) and encounters more than 100,000 hits on its Web site from corporations and education and healthcare institutions. More than two million copies of the original criteria have been distributed.

It's unclear how many have embraced Baldrige strategies since they were tailored to educational institutions, but, says Hertz, "the best evidence we have are the stories from school systems that have adopted the criteria and told us of the impact they have had on performance."

The most valuable aspect, Hertz says, is alignment, which he calls a critical force in an organization and a critical need in education. "By alignment, we mean better communication between faculty, with parents in a K-12 structure, and with students. That's where we see the biggest change when alignment starts to occur."

The criteria, which he says exceed accreditation requirements, focus on learning-centered education and on teaching and learning. The most recent guidebook spells out that students need to be afforded enough opportunities to pursue a variety of avenues. "Learning-centered education supports this goal by placing the focus of education on learning and the real needs of students," reads the booklet on criteria.

Educational institutions must embrace a number of core values and concepts. For instance, they must be agile, able to respond quickly to the


Baldrige Education Criteria for Performance Excellence Framework: A Systems Perspective

Organizational Profile:
Environment, Relationships, and Challenges
1 Leadership
2 Strategic Planning
3 Student, Stakeholder, and Market Focus
4 Information and Analysis
5 Faculty and Staff Focus
6 Process Management
7 Organizational Performance Results

needs of students and other "stakeholders." They must value faculty and staff, provide job training, job rotation, and pay for demonstrated skills.

They also must have a firm grasp on their students and their needs. In an approach and deployment mechanism, the criteria prompt educators to pose a number of questions–about student segments or markets, about students' general or special needs and expectations, for example.

The award process gives educators a chance to undergo a review to determine how successful they have been. Although thousands of U.S. organizations and educational institutions use the criteria to assess their performance, others seek greater benefits through the application process.

Educational institutions that submit applications must demonstrate that they've achieved a "breakthrough," meaning significant and steady progress. They also pay a nominal fee.

Applicants prepare an "Organizational Profile," essentially a snapshot of the organization, major influences on how it operates, and challenges faced. An "Organizational Description" addresses its educational environment and relationships with students, stakeholders, suppliers, and others. "Organizational Challenges" requires a description of strategic challenges, competitive environment, and system for performance improvement.

"It's a requirement of that last category dealing with performance results that allows an organization to trend its own performance and compare it to the performance of other comparable or best-in-class organizations," Hertz says.

"So, basically, by doing the assessment, you see for yourself what your issues are, what the trends are, and where you are improving," he says.

Applicants are reviewed by a private sector Board of Examiners of six or more members. The Board spends between 300 and 1,000 hours reviewing the institution's work, and eventually produces a detailed feedback report on its strengths, weaknesses, and areas for improvement.

"When you go through the process, you must write a 50-page application," Hertz says, noting that organizations sophisticated in management can write that "in a matter of a week." Putting a system in place, he says, is the challenge, and "not something that happens overnight."

Organizations that make it past the first phase–as four educational ones have this year–undergo site visits of two to four days. The length of those visits depends on the size of the organizations. In the past, size has ranged from a low of 66 employees to tens of thousands.

Celani Domínguez, who has been with Baldrige only since the start of this academic year, assists members of the award process teams, a valuable experience for her and for them. She can learn more about the ties between business and educational philosophies, and they can draw on her classroom and education experience. A physics teacher in Austin, Texas, she was selected as an Albert Einstein Distinguished Educator and became the first such scholar placed within the Department of Commerce.

"In this country, most people think of educational and healthcare institutions as apart from other business institutions, but in essence, they are not. They are another form of business," Domínguez says.

Although her time there has been brief, she acknowledges a growing awareness of how educational institutions can change dramatically as a result of following accomplished business practices.

"It really helps them focus on how to implement programming in education. They have to focus on their organizational leadership, their public responsibility and citizenship, what kind of strategic planning is in place, and how do they deploy the resources they know they have," she says.

"They have to know who their students are and who their stakeholders are and who their market is," she says. "For me, that was the tough part at first. A lot of language that is used has a business tone to it, but once you understand this, it helps to understand an organization and move towards improving it all of the time."

"It really helps you analyze your organization and your faculty and staff," she says. "The most important thing is you are able to measure your results in a much more logical way because you are constantly evaluating it at every step."

Hertz says the feedback he receives from previous winners reflects the recognition of the award and its value. Corporations that may have struggled before find the success in their performance and marked change in their reputation.

"They have said that it has opened doors for them," Hertz says, "Where they were seeking customers before, now they have customers seeking them."

"I would assume the same recognition will happen with educational institutions, one that would bring them attention and hopefully more students, particularly in the higher education communities. And, the students benefit as well."

ACT Programs Target At-Risk Students and College-Bound Minorities

BY **MARILYN GILROY**

Initiatives Reach Far Beyond Testing

Determined to make good on its slogan "Information for Life's Transitions," ACT, Inc., has begun a series of initiatives to help at-risk students and college-bound minorities and to promote workforce training.

ACT, originally an acronym for the American College Testing program, has broadened its activities and is becoming recognized as far more than a service for college admissions testing. ACT is now providing tools that help students and workers prepare for higher-skill, higher-wage jobs. Also, it is dedicating a variety of resources to help poor, minority, and first-generation students earn high school diplomas and prepare for college.

According to Ken Gullette, director of media relations for ACT, some of those efforts are beginning as early as eighth grade. "One of ACT's major themes to educators is that an integrated program of assessment and guidance, started at an earlier age and followed through over time, results in higher achievement," says Gullette. "Our EXPLORE and PLAN programs are being used in some of these early outreach efforts."

As Gullette explains, EXPLORE is an eighth-grade assessment and career guidance program, and PLAN is for 10th grade, a Pre-ACT with a career/interest inventory section. He points to Oklahoma as a state that adopted ACT's integrated approach for eighth grade through high school, combining assessment and career planning by using GEAR UP funds.

"Even though Oklahoma's ACT scores dropped this year, the scores did not drop at schools that used our EPAS program for five or more years," says Gullette. "EPAS includes EXPLORE, PLAN, and the ACT Assessment.

Julie Noble, principal research associate at ACT

"And they've had great success with minority and first-generation students. Hispanic students in Oklahoma outperform their counterparts nationally."

The state of South Carolina has begun using ACT programs effectively in some schools to target poor, minority, and first-generation students, also through the use of federal GEAR UP funds. Karen Woodfaulk, director of student services at the South Carolina Commission on Higher Education, says, "We want to use the Standards for Transition (an ACT program) to help students in our GEAR UP programs. Beyond that, we would love to extend their use to show how all South Carolina students can begin working on a plan that will prepare them for college."

Standards for Transition is a unique feature of ACT that tells teachers and students exactly what scores mean and then suggests strategies for improvement.

"If a student has a 20 on the ACT, what do they know and what can they do?" says Gullette. "We developed a companion piece to this called 'Pathways for Transition,' which gives teachers classroom ideas and teaching experiences to move students from one academic achievement level to the next. These Standards for Transition score interpretations have also been used for EXPLORE (eighth grade) and PLAN (10th grade) so teachers can guide students to higher levels of achievement."

To help states as well as individual institutions improve the educational and career outlook for students, ACT launched the ACT awards program, which supports efforts to help at-risk students achieve their goals. The awards benefit specific project studies and programs aimed at individuals whose life circumstances and environments could hinder their career quests. The winners receive ACT programs and services of up

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to $50,000 to help them as they work with these students. Applications were accepted in the categories of demonstration programs and research studies or evaluation projects that address the needs of at-risk populations attempting to make the transition from high school to college or needing special training to enter the workforce.

Earlier this year, ACT announced the following four first-time-ever award winners.

Linking Instruction and Assessment with the Curriculum, at North Lawndale college preparatory charter high school in Chicago, is a program to help the school's teachers and administrators develop a curriculum design. Through the program, North Lawndale teachers are trained to use ACT's WorkKeys as a teaching tool and as a starting point to determine their learning objectives. Officials of the program receive ACT's help in training teachers and developing a college and career library as well as copies of ACT's pre-assessment programs EXPLORE and PLAN.

The Career Connection, which operates out of the Columbia-Montour area vocational-technical School in Bloomsburg, Pa., gives students help in career exploration, planning, and self-knowledge. The ACT project involves having at-risk students represent the school's 17 vocational-technical programs to area elementary and middle school students through hands-on demonstrations. The school received copies of EXPLORE, to help prepare eighth and ninth-graders for their high school coursework and post-high school choices, and licenses for DISCOVER, a program that helps people make important career and education decisions.

Quality Education New Jersey, a Trenton-based focus group that helps at-risk students, is part of Quality New Jersey, a volunteer-driven, nonprofit group committed to advancing education in the state. The award project's mission is to transform education through the partnership of business, education, and government. Officials at the program received the help of an ACT researcher to review ways in which school districts could improve their teaching. The research-review award will be directly applied to Asbury Park High School to help educators there create a benchmark for their efforts and to apply new teaching methods.

Richard Ferguson, president of the Iowa-based ACT, Inc.

The Weld County High School Diploma Program, based at Aims Community College, in Greeley, Colo., helps individuals whose life circumstances have prevented them from attaining a high school diploma. The program received ACT's WorkKeys to be used in a self-paced competency-based program to assess workplace skills and proficiencies required by employers. This program's flexibility and open-entry/open-exit approach provide a needed alternative for students who cannot participate in a regular classroom atmosphere.

Marsha Harmon, director of the program, which has been in existence since 1998, says it serves many local high schools concerned about students on the verge of dropping out because of academic, personal, or family issues.

"We deal with students, primarily age 16 to 20, who are referred to us by the high schools," says Harmon. "They come to our program to complete their diploma and to explore career opportunities."

The program uses a competency-based approach that is self-paced, based on ACT WorkKeys. Students must achieve certain levels in each of the eight assessment areas, geared to basic requirements for 80 percent of the jobs in that geographical region. If students are below the levels needed for competency, they can take advantage of software programs to help with subjects such as English and math.

"We also have career software that helps them explore jobs based on their academic backgrounds and personality characteristics," says Harmon. "They must also do a résumé."

Harmon says that the final and probably most important piece of the process is the evaluation component. As students complete their work, they must meet with an evaluation team consisting of members of the community who have volunteered for the program. The team usually includes teachers and superintendents who listen to the students explain what they have learned and why they deserve a high school diploma. The team also examines the students' portfolios.

"Students must do six portfolios consisting of projects, activities, or papers centered in the community or focused on issues," says Harmon. For example, if the portfolio is in the area of government and it is an election year, the student might become involved in running the local polling places and helping out in the election.

"We try to get them to become involved in their community as a volunteer to increase their awareness of both civic activities or maybe cultural events held in art museums," says Harmon. "Some students prefer to do a paper and explore a topic in depth, for instance, on terrorism and the attacks on the World Trade Center."

The portfolios and the evaluation are especially critical, says Harmon, because "people don't always understand this kind of individualized, self-paced learning."

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By having to apply and articulate their knowledge, graduates of the Weld County High School Diploma Program may have a better sense of what they have learned than graduates of traditional high schools, says Harmon.

The program has seen its share of successes, having graduated 323 students since 1999. This year, approximately 200 people are enrolled.

Aims Community College is also known as an ACT Center for Workforce Development. According to Dick Wood, dean of continuing education at the college, this means that individuals or employers can use a series of assessment programs to gauge specific skills needed in the workplace.

"We use this in conjunction with other programs, and it offers assessment or competency in specific areas, such as CPA or nursing," says Wood. "In some of these programs, our enrollment is nearly 50 percent Hispanic."

Officials at ACT are aware of the importance of increasing outreach programs and services to help Hispanic students and their parents make educational and career decisions. Gullette ticked off a list of activities designed to get information into the hands of those who need it most.

One project he enthusiastically described involves working with Univision to create a TV news series aimed at Spanish-speaking parents who want to help their children get into college.

"We help them understand how to encourage their children to get the most out of high school as well as help them understand financial opportunities, etc.," says Gullette.

"We also have parent materials for EXPLORE and PLAN in Spanish, and we are translating more of our other information into Spanish. Our entire "Make High School Count" and "Get Set for College" booklets concept was born out of an effort to reach first-generation students and that, too, is now available in Spanish," he adds.

Gullette recently helped put together a five-part television project with the same theme. Known in the business as video news releases, they were picked up by 33 stations in areas such as Florida, North Carolina, Ohio, and California.

ACT runs a syndicated column in about 28 newspapers, and it has just been translated into Spanish and is being marketed to Spanish newspapers.

Most importantly, Gullette believes that the ACT college admissions test, which is curriculum-based, is a better tool for minorities in determining college readiness than its competitor, the SAT. Gullette said that more and more states are becoming aware that the ACT is "an excellent test," and, for that reason, the number of test-takers has increased each year, rising to 1.1 million in 2000-2001. The number of Hispanics taking the ACT doubled during the last decade.

This past April, both Illinois and Colorado gave the ACT test to ALL high school juniors–free of charge to the students. Both states wanted an academic achievement test to measure whether students met state learning standards.

But another reason to give the test, says Gullette, was to target students who had not previously considered themselves "college material," a category that includes many minority students.

"In Illinois alone, between 10,000 and 12,000 students who had expressed no plans to attend college suddenly got the ACT scores and realized that they were, in fact, 'college material,'" says Gullette. "If some of those kids get a self-esteem boost from that and go to college, it will be a very good thing."

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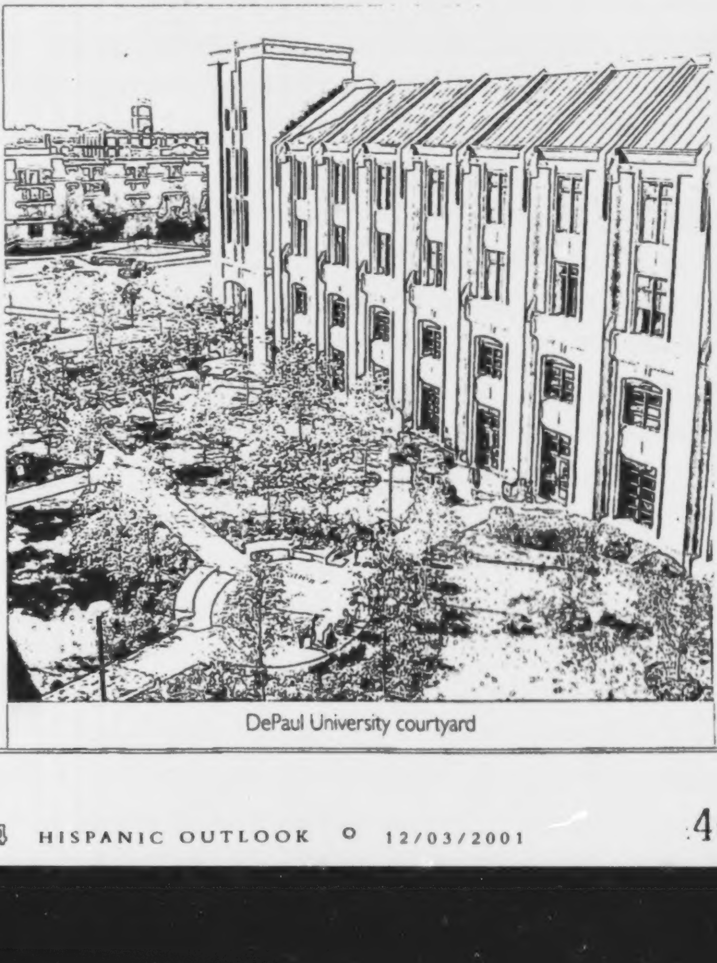
The Honor Roll

DePaul University

Founded in 1898 to Teach Immigrant Children

BY ROGER A. DEITZ

Founded by Vincentian Fathers in 1898 to teach the children of immigrants, DePaul University (Ill.) remains committed to reaching out to individuals from a broad range of cultural backgrounds, especially first-generation and non-traditional students. The Congregation of the Mission (or Vincentian) religious community follows the teachings of 17th-century French priest St. Vincent de Paul. The institution was named for and inspired by his life.



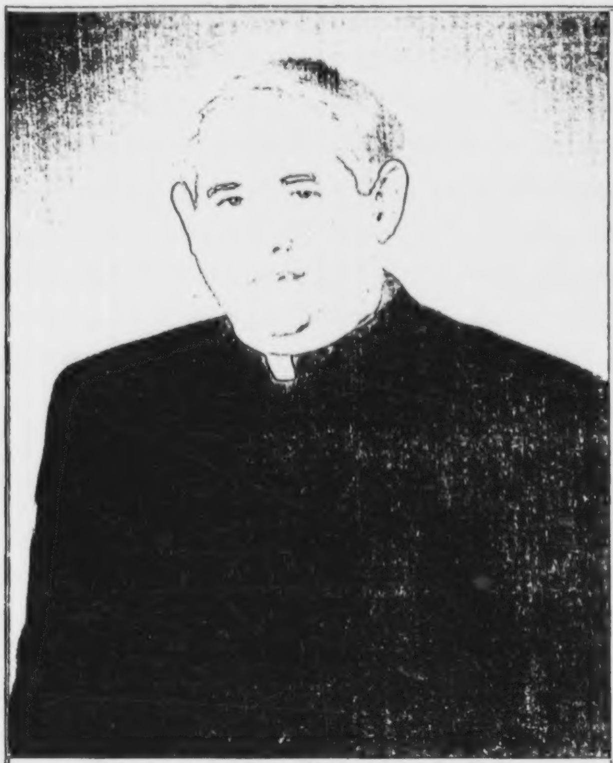
DePaul University courtyard

University officials maintain that three words–Catholic, Vincentian, and urban–are at the heart of DePaul University, which became the largest U.S. Catholic university in 1998, when its enrollment surpassed that of St. John's University in New York. It is also the largest private university in Chicago.

Of its total enrollment of 20,548 students, 12,436 are undergraduates pursuing full-time and part-time studies in day and evening programs. DePaul has seven campuses and offers more than 130 undergraduate and graduate degree programs. A DePaul spokesperson notes, "With Chicago, the metropolitan area, and the world as its classroom, DePaul has a reputation for innovative courses and personalized instruction. The University's faculty and students reflect a wide range of ethnic, religious, and economic backgrounds." And DePaul has increased minority enrollment by 41 percent since 1996, and total enrollment, 16 percent.

As of Fall 2000, minority students represented 30.4 percent of DePaul's total enrollment (9 percent Hispanic, 10.4 percent African American, and 11 percent Asian/Pacific Islander). The undergraduate class is 12.5 percent Hispanic. Among the Fall 2000 freshman class of 1,950 students, 33 percent was minorities, 269 of them Hispanic. Women were 60 percent of that class, and 42 percent was first-generation college students.

DePaul's distinctive mission is "to foster through higher education a deep respect for the God-given dignity of all persons, especially the materially, culturally, and spiritually deprived; and to instill in its students a dedication to the service of others." DePaul President Rev. John P. Minogue is a Vincentian Catholic priest, a member of the religious community that founded and spon-



Rev. John P. Minogue, DePaul University president

sors DePaul. "DePaul is in the midst of a tremendous growth period," he says. "We are committed to preparing students with the business and technology skills they need for successful careers in the new economy. Because we are a mission-driven Catholic university, we make every effort to reach out to first-generation college students, economically disadvantaged students, and racially diverse students." An impressive 40 percent of freshmen who entered DePaul in Fall 2000 came, he said, from families where neither parent had earned college degrees.

"We maintained a ratio of financial aid that includes 70 percent grants to 30 percent loans for students at the lowest income levels so they are not burdened with unmanageable debt when they graduate. Additionally, DePaul achieved enrollment records for diversity in 2000, with an all-time high of 5,966 students from a wide cross section of racial, religious, and economic backgrounds. We are very proud of these efforts to keep a high-quality DePaul education accessible to all students."

Dr. Minogue, the 10th president of DePaul, began his service July 1, 1993. Under his leadership, the University's management has been restructured; a fourth suburban campus has been developed; Computer Science/Telecommunications and Information Systems has been established as an independent school; and extensive deployment of technology has been completed to explore new venues of research, learning, and service.

First and foremost, DePaul's 651 full-time and 1,042 part-time faculty members are committed to teaching. Many are nationally and internationally recognized scholars. The part-time faculty is drawn from leading business and professional firms, as well as the arts and entertainment fields. There are 35 full-time Hispanic faculty. Nearly all classes are taught by faculty members, not graduate assistants. Classes are small–the ratio of students to professors is 15-to-1, making personalized instruction a reality. DePaul's faculty combines theoretical and practical expertise, and are equally comfortable in the classroom and boardroom. More than 85 percent of DePaul's full-time faculty members have the highest degree awarded in their field,

Honor Roll Facts in Brief

INSTITUTION
DePaul University

LOCATION
1 East Jackson Boulevard
Chicago, IL 60604
(312) 362-8300

ESTABLISHED
1898

ENROLLMENT
20,548 total (9 percent Hispanic)
12,436 undergraduates (12.5 percent Hispanic)

DEGREE OFFERINGS
Bachelor's
Master's
Doctorate

ANNUAL TUITION AND FEES
$15,390

FACULTY
651 full-time, 1,042 part-time

SEVERAL DEGREE PROGRAMS
Accounting
Communications
Computer Science
Finance
Psychology

NOTABLE HISPANIC-SERVING ORGANIZATIONS
Center for Latino Research
DePaul Alliance for Latino Empowerment
Midwest Association of Hispanic Accountants

INTERNET ADDRESS
www.depaul.edu

more than one-third have spent time consulting, and more than half have engaged in community or public service in the past year.

DePaul's faculty is "one of the most diverse around," noted *Time* magazine and the *Princeton Review* when they named DePaul one of the top seven finalists for College of the Year. The 1998 edition of *The Best Colleges for You* cited DePaul for making access to education a top priority. In the May 7, 2001, issue of *The Hispanic Outlook*, DePaul was named one of the nation's "Top 100 Colleges for Hispanics." The University was ranked 72nd in the total number of master's degrees awarded to Hispanic students and 86th in the number of bachelor's degrees awarded to Hispanics and 73rd in the number of total Hispanic students enrolled. David Kalsbeek, DePaul's vice president for enrollment management, spoke of its great pride in its position as an urban university, "featuring numerous resources for minorities and with strong ties to the local Hispanic and Latino communities."

DePaul, he says, "is the perfect choice for students seeking a nationally recognized and affordable private education, with Catholic values and a network of campuses in and around one of the world's greatest cities."

DePaul University student

DePaul's campuses are strategically located throughout the Chicago metro area. The traditional-style main campus on Chicago's North Side in Lincoln Park is home to the College of Liberal Arts and Sciences and the schools of Education, Music, and Theatre. New facilities at the Lincoln Park campus include a recreation and fitness center, science and athletic centers, and residence halls. Current construction includes a $23.5 million student center and high-tech classrooms. The University's downtown campus is anchored by DePaul Center, a $70-million mixed-use renovation project, and is home to the College of Commerce, College of Law, School for New Learning, and the School of Computer Science, Telecommunications and Information Systems. Other campuses are located in Lake Forest, Des Plaines, Rolling Meadows, Naperville, and Oak Forest.

The five most popular majors are: computer science, accounting, finance, communications, and psychology. Undergraduate tuition and fees averaged $15,390 for 2000-2001, below the national average of $16,332 for private universities. In 1999-2000, about $96 million in financial aid and assistance was awarded to 67 percent of all undergraduate students. The University's total budget for 2000-2001 was $260 million. DePaul's endowment and other reserve funds are invested in a merged long-term investment pool, which had a market value of $179.8 million on June 30, 2000.

On May 18, 2001, it was announced that the new Irwin W. Steans Center for Community-based Service Learning will make the community DePaul's partner in educating students. Philanthropist and banker Harrison I. Steans has committed $5 million to establish and endow the Center and to expand the University's integration of academics and community service. Named for Steans' late father, who instilled in him the need to be a steward who uses his unique talents and gifts for the betterment of those around him, the Steans Center will support and enhance DePaul's commitment to serving the community.

"DePaul is, indeed, Chicago's university," said Steans. "It prospers as the city does, and the roots of both are strongly intertwined. Our hope is that the Steans Center...will extend and deepen these relationships." DePaul began actively incorporating community service into its curriculum in 1998 as part of its strategic plan. It began with five classes that were primarily undergraduate and concentrated in the College of Liberal Arts and Sciences. Today, community service courses are offered university-wide. To date, some 1,500 DePaul students have participated in more than 90 community service courses and worked in more than 150 community organizations across the city as part of DePaul's service learning initiative. Community service courses provide students with realistic situations in which they can apply classroom theory while gaining practical experience working with local nonprofit organizations. Each course requires a minimum of 25 hours spent outside of class working with a community organization on projects that relate to the information covered in classes and defined by the community partner as important. Students can pursue a minor in community service that prepares them to assume leadership roles in community and nonprofit agencies.

Also last May, it was announced that Chicago author Ana Castillo was hired by DePaul to fill a writer-in-residence post. Castillo, an award-winning Chicana author of 15 books of fiction, poetry, and critical essays, began a five-year appointment this fall. One of the strongest voices to emerge from the Latino nationalist movement of the late '70s, her involvement in the political empowerment of Hispanics helped shape her feminist values.

"This is an important hire for the college, for our Latino students and faculty, and for the Latino community in Chicago," observes Michael L. Mezey, dean of DePaul's College of Liberal Arts and Sciences. "Ana is one of the most significant American writers of our time. She is an acclaimed poet, novelist, essayist, editor, and translator, and her work is taught in college classrooms around the country. Her presence at DePaul will strengthen our curricula in writing and in Latin American/Latino Studies. And will enhance the learning experience of all of our students."

UTEP Reaching Out to Alums Across the Border

Juárez and Chihuahua Chapters Under Way

BY INÉS PINTO ALICEA

It can take up to three weeks for a letter mailed in El Paso to arrive in Juárez, its sister city and Mexican neighbor five minutes across the U.S.-Mexico border. So when Yolanda Ingle and other officials at the University of Texas at El Paso decided to reach out to alumni in Mexico, they hired a driver to hand deliver each mailing to alums in Juárez.

"When we were mailing our invitations, they would go through Miami to Mexico City and then to Juárez," said Ingle, UTEP's assistant vice president for institutional advancement. "We didn't know if people were receiving invitations."

That small detail and hundreds of others have made all of the difference as the University strives to build alumni chapters in Juárez and Chihuahua and eventually throughout Mexico, a step few alumni relations offices at public universities have taken in Latin America.

"We discovered we had lost touch with our Mexican alums," said Ingle. "They are part of our UTEP family." The Mexican students, she said, are 10 percent of UTEP's population.

Indeed, the Latino presence at UTEP is huge, whether it be native-born Latin Americans or U.S.-born Latinos. Many of UTEP's Mexican students cross the border daily to attend classes in El Paso. In the Fall of 2000, UTEP had 15,224 students, 69 percent of them Latino.

"We're getting a reputation of being a welcoming place for Mexican students," said Eric Piel, UTEP's director of international programs.

Building the Welcome

The welcoming environment has been built through several factors. For more than a decade, UTEP, like other Texas universities, has been able to allow Mexican students who have financial need to pay in-state tuition. It is the Texas university with the largest number of Mexican nationals in that program sponsored by the Texas Legislature. Some 80 percent of the

The
University
of
Texas
at
El Paso
UTEP

Mexican students pay in-state tuition at UTEP, said Piel. Moreover, once the students are enrolled, they can take some of their core courses in Spanish in their first year while they also take intensive English courses so their graduation date is not extensively delayed.

Piel said at the university he used to work for, the international students were often in the periphery of university life, but at UTEP, the Mexican students are actively involved in everything on campus. Piel said, for example, three of the last five student government presidents at UTEP are natives of Mexico.

"There is a certain prestige with going to a U.S. university that carries extra weight when they go back to Mexico and get a job," said Piel.

So Piel said it was natural for UTEP, a university that serves a metropolitan area consisting of more than two million people in Juárez and El Paso, to reach out to alums across the border.

UTEP's efforts to build alumni chapters in Mexico were recently recognized by the Commission on Alumni Relations of the Council for Advancement and Support of Education (CASE). It selected UTEP's Alumni Association to receive a Seal of Excellence in July for its model alumni program in campus constituent groups. The judges selected the program because it could be used as a model for other alumni associations, said Dawn Dempsey, the Commission's chair.

Piel said the University's efforts are quite an accomplishment considering that the idea of students having a lifelong connection to the university they attended is largely a U.S. concept and one that University officials have had to introduce, explain, and attempt to gain acceptance of in Mexico.

Ingle said that while her office only has three staffers available for the effort, other University offices throughout the campus assisted with the effort to launch the Chihuahua and Juárez alumni chapters.

One of the most difficult challenges UTEP officials encountered was trying to keep up with the addresses of Mexican alumni. Ingle said the UTEP alumni relations office worked closely with alumni representatives in Juárez and Chihuahua to build a database of Mexican alumni. As is the case for most alumni offices, it is always a challenge to maintain good addresses. "This challenge is more than tripled when working in a foreign country," said Ingle.

UTEP officials gave alums in Chihuahua and Juárez a copy of the list of known Mexican alums and addresses they had, and the alums took the lists to events they organized with family members and friends who attended UTEP to review the lists, make corrections and additions, and update information. Once UTEP officials incorporated the information into a new list, they returned the list to the Mexican alums for a review. Then alums, family members, UTEP students, and staff presently at UTEP called and verified the addresses, phone numbers and e-mails on the lists and were once again updated by UTEP.

Yolanda Ingle, UTEP assistant vice president for institutional advancement

Within a few weeks, University officials verified 1,200 new names and addresses in Juárez and 250 in Chihuahua. Then the University planned two major events in the Fall of 2000, one for each city, to launch their efforts to build alumni chapters.

One of the initial challenges University officials faced in planning the two events was deciding whether the invitations should be in English or Spanish. The invitations were developed in Spanish, as were other materials, such as update information sheets, newspaper advertisements, and response cards.

The next challenge was finding a way to bring both the U.S. and Mexican alumni together so they could interact and build closer ties. For the Juárez event, UTEP President Diana Natalicio, members of UTEP's Alumni Association Boards and Development Boards, staff, faculty, and other UTEP administrators joined 200 Juárez alums. Likewise, some 30 El Paso alums made the nearly three-hour trip to Chihuahua to attend the reception hosted by the new UTEP Chihuahua chapter.

The Juárez and Chihuahua alumni chapters have had more meetings since, and in the spring, the presidents of the alumni chapters in Mexico and across the country met to participate in a retreat and develop a three-year strategic plan in chapter development.

"They were very receptive," said Ingle. "The people in Juárez and Chihuahua were pleased that we reached out to them and included them as part of the UTEP family."

While the University has launched the effort to build alumni chapters in Mexico, beginning with Juárez and Chihuahua, the goal, Ingle said, is for the alums to take over the chapters and develop their own activities and keep the chapters going.

Ingle said she sees herself as a conduit between the University and Mexico, but that it's important that the Mexican alums take ownership because "it's for their community."

Ingle said her office is working with the University's professional development and continuing education office to provide some UTEP continuing education classes for alumni in Mexico as additional ways to make connections with alums across the border.

"If you have a good experience at a campus, you're likely to go back to that campus or your children and grandchildren will go there," said Ingle.

Fund-raising Efforts

Due in large part to development efforts by the University, UTEP's annual gifts increased to $12.9 million in 1999-2000 from $3.5 million in 1989-90. The University's total endowment in 1989 was $22.3 million, which more than quadrupled to $112 million in 2000. Much of the increase was the result of the University's first capital campaign, which came to a close in August 2000. The Legacy's Campaign garnered $66 million, far exceeding its original goal of $50 million.

"The highest percentage of donations came from the local El Paso and UTEP community," said a March 2001 letter from the UTEP alumni relations office. "As is the case with many other universities, UTEP is already in the throes of addressing the when and how for the next campaign. It is clear that future campaigns will need to include a broader base of donors. As a result, a special focus is being placed on the development of chapter development both in the United States and Mexico."

But, Ingle said that fund raisers must be respectful of the culture in which they are trying to raise funds and recognize that what you use in one may differ from what you would use in another.

Tony Woo, a member of UTEP's board of directors since 1992 and a 1968 graduate of the University who has been trying to help build the Juárez chapter, confirmed that the University's efforts to reach out to Mexican alumni are showing signs of success. The governor of the Mexican state of Chihuahua visited El Paso to announce the establishment of scholarships for students from Chihuahua who wanted to study at UTEP. The gesture is important, particularly for Mexican students whose ability to pay for classes is often dependent on the value of the peso.

Ingle said reaching out to alumni is not just to get them to give the University money or have them raise funds for the University. There are additional reasons. "It's also about them helping recruit students, developing their networks, and informing others about the University's services," she said.

Ingle added many universities are expressing an interest in reaching into the Latino community for fund-raising efforts because they recognize the enormous buying power of the Latino community due to the latest reports of large growth in population numbers in the Latino community.

Tony Woo, member of UTEP board of directors

Woo is optimistic that this effort to formalize chapters will be successful because the University has taken such an active role. In previous attempts, Juárez alums attempted on their own to form chapters but rarely got far, he said. The current Juárez group is very proactive and meeting in small groups to determine such details as where they will hold meetings, what their level of involvement will be, and what projects they will take on.

Ingle said many in fund-raising circles question whether minorities give, but she said minorities do give, but the way they give and to whom they give is different than the way Anglos give. She cited the 1999 book *Philanthropy in Communities of Color*, which studied eight minority groups in the San Francisco Bay Area and found that most ethnic philanthropy went unrecorded by the Internal Revenue Service because philanthropy by minorities is often informal, given directly by one person to another, not necessarily to an organization in which they knew no one.

"We have to have a connection with the people we give to," Ingle said.

"The Roots of Minority Giving," by M. Ann Abbe, in CASE's *Currents Magazine*, July/August 2000, cites a W.K. Kellogg Foundation report called *Emerging Philanthropy in Communities of Color* that gives details of charitable giving by minorities. That study found that minorities tend to support children, the elderly, or community members rather than institutions. Minority giving tends to be for filling an immediate need rather than part of long-term planning and planned giving is seldom a priority, even in the highest income levels in minority communities. Minorities tend to distrust traditional nonprofit institutions, which are perceived as not having met minority needs. Minorities also put great stock in the person asking for the funding and are influenced in their giving by religious, community, professional, social, and family leaders. Lastly, minorities tend to give for reasons unrelated to tax and economic benefits, the Kellogg study found.

The article in the CASE magazine also offered several suggestions for improving fund raising in minority communities:

- Increase minority representation by hiring and training development officers who are minorities;
- Partner with organizations that are familiar and respected in minority communities and meet regularly with community leaders;
- Keep up to date on trends in minority philanthropy, meaning both gifts to minority organizations and from minority givers;
- Get more minorities involved in the institution by recognizing and honoring different styles of giving, providing family volunteer opportunities, adding minorities to major prospect solicitation lists, fostering diversity in the institution's volunteer leadership, and involving minorities in the development of education programs that affect people of color.

Phi Theta Kappa: Good As Gold

1,100 Chapters and $32 million in Scholarships

BY
MARILYN GILROY

There are approximately 1.3 million Phi Theta Kappa members in chapters in every state of the U.S. plus Canada, Germany, and Japan.

They are easily recognizable in the halls of academe by the Golden Key pins on their lapels. At commencement, they form a swath of gold stoles and tassels as they participate in graduation ceremonies. They are the members of Phi Theta Kappa (PTK), the international honor society of the two-year college.

There are approximately 1.3 million PTK members in chapters in every state of the U.S. plus Canada, Germany, and Japan. The average age of a new member is 29 but the range is from 18 to 80 years. Nationwide, the percentage of Hispanic students has increased to 6.1 percent from 5.3 percent three years ago. In some chapters, especially in the Southwest, 50 percent of the students are Hispanic. All have been selected for membership because of academic achievements, but the focus of their activities in Phi Theta Kappa is service and leadership.

"We help our members gain valuable experience and leadership skills," said Jennifer Westbrook, director of programs for Phi Theta Kappa. "There are many students with good grade point averages, but when your résumé shows involvement and community service, it's a real plus."

To become a member of Phi Theta Kappa, students must complete at least 12 hours of associate degree course work and earn a GPA of 3.5 or higher. They must maintain a high academic standing throughout enrollment in the two-year college, generally a 3.2 GPA.

Jennifer Westbrook, director of programs for Phi Theta Kappa.

Although scholarly achievement is the basis for entry, students join for the opportunities in leadership development, potential scholarships, and peer relationships that can be elusive at two-year commuter schools. This complement of benefits is reflected in the Phi Theta Kappa mission statement, which touts the four hallmarks of the organization: Scholarship, Leadership, Service, and Fellowship.

"Phi Theta Kappa has a great approach to producing a sense of service in individuals that can last a lifetime," said Jon Juárez, professor of computer technology and advisor for two years to the Alpha Omega Tau chapter at Dona Ana Branch Community College in Las Cruces, N.M. "In fact, the best thing about being an advisor is the opportunity to influence these students who will become future leaders."

The approach to which Juárez referred is PTK's dynamic blend of program offerings and comprehensive services so broad in scope that it would amaze its founders.

Phi Theta Kappa was established in 1918 by the presidents of the Missouri junior colleges for women to recognize and encourage student scholarship. It started with six charter members, but the founders had the foresight to create a mission and charter with a national focus. The name was selected as a deliberate, but unofficial, link to Phi Beta Kappa, the honorary society for four-year colleges and universities.

Jon Juárez, chapter advisor and professor at Dona Ana Branch Community College

For the first six years, the society confined its activity to women's junior colleges but soon expanded to 14 chapters in six states, including chapters at coeducational colleges. It petitioned the American Association of Junior Colleges in 1928 for recognition as the national honor society for junior colleges.

Originally, Phi Theta Kappa conferred free membership at graduation and offered little else in the way of programs and services. Today, individuals who join pay a one-time membership fee of $38 to the national organization, but chapters and regional organizations may also assess dues.

The dues can be a wise investment, for as Phi Theta Kappa brochures claim, it offers "more benefits than any other student organization." Those benefits include everything from career services to thousands of dollars in scholarships to eligibility for a PTK credit card. The organization's Web site, PTK.org, even offers help with difficult assignments, including one free hour on Smarthinking, the 24-hour seven-day-a-week online tutoring service in math, writing, and accounting.

"Because our members want tangible benefits, we have established lots of new partnerships in the last year," said Westbrook. "So, in addition to academic recognition, we provide a wide range of services."

The scholarship opportunities are among the biggest advantages of PTK membership–$32 million in scholarships offered by 540 senior institutions. For example, the University of Pennsylvania College of General Studies recently announced the establishment of four full-tuition scholarships for part-time students exclusively for Phi Theta Kappa members. The PTK Web site allows members to browse through its scholarship directory and explore the possibilities; however, it also administers its own Guistwhite Scholarship program, which awards stipends for the completion of baccalaureate studies.

Last year, Luisa Della Rossa, a PTK member at Broward Community College in Fort Lauderdale, Fla., earned a $5,000 transfer scholarship. David Rodríguez, from New Mexico, was a 2001 recipient of a transfer scholarship. Rodríguez, who returned to school after experiencing health problems in his 30s, also serves as PTK New Mexico regional president.

One of the newest PTK programs is the Leaders of Promise scholarships to help members complete their associate's degrees.

"We heard from our members and advisors that we were focusing too much on transfer students," said Westbrook. "They indicated that many of our members needed help in getting an associate's degree, so we established the Leaders of Promise scholarships."

The PTK Foundation recently held a Phone-A-Thon to raise funds for these new scholarships, and chapters around the country have enthusiastically embraced the concept.

"We are raffling off a Harley Davidson motorcycle to promote the Leaders of Promise scholarships," said Juárez. "Our students struggle so much with finances while they are in two-year schools that this will be very helpful."

Phi Theta Kappa also provides scholarships plus stipends and awards so that members and advisors can attend programs such as the Leadership Institute and the Honors Institute, the latter, one of the jewels of the society's programs.

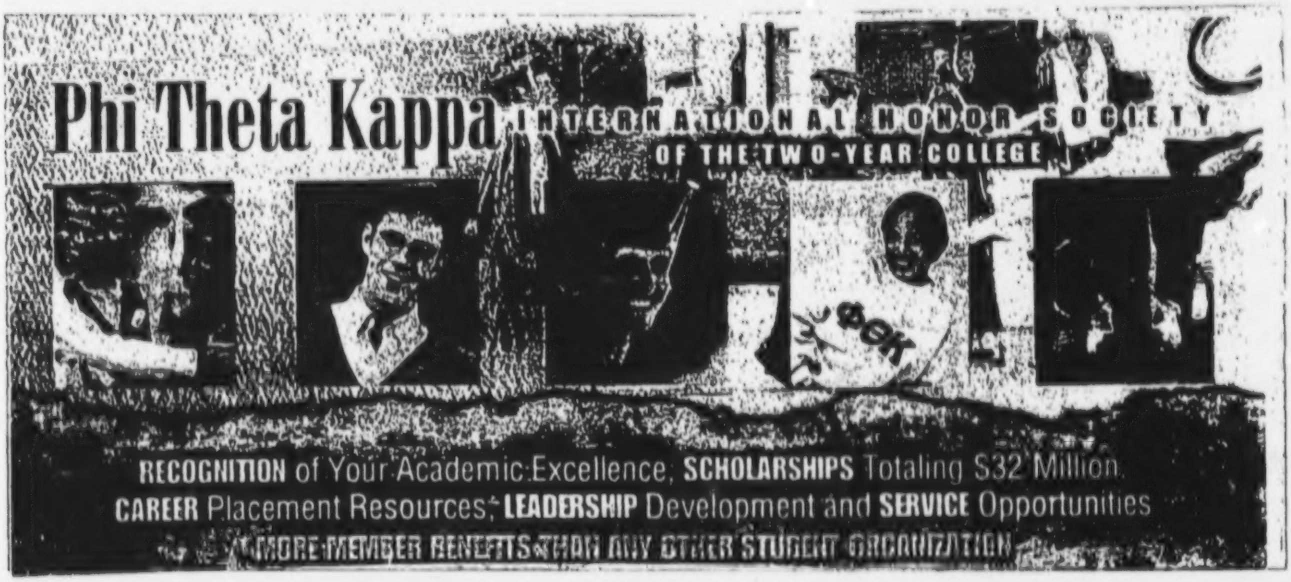
Each year, Phi Theta Kappa hosts the International Honors Institute to provide members an opportunity to hear from renowned scholars, examine the Honors Study Topic, and develop what might become lifelong friendships with fellow members.

This summer the Institute was held at the Georgia Institute of Technology (aka Georgia Tech) in Atlanta. The focus was the 2000-2001 honors topic: Customs, Traditions, and Celebration: The Human Drive for Community. The topic is used by chapters throughout the academic year as a basis for honors study in colloquies, courses, and seminars. PTK publishes the ***Honors Study Topic Program Guide***, which includes bibliographies, study questions, and, often, videos.

"About 63 percent of our chapter use the Honors Study Program," said Westbrook. The topic is selected by an honors committee comprised of Phi Theta Kappa regional coordinators, faculty advisors, and consultants. The Honors Committee has decided that the next study topic–The Directions and Dimensions of Health: Choices in the Maze–will be examined over a two-year period, to allow chapter opportunities for expanded examination of the topic and related issues.

Nota Bene, an honors anthology, was created to provide members an opportunity to have their literary works included for circulation to two-year colleges.

While these academic enrichment programs and the possibility of financial assistance for college are important incentives for members, many are also caught up in the legacy of service that is so much a part of the organization's identity. The service is rendered through local chapters and partner-


Phi Theta Kappa
INTERNATIONAL HONOR SOCIETY
OF THE TWO-YEAR COLLEGE
ΦΘΚ
RECOGNITION of Your Academic Excellence, SCHOLARSHIPS Totaling $32 Million,
CAREER Placement Resources, LEADERSHIP Development and SERVICE Opportunities
MORE MEMBER BENEFITS THAN ANY OTHER STUDENT ORGANIZATION

ships with national organizations.

"My members hosted a carnival at a local elementary school to honor students who had excellent attendance records and who had a high rate of completion for assignments," said Juárez. "They also helped with a fund raiser at a local domestic violence shelter."

Westbrook, who works at PTK's national headquarters in Mississippi, explained that PTK has also partnered with America's Promise, the Alliance for Youth founded by General Colin Powell, who felt that young people could make a difference in their neighborhoods by offering service to the community, especially in the area of children's programs. Phi Theta Kappa has supported the concept by asking its members to become a "Chapter of Promise." Westbrook cited PTK members from Eastern Shore Community College, in Melfa, Va., who adopted a first-grade class at Pungoteague Elementary School and tutored in reading and math. In Port Huron, Mich., members worked with disadvantaged elementary students in an after-school mentoring program that offered a safe environment in which the children received assistance with homework and were provided with a snack. In Haywood County, N.C., PTK members sponsored a one-act opera performance of *The Three Little Pigs*, performed by the Opera Express.

One of the most important alliances that PTK formed this year included a direct link to Phi Beta Kappa and high school honor societies. Dubbed the Alliance for Excellence in Education, these three entities have teamed up to encourage students to pursue a liberal arts education. The Alliance was created to counter the increasing numbers of students who elect to enter career-training programs, often in technological fields, rather than pursue undergraduate degrees in the liberal arts. The Alliance will broadcast a series of seminars to community colleges and universities and also make them available to high school students and guidance counselors. Other programs include a summer institute for high school and community college faculty members and involvement in the National Honor Society's annual conference.

Phi Theta Kappa officials attribute much of the credit for its strength and diversity of programming to the source of its support–the students, advisors, and college administrators at the local chapters. To stay in touch, PTK directors and administrators conduct surveys, hold online chats, and ask for feedback at conferences in order to assess needs of members and chapters. Each year, they honor college presidents for extending support and resources to Phi Theta Kappa, such as faculty advisor release time and line item budgets. At the 2001 national conference, 20 community college executive officers were presented with the Shirley B. Gordon Award of Distinction, named after a community college president who chaired the Phi Theta Kappa Board of Directors.

"We like to recognize supportive college presidents. We also like to get them to participate in our conference and really get to know the scope of the organization," said Westbrook. Many of the presidents become ambassadors for the organization, participating in state and regional events.

Adopting a regional structure has reinvigorated the chapters and given them a new sense of identity. PTK now has 29 regional organizations, which hold conventions and leadership conferences and conduct their own institute. For advisors like Jon Juárez, the structure is very effective.

"Breaking into regions has helped various chapters get a sense of identity," he said. "We used to be clustered in such big areas, but now my region is five years old, and it reflects a strong sense of the three cultures that dominate the area–Hispanic, Native American, and Anglo."

Juárez says that his students enjoy traveling within the region, but his dream is to provide scholarships for them to visit other areas of the country, such as the East Coast, so that they could get a sense of the culture.

"I would love to provide travel scholarships to have my PTK students go to other parts of the country and to have those from other regions, like New York, come here," said Juárez. "It is such a learning process for students when they are exposed to other cultures."

It would, he said, be the opportunity of a lifetime for his two-year college students who often don't venture outside their community. And it may be just the kind of dream that will become a reality through an organization such as Phi Theta Kappa.

Urban Public Universities Unite for Information Campaign

PEW and AAHE Cosponsor Three-Year Project

BY INÉS PINTO ALICEA

Six leading urban public universities have joined forces to build greater public awareness of the contributions they make in higher education and to try to change how accrediting associations, government agencies, and the public rate the success of colleges and universities nationwide.

The "Urban Universities Portfolio Project: Assuring Quality for Multiple Publics" united the universities to develop electronic institutional portfolios that reflect their effectiveness and accountability and explain their missions and accomplishments to different stakeholders, including accrediting associations, state agencies, boards of trustees, community members, and potential students and their parents. The universities are serving 10 percent of the nation's students, many of whom are non-traditional, first-generation college students and minorities.

Susan Kahn, director of the project and director of Programs and Planning in the Office of Professional Development of Indiana University-Purdue University Indianapolis, said that Web-accessible portfolios could reach more of the public and perhaps have an impact on an ongoing debate in higher education. That debate centers on evaluation of colleges and universities primarily based on fund-raising performance, H.S. grades, and test scores of incoming students, and college graduation time frames. These factors do not favor urban public universities, which tend to educate non-traditional students who frequently have been away from a school environment for a while, need some remedial assistance, are older, work full-time, study part-time, have families, and thus take longer than traditional students to graduate.

"We tend to look bad when we are evaluated in traditional ways," said Kahn. "We are evaluated on the SAT scores of our incoming students. That doesn't fit our mission. We do a lot of remedial work with our students, and that is often counted against us. We are trying to shift the emphasis so stakeholders look at what the mission is, who the students are, and how we are accomplishing the mission. These universities are places where students who are educationally disadvantaged can go, get help, and get a good college education."

Funded by the Pew Charitable Trusts and cosponsored by the American Association for Higher Education (AAHE), the three-year project has three main emphases: to enhance stakeholders' understanding of the mission; to develop a new approach to cultivating ongoing internal improvement; and to experiment with new ways of demonstrating and evaluating effectiveness and accountability in the context of the mission. The Pew Charitable Trusts have also provided funding to several regional accrediting organizations to explore the evaluation of student learning, institutional effectiveness, and accountability.

Susan Kahn, director of the portfolio project

"The old ways of ranking institutions don't reflect the realities of urban public universities," said Kahn. "We should be looking at more of an emphasis on student learning and educational effectiveness. You want to look at the talent developed in the students while in school. You want to help the students reach their potential so there is really a gain while they are in college."

The "old ways" of rating institutions can also have a negative impact on their government funding and their success in attracting other grants. Kahn said government agencies tend to assume that public funds are being spent efficiently if the universities have large classes, even though big classes don't lead to effective learning. Kahn said her institution receives less money per student than other institutions in her state, even community colleges.

"We just don't have the same resources," said Kahn. "State governments don't look at student learning when they are determining funding. We need to educate them on that."

The participating universities are California State University, Sacramento; Georgia State University; Indiana University-Purdue University Indianapolis; Portland State University; University of Illinois at Chicago; and the University of Massachusetts, Boston.

A major challenge of the project is that the universities had no prototype for the portfolios they wanted to create. A Web-based institutional portfolio is distinct from a general information Web site in several ways. Institutional portfolios are not a repository of comprehensive campus information but focus on several well-defined themes and provide evidence-based information about effectiveness and accountability. They often have links to a university's main Web site, where other information is available.

"The portfolio captures the priorities and the themes we're pursuing at PSU," said Devorah Lieberman, vice provost for campus initiatives, special assistant to the president and director of the Center for Academic Excellence, Portland State University. Lieberman worked with many campus officials to put the portfolio together. "It is something we're using to become a better university."

The institutional portfolios, which were completed in June, serve as vehicles for capturing the distinctive characteristics, work, and accomplishments of urban public universities. Electronic media allow the universities to show aspects of their institutions that can't be captured in print, such as a videotape of a class session.

Kahn said one of the goals of the portfolios was to find ways to document student learning and to evaluate complex higher-order skills that are often difficult to measure in standardized tests. The portfolios combine materials, such as student work samples, with assessment data and reflective critique to show the outcomes the universities aim to produce, the processes and practices used to work toward those outcomes, and the actual results achieved.

Another goal of the project was to establish benchmarks that would allow the universities to be compared with appropriate peers, getting accrediting organizations to consider other methods of evaluation.

Student learning experiences and outcomes, and the ways these are shaped by the urban context and mission are one major focus; community engagement is another. With these in mind, project universities developed a shared description of "urban public university," measures of effectiveness that reflect urban missions and characteristics, and models for documenting several fundamental learning outcomes.

Susan West Engelkemeyer, an associate professor of management at Babson College in Wellesley, Mass., said one of the challenges was trying to determine what information about themselves they wanted to disclose to the public, particularly if the information was negative.

"When you share data, you realize it's not all favorable, and it may be held against you, [e.g.] by a state legislature," said Engelkemeyer, who served on the institutional review board, which guided the colleges in developing the portfolios and helped them assess the work they had done.

One positive result was that the complexity of the project demanded broad campus involvement, creating an occasion for large segments of each university to think together about how particular practices, programs, and initiatives connect with one another and contribute to the overall institutional mission. This collaboration helped build institutional identity and community. It also developed and reinforced shared visions and commitments that led to the launch of significant assessment and improvement initiatives.

"It's a way for the institutions to tell their story in ways that make sense to them," said Engelkemeyer.

Lieberman said the portfolio project has garnered a great deal of interest across the PSU campus and is an integral part of the planning process throughout the campus.

Kahn said many of the universities that participated in the project view the portfolio development not as a one-time task but as an ongoing system that allows a university to monitor its performance and document that performance for stakeholders. The electronic portfolio Web sites will thus evolve continuously, demonstrating changes and improvements unfolding over real time. In this way, the portfolios incorporate a commitment to continuous rather than episodic self-assessment and improvement, and demonstrate the universities' skills in assessment and self-correction.

Devorah Lieberman, director of the Center for Academic Excellence, Portland State University

Kahn cites the findings of the study, *Measuring Up 2000: The State-by-State Report Card on Higher Education*, which gave all 50 states an "incomplete" on student learning. That, she said, reflects the dearth of meaningful assessment and accountability processes for learning.

"This was an interesting project to be in," said Engelkemeyer. "Colleges and universities don't often think about the measures to represent effectiveness."

Another important portfolio component was a section on diversity and how the universities approached it, in terms of faculty, staff, and students.

Some of the portfolios do not have as strong a diversity component as Kahn would like because "most of us are not where we want to be in terms of diversifying our faculty and staff." But she said she felt the institutions were making strides with students. She cited results from the *National Survey of Student Engagement* in which the project universities also participated. The survey included diversity issues, and asked students to share information such as how much time they spent talking with students of different backgrounds or participating in activities with diverse students.

"Our students come out reporting higher gains and more involvement in activities of diversity" than students at other universities, said Kahn.

Lieberman, who also serves on the Oregon Council for Hispanic Advancement, said the diversity component at PSU was a key element because the university was working on it in advance of the portfolio project. Lieberman had been asked by PSU's president to work closely with its Diversity Action Council to develop a diversity blueprint.

"It's important for the upper administration to say to the whole campus that this is a priority for the entire campus and for me," said Lieberman.

That diversity blueprint became an important part of the portfolio, and its effects are beginning to show on campus. The university hired a minority student recruiter and that alone has helped it not only meet but exceed goals set out in its blueprint. The blueprint had a goal of increasing the number of diverse students recruited to the campus in one year by 2 percent. The university actually increased the number by 7.9 percent, said Lieberman. In the Fall of 2000, there were 644 Latino students on campus, representing 3.7 percent of the student population at PSU.

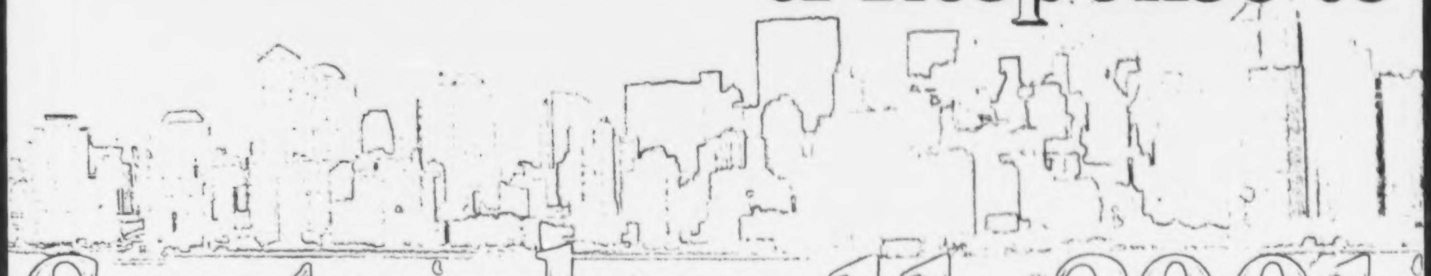
The university also has an incentive program for departments that hire minorities for tenure track positions in place, and it has a diversity hiring resource team, which works with department leaders to attract a wider pool of applicants. Then they assist them with methods to retain their hires and provide the guidance that helps new hires succeed at PSU.

It also developed a diversity certification program in which employees throughout the campus are trained in how to create a more welcoming environment on campus and how to deal with campus diversity.

"All of these activities change the environment," said Lieberman.

For more information about the project and to view the portfolios, please check its Web site at imir.iupui.edu/portfolio/

Remembrance & Response to



September 11, 2001

Mercer County Community College Reaches Out to its Own

BY ANGELA PROVITERA MCGLYNN

On Sept. 26, Mercer County Community College (N.J.) held a "Remembrances and Responses to September 11th" gathering of its college community. Angela Provitera MGlynn was asked to speak about the healing process. Her speech, which follows, offers one perspective on healing, peace, and tolerance for diversity.

Yesterday, I was asked to speak about the psychological dynamics of the healing process in the aftermath of the Sept. 11 tragedy. I consulted several sources about what healing means. The dictionary says healing means to set right, to restore to health or soundness. Psychologist Dr. Jon Kabat-Zinn, in his book about using the wisdom of your body and mind to face stress, pain, and illness, says that healing does not mean "curing," although the two words are often used interchangeably. Healing, he says, implies the possibility for us to relate differently to illness, disability, even death (and I'll add here catastrophes such as Sept. 11), as we learn to see with eyes of wholeness.

Before talking more about the healing process, I'd like first to describe what I believe many of us are feeling and then share some ideas about moving on through the healing process. What we are feeling as a nation is a kind of collective grief. There are many, many people who are also experiencing a more direct, personal grief, and some of those people may be here with us today. If you have experienced such a personal loss through this tragedy, I'd like to offer my sympathy, and I know I speak for the Mercer community as well. Please let us know how we might be able to help you with your grief.

For the rest of us, we may not have lost a loved one or someone we knew personally. However, we are still experiencing a sense of loss on many levels. Maybe we know people who were there in the Towers, and they are safe. Maybe we know people who could have been there but, for some reason, were not there on that day. My young cousin, pregnant with her second child, works a few blocks south of the World Trade Center and was in the north tower getting coffee. When she stepped outside, the first plane hit the building. She is fine, although she has lost many close friends. My parents live in a high-rise building in Fort Lee, N.J., which faces Manhattan, and my father watched the attack from his bedroom window. When he saw the second plane, flying low, and headed for the second tower, he realized this was an act of terrorism. My mother told me that my dad cried like a baby. Several people I know who live in Lower Manhattan told me that seeing the attack, without the frame of a TV set, made it so much more real, and even more traumatic. My mother told me that this feels worse than Pearl Harbor; she said that Pearl Harbor felt so far away, and this attack felt like it was in the back yard.

The collective grief I speak of is on several levels. One level is our own experience of other people's pain. Part of what makes us human is our capacity to empathize with the feelings of others. Sometimes, when I worry about the intensity with which I feel other people's pain, I remind myself that when we feel other people's pain, it shows a level of connectedness with others that is precious in life. So, part of our grief is a function of empathy–feeling other people's losses. Another part of our grief is the realization that it could have hit us even closer. A very good friend has two sons who work in downtown Manhattan. They are in and out of the World Trade Center for meetings on a very regular basis. Not that day–thank heavens. My friend told me that after he read about the family who lost both their sons (the young men who died were close friends with one of his sons)–he dressed for work. While he was shaving, he suddenly started to weep, realizing that he might have lost his sons.

The collective grief is on another level as well: I heard one commentator say that the attack makes us face our own mortality. He said that experiencing Sept. 11 is a little bit like being told that you have a life-threatening illness. I think that is true. Suddenly, we feel as if our lives and the lives of those we love are tenuous. The grief is mixed with anxiety about when or where the next shoe might drop. The grief is probably also mixed with anger. In a personal loss, we may experience anger towards our beloved for leaving us, however irrational that might be. Or we may be angry at ourselves for not being there more for a loved one prior to the death. In the case of this tragedy, the anger may be directed towards the perpetrators or simply at the fact that our sense of security, however illusory, was taken from us. It helps me to realize that we weren't really safer on Sept. 10. The only thing that really changed was our awareness of the dangers.

So how do we move on?

First, we recognize that what we are feeling is okay–it's okay to cry. It's okay to mourn. Experiencing this pain is part of what it means to be a human being.

How do we move beyond the grief?

There are many strategies that can help. Be gentle with yourself. Let yourself feel your feelings. For me, it helps to look for the gift in tragedy. Sometimes, I try to look too soon because I'm afraid of the emotional pain. But looking for the possible good outcomes, the opportunities, and the challenges is what helps me. I've struggled to find the gift in a tragedy of this magnitude. Here's what I've come up with so far: **the positive** is that in the aftermath of this evil act of destruction, we have seen the human capacity for compassion and goodness. The men who carried a woman in a wheelchair, a woman they didn't even know, 68 flights to safety, which took them over an hour, exemplify on a grand scale what compassion can look like. Perhaps we are being kinder to one another as we recognize the tenuousness of life. There are times, like this one, that it is so hard to look for the positive. I'm reminded of a meditation that I'll have to paraphrase because I couldn't find it last night. Joan Chittister is a Benedictine nun. In one of her meditation newsletters, she said something like this: The joys in life don't come to us as a whole. They come in tiny diamond chips. The trouble is that it takes a lot of soul to see the diamonds in the dark.

The **challenge** is an obvious one: how can we make not only our own nation, but also the world, a safer, more peaceful place? How can we be a force for peace in the world, and a voice that promotes tolerance and social justice for all people?

And here is the **opportunity** as I see it: to rise above the anger and the violence to a place of serenity and forgiveness. Forgiveness is part of grief work. Not many people in our government or in our media speak about forgiveness. Maybe it is too soon. However, forgiveness is an essential component of the healing process. I once heard Viktor Frankl, a holocaust survivor and author of the book *Man's Search For Meaning* speak about forgiveness. I was a graduate student, and Frankl addressed an audience at Temple University. The people in the audience were asking him how he could possibly forgive Hitler and the Nazis after his own experience in the camps and the loss of all his loved ones. I'll never forget the aura of peacefulness around Frankl. Nor will I ever forget his response. He said, "I forgive them not for them, but for myself." There is a proverb that says, "anger is an acid that can do more harm to the vessel in which it stands than to anything on which it is poured."

In addition to being gentle with yourself and creating a perspective that allows you to see blessings in this catastrophe, another healing approach is to help other people. So many writers are talking about how people want to help–they want to do something to feel they are helping. This is sound advice. Give blood, not just now, but on an ongoing basis. Smile at all the people you meet in the course of your day. Offer solace to those who are suffering. There's a Chinese proverb that I love: "If you want to be happy for an hour, take a nap. If you want to be happy for a day, go shopping. If you want to be happy for a week, take a vacation. If you want to be happy for a month, get married. If you want to be happy for a lifetime, live your life in service to others."

Another way to come to the other side of this grief is to get back to the routine of your lives. Distract yourself from the tragedy. Pull yourself away from the interviews with the people who lost loved ones. It is too overwhelming to stay steeped in the pain. At first, many of us wondered about the relevance and meaning of what we do here. The same sentiments were expressed by people from all walks of life, writing articles for *The New York Times*. Our reaction here was understandable given the magnitude and the shock of Sept. 11.

However, we need to not lose sight of the importance of our work. *Our life's work is to be of service to others*. We have a rare opportunity in education to help our students through this, and to help them understand the complexities of what motivated the attack. Perhaps our historians, our sociologists, our philosophers, and our political scientists can help students to develop a global perspective so that they will become more critical thinkers. Perhaps our English faculty can use literature to show students the ambiguities of life. A friend of mine who teaches literature had her students read a poem entitled, "My Papa's Waltz," by Theodore Roethke, in which there is a puzzle about whether a boy had a positive relationship with his father–the image is of a boy dancing on his father's shoes, but his father is drunk and the boy is being spun around roughly. Her students wanted to know: what is the truth? Is the relationship between the boy and his father loving or is it abusive? The teacher had the opportunity to get the students to conclude that it was both–just like so many times in life, there is no either/or. Those of us in psychology have lots of opportunities to process this event–we can talk about grief, about stress management, about depression, and about moving on.

Maybe we can all help our students to become beacons of tolerance in a world where the term "racial profiling" is taking on even larger and scarier dimensions. Maybe we can help them to become more compassionate people. Thich Nhat Hanh, the poet who wrote about his experience in Vietnam, says that "It is only with compassion that we can embrace and disintegrate violence. This is true in relationships between individuals as well as relationships between nations." All of us in the Mercer community, no matter in what capacity we deal with students and the public, can be promoters of compassion by being compassionate.

Kabat-Zinn says that whether we are basically healthy at the moment or have a terminal illness, none of us knows how long we have to live. Life only unfolds in moments. The healing power of mindfulness lies in living each moment as fully as we can. This same idea about living each moment is expressed by Anna Quindlen in her book, *A Short Guide to a Happy Life*, when she says "Think of life as a terminal illness, because, if you do, you will live it with joy and passion, as it ought to be lived." Maybe another gift, another blessing, in facing the sheer terror of Sept. 11 is that we learn to live each moment more fully, and we learn to love each other more deeply since this is the only moment any of us is sure of having.

Well-being is a function of hope and optimism. Let us all strive for hope and optimism as we walk through our days.

Other Voices Across the Nation

From the syndicated column of Patrisia González and Roberto Rodríguez, week of Oct. 12: Many call for the closing of borders, which brings to mind that all these years the government's been patrolling the wrong border–going after people who simply want to work, while granting unfettered access to those who would harm this nation.

John Nichols, The Beat, Oct. 15, *The Nation*: In every region of the country, a movement for "justice, not vengeance" response…is growing rapidly. Among the first to act were students at Connecticut's Wesleyan University.

Gregory Rodríguez, Identify Yourself. Sept. 23, *The New York Times*: Last Saturday in Los Angeles, two Spanish-language radio stations hosted thousands of Spanish-speaking immigrants at one of the city's largest solidarity rallies. The widespread sense of a common fate is giving many immigrants a sense of belonging to a national community.

Christopher Hitchens, Oct. 22, *The Nation*: Why not pay attention to what the cassettes and incantations of al Qaeda actually demand: a holy war in which there are no civilians on the other side, only infidels, and a society of total aridity in which any concept of culture or the future has been eradicated.

From "The Seeds of Terror Thrive in Poor Ground," R.C. Longworth, Sept. 30, *Chicago Tribune*: On the spear point of globalization are thousands of global corporations, some of them--for instance, General Motors and IBM–richer and more powerful than the countries where they do business. These symbols of global America have highly visible foreign operations in poor countries, specifically chosen for their low wages and regulatory loopholes, where terrorists have friends and admirers. For sheer vulnerability to terrorism, these outposts are unsurpassed.

Robert Kagan and William Kristol, Oct. 29, *The Weekly Standard*: Here's a prediction. When all is said and done, the conflict in Afghanistan will be to the war on terrorism what the North Africa campaign was to World War II: an essential beginning on the path to victory. But compared with what looms over the horizon–a wide-ranging war in locales from Central Asia to the Middle East and, unfortunately, back again to the United States–Afghanistan will prove but an opening battle.

Jason Paneque, news desk editor, *The Hispanic Outlook in Higher Education*: Living in East Rutherford, N.J., a few miles from the Hudson River, I was able to see with my very own eyes the burning Towers, billowing smoke and all, while on my way to work the morning of Sept. 11. Like so many others, my emotions have ranged from shock to grief and anger. I would love to be able to live in a safer, more peaceful place, to be a voice that promotes tolerance and justice for all people. If we polled the American people, or the world population, I'd bet a majority would feel the same. But, unfortunately, not everyone does. People who do not accept our beliefs attacked our country. They purposely killed "innocents." We have to show the world that America does not accept this. Peace and tolerance must now be put on hold.

Thomas L. Friedman, Oct. 9, *The New York Times*: The truth is, our real coalition partners can be counted on a few fingers: the British, France, Canada, Germany, Australia, and Japan. The Saudis, Egyptians, and Syrians are not, and will not be, members of this coalition in any equal sense–not because they don't have military power to contribute, but because deep down these Arab regimes do not share the values that we're trying to defend.

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The Tough but Rewarding Path to a Ph.D.

BY MICHELLE ADAM

Two CUNY Grads Describe the Process

Dr. Carlos Ramírez-Sosa

Dr. Alfredo Gómez-Beloz

In June, amid the summer heat, 250 doctorates were granted to students of the Graduate School and University Center of the City University of New York, the largest urban university in the country. And the Graduate School's awardees reflected the diversity of the city, in sharp contrast to the low numbers of minority Ph.D. recipients nationwide.

The Graduate School has been recognized specifically for its work with minorities. In 1995, it received the CGS/Peterson's Award for Innovation in the Recruitment and Retention of Minority Graduate Students, praised for producing Latino and African American Ph.D. recipients at more than twice the national rate between 1990 and 1992. Today, minority enrollment at the Graduate School is about 22 percent, with approximately 9 percent Hispanic.

Under the school's Office of Educational Opportunity and Diversity Programs, which includes the popular MAGNET program (Minority Access/Graduating Network), minority students receive emotional support through monthly minority roundtables and gatherings. This is in addition to financial support.

Alfredo Gómez-Beloz and Carlos Ramírez-Sosa were among those who graduated this summer with doctorates in hand.

Both students of biology, Gómez-Beloz and Ramírez-Sosa were drawn to the Graduate Center because of its opportunities and support for Latinos and other minorities.

Dr. Carlos Ramírez-Sosa

"It feels really good," said Dr. Carlos Ramírez-Sosa, asked about having finished his doctorate. "I have my own lab now. Things are good."

Ramírez-Sosa spoke to us from St. Lawrence University in upper New York state, where he currently teaches botany and tropical biology as an assistant professor on a tenure track. Getting to a place where he finally has the "freedom to choose my study and study sights" has taken hard work, 14 years of higher education, to be exact.

Ramírez-Sosa spent five years in undergraduate studies at CUNY's Lehman College, three years for a master's degree in botany from Michigan State University, and another six at CUNY's Graduate School in pursuit of a doctorate.

The road toward his current professorship has been a long one, and his interest in science extends even farther back, to his childhood in El Salvador. When he was 8, he joined the Boy Scouts, and in El Salvador, that meant learning about medicinal plants and how to survive in the forest. He learned to make bread out of the plant roots and to survive for days in the wilderness through an understanding of nature's bounty.

Another vivid memory is that of receiving his first microscope set from his father, in the seventh grade. "That's when I really started dissecting insects and plants," he said, and then laughed. "I used to collect blood from my relatives to see if it was all the same."

He arrived with his family in New York City in 1980, fleeing the revolution that was beginning in El Salvador at that time. Ramírez-Sosa had graduated from high school and been accepted into the university there. However, he and his siblings were three young people "with no opportunity. The University of El Salvador was taken over by the military."

Upon arriving in New York City, Ramírez-Sosa considered studying to become a doctor of medicine. Within a semester of attending Lehman College, he realized that his direction would be toward plants and the environment. It was at Lehman that he was directed toward Professor Dwight Kincaid, a resident ecologist and biology faculty member of Lehman and of the Graduate School.

"That's what changed my life entirely," said Ramírez-Sosa about meeting Kincaid and working for him in his lab. He put in about 20 hours a week for free, spending the first years doing data entry for Kincaid. Later, he joined Kincaid on field trips and helped his new mentor on projects. "Being in his lab meant a lot to me," he said.

During Ramírez-Sosa's third year, he received a National Institute of Health minority grant through Lehman and used it to conduct research on trees. He presented earlier findings of his work at the New York Academy of Sciences, his later work in New Orleans, and published a paper in *The Journal of the Torrey Botanical Society*, the oldest botanical journal in the United States.

Publishing, doing fieldwork, and presenting research results in public were all experiences that gave Ramírez-Sosa a taste of his future education. "It encouraged me that I could go to graduate school," he said. "I never thought about stopping..."

In addition to the 20 hours a week working with Kincaid, and the time spent studying, Ramírez-Sosa worked every day of the week at a restaurant to pay the bills. When he was offered a minority fellowship to attend Michigan State for a master's, he grabbed the opportunity. And went to Michigan to study planting trees in urban areas as a potential way to compensate for carbon dioxide emissions.

At Michigan State, two out of 48 students in the botany graduate program were minority students. Ramírez-Sosa was one of them. Having received a minority fellowship put all the more pressure on him to do well. "The expectations of us were different from the rest," he said. "Especially when you get minority fellowships, some people say that we get them just because we are minorities, not because we are intelligent enough. And I think that if we give up, that proves what they think. Especially those of us who get these fellowships must make the strongest effort to finish and complete our degrees."

Ramírez-Sosa did more than finish his master's. After a year of working for the Southwest Florida Water Management District, researching wetland ecology, he returned to CUNY to pursue his doctorate at the Graduate School. "I realized I had to get a Ph.D. to be my own boss and to have my own office," he said.

Still in touch with Kincaid after leaving Lehman, Ramírez-Sosa requested that he be his advisor for his graduate work. "I knew that he would advise me to the finish," he said. "A lot of people don't graduate at the Ph.D. level, but I knew he would lead me to do my project and finish."

During his first two years, Ramírez-Sosa worked as a teaching assistant in order to afford his education. The following years, through the MAGNET program, he received a Humana Fellowship, an award made specifically to minorities to provide for tuition and a stipend during their doctoral-level work. "That made a big difference," he said.

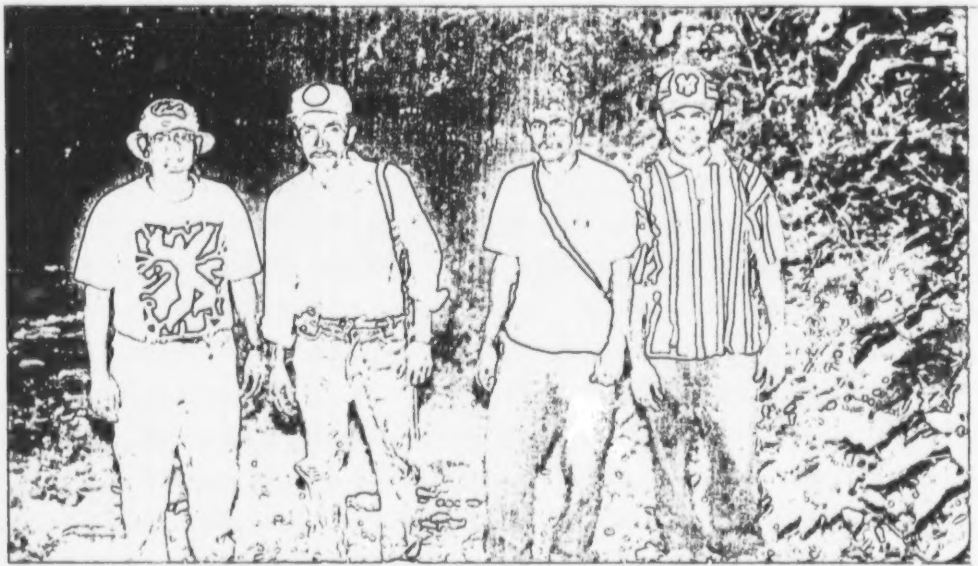
Ramírez-Sosa's research centered on conducting a forest inventory in El Salvador in the country's largest national park, El Imposible. "Nobody had ever done a study on this park," he said. "One of the common opinions is that there's nothing left in places like El Salvador. I thought maybe I could change this mindset."

Although places like El Salvador can't compare to the Amazon in terms of forest coverage, this is no reason to ignore El Salvador's, explained Ramírez-Sosa. "That's where we need conservation."

After more than a year of fieldwork, his research identified 172 species of trees. "That's something I didn't expect. That proves that places like El Salvador may have little land but high bio-diversity," he said. His work has since been used to develop a management plan for the park and its bio-diversity. "My project and recommendations have had a great impact on how this area is being managed for conservation," he said.

"It is a way of giving back to the homeland–something I couldn't do if I wasn't at a U.S. institution–and with that, contributing to tropical

Today, minority enrollment at the Graduate School is about 22 percent, with approximately 9 percent Hispanic.



Dr. Carlos Ramírez-Sosa (l.) in El Imposible National Park

> ***"That's what changed my life entirely," said Ramírez-Sosa about meeting Kincaid and working for him in his lab.***

forests in the world," said Ramírez-Sosa. "Being at the Graduate Center Program made a big difference in how people received me."

While his love for ecology pushed him through years of intense work, the greatest challenge Ramírez-Sosa found in pursuing his doctorate was finances. Even with a fellowship to cover his tuition, he nearly gave up during his year and a half of on-site research in El Salvador. During the first six months, he was on his own, identifying plants and living in poverty. Luckily, he was able to find temporary work with the U.S. AID project in El Salvador and, with that, complete his research.

"The financial aspect is critical for anyone doing a Ph.D. It made me wonder many nights if it was worth it. But then you see things you've never seen in your projects," said Ramírez-Sosa.

Being a minority also played an important role in his education. "To me, it was a driving force," he said. "You have to finish to show you can do it."

Ramírez-Sosa expressed appreciation for support offered to minorities through the Graduate School and its MAGNET program. "They are very helpful and resourceful for us. I think it is very unique for a graduate school," he said. Along with other minority students, he often attended monthly MAGNET meetings for support. "Exchanging our good moments and bad moments was important," he said.

Today, having finished his doctorate, Ramírez-Sosa recognizes that "even now there are very few of us with Ph.D.s. When you go to international meetings to present your projects, there are only about five Latinos among 200."

As an assistant professor, Ramírez-Sosa now takes students to conduct research back in his country of El Salvador, or to places in South America, and in his own way tries to give back to the people down south.

"The Ph.D. allows me to ask all sorts of questions and to go to places like Peru and understand the bio-diversity in the tropics. I see myself as establishing relationships with institutions down south in different ways than others do. I contribute to their economy and their knowledge of their own places."

Ramírez-Sosa, through his Ph.D., not only can give back to the places that raised him, but also serve as a role model for others.

Dr. Alfredo Gómez-Beloz

After five years of pursuing a Ph.D. and finally graduating this past summer, Dr. Alfredo Gómez-Beloz has simple words of advice: "Don't give up. It's going to be terribly difficult–socially, economically, and emotionally–but there is a light at the end of the tunnel."

And he should know. Gómez-Beloz pursued his Ph.D. in biology at CUNY's Graduate School, studying ethnobotany and focusing his dissertation on the wound-healing quality of ohoru, a plant used by the Winikina Warao of the Orinoco River Delta in Venezuela. He came into the program because of his love of and interest in plants and the forest (as a youngster he used to collect local plants with his grandmother, who was a *curandera*), and, more specifically, because he knew that he would ultimately want to teach at the university level.

But what he couldn't have known were the challenges that lay ahead in actually pursuing and completing this high degree. A native-born Chicagoan of Mexican ancestry, Gómez-Beloz arrived with his wife in New York City in the mid-1990s with a master's in public health from the University of Illinois in Chicago. He came also with a summer's experience at the New York Botanical Gardens–which included traveling to Venezuela to learn about the medicinal and spiritual qualities of plants from the indigenous people there–and having researched the role of botánicas for Latinos in the United States.

But when he arrived at CUNY, he was faced with the obvious need to finance his dream of a doctorate. Gómez-Beloz spent the next year working while applying for scholarships. Fortunately, he then received the President's Fellowship, a very competitive four-year-tuition and stipend scholarship given through the MAGNET program to minorities pursuing Ph.D.s. "It was tremendous. It was an excellent thing that happened," he said.

Gómez-Beloz had applied to other graduate programs such as New York University and to Cornell, which offered him a two-year scholarship, and was accepted into each, but opted to attend CUNY, seeing better prospects for himself at the

Graduate School. "CUNY seemed to be more sensitive. There seemed to be more opportunities," he said.

CUNY offered more diversity and also more access to the New York botanical gardens and other New York resources. Gómez-Beloz also found that the Graduate School "really extended a helping hand."

As a minority student, through programs like MAGNET, "I got to know people who were in the same boat as I was," he said. "It made a real difference. That's what I wouldn't have gotten at Cornell." He joined the MAGNET monthly roundtable meetings, a place where "I saw other people doing the same things as I was but in different fields," he said. "I was able to know that I wasn't the only one doing this–I wasn't the only Latino at CUNY."

After several years of study at CUNY, Gómez-Beloz received a Fulbright for his dissertation in 1998. His hardest work began, however, when he decided to return to Venezuela to study the medicinal qualities of plants with the natives. He filed the necessary papers with the Venezuelan government and the United States embassy in order to conduct his research and collect samples of plants from the rain forest. But when he arrived to do his work, he was prohibited from collecting samples–the government had recently activated an old law that stopped people from taking plant samples out of the country.

Gómez-Beloz went to Venezuela's National Herbarium to plead the case that he was not going to exploit the rainforest and its people for commercial gain. After a month of waiting, his request was transferred to the Ministry of the Environment in Caracas, where numerous meetings with officials came to no avail. That's when Gómez-Beloz enrolled as a graduate student at the Instituto Venezolano de Investigaciones *Científicas*, in order to do the lab work necessary to complete his project. He then lived with his wife and three-year-old son at a research center in the mountains, a 14-hour bus ride from where he was doing his fieldwork. He focused on interviewing the Warao and gathering information on medicinal plants, and then finally studying the healing qualities of the ohoru plant.

Ramírez-Sosa and Gómez-Beloz were drawn to the Graduate Center because of its opportunities and support for Latinos and other minorities.

"I never thought about quitting my Ph.D., but I thought I'd have to change my plans," he said. Fortunately, he didn't have to change all his plans. After more than a year in Venezuela, struggling both financially and logistically to conduct his research, Gómez-Beloz returned to the United States, completed his dissertation, and graduated, Ph.D. in hand, this past summer.

For Gómez-Beloz, who grew up influenced by his father's role in the Chicano movement, getting a Ph.D. was about doing something significant. "Getting a Ph.D. is a huge deal because there are few Mexican-Americans getting them," he said. "Being Latino has taught me to persevere and never give up. It has taught me about sticking it out."

"It's a big sacrifice," said Gómez-Beloz about completing his doctorate. "While everyone else I know has a house and a car paid for, I don't have that. I did it because I wanted to have independence."

Now working at the University of Illinois at Chicago as a project coordinator at the Health Research and Policy Centers, his ultimate goal is to become a tenured professor.

"It's just the beginning," said Gómez-Beloz. "But the academic part is done."

CHÁVEZ FAMILY INHERITANCE:

FIVE HARVARD DEGREES

University Honors Parents

BY ISIS ARTZE

Rarely will a journalist borrow the rhetoric of the Brothers Grimm and begin, "Once upon a time..." But the story of the Chávez family, from Albuquerque, N.M., is nothing short of a fairy tale: Injustices, sacrifices, diligence, love, and faith give way to a much-deserved happy ending.

This June, when Elena Chávez earned her degree in Hispanic studies, she became the fifth in her family to take home a Harvard degree. In recognition of this incredible feat, the university presented her parents a plaque, dated June 5, 2001, signed by Harvard Dean Harry R. Lewis.

It reads: "To Ramón and Rosario Chávez–Harvard College expresses its respect, admiration, and thanks for the gift of their five extraordinary children: R. Martín Chávez, Mather '85; Richard J. Chávez, Mather '87; Thomas A. Chávez, Currier '90; Andrea E. Chávez, Eliot '93; Elena R. Chávez, Adams '01."

The distinctions don't stop there. Combined, the Chávez siblings boast four advanced degrees from Stanford, a master's from MIT, and four companies founded. As if that weren't enough, all five are talented musicians: three pianists, a guitarist, and a violinist.

"They are a most extraordinary group, all different," says Dean Lewis, who became closely acquainted with the family when Marty, the oldest, became his teaching assistant. "They all have good humor as well as incredible determination and energy," he says.

How does he account for their attainment?

"A question I have long wondered about," he says. "They all give credit to the determination of their parents, who always assured them of their own capacity for excellence and their own responsibility for their future," he says.

Indeed, each of the five Chávez children, independently, acknowledged mom and dad for their accomplishments.

"I think the amazing thing is what my parents did more than what each of us did," says Andrea, 30. "What I marvel at," she says, "is how my parents, with no family history of extraordinary academic achievement, devised and executed this plan."

Or as Rick, the second oldest, puts it: "I think the headline is my parents." And their fervor for education existed long before their remarkable children were born.

Parents' Struggles Lay Groundwork for Success

Elena, the youngest, swears she's heard the 'sewer disposal plant' story a hundred times. "It's one of those that's told around the dinner table," she says, one that still brings tears to mom's eyes when she tells it.

Rose, the soft-spoken Chávez matriarch, lived in the barrio; her parents spoke little English; and she was the only one in her household to graduate from high school. Soon after her family moved into their house in Albuquerque, the city built a sewer plant in their back yard. "They had to smell it every day," says Elena, 22, enraged just thinking about it.

Rose and her parents complained repeatedly, but no one listened. And as Rose told her kids the story, time and time again, she conveyed to them with conviction that "a good education gives you a voice," Elena says.

"The passion for education grew a lot out of mom's experience," says Rick, 35. "She saw it as a key to eliminating some of the racism and constraints she had to fight through."

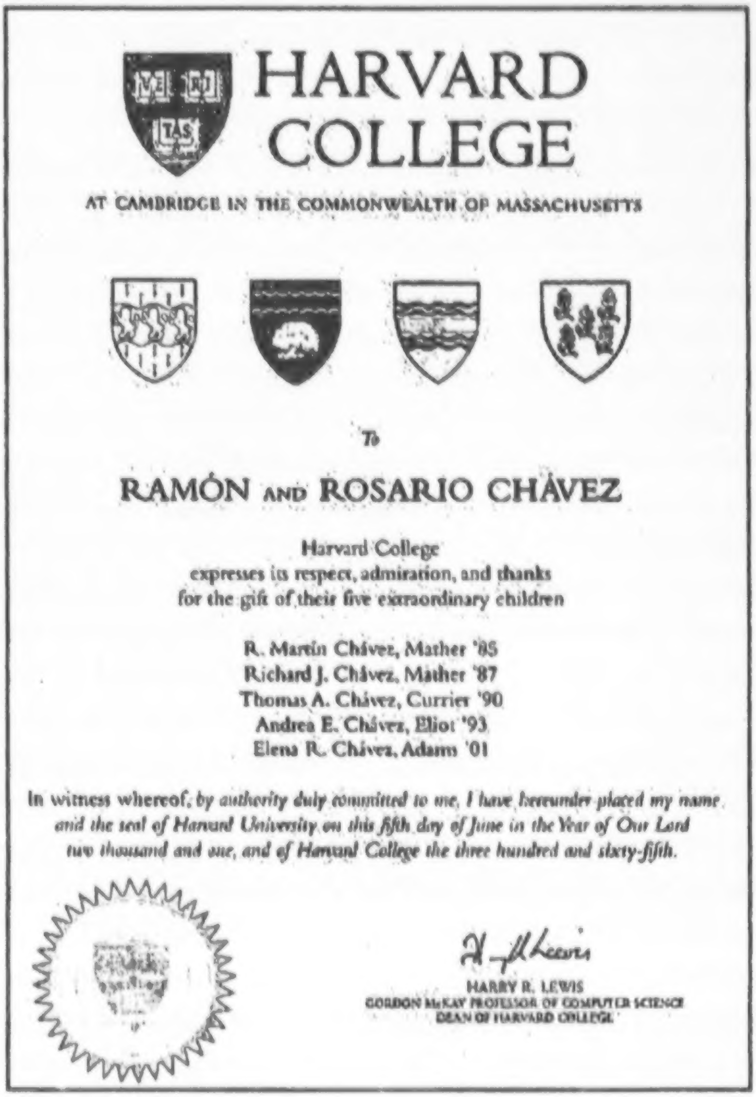
Unlike his wife of 40 years, Ray Chávez was raised outside the barrio, in the mountains. "My folks always wanted all of us to be educated," recalls Ray, who was able to complete junior college for technical illustration.

Later in life, the Chávezes continued to see that education was an invaluable tool. "At Sandia National Laboratories [where Ray worked for 35 years, and where Rose has worked for the last 17], people with degrees got much better treatment," Andrea says. "People with an education were respected and advanced much further . . ."

Chávez Childrearing 101

Armed with their conviction, how did these parents instill it, so firmly, in all five of their children? "I don't have any secrets," Rose insists, with a laugh; "we just took it one day at a time."

Tom, the middle child, remembers that education "was just sort of in the oxygen around the house, part of the daily drill," and that "mom had a list of three: God, family, and education–in that order." "It was a way of life," he says, "a philosophy that underpinned how we lived."



HARVARD
COLLEGE

AT CAMBRIDGE IN THE COMMONWEALTH OF MASSACHUSETTS

To

RAMÓN AND ROSARIO CHÁVEZ

Harvard College
expresses its respect, admiration, and thanks
for the gift of their five extraordinary children

R. Martin Chávez, Mather '85
Richard J. Chávez, Mather '87
Thomas A. Chávez, Currier '90
Andrea E. Chávez, Eliot '93
Elena R. Chávez, Adams '01

In witness whereof, *by authority duly committed to me, I have hereunder placed my name and the seal of Harvard University on this fifth day of June in the Year of Our Lord two thousand and one, and of Harvard College the three hundred and sixty-fifth.*

H. R. Lewis
HARRY R. LEWIS
GORDON McKAY PROFESSOR OF COMPUTER SCIENCE
DEAN OF HARVARD COLLEGE

As for the practical components, the household had a definite pattern and schedule. "I had order," says Rose, almost giggling as she pictures all five of her kids practicing their instruments at the same time, one in each room.

She wasted no time in integrating education into everyday life. "My first conscious memory," says Marty, "from when I was either 3 or 4, is of records that taught me phonics, spelling, reading, and math." So by the time he reached kindergarten, he says, "I could read, write, and do math!" Incidentally, this is the same boy who took a calculus class at the University of New Mexico the summer after fifth (yes, fifth!) grade, and who skipped the sixth grade.

Rose says it also helped that she was at home for a period of 10 years, during which she worked as a court transcriber, since it allowed her to keep a close eye on her children.

"Rose had the discipline and structure," says Ray, still amazed at how his wife stayed abreast of everyone's schedules and responsibilities. "She's so organized!"

His contribution was more financial, he says, explaining that he worked a lot of overtime.

This became particularly necessary when the Chávez parents realized their children would receive a better education at Albuquerque Academy, an expensive prep school. They did everything in their power to send them there, which meant re-mortgaging the house several times, and taking from Ray's 401(k). It also meant the absence of luxuries: "We didn't have vacations, a big house, or a second car," says Rose. "We always had one car, one TV, and one phone."

"To us, it wasn't really sacrifices," she affirms; "it was just our priorities."

Nonetheless, the experience was poignant for Andrea: "It was apparent that they were very poor, and they sacrificed everything to make sure we had an education," she says. "By seeing the hardships they endured, it made it very clear how much they valued it," she adds, in a soft yet firm tone reminiscent of her mother's.

Harvard's Dean Lewis echoes Andrea's sentiment: "The children clearly learned about their responsibilities to better society at large, not just to be successful as individuals. And they all learned how to work hard, for long hours, by observing their parents and trying to be as dedicated to their own success as their parents were dedicated to their children's success."

"On a more ideological level," says Elena, her parents never tired of reminding their children "what you can get with your education, what it stands for."

"They drove it into our heads that education was more important than any material thing you could have," she says. "It was seen as a real intangible gift.

"Mom always said our education is our inheritance," continues Elena. "That's the most selfless gift a parent can give, because it's forever."

Andrea too remembers Rose saying, "This is your inheritance, our legacy. We have absolutely nothing else to give you."

"And I would take that, any day, over money or anything else," asserts Andrea.

The Chávez parents also verbalized their confidence in their children. "My mom always told me I was the smartest boy in the world," recalls Marty, with a laugh, "and to keep it a secret."

"There hasn't been a day since I've been conscious when it wasn't really clear to me that I was going to get A's and go to college," says Tom, 33.

The siblings give credit to their parents, and the parents applaud their children. "While other kids were wasting time, our kids were working," says Rose, and "they gave us every cent of their summer earnings. Their education meant a lot to them."

"They knew that if they wanted the good things in life, they were going to have to work for them."

Hispanics at Harvard

The transition from Albuquerque Academy to Harvard began with Marty, who went against the advice of his trusted mentor Francis Xavier Slevin, his senior-year English literature teacher, to go to Yale. Never having been in Boston, based only on the university's reputation, Marty chose Harvard and headed east.

Ray dropped off his first-born in Harvard yard, and gave him all he could: $20.

Despite his obvious qualifications, Marty felt the pressures of being surrounded by genius, including graduates of top prep schools such as Andover. But he heeded his mother's advice: "Worry about your own business, Marty. Don't worry about their grades or their backgrounds; mind your own business."

He says he told himself, "I can do this. I just have to take the intensity up one more notch."

Lewis remembers Marty as one of the brightest students he's taught during 27 years at Harvard. "Marty also has a lot of insight about himself and his family, and about Harvard." he says "In those conversations, he taught me a lot about his world. A professor comes, after a time, to feel gratitude to his students for what they have taught him."

In 1985, after four years in Cambridge, Marty brought home the first Chávez Harvard degree, in biochemistry, as well as a master's in computer science from MIT.

Four years after that, he earned a Ph.D. in medical information sciences at Stanford. Today, he is the founder and CEO of Kiodex, Inc., a financial risk-management software company based in Manhattan.

Rick, whose bachelor's degree is in government, says he was drawn to Harvard by "the appeal of the east," and describes the famed Ivy as "a pretty affirming place," regardless of one's ethnicity.

He is now the president and CEO of Boston-based LOBBY7, a wireless technology company, as well as the proud father of three: Elisa, 12; Lucas 9; and Sofía, 5.

Next came Tom, who says he didn't waver in his decision to follow his brothers' footsteps. He earned Harvard degrees in computer science and philosophy in 1990 and continued his studies at Stanford, where he received a Ph.D. in engineering economic systems and operations research. He also spent a year studying music in Latin America on a Rockefeller Fellowship.

He then founded Rapt, a San Francisco-based technology provider, and, like his brother Rick, is a devoted father: Gabriela Belén is 3, and Julián Zacarías is 1.

Andrea says she was determined to go "anywhere but Harvard."

At Marty's request, Dean Lewis called her the day before her decision was due, and spent a couple of hours trying to convince her to choose Harvard. "I knew I would also be doing the best thing for Harvard if I could persuade her to come," says Lewis.

"There are not a lot of people in the U.S. like the Chávez children, and Harvard works very hard to get them in here.

"Our students make us a great place as much as our professors and libraries do. So getting the really special, really unique ones to come here is part of my contribution to making Harvard great."

Andrea received her philosophy degree in 1993, and remembers Harvard as "a tough place." "You had to grow up fast," she says.

She went on to earn a juris doctor and a master's in computer science from Stanford, and is now vice president for business development at Mediabolic, a San Francisco-based software company she founded with her husband, Daniel Putterman.

Elena, too, had the anti-Harvard itch, partly because she was worried she wouldn't be accepted, she admits. Once there, she surrounded herself with other Hispanics, she says, because she felt a little homesick and out-of-place. Her cultural interest became so intense that Elena decided to major in Hispanic studies.

In her current position as a legislative correspondent for New Mexico Sen. Jeff Bingaman in Washington, D.C., she is becoming increasingly "politically charged," she says. And she hopes her family's experience will encourage others: "I want to use the opportunities and the blessings I've had to show other people that it's possible," she says.

Reverent Retrospection

Given their many milestones, and after a congratulatory appearance on "The Today Show," one would expect the Chávez family to be bursting with pride. Instead, they are all unmistakably humble.

Rick and Tom are now concerned with providing their own children with similar sets of opportunities. One lesson to be learned from his family's experience, says Tom, is that there are many capable Latinos in this country who deserve an education.

"We need to find those kids and create structures and systems to get them to the Ivies, and to state schools and to community college," he says.

Rick says his life and his business have taught him that "when people don't have a lot of preconceptions, they have an amazing capacity to excel, and they go right past their natural limits."

"We didn't have a sense that it was rare," he says; "it was almost a responsibility to succeed and excel there."

Marty agrees, and says, "There are no boundaries except the ones you create for yourself." And then, unaffectedly, he articulates one of the many morals of this story: "Good things happen when you insist on excellence."

Bold Critics and Passionate Defenders

The University Under Siege

BY
ADALYN HIXSON

"Intellectual capital is the gold of the information age, and no organization has a greater accumulation of intellectual content or knowledge, and intellectual capital or faculty with the capacity to create, apply, and disseminate new and existing knowledge than the university."

So wrote Arthur E. Levine, president of the renowned Teachers College of Columbia University, in his Annual Report 2000, *The Soul of the University*.

"The point is this," he continued. "The university has the potential to be the primary economic engine of modern society. But it is more than this too. The university's role as repository for knowledge long ago made it something akin to a truth teller for society. We expect the university to serve as a neutral social critic, continually evaluating and assessing the society against all we know about the past and present. This is a requirement for maintaining a democratic society.

"A healthy university is essential for countering those who would dismiss history, deny the laws of science, or dismantle democratic institutions. The university has historically been a persistent foe of demagoguery, totalitarianism, and the fads of the day. In this sense, it has been a balance wheel for society, both preserving the old and creating the new."

Our system of higher education is admired throughout the world. Sons and daughters from many countries east and west are sent here to attend our colleges and universities. Yet those very institutions are frequently, if not perpetually, under attack from many directions, sometimes from within.

Levine acknowledged this in his report, much of which takes on intensified meaning in the wake of Sept. 11.

"We live in an era," he wrote, " in which all of our social institutions–from government and health care to education and the church– are being scrutinized and questioned.

"This is the normal course of events in a society undergoing the profound changes ours is in demography, the economy, technology, and globalization. All of our institutions were created for an industrial society and fit far less well in today's information economy. Each appears to be broken, not as good as it once was. So we as a nation are asking hard questions about the performance of each and demanding that they change, whatever it takes for them to work better, which means dramatically different things to different people."

Challenging the System

Bard President Leon Botstein is something of a phenomenon in higher education, having achieved the post at age 23, the youngest in American history. In addition, he found time to head the American Symphony Orchestra, and, in 1997, to write a book about academia, *Jefferson's Children: Education and the Promotion of*

American Culture.

In it, he tells a "terrible, underlying truth"–that "most American institutions are complacent and intellectually uniform." He suggests that with few exceptions, a list of which might include California Institute of Technology, the University of Chicago, and St. John's College in Annapolis, our colleges and universities are "largely indistinguishable from each other; interchangeable in terms of curriculum, faculty, and basic campus atmosphere."

The "level of general intellectual aspiration and idealism nurtured during college is far too low for comfort," he says. "And these shortcomings are the result of lack of will on the part of the leaders of our institutions, not the lack of adequate resources."

According to Botstein, a good college education is "essential for the economy." But "despite all the rhetoric expended on the virtues of efficient and businesslike management, a university is only partially a business. Much of what it does best, the encouragement of thought, is not susceptible to efficiency standards."

Faculty Perspectives

Stanley Aronowitz, distinguished professor of sociology at the Graduate Center, City University of New York, also sounds an alarm. In *The Knowledge Factory: Dismantling the Corporate University and Creating True Higher Learning*, published last year, he wrote: "As the curriculum becomes defined by its commercial and industrial outcomes, some corporations get what they want–a narrowly trained workforce–but the students are less free to explore wider options. Even as management claims that it wants more versatility and broader cultural knowledge in its professional and technical workforce, programs and courses that could provide the student with these qualifications continue to shrink because college administrators have read the political and the economic situation badly."

Aronowitz predicts that in coming decades, "advanced degrees will replace the B.A. as the new standard for most good service and professional jobs." But he describes graduate education as "apprenticeships" and suggests that in graduate school even more than in undergraduate, "students are there to learn the tools of their trade."

> ***"A healthy university is essential for countering those who would dismiss history, deny the laws of science, or dismantle democratic institutions."***
>
> ARTHUR E. LEVINE, PRESIDENT,
> TEACHERS COLLEGE, COLUMBIA UNIVERSITY

Another of his concerns is the erosion of faculty power.

"Having adopted the framework and the ideology of the large corporation, universities and colleges–private as well as public–are 'downsizing' in the name of rising costs and declining or stagnant revenues but have also used budget cuts to effect a decisive power shift from faculty to administration."

Aronowitz charged that a number of multi-campus systems have stripped local campus communities of their power to set curriculum and that top administrators "resemble CEOs rather than academic leaders."

"The intellectual mission of the academic system now exists as ornament," he wrote, "that is, as a legitimating mechanism, for a host of more prosaic functions."

Others, too, expressed their alarm at the diminution of faculty clout.

Early this year, representatives of the American Association of University Professors (AAUP), American Federation of Teachers (AFT), and the National Education Association met to talk about "shared governance."

William Scheuerman, an AFT vice president, voiced concerns over "attacks on curriculum by 'activist' trustees," "end runs by administrators impatient with the collegial process," and "the covert maneuvers of entrepreneurial corporatorizers," according to a posting on the AAUP Web site, which includes a trenchant comment by AAUP President Jane Buck, "Never in the history of higher education have we had so many who know so little having so much power."

At that same meeting, an analyst from Educational Research, Inc., presented early responses to a survey in which state legislators shared some of their concerns, and those of constituents. Chief categories included access, accountability, affordability, teacher supply, and economic development.

The Big Bad Burgeoning Competition

Arthur Levine zeroed in on one more concern. "The for-profit sector," he wrote, "has jumped into the higher education market as well, pronouncing postsecondary education the next healthcare industry, a workplace viewed by the private sector as low in productivity, high in cost, poor in leadership, and low in technology use, and therefore, desperately in need of a private sector makeover.

"Out of this, we have witnessed the rise of for-profit online degree programs, some of which have already gotten the higher education Good Housekeeping Seal of Approval–regional accreditation. Publishing houses, testing companies, television networks, and for-profit school companies are actually opening their own universities. Indeed, the largest private university in the country is now fully accredited and traded on NASDAQ."

That would be the University of Phoenix, which has grown phenomenally in the last five or so years. It is now a presence on 58 campuses and 102 learning centers in 36 states, Vancouver, B.C., and Puerto Rico. Its degree-seeking adult students total 116,800.

As traditional colleges and universities consider how they might profit from online education, the University of Phoenix reports that its online campus alone has an enrollment of 25,000 and online education represents a $2-billion-market.

Dr. Jorge Klor de Alva raised many academic eyebrows when he left a tenured post at UC-Berkeley to become Phoenix president. He had a lot to say as a speaker at this summer's meeting of the National Governors Association, and the governors seemed enrapt.

"I think you cannot educate for the 20th century when you are guided by medieval principles," he said. "The cottage industry approach lacks stability, productivity standards, assurances. Clearly the kind of competition we see today in higher education comes from rethinking how the institutions should be structured altogether–everything from unbundling faculty roles to increasing productivity to creating the right incentive structures." And, he noted, de-stimulating what **isn't** working.

"All of that requires a tremendous amount of leadership and that leadership has to come from the top." And, he added, "I can't think of anybody with more responsibility for addressing this than the governors."

While putting more money into higher education is important, money, he said, is not the critical issue. "The critical issue is how to make it more productive and how to get a higher return on the investment you make."

Nothing is more critical to that productivity, he said, than the **re**-regulation, not **de**-regulation, of higher education.

"That means rethinking everything from the reporting structures within the institution, from the assessment structures, the way in which performance-driven activities can be put together, so you are addressing increasing value at the academic level and increasing value in customer service, students served–ultimately, an incentive structure. Without an incentive structure, all the processes of accountability are going to be irrelevant.

"If everybody is paid the same amount **regardless**, what incentive is there for the institution to become more productive?"

Klor de Alva said he would begin by asking how the institutions could be transformed to be more productive and more aligned with the interests of the state.

Fellow panelist Peter Harkness, editor and publisher of *Governing*, identified access to education as the most significant determinant between the haves and have-nots, and asked how can we improve access and college success among our least advantaged kids.

Both Belle Wheelan, president of Northern Virginia Community College, and Freeman Hrabowski, president of the University of Maryland Baltimore County, spoke authoritatively about the need for higher education to take up the cause of K-12 reform, and described specific activities that are proving beneficial.

Klor de Alva made the somewhat bolder suggestion that higher education institutions, at a local and regional level, "should be primarily responsible for performance of the K-12 institutions in their bailiwick because generally they are responsible for the education of those teachers, and they are the ones providing the administrators..."

> **"I think you cannot educate for the 21st century when you are guided by medieval principles."**
>
> JORGE KLOR DE ALVA, PRESIDENT,
>
> UNIVERSITY OF PHOENIX

He proposed that the state should convince higher education to take on the job of increasing K-12 retention, and reward the institutions for doing so, tying part of their budget to the performance of local schools and "linking them up with the best available fire power at the local level."

To make that possible, he said, "The state itself...has to do the intellectual heavy lifting, from governors on down, and their staff."

"Your position is one of the very few within the government structure where you can do some heavy intellectual investment, not only at the political level but at the level of policy guidance. That would permit you, while taking in as much input as possible, to focus on what it is you think that the state needs in terms of the K-12 and higher ed system..."

And in terms of assessment, Klor de Alva said that the clarity has to come "from the state on down. And it certainly can't be the same things the professors want to assess. These two groups are not in the same business."

With regard to K-12, however, he said, "I think faculties do want to become engaged in these issues and want to be rewarded, and the institutions want to be rewarded too."

Klor de Alva called for "not mere oversight, but developing policies in order to make higher educational ultimately a reality for a lot of students who otherwise just aren't going."

It is not hard to imagine that his suggestions could be well received by the governors. One such official, Maryland's Parris Glendening, told conference attendees that until recently, Maryland law had prohibited Phoenix from opening degree-granting institutions. "We changed this," he said, "because we are saying to our standard colleges and universities–you have to go out and compete with the Phoenix universities of the world, and at the same time, saying to our major research and teaching institutions, you are going to have to set your goals and we are going to hold you accountable. The measurement devices have got to be considerably different."

Why Not For Profit?

Arthur Levine offered a different perspective on the movement of for-profits into higher education.

"The new educational providers," he wrote, "are focusing on instruction in high enrollment area, requiring low faculty involvement. This is the only way they can make money. For instance, at the graduate level, offering a master's degree in business administration is more profitable than a doctoral degree in physics. The reason is that the doctoral degree, which is of interest to a very small number of students, requires intense one-on-one involvement between a faculty member and a student. This is the most expensive kind of education there is."

"In contrast," wrote Levine, "a master's degree in business can be offered via large classes online or in person and has a very large potential student market. In addition, there are no state or national certification requirements for this degree, which means it can be offered worldwide."

Levine also wrote that of the three traditional activities of the university–teaching, research, and service–only one of them, teaching, generates revenue. "The money comes from tuition, not from creation, preservation, or application of knowledge. Research or creation is like NCAA football; it is an income producer at only a small number of schools. The rest lose money."

"The new educational providers," he wrote, "are only competing with traditional higher education in the area of teaching, and they are only interested in the high margin, high volume fields." And he warns, "If non-university educators make significant headway and manage to wrest important areas of instruction away from the university, they will leave higher education with the lower revenue, high-cost areas of instruction and the research and service functions. The combination is not financially viable. The university cannot support itself with these activities.

"We cannot forget that the university is the one educator that provides students with more than a market-driven education. It provides an education focusing not simply on the wants of the individual, but on the needs of the society, preparation for membership in a democratic society."

FYI...

The Hispanic Outlook In Higher Education www.hispanicoutlook.com December 03, 2001

ACE Calls for Active Involvement in Student Visa Process

WASHINGTON, D.C.

American Council on Education (ACE) President David Ward recently spoke out against a proposed six-month moratorium on all student visas.

"In the wake of the Sept. 11 terrorist attacks, Congress is moving swiftly to enact legislation to minimize the risk of future tragedies," said Ward, addressing Congress, the Senate Judiciary Committee, and college and university presidents. "Because one of the terrorists involved in the attacks entered the United States on a student visa, there is considerable interest in looking carefully at the process by which such visas are issued."

ACE is in favor of a Senate proposal that would authorize full federal funding for the Student and Exchange Visitor Information System (SEVIS), also known as the Cooperative Interagency Program Regulating International Students (CIPRIS), an action that would eliminate the complex questions surrounding the student payment of fees that have plagued SEVIS since its inception.

However, ACE vigorously opposes another part of the proposal that, said Ward, would have a terribly negative impact.

Sen. Dianne Feinstein, D-Calif., announced that she wants to impose a six-month moratorium on all student visas, an action intended "to give the Immigration and Naturalization Service (INS) time to fully develop its foreign tracking system and to put into place the necessary infrastructure to detect foreign students who have violated the terms of their visas."

"We believe that Sen. Feinstein's idea will accomplish little while making it absolutely impossible for foreign students to enroll at American colleges," said Ward. "Her plan will not likely make a significant difference: student visas represent just 2 percent of the total visas issued in any given year, and her proposal would not affect the remaining 98 percent." Ward thinks that the plan would prohibit all foreign students but leave all other visa options untouched.

"What is more," continued Ward, "according to INS data, of the 1.67 million 'deportable aliens' in the U.S. in 1998, only 599–four one-hundredths of 1 percent–entered the country on a student visa, making foreign students far and away the most law-abiding members of any other major visa category."

In a letter to Feinstein, written on behalf of at least 20 higher education associations–the Association of American Universities, Council of Independent Colleges, National Association of Independent Colleges and Universities, and University Continuing Education Association, among them–Ward suggested a number of "concrete steps" that could be taken to improve the issuance of student visas and the tracking of these individuals while they are in the United States.

ACE believes that colleges and universities enrolling international students should do the following: provide additional information to the INS about international students who are enrolled on campus; with the assistance of the INS, promptly inform the agency when an I-20 recipient does not actually enroll or withdraws from a program prematurely; and delay the issuance of an I-20 form to students from countries on the State Department watch list until after the student has formally accepted admission.

Ward assured that ACE stands ready to work with INS officials to ensure quick action on these items.

Education Department Links Families to Education Information

WASHINGTON, D.C.

Activities for helping children learn while at home, tips for planning ahead for college, and steps toward becoming more involved in neighborhood schools are among a number of resources parents and caregivers can access through the Information Resource Center (IRC) at the U.S. Department of Education (ED).

A central entry point into the Education Department, the IRC links families, schools, and communities to information on student learning and provides updates on ED programs, funding opportunities, teleconferences, and other events.

The IRC is staffed with specialists with expertise in various fields of education that can provide assistance or contacts for the following: programs and initiatives that center on the president and ED secretary's priorities; popular grant programs; free publications and materials, available directly from ED's publication center; teleconferences and events, such as the monthly Satellite Town Meeting; referrals to additional education information and services; and directory assistance for finding a person or office in the Education Department.

The IRC is available Monday through Friday, 9 a.m. to 5 p.m. EST, by calling 1-800-USA-LEARN (1-800-872-5327). Correspond by e-mail, usa_learn@ed.gov, or visit the Web site, www.ed.gov/offices/OIIA/IRC. Write to Information Resource Center, U.S. Department of Education, 400 Maryland Ave., S.W., Washington, D.C. 20202-0498.

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The Hispanic Outlook In Higher Education www.hispanicoutlook.com December 03, 2001

Commerce Department Awards $15 Million Package to Minority Serving Institutions

WASHINGTON, D.C.

The Commerce Department's National Oceanic and Atmospheric Administration (NOAA) announced the rollout of its Educational Partnership Program with Minority Serving Institutions (EPP/MSI) that will award approximately $15 million in FY 2001 funds for programs aimed at atmospheric, environmental, and oceanic sciences and remote sensing research and educational programs.

U.S. Secretary of Commerce Don Evans announced awards to officials from four leading MSIs: City College of the City University of New York (CUNY), Florida Agricultural and Mechanical University, Howard University, and the University of Maryland Eastern Shore.

"This new education initiative is a special partnership effort between NOAA and several academic institutions to expand education, research, and professional opportunities in NOAA-related sciences," said Evans. "I think these institutions and the communities they serve are adding to a rich network of research and scientific resources that will benefit NOAA and the nation."

NOAA's Educational Partnership Program initiative is designed to support the development of quality education to students at Minority Serving Institutions while meeting the prescribed goals of NOAA and the nation. Working with partner MSIs and other research and federal government institutions, the NOAA program provides opportunities and programs for students to pursue careers in atmospheric, environmental, and oceanic sciences and remote sensing.

The EPP/MSI initiative provides funds to establish Cooperative Science Centers that will concentrate on the aforementioned areas. It also calls for the development of an Environmental Entrepreneurship Program, an Undergraduate Scholarship Program, and a Graduate Sciences Program to support the training of students attending MSIs in NOAA-related sciences.

Four Cooperative Science Centers will be established at four lead MSIs: City College of CUNY, Remote Sensing Cooperative Science Center; Florida Agricultural and Mechanical University (Fla.), Environmental Sciences Cooperative Science Center; Howard University (Washington, D.C.), Atmospheric Sciences Cooperative Science Center; and the University of Maryland, Living Marine Resources Cooperative Science Center.

The Undergraduate Science Program offers students a 10-week paid internship with NOAA and provides scholarship funds to students during the academic year. The Graduate Sciences Program provides financial assistance to six MSI students for graduate-level training in NOAA-related occupations. The Environmental Entrepreneurship Program provides funds through a competitive process to support education and training to strengthen the capacity of MSIs.

For more information on NOAA's Educational Partnership Program with Minority Serving Institutions, contact the program manager at 301-713-9437, or visit the Web site, www.ofa.noaa.gov/~sbd/EPPS1.htm.

NHLI Promotes Development of Young Latina Leaders

ARLINGTON, Va.

The National Hispana Leadership Institute (NHLI) launched one of its newest leadership initiatives, the Latinas Learning to Lead Summer Youth Institute. The goal is to train the next generation of Latina leaders and expand the already outstanding reputation of NHLI.

"The NHLI Latinas Learning to Lead Summer Youth Institute promotes and fosters the development of young Latina leaders through training, professional development, relationship building, and community and world activism," said Marisa Rivera-Albert, NHLI president.

Twenty Latina undergraduate students from across the country were selected to participate in this intensive one-week training session in Washington, D.C., which included sessions on leadership training, employment skills, cross-cultural communication, health and physical fitness, conflict resolution, and youth entrepreneurship. They attended briefings at the White House, NASA Goddard Center, and The Gallup Organization. They visited the Capitol Building for a meeting and visited the National Council of La Raza for a seminar on Latino issues in America.

As a result of participating in the Institute, these young women have acquired valuable leadership and employment skills, learned to be an effective voice in their community, and received intense training in educational and professional planning. They are now part of a powerful network of Latinas across the country and have gained an understanding of how to effect change that will benefit the Hispanic community. "Because of this program, I will mentor youth and other Latinos and pass on the infinite amount of knowledge I have learned here," said one of the participants.

"This was the best opportunity in my life," said another. "I felt honored and lucky to take part in this great, inspiring, and motivating program. The Institute has inspired me to do so much. I feel that the sky is no longer my limit. The outer bounds of the universe could not even stop me from achieving my dreams."

People-Places-Publications-Conferences

PEOPLE & PLACES

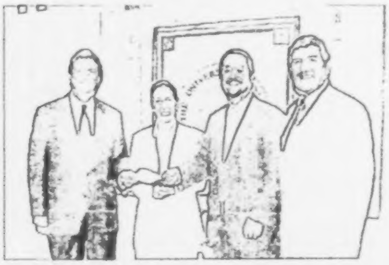
Gardea Becomes Phoenix College President

Dr. Corina Gardea recently assumed the post of president of Phoenix College (Ariz.). The former executive director of community and educational partnerships for the Dallas County Community College District has 22 years of experience in community colleges in positions ranging from faculty member and curriculum developer to administrator and executive level posts.

"I am honored to join Phoenix College and am pleased to become a member of an organization that provides exemplary educational opportunities," said Gardea, who topped more than 50 candidates who had applied for the presidency.

Phoenix College, Arizona's original community college, serves more than 24,000 students per year, reflecting the diverse, multicultural central city community in which it lies.

UT School of Law and UTSA Partner on Institute



The University of Texas (UT) School of Law is partnering with the University of Texas-San Antonio (UTSA) to establish the UTSA Institute for Law and Public Affairs, a pre-law program that will offer a one-year certificate to help UTSA students perform well on the standardized Law School Admissions Test (LSAT) and complete the challenging law school curriculum. The Institute will provide training aimed at helping students succeed in law and public affairs, strengthen critical thinking, and improve communications, research, and study skills. It will sponsor lectures, symposia, and seminars of interest to the South Texas legal community.

The collaboration was made possible through the efforts of (pictured l. to r.) Bill Powers, dean of the UT School of Law; Cyndi Krier, member of the UT System board of regents; Richard Gambitta, UTSA chair of political science and geography and future head of the Institute for Law and Public Affairs; and Ricardo Romo, UTSA president, among others.

Fullerton College Dean Named Librarian of the Year

Photo © Kathryn Blackmer Reyes

John Ayala, dean of learning resources at Fullerton College (Calif.), was named the 2001 Arnulfo D. Trejo Librarian of the Year.

Ayala, affectionately known as "El Padrino de REFORMA," the National Association to Promote Library and Information Services to Latinos and the Spanish-Speaking, has contributed to Latino librarianship for nearly forty years by publishing, lecturing, and serving as a "mentor, steward, leader, healer, and community builder." He has taken his message to various parts of the country, presenting programs on recruiting and maintaining diversity at several state library association meetings, including the Nevada Library Association, Missouri Library Association, and Utah Library Association.

He also has been a broader representative and advocate of Latino issues as a member and president of the Latino Faculty and Staff Association of the North Orange County Community District as well as other academic organizations.

Once Troubled, Citrus Student Becomes Leader

The road to college and a better way of life came after years of drug use and despair for Jesús Lozano, president of the Associated Students of Citrus College (Calif.). This reality came to light the day his daughter was born.

"The day my daughter was born, my life changed," said Lozano, 29. "Love is having a child. I didn't know that until I held her."

Lozano had a promising high school career, earning A's and preparing for college, until he began using drugs. His habits turned to addiction, and he began working for the local drug dealers. His abusive father, chief of a Mexican police department, was a drug runner, and murdered as a result of his drug ties. Lozano's ties to drugs were tightly bound until he was arrested and charged with drug possession, forced to do six months in a Los Angeles County jail.

After release, Lozano was determined to be a good father and make the necessary changes in his life and community. With the help of his family, he kicked his drug habit and enrolled at Citrus College. Since then, he has taken an active role in student activities and student government and works with the California city of Azusa to combat crime in high-crime areas. He plans to study criminal justice and become a parole officer.

UPS "Earn and Learn" Pays For College

The United Parcel Service (UPS) is helping college students with college tuition with its "Earn and Learn" program. The program offers students working part-time $3,000 in tuition assistance and $2,000 in forgivable loans per calendar year, no strings attached. Some 22,000 students across the nation have participated in the program.

Students are eligible for "Earn and Learn" the day they are hired in addition to the $8.50-$9.50-per-hour starting pay and benefits including health insurance, paid vacation, and a 401 (k) plan. Participants include traditional and non-traditional students, who can combine college and flexible evening shifts.

UPS recognizes the value of offering tuition benefits to its employees, having invested more than $25 million into "Earn and Learn."

BEST COPY AVAILABLE

News from UTSA

- The University of Texas-San Antonio (UTSA) announced college scholarships available from the San Antonio Chapter of the Texas Association of Chicanos in Higher Education. Two $250 scholarships are available to students enrolled at a local college or university with at least a 2.0 GPA.
- UTSA named Associate Professor of Psychology Dorothy Flannagan the University's interim dean of graduate studies. Flannagan directs an expanding doctoral program that added electrical engineering, English, and business this past year. She received a master's degree in psychology from the University of Richmond and a doctorate in developmental psychology from North Carolina State University.
- UTSA appointed Donna Holmes director of institutional compliance. Holmes brings five years of experience at UTSA to the post, having worked in the auditing and consulting services office. A certified public accountant and internal auditor with certification in control self-assessment, Holmes has a bachelor's degree in business administration from McMurry University.

Four M-DCC Hispanic Faculty Awarded College's Highest Honor

Four Hispanic professors from Miami-Dade Community College (M-DCC) in Florida were recipients of an endowed teaching chair–the college's highest honor.

Marta Magellan, professor of English, was awarded the Bonnie McCabe Chair. Magellan uses her literature class to discuss philosophical topics, addressing questions concerning the human condition. She helped breathe new life into the Kendall Campus' Arts and Letters Day, co-creating the weeklong Beat Café, where students give live performances in a candlelit, coffee-shop atmosphere. She also is the faculty advisor for the award-winning campus publication *Miambiance*. Magellan has a bachelor's degree from the University of Florida and still attends writers' workshops regularly.

Myra M. Medina, associate professor senior, ESL, received the American Express Teaching Chair. A native of the Dominican Republic who came to the U.S. when she was 11 years-old, Medina began teaching when she was just 13, giving her mother, aunt, and uncle English instruction. After teaching language classes in the Dominican Republic and Rhode Island, she became coordinator of ESL courses and then chair of the department of language studies at M-DCC's Medical Center Campus. She directed a $1.5 million Education Department grant for the study of medical careers among Hispanic high school students and received the Academic Excellence Award from the Crítica Literaria Dominicana sobre Escritoras Hispano-Americanas. She has both a bachelor's and master's degree from Rhode Island College.

Carol Ponce Petrozella, professor of nursing and Medical Center Campus college training and development coordinator, was awarded the Columbia/HCA Healthcare Corporation Chair. Active in nursing organizations such as the American Nurses Association in Florida and Florida Nursing Students' Association, Petrozella has done much to promote professionalism and scholarship in nursing. She created an annual scholarship for nursing students at M-DCC and is working on an ethics grant. She has a bachelor's degree from the University of Florida, a master's from Barry University, a master's from Florida International University, and a doctorate from Nova Southeastern University. She just completed postgraduate courses in holistic nursing.

Rosany Rodríguez, associate professor senior, mathematics and computer science, received the Mary Pond Family and Friends Chair. Rodríguez focuses her teaching efforts on helping students develop a positive attitude towards math and stresses the reality of the workplace. She helped organize the Exact Science Conference, a weeklong symposium bringing students together with computer industry leaders, exposing them to a multitude of career paths. She holds two master's degrees from the University of Miami and is about to complete her doctorate at Florida International University.

Northern Virginia Adopts New Tag and Logo

Northern Virginia Community College (NVCC) unveiled its new tag and logo, replacing the formal College seal, which has been used for the past 13 years and unites the College's six campuses. The new tag line–Student Center. Community Focused.–lets everyone know, in a few words, NVCC's relationship to students and the community. The new logo displays a torch icon in the school colors, green and gold, with the full name of the College, and the acronym.

NVCC
Student centered.
Community focused.

Photo © Kevin Mattingly/NVCC

Graphic designer William Gordon, through a design competition open to faculty, staff, and the general public, created the logo. He chose the flame icon to represent the search for knowledge and the idea of education. His design was selected from 160 submissions, earning him a $1,000 prize.

"His design suggested the fluid motion of moving upward, which I compare to what NVCC represents: a solid foundation providing an educational stepping-stone for a student's future," said NVCC President Belle S. Wheelan (pictured l. with William Gordon and his wife Barbara).

Fresno City has New Wrestling Coach

Fresno City College (Calif.) hired adjunct faculty member Anthony Camacho as its new wrestling coach. Camacho takes over a long and honored winning tradition. The Rams finished second in the state championships the previous season.

Camacho, himself a wrestling standout in college, spent his first collegiate year at the University of Minnesota, then transferred to California State University-Fresno. At Fresno

State, he wrestled on a Western Athletic Conference championship team and also qualified for the NCAA Championships. He received a bachelor's degree in health science and a master's in education, both from Fresno State. A husband and a father of three daughters, Camacho teaches at Clovis East High School.

Santa Ana Attracts and Produces TV Talent

Santa Ana College (Calif.) is making quite an impression on television shows and stations around the country with more than 200 alumni working in media and the entertainment industry. Graduates of Santa Ana's television/video communications program include comedian Will Ferrell of "Saturday Night Live"; Lorena Domínguez, news anchor for Univision in San Francisco; Denise Wong, news producer for the NBC affiliate in Eugene, Ore.; Dan Arreola, sportscaster for the ABC station in Laredo, Texas; and Eric Geller, sportscaster for ABC's affiliate in Grand Junction, Colo.

SAC-TV, the College's television network, produces "Around and About Orange County" and "Noticiero Latino," programs that give students a start in entertainment. "Around and About" recently produced its 500th show and has won several national awards. "Noticiero Latino," which Santa Ana says is the nation's first Spanish-language news program produced by a college, celebrated its fifth anniversary on the air last season.

Columbia Professor Addresses U.N. World Conference

Columbia University (N.Y.) political scientist and historian Manning Marable addressed the United Nations World Conference Against Racism, Racial Discrimination, Xenophobia, and Related Intolerance in Durban, South Africa. He presented his paper "Structural Racism and American Democracy" at the official conference seminar, hosted by the United Nations Research Institute for Social Development.

The conference, which addressed ethnic cleansing, reparations, and the growing complexity of racial discrimination, included U.N. member states, selected non-governmental organizations, and U.N. specialized agencies.

"One immediate objective is strengthening networks involved in anti-racism both within countries and globally, and to bring human rights activists in closer contact and coordination with each other," said Marable, who is head of Columbia's Institute for Research in African American Studies.

UNC Conducts Survey on Teens and Religion

The University of North Carolina-Chapel Hill is conducting a national survey on the influence of religion and spirituality on the lives of American teenagers. The random, national survey of nearly 4,000 adolescents and parents and 350 in-depth personal interviews will run twice a year for the next three years.

Available in English and Spanish, the survey is designed to reach representative samples of diverse cultural groups including Hispanics, Blacks, and Jews. Undergraduate and graduate students are conducting the survey and will produce research reports, newsletters, scholarly books, and special publications targeted to diverse religious, cultural, and youth organizations. A $3.96 million grant from the Lilly Endowment, Inc., is supporting the project with funds being allocated for special events, targeted Web-based publications, and other communication strategies to foster a national discussion about religion and young people.

Scranton Professor Receives Third Fulbright

Linda Ledford-Miller, professor of foreign languages and literatures at the University of Scranton (Pa.), received her third Fulbright Fellowship, this one to teach in Mozambique, Africa, where she will spend 12 months teaching American literature at the Eduardo Mondlane University in Maputo. Her previous fellowships sent her to Guatemala and to Brazil.

Ledford-Miller has taught Spanish, Portuguese, literature, and prose at Scranton since 1985. She is a member of the American Association of Teachers of Spanish and Portuguese, the Latin American Studies Association, the American Association of University Professors, the Society of American Travel Literature, and the Fulbright Association. She has a bachelor's degree in English from the University of California-Irvine, a master's in comparative literature from Pennsylvania State University, and a master's in Luso-Brazilian literature from the University of Texas-Austin, where she also received a doctorate in comparative literature.

San Diego State Awarded Research Grants

San Diego State University (Calif.) faculty members received $124 million in grants and contracts during the 2000-2001 fiscal year, an 18 percent increase over the 1999-2000 total and a record for the institution.

San Diego attributes the significant increase in funding to several factors, including increases in research and recognition. The grants fund projects designed to improve literacy, math, and science education in local schools and efforts to help find new antibiotics and curb aggressive driving. Grant donors include government agencies, private companies, and nonprofit groups.

The University has approximately 1,500 grant programs and research projects under way.

Penn State Trains Chilean Teachers

The Inter-American Distance Education Consortium (CREAD), a nonprofit organization based at Pennsylvania State University, received a grant from the Chilean minister of education to offer a six-week Technology Enhanced Teaching and Learning Institute to 20 Chilean elementary teachers with little to moderate experience using technology.

The program provides each of the participants with a mentor teacher from a local public school and gives them individualized hands-on experience in Penn State's Technology Education Center. Using a variety of interactive strategies, they learn how to develop a Web-based teaching unit and how to develop and teach Web-based curriculum units in science, social studies, and the arts and humanities. All activities and events are delivered in Spanish.

"This program underscores Penn State's commitment to international outreach and marks the beginning of a series of Spanish-language projects," said Dr. Armando Villarroel (pictured), executive director of CREAD.

Camden Fiber Optics Program Funded

Camden County College (CCC) received a grant from the New Jersey Commission on Higher Education, developing the only one-year fiber optics program in the Mid-Atlantic region. Dr. Phyllis Della Vecchia, CCC president, said that funding for the career certificate curriculum will meet the growing need for highly skilled laser technicians as well as bring companies with excellent jobs to the state.

CCC launched its photonics department in 1976 with course studies in lasers and electro-optics. It was the first two-year school in the nation to offer fiber optic technology studies and the only institution in New Jersey or the Delaware Valley with a facility dedicated to laser research. The program was developed in cooperation with communications and optics companies throughout the state, boasting a graduate placement rate of 100 percent. Its advanced training and diversity-centered recruitment plan serves as a model for other institutions.

News from University of South Florida

University of South Florida USF

- The University of South Florida (USF) partnered with the Kauffman Center for Entrepreneurial Leadership at the Ewing Marion Kauffman Foundation, creating the National Center for Excellence in Life Sciences Entrepreneurship at the USF Center for Entrepreneurship and Technology Transfer. The Center links the disciplines of business, engineering, and the medical sciences to increase the national rate of new venture formation in the life sciences area. The partnership intends to develop strategies to ensure the successful growth of the entrepreneurial ventures thus formed and implement these strategies throughout the United States and abroad.
- USF Athletic Director and National Football League Hall of Famer Lee Roy Selmon is spearheading a fund-raising campaign to build a home for its proven sports teams. Selmon maintains that the sports teams are in "great need" of a sports facility to house its expanded sports program and replace its ill-equipped academic enrichment center, the heart of USF's athletic program. He hopes to have the facility close to finished by 2003, when the USF football team joins Conference USA.
- USF's Louis de la Parte Florida Mental Health Institute is establishing itself as one of the premier mental health research and training institutions in the country. Its innovative research and training program places strong focus on applied research conducted in community settings by working in a diverse set of service systems.
- USF appointed Dr. S. David Stamps provost and vice president for academic affairs. A sociology professor, who joined the USF faculty in 1982, Stamps became dean of the College of Arts and Sciences in 1995 and served as interim provost. He has a bachelor's degree from Tennessee State University and a master's and doctorate from Washington State University.

Soza Funds George Mason

George Mason University

Soza & Company, Ltd., is funding a $100,000 scholarship endowment for graduates of George Mason University's (Va.) nationally recognized, multi-year, college preparatory, Early Identification Program, which counsels and tutors academically talented middle and high school students who may be challenged or adversely affected by their personal circumstances. The fund helps ensure these students achieve their academic potential and earn a college degree.

The Soza endowment is part of the George Mason University Minority Advisory Board (MAB) Scholarship Endowment. William Soza, chairman and CEO of Soza & Company–an international management consulting and information technology firm–is a George Mason University Foundation trustee and MAB member.

Westchester Faculty Receive Chancellor's Award

In New York, Westchester Community College (WCC) President Joseph Hankin announced that seven WCC faculty members and administrators received the State University of New York Chancellor's Award for Excellence for outstanding achievements in teaching and professional services. Five students received the award for excellence in academics, athletics, community service, creativity and performing arts, entrepreneurship, leadership, and career achievement.

Award winners were Associate Professor Farhad Ameen; Assistant Professor Lynette De Bellis, Assistant Professor Barbara Gold, Associate Professor Sylvester A. Marino, Professor Louis M. Rotando, Academic Support Center coordinator Susan Arietta, and Admissions Counselor Dale Smith. Student recipients included Carlos Ramos, Jr., Michaele Rizzuto, Lisa Stamatelos, Pratibha Vuppuluri, and Militza García (pictured with Dr. Julius Ford, WCC vice president and dean of student personnel services).

Southwestern Makes Vice President Assignments

Southwestern College (Calif.) appointed two top administrators to interim vice presidential positions.

Norma Hernández, vice president for student affairs, is serving as interim vice president for academic affairs during the search process to fill the vacancy. Hernández began working at Southwestern in 1975 and was director of guidance and dean of counseling and guidance. She has a bachelor's degree from San Diego State University and a master's from the University of New Mexico.

Gregorio Sandoval, dean of student services and interim dean of academic information services, is stepping into Hernández's vice president for student affairs position in the interim. Sandoval, who has a bachelor's from the University of California-Los Angeles and a master's from Azusa Pacific University, came to Southwestern in 1976.

SUNY-Orange Director Honored for Service

Ada DeGeus, executive director of the Orange County Community College (N.Y.) Alumni Association, was honored by the State University of New York Council for University

Affairs and Development (SUNY/CUAD) for 20 years of service in advancement at SUNY-Orange. DeGeus, as the first full-time executive director of the alumni association, administers scholarships, produces alumni newsletters, organizes reunions and trips, lobbies on behalf of the college, and cosponsors fundraisers.

SUNY Chancellor Robert King and SUNY/CUAD President John Mazzetti presented DeGeus with the award.

San Bernardino Appoints Chávez

California State University-San Bernardino named Nadine Chávez director of the Educational Opportunity Program (EOP), designed to help low-income students who have the potential and drive to obtain a bachelor's degree by providing them with tutoring, graduate school workshops, and counseling on issues that might affect their academic performance.

Chávez brings knowledge of different aspects of the program, having been a counselor, coordinator of counseling services, and most recently, assistant director. Her commitment to students extends outside the Cal State campus, as a member of the EOP's advisory committee at San Bernardino Valley College, where she also is a mentor for the Puente project. Chávez will represent both EOP and the University at statewide EOP director's meetings.

Chávez has a bachelor's degree in Spanish literature and a teaching credential from the University of California-Riverside and a master's in educational counseling from California State University.

NYC Technical and LaGuardia Partner to Improve Hispanic Successes

New York City Technical College and LaGuardia Community College were awarded a $3.1 million "cooperative development" grant from the U.S. Department of Education to jointly develop a program to help Hispanic students from lower-income families succeed in college, the only such grant awarded on the East Coast.

The grant funds a program that helps Hispanic students from LaGuardia to develop skills needed to finish their two-year associate's degree and continue their studies for a bachelor's at City Tech. To improve transfer rates of Hispanic student populations, student progress is closely monitored by an Internet-based electronic portfolio system. The program is expected to boost graduation rates at both schools by 10 percent.

Nationally, Hispanics have lagged behind other ethnic groups in completing four or more semesters of college study, with only 8.5 percent of Hispanics earning a bachelor's degree, compared with 23.8 percent of non-Hispanic Whites. LaGuardia provost and co-director of the project Joann La Perla (pictured) believes the program "will strengthen baccalaureate programs with better-prepared students" and assist Hispanics and other low-income students in successfully transferring to a senior college.

Lehman President Joins AAHE Board

Photo © H.L. Delgado

Lehman College (N.Y.) President Ricardo R. Fernández was elected vice chair of the American Association for Higher Education (AAHE) board of director's executive committee by the AAHE membership. As vice chair he will move to the chair-elect position in 2002 and assume the chair position the following year.

Fernández, one of five newly elected members, has been active in AAHE and its Hispanic caucus since 1991. He has a bachelor's degree in philosophy and master's in Spanish from Marquette University, and a master's and a doctorate in romance languages from Princeton University.

Other new members include: Hae Okimoto, manager for distance learning and institutional technology at the University of Hawaii; Daryl G. Smith, professor of education and psychology at Claremont Graduate University in California; Kala M. Stroup, commissioner of higher education for the Missouri Coordinating Board for Higher Education; and John W. Tippeconnic, III, professor of education at Pennsylvania State University.

Bethel Exhibits Gonzales Palma Photographs

BETHEL COLLEGE

Bethel College in Minnesota presented the works of internationally renowned Guatemalan photographer Luis Gonzales Palma. The exhibit featured Gonzales' intimate, dignified, and powerful photographs of the human condition in his homeland. The works included dramatic pieces in traditional portrait style as well as works in mixed media of portraits combined with takes of more abstract objects.

Prior to the opening, Gonzales Palma and Martin Weinstein, of the Weinstein Gallery in Minneapolis, gave a joint lecture.

CU-Boulder Appoints Two Directors

The University of Colorado (CU)-Boulder announced the appointments of Cindy Donahue as director of disability services and Dale Treviño as director of the Cultural Unity Center. Both held interim positions in their respective units.

Donahue was a CU-Boulder disability services specialist for seven years and coordinator of a community college disability service in California, working with students whose learning styles and needs challenge traditional methods of teaching and learning. A CU alumna, she holds a bachelor's degree in business and a master's in education, specializing in the learning disabled and emotionally disabled.

Treviño, since 1992, has been with the CU-Boulder Cultural Unity Center as a counselor, assistant director, and associate director. He earned his bachelor's degree in sociology at CU-Boulder, where he became alumni coordinator in the admissions office. He has a master's in counseling from Colorado State University and is a doctoral candidate at CU-Denver, completing studies in higher education administration with an emphasis on educational policy and administration.

Barry Names Library Director

Estrella María Iglesias is the new director of Barry University's Monsignor William Barry Memorial Library in Florida. Iglesias, a Barry alumna and Cuban native, has 25 years experience in library administration, having worked at several institutes of higher education.

Prior to coming to Barry, Iglesias was district director of learning resources at Edison Community College, which received commendation from the Southern Association of Colleges and Schools for its work in compressed video and long-distance education. She spent seven years at Miami-Dade Community College as head of technical services and later as reference librarian, and, for 12 years, she was head of access services at Florida International University.

Iglesias has a bachelor's degree from Barry and a master's in library science from Louisiana State University.

Fernández Returns to Manhattan School of Music

The Manhattan School of Music's Augustine Guitar Series opened its eighth year with returning guest guitarist Eduardo Fernández, who performed a medley of works by composers Abel Carlevaro, J.S. Bach, Joaquín Rodrigo, Luigi Legnani, Manuel M. Ponce, and Domenico Scarlatti.

The Augustine Guitar Series annually presents today's finest guitarists, made possible by the patronage of Rose Augustine, publisher/editor of *The Guitar Review*. The series offers master classes, with the guest guitarists on the instrument itself and the artist's repertoire.

A performer, recording artist, and teacher, Fernández is recognized as one of today's leading guitarists, having won numerous awards and played at prestigious orchestras. His 18 recorded albums have been praised by publications such as the *Stereo Review* and *The New York Times*. He is much in demand for master classes and lectures worldwide and is a fellow researcher at the national University School of Music in Montevideo, Uruguay. He has also published a major book on guitar technique–*Technique, Mechanism, Learning*.

Cigarroa Leads Texas Health Science Center

The University of Texas Health Science Center at San Antonio announced the investiture of Dr. Francisco G. Cigarroa as its third president. Cigarroa, a noted pediatric surgeon, is the first Hispanic to lead a U.S. health science university.

Cigarroa is perhaps the only U.S. university president who concurrently works as a surgeon. Trained at Yale, Harvard, and Johns Hopkins, and with his medical doctorate from the University of Texas Southwestern Medical Center at Dallas, Cigarroa is an innovator in pediatric transplants.

The investiture is the official ceremonial installation of Cigarroa, who assumed office in October 2000.

Sullivan Honors Ambrosino

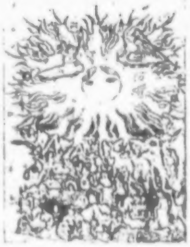
The Sullivan County Community College (N.Y.) board of trustees recently honored Professor Tom Ambrosino with its Exemplary Achievement Award for his going "above and beyond" job expectations in his service to the College. Ambrosino, who has been teaching commercial art at Sullivan County since 1971, was one of the pioneers of computer use in the classroom at the College. He teaches Three Dimensional Design, Graphic Design, Advanced Computer Graphics, and 20th Century Art.

Students of Ambrosino have consistently won awards in many design competitions including the 9th annual Franklin Typography Competition of the American Institute of Graphic Arts, the Student Design Competition of the Point-of-Purchase Advertising Institute, and the National Award for Student Newspaper Design of the American Academy of Advertising.

Ambrosino (pictured l. with Ken Klein, College board chair) donates a lot of time and energy to the design of College promotional materials–logos, artwork, posters, invitations, and more.

Ramapo Exhibits Mexican *Amates*

Ramapo College (N.J.) presented an exhibit of paintings on bark and board– *amates*–by Marcial Camilo Ayala and other painters from the Mexican state of Guerrero. "Mexican *Amates* from the Cowen Collection" surveyed many of the major works collected by Dr. Tyler Cowen, professor of economics at George Mason University.



"*Amates* are one of the freshest, most vital, and most original forms of Outsider Art today, and, unlike many art forms, most of the best *amate* painters are working currently at their peak," said Cowen.

The *amate* phenomenon began in the early 1960s with Mexican villagers who painted pottery for sale. An art entrepreneur alerted the artist of *amate* paper, made from bark, which was the primary form of paper in the Aztec empire, surviving for a time only in the village of San Pablito, Mexico. The artisans switched to the new medium, which was easy to transport and sell, and were encouraged by American artists to paint larger works on boards. These artists have since created an exciting and diverse new art form, work that has been exhibited in numerous locales around the country and published in several catalogs. (Pictured, artwork by Telesforo Rodríguez)

UTSA Names Director of Research Development

Noé Saldana was appointed the director of the office of research and development at the University of Texas-San Antonio (UTSA). Saldana, former assistant director, will provide administrative support and guidance to faculty and staff in their preparation and submission of grant proposals to funding agencies.

In 1999, he received a staff excellence award for service to the University. In 2000, he was recognized for helping to develop proposals resulting in more than $15 million in grants and contracts. Saldana received a bachelor's degree in business management from UTSA and served in the U.S. Army in Stuttgart, Germany.

News from New Jersey City University

New Jersey City University (NJCU) received a grant of $280,483 to support NJCU's

"Project Team," which through collaboration between NJCU's special education and multicultural education department, has developed a full-time graduate program that concentrates on teaching children with severe cognitive/multiple disabilities, from culturally diverse backgrounds. The one-year graduate program provides intensive study through shared experiences– teamwork, field experiences, and strong teacher and faculty mentor support. "Project Team," which offers full-tuition scholarships and monthly stipends, will train a total of 60 culturally diverse students.

Celebrating Hispanic heritage, the NJCU Gallery presented the exhibit "Four Honduran Artists: A Travel Show from the Robert Hull Fleming Museum," featuring the works of Mario Castillo, Virgilio Guardiola, Xenia Mejia, and Rolando López Trochez. The exhibit blended the artists' varied styles, vibrant works reflecting Honduran landscape, history, social issues, personal experiences, and the relationships of past and present.

PUBLICATIONS

The Politics of Language in Puerto Rico

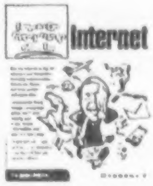
By Amílcar Antonio Barreto

Shortly after the U.S. invasion of Puerto Rico in 1898, both English and Spanish became official languages of the territory. This is one of the first books in English to analyze the controversial language policies passed by the Puerto Rican government in the 1990s. It is also one of the first to explore the connections between language and cultural identity and politics on the Caribbean island.

2001. 240 pgs. ISBN 0-8130-2077-8. $55.00 cloth. University of Florida Press. (800) 226-3822.

How to Do Everything with the Internet

By Dennis Jones



Utilize the power of the most talked about communications advancement since television–the Internet. This comprehensive book guides you through the essentials to help you find information more quickly, and communicate more effectively. Each chapter in this book is designed to help you speak the new global language.

2001. 411 pgs. ISBN 0-07-213028-8. $24.99 paper. Osborne. (800) 722-4726.

Conquistadors

By Michael Wood

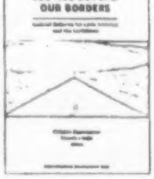
CONQUISTADORS

In this book, Michael Wood retraces the paths of the Conquistadors, describing the dramatic events that accompanied the epic 16th-century Spanish conquest of the Aztec and Inca empires. He reconstructs both sides of the conquest, drawing from sources such as Hernán Cortes' own letters and Aztec text recorded not long after the fall of Mexico. Photographs support the text, bringing the reader closer to the land and its people.

2000. 288 pgs. ISBN 0-520-23064-7. $27.50 cloth. University of California Press. (800) 822-6657.

Justice beyond Our Borders: Judicial Reforms for Latin America and the Caribbean

Christina Biebesheimer and Francisco Mejía, eds.

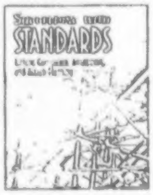


Improving systems of justice in Latin America and the Caribbean is important to consolidate democracy and develop efficient market economies. This book looks at successful judicial systems and practices of Latin America that could serve as models for countries in the region. It examines judicial modernization, case management, and legal defense for the poor.

2000. 183 pgs. ISBN 1-886938-80-6. $21.95 paper. Johns Hopkins University Press. (800) 537-5487.

Succeeding With Standards: Linking Curriculum, Assessment, and Action Planning

By Judy F. Carr and Douglas E. Harris



This book offers a practical school-tested solution to the challenge of incorporating standards at all levels with the best of the local educational system. The authors focus on improving student performance and describe a comprehensive process by which schools and districts can turn piecemeal initiatives into a coherent plan.

2001. 204 pgs. ISBN 0-87120-509-2. $24.95 paper. ASCD. (800) 933-ASCD.

The Real Contra War: Highlander Peasant Resistance in Nicaragua

By Timothy C. Brown

The REAL Contra War

This provocative new book seeks to clear up misconceptions about who the Contras really were, when and where they began, and why they fought. Timothy Brown contradicts conventional wisdom about the Contras, debunking most of what has been written about the movement's leaders, origins, aims, and foreign support.

2001. 352 pgs. ISBN 0-8061-3252-3. $29.95 cloth. University of Oklahoma Press. (800) 627-7377.

Foreign in a Domestic Sense: Puerto Rico, American Expansion, and the Constitution

Christina Duffy Burnett and Burke Marshall, eds.

More than four million U.S. citizens live in five U.S territories (Puerto Rico, Guam, the U.S. Virgin Islands, American Samoa, and the Northern Mariana Islands). Focusing on Puerto Rico, this book examines the legal issues surrounding these five territories, including voting rights, sovereignty, citizenship, language, and national identity.

2001. 422 pgs. ISBN 0-8223-2698-1. $23.95 paper. Duke University Press. (888) 651-0122.

Getting It Published: A Guide for Scholars and Anyone Else Serious about Serious Books

By William Germano

Getting It Published
William Germano

This honest guide leads you through the process and equips you with the knowledge you'll need to make your book the very best it can be. William Germano addresses some of the finer points of publishing etiquette, including how–and how not–to approach a busy editor and how to work with other professionals on matters of design, marketing, and publicity.

2001. 210 pgs. ISBN 0-226-28844-7. $15.00 paper. University of Chicago Press. (800) 621-2736.

School, Family, and Community Partnerships: Preparing Educators and Improving Schools

By Joyce L. Epstein

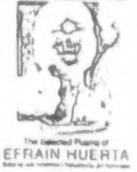
SCHOOL
FAMILY
COMMUNITY PARTNERSHIPS
JOYCE L. EPSTEIN

This book addresses the question: How can teachers and administrators prepare themselves to create positive relationships and productive partnerships with families? It offers educators a framework for thinking about, talking about, and actually building comprehensive programs for school and family partnerships.

2001. 619 pgs. ISBN 0-8133-8755-8. $35.00 paper. Westview Press. (800) 386-5656.

500,000 Azaleas: The Selected Poems of Efraín Huerta

Jack Hirschman, ed.



This is the first English-language edition book of poetry by the legendary Mexican poet Efraín Huerta. His poetry is basically humanistic, infused with a desire for liberty, dignity, and equality, though he always casts a cold critical eye upon the world and lets his heart speak of the pain caused by the gap between dream and reality. Translated by Jim Normington. Introduction by Ilan Stavans.

2001. 201 pgs. ISBN 1-880684-73-X. $15.95 paper. Curbstone Press. (860) 423-5110.

Zapotec Science: Farming and Food in the Northern Sierra of Oaxaca

By Roberto J. González

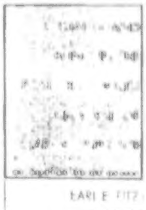
ZAPOTEC
SCIENCE

In this book, Roberto González argues that the agricultural and dietary theories and practices of the Zapotec farmers in the northern sierra of Oaxaca, Mexico, constitute a valid local science that has been beneficial to the farming and food systems of Europe and the United States. He reviews the history of food cultivation in this area and how the farmers have intelligently adapted their farming methods to local conditions.

2001. 342 pgs. ISBN 0-292-72832-8. $24.95 paper. University of Texas Press. (800) 252-3206.

Sexuality and Being in the Poststructuralist Universe of Clarice Lispector: The Différance of Desire

By Earl E. Fitz



In this book, Earl Fitz draws on the works of acclaimed Brazilian writer Clarice Lispector to argue that her writing consistently reflects the basic tenets of poststructuralist theory. He shows how the essential sense of being of Lispector's characters is deeply dependent on a shifting, and typically transgressive, sense of desire and sexuality.

2001. 256 pgs. ISBN 0-292-72529-9. $24.95 paper. University of Texas Press. (800) 252-3206.

ReMembering Cuba: Legacy of a Diaspora

Andrea O'Reilly Herrera, ed.

ReMembering Cuba

Through narratives, interviews, creative writings, letters, journal entries, recipes, photographs, and paintings, Cubans from various waves of the migration and their descendants piece together a complex mosaic of the exile experience and "diasporic" identity. The testimonies in this book offer more than 100 perspectives on the Cuban diaspora and on what it means to be Cuban in exile.

2001. 376 pgs. ISBN 0-292-73147-7. $24.95 paper. University of Texas Press. (800) 252-3206.

Amigas: Letters of Friendship and Exile

By Marjorie Agosín and Emma Sepúlveda

This collection of letters chronicles a remarkable, long-term friendship between two women who, despite differences in religion and ethnicity, have followed remarkably parallel paths from their first adolescent meeting in their native Chile to their current lives in exile as writers, academics, and political activists in the United States. Spanning more than 30 years, their letters speak on themes that are personal and political.

2001. 200 pgs. ISBN 0-292-70506-9. $14.95 paper. University of Texas Press. (800) 252-3206.

Whatever Happened to Dulce Veiga?: A B-Novel

By Caio Fernando Abreu

Dulce Veiga

In this book, a 40-year-old Brazilian journalist is called upon to track down and write the story of Dulce Veiga, a famous singer who disappeared 20 years earlier on the eve of her first big show. Thus begins a race through nocturnal São Paulo, evoking a contaminated atmosphere in which the journalist's own search for meaning finds its expression in the elusive Dulce Veiga, who appears to him as if in a dream. Translated from Portuguese by Adria Frizzi.

2001. 206 pgs. ISBN 0-292-70501-8. $15.95 paper. University of Texas Press. (800) 252-3206.

CONFERENCES

Kaleidoscope Leadership Institute 2001

December 5-9

Kaleidoscope is a highly successful leadership/training institute for women of color. The institute seeks to provide interaction strategies to enable participants to feel safe, to personally share their own feelings and uncertainties, and through their interactions, to develop real connections with other cultural groups. At Hilton Hotel Costa Mesa, Costa Mesa, Calif.

Contact: Dr. Felita T. Williams, (404) 244-2399; e-mail, Kaleidoscope@gpc.peachnet.edu; Web site, www.gpc.peachnet.edu/kaleidoscope

Technology Tools for Teaching and Learning, in Puerto Rico

December 9-12

This conference, sponsored by The ASPIRA Association and The Council for Opportunity in Education, will bring together experts and practitioners to share ideas and best practices about the use of technology to help low-income and disadvantaged students. Attendees will leave with a better sense of the technological opportunities available and hands-on computer skills. At El San Juan Hotel & Casino, San Juan, Puerto Rico.

Contact: Carmen Torres, (973) 484-7554; e-mail, ctorres@nj.aspira.org

Dept. of ED Conference on Improving America's Schools

December 17-19

The U.S. Department of Education holds its 8th Annual Regional Conference on Improving America's Schools, an in-depth and comprehensive discussion on education reform. In San Antonio, Texas.

Contact: National Conference Logistics Center, College of Continuing Education, University of Oklahoma, (800) 203-5494; Web site, www.ncbe.gwu.edu/iasconferences

MLA 117th Annual Convention

December 27-30

The Modern Language Association has scheduled more than 800 sessions, forums, and readings for its 2001 convention. For MLA members and others involved in the study or teaching of language and literature. In New Orleans, La.

Contact: (646) 458-0030; fax, (646) 458-0030; e-mail, convention@mla.org; Web site, www.mla.org

88th Annual Meeting of AAC&U

January 23-26

The Association of American Colleges and Universities' 2002 Annual Meeting, with the theme "Changing Students in a Changing World: Culturally Diverse, Economically Divided, Globally Interdependent," will investigate the practical implications of organizing learning centered institutions; study the preparedness of students; and highlight the ways that pre-professional fields and disciplines are integrating civic, global, and ethical issues into the curriculum. At the Grand Hyatt Hotel, Washington, D.C.

Contact: (202) 387-3760; e-mail, meetings@aacu.nw.dc.us; Web site, www.aacu-edu.org

AAHE 10th Annual Conference on Faculty Roles and Rewards

January 25-27

The theme of the American Association for Higher Education's 2002 conference is "Knowledge for What?: The Engaged Scholar." AAHE continues to endeavor to broaden higher education's understanding of scholarly work moving beyond a focus on the scholarship of teaching–to the scholarship of engagement. At the Hyatt Regency, Phoenix, Ariz.

Contact: (202) 293-6440; fax, (202) 293-0073; Web site, www.aahe.org

ACE 84th Annual Meeting

February 9-12

The American Council on Education will explore higher education's relationship with Capitol Hill, new ways to deliver education and new ways to fund it, the impact of emerging technologies, preparing students for a borderless world, presidential leadership, and more. At the San Francisco Marriott Hotel, San Francisco, Calif.

Contact: (202) 939-9410; e-mail, annualmeeting@ace.nche.edu; Web site, www.acenet.edu

Stop Surfing/Start Teaching 2002 National Conference

February 10-13

Now in its fifth year, this annual conference creates a forum for higher education professionals to share ideas and solutions, as well as propose questions and develop answers on the growing use of Internet instruction. Sponsored by the University of South Carolina. At the Crown Reef Resort, Myrtle Beach, S.C.

Contact: (803) 777-9444; fax, (803) 777-2663; e-mail, confs@gwm.sc.edu; Web site, www.rcce.sc.edu/ssst

Law and Higher Education Conference

February 17-19

This conference, in association with the Stetson University College of Law's office for CLE, will feature more than 20 sessions on current legal issues affecting student affairs and academic affairs, administrators, legal counsel, campus safety, and risk management in 2002. In Clearwater Beach, Fla.

Contact: (727) 562-7830; fax, (727) 381-7320; e-mail, cle@law.stetson.edu; Web site, www.law.stetson.edu/cle

ACE Leadership Programs for Department and Division Chairs and Deans

February 20-23, San Diego, Calif.
June 18-21, Washington, D.C.

The American Council on Education presents a unique series of programs specifically designed for department and division chairs–the people responsible for leading the units where change takes place in higher education institutions. In San Antonio, Texas.

Contact: (202) 939-9343; fax, (202) 785-8056; Web site, www.acenet.edu

NCTM Southern Regional Conference

February 21-23

The Oklahoma Council of Teachers of Mathematics hosts the 2002 National Council of Teachers of Mathematics Southern Regional Conference. The theme is "Reflections on Mathematics Teaching and Learning." In Oklahoma City, Okla.

Contact: (703) 620-9840; fax, (703) 476-2970; e-mail, regconf@nctm.org; Web site, www.nctm.org

AAHE National Conference on Higher Education

March 16-19

The American Association for Higher Education's 2002 National Conference on Higher Education will focus on creating and disseminating knowledge about student learning, in two contexts: student identities and the ways students learn. At the Chicago Hilton Towers, Chicago, Ill.

Contact: (202) 293-6440; fax, (202) 293-0073; Web site, www.aahe.org

2001-2002 NACUA Workshop Series

March 20-23

The National Association of College and University Attorneys Institute for Law and Higher Education presents "Faculty Employment Issues," providing law-related programming, publications, and educational services for colleges and universities. At the Hyatt Regency Hotel, New Orleans, La.

Contact: (202) 833-8390; fax, (202) 296-8379; e-mail, meetings@nacua.org; Web site, www.nacua.org

National Conference on Diversity in Teaching and Learning in American Higher Education

April 3-6

The Center for the Study of Diversity in Teaching and Learning in Higher Education presents its 2002 conference, with the theme "Undergraduate Education: The Real Deal." Dr. Carlos E. Cortés, professor emeritus of history at the University of California-Riverside, will be the keynote speaker. At the Claremont Hotel, Berkeley, Calif.

Contact: (408) 864-8309/8993; fax, (408) 864-5412; Web site, www.TeachLearn.fhda.edu

13th International Conference on College Teaching and Learning

April 9-13

Presented by Florida Community College-Jacksonville and The Center for the Advancement of Teaching and Learning, this event will emphasize research and practice in teaching and learning–with focus on uses of innovative learning strategies and advanced technologies in online learning and the face-to-face classroom. At the Adam's Mark Hotel, Jacksonville, Fla.

Contact: Jack Chambers, (904) 632-3231, or Jeana Davis, (904) 632-3088; fax, (904) 632-3289; e-mail, jchamber@fccj.org or jmdavis@fccj.org; Web site, www.teachlearn.org

AACRAO 88th Annual Meeting

April 14-17

The American Association of Collegiate Registrars and Admissions Officers' goal is to foster professional development by providing guidelines and voluntary standards for best practices in records management, admissions, enrollment management, administrative information technology, and student services. At the Minneapolis Convention Center, Minneapolis, Minn.

Contact: Christine Garner, (425) 636-1640; e-mail, cgarner@mra-services.com; Web site, www.aacrao.org

NCTM 80th Annual Meeting

April 21-24

The 2002 meeting of the National Council of Teachers of Mathematics, with the theme "Realizing the Vision of School Mathematics," will offer many discussions and publications focusing on professional development, promote the teaching and learning of mathematics, and provide an opportunity to network with more than 18,000 math educators. In Las Vegas, Nev.

Contact: (703) 620-9840; fax, (703) 476-2970; e-mail, annlmtg@nctm.org; Web site, www.nctm.org

24th Annual NISOD International Conference on Teaching & Leadership Excellence

May 26-29

Sponsored by the National Institute for Staff & Organizational Development, University of Texas at Austin, this event features exemplary practices and programs in almost 300 workshops, seminars, and roundtable sessions; offers in-depth descriptions and demonstrations of successful initiatives; and provides an opportunity to experience the latest and best instructional and organizational tools. At the Austin Convention Center, Austin, Texas.

Contact: (512) 471-7545; fax, (512) 471-9426; e-mail, info@nisod.org; Web site, www.NISOD.org

PBL 2002

June 16-20

"PBL 2002: A Pathway to Better Learning," an international conference on Problem-Based Learning in higher education, will bring together experienced PBL faculty so that they can share their insights with one another, as well as support those who are interested in using this method of learning for the first time. At the Baltimore Convention Center, Baltimore, Md.

Contact: (302) 831-3474; fax, (302) 831-4919; e-mail, pbl2002@udel.edu

AAHE 2002 Assessment Conference

June 20-23

The theme of this conference of the American Association for Higher Education is "Assessment: A Shared Commitment." Preconference workshops will be held June 19. At the Boston Marriott Hotel Copley Place, Boston, Mass.

Contact: (202) 293-6440; fax, (202) 293-0073; Web site, www.aahe.org

Book Review

By RoseAnna Mueller

***Art in Latin America: The Modern Era, 1820-1980,* by Dawn Ades.** 361 pages. New Haven, Conn.: Yale UP, 1993. ISBN 0-300-04561-1. $35.00 paper.

Anyone who teaches Latin American literature these days is blessed with an excellent number of anthologies to choose from. This is especially true if the class is taught in Spanish. The opposite is true if the literature of Latin America is being taught to an English-speaking audience interested in Latin American culture. In my humanities class, Latin American Art, Literature and Music, taught in English, I use and enthusiastically recommend Dawn Ades' *Art in Latin America* to survey the history of art of the Spanish-speaking world of the Americas.

Art in Latin America

I have used this book since 1994 as the required art text for this interdisciplinary humanities class, which I designed. The class is taught in English, and my constant challenge is finding good anthologies of both Latin American literature and graphic examples of artistic expressions in Latin America written in English. Although my search continues, the art text by Ades more than adequately addresses the need for both images and essays that explain the artistic movements that form the basis of Latin America's artistic canon.

My students are asked to read a chapter a week (not in numeric order), summarize the chapter in their own words, and choose one image from the chapter that they think best illustrates the topic. This gets the conversation going for the next class, and the choice of images and their having to defend their choice lend themselves to lively discussion and debate.

This book originally was designed as the catalog for an exhibition showcasing Latin American art from 1820-1980. The exhibit premiered at the Hayward Gallery in London in 1989, then moved to Stockholm and Madrid. Its aim was to explore "thematically and historically the emergence of what may be called a Latin American aesthetic and the questions of national and cultural identity associated with it."

The catalog was so well conceived that it gave birth to a text that continues to be one of the best-illustrated and best-written art books on the topic. The exhibition had focused on the Modern Era (1820-1980), but some of the chapters anticipate the era and explore the indigenous roots of the arts of Latin America before moving through the colonial and post-colonial eras.

The introduction reminds us that Latin America is a cultural and political designation and that the idea of America itself is problematic as a source of identity. But despite their different histories, all the nations of Latin America share an experience of colonization, unity of language and religion, and struggle for independence. The chapters devote themselves to topics ranging from "Independence and Its Heroes" through a study of the contemporary scene in the final chapter, "A Radical Leap."

I find it useful to begin with the third chapter, "Traveler-Reporter Artists and the Empirical Tradition in Post-Independence Latin-American Art" because it demonstrates that much like the chronicles, reports, and letters written by Europeans during the conquest era, Europeans immediately took an interest in the "New World," its people, its flora and fauna, and its natural beauty, and it demonstrates how they set about reporting their findings to their compatriots back home. Be it in words or in images, this reportorial activity by Europeans dispatched to all parts of Latin America eventually gave birth to the indigenous self-awareness that had to emerge before a Latin American consciousness could take shape.

Especially interesting to my students are the chapters "Posada and the Popular Graphic Tradition" and "The Mexican Mural Movement." The students might have seen these images before, but in different contexts, for example, Posada's "Katrina," guitar players, and his other *calaveras* on Grateful Dead T-shirts or on *papel picado*. A few key pieces from the perennially popular (especially to the female students) Frida Kahlo appear in the chapter "Private Worlds and Public Myths," which correctly points out that Kahlo's work was not so much surrealist, an affiliation she emphatically denied, but rather took its inspiration from the ex-voto or *retablo* tradition.

Over the years, this has remained my staple art text for several good reasons. The book brings together a diverse and significant number of images spanning the pre-Columbian time through the 1980s. The color plates are well reproduced and true to their original colors. The artist biographics by Rosemary O'Neill are a useful reference, as is the select bibliography. The entire book is well produced and thought out, cogent, accessible, comprehensive, and written in English. The $35.00 price is right, and well under that of most college textbooks these days. This is a high-quality product--and one text I suspect my students don't hurry to resell to the bookstore once the class is over.

Dr. Mueller, whose Ph.D. is in comparative literature, is a professor of humanities in the Liberal Education Department at Columbia College Chicago. She teaches Spanish and Latin American art, literature and music and designed the College's Latino/Hispanic minor and has conducted several travel/study tours to Mexico and Guatamala.

If interested in submitting a book review, please e-mail us at outlook@aol.com for Book Reviewers' Guidelines.

ASSISTANT/ASSOCIATE PROFESSOR SOCIAL FOUNDATIONS OF EDUCATION DEPARTMENT OF EDUCATIONAL STUDIES

BALL STATE UNIVERSITY
MUNCIE, INDIANA

Tenure-track position in social foundations of education available August 16, 2002. **Primary responsibilities:** teaching undergraduate courses and graduate courses in social foundations of education. Additional instructional responsibilities may be assigned in departmental areas of demonstrative strength and professional interest. Minimum qualifications: earned doctorate in social foundations of education (e.g., history, philosophy, or sociology of education), educational policy studies, or other relevant field - if ABD, all requirements for the degree must be earned by August 16, 2002; coherent research agenda; ability to teach courses related to diverse/multicultural classrooms. **Preferred qualifications:** evidence of established record of scholarship in the field; involvement in relevant grant activities; engagement in appropriate academic and professional service activities; post-secondary teaching experience; competence in classroom application of technology; currently hold or have held a teaching credential; appropriate and successful teaching experience in secondary schools.

Send letter of application, vita, official transcripts, and three letters of reference to: **Chairperson, Search Committee, Department of Educational Studies, Ball State University, Muncie, IN 47306.** Review of applications will begin immediately and will continue until the position is filled. **(www.bsu.edu)**

Ball State University is an equal opportunity, affirmative action employer and is strongly and actively committed to diversity within its community.

Assistant Professor in Sociology

UIS
UNIVERSITY of ILLINOIS at SPRINGFIELD

University of Illinois at Springfield, Sociology/Anthropology program invites applications for a tenure track position in sociology at the assistant professor level. Candidates should demonstrate a commitment to undergraduate teaching and on-going scholarship, and must be prepared to teach in an interdisciplinary program offering a B.A. in Sociology/Anthropology. A Ph.D. in sociology by the effective date of appointment is required. The successful candidate will teach core courses in social psychology and social research methods. Additional expertise in social problems and sociology of information technology is desirable. Located in the state capital, the University of Illinois at Springfield (UIS) is one of three campuses of the University of Illinois. The UIS campus serves approximately 4,000 students in 19 graduate and 20 undergraduate programs. The academic curriculum of the campus emphasizes a strong liberal arts core, an array of professional programs, extensive opportunities in experiential education, and a broad engagement in public affairs issues of the day. The campus offers many small classes, substantial student-faculty interaction, and a technology enhanced learning environment. Its diverse student body includes traditional, non-traditional, and international students. Its faculty are committed teachers, active scholars, and professionals in service to society. Previously an upper-division university serving juniors, seniors, and graduate students, UIS began admitting first-year students into a selective, interdisciplinary, lower-division curriculum in 2001. UIS is also developing an on-line BA in Liberal Studies. Candidates with interest in contributing to either of these two programs are especially encouraged to apply. Review of applications will begin on January 15, and will continue until the position is filled. To apply please send a letter of application, vita, and names and addresses of three references to: **Sociology/Anthropology Search Committee, c/o Debra Culler, BRK 332, University of Illinois at Springfield, P.O. Box 19234, Springfield, IL 62794-9243.**

UIS is an affirmative action, equal opportunity employer. Persons with disabilities, women, and minorities are encouraged to apply.

CLARION UNIVERSITY

FREDERICK DOUGLASS SUMMER FELLOWSHIPS

Summer 2002

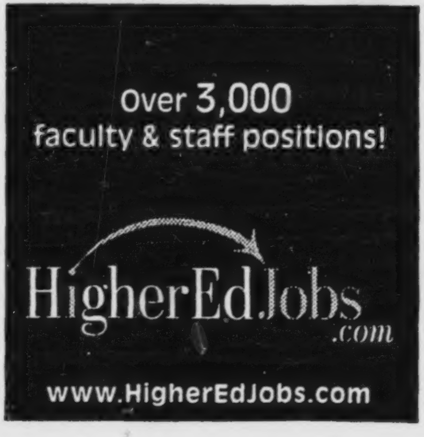
Clarion University of Pennsylvania has established the Frederick Douglass Summer Fellowships to offer teaching opportunities to two (2) graduate students who are pursuing a career in college teaching and are in their final year of a terminal degree program. These fellowships are designed to attract graduate students primarily from HBCU's and HACU's. Selected students will teach and/or team teach one course during a 5-week Summer Session.

Eligibility: Applicants must be U.S. citizens, and must have completed all doctoral work, except the dissertation by the end of the next academic year.

Terms: The stipend for summer 2002 is $ 3432.60 for a three-credit course. The University will also provide housing assistance, academic support including office space and computer and library privileges, and an allowance of up to $ 500.00 for research- related expenses.

During the summer of 2002, the Frederick Douglass Fellows will be assigned to faculty advisers in the appropriate departments, and will be expected to teach and/or team teach one course during first 5-week summer session(s). Additionally, involvement with research projects may be considered.

Application: Candidates should refer to **www.clarion.edu/admin/humanresources/** for complete application requirements.


Over 3,000 faculty & staff positions!
HigherEdJobs.com
www.HigherEdJobs.com

Fellowships

Center for the Arts in Society

Carnegie Mellon University

Fellow applicants must have received their terminal degree within the last four years in a humanistic or art related field. The purpose of these Fellowships is to provide younger scholars with free time to further their own work in a cross-disciplinary setting. Applications must be received by January 15, 2001. This position is for a full academic year. The two selected fellows will receive a stipend of $25,000 and a $5,000 research grant.

For more info see: http://hss.cmu.edu/cas.

Fellowships in Oceanography for Minority Undergraduates

The Woods Hole Oceanographic Institution offers special educational opportunities in oceanography for minority undergraduate U.S. citizens or permanent residents. These awards are designed to provide training and research experience in Woods Hole for students who have completed at least two semesters of undergraduate study in physical or natural science, mathematics, or engineering and have an interest in marine sciences, oceanographic engineering or marine policy.

Fellowships may be awarded for a ten to twelve week period in the summer or for a semester during the academic year and may be renewed the following year. The Fellow is paid a stipend of $355 per week, plus round trip travel allowance from their home school or university to Woods Hole. This program is conducted with support from and in cooperation with the Woods Hole Field Center, U.S. Geological Survey.

Application deadline for Summer 2002 is February 15, 2002.

Application forms can be obtained from WHOI's website:
http://www.whoi.edu/education/

or write:

WOODS HOLE OCEANOGRAPHIC INSTITUTION

Education Office, MS #31
Woods Hole Oceanographic Institution
360 Woods Hole Road
Woods Hole, MA 02543-1541
or call: (508) 289-2219
or email: education@whoi.edu

An equal opportunity/affirmative action employer.

HEAD, SCHOOL OF ELECTRICAL AND COMPUTER ENGINEERING

Purdue University

Purdue University invites applications and nominations for the position of Head of the School of Electrical and Computer Engineering. Purdue's new strategic plan calls for preeminence in Engineering. The President and his administration have announced major new investments in Engineering. The School of Electrical and Computer Engineering seeks a dynamic head to work with the new administration - President, Provost, and Dean of Engineering - to lead the School to a new level of excellence and visibility.

The Head must qualify for an appointment as a tenured full professor in the School of Electrical and Computer Engineering; have a distinguished record of achievement; exhibit strong qualities of leadership and ability to work with diverse groups; and have the vision and skills to lead the School in its goals of preeminence in research, education, and engagement.

The School of Electrical and Computer Engineering has 70 faculty members, 62 staff members, over 1100 undergraduates, and over 450 graduate students. The School offers BSEE, BSCmpE, Masters, and Ph.D. degrees. Its educational and research programs span the fields of electrical and computer engineering. Both the graduate and undergraduate programs consistently rank in the top 10 in the U.S. Sponsored research expenditures in FY 2000 exceeded $14.5M.

Applicants should provide a full professional resume, a statement of interest and vision, and the names and addresses of at least five references. The Search Committee will begin reviewing applications on December 1, 2001 and will continue until the position has been filled. The committee encourages nominations and applications from candidates who are members of underrepresented groups. Send applications and nominations to:

Professor Leah H. Jamieson, Chair
Electrical and Computer Engineering Head Search Committee
Purdue University
1285 Electrical Engineering Building
West Lafayette, IN 47907-1285
765-494-3653
ecesrch@ecn.purdue.edu

Information about the School may be found at **http://www.purdue.edu/ECE.**
Purdue University is an Affirmative Action/Equal Opportunity Employer.

LE MOYNE COLLEGE

Minority Pre-Doctoral Fellowship

These year long fellowships are open to graduate students of color who choose to pursue careers in higher education. To fill these professorships, Le Moyne college seeks applications from students of color who have advanced to candidacy and are nearing completion of their doctoral dissertations. **Students of all disciplines are urged to apply,** but especially candidates in Analytical Chemistry, Business management (e.g. human resources, management, organizational behavior, etc.), Education, Mathematics, Philosophy and Religious Studies. At the successful completion of the Fellowships, the Fellows will receive consideration in the event a tenure track faculty position is authorized.

Le Moyne College is a college in the Jesuit and Catholic educational traditions, with an attractive suburban campus on the edge of the city of Syracuse, New York. This Central New York area offers a full range of educational, cultural and social activities as well as read access to the recreation areas of the Finger Lakes, Lake Ontario and the Adirondack Mountains. It has a student body of some 2,100 full-time undergraduates and 430 part-time undergraduates as well as 850 part-time graduate students. The college has a growing enrollment and is committed to further growth, in part through both the development of new programs and the expansion of existing programs.

TERMS

- Salary and Benefits
- Library privilege, office space, and computer
- Mentoring by a senior faculty person
- Classroom teaching experience
- Term of appointment: August 15, 2002-August 14, 2003

APPLICATIONS

- Complete curriculum vitae
- Graduate school transcripts
- Three letters of Recommendation, including one from the dissertation advisor
- Copy of the dissertation proposal
- Description of teaching interests
- Applications must be received by January 15, 2002, but the search will remain open until positions are filled.

RESPOND TO

Search Committee Chair
c/o Ms. Lynn McMartin
Office of Human Resources
1419 Salt Springs Road
Syracuse, NY 13214

The fellow will be named by March 1, 2002
Le Moyne College is an equal opportunity employer and encourages women, persons of color and Jesuits to apply for employment.

CSU Cleveland State University

College of Education Department of Teacher Education

Positions available starting August, 2002 for:

Assistant Professor in Literacy Education (Two Positions)

MINIMUM QUALIFICATIONS: Earned doctorate in education, with consideration given to qualified applicants who will complete all doctoral degree requirements by January 2003. Minimum of three years successful K-12 language arts teaching experience or its equivalent. **PREFERRED QUALIFICATIONS:** Significant professional and/or academic experience in K-12 urban schools. Demonstrated commitment to undergraduate and graduate teacher preparation, literacy education and working with diverse populations. Evidence of scholarly activity/potential, prior university teaching experience and the use of technology and distance learning in instructional delivery. **DUTIES:** Teach undergraduate and graduate courses in literacy foundations, emergent literacy, language arts methods, phonics, children's literature and/or the assessment and remediation of reading difficulties; advise students; supervise related clinical and field experiences; and participate in university and community service. **SALARY:** Commensurate with qualifications and experience. For this position, submit application materials to Dr. Jim Salzman, Search Committee Chair, Literacy Education Search Committee c/o the address shown below.

Assistant/Associate/ Full Professor in Science Education (Two Positions)

MINIMUM QUALIFICATIONS: Earned doctorate in science education or closely related field, evidence of a strong research agenda or grant activity. Excellent teaching and mentoring of students and a minimum of three years K-12 science teaching or its equivalent. **PREFERRED QUALIFICATIONS:** Significant professional and/or academic experience in K-12 urban education. Demonstrated commitment to undergraduate and graduate teacher preparation, science education and working with diverse populations. Evidence of scholarly grant writing activity/potential, prior university teaching experience and the use of technology and distance learning in instructional delivery. **DUTIES:** Teach undergraduate and graduate courses in science education on and off-campus, advise and mentor students, supervise student teachers, develop strong areas of research in science education, engage in program development, prepare grant proposals and participate in university and community service. **SALARY AND RANK:** Commensurate with qualifications and experience. For this position, submit application materials to Dr. Frank Johns, Search Committee Chair, Science Education Search Committee c/o the address shown below.

FOR BOTH POSITIONS: Review of applications will begin November 26, 2001 and continue until the positions are filled. Send a letter of application, vitae, transcripts and the names and contact information of three references to the appropriate search committee chairperson c/o Department of Teacher Education, Cleveland State University, 1320 Rhodes Tower, 1860 East 22nd St., Cleveland, OH 44114-4435.

Cleveland State University is an AA/EOE committed to nondiscrimination. M/F/D/V encouraged.

USF University of South Florida

Founded in 1956, the University of South Florida is a public research university of growing national distinction, serving 36, 000 students in ten colleges on campuses in Tampa, Lakeland, St. Petersburg, and Sarasota/Manatee. It has been classified "Doctoral/Research University-Extensive" by the Carnegie Foundation for the Advancement of Teaching. Reflecting its breadth of graduate and research programs, *USF* is one of three public universities in Florida classified as a Research I institution. With more than 2,000 faculty, *USF* offers baccalaureate degrees in 79 fields, 89 master's and specialist programs, 25 doctoral programs, and the doctor of medicine degree.

The university is currently recruiting for the following faculty positions:

Position Title	*Discipline*	*Deadline:*
Assistant/Associate Professor *(2 positions)*-	Deans Office-Nursing-	OPEN
Assistant Professor *(IT Department Chair)*-	Engineering-	OPEN
Assistant Professor *(2 positions)*-	Engineering/Lakeland Campus-	OPEN
Assistant Professor-	Engineering/Lakeland Campus-	OPEN
Faculty Administrator- *(Chief Information Officer & Asst VP for Information Sciences)*	Health Sciences-	OPEN
Instructional Specialist *(2 positions)*-	Mental Health Law & Policy-	OPEN
Assistant/Associate Professor-	Radiology-	OPEN
Assistant Professor-	Comparative Medicine-	OPEN
Associate Professor *(Assoc Director)*-	Comparative Medicine-	OPEN
Assistant/Associate Professor-	Pharmacology-	OPEN
Assistant/Associate Professor-	Interdisciplinary Oncology Prg-	OPEN
Assistant/Associate Professor-	Pediatrics/Allergy Immunology-	12/10/01
Assistant In Research- *(COMPS-Oceanographic Field Technician)*	Marine Science-St. Pete Campus-	12/15/01
Assistant/Associate/Professor *(2 positions)*-	Internal Medicine-	12/31/01
Librarian (Director)-	Library-	12/31/01
Assistant Professor-	Social Work-Sarasota Campus-	01/07/02
Chairperson (Professor)-	Industrial & Mgmt Systems-	01/11/02
Assistant/Associate Professor-	Visual & Performing Arts-	01/14/02
Associate Professor *(Dept. Chairman)*-	Civil & Environmental Engineering-	01/15/02
Assistant/Associate/Professor-	Internal Medicine-	01/15/02
Dean/Professor-	Dean's Office-Arts & Sciences-	01/18/02
Assistant/Associate Professor-	Chemical Engineering-	01/31/02
Assistant/Associate Professor-	Mechanical Engineering-	01/31/02

For a description on the above listed positions and additional vacant positions: (1) visit our Employment Services Web site at **http://usfweb.usf.edu/usfpers/vacancy.html.** or (2) contact Equal Opportunity Affairs, **Ferrell@admin.usf.edu.** for faculty positions; or (3) call *USF* job line at **813.974.2879** for staff positions.

USF is an equal opportunity/equal access/affirmative action institution, committed to excellence through diversity in education and employment.

www.usf.edu • 4202 E. Fowler Ave, Tampa, FL 33620

Utah State UNIVERSITY

DEAN

COLLEGE OF FAMILY LIFE

Utah State University seeks nominations and applications for an academic and administrative officer who is a strong, visionary leader and spokesperson, interested in building both local and national linkages and strengthening the national reputation for excellence in the College of Family Life. The College has three academic departments: Family & Human Development, Human Environments, and Nutrition & Food Sciences (jointly administered by the College of Agriculture). The annual external funding level is $6M. This position requires an earned doctorate in a related academic field; outstanding record of teaching, research, and service in higher education that merits full professorship with tenure in a department of the college; evidence of successful experience in development and fund raising; success in gaining support and administering research; commitment to diversity; successful administrative experience in higher education; effective oral, written, and interpersonal communication skills. See http://personnel.usu.edu (1-108) for full description. Send cover letter, vision statement, CV, and names/numbers of five references to **Dr. Brent C. Miller, Vice President for Research, Utah State University, 1450 Old Main Hill, Logan, UT 84322-1450.** Review begins January 7, 2002; open until filled. *AA/EOE*

MIAMI
UNIVERSITY

OXFORD OHIO

Richard T. Farmer School of Business Administration

Position Announcement

The Mike Armstrong Chair of Network Technology and Management

C. Michael Armstrong is leading a technology revolution as Chairman and CEO of AT&T. He believes that the convergence of PC, telephone and Internet technology will transform business processes, relationships and strategies. Indeed, convergence has the power to transform all aspects of human interaction.

Mr. Armstrong recognized that the technology revolution has created workforce needs for individuals with broad training in business, and in computer and communication technology. Problems and opportunities associated with a networked society will no longer fall neatly in the domain of established disciplines.

To meet this workforce need, Mr. Armstrong has decided to support a "convergence" revolution in higher education by endowing the new $1,000,000 Mike Armstrong Chair in Network Technology and Management. The holder of this position will provide leadership to create and deliver an undergraduate curriculum that integrates business and network technology. Graduates who complete the curriculum will be able to use network technology to solve business problems. The focus of the Chair is not to simply expand the current courses taught in the management information systems program, but also to develop a different kind of graduate with a richer set of skills that can succeed in the new Internet-driven economy. As e-commerce applications increasingly transform business fundamentals, technology touches every aspect of a company's operations. In this converged environment, business people need to understand technology and technology experts need to be business-savvy.

To support the Chair, a new Center for Innovation in Communication and Information Technology will be created. The new Center has already received $250,000 in seed funding. The Chair will work closely with the Center for Interactive Media Studies in the College of Arts and Science and the AT&T Education Alliance, a partnership of Miami University and four other leading universities. The goals for the Alliance are similar to the goals for the Armstrong Chair.

The successful candidate will be a nationally visible leader in Management Information Systems. While coming from higher education or industry, the ideal candidate will have an appreciation for the manner in which convergence is transforming business education. The search committee is interested in applications from both established leaders as well as "rising stars". The candidate should have strong leadership and interpersonal skills. The individual will be expected to work with both business professionals and academics across a variety of fields to build a nationally recognized curriculum.

The Richard T. Farmer School of Business Administration

The School has been recognized by U.S. News & World Report as one of the nation's top 50 undergraduate business programs. The School has 150 full-time faculty, 4,500 undergraduate students and 140 graduate students. The School has a large endowment to support faculty and program development. We are located in a small college town, 35 miles north of Cincinnati.

Application Information

Review of applications will continue until the position is filled. Applications should include a cover letter, a resume, and the names of at least three individuals who can serve as references. Candidates are encouraged to submit materials in a Word document via email. Nominations, applications and requests for additional information should be directed to:

Dr. Homer Erekson
Associate Dean for Academic Affairs
Richard T. Farmer School of Business
Miami University
Oxford, Ohio 45056
Fax: (513) 529-6992
Phone: (513) 529-5758
E-mail: ereksooh@muohio.edu

This search is being assisted by Dr. Charles I. Bunting, Vice President, A.T. Kearney Executive Search. Questions and materials also may be directed to him at: 333 John Carlyle Street, Alexandria, Virginia 22314 ; Phone : 703-739-4630 ; Fax : 703-518-1782 ; E-mail : **charles.bunting@atkearney.com**

Miami University does not discriminate on the basis of gender, race, color, religion, national origin, sexual orientation, handicap or age in its programs, activities, admissions, or employment practices.

NCTEACH

North Carolina Teachers of Excellence for All CHildren

NC TEACH, a Rigorous, Lateral Entry Licensure Program for Mid-career Professionals, is looking for applicants with a bachelor's degree who want to teach secondary science, math, social studies, English; middle grades science, math, social studies, language arts; K-12 Spanish or French; or K-12 Special Populations (BEH, LD, or MH).

PROGRAM COMPONENTS: Orientation in May, followed by five week Summer Institute June-July, 2002; Fall and Spring semester courses and mentoring support during first year of teaching; NC TEACH is now offered at nine host sites across the state.

QUALIFICATIONS: Bachelor's degree from an accredited institution with a major appropriate to the proposed area of teacher licensure. Minimum 2.5 cumulative GPA (4.0 scale), recommended 3.0 (4.0 scale) in the major. Commitment to students, their families, their communities, and the profession. At least 3 years successful work experience. Effective written and oral communication skills. Agree to participate in all program activities. No criminal record.

PROGRAM COSTS: Tuition and fees for 12 to 18 graduate semester hours earned during the first year of the program (varies according to host site university); textbooks and supplies - approximately $500; application fee to university or college (varies).

Upon successful completion of the NC TEACH Program (minimum 12 months), licensure testing requirements, and any additional academic work required by the host site on the basis of the initial transcript review for the particular licensure area, program participants will be recommended for a clear initial teaching license.

For Applications and More Information, go to **http://ncteach.ga.unc.edu,** Call Toll Free 866-998-3233, or Write to:

NC TEACH, NC Center for School Leadership Development
PO Box 2718, Chapel Hill, NC 27515-2718

NC TEACH is committed to equality of educational opportunity and encourages diversity in its applicant pool.

POLITICAL SCIENCE INSTRUCTOR

Washtenaw Community College

A comprehensive two-year college dedicated to student, community and staff success is presently seeking an individual for the position of Political Science Instructor. This individual will teach first and second year college-level courses in Political Science, primarily an American government survey course. The College is located in the city of Ann Arbor, MI, a community of over 100,000 whose growth and vitality is supported through a cultural enrichment of the arts, entertainment, Big Ten Sports, and the surrounding metropolitan area.

The successful candidate must possess a Masters degree in political science or government, with substantial coursework in American government and politics and a record of teaching excellence.

Resumes will be accepted until the position is filled. Initial review of resumes will begin the first week of January, 2002.

Anticipated date of appointment for this position is for the 2002 Fall semester. The initial annual salary is $42,990-$56,090 dependent upon education and work experience; base load of 32 weeks/160 days/450 contact hours per academic year with numerous fringe benefits.

Interested persons should submit letter of interest, resume, all college transcripts (student copies acceptable), two letter of recommendation, copies of first day course hand outs, and copies of student evaluations *(completed application will be required if selected for interview)* to **Washtenaw Community College, Advertising #H8, Office of Human Resource Management, First Floor Business Education Building, Room 120, 4800 E. Huron River Dr. PO Box D-1, Ann Arbor, MI 48106. (734) 973-3497. Job Hotline (734) 973-3510.** For job postings see our web site at: **http://www.wccnet.org/jobs.**

AA/EEO/ADA employer.

KEAN UNIVERSITY
Union, New Jersey
Founded in 1855

Established in 1855, Kean University is committed to excellence and access, and to developing, maintaining, and strengthening interactive ties with the community. Kean University takes pride in its continuing effort to build a multicultural professional community to serve a richly diversified student population of 12,000. Located in Union County, Kean is in a metropolitan area of New Jersey, only 1.5 miles from Newark International Airport and within 30 minutes of New York City.

VICE PRESIDENT FOR INSTITUTIONAL ADVANCEMENT

Kean University is seeking applicants and nominees who will bring leadership, effective management, creativity and enthusiasm to expand a diverse advancement/development program.

Primary Responsibilities: Kean University seeks a dynamic professional for the position of Vice President for Institutional Advancement (VPIA). The VPIA will provide executive managerial direction and coordination for a new, evolving advancement/development division to include: annual fund, corporate relations, foundations relations, major gifts, planned giving, alumni relations, communications and capital/major gifts campaigns. The VPIA is responsible to the President for all operations relative to external fund development, including identification, cultivation and solicitation of government and private sector funds for the University and its programs. The VPIA will have the opportunity to contribute substantianlly to the Universities startegic planning process. The VPIA will report to the President of the University and have administrative responsibility over the Office of Development and Alumni Affairs. The VPIA will serve on the President's Cabinet, will be responsible for developing and recommending policies and procedures related to the advancement/development programs and will be an active participant in institutional budget and policy decisions.

Qualifications: Applicants should possess proven management skills and commitment to academic excellence, teamwork, and consensus building in a college environment. Past performance history should include a record of preparedness for assuming the senior management position directing a comprehensive advancement/development program: (a) Bachelor's degree required in related field; an advanced degree preferred; (b) A minimum of five to seven years of experience and demonstrated success in fundraising and or development, institutional advancement, or a related assignment, preferrably in a college setting required; (c) Excellent writing and oral communication skills; ability to communicate persuasively; (d) Proven organizational and interpersonal skills; (e) Experience with databases for prospect and fund management preferred; (f) Familiarity with the use of Internet as a communication tool; (g) A thorough knowledge of funding sources with higher education; (h) A willingness to travel for development of prospects; (i) Understanding of and strong commitment to a service orientation and cultural diversity; (j) Personal and professional integrity.

The University is seeking an articulate spokesperson able to communicate ideas clearly and forcefully in person and in writing and also a colleague who can work easily and well with campus and external constituencies to achieve institutional advancement and fund raising goals. Familiarity with the marketing and image building strategies designed to increase both local and national institutional visibility and recognitions are also preferred. The successful candidate will demonstrate effective team building, planning and problem solving skills plus the ability to work well with colleagues. Familiarity with the New Jersey area and previous work related experience in the New Jersey/New York Metropolitan area would be considered a plus.

Appointment Information: Salary commensurate with qualifications and experience. Starting date: Negotiable, Preference to January 15, 2002. Send a letter of application, resume, and five professional references and phone numbers to the direction of Dr. Jeffrey Glanz, Executive Assistant to the President, Office of the President, Kean University, 1000 Morris Avenue, Union, NJ 07083. Review of applicants will begin December 14, 2001 and continue until the position is filled.

Where Tradition and Technology Meet

Kean University is an EEO/AA Institution

KEAN UNIVERSITY

MINNESOTA STATE
UNIVERSITY
MANKATO

Associate Dean, School of Nursing

The School of Nursing at Minnesota State University, Mankato invites applications for the Associate Dean of the School's undergraduate and graduate nursing programs. This individual is responsible for the administration of the School of Nursing's programs by providing dynamic vision and leadership for the school's 33 faculty and 360 students. Responsibilities include: budget and personnel management, implementation of collective bargaining agreements, supervision and mentoring of faculty, leadership in the accreditation process, procurement of extramural resources, building community partnerships, and promotion of scholarship and excellence in nursing.

Interested candidates who have a doctoral degree in nursing or related area, administrative experience, current knowledge of trends and issues in nursing, and a record of excellence in teaching and curriculum development and research should apply to:

Dr. Marilyn L. Fox, Chair
School of Nursing Search Committee
Minnesota State University, Mankato
120 Morris Hall
Mankato, MN 56001

Please refer to the Minnesota State University, Mankato website **http://www.mnsu.edu** under job opportunities to review the Notice of Vacancy and specific qualifications required.

Send curriculum vitae and provide names, addresses, and telephone numbers of five current references. Salary commensurate with experience and qualifications.

Minnesota State University, Mankato is an affirmative action/
equal opportunity educator and employer.

Colorado State University

Director of Campus Activities

Lory Student Center

The Director of Campus Activities is responsible for effective overall leadership of the Campus Activities Center which includes Student Government Advising and Support; Leadership Development; Art Gallery and Program; Student Programs and Major Events; Information Desk; and Student Organizations. Must have an abiding concern for, and commitment to, serving the diverse needs of the university community. Position reports to Executive Director of The Charles A. Lory Student Center. **Minimum Qualifications:** Master's degree in higher education administration, student affairs in higher education, or related field; minimum of 6 years of professional experience in college union/student activities program development and administration, including demonstrated success in student organization advising, personnel supervision, events planning, and designing and implementing leadership development programs. Refer to complete position description and additional qualifications at: (**http://www.sc.colostate.edu**). Salary is commensurate with education and experience. The starting date is negotiable; February 15, 2002 is preferred.

Nominations must be received by **5:00 p.m. MST, Dec. 7, 2001** or your application consisting of a letter of interest addressing all position qualifications, resume, and the names, addresses, and telephone numbers of three references must be received by **5:00 p.m. MST, Dec. 14, 2001** to: **Chair, Search Committee for Director of Campus Activities, Office of the Executive Director, Lory Student Center, Colorado State University, Fort Collins, Colorado 80523, (970) 491-6395.**

Applications will be accepted until the position if filled; however, for full consideration, completed applications must be on file on or before 5:00 p.m., MST, December 14, 2001.

Colorado State University is an equal opportunity/affirmative action employer and complies with all Federal and Colorado State laws, regulations, and executive orders regarding affirmative action requirements

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ORLANDO, FLORIDA

Vice President for Academic Affairs/Chief Learning Officer

VALENCIA COMMUNITY COLLEGE, a large, diverse, multi-campus institution, seeks a new, executive-level academic leader with an effective collaborative style to guide us in achieving extraordinary learning outcomes. The Chief Learning Officer (CLO) reports directly to the President, and chairs the College Learning Council. The CLO is responsible for Valencia's academic leadership over a system of four college campuses enrolling 52,000 students annually, and for administrative processes and strategic decisions made in concert with the shared governance teams of the college.

Valencia Community College has been designated a Vanguard Learning College by the League for Innovation in the Community College, and is committed to a transformation based on the learning paradigm.

For more information and/or to apply, visit our Web site:

valencia.cc.fl.us/clo

Applications must be submitted via the Web site by 5 p.m. on January 31, 2002.
For questions, contact Jennifer Page at 407-582-1231.
An equal opportunity employer

VALENCIA

Southeastern
OKLAHOMA STATE UNIVERSITY

School of Education and Behavioral Sciences

The Southeastern Oklahoma University School of Education and Behavioral Sciences invites applications for tenure-track faculty positions in the Departments of Educational and instructional Leadership, Counseling and Sociology. Southeastern is a regional university in the Oklahoma state system of higher education that enrolls approximately 4,000 undergraduate and graduate students. The university is comprised of three schools- Arts and Sciences, Business, and Education and Behavioral Sciences, and offers 62 baccalaureate programs and 5 master's degree programs with 160 faculty members. Programs in the School of Education and Behavioral Sciences are accredited by the Oklahoma State Board of Education, the North Central Association of Colleges and Schools, and the National Council for Accreditation of Teacher Education. The University is located in Durant, a community of 13,000, which is 90 miles north of Dallas, 150 miles southeast of Oklahoma City, and 10 miles east of Lake Texoma.

Elementary/Special Education: Candidates must possess a doctorate in special education reading, or a related field. They must have strong credentials in special and elementary education and have at least three years of elementary and/or special education teaching experience.

Psychology/Counseling: Candidates should possess an earned doctorate in counseling, psychology, or a related discipline. Strong preference will be shown for candidates who are licensed, license-eligible and/or certified as a school counselor. Experience with substance abuse counseling, play therapy, and CACREP is desirable.

Criminal Justice: Candidates should possess a Ph.D. in Criminal Justice, Criminology, Sociology or a related firld with a broad grasp of the field of criminology and criminal justice. Those candidates with expertise in one or more areas of courts/law, corrections/treatment, communities and crime, theory, victimology, and/or criminal justice policy and practical experience in a criminal justice agency, either at local, state, or federal level will be given priority consideration.

Each position will be filled at the assistant professor level. Starting date is August, 2002. Review of candidates will begin January 10, 2002 and continue until the positions are filled. Candidates with expertise and experience in working effectively with ethnically and culturally diverse populations are encouraged to apply.

To apply, send a letter of application, curriculum vitae, all university transcripts, and three letters of reference to: **Southeastern Oklahoma State University, Office of Human Resources, Box 4016, Durant, Oklahoma 74701-0609.** For additional information about SOSU see **www.sosu.edu**.

SOSU is an AA/EEO employer committed to multicultural diversity.

BAYLOR

UNIVERSITY

The Department of Journalism invites applications for a **tenure-track Assistant Professor** position in reporting, editing and interactive new media (design and production). Candidates should have proven college-level teaching ability in the following areas: print and broadcast writing and reporting; editing and production; graphic design and new media technology. Excellence in and commitment to teaching are top priorities. Professional journalism experience required. Applicants should submit a cover letter describing qualifications, resume detailing teaching and research/creative activity and professional experience, an official transcript of highest degree and three letters of reference to **Dr. Sara Stone, Search Committee Chair, Department of Journalism, Baylor University, P. O. Box 97353, Waco, TX 76798-7353.** Position begins in mid-August, 2002. The Baylor journalism program has more than 300 undergraduate majors in an ACEJMC-accredited program.

Applications will be reviewed beginning **Jan. 15, 2002**, and will be accepted until the position is filled. To ensure full consideration, your application must be completed by **Jan. 31, 2002**.

Baylor is a Baptist university affiliated with the Baptist General Convention of Texas. As an Affirmative Action/Equal Employment Opportunity Employer, Baylor encourages minorities, women, veterans, and persons with disabilities to apply.

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CAL STATE
FULLERTON

THREE ACADEMIC LIBRARIAN POSITIONS

The Pollak Library is seeking dynamic librarians to provide services to students, faculty, staff, and the community. Three tenure-track appointments are offered. MLS degree required. The Business Instruction/Reference position requires two years professional reference experience and expertise in use of electronic resources, with preference given for MBA or relevant coursework. Primary assignments include teaching instruction sessions in an electronic environment, leading the library's business instruction team, collection development in business, and provision of assistance at the general reference desk. The Distance Education requires effective training/teaching skills and current experience in the use of instructional technologies, with preference given for expertise in delivery of distance education services. Primary assignments include coordination of Library support for distance education programs, teaching library instruction sessions in an electronic environment, and liaison with appropriate campus individuals/groups. The Education Instruction/Reference position requires subject expertise in education and experience in use of electronic resources, with preference given for professional reference experience and advanced degree in education or related field. Primary assignments include teaching instruction sessions in an electronic environment, leading the library's education instruction team, collection development in education, and provision of reference assistance.

BUSINESS INSTRUCTION/REFERENCE POSITION: Appointment at the Senior Assistant Librarian or Associate Librarian rank, salary from $48,156 to $65,000 commensurate with qualifications.

DISTANCE EDUCATION POSITION: Appointment at the Senior Assistant Librarian rank, salary from $48,156 to $53,000 commensurate with qualifications.

EDUCATION INSTRUCTION/REFERENCE POSITION: Appointment at the Senior Assistant Librarian rank, salary from $48,156 to $55,000 commensurate with qualifications.

For complete position description and application instructions, check:
http://www.library.fullerton.edu/Recruitment/default.htm or request from:

Richard C. Pollard, University Librarian
Pollak Library
California State University, Fullerton
P.O. Box 4150
Fullerton, CA 92834-4150
(714) 278-2714 (voice)
(714) 278-2439 (FAX)
libadmin@fullerton.edu (e-mail)

For full consideration, all application materials must be received by January 1, 2002.

EDUCATION

Tenure-Track Faculty Positions

Community College of Philadelphia, a multi-campus urban institution, anticipates full-time tenure-track openings for Fall 2002 in the following disciplines:

Accounting/Economics (1)
Art (1)
Behavioral Health/ Human Services (1)
Behavioral Sciences/ Youth Work (1)
Computer Information Systems (2)
Electronics (1)
English (1)
Geography (1)
Justice (1)
Mathematics (2)
Music (1)
Nursing (1)
Photographic Imaging (1)
Psychology (1)
Sociology (2)

Detailed information about each position, including required qualifications and response deadlines, may be found on the College's Web site: http://www.ccp.cc.pa.us (Click "Employment.") Community College of Philadelphia is an affirmative action, equal opportunity and equal access employer. The College encourages applications from individuals from traditionally under-represented groups. AA/EOE

Community College of Philadelphia

THE RICHARD STOCKTON COLLEGE OF NEW JERSEY

Faculty Positions Available - September 2002

Richard Stockton College is an innovative, residential, liberal arts and sciences college with a student body of 6400 located on a 1600-acre wooded campus in southern New Jersey, 15 miles from Atlantic City, one hour from Philadelphia, and 2-1/2 hours from New York City. As New Jersey's only nationally ranked Public Liberal Arts College, it has received national recognition for its distinctive academic programs and interdisciplinary approach to learning. Stockton's diverse faculty and student body combines a spirit of innovation with a sense of tradition for academic excellence.

Candidates for Associate Professor ($49,035-$56,394) must hold a terminal degree and have considerable experience. Candidates for Assistant Professor ($40,340-$46,392) must hold a terminal degree. Candidates for Instructor ($33,187-$38,163) must hold a Master's degree and have an ABD status and be in the latter stages of their dissertation. Salaries may be higher depending on qualifications, experience and increases in the appropriately established compensation plan.

Teaching load is 12 credit hours per semester (4 credit courses, 2 credit labs). Additional duties as expected under collective bargaining agreement, including an expectation of ongoing scholarly activity. All faculty are expected to teach general studies courses.

ARTS AND HUMANITIES

COMMUNICATION STUDIES: Asst. Professor (2 positions) Tenure Track. **POSITION 1:** Teach courses in radio and TV production and media research. **POSITION 2:** Teach courses in introduction to advertising, PR, media studies and writing for the media. Successful candidate will also be able to teach other related courses. Ph.D. required with college-level teaching and professional experience in media industries preferred.

SPANISH LANGUAGE: Asst. Professor, Tenure Track. Teach intro to advance level Spanish language courses. Ph.D. required for Assistant Professor with college-level teaching preferred. Native or near-native fluency and ability to teach conversation essential. Expertise in language pedagogy. Candidate must show competency as a generalist in Hispanic Linguistics, Literature & Culture. Candidate must also be able to accommodate the diverse needs and differing levels of competency in language majors and minors, especially those in teacher preparation.

SPANISH: Asst./Assoc. Professor, Tenure Track. Teach introductory through advanced-level courses in Spanish language; teacher preparation and General Studies curriculum. Ph.D. required with college-level teaching. Preference will be given to candidates who possess a background in teacher preparation, experience in foreign language acquisition and demonstrated knowledge of oral proficiency methodology. Native or near-native fluency is required, as well as a firm commitment to teaching excellence and an on-going agenda for research and publication. The candidate must show competency in assessment and computer aided instruction, competency as generalist in Hispanic Linguistics & Culture. The candidate must also be able to accommodate the diverse needs and differing levels of competency in language majors and minors, especially those in teacher preparation. Other responsibilities include strong interest in pedagogy, student advisement, and a willingness to prepare student teachers in order to fulfill the New Jersey World Languages Initiative. The College especially seeks individuals who will contribute to both the chosen discipline and the College's commitment to teacher preparation, general education and outreach to primary and secondary education institutions.

For positions in Arts and Humanities, send letter of application (indicating position applied for), CV, statement of teaching philosophy and three letters of recommendation to Dr. Kenneth Dollarhide, Dean of Arts and Humanities.

GENERAL STUDIES

WRITING, Asst. Professor, Tenure Track. Composition specialist and practicing writer to teach developmental to advanced composition in the College's writing program and to participate in faculty development in its college-wide writing-across-the-curriculum program. Doctorate in an appropriate field required, doctorate in Rhetoric and Composition preferred. The successful candidate is likely to have the ability to teach in a web-based environment or utilizing new teaching modalities. College level teaching experience desirable. Send letter of application, curriculum vitae and three letters of recommendation to G. Jan Colijn, Ph.D., Dean of General Studies.

PROFESSIONAL STUDIES

COMPUTER SCIENCES AND INFORMATION SYSTEMS: Inst./Asst./Assoc. Professor, Tenure Track. The Computer Science and Information Systems program at Stockton consists of about 375 majors and 8 full-time faculty. Teaching includes a broad range of undergraduate courses in Computer Science and Information Systems.

MANAGEMENT/MANAGEMENT INFORMATION SYSTEMS: Inst./Asst./Assoc. Professor of Business Studies. Teach in the business program introductory and advanced MIS courses and quantitative methods at the undergraduate and graduate levels.

MARKETING: Asst./Assoc. Professor of Business Studies. Teaching and/or work related experience in two or more of the following areas: Sales Management, Global Marketing, Consumer Behavior, Hospitality Marketing or Internet Marketing. Expected to teach Marketing Principles. Ability to teach graduate courses desirable.

SPEECH PATHOLOGY AND AUDIOLOGY: Asst./Assoc. Professor. Duties include teaching undergraduate introductory and advanced courses in Speech Pathology, as well as advising undergraduates and offering special lectures or seminars. Candidate must hold a terminal degree. CCC-SLP, NJ Licensure (or eligibility), teaching and clinical experience required, specialization in child language and phonology desirable.

For positions in Professional Studies, send letter of application, resume, and three letters of reference to Dr. Marc Lowenstein, Interim Dean of Professional Studies.

NATURAL SCIENCES AND MATHEMATICS

BIOINFORMATICS: Asst./Assoc. Professor, Tenure Track. Seek an excellent, versatile teacher with a Ph.D.; post-doctoral experience including college teaching desirable. Appointment will be in the program appropriate to the candidate's interest and/or background. The position requires expertise at the interface of computer science, genetics and informational technology as applied to construction, accessing and problem solving using genetic databases (DNA/protein). Specialty area is open but candidates must be able to operate in an undergraduate environment at a liberal arts college. Specific duties include teaching courses in bioinformatics and related disciplinary areas at the lower and upper division levels, advising students, establishing a successful research program, and participate in the development of a Computational Science initiative.

COMPUTATIONAL MODELING: Asst./Assoc. Professor, Tenure Track. Seek an excellent, versatile teacher with a Ph.D.: post-doctoral experience including college teaching is desirable, in computational science, mathematics, or some other area of natural science. Appointment will be in the program appropriate to the candidate's interest and/or background. Specialty area is open but candidates must be able to operate in an undergraduate environment at a liberal arts college. Candidates are expected to have research experience in computer modeling of physical, biological or ecological systems. Specific duties include teaching courses in computational modeling and in related disciplinary areas at the lower and upper division levels, advising students, establishing a successful research program, and participating in the development of a Computational Science initiative.

For positions in Natural Sciences and Mathematics, send letter of application, resume, a brief statement about teaching and learning philosophies, a brief statement about research goals, documentation of degree, and three letters of recommendation to: Dean Dennis Weiss, Faculty of Natural Sciences and Mathematics.

TEACHER EDUCATION

LANGUAGE: Instr./Asst. Professor, Tenure Track. January 2002 or September 2002. Teach introductory and intermediate level language courses. Teach language methodology course in the Education program. ABD, final stages of dissertation required, Doctorate preferred. Competence as a generalist in linguistics, literature and culture. Native or near native fluency. Experience in teacher preparation. Experience in foreign language acquisition preferred. Candidate will demonstrate competence in assessment and technology assisted instruction. Student advisement, prepare students to teach world language in K-12, contribute to the discipline and the Teacher Education Program.

EDUCATION: Instr./Asst. Professor, Tenure Track. Teach undergraduate certification courses, including methods course, work with students in professional development schools. ABD, final stages of dissertation required, Doctorate preferred. Competence in pedagogy, methods, specifically for science/math. Experience teaching K-16; knowledge of K-12 curriculum. Candidate will demonstrate competence in a math/science area and the pedagogy related to the area including technology and assessment. Student advisement, work in schools, work with science/math faculty to prepare students in the education program.

For positions in Teacher Education, send letter of application with CV, statement of teaching philosophy, and three letters of reference to Dr. Virginia deThy, Director, Office of Teacher Education.

SCREENING BEGINS DECEMBER 10, 2001, AND WILL CONTINUE UNTIL POSITIONS ARE FILLED.

Apply to appropriate Dean/Director at The Richard Stockton College of New Jersey, AA51, PO Box 195, Pomona, NJ 08240.
Stockton is an AA/EOE. Women and minorities are encouraged to apply. R021632

ROWAN UNIVERSITY

Position: **Director of Facilities Planning**
Institution: **Rowan University**
Location: **Glassboro, NJ**

Rowan University, a nationally ranked school, located in Southern New Jersey, close to Philadelphia, Atlantic City and New Jersey Shore, is seeking a Director of Facilities Planning to direct facilities planning, engineering services and construction efforts for a $400 million campus master plan.

The position will be responsible for developing, managing, monitoring and assuring implementation of capital projects, budgets, schedules, and program scope within approved limits; coordination of reviews and approvals to local and state agencies to accomplish Capital Master Plan objectives; developing and implementing project management procedures, serving as liaison with the campus master plan consultant, and providing support in the management of the Capital Master Plan. The position reports to the Vice President of Administration and Finance.

Minimum Requirements: Master's degree in an appropriate area of specialization and ten years of related experience or a bachelor's degree in an appropriate area of specialization and twelve years of related experience. Registered PE or Architect preferred.

Candidates should submit letters of application and a resume along with names, addresses and the telephone numbers of at least five references.

Fax, mail or email application materials no later than Friday, January 4, 2002 to:

Rowan University
Office of Human Resources
Attn. Stephanie Cozzone
201 Mullica Hill Road
Glassboro, NJ 08028
Fax: 856-256-4714
Email: cozzone@rowan.edu

Rowan University is an equal employment opportunity, affirmative action, equal access institution.

MICHIGAN STATE UNIVERSITY

The College of Education announces the following tenure system positions to begin fall 2002. Review of applications will begin 12/1/2001.

DEPARTMENT OF COUNSELING, EDUCATIONAL PSYCHOLOGY AND SPECIAL EDUCATION

- Associate or Full Professor of Measurement
- Assistant Professor of Special Education, Deaf Education
- Assistant Professor of Special Education, Behavioral Disorders/Emotionally Impaired

DEPARTMENT OF EDUCATIONAL ADMINISTRATION

- Assistant Professor of K-12 School Leadership

DEPARTMENT OF KINESIOLOGY

- Professor and Director of the Institute for the Study of Youth Sports

DEPARTMENT OF TEACHER EDUCATION

- Associate or Full Professor of Literacy and Language Education
- Associate or Full Professor of Mathematics Education
- Assistant Professor of Mathematics Education
- Assistant Professor of Science Education
- Assistant Professor Social Studies

Minimum qualifications for all tenure stream positions include an earned doctorate in an appropriate field and evidence of high quality scholarship commensurate with the position level.

For complete position descriptions and further information, contact the search committee chairs found on our website http://ed-web3.educ.msu.edu/college/jobs/default.htm.

Women and minorities are encouraged to apply.
MSU is an Affirmative Action, Equal Opportunity Institution

SMITH COLLEGE

Smith College Department of Education and Child Study

Assistant Professor

The Department of Education and Child Study invites applications for a full-time, tenure-track assistant professor position to begin in the fall of 2002. The department seeks a candidate with expertise in multicultural, bilingual education, or teaching language-diverse populations. The ideal candidate has knowledge and experience in theory and practice regarding education of diverse student populations. The department seeks an individual who can bridge the fields of educational foundations and the teaching learning process at the elementary education level. Important qualifications include earned doctorate, experience working in a teacher education environment, understanding of teacher education in a liberal arts setting, and classroom teaching experience. We are seeking a broad constellation of expertise that will correspond to course offerings in some of the following areas: multicultural education, teaching language diverse populations, literacy, social studies. Submit curriculum vitae; statement describing teaching philosophy, research interests and experience with particular attention to the qualifications described above; and three letters of recommendation to Alan Rudnitsky, Chair of the Search Committee, Department of Education and Child Study, Morgan Hall, Smith College, Northampton, MA 01063. Review of applications will begin on January 1, 2002. Smith College is an equal opportunity employer encouraging excellence through diversity.

WESTERN CONNECTICUT STATE UNIVERSITY

Department of Mathematics and Computer Science

Tenure Track - Fall 2002 Faculty

WCSU is seeking a tenure track candidate for an Assistant Professor in mathematics beginning in August 2002. The position includes support for and leadership in the University's general education requirement, which includes courses through Calculus II, and assistance to the department with offerings in the candidate's areas of interest. Duties include teaching, departmental service, and appropriate creative activity. Preference will be given to candidates with general education teaching experience, evidence of excellence in teaching, and interests that complement those of the current faculty.

Qualifications: A doctoral degree in the mathematical sciences is required for the position.

Application Process: Interested applicants should send a resume, three letters of reference, unofficial transcripts, statement of teaching philosophy, and evidence of teaching excellence, to: Dr. Ron Kutz, Search Committee Chair, Department of Mathematics and Computer Science, WCSU, 181 White Street, Danbury, CT 06810. kutzr@wcsu.edu

Review of applications will begin on December 1, 2001 and will continue until the position has been filled. All application materials must be received by January 15, 2002, for the application to receive consideration in the first round of screening. Preliminary interviews will be held at the Joint Mathematics Meetings in San Diego for those candidates who are attending. Please indicate your expected attendance in a separate e-mail to the search chair to ensure that contact is made. No electronic submissions will be accepted, except for letters of reference.

WCSU is an AA/EO Educator/Employer.

Multiple Positions

TENURE-TRACK POSITION IN COMPUTATIONAL BIOLOGY AND BIOINFORMATICS

Ref: CB#2

We are seeking applicants at all ranks for an interdisciplinary tenure track position in computational biology. The applicant should have a very strong background in computer science, and should also have a strong background and research interest in computational aspects of biology.

Research may include such topics as development of genomic databases, bioinformatics, and structural biology. We are looking for candidates with outstanding research accomplishments and who are committed to excellence in teaching computer science.

TENURE-TRACK POSITIONS, all levels

Ref: AP#1

Applications are invited for tenure-track positions. These positions are at the assistant, associate, or full professor level depending on experience. Applicants should have a Ph.D. in computer science or in a closely related field. The department requires demonstrated research accomplishment at the highest level as well as outstanding teaching ability and leadership qualities. Candidates should be enthusiastic about the central role that computer science can play on the campus of a large research university. We are an expanding department with seven new faculty hires during the past two years and are part of a new administrative structure on campus that promotes interdisciplinary research and teaching in the computing and information sciences.

The Department of Computer Science at Cornell University encompasses a wide range of research areas, including artificial intelligence, concurrency and distributed computing, databases, algorithms, information organization and retrieval, multimedia systems, applied logic and semantics, numerical analysis and scientific computing, theory of computation, programming languages and methodology, computer vision, computational biology, graphics, theory, networks, operating systems, and natural language processing.

Although we are especially interested in networks, databases, digital libraries, graphics, systems, theory, and computational biology and bioinformatics, applicants in all areas of computer science will be thoroughly considered.

NON-TENURE TRACK POSITIONS

Ref: #NT#5

We are seeking applicants for non-tenure track professorial positions at all levels as well as lecturers and instructors. The primary focus of these positions is teaching with a commitment to bringing computer science research ideas into the undergraduate classroom. Applicants should have a PhD in computer science or closely related field, a research program with demonstrated accomplishments, and a devotion to excellence in teaching. With our expanding role on campus there are many opportunities for creative curriculum development.

RESEARCH

Ref: RES#3

Also available: research associate positions in scientific computing and software systems.

The Department is administered by the Office of Computing and Information Science (CIS), a larger unit that can co-sponsor faculty positions in the Faculty of Computing and Information with any department on campus. Applications that are not appropriate for the Department of Computer Science will automatically be evaluated in this larger context by the CIS. In particular, there is a campus-wide initiative in information science that involves the Department of Communication, the Department of Economics, the Department of Science & Technology Studies, and the School of Operations Research & Industrial Engineering. CIS and the College of Architecture, Art, and Planning are also interested the Digital Arts and Graphics.

Further information about the department is available on the World Wide Web at URL: http://www.cs.cornell.edu/

Applicants should submit a vita and the names of at least three references to:

Chair, Faculty Recruiting Committee
Department of Computer Science
4130 Upson Hall
Cornell University
Ithaca, NY 14853-750
Please include reference number with application.

Cornell University is an Equal Opportunity/Affirmative Action Employer and Educator. Women and members of ethnic minority groups are strongly encouraged to apply.

http://www.cornell.edu
http://chronicle.com/jobs/profiles/2377.htm

R·I·T

ROCHESTER INSTITUTE OF TECHNOLOGY

The Computer Science Department invites applications for full-time tenure track positions. The department, part of the newly formed Golisano College of Computing and Information Sciences, offers an MS and CSAB-accredited BS degree in Computer Science. An important goal of the Institute and the College is to achieve diversity in the student body, faculty, staff, and administration. Applications from minorities, women, and other under-represented groups are especially encouraged. Applicants should be prepared to participate in a department that emphasizes a strong commitment to teaching as well as to consistent professional development. While a Ph. D. in Computer Science or a related field is preferred, applicants having a Masters degree in C. S., relevant industrial experience will be considered. Teaching experience is highly desirable. Please submit a letter of interest, a statement of teaching philosophy, a current resume and the names of three references to:

Search Committee, c/o Sandy Ferrara, Dept. of Computer Science, RIT, 102 Memorial Drive,
Rochester, NY 14623-5608 email: hiring @cs.rit.edu.

See a more complete description at **http://www.cs.rit.edu/~csdept/search**

Education

Vacancy Announcement

New Jersey City University is a diverse University located in Jersey City, New Jersey. We offer over 40 Baccalaureate and Master degree programs and serve 10,000 students. The University offers a complete benefit package including health, dental, prescription and pension; tuition waivers; state of the art fitness center and paid vacations and holidays.

New Jersey City University is currently recruiting for the following positions:

COLLEGE OF EDUCATION

- **Educational Leadership** (2 Positions)
- **Elementary/Secondary**
- **Literacy Education** (2 Positions)
- **Multicultural Studies**
- **Special Education** (2 Positions)

COLLEGE OF PROFESSIONAL STUDIES

- **Fire Science**

COLLEGE OF ARTS AND SCIENCES

- **Art: Gallery Director/Art Historian**
- **Biology**
- **Computer Science** (2 Positions)
- **English** (2 Positions)
- **Mathematics**
- **Modern Languages**
- **Music, Dance and Theater:**
  - **Technical Director/Theater Technician**
  - **Production Manager**
  - **Coordinator of Vocal Studies**
  - **Dance Instructor** (Full-time)
- **Philosophy/Religion**
- **Women's and Gender Studies**

Adjunct positions available in all areas.

All positions are contingent on the receipt of state funding

For more details and/or to apply online, visit our website at:

www.njcu.edu.

Click on Employment Opportunities.

NEW JERSEY CITY UNIVERSITY

New Jersey City University is an Equal Opportunity Employer

ROCKHURST

A Jesuit University
Kansas City, Missouri

POSITION: The department of Biology at Rockhurst University invites applications for a tenure track Assistant Professor in plant biology. Position available in August 2002.

REQUIREMENTS: Candidates must have a Ph.D. in plant biology or related field, a strong background in ecology, commitment to teaching undergraduates and the ability to develop a research program involving undergraduate students. Understanding of the Jesuit traditions of education, a commitment to developing Rockhurst's mission and exemplifying its core values also a must.

RESPONSIBILITIES: Teaching plant and general biology as well as ecology, traveling with students to various ecosystems in the U.S. for the purpose of teaching about fauna and flora of the area, and conducting other departmental courses such as introduction to research.

APPLICATION PROCEDURE: Please submit a letter of application outlining professional goals, a summary of teaching philosophy and experience, information regarding teaching and research interests and experience, curriculum vita, and the names, addresses and phone numbers of three references to:

Dr. Lisa Felzien
Department of Biology
Rockhurst University
1100 Rockhurst Road
Kansas City, MO 64110
FAX: 816-501-4802

*Applications received by December 15, 2001 will be assured full consideration.

Rockhurst is a Jesuit University located in the cultural and artistic center of the racially and ethnically diverse Kansas City metropolitan area. We enroll 2300 students in four academic divisions. For more information about Rockhurst, visit our website at **www.rockhurst.edu.** *Rockhurst is an Equal Opportunity Employer that values diversity.*

Saint Joseph College
Connecticut

Nursing Faculty Appointments

The Division of Nursing at Saint Joseph College is seeking applications for three full-time appointments beginning Fall 2002 for its community-based curriculum. The Baccalaureate and Master's Programs are NLN accredited and CCNE approved. Candidates must hold a Master's in Nursing (Doctorate preferred), demonstrate a strong commitment to and potential for excellence in teaching and have flexibility to teach collaboratively across the nursing curriculum. Successful candidates will possess a nursing philosophy that is built on caring and is consistent with the mission of the College. All nursing specialities will be considered. Candidates who are certified as Nurse Practitioner will be given preference.

Interested applicants should send a letter of application and statement of teaching philosophy, vitae, transcripts and names of three references to: **Human Resources, Nursing Search Committee, Saint Joseph College, 1678 Asylum Avenue, West Hartford, CT 06117.**

Review of applications will begin immediately and will continue until the positions are filled.

Saint Joseph College, located in residential West Hartford, CT, midway between Boston and New York City, provides a rigorous liberal arts and professional education for a diverse student population while maintaining a strong commitment to developing the potential of women. Saint Joseph College is an EOE/M/F/D/V employer. Women and minorities are encouraged to apply.

Learn more about Saint Joseph College at www.sjc.edu.

PENNSTATE

College of Medicine

CHAIR, DEPARTMENT OF PHARMACOLOGY

The Pennsylvania State University College of Medicine located at the Milton S. Hershey Medical Center in Hershey, PA is searching for a Chair of the Department of Pharmacology. The Department has a vibrant faculty with a strong record of peer-reviewed support and an established history of collaborative relationships with other basic science and clinical departments, research centers, and institutes within the College of Medicine, the Milton S. Hershey Medical Center and throughout the University. The selected individual will provide academic, administrative and scholarly leadership for the research and educational missions of the Department. Qualifications include a Ph.D. and/or M.D. degree, a distinguished record of creative scientific accomplishment, and a commitment to graduate and medical education. In addition, the successful applicant must have excellent interpersonal and leadership skills, and the vision and ability to move the Department to the next level of national recognition. Review of applications will begin immediately and continue until the position is filled. Please send nominations or applications (including curriculum vitae and four names of potential references) to the following address.

Lawrence I. Sinoway, M.D.
Chair, Pharmacology Search Committee
Division of Cardiology, MC H047
Pos #: H-12263
Penn State College of Medicine
500 University Drive
Hershey, PA 17033

Penn State is committed to affirmative action, equal opportunity and the diversity of its workforce.

THE CATHOLIC UNIVERSITY OF AMERICA

DEAN

School of Social Service

THE CATHOLIC UNIVERSITY OF AMERICA invites applications and nominations for the position of Dean of the National Catholic School of Social Service (NCSSS).

NCSSS was established in 1919 and offers accredited graduate programs leading to the degrees of M.S.W. and Ph.D. The School has 17 full-time faculty and over 200 graduate students. Through the School of Arts and Sciences NCSSS also offers the B.A. degree with concentration in social work.

The dean is responsible for the school's teaching and research activities and represents the school to the university administration. The dean is expected to provide leadership in developing and advancing innovative education and research programs, create a sustainable framework for external fundraising, aggressively recruit talented students, and promote the school within the professional community at large.

The candidate must have a M.S.W. and an earned doctoral degree and should be qualified for senior faculty rank. A strong record of competence in organizational leadership and management is also required.

The Catholic University of America was founded in the name of the Catholic Church as a national university and center of research and scholarship. Regardless of their religious affiliation, all faculty are expected to respect and support the university's identity and mission.

Applications will be accepted until the position is filled. Nominations or letters of interest should be sent to **Antanas Suziedelis, Ph.D., Chair of the Search Committee, 109 McMahon Hall, The Catholic University of America, Washington, D.C., 20064.** Letters of interest should be accompanied by a resumé and the names of three references. The Committee may also be contacted at **202-319-5115 or at Suziedelis@CUA.EDU.**

The Catholic University of America is an Affirmative Action/ Equal Opportunity Employer.

NORTH PARK UNIVERSITY

Media Studies and Media Production

The Communication Arts Department at North Park University in Chicago invites applications for a tenure-track assistant professor position in Media Studies. The position is contingent upon funding. Candidates should have a Ph.D. in communication studies, radio-tv-film or a closely related field by August 2002, with experience in teaching and media production. Ideal candidates will be able to teach courses in media theory and analysis, media history, media writing (documentary and other formats), and either audio and video production, or journalism.

North Park University is a distinctively international, urban, and Christian university of 1350 undergraduates and 900 students in graduate and professional programs, sponsored by the Evangelical Covenant Church. Candidates should be able to articulate the interplay of their Christian faith with their scholarship, teaching and media work, and should have a strong interest in one of the university's distinctives.

North Park University maintains a diverse faculty and student body and encourages applications from women and candidates from ethnically diverse backgrounds.

Review of applications will begin December 15, 2001, and will continue until the position is filled. Applicants should send a letter of interest, a vita, a statement of faith and learning, and the names of three references to: **Dr. Robert Hostetter, Chair, Communication Arts Dept., North Park University, 3225 W. Foster Avenue, Chicago, IL 60625.** For further information, contact **rhostetter@northpark.edu** or consult **www.northpark.edu.**

THE COLLEGE OF NEW JERSEY

Department of Chemistry

Physical Chemist Assistant Professor

The College of New Jersey is a highly selective, comprehensive institution with 5,900 undergraduate students. Located on a 289-acre tree-lined suburban campus, TCNJ is close to Princeton, with easy access to New York and Philadelphia. The Department of Chemistry at The College of New Jersey is part of the newly-established School of Science and offers the opportunity for collaborative work with other departments of the school. The department will shortly be housed in a newly constructed building with excellent facilities for research and teaching. We are currently seeking a tenure-track Physical Chemist Assistant Professor in an ACS Accredited Department. Teaching duties will include introductory courses and physical chemistry lecture and laboratory courses. Candidate is expected to develop an advanced physical chemistry course in their area of expertise. The development of a rigorous research program involving highly motivated undergraduates is expected. Research area is open, however, those with expertise in molecular spectroscopy or x-ray crystallography and its application to biological systems will receive special attention. Start-up funds are available. Ph.D. in physical chemistry required. To apply, please forward cover letter, resume, and short synopsis of your research plans and teaching philosophy to: Dr. Philip Dumas, Chair, Chemistry Department, The College of New Jersey, PO Box 7718, Ewing NJ 08628-0718. To enrich education through diversity, The College of New Jersey is an Affirmative Action/Equal Opportunity Employer.

Bowling Green State University

Dean

College of Health and Human Services

Bowling Green State University invites applications for the position of Dean of the College of Health and Human Services. The Dean is the chief administrative officer and academic leader in the College and is one of eight deans reporting to the Provost and Vice President for Academic Affairs. The College of Health and Human Services is a vibrant multidisciplinary unit that is experiencing growth in a variety of teaching, research, and service opportunities within and outside of the University. The College is looking for an individual with the ability to make connections in a multidisciplinary environment and the leadership to mobilize the College's talents and resources to benefit students, the University, and the world. The ideal candidate will have a comprehensive understanding of the trends and issues affecting health and human services and a vision for the College's role in meeting institutional and societal challenges.

The College of Health and Human Services has approximately 30 full-time and 15 temporary faculty who teach and supervise nearly 1200 undergraduate and 100 graduate students. The College includes the departments of Communication Disorders, Human Services (Criminal Justice, Gerontology, Social Work), and Public and Allied Health (Applied Health Science, Medical Technology, pre-Physical Therapy), as well as a program in Environmental Health. Graduate programs include master's degrees in Communication Disorders, Criminal Justice, and Public Health; a Ph.D. degree in Communication Disorders; and a graduate certificate in Gerontology. The College is involved in collaborative initiatives and has three consortial programs with the Medical College of Ohio and the University of Toledo in Nursing, pre-Physical Therapy, and Public Health. Outreach programs include the AIDS Education Center, the Geriatric Education Center, the Health Sciences Residential Program, and the Speech and Hearing Clinic. Six of the degree programs hold national accreditation. (For more information please visit the College Web site at www.bgsu.edu/colleges/hhs.)

Candidates are required to have an earned doctorate from an accredited university and a record of teaching, research, and service qualifying the candidate for appointment with tenure at the rank of full professor in an academic unit within the College. Candidates will be expected to have a minimum of five years of academic or professional administrative and managerial experience with progressive responsibility demonstrating leadership involving health and/or human services. In addition, the successful candidate will have demonstrated success in attracting intra- and extra-institutional support.

Bowling Green State University is situated on an attractive 1300-acre campus located 23 miles from Toledo and is within easy driving distance of Ann Arbor, Detroit, and Cleveland. It is a residential university offering more than 165 undergraduate degree programs, 15 master's degrees in over 60 fields, two specialist degree programs, and 16 Ph.D. programs. Enrollment in six undergraduate colleges, a graduate college and a two-year campus located in Huron, Ohio is 20,276.

Applicants should send a letter of application, current resume, and the names, addresses, telephone numbers, and e-mail addresses of five references. Applications should be postmarked by **January 25, 2002** to **James A. Sullivan, Search Committee Chair, c/o Susan Green, Office of the Provost and Vice President for Academic Affairs, Bowling Green State University, Bowling Green, OH 43403.**

BGSU is an affirmative action/equal opportunity employer and encourages application from women, minorities, veterans, and persons with disabilities

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Professor of Agricultural Science Education

College of Agriculture and Life Sciences

The Department of Education is seeking a professor to help position our Agricultural Education program for a leadership role in the 21st century.

The successful candidate will:

- Have a vision for agricultural education that complements Cornell Teacher Education (CTE) in Agriculture, Mathematics, and Science,
- Have demonstrated leadership abilities, and
- Be qualified for appointment as an associate or full professor with tenure at Cornell University.

The appointment will be a 12-month position with 50% teaching and 50% research responsibilities. Salary is competitive with an attractive fringe benefit package. Starting date: July 1, 2002, or as negotiated. Applications are encouraged before January 15, 2001.

Please call or e-mail for further information.

Prof. Dalva E. Hedlund
Search Committee Chair
Department of Education
Kennedy Hall, Cornell University
Ithaca, New York 14853

Phone: 607-255-2207
Fax: 607-255-7905
e-mail:deh2@cornell.edu

Cornell University is an Equal Opportunity/Affirmative Action Employer and Educator. Women and members of ethnic minority groups are strongly encouraged to apply.

http://www.education.cornell.edu
http://chronicle.com/jobs/profiles/2377.htm

THE NATIONAL WAR COLLEGE

Professor of Informational and Educational Systems

The National War College, in Washington, D.C., is seeking applications for a senior position in information and educational systems in an academic setting. The ideal candidate would be an IT manager with expertise in educational information systems and technologies. He/she will work directly with the Dean of Faculty, Department Chairpersons, course directors, and faculty members to seek out and creatively apply educational techniques, especially those based on informational and educational technologies, to the National War College in both core and elective courses. Keep up to date with emerging concepts and technology, and act as an advocate and primary researcher for ways to effectively use information and educational technologies in the college curriculum and in support of curriculum development. Serve on committees and perform other duties as assigned that contribute to the professional development of faculty colleagues; and conduct research, maintain academic currency, and participate in studies, conferences, and working groups within and outside the National Defense University. ***The National War College is an Equal Opportunity Employer and we encourage women and minority candidates to apply.*** Applicants should provide a letter and an Application for Federal Employment or a curriculum vitae providing sufficient information to support qualifications for this position to **Chris Lyons, National Defense University, ATTN: NDU-PAS (Lyons), Bldg 62, 300 Fifth Avenue, Fort McNair, Washington, D.C. 20319-5066** or **lyonsc@ndu.edu** not later than December 31, 2001. Complete announcement for this vacancy is available at **www.usajobs.opm.gov.** For further information, contact Chris Lyons, **(202) 685-2147 or DSN 325-2147.**

COLORADO COLLEGE
1874

PRESIDENT

Colorado College

Colorado College invites applications and nominations for the position of President. Founded in 1874, Colorado College is a private, four-year, coeducational liberal arts and sciences college with 1900 undergraduate students. It is located on a 90-acre campus in Colorado Springs on the Front Range of the Rocky Mountains, at the foot of Pikes Peak. The college has a remarkable teaching history, has nurtured a vital and supportive intellectual community and has been a venturesome educational innovator. It provides an intensive teaching and learning experience to students through a unique, one-course-at-a-time format known as the Block Plan.

The college community seeks an academic and administrative leader who can:

- Lead the college in articulating its impressive history and in making strategic choices that will propel it to leadership in the first tier of national liberal arts colleges;
- Advance its strong commitment to a diverse and competitive student body, faculty, and community;
- Demonstrate an enduring commitment to the liberal arts and sciences and to the art of teaching through a thorough dedication to academic excellence.

Review will begin immediately and will continue until the position is filled. Nominations, inquiries, and applications, including curriculum vita and a letter of interest describing qualifications for the position should be sent to:

Barbara R. Stevens or Martha S. Eisenberg, Isaacson, Miller, 1275 K Street NW, Suite 1025, Washington, DC 20005; Fax: (202) 682-1272; E-mail: ColoradoColl.2364@imsearch.com

The Colorado College welcomes members of all groups and reaffirms its commitment not to discriminate on the basis of race, color, age, religion, sex, national origin, disability or sexual orientation in its educational programs, activities, and employment practices.

For further information on the College, please visit our website
www.coloradocollege.edu/HR/

Buffalo State

State University of New York

Business Assistant Professors

Buffalo State will receive applications for **two anticipated openings** for tenure-track assistant professors, Business Department, to begin fall 2002. Excellent benefit package; opportunity for additional compensation for summer teaching.

Responsibilities: Teach courses in one or more of the following areas: management, marketing, human resources, international business. Advise students, conduct research, serve on departmental, faculty, collegewide committees.

Required Qualifications: Earned doctorate in business content area or directly related content field (ABD candidates may be considered for a maximum three-year, non-tenure track appointment with a provision for tenure-track status upon completion of doctoral degree). Business teaching specialty must be in the following area: human resource management, international business, marketing, or management. Preference given to candidates who can teach in multiple areas.

Preferred Qualifications: College-level teaching experience; record of published scholarship in business; competence in student advising; doctorate in business from AACSB-accredited institution.

Review of applications will begin immediately and continue until the positions are filled. Send letter of application, detailed résumé, and 3 references with addresses/phone numbers to: Dr. Michael Littman, Chair, Faculty Selection, Business Department, Chase 302, 1300 Elmwood Ave., Buffalo, NY 14222-1095. For more information about the college, visit www.buffalostate.edu.

Buffalo State is the largest four-year comprehensive college in the State University of New York (SUNY) system. The campus is located in the museum district of Buffalo, the second largest city in New York State. The area offers a variety of cultural and recreational activities.

Buffalo State is an affirmative action/equal opportunity employer and encourages applications from women, racial/ethnic minorities, persons with disabilities, and Vietnam-era veterans.

DIRECTOR OF MULTICULTURAL STUDENT AFFAIRS

Virginia Commonwealth University

The Division of Student Affairs at Virginia Commonwealth University invites applications and nominations for the Director of Multicultural Student Affairs.

The Director of Multicultural Student Affairs and is responsible for the overall administration and coordination of the activities of the Office of Multicultural Student Affairs and the Center for Multicultural Activities. The Director reports directly to the Vice Provost for Student Affairs and serves as an advocate for multicultural student concerns and issues.

Responsibilities

Administration. The Director is responsible for the development and implementation of annual goals and budgets for the Office and the Center and staff selection. The Director serves on university-wide and divisional committees.

Leadership. The Director must assess multicultural student needs on the VCU campus and continuously monitor and improve program offerings in response to changing needs of the students and the institution. The Director assists with advising various multicultural student organizations, and student government committees; coordinates university-wide multicultural programs (i.e. Black History Month, Community Learning Week, Intercultural Festival); develops leadership development activities and programs, including a leadership retreat for multicultural students; and, provides individual and group assistance to multicultural students (African American, Latino, Asian, Native American and International).

Campus and Community Relations: The Director must help create and maintain a campus environment that encourages and values the full participation of multicultural students; facilitate multicultural student involvement in the Greater Richmond community and serve as a conduit for involving the Greater Richmond community with multicultural students; consult with university departments in the recruitment and retention of multicultural students as well as the development of programs targeted for these students; identify, create and support multicultural student/faculty interactions; facilitate the involvement of multicultural students in University outreach efforts; and, serves as a resource and referral agent to existing University services.

Supervision. Supervises Assistant Director of the Center for Multicultural Affairs and Program Support Technician.

Qualifications

The successful applicant will possess the following required qualifications:
Ability to assess student needs and articulate student concerns; demonstrated ability to lead and organize; evidence of strong management, advising, fiscal and supervisory skills; evidence of ability to work collaboratively with administrators, faculty, and students; evidence of program development; demonstrated sensitivity to and understanding of multicultural students; and, evidence of excellent verbal and written communication and interpersonal skills. A masters degree in student personnel or related field and a minimum of five years experience in a university environment.

Salary

The salary for the Director of Multicultural Student Affairs is competitive and will reflect the experience of the successful candidate.

Application Process

Application review will begin on January 7, 2002 and the position will remain open until filled. Applications must include a letter of intent, resume, and, names, addresses, and telephone numbers of at least three references. Submit to:

Ms. Carmen H. Bell
Division of Student Affairs
Virginia Commonwealth University
PO Box 843017
Richmond, VA 23284-3017
chbell@vcu.edu

For additional information about Virginia Commonwealth University, visit our Web site at **www.vcu.edu.**

Virginia Commonwealth University is an equal employment/affirmative action employer. Women, minorities and persons with disabilities are encouraged to apply.

One University, Many Possibilities

Located on 140 waterfront acres in the historic seaport town of Bristol, Rhode Island, Roger Williams University merges the traditional with the innovative to create an academic setting that draws exceptional faculty from the United States and around the world. As a private University, we offer a wide range of liberal arts and sciences majors and programs in architecture, business, education, engineering, historic preservation, justice studies and law. Roger Williams University is one of the fastest growing liberal arts institutions in the country, as well as one of the most ideal places to share knowledge and information, whether you're a Professor, professional or technician. We currently have the following exciting opportunity for the right candidate:

Cataloging/Database Management Librarian

Roger Williams University is seeking a qualified candidate for the Cataloging/Database Management Librarian position. This is a full-time, 12-month, faculty ranked position.

The Librarian has primary responsibility for maintaining the Libraries' bibliographic database; explores, develops, and implements innovations in bibliographic control related to traditional and digital resources and emerging technologies; coordinates technology support with technical services librarians and the HELIN consortium executive director; and oversees the university archives.

Requirements: Master's degree in Library and Information Studies from an ALA accredited program. Two to three years' experience in cataloging, including knowledge of MARC, OCLC, LCSH, AACR II, and non-MARC metadata schemes. Computer literacy required. Knowledge of archival practices. Familiarity with Innovative Interfaces, Inc., preferred.

To apply send cover letter, curriculum vitae and three references to: Roger Williams University, Office of Human Resources, Ref #HO113, Cataloging/Database Management Librarian, One Old Ferry Road, Bristol, RI 02809.

Equal Opportunity/Affirmative Action/Americans with Disabilities Act Employer with a strong commitment to diversity. Roger Williams University does not discriminate on the basis of gender, handicap, race, age, color, sexual orientation, political affiliation, marital status, national origin, or religion. We encourage all qualified men and women to apply.

ROGER WILLIAMS
UNIVERSITY

www.rwu.edu

UNIVERSITY OF
FLORIDA

DEAN, COLLEGE OF EDUCATION

The University of Florida invites nominations and applications for the position of Dean of the College of Education. The College, which enrolls 900 undergraduate and 1100 graduate students, includes five degree granting departments, P.K. Yonge Developmental Research School, and 97 faculty members. The University of Florida, the state's oldest and largest university, is a comprehensive, land-grant institution and a member of the Association of American Universities. Please consult the University of Florida's web page **(www.ufl.edu)** for additional information about the College of Education and the University.

The Dean of the College of Education is the senior academic officer of the College, responsible for all facets of the College's performance. The University seeks an educational leader who will enhance the already strong research programs within the College. The Dean, in concert with College and University development officers, will be active in fund raising. The Dean will interact effectively with the culturally diverse population of Florida, with teachers and administrators in the state's schools, and with elected and appointed state officials. The Dean will work closely with the faculty in governing the College, and encourage collaborative research and teaching programs with other colleges at the University. Assistant and associate deans aid in these duties.

Candidates must have an earned doctorate, a distinguished record of scholarship, and appropriate administrative experience. The Dean should have the qualifications necessary to hold a tenured academic appointment in the appropriate department in the College of Education. Salary will be commensurate with experience and other qualifications.

Review of applications will begin on February 1, 2002; however, the search for the Dean of the College of Education will remain open until the position is filled. The preferred appointment date is August 1, 2002. Interested candidates should forward a letter addressing his or her qualifications, a current curriculum vitae, and the names, addresses, and telephone numbers of five references to:

Dr. Paul George, Chair
Search Committee
P.O. Box 117048
University of Florida
Gainesville, FL 32611-7048
E-mail: pgeorge@ufl.edu
Phone: 352-392-9191

The University of Florida is an equal opportunity, equal access, affirmative action employer.
The University of Florida operates within the state's "government in the sunshine" laws.

THE NATIONAL WAR COLLEGE

Visiting Professor of National Security Strategy

The National War College, in Washington, D.C., is seeking two faculty members for one- year appointments as Visiting Professors of National Security Strategy, with specialization in military or diplomatic history, political science, or political economy. Candidates should have a solid record of teaching experience and scholarly accomplishment; experience at senior policy-making levels in national security affairs a plus. Regional expertise is also desirable. The College was established in 1946 to educate mid-career civilian and military officers in the national security process, and offers a ten-month course on all aspects of national security with a special emphasis on military strategy. The faculty of approximately 55 persons is a mix of professional military officers, senior employees of selected government agencies, and professional academicians. The College teaches primarily in seminar settings and grants a Master of Science in National Security Studies accredited by the Middle States Association. Both appointments will begin in August 2002, subject to funding availability. ***The National War College is an Equal Opportunity Employer and we encourage women and minority candidates to apply.*** Applicants should provide a letter and an Application for Federal Employment or a curriculum vitae providing sufficient information to support qualifications for this position to **Chris Lyons, National Defense University, ATTN: NDU-PAS (Lyons), Bldg 62, 300 Fifth Avenue, Fort McNair, Washington, D.C. 20319-5066 or lyonsc@ndu.edu** not later than December 15, 2001. Complete announcement for this vacancy is available at **www.usajobs.opm.gov**. For further information, contact Chris Lyons, **(202) 685-2147 or DSN 325-2147.**

UNIVERSITY of VIRGINIA

NEWS EDITOR

The University of Virginia is seeking a News Editor to promote the institution's mission and goals to internal and external audiences through a wide range of public relations activities, including media relations. The News Editor will manage a staff of five senior information officers, working with them on story development and placement. The News Editor also will be a key member of the News Services planning and editing team.

A Master's degree is preferred, and a Bachelor's degree in journalism, public relations, or a related field is required. Ten years experience in daily journalism, magazine or on-line publishing, or media/public relations is required, as well as strategic planning and supervisory experience. A working knowledge of higher education is preferred.

To view a more detailed position description, visit www.hrs.virginia.edu (general faculty positions). This position will remain open until filled. To apply, send a resume and cover letter with salary history to:

Yvonne W. Carter
Human Resources Director
Office of University Development
University of Virginia
P.O. Box 400807
Charlottesville, VA 22904-4807

The University of Virginia is an Equal Opportunity, Affirmative Action Employer. Women and Minorities are encouraged to apply.

Dean

School of Pharmacy
Purdue University

Purdue University seeks a dynamic and visionary leader for the position of Dean of the School of Pharmacy and Pharmacal Sciences and Dean of the combined Schools of Pharmacy, Nursing and Health Sciences. Purdue is widely known for its excellence in Pharmacy, and it is among the largest in professional and graduate student enrollments in the country. The combined Schools have 111 faculty, 1800 undergraduate and professional students, and 180 graduate students. The Schools receive general fund support of approximately $12 M, attract research funding in excess of $10 M, and raise private support exceeding $3 M annually. Further information is available on the School's website at: **www.pharmacy.purdue.edu.**

The Dean will be part of an outstanding new leadership team at Purdue that includes President Martin Jischke and Provost Sally Frost Mason and will be one of five new Deans appointed in the next two years. He or she will report directly to the Provost. The Dean, as the chief academic officer for the combined Schools, will assume a central leadership role helping the Schools to achieve their aspirations for continued excellence in educational, research, and clinical programs.

Minimum qualifications:

- Distinguished record of academic accomplishment commensurate with that of a tenured professor in one of the Schools' academic units
- Demonstrated commitment to academic excellence at the undergraduate, professional and graduate levels
- Strong record of administrative accomplishments with a commitment to the recruitment and retention of diverse and high quality students, staff and faculty

Desired qualifications:

- Facilitative leadership skills to include: strategic planning, consensus building, problem-solving, student advocacy and multidisciplinary collaboration
- Ability and commitment to interface with diverse constituencies of the combined Schools of Pharmacy, Nursing and Health Sciences, including alumni, practicing pharmacists, the pharmaceutical industry, bimedical, social and administrative scientists, university administrators, and legislators
- Ability and commitment to advance and coordinate interdisciplinary research and discovery
- Ability and commitment to engage a broad range of issues facing the profession of pharmacy, health care providers, and biomedical research
- Ability and commitment to promote the Schools and attract resources through sponsored programs and private support

Screening of candidates will begin on December 1, 2001 and will continue until the position is filled. The desired starting date is July 1, 2002. Nominations and applications should be sent to: **Dr. Richard F. Borch, Chair, Pharmacy Dean Search Committee, Department MCMP, Purdue University, West Lafayette, Indiana, 47907-1333; e-mail rickb@pharmacy.purdue.edu.**

Purdue University is an equal opportunity/equal access/affirmative action employer and encourages the nomination and application of women and minority candidates.

ASSOCIATE VICE PRESIDENT FOR STUDENT SERVICES

CAL POLY POMONA

California State Polytechnic University, Pomona invites applications and nominations for the position of Associate Vice President for Student Services.

The University: California State Polytechnic University, Pomona (Cal Poly Pomona) is one of 23 campuses in The California State University. It is located about 30 miles east of downtown Los Angeles and is part of one of the most dynamic economic and cultural regions in the country. Noted for its beautiful and historic 1,400-acre campus, once the Arabian horse ranch of cereal magnate W. K. Kellogg, the university currently has an ethnically diverse student population of 19,000 (with approximately 70% from diverse ethnic backgrounds). Students are enrolled in 62 undergraduate majors and 19 master's degree programs. There are approximately 1,100 faculty members. The University is committed to diversifying its faculty and staff, and has made educational equity one of its highest priorities. Additional information is available at the university's Web site: **http://www.csupomona.edu.**

Duties and Responsibilities: The AVPSS is responsible for the strategic direction and line management of Disabled Student Services, Educational Equity Services, University Advising Center, Career Center, Counseling and Psychological Services, and Student Health Services, as well as oversight of the National Student Exchange Program. The AVPSS engages and collaborates with faculty, students, staff and other administrators in developing, implementing, and maintaining quality student services. The complete position announcement may be found at **http://www.csupomona.edu/~dsa/avpss.html.**

Qualifications: An earned doctorate in a relevant discipline or current enrollment in a doctoral program, and at least five years of successful and progressively responsible experience in student affairs administration, preferably within a comprehensive university with a diverse student population. Additional qualifications are included in the position announcement.

Appointment and Salary: The University seeks to fill this position by June 1, 2002. The position is covered by the California State University Management Personnel Plan, under which incumbents receive a comprehensive benefits package, are subject to regular performance reviews, and serve at the pleasure of the President. Salary is competitive and commensurate with experience.

Application and Nomination: Review of complete applications will begin on January 25, 2002 and will continue until the position is filled. A complete application will include: (1) a letter of interest which addresses each of the qualifications specified in this announcement, (2) a current résumé or curriculum vitae, and (3) the names, titles, addresses, and telephone numbers of five references who can provide current assessments of the applicant's professional experience, accomplishments, and prospect for success in this position. Qualified nominees will be invited to apply.

Direct inquiries, nominations, and applications to:

Associate Vice President for Student Services Search Committee
c/o Dr. Tomás D. Morales
Vice President for Student Affairs
California State Polytechnic University, Pomona
3801 West Temple Avenue, 98-T6-17
Pomona, CA 91768-4020
(909) 869-3418

California State Polytechnic University, Pomona is an Equal Opportunity, Affirmative Action Employer. Cal Poly Pomona subscribes to all state and federal regulations and prohibits discrimination based on gender, race, sexual orientation, national origin, handicap, marital status, age, religion, or veteran status. The university hires only individuals lawfully authorized to work in the United States. As required by the Clery Disclosure Act, the university's annual security report is available at http://www.csupomona.edu/~public_safety.

KENYON COLLEGE

Visiting Assistant Professor–Physics

The Department of Physics at Kenyon College invites applications for a one-year, full-time appointment as Visiting Assistant Professor of Physics beginning in the fall, 2002. The successful applicant must demonstrate the ability to teach at all levels of a rigorous undergraduate curriculum.

Candidates will be considered who have earned a Ph.D. in any subdiscipline of physics or astrophysics. Kenyon College, located in rural central Ohio, is ranked in the top tier of national liberal arts colleges and has a reputation for outstanding teaching. The Physics Department has recently moved into a new building and has considerable resources available for continued research involvement, including a 20-node Beowulf cluster. For more information about the department, please visit our web site at **www2.kenyon.edu/depts/physics.** Interested applicants should send a CV, including a list of publications, statements of teaching philosophy and research interests, transcripts, and three letters of recommendation to: **Prof. Timothy Sullivan, Chair, Department of Physics, Kenyon College, Gambier, Ohio 43022.** Applications will be received until the position is filled, but only those who have submitted all materials by **January 1, 2002** will be guaranteed full consideration.

An equal opportunity employer, Kenyon is committed to building a diverse faculty and community and strongly encourages the applications of women and minority candidates.

Southeast
Missouri State University

Instructor of Criminal Justice

SOUTHEAST MISSOURI STATE UNIVERSITY - Instructor of Criminal Justice. A non-tenure track position with an area of specialization in corrections.

Required qualifications: M.S. in Criminal Justice or related field, J.D. only does not qualify; record of quality teaching in criminal justice and corrections.

Preferred qualifications: professional experience in institutional or community-based corrections, established record of scholarly activity, and active community service. Demonstrated history of working with multicultural populations and awareness of issues affecting women and minorities.

Review of applications will begin January 22, 2002. Please send a cover letter, vita, transcripts, and three letters of recommendation to: **Dr. Louis Veneziano, Department of Criminal Justice, Mail Stop 8200, Southeast Missouri State University, Cape Giradeau, MO 63701, 573.986.7369, Lveneziano@semo.edu.**

VALENCIA

A BETTER PLACE TO START.

Orlando, Florida

DIRECTOR COLLEGE BOOKSTORE

Responsible for the direction of a multi-campus bookstore. Responsibilities include planning, merchandising, marketing, customer service, and bookstore management.

DESIRED QUALIFICATIONS: Bachelor's degree **[required].** Experience in the operation of a college/retail bookstore **[required].** Management experience. Knowledge of automated data systems including point of sale implementation experience.

SALARY: $35,529 - $52,251 per year.

APPLICATION DEADLINE: 12/13/01. For information on how to apply, visit our website at **http://valencia.cc.fl.us** or for an application packet via mail, call **407-582-1253** or e-mail your name, mailing address, and position desired to **pers@valencia.cc.fl.us**

NOTE: Resumes are **NOT** accepted via e-mail.

EA/EO.

WASHBURN UNIVERSITY

SOCIAL WORK FACULTY POSITIONS

Washburn University's Social Work Department invites applications for 2 tenure-track Assistant Professor positions beginning August 2002.

QUALIFICATIONS: Required-Masters in Social Work, earned doctorate in Social Work or related discipline. ABD near completion considered. Preferred-expertise/willingness to teach one of the following areas: research, HBSE, policy, direct practice – one position will involve teaching research along with other subjects; two years post-MSW practice experience; demonstration of teaching effectiveness and experience in classroom. Application review begins January 22, 2002 and continues until suitable candidates identified. Submit letter of interest, vita, copies of transcripts, names/addresses/phone numbers/e-mail addresses of 3 references to **Dan Petersen, Ph.D., School of Applied Studies, Washburn University, 1700 SW College, Topeka, KS 66621.** *To enrich education through diversity, Washburn University is an EOE.* Candidates from underrepresented groups are encouraged to apply.

www.washburn.edu

FACULTY POSITION IN

OPERATIONS MANAGEMENT

THE UNIVERSITY OF TEXAS AT DALLAS SCHOOL OF MANAGEMENT

(Website: http://som.utdallas.edu)

The School is recruiting to fill a tenured/tenure-track position in Operations Management. Appointment will be at the Assistant/Full Professor level effective September 2002. Appointee must have a Ph.D. degree and evidence of the ability to conduct a nationally recognized research program. Graduate education, emphasizing research training, and the desire to interact on research projects with faculty colleagues in related disciplines is desired. Preference will be given to applicant's research interest in supply chain management. A Center for Intelligent Supply Networks is being established at The University of Texas at Dallas. This position requires active participation in the Center. Applicants should send a complete vitae that includes educational history, teaching and research documentation, pertinent work experience, a list of publications and presentations, and three letters of recommendation to: **Academic Search #4095, The University of Texas at Dallas, P. O. Box 830688, M/S AD 23, Richardson, TX 75083-0688.** Indication of sex and ethnicity for statistical purposes is requested as part of the application, but not required. Review of applicant materials will commence on December 15, 2001 and continue until the position is filled or the search closed May 31, 2002.

The University of Texas at Dallas is an AA/EO employer.

UTD

COLBY

Colby, a highly selective private liberal arts college of 1800 students in central Maine, seeks applicants for the following position:

DIRECTOR OF INSTITUTIONAL RESEARCH

The Director of Institutional Research will perform a broad range of research and evaluation activities in support of the College's academic and administrative efforts. Responsibilities will include conducting research on a wide range of issues to support decision-making and strategic planning at the College; establishing and maintaining various data sets involving faculty, staff, and students; assisting in the design, conduct, evaluation, and assessment of various research projects; and coordinating responses to external surveys from governmental agencies, associations, and college guidebooks. Reporting to the Administrative Vice President, the Director will serve as a key member of the Vice President's administrative staff.

Qualifications include: Master's degree required; training in applied social science research and statistics preferred; applied statistical research and analysis experience required; strong understanding of market research complexities and demonstrated ability to analyze and develop operational strategies; demonstrated record of analysis, reporting, and presentation to a variety of audiences necessary; demonstrated understanding of relationships between statistical performance measures and organizational finances desired; three to five years of institutional research-related experience at a college or university and demonstrated ability to work collegially with varied constituencies, including faculty, administrators, and other constituents preferred; excellent records management, computer, written and oral communication, and analytical skills required; the ability to work independently, establish priorities, and work collaboratively with members of a diverse community necessary.

Interested candidates, please send two copies of a letter of application and two copies of a resume with the names and telephone numbers of three references to: **Douglas C. Terp, Associate Vice President for Administration, Colby College, 5500 Mayflower Hill, Waterville, ME 04901-8855. To apply electronically, send to: personnel@colby.edu.** A review of applications will begin immediately and will continue until the position is filled.

Colby is an Equal Opportunity/Affirmative Action employer. Applications and nominations of women and minorities who would enrich the diversity of the campus community are strongly encouraged.

For more information about the College, please visit the Colby web site: **www.colby.edu**

DIRECTOR OF PURCHASING

Under the direction of the vice president for Facilities and Business Operations, is responsible for University purchasing, central stores, shipping, receiving, and surplus property disposal. Serves as the chief procurement officer for the acquisition and disposal of property in compliance with governing laws and regulations. Develops, independently and in consultation with others, Requests for Proposals, including goods, services and construction. Contracts for goods and services utilizing appropriate and innovative procurement methods consistent with applicable laws, regulations and policies. Leads or participates in the final negotiation of all University contracts. Researches availability and specifications of goods and services. Resolves bid and contract disputes in consultation with appropriate University and State departments. Prepares and maintains all information as required by the University and applicable law and regulation.

Qualifications: Bachelor's degree with a master's degree and CPM certification preferred. Ten years of experience, five of which must be in a managerial capacity in procurement at a large and complex institution or company. Excellent written, oral and interpersonal communication skills are required. Strongly preferred qualifications include: knowledge of procurement enterprise systems, process consolidation, MRO experience, strong report development and coordination skills, knowledge of higher education or public sector budgetary and accounting principles, and familiarity with State of New Jersey statutes and regulations.

Starting date: On or about January 1, 2002

Salary: Commensurate with qualifications; negotiable to $86,500.

Apply by: Applications accepted until position is filled.

Please send informative cover letter and resume (include V#) **to:** Nancy Carver, Search Chair, Montclair State University, Box C316-V#109/HO, Upper Montclair, NJ 07043

An Equal Opportunity/Affirmative Action Institution
www.montclair.edu

MONTCLAIR
STATE
UNIVERSITY

ASSISTANT PROFESSORS

Tenure-track positions available effective September 2002. All candidates must have a commitment to work in multicultural and urban educational settings. Teaching exp. is required. To be considered candidate must demonstrate the potential for scholarly involvement as evidenced by publications and/or research within the specialty in the profession of education. **Assistant Professor - Salary: $32,703 - $57,049 Commensurate with exp.**

Department of Curriculum & Teaching

SPECIALTY IN LITERACY EDUCATION (K - 6)

Qualifications: Earned Ph.D or Ed.D. in Literacy Education; certification as an elementary teacher, extensive knowledge of theories of literacy, assessment, development of skills, enrichment, diagnostic activities and literacy across the curriculum; expertise in using technology as a tool in literacy; significant teaching exp. in urban elementary schools; supervisory exp., university teaching and research skills. **Responsibilities:** Teach courses on literacy related theories, methods, assessment and research, as well as courses within our reading specialization.

SPECIALTY IN EARLY CHILDHOOD EDUCATION: BIRTH THROUGH 3RD GRADE

Qualifications: Earned Ph.D. or Ed.D. in Early Childhood education; expertise in all early childhood education content areas including technology; teaching exp. in Head Start, public or private pre-school and elementary schools (urban exp. preferred); exp. in supervision of teachers in diverse settings; university teaching and research skills. **Responsibilities:** Teach graduate and undergraduate courses in early childhood education.

SPECIALTY IN THE ADMINISTRATION AND SUPERVISION
6TH YEAR CERTIFICATE PROGRAM (ADSUP)

Qualifications: Earned Ph.D. or Ed.D. in Education leadership or related field. Candidate must have administrative experience at the school district office and site level; documented successful teaching experience at the K-12 and university level; and an appropriate record of scholarly achievements. Knowledge of educational policy, and curriculum and instruction at a district leadership level. National recognition in an identified area of educational expertise is desirable. **Responsibilities:** Teach graduate and undergraduate courses in the Administration and Supervision (ADSUP) Program; engage in advisement, grantsmanship, and community school collaborations.

Department of Curriculum & Teaching and The Department of Romance Languages (Joint Position)

SPECIALTY IN TEACHING A FOREIGN LANGUAGE (SPANISH)

Qualifications: Earned Ph.D. in Spanish or Ed.D. in teaching of Spanish; knowledge of theories of second language other than English on the secondary level or significant teaching exp. in urban public schools (grades 7 - 12); exp. in supervision of teachers and/or university teaching and research skills preferred. **Responsibilities:** Teach graduate and undergraduate courses in Foreign Language Methods (undergraduate Spanish Language courses within the School of Arts & Sciences).

***For the above positions:** Letter of application, cv, and three (3) letters of reference to: Dr. Ira B. Kanis, Chairperson, Department of Curriculum & Teaching Hunter College, CUNY 695 Park Avenue, New York, NY 10021 as soon as possible. Review will continue until a candidate has been selected.*

Department of Curriculum & Teaching and The Department of Educational Foundations and Counseling Programs (Joint Position)

SPECIALTY IN LITERACY & ADOLESCENT EDUCATION PROGRAMS

Qualifications: Earned Ph.D. or Ed.D. in one of the following areas; 1) English or Reading; or 2) Developmental Psychology. In addition, an earned master's degree or equivalent exp. in the second discipline. Expertise in any of the following areas is desirable: 1) expertise in the teaching-learning process in diverse populations, especially English Language learners: 2) teaching exp. in public, urban secondary schools; 3) exp. in supervision of teacher candidates. **Responsibilities:** Teach undergraduate and graduate courses in literacy and psychological foundations in adolescent education programs.

Apply: Letter of application, cv, and three (3) letters of reference to: Chairs of the Joint Search Committee, Dr. Sherryl Graves and Dr. Ira B. Kanis, Department of Curriculum & Teaching, Hunter College, 695 Park Avenue, NY, NY 10021 as soon as possible. Review will continue until a candidate has been selected.

Department of Educational Foundations and CounselingPrograms

SPECIALTY IN SCHOOL COUNSELING

Qualifications: Earned Ph.D. or Ed.D in counseling or counselor education. Master's and Doctorate in School Counseling preferred. Special expertise in counseling issues in diverse populations and in applied research in school settings is desirable. **Responsibilities:** Teach graduate courses in counselor education programs.

SPECIALTY IN EDUCATIONAL PROCESSES IN CHILDREN

Qualifications: Earned Ph.D. or Ed.D. in Educational Psychology with specialization in evaluation and assessment of the teaching and learning process. Special expertise in teaching-learning process in diverse populations is desirable. **Responsibilities:** Teach undergraduate and graduate psychological foundations courses in elementary and secondary education programs.

***Apply:** Letter of application, cv, and three (3) letters of reference to Dr. Sherryl Graves, Chairperson, Department of Educational Foundations & Counseling Programs, Hunter College, 695 Park Avenue NY, NY 10021.*

All positions are required to supervise students in the field; engage in research and scholarly writing; serve on department, school, college and university committees.

HUNTER
CITY UNIVERSITY OF NEW YORK

Hunter College is an AA/EO/ADA employer and actively seeks applications from minorities and women for this position.

WESTERN CONNECTICUT STATE UNIVERSITY

Ancell School of Business - Accounting Department

Tenure Track - Fall 2002 Faculty

WCSU is seeking a tenure track candidate for an Assistant or Associate Professor to teach a full range of accounting courses beginning in the Fall 2002. The Ancell School is in its final year of candidacy for AACSB accreditation and is technologically oriented, providing its faculty with up-to-date technology for academic use. The university considers teaching ability and research to be the cornerstones of our programs.

Qualifications: The successful candidate will have either a doctorate in accounting, a J.D with an Accounting masters, or a J.D. with a CPA. Candidates that are ABD and within one year of completion may be considered. Certification and prior business experience is preferred. Interest in publishing and/or prior record of publishing is also preferred.

Application Process: Interested applicants should send a letter of interest, current vitae, graduate transcripts and, three current letters of reference to: Professor Monica Frizzell, Chair, Dept. of Accounting, Ancell School of Business, WCSU, 181 White Street, Danbury, CT 06810. Email: frizzell@wcsu.ctstateu.edu Applications must be received by 1/11/02.

WCSU is an AA/EO Educator/Employer.

Santa Clara University

Department of Education

Middle School Education

Position Announcement

Santa Clara University is a Catholic and Jesuit institution located in the heart of Silicon Valley. The educational environment integrates rigorous inquiry and scholarship, creative imagination, reflective engagement with society, and a commitment to fashioning a more humane and just world.

The Department of Education seeks a creative and enthusiastic individual with expertise in middle school education. This person will provide vision and leadership for emerging middle school credential and graduate programs at the University. The teaching of courses in the existing graduate and credential programs will be a part of the assignment. In addition collaborating with the professional middle school community of the region will be expected.

Qualifications and Rank

The University expects to appoint a tenure track position at the rank of assistant or associate professor. The candidate will need to have the following qualifications:

1. A doctorate and expertise in middle school education.
2. Depth in an area of the curriculum normally taught in the schools. A background in science preferred.
3. Documented potential for scholarly publications and research activity.
4. A minimum of three years of teaching experience at the K-12 level.
5. A sensitivity to diversity.
6. Commitment to the values of a Jesuit, Catholic education including academic freedom, rigorous inquiry, social justice, and to the welfare of the students, the faculty and the communities served.

Salary

The university has a competitive salary schedule along with generous benefits and a housing assistance program. Salary and rank will be based on the experience and qualifications of the successful candidate.

Application

Applicants for the positions should send the following:

- A letter of application
- A current curriculum Vitae
- A list of at least three references including addresses and telephone numbers

Send Application to:

Dr. Tom Savage, Chair **Phone: 408-551-1787**
Department of Education **Fax: 408-554-2392**
e-mail: tvsavage@scu.edu

226 Bannan Hall
Santa Clara University
500 El Camino Real
Santa Clara, CA 95053-0201

Deadline

Applications should be received no later than January 15, 2002 to receive full consideration.

Santa Clara University is an Equal Opportunity/Affirmative Action employer, and welcomes applications from women, persons of color, members of other historically under-represented U.S. ethnic groups, persons with disabilities, veterans, and Jesuits.

RAMAPO COLLEGE OF NEW JERSEY

Ramapo College of New Jersey is a four-year undergraduate college located in the beautiful foothills of the Ramapo Valley approximately 25 miles northwest of New York City. Established in 1969 as a state-supported, coeducational college of liberal arts, sciences and professional studies, this institution offers an array of undergraduate, graduate, and post baccalaureate programs focused on the four "pillars" of the Ramapo College mission - international, intercultural, interdisciplinary, and experiential education. The College is committed to global education. It is a Fulbright Center and houses the New Jersey Governor's School for International Studies. On-site childcare is available.

Position # 717

ASSISTANT DIRECTOR ANNUAL GIVING and ALUMNI RELATIONS

Job Description: Under the direction of the Director of Annual Giving and Alumni Relations, will design, organize and implement the Alumni Association phonathon. Prepare daily phonathon reports and assist the Director in the assembly and analysis of key reports on a regular basis. Plan and initiate alumni social events, educational programs, regional/special interest activities and cultural activities. Develop a budget, marketing plan and volunteer committee for each activity/event as needed. Prepare publications, communications and marketing materials for Alumni Relations. Prepare material for Web site.

Requirements: Bachelor's degree required. Desired experience includes 2 - 3 years in Alumni Relations, Special Events or Volunteer Management. Must possess excellent verbal and written communication skills. Should be able to demonstrate a successful history of recruiting and motivating volunteers and have fundraising experience.

Qualified persons should submit a letter of interest, vita, and a list of three references to Anne Boland, Search Committee Chair, or e-mail: aboland@ramapo.edu.

Review of applications will begin immediately and continue until the position is filled.

Please tell us how your background, interest and experience can contribute to this mission, as well as to the specific position for which you are applying. Position offers excellent state benefits. To request accommodation, call (201) 684-7611.

Website: http://www.ramapo.edu.

RAMAPO COLLEGE OF NEW JERSEY

RAMAPO COLLEGE OF NEW JERSEY
Attention: Dept 18
505 Ramapo Valley Road
Mahwah, New Jersey 07430

"New Jersey's Public Liberal Arts College"

Ramapo College is a member of the Council of Public Liberal Arts Colleges (COPLAC), a national alliance of leading liberal arts colleges in the public sector. EEO/AFFIRMATIVE ACTION.

EXECUTIVE OFFICER

DIVISION OF ASTRONOMICAL SCIENCES

NATIONAL SCIENCE FOUNDATION
ARLINGTON, VA

The National Science Foundation's Division of Astronomical Sciences is seeking qualified applicants for the position of Executive Officer. The Division supports research and education in the astronomical sciences, and in a number of major facilities. Information about the Division's activities may be found at:

www.nsf.gov/mps/divisions/ast/start.htm

Appointment to this Senior Executive Service position may be on a career basis, or a 2 to 3 year limited term basis, with a salary range of $120,261 - $131,615. Alternatively, the incumbent may be assigned under Intergovernmental Personnel Act provisions. Applicants must have a Ph.D. or equivalent professional experience in astronomical sciences or closely related field, substantial research administration experience, and demonstrated leadership skills.

Announcement S20020020-C, with position requirements and application procedures, is located on the NSF Home Page at:

www.nsf.gov/home/menus/jobs.htm

Applicants may also obtain the announcements by contacting the **Executive Personnel Staff, 703-292-4378** (Hearing impaired individuals may call **TDD 703-292-8044**). Applications must be received by January 7, 2002.

NSF is an Equal Opportunity Employer

Buffalo State

State University of New York

SPEECH-LANGUAGE PATHOLOGY
Assistant/Associate Professor

Buffalo State will receive applications for an anticipated opening for a tenure-track assistant/associate professor, Speech-Language Pathology Department, to begin fall 2002. Salary is competitive; rank dependent on qualifications.

Responsibilities: Teaching, clinical supervision, direction of master's research projects, scholarly activity, departmental governance, student advisement.

Required Qualifications: Doctorate in speech-language pathology (communication disorders) or related field, or anticipated by May 2003; certificate of clinical competence in speech-language pathology; eligibility for New York State licensure; evidence of potential for successful teaching, clinical supervision, and scholarship.

Preferred Qualifications: Expertise in one or more of the following areas: fluency, speech science, multicultural issues, counseling in speech-language pathology.

Review of applications will begin Dec. 1, 2001 and continue until the position is filled. Send letter of application, vita, and three letters of recommendation to: Dr. Sally Arnold, Search Committee Chair, Buffalo State College, KH217, 1300 Elmwood Ave., Buffalo, NY 14222-1095. For more information about the college, visit www.buffalostate.edu.

Buffalo State is the largest four-year comprehensive college in the State University of New York (SUNY) system. Buffalo is home to many community clinics, nonprofit agencies, hospitals, and rehabilitation centers with active programs in speech-language pathology and audiology. A city rich in history and ethnic heritage. Buffalo offers a variety of cultural, athletic, and recreational activities. The CAA-accredited Speech-Language Pathology Department, with nine staff, has approximately 90 undergraduate and 50 graduate students and offers the B.S. and M.S. degrees. These high-demand programs have an excellent reputation in the region and strong ties and good working relationships with area institutions and agencies.

Buffalo State is an affirmative action/equal opportunity employer and encourages applications from women, racial/ethnic minorities, persons with disabilities, and Vietnam-era veterans.

Frederick Douglass Institute for African and African-American Studies

University of Rochester

The Frederick Douglass Institute for African and African-American Studies has a broad mandate in undergraduate and graduate education, and offers three residential fellowship programs to promote this mandate:

1. **The Post-doctoral Fellowship** is awarded to scholars who hold a Ph.D. degree in a field related to the African and African-American experience. It supports the completion of a research project and carries an annual stipend of $35,000. The Fellow will teach two courses (one per semester) in his or her discipline.

2. **The Pre-doctoral Fellowship** is awarded annually to a graduate of any university, studying aspects of the African and African-American experience. It carries an annual stipend of $15,000, and its principal aim is to expedite the completion of the Fellow's dissertation.

3. **The Fellowship for Graduate Studies** is offered to students who want to begin their graduate careers in African and African-American studies at the University of Rochester. It comes with a tuition waver and a $10,000-$12,000 annual stipend.

All Fellows must be in full time residence during the tenure of their awards.

Application deadline for all the three fellowships is January 31, 2002.

For more information, contact:

Associate Director for Research Fellowships, Frederick Douglass Institute for African and African-American Studies, University of Rochester, 302 Morey Hall, Rochester, NY 14627. Tel: (716) 275-7235; E-mail: FDI@troi.cc.rochester.edu.
Web Site: http://www.rochester.edu/College/AAS/index.html

Assistant Professor/ Computer Information Systems

Bryant College is seeking applicants for a tenure-track assistant professor position. Requirements include a PhD in computer science or CIS/MIS, strong commitment to teaching, and demonstrated research ability.

Bryant College, a student-centered College, is AACSB accredited at both the graduate and undergraduate level and enrolls approximately 3000 undergraduate and graduate students. The College offers a Bachelor of Science in Business Administration, a Bachelor of Arts in Liberal Studies, a Master of Business Administration, a Master of Science in Taxation, and a Master of Science in Accounting. New programs include a Bachelor of Science in Information Technology and Master of Science in Information Systems. Bryant College is in Smithfield, RI, located 15 minutes from Providence and one hour from Boston.

Letters of interest indicating position applied for, a curriculum vitae, and two references should be sent to:

Human Resources-THO217
Bryant College
1150 Douglas Pike
Smithfield, RI 0291701284

Review of applications will begin January 15th, 2002.

Salary and benefits are AACSB competitive.

Bryant College is an Equal Employment Opportunity/ Affirmative Action Employer, and individuals from underrepresented groups are strongly encouraged to apply.

Dean
Administrative Services

PARADISE VALLEY
COMMUNITY COLLEGE
Phoenix Arizona

Paradise Valley Community College (PVCC) is a two-year community college located in the northern part of the City of Phoenix. PVCC is one of the 10 community colleges in the Maricopa County Community College System.

The college was established in 1985. The college has an annual headcount in excess of 11,000 students with a combination of academic, vocational, and occupational course offerings along with continuing education non-credit course offerings accounting for an additional 5,000 students. The college is in a growth area placing continuous need for expanding the college's services to the community.

PVCC is a learning-centered institution with the main focus on student learning. The college values teamwork, collaboration, diversity, trust and respect, in support of providing the highest quality service possible to our students.

Dean of Administrative Services is responsible to the college President and serves as Chief Operational Officer; plans, organizes and generally directs the areas of Admissions & Records, Fiscal & Business, Maintenance & Operations, College Safety, Human Resources, Financial Aid, Institutional Advancement, Capital Development and Master Planning.

We look forward to your interest in Paradise Valley Community College.

Position closes January 4, 2002. Please note that both a resume and application is required as part of the application process. Please direct application materials and inquiries to:

Maricopa County Community College District
Human Resources
Ms. Dee Dee Tapson
2411 West 14th Street
Tempe, AZ 85281

Phone: (480) 731-8000
Website: www.dist.maricopa.edu/hrweb
MCCD IS AN EEO/AA INSTITUTION

IOWA STATE UNIVERSITY
Where you can become your best.

Dean, College of Business

Iowa State University, one of the nation's leading land-grant institutions, seeks an individual to provide a unique and creative interdisciplinary focus to the college that reflects and complements the science and technology strengths of Iowa State. The dean also will lead the college to a position of national and international academic prominence while fully integrating the university's missions of learning, discovery, and engagement. A full description of the position is located at www.provost.iastate.edu/positions/busdean.

Iowa State is a Carnegie Foundation Doctoral/Research University–Extensive and a member of the Association of American Universities (AAU), with student enrollment over 28,000. It is located in Ames, a community of 50,000, ranked as the second most livable small city in the nation. For more information about Iowa State, visit www.iastate.edu.

The college is accredited by the AACSB and comprises five academic departments, two interdisciplinary programs, and four centers. See www.bus.iastate.edu. The college is the third largest in the university with an enrollment of over 4,000 undergraduate and graduate students in degree programs offered on and off campus. The college will move into its new $25 million Gerdin Business Building in 2003.

Submit nominations to Dr. Walter Gmelch, Search Committee Chair, Office of the Provost, Iowa State University, 1550 Beardshear Hall, Ames, Iowa 50011-2021 or wgmelch@iastate.edu. Applications should be sent electronically to wgmelch@iastate.edu and should include a curriculum vita and letter of interest. Review of applications will begin January 15, 2002, continuing until the position is filled.

Iowa State University is an EO/AA employer.

Dean of the School of Engineering and Applied Science

Princeton University is seeking a Dean for the School of Engineering and Applied Science. The successful candidate must be an eminent engineer or scientist who will lead engineering research and education at Princeton University. The School consists of six departments, all with excellent researchers, graduate programs, and undergraduate concentrators (http://www.princeton.edu:80/~seasweb/). The Dean will be expected to enhance this interdisciplinary and integrative environment through development of campus-wide initiatives in research and teaching. As leader of the School of Engineering and Applied Science, the Dean will be a member of the President's cabinet, will carry financial responsibility for the School, and will advise the President on the hiring and promotion of the School's faculty.

Please send letter of interest, CV, and names and addresses of five references to **SEAS Dean Search, Office of the Provost, 3 Nassau Hall, Princeton University, Princeton, NJ 08544.**

Review of applications is under way and will continue until the position is filled. Princeton University is an Affirmative Action/Equal Opportunity Employer.

Princeton University

Moravian College & Moravian Theological Seminary invite applications and nominations for the position of:

Director of Reeves Library

Moravian College is a selective liberal arts and sciences college in the beautiful Lehigh Valley of Pennsylvania with an enrollment of 1,450 full-time equivalent students and 18 academic departments. Besides awarding undergraduate degrees, the College offers masters degrees in business administration and education. Founded in 1742, Moravian College is the 6th oldest college in the nation. As a member of the Lehigh Valley Association of Independent Colleges (LVAIC), Moravian's Reeves Library engages in a variety of cooperative programs with the libraries of Lehigh and DeSales Universities, and of Cedar Crest, Lafayette and Muhlenberg Colleges.

Moravian Theological Seminary is a graduate-professional school of theology affiliated with the Moravian Church of America. It has an enrollment of 50 fte students. The Seminary awards three degrees: master of divinity, master of arts in pastoral counseling, and master of arts in theological studies.

Reeves Library houses over 245,000 books, bound periodicals, and other materials in addition to 1,350 current periodical subscriptions in support of the curricula of both the College and the Seminary. The collection includes the Groenfeldt Moravian Collection, a special collection of 6,670 items dealing with the Moravian Church.

REQUIREMENTS

- **Overseeing & coordinating library services for the College and Seminary**
- **Collection development in support of the curriculum**
- **Developing and administering the budget**
- **Writing grants to seek outside funding to advance the library**
- **Working with the College and Seminary students and faculty**
- **Planning, implementing, and assessing strategic goals**
- **Representing the library on local, regional, & national profesional committees**
- **Supervising the library staff (5 prof'l librarians, 6 support staff)**
- **Initiating, organizing, managing, & expanding consortial agreements**
- **Representing the institution on the LVAIC Council of Library Directors**

QUALIFICATIONS:

- **ALA accredited Masters degree in Library Science**
- **Second Masters or Doctoral degree is desirable**
- **Min. of 5 yrs administrative/supervisory exp in an academic library**
- **Background in technological innovations in academic libraries & higher ed**
- **Experience with budgeting process**
- **Grant writing experience**
- **Excellent interpersonal, communication, leadership & organizational skills**

Compensation: Salary will be commensurate with qualifications and experiences. The Director position is a twelve (12) month position. Moravian College and Moravian Theological Seminary offer a competitive benefits package.

Applicants should submit a cover letter, curriculum vitae, salary requirements, and three professional references that have granted permission for direct contact to the Chair of the Search Committee. The cover letter should include discussion of their philosophy of liberal education, teaching, and scholarship at institutions with the scope and mission of Moravian College and Moravian Theological Seminary. Applications should be received by January 15, 2002. Review of applications will begin immediately and continue until the position is filled. **Moravian College and Moravian Theological Seminary value diversity and encourage individuals from under-represented populations to apply.**

Application materials should be sent directly to:
Human Resources, Chair – Reeves Library Director Search Committee
Moravian College and Moravian Theological Seminary
1200 Main Street, Bethlehem, PA 18018-6650
email: employment@moravian.edu
Visit : www.moravian.edu for more about the College and Seminary.

ROCKHURST
A Jesuit University
Kansas City, Missouri

DEAN, HELZBERG SCHOOL OF MANAGEMENT

POSITION: Rockhurst University in Kansas City, Missouri, invites applications for the position of Dean, Helzberg School of Management. The Dean serves as the chief academic and administrative officer of the School and reports to the Vice President for Academic Affairs.

REQUIREMENTS: A commitment to developing Rockhurst's Catholic, Jesuit mission in an ecumenical and inter-faith environment, an earned doctorate or other terminal degree, an ability to contribute to the advancement of a diverse academic and civic community, and an educational vision that embraces innovative programs and delivery systems.

PREFERRED: Familiarity with or knowledge of the Catholic and Jesuit tradition of education, experience in AACSB accreditation, a background in curriculum development, and an exemplary record of teaching, scholarship and service to the community.

The first university in the region to offer an executive MBA, Rockhurst also offers the largest part-time MBA program in the area, collaborates in the development of a center for entrepreneurship, and has initiated a DO/MBA dual degree program in health care leadership with the University of Health Sciences. Rockhurst is in the midst of a two-year renovation of Helzberg School of Management facilities.

Rockhurst is one of 28 Jesuit colleges and universities in the United States. As a reflection of its Catholic and Jesuit mission, the university seeks to develop the very best in the minds and hearts of men and women who will be leaders in service to others. The University is located in the cultural and artistic center of an ethnically diverse metropolitan area and consists of three academic divisions: Arts and Sciences, Management, and Professional Studies. Further information regarding the University may be found at its web site at www.rockhurst.edu. *Rockhurst is an Equal Opportunity Employer that values diversity.*

Please send cover letter, curriculum vitae, and list of references to:

(Rev.) John J. Callahan, S.J., Chair
Dean, Helzberg School of Management Search Committee
Rockhurst University
1100 Rockhurst Road
Kansas City, MO 64110-2561

VICE PRESIDENT FOR STUDENT AFFAIRS

The University of Southern Indiana is accepting applications for the position of vice president for Student Affairs. The vice president provides leadership in the administration of a comprehensive range of student programs and activities. As a member of the University's executive administrative team, the vice president will work closely with the president, vice presidents, deans, board of trustees, and other administrative leaders to develop and implement policies associated with student affairs departments and to advance the mission of the University. The vice president will ensure the integrity of student programs and services, and the adherence of the programs and services to University policy and federal, state, and local laws and regulations. Additionally, the vice president will be committed to advancing the cultural diversity of the student body while being sensitive to issues and needs of special groups. A Doctorate or appropriate terminal degree with a minimum of five years' successful administrative experience in student affairs, preferably at a senior level in at least a baccalaureate-granting institution. Proven record in marketing programs to assure recruitment, access, and success required.

Established in 1965, the University of Southern Indiana is the fastest growing public institution in the state of Indiana, with 9,000 students, five academic schools and over 58 undergraduate and nine post-baccalaureate degree programs. As an institution with teaching, applied research, and service central to its mission, the University works in partnership with business, industry, and educational institutions to expand programs to meet the needs of the region.

To learn more about this exciting opportunity, visit our web site at www.usi.edu/hr/employ/admin.asp. To apply, send a letter of application, resume, and the names, addresses, and phone numbers of three professional references to:

Dr. Robert Reid, Search Committee Chair
University of Southern Indiana
8600 University Boulevard
Evansville, IN 47712

USI is an Affirmative Action/Equal Opportunity Employer

Florida State
UNIVERSITY

COLLEGE OF EDUCATION

The Florida State University is a comprehensive, graduate-research university with a liberal arts base located in Florida's capitol city of Tallahassee. The College of Education has a long and honored history as the second founded College in the University.

The College seeks accomplished, motivated, enthusiastic, and energetic candidates for the following position.

ASSISTANT PROFESSOR
Multilingual/Multicultural Education
(Tenure-earning)

The department of Curriculum and Instruction is seeking candidates with a strong background in second language acquisition and classroom experience. Responsibilities include supervising graduate students, teaching undergraduate and graduate courses, serving on committees and advising graduate students. Qualifications include: a Doctorate in English as a Second Language, Foreign Language Education, Applied Linguistics or Bilingual Education. Candidates should have K-12 experience, the ability to interact with state and local education officials, an established research agenda within the field of TESL and/or Bilingual Education, grant writing experience and expertise in methods and curriculum development is preferred.

Please send application package to: Dr. Eleni Pappamihiel, Search Committee Chair, Multilingual/Multicultural Education Program, Curriculum and Instruction Department, College of Education, Florida State University, 209 Carothers Hall, Tallahassee FL 32306-4490. For further information contact Dr. Pappamihiel at 850-644-2129, fax 850-644-1880, or by email pappamih@coe.fsu.edu. Applications for this position will close on December 14, 2001.

ASSISTANT PROFESSOR
Elementary Education
(Tenure -earning)

The department of Educational Theory and Practice seeks a faculty member for an Elementary Education program that grants Bachelor's, Master's, Educational Specialist and Doctoral degrees. The position requires pursuing an active research agenda, teaching undergraduate and graduate course in elementary education in a field-based program; advising graduate and undergraduate students; and involvement and service to the educational community. Qualifications include: an earned doctorate in any of the following areas or a related field: Elementary Education, Curriculum and Instruction, Child Development, Child Psychology. Candidate must have a record of scholarly research and/or evidence of continuous scholarly growth; Three years of public schools teaching experience or the equivalent; Experience with elementary age children; and The ability to teach methods courses in one or more of the following: mathematics, science, social studies, literacy, assessment, technology, or second language acquisition; willingness to work cooperatively in collegial endeavors.

Please send application package to Dr. Vivian Fueyo, Chair, Elementary Education Search Committee, Department of Educational Theory and Practice, College of Education, Florida State University, 115 Stone Building, Tallahassee, FL 32306-4457. For further information contact Dr. Fueyo at 850-644-5458, fax 850-644-7736, or by email vfueyo@mailer.fsu.edu. Applications for this position will close on December 31, 2001.

ASSISTANT PROFESSOR
Elementary Education/English for Speakers of Other Languages/Beginning Reading
(Tenure-earning)

The Department of Educational Theory and Practice seeks a faculty member with an active research agenda in beginning reading/teaching English to Speakers of Other Languages, for an Elementary Education program.. The position requires course development of new state-mandated courses in beginning reading; teaching undergraduate and graduate courses in elementary education in a field-based program; advising graduate students; directing students in graduate research projects; providing service to the school community, and pursuing an active research program. Qualifications include: An earned doctorate in any of the following areas or a related field: Elementary Education, Curriculum and Instruction, Child Development, Child Psychology. A significant record of scholarly research and academic experience related to the teaching of beginning reading to all students, particularly linguistically diverse learners is required. Public school or related teaching experience is required.

Please send application package to Dr. Vivian Fueyo, Chair, Elementary Education Search Committee, Department of Educational Theory and Practice, 115 Stone Building, College of Education, Florida State University, Tallahassee, FL 32306-4457. For further information contact Dr. Fueyo at (850) 644-5458, fax (850) 644-7736, or by email at vfueyo@mailer.fsu.edu. Applications for this position will close on December 31, 2001.

ASSISTANT PROFESSOR
Instructional Systems
(Tenure-earning)

The Department of Educational Research at Florida State University seeks a faculty member who is able to teach graduate courses, conduct a program of research, and engage in service to the university and profession. A strong systems focus is required. The expertise of the individual can be in any of the areas offered by the Instructional Systems Program, including instructional design, performance technology, K-12 applications, change process, distance education, or interactive technologies. The candidate will typically teach graduate courses in his/her area of specialty and other core courses in the department. Qualifications include: An earned doctorate in Instructional Systems, Educational Technology or closely related field such as Educational Psychology. Evidence of preparation to teach educational technology courses at both the undergraduate and graduate levels; and ability to work in a collaborative environment is required. College teaching experience is highly desired. Summer teaching responsibilities may be possible dependent upon programmatic need and University resources.

Please send application package to Dr. Amy Baylor, Chair, Instructional Systems Search Committee, Department of Educational Research, 305 Stone Building, College of Education, Florida State University, Tallahassee, FL 32306-4453. For further information, contact Dr. Baylor at (850) 644-5203, fax (850) 644-8776, or email at baylor@coe.fsu.edu. Applications for this position will close on December 31, 2001.

ASSOCIATE PROFESSOR/FULL PROFESSOR
Instructional Design
(Tenure-earning)

The Department of Educational Research at Florida State University seeks a faculty member to teach graduate courses in Instructional Design/Performance Technology, conduct a program of research, and engage in service to the university and profession. Qualifications include: An earned doctorate. A strong background in instructional design/performance technology (ID/PT) is required. Experience in applying ID/PT in business and industry is highly desired. Candidates should have a strong record of scholarly achievement. Evidence of ability to secure external funding is highly desired.

Please send application package to Dr. Robert Reiser, Chair, Instructional Design Search Committee, Department of Educational Research, 305 Stone Building, College of Education, Florida State University, Tallahassee, Fl 32306-4453. For further information, contact Dr. Reiser at (850) 644-4592, fax (850) 644-8776, or email at rreiser@mailer.fsu.edu. Applications for this position will close on December 31, 2001.

ASSISTANT PROFESSOR
Program Evaluation
(Tenure-earning)

The Department of Educational Research seeks a faculty member who has experience in qualitative methods of research and program evaluation. Responsibilities include teaching graduate courses in program evaluation and qualitative methods, conducting a program of research, and engaging in service to the university and profession. There is a strong evaluation network in the southeast region, in Tallahassee, and at Florida State University, and the successful candidate will be expected to become active in this network. Qualifications include: An earned doctorate degree in Evaluation, Educational Psychology, or related field. Candidates should demonstrate potential for scholarly achievement and the ability to secure external funding for research projects.

Please send application package to Dr. John Keller, Chair, Program Evaluation Search Committee, Department of Educational Research, 307 Stone Building, College of Education, Florida State University, Tallahassee, Fl 32306-4453. For further information, contact Dr. Keller at (850) 644-8790, fax (850) 644-8776, or jkeller@mailer.fsu.edu. Applications for this position will close on December 31, 2001.

ASSISTANT PROFESSOR
Educational Psychology
(Tenure-earning)

The Department of Educational Research seeks a faculty member who will teach undergraduate and graduate courses in educational psychology related to learning and instruction, conducting a program of empirical research, and engaging in service to the university and profession. Qualifications include: an earned doctorate in educational psychology or closely related field is required. Candidates with interests and expertise in learning and instruction, the social bases of learning, social cognition, or cognitive development are preferred. The candidate should demonstrate scholarly achievement and potential for securing external funding for research projects.

Please send application package to Dr. Robert Morgan, Chair, Open and Distance Learning Search Committee, Learning Systems Institute, 4600 UCC, Florida State University, Tallahassee, FL 32306-2540. For further information, contact Dr. Morgan at (850) 644-2570, fax (850) 644-3783, or email at rmorgan@lsi.fsu.edu. Applications for this position will close on December 31, 2001.

ASSOCIATE PROFESSOR/FULL PROFESSOR
Economics of Education
(Tenure-earning)

The Department of Educational Leadership and Policy Studies seeks a faculty member with a background in economics of education and development, with specialties in development economics, labor economics, economics of education and policy studies. The candidate must have a strong comparative/international focus to include domestic issues. Professional and academic interests would be in the areas of development issues in education and the economy, cost analysis, educational planning and policy, and political economic perspectives emerging in the field. Teaching responsibilities include working with graduate level International/Intercultural Development Education students, Social Sciences and Education students, Educational Administration, Higher Education and Educational Policy majors. Qualifications include: an earned doctorate in education or economics with international experience in cost evaluation of educational projects and economic policy research and evaluation. Demonstrated experience, and/or potential for, obtaining funding for research, and direct experience with international education and social policy agencies are desired.

Please send application package to Dr. George Papagiannis, Chair, Economics of Education Search Committee, Department of Educational Leadership and Policy Studies, 306 Stone Building, College of Education, Tallahassee, FL 32306-4451. For further information, contact Dr. Papagiannis at (850) 644-8167. fax (850) 644-6401, or by email at papagian@coe.fsu.edu. Applications for this position will close on January 8, 2002.

ASSISTANT PROFESSOR
Educational Policy
(Tenure-earning)

The Department of Educational Leadership and Policy Studies seeks a faculty member to teach graduate and undergraduate level course in Educational Policy, coordinate the Graduate Certificate in Educational Policy, advise and mentor master's and doctoral students, conduct research and engage in scholarly activities, and provide service to the education community. Qualifications include: Earned doctorate in education, public policy, or the social sciences, and evidence of, or strong potential for, significant research and publications concerned with enduring social and political problems. Specific research interests might include K-12 policy focusing on school reform, higher education policy, institutional research, etc. Demonstrated experience, and/or potential for, obtaining funding for research, and direct experience with educational policy or social agencies are desired.

Please send application package to Dr. Sande Milton, Chair, Educational Policy Search Committee, Department of Educational Leadership and Policy Studies, 306 Stone Building, College of Education, Florida State University, Tallahassee, FL 32306-4451. For further information, contact Dr. Milton at (850) 644-8168, fax (850) 644-6401, or by email at milton@coe.fsu.edu. Applications for this position will close on January 8, 2002.

ASSISTANT PROFESSOR
Philosophy of Education
(Tenure-earning)

The Department of Educational Leadership and Policy Studies seeks a faculty member with a well-defined research area in educational studies. The position entails teaching graduate level philosophy of education courses to students college-wide, directing graduate majors, and advising graduate students in the college and university on philosophical aspects of their research. The person will be expected to teach sections of undergraduate courses in social functions of education and have K-12 experience helpful to students interested in pursuing careers in education. The successful candidate will have expertise in philosophy and policy and practice issues such as feminist perspectives, relations of theory to practice, social philosophy, teaching, curriculum and learning and/or cultural studies.

Qualifications include: an earned doctorate in Philosophy of Education or Philosophy with scholarship in educational studies. The person hired will be expected to further the development, visibility, and national reputation of the university by virtue of his/her own research and publication.

Please send application package to Dr. Emanuel Shargel, Chair, Philosophy of Education Search Committee, Department of Educational Leadership and Policy Studies, 306 Stone Building, College of Education, Florida State University, Tallahassee, FL 32306-4451. For further information, contact Dr. Shargel at (850) 644-8173, fax (850) 644-6401, or by email at shargel@coe.fsu.edu. Applications for this position will close on January 8, 2002.

ASSOCIATE PROFESSOR/ASSISTANT PROFESSOR
Higher Education
(Tenure-earning)

The Department of Educational Leadership and Policy Studies seeks a faculty member to assist in the preparation of individuals for positions of leadership in colleges and universities and related agencies whose activities impact higher education. We intend to appoint a faculty colleague who will continue the program's leadership in the area of student affairs, build a sponsored research emphasis in student related research in higher education, help enhance the enrollment and quality of graduate students, and work closely with the student affairs staff at Florida State in an on-going program of internships and graduate assistantships. The assignment will require teaching, research, and service in a program that grants the Masters of Science, Education Specialist, Doctor of Education and Doctor of Philosophy degrees. Qualifications include: An earned doctorate in higher education or student affairs. The candidate must provide evidence of exceptional promise as an academic in an ambitious research university, be active in the profession, and have the experience and maturity to work closely with advanced graduate students from varying backgrounds.

Please send application package to Dr. Beverly Bower, Chair, Higher Education Search Committee, Department of Educational Leadership and Policy Studies, 113 STB, College of Education, Florida State University, Tallahassee, FL 32306-4452. For further information contact Dr. Bower at (850) 644-7084, fax (850) 644-1258, or by email at bower@coe.fsu.edu. Applications for this position will close on January 8, 2002.

ASSOCIATE PROFESSOR/FULL PROFESSOR
Educational Administration
(Tenure-earning)

The Department of Educational Leadership and Policy Studies seeks a faculty member to assist in a program that prepares individuals to assume leadership roles in schools, school districts, Departments of Education and related policy-making agencies. The position will require teaching, research and service in a program that grants Master's, Specialist, Doctor of Education, and Doctor of Philosophy degrees. The program seeks a person with knowledge of instructional leadership and curriculum design and expertise in one or more of the following areas: information management and distance learning technology; charter and alternative schools, teacher recruitment, retention and professional development and collaborative arrangements advancing public education. Qualifications include: An earned doctorate with an emphasis in educational administration, evidence of a coherent body of scholarship congruent with the mission of a major research university, and leadership experience in public school settings.

Please send application package to Dr. Hollie Thomas, Chair, Educational Leadership/Administration Search Committee, Department of Educational Leadership and Policy Studies, 113 STB, College of Education, Florida State University, Tallahassee, FL 32306-4452. For further information contact Dr. Thomas at (850) 644-7078, fax (850) 644-1258, or by email at thomas@coe.fsu.edu. Applications for this position will close on January 8, 2002.

Application package should include letter of application documenting interest and qualifications; current vita; and list of names, addresses and telephone numbers of five references who may be contacted (three letters of reference will be required prior to interview), and writing samples. Position will begin no later than August, 2002. The Florida State University is an equal opportunity, affirmative action employer and women, minorities and individuals with disabilities are strongly encouraged to apply.

WICHITA STATE UNIVERSITY

Dean

College of Fine Arts

The college seeks a person who can provide leadership to the College of Fine Arts as well as serve as an effective member of the university's overall leadership. The successful candidate will possess:

- ○ Terminal degree from a regionally accredited university.
- ○ Record of accomplishment meriting tenured appointment as full professor in one of the College's academic units.
- ○ Administrative experience and achievement at the level of department head, research or center director, associate/assistant dean, dean or above (or equivalent) at a higher education institution.
- ○ Demonstrated ability to secure internal and external financial support for education, outreach, research and creative work.
- ○ A record of commitment to shared vision and governance and team-building.
- ○ Relevant background and successful experience in developing partnerships and working with external constituents, especially community/state fine arts groups, policy-makers and arts educators.
- ○ Demonstrated understanding and record of support for the diverse goals and needs of disciplines within a College of Fine Arts.
- ○ Strong interpersonal and communication skills and personal integrity.
- ○ A record of commitment and successful experience working with diverse groups.

Additional information about the position can be found on the web at
http://webs.wichita.edu/academicaffairs/positionannouncements.html
and about the College of Fine Arts at
http://www.finearts.wichita.edu .

With 70 full-time faculty, the College of Fine Arts serves approximately 1,200 students in undergraduate and graduate degree programs in the visual and performing arts through the Schools of Art and Design, Music, and Performing Arts (theatre and dance). Study and creative performance are also available through specialized and interdisciplinary programs in Opera and Musical Theatre. The College of Fine Arts is a major resource in support of the cultural and artistic vitality of the campus and of Wichita and its environs and prepares significant numbers of fine arts educators.

The 15,000 students of Wichita State University are enriched on an attractive campus of approximately 300 acres by a distinguished art collection, active year-round theatre and dance programs, and a full schedule of concerts, recitals and opera supported by a special Performance Facilities unit. Wichita is the cultural center of Kansas, offering a rich array of options in music, theatre, opera, musical theatre, museums, art galleries, dance and professional artists' studios.

The Search Committee will begin screening applications on December 17, 2001. Applications will be accepted until the position is filled. Nominations and applications (to include a letter of interest; a vita; and the names, e-mail addresses and phone numbers of five references) are to be sent to:

Dr. Jon Engelhardt, Chair
College of Fine Arts Dean Search Committee
Campus Box 131, Wichita State University
Wichita, Kansas 67206-0131
316-978-3301

Women and minorities are encouraged to apply.

Wichita State University is an equal employment opportunity employer.

Bowling Green State University

Dean

College of Education and Human Development

Bowling Green State University is a university that changes lives and its graduates change the lives of others. Unique in its contributions to the institution and to educational reform and innovation efforts, BGSU's College of Education and Human Development is central to the University's mission and differentiated by its interdisciplinary mix of professional programs with a common emphasis on improving society and the human condition. With one of the largest and most well-respected teacher education programs in the country, nationally ranked graduate programs, an outstanding record of funded research, and a talented and committed faculty and staff, the College of Education and Human Development is positioned to move to an even greater level of excellence. The College of Education and Human Development is seeking an energetic and visionary Dean, with a track record of innovation, who will marshal the full talents of the College faculty, staff, students, and the university community in making a difference in developing lifelong learners and leaders for Ohio and the nation.

The College's 120 full-time faculty offer programs that serve 4500 undergraduates and 670 graduate students in four Schools (Education and Intervention Services; Family and Consumer Sciences; Human Movement, Sport, and Leisure Studies; Leadership and Policy Studies). With 38 undergraduate majors and 18 graduate programs, the College enjoys a prominent reputation for preparing students for a full range of professional careers. (For more information, visit our Web site at: www.bgsu.edu.)

Reporting to the Provost and Vice President for Academic Affairs, the new Dean will lead the College of Education and Human Development with a bold and broad vision that fosters excellence. S/he will: inspire and empower the faculty to take innovative approaches to scholarship, teaching, and learning in a climate of creative risk-taking; enthusiastically support the full range of undergraduate and graduate programs offered by the College; be an articulate spokesperson and effective advocate for the College both within the University and externally, garnering additional resources, creating new partnerships, and forging greater interdisciplinary and intercollegiate links; be committed to faculty and student diversity; and foster, facilitate and exemplify a commitment to teaching, research, outreach, and resource development.

The successful candidate will have distinguished credentials in teaching, scholarly research/creative activity, and service meriting appointment with tenure at the rank of full professor. S/he should also have senior leadership experience at a comparable institution, and a successful track record in identifying and securing external resources.

Bowling Green State University is situated on a beautiful and well maintained 1300-acre campus located 23 miles from Toledo and is within easy driving distance of Ann Arbor, Detroit, and Cleveland.

Nominations and applications (letter of interest, c.v. and names of five professional references) should be submitted to: **Elizabeth Cole, Search Committee Chair, c/o Susan Green, Office of the Provost and Vice President for Academic Affairs, Bowling Green State University, Bowling Green, OH 43403.** BGSU is assisted in this search by Sage Search Partners, 22 Oakland Road, Brookline, Massachusetts 02445. For more information, please contact Paula Fazli pfazli@sagesearch.com) or Patricia Herzog (pherzog@sagesearch.com).

BGSU is an affirmative action/equal opportunity employer and encourages applications from women, minorities, veterans, and persons with disabilities.

MICHIGAN STATE UNIVERSITY

Michigan State University is launching a new priority initiative in mathematics education. The University is committed to strategically increasing our capacity to provide national leadership in mathematics education scholarship in the coming decades.

We seek candidates with primary research interests in mathematics education to fill as many as 5 tenure-track positions, in the College of Natural Science and the College of Education. Positions and joint appointments are available in the Department of Mathematics; the Department of Teacher Education; the Department of Counseling, Educational Psychology, and Special Education; and the Lyman Briggs School (an undergraduate, residential liberal arts and sciences program within the College of Natural Science.)

The faculty with interests in mathematics education at MSU spans several academic units and works collaboratively to address the cross-university needs. Joint appointments and other cross-departmental and cross-college arrangements are possible and encouraged.

All candidates are expected to have an earned doctorate in mathematics education, mathematics, or a related field, a record of exceptional scholarly accomplishment or promise through published material, and evidence of a capacity to contribute to the intellectual, research, and instructional life of MSU. Senior candidates must demonstrate evidence of success in obtaining and leading funded research projects, strong collaborative work, and a pattern of national leadership in mathematics education.

Candidates with interest in a primary appointment in Mathematics are expected to have at least a masters degree in mathematics or equivalent. Duties will include some or all of the following in mathematics; carrying out a program of research in mathematics education and/or mathematics; teaching undergraduate courses; supervising under-graduate teaching assistants; teaching preservice education courses; teaching graduate courses in mathematics education; seeking research funding; participating in departmental or school committee work; and advising masters and doctoral students. Senior candidates will be expected to provide leadership in MSUs research programs, establish interdisciplinary collaborations and school-university partnerships, and provide mentoring for junior faculty.

An application package consists of: cover letter, curriculum vita; two examples of representative scholarly writing; personal teaching philosophy statement; and four letters of reference (three to address research, and one to address teaching.) The candidate should arrange for the submission of letters.

A candidate should indicate any initial preference, if known, for a position based in Mathematics; Teacher Education; Counseling, Educational Psychology, and Special Education; the Lyman Briggs School, or across departments, in the cover letter. Review of applications will begin November 21, 2001. For more information, please consult our website, Mathed at MSU **http://www.dsme.msu.edu/mathed/positions.html.** Women and minorities are strongly encouraged to apply.

Submit applications materials to:

Dr. Joan Ferrini-Mundy, Chair, Mathematics
Education Screening Committee
MSU, 211 N. Kedzie
East Lansing MI 48824-1031

Electronic submission of application materials is encouraged. Submit electronically to both of the following addresses:

jferrini@msu.edu
cc: Jean Beland, Screening Committee Assistant
(mathedsh@msu.edu)

Claremont

GRADUATE UNIVERSITY

Dean, School of Educational Studies and Professor of Education

The School of Educational Studies at Claremont Graduate University (CGU) seeks a Dean and active faculty colleague committed to our collective mission - as faculty, staff, and graduate students working together. We desire to be and to educate educational leaders, broadly and critically informed, who will work inside communities and institutions to develop and implement visions of justice, intellectual rigor, and compassion. Accompanying this commitment, the faculty of the School of Educational Studies value interdisciplinarity and intellectual, cultural, philosophic, spiritual, class, gender/sexual, and linguistic diversity. The School has 15 full-time faculty and about 585 graduate students (285 FTE total), and offers a highly individualized Ph.D. (110 FTE), a cohort-based Teacher Education Internship and MA program (175 FTE), a regular MA program as well as a joint doctorate with San Diego State University.

We are searching for a person who can provide dynamic leadership, a clear vision, and the ability and willingness to take this program to a greater level of excellence. The Dean has primary responsibility for administering the School's daily affairs, fund and program development, and must demonstrate a level of scholarly achievement to warrant appointment with tenure at the rank of professor. Because of our size and philosophy, deans at CGU are full members of the faculty, normally teaching one course per semester, advising Ph.D. students, supervising dissertations, and fulfilling other service obligations.

For a full description of this position and other positions, please see the CGU web page at http://www.cgu.edu/fac/emp. Please send inquiries, applications, and nominations to: **Associate Provost Philip H. Dreyer, 150 E. Tenth Street, Claremont Graduate University, Claremont, CA 91711.** For further inquiries, please call (909) 607-1239, or email to philip.dreyer@cgu.edu

Other Opportunities at Claremont Graduate University

Three faculty positions available in the School of Behavioral and Organizational Sciences at Claremont Graduate University:

Two positions are full time, tenure track with open rank. The successful candidates will be expected to teach graduate students and supervise research in the Ph.D. programs in Organizational Behavior and Applied Developmental Psychology, respectively. The third position is a three-year non-tenure appointment specializing in Program Evaluation.

Candidates for all three positions should have completed their Ph.D., demonstrate a strong record of research publications, and possess outstanding teaching skills. You can find further information on these positions by going to the SBOS web page located at http://www.cgu.edu/SBOS. Claremont Graduate University is dedicated exclusively to graduate education, with about 85 full-time faculty members and about 2000 students (FTE about 1200). As a member of the distinctive Claremont Colleges Consortium, CGU provides its students with the best of two worlds often considered mutually exclusive: intimate education, with the facilities and breadth of a much larger institution. Salary and benefits are competitive and dependent on qualifications and experience. The review of candidates will begin in **January 2002** and continue until the position is filled.

Claremont Graduate University is deeply committed to increasing the diversity of its faculty and is eagerly seeking candidates from traditionally under-represented groups.

Nominations and Applications Invited for the Position of

VICE PRESIDENT FOR ACADEMIC AFFAIRS

Founded in 1926, Long Island University has grown to be one of the largest and most comprehensive private, multi-campus institutions of higher learning in the U.S. With a total enrollment of almost 30,000 students and a complement of nearly 700 full-time faculty, the University conducts its programs on six campuses and a number of sites throughout the New York metropolitan area. Its Friends World Program girds the globe, and experienced-enriched education, including co-op, is a national model. The University's commitment to access to higher education has always been central to its mission.

The Academic Vice President, the second officer of Long Island University, is responsible for all aspects of the intellectual and academic life of the University, including oversight of all teaching and research programs; the University library system; registration of programs with the Board of Regents; accreditation and re-accreditation of programs; class and section size management, relations with the faculty through campus senates and councils and collective bargaining.

The Vice President for Academic Affairs is responsible for oversight of promotion and tenure processes, and assurance of an outstanding faculty committed to teaching, scholarship, and service. The Vice President for Academic Affairs has direct supervision of Academic Deans.

Candidates must have an earned doctorate, a distinguished academic record in research and teaching, a commitment to the liberal arts and professional and graduate programs, significant experience in academic administration, success in development of academic programs, expertise in personnel and fiscal management, superior communication, diplomacy, and consensus building skills, and a sense of humor.

Please send by mail, fax, or e-mail your nomination and/or letters of application accompanied by current curriculum vitae, and names, addresses, and phone numbers of five references to:

Search Committee, c/o Ellen McHugh
LONG ISLAND UNIVERSITY
University Center, 700 Northern Boulevard
Brookville, New York 11548

LONG ISLAND UNIVERSITY

fax: (516) 299-2072

e-mail: ellen.mchugh@liu.edu

www.liu.edu

Long Island University is an Affirmative Action/Equal Opportunity Employer. Minority applications and nominations are encouraged.

WESTERN CONNECTICUT STATE UNIVERSITY

Ancell School of Business - Finance Department

Tenure Track - Fall 2002 Faculty

WCSU is seeking a tenure track candidate for an Assistant or Associate Professor in finance beginning in August 2002. The finance program at WCSU emphasizes financial markets and works closely with firms in the surrounding community. Teaching assignments may include under-graduate and graduate finance courses. WCSU is a technology-oriented university providing its faculty with the latest technology for academic use and research. The university considers research and teaching ability to be the cornerstones of our programs.

Qualifications: Applicants must have a Ph.D. in finance or equivalent or expect to earn a Ph.D. in the near future.

Application Process: Interested applicants should send a letter of interest, current vitae, graduate transcripts and, three current letters of reference to: Dr. Bruce Collins, Ancell School of Business, WCSU, 181 White Street, Danbury, CT 06810. Email: Collinsb@wcsu.edu Applications must be received by 1/11/02.

WCSU is an AA/EO Educator/Employer.

DAKOTA STATE
dsu
UNIVERSITY

Science Education Faculty Position

Dakota State University is accepting applications and nominations for a full-time, tenure-track faculty position in Science Education to begin Fall of 2002. Applicants must have an earned doctorate in education and expertise in science education and instructional technology, K-12 teaching experience, and success in scholarly activity and research. Responsibilities will include teaching, supervising field experiences, student advisement, curriculum and program development, committee work, service to the university and community, and scholarly activity.

Dakota State University offers both faculty and students access to a uniquely sophisticated computer environment, providing an unparalleled opportunity to advance innovative practices in teacher education, particularly in integrating computer technology into instruction. Dakota State University is located in Madison, South Dakota, approximately 50 miles northwest of Sioux Falls in the southern lakes region of the state. The Madison area offers a healthy community, excellent schools and abundant recreational activities. Information regarding Dakota State University and the College of Education programs may be found at http://www.dsu.edu and http://www.departments.dsu.edu/educate/ respectively.

The College of Education is developing a faculty reflecting cultural diversity and is strongly committed to the recruitment, hiring, and retention of minorities. We urge individuals from underrepresented groups to apply. The position will be filled not later than August, 2002. The position is open until filled, but to be assured of full consideration, all materials must be received by January 15, 2002. Rank and salary commensurate with qualifications and experience.

Submit a letter of application, resume, and the name, address, and phone numbers of three references to **Chair, Science Education Search, College of Education, Dakota State University; Madison, SD 57042-1799; phone: 605-256-5177; TDD 1-800-877-1113; Fax: 605-256-7300; or Trish.Killion@dsu.edu.**

Applicants with disabilities are invited to identify any necessary accommodations required in the application process.

EOE

Buffalo State
State University of New York

Mathematics
Assistant Professor (Two Positions)

Buffalo State will receive applications for anticipated openings for **two** tenure-track assistant professors, Mathematics Department, to begin spring or fall 2002. Competitive salaries based on qualifications.

Responsibilities: Effectively teach a variety of undergraduate and graduate courses in mathematics education and mathematics; grow professionally through scholarly activities; participate in departmental/college program development and committee work; supervise student teachers; supervise master's projects; advise students. Typical course load consists of nine hours/semester. Must have a genuine interest in teaching undergraduates.

Required Qualifications: Ph.D. or Ed.D. specializing in mathematics education or curriculum and instruction with strong background in mathematics; ability to teach undergraduate and graduate mathematics education courses; ability to teach undergraduate mathematics courses; ability to supervise student teachers; evidence of effective teaching ability; potential for scholarship; knowledge of current issues in mathematics education.

Preferred Qualifications: Experience teaching school mathematics; experience with using computer/calculator in the classroom; knowledge of current issues in mathematics education.

To Apply

Review of applications will begin immediately and continue until the positions are filled. Send letter of application, vita, transcripts, and 3 letters of recommendation to: Dr. Robin Sue Sanders, Mathematics Dept. Chair, Buffalo State College, Bishop Hall 317, 1300 Elmwood Ave., Buffalo, NY 14222-1095. For more information about the college, visit www.buffalostate.edu.

Buffalo State is the largest four-year comprehensive college in the State University of New York (SUNY) system. The campus is located in the museum district of Buffalo, the second largest city in New York State. The area offers a variety of cultural and recreational activities.

Buffalo State is an affirmative action/equal opportunity employer and encourages applications from women, racial/ethnic minorities, persons with disabilities, and Vietnam-era veterans.

Bowling Green State University

Dean

College of Musical Arts

Bowling Green State University is seeking applications for the position of Dean of its nationally recognized College of Musical Arts. The Dean is the primary administrator in charge of academic, artistic, and fiscal matters of the College and reports to the Provost and Vice President for Academic Affairs. The new Dean will provide outstanding leadership in maintaining and enhancing the reputation of the College and its activities in performance, music education, composition, theory, music history, ethnomusicology, and jazz studies.

The Dean's responsibilities will include making personnel decisions at the College level, promoting creative and scholarly activity by the faculty, fostering development activities and community relations, and administering and developing academic programs at the undergraduate and graduate levels. The Dean will motivate and work collaboratively with faculty, staff, students, and administrators.

The applicant must possess credentials that warrant tenure at the full professor level in a department within the College including an earned doctorate or equivalent, an established national reputation in at least one field of music specialization, and successful experience in music administration in a university setting.

The College of Musical Arts engages over 550 students and 56 full-time faculty and offers a full range of baccalaureate and master's degree programs. The College is committed to recruiting a diverse and talented student body; recruiting and retaining accomplished performers, composers, scholars, teachers, and administrators; and constructing a professional curriculum that engages students and teachers. The College is accredited through the National Association of Schools of Music. For more information, please visit the College Web site at: www.bgsu.edu/colleges/music.

Bowling Green State University is situated on a 1300-acre campus 23 miles from Toledo and is within easy driving distance of Ann Arbor, Detroit, and Cleveland. It is a residential university offering more than 165 undergraduate degree programs, 15 master's degrees in over 60 fields, two specialist degree programs, and 16 Ph.D. programs. Enrollment in six undergraduate colleges, a graduate college, and a two-year campus located in Huron, Ohio is 20,276.

Applicants should send a letter of application, current resume, and the names, addresses, telephone numbers, and e-mail addresses of five references. Applications should be postmarked by **January 10, 2002 to Ernest Savage, Search Committee Chair, c/o Susan Green, Office of the Provost and Vice President for Academic Affairs, Bowling Green State University, Bowling Green, OH 43403.**

BGSU is an affirmative action/equal opportunity employer and encourages applications from women, minorities, veterans, and persons with disabilities.

FLORIDA GULF COAST UNIVERSITY

All information on vacancies & how to apply, visit

www.fgcu.edu

or call the 24-hr jobline @

941-590-1111.

FGCU is an EO/EA/AAI

The George Washington University

WASHINGTON DC

Research Methods Faculty

Education and social/behavioral sciences. Four positions: quantitative, qualitative, and mixed methods.

See

www.gwu.edu/~gsehd/faculty/jobs.html

The George Washington University is an Equal Opportunity/Affirmative Action Employer

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SAINT·XAVIER·UNIVERSITY

Saint Xavier University seeks candidates for library director and faculty positions in the School of Education, Graham School of Management, and in English, Art and Biology in the School of Arts and Sciences. We are a private coeducational institution serving 4,800 students through four schools in residential southwest Chicago. Founded by the Sisters of Mercy in 1846, we are accredited by the North Central Association of Colleges and Schools.

Director of Byrne Memorial Library: This automated library is a member of regional, state and national library networks, and provides both traditional and electronic resources and services. The director is responsible for all aspects of library operation including budgeting, strategic planning, policy development, personnel management, bibliographic instruction and reference and research services. Requires ALA-accredited MLS, with a second advanced degree; four years progressive administrative experience in an academic library, and an extensive background in electronic library technology. *Respond to Dr. Christopher Chalokwu, Vice President of Academic Affairs.*

The School of Education has three non-tenure track faculty positions, each requiring an earned doctorate and classroom experience. Full-time position to teach undergraduate and graduate courses in reading, and possibly additional courses in the School of Education. Supervise field placements, actively collaborate with K-12 schools, advise undergraduate and graduate students, and guide graduate research projects. Must have an educational background specializing in reading; teaching experience in K-12; strength in literacy diagnosis, assessment, and clinical work; and knowledge of secondary and adult literacy issues. One full-time and one half-time position are available in the Field-Based Master's Program to teach graduate courses to classroom teachers utilizing a field-based model. Guide students in research projects, visit sites, and participate in program and university committees. Must be willing to work collaboratively with schools and the community at large, and have an interest in and record of scholarly activity. *Respond to Dr. Beverly Gulley, Dean.*

The Graham School of Management seeks an assistant or associate professor to teach undergraduate and graduate business courses. Must have Ph.D. and teaching experience. *Respond to Dr. John Eber, Dean.*

The English Department seeks an assistant professor to teach 20th Century British literature, freshman composition and introductory literature. Ph.D. in English with a background in post-colonial theory and non-western literature required, college-level teaching experience preferred. *Respond to Maire Mullins, Chair.*

The Art Department seeks a sabbatical replacement for three courses for Spring, 2002 in drawing, painting and new media. MFA required. *Respond to Jayne Hileman, Chair.*

The Biology Department seeks a full-time assistant professor to teach microbiology to nursing students and biology majors. Ph.D. in biology or closely-related discipline required. *Respond to Dr. Randolph Krohmer, Chair.*

Send letter of application specifying the position(s) of interest, curriculum vitae, three references, and copies of transcripts to the named contact person at Saint Xavier University, 3700 W. 103rd Street, Chicago, IL 60655. Visit our website at www.sxu.edu EOE

WASHINGTON & JEFFERSON COLLEGE

Washington & Jefferson College is pleased to announce searches for the following faculty positions.

Chemistry

Chemistry Program Coordinator.
(Non-faculty)

English

Assistant Professor.
Areas of specialization: Composition and Rhetoric.

History

Assistant Professor.
Area of specialization: East Asia.

Information Technology Leadership

Assistant or Associate Professor.
Area of specialization: Object-oriented programming and database design.

Modern Languages

Chair, Rank Open.
Area of specialization: French, German or Spanish.

For complete descriptions of these positions and information on applying, please visit **W&J at www.washjeff.edu/campus_services_jobs.asp.**

Washington & Jefferson College is a private, co-educational, national liberal arts college which takes pride in its teaching and learning environment. Washington, PA is a medium-sized city 30 miles south of Pittsburgh.

The College is an Affirmative Action/Equal Opportunity Employer.

Visit us at www.washjeff.edu.

PRESIDENTIAL SEARCH

EASTERN ILLINOIS UNIVERSITY

Eastern Illinois University Board of Trustees invites nominations and applications for the position of President. The President is the Chief Executive Officer of the University and reports directly to the Board of Trustees.

Eastern Illinois University is a public residential institution with an enrollment of approximately 10,500 students, that places priority on teaching excellence. Eastern Illinois University offers superior yet accessible undergraduate and graduate education in four colleges: the Lumpkin College of Business and Applied Sciences; the College of Arts and Humanities; the College of Education and Professional Studies; and the College of Sciences. The Board of Trustees B.A. degree is available through the School of Continuing Education.

Candidates should have senior level administrative experience and a demonstrated track record of leadership, management, and resource development. A doctorate or terminal degree is preferred.

Materials received by January 7, 2002 will be assured full consideration. Applications should include: a letter describing the candidate's interest in and qualifications for the position; a statement of educational and leadership philosophy; a curriculum vitae; and the names, addresses (including e-mail), and telephone numbers for at least five references which may include trustees, administrators, faculty, students, and community leaders. *Applicants and nominators are strongly encouraged to communicate by e-mail utilizing Word attachments.* All applications and nominations shall be confidential.

All nominations, application materials and inquiries should be addressed to:

Robert C. Manion
Chair, Presidential Search Advisory Committee
Eastern Illinois University
600 Lincoln Avenue
Charleston, IL 61920
e-mail: rcmanion@aol.com

For further information about Eastern Illinois University, including a Position Description, please consult our Web site at: www.eiu.edu

Eastern Illinois University is an Equal Opportunity Employer.

San José State
UNIVERSITY

COLLEGE OF APPLIED SCIENCES AND ARTS
2002-2003 FULL-TIME AND PART-TIME FACULTY POSITIONS

San Jose State University is California's oldest institution of public higher learning. The campus is located on the southern end of San Francisco Bay in downtown San Jose (Pop. 919,100), hub of the world-famous Silicon Valley high-technology research and development center. Many of California's most popular national, recreational, and cultural attractions are conveniently close. A member of the 23-campus CSU system, San Jose State University enrolls approximately 30,000 students, a significant percentage of whom are members of minority groups. The College is one of eight in the University and seeks to develop liberally educated and professionally competent practitioners. Selected fields of specialization include health, fitness, recreation, food industry, law enforcement, and mass communications. The University is committed to increasing the diversity of its faculty so our disciplines, students and the community can benefit from multiple ethnic and gender perspectives.

ADMINISTRATION OF JUSTICE: The department seeks applications for a tenure-track position (JRN 329) at the assistant professor rank. Ph.D. in Criminal Justice, Criminology or a related field with an emphasis in the area of forensics and/or criminalistics is required. Applicants must teach in the core program. Review of applications will begin January 28, 2002. Contact Dr. Inger Sagatun-Edwards, Chair, at the address below.

Health Science: The department seeks applications for a full-time temporary position as Director of the Gerontology Program (JRN 391), candidate must possess a doctorate degree, advanced degree in public health preferred, but not required. Review of applications will begin on January 15, 2002. Contact Dr. Dan Perales, Chair, Search Committee, at the address below.

HUMAN PERFORMANCE (KINESIOLOGY): The department seeks applications for a tenure-track position in Sports Management (JRN 330) at the assistant/associate professor rank, deadline for applications February 1, 2002, doctorate strongly preferred, ABD considered, must be a specialist in sport management; and an Athletic Training Undergraduate Program Director (JRN 331) at the assistant/associate professor rank, deadline for applications February 8, 2002, doctorate and ATC required, must be a specialist in Athletic Training. The department seeks applications for 3 temporary full-time positions (1) Interdisciplinary Specialist (JRN 379), candidate will teach general education and physical activity classes, application deadline February 15, 2002, doctorate strongly preferred, ABD considered; (2) Human Biomechanics/Motor Development position (JRN 380), application deadline February 22, 2002, doctorate strongly preferred, ABD considered, must be a specialist in Biomechanics and Motor Development; and (3) Clinical Coordinator in Athletic Training (JRN 381), application deadline March 1, 2002, doctorate preferred, masters required. Position announcements at www.sjsu.edu/depts/casa/hup. Contact Dr. Greg Payne, Chair, at the address below or email: vgpayne@email.sjsu.edu.

JOURNALISM AND MASS COMMUNICATIONS: The school seeks applications for three tenure-track positions at the assistant/associate professor rank (1) Advertising (JRN 060), candidate must possess a master's degree (Ph.D. preferred) and significant professional experience; (2) Photojournalism/Visual Communications (JRN 332), candidate must possess a master's degree (Ph.D. preferred) with significant professional experience in photojournalism; (3) Broadcast News (JRN 333), candidate must possess a master's degree (Ph.D. preferred) with significant professional experience in television journalism. The School is seeking applications for a full-time temporary position in the field of Journalism, master's or Ph.D. required. Review of applications will begin on February 2, 2002. Contact Dr. Dennis Wilcox, Director, at the address below or email: Wilcox@jmc.sjsu.edu.

NURSING: The School is seeking applications for two tenure-track positions at the assistant/associate professor rank (1) Care of Adults (JRN 334), with medical-surgical focus, and (2) Care of the Childrearing, Family (JRN 335), with Pediatric focus. The School is seeking applications for 3 full-time Lecturers (temporary positions) (1) Care of Childrearing Family, (JRN 383), (2) Care of Childbearing Family (JRN 384), and (3) Mental Health/Psychiatric Nursing (JRN 382). RN licensure in California required. A Master's degree in nursing in the appropriate clinical area is required for all positions. Doctorate is preferred for appointment and required for tenure for the tenure-track positions. Review of applications will begin on February 1, 2002. Contact Dr. Jayne Cohen, Director, at the address below.

RECREATION AND HOSPITALITY MANAGEMENT: The department seeks applications for a full-time temporary lecturer in the professional field of Recreation, master's degree required, demonstrated practical experience in the professional field of recreation. Review of applications will begin on January 21, 2002. Contact Dr. Charles Whitcomb, Chair, at the address below.

Part-time temporary faculty positions may be available in the following departments/schools: **Administration of Justice, Applied Sciences, Health Professions, Health Science, Human Performance, School of Journalism & Mass Communications, School of Nursing, Nutrition & Food Science, Occupational Therapy, and Recreation & Hospitality Management.** Contact Department Chair/School Director of the Department/School at the address below. Position Announcements at www.sjsu.edu/depts/casa/

DEADLINE: ALL POSITIONS OPEN UNTIL FILLED. Appointment is on an academic year basis, starting August 23, 2002 except where noted. Employment is contingent upon proof of eligibility to work in the United States. SALARIES: Commensurate with experience, education, and teaching assignments.

Please submit a letter of application, detailed resume, transcripts, statement of teaching interests/philosophy and research plans, and three letters of reference to: Department Chairperson/School Director of department/school listed, San Jose State University, One Washington Square, San Jose, CA 95192.

San Jose State University is an Equal Opportunity/Affirmative Action Employer.
Reasonable accommodations are made for applicants with disabilities.

UIS
UNIVERSITY
ILLINOIS
SPRINGFIELD

DEAN
COLLEGE OF BUSINESS AND MANAGEMENT

The University of Illinois at Springfield invites nominations and applications for the position of Dean of the College of Business and Management.

Located in the state capital, the University of Illinois at Springfield is the third campus of the University of Illinois. The UIS campus serves over 4,000 students in 19 graduate and 20 undergraduate programs. The academic curriculum of the campus emphasizes a strong liberal arts core, an array of professional programs, extensive opportunities in experiential education, and a broad engagement in public affairs issues of the day. The campus offers many small classes, substantial student-faculty interaction, and an increasingly technology enhanced learning environment. Its diverse student body includes traditional, non-traditional, and international students. Its faculty are committed teachers, active scholars, and professionals in service to society.

The dean will be expected to lead the college in the achievement of several newly endorsed campus priorities. Foremost among these is successful completion of accreditation by the American Assembly of Collegiate Schools of Business.

Reporting to the Provost and Vice Chancellor for Academic Affairs, the dean is responsible for the progress of the college. The dean provides leadership for the college in developmental initiatives; attends to faculty recruitment, development, and evaluation; directs resource allocations of the college, and assumes responsibility for the instructional program of the college. The dean also provides liaison with the external community and relevant professional associations.

Candidates must have an earned doctorate in a business related field with academic qualifications necessary for a senior appointment in the college. Candidates must also have a distinguished record of teaching and scholarship; administrative experience in higher education which demonstrates innovative and effective leadership; professional achievements relevant to the responsibilities of this position; experience with AACSB accreditation standards; an administrative style which contributes to a sense of academic community; a demonstrated ability to foster strong links with the business community; and a sensitivity to diverse students, staff, and faculty.

Applications and nominations should be sent to:

Chair, CBM Dean Search Committee
Office of the Provost
Public Affairs Center, Room 528
University of Illinois at Springfield
PO Box 19243
Springfield, Illinois 62794-9243

Applications should include a vita; a discussion of the candidate's academic and administrative accomplishments and interest in the position; and the names, addresses, and telephone numbers of five references. Consideration of applications will begin on January 16, 2002, and continue until an appointment is made. The appointment will commence with the 2002-03 Academic Year.

The University of Illinois is an affirmative action, equal opportunity employer. Persons with disabilities, women, and minorities are encouraged to apply.

CALVIN COLLEGE

Calvin College is seeking a **Dean for Academic Multicultural Affairs** to start August, 2002.

The Dean is the administrative officer responsible for academic programs designed to further the multicultural, antiracist aims of the college. Duties include recruiting and supporting African American, Hispanic, Asian and Native American faculty members, and promoting curricular opportunities supportive of these aims.

This position reports directly to the Provost, supervises other administrators and does some limited teaching. The successful candidate must meet faculty requirements, be a member of the Academic Dean's Council and an academic department.

The position requires Doctoral degree (Ph.D.) in an academic field of study; minimum of ten years of related experience in college teaching and academic leadership; or equivalent combination of education and experience. Extensive knowledge of current thought and practice in race relations and cross-cultural learning.

Calvin College is a Christian College in the Reformed tradition. The candidate must embrace the Reformed tradition of the Christian faith and energetically support the mission of Calvin College.

Subminations or nominations should be submitted to: **D. Honner Calvin College Human Resources 3201 Burton Street SE Grand Rapids MI 49546.** Fax 616-957-6832 or email: **jobs@calvin.edu.**

Applications from minorities in any discipline are strongly encouraged to apply.

MIAMI
UNIVERSITY
OXFORD OHIO

Chair, Department of Theatre

The University seeks an individual with proven leadership abilities and administrative experiences to build a shared vision for the department's future within a collegial, supportive environment. Applicants should demonstrate strong interpersonal skills, evidence of ability to guide collaborative theatre work, and commitment to multicultural programming and curriculum development. Candidates must have a terminal degree in their area and demonstrated artistic and/or scholarly achievement in professional and/or academic theatre commensurate for appointment at the rank of Professor. The Department of Theatre has eleven full-time faculty and three support staff, offering BA and MA degrees to approximately 100 majors. Five productions in two theatres comprise a typical academic year schedule. Please send all inquiries, nominations and applications to:

Dr. Robert Benson, Chair
Department of Theatre Chair Search Committee
School of Fine Arts
Miami University
Oxford, Ohio 45056

Review of applications will begin January 16, 2002, and will continue until the position is filled. **Date of appointment: July 1, 2002.**

Miami University offers equal opportunity in employment and does not discriminate in employment on the basis of race, color, religion, sex, sexual orientation, national origin, age, veteran's status or disability.

Salt Lake
Community
College

FACULTY POSITIONS, FALL 2002

Utah's Salt Lake Community College is located at the foot of the beautiful Wasatch Mountains in the state's capital city. Some of the country's best skiing, rock climbing, fishing, and other outdoor experiences are only minutes away. Salt Lake City is an exciting cosmopolitan area offering an array of symphony, ballet, opera, jazz, theater and professional athletic events.

The College is a multisite, urban comprehensive community college that enrolls more than 54,000 credit and non-credit students. Beautiful facilities, small student-centered classes, and excellent teaching are some of the characteristics of the College.

Applications are being accepted for the following full-time tenure track faculty positions available Fall Semester 2002. Competitive salary and excellent benefits. Bachelor's or master's degree or appropriate related credentials and experience required. Please request a copy of an individual position announcement for specific requirements and details. Position announcements are also available on the World Wide Web.

Full-Time Faculty Positions

American Sign Language/Interpreting
Biology
Chemistry
Computer Information Systems (CIS)
Communications
Criminal Justice
Developmental Math
Developmental Reading/Learning Enhancement
Developmental Writing
English
Film
Geography
History
Humanities
Mathematics
Music
Occupational Therapy Assistant Program
Physics
Psychology
Veterinary Technician

APPLICATION PROCESS: Applications are due by December 14, 2001. Applicants will be notified by mail or telephone regarding the status of their application. Each position requires a separate set of application materials. To be considered for employment complete the following: an official Salt Lake Community College application, a cover letter, resume/vita, transcripts (photocopy of transcripts are acceptable until hiring) and three current letters of recommendation. Send completed application and supporting materials to:

Salt Lake Community College, Human Resources, P.O. Box 30808, 4600 South Redwood Road, Salt Lake City, UT 84130; Telephone: 801-957-4210; TTY: 801-957-4692; Fax: 801-957-4721; www.slcc.edu/hr/hr.htm.

Equal Opportunity/Affirmative Action Employer

Miami-Dade Opportunity Changes Everything Community College.

SCHOOL DIRECTOR

School of Computer Information Systems and Design Technology

ID#: 2-346701T - The School Director is an academic professional with College-wide responsibilities for coordinating the development and implementation of curricula for all campuses, as well as the budgets and programs for the School of Computer Information Systems and Design Technology. The Director hires, evaluates and supervises all program managers within the School; identifies equipment, resources and certifications necessary for successful program implementation; markets programs, recruits students and develops partnerships and articulation agreements. This individual serves as the spokesperson for the School working with usiness and industries as well as college and agencies to identify training and educational needs of the local workforce. **Salary: $80,000** flat rate with liberal employee benefit program. **Closing date: Dec. 14, 2001.**

Visit our Web site at: **WWW.MDCC.EDU** - Click on Jobs or call our Job Information Line at: **305-237-2050** for further information on this position and a M-DCC Employment Application.

EA/EO Employer. For special accommodations, call the FL Relay Service TDD 1-800-955-8771. M-DCC hires individuals authorized for employment under the IRCA guidelines.

Miami-Dade
COMMUNITY COLLEGE

Southern Connecticut State University

The University: SCSU is a comprehensive metropolitan public university. Located in historic New Haven, Southern affords access to cultural and educational advantages in one of the highly-rated living areas of the nation. Enrolling some 12,00 students, SCSU is one of four campuses of the Connecticut State University system. SCSU offers 46 undergraduate programs and 40 graduate programs at the master's and sixth year professional level.

All positions have a starting date of **August 26, 2002.**

DEPARTMENT OF SPECIAL EDUCATION

ASSISTANT/ASSOCIATE PROFESSOR - The Department of Special Education seeks applicants for a tenure track position in their teacher preparation program.

Qualifications: An earned doctorate in special education or related area; A minimum of three years pre-K-12 teaching experience; higher education teaching experience preferred; ability to teach courses in intellectual and physical disabilities; ability to teach in related areas such as curriculum development, classroom management and academic remediation preferred; record of or strong potential for scholarly activity and computer literacy.

Responsibilities: Teach courses in exceptional child populations and related areas, and supervision of student teaching, student advisement, department and university service, research and scholarship. **Close Date:** December 15, 2001.

Applicants should submit a letter of interest, a detailed resume and three letters of reference to: **Dr. Stephen Feldman, Search Committee Chair, Department of Special Education, Southern Connecticut State University, 501 Crescent Street, New Haven, CT 06515.**

DEPARTMENT OF NURSING

ASSISTANT/ASSOCIATE PROFESSOR

Responsibilities include: Teaching theory and clinical courses primarily in the BSN program; engage in professional activities and scholarly research. Opportunities for graduate level teaching available for candidates with earned doctorates. The Department offers 3 graduate tracks: Family Nurse Practitioner, Nursing Administration and Nursing Education. Teaching experience in adult health and or childrearing at a baccalaureate level preferred. Expertise in teaching pathophysiological, and pharmacological bases of nursing practice at both undergraduate and graduate levels highly desirable.

Qualifications: MS in Nursing and Doctorate in Nursing or related field. Consideration will be given to candidates pursuing doctoral studies who meet other criteria considered.

Send materials to: **Dr. Cesarina Thompson, Chairperson, Department of Nursing, Southern Connecticut State University, 501 Crescent Street, New Haven, CT 06515 or FAX (203) 392-6493. Application Deadline:** Januaray 15, 2002.

DEPARTMENT OF THEATRE

ASSISTANT PROFESSOR IN MOVEMENT/DANCE FOR THEATRE - Candidate will improve the actor's ability to communicate through movement as a component of the overall *mise en scene,* focusing on exercises for the body as an expression in realism. Areas could include jazz, tap, ballet and ballroom as well as movement training in a variety of areas including in stage combat, Commedia and, gymnastics. The program currently has 5 faculty members, 9 adjunct faculty and a student major population of approximately 65. The candidate will participate in building an emphasis in movement/dance in the curriculum as well as work with all productions as movement specialists. M.F.A. or Ph.D. required or commensurate professional experience. The candidate will also advise students, serve on committees and participate in policy decisions.

Apply to: **Professor William Elwood, Chair, Southern Connecticut Theatre Department, 501 Crescent Street, New Haven, CT 06515. (203) 392-8601. E-mail: elwood@southernct.edu Deadline:** April 15, 2002.

SCHOOL OF BUSINESS

TENURE TRACK FACULTY POSITIONS - Rank Open – Due to tremendous growth in the School of Business at Southern Connecticut State University, we are seeking applications for several faculty positions in our active and progressive departments. Appointments will be made at the rank of Professor, Associate or Assistant Professor, depending upon qualifications and experience in the following areas: **Accounting (2)**: (1) financial/managerial/systems and/or (2) tax. **Finance (2):** (1) corporate and/or (2) commercial banking and venture capital. **Management (3)**: (1) MIS/technology management and/or (2) organizational behavior and/or (3) strategy.

Responsibilities include: teaching graduate and undergraduate courses, providing leadership in preparation for national accreditation for the School of Business and participating in professional growth and scholarly activities.

Qualifications: Ph.D. or D.B.A. in appropriate discipline from an AACSB-accredited institution is required, although ABD nearing completion will be considered. A record of teaching excellence, industry experience and recent scholarly research is preferred.

The process: Screening will begin immediately and continue until the position is filled. Applicants should include a current curriculum vita, and a letter of qualifications and experience for the position. Please also provide the names, titles, addresses and telephone numbers of three professional references.

Send applications to: **Dee Coviello, School of Business, Southern Connecticut State University, 501 Crescent Street, New Haven, CT 06515.**

DEPARTMENT OF INFORMATION AND LIBRARY SCIENCE

ASSISTANT, ASSOCIATE, OR PROFESSOR – Southern Connecticut State University, Department of Information and Library Science, located in New Haven, CT, seeks two full-time, tenure track faculty members at the level of Assistant, Associate, or Professor.

Qualifications include: Earned doctorate in library science, information science, instructional technology, or related field; demonstrable (or potential for) highly effective teaching; demonstrable record of or potential for research, scholarship, and service. Master's from ALA-accredited program is preferred. Preference will be given to candidates who teach and publish in one of the following areas: Information Science, Instructional Design and Technology, School Media, Reference sources. Applicants near dissertation completion will be considered for one-year appointments.

Interested candidates should send a letter of application, C.V., and names of three references to: **Dr. James Kusack, Search Committee Chair, Department of Information and Library Science, Buley 416, Southern Connecticut State University, 501 Crescent Street, New Haven, CT 06515.** Review begins December 1, 2001 and continues until the position is filled.

Faculty will be available at ALISE 2002 to answer questions about Southern and about the department and to conduct informal interviews. Information about the program is available at www.southernct.edu/departments/ils

DEPARTMENT OF COMPUTER SCIENCE

ASSISTANT/ASSOCIATE PROFESSOR – The Department of Computer Science at Southern Connecticut State University invites applications for a tenure track position at the Assistant/Associate level. Applicants must hold a Ph.D. in computer science or a closely related field. ABD's will be considered if degree completion is expected within one year of hiring.

The successful candidate should be able to teach both undergraduate and graduate courses and should demonstrate proficiency in teaching and research. The department is particularly interested in candidates with expertise in database systems and/or software engineering. Exceptional candidates in other areas may also be considered.

Applications including a cover letter, a curriculum vitae, a statement of research and teaching interests, graduate transcripts, and three letters of recommendations should be sent to: **Professor Winnie Yu, Search Committee Chair, Department of Computer Science, Southern Connecticut State University, 501 Crescent Street, New Haven, CT 06515.**

Review of applications will begin on February 1, 2002 and will continue until the position if filled.

SCSU is an equal opportunity, affirmative action employer and actively seeks to enhance the diversity of its faculty.
The University encourages women and minorities to apply.

WAYNE STATE UNIVERSITY

SCHOOL OF BUSINESS ADMINISTRATION

The School of Business Administration is seeking full-time, tenure-track faculty for the 2002-2003 academic year. Positions will be available in the following departments:

- **Accounting (Financial Accounting):** Faculty tenure-track position
- **Information Systems and Manufacturing (Managerial Data Base Skills):** Faculty tenure-track position

Qualifications for all positions include an earned doctorate in an appropriate discipline, a distinguished record as a researcher, and excellence in teaching. Rank of Assistant Professor, Associate Professor or Professor will depend upon background and experience. Committed to diversity, the school actively encourages applications from women and minority persons.

A Carnegie Doctoral Extensive designated institution, Wayne State University is comprised of 14 schools and colleges, including Law, Medicine and Engineering. The university has a current enrollment of 30,000 students and offers more than 300 bachelor's, master's and doctoral degree programs. Wayne State is located on a 203-acre campus in Detroit's University Cultural Center.

Accredited by AACSB International: The Association to Advance Collegiate Schools of Business, the School of Business Administration has 1,100 undergraduate and 1,900 graduate students. The school is organized into five academic departments: Accounting; Finance; Information Systems and Manufacturing; Management; and Marketing.

Review of applications will begin immediately and continue until the positions are filled. Please send a letter, curriculum vitae, and the names of three references to:

Assistant Dean of Administrative Affairs
105 Prentis Building
School of Business Administration
Wayne State University
Detroit, MI 48202

WSU is an equal opportunity/affirmative action employer.

Faculty Recruitment Programs

LOYOLA COLLEGE IN MARYLAND

Loyola College in Maryland is actively seeking to diversify its faculty through the following two programs:

TEACHING FELLOWSHIP - each year, Loyola offers a one- to two-year Teaching Fellowship to support a graduate student of color who has completed all the requirements for the degree except the dissertation. The Fellow receives a stipend of $28,000, health benefits, office space, library and computer privileges. S/he is expected to teach two courses during the program year and complete the dissertation. Upon successful completion of the fellowship, the Fellow may be considered for a tenure track faculty position.

VITA BANK - The College has established a Faculty of Color Vita Bank for candidates interested in being considered for tenure track faculty positions. For the 2001-2002 academic year, the following departments are conducting searches for tenure track positions available through existing searches or other recruitment opportunities: Accounting and Information Systems (Asst. or Assoc. Prof.), Biology (Physiology), Communication (Writing Center Director), Computer Science, Economics (Operations Management), Education (5 openings: Asst. Profs., Assoc. Profs.), Engineering (Chair), Finance (2 openings), Information Systems/Accounting Information Systems (2 openings, Asst. or Assoc. Prof.), Psychology, Speech Language Pathology/Audiology, Strategic and Organizational Studies (Law), Strategic and Organizational Studies (Marketing), and Theology. In addition, these and all other departments participate in the College's targeted recruitment programs.

Loyola College, a private comprehensive university, is a Catholic, Jesuit institution dedicated to the liberal arts, rigorous study, and social responsibility. The student population consists of 3100 undergraduates and 3000 graduates. Class size is generally small, and faculty salaries are competitive. Loyola has a strong commitment to diversity. The College's diversity initiatives provide strong support for the recruitment and retention of faculty of color, and for the education of all students about all races and cultures.

To apply for either program, send your vita and a cover letter to:

Assistant Vice President for
Academic Affairs and Diversity
Loyola College in Maryland
4501 N. Charles Street
Baltimore, MD 21210-2699

150 YEARS

Loyola College is an Equal Opportunity Employer.
Women and people of color are encouraged to apply.

New York City Technical College/CUNY announces anticipated tenure track faculty and college laboratory positions for Spring 2002 and Fall 2002 in the following areas:

FACULTY POSITIONS

School of Professional Studies
Hospitality Management
Human Services
Legal Assistant Studies
Nursing
Radiologic Technology

School of Technology and Design
Computer Engineering Technology
Computer Systems Technology
Advertising Design/ Graphic Arts
Architectural Technology (2)
Mechanical Engineering Technology
Electrical Engineering Technology

School of Arts and Sciences
English
Mathematics
Psychology
Speech
College English as a Second Language
Biology
Sociology

COLLEGE LABORATORY TECHNICIAN POSITIONS

Computer Systems Technology
Chemistry

QUALIFICATIONS: FACULTY: Most faculty positions require an earned doctorate, research or industry experience and interest and experience in teaching at the college level. In certain technical areas a relevant master's degree and/or professional licenses and experience in the field are required. Expertise in curriculum development using instructional technology and innovative pedagogy are desirable.

COLLEGE LABORATORY TECHNICIAN: Must be a high school graduate with four years of work or experience appropriate to the requirements of the department at a level of competence comparable to that indicated by apprenticeship in the skilled trades, or an associate's degree and a minimum of two years experience in an area appropriate to the duties to be performed, or an appropriate combination of at least four years of education and work experience beyond high school. For more detailed information see our web site at www.NYCTC.CUNY.EDU

Resumes to: Michelle Harris, Human Resources, New York City Technical College, 300 Jay Street - Namm 321, Brooklyn, NY 11201

NEW YORK CITY TECHNICAL COLLEGE
The City University of New York
AA/EOE/ADA/IRCA

Pre-College Programs in Undergraduate Studies

The Upward Bound Program & The Math and Science Regional Center

Counselor (Bilingual)
Pre-College Programs - Upward Bound

RESPONSIBILITIES: The Counselor advises students on an individual and group basis regarding educational, vocational, social and personal issues and is directly responsible for program activities that include career development counseling, provide information on post-secondary opportunities and help participants complete admissions applications and financial aid forms. The Counselor also supervises and trains residential staff, serves as a liaison between the students and the public schools, plans and conducts workshops for students, parents, and public-schools, and compiles internal reports. The Counselor also assists with recruitment throughout the targeted school districts, monitors student progress through data collection and record keeping and performs other duties assigned by the Director.

QUALIFICATIONS: Master's degree in psychology, education, student personnel, social work or in any related community services field required. A minimum of two years of experience working with urban youths. Caseload management ability. Fluent in a second language (preferably Spanish). Specific knowledge of career/vocational counseling, post-secondary educational opportunities and financial aid. Demonstrated sensitivity to the needs of culturally and ethnically diverse high school students. Demonstrated caseload management ability and human relations skills. Experience working with an ethnically diverse and multicultural population. First generation college a plus. **SALARY:** Low 30's based on qualifications and experience **POSITION AVAILABLE:** Immediately. **TO APPLY:** For fullest consideration, a letter of application, resume and three reference names should be received no later than December 21, 2001. Submit materials to: **Counselor Search Committee Pre-College Programs in UGST, University of Maryland at College Park, 1107 West Education Annex, College Park, MD 20742-8515.** No Phone Calls Please. EOE/AA

THE UNIVERSITY OF MARYLAND IS AN EQUAL OPPORTUNITY, AFFIRMATIVE ACTION EMPLOYER. WOMEN AND MINORITIES ARE ENCOURAGED TO APPLY.

UNIVERSITY OF MARYLAND

FACULTY POSITIONS

FULL-TIME, TENURE TRACK

The College of Lake County is a progressive community college located in Northern Illinois, approximately 45 miles north of Chicago, with a student enrollment in excess of 15,000. Dedicated to excellence in teaching, the College supports and encourages the development of multicultural perspectives, the celebration of diversity, the recognition of different learning styles and a "high tech/high touch" approach to education. Full-time, tenure track positions are available in the following areas for Fall 2002.

- **ARCHITECTURAL TECHNOLOGY/CAD** - Master's in Architecture, Engineering, or Construction Related Technologies. Working knowledge of CAD and its applications in architecture and construction.
- **ART (PHOTOGRAPHY)** - Master's Degree or Master of Fine Arts Degree in Photography, knowledge and experience in fine arts and photography, and knowledge and experience in black and white, color, color slide and digital photography.
- **BIOLOGY (3 positions)** - Master's Degree in Biology.
- **COUNSELOR** - Master's Degree in Counseling, College Student Personnel or closely related field.
- **EARLY CHILDHOOD/ELEMENTARY EDUCATION** - Master's Degree in Early Childhood Education, college level teaching experience in Early Childhood Education, Early Childhood Education teaching certificate, and teaching experience at the early childhood level.
- **ELECTRIONICS/INFORMATION TECHNOLOGY** - Bachelor's Degree in Computer Engineering, Electrical/Electronic Engineering, Electronics Engineering Technology, Computer Science or related field (plus a willingness to complete a Master's degree) and knowledge of computer networking hardware.
- **ENGLISH (2 positions)** - Master's Degree in English, Composition, or a closely related field.
- **MATHEMATICS (3 positions)** - (Two (2) openings for Fall 2002 and one (1) opening for Spring 2003) Master's Degree in Mathematics or Mathematics Education.
- **MECHANICAL ENGINEERING TECHNOLOGY/ENGINEERING** - Master's Degree in Mechanical/Manufacturing Engineering or related field. Working knowledge of CAD and its applications in design and manufacturing.
- **MULTIMEDIA** - Bachelor's Degree in Multimedia or related area (plus a willingness to complete a Master's degree) or Bachelor's degree with extensive experience in Multimedia (plus a willingness to complete a Master's degree); experience developing multimedia presentations, CDs, kiosks, or web sites; experience with Macromedia products.
- **REFRIGERATION, HEATING AND AIR CONDITIONING** - Bachelor of Science Degree in Industrial Education, Industrial Technology, or related engineering field (plus a willingness to complete a Master's degree), with work experience in the installation and/or design of RAC/HVAC systems.
- **PHILOSOPHY** - Master's Degree in Philosophy or closely related field.
- **REFERENCE LIBRARIAN** - Master's Degree in Library Science from an ALA accredited graduate school; reference experience with diverse clientele; demonstrated knowledge of information resources in all formats, and strong communication and teaching skills.
- **SPEECH** - Master's Degree in Speech Communication, Communication Education or closely related field.
- **SURGICAL TECHNOLOGY PROGRAM COORDINATOR/INSTRUCTOR** - Requires a Bachelor's Degree (plus a willingness to pursue a Master's degree), at least three years current operating room experience as either a Certified Surgical Technologist (CST) OR Certified Nurse Operating Room (CNOR) OR Registered Nurse.

The College seeks candidates who have had multicultural experience and who can demonstrate a commitment to diversity and multiculturalism. For full consideration, applicants must submit a completed application form, current resume, letter of interest, three letters of recommendation, and official transcripts of degrees by January 18, 2002.

For application, contact the Human Resources office via any of the following: Phone: 847-543-2065; TDD: 847-223-5615; Fax: 847-223-0824 and E-mail: personnel@clc.cc.il.us. We are an Equal Opportunity Employer, dedicated to diversity, which encourages the applications of Women, People of Color, Persons with Disabilities and Veterans. Visit our website at www.clc.cc.il.us/

COLLEGE OF LAKE COUNTY, Human Resources, 19351 W. Washington Street, Grayslake, IL 60030-1198.
EOE/AA/M/F/D/V

How Easy Can It Get?

E-Mail us your ads at:

Outlook@sprintmail.com

and visit our Website at http://www.HispanicOutlook.com

THE NATIONAL WAR COLLEGE

Visiting Professor of National Security Policy

The National War College, in Washington, D.C., is seeking two faculty members for one- year appointments as Visiting Professors of National Security Policy, with specialization in military or diplomatic history, political science, or political economy. Candidates should have a solid record of teaching experience and scholarly accomplishment; experience at senior policy-making levels in national security affairs a plus. Regional expertise is also desirable. The College was established in 1946 to educate mid-career civilian and military officers in the national security process, and offers a ten-month course on all aspects of national security with a special emphasis on military strategy. The faculty of approximately 55 persons is a mix of professional military officers, senior employees of selected government agencies, and professional academicians. The College teaches primarily in seminar settings and grants a Master of Science in National Security Studies accredited by the Middle States Association. Both appointments will begin in August 2002, subject to funding availability. ***The National War College is an Equal Opportunity Employer and we encourage women and minority candidates to apply.*** Applicants should provide a letter and an Application for Federal Employment or a curriculum vitae providing sufficient information to support qualifications for this position to **Chris Lyons, National Defense University, ATTN: NDU-PAS (Lyons), Bldg 62, 300 Fifth Avenue, Fort McNair, Washington, D.C. 20319-5066 or lyonsc@ndu.edu** not later than December 15, 2001. Complete announcement for this vacancy is available at www.usajobs.opm.gov. For further information, contact Chris Lyons, **(202) 685-2147** or **DSN 325-2147**.

EVERGREEN

The Evergreen State College
Olympia, Washington

Faculty Openings for 2002-2003

Evergreen is a non-traditional, public liberal arts college located in the beautiful Pacific Northwest. We are nationally recognized for innovative programs, interdisciplinary study and collaborative team-teaching. We seek adventurous, creative people for the following faculty positions:

- **Management/Quantitative Methods**
- **Native American Studies: Reservation Based Program**
- **Philosophy of Science**
- **Software Engineering (Half-time)**

Review of complete applications begins **January 4, 2002** and will continue until finalists are chosen. For more information, including complete application procedures, visit: www.evergreen.edu/facultyhiring or contact: Lisa Strange, Faculty Hiring Coordinator, at: facultyhiring@evergreen.edu (360)867-6861 (voice) or (360) 866-6834(TDD) The Evergreen State College, 2700 Evergreen Parkway, L2211, Olympia, WA 98505.

Evergreen is an AA/EOE/ADA employer and is actively committed to diversity within its community. Persons with disabilities can receive accommodations in the hiring process by contacting the Hiring Coordinator.

THE RICHARD STOCKTON COLLEGE OF NEW JERSEY

OFFICE OF HOUSING AND RESIDENTIAL LIFE

COMPLEX DIRECTOR (full-time, 12-month position, beginning January 2002): Assists resident students in personal growth and development; supervises and evaluates student staff; coordinates and promotes residential life and campus-wide programming; coordinates inspection, cleaning, and maintenance of facilities; assists with student staff selection and training; interfaces with college's judicial system, food service operations, and resident student government. The Complex Director is required to reside on-campus.

Qualifications: Bachelor's degree with two years of residence life experience required. Master's degree in Student Personnel or related field preferred. Experience with student staff supervision and residential life programming desirable. Ability to interface with individuals from diverse backgrounds is essential.

Salary: $29,509 per year plus furnished on-campus apartment. Salary may be higher depending upon qualifications, experience, and increases in the appropriately established compensation plan.

Anticipated Start Date: January 2002. Screening will begin **December 10, 2001** and continue until the position is filled. Send letter of application, official transcripts, and three letters of recommendation to: **The Richard Stockton College of New Jersey, Office of Housing and Residential Life, Ms. Linda Rhinier, PO Box 195, AA51, Pomona, NJ 08240-0195.** *Stockton is an AA/EOE. Women and minorities are encouraged to apply.* R022398

National Science Foundation

The Division of Elementary, Secondary, and Informal Education (ESIE) at the National Science Foundation (NSF) seeks qualified applicants to serve in Temporary, Intergovernmental Personnel Act (IPA), or Visiting Scientist (VSEE) positions. Both IPA and VSEE appointments are made to persons on leave from educational institutions (e.g., higher education, school districts, science and technology centers).

Because timing of positions is staggered, ESIE continually seeks talented applicants. In 2002, ESIE expects to make appointments in its Instructional Materials Development, Teacher Enhancement, and Informal Science Education programs for individuals with the following expertise:

- **Science Education (K-12)**
- **Mathematics Education (K-12)**
- **Technology Education (Design, Systems Thinking)**
- **Education Technology (Multimedia, Visualization, Telecommunication)**
- **Informal Science Education (Museums, Media, Youth Community Organization)**

Responsibilities include administration of the merit review process, proposal recommendation, program planning, budget development, these and project oversight. The Division is especially interested in applicants who, in addition to disciplinary expertise, also have expertise and experience K-12 SMT education including professional development of teachers, assessment, or applied research in teaching and learning.

Applicants for the position of Program Officer must have a Ph.D. or equivalent experience in a science, mathematics, or technology (SMT) discipline or in SMT education, plus six or more years of successful, related experience beyond the Ph.D. Applicants with a master's degree in an SMT discipline or with less professional experience (as described above) may be considered for assignment as Associate or Assistant Program Officers. Associate Program Officers must have a Ph.D. or equivalent experience in an SMT discipline or an area of SMT education, plus four or more years of relevant professional experience. Applicants with a Ph.D. or masters degree plus two or more years of relevant experience may be considered for Assistant Program Officer Positions.

NSF is an Equal Opportunity Employer committed to employing highly qualified staff that reflects the diversity of our nation. The National Science Foundation provides reasonable accommodations to applicants with disabilities on a case by-case basis. If you need a reasonable accommodation for any part of the application and hiring process, please notify the point of contact listed on this announcement. Qualified individuals who are women, from racial or ethnic minorities, or persons with disabilities are strongly urged to apply. Letters of interest and vita should be sent to:

Chair, Recruitment Committee
Division of Elementary, Secondary, and Informal Education
National Science Foundation
4201 Wilson Boulevard, Room 885
Arlington, VA 22230

Indiana University South Bend
South Bend, Indiana

Indiana University South Bend is seeking a strong, dynamic leader to serve as Dean of the Division of Nursing and the Health Professions. The Dean, as the chief academic officer, helps to create a climate of intellectual vitality and excellence, and supports the faculty in their teaching, research and service.

The Division of Nursing and the Health Professions consists of four units: School of Nursing, Programs in Dental Education, Program in Radiography and the School of Allied Health. There are a total of 22 full-time faculty and over 650 students. All programs are currently independently accredited by the appropriate accrediting agencies and are part of a state-wide system School. The School of Nursing holds the William and Kathryn Shields Endowed Chair.

Minimal requirements for the successful candidate are:

- an earned doctorate in one of the disciplines in the division or a related field
- a significant record of experience in leading education programs at the Chair level or higher
- a keen understanding of the complexity of contemporary issues involved in allied health sciences, dental education and nursing
- a distinguished record of clinical expertise, teaching, research, and service commensurate with appointment at the professor level
- successful mentoring in the academic process, including faculty promotion, teaching, research and grantsmanship
- eligibility for licensure in the state of Indiana

Application: Prospective candidates should send a letter of application, including a statement of philosophy and vision for the administration of a unit encompassing multiple health disciplines, vitae, current license, evidence of scholarly activity and the names, titles, addresses, and phone numbers of four (4) references. Please send all information to: **Dr. Thomas C. Miller, Chair, Dean of Nursing and Health Professions Search Committee, Office of Academic Affairs, Indiana University South Bend, 1700 Mishawaka Ave, PO Box 7111, South Bend, IN 46634-7111.**

ALSO
IUSB IS SEEKING QUALIFIED APPLICANTS FOR THE FOLLOWING POSITIONS

ARTS	Lecturer in Theatre (costumer) Lecturer in Piano Lecturer in Communication Assistant/Associate Professor in Mass Communication Assistant Professor & Director in Communication Technical Director in Theatre Assistant Professor of Scenic Design
BUSINESS & ECONOMICS	Visiting Assistant Professor of Human Resources Management Assistant Professors of Decision Science (2)
EDUCATION	Assistant Professor in Instructional Technology Assistant Professor in Special Education Assistant Professor in Elementary Education
LIBERAL ARTS & SCIENCES	Visiting Lectureship/Assistant Professor in Physical Chemistry Visiting Lectureship in Geology Visiting Lectureship in Biology Assistant Professor of Physics Lecturer in English Lecturer in Mathematics
LIBRARY	Assistant Electronic Services Librarian
NURSING	Visiting Assistant Professor in Acute Adult Care Nursing

Appointments to start summer 2002. For more information about any of these positions contact **Dr. Alfred Guillaume, Jr., Vice Chancellor for Academic Affairs, Indiana University South Bend, 1700 Mishawaka Ave., P. O. Box 7111, South Bend, IN 46634-7111.**

IUSB is a comprehensive state institution that offers almost 100 degree and certificate-granting programs to 7400 students. IUSB serves the urban, suburban, and rural communities of north central Indiana and southwestern Michigan and has a significant interactional student body. It is the third largest of Indiana University's eight campuses. Besides vibrant local cultural and social activities, including museums, galleries, performances, and recreational opportunities, IUSB enjoys access to Chicago and is within driving distance of the top universities of the Great Lakes states. The cost of living is one of the most reasonable in the country.

IUSB is strongly committed to achieving excellence through cultural diversity. The University actively encourages applicants and nominations of women, persons of color, applicants with disabilities, and members of other under-represented groups.

An AA/EEO employer Visit www.iusb.edu for information on the campus

VICE PRESIDENT FOR STUDENT AFFAIRS

The University of Toledo

The University of Toledo (UT) seeks an outstanding leader to serve as Vice President for Student Affairs for one of the nation's leading doctoral, research-intensive metropolitan public universities.

The Position: The Vice President for Student Affairs reports directly to the President and serves as the senior student affairs officer for the University. The Vice President is responsible for providing executive leadership, definition and organization to student services and programs. Through consensus building and strategic direction consistent with the University mission, the Vice President develops and implements a clear vision for student affairs.

The Vice President for Student Affairs has executive and fiscal responsibility for diversified student affairs offices and organizations, including the American Language Institute; Career Services; Catharine S. Eberly Center for Women; Center for Latino Initiatives; Child Care Center; Counseling Center; Dean of Students; Greek Life; International Student Services; Multicultural Student Center; Off-Campus Housing and Commuter Student Services; Office of Accessibility; Office of Student Conduct; Office of Student Legal Services; Office of Veterans' Affairs; Student Activities; Student Employment; Student Housing and Residence Life; Student Medical Center; Student Recreation Center; Student Union; and WXUT-FM.

The University: Founded in 1872, the University of Toledo is a large, multi-faceted metropolitan educational, research and service institution. The Bancroft campus provides housing for approximately 3,000 students, including special housing for honors and international students. Additional housing for 600 students is now under construction and will open as the Living Learning Center in the fall of 2002. "Greek Life" is housed on campus at the McComas Village which provides University-owned housing, including kitchen and laundry facilities, for 350 students representing 14 of the 31 fraternity and sorority chapters at the University. All student housing includes computer networking, helping to make UT one of Yahoo's "100 most wired" campuses. Students can spend their leisure time at the expanded and renovated Glass Bowl football stadium, the basketball and concert facilities at Savage Hall, and the nationally acclaimed Student Recreation Center.

The University has eight colleges and six metropolitan Toledo campus locations, with an enrollment of over 20,000 students, reflecting racial, ethnic and geographic diversity. Approximately 75 percent of UT students are enrolled in undergraduate programs, with the remaining 25 percent engaged in graduate or professional study. Almost half of UT students are residents of the greater Toledo area, which includes portions of southeastern Michigan; 84 percent are from Ohio; 10 percent are international students; and 6 percent are from states outside Ohio. Approximately 30 percent of the undergraduates are age 25 or older. The University offers day and evening programs for residential and commuting students. A full description of the University's broad academic offerings and campus life may be viewed on the University of Toledo web site: www.utoledo.edu.

Qualifications: The preferred candidate for the position of Vice President for Student Affairs will hold a doctoral degree and have a minimum of five years of progressively more responsible, senior management experience in student affairs administration, preferably at a metropolitan university. The ideal candidate will demonstrate strong leadership and fiscal management skills; superior communications and people skills; the ability to work well with diverse groups; a vision that joins student affairs with academic values; experience with recruitment and retention; and the ability to inspire students, faculty and staff around common objectives.

Application and Nomination Procedure: Applications received by January 7, 2002, will receive full consideration, but the position will remain open until filled. Candidates are asked to provide a curriculum vitae; names, addresses and phone numbers of five references; and a cover letter describing their interest in and vision for the position. Visit the University's web site at www.utoledo.edu, then click on the Faculty/Staff page and use the link to the Vice President for Student Affairs search. Although every effort will be made to treat all candidates in confidence, Ohio is an open-meeting, open-records state and confidentially cannot be guaranteed. Applications and nominations should be sent to:

Jerome M. Sullivan, Dean, College of Health and Human Services, Search Committee Chair, c/o Human Resources, Mail Stop 205, The University of Toledo, 2801 West Bancroft Street, Toledo, OH 43606-3390, Email: hr@utnet.utoledo.edu, Fax: 419/530-1490.

THE UNIVERSITY OF TOLEDO

The University of Toledo is an Equal Access, Equal Opportunity, Affirmative Action Employer and Educator.

THE NATIONAL WAR COLLEGE

Professor of Informational and Educational Systems

The National War College, in Washington, D.C., is seeking applications for a senior position in information and educational systems in an academic setting. The ideal candidate would be an IT manager with expertise in educational information systems and technologies. He/she will work directly with the Dean of Faculty, Department Chairpersons, course directors, and faculty members to seek out and creatively apply educational techniques, especially those based on informational and educational technologies, to the National War College in both core and elective courses. Keep up to date with emerging concepts and technology, and act as an advocate and primary researcher for ways to effectively use information and educational technologies in the college curriculum and in support of curriculum development. Serve on committees and perform other duties as assigned that contribute to the professional development of faculty colleagues; and conduct research, maintain academic currency, and participate in studies, conferences, and working groups within and outside the National Defense University. ***The National War College is an Equal Opportunity Employer and we encourage women and minority candidates to apply.*** Applicants should provide a letter and an Application for Federal Employment or a curriculum vitae providing sufficient information to support qualifications for this position to **Chris Lyons, National Defense University, ATTN: NDU-PAS (Lyons), Bldg 62, 300 Fifth Avenue, Fort McNair, Washington, D.C. 20319-5066** or lyonsc@ndu.edu not later than December 31, 2001. Complete announcement for this vacancy is available at www.usajobs.opm.gov. For further information, contact Chris Lyons, **(202) 685-2147** or **DSN 325-2147**.

UNIVERSITY OF KANSAS

DEAN

The University of Kansas School of Engineering seeks a dean to provide imaginative leadership to enhance its national/international stature. If you are interested, please email Professor Tom Mulinazzi at **tomm@ku.edu** by **January 22, 2002.**

THE COLLEGE OF

WOOSTER

Wooster, OH 44691-2363

Tenure-Track

Latin American & Caribbean

History

See full description at:
http://www.wooster.edu/
oncampus/empopp.html.
Choose "Job Postings from the
Five Colleges of Ohio" to locate the
description or call or e-mail Linda Farmer
330-263-2133 or lfarmer@wooster.edu.

Virginia Tech
VIRGINIA POLYTECHNIC INSTITUTE AND STATE UNIVERSITY

DEAN
College of Human Resources and Education

Virginia Polytechnic Institute and State University (Virginia Tech) is seeking an effective leader to serve as Dean of the College of Human Resources and Education and as a critical member of the university's leadership team as Virginia Tech strives to increase its stature as a nationally-recognized research university. The College has 6 departments, 160 faculty members, 1850 undergraduates, and 1750 full and part-time graduate students, on and off campus.

The dean provides leadership for the instructional, research, and outreach missions of the College; advances the vision for the College within the university's newly approved strategic plan; acquires and allocates resources; oversees the professional development of faculty and staff; advances college-based research activity which is generally focused on improving the well-being and quality of life for individuals, families, and communities; enhances the diversity of the faculty, staff, and student body; and builds effective relationships with external constituencies.

Required qualifications include an earned doctorate and a distinguished record of scholarly activity that would qualify for the rank of professor in an academic department in the College; effective communication and interpersonal skills; and successful leadership in higher education. Desired qualifications include commitment to the landgrant mission and to the pursuit of excellence in all of the missions of the college; a record of accomplishment related to diversity; successful administrative experience; experience in planning and program development, particularly in relationship to research programs; and ability and commitment to raise external funds.

Please visit the following websites for information on Virginia Tech (www.vt.edu), the College of Human Resources and Education (www.chre.vt.edu), the university's strategic plan (www.unirel.vt.edu/ stratplan), and the full job description for this position (www.provost.vt.edu).

Please send applications or nominations to: **Dr. Gregory Brown, c/o Office of the Provost, 330 Burruss Hall, Mailcode 0132, Blacksburg, VA 24061.** Review of credentials will begin January 7, 2002.

Virginia Tech has a strong commitment to the principle of diversity and, in that spirit, seeks a broad spectrum of candidates including women, minorities, and people with disabilities. Individuals with disabilities desiring accommodations in the application process should contact Ms. Keohi Council at (540) 231-6122; TDD (540) 231-9460 by December 20.

EO/AA Employer

Suffolk
COUNTY COMMUNITY COLLEGE

Director of Student Activities
Western Campus

Suffolk County Community College, New York State's largest multi-campus community college, is seeking a creative, enthusiastic, and experienced professional to serve as Director of Student Activities for its Western Campus.

For a complete description of the responsibilities and desired qualifications, please access the college's web site at **www.sunysuffolk.edu**

UNIVERSITY of ARKANSAS

ASSISTANT PROFESSOR
20th Century American Foreign Relations

The history department of the University of Arkansas, Fayetteville invites applications for an assistant professorship (tenure track) from scholars with primary research interests in the Cold War. Review of applications will begin January 7, 2002, although other applications may be considered until the position is filled. Please send letter of application, placement file, and names and addresses of three references (if not contained in placement file) to: **Professor David Sloan, Associate Chair, Department of History, University of Arkansas, MAIN 416, Fayetteville, Arkansas 72701. E-mail: dsloan@comp.uark.edu. Fax: (501) 575-2775.**

The University of Arkansas is an Affirmative Action Equal Opportunity Institution. Women and Minorities are encouraged to apply.

1867 ILLINOIS
UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN

Dean
College of Law

The University of Illinois at Urbana-Champaign invites nominations and applications for the position of Dean of the College of Law.

As chief academic and administrative officer of the College of Law, the Dean reports directly to the Provost. A top ten public university law school, the College has 37 faculty members, 54 visiting and adjunct faculty, 47 academic professional and support staff, and enrolls 650 students. The Dean provides leadership in the College's missions of teaching, research, and public service.

Qualifications include a record of academic and professional achievement that commands the respect of the faculty and is commensurate with appointment at the rank of Professor. Desirable qualifications include successful teaching and administrative experience, demonstrated leadership ability and commitment to excellence, capacity to craft a vision for the College's future development that will win the support of the faculty and academic leaders across the university, ability to work effectively with alumni, donors, and other constituencies, and commitment to diversity.

This is a full-time, 12-month appointment. Start date for the position is negotiable with preference for August 21, 2002. Salary is negotiable.

To ensure full consideration, applications and nominations should be submitted by January 4, 2002, to:

Dean David E. Daniel, Chair
Search Committee for the Dean of the College of Law
University of Illinois at Urbana-Champaign
Swanlund Administration Building
601 East John Street
Champaign, Illinois 61820
Attention: Shirley Apperson
(217 / 244-9483 *phone*, 217 / 244-5639 *facsimile*)

Affirmative Action/Equal Opportunity Employer

UNIVERSITY OF MINNESOTA

ASSOCIATE DEAN & DIRECTOR

University of Minnesota Extension Service
University of Minnesota, St. Paul campus

Information about Extension and our programs is available at www.extension.umn.edu.

The person in this position:

- Provides leadership for Extension's educational programming and assures that vital linkages with campus-based faculty & critical coordination with academic units are developed/maintained.
- Leads management of administrative systems to ensure that personnel and resources are integrated and focused to accomplish priority work.
- Provides pivotal leadership for new program development & support systems to respond to the critical needs of our communities.
- Gives clear voice to Extension's priorities and mobilizes Extension's personnel and resources to make it happen.

The following education, experience, skills/abilities are required:

- Ph.D. or equivalent advanced degree in a relevant field with evidence of successful scholarship
- Minimum of five years of demonstrated successful administrative experience in a position of leadership, preferably in higher education
- Demonstrated understanding of and skill working with educational program development, evaluation, grants management, administration
- Demonstrated understanding of and commitment to principles of diversity & pluralism, affirmative action, equal opportunity
- Well-articulated understanding of the broad mission of a land-grant university including teaching, research, outreach
- Evidence of excellent written and oral communication skills particularly as they are applied to creativity, leadership, work with teams
- Demonstrated understanding of and appreciation for the role of technology in program development & delivery
- Demonstrated ability to take on new responsibilities & work effectively in an environment characterized by rapid change and multiple opportunities

Application deadline: January 11, 2002 or until filled.

Complete description may be downloaded from Web at www.extension.umn.edu/units/director/positions.html; by calling (612) 624-3717; or e-mailing **denom001@umn.edu.** To be considered, submit a letter of application indicating your qualifications for and interest in the position; curriculum vitae; the names, professional titles, addresses, & phone numbers of three references to:
Extension Human Resources, 260 Coffey Hall, 1420 Eckles Avenue, St. Paul, MN 55108; (612) 624-7749.

The U of MN is an equal opportunity educator & employer.

Chair, Department of Marketing Communication

The School of Communication at Emerson College is pleased to announce the formation of a new academic unit, the Department of Marketing Communication, beginning with the Fall 2002 semester. This results from the reorganization of the former Department of Communication into two separate departments: Marketing Communication; and Speech Communication (department names to be finalized at a later date). We seek applications for the position of Chair of the Department of Marketing Communication.

We seek a colleague at the Associate/Full Professor rank to serve as Chair of the new department, to institute quality measures and recruitment procedures for continued enrollment growth of existing programs, and to lead the faculty in the development of new offerings (including both degree programs and executive/advanced professional training). The preferred candidate will have an advanced degree in advertising, communication, marketing, public relations, or a related field (Ph.D. preferred, master's recipients will be considered), a record of contributions both within the academy and in the marketing communication industry, and a thorough understanding of the range of career options available to students of marketing communication and the ways in which new technologies are affecting the industry. Program leadership and an entrepreneurial spirit are strongly desired.

In Fall 2002, the Department of Marketing Communication will inherit several popular degree programs from the former Department of Communication (tentative listing):

- Marketing Communication: Advertising and Public Relations (undergraduate)
- Integrated Marketing Communication (graduate)
- Global Marketing Communication and Advertising (graduate; IAA certified)

(Pending faculty and administrative review, additional existing programs may be assigned to the new department.)

Across these several programs students are prepared with research, creative and strategic skills for the planning and implementation of integrated communication campaigns. The curriculum integrates liberal arts education with professional preparation within a collegiate setting focused on communication, media and the arts. Emerson marketing communication students finished first in the district and eleventh in the national AAF 2001 competition.

Nominations and completed applications (consisting of a cover letter, c.v., and up to three examples of scholarly and/or creative work) should be sent to: **Dr. Stuart J. Sigman, Dean, School of Communication, Emerson College, 120 Boylston Street, Boston, MA 02116.**

The deadline for the receipt of applications and nominations is December 1, although these will continue to be received and reviewed until an appointment is made.

For more information, contact: **Dean Sigman at Stuart_Sigman@emerson.edu, 617-824-8573, or Margot Lansing of Lansing & Associates, at lansing@mediaone.net, 781-237-1754.** Emerson College is an affirmative action/equal opportunity employer focused on workforce diversity.

1880
EMERSON COLLEGE
BRINGING INNOVATION TO COMMUNICATION AND THE ARTS

Distinguished Visiting Faculty Position

Center for the Arts in Society

Carnegie Mellon University

Scholars in any field of humanistic or artistic endeavor, are asked to apply. Applicants must hold senior rank, and have interests. The successful applicant will be appointed to the Center for one semester of the academic year. He or she will teach one course, and give one public lecture, and participate in the work of the Center. Applications must be received by January 15, 2001.

For more information, see: **http://hss.cmu.edu/cas**

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THE NATIONAL WAR COLLEGE

Professor of National Security Strategy

The National War College, in Washington, D.C., is seeking two faculty members for appointments as Professors of National Security Strategy. Candidates should have a solid record of teaching experience and scholarly accomplishment; experience at senior policy-making levels in national security affairs a plus. The College was established in 1946 to educate mid-career civilian and military officers in the national security process, and offers a ten-month course on all aspects of national security with a special emphasis on military strategy. The faculty of approximately 55 persons is a mix of professional military officers, senior employees of selected government agencies, and professional academicians. The College teaches primarily in seminar settings and grants a Master of Science in National Security Studies accredited by the Middle States Association. Both appointments will begin in August 2002, subject to funding availability. ***The National War College is an Equal Opportunity Employer and we strongly encourage women and minority candidates to apply.*** Applicants should provide a letter and an Application for Federal Employment or a curriculum vitae providing sufficient information to support qualifications for this position to **Chris Lyons, National Defense University, ATTN: NDU-PAS (Lyons), Bldg 62, 300 Fifth Avenue, Fort McNair, Washington, D.C. 20319-5066** or lyonsc@ndu.edu not later than December 15, 2001. Complete announcement for this vacancy is available at www.usajobs.opm.gov. For further information, contact Chris Lyons, **(202) 685-2147 or DSN 325-2147.**

Chair – Department of Education
College of Agriculture and Life Sciences

The Department of Education is seeking a scholar and leader in Education to be the Chair of the Department beginning July 1, 2002.

The successful candidate will be nationally recognized in one of the areas of graduate study in Education at Cornell: Teacher Education in Agricultural Science, Science, or Mathematics; or in Adult and/or Extension Education. The successful candidate will provide leadership for the newly reorganized Department, will have a vision for the future of Education, and will be qualified for appointment as a Full Professor at Cornell University.

The Department of Education faculty has a vision of excellence in scholarship and the professional development of educators. The Chair will implement a five-year development and staffing plan that will place Cornell as an international model for teacher education, adult education, and extension education including international extension.

Cornell Teacher Education is an integrated program in agricultural science education, mathematics education, and science education that offers the Master of Arts in Teaching to students with undergraduate majors in their subject areas. We also offer the M.S. and Ph.D. degrees for those interested in pursuing research related to Teacher Education and curriculum and instruction in mathematics, sciences or agricultural science. We are re-designing a Master of Professional Studies (MPS) program for experienced teachers seeking to earn the professional masters' degree.

In Adult and Extension Education we offer the MPS degree for students seeking professional development, and the M.S. and Ph.D. degrees for those pursuing research and scholarship interests. Students may emphasize Adult Education, Extension Education, or International Extension Education in their graduate studies.

Expectations of a Department Chairperson, College of Agriculture and Life Sciences

- Provide overall leadership to the faculty and staff in planning, developing and carrying out the teaching, research and extension programs of the department.
- Represent the department in various situations by interpreting strengths, needs and concerns of the department to college administration and in turn conveying and interpreting policies and concerns of the college administration to department faculty and staff. This requires regular and open communication with the faculty.
- Provide leadership in the recruitment and selection of faculty, other professional personnel and senior support staff.
- Make recommendations to the dean regarding promotion and salary adjustments for faculty and staff.
- Provide mentoring, encouragement, counseling, support and other assistance on a continuing basis to the faculty and staff of the department. The chair has primary responsibility for the professional development and periodic performance reviews of faculty and academic staff.
- Allocate available resources among programs of the department that reflect variations in requirements, likely effectiveness of use and overall importance of programs.
- Assign extension, teaching, advisory, and other academic responsibilities in an equitable manner with regard for both individual and department programs.
- Work with the faculty and the college administration in aggressively seeking appropriate sources of outside support for the programs of the department.
- Assure that the business and management affairs of the department, including operation and maintenance of facilities, are handled effectively and efficiently and meet all legal requirements.
- Maintain involvement in at least one functional area (teaching, extension, or research).

Starting date: July 1, 2002, or as negotiated. Applications are encouraged before January 18, 2002, but will be accepted until the position is filled.

Please send a confidential letter to state your own interest in the position or to nominate candidates that you recommend. Telephone inquiries and e-mail communications are encouraged. Applicants should submit a curriculum vitae, two recent publications, and three references.

CORNELL

Prof. David L. Brown, Search Committee Chair
Department of Education
113 Kennedy Hall
Cornell University
Ithaca, New York 14853
Phone: 607-255-3164, Fax: 607-255-7905, e-mail: DLB17@cornell.edu

Cornell University is an Equal Opportunity/Affirmative Action Employer and Educator. Women and members of ethnic minority groups are strongly encouraged to apply.

http://www.education.cornell.edu
http://chronicle.com/jobs/profiles/2377.htm

Education

DEANS

(Search Re-opened)

These Dean positions have responsibility for the organization and administration of the division, and provide educational leadership and support for all academic programs in the division.

- **DEAN OF SOCIAL SCIENCE DIVISION** - Includes transfer and career programs in Anthropology, Criminal Justice, Early Childhood Education, Economics, Education, Geography, History, Human Services, Political Science, Psychology, and Sociology.
- **DEAN OF BUSINESS DIVISION** - Includes business administration transfer and career programs in Accounting, Administrative Office Systems, Business Management, Computer Information Systems and Food Service Management.

Qualified applicants must have a Master's Degree in any of the disciplines included in the divisions and College teaching experience. Closely related degrees will be considered. For full consideration, applicants must submit a completed application form, current resume, letter of interest, three letters of recommendation, and official transcripts of degrees by January 18, 2002.

For application, contact the Human Resources office via any of the following: Phone: 847-543-2065, TDD: 847-223-5615, Fax: 847-223-0824, and e-mail personnel@clc.cc.il.us. We are an Equal Opportunity Employer, dedicated to diversity, which encourages the applications of Women, People of Color, Persons with Disabilities and Veterans. Visit our website at www.clc.cc.il.us/ COLLEGE OF LAKE COUNTY, Human Resources, 19351 W. Washington Street, Grayslake, IL 60030-1198. EOE/AA/M/F/D/V

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English as a Second Language Lecturer for Intensive English Program (IEP)

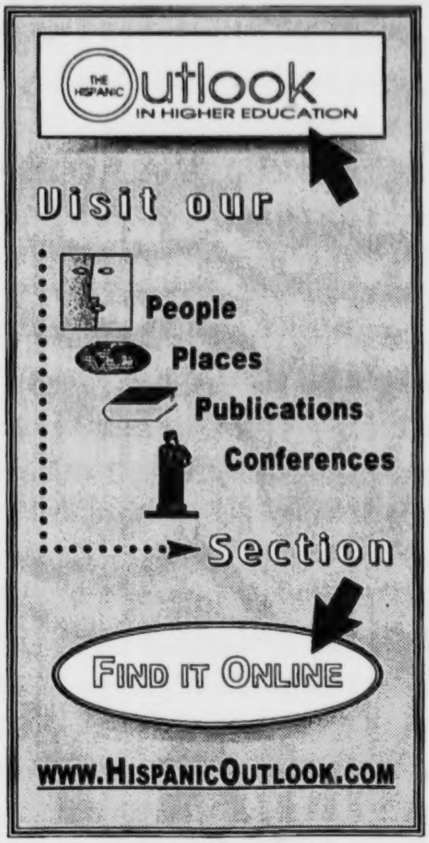
GEORGIA STATE UNIVERSITY
Department of Applied Linguistics/ESL
Intensive English Program

Georgia State University's Department of Applied Linguistics/ESL is accepting applications for four full-time, 12-month, non-tenure track English as a Second Language lecturer positions in its Intensive English Program (IEP). Responsibilities include teaching, curriculum development, mentoring, academic advising, registration, orientation, placement testing, and other related duties. Ideal candidates will have native-like proficiency in English, MA in TESL or closely related field, and at least 3 years of teaching experience. Experience in teaching English for Academic Purposes (EAP) is preferred. Salaries are competitive and full benefits are offered. These positions have 12-month contracts that are renewable annually. Please submit letter of application, resume, official transcripts, evidence of teaching effectiveness, including complete sets of student evaluations, and 3 letters of professional recommendation to **Chair, IEP Search Committee, Department of Applied Linguistics & ESL, Georgia State University, P.O. Box 4099, Atlanta, GA 30302-4099.** Applications will be reviewed beginning January 25, 2002 and will continue to be reviewed until successful candidates are identified. All positions begin mid-August, 2002.

Georgia State University, a unit of the University System of Georgia, is an Equal Opportunity Educational Institution and an Equal Opportunity, Affirmative Action Employer.

For further information about our programs, visit the Department's website at:

http://www.gsu.edu/alesl/.



STCC
South Texas Community College

ANNOUNCEMENT OF FALL 2002 VACANCIES

Because of its dynamic increase in enrollment at all campuses within the district, South Texas Community College is looking to identify dedicated and committed faculty with values of Quality, Integrity, and Community to provide leadership for its students.

STCC is located in McAllen, Texas. The College is located in the heart of population growth and job opportunities as it is just 10 miles north of the U.S./Mexico Border and approximately 65 miles from beautiful South Padre Island. Visitors to the area enjoy the subtropical climate, year-round sport opportunities, and the wonderful hospitality of South Texas.

STCC has been reaffirmed in its accreditation by SACS (Southern Association of Colleges and Schools) for 10 more years.

STCC is accepting applications from qualified candidates in the following areas:

Art
Associate Degree Nursing
Automotive
Auto Collision
Biology
Business & Accounting
Business Computer Systems
Chemistry
Child Care & Development
College Success
Computer Science
Developmental Math
Developmental Reading
Diesel
Electronics
EMT
English
French
Government
History
Japanese
Kinesiology
Mathematics
Medical Assisting
Music
Pharmacy Technology
Philosophy
Physics
Psychology
Radiology Technology
Sign Language
Sociology
Spanish
Speech & Drama
Vocational Nursing

VISIT OUR WEBSITE AT WWW.STCC.CC.TX.US
FOR COMPLETE JOB ANNOUNCEMENTS

NOTE: STCC is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools. Credentials of ALL Faculty must meet the requirements set forth by SACS.

HOW TO APPLY: SEPARATE APPLICATION PACKET REQUIRED FOR EACH POSITION. An application packet includes letter of application, STCC application, resume, copies of transcripts (official transcripts required prior to employment) and five professional references with name, addresses and phone numbers to the address below. Only complete packets will be forwarded to Search Committees. All positions are pending Board approval of FY03 budget.

STCC
South Texas Community College

Office of Human Resources
P.O. Box 9701
McAllen, TX 78502

No person shall be excluded from participation in, denied the benefits of, or be subject to discrimination under any program or activity sponsored or conducted by South Texas Community College on the basis of race, color, national origin, religion, sex, age, veteran status, or disability.

UNIVERSITY OF MINNESOTA

Department Head and Professor
Department of Family Social Science

We are searching for candidates with vision, energy and enthusiasm to provide dynamic leadership to the department's teaching, research, outreach and service. The Department Head will maintain balanced leadership for teaching and learning, research and discovery, and outreach and service, and will exert visionary, dynamic and effective leadership, including cross-disciplinary or interdepartmental collaboration. Family Social Science (FSoS) provides outstanding undergraduate, masters and doctoral education, and is considered the premier family department in national rankings.

This is a 100%-time, twelve-month annually renewable administrative appointment, with an initial appointment period of three years, and a 9-month tenured faculty position in FSoS. Renewals are contingent upon a formal performance review and evaluation. Desired starting date is June 2003. Review of applications begins February 1, 2002, continuing until position is filled.

Complete job description available at http://fsos.che.umn.edu/employment/head-prof.html. To apply, submit: **1)** letter indicating interest in the position and how qualifications are met; **2)** complete vitae; **3)** representative research publications; and **4)** names, addresses and telephone numbers of at least three references to: **Janis Batt, HR Director, University of Minnesota, College of Human Ecology, 48 McNeal Hall, 1985 Buford Avenue, St. Paul, MN 55108, Phone: 612.624.0788, Fax: 612) 625-5767, E-mail: jbatt@che.umn.edu.**

The University of Minnesota is an equal opportunity educator and employer.

SC
CCD

PRESIDENT

Fresno City College
State Center Community College District

The Board of Trustees of the State Center Community College District seeks a new chief executive officer for Fresno City College. The State Center Community College District is a multi-campus district and the president is directly responsible to the Chancellor of the district.

The profile brochure which contains details on the presidential search should be requested by contacting: **Ms. Vicki Roth, Search Liaison, State Center Community College District, 1525 East Weldon Avenue, Fresno, CA 93704; telephone: 559-244-5976 or email at vicki.roth@scccd.com.**

The Search Committee will begin reviewing resumes on February 1, 2002 and will continue until the position is filled. To ensure full consideration, submissions are encouraged prior to that time. The successful candidate should be available for employment as soon as possible and no later than **July 1, 2002.**

The full presidential profile is available on the District web site at **www.scccd.com.**

For additional information, confidential inquiries and nominations, contact search consultant: **Narcisa A. Polonio, telephone: 202-775-4667 or cell phone: 202-276-1983; email: npolonio@acct.org.**

State Center Community College District is an
Equal Employment Opportunity Employer
-An ACCT Search-

VCU

Virginia Commonwealth University

Coordinator of Office for Disability Support Services

Virginia Commonwealth University seeks applications for the position of Coordinator of the Office for Disability Support Services. This Office has direct responsibility for students with disabilities. The Coordinator intakes, determines eligibility for services, by the review of appropriate diagnostic documentation, and assigns appropriate accommodations. The Coordinator engages in campus consultation with administrators, faculty and staff on issues related to educating students with disabilities. **Qualifications:** Master's degree required and doctorate preferred in special education, psychology, rehabilitation counseling or closely related field. Documented record of at least 3 years of full time supervisory experience in higher education working with students with disabilities and education professionals. Documented ability to work effectively in culturally diverse settings. Knowledge of ADA and 504 required. Excellent communication skills, both verbal and written. Position is 12 months administrative, nontenure eligible. Salary commensurate with qualifications and prior experience. Send letter of application, vitae and contact information for three professional references to:

Martha L. Green, Ed.D.
Division of Student Affairs
Virginia Commonwealth University
PO Box 843017
Richmond, VA 23284-3017
mlgreen@vcu.edu

Application review process will begin on **January 7, 2002** and the position will remain open until filled.

Virginia Commonwealth University is an equal employment/affirmative action employer. Women, minorities and persons with disabilities are encouraged to apply.

ANTICIPATED TENURE TRACK FACULTY OPENINGS

FALL 2002

Manhattan College is an independent Catholic coeducational institution in the Lasallian tradition located in the Riverdale section of NYC.

All the positions are Tenure Track Assistant/Associate Professor and require an earned Ph.D. unless otherwise indicated in ad description. Please submit a letter of application, C.V., statement of teaching philosophy, and three letters of recommendation by deadline date to the appropriate Chair. For a more detailed description of each position, please visit our website. Applications will be accepted until positions are filled or stated deadline. All positions require a strong commitment to excellence in teaching as well as serving a diverse urban population. Candidates should be adept at integrating computers into the curriculum.

- **CHEMISTRY**
- **CIVIL ENGINEERING**
- **COMPUTER INFORMATION SYSTEMS**
- **EDUCATION**
- **GOVERNMENT**
- **MANAGEMENT/MARKETING**
- **MATHEMATICS**
- **PSYCHOLOGY**
- **COMPUTER SCIENCE -** (Ph.D. in Computer Science preferred/ ABD considered/Ph.D. in a closely related field with recent MS in Computer Science.)

See our website under Faculty Positions for complete description
www.manhattan.edu/hrs

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MDA
Muscular Dystrophy Association

MILLS COLLEGE

5000 MacArthur Blvd. Oakland, CA 94613

TENURE-TRACK POSITIONS FOR FALL 2002

DANCE
SOCIOLOGY
CREATIVE WRITING

For complete job descriptions, go to **http://www.mills.edu/GLOBAL/mills.jobs.home.html**

Located in the San Francisco Bay Area, Mills is a selective liberal arts college for women, with coeducational graduate programs (see www.mills.edu). Persons of color and those committed to working in a multicultural environment are encouraged to apply.

MILLS COLLEGE
Oakland, CA

AA/EOE

AAHE
AMERICAN ASSOCIATION FOR HIGHER EDUCATION
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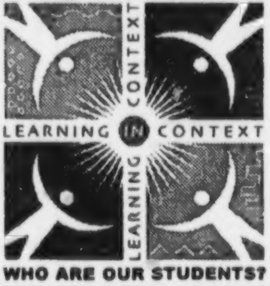
AAHE's 2002 National Conference on Higher Education



WHO ARE OUR STUDENTS?
HOW DO THEY LEARN?

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If you have problems submiting your form online call:
202/293-6440 x 793; knewberry@aahe.org
For questions regarding this year's theme call:
202/293-6440 x 760; bcambridge@aahe.org

Provost and Dean of the Faculty

The Position

Reporting to the President, the Provost and Dean of the Faculty is the chief academic officer of the College and has responsibility for maintaining the standards and integrity of all academic programs and related services. The Provost and Dean is responsible for academic programming and evaluation and supervision of the faculty, library, academic services, adult and graduate programs, registration, and international education.

The successful candidate must be a teacher-scholar who holds a Ph.D. or equivalent in an academic discipline and has the qualifications to earn tenure as a full professor in one of Hood's academic departments.

The College

Founded in 1893, Hood College is an independent liberal arts college with a professionally-oriented graduate school, situated on 50 acres in the middle of historic Frederick, Maryland. Located within an hour's drive of Washington, D.C., and Baltimore, Hood is consistently ranked as one of the nation's best colleges. Hood provides a residential experience for undergraduate women, and graduate and undergraduate education for commuting women and men.

To Apply

To ensure full consideration, a curriculum vitae with an accompanying cover letter, and the names and addresses of three professional references should be sent to:

Search Committee
Attn: Professor Roser Caminals-Heath
Hood College • 401 Rosemont Avenue
Frederick, MD 21701-8575
301.696.3326
E-mail facultydean@hood.edu
or fax 301.696.3790

For a more detailed description of the position, visit www.hood.edu/provost

The committee will begin reviewing applications December 7, 2001 and will continue until the position is filled. Starting date is July 1, 2002; salary is competitive as is the benefit package.

Hood College subscribes to a policy of hiring only individuals legally eligible to work in the United States. Women and minorities are encouraged to apply. EOE.

HOOD
COLLEGE
Frederick, Maryland
Founded 1893

Visit us at www.hood.edu

MANCHESTER
COMMUNITY
COLLEGE

ASSISTANT DIRECTOR OF INFORMATION TECHNOLOGY

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Please visit our website at **www.mcc.commnet.edu**, or call (860) 512-3610 for a copy of the vacancy announcement, including minimum qualifications and salary.

Send letter of intent, resume, transcripts, and the names of three references to:
Deborah A. Wilson, Director of Human Resources
Manchester Community College
Great Path
P.O. Box 1046, Manchester, CT 06045-1046
Must be postmarked no later than December 27, 2001
EOE/AA/M/F

Virginia Tech

VIRGINIA POLYTECHNIC INSTITUTE AND STATE UNIVERSITY

MULTIPLE FACULTY POSITIONS

Virginia Polytechnic Institute and State University – popularly known as Virginia Tech – is Virginia's largest university with 25,000 students, about 220 degree programs, and sponsored research expenditures in excess of $190 million. The discovery and dissemination of new knowledge are central to its mission. Through its focus on teaching and learning, research, and outreach, the university creates, conveys, and applies knowledge to expand personal growth and opportunity, advance social and community development, foster economic competitiveness, and improve the quality of life.

The Board of Visitors has recently approved a strategic plan (http://www.unirel.vt.edu/stratplan) that sets ambitious goals to increase Virginia Tech's stature as a nationally-recognized research university and renews our commitment to attracting and supporting a diverse faculty and student body. In addition, the University Diversity Strategic Plan proposes ways for Virginia Tech to create and sustain a quality learning community that is not only welcoming to all, but also exemplifies excellence, equity and effectiveness in all its endeavors.

We welcome inquiries from women and members of underrepresented groups in any of the wide variety of disciplines at Virginia Tech, whether or not a specific opening is advertised. To learn about our programs, please see the university website at http://www.vt.edu. Inquiries can be addressed to Dr. Patricia Hyer, Associate Provost, Virginia Tech (mailcode 0132), Blacksburg, VA 24051, e-mail hyerp@vt.edu; phone (540) 231-6122.

Virginia Tech has the following faculty vacancies for fall 2002. Screening for each position begins on the date indicated and continues until the position is filled. Specific information about each position is at the following web site: **http://www.ps.vt.edu/employment/facjobs/**

Industrial and Systems Engineering. One Assistant Professor, two Associate/Full Professors: Manufacturing Processes, Simulation, Supply Chain Analysis. Contact: Hanif D. Sherali, (540) 231-5474, hanifs@vt.edu. Application review begins: January 5, 2002. For more information: ise.vt.edu

Electrical & Computer Engineering. Multiple positions: Assistant/Associate/Full Professor, Software Engineering, Networking, Embedded Systems; Microelectronics, Nanoelectronics, Bio-electronics; Other areas will also be considered. Contact: Warren Stutzman, (540) 231-6834, stutzman@vt.edu. Application review is ongoing. For more information: www.ece.vt.edu/recruiting

Via Department of Civil and Environmental Engineering. Environmental Science and Engineering Faculty Member; Preferred Air Resources Engineering or Environmental Biotechnology; will consider other areas. Contact: Dr. John Little, (540) 231-8737, jcl@vt.edu. Application review begins: December 15, 2001. For more information: www.cee.vt.edu/enviro/enveng/html

Via Department of Civil and Environmental Engineering. Transportation Faculty Position and Associate Director, VT Transportation Institute. Contact: Dr. Antonio Trani, (540) 231-4418, vuela@vt.edu. Application review begins: October 15, 2001. For more information: www.cee.vt.edu

Pamplin College of Business. Multiple faculty positions in Accounting & Information Systems, Business Information Technology, Finance, Management, and Marketing. Contact: Dr. Richard E. Sorensen, Dean, (540) 231-6601, sorensen@vt.edu. Application review is ongoing. For more information: www.cob.vt.edu

Human Development. Assistant Professor, Marriage and Family Therapy - 2 Positions. Contact: Dean Diane Yardley, (540) 231-5056, DYardley@vt.edu Application review begins: January 15, 2002. For more information: www.chre.vt.edu/HD/hd.html

Human Development. Assistant Professor/Extension Specialist, Family and Human Development. Contact: Jay Mancini, (540) 231-9816, mancini@vt.edu. Application review begins January 15, 2002. For more information: www.chre.vt.edu/HD/hd.html

Near Environments. Multiple faculty positions in clothing and textiles, interior design, resource management and extension. For more details see: http://www.chre.vt.edu/NearEnvironments/JobOpenings

- Clothing and Textiles. Instructor/Assistant Professor. Contact: LuAnn Gaskill, (540) 231-8520, lagaskil@vt.edu. Application review begins: February 1, 2002.
- Interior Design. 2 positions. Instructor/Assistant Professor. Contact: Bob Parsons, (540) 231-4785, bparsons@vt.edu. Application review begins: January 31, 2002.
- Resource Management. 2 positions. Consumer Affairs; Instructor/Assistant/Associate Professor. Family Financial Management; Instructor/Assistant Professor. Contact: Irene Leech, (540) 231-4191, ileech@vt.edu. Application review begins: February 15, 2002.
- Extension Specialist. 2 positions. Consumer Education; Instructor/Assistant Professor. Family Financial Management; Instructor/Assistant Professor. Contact: Kathy Parrott, (540) 231-4783, homes@vt.edu. Application review begins: February 15, 2002.

Virginia Tech has a strong commitment to the principle of diversity and, in that spirit, seeks a broad spectrum of candidates including women, minorities, and people with disabilities. Individuals with disabilities desiring accommodations in the application process or requiring this information in a different format should notify Virginia Reilly, Equal Opportunity and Affirmative Action, (540) 231-7500, TTY (540) 231-9460, by the application deadline.

LEHIGH
University

ASSOCIATE VICE PRESIDENT FOR HUMAN RESOURCES

Lehigh University, in the beautiful Lehigh Valley region of Pennsylvania, seeks applications and nominations for the new position of Associate Vice President for Human Resources.

Reporting to the Vice President for Finance and Administration, the AVP for Human Resources will be a key member of the dynamic team leading the University to fulfill its vision in the new millennium. S/he is responsible for creating a strategic approach to human resources and fostering collaboration between the human resources staff and the University community to support faculty and staff in achieving the mission of the University. The Associate Vice President works with the Provost, Deans and other administrators at the University to identify and respond to human resource needs with initiative and creativity.

A broad portfolio of responsibilities for Lehigh staff is assigned to the AVP Human Resources, including employment, compensation, benefits, training, and employee relations, as well as compliance with federal and state policy and practice; maintenance of competitive compensation and benefit packages; and oversight of recruitment, performance review, training, and employee relations through out the University. The AVP is responsible for supervising the Department staff, managing the Human Resources budget, and building on the implementation of the BANNER system within the Department.

Lehigh's commitment to affirmative action and increased diversity is supported by the AVP.

Qualifications
The successful candidate for this position is a critical thinker with excellent supervisory and planning skills who has demonstrated success building human resources or similar functions into strategic units in large and complex organizations. The individual's approach and style must be collaborative and consultative, and s/he must possess the ability to navigate and succeed in such an environment.

The new Associate Vice President will have the following abilities, attributes, and experiences.

- Proven leadership success.
- Ability to lead through influence and persuasion.
- Ability to establish credibility with faculty and deans based on critical thinking, operational performance, and interpersonal skills.
- Clear and articulate speaking skills.
- Demonstrated commitment to affirmative action and diversity.
- Successful experience with information technology applications in human resources or similar field.
- Substantial human resources experience in higher education or similar environment.

Please send applications and nominations to:

Nicholas Brill, Vice President
Auerbach Associates/Lehigh University
65 Franklin Street, Suite 400
Boston, MA 02110
Fax: (617) 451-5199
Email: nick@auerbach-assc.com

Please see ***www.lehigh.edu*** *for additional information about Lehigh University. In employment as in education, Lehigh is committed to equal opportunity and affirmative action. Women and members of under represented groups are encouraged to apply.*

President

Worcester
State
College

The Board of Trustees and Presidential Search Committee of Worcester State College seeks an outstanding leader to serve as its next president. It is anticipated that the next president will assume office on August 1, 2002.

Worcester State College is a metropolitan institution serving the citizens of central Massachusetts. Committed to the philosophy that the principles of liberal learning are the foundation of all advanced programs of study, the College offers traditional majors in the Arts and Sciences complimented by professional programs in teacher education, business and management, and the health sciences. Its location in a region marked by growth in medical and biotechnology industries has enhanced its programs in biomedical sciences, biotechnology and allied health professions. As a small public college, the campus community is lauded by its students for its personal approach to education.

Worcester State College is an equal opportunity/affirmative action employer. It actively seeks nominations of and expressions of interest from women and members of underrepresented populations.

Screening of candidates will begin in December. Nominations, confidential requests for information and expressions of interest in the presidency, which should include a resume and letter explaining qualifications and relevant experience, should be sent to the address below. Interested parties may also visit the College's web site at www.worcester.edu.

Mr. John Dickson, Chair
Presidential Search Committee
Worcester State College
P.O. Box 20293
Worcester, MA 01602-2597

Dr. James B. Appleberry of the Academic Search Consultation Service is assisting the search committee. Inquires may be made to him at 502-895-6121

BRIDGEWATER
STATE COLLEGE

Director of Admissions

The Director of Admissions provides leadership for the undergraduate admissions program at the college. The general responsibilities are: initiate and oversee the strategies and programs for the recruitment, admission and enrollment of an academically talented and diverse undergraduate student population; supervise an office staff of fourteen staff members; work collaboratively with a variety of college departments and external agencies in order to achieve enrollment goals; serve as a member of the Enrollment Management Task Force and provide data, analysis and professional judgment to the Task Force as it develops recommendations for the college. Required qualifications: Master's degree and 5-7 years of experience in college admission, with significant management experience; comprehensive knowledge of admissions practices and enrollment management concepts; excellent organizational, communication and interpersonal skills; preference will be given to candidates who can demonstrate success in recruiting diverse populations, working collaboratively with colleagues, supervising work groups, and using computer systems for recruiting and tracking applicants. The successful candidate will be active in professional associations and should possess integrity, compassion, creativity and good personal and professional judgment. Salary will be dependent upon qualifications and experience. Review of complete applications will begin January 2, 2002 and continue until position is filled. **To Apply: Submit letter of interest, resume and the names, addresses and telephone numbers of five professional references to: Office of Human Resources, Bridgewater State College, Bridgewater, MA 02325**
Bridgewater State College is an affirmative action/equal opportunity employer with a long-standing commitment to increasing the diversity of its employee community.

BSC
BRIDGEWATER
STATE COLLEGE

www.bridgew.edu

WILLIAM PATERSON UNIVERSITY

William Paterson University is a comprehensive public institution of higher learning, committed to promoting student success, academic excellence, and community outreach with opportunities for lifelong learning. Featuring nationally renowned academic programs, the University maintains a low student:faculty ratio (12:1) and small class size (21) for its 30 undergraduate and 19 graduate degree programs, supported by state-of-the-art information and communications technology. The University enrolls 10,000 students from across the country and from over 40 foreign nations. William Paterson University is situated on a beautiful suburban campus in Wayne, New Jersey, twenty miles west of New York City.

William Paterson University is seeking an Administrative Assistant to the President and Board of Trustees to assist the President and the Board of Trustees.

Reporting directly to the President and working closely with the Executive Assistant to the President and Board of Trustees, the successful candidate will provide administrative support to the President including scheduling appointments, travel, meetings, receptions and other events; facilitating effective communications between the President and the internal and external communities; assuming responsibility for day to day courteous and efficient routing of customer service issues which are addressed to the President; coordinating President's Office official functions, both on campus and at the President's home and supervising and evaluating the President's Office clerical staff. Working with the Board of Trustees, the Administrative Assistant will prepare and maintain records and minutes of Board meetings; arrange for proper notification of internal and external constituencies regarding time and place of public Board meetings; arrange necessary logistics (e.g., catering, audio visual) for all Board meetings, schedule Board committee meetings and arrange all necessary logistics; maintain historical files for the Board and for individual members of the Board and assist in the administrative aspects of the trustee appointment and reappointment process.

The position requires a bachelor's degree from an accredited college or university; five (5) years of administrative experience (or equivalent combination or relevant training and experience) working with a senior level executive; experience with personal computer office productivity tools; the ability to successfully interact with a wide range of internal and external individuals; the ability to work under pressure with general supervision and with frequent interruptions while remaining carefully attentive to detail, to maintain strict confidentiality of highly sensitive information and to exhibit tact and diplomacy in all relationships. Familiarity with college or university organization and administration is preferred.

A full job description is available upon request.

Salary: Competitive and commensurate with qualifications and experience. This position offers a comprehensive benefits package including tuition waiver for dependent children after one year of full-time employment.

Starting Date: January 2, 2002

Send resume and names, addresses and phone numbers of three (3) references to: Dr. Marc Schaeffer, Executive Assistant to the President and Board of Trustees, Drawer HO, William Paterson University, 300 Pompton Rd., Wayne, New Jersey 07470

The review of applications will begin immediately upon receipt and continue until the positioi is filled. Additional information about the University can be found at http://www.wpunj.edu. William Paterson University is an equal opportunity institution committed to diversity.

WILLIAM PATERSON UNIVERSITY
WAYNE, NEW JERSEY

VALENCIA

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SALARY: $30,063 - $44,212 per year.

APPLICATION DEADLINE: December 13, 2001. For consideration, candidates must submit completed Valencia Community College employment application. To download the employment application, visit our website or for an application packet and position announcement via mail, call 407-582-1253 or e-mail your name, address, and position desired to **pers@valencia.cc.fl.us.** *EA/EO.*

SUMMER 2002

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English as a Second Language Lecturer for ESL Service Courses

GEORGIA STATE UNIVERSITY
Department of Applied Linguistics/ESL

Georgia State University's Department of Applied Linguistics/ESL is accepting applications for one full-time, 9-month, non-tenure track English as a Second Language lecturer position teaching primarily ESL Service Courses (ESL courses for matriculated undergraduate and graduate students enrolled in degree programs). Responsibilities include teaching, curriculum development, mentoring, academic advising, administration of the department's various English-language tests, and other related duties. When faculty perform administrative responsibilities, workload is adjusted to balance administration and teaching. This position has summer teaching expectations and summer administration of the department's testing program. Ideal candidates will have native-like proficiency in English, MA in TESL or closely related field, administrative experience, and at least 3 years of teaching experience. Experience in teaching English for Academic Purposes (EAP) is preferred. Salaries are competitive and full benefits are offered. These positions have 9-month contracts that are renewable annually. Please submit letter of application, resume, official transcripts, evidence of teaching effectiveness, including complete sets of student evaluations, and 3 letters of professional recommendation to **Chair, IEP Search Committee, Department of Applied Linguistics & ESL, Georgia State University, P.O. Box 4099, Atlanta, GA 30302-4099.** Applications will be reviewed beginning January 25, 2002 and will continue to be reviewed until successful candidates are identified. All positions begin mid-August, 2002.

Georgia State University, a unit of the University System of Georgia, is an Equal Opportunity Educational Institution and an Equal Opportunity, Affirmative Action Employer. For further information about our programs, visit the Department's website at

http://www.gsu.edu/alesl/.

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January 28, 2002
Ad deadline:
January 8, 2002

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Education

West Chester University of Pennsylvania

West Chester University

Frederick Douglass Teaching Scholars
Summer 2002

West Chester University of Pennsylvania is offering summer teaching opportunities to graduate students entering the final year of terminal degree programs and preparing to be college teachers. The purpose of the position is to attract graduate students from historically underrepresented and underserved populations. Students selected will teach one course during a five-week term July 1 to August 2.

This program is designed to give these graduate students teaching experience and to explore employment opportunities with this university, which is committed to cultural diversity. This is in keeping with the spirit of Douglass' life of public service and the University's mission to be a source of encouragement to the African American, Native American, Hispanic American, and Asian American communities.

Minimum requirements are: masters degree completed or equivalent and currently enrolled in a terminal degree program; academic background in one of the fields taught at West Chester University; and at least three favorable letters of recommendation from faculty or professionals in the student's field, including the student's advisor. Preferred: experience teaching or as teaching assistant. Scholars will be compensated as adjunct faculty, according to the university's collective bargaining agreement. Scholars are expected to live in on-campus housing in an apartment that will be provided at no charge and to participate in campus activities. Priority consideration will be given to applications postmarked by January 16, 2002.

For information/application, contact: Ms. Marion Hyder, Administrative Assistant for the Office of Sponsored Research & Faculty Development, 008 Philips, West Chester University, West Chester, PA 19383, Phone (610) 436-3557, mhyder@wcupa.edu, or visit our web site at www.wcupa.edu/_information/douglass.scholars/

West Chester University of Pennsylvania, a member of the Pennsylvania State System of Higher Education, is continuing to build a culturally diverse, broadly trained faculty and administration capable of fostering an inclusive environment, which we feel, is necessary to help prepare our students for the 21st Century. West Chester, located 25 miles west of Philadelphia, is convenient to major cultural and commercial institutions, recreational activities, and is within driving distance of Wilmington, DE, NYC, and Washington, DC. The university is an equal opportunity, affirmative action employer encouraging diversity.

CITY COLLEGE OF SAN FRANCISCO

SAN FRANCISCO COMMUNITY COLLEGE DISTRICT

Latin American Studies Instructor

Full-time permanent and part-time positions are available at City College of San Francisco to begin Fall Semester 2002. Earned Master's degree is required.

Application Deadline: Thursday, January 31, 2002, 4:00 P.M.

For detailed job announcement and faculty application form, visit our web site at http://www.ccsf.org/hr or contact the HR Dept., CCSF, 33 Gough St., SF, CA 94103. Tel: 415-241-2246. FAX: 415-241-2335. *AA/EEO.*

UIC

DEAN OF THE HONORS COLLEGE AND ASSOCIATE VICE-PROVOST FOR UNDERGRADUATE PROGRAMS

The University of Illinois at Chicago invites applications and nominations for the position of Dean of the Honors College and Associate Vice-Provost for Undergraduate Programs.

The Dean of the Honors College administers its curriculum, budget, advising, staff development, student activities, and the undergraduate research experience. Applicants must show evidence of success or promise in fundraising, grant writing, and/or resource acquisition. At present the Honors College serves over 1200 students and provides over 25 courses per semester. The Dean of the Honors College will report directly to the Provost and sit at the Deans' Council and participate in discussions of the issues facing the university as a whole.

The Associate Vice-Provost for Undergraduate Programs will report directly to the Executive Vice Provost for Academic Affairs and is the chief academic and administrative officer responsible for overseeing and coordinating the undergraduate experience which includes, among other components, the Study Abroad Program, Guaranteed Professional Program Admission, Special Scholarships, General Education, and other initiatives such as Writing Across the Curriculum and the Freshman Academic Experience.

The successful applicant must possess an earned doctorate degree and qualify for appointment as a tenured full professor in an academic unit or department. The successful applicant must also display leadership skills, and evidence of administrative experience and a commitment to undergraduate education and scholarship, preferably at a college or university with a diverse student body.

The University of Illinois at Chicago is a Carnegie Research Intensive University and the largest institution of higher learning in the Chicago area. UIC is located within walking distance of downtown and is a vital part of the educational, technological, and cultural fabric of the metropolitan area. The campus enrolls almost 25,000 students and employs more than 11,000 people. UIC has an annual budget of over $1 billion with about one-third of that total from state appropriations.

To insure full consideration, applications should be received by February 1, 2002. The search, however, will continue until the position is filled. Applications should include a full curriculum vita, a letter of application, and the names, addresses and telephone numbers of 5 academic references. Applications and nominations should be addressed to:

Professor Stanley Fish, Chair
Search Committee for the Dean of the Honors College
and the Associate Vice-Provost for Undergraduate Programs
University of Illinois at Chicago
Office of the Provost (M/C 105)
601 South Morgan Street
Chicago, Illinois 60607-7128

The University of Illinois at Chicago is an Affirmative Action/ Equal Opportunity Employer.

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Women in Higher Education

February 25, 2002
Ad deadline:
February 5, 2002

...and miss this important issue!

FOR MORE INFORMATION PLEASE CONTACT US AT:

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THE SCHOOL OF THE ART INSTITUTE OF CHICAGO

The School of the Art Institute of Chicago and the Museum of the Art Institute of Chicago, comprise one of the most stimulating cultural institutions in the country. The School is comprised of 25 studio departments and programs and offers the Bachelor of Fine Arts and Interior Architecture Degrees, Bachelor of Arts in Visual & Critical Studies, Master of Fine Arts degrees in Studio and Writing, and Master of Art degrees in Arts Administration, Art Education, Art History / Theory and Criticism, Art Therapy and Historic Preservation, as well as post-baccalaureate certificates and continuing studies programs. The School of the Art Institute of Chicago is an Equal Opportunity / Affirmative Action employer/educator. Women, minorities and international applicants are encouraged to apply. The School is committed to creating a diverse community of faculty and students.

The School is seeking applicants for the following positions effective fall 2002 and 2003:

Dean of Graduate Studies
Dean of Undergraduate Studies
Art Education (due February 2, 2002)
Ceramics
Professorships in Designed Objects/Product Design;
  Transdisciplinary Design; Design History, Theory and Criticism
Painting and Drawing
Performance

All positions are full-time, tenure-track and salary is commensurate with experience For priority consideration all application materials must be received by (not postmarked) Friday, January 18, 2002. unless otherwise noted for opportunities effective fall 2002.

Full job descriptions for positions in the following areas will be available at http://www.artic.edu/saic/public/jobs/faculty.html

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WRIGHT STATE
UNIVERSITY

ASSISTANT PROFESSOR POSITION

Tenure track joint appointment as assistant professor College of Liberal Arts and College of Education and Human Service starting September 1, 2002. Department affiliations will be in a social science department in the College of Liberal Arts (CoLA) and in the Department of Teacher Education in the College of Education and Human Services (CEHS). The successful candidate will assume major teaching responsibilities in either African-American studies or African history.

The person filling this position will assist in the implementation of a new multi-disciplinary Bachelor of Arts degree in social science education. This program prepares students for future Ohio Department of Education licensure as integrated secondary school social studies teachers.

Required: Ph.D. at time of employment; minimum three years experience in social studies secondary education; strong interest in and capability for teaching and research in either African-American studies or African history; professional education preparation and experience.

Preferred: successful college-level teaching; publication either in African-American studies, African history or professional social science education. Teaching load is seven sections per academic year over three quarters, four sections assigned by the affiliated CoLA department, three by the Department of Teacher Education in the CEHS. Also expected: advising social science education majors, university service, regular interaction with area public school administrators and faculty.

This position will remain open until filled. First consideration will be given to applications received by February 15, 2002. Send curriculum vita including references and a letter describing secondary school and college-level teaching and research interests to: **Dr. Robert W. Adams, Chair, Social Science Education Search Committee, Department of Political Science, Wright State University, Dayton, Ohio 45435.** We seek applications from underrepresented groups.

Wright State University is an affirmative action/equal opportunity employer.

For information about Wright State University and its programs, see our web site at
www.wright.edu

SUMMER 2002

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The Mississippi University for Women

PRESIDENT

The Board of Trustees of the Mississippi Institutions of Higher Learning announces a nationwide search to recruit a new President for Mississippi University for Women. The President is the chief executive and spokesperson for the University and reports directly to the Board.

With a historic emphasis on academic and leadership preparation for women, and coeducational since 1982, Mississippi University for Women enrolls more than 2,800 students and is located in Columbus. The campus includes more than 100 acres with 24 buildings listed in the National Register of Historic Places. The University employs 480 faculty and staff and has an annual operating budget of $35.7 million. Founded in 1884 as the first public college for women in the United States, the University has been listed as the number one Southern public liberal arts college by U. S. News and World Report four consecutive years. The University has recently been reclassified as a Master's (Comprehensive) Colleges and Universities II in the Carnegie classifications.

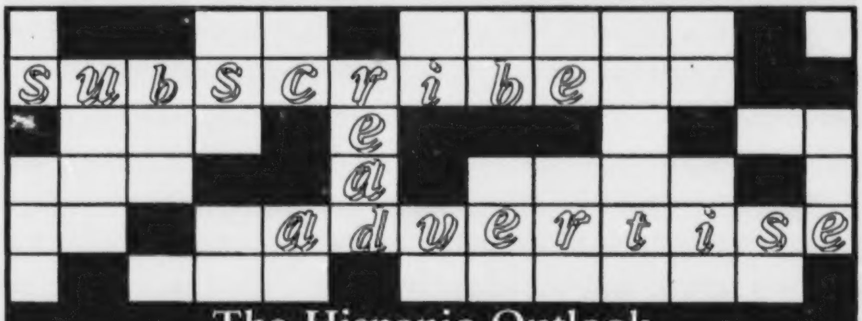
The Board seeks candidates who are able to develop and articulate a vision for the role of the University and who possess demonstrated consensus-building and management skills. The selected individual will have unquestioned personal and professional integrity, outstanding interpersonal and communication abilities, and a passion for the mission of educating and developing students. Desired qualifications include senior academic and administrative leadership experience; strong academic credentials in teaching, scholarship, research, and service sufficient to warrant appointment as professor with tenure in one of the University's academic units. Terminal degree, doctorate preferred.

For best consideration, materials should be submitted prior to December 14, 2001. Review of applications will begin immediately and will continue until an appointment is made. Application materials should include a letter addressing how the candidate's experiences match the position requirements, a curriculum vita, and the names, title, email and business address, business and home telephone numbers of at least five references, which include faculty, administrators, and community leaders. Submission of materials as an MS Word attachment is strongly encouraged. Individuals wishing to nominate candidates for the position should submit a letter of nomination, including the name, position, address, and telephone number of the nominee.

Confidential requests for information, written nominations, and application materials should be directed to:

Jan D. Greenwood, Ph.D., Vice President
A.T. Kearney, Inc.
Mississippi University for Women
333 John Carlyle Street
Alexandria, Virginia 22314
Fax: 703-519-0391
Email: greenwoodteam@atkearney.com

Mississippi University for Women is an equal opportunity and affirmative action employer!



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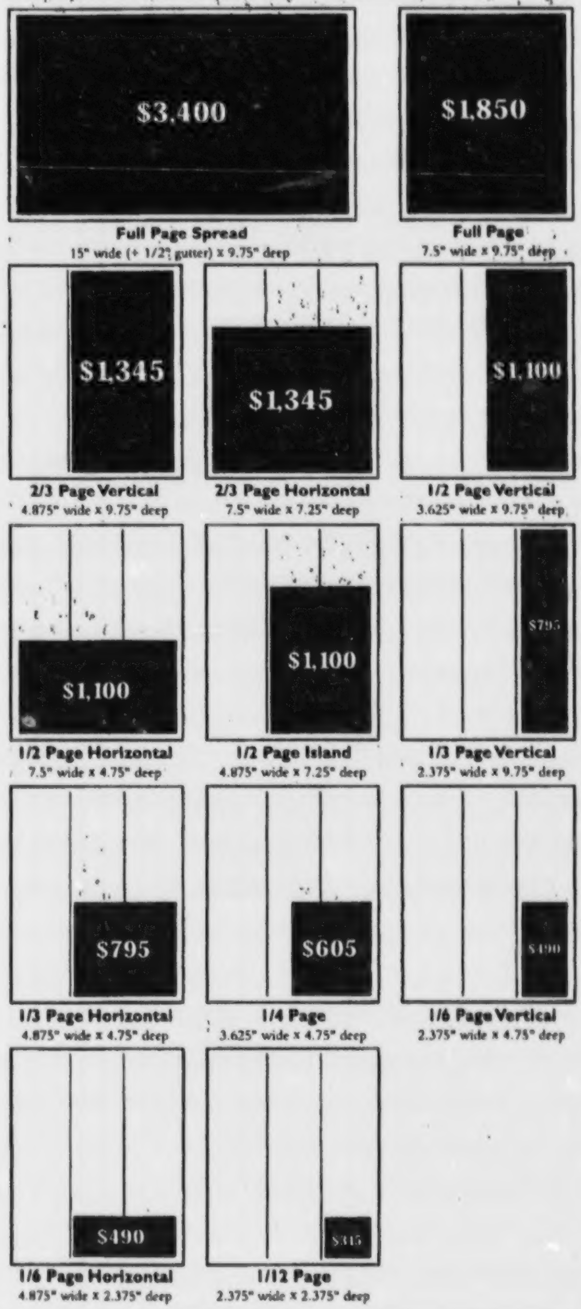

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April 8	March 19	**Graduate School Issue**
April 22	April 2	
May 6	April 16	*** Top 100 Colleges for Hispanics**
May 20	April 30	
June 3	May 14	*** Health Professions Issue**
June 17	May 28	
July 1	June 11	**Graduate School Issue**

READERSHIP

HO's readership is primarily composed of progressive decision-makers in academia and in public and private sectors. As educators and administrators, they represent higher education's most dynamic thinkers. As executives in public or private enterprise, they signify a broadening interest and desire to diversify the workplace. As counselors and professionals in community-based organizations, they are influential advisors to students on career development and other areas of service. *HO*'s readers value multiculturalism and its significance in a global economy. The publication's circulation is **28,000**.

In addition to the primary circulation, *HO* is distributed at major educational meetings and conferences and government agencies and is mailed to community-based groups.

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University of California San Francisco

School of Medicine

Chair, Department of Ophthalmology School of Medicine

The School of Medicine at the University of California, San Francisco seeks a chair for the Department of Ophthalmology, one of the preeminent departments in the nation. The Chair will have responsibility for overseeing all aspects of the department including a diverse range of clinical services and extensive research and teaching activities. The Chair oversees the Beckman Vision Center, which includes the Koret Vision Research Laboratory and the Vision Care and Research Laboratory. The faculty of the department includes 31 full-time faculty members and a large clinical faculty serving numerous subspecialty clinical services. Our integrated residency program utilizes the clinical facilities of three major hospitals: the University of California Medical Center, the Veterans Administration Hospital and San Francisco General Hospital. The training program is designed to educate future leaders in the specialty with an interest in developing broad-based skills in basic and clinical ophthalmic science.

The successful candidate will have exceptional administrative and organizational skills and a national reputation as a leader in academic medicine. Applicants must be qualified for appointment as a professor in the Department of Ophthalmology at the University of California, San Francisco

UCSF is an affirmative action/equal opportunity employer. The University undertakes affirmative action to assure equal employment opportunity for underutilized minorities and women, for persons with disabilities, and for Vietnam-era veterans and special disabled veterans.

Please send your curriculum vitae by December 21, 2001 to:

Ronald D. Miller, M.D.
Chair, Search Committee
c/o Gail Coufal
Office of the Dean/School of Medicine
513 Parnassus, Room S-224
San Francisco, CA 94143-0410
or via email, in a Word '97 compatible format to:
coufalg@medsch.ucsf.edu

EASTERN OREGON
UNIVERSITY

DEAN, SCHOOL OF ARTS AND SCIENCES

Eastern Oregon University announces an opening for the position of Dean of the School of Arts and Sciences. The university is a regional undergraduate state university located in La Grande, in the scenic northeast corner of the state of Oregon. Situated on the historic Oregon Trail, La Grande serves as the county seat and regional cultural hub, with the university an important intellectual link for the region.

The School of Arts and Sciences offers programs in fifteen majors and twenty-three minors, while serving the general education needs of all students. With recent innovations in General Education, a new Honors program, and an updated Strategic Plan, the Dean is expected to provide leadership to a faculty of seventy-eight.

A more detailed job description is posted on the Eastern Oregon University website at: http://www2.eou.edu/hr/uncpo.htm

To apply, send cover letter with current curriculum vitae, and names and telephone numbers of five references by December 20 to:

Search Committee, Dean of Arts and Sciences
Inlow Hall 114
Eastern Oregon University
One University Boulevard
La Grande, OR 97850

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¡PUNTO FINAL!

LEARNING IN "CUBA LIBRE!"

Michael L. Conniff directs the Latin American and Caribbean Studies program at the University of South Florida, where he is also a history professor. Conniff, who has written extensively about Latin America, was a Peace Corps volunteer in Ecuador and a Fulbright professor in Panama and Brazil and is fluent in Spanish and Portuguese. His degrees are from Stanford (M.A. 1969, Ph.D. 1976) and UC Berkeley (B.A. 1968).

This shout has variously referred to Cuba's struggle for independence in the 19th century, to a popular rum drink, and, ironically, to restrictions on freedom in Cuba today.

U.S. universities are doing a lot to promote the free exchange of ideas and scholars across the Florida Strait. The changes they set in motion might not be revolutionary, yet they will certainly bring major benefits to both our societies in coming years.

Louis Pérez's recent book, *On Becoming Cuban*, documents the intimate ties between our two peoples. Cubans have treated me so warmly during the past year and a half that I've been infected with "cubanitis," a feverish desire to immerse myself in the culture and life of the island. I've learned that my experience is not unique.

In the early 1990s, as Cuba adjusted to the end of Soviet subsidies, the University of Southern Mississippi began modest student tours of Havana. Professor Avi Chomsky, who took the first of three student exchange groups in 1996, shared her experience with colleagues in a widely circulated newsletter. Chomsky writes that her students came back: "more willing to ask questions, to think critically. No matter what preconceptions they had about Cuba–and they all had **some** preconceptions–they found them shattered, because Cuba is just so diverse, so highly politicized, they found that they heard a huge variety of viewpoints expressed in just the short time they were there. They are also exposed for the first time (most of them) to the awesome power the U.S. holds elsewhere in the world. They come back more socially and politically conscious, and more responsible–they care about what the U.S. is doing in a way that they didn't before."

Cuba study-abroad programs have become a small industry. Cuba is the fastest-growing student tour destination in the region. For two years, Pittsburgh's Semester at Sea cruise ship has docked in La Habana harbor and given students a look at the city. My university has organized four programs in Cuba, mostly for grad students, and one for professors. All across the country, more and more schools are doing the same.

U.S. foundations have done their part to promote exchanges with Cuban students and professors, by funding travel and research between the island and other nations. So too has the U.S. Congress, which passed legislation in 1996 to encourage people-to-people contact with Cubans. President Clinton expanded these opportunities in 1999.

Most U.S. students travel under institutional licenses issued by the Department of Treasury, allowing two-way educational exchanges of faculty, staff, and students. So far, the student traffic has been largely one way–south. The Cuban government allows very few students (and selected academics) to come north. Under the license arrangement, travel to Havana is complicated but manageable. The biggest obstacles are finding a host institution in Cuba; getting academic visas; and managing money transfers, since U.S. visitors cannot use banks or even credit cards on the island.

Why go to the trouble when Mexico, Costa Rica, and other desirable destinations beckon? First, U.S. students (even children of anti-Castro immigrants) are curious about the remnants of the most sustained socialist experiment in the hemisphere. Second, Cuba's contribution to Western music, dance, and literature draws the culturally engaged. Socialism did not dim Cuba's historically rich artistic scene. And the travel restrictions themselves probably spur some to visit the "forbidden island."

From a teaching standpoint, a Cuba study tour puts students in close touch with a vibrant yet distinct society, one that underwent profound changes after 1959. Cuba survived in the vortex of Cold War intrigue, pioneered guerrilla warfare and humanitarian assistance in Africa, created the "new socialist man," and still remains independent and defiant of U.S. domination. Where else could we expose our students to such dramatic material within 90 miles of our coast?

As Hispanics become a large minority in the U.S., let us remember the secular presence of Cubans in our society and the sources of their identity and culture. Let's take advantage of the People to People laws that encourage academic, cultural, and sporting exchanges with our Cuban neighbors.

If interested in submitting a ¡Punto Final! "think piece," please e-mail us at sloutlook@aol.com for guidelines.

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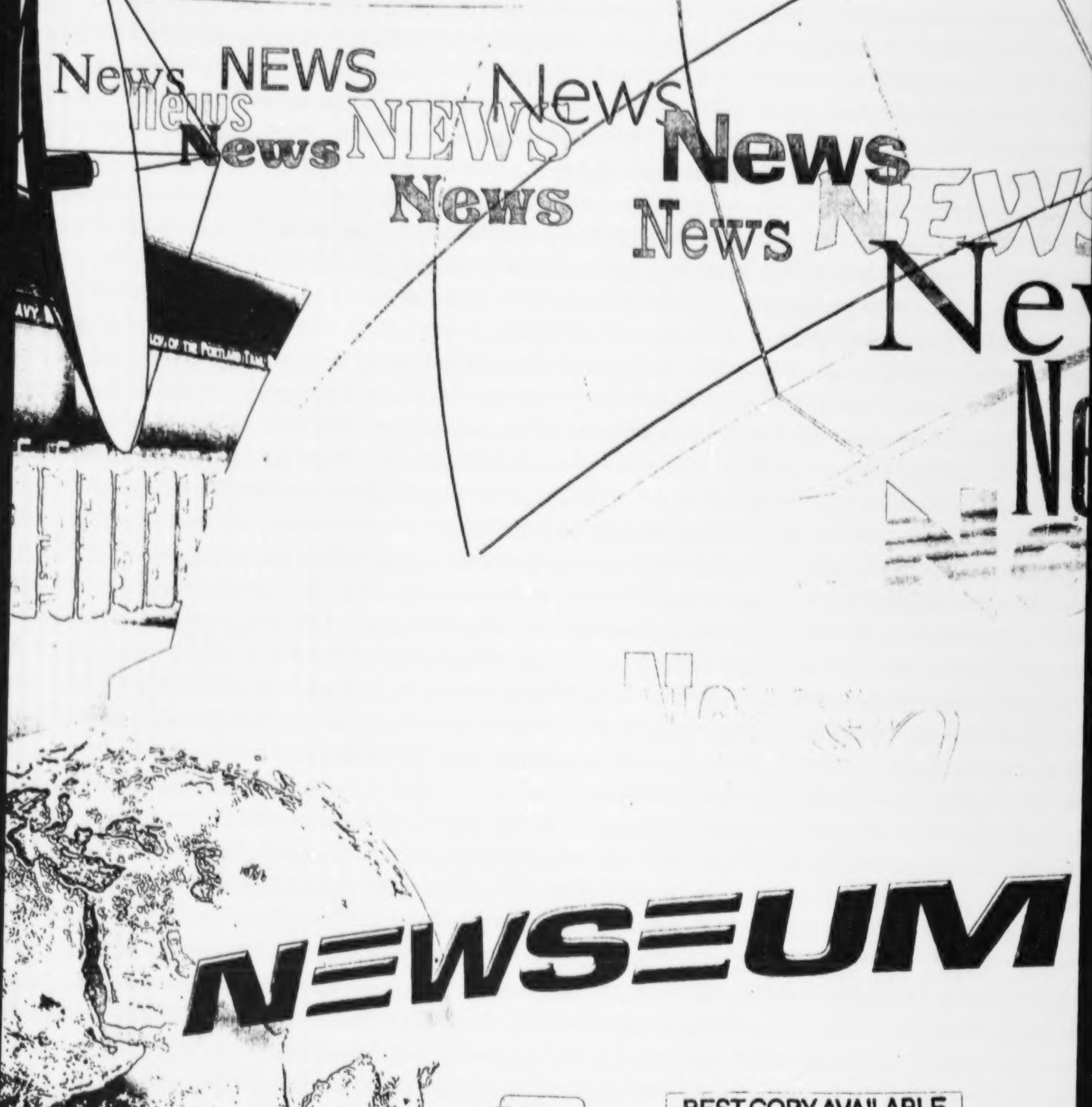
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CONTRIBUTORS: Isis Artze, Abelardo Baeza, Ed Brennen, Alberto Huerta, Horacio D. Lewis, Nelly Mellander, Mark Saad Saka, Jeff Simmons

LETTERS TO THE EDITOR: **Commentaries or Questions should be addressed to:**
The Hispanic Outlook in Higher Education
210 Route 4 East, Suite 310
Paramus, NJ 07652
All correspondence should include author's full name, address, and phone number.

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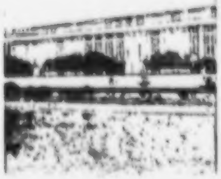

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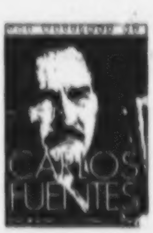

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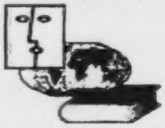

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¡PUNTO FINAL! (back cover)

Omaha, ¿Qué?

Cover Photo Courtesy of NEWSEUM

Esquina Editorial

End-of-Year Tidings

Educating All of One Nation was the theme at the recent ACE conference. Workshops and plenary sessions expounded on the ideals of diversity and its positive impact on education. It was uplifting to see gathered in one setting people of different ethnicities and colors extolling the priceless nature of educational attainment, collaboration, and the virtues of tolerance and acceptance. An educational high. I left the conference with a good feeling, so much so that I didn't mind the trek to the airport at 5 a.m. to catch my 7 a.m. flight back home. While standing at curbside at the Delta counter, I overheard a brief exchange between an airline employee manning check-in and the passenger in front of me. Their two-minute communication put somewhat of a damper on the effects of the conference. The employee inspected the man's driver's license and pronounced the gentleman's last name with interrogation –"Are you *eye*-talian?" The passenger abashedly lowered his head, as he replaced the ID in his wallet. His response was unmistakably apologetic, "I can't get away from it. But I'm half Irish."

I just shook my head in disbelief, and wondered how some people can still think that one ethnicity is better than another. As I moved up and handed the gentleman my ID, I thought how important it is to continue our dialogue about diversity in every realm of our lives.

In this issue, one feature describes efforts to achieve racial parity among newspaper journalists; another looks at successful recruitment of Hispanics as students and faculty at UMDNJ. Also in the spotlight are the Kennedy Center and the Newseum.

In other business, as we begin to recover from the treacherous events of Sept. 11, the loss of life on the ill-fated flight headed for Santo Domingo on Nov. 12 is another sad reminder of our mortality. Let us pray for the victims of that tragedy.

During this yuletide, let us be thankful for our blessings, our families, and friends. And may the good will that swells during this time of year carry on as the harbinger of hope for our nations in the year 2002.

Alexandra

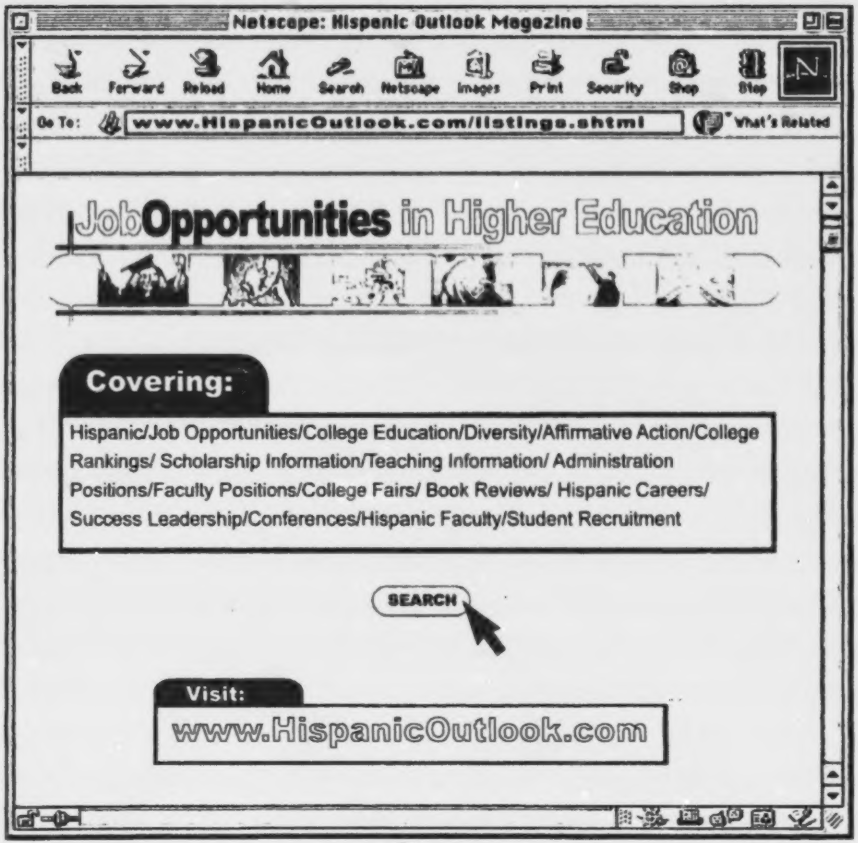
Letter To HO

Dear *HO*,

Your article by Jeff Simmons, "CUNY at Ground Zero" (Nov. 19, 2001), was the most comprehensive and insightful piece I have read about the impact of the tragic events of Sept. 11 on the nation's largest urban university. I know that all members of the CUNY (City University of New York) family appreciate the interest expressed in the response of our students, faculty, and staff to the terrorist attack and crash of the World Trade Center. As we work to effectively meet the challenges of the aftermath, your coverage is a source of great encouragement.

Best wishes.

Sincerely,
Jay Hershenson
Vice Chancellor, CUNY



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A CAPITOL VIEW

Investing in Technology, Intelligently

BY GUSTAVO A. MELLANDER

We hear a lot about the digital divide in this country. The point of reference is that America is divided into those who have access to technology and those that don't. To some, it's seen as a struggle between those who will have access to a bright future and those who won't.

Many Hispanics fall into the "have nots." Money is always identified as among the top three reasons why the digital divide exists. Apathy and public policy are the other two. Together they provide a 21st century dilemma.

To What End?

True to the American "can do" spirit, many programs to address this issue have been launched across the country. But are they on target?

Morino Institute Chairman Mario Morino was invited to deliver the keynote address at the Department of Commerce "Networks for People" conference here in Washington, D. C. In his address, Morino asked the audience to reconsider some of the fundamental premises underlying the nation's digital divide efforts.

While Morino offered praise for those who had rallied to the cause of bringing new technologies to low-income communities, he also challenged the audience to raise its aspirations and refocus its goals. He asked them to ask themselves: "To what end?" He noted that for the most part, today's movement remains focused on closing the gap in access to technology as an end in itself.

"But isn't the real promise," he asked, "more profound and far more important? Isn't the real challenge about what people and institutions do with the technology once they have access to it? Isn't the ultimate possibility to apply the technology's potential to address the underlying challenges that are the true source of fundamental social divides in America?"

His central message, developed over the course of many years of observations in both the business and nonprofit worlds, was well received. He was encouraged, to test its premises, to create a paper that could be of use to a wide range of people working to harness the power of new technology to strengthen low-income communities.

His Morino Institute, a nonprofit that works to strengthen organizations serving the children of low-income communities, took on the challenge. It invited an impressive group of outside thinkers and practitioners to join an online discussion to help turn the speech into a final report, a plan of action.

"From Access to Outcomes: Raising the Aspirations for Technology Initiatives in Low-Income Communities" is its product. It represents an ambitious effort to channel, redirect, and augment the energies that are being devoted to closing the digital divide.

Empower the People

The case is made that technology must not be seen as an end in itself. Although most initiatives aimed at closing the digital divide have focused on expanding access to new technologies, the report concludes that providing access alone is rarely as effective as it is well-meaning.

The report finds that initiatives in and by low-income communities are far better at producing meaningful change when people apply technology with tangible economic, educational, and social end results or "outcomes" in mind. It has to provide the means to achieve something they want as individuals, as a community.

"From Access to Outcomes" offers a host of insights and case studies. It illustrates how a new focus on outcomes–along with smart, large-scale investments to help achieve them–could help turn the country's disparate digital divide efforts into a powerful movement capable of producing widespread social change.

The lessons corporate America learned about integrating information technology into its operations and strategies can be helpful to nonprofit organizations struggling to do the same. In the corporate sector, fundamental change required far more than providing a computer for every employee. The magic occurred when individuals came to understand the potential of technology, acquired the skills to use it, and became committed to making it happen.

Often Ineffective

No matter how impressive the technology or how well intended the motives, technology initiatives imposed on a community by outsiders are often ineffective. As a result, those who hope to promote the use of technology in low-income communities should devote a great deal of time to identifying and then cultivating relationships with key local leaders and organizations. And develop strategies to meet their needs.

Investments in technology must go far beyond funding for hardware, software, and wires. It is suggested that, for most projects, no more than one-third of the funding should go to technology itself. More than two-thirds should be dedicated to developing programs that help people and organizations understand and apply the technology.

Most people in low-income communities see little reason to embrace technology. Worse still, many fear or distrust it. Therefore, people who are committed to narrowing social divides should not underestimate how much time and energy are required to build the case for the relevance of technology within low-income communities.

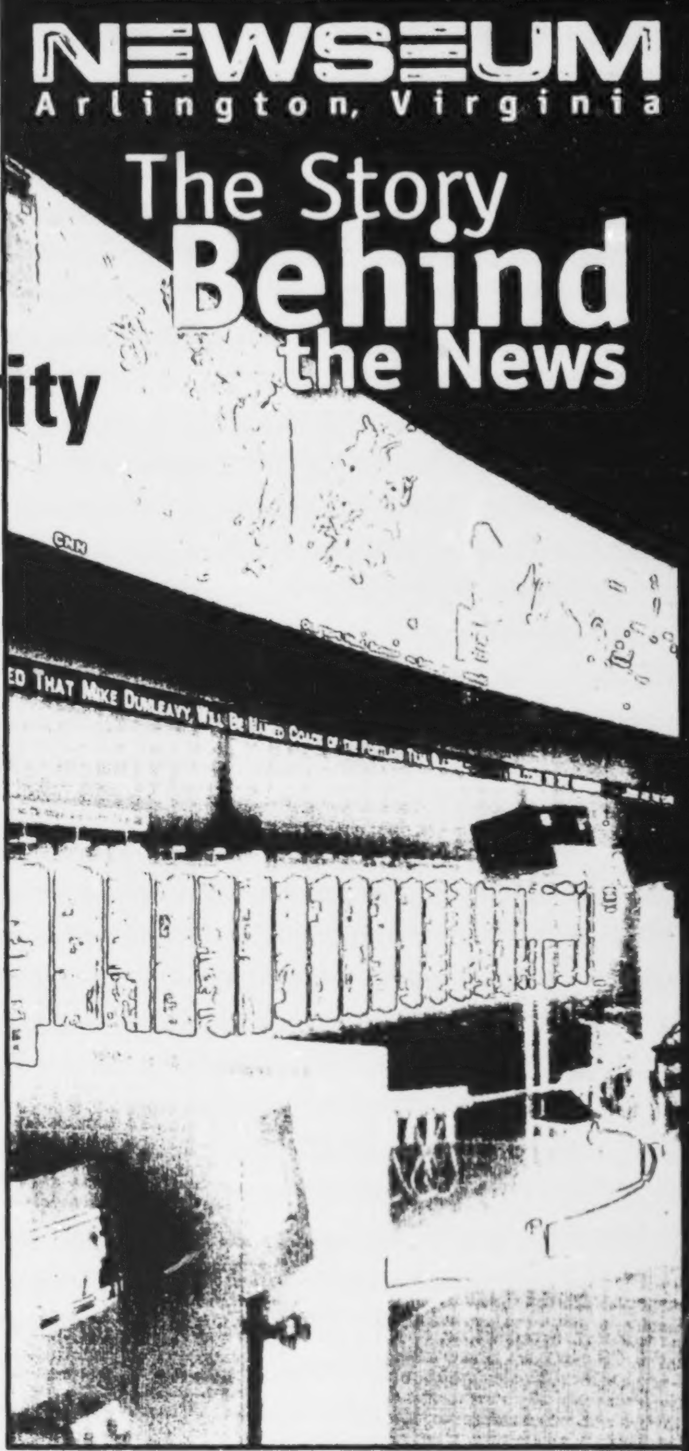
To achieve meaningful national outcomes rather than just a set of small, isolated victories, federal and state governments should do more to provide frameworks and incentives to help focus philanthropic resources and stimulate private-sector investment in low-income areas.

New philanthropic models, including social venture funds and social investment funds, could help to expand dramatically the investments in technology-related initiatives.

To achieve all of this, to spark widespread change in low-income communities through the targeted use of technology, will take well over $10 billion a year for years on end in additional technology-related investments. As steep as this price tag may seem, the cost of inaction almost certainly would be larger than the cost of action.

Dr. Mellander is a professor at George Mason University.

Print Newsrooms: Racial Parity a Rarity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The Story Behind the News
CNN
ED THAT MIKE DUNLEAVY, WILL BE NAMED COACH OF THE PORTLAND TRAIL BLAZERS

Freedom Forum Recruits Candidates of Color

BY INÉS PINTO ALICEA

In 1978, the American Society of Newspaper Editors (ASNE) set a goal of racial parity for newsrooms–staffs whose racial/ethnic diversity reflected that of the society at large–by 2000. That goal was never met. In fact, in 2000, the percentage of minority journalists working at daily newspapers declined for the first time in 23 years.

One organization that has taken the lead to assure the newspaper journalism industry reaches its new goal of parity by 2025 is the Freedom Forum, a nonpartisan, international foundation based in Arlington, Va., and dedicated to free press, free speech, and free spirit for all people. The foundation focuses on four main priorities: the Newseum, First Amendment issues, newsroom diversity, and world press freedom. The foundation pursues its priorities through programs that include conferences, educational activities, publishing, broadcasting, online services, fellowships, partnerships, training, and research.

"When you have a majority rule, the majority can get away with not paying attention to other groups, but the media have to do a better job," said Felix Gutiérrez, senior vice president of the Newseum, the Arlington, Va.-based interactive museum of news. Gutiérrez says that while coverage of minorities has improved, "it could be better."

According to ASNE, people of color make up less than 12 percent of overall newspaper staffs, while minorities are now more than 30 percent of the U.S. population. The minority population is projected to grow to 38.2 percent by 2025, according to the U.S. Census Bureau. The number of first-time minority professionals hired in 2000–596–was the highest in any of the past 10 years, but 698 minority journalists left the industry during that same period. As a result, the percentage of minorities in newsrooms slipped from 11.85 percent to 11.64.

Moreover, ASNE said Hispanics are the least well-represented minority group in newsrooms in relation to their population size.

Mary Kay Blake, senior vice president for partnerships and initiatives at the Freedom Forum, said leaders in the journalism industry have talked a lot about diversity newsrooms and launched several efforts in the past 23 years but did not make the progress they were seeking in diversifying newsrooms. The forum decided to launch a variety of projects that address the issues of boosting the numbers of minorities entering the profession and of retaining them.

"We adopted nontraditional approaches," said Blake. "Everything we're trying is a little outside of the traditional realm. I have keen hope that we will achieve parity before 2025."

The forum has charted an aggressive course to identify, recruit, and train people of color for journalism careers. Freedom Forum initiatives include:

The Freedom Forum Institute for Newsroom Diversity (FIND)–a program designed to take people seeking a mid-career change or people who are recent college graduates who did not attend a journalism program and make them journalists. This program will be launched in January 2002 at a state-of-the-art educational facility adjacent to The Freedom Forum's First Amendment Center at Vanderbilt University, Nashville, Tenn. To develop a new pool of journalists of color, up to 20 students of color will undergo 12 weeks of intensive training in journalism that will prepare them to fill newspaper positions immediately. The program will also provide training to photographers and artists who want to work at newspapers. The Freedom Forum pays all expenses for training, transportation, and housing. Additionally, it provides a small stipend during the training period. Participants do not need to have college degrees to get accepted into the program.

Participants who successfully complete the program at FIND will be placed as journalists at U.S. daily newspapers, receiving the salary and benefits set by the newspapers. The facility is expected to graduate 75 to 80 new newspaper journalists of color each year. For more information about this program, contact Wanda Lloyd, executive director, The Freedom Forum Institute for Newsroom Diversity, Vanderbilt University, 615-321-9588.

Chips Quinn Scholars Program

More than $1 million annually funds this program of paid internships at daily newspapers and $1,000 scholarships from The Freedom Forum. The Chips Quinn Scholars program offers students of color hands-on training in journalism and mentoring by news veterans. The special support and encouragement is expected to open doors to news careers and bring greater diversity to the nation's newspaper newsrooms.

College juniors, seniors, or recent graduates with majors or career goals in journalism are eligible to be nominated by their schools, by newspaper editors, or by direct application with supporting letters of endorsement. Nominees must be majoring or minoring in journalism or have firmly demonstrated an interest in journalism as a career. Year-round, nominees are matched with participating daily newspapers across the country for 10- or 12-week internships. Scholars participate in a five-day orientation in preparation for their internship experiences and receive training from program coaches throughout the internship.

The program is named for John "Chips" Quinn Jr., managing editor of the *Poughkeepsie Journal*, who died at age 34. His commitment to diversity is his legacy. Chips was the son of John Quinn, advisory trustee for The Freedom Forum Board of Trustees, and Loie Quinn, who together founded the program in 1991.

There were six interns that first summer. Some 620 students have participated in the program over the past decade. Blake said about 67 percent are still working in journalism.

"We require that the mentors be welcoming and nurturing to help develop new talent," said Blake.

Larry Monarrez, a Chips Quinn Scholar at *The El Paso Times*, said the program affirmed his desire to become a journalist. As a married undergraduate studying journalism at the University of Texas at El Paso, and new father, Monarrez said getting paid helps a great deal as he gets more experience in his chosen field. At his university newspaper, Monarrez had the luxury of turning in articles with deadlines five days away, but at the El Paso newspaper, his deadline is often five hours or less, an adjustment which has been both challenging and exciting.

"You enjoy the thrill and the pressure," said Monarrez. "The Freedom Forum has helped me a lot by giving me the opportunity to work in a professional newsroom, an opportunity that I had not had. It has built up my confidence to be able to talk to a variety of people."

$1 million partnership with ASNE and the Associated Press Managing Editors

This initiative seeks to encourage more journalists of color to take their talents to small daily newspapers with a circulation under 75,000. Smaller newspapers provide critical all-around career grounding for most journalists. Some 90 percent of the nation's 1,449 daily newspapers are under 75,000 in circulation. Yet some 40 percent of newspapers of this size have no journalists of color. One program is to level the playing fields, enabling smaller newspapers to compete with the larger newspapers for talent by paying the participants $20,000 over their regular salary. The forum covers the funding. Participating fellows are asked to remain at the newspaper for at least two full years.

The program was launched in the fall of 2000 and will keep selecting people to participate until 50 are chosen. Participants are assigned a career coach who is available to help all employees at the newspaper where the participant works, which Blake said she hopes will help the fellows be viewed as a plus, since the career coach would not otherwise be provided.

Participating newspapers agree to help in the career development of their fellow by providing both a mentor and a partnering colleague; giving the fellow work time to attend one professional convention a year, accompanied by a key editor; involving the fellow in news budget meetings and

The Freedom Forum

other committee or project work in the newsroom and, if possible, at the newspaper; and involving the fellow in local or ASNE high school programs aimed at encouraging young people toward newspaper newsroom careers.

Chips Quinn students working

Pathways to progress: $1 million fund for new initiatives

This effort has so far funded four programs:

Talent search: Two diversity fellows visit campuses across the country to spread the word about opportunities in journalism, to create a larger pool of diverse talent for newspapers. In 2000, fellows began traveling to colleges, universities, and junior colleges that are not heavily visited by newspaper recruiters but have significant student populations of color. The fellows' goal is to find students with an interest in journalism and link the students to internships and other newsroom opportunities.

"Every little bit helps the industry expand its employment of journalists of color," said fellow Catalina Camia, a Washington, D.C.-based journalist on leave from *The Dallas Morning News* and past president of the Asian American Journalists Association.

Mid-level editor training: Front-line editors are the key to retaining minority staffers in the nation's daily newsrooms. To do that, they need to be skilled in listening, coaching, giving criticism, and developing the people who work for them.

The foundation focuses on four main priorities: the Newseum, First Amendment issues, newsroom diversity, and world press freedom.

Blake said many good journalists are promoted into managerial positions and do not have the training for their new jobs, so the Freedom Forum is inviting editors at newspapers that have partnered in the past with the organization to participate in training sessions at the Forum's expense. Conferences help editors learn to manage a diverse workforce.

"The immediate relationship a journalist has with a supervisor is critical," said Blake.

In 2000, the Forum published a national survey, Newsroom Diversity: Meeting the Challenge, in which author Lawrence T. McGill discovered that minority newsroom staffers were likelier than their White colleagues to say they planned to leave newspapers. The following are the eight factors, in descending order, cited as reasons to consider leaving: Interest in another field of work, lack of opportunities for advancement, burnout, financial reasons, family considerations, not being able to cover stories that interest them, working conditions, stress on the job.

It's the front-line editor, working directly with reporters, copy editors, photographers, or graphics artists, who will have the most impact on all eight of those factors. That includes, to some extent, the financial factor because it is the front-line editor who trains people to improve their performance and to be ready for promotion and who can recommend salary increases. Front-line editors can work assignments around family crises and help reporters develop their story ideas. Front-line editors can be the source of stress or the source of stress relief.

The training grew out of concern that retention issues are undercutting newsroom diversity efforts since nearly as many journalists of color leave newsrooms each year as are hired.

Howard University trainees: With funding from the Forum, Howard University has begun identifying non-journalism majors with newsroom potential and training them for newspaper careers. During the 2000-2001 academic year, 12 students worked for the school's community newspaper under the tutelage of three *Washington Post* professionals and journalism Professor Lawrence Kaggwa. The students–English, history, and anthropology majors–report and write for *The Community News* and copy-edit stories produced by other students and wire services. These students work 20 hours each week and are paid a stipend.

Recruiting video: This 11-minute film about newspaper careers introduces high school students to journalism. The video is sent out to 12,000 guidance counselors across the country to share with their students.

Aimed at high school juniors and seniors, "What's the Story" is a fast-paced look at the world of journalism, narrated by a diverse group of successful young journalists who are enthusiastic about their career choice.

Copies of the video, with accompanying material on newspaper careers, are available at no cost by contacting Monica Thom at 703-284-3919 or video@freedomforum.org.

Another project of the forum is the **Newseum**, which takes visitors behind the scenes to see and experience how and why news is made. The Newseum and Forum headquarters are scheduled to move to Washington, D.C., in 2005. Gutiérrez said the museum at the new site will be three times larger, offering opportunities for different exhibits. The contributions of Latino journalists are an important component of the museum and Gutiérrez said "diversity issues will be integrated at the point they occurred in history."

People interested in learning more about the Newseum can visit their Web site at www.newseum.org.

The Freedom Forum was established in 1991 under the direction of Founder Allen H. Neuharth as successor to the Gannett Foundation, which had been established by Frank E. Gannett in 1935. The Freedom Forum does not solicit or accept financial contributions. Its work is supported by income from an endowment now worth more than $1 billion in diversified assets. The Freedom Forum funds only its own programs and related partnerships.

Debunking Myths: Test Scores vs. Grades

ACT Defends and Explains Its Assessments

BY JEFF SIMMONS

Bob Schaeffer was in San Antonio, perusing pamphlets and picking up handouts at the annual convention of the National Association For College Admissions Counseling, when he stumbled upon something curious.

ACT, Inc., which produces the aptitude test administered to high-schoolers, had issued a booklet challenging assertions that its examinations were biased and unfair. Schaeffer picked up one, then several copies.

"I took it back to my hotel room and read it that night," says Schaeffer, the public education director at FairTest and admittedly one of ACT's staunchest vocal critics. His reaction to the booklet, he says, was simply: "Their critics clearly are getting to them, and they are deeply trying to mobilize information."

The booklet, he surmises, was a different approach by ACT. Unlike The College Board, which oversees the more popular and widely used *Scholastic Assessment Tests*, he says the business didn't aggressively promote its products and counter critics before.

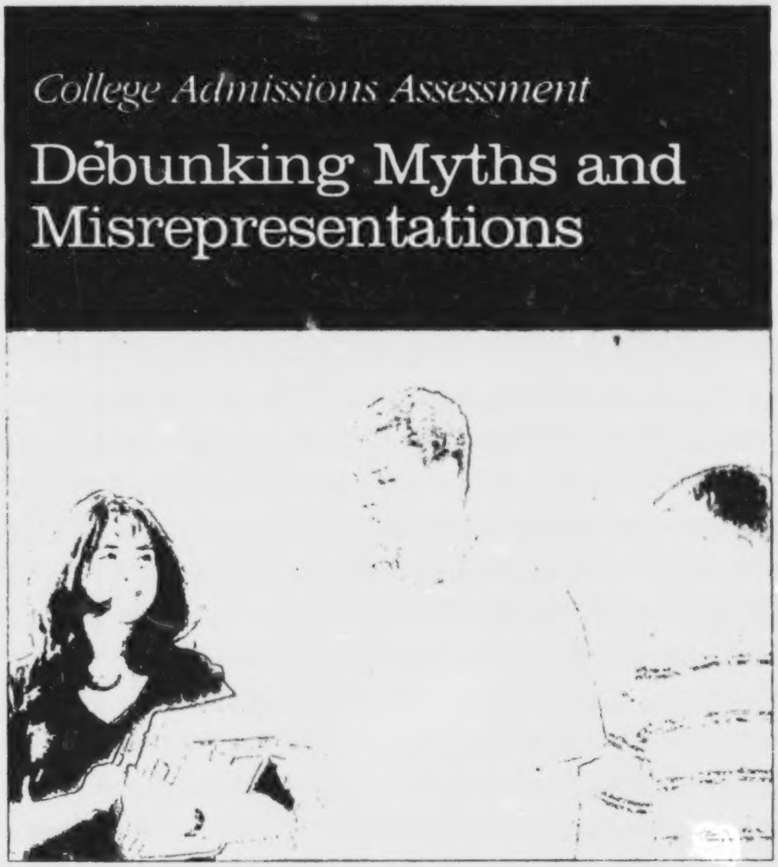
"ACT has always been sort of the quiet company. They always had a Midwest taciturn approach to business, but I guess times have changed," he says.

ACT portrays the booklet as long overdue, an effort to address myths that have pervaded the testing industry and overshadowed the benefits and examinations. Entitled *College Admissions Assessment: Debunking Myths and Misrepresentations*, the report challenges critics' assertions and strives to elevate the acceptance of testing.

"We felt it was important to produce a brochure debunking the myths," says Wes Habley, ACT's director of the Office for the Enhancement of Educational Practices. "I don't think the criticism ever goes away, but other times FairTest gets significant press on releases on test scores."

Added Don Carstensen, ACT's vice president of educational services: "The main mission from my perspective would be to inform academics, inform leadership as it relates to important matters and issues that pertain to sound and good practices in the use of admissions assessment information.

"The objective of the publication would be to provide an empirical context within which the myths could be considered. Perhaps the term 'issue' could be used interchangeably with 'myth,' but the choice of the term 'myth' is there because there are misunderstandings as relates to design development and effective implementation of assessment in our country."



College Admissions Assessment

Debunking Myths and Misrepresentations

The 15-page report addresses the debate over achievement versus aptitude, fairness, and bias; the importance placed on test scores and grades; and retention and attrition issues.

ACT, Inc., President Richard Ferguson, in a statement initiating the report, says that the debate over college admissions tests hasn't properly addressed issues that involve most of the nation's postsecondary schools. He also swiftly defends testing protocol.

"Much of the debate has focused on the use of these tests in admissions decisions at the relatively few highly selective institutions. Contrary to claims made in this debate, research clearly shows that, when combined with other relevant information, ACT Assessment results are effective in making college admission decisions."

"It is time," he concludes, "that we focus our discussions on how the ACT Assessment is really used by most postsecondary institutions–to include students, not exclude them."

Four decades ago, ACT originally began as American College Testing, which administered the American College Test, a standardized college admissions test. Since then, the nonprofit company has produced a range of tests for students and people in the workforce.

The independent company dropped the American College Testing name and changed it to ACT, Inc., after college testing became just one component of its operations.

Business leaders have since started up a network of ACT Centers, which offer testing and training services for businesses and organizations on the sites of community colleges across the country.

The ACT Assessment, taken more than 1.8 million times a year by students interested in attending college, is accepted or preferred by more colleges and universities than any other entrance exam. A record number of 1.1 million students who graduated in 2001 took the exam.

The curriculum-based achievement test measures students on what they have learned in school. ACT is scored on a scale of 1 to 36, with 36 the highest score. Scores reflect whether students have mastered skills in English, mathematics, reading, and science reasoning.

Because the tests are based on knowledge of the academic curriculum, many colleges and universities across the nation review ACT scores. ACT, Inc. leaders say admissions officers examine the scores to place students into appropriate courses for their academic skill level, but critics contend the scores too often are utilized to determine college admission.

"Admissions tests are important because they provide at least one measure to help a school or college gauge a student's performance in relationship to all other students throughout the country," Habley says.

Explaining the process, the authors state that ACT officials conduct a National Curriculum Study every three years to review what is being taught in schools, and what students need to know to be fully prepared for college-level work.

Students can compare their scores with others, and use ACT's Standards for Transition–which describes necessary skills and knowledge–to determine where they are weak and where they are strong. High schools often use the standards to place students in certain courses and evaluate their offerings.

"If the ACT Assessment were an aptitude test, its content would not be firmly connected to the curriculum, its skills would not be those defined by teachers to be taught in our nation's schools, and its results would not be interpretable in terms of what students know and are able to do," the authors write. "The ACT Assessment is a test of educational achievement, not aptitude, and research backs this up."

Donald J. Carstensen, vice president, educational services, ACT, Inc.

But Schaeffer argues that the research backing up the conclusions is all ACT's own research. The booklet's references include about a dozen reports prepared by ACT.

"One of the cute things about this is their reference list. All of their references are themselves, either an ACT publication or an ACT employee. They carefully picked and chose information that supports their product," Schaeffer says. "It's like Philip Morris providing you with studies by their own scientists saying that smoking is not hazardous to your health."

ACT defends its research and methods.

"We try to respond in a measured and thoughtful way that draws upon empirical evidence that contradicts the complaints," he says of the criticism. "The ACT Assessment is one of the most highly researched examinations in the world, and there is a body of knowledge that any fair-minded individual could access to conclude for themselves whether or not the assessment is biased, and we simply applied that body of knowledge."

The authors also address accusations about fairness and bias. They charge that social inequalities skew achievement, and cite disproportionate levels of funding as a crucial factor in creating an educational imbalance. But ACT stresses that the test-makers strive to make the tests balanced for all.

"Tests like the ACT Assessment have often been accused of being 'biased' because they contain content that is more familiar to one culture than another, thereby giving the majority culture an advantage over minority cultures," the authors write. "This accusation is false."

The examinations are prepared based on what is being taught in high schools, and so content is not arbitrarily decided or based on the judgments of testing experts, the authors say. The ACT materials are developed by college faculty experienced in working with students of various backgrounds.

The authors note that secondary and postsecondary teachers, "people who are widely diverse with respect to ethnic background," help write the test specifications. ACT, additionally, distributes guidelines to "sensitize" them to issues relating to fairness.

Diverse teams comprised of African Americans, Latinos, Asian Americans, and Native Americans review each test item. ACT also solicits input from advocacy groups to choose the reviewers.

Among the criteria they must adhere to, the authors note, is one that stresses that test materials must not include any situations and roles that could be "considered offensive, demeaning, or otherwise objectionable to any population group."

Others point out that materials should reflect the nation's diversity and be balanced in multicultural and gender representation, and should not contain any extraneous elements.

The authors stress this point in the wake of criticism–not just about ACT but other assessment tests–that African American and Latino students often don't fare as well as White students on such examinations. Research has displayed the differences among different racial, ethnic, and economic groups.

But, the authors say that those gaps can be narrowed if students engage in rigorous coursework in high school and achieve good grades. They also stress that early intervention, career guidance, and continued monitoring of student progress would increase the likelihood of preparedness for college.

"Test score differences reflect the unfortunate inequities in the quality of education across the nation; they do not cause them," the authors state.

Carstensen says the process is one of constant development. "We invest a great deal of energy at the front end of that developmental process, which is a rigorous and extensive review of what is being taught in the schools and what college faculty identify as the skills necessary to succeed," he says.

"Everything we measure is being taught in a high school setting," he says.

But which scores are more important in deciding college admissions, and how should they be used? These questions are addressed as well. Critics say high school grades are more predictive of a first-year college grade-point average than assessment test scores. But here again the others claim the charge is erroneous.

"There are some people who honestly believe that grades are a better predictor of success in college, and others who believe that test scores are the best predictors," Habley says. "I think, depending on the institution, the college that a student enrolls at, one of those may be true. At some places, grades may predict better."

The authors maintain that research has shown that, on average, high school grades can predict a college GPA of 2.5 to 3.0 slightly better than ACT composite scores, but that ACT composite scores can, on average, predict a GPA of 3.25, 3.5, and 3.75 defined as better than high school grades.

"In fact, high school grades cannot be used effectively as predictors of first-year GPAs of 3.50 or higher for more than 50 percent of the 216 postsecondary institutions studied," the authors contend, citing their research.

Further studies, they hold, prove that ACT scores yielded accurate predictions of academic success in college for roughly 69 percent of the students. Success was defined as completing a first year with a GPA of 2.50 or better. Yet, a high school GPA yielded accurate predictions for 71 percent of the students, they say.

Combining those two scores increased the accuracy of predictions even further, to 74 percent. Thus, the authors reason, ACT scores can effectively predict first-year college GPAs.

"We find ourselves comparing the predictive validity of high school grades and test scores when in fact the strongest prediction tends to be using high school performance and test scores in combination," Carstensen says. "They are not competitive sources of information; they can be compatible.

"Of course grades are important. They reflect behaviors that students evidenced in a learning environment that go beyond demonstrating the skills that tended to be acquired through that learning experience," Carstensen says. "Test scores, on the other hand, focus specifically on skills and do that in a standardized fashion designed to treat every individual fairly by using a common metric.

"The caution is not to assume that one or the other is necessarily the better predictor," he adds.

They further maintain that the predictions are across the board and don't favor any segment, such as White students. ACT scores, they say, overpredict the performance of Latino and African American students, but not that of White students.

Assessment test scores are also used to place students in college courses. The authors reason that they are not subjective, unlike high school grades, which "reflect the judgments of individual teachers who have different grading standards and different values."

But the standardized test scores are constant and not subject to grade inflation that has distorted GPAs in recent years, the authors say. To support this contention, the authors cite one ACT study of grade point averages at 5,136 public high schools over a five-year period. They learned that while average high school grades steadily increased over that period, average performance on the ACT Assessment hardly climbed.

"High school grades are an excellent gauge of student performance but because of different course content, teacher expectations, different textbooks, and different grading standards, a test like ACT provides a standard metric," Habley says.

The most recent test results bear out his contentions. ACT-tested graduates in the class of 2001 reported higher GPAs than the previous class. The average GPA has increased in each of the past five years, rising from 3.14 (on a 4-point scale) in 1996 to 3.22 currently, suggesting grade inflation.

The authors additionally address concerns that the college admissions tests are not related to student retention and cannot be used to identify students who are most likely to graduate from college. They call these claims untrue.

Students with higher ACT composite scores are more likely to continue on into a second year of college and more likely to graduate on time than students with lower scores, they say.

For instance, 70 percent of those who scored from 26 to 30 graduated within seven years; only 41 percent of those with scores 16 to 20 graduated during that time period.

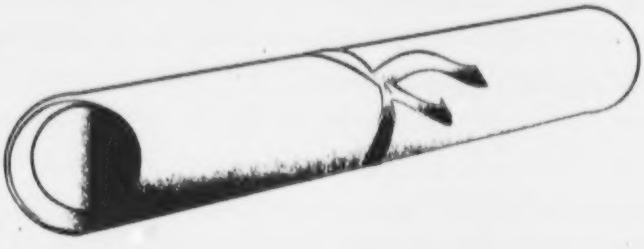
Among the students in the class of 2001, 14 percent earned a composite score of 27 or higher, which is in the range of scores typically required at highly selective schools. Thirty percent earned composite scores between 22 and 26; 16 percent scored between 20 and 21; 21 percent scored between 17 and 19; and 18 percent scored lower.

The authors say that early awareness and intervention–as early as middle school–help to prepare students better. Research, they say, has shown that proper course placement "has a direct and positive impact on persistence to graduation. A good start is an important first step toward successful completion of college."

Carstensen says that hopefully the booklet will help guidance counselors, admissions officers, students, and parents more properly understand assessment testing.

"It is important that we appreciate what testing brings," he says, "as well as the limitations associated with any form of measurement."

The Honor Roll



LaGuardia Community College/CUNY

Corporate Entrée Solidly in Place; Electronic Portfolios Coming Up

BY ROGER A. DEITZ

LaGuardia has been dubbed "The World's Community College" with "more students from more places than any community college on the planet." Since enrolling its first class in 1971, LaGuardia has established itself as a leading institution of community education. With one of the highest enrollments of international students of any community college, it graduates a higher proportion of minorities than most.

LaGuardia Community College campus

Gail O. Mellow became LaGuardia's third president on Aug. 1, 2000, after leaving the presidency of Gloucester County College in New Jersey. Mellow, a community college graduate, has committed her entire career to community college education, which included a previous one-year stint at the college she now heads. She has called LaGuardia the best in the country. "What impresses me is the incredible commitment LaGuardia faculty have to finding ways to help students learn." She says it has thrived "as a place that makes dreams come true."

"Every college has something special to brag about. For LaGuardia Community College, it is the quality of our faculty and staff, and the diversity of our students. So many students come from so many different places to study together..." (at last count, more than 140 countries). Being the World's Community College is not just a statement about who we are; it's a statement about who we aspire to be. Our goal is to educate leaders for a global workforce and a global citizenry. That means education at LaGuardia Community College must be of the highest quality. If you're not accustomed to thinking of a community college education as world class, LaGuardia will make you change your mind."

President Mellow says that LaGuardia Community College is the

Gail O. Mellow, LaGuardia Community College president

Honor Roll Facts in Brief

INSTITUTION
LaGuardia Community College/CUNY

LOCATION
31-10 Thomson Avenue
Long Island City, NY 11101
(718) 482-7200

ESTABLISHED
1970

ENROLLMENT
11,396 (4,015 Hispanics)

DEGREE OFFERINGS
Associate's
Certificate

ANNUAL TUITION AND FEES
$2,621.70 (New York City/State residency requirements)

FACULTY
234 full-time (24 Hispanic)

SEVERAL DEGREE PROGRAMS
Computer Science
Dietetics
Paralegal
Travel and Tourism
Veterinary Technology

NOTABLE HISPANIC-SERVING ORGANIZATIONS
Latinos Unidos
Dominican Club
Foreign Students Club

INTERNET ADDRESS
www.lagcc.cuny.edu

best place to "think globally and act locally." "Whether it is in creating a piece of software or writing a play, understanding how to do calculus, or understanding how to do physical therapy," she says, "students at LaGuardia Community College bring a world's perspective to their studies." She calls the college "the doorway through which students pass to many more achievements. Whether students use their research experience in National Science Foundation labs to become scientists, their co-op internship in accounting to secure a great job while they complete their CPA, their musical experience to compose great jazz, or their work with a local high-tech industry to become an entrepreneur, LaGuardia graduates are well prepared to face the challenges of our complex world."

"We intend to provide experiences for our students to continue to grow as human beings," says the president, "enrolling their children in our daycare center or providing community service activities through the social organizations in Queens. LaGuardia Community College students enter the world prepared for life."

LaGuardia is the City University of New York's (CUNY) only cooperative education college, offering all day students two mandatory work experiences, toward an associate's degree. LaGuardia gives students a head start on a career–even the first year in college–through Classroom New York. The nationally acclaimed program places students in two workplace internships associated with their field of study. Students are given entrée into some of the largest corporations in New York–more than 400 employers in all–from IBM to Citicorp and a host of local area businesses. Students then gain real work experience, college credit, and often a salary while still attending classes. The relevant work experience translates to priceless lines on a résumé, too, when the students graduate. The internships provide on-the-job testing of some of what they learn in school. Many of these students know where they will work even before graduation.

More than 2,000 students participate each year in the college's cooperative education program, earning on their collective internships a payroll totaling over $2.1 million. A college spokesperson reports, "It's a concept we call 'Classroom New York.' We were the first community college in America to offer the program, nearly 30 years ago. So, from the world of the classroom to the world of work to the world itself, it's what makes us 'The World's Community College!'"

With 30 academic programs (and two certificate programs) at LaGuardia, students have lots of options. The school offers Associate in Arts (AA), the Associate in Applied Science (AAS), and the Associate in Science (AS), as well as certificate programs–Commercial Photography and Word Processing Specialist.

There are 20 clubs and organizations, including the Colombian Club, Latinos Unidos, Foreign Students Club, and Dominican Club. Intensive, computer-based review courses in writing and mathematics enable students to acquire more quickly the basic skills they need to move into their chosen programs of study. Three on-campus high schools–Middle College, International High School, and the R.F. Wagner Institute for Arts and Technology, are acknowledged forerunners of similar college/high school collaborations in the nation.

The U.S. Department of Education recently awarded $3.1 million to LaGuardia Community College and New York City Technical College to jointly develop an ambitious program to "support the colleges' Hispanic students' academic experience and increase transfer between the two City University institutions." In this unusual collaboration, faculty from the two institutions will team up to "guide students in developing the expertise needed to continue their studies at a senior college and to provide them with the necessary information they need to go through an easy transfer process."

Technology will be key to the success of the project. Over the next five years, the colleges will develop and implement a program in which students create "electronic student portfolios," a selection of students' work including presentations, projects, and performances. These will be posted on the Internet. Through this technological link, professors, counselors, and administrators from both institutions will be able to follow the students' progress and supply them with pertinent transfer information.

"By integrating sophisticated approaches to assessment with the best new technologies," reports president Mellow, "the project will enhance student learning and facilitate successful transfer and baccalaureate degrees for Hispanics and other minority and low-income students." Mellow points out that the program is designed to empower these students to take an active role in mastering new technologies and planning for transfer and academic success. "By constructing Web sites containing portfolios of their work," she observes, "students will be responsible for selecting and commenting on their academic papers and projects. This reflective process will lead to enhanced critical thinking skills and deepened insight into the larger educational process." Over time, some 2,800 students will be taught how to use the portfolio technology.

The portfolio project will help both colleges to accurately gauge a student's progress, based on what is termed meaningful evidence of student learning. "Right now, the colleges do not have a reliable way to measure evidence of student growth over the entire course of their academic career," remarks Dr. Paul Arcario, associate dean for academic affairs at LaGuardia, who will oversee the project. "With the portfolios, we will be able to pinpoint exactly where the weaknesses in curricula are, which will enable us to strengthen courses, programs, and teaching techniques."

LaGuardia Community College also won a $750,000 grant from the U.S. Department of Labor to prepare poor Hispanics for careers in telecommunications. Led by LaGuardia, Brooklyn Workforce Innovations, and New York City Technical College, the grant will fund analysis of skills-shortages in entry-level telecommunications jobs. Together with the Communications Workers of America and business and local communities, the consortium will design training for Hispanics in Brooklyn and Queens. LaGuardia was among 13 minority colleges and universities throughout the country to share $14 million for the development of new systems to train workers for high-skills jobs in areas facing labor shortages. "We are honored to be recognized for our ability to build a community partnership to train high technology workers," responds President Mellow. "It was a great effort, combining our local community, private businesses, and elected officials' support."

Of the 11,396 students attending LaGuardia in the Fall of 1999, only 210 did not reside in one of New York City's five boroughs (Queens, 7,606; Brooklyn, 1,690; Manhattan, 1,690; Bronx, 836; and Staten Island, 25). In the 1999 entering class, as many as 48 percent of the foreign-born students immigrated to the United States less than five years earlier. Among the 11,396 students in credit-bearing programs, there were 111 different languages spoken natively–4,124 come originally from the United States and Canada, 4,053 from Latin America and the Caribbean, 843 from Europe, 287 from Africa, 297 from the Near and Middle East, and 1,792 from the Far East and Oceania. Students from the Dominican Republic led the way at 1,048. The ethnic background of the student profile included 4,015 Hispanics, for 35 percent. There were also 1,758 Asian or Pacific Islanders and 1,977 Black, non-Hispanics.

Annual tuition and fees average $2,621.70 for New York City/New York state residents. In 1997-98, LaGuardia was third in the country in graduating minority students (four of the top 10 were City University of New York colleges). The total of graduating minorities was 1,022. For 1998-1999, 555 Hispanics received degrees (38 percent). Of the 234 full-time faculty members, according to 1999 figures, 24 were Hispanic. College facilities renovated in the last 10 years incorporate state-of-the-art computers. Programs in health-related fields include training in pre-hospital emergency medical care, nursing dietetics, physical and occupational therapy, and veterinary technology. The college curricula include accounting, business management, paralegal studies, travel and tourism, computer science, programming systems, operations, telecommunications, and office technology. LaGuardia maintains bridge and transfer agreements with 50 senior CUNY and private colleges.

Setting an Example for Students Nationwide

María Elena Zavala, First Latina President of SACNAS

BY MICHELLE ADAM

Nearly 20 years ago, María Elena Zavala found herself riding a commercial airline that went crashing into the Boston Harbor. "I got mad," said Zavala. "I'm not ready yet," she said in that split second where life and death meet. "I have a lot to do."

Luckily, Zavala and most of the passengers on the plane survived. But like many near death experiences, it changed Zavala's life. "I decided after that, I better do something. I was living on borrowed time," she said.

Since then, Zavala, a plant biologist and professor at California State University at Northridge, has taught hundreds of students, and has specifically encouraged large groups of minority students to pursue careers in science.

"Sometimes the students aren't aware of all the opportunities available to them and how successful they can be. With hard work and *ganas* they can achieve their goals," she said. "I think for me, I am providing opportunities for people by making them **aware** of the opportunities. They then take off and I support them in this."

Zavala has received many accolades and recognition for her work, particularly in mentoring minority students. Last spring, she was presented the Wang Family Excellence Award from the 23-campus CSU system for her exemplary contributions and achievements in her academic discipline and areas of assignment. It included a $20,000 grant.

In 2000, Zavala was one of 10 nationwide to receive the Presidential Award for Excellence in Science, Mathematics, and Engineering Mentoring. At a special ceremony held by the National Science Foundation in Washington, D.C., she received $10,000 to continue her work.

Zavala was recognized by the Tech Museum of Innovation in Silicon Valley as part of its National Hispanic Heritage Month celebration, and a year ago became the first woman president of SACNAS, the Society for the Advancement of Chicanos and Native Americans in Science.

"We work hard to show students that they can be part of a family of Native American and Chicano scientists that are successful," said Zavala. "They need to be aware that they can make a difference."

The Early Years

Zavala grew up in Laverne, Calif., where the oranges grow and where, shortly before her time, the Mexicans went to Mexican school and the White kids and Mexican-Americans who had converted from Catholicism went to their respective White schools. "My cousin broke the color line," said Zavala. Her older cousin was the first, at age 11, to be enrolled in an all-White school, in her mother's effort to break through segregation. By the time Zavala went to school, the classes were mixed, and she, fortunately, was tracked in the harder classes, unlike a lot of the Mexican-Americans, who remained in less challenging and non-college-track classes.

María Elena Zavala

"There were times when it was clear that you were not expected to be successful," said Zavala, whose first-grade teacher was so surprised to learn that her student was Mexican and could read. That was also when students were punished for speaking Spanish, even at the playground.

Zavala carries with her a strong lineage of successful Mexican-Americans. One of her great grandfathers settled in the Laverne area and formed, along with other Mexican-Americans, a lending corporation for Mexican-Americans, who, at the time, were unable to receive affordable loans from American banks in order to buy or improve homes. But it was Zavala's great grandmother who had the largest influence on her career and

María Elena Zavala with students in the greenhouse

on her affinity for botany.

"I've always loved plants. My great grandmother was a *curandera*. Her garden was full of all kinds of unusual plants–plants from Mexico, herbs, a lot of medicinal plants all over. She would also massage people, so she would make these potions in the kitchen and give them to people and massage them. My mother learned some things," said Zavala. "There were so many plants around, and they were useful."

Because of this, Zavala had a sense that she would study science, and upon graduating high school, she went to Pomona College, an elite private university nearby, to study botany. While the number of Chicanos attending the college was few, it didn't quite dawn on Zavala, who was used to studying with a very small number of Latinos in high school. It was only later that she asked the question, "Why aren't there more people here that look like me?"

Upon graduating college, Zavala expected to continue her studies, even if it meant taking a fifth year in order to become a nurse. Fortunately, she learned about the Ford Foundation Fellowships for minorities, and rather than going the short route, she was able to afford a Ph.D. "Everyone at my school went to do a Ph.D. When you were in that major [botany], you knew that you would probably go to graduate school," she said.

Zavala attended UC Berkeley, in the department of botany, for her Ph.D. in cell and developmental biology, and set an example for Mexican-Americans nationwide. "When I got my Ph.D. 22 years ago, I was the second Chicano to earn a Ph.D. in botany in the country. That was grim, and the statistics aren't much better today," she said. "There aren't that many of us out there who love to be researchers, teachers, and professors."

After Berkeley, Zavala worked at Indiana University conducting research on cells of opium poppies. She later worked for the U.S. Department of Agriculture on germ flies and preservation. But it was after the plane crash, in finishing working for the USDA, that she wrote a grant through the Ford Foundation for postdoctoral work at Yale University. "I really enjoyed doing research, but I really wanted to be involved with students," she said. Zavala received a fellowship and learned about molecular biology for four years. She then worked as a César Chávez Rosa Parks visiting professor at Michigan State.

"While I was at Yale, I thought maybe the way to be useful was to be a physician. I applied to medical school and changed gears for a while," said Zavala, who also applied to Michigan State at that time. "I was reading a lot on minority health. I looked at my neighborhood and saw that a lot of diseases are caused by poverty, stress, and poor diet. And I looked at my own family and realized probably the most useful thing I had ever done in my family was to get a college education. Other people could say, 'If she can do it then I most certainly can,'" she said. "That was my decision. I decided I could be more useful as a professor, helping to educate others like me, than as a physician where I could help one person at a time. You can't make systemic change that way. I couldn't see it."

When Zavala received the opportunity to become a professor at Northridge in 1988, and to specifically assist minority students, it seemed too good a fit to pass up. It is here that she could serve as an example for others and inspire students with backgrounds similar to her own that they could become scientists or doctors and eventually give back to their communities.

"When I was hired, one of the things that was pretty clear to me was that I was going to start a MARC (Minority Access to Research Careers) program," she said. "Northridge provided me unique opportunities to work with students.

I took it upon myself to do that. We were able to mount an effort."

MARC supports minority students interested in research careers and does so through scholarships and mentoring support. Since the start of this program in 1990, Zavala has mentored more than 125 minority students, as well as many other students outside the program. "We've been relatively successful," she said. "I want to prepare the students so they'll have the intellectual and emotional strength that it takes to get through a program, knowing that people will challenge you on your ideas."

Zavala has also been working with MBRS (Minority Biomedical Research Support) since 1993, writing proposals for funding so that minority students can afford to spend more time in labs and so that teachers can receive up-to-date information for lectures. MBRS focuses on increasing the research infrastructure at minority-serving institutions in supporting faculty and students to conduct research. This especially helps minority students, who work many hours outside of school, and can't afford to spend the time needed in a lab in order to become a scientist.

Zavala has also been working with MBRS (Minority Biomedical Research Support) since 1993, writing proposals for funding so that minority students can afford to spend more time in labs and so that teachers can receive up-to-date information for lectures.

Other areas of work for Zavala have included outreach to middle school programs and helping with teacher training through SACNAS. She attends middle schools and talks to students who wouldn't normally consider a career in engineering, math, and science. She is a role model for many Latinos students, giving them hope for their own future. Zavala recalled one student she had met in a middle school who later approached her when she gave a talk at a local high school and said "I've made it here. Thank you."

Zavala said, "That's what it's all about."

Through SACNAS, Zavala also supports teacher training efforts and workshops. She has hosted high school science teachers in her labs, showing them how to do more hands-on science. "The big link is the teachers," she said. "We work hard to help these teachers teach people."

SACNAS also works on getting minority students interested in graduate school. On the society's Web page, fifth- and sixth-grade students have an opportunity to look up scientists who look like themselves. Zavala receives a lot of e-mails from these kids, letters asking about her life, and she takes the time to connect, to help them along and give them hope.

Zavala is now seeing the first group of students she's mentored graduating from Ph.D. and postdoctoral programs, looking for jobs. Although there are those minority students who opt for research and teaching, many are still drawn to the medical profession, she admits. "A lot of students and their parents are very much interested in being medical doctors. They are interested in the high status and high-paying jobs. That can be hard," said Zavala, who teaches undergraduate and master's classes.

Zavala has seen her students pursue the high-status jobs, and later realize that their heart was more into research work. The personal cost can be high in these cases. But when she looks at many of them, she sees a group that "is interested in the betterment of humanity." And, she added, "They are also aware of the perils. They know that minority people are more likely to die of diseases than other groups."

While the number of Latinos pursuing careers in science is still relatively small, Zavala is encouraged by changes she has seen since beginning at Northridge. She recalls how, 10 years ago, there was this sense of surprise by faculty when minority students were doing well in their classes. But now, she said, "I think it's expected for minority students to do well. They win the prizes.

"Just support and mentoring makes a big difference," she said. "Some of these people are very bright but are working hard. They have extra burdens. And sometimes they're tired. But they learn to hang around professors."

When asked what Zavala hopes to achieve in her contributions to minority students, she said, "I want to be sure that all students have access to high-quality education. There's a real disparity in the kinds of education and levels of education that students receive."

While there are more Chicano scientists today, Zavala still finds that people are amazed to learn that she is a science teacher. Working in Chicano studies or ethnic studies is more commonplace. "But they don't quite imagine a Chicana woman being a biology professor," she said.

Approaching age 51, with a 12-year-old daughter, it is her work as a role model that leaves her satisfied with her contributions.

"I remember thinking when I was 27, 'how am I going to turn out? How is this all going to turn out?'" said Zavala. "When I was 45, I woke up one morning and said, 'alright.' That was the answer. I turned out alright."

The Last Racial Frontier:

The Interracial Factor

BY HORACIO D. LEWIS

Who among us has not stared at an interracial couple? And why do we do it? Is it because we are curious? Or is it because we are against it?

Many, if asked, would insist that their "curiosity" has nothing to do with animus or racial prejudice. But guess what? It has **everything** to do with prejudice and racism. And I don't care if you have made friends across racial and cultural lines, or if your best friend is Chinese. If you stare at an interracial couple, there is a racial issue to be addressed, a moral question to be answered.

I grew up in a diverse community in which race and culture intermixed and the mix was commonplace. Though some may not admit it, this phenomenon, called "La Raza Cósmica" by Mexican philosopher José Vasconcelos, is typical of many Latin American communities not unlike my own. Staring at a mixed couple, which just about everyone was a product of, was tantamount to staring at the moon, which just about no one does anymore. I am a Black Latino who is a product of a mixed racial and cultural background, and I am currently in a mixed racial and cultural family of my own.

Focusing primarily on Latin America, Vasconcelos in 1925 envisioned a future in which most everyone would be of mixed race. Indeed, the United States, like Latin America, is becoming more and more diverse culturally and racially. Besides the well-known past and present mixed relationships of Sydney Poitier, Robert De Niro, Julia Roberts, Benjamin Brat, Madonna, Mariah Carey, Sammy Davis, Jr., Jennifer López, Antonio Banderas, Iman, and Tiger Woods, and others, there is, according to recent census data, a growing tolerance for mixed coupling across the United States.

Well, how tolerant are we, really?

At the end of the day, after we have attended hundreds of sensitivity, diversity, affirmative action, and race relations training programs, the question which remains is: Would I date, marry, or encourage relationships across racial and cultural lines? Simply put: Do I still stare at couples who are not of the same race or, if discernible, cultural background? Are interracial relationships still a big deal in my racial consciousness? Do such couplings make me uncomfortable? Would I treat differently or discriminate against couples of different race? If any of these questions draws an affirmative response, then there is still some work to be done regarding this last frontier of racial acceptance.

My friends, whom I will call, for the purposes of this article, Joe and Janet, have been married and living in the United States for several years. Joe is a Black man from Argentina, and Janet is a White woman of British ancestry. They met at a party and, three years later, decided to get married. Her parents were against the marriage initially, and then they grew more tolerant, particularly when the grandchild came along. Joe's family was more accepting of this relationship.

Janet grew up in a religious, middle-class family that taught her to accept and treat everyone as equal and to never consider herself superior to anyone. Though prior to meeting Joe, Janet never had friends of different racial groups, per se, she accepted Joe as she would any other suitor. Her parents, however, tried to dissuade her from marrying Joe and attempted to fix her up with other eligible White males. After relenting on the marriage, they asked Janet to promise never to have children. They gave up on trying to convince their assertive thirty-something-year-old daughter against marrying a Black man, but they would draw the line on actually having Blacks in the family lineage, it would seem. They clearly knew how Whites really felt about this–people would undoubtedly stare.

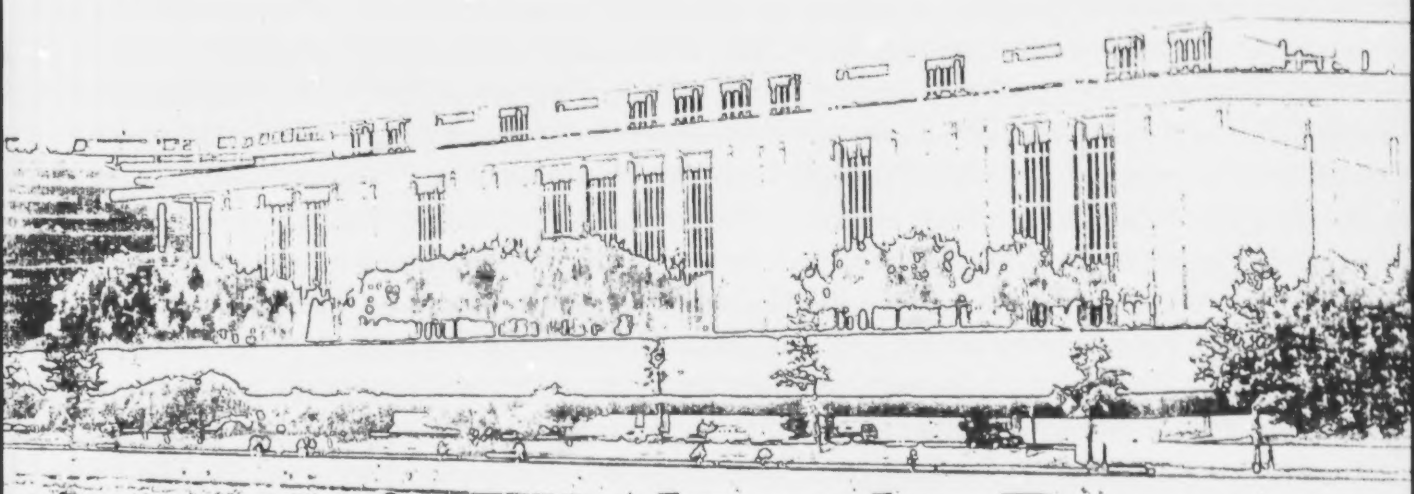
Janet was always welcomed in Joe's family. Joe, on the other hand, felt "tolerated" and, at times, not fully accepted by Janet's family, though he tried to make a place for himself in the family and treated everyone with respect and affection. Everyone seems to be making a sincere effort to fully appreciate and love each other. It cannot be easy for anyone in a society that prizes and promotes Whiteness. In this society, even non-Whites learn to take advantage of intolerant "survival" behaviors.

Yes, both Blacks and Whites stare at Joe and Janet when they are together. Other racial and ethnic groups stare as well. They even get stared at when each is with their young mixed-race child. The debilitating and painful staring is sometimes buttressed by racist activity such as inappropriate comments (both audible and inaudible), and extended delays in seating them in nearly empty restaurants. In some instances, they are treated as if they were not a couple. In such cases, either Joe or Janet is totally ignored.

Though the stares abound, navigating society is easier for Janet and her child when Joe is not present. Joe's presence reminds society of its legacy of race mixing. We prefer, it would seem, to forget about the liberty slave masters took with Black women, an issue not unnoticed by many Black women, some of whom can be very vocal against interracial relationships.

Friends who know Janet and Joe in separate contexts always seem to become surprised, at times speechless, when they find out Joe and Janet are married to each other. Often racism hits them both in the face. Joe has been refused service or treated badly at places where Janet is treated with respect and courtesy. Though less prevalent, even the reverse is sometimes true.

Although Janet has learned to appreciate Joe's activism against intolerance and racism, Joe feels that Janet, having learned her parent's "accept everyone" speech very well, tends to feel that most people are fair-minded and tolerant like herself, and, hence, she does not fully grasp the depth of what Joe encounters as a Black person in a racially hostile society. To protect themselves, Joe and Janet have become more isolated and careful when interacting with "outsiders." I can only hope they will raise their child to accept, in word and deed, all human beings as equal members of the same race and not to stare at them as if they were from another planet.



America's Jewel on the Potomac: The Kennedy Center

New Facets–Dazzling President and $50 Million from Vilar

BY NELLY MELLANDER

Life is neither fair nor predictable. Work begun by one person may well blossom during the tenure of another. Add a personal and national tragedy and all public credit may ultimately reside upon the latter.

Most European and Latin American countries have long subsidized the arts. The United States arrived late as a supporter. It is doing more than in years past, but far less than many believe it should, given the country's wealth.

Not that there haven't been attempts over the years. Many presidents and congresspersons championed America's support of the arts. But little materialized until the presidency of Dwight D. Eisenhower. With the urging and commitment of many, plans were adopted to establish a National Center for the Performing Arts. The project was well underway when the youngest man ever elected president was inaugurated. He had never been known for his support of the arts. But his wife was, by training and by inclination. Tragically, President John Fitzgerald Kennedy was assassinated during his third year in office.

Kennedy's record may not have been one of supporting the Arts, but his literary flourishes endeared him to those who appreciated, even worshipped, the Arts.

"I am certain," he said, "that after the dust of centuries has passed over our cities, we, too, will be remembered not for our victories or defeats in battle or in politics, but for our contribution to the human spirit." This quotation is but one example of why the nation's premier center for the performing arts was named in his honor.

President Kennedy's words still resonate as the Center prepares for the 21st century. A massive marble box on 17 prime acres along the Potomac River, the Kennedy Center celebrates its 30th year. It produces and presents an unmatched variety of theater and musicals, dance and ballet, orchestral, chamber, jazz, popular and folk music, and multimedia performances for all ages.

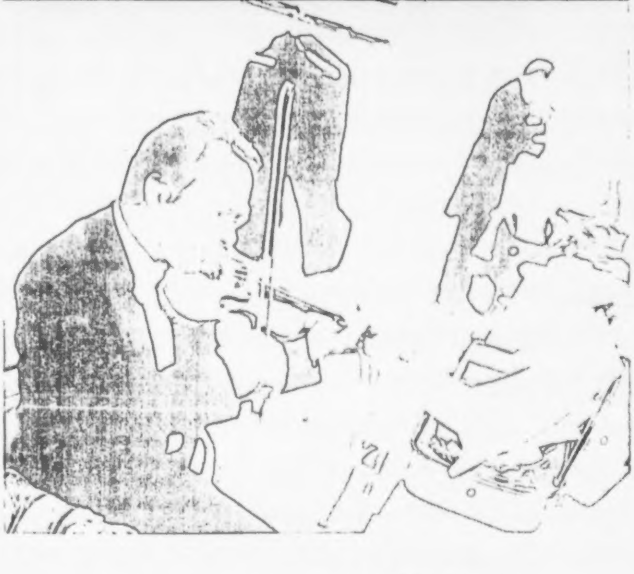
Each day, the institution brings a nation's dream to fruition, touching the lives of millions of Americans through thousands of shows and concerts by the greatest performers from across America and around the world. It also takes pride in nurturing new works and young artists, serving the nation as a leader in arts education and creating broadcasts, tours, and education and outreach programs.

Presenting more than 3,300 performances each year for audiences numbering more than 2 million, it is by far the nation's busiest arts facility and has evolved into one of Washington's top tourist attractions. More than 3 million people tour the Center each year, and an additional 20 million each year attend touring Center productions or tune in to television, radio, and Internet broadcasts.

As part of its Art for Everyone outreach program, hundreds of free performances are offered each year featuring national and local artists. These include early-evening concerts on the Millennium Stage, dozens of performances during the annual Open House Arts Festival, and daily concerts of seasonal music in December as part of Holidays at the Kennedy Center. Ever attentive to the changing times, since 1999, each night's Millennium Stage performance has been broadcast live over the Internet and digitally archived on the Kennedy Center's Web site.

In recent years, the Kennedy Center has dramatically expanded its education programs to reach young people, teachers, and families throughout the nation. Each year, more than 6 million people nationwide take part in innovative and effective education programs

THE KENNEDY CENTER
Millennium Stage



initiated by the Center, including performances, lecture/demonstrations, open rehearsals, dance and music residencies, master classes, competitions for young actors and musicians, backstage tours, and workshops for teachers.

Through the years, many Hispanics have been featured as solo artists or in ensembles. The Hispanic Heritage Award sponsors a gala once a year to showcase Hispanic excellence in several venues, provide a greater understanding of the contributions of Hispanic Americans, and recognize role models to inspire our youth. The program is filmed live and later edited for nationwide presentation by NBC.

Earlier this year, two significant events took place that affected not only 2001 but the future as well. On Feb. 1, Michael M. Kaiser became the new president of the Kennedy Center. On Feb. 14, a Cuban-born immigrant, Alberto Vilar, gave the Kennedy Center its largest donation ever: $50 million.

Michael M. Kaiser

Mr. Kaiser, 47, is widely regarded as a fundraiser par excellence. He is quoted as having said, "I have this bizarre personality quirk. I love to fund raise." And the word "passion" arises often when he speaks. Over the years, he has established a record of helping troubled organizations become healthy ones. The Kennedy Center is quite healthy, and thus, the Center's patrons are all the more enthusiastic as to what he might be able to accomplish.

Kaiser is an exceptional manager who has served as a consultant to Fortune 500 companies. In the arts, he has been general manager of the Kansas City Ballet, associate director of the Pierpont Morgan Library, executive director of the Alvin Ailey American Dance Theatre, and executive director of the American Ballet Theatre.

In 1998, he went to London to manage Covent Gardens, home of the Royal Ballet and Royal Opera House. As executive director of the Royal Opera House, which traces its roots back to 1728, he found the institution on the verge of bankruptcy. The situation was not unlike those he faced in many of his previous appointments–institutions rich in tradition with serious financial problems.

In less than 30 months, he erased the opera company's $28.5 million deficit, spearheaded a $360 million restoration, and greatly increased its level of support from the private and public sectors. The London newspapers dubbed him "The Turnaround King."

Alberto W. Vilar

His family fled Cuba shortly after Castro's rise with little more than the clothes they wore. He is now a billionaire. An early investor in Yahoo, America Online, Microsoft, eBay, Amazon, and Cisco, his personal portfolio is estimated at $5 billion. He has many residences throughout the world, his principal one, a 30-room apartment in Manhattan.

Mr. Vilar's interest in music can be traced back to his childhood dreams of becoming a conductor. But his father, a sugar executive, wanted his son to follow his profession. With the rise of Fidel Castro, the traditional father-son conflict never reached fruition. Vilar's childhood in Cuba ended at the age of 9 when the family moved to Puerto Rico, where he stayed until he was 18. He then went to Washington and Jefferson College in Washington, Pa. Later, he earned his master's in economics at Iona College.

After two years in the U.S. Army, he worked briefly for Citibank, then at several investment companies. In the 1970s, he formed his own company, Amerindo Investment Advisors. The company now manages over $10 billion.

Putting his money where his heart is, Vilar has donated some $150 million to other cultural institutions in recent years. But his $50 million donation is the largest he has ever made, and it is the largest gift the Kennedy Center has ever received. It was designated to support a 10-year series of appearances by the Kirov Ballet and Opera as well as a training program for arts managers, a sorely needed commodity among cultural organizations. Michael Kaiser, one of the most successful, will head the Kennedy Center for at least the next five years.

Vilar and Kaiser met while Kaiser was at the Royal Ballet. Vilar is a significant funder of the Royal Opera House in London, La Scala in Milan, the Metropolitan Opera in New York, and several international festivals. And now of the Kennedy Center.

His gift is unique not only in size but in purpose. The donation is the largest ever given to a performing arts center for content, rather than for concrete. Large gifts typically pay for new buildings or renovations. This gift is dedicated to programming, both artistic and educational.

The new Vilar Institute for Arts Management will initially offer some 10 fellowships in September. The year-long training program will be open to arts managers and board members from all over the world. The fellows will receive hands-on experience. It is not to be a traditional arts administration program such as provided by universities, which tend to be very academic. Neither will the fellowships be simply an internship wherein the fellows are passive observers. Instead, they will be involved with hands-on, high-level managerial activities.

Other Kaiser Initiatives

During his very first month on the job, Kaiser announced massive expansion plans. He agreed with the long-discussed plan of expanding the Center toward the Lincoln Memorial so that people could walk over to the Center. Presently, that region is fragmented by a spaghetti maze of freeways. The Center's physical isolation from the rest of Washington has meant that it is only accessible by car.

Kaiser also wants two new buildings. They would form a three-sided complex, with the Kennedy Center building at the bottom of a "U." One would serve as a Hall of Fame for the 121 artists who have been presented medals at the annual Kennedy Center Honors program. The Center presents medals every December, usually to five living artists, in recognition of their contributions to the nation's performing arts.

Kaiser suggested the other building could provide office space and performing areas for the Washington Opera Company. It would also house artifacts of theater, dance, jazz, opera, and symphonic music. The realization of these plans is years away, but Kaiser "watchers" are optimistic.

Continuing Initiatives

- The Kennedy Center, with its achievements as a producer and commissioner of new works and nurturer of developing artists, has an artistic legacy. By commissioning at least 10 new works across the performing arts spectrum each season for each of the first 10 years of the 21st century, the Center plans to build upon and add to the work done in its first 30 years.
- World premiere performances of Kennedy Center-commissioned works have been offered for ballet and dance pieces created by America's foremost choreographers.
- Following the Kennedy Center premieres, each new choreography and its attendant production is made available to participating dance and ballet companies for performances across the United States.
- The Kennedy Center has co-produced new operas, such as John Adams' *Nixon in China*, brought such international companies as Deutsche Opera Berlin in a complete *Ring* cycle, and presented and toured the Bolshoi Ballet in its first return to the United States in ten years.
- The Center has co-produced more than 100 new works of theater over the past 29 years, including Tony-winning shows from *Annie* in 1977 to this decade's hits *Guys and Dolls*, *How to Succeed in Business, Without Really Trying*, *The King and I*, *Titanic*, and *The Music Man*.
- The National Symphony Orchestra, a Kennedy Center artistic affiliate, has commissioned dozens of new works, among them Stephen Albert's *River Run*, which won the Pulitzer Prize for music, and Morton Gould's *String Music*, also a Pulitzer Prize-winner.

In addition to its regular concerts, the National Symphony presents an annual Beethoven Festival and a number of themed festivals each season. The Center sends the Orchestra to a different United States region each year for an intensive period of performances and teaching encompassing full orchestral, chamber, and solo concerts, master classes, and other teaching sessions. The Orchestra has given these residencies in Alabama, Alaska, Arizona, Louisiana, Maine, Mississippi, Oklahoma, Vermont, and Wyoming/Montana.

The Center reaches millions of people every year through its television programs. These include the Emmy and Peabody Award-winning "The Kennedy Center Honors," broadcast annually on the CBS network; "The Kennedy Center Mark Twain Prize;" and "Kennedy Center Presents," a series of programs broadcast on the PBS network.

Vilar's donation of $50 million is the largest ever given to a performing arts center for content, rather than for concrete.

For 30 years, the Kennedy Center has presented and sponsored programs not only for visitors to the Center but also for Americans all over the country. Its solid financial foundation and inspired leadership provide reason to be optimistic about the next 30 years.

Nelly Mellander teaches at the College of Arts and Sciences, George Mason University in Fairfax, Virginia.

BREAKFAST WITH CARLOS FUENTES

How I Stalked and Cornered My Favorite Author

BY
ABELARDO BAEZA

Yes, I met Carlos Fuentes and even had breakfast with him–on two occasions–while attending the XXI Brown Symposium at Southwestern University in Georgetown two years ago.

Thursday, February 4, 1999.
7:45 a.m.
The breakfast room in the La Quinta Inn, Georgetown, Texas

I walk into the breakfast room of the La Quinta Inn early in the morning of the Symposium to have a short stack and a cup of coffee. I look around the nearly empty restaurant and see an elderly couple whispering to one another. Seated on the east wall, all by himself, is the man himself.

A friendly waitress asks if I prefer smoking or non-smoking.

I tell her that I am a non-smoker. I request a table near Carlos Fuentes, and the waitress complies. I am a bit nervous and straighten my necktie. He looks at me and smiles. Recalling the advice given to me by my friend Richard Rodríguez about taking risks and not being intimidated by famous writers, I walk over to his table, extend my hand, and introduce myself. He smiles and looks at my new black Ropers.

"I'm Abelardo Baeza from Alpine, Texas," I say in my most professorial voice, "and I teach at Sul Ross State University. I am teaching a course based on your life and works this term."

"*Mucho gusto*," he replies. "Are you alone or waiting for someone?" I tell him I am alone, and he asks if I would join him for breakfast. I clutch my St. Christopher's medal. I sit down and see the eyes and the silver temples noted so many times on the jackets of his novels and plays.

"*Dime más de tu vida*, tell me more of your life," he said as he poured milk into his coffee cup. I tell him about my professorship and the special topics courses I teach. The Carlos Fuentes class has been offered twice and attracts much attention from Spanish majors. "They like your short stories and novels. Your narratives are interesting and challenging," I respond. "I prepare vocabulary lists for each piece we read to help those students who are not 100 percent fluent in Spanish. Right now, we are navigating in the depths of *Agua Quemada, Burned Water*.

"Very helpful. You obviously like what you do," he said

"Yes, I do. Very much." I notice how meticulous he is about arranging the silverware.

"I have taught classes myself. I know the hard work you invest in your career." His words are rewarding to me. Finally, I think, a writer who knows the rigors of a professor's life. He orders his breakfast–an egg and cheese omelet, coffee, and orange juice. I have to ask him the question that most aspiring writers ask their role models.

"Who are your inspirations–your literary heroes?"

"I have many–Plato, Socrates, Shakespeare, Milton. I like the Gothic world of Poe and the reliance of Emerson.

"What about 20th century authors?"

"I am a Faulkner fan."

"What do you like about him?"

"The famous style of narrating his fiction. Challenging to read. Rich prose."

It was time to change to another topic of conversation I'd had on my mind since I read *Todas Mis Guerras (All My Battles)*, the biography of legendary Mexican film star María Felix. She had a confrontation with Carlos Fuentes in the 1960s about the lead role in *Zona Sagrada*, a proposed screenplay based on his best seller by the same name. She insists that he could not create a character who could match her vivacity. "I could never be Claudia Nervo or Olga Lang," hisses María Felix in her book. She further hisses, "*nadie brilla en mi costa* (no one upstagés me)." When the deal fell through, "La Doña" alleged that Carlos Fuentes wrote a piece entitled "Orquideas a la luz de la luna (Orchids in the Moonlight)" in which he insulted Miss Felix and her friend, the legendary film actress Dolores Del Río, who was dying in a New Jersey hospital at the time the work appeared.

"Tell me about María Felix," I ask. "I love her and use her movies in some of my classes in which the Mexican Revolution of 1910 is featured, especially your novel, *The Old Gringo*. "Juana Gallo" and "La Cucaracha" are classics. He flashes that famous smile and arches his left eyebrow. The man is an icon among the leading fiction and non-

The Carlos Fuentes class has been offered twice and attracts much attention from Spanish majors.

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fiction writers in the world.

"*Esta muy vieja*, she is very old," he answers. "We had a disagreement over *Zona Sagrada*. *No me quiere*, she does not like me."

"She is a beautiful woman," I add. "Her photographs in *Todas Mis Guerras* are mesmerizing."

"That she is...when she was younger, she was absolutely stunning," he says.

"What about Hemingway?" I have to ask about Papa since I wrote my doctoral dissertation on him. I felt his penetrating look as he sipped his cup of coffee.

"I am not a big fan of Hemingway."

I frown. Do not like the comment. I recalled Rudolfo Anaya's advice: "*Tranquilo!* Hang in there!"

"Did I say something wrong? Don't tell me you like him?"

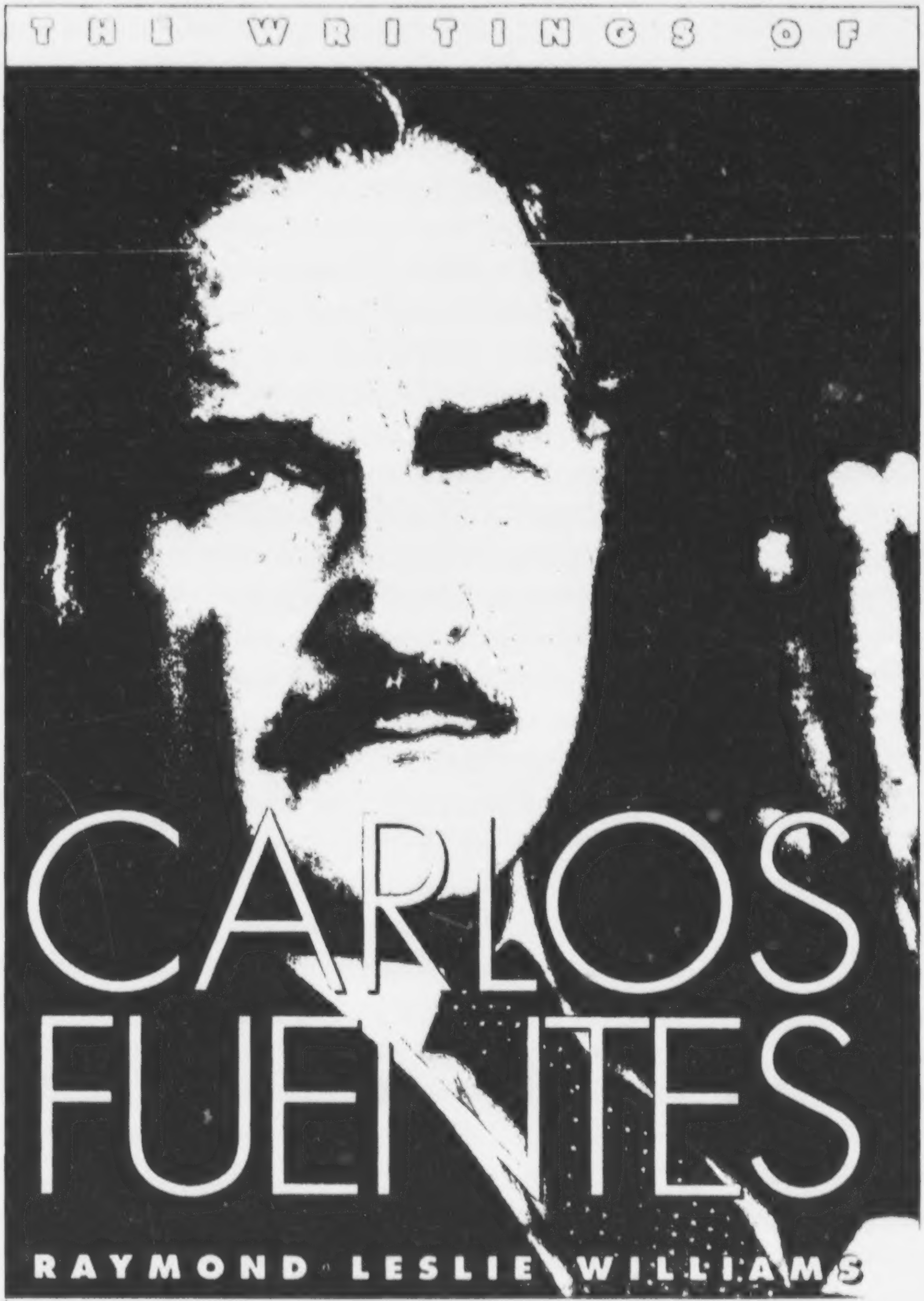
"I wrote my dissertation on him...his portrayal of the Spanish hero."

"He was a good writer. That frugality of words. That sparse style of writing."

I smile again.

We eat our breakfast and talk about Rigoberta Menchú, the Nobel Prize winner whose talk would precede his that day. Carlos Fuentes said that he likes her work and plans to talk with her after their presentations. As a scholar of Mexican, South American, and Spanish history, he remembers the civil war in Guatemala that forced Miss Menchú to flee her country and seek refuge in Mexico, the killing of her father and brother. From her exile in Paris came her first book. Carlos Fuentes has respect for her books and her message of humanitarianism. Our conversation at this point is rich and stimulating. I want to talk more to my favorite Mexican novelist. I recall what Richard Rodríguez told me about writers being accessible to their reading pubic.

Minutes pass by quickly. It is time to leave for Southwestern University. I tell him that I will be in



"The afternoon is for reading; I read everything–newspapers, magazines, best sellers, literary criticism, history, biography."

the audience to listen to his presentation, "The American Baroque: the Art of the Counter-Conquest." I also plan to buy copies of his books I don't have in my collection.

We shake hands, and I look for my compadre, Leo Domínguez, director of development at Sul Ross State University, to tell him about breakfast with Carlos Fuentes.

9:30 a.m.
Southwestern University

The symposium is fascinating. Rigoberta Menchú steps in front of a standing-only crowd, wearing a traditional Guatemalan dress and colorful ribbons in her hair. She flashes a smile and greets the audience. "Good morning," she says, "I don't speak English very well. That's why I am going back to Spanish." The crowd reacts with thunderous applause. She speaks for the next hour and a half with the help of an interpreter. I am impressed with the sound of two languages mingling.

Her talk, "El Derecho de la Memoria" (The Right to Memory), chronicles her struggle for human rights in Guatemala. Her tribute to her courageous father's work in defending the poor *campesinos* resounds throughout the auditorium. She talks of her struggle to learn the magic of the letters. *I...Rigoberta Menchú*, dictated to Ann Wright, is her opus. The world learns about her and embraces her cause. People wipe tears from their eyes as she steps away from the podium and waves to the audience.

1:30 p.m.

Carlos Fuentes appears on stage and waves to the crowd. His talk is a potpourri of cultural, historical, and literary information. His words describe the arrival of the Spaniards and the conquest of Mexico by Hernan Cortez. He speaks of La Malinche, Cortez's mistress, and the legend of La Llorona. I am proud to be in the audience when he alludes to the legend of Quetzalcoatl, the famous feathered serpent. He quotes from his book *The Buried Mirror*. He peppers his talk with anecdotes and quotes in French. At the end of his hour-and-a-half lecture, he receives a standing ovation. I am even more proud to know that I talked to him in private and listened to his voice as he spoke of his life as a writer of Mexican literature and history.

3:00 p.m.
The foyer of the University Center

It is impossible to get my books autographed after the talk. The line is a mile long. I see security officers around Rigoberta Menchú and Carlos Fuentes. Being famous, they have to be protected wherever they go. Southwestern University security officers walk in the hallways with cell phones.

I return to La Quinta Inn with my *compadre* Leo and his daughter Maritza. We drive to Austin for the evening. After a short shopping spree at Highland Mall, we drive around the UT campus. There are rows of bicycles and cars. Crowds of students walk toward their dorms or sit in the libraries, studying and writing.

We eat dinner in a colorful restaurant called Pappasito's and drive back to Georgetown. Excitement can wear a man down. As I do my obligatory calisthenics, I fail to realize that Carlos Fuentes is in a room only a few doors away from mine!

Friday, February 5, 1999
8:15 a.m.

After waking to Katie Couric and Matt Lauer on "Today," I do my requisite push-ups and sit-ups before shaving and showering. I call the operator and ask if Carlos Fuentes has checked out of La Quinta. She says that he is scheduled to leave at noon. I ask her to connect me to his room. It suddenly dawns on me–I am turning into a stalker!

"This is Carlos Fuentes," he answers.

"Carlos, this is Abelardo. We met yesterday."

"Yes, Abelardo. *Como estas*?"

"I am fine. Had a good night's rest. I have one last request to make of you."

"*Dime*, tell me."

"It was impossible to get my books autographed by you yesterday. Line was too long."

"I can sign them in the breakfast room in about 15 minutes. See you there."

I made one more phone call–to my *compadre* Leo.

Maritza answers. Daddy is in the shower.

"Both of you meet me in the dining room pronto. Carlos Fuentes is having breakfast with us."

Fifteen minutes later, I sit in the breakfast room with Carlos Fuentes as he autographs my copies of *Burned Water*, *The Buried Mirror*, and *The Crystal Frontier*. He writes nice notes, my favorites being "*Para Abelardo*. . .*En La mera raya*...right on the line" and "Abelardo, *miremonos en este espejo*...let's see each other in this mirror." Leo and Maritza arrive. I introduce them to Carlos Fuentes. We sit and talk for the next half hour or so. He eats his pancakes and bacon and drinks his coffee and orange juice. He has impeccable table manners.

"Tell me about your writing schedule, Carlos," I say.

"I am a morning writer. I get up early, about 5:30, eat breakfast, and write until noon. The afternoon is for reading. I read everything–newspapers, magazines, best sellers, literary criticism, history, biography. The evenings are for my wife and me. We enjoy dinner and the symphony when we are in London. We like to go to the opera."

"Tell me what you think of Chicano writers and whose works you read."

"Sandra Cisneros is a very good writer. I like the works of the late Tomás Rivera."

"What about Rudolfo Anaya?"

"I like Anaya. He is a talented writer. His works have passion and beautiful prose."

"Rudy and I have been friends for many years now," I say. "He has a writing schedule similar to yours. He rises early in the morning and writes until noon. When we last talked, he had seven writing projects on the drawing board."

"*Entonces es mi heroe*...he is my hero. I like a person with such will and determination."

"I am writing his biography."

"That is a good project, Abelardo. Take your time and do a good job. It is an honor for you to be writing a biography of such a well-known writer. I want to see it when you finish."

I give him a Spanish edition of *Bless Me, Ultima*, and he promises to read it on the plane as he returns to Mexico City later on that day. With that, he indicates that he needs to return to Southwestern University for a session with the students. He tells me of his upcoming visit to El Paso and Juárez in April.

"See if you can make it. And bring your students. I want to meet them."

We walk out together. I extend my hand to him, and he gives me the traditional *abrazo*, or embrace. It is the perfect way to end the visit to Georgetown. On the way out of the dining hall, I glance at the table where I sat and talked to the legendary writer-historian. Thanks to the breakfast and interview, I would have lots of things to share with my students about Carlos Fuentes. If there were ever a time when I was proud to be a professor and aspiring writer, it would have to be now. *Gracias, Carlos...en la mera raya!*

President's Challenge Reaches Out to Hispanic Youth

El-Hi Students Can Earn Awards for Fitness

BY ED BRENNEN

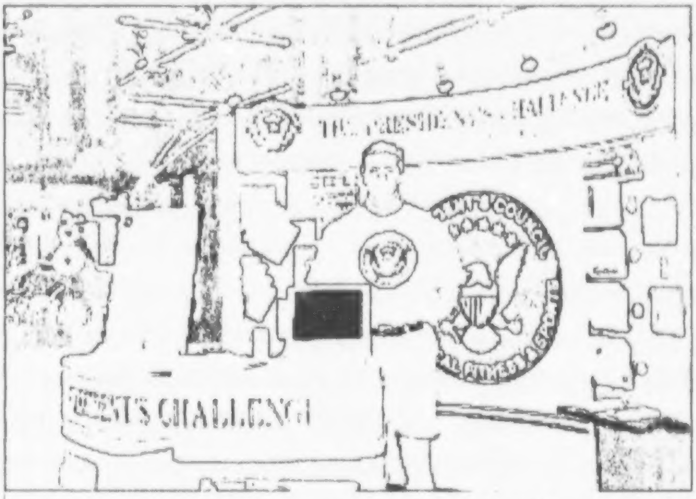
While the 2000 Census figures showed that America's Hispanic population is booming–with 35.3 million currently living in the U.S.–they also revealed that it is a relatively young population, which means that it will continue to grow more rapidly than the rest of the nation in the coming decades. The median age for Hispanics was 25.9 years, compared with 35.3 for the entire population. A Hispanic "baby boom" will thus have broad implications for schools, where there will be a higher proportion of Hispanic children for years to come.

With that in mind, the President's Council on Physical Fitness and Sports, based in Washington, D.C., is taking measures to ensure that its message reaches the growing number of Hispanic school-age children.

Established in 1956 by President Dwight D. Eisenhower, the President's Council on Physical Fitness and Sports has been encouraging America's youth to lead healthy, active, and physically fit lives for nearly a half century. In 1966, President Lyndon B. Johnson created an offshoot of the Council, something that would eventually be called the President's Challenge Youth Physical Fitness Awards Program.

The President's Challenge program, aimed at young people ages 6 to 17, has been a mainstay in America's grade schools, junior highs, and various youth groups for more than 30 years. Each year, the Challenge distributes more than 2.8 million awards to participants who have demonstrated increased strength, endurance, and flexibility.

To promote its program to the nation's physical education instructors and youth group leaders, the President's Challenge distributes a brochure each year that contains all the essentials for kids to participate: a test manual, a list of awards that may be purchased for a nominal fee, an order form, and both physical fitness and health fitness scorecards. Three years ago, the President's Challenge began distributing a Spanish-language translation of the brochure in an effort to educate the nation's burgeoning Latino youth population. According to Christine Spain, director of research, planning, and special projects for the President's Council on Physical Fitness and Sports, a translated brochure was a natural progression for the program.



Brendon Hale, staff member, at the exhibit booth

"Especially with the population trends for Hispanics, we want to make sure they get as much education, as much information as possible," says Spain, who has been with the Council in a number of capacities for 20 years. "For various reasons, I don't think the information that we have trickles down to [Hispanic youth], actually, unless you have a physical education teacher in the inner cities, etc., which is where most of this population is. Our mission is getting our information out to them about the health benefits of a physically active lifestyle....And if we're targeting youth fitness, part of the reason for the Spanish translation is to eliminate disparities in health. And the only way we're going to do that is by educating."

The PCPFS, a part of the Department of Health and Human Services, is a nonprofit organization that sustains itself through the sale of patches and award certificates to achieving participants (awards range in price from 20 cents to $1.25). The PCPFS contracts out the President's Challenge program, which has been run from Indiana University since 1988. Jeff McClaine, assistant director of the President's Challenge, has been with the program since 1993 and helps oversee the distribution of brochures and awards.

"We have approximately four million youth that are recognized through our program every year, and we're in about 30,000 schools around the country," said McClaine, who has to estimate the number of youth involved since the President's Challenge does not require that participants' data be returned. "But we do take orders (for awards), and on the order form there's some demographic information about the schools that we ask, so we can extrapolate more information about the number of children."

McClaine says that about two-thirds of the participating schools are elementary, and hence, "the program is geared toward younger kids. And we've also found that the amount of physical education that kids take usually decreases as they get older."

In addition to the Spanish-language translation of the brochure, the President's Challenge is spreading its message to Latinos through major educational national conferences. McClaine says that he and his staff attend about six to eight conferences each year, and last year, for the first time, they attended the U.S. Hispanic Leadership Institute Conference in Chicago. Last summer, they attended the National Council of La Raza's conference in Milwaukee. The NCLR conference, considered by many to be the premier Hispanic event of the year, attracted more than 14,000 participants.

"Last year's USHLI conference was well attended by the youth community," McClaine said. "The conferences for us, especially ones like that where we're not dealing directly with the physical education teachers, those conferences are a matter of representation on behalf of the President's Council and on behalf of the President's Challenge, and trying to disseminate as much information as we can to people about the benefits of physical activity and fitness. We try to let them know what resources are out there that they can use, resources like ours with the sports award program, and other things that the Council does that help stimulate physical activity in their communities."

Spain says the PCPFS is always looking for new and innovative ways to branch out to the Hispanic community. One way they do that is by working with the Office of Minority Health in Washington, D.C., specifically the Office of Minority Health Resource Center and its director, José Carneiro. The resource center is a federally funded program founded in 1987 with the objective of gathering and disseminating information on health issues that affect minorities in the U.S. and its territories. Carneiro met Spain at one of the resource center's conferences several years ago and agreed to put her in contact with a company that could translate one of the PCPFS's major publications. "She asked me to identify names of high schools and colleges with a high enrollment of Hispanic students, which I did," said Carneiro. Later, she asked me for information on Hispanic institutions that would like to receive her publications, and we provided that list."

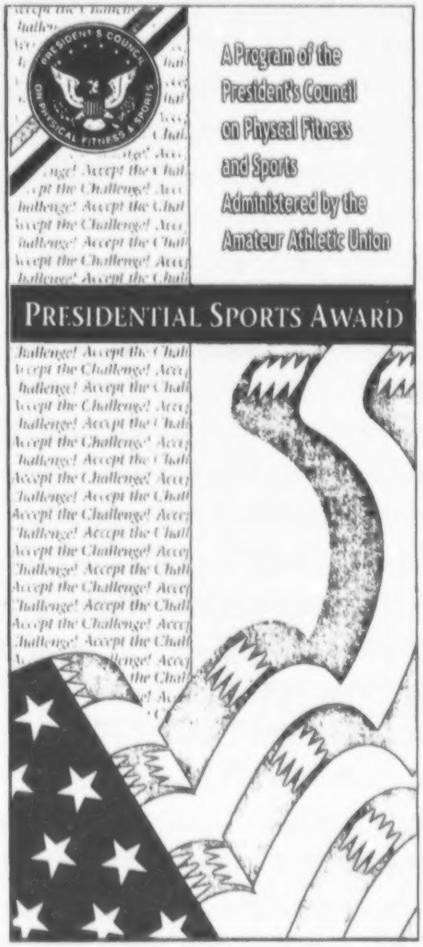
Carneiro and the resource center have also been helping distribute PCPFS publications at the more than 3,000 conferences they attend each year, although they no longer distribute brochures on the President's Challenge.

"Since this is a new target population for us, what we try to do is actually work with the Office of Minority Health to get mailing lists started there, because they work with many of the major organizations," said Spain. "I'm looking for information from the experts that do work with the different populations, and he's my contact.

"Getting the brochures out there is one thing, but actually seeing if you're getting it into the right hands and seeing if the program is being used is quite another," Spain continued. "Each year we do produce more of the Spanish brochures, but I'm more interested in making sure they get into the proper hands."

Spain, who said that the PCPFS can be contacted through its Web site at www.fitness.gov, stresses that participants don't have to purchase badges or stickers in order to become involved with the program. They are more concerned with the nation's waistline than their own bottom line.

"We want to get the basic information out to them. They can use the information without buying the awards," she said. "Since we aren't for-profit, and we're not in this to make money, we're in this to try and improve the health of youth. I really welcome meeting with the leadership, meeting with organizations that may need this information and can take it, and help us get the word out that they can come to us as one resource for free information.... We really welcome additional ideas and will be working with leaders in the field to see how else can we get good, solid, simple, easy to understand information out to the Spanish-speaking community."


President's Council on Physical Fitness & Sports
A Program of the President's Council on Physical Fitness and Sports Administered by the Amateur Athletic Union
PRESIDENTIAL SPORTS AWARD
Accept the Challenge!

And McClaine, who will be out on the front line this summer introducing people to the President's Challenge program, believes it's a message worth hearing.

"The unique thing about our program is that most people are familiar with it up front anyway," McClaine said. "It's just a matter of getting our information into the right person's hands, that usually being the physical education teacher, and then having them turn around and implement it in their schools. But it seems like people always have a memory from their grade school days of the President's Challenge–it's either good or bad–but it usually sparks a good conversation. And that's one of the goals, too–to get people thinking about physical education and being fit and being active. And hopefully we're doing a good job as far as that's concerned."

PROGRAMS OF THE PRESIDENT'S COUNCIL ON PHYSICAL FITNESS AND SPORTS.

The Physical Fitness test is the portion of the President's Challenge most are familiar with: a five-item test that includes curl-ups, shuttle run, endurance run, flexibility test, and pull-ups. Once the instructors conduct all five events, they calculate the scores for the kids and determine which of the three award levels they fall at: The President's Award (top 15 percent), The National Award (above the 50th percentile but below the 85th percentile), and the Participant Award (below the 50th percentile).

The President's Challenge does not offer a curriculum with the program, leaving that up to the teachers, primarily, but does suggest a six-week training period beforehand. Also suggested are a pre-test in the fall and a post-test in the spring. Instructors generally base the rewards system on the post-test in the springtime, and then give the awards in the spring at an awards ceremony.

The Health Fitness test recognizes students who achieve a healthy level of fitness. Like the Physical Fitness awards, the Health Fitness awards are based on the results of a five-item assessment (partial curl-ups, endurance walk, flexibility test, right-angle push-ups and a measurement of body mass index).

The PCPFS also offers the **Presidential Sports Award**. With regular participation in a physical activity or sport, participants six years of age and older can qualify for a presidential award. A Family Fitness Award is also available for participating in a favorite sport or physical activity with your family. To earn the award, participants keep their own logs, noting each time they do their activity, until they have completed the individual requirements listed–usually at least 50 hours of activity.

American Revolution in Medical Education

University of Miami Med School Taking Path of UNM and Harvard

BY
ISIS ARTZE

UNIVERSITY OF Miami

Under UM's new curriculum, first-year medical students are required to start developing their clinical skills under the personal tutelage of a faculty physician, either in a private office setting or in a hospital.

It's official: U.S. medical educators have finally decided to transform their longstanding (and admittedly stale) teaching methods. Borrowing from educational research, other disciplines, European practices, and their few counterparts who jumped the gun, this country's medical schools are now embracing a holistic approach to creating future doctors.

The nature and extent of the changes vary from one school to the next, but certain elements are key: for one, the emphasis has shifted from intensive memorization to problem solving. Interaction with patients now begins much earlier, sometimes as early as the first year. Impersonal lecture halls have segued into smaller discussion groups. And new curricula include such issues as community health, ethics, and alternative medicine.

As senior vice president for the medical education division of the American Association of Medical Colleges (AAMC), Brownie Anderson has her finger on the pulse of medical instruction, and she asserts that "most medical schools, without question, are revamping their curriculum."

Dr. Mark T. O'Connell, the University of Miami's (Fla.) senior associate dean for medical education, estimates that 80 percent of the 125 accredited U.S. and Canadian medical schools have redesigned their programs or are planning to do so.

"During the last 25 years, medicine has changed, society has changed, patients' expectations have changed, and the role of physicians has changed," says Anderson, "and medical education needed to change too."

For decades, medical schools have relied on a 'two-plus-two' method, wherein the first two years consisted of lectures and memorization, and the last two years were clinical training.

Anderson says, with a laugh, that a "magical transformation" was supposed to occur after the first two years, so that students could instinctively apply the theoretical information they had learned to treating patients. "It's an artificial way to approach teaching people how to care for human beings," she says. When patients approach doctors, she explains, all they have is a chief complaint. They don't come in with a label indicating a specific disease or condition. Consequently, "doctors are not just treating diseases," she says, "they're treating people and all they bring with them, including their cultural issues and belief structures."

To demonstrate the need for higher quality physicians, O'Connell reports that 50 percent of the treatments doctors use have never been critically evaluated, and that tens of thousands of people die each year because of medical mistakes.

With this new approach, medical schools aspire to produce doctors who can stay abreast of new scientific treatments and findings and analytically determine which are credible.

Harvard University, which has one of the oldest 'revolutionized' medical curricula in the country–"The New Pathway," established in 1985–describes the essence of the medical education makeover on its Web site.

"The New Pathway is a radical restructuring of the traditional medical school curriculum that gives students not only a core of scientific, biomedical, and clinical knowledge, but also the skills, tools, and attitudes that will enable them to become lifelong learners, to cope with and use new information, and–most important–to provide better patient care."

The Pioneers

While the U.S. unquestionably trails Europe in implementing this problem-based, patient-centered approach, some American medical schools began contemplating these new methods more than 25 years ago.

As early as 1974, Dr. Scott Obenshain, associate dean for undergraduate medical education at the University of New Mexico (UNM), and a colleague dared to challenge the established and accepted methodology for teaching medicine.

They were unhappy with the existing curriculum, which isolated the teaching of biological systems, and with the medical school experience as a whole, including their own. They thought, "Medicine is fun; learning is fun; why isn't medical education fun?" recalls Obenshain.

That's when they received a visit from a gentleman who explained the concept of problem-based learning, an approach to education that consists of carefully selected and designed problems that demand from the learner the acquisition of critical knowledge, problem solving proficiency, self-directed learning strategies, and team participation skills.

In theory, the process replicates the commonly used systemic approach to resolving problems or meeting challenges that are encountered in life and career.

On a practical level, students are given a problem before they are taught some knowledge. The problem is posed, in part, so that students discover that they need to learn something new before they can solve it.

The University decided to give it a try. In 1979, it implemented a separate problem-based curriculum track as a pilot, which ran side-by-side with the traditional curriculum. "We were the first established North American medical school to develop a problem-based curriculum," boasts Obenshain. Twenty of the 73 medical students enrolled were trained in the problem-based method.

Students were given the opportunity to interact with patients as early as the first day of medical school, and to spend 16 weeks in rural New Mexico working with primary care physicians at the end of their first year.

In 1993, UNM pulled the two tracks together to create the integrated curriculum it has today.

Harvard's renowned medical school has a similar two-pronged approach. "Ours is a hybrid curriculum," says Dr. Daniel D. Federman, Harvard's senior dean for alumni relations & clinical teaching; "it's a mixture of lectures and problem-based learning."

To demonstrate its estimation of early patient interaction, Harvard introduces its medical students to two patients during their welcome session, and these patients reappear in the first day of class.

"We believe that the relationship with the patient is at the heart of medicine and needs to be emphasized throughout," says Federman.

In addition to their interdisciplinary courses, small-group tutorials, laboratories, conferences, and lectures, Harvard medical students are expected to analyze problems, locate relevant material in library and computer-based resources, and develop habits of collaboration and lifelong learning.

Daniel D. Federman, M.D., senior dean for alumni relations & clinical teaching, Harvard Medical School

For third- and fourth-year students, the emphasis is on direct patient care through specialized courses known as clinical clerkships, conducted in university-affiliated hospitals and institutions.

"We want students to be active," Federman says. "That's the principal emphasis."

Recent Converts

At the other end of the spectrum are the many U.S. medical schools now developing or beginning to implement this new approach. The University of Miami (UM) School of Medicine, for one, initiated the program in August with its first-year students.

It's been in the works for four years, says Dr. Priscilla Potter, the University of Miami's assistant dean for medical curriculum. She said they recognized there had been an explosion in the amount of information available in medicine, and that "we can't teach everything." Instead, UM now hopes to "give students the basics, so they can evaluate information and have time to develop their skills," she says.

Harvard's Federman has been a visiting professor at UM for the past several years, and played a vital role in the curricular transformation. "We would never try to reproduce a program exactly," says Federman. Instead, he worked closely with the faculty to develop a curriculum tailored to UM's specific needs.

Anderson of the AAMC stresses that each school has to make changes appropriate to itself, explaining that "a research-intensive medical school such as Johns Hopkins does not require the same programs as, for example, North Dakota School of Medicine, which is primarily a patient-serving institution."

To clarify this point, Federman identifies several differences between the University of Miami and Harvard medical schools. The fact that UM has a great deal of outstanding residents from South America is an asset to the medical school, he says, because they serve as mentors to and teachers of medical students. The higher frequency of Spanish-speaking students in Miami enhances UM's ability to care for local patients. And he has noted that UM students tend to have a better knowledge of diseases stemming from Latin America.

Under UM's new curriculum, first-year medical students are required to start developing their clinical skills under the personal tutelage of a faculty physician, either in a private office setting or in a hospital. This clinical program lasts for two years and over 170 clinical sites are available to students on the medical campus and throughout the Miami metropolitan area.

The UM School of Medicine Web site boasts: "Six hospitals and more than 40 specialty clinics containing nearly 3,000 teaching beds are located on the medical campus and provide unparalleled opportunities for clinical training in the third and fourth years. In fact, the UM-Jackson Memorial Hospital Medical Center is the second busiest medical center in the United States with nearly 60,000 admissions, 12,000 surgeries, 7,000 deliveries, 102,000 emergency visits, and more than 450,000 adult outpatient visits per year."

In addition to providing this extensive clinical experience, UM's curriculum integrates scientific themes and their social contexts. For example, O'Connell says the traditional method would have included an isolated first-year lesson on the biochemistry of carbohydrate metabolism. "Now we're going to teach diabetes at the same time. You're going to learn why it matters if you know if glucose goes awry in the liver."

The University of California, San Francisco's (UCSF) School of Medicine is also in its first year of curricular revolution. Dr. Helen Loeser, associate dean of curricular affairs, says the former curriculum was the traditional, two-plus-two method. UCSF looked to schools such as the University of Pennsylvania, Rochester, Harvard, Cornell, Pittsburgh, and UCLA. "We have borrowed and learned much, but it's our own particular recipe," she says.

Loeser explains that the changes stemmed from two directions: First, from an educational perspective, UCSF realized "lectures are not a very good way to learn material that needed to be put into action."

"We needed to listen to educators," she says, the ones who insist that learning is a lifelong process, and one that must be active.

UCSF also learned the value of small groups in which students learn the material in context instead of isolating the scientific and clinical components.

The transformation was also driven by changes in the medical practice, says Loeser, "by a real-life need for physicians who know, in addition to basic science, behavioral and social science, cultural contexts, and communities and health systems." All of these areas were "very explicitly included as major threads" in the curriculum.

A vivid illustration of this new approach begins during first-year student orientation, when the university presents a real-life reenactment of an emergency room trauma.

After the episode, the medical staff explain their roles. Students see how a social worker had to call the victim's girlfriend. They learn that the patient had been drinking, had lost his job, and had a poor relationship with his father.

"A whole array of issues" are presented says Loeser, "not just about what the doctors do." And, she adds, "all themes are presented as equally important."

During clinical rotations, UCSF students spend 44 weeks in a traditional clinical core. The innovative features are week-long inter-sessions during which students reflect on their clinical experiences. This also gives them a chance to learn materials that may not arise in day-to-day clinical settings, such as ethical decisions, the need to find, analyze, and apply evidence, as well as the underpinnings of healthcare.

For example, during a pediatric inter-session, students may be asked to evaluate new treatments or vaccines in the context of the patients they've examined.

Another unique component of UCSF's curriculum is the third phase of medical school termed "advanced studies." This clinically oriented session allows students to tailor the curriculum to meet their personal and academic interests. For instance, some may choose to focus on research and others may want to work in international settings.

Loeser remembers that medical school professors used to say, "Only half of what you learn will be true when you practice it; we don't know which half."

So, she concludes, "we're better off teaching principles than facts, teaching students how to find information and analyze its quality. This underlies this transformation."

Ousting the Opposition

Federman says resistance is understandable, and to be expected: "People are already doing what they see as the best way to do things," he says.

Potter agrees: "There's tremendous resistance because what they were doing worked."

This is compounded by the fact that all faculty members are very busy, and curricular change requires a great deal of time.

Another important concern of advocates and opponents alike is how medical schools strike a balance between the traditional curriculum and the new approach. It is challenging to decide which components of the original materials to retain, and which to de-emphasize or teach at a later time.

Loeser says UCSF faculty members have come to terms with this issue by asking themselves, of each topic: Is this something every first-year student needs to master? If not, they decide when, during the four-year course, they can integrate the subject matter into the new curriculum.

A final point of contention is that most medical professors have always assumed that it is their responsibility to transmit the wealth of information and experience they possess to their students. "It's hard for faculty to sit back and let the students learn for themselves," says Potter.

This is especially the case during the second half of the second year of UM's new program, a problem-solving session which does not include any lectures. Faculty members serve only as facilitators.

"The new approach implies a big respect for students," says Federman, "but medical students, in general, are very smart, and they tend to rise to that challenge."

Potter says UM convinced its faculty by saying this is a nationwide occurrence and that change was essential for the institution to compete for medical students.

Is there any concrete evidence that this 'revolution' has resulted in better doctors?

Anderson says that, in her experience, the group-learning component of the new approach accustoms students to rely on one another. "They learn how to work as a team in a clinical setting, with a healthcare team of nurses, social workers, and pharmacists." And this prepares them to work with these individuals when they become physicians.

Potter says that from the students' perspective, the new methods give a clearer vision, early on, of what it's like to be a doctor and why they are there in the first place.

Loeser recounts that when she first presented the new concept to her fellow faculty members, the response was "dead silence." Uncertain as to whether they hated the idea or were simply in shock, she was relieved to hear someone shout, "Oh my gosh! I think I want to go back to school."

FYI...

ACE Report Addresses Enrollment Gains by Students of Color

WASHINGTON, D.C.

The number of students of color enrolling and graduating from the nation's colleges and universities continues to increase modestly, but the rate of increase is beginning to slow, according to the 2000-2001 *Annual Status Report on Minorities in Higher Education*, released by the American Council on Education (ACE).

The report contains an ACE analysis of the latest education data from the U.S. Department of Education, the U.S. Bureau of the Census, the U.S. Equal Employment Opportunity Commission, and other sources.

According to the report, postsecondary enrollment of students of color rose by 3.2 percent between 1997 and 1998 (the last year for which data is available)–continuing a trend of modest increases that began in the early 1990s. However, the latest national statistics indicate a slowdown in the rate of enrollment by students of color. The latest number is slightly down from the 3.7 percent increase recorded between 1996 and 1997. The rate of increase in enrollment had climbed steadily over the previous three years, from 2.3 percent in the 1993-1994 academic year to 2.9 percent in 1994-1995, and to 3.2 percent in 1995-1996.

The report also shows that students of color are gaining in academic degree attainment. In 1998, they experienced combined increases of 2.5 percent in the number of associate's degrees they earned, 5.3 percent at the bachelor's degree level, 8.8 percent at the master's degree level, 4.4 percent at the doctorate level, and 5.8 percent for first-professional degrees.

Modest gains also were posted in graduation rates by the major ethnic minority groups, except African Americans, according to statistics from National Collegiate Athletic Association Division I colleges and universities. In 1998, the graduation rate for African Americans declined by three percentage points to 37 percent–their lowest rate since 1993. Meanwhile, the graduation rates for Hispanics rose by three percentage points to 48 percent, while the rate for both Asian Americans and American Indians increased by one percentage point, to 66 percent and 37 percent respectively.

"The good news is that students of color are continuing to make postsecondary progress in most areas," said ACE President David Ward.

CHCI Releases Comprehensive Resource Guide

WASHINGTON, D.C.

The Congressional Hispanic Caucus Institute (CHCI) announced the release of the *2001-2002 National Directory of Hispanic Organizations*, a resource for the general public on Hispanic-serving community-based organizations and federal agencies. The directory, funded by Philip Morris Companies, Inc., since 1984, provides detailed information on Hispanic organizations that are national in scope, as well as those that serve regional or statewide Latino populations.

"The purpose of the directory has remained constant since its creation–to provide individuals, organizations, agencies, and businesses with a resource from which to partner and build consensus around issues of joint interest," said CHCI Chairman Silvestre Reyes. "CHCI believes it is crucial for people to share information and collaborate in an effort to ensure the continued success and growth of the Hispanic community."

The 2001-2002 edition includes information on the Hispanic members of the 107th Congress, Senate and House leadership, the Cabinet, federal agencies, and the White House; timely and relevant demographic information on the Hispanic population and its purchasing power; and recent statistics on Hispanic elected officials.

"Philip Morris is proud to support this guide of organizations that contribute to the richness and strength of our nation," said Shuanise Washington, vice president of external affairs at Philip Morris. "This directory illustrates the number of Hispanic organizations committed to addressing important issues and playing a role in the strengthening of our country."

The *2001-2002 National Directory of Hispanic Organizations* is available for $5 a copy by calling CHCI at (202) 543-1771 or visiting the Institute's Web site at www.chci.org.

CHCI, a nonprofit, non-partisan, educational 501(c 3) organization, provides educational programs for Hispanic college and postgraduate students. The CHCI board of directors is comprised of Hispanic members of the U.S. Congress, nonprofit leaders, elected officials, and corporate executives.

. . . FYI

A Resolution of the NACME Board to Presidents of U.S. Engineering Institutions

NEW YORK, N.Y.

Although college admission tests such as the SAT and ACT serve an important function, over-reliance on them penalizes many in the student talent pool, says the National Action Council for Minorities in Engineering (NACME), Inc. Such tests have been shown to be particularly suspect when used to judge the potential of disadvantaged, underrepresented minority, and first-generation college-going students. The College Board's own research shows that SAT scores are highly correlated with parental income and education, and are limited as a predictor of which students are more likely to graduate or will persevere to achieve the most in their careers. College Board President Gaston Caperton decries the nation's "tendency to overemphasize the SAT, and all other standardized admission tests," pledging to work with educators to overcome, what he calls, a "growing obsession" with such tests.

The NACME board of directors calls on the nation's colleges and universities to reexamine their policies and practices, and create or embrace a more holistic approach for the selection of students for admission. NACME challenges engineering institutions, in particular, to act in the spirit of the University of California Regents' resolution to develop standards that look beyond standardized test scores in assessing student potential. Nearly 400 institutions have already taken similar action nationally. Texas A&M University, the University of Minnesota, Tuskegee University, the University of Florida System, Prairie View A&M University, and Union College are among those that no longer rely predominantly on SAT or ACT scores in admitting U.S. students for baccalaureate study. NACME supports these efforts and believes that the inclusion of other criteria is in the best interest of college-bound students, institutions of higher education, and the nation's future work force.

NACME says that U.S. leadership depends upon our ability to produce a larger, more diverse cadre of world-class engineers, scientists, and technologists. As growth in the minority population continues to outpace that of the non-minority population, we have a vibrant new talent pool from which to draw tomorrow's technology leaders.

The organization feels that over-reliance on any instrument that might impede accessing that pool is not in our enlightened self-interest.

Education Week: Louisiana Tables College Requirement for Substitutes

BETHESDA, Md.

Education Week, "American Education's Newspaper of Record," reports that the state of Louisiana has tabled a plan to impose new requirements for substitute teachers, including a mandate that any substitute who teaches in the same classroom for more than 20 days must have a college degree.

Lloyd Lindsey, superintendent of the 2,500-student West Feliciana public schools, asked, in *Education Week*, "What superintendent could be against having the best-qualified sub?"

However, Lindsey continued, the reality is that finding substitutes with bachelor's degrees is not always easy, especially in poor, rural areas.

"We have some districts in Louisiana that can't even get certified teachers," he said. "Why are we worried about subs?"

Education Week reports that Louisiana is one of many states that permits individuals without a college degree to substitute teach.

"The majority of states only require a high school diploma," Geoffrey G. Smith, director of the Substitute Teaching Institute at Utah State University, told the newspaper.

A national survey conducted by the Institute in 1999 found that 21 states required a bachelor's degree for substitute teaching, though a few of those states made exceptions, for example, for so-called emergency substitutes.

Paul G. Pastorek, president of Louisiana's board of elementary and secondary education, vowed to revisit the matter. Noting that the state requires fourth- and eighth-graders to pass state tests before progressing to the next grade, he said that it is unfair to the children to have substitute teachers in the classrooms who, in his view, aren't really qualified to teach the material.

Leslie Jacobs, a state board member who originally supported the proposal, suggested to *Education Week* that there might be some middle ground.

"I think people are trying to work on a compromise," said Jacobs.

People-Places-Publications-Conferences

PEOPLE & PLACES

Queensborough Graduate Receives Coca-Cola/HSF Scholarship

Recent Queensborough Community College (N.Y.) graduate Gabriela Correa received a $2,000 scholarship from the 2001-2001 Coca-Cola/Hispanic Scholarship Fund (HSF) Community College Transfer Program for her academic achievements and community service. Correa graduated with a 3.77 GPA and was a member of Phi Theta Kappa, the international honor society for two-year colleges, and Alpha Beta Gamma, the national business honor society.

A native of Ecuador, Correa came to the U.S. in 1998, leaving behind her family and speaking limited English. She learned English at Queensborough as a business administration major. Currently attending Baruch College (N.Y.), Correa intends to major in finance or computer information systems.

Guzmán Speaks at Saint Mary's College

As part of its Hispanic Heritage Month celebration, Saint Mary's College (Ind.) featured journalist Sandra Guzmán in a talk about Latino leadership. The former editor-in-chief of *Latina* magazine centered the talk on young Hispanic women.

Guzmán began her professional career as a journalist for *el diario/La Prensa*, New York's largest Spanish-language newspaper, an[illegible] went into broadcast news with Telemundo, whe[illegible] she received an Emmy for a half-hour special on the Cuban Embargo. She worked as a producer for Fox Television's "Good Day New York" and broke new ground in magazine publishing with *Latina*, the first national, bilingual, glossy lifestyle magazine targeting Hispanic women in the United States, Latin America, and Spain. During her tenure at the start-up, circulation doubled to 250,000 readers.

A graduate of Rutgers University, Guzmán has written a forthcoming self-help book, *The Latina's Bible: A Nueva Latina's Guide to Love, Sex, Spirituality, and la Vida*.

Alcántara and Iznaola at Manhattan School of Music

Conductor Theo Alcántara and guitarist Ricardo Iznaola are among the highlights of the Manhattan School of Music's (N.Y.) 2001-2002 season.

Alcántara joined the Manhattan School of Music Symphony in November, conducting a program including works by Falla, Prokofiev, and Strauss. Alcántara, a native of Spain, received diplomas in piano and composition from the Real Conservatorio Superior de Música in Madrid and in conducting from the Akademie Mozarteum in Salzburg, where he attended the master classes of the renowned Herbert von Karajan.

Iznaola joins The Augustine Guitar Series in March. He will perform Julián Orbón's "Preludio y Danza," his own "Monólogo II," sonatas by Leo Brouwer and Antonio José, Bach's "Chaconne," Ravel's "Alborada del Gracioso," and Chopin's "Grand Valse Brillante." An American citizen born in Cuba, he studied under the eminent Spanish guitarist Regino Sainz de la Maza while pursuing composition studies at the Royal Conservatory in Madrid.

Burck to Step Down as Chancellor of UT System

R.D. Burck, eighth chancellor of the University of Texas (UT) System, announced that he will step down from his position, effective Sept. 1, 2003, as part of a plan for leadership succession. Burck became the eighth chancellor of the UT System in December 2000 following tenure as vice chancellor and executive vice chancellor for business affairs. He joined the UT System in 1988 after a 33-year career as a business executive.

Officials from UT, one of the largest public university systems in the country, expressed gratitude and admiration for Burck and his leadership. He increased cost-effectiveness and efficiency in operations throughout the system, implementing many cost-saving and cost-avoidance initiatives.

Burck will continue a special advisory role on a part-time basis until 2005, to ensure a smooth transition of leadership and continuity for several projects currently underway.

Kansas Holds First Hispanic Heritage Month Parade

University of Kansas (KU) Chancellor Robert E. Hemenway and Executive Vice Chancellor for University Relations Janet Murguia led the University's first Hispanic Heritage Month parade. A joint effort between [illegible]U students, faculty, and staff, the parade was cosponsored by the Hispanic Network, faculty and staff interested in promoting Hispanic diversity, and by the Hispanic American Leadership Organization, a student group.

The parade was held in unity with the community of Lawrence, Kan. Parade organizers and participants included community and business organizations and local schools.

CU-Boulder Celebrates Chicano History Week

In recognition of Chicano History Week, the United Mexican American Students (UMAS) organization at the University of Colorado (CU)-Boulder hosted a series of events promoting awareness of Chicano history and issues facing the Chicano community. UMAS works year-round promoting diversity, facilitating ties to the Boulder community, and heightening awareness within the University of the contributions of the Latino community.

"We want to promote an understanding of Chicano history and contemporary issues as well," said Victor Hernández, senior at CU-Boulder and a peer leader in the group.

UMAS hopes to attract Chicano youth and expose them to higher education opportunities.

CUNY Appoints Ebrahim at LaGuardia

The City University of New York board of trustees approved the appointment of Sulema Ebrahim as vice president for enrollment management and student development for LaGuardia Community College.

Ebrahim brings a deep understanding of LaGuardia, student affairs, and enrollment management. She's worked at the College since 1979, as acting vice president for the division of enrollment management and student development, and as dean of students. She holds a master's degree in American literature and creative writing from the City College of New York.

New Mexico Hosts Linguistics Conference

The University of New Mexico (UNM) hosted the 30th annual meeting of the Linguistic Association of the Southwest to discuss issues dealing with bilingual education. National and international scholars presented nearly 100 papers.

John Baugh of Stanford University highlighted the conference with his plenary address, "Educational Malpractice and the Sociopolitical Concerns of Language Minority Students." The paper discussed the parallel between medical malpractice and educational malpractice that takes place when myths about language influence public policy.

Conference organizer Garland Bills (pictured), UNM professor emeritus of linguistics and Spanish and Portuguese, said this type of conference is particularly relevant in New Mexico, which he said is one of the most multilingual states in the country.

Journalist Explores Mexican Identity and Music at UTSA

Photo © Ray Santisteban

The University of Texas-San Antonio Bilingual Bicultural Studies Division and the Guadalupe Cultural Arts Center hosted San Antonio journalist Cecilia Balli, who addressed the ways in which Mexican-American identity is defined and projected by Tejano music fans from the Río Grande Valley. "It's Not All About Music No More"–based on her undergraduate studies at Stanford University–raised the following questions: Why do Mexican-Americans and Mexican immigrants view themselves as different? What role does the music industry play in appropriating those identities as commodities and increasing the sense of competition between the two groups?

In answering these questions, Balli explored the relationship between Tejano and Norteño music in the regional Mexican music industry, and the tension between music as business, as culture, and as inter-ethnic conflict and compromise in the regional Mexican music industry.

A first-year doctoral student in cultural anthropology at Rice University, Balli is currently performing research on expressions and social relations in South Texas and northern Mexico.

Miami-Dade Student Receives Prestigious Internship

Miami-Dade Community College (Fla.) political science and philosophy major Robert Herrera won an internship from the Hispanic Association of Colleges and Universities (HACU) National Internship Program. He has been placed at the Defense Logistics Information Service in Lansing, Mich., working with the Girder Team, the government agency supporting all logistics functions for the Department of Defense, other governmental agencies, and foreign governments.

The prestigious internship program recruits college students for paid summer- and semester-long positions at federal agencies and private corporations throughout the country. By giving high-achieving Hispanic students direct experience in their expected careers, participating agencies and corporations believe the program will increase diversity in their workforce.

FIU and UM Awarded Grants for Prestigious Center

Florida International University & University of Miami

Florida International University (FIU) and the University of Miami (UM) were among 15 universities throughout the U.S. to be awarded a grant by the European Commission of $425,000 to create a think tank examining the economic, political, and social issues of the European Union. The European Union Center will enable the universities to expand their research efforts and build stronger ties between Europe and the U.S.

The funding provides for the development of new courses on the European Union (EU); financial assistance to graduate students and faculty pursuing research on EU-related topics; public lectures and academic conferences on EU-related issues; and outreach workshops for educators, journalists, media professionals, and the greater Miami business community. Leading the effort to secure funding were UM's School of International Studies and FIU's Center for Transnational and Comparative Studies.

West Chester Discusses Multicultural America

West Chester University (Pa.) held a discussion on multicultural America with one of the nation's foremost spokespersons for multicultural education, Ronald Takaki, professor of ethnic studies at the University of California-Berkeley. Takaki, who has inspired audiences throughout the world with his vision of the richness of social diversity and its contributions, described multiculturalism as an unquestionably accurate assessment of social reality and an intellectually stimulating approach to an array of academic disciplines.

Takaki's books on the topic include *A Different Mirror: A History of Multicultural America*; *Strangers From a Different Shore*; *Double Victory: A Multicultural History of American World War II*; and *A Larger Memory: A History of Our Diversity with Voices*.

Cal State L.A. Professor Receives Mentor Award

California State University-Los Angeles Professor of Biology and Microbiology Carlos Robles received the 2001 Community College/Tribal College Mentor Award from SACNAS, the Society for the Advancement of Chicanos and Native Americans in Science, for his dedication to science, education, and mentoring.

Robles, an intertidal community ecologist, is director of the Center for Environmental Analysis (CEA-CREST) at Cal State L.A. He oversees student fellows in research teams focusing on the environmental sciences; designed a "Bridges to the Ph.D. Program" to support CEA-CREST student fellows in doctoral programs in environmental science; and assisted CEA-CREST faculty mentors as they placed graduating master's students, nearly all of whom are Hispanic or Native American, into doctoral programs at other research universities.

Robles joined Cal State L.A. in 1979, after receiving his doctorate from UC-Berkeley. He became a full professor in 1988 and has held several administrative positions in the department of biology and microbiology.

ACE: Most Diverse Freshman Class Enters College

The American Council on Education said that, according to The College Board, the largest number of minority students in history entered U.S. colleges and universities this fall. Minorities made up more than a third of the approximately 1.3 million students who took the SAT this year, including 364,000 first-generation college students.

The report also found that the average SAT verbal score increased one point to 506, the highest average in a decade. Math scores remained at last year's 30-year high of 514.

Since 1991, SAT scores have risen significantly–verbal scores by seven points and math scores by 14.

North Texas Hosts Annual Hispanic Friends Conference

The University of North Texas (UNT) held its annual Hispanic Friends of the University of North Texas Conference, discussing the history, diversity, struggle, success, and power of Hispanic culture. This year's theme, "Beyond the Senses: The Arts, Prime Definition of the Hispanic Culture," highlighted their importance as an identifier of the Hispanic culture in the United States and around the world, and stressed the significant role of Latino artists in the 21st century. Educators, students, artists, corporate representatives, and community leaders who participated reflected on strategies to utilize the arts as a teaching/learning tool.

NEIU Features Columnist/Author Juan González

Photo © Godis

Northeastern Illinois University hosted columnist Juan González during the conference "Latinos in America: Tearing Down the Great Wall of Ignorance." González talked about his widely acclaimed book, *Harvest of Empire: A History of Latinos in America*.

González has covered a range of national and international events for more than two decades for the *New York Daily News*. Known for his hard-hitting columns on the labor movement, race relations, and problems of the inner city, he has won many journalism citations, including the 1998 George Polk Award for excellence in journalism and the Hispanic Academy of Media Arts and Sciences Lifetime Achievement Award. He was named one of the country's "100 most influential Hispanics" by *Hispanic Business Magazine* and his articles have appeared in such publications as *Latino*, *The Nation*, *The Source*, *The New York Times*, *Hispanic Link*, and *Mademoiselle*.

Chicana Author Featured at Miami University

Miami University (Ohio) featured journalist, activist, novelist, and poet Elena Poniatowska, who spoke on "The Voice of Women in Latin America." One of Mexico's most translated and celebrated writers, her literary works reflect her training as a journalist and access to Mexican social, political, and cultural circles.

Born in France, of Mexican and Polish parents, Poniatowska moved to Mexico as a child, learning Spanish from domestic workers in her parents' home. She began her career in 1950 as a journalist, was the first woman to win the Mexican National Journalism Prize, and has written more than 25 books, many of which advocate human rights and dignity for all people.

A visiting professor at Harvard, Yale, Princeton , UC-Berkeley, and other institutions, she has received a Guggenheim fellowship, twice won the Mazatlan Award for Literature, and this year received the prestigious Alfaguara Literature Prize for her novel *Heaven's Skin*.

Texas A&M-Corpus Christi Professor Nationally Recognized

Texas A&M University-Corpus Christi Professor of Political Science and Public Administration Dr. Jo Marie Ríos received the Jeffrey Pressman Award at the national conference of the American Political Science Association, for having the best article published in the year 2000 in *Policy Studies Review*, a top political science journal.

Her article, "Environmental Justice Groups: Grass-roots Movement or NGO Networks? Some Policy Implications," investigated whether environmental justice groups are a social movement or a network of nongovernmental organizations. Focusing on the role of minority NGOs in domestic policymaking, she found that groups made up predominantly of Blacks and Hispanics did not feel successful in their efforts to alter or affect public policy.

Ríos taught earlier at the University of Texas-San Antonio and the University of Central Florida. She received her doctorate from the University of Oklahoma and has done extensive research on the *colonias* of South Texas.

Texas Woman's Receives Grants for Education Programs

TEXAS WOMAN'S UNIVERSITY

Texas Woman's University (TWU) was awarded grants totaling more than $700,000 for its bilingual education programs in the Dallas-

Fort Worth area. $692,315 will go to TWU's department of reading and bilingual education, and $27,237 to the department of teacher education. The money will support training and provide scholarships to students interested in bilingual teaching degrees, making possible the filling of positions open in school districts throughout the Dallas-Fort Worth area.

Dr. Rudy Rodríguez, professor and grants director in the department of teacher education and the College of Professional Education, said the area badly needs certified bilingual education teachers, particularly in the earliest grades. Dallas school officials projected the need of approximately 1,500 certified teachers to serve the 34,000 limited-English proficient students in the district.

"The need for the TWU teacher training program in bilingual education is immediate and severe," Rodríguez said.

APSA Honors New Mexico Professor

The American Political Science Association (APSA) honored University of New Mexico (UNM) Political Science Professor F. Chris García with the Frank J. Goodnow Award for Distinguished Service, for outstanding contributions to the development of the political science profession and its national professional organization.

García, a UNM professor since 1970, has held several administrative posts there. A specialist in political behavior, American government, campaigns, elections, and public opinion, he earned undergraduate and master's degrees at UNM and a doctorate in political science from UC-Davis. He is on the editorial boards of *Political Research Quarterly* and *Social Science Quarterly*, is author or co-author and editor of 10 books, numerous articles, chapters, and reviews, and is widely sought as a speaker, panelist, and expert commentator.

FIT Receives $10 Million Gift

The Fashion Institute of Technology (FIT) in New York City received a $10 million gift from retired Kohl's Department Store President Jay H. Baker and his wife Patty, two million of it toward full-tuition scholarships and eight million to close out the first phase of FIT's $15 million capital campaign. In honor of the Bakers, the college intends to rename its School of Business and Technology the Patty and Jay H. Baker School of Business and Technology.

The Bakers are well known to educational and cultural institutions for their philanthropy, and their gift to FIT is the largest single gift given to any community college in the State University of New York (SUNY) System, and the second largest to any SUNY school.

Cal State L.A. Alumna Is 41st U.S. Treasurer

California State University-Los Angeles alumna Rosario Marín was sworn in as the 41st U.S. Treasurer, the oldest office in U.S. government. She will oversee the U.S. Mint and the Bureau of Engraving and Printing; look over matters relating to coinage, currency, and the production of other instruments issued by the United States; and serve as the National Honorary Director of the Savings Bonds Program.

Marín was mayor and councilwoman of Huntington Park, Calif., concurrently working for AT&T as public relations manager for the Hispanic market in the Southern California region. She also held several posts in California state government.

In 1983, she graduated Cal State L.A. with a bachelor's degree in business administration-marketing. She also graduated from Harvard University's John F. Kennedy School of Government Programs for Senior Executives in State and Local Government.

Ramapo Hosts Walesa

Lech Walesa, the first democratically elected president of Poland, and 1983 Nobel Peace Prize recipient, gave a lecture, "Democracy: The Never Ending Battle," at Ramapo College of New Jersey.

In the late '70s, Walesa led the Solidarity movement, which helped grant Polish workers the right to strike and form independent labor unions–later outlawed, in 1982, by Poland's communist leaders when the government declared martial law. Five years of chaos and labor unrest led to the re-legalization of the movement and the agreement by the communist leaders with Solidarity to form a coalition government. In the resulting election, Solidarity won nearly every vote, effectively ending Communist rule, implementing freedom and democracy.

Walesa became Poland's president in 1990 and now heads the Lech Walesa Institute, aiming to advance the ideals of democracy and free market reform.

Miami Promotes Franco

In Florida, the University of Miami (UM) named Omar Franco assistant vice president for governmental relations. The former director of governmental relations for UM's School of Medicine now oversees federal and state governmental relations for the entire university, including the Medical Campus and the Rosenstiel School of Marine and Atmospheric Science.

Earlier, Franco worked with several Florida legislators, including Sen. Mario Díaz-Balart and Reps. Annie Betancourt and Art Simon. He is a member of the South Florida Healthcare Executive Forum and the Growing Healthy Task Force and is involved with the National MS Society.

Cal State-Northridge Honors Scholarship Winners

California State University-Northridge held a special reception honoring engineering and computer science students who together received nearly $40,000 in full and partial scholarships.

"The year 2001 marks the largest scholarship program in the history of our college, with 24 students receiving close to $40,000 in scholarships," said Diane Schwartz, interim dean of the College of Engineering and Computer Science. "We are delighted that so many corporate and individual donors are supporting our talented engineering and computer science students."

Texas Wesleyan Installs New Leader

Texas Wesleyan University inaugurated Dr. Harold G. Jeffcoat as its 18th president.

Jeffcoat earned his bachelor's and master's degrees in American history from the University of South Florida, his doctorate in educational policy studies and evaluation from the University of Kentucky, and a degree in European Union (Commercial) Law from the International Centre for Management, Law, and Industrial Relations at the University of Leicester, in England. He was vice chancellor for development and alumni relations at the University of Missouri-Columbia and assistant vice president at Purdue University. Jeffcoat was a professional baseball player with the San Francisco Giants and the St. Louis Cardinals organizations from 1965-1975.

Dr. Steven C. Beering, president emeritus of Purdue University, delivered the keynote address.

Washington Study Focuses on Minority Entrepreneurs

University of Washington Business School Professor William Bradford began research on a groundbreaking study targeting investment gaps and the obstacles facing minority-owned businesses seeking venture capital. With a $200,000 grant from the Kauffman Center for Entrepreneurial Leadership, Bradford and Wayne State University Professor Timothy Bates will study the incentives needed to increase investment in minority-owned companies.

"Minority entrepreneurs are becoming a larger part of the business community," said Bradford. "Although on average they start with lower capital, they employ a higher rate of minority workers than do non-minority business owners and therefore they are more influential in reducing the minority unemployment rate."

The researchers cite reasons why minority businesses do not receive an equal amount of venture capital–among them racial discrimination and a gap in minority business skills.

Cuyahoga Celebrates Diversity Day

In Ohio, Cuyahoga Community College's Eastern, Western, and Metropolitan campuses, in conjunction with its Unified Technologies Center, hosted its 8th annual Diversity Day, celebrating the cultures comprising the Greater Cleveland area. The day was filled with activities, entertainment, and workshops that helped participants understand and appreciate their cultural differences and similarities.

Each campus performed audience participation skits demonstrating how empathy and understanding can overcome prejudice and bigotry. Other activities included demonstrations and lessons in tai chi and salsa; sampling of foods from around the world; and entertainment by a Colombian music duo, the Joe Clark Gospel Choir, the percussion group "Rhythm Culture," and the merengue band "Grupo Fuego." The event also featured an "artifacts room," to which students, faculty members, and staff members brought family artifacts preserved through generations.

UNM College of Education Improving Bilingual Education

The U.S. Department of Education Title VII/Office of Bilingual Education awarded a grant, expected to total more than $1 million over five years, to the University of New Mexico College of Education (UNM-COE) for the improvement of bilingual education in northwestern New Mexico.

Each year, UNM recruits and serves 40 teachers looking to complete a two-year master's degree program in teaching with both Limited English Proficiency and English as a Second Language emphases. COE faculty designed the graduate program, which emphasizes sensitivity to language and culture and recruits seasoned educators and specialists. Over the past nine years, the program has had more than 300 students, 44 percent of them Native American. Those completing the program will be asked to share knowledge and strategies with colleagues, through workshops, study groups, and mentorships.

CU-Boulder Faculty to Direct Undergraduate Academy

University of Colorado (CU)-Boulder associate professors Jan Whitt and Mark W. Williams have been named co-directors of the Undergraduate Academy at CU-Boulder. The Academy, comprised of about 200 undergraduate students, offers talented and committed students a lively intellectual community, targeted advising, and a range of enrichment activities.

Whitt, a former newspaper reporter and editor, with a doctorate in English from the University of Denver, is an associate professor with the School of Journalism and Mass Communication. Her research interests include media history, literary journalism, women's studies, and the literature and culture of the South.

Williams, who is Hispanic, is an associate professor in the department of geography. His special interests include using his active research program in hydrology and biochemistry to enrich and enhance the experiences of undergraduate students, and coupling modern technology with undergraduate education. He has a doctorate in biological sciences from UC-Santa Barbara.

Brookhaven Selects Vice President

In Texas, the Dallas County Community College District board of trustees named Dr. Rafael Díaz vice president of instructional administration at Brookhaven College.

Earlier, Díaz was Brookhaven's interim vice president of instruction and dean of business studies and workforce and continuing education.

Originally from Santiago, Dominican Republic, Díaz was the eldest of six children and the first in his family to graduate college. Active in the community and in many professional organizations, he was president of the Dominican Society and is now on the advisory board of the College of Business at the University of North Texas. He earned a bachelor's degree in political science and Latin American studies and master's in education from the University of South Carolina and a doctorate in educational administration from UT-Austin.

Howard University Hospital Recognized in Heart Care

Howard University Hospital in Washington, D.C., was ranked one of "America's Best Hospitals" in heart care by *U.S. News and World Report*, its third "America's Best" ranking in the last two years. The hospital was rated highest of the three D.C.-area hospitals, ranking 39th. Washington Hospital Center was ranked 44th, and Georgetown University's hospital, 46th.

In celebration, the University held a festival of fun, heart-healthy activities. The event included heart-health screenings (blood pressure, cholesterol, and body fat); mini-seminars on how to quit smoking, eat right, and be fit and handle hypertension; and doctor-orchestrated health-tip sessions.

California Lutheran Celebrates *El Día de los Muertos*

In recognition of "The Day of the Dead" holiday celebrated on All Saints Day, California Lutheran University erected a traditional *El Día de los Muertos* altar on campus. *Pan de muerto* (bread) was available for sampling, and pictures and information detailing the history of the Latin holiday were displayed. Participants brought items to place on the altar in honor of their deceased loved ones. The office of multicultural and international programs sponsored the event.

Rutgers Exhibit Features Latino Artists

In New Jersey, Rutgers University's Mason Gross School of the Arts Galleries exhibited "The Visual Imaginary of Latinas/os in New Jersey," featuring the work of 40 contemporary visual artists, more than 100 paintings, sculptures, works on paper, mixed media, and photographs. The emerging, mid-career, and established artists showcased have exhibited abroad and throughout the United States.

The exhibition expressed Latino concepts of identity and self-examination, autobiographical and personal experience, and social and political criticism.

The Center for Latino Arts and Culture at Rutgers organized the exhibition, which was made possible by the Geraldine R. Dodge Foundation and Johnson & Johnson.

Cal State-Northridge Presents Cuban Artists

The California State University-Northridge Art Galleries presented the exhibition "Cuba: Five Odysseys," displaying the work of Cuban artists Belkis Ayón, Raúl Cordero, Carlos Estévez, Ibhrahim Miranda, and Fernando Rodríguez.

The event demonstrated that 20th-century Cuban art was not primarily revolutionary propaganda or tropical daydreams. It looked at the work and lives of the artists, and traced the routes they took in a quest to explore and discover their cultural, social, and geographical sense of place and identity. JoAnn Busuttil, Cal State-Northridge master's candidate in art history, curated the exhibition.

Association of Hispanic Arts Explores Latino Identity

The Association of Hispanic Arts (AHA), in collaboration with The Mexican Museum, presented the artistic expressions of six talented Latino artists in "LENGUASOS: Identities (Re)versed" at the Yerba Buena Center for the Arts in San Francisco, Calif. The artists presented poetry, spoken word, and performance art challenging the current notions of identity and classifications found in the distinct yet related Latino communities.

The artists, Martín Espada, Maricela Norte, Rico Pabón, Lidia Ramírez, Emanuel Xavier, and Daisy Zamora, represented a variety of backgrounds–Puerto Rican, Dominican, and Ecuadorian, from New York City; Chicana, from East Los Angeles; and Nicaraguan, from San Francisco. The group blended age, gender, and intergenerational experiences in exploring Latino identity.

The event was staged in response to the growing desire to create a national dialogue around the question of Latino identity, especially in the United States, where Latinos are often depicted as a homogenous group and not the diverse, ethnically distinct communities that they are.

Hostos Celebrates Birth of Puerto Rican Nationalism

Hostos Community College in New York presented "¡Grito!," a night of poetic jazz and salsa commemorating the birth of Puerto Rican nationalism. The show featured Wayne Gorbea's Salsa Picante (Salsa Dura from the Bronx); the NuyoRican School Original Poetry Jazz Ensemble, featuring Jesús Papoleto Meléndez (2001 NYFA poetry fellow); and José Valdés, reciting poems of love and struggle.

Held at the Hostos Center for the Arts & Culture, it was sponsored by the Hostos Community College Advisory Council, Inc., and the New York City Department of Cultural Affairs, in cooperation with the Bronx delegation to the City Council.

Keys to Safer Schools Conference Addresses School Violence

In Florida, KeysToSaferSchools.com, an organization/Web site dedicated to ending violence in schools, hosted the First International Conference of School Violence Prevention, examining the level of preparedness of schools to hinder violence and terrorism in the classroom.

"For our kids' and indeed our nation's sake, we need to come to grips with the issue of violence and what can be done to protect ourselves and the ones we love," said Frank Green, executive director of the organization.

The conference centered on training attendees to assess warning signs of violence in the classroom. Trainers emphasized crisis preparedness, anger management, and bullying. Law enforcement officials, school safety professionals, and therapists were guest speakers.

PUBLICATIONS

Border Boss: Manuel B. Bravo and Zapata County

By J. Gilberto Quezada

BORDER BOSS

From the 1930s to the 1950s, Zapata County was one of six South Texas counties where the Tejano majority dominated local politics. On Jan. 1, 1937, Manuel B. Bravo was sworn in as county judge, and for 20 years he was one of the "Mexican bosses" of South Texas. This book takes a look at this Tejano politician.

2001. 312 pgs. ISBN 1-58544-153-8. $17.95 paper. Texas A&M University Press. (800) 826-8911.

Looking for Carrascolendas: From a Child's World to Award-Winning Television

By Aida Barrera

In this memoir, TV creator-producer Barrera describes how the mythical world of "Carrascolendas," an award-winning Spanish

Carrascolendas

and English children's educational program that aired in the 1970s, grew out of her real-life experiences as a Mexican-American growing up in the Valley of South Texas. She recalls how she drew on those early experiences to create television programming that addressed the needs of Hispanic children growing up between two worlds and two languages, even as it remained accessible and entertaining to children of other cultural backgrounds.

2001. 254 pgs. ISBN 0-292-70892-0. $19.95 paper. University of Texas Press. (800) 252-3206.

Culture Wars in Brazil: The First Vargas Regime, 1930-1945

By Daryle Williams

CULTURE WARS
IN BRAZIL

Williams analyzes the contentious politicking over the administration, meaning, and look of Brazilian culture that marked the first regime of president-dictator Getúlio Vargas. He argues that the struggles over cultural management fought between the Revolution of 1930 and the fall of the Estado Novo dictatorship were centered on the bragging rights to *brasilidade*–a highly coveted sense of Brazilianness.

2001. 346 pgs. ISBN 0-8223-2719-8. $19.95 paper. Duke University Press. (888) 651-0122.

Cárdenas Compromised: The Failure of Reform in Postrevolutionary Yucatán

By Ben Fallaw

CÁRDENAS COMPROMISED

This is a political and institutional history of Mexico's urban and rural labor in the Yucatán region during the regime of Lázaro Cárdenas, 1934 to 1940. The author combines narrative, individual case studies, and focused political analysis to reexamine and dispel long-cherished beliefs about the Cardenista era.

2001. 222 pgs. ISBN 0-8223-2767-8. $18.95 paper. Duke University Press. (888) 651-0122.

"Here, Our Culture Is Hard": Stories of Domestic Violence from a Mayan Community in Belize

By Laura J. McClusky

"Here, Our Culture Is Hard"

McClusky examines the lives of several Mopan Mayan women living in Belize. Using engaging ethnographic narratives and a highly accessible analysis of the lives that have unfolded before her, she explores Mayan women's strategies for enduring, escaping, and avoiding abuse.

2001. 320 pgs. ISBN 0-292-75249-0. $21.95 paper. University of Texas Press. (800) 252- 3206.

Histories and Stories from Chiapas: Border Identities in Southern México

By R. Aída Hernández Castillo

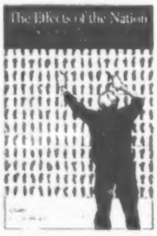
Histories and Stories from Chiapas
Border Identities in Southern Mexico

Aída Hernández delves into the experience of a Maya group, the Mam, to analyze how Chiapas' indigenous peoples have in fact rejected, accepted, or negotiated the official discourse on "being Mexican" and participating in the construction of a Mexican national identity.

2001. 252 pgs. ISBN 0-292-73149-3. $22.95 paper. University of Texas Press. (800) 252-3206.

The Effects of the Nation: Mexican Art in an Age of Globalization

Carl Good and John V. Waldron, eds.



The essays in this book use the arts in Mexico to move away from the national and the global, to look at the activity of a community continually recreating itself within and beyond its own borders. The essays examine a wide range of aesthetic productions–especially literature and the visual arts–that give context to how art and society interact.

2001. 248 pgs. ISBN 1-56639-866-5. $19.95 paper. Temple University Press. (800) 447-1656.

Ritual and Pilgrimage in the Ancient Andes: The Islands of the Sun and the Moon

By Brian S. Bauer and Charles Stanish

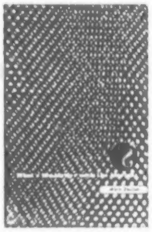
RITUAL AND PILGRIMAGE IN THE ANCIENT ANDES

The Islands of the Sun and the Moon in Bolivia's Lake Titicaca were two of the most sacred locations in the Inca empire, and pilgrims from across the Inca realm made ritual journeys to the sacred shrines there. The book explores the extent to which this use of the islands as a pilgrimage center during Inca times was founded on and developed from earlier religious traditions of the Lake Titicaca region.

2001. 330 pgs. ISBN 0-292-70890-4. $29.95 paper. University of Texas Press. (800) 252 3206.

What's the Matter with the Internet?

By Mark Poster



As the Internet has become more and more a part of our daily lives, responses to its impact on culture and society have tended toward the extremes, hopeful or pessimistic. Mark Poster offers a sophisticated and astute assessment of the potential the new medium has to redefine culture and politics.

2001. 232 pgs. ISBN 0-8166-3835-7. $17.95 paper. University of Minnesota Press. (800) 621-2739.

Twentieth-Century Art of Latin America

By Jacqueline Barnitz

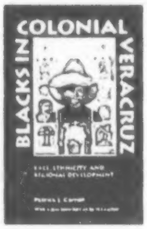
TWENTIETH-CENTURY ART
OF LATIN AMERICA

Drawing on some 40 years of studying and teaching Latin American art, this lavishly illustrated book surveys the major currents and artists of the 20th century in Mexico, the Caribbean, and South America, including Brazil.

2001. 400 pgs. ISBN 0-292-70858-0. $34.95 paper. University of Texas Press. (800) 252-3206.

Blacks in Colonial Veracruz: Race, Ethnicity, and Regional Development

By Patrick J. Carroll

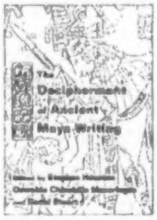


Beginning with the Spanish conquest, Mexico has become a racially complex society intermixing Indian, Spanish, and African populations. Questions of race and ethnicity have fueled much political and scholarly debate, sometimes obscuring the experiences of particular groups, especially Blacks. This book seeks to remedy this omission by studying the Black experience in central Veracruz.

2001. 272 pgs. ISBN 0-292-71233-2. $21.95 paper. University of Texas Press. (800) 252-3206.

The Decipherment of Ancient Maya Writing

Stephen Houston, Oswaldo Chinchilla Mazariegos, and David Stuart, eds.

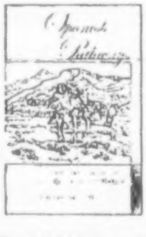


Using articles taken from publications unavailable to most readers, accounts by Spaniards who witnessed the writing of Mayan language, and research by 20th-century scholars, this book provides a history of the interpretation of Maya hieroglyphs.

2001. 576 pgs. ISBN 0-8061-3204-3. $65.00 cloth. University of Oklahoma Press. (800) 627-7377.

Spanish Pathways: Readings in the History of Hispanic New Mexico

By Marc Simmons

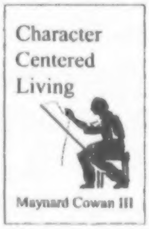


Through these 12 essays, Marc Simmons transforms New Mexico's colonial period into an engaging story of real people and the real events that shaped their lives–a true journey of discovery.

2001. 215 pgs. ISBN 0-8263-2374-X. $17.95 paper. University of New Mexico Press. (800) 249-7737.

Character Centered Living

By Maynard Cowan III



Maynard Cowan III introduces 14 "Character Management Maxims," guidelines to strengthen character and enhance personal success. Dedicated to character education, he aims to help people achieve personal successes in business, life, and relationships through becoming more character- and principle-centered in their daily lives.

2000. 123 pgs. ISBN 1-58851-164-2. $19.95 paper. AmErica House. (877) 333-7422.

The Museum of Useless Efforts

By Cristina Peri Rossi

In these tales, Uruguayan-born Cristina Peri Rossi explores the universal themes of human desire, violence, and truth, and the simultaneous and contradictory human capacities to repress and resist, speak and silence, desire and ignore. She renders everyday situations familiar through lyrical interpretations, making the uncanny seem quite ordinary. Translated by Tobias Hecht.

2001. 159 pgs. ISBN 0-8032-8764-X. $15.00 paper. University of Nebraska Press. (800) 755-1105.

Many publications featured in this section are available through amazon.com.

CONFERENCES

DOE Conference on Improving America's Schools

December 17-19

The U.S. Department of Education holds its 8th Annual Regional Conference on Improving America's Schools, an in-depth and comprehensive discussion of education reform. In San Antonio, Texas.

Contact: National Conference Logistics Center, College of Continuing Education, University of Oklahoma, (800) 203-5494; Web site, www.ncbe.gwu.edu/iasconferences

MLA 117th Annual Convention

December 27-30

The Modern Language Association has scheduled more than 800 sessions, forums, and readings for its 2001 convention. For MLA members and others involved in the study or teaching of language and literature. In New Orleans, La.

Contact: (646) 458-0030; fax, (646) 458-0030; e-mail, convention@mla.org; Web site, www.mla.org

First-Year Experience Conference–West

January 9-12

Sponsored by the University of South Carolina's National Resource Center for The First-Year Experience and Students in Transition, this event will provide a setting for delegates to hear about the latest efforts to change campus structures and programs to promote the learning, success, and retention of first-year college students. At the San Francisco Airport Marriott, Burlingame, Calif.

Contact: (803) 777-6029; fax, (803) 777-4699; e-mail, fyeconf@gwm.sc.edu; Web site, www.sc.edu/fye

ACUTA National Seminar

January 13-16

Representatives of ACUTA (the Association for Telecommunications Professionals in Higher Education) from more than 150 colleges and university campuses are expected to gather as they consider "Supporting Telecom and IT Customers" and "New Technologies." In Fort Lauderdale, Fla.

Contact: ACUTA, (859) 278-3338

88th Annual Meeting of AAC&U

January 23-26

The Association of American Colleges and Universities' 2002 Annual Meeting, with the theme "Changing Students in a Changing World: Culturally Diverse, Economically Divided, Globally Interdependent," will investigate the practical implications of organizing learning centered institutions; study the preparedness of students; and highlight the ways that pre-professional fields and disciplines are integrating civic, global, and ethical issues into the curriculum. At the Grand Hyatt Hotel, Washington, D.C.

Contact: (202) 387-3760; e-mail, meetings@aacu.nw.dc.us; Web site, www.aacu-edu.org

AAHE 10th Annual Conference on Faculty Roles and Rewards

January 25-27

The theme of the American Association for Higher Education's 2002 conference is "Knowledge for What?: The Engaged Scholar." AAHE continues to endeavor to broaden higher education's understanding of scholarly work, moving beyond a focus on the scholarship of teaching–to the scholarship of engagement. At the Hyatt Regency, Phoenix, Ariz.

Contact: (202) 293-6440; fax, (202) 293-0073; Web site, www.aahe.org

ACE 84th Annual Meeting

February 9-12

The American Council on Education will explore higher education's relationship with Capitol Hill, new ways to deliver education and new ways to fund it, the impact of emerging technologies, preparing students for a borderless world, presidential leadership, and more. At the San Francisco Marriott Hotel, San Francisco, Calif.

Contact: (202) 939-9410; e-mail, annualmeeting@ace.nche.edu; Web site, www.acenet.edu

Stop Surfing-Start Teaching 2002 National Conference

February 10-13

Now in its fifth year, this annual conference creates a forum for higher education professionals to share ideas and solutions, as well as propose questions and develop answers on the growing use of Internet instruction. Sponsored by the University of South Carolina. At the Crown Reef Resort, Myrtle Beach, S.C.

Contact: (803) 777-9444; fax, (803) 777-2663; e-mail, confs@gwm.sc.edu; Web site, www.rcce.sc.edu/ssst

21st Annual National Conference on the First-Year Experience

February 15-19

This event, sponsored by the University of South Carolina's National Resource Center for The First-Year Experience and Students In Transition, will provide forums to meet with educators who share a similar interest in improving the first college year. At the Hyatt Orlando, Kissimmee, Fla.

Contact: (803) 777-6029; fax, (803) 777-4699; e-mail, fyeconf@gwm.sc.edu; Web site, www.sc.edu/fye

Law and Higher Education Conference

February 17-19

This conference, in association with the Stetson University College of Law's office for CLE, will feature more than 20 sessions on current legal issues affecting student affairs and academic affairs, administrators, legal counsel, campus safety, and risk management in 2002. In Clearwater Beach, Fla.

Contact: (727) 562-7830; fax, (727) 381-7320; e-mail, cle@law.stetson.edu; Web site, www.law.stetson.edu/cle

ACE Leadership Programs for Department and Division Chairs and Deans

February 20-23, San Diego, Calif.

June 18-21, Washington, D.C.

The American Council on Education presents a unique series of programs specifically designed for department and division chairs–the people responsible for leading the units where change takes place in higher education institutions.

Contact: (202) 939-9343; fax, (202) 785-8056; Web site, www.acenet.edu

NCTM Southern Regional Conference

February 21-23

The Oklahoma Council of Teachers of Mathematics hosts the 2002 National Council of Teachers of Mathematics Southern Regional Conference. The theme is "Reflections on Mathematics Teaching and Learning." In Oklahoma City, Okla.

Contact: (703) 620-9840; fax, (703) 476-2970; e-mail, regconf@nctm.org; Web site, www.nctm.org

AAHE National Conference on Higher Education

March 16-19

The American Association for Higher Education's 2002 National Conference on Higher Education will focus on creating and disseminating knowledge about student learning, in two contexts: student identities and the ways students learn. At the Chicago Hilton Towers, Chicago, Ill.

Contact: (202) 293-6440; fax, (202) 293-0073; Web site, www.aahe.org

2001-2002 NACUA Workshop Series

March 20-23

The National Association of College and University Attorneys Institute for Law and Higher Education presents "Faculty Employment Issues," providing law-related programming, publications, and educational services for colleges and universities. At the Hyatt Regency Hotel, New Orleans, La.

Contact: (202) 833-8390; fax, (202) 296-8379; e-mail, meetings@nacua.org; Web site, www.nacua.org

National Conference on Diversity in Teaching and Learning in American Higher Education

April 3-6

The Center for the Study of Diversity in Teaching and Learning in Higher Education presents its 2002 conference, with the theme "Undergraduate Education: The Real Deal." Dr. Carlos E. Cortés, professor emeritus of history at the University of California-Riverside, will be the keynote speaker. At the Claremont Hotel, Berkeley, Calif.

Contact: (408) 864-8309/8993; fax, (408) 864-5412; Web site, www.TeachLearn.fhda.edu

13th International Conference on College Teaching and Learning

April 9-13

Presented by Florida Community College-Jacksonville and The Center for the Advancement of Teaching and Learning, this event will emphasize research and practice in teaching and learning–with focus on uses of innovative learning strategies and advanced technologies in online learning and the face-to-face classroom. At the Adam's Mark Hotel, Jacksonville, Fla.

Contact: Jack Chambers, (904) 632-3231, or Jeana Davis, (904) 632-3088; fax, (904) 632-3289; e-mail, jchamber@fccj.org or jmdavis@fccj.org; Web site, www.teachlearn.org

AACRAO 88th Annual Meeting

April 14-17

The American Association of Collegiate Registrars and Admissions Officers' goal is to foster professional development by providing guidelines and voluntary standards for best practices in records management, admissions, enrollment management, administrative information technology, and student services. At the Minneapolis Convention Center, Minneapolis, Minn.

Contact: Christine Garner, (425) 636-1640; e-mail, cgarner@mra-services.com; Web site, www.aacrao.org

NCTM 80th Annual Meeting

April 21-24

The 2002 meeting of the National Council of Teachers of Mathematics, with the theme "Realizing the Vision of School Mathematics," will offer many discussions and publications focusing on professional development, promote the teaching and learning of mathematics, and provide an opportunity to network with more than 18,000 math educators. In Las Vegas, Nev.

Contact: (703) 620-9840; fax, (703) 476-2970; e-mail, annlmtg@nctm.org; Web site, www.nctm.org

24th Annual NISOD International Conference on Teaching & Leadership Excellence

May 26-29

Sponsored by the National Institute for Staff & Organizational Development, University of Texas at Austin, this event features exemplary practices and programs in nearly 300 workshops, seminars, and roundtable sessions; offers in-depth descriptions and demonstrations of successful initiatives; and provides an opportunity to experience the latest and best instructional and organizational tools. At the Austin Convention Center, Austin, Texas.

Contact: (512) 471-7545; fax, (512) 471-9426; e-mail, info@nisod.org; Web site, www.NISOD.org

PBL 2002

June 16-20

"PBL 2002: A Pathway to Better Learning," an international conference on Problem-Based Learning in higher education, will bring together experienced PBL faculty so that they can share their insights with one another, as well as support those who are interested in using this method of learning for the first time. At the Baltimore Convention Center, Baltimore, Md.

Contact: (302) 831-3474; fax, (302) 831-4919; e-mail, pbl2002@udel.edu

AAHE 2002 Assessment Conference

June 20-23

The theme of this conference of the American Association for Higher Education is "Assessment: A Shared Commitment." Preconference workshops will be held June 19. At the Boston Marriott Hotel Copley Place, Boston, Mass.

Contact: (202) 293-6440; fax, (202) 293-0073; Web site, www.aahe.org

SUMMER 2002

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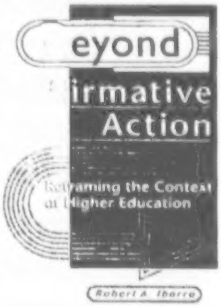
Book Review

By Mark Saad Saka

***Beyond Affirmative Action: Reframing the Context of Higher Education*, by Robert A. Ibarra.** 323 pages (includes index). University of Wisconsin Press, 2001. ISBN # 0-299-16904-9 (paperback). $18.50.

With Latinos representing the fastest-growing and youngest segment of the American population, and therefore the future of our university, *Beyond Affirmative Action: Reframing the Context of Higher Education* is an essential read for any professor or administrator involved in education in the 21st century.

Robert Ibarra challenges scholars to reconsider the historical evolution of our university system and mission that has operated for centuries without any consideration of such core values as a strong emphasis on individual achievement rather than group efforts, the granting of tenure solely for scholarly publications rather than quality teaching and the diffusion of knowledge with a diverse body of students and the wider community, and a testing system that measures micro-bodies of knowledge rather than teaching our students whole systems of knowledge.



For Ibarra, that structure and mission lies at the heart of why undergraduates drop out and why so many graduate students and junior faculty, including a disproportionate number of Latinos, African Americans, and women, leave academia disillusioned. What makes this book such an important contribution to the question of diversity and higher education is Ibarra's provocative thesis to reconsider the entire mission of the university. It is a clarion call for a complete paradigm shift in order to maintain our relevance in our new century.

Ibarra addresses three critical aspects of diversity and higher education. He examines the people and processes that produce our graduates and scholars, describes this process and the issues involved through the experiences of Latina/o graduate students (41 Latinos, 36 Latinas, faculty members, and administrators), and provides a revolutionary theoretical paradigm based on the concept of "multicontextuality." This concept represents an admixture of multiple human conditions and socio-cultural contexts, stressing that many underrepresented groups learn better when teachers emphasize whole systems of knowledge with many different approaches to teaching and the learning process. For Ibarra, multicontextuality offers a more comprehensive explanation of a high dropout rate for minorities and women than the charge of institutional racism or sexism, for even when those barriers are removed, as Ibarra points out, a high level of academic dissonance remains.

For Ibarra, the central conflict is between culturally different populations and traditional academic values. A core theme in his argument is the difference between low-context cultures and high-context cultures. High-context cultures include Mediterranean, Middle Eastern, Latino, and women's cultural patterns, which tend to use multiple streams of information that surround an event, situation, or interaction; place much higher value on developing and maintaining extensive information networks among family, friends, colleagues and clients; and are people-oriented. Low-context cultures represent cultural patterns found among northern European and traditionally oriented majority males, which tend to filter out conditions surrounding an event, situation, or interaction; tend to be strongly fixed on time and words; and are less people-oriented, with less emphasis on extended information networks among family, friends, and colleagues.

Ibarra places this paradox within a historical perspective. American universities were shaped by the 19th-century German research model that until recently has served a European-North American male cultural population. The growing presence of minorities and women in academia forces scholars to incorporate new ideas and to ask critical questions as to the cultural relevance of the university to today's increasingly diverse population.

Ibarra's research demonstrates major deficiencies in young Latinos' experience in higher education–where, for many, their culture and identity underwent dramatic change and was not a part of the learning process. Included in the material provided through extensive oral interviews are difficulties with professors, including Latina/o ones; the "argument culture" endemic in the academy; an organizational culture that is not people-oriented; and young Latino faculty's "minority burden" that forces them to over-commit themselves to teaching and minority committee overloads, a form of "cultural taxation."

The strength of this book is that Ibarra offers serious remedies. Among the many solutions he proposes is the creation of departments or programs that emphasize contextually balanced approaches to the learning process; a tenure review process that prioritizes high-context cultural values, such as community service and quality people-oriented teaching/learning styles and curriculum content that include high-context cultural values; and the adaptation of high-context-oriented projects.

The solutions presented by Ibarra might sound provocative to more traditionally oriented thinkers, but academic models that fail to recognize the intersection of ethnicity and higher education will fail to meet America's education needs for the 21st century. That in itself makes this an important book.

Dr. Saka, a Fulbright scholar, completed his Ph.D. at the University of Houston in 1995. A Mexican specialist, his interests include peasant social movement and agrarian unrest. An American of Arab ancestry, he has taught in the Department of History at Sul Ross State University, Alpine, Texas, since 1995.

If interested in submitting a book review, please e-mail us at outlook@aol.com for Book Reviewers' Guidelines.

R·I·T

Rochester Institute of Technology

Department of Information Technology

The Department of Information Technology has immediate need for tenure-track faculty positions at the assistant or associate professor level. The department has 46 full-time faculty, 600 graduate students, and 1200 undergraduate students. The department offers the following programs:

- BS degree in Information Technology
- MS degree in Information Technology
- MS degree in Software Development & Management
- Advanced Certificate in Interactive Multimedia Development

This department places a strong emphasis on excellence in teaching; candidates should have outstanding classroom skills. A Ph.D. in a field closely aligned with the rapidly evolving discipline of Information Technology is preferred. Candidates without Ph.D. degrees who have professional or teaching experience in the IT field will also be considered. Candidates should have strengths in at least two of the following areas:

- Database Design and Application Development
- Software Development
- Visual Object-based Development
- Local-area and Wide-area Networking
- System Administration (Unix/NT/Windows)
- Internet Service Administration
- Web and Multimedia Development

The department is experiencing dramatic growth and has relocated into a newly constructed building. The faculty is supported by an excellent staff and extensive facilities that include 11 specialty labs with over 700 computers. RIT's benefit package is very competitive and includes tuition waiver benefits. *RIT is an equal opportunity, affirmative action employer. Applications from minority and women candidates are especially encouraged.*

Applicants should submit a current curriculum vita and three letters of reference to:

Prof. Jim Leone
Chairperson, Search Committee
Department of Information Technology
Rochester Institute of Technology
102 Lomb Memorial Drive
Rochester, New York 14623-5608
leone@it.rit.edu

Inquiries may be directed to itsearch@it.rit.edu. Visit the department's web site at www.it.rit.edu. Applications will be accepted until all positions have been filled.

PACE
UNIVERSITY

Pace University

Vice President of Student Services

Founded in 1906, Pace University is a private comprehensive university offering more than 300 majors and 3,000 courses within six undergraduate and graduate colleges to a diverse population of 9,000 undergraduates and 5,000 graduate students. Located in New York City and Westchester County, Pace draws its strength from being a unified institution that offers students a choice of several campus locations, each with its own distinctive atmosphere, ranging from the quintessential urban New York City, to the medium-sized city of White Plains, to the suburban campus of Pleasantville/Briarcliff.

The Position

Reporting to the Provost/Executive Vice President for Academic Affairs, and an integral part of the President's Executive Council, the Vice President of Student Services operates from the Pleasantville campus and oversees the following areas for all of the University: Dean for Students' Office, NCAA Division II Intercollegiate Athletics, Intramural Athletics, Judicial Affairs and Compliance, and Student Auxiliary Services. The Dean for Students' Office encompasses Campus Activities and Student Development supporting over 100 registered student organizations, as well as Residence Life (about one-quarter of traditional students live in campus housing), Community Health and Wellness, Student Counseling, and Multicultural Affairs. Student Auxiliary Services encompasses Housing Operations, Lease Management of off-campus housing, outsourced Food and Vending Services, and the Student Mailrooms. This position manages six direct reports and is responsible for a division budget of approximately $12 million.

Qualifications

The successful candidate must hold an earned doctorate and have had extensive leadership experience in the area of student services and student affairs. Pace is seeking a dynamic and student centered professional with a demonstrated understanding of the relationship between student life and academic life, who possesses a commitment to providing quality services to students as well as a commitment to diversity. Creativity, collaboration, the ability to plan and meet budget expectations, outstanding managerial skills, and the ability to function as part of a complex managerial team in a multiple campus environment are important qualifications for the new Vice President.

The search is currently underway and will continue until the position is filled. Nominations, applications and expressions of interest should be submitted in writing to the consultants supporting Pace University in this search:

Pace University
Vice President of Student Services
c/o EDUCATIONAL MANAGEMENT NETWORK/WITT/KIEFFER
Attention: Gary J. Posner
2015 Spring Road, Suite 510
Oak Brook, IL 60523

Requests for a copy of the comprehensive position specification and questions concerning this search may be directed to Gary J. Posner at 615-665-3388 or via email to pace@emnemn.com. Additional information on Pace University may be found on their website at http://www.pace.edu.

Pace University is an Equal Opportunity/Affirmative Action employer.

Educational Management Network/Witt/Kieffer

RESEARCH ASSISTANT PROFESSOR IN BILINGUAL SPECIAL EDUCATION
(Two Year Contract, August 2002, Academic Year Appointment)

Requirements include an earned Doctorate in Education or a related discipline with completion of all requirements for the degree by August 27, 2002, a record of potential for scholarly activity, teaching experience with culturally and linguistically diverse children including those with special needs, and evidence of proposal writing skills or successful grant development. Experience in professional development schools, teacher training, building and maintaining community partnerships and clinical supervision related to culturally and linguistically diverse children both with and without special needs is preferred. Responsibilities include: supervision of degree candidates, curriculum development at the program level, and the development of a relevant program of research. The position will support the last two years of a five-year teacher and personnel training grant in bilingual special education awarded by the Office of Bilingual Education and Minority Language Affairs. Review of applications will begin December 10, 2001, and will continue until the position is filled. Renewal is contingent on continued external funding. Interested candidates should send a letter of application, a curriculum vitae, official academic transcripts, an example of scholarly productivity, and three letters of recommendation to:

Dr. Amy Mazur, Coordinator, Bilingual Special Education, Graduate School of Education and Human Development, The George Washington University, 2134 G Street, NW, Washington, DC 20052

For additional information call: 202-994-1511, or visit our website at www.gwu.edu/~gsehd/faculty/jobs.html.

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ILLINOIS
UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN

Dean

College of Law

The University of Illinois at Urbana-Champaign invites nominations and applications for the position of Dean of the College of Law.

As chief academic and administrative officer of the College of Law, the Dean reports directly to the Provost. A top ten public university law school, the College has 37 faculty members, 54 visiting and adjunct faculty, 47 academic professional and support staff, and enrolls 650 students. The Dean provides leadership in the College's missions of teaching, research, and public service.

Qualifications include a record of academic and professional achievement that commands the respect of the faculty and is commensurate with appointment at the rank of Professor. Desirable qualifications include successful teaching and administrative experience, demonstrated leadership ability and commitment to excellence, capacity to craft a vision for the College's future development that will win the support of the faculty and academic leaders across the university, ability to work effectively with alumni, donors, and other constituencies, and commitment to diversity.

This is a full-time, 12-month appointment. Start date for the position is negotiable with preference for August 21, 2002. Salary is negotiable.

To ensure full consideration, applications and nominations should be submitted by January 4, 2002, to:

Dean David E. Daniel, Chair
Search Committee for the Dean of the College of Law
University of Illinois at Urbana-Champaign
Swanlund Administration Building
601 East John Street
Champaign, Illinois 61820
Attention: Shirley Apperson
(217 / 244-9483 *phone*, 217 / 244-5639 *facsimile*)

Affirmative Action/Equal Opportunity Employer

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Ancell School of Business Management Department
General Management Position
Tenure Track - Fall 2002 Faculty

WCSU is seeking a tenure-track position in General Management beginning August 2002. A twelve-hour per semester teaching load will be shared between the Bachelor of Business Administration program and the Master of Business Administration program. Faculty will teach primarily in the Management programs in Danbury but also may be required to teach in the BBA program at Waterbury. Primary emphasis is on teaching; scholarly productivity and service to the university are expected. Rank and salary are dependent upon qualifications.

Qualifications: An earned doctorate in General Management or a related field; ABDs near completion will be considered. Other graduate degrees coupled with professional experience in General Management that is relevant, significant in duration and level of responsibility, and current at time of hire, will be considered. Demonstrated teaching and General Management experience are preferred. Evidence of research productivity is required. Teaching assignments may include managerial negotiations, strategic management, and current issues in management.

The Department: Six full-time faculty, plus adjunct instructors, provide a BBA Management major, support an MBA program, and provide an MHA degree.

Application Process: Interested applicants should Email, send, or fax a letter of application, a current vita, and three letters of recommendation to: Dr. Stanley Bazan, Chair, Management Department, WCSU, 181 White Street, Danbury, CT 06810. (203) 837-8527 (Fax) Bazans@wcsu.ctstateu.edu Applications must be received by January 18, 2002.

WCSU is an AA/EO Educator/Employer.

DEAN
SCHOOL OF SCIENCE
Purdue University

Purdue University invites applications and nominations for the position of Dean of the School of Science. The School of Science is made up of seven departments: Biological Sciences, Chemistry, Computer Sciences, Earth and Atmospheric Sciences, Mathematics, Physics, and Statistics. The School has 290 faculty and 385 staff, and it enrolls ca. 3,000 undergraduate students and 900 graduate students.

The Dean's primary missions are to provide vision and leadership in the School and to foster an interdisciplinary academic community pursuing excellence in learning, discovery, and engagement. An important responsibility of the Dean is fund raising for the many programs of the School. Qualified candidates will have distinguished research and teaching records appropriate for a tenured full professorship and demonstrated excellence in academic administration. Desirable candidates will have a record of administrative accomplishments, skills in securing and allocating resources to provide quality undergraduate and graduate education and research, and experience in strategic planning. They will be sensitive to all the constituencies served by the University and will be able to articulate and advocate the goals of the School, among which are strong commitments to cultural and ethnic diversity and gender equity.

Applications should be sent to **Dean Charles O. Rutledge, Chair, School of Science Dean Search Committee, Purdue University, School of Pharmacy, 1330 Heine Pharmacy Building, West Lafayette, IN 47907-1330; email chipr@pharmacy.purdue.edu.** Screening will begin December 1, 2001, and continue until the position is filled. The School of Science website can be accessed at **www.science.purdue.edu** for information about the School.

Purdue University is an equal opportunity/affirmative action employer. Minority and women candidates are especially encouraged to apply.

UNIVERSITY OF KANSAS

CHAIRPERSON - Professor: Department of Psychology and Research in Education, School of Education, The University of Kansas

Full-time faculty position with administrative appointment. Plans and evaluates departmental programs, implements curriculum in cooperation with faculty, develops and pursues long-range department goals and oversees faculty evaluation. Represents department faculty at the School and University level. Maintains open lines of communication with faculty, students and key groups and individuals outside the department. Supports professional activities of faculty through encouragement and assistance in obtaining resources. Facilitates the recruitment of new faculty and promotes positive student-faculty relationships. Manages departmental resources and the budget. Supervises the department's classified staff. Teaches one course/semester. **REQUIRED qualifications:** Ph.D, in one of department's graduate program areas: **1)** learning and development, **2)** educational research, statistics, measurement and evaluation, **3)** counseling psychology, or **4)** school psychology. Applicant must be a full professor with established record of teaching, research and service, and eligibility for certification or licensure if in counseling or school psychology. Application materials include a letter of interest, curriculum vitae, copies of two recent publications, and three references. Submit to: **PRE Search Committee, The University of Kansas, Psychology and Research in Education, Joseph R. Pearson Hall, 1122 West Campus Road, Room 640, Lawrence, KS, 66045-3101.** Contact: **Robert Hohn (785) 864-9705, hohn@ku.edu.** Although initial review of applications will begin on January 15, 2002, consideration continues until position is filled. See **www.soe.ku.edu** for complete announcement.

EO/AA Employer.

CALIFORNIA STATE UNIVERSITY SACRAMENTO

COLLEGE OF EDUCATION

DEPARTMENT OF SPECIAL EDUCATION, REHABILITATION, AND SCHOOL PSYCHOLOGY

Two tenure-track Asst. Prof. positions in Special Education at California State University, Sacramento (eff. Fall semester, 2002). Position No. 67 - Moderate/Severe disabilities with an emphasis in inclusive education. Pos. No. 68 - Mild/Moderate disabilities with an emphasis in adaptations to core curriculum and have been involved in training teachers to work in inclusive environments. An earned doctorate is required for appointment at the assistant professor level. ABD candidates will be considered for non-tenure track positions that may be converted to tenure track upon completion of the doctorate by December 31, 2003. Salary negotiable based on experience and qualifications. Screening of applications begins December 14, 2001; open until filled. **For application procedures, call (916) 278-5558.**

CSUS is an Affirmative Action/ Equal Opportunity employer.

Bowling Green State University

Vice Provost for Research and Dean of the Graduate College

Bowling Green State University seeks applications and nominations for Vice Provost for Research and Dean of the Graduate College. The position reports to the Provost and Vice President for Academic Affairs and is part of the University's senior leadership team.

The University aspires to be the premier learning community in Ohio and one of the best in the nation. The ideal candidate will contribute to this goal by vigorously promoting faculty research/creative activity and by engaging in strategic planning for continued growth of the sponsored programs and research base. The Vice Provost provides leadership in all aspects of graduate studies and will contribute to the intellectual life of graduate students and faculty. The Vice Provost also provides leadership in and oversight for the development of the University's intellectual property and its subsequent relationships with corporate and industrial partners.

The position supervises the Director of Sponsored Programs and Research, the Associate Dean for Academic Affairs, the Assistant Dean for Graduate Admissions and Studies, the Research Compliance Officer, the Director of Animal Facilities, and eight research centers/institutes. The Vice Provost assures the responsible conduct of research within the institution. A close relationship is maintained with the deans of the colleges in development and evaluation of graduate programs and allocation of graduate assistantships.

The successful candidate will have an earned doctorate and will qualify for the rank of full professor. Distinguished scholarly credentials and significant university administrative experience are essential. Applicants must demonstrate leadership capabilities, a commitment to diversity, excellent communication skills, a record of securing external support for research or program development, and experience in both masters and doctoral programs.

Enrollment in six undergraduate colleges, a graduate college, and a two-year campus located in Huron, Ohio is just over 20,000. This includes approximately 2,300 graduate students enrolled in nearly 60 master's programs and 16 doctoral programs. For more information, please visit the University's Web site at: **www.bgsu.edu.**

Candidates should submit a letter of interest describing qualifications as related to the above description, a current curriculum vitae, and the names, addresses, phone numbers, and e-mail addresses of five current professional references. Applications must be postmarked by February 1, 2002, to **Dr. Clyde Willis, Search Committee Chair, c/o Susan Green, Office of the Provost, Bowling Green State University, Bowling Green, OH 43403.**

BGSU is an affirmative action/equal opportunity employer and encourages applications from women, minorities, veterans, and persons with disabilities.

Northeastern UNIVERSITY

Associate Director, Enrollment Research & Enrollment Services

The Associate Director is a critical member of the Enrollment Management team leading the development and implementation of a continuous monitoring program for testing and assessing the quality of services. This position will be responsible for investigating and tracking all student service issues for resolution, and will identify any lapses in service; developing organizational practices, policy recommendations and training; developing and facilitating an efficient complaint management structure and tracking system. Assist with the development of user training. The Associate Director will oversee the strategic research of the Enrollment Management Division and contribute to the design and development of key indices and models for enrollment and retention strategies. Bachelor's degree required; Master's degree preferred. Must have 5 or more years of experience, preferably in an enrollment management or educational research function with proficiency in SPSS, MS Access, Excel and other analytical tools.

Research Analyst, Enrollment Services

Will be responsible for the efficient delivery of analysis of the strategic enrollment, retention and service objectives and outcomes of the Enrollment Management Division. Using tools such as MS Access, Brio, SPSS, Excel, and PowerPoint, the Enrollment Services Analyst will create projection models, track retention and admissions cohorts and serve the monitoring requirements of the customer service area. As a member of the Process/Research team, the Enrollment Services Analyst will assist with the monitoring and improvement of business processes within the Enrollment Management Division by documenting those processes and analyzing areas of improvement. Monitoring the integrity and consistency of data is expected as part of an outcome of the analysis. Bachelor's degree required, as are 3-5 years in an Enrollment Management/Educational research environment and knowledge of SPSS/SAS, Excel, and MS Access. Knowledge of Brio and Visual Basic is a plus.

Research Specialist, Enrollment Services

Perform diversified administrative functions to assist in the efficient operation of the systems area. Communicate with internal and external constituencies including senior university administrators, faculty and staff. Prepare correspondence and reports on a variety of topics. Schedule, coordinate and support numerous meetings for Director and professional staff. Assist in the design, development and management of office Web pages. Bachelor's degree with related coursework preferred and a minimum of three years' experience required. Strong computer skills including Microsoft Office, FTP and HTML to design and create web pages.

Please send resumes to: Arthur Mahoney, Northeastern University, 137 Richards Hall, 360 Huntington Avenue, Boston, MA 02115. Notheastern University is an Equal Opportunity/ Affirmative Action, Title IX Employer.

DEAN

COLLEGE OF APPLIED SCIENCES AND TECHNOLOGY

BALL STATE UNIVERSITY.

MUNCIE, INDIANA

An exciting opportunity awaits the right scholar to lead one of the most comprehensive colleges at Ball State University. The College of Applied Sciences and Technology is seeking a Dean who will exhibit outstanding academic leadership and management ability with a strong sense of vision. The Dean is the chief academic and administrative officer of the college and reports to the Provost and Vice President for Academic Affairs. The Dean plans, directs, and coordinates the operational, personnel, budgetary, and student activities of the college and provides leadership and direction in the development and implementation of curricula, academic programs, strategic planning, and related activities.

Ball State University is in Muncie, Indiana, a city of approximately 70,000, located 50 miles northeast of Indianapolis and 230 miles southeast of Chicago. The university has an enrollment of 17,500 students and a full-time faculty of 850. The College of applied Sciences and Technology, comprised of 113 full-time faculty, offers programs at the associate's, baccalaureate, master's, and doctoral levels to its approximately 2,500 students, through the Departments of Family and Consumer Sciences, Industry and Technology, and Military Science; Schools of Nursing and Physical Education; and the Fisher Institute for Wellness and Gerontology. The college website is www.bsu.edu/cast.

Duties and responsibilities include: ***1)*** provides leadership in the development and evaluation of excellence in teaching, scholarly productivity, and service; ***2)*** leads and facilitates the strategic planning process for the college; ***3)*** evaluates academic curricula, activities, programs, and units within the college; ***4)*** receives recommendations from units concerning the appointment of chairpersons or directors and, in turn, makes recommendations to the Provost and President; ***5)*** provides leadership and recommendations that lead to excellence in faculty appointment, promotion, tenure, and salary decisions; ***6)*** acts as fiscal agent for the college and allocates funds and resources in a manner designed to achieve excellence; ***7)*** serves as the college's primary advocate and representative to groups internal and external to the university; ***8)*** maintains close contacts with the external constituencies that are related to the college's activities and programs; ***9)*** provides leadership that results in the understanding and support of the various activities of the college by those external to the university; ***10)*** stimulates the procurement of external grants and funding; ***11)*** supports and promotes excellence in all academic endeavors and encourages, promotes, and maintains rigorous standards in the classroom, in faculty recruitment, and in salary, promotion, and tenure decisions; ***12)*** supports and encourages faculty interdisciplinary activities and public service, and the generation of externally reputable scholarly productivity; and ***13)*** teaches at least one course per year.

Minimum qualifications for the position include: earned doctorate or other recognized terminal degree; minimum of five years of successful experience as a full-time university administrator; overall qualifications that will merit a faculty appointment as full professor with tenure in one of the units of the college; evidence of successful teaching in higher education; demonstrated ongoing record of successful scholarly productivity; and demonstrated successful experience with strategic planning. **Preferred qualifications for the position include:** earned doctorate in a discipline within the college; ability to communicate effectively and promote positive human relations; knowledge and understanding of the role and future of the college, its activities, and its constituencies; demonstrated successful experience in developing external funding or fund-raising; and an understanding of fiscal management policies and procedures. In addition to a generous benefits package, salary is competitive and commensurate with experience and qualifications.

Applicants and nominees should send a letter of application and curriculum vitae, along with names and contact information for five references, to: **Dr. Lynn Sousa, Chairperson, Search Committee for Dean of the College of Applied Sciences and Technology, Office of the Provost, Ball State University, Muncie, IN 47306.** Review of applications will begin December 21, 2001, and will continue until the position is filled. Position will be available July 1, 2002.

Ball State University is an equal opportunity, affirmative action employer and is strongly and actively committed to diversity within its community.

BROWN UNIVERSITY

Class Campaign Officer

Development: Position will organize and lead major fundraising campaigns for two undergraduate reunion classes, with a focus on developing and implementing comprehensive gift strategies (high-end annual to major and capital gifts) for reunion prospects. Requirements: Bachelor's degree and 5 years' related experience (i.e., fundraising, research, sales, marketing, etc.), or an equivalent combination of education and experience; ability to identify/solicit/cultivate/steward donors and/or prospects with the potential to give $10,000 to $5 million; strong interpersonal, communication, management and motivational skills; comfort in dealing with a wide range of University constituencies; proficiency with database, spreadsheet and word processing applications (Microsoft Word, Excel, and FileMaker Pro preferred); along with demonstrated comfort in dealing with calendar programs and the Internet; some supervisory experience highly desirable; excellent planning, organizational, and time management skills.

To apply for the above position, please send resume with cover letter to: Brown University, Human Resources, Box 1879, Job# D00420, Providence, RI 02912.

An Equal Opportunity/Affirmative Action Employer.

Visit our website at: **www.brown.edu**

Iona College, New Rochelle, NY

Full-Time Faculty Opening

JOURNALISM

School of Arts & Science

Iona College, a college in the tradition of the Christian Brothers and American Catholic higher education and an equal opportunity employer, invites applications for a full-time faculty position in the Department of Mass Communication, starting September 2002.

Duties: Teach courses such as introduction to journalism, news reporting and writing, copy editing, online journalism and feature writing.

Qualifications: Terminal degree
Interested applicants should send a CV, a letter of application, and the names of three references to:

Orly Shachar, Chair
Department of Mass Communication

IONA

715 North Avenue, New Rochelle, NY 10801

WAYNE STATE UNIVERSITY

SCHOOL OF BUSINESS ADMINISTRATION

KMART ENDOWED CHAIR IN MARKETING

The Wayne State University Department of Marketing is seeking a full or an associate professor in Marketing for a tenured appointment to the Kmart Endowed Chair in Marketing, beginning fall 2002. The Kmart Chair will teach and engage in research in one of the following general areas: strategic marketing/marketing management or e-commerce and technology.

Applicants or nominees must have a doctoral degree and must have demonstrated the highest level of academic leadership including publications in leading academic journals and with the promise of continuing contributions of similar quality. Additionally, the selected candidate will have demonstrated excellence in teaching undergraduate and MBA students. The chosen candidate will work in collaboratively with departmental colleagues and our constituents in the School along with alumni and members of the business community.

Wayne State University, with an enrollment of 31,000 students, is a Carnegie University Research Extensive University. The School of Business Administration is one of 14 schools and colleges comprising the University academic community.

The School of Business Administration, accredited by AACSB International, grants the BA, BS, MBA, and MS in Taxation degrees. The School enrolls 1,000 undergraduate and 1,500 graduate students. The School offers majors in Accounting, Business Logistics, Finance, Information Systems and Manufacturing, Management, and Marketing.

The Marketing Department, chaired by Dr. Frank Carmone, also houses the Adcraft/Simons-Michelson Professorship in Advertising. The Kmart Chair will join the 11 full-time faculty with interests in Advertising, Automotive Marketing, Business Communications, International Business, Supply Chain Management, and Research Methodology.

Review of applications will begin **February 1, 2002**, and continue until the position is filled. We welcome applications from women, minorities and other under-represented groups. Please send a letter of application, curriculum vitae and the names of three references to:

Dr. Deborah Stanifer
Assistant Dean for Administrative Affairs
Wayne State University
School of Business Administration
Detroit, MI 48202

Wayne State University is an equal opportunity/affirmative action employer.

New Position in Communication and Technology

USC
UNIVERSITY OF SOUTHERN CALIFORNIA

School of Communication Annenberg School for Communication

The School of Communication at the USC Annenberg School for Communication seeks a Social Scientist focused on the study of information and communication technologies to fill a tenure-track faculty position. Rank is open, and will be based on the candidate's qualifications and experience. In addition to developing and teaching courses in areas of her/his specific expertise, the candidate should be able to teach social science research methods. The candidate should have strong theoretical and methodological grounding in communication and/or one or more of the social sciences (such as economics, sociology, psychology, political science, policy studies, anthropology). The candidate should also be eager to take advantage of research and teaching opportunities with our sister School of Journalism which focuses on new technologies and the press; our online journalism and communication program; USC's Interactive Media Systems Center (IMSC); and/or with multi-disciplinary teams including faculty in engineering, law, and the social and policy sciences.

Applicants should send an up-to-date curriculum vitae, three letters of recommendation, and two samples of their work to **Communication and Technology Search, Committee Chair, School of Communication, Annenberg School for Communication, University of Southern California, 3502 Watt Way, Los Angeles, CA 90089-0281.** Applications will be reviewed beginning December 1, 2001 until the position is filled.

USC is an AA/EO employer, and is seeking to create a diverse community.

THE OHIO STATE UNIVERSITY
COLLEGE OF EDUCATION
THE SCHOOL OF TEACHING AND LEARNING

The School of Teaching and Learning is seeking two colleagues to fill Associate/Full Professor positions. The positions will be in the Language, Literacy, and Culture Section. The candidates will provide leadership and deepen the Section's historical strengths in studies of: literacy teaching and learning and children's and adolescent literature as these areas relate to urban teacher education, educational policy, and/or educational reform.

Qualified candidates will have an earned doctorate and extensive experience. We are seeking scholars who make an original contribution to understanding the cultural, political, social, and economic contexts of literacy in school, family, and/or community settings. Preference will be given to candidates with funded research experience, strong scholarly credentials, and experience in translating research results into policy and practice. Candidates should also demonstrate expertise in socio-cultural theory, multiple literacies, community-based initiatives for the improvement of schooling, applications of technology in literacy learning, and/or emerging educational reforms. Salary commensurate with experience.

For details about the School and College of Education programs visit our web-site (http://coe.ohio-state.edu/). We will begin reviewing applications after January 4, 2002 and continue until positions are filled. Please submit a letter of application, copy of professional resume, representative publications, and the names and addresses of three references to:

Dr. Mary O'Sullivan, Associate Dean for Faculty, 149 Arps Hall, 1945 North High Street, Columbus, OH 43210-1172 or fax to (614) 688-3942.

The Ohio State University is an Equal Opportunity/Affirmative Action Employer. Women, [illegible] are encouraged to apply.

USF University of South Florida

Founded in 1956, the University of South Florida is a public research university of growing national distinction, serving 36, 000 students in ten colleges on campuses in Tampa, Lakeland, St. Petersburg, and Sarasota/Manatee. It has been classified "Doctoral/Research University-Extensive" by the Carnegie Foundation for the Advancement of Teaching. Reflecting its breadth of graduate and research programs, *USF* is one of three public universities in Florida classified as a Research I institution. With more than 2,000 faculty, *USF* offers baccalaureate degrees in 79 fields, 89 master's and specialist programs, 25 doctoral programs, and the doctor of medicine degree.

The university is currently recruiting for the following faculty positions:

Position Title	*Discipline*	*Deadline:*
Assistant/Associate Professor *(2 positions)*-	Deans Office-Nursing-	OPEN
Assistant Professor *(IT Department Chair)*-	Engineering-	OPEN
Assistant Professor *(2 positions)*-	Engineering/Lakeland Campus-	OPEN
Assistant Professor-	Industrial & Mgmt Systems Engineering/ Lakeland Campus-	OPEN
Instructional Specialist *(2 positions)*-	Mental Health Law & Policy-	OPEN
Assistant/Associate Professor-	Radiology-	OPEN
Assistant Professor-	Comparative Medicine-	OPEN
Associate Professor *(Assoc Director)*-	Comparative Medicine-	OPEN
Assistant/Associate Professor-	Pharmacology-	OPEN
Assistant/Associate Professor-	Interdisciplinary Oncology Prg-	OPEN
Assistant/Associate/Professor *(2 positions)*-	Internal Medicine-	12/31/01
Librarian (Director)-	Library-	12/31/01
Assistant Professor-	Social Work-Sarasota Campus-	01/07/02
Chairperson (Professor)-	Industrial & Mgmt Systems-	01/11/02
Assistant/Associate Professor-	Visual & Performing Arts-	01/14/02
Associate Professor *(Dept. Chairman)*-	Civil & Environmental Engineering-	01/15/02
Assistant/Associate/Professor-	Internal Medicine-	01/15/02
Dean/Professor-	Dean's Office-Arts & Sciences-	01/18/02
Assistant/Associate Professor-	Chemical Engineering-	01/31/02
Assistant/Associate Professor (2 positions)-	Mechanical Engineering-	01/31/02

For a description on the above listed positions and additional vacant positions: (1) visit our Employment Services Web site at **http://usfweb.usf.edu/usfpers/vacancy.html.** or (2) contact Equal Opportunity Affairs, **Ferrell@admin.usf.edu.** for faculty positions; or (3) call *USF* job line at **813.974.2879** for staff positions.

USF is an equal opportunity/equal access/affirmative action institution, committed to excellence through diversity in education and employment.

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FLORIDA GULFCOAST UNIVERSITY

All information on vacancies & how to apply, visit
www.fgcu.edu
or call the 24-hr jobline @
941-590-1111.
FGCU is an EO/EA/AAI

EASTERN
ILLINOIS
UNIVERSITY

PRESIDENTIAL SEARCH

Eastern Illinois University Board of Trustees invites nominations and applications for the position of President. The President is the Chief Executive Officer of the University and reports directly to the Board of Trustees.

Eastern Illinois University is a public residential institution with an enrollment of approximately 10,500 students, that places priority on teaching excellence. Eastern Illinois University offers superior yet accessible undergraduate and graduate education in four colleges: the Lumpkin College of Business and Applied Sciences; the College of Arts and Humanities; the College of Education and Professional Studies; and the College of Sciences. The Board of Trustees B.A. degree is available through the School of Continuing Education.

Candidates should have senior level administrative experience and a demonstrated track record of leadership, management, and resource development. A doctorate or terminal degree is preferred.

Materials received by January 7, 2002 will be assured full consideration. Applications should include: a letter describing the candidate's interest in and qualifications for the position; a statement of educational and leadership philosophy; a curriculum vitae; and the names, addresses (including e-mail), and telephone numbers for at least five references which may include trustees, administrators, faculty, students, and community leaders. *Applicants and nominators are strongly encouraged to communicate by e-mail utilizing Word attachments.* All applications and nominations shall be confidential.

All nominations, application materials and inquiries should be addressed to:

Robert C. Manion
Chair, Presidential Search Advisory Committee
Eastern Illinois University
600 Lincoln Avenue
Charleston, IL 61920
e-mail: rcmanion@aol.com

For further information about Eastern Illinois University, including a Position Description, please consult our Web site at: www.eiu.edu

Eastern Illinois University is an Equal Opportunity Employer.

Providence College is a Roman Catholic College founded and sponsored by the Dominican Friars.

ASSISTANT DIRECTOR OF RESIDENCE LIFE
(10-Month Position)

Responsible for the training and development of Hall Directors and Resident Assistants, the oversight of residential programming, and generating various Residence Life publications. Provide supervision over assigned residence halls. Serve as the administrative backup in the Crisis Management System. Experience in staff training and development, staff supervision, crisis intervention, and alcohol/drug education required. Master's in Counseling, Student Personnel Services, Higher Education or related field or an equivalent combination of training and experience required.

Send letter of application and resume to: Daniel J. Vallee, Associate Dir. of Human Resources, Harkins Hall, Room 407, Providence, RI 02918; or e-mail to: hr@providence.edu and include job title on subject line.

PROVIDENCE
COLLEGE

An Affirmative Action/Equal Opportunity Employer.

UNIVERSITY OF DELAWARE

Assistant Professor, Organizational Leadership and Change

UNIVERSITY OF DELAWARE

Department of Consumer Studies

Available July 1 or September 1, 2002

The Department of Consumer Studies invites applications for a nine-month tenure-track position with an additional two-month appointment at the Institute for Public Administration. The successful candidate will be an individual who is synergistic and future-oriented; collaborative and collegial in building and supporting interdisciplinary relationships among people and projects; and dynamic, creative and committed to educating students to lead organizational change that advocates consumer well-being. Visit the Department's Web site at http://www.udel.edu/cnst/faculty_staff/careeropp.html for more information. **QUALIFICATIONS:** Earned doctorate or equivalent senior level experience. Expertise in the area of organizational leadership and change. Evidence of effective teaching and ability for scholarly productivity. Commitment to collaborative, scholarly research. Experience in private, non-profit or public organizations desirable. Demonstrated interest in, and willingness to assume, leadership for developing partnerships with state and regional consumer-oriented organizations and other educational programs. **APPLICATION PROCEDURE:** Send letter of interest, curriculum vitae, description of teaching and scholarly interests, and names and telephone numbers of three references to: **Dr. Audrey Helfman, Search Committee Chair, Department of Consumer Studies, University of Delaware, Newark, DE 19716 (ahelfman@udel.edu).** Applicants should arrange for three confidential reference letters to be sent by the application date. The curriculum vitae and letters of reference shall be shared with departmental faculty. **APPLICATION DEADLINE:** January 10, 2002.

The University of Delaware is an Equal Opportunity Employer that encourages applications from minority group members and women. For further information, please consult our Web site: www.udel.edu.

TEMPLE
UNIVERSITY

DEPARTMENT CHAIR

ASSOCIATE OR FULL PROFESSOR. Applications are being accepted for a 12-month tenure-track department chair position with 40% teaching and 60% administrative duties. The selected individual should possess leadership skills and appropriate administrative experience. The applicant should possess either a Ph.D. in a related field of Horticulture or a Masters in Landscape Architecture, significant teaching experience at the undergraduate level, exceptional professional/creative/scholarly work and communication skills. The Department is particularly interested in candidates with knowledge/experience of both Landscape Architecture and Horticulture. Salary is commensurate with qualifications and experience.

The Department of Landscape Architecture and Horticulture is located on 187 acres in suburban Montgomery County, 20 miles north of the Temple Main Campus in Philadelphia . The ecological/sustainable philosophy of our degree programs is interwoven throughout coursework. Ambler College, Temple University has a small college atmosphere. The campus is a living laboratory with mature forest, wetland and meadow environments, research and trial gardens, nursery, greenhouse and arboretum resources.

The Department offers an accredited 4-year BS in Landscape Architecture and, a 4-year BS in Horticulture as well as an AS and Certificate programs in Horticulture.

To apply, send a letter of application highlighting teaching and research/creative goals as well as your administrative philosophy, vita, examples of scholarly/research and/or creative works, names of three references to: **Search Committee, Ambler College, Temple University, Department of Landscape Architecture and Horticulture, 580 Meetinghouse Road, Ambler, PA 19002-3994. Phone 215-283-1292, Fax 215-283-1497, E-mail: lahort@blue.temple.edu.** Applications will be accepted until January 7, 2002. Starting date is July 1, 2002.

Temple University is an affirmative action/equal opportunity employer.

STATE UNIVERSITY OF NEW YORK
COLLEGE AT BROCKPORT
VICE PRESIDENT FOR ADMINISTRATION AND FINANCE

SUNY College at Brockport invites applications and nominations for the position of Vice President for Administration and Finance. The College seeks an executive with a successful record of leadership, innovative accomplishments, entrepreneurial skills, and a collaborative management style to serve as chief business officer of the College. The person selected will be expected to begin in June 2002.

SUNY Brockport is a comprehensive public college of arts and sciences. Brockport offers 39 undergraduate majors, and master's degrees in 17 disciplines. The College enrolls 8,600 students, employs 600 faculty and 900 staff, and has an annual budget of $104 million ($88 million in E&G expenditures). Brockport's proximity to Rochester, NY a vibrant and culturally rich city, complements the college's village setting. For an overview, visit Brockport at www.brockport.edu.

Under the direction of the President, the Vice President for Administration and Finance directs the following offices and functions: Finance and Management, Facilities and Planning, student accounts, Accounting, Environmental Health and Safety, Human Resources, Government Relations, and campus auxiliary services. The Vice President also serves as operations manager of the Research Foundation, assists in the operations of the Brockport College Foundation, and in other duties as assigned by the President.

The successful candidate will have excellent planning, communication and leadership skills; a proven track record related to administrative and fiscal affairs in a complex organization (preferably in public higher education); a strong background in financial planning and fiscal operations; a commitment to the diverse missions of a comprehensive public college; broad knowledge of business and accounting practices and technology used to improve institutional operations; the ability to develop and sustain effective working relationships with internal and external constituencies, a record of professional achievement, and high integrity.

Minimum Qualifications
- Masters degree
- Ten years of full time, relevant, progressively responsible management experience including: financial planning, budgeting, human resources, or facilities and planning
- Three years experience at the executive level in a complex, multi-department organization
- Ability to work collegially in a culturally diverse environment
- Requisite technical skills (information technology)

Preferred Qualifications
- Terminal degree
- Higher education experience
- Experience working in a unionized environment

Compensation will be commensurate with qualifications, and includes an excellent fringe benefit package.

Candidates must submit a letter of interest and accomplishments related to the position announcement and a current resume. Candidates selected for further consideration will be asked to provide contact information for references. Review of applications will begin immediately and will continue until the position is filled. Electronic mail applications will be accepted at thooper@brockport.edu.

Materials and inquiries should be directed to:

Mr. Terry Hooper, Faculty/Staff Recruitment Office, SUNY College at Brockport, 350 New Campus Drive, Brockport, NY 14420-2929, Phone: 716-395-2126, Fax: 716-395-5275.

AA/EOE

Governors State University
University Professor of English and Secondary Education

Governors State University (GSU) is accepting applications and nominations for the tenure-track position of University Professor of English and Secondary Education in the College of Arts and Sciences. The English Program offers the B.A. and M.A. Responsibilities of this position include teaching courses in English Teaching Methods, rhetorical theory, compositions for teachers and literature; advising students; supervising student teachers; and coordinating the university supervisors of secondary student teachers. This position is subject to budgetary approval. Qualifications: Earned Doctorate in English, English Education (no ABDs accepted); evidence of post secondary teaching experience; evidence of secondary teaching experience; strong commitment to excellence in teaching both undergraduates and graduates; evidence of active research interests; strong commitment to university and community service; proven ability to contribute productively to University wide initiatives in Writing Across Curriculum. Review of applications will begin immediately and continue until the position is filled. Qualified candidates should send a letter of application addressing teaching philosophy and research agenda; a current curriculum vitae; and the names, addresses and telephone numbers of three references; three letters of recommendation which specifically address teaching and research potential; and all graduate transcripts to: Dr. Rashidah Jammi' Muhammad, Chairperson; English Search Committee; College of Arts and Sciences; Governors State University; University Park, IL 60466.

AA/EOE

www.govst.edu

State University of New York

Upstate Medical University

David G. Murray
Endowed Professorship in Orthopedic Surgery

The Department of Orthopedic Surgery at the State University of New York, Upstate Medical University in Syracuse, is seeking a qualified orthopedic surgeon to assume the Endowed Professorship in Orthopedic Surgery. The qualifications include

- Board certification
- A credible publication record in peer-reviewed journals
- A record of grant support from NIH, or other substantial federal sources

The Professorship will involve clinical and research responsibilities with approximately 50 percent of the research activity centered in the new Institute for Human Performance. It is expected that the Professor will assume a significant administrative role as well as research role in the overall development of programs in the Institute which includes state-of-art basic research facilities as well as extensive facilities for clinical investigation and rehabilitation.

Inquiries or letters of interest along with a CV should be send to:

David G. Murray, M.D.
Chairman, Search Committee
Department of Orthopedic Surgery
SUNY Upstate Medical University
750 East Adams Street
Syracuse, New York 13210

The State University of New York
is an Equal Opportunity/Affirmative Action Employer

Dean
College of Education

Stephen F. Austin State University
Nacogdoches, Texas

Starting Date: June or August, 2002

For Position Description, Professional Requirements & Application Information, please visit our web page:
http://www.education.sfasu.edu/
Application Deadline:
Review of applications will begin on February 1, 2002, and continue until the position is filled.

About the College & University:

The University has an enrollment of approximately 12,000 and is organized into seven colleges. The College of Education is the largest with about 3,500 students and 124 faculty in six departments: Agriculture, Elementary Education, Human Services, Human Sciences, Kinesiology and Health Science, and Secondary Education and Educational Leadership. The departments offer baccalaureate and masters degrees; the Department of Secondary Education and Educational Leadership offers a doctoral degree.

For More Information Contact

Dr. Marlin Young, Chair
COE Dean Search
Box 13004, SFA Station
Nacogdoches, Texas 75962

Telephone: 936-468-3101
Fax: 936-468-1560
email: myoung@sfasu.edu

An Affirmative Action Equal Opportunity Employer
Personnel Services Office
*Name and qualifications of candidates who apply are subject to disclosure under the Texas Open Records Act.

CCBC
The Community College
of Baltimore County

Vice Chancellor for Institutional Advancement

The Chancellor and Board of Trustees of The Community College of Baltimore County (CCBC) invite nominations and applications for the position of Vice Chancellor for Institutional Advancement. The Vice Chancellor for Institutional Advancement, who reports to the Chancellor, is the chief advancement officer for the institution, and is responsible for establishing and managing a comprehensive resource development program, including fundraising and grants development for the college, and for providing leadership for campus-based development activities. The Vice Chancellor will also oversee all aspects of marketing and strategic communications designed to achieve institutional goals related to resource development and enrollment management.

Application Process: A Profile which contains details on the preferred qualifications, position responsibilities, and application instructions can be requested by contacting: **Debbie Dillon, Senior Assistant to the Chancellor, The Community College of Baltimore County, 800 South Rolling Road, Baltimore, MD 21228.** The Profile and related information is also available on the college's web site:

Web Address: www.ccbc.cc.md.us

For additional information contact: The Clements Group, L.C., 136 East South Temple, Suite 900, Salt Lake City, Utah 84111-1153, Telephone: 801-355-0450; Fax: 801-355-0449; email: eironfield@clmgroup.com

All inquiries, nominations and applications will be held in strictest confidence. The Community College of Baltimore County practices equal opportunity in education and employment and is strongly and actively committed to diversity within the college community. Candidates who would enrich the college's diversity are strongly encouraged to apply.

A Clements Group, L.C. Search

President/CEO

The Kentucky Community and Technical College System (KCTCS) seeks an entrepreneurial leader to serve as President of the Hazard Community College and CEO of the Kentucky River Community and Technical College District, which is comprised of Hazard Community College and Hazard Technical College and includes five campuses which serve 10 counties in the Kentucky Appalachian Mountains. For a detailed job advertisement please see our website at www.kctcs.net.

KCTCS

Human Resources
P.O. Box 14092
Lexington, KY 40512-4092
(859) 246-3113
Fax (859) 246-3119

The KCTCS is an equal access, equal opportunity, affirmative action institution and is committed to providing equal opportunity through its employment practices. Women and minorities are encouraged to apply.

Gallaudet University, Washington, DC: full-time, tenure track position in SCP program.

Applicants must hold a Ph.D. in Communication Sciences or Disorders, hold their CCC-SLP and have teaching, research or clinical experience in one or more of the following areas: Organic Disorders, Neurogenic Speech and Language Disorders, Voice Disorders, Diagnostics and Fluency Disorders; knowledge of, or willingness to learn, ASL and Deaf culture. **Duties:** Graduate level teaching, directing student research, developing a program in an area of expertise. Salary/rank commensurate with experience. Submit letter of intent, vita, names of three references to: **Scott J. Bally, Ph.D., Chair, Faculty Search Committee, Department of Audiology & Speech-Language Pathology, Gallaudet University, 800 Florida Avenue, NE, Washington, DC 20002-3695. Phone (202) 651-5334; email: scott.bally@gallaudet.edu. Web site:** http://aslp.gallaudet.edu. Applications will be accepted until January 31, 2002, or until the position is filled.

EOA/AA. Qualified women, persons with disabilities, and minority candidates are encouraged to apply.

DEAN

COLLEGE OF SCIENCES AND HUMANITIES

BALL STATE
UNIVERSITY.

MUNCIE, INDIANA

Ball State University seeks a visionary leader for the position of Dean of the College of Sciences and Humanities. The successful candidate will guide the college as it strives for excellence in undergraduate and graduate education, seeks to attract and retain high-quality faculty, encourages faculty scholarship, promotes external research funding, and develops innovative ways to use instructional and information technology.

Position Description: The Dean of the College of Sciences and Humanities is the chief academic and administrative officer of the college and reports to the Provost and Vice President for Academic Affairs. The dean plans, directs, and coordinates the operational, personnel, budgetary, and student activities of the college and provides leadership and direction in the development and implementation of curricula, academic programs, strategic planning initiatives, and related activities.

The College of Sciences and Humanities is the largest of the seven colleges in the university and offers programs at the associate's, bachelor's, master's, and doctoral levels. Departments within the college are Anthropology, Biology, Chemistry, Computer Science, Criminal Justice and Criminology, English, Geography, Geology, History, Mathematical Sciences, Modern Languages and Classics, National Resources and Environmental Management, Philosophy and Religious Studies, Physics and Astronomy, Physiology and Health Science, Political Science, Psychological Science, Social Work, Sociology, and Speech Pathology and Audiology. Reporting to the Dean are two Associate Deans, support staff and business administrator, twenty department chairpersons, and the directors of the Social Science Research Center, the Software Engineering Research Center, and the Women's Studies Program. The college has more than 365 full-time faculty and an annual budget of more than $25 million. The college website is www.bsu.edu/csh.

Qualifications: Minimum qualifications are an earned doctorate in a discipline within the college or a related field of study, demonstrated successful experience in higher education academic administration, overall qualifications that will merit a tenured faculty appointment at senior rank in one of the departments of the college, evidence of successful teaching in higher education, evidence of scholarly and professional achievement in his or her field of study, and the ability to communicate effectively. Preferred qualifications are a record of obtaining external support for scholarly activities, a record of published research in refereed journals, a demonstrated commitment to diversity, experience in the administration of graduate education, and experience with fiscal management policies and procedures in higher education.

The Institution and Setting: Ball State University, is a state-assisted institution of higher education located in Muncie, Indiana, a city of 70,000, fifty miles northeast of Indianapolis. The university has an enrollment of approximately 17,500 students and a full-time faculty of 850. Although its primary concern is for the citizens of Indiana, its programs appeal to regional, national, and international audiences. A Carnegie Doctoral Intensive institution, Ball State offers 155 undergraduate programs, 90 master's programs, and 14 doctoral programs through its 48 academic departments. The university values teaching, research, and service and has a selective admissions policy. Ball State has made significant investments in instructional and information technology. The campus is beautifully landscaped, and facilities are in excellent condition. Primarily a residential academic community, Ball State also supports programs that reach students well beyond the immediate campus. Its operating budget for 2001-2002 will exceed $214 million and its endowment $115 million.

The university's Strategic Plan and information about its nationally ranked programs are available on the university website: www.bsu.edu.

Application Process: Review of application materials will begin January 15, 2002, and will continue until the position is filled. Appointment will begin July 1, 2002. Salary is competitive with a generous benefits package. Applicants and nominees should send a letter of application and curriculum vitae, along with names and contact information of five professional references, to: **Dr. Ray Montagno (rymontagno@bsu.edu), Chairperson, Search Committee for Dean of the College of Sciences and Humanities, Office of the Provost and Vice President for Academic Affairs, Ball State University, Muncie, IN 47306.**

Ball State University is an equal opportunity, affirmative action employer and is strongly and actively committed to diversity within its community.

The University of New Mexico

Executive Director, Taos Branch Campus

The University of New Mexico is seeking a dynamic and experienced leader for the position of Executive Director, Taos Branch Campus, University of New Mexico. This position will direct the overall operations of the Taos Branch, including academic curriculum development and instruction, facilities, human resources, administration, and financial management. Serves as liaison with outside agencies, community organizations and the main campus.

The University of New Mexico, a Carnegie Research I university, serves a diverse student population of nearly 25,000 at its main campus in Albuquerque and another 5000 at branches and education centers. UNM's budget is approximately $1 billion, nearly half of which funds the Health Sciences Center. UNM has 11 degree-granting schools and colleges, including the state's only schools of Medicine, Law, Pharmacy and Architecture and Planning.

Duties and Responsibilities:

- Provides leadership and direction in all aspects of administering a university branch campus or satellite location.
- Establishes and implements short and long range departmental goals, objectives, policies, and operating procedures; monitors and evaluates program effectiveness; effects changes required for improvement.
- Directs and supervises associate directors and senior managers on implementation branch campus or satellite mission statements regarding instructional programs, community outreach programs, curriculum planning and development; oversees administration of branch campus policies and procedures, facilities, programs, and student services.
- Represents the university and the branch to various internal institutional divisions as well as externally to the media, governmental agencies, state legislators/legislature, community/civic groups, prospective students and their parents, university alumni, prospective funding agencies including the NM Commission on Higher Education, and the general public.
- Creates and develops avenues of communication for all branch staff, faculty, and students; serves as liaison between the branch campus or satellite location and the main campus.
- Develops and manages annual budgets for the organization and performs periodic cost and productivity analyses.
- Plans, develops, and implements strategies for generating resources and/or revenues for the department.
- Recommends, participates in the development of, and establishes university policies and procedures; may serve on university planning and policy-making committees.
- Performs miscellaneous job-related duties as assigned.

Minimum Qualifications:

- A Ph.D. or terminal degree from an accredited university in Administration, Business, Liberal Arts, Social Sciences, Law, or Medicine or a related field.
- A minimum of five to seven years of professional experience related to the duties and responsibilities specified above.

Desired Qualifications:

- Proven leadership in administering a university branch campus or satellite location.
- Experience in establishing and implementation of short and long-range departmental goals, objectives, policies and operating procedures.
- Experience in directing and supervising senior management regarding instructional programs, community outreach programs, curriculum planning and development.
- Excellent community relations experience in a diverse community, including outreach and planning.
- Experience in developing and managing budgets for the organization and periodic cost and productivity analyses.
- Prior experience in planning, developing and implementing strategies for generating resources and/or revenues for an organization.

The University of New Mexico actively seeks and encourages nominations of and applications from individuals who are members of under-represented groups. A complete application consists of a signed letter that expresses interest in and qualifications for the position, a curriculum vita, Supplement to Resume Form and three professional references. The Search Committee will begin screening candidates on or about January 25, 2002 and will continue until the position is filled.

Nominations and applications should be submitted to:
Executive Director, Taos Branch Campus,
University of New Mexico
Attn: Dean Viola Florez
College of Education, Ed. Admin. Bldg.
University of New Mexico
Albuquerque, NM 87131
Phone 505-277-3638, Fax, 505-277-8427

The University of New Mexico is an Equal Opportunity/Affirmative Action Employer, Educator.

For additional information about UNM, see http://www.unm.edu.
For complete job posting visit www.unm.edu/~hrnet/jobs/jobm.htm

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LONG ISLAND UNIVERSITY

Long Island University, the nation's seventh largest private university with six campuses in metropolitan New York and Long Island, seeks applications for:

SCHOOL OF EDUCATION
BROOKLYN CAMPUS
TENURE-TRACK FACULTY POSITIONS for FALL, 2002

Assistant/Associate Professor in Urban Education: Teach interdisciplinary foundations and methods courses in an inquiry and field-based inclusive, urban teacher preparation for elementary/secondary schoolteachers. Supervision of fieldwork and student teaching.

Assistant/Associate Professor in Literacy Education: Teach graduate and undergraduate foundations, methods and advanced literacy/reading courses on campus and possibly off-site. Supervision of fieldwork and practica. Earned doctorate in specialization (literacy, elementary or secondary education) or related field (ABD considered), with significant teaching experience in diverse urban elementary and/or secondary schools. Commitment to teacher preparation essential.

Assistant/Associate Professor (tenure-track) or Assistant/Associate Clinical Professor in Special Education: Teach graduate and undergraduate courses in inclusive urban Special Education. Expertise in learning disabilities, teaching background in K-12, and experience in methods courses for teaching in inclusive settings. For tenure track position, earned doctorate in Special Education; ABD considered. For non-tenure track position, permanent NY state certification and at least five years' teaching experience working with students in urban schools who have disabilities.

Opportunities for program development, community partnership, inquiry work, and grant writing. Commitment to teacher preparation essential. Join a faculty committed to access, social justice, and inclusive education. Applications are reviewed as received. LIU invites applications, particularly from minorities and persons with disabilities. Send letter of application and C.V. to: **Dean Ofelia Garcia, School of Education, Long Island University, Brooklyn Campus, 1 University Plaza, Brooklyn, NY 11201-5372.**

LIU is an Affirmative Action/Equal Opportunity Employer.

CENTER FOR EDUCATIONAL LEADERSHIP
BARUCH COLLEGE/CUNY
SCHOOL OF PUBLIC AFFAIRS

The School of Public Affairs seeks applicants for tenure-track positions in the areas of educational leadership and policy. The successful candidates will be affiliated with the newly established Center for Educational Leadership (CEL) which houses Baruch's Aspiring Leaders Program (ALPS), a highly regarded course of study, co-constructed with District 2 of the New York City Board of Education, to prepare educators for administrative positions in the New York City public schools.

For appointment as **Professor or Associate Professor,** publication in refereed journals in educational administration, policy and/or related fields essential. In addition to teaching, the successful candidate will fill a leadership role in the Center's educational, professional outreach and research activities including obtaining and directing grants for the Center.

For appointment as **Assistant Professor,** the successful candidate must show evidence of promise of publications in refereed journals in educational administration, policy and/or related fields. In addition, he/she will contribute to the Center's teaching, research and service activities.

Ph.D. or Ed.D. required for appointment; experience with and/or a research specialty in leadership issues in urban education (K-12) and an understanding of the uses of new technologies in achieving and sustaining educational and administrative goals.

CEL and ALPS are housed in the School of Public Affairs; the faculty associated with the Center will have the opportunity to bridge the worlds of education and public affairs/policy. The School of Public Affairs is an interdisciplinary program that prepares students for careers in the public, nonprofit, and private sectors, and offers undergraduate, graduate and executive programs in Public Administration and Education Administration. Baruch College, located in mid-Manhattan, is a senior college of the City University of New York.

Please indicate the position for which you are applying and send a CV, cover letter and names of three references by January 2, 2002 to: **CEL Search Committee, c/o David Barnet, Office of the Dean, School of Public Affairs, BARUCH COLLEGE/CUNY, One Bernard Baruch Way, Box: C-0305, New York, NY 10010.** An AA/EO/IRCA/ADA Employer

Baruch COLLEGE
The City University of New York

The Community College of Rhode Island invites applications for the Dean of Learning Resources and Assistant Dean of the Student Success Centers.

In a multi-campus system, the Dean will ensure that Learning Resources support student education through the integration of the fundamental and evolving role of the academic library with the functions of the College's new Student Success Centers. The Dean will encourage and support the Library faculty and staff in the ongoing development of pro-active, user-centered services with an emphasis on the integration of emerging technologies and instructional assistance. The Dean and Assistant Dean will be key leaders in the planning and creation of a Student Success Center for each campus. The Centers will provide state-of-the-art teaching, tutoring, counseling and support services that will enhance student academic achievement and retention. The Assistant Dean will direct the Centers' provision of developmental education assessment and placement, web-based instruction and tutoring, study skills instruction and materials, test preparation techniques and learning skills, interest and aptitude assessment, and career counseling.

The successful candidate for the **Dean of Learning Resources** will possess the following qualifications: a Master's degree, in Library Science with experience in Developmental Education, Adult Education and/or closely related field, is required. The successful candidate will have recent experience in the administration of a learning resources center involving a student success center model. His/her degree, experience and/or combination must be within the past 5 years. Experience in the design and implementation of multidisciplinary services for students is required. Applicants must be able to demonstrate a proven commitment to the idea that every student can be successful. The Dean of Learning Resources must possess and maintain a current knowledge base of developmental education theory and research, and have the ability to apply best practices successfully. He/she must also possess a demonstrable understanding of academic library service and emerging library issues. The ability to relate to faculty concerns and goals, as well as experience working with at-risk and culturally diverse student populations is essential. Applicants must demonstrate a thorough understanding of issues facing community college libraries including the changing landscape of communication and the impact of technology on teaching, learning and research. The Dean will have the ability to develop creative solutions and flexibility in accomplishing objectives. Experience with computer-based applications for developmental education is a plus. The successful candidate will have strong human relations skills. He/she must have administrative and supervisory experience, preferably in a unionized environment. Strong budget development and management experience including the use of data in support of decision making is required. Exceptional communications skills are essential. **(Refer to file #LC1030)**

The successful candidate for **Assistant Dean of the Student Success Centers** will possess the following qualifications: Master's degree, preferably in Developmental Education, Adult Education or similarly related field, required. Adult education background. Recent college teaching and/or experience in direct student services in advising and counseling. Degree, experience and/or combination must be within the past 5 years. Prefer experience in developmental education. Experience in the design and implementation of multidisciplinary educational services for students. Must be able to demonstrate a proven commitment to and passion for the idea that every student can be successful. Must possess a current knowledge of learning theory, developmental education theory and research, and have the ability to apply this knowledge successfully. Must be able to relate to faculty concerns and goals. Must be able to work with faculty individually and in small groups to develop their skills in working with academically challenged students. Must work well with students and have experience working with at-risk, culturally diverse student populations. Experience with distance learning for developmental education. Must be familiar with student tracking systems. Strong human relations skills required. Must be a creative self-starter able to work independently. Must have administrative experience, preferably in a unionized environment. Supervisory experience preferred. Must have ability to use data in support of decision making. Exceptional communications skills essential. *This position is currently grant funded and limited to the renewal of funding. **(Refer to file #LC2230)**

Applications will be accepted at least through January 4, 2002.

Submit letter of application (refer to appropriate file number), resume and three letters of reference postmarked no later than January 4, 2002, to: **Office of Personnel Services, Community College of Rhode Island, 400 East Avenue, Warwick, Rhode Island 02886-1807. TTY: (401) 825-2313.** Any individual with a disability who requires assistance in the application process should contact CCRI at **(401) 455-6011** prior to the close of the application period. College Web site: **www.ccri.cc.ri.us.** E-mail: **cthurston@ccri.cc.ri.us.**

An EQUAL OPPORTUNITY/AFFIRMATIVE ACTION EMPLOYER

CALIFORNIA STATE UNIVERSITY SACRAMENTO

WRITING: Full-time Temporary Lectureship in ESL/Basic Writing for Learning Skills Center Writing Program beginning Fall 2002. Salary range $41,940-$47,088. Master's degree in TESOL, English with TESOL certificate, or related field; Ph.D./Ed.D preferred. Experience teaching ESL/basic writing for college students required. Ability to develop ESL/basic writing curriculum and materials, coordinate ESL/basic writing courses, and work with bilingual/multicultural students. Assignment includes teaching ESL/basic writing courses, advising students and serving on department and university committees. Screening of applications begins Feb.1, 2002; position open until filled. CSUS is an EOE/AA employer. Further information about the Learning Skills Center can be found at http://www.csus.edu/learningskills. Applications should include a letter of interest, official graduate transcripts, a detailed current resume, and names and telephone numbers of three references for position #17. Send to Roberta J. Ching, Director, Learning Skills Center, California State University, Sacramento, 6000 J Street, Sacramento, CA 95819-6066.

Buffalo State

State University of New York

Mathematics Assistant Professor

Buffalo State will receive applications for an anticipated opening for a tenure-track assistant professor, Mathematics Department, to begin fall 2002. Salary is competitive based on background. Must have a genuine interest in teaching undergraduates. Teaching load is nine credit hours per semester (graduate courses and undergraduate courses such as geometry, calculus labs, service courses).

Required Qualifications: Ph.D. in mathematics, potential for scholarly activity, effective teaching, strong communication skills, knowledge of computer algebra systems and/or graphing calculators.

Preferred Qualifications: Experience teaching mathematics using technology.

Review of applications will begin Dec. 15, 2001 and continue until position is filled. Send letter of application, vita, transcripts, and 3 letters of recommendation (at least one addressing teaching ability) to: Dr. Robin Sue Sanders, Chair, Mathematics Dept., Buffalo State College, Bishop 317, 1300 Elmwood Ave., Buffalo, NY 14222-1095. For more information about the college, visit www.buffalostate.edu.

Buffalo State is the largest four-year comprehensive college in the State University of New York (SUNY) system. The campus is located in the museum district of Buffalo, the second largest city in New York State. The area offers a variety of cultural and recreational activities.

Buffalo State is an affirmative action/equal opportunity employer and encourages applications from women, racial/ethnic minorities, persons with disabilities, and Vietnam-era veterans.

ILLINOIS

UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN

Professor and Head

Department of Natural Resources and Environmental Sciences

(www.nres.uiuc.edu)
College of Agricultural, Consumer and Environmental Sciences (ACES)

The Head of the Department of Natural Resources and Environmental Sciences is a senior member of the college administrative team and is expected to provide departmental leadership in a decentralized campus environment that emphasizes academic excellence and fulfillment of the land-grant mission. This is a full-time administrative position with responsibility for guiding research, teaching, and extension activities.

Major responsibilities include:

- ☐ **Working with faculty and staff to create strategic direction for the department and its programs**
- ☐ **Inspiring academic excellence through recruitment, mentoring, and encouragement of faculty, staff, and students**
- ☐ **Administrative supervision of budgetary and financial matters**
- ☐ **Extending and enhancing relationships with stakeholders and other key external partners at the state, national, and international levels**

Applicants must have an earned doctorate in an area appropriate to the unit's programs and a strong record of scholarship commensurate with tenure at the rank of full professor. They should offer evidence of administrative ability, have strong communication skills, and be able to work effectively with faculty, staff, students, administrators, and diverse clientele groups. An understanding of and commitment to the goals of a land-grant university is essential.

See www.aces.uiuc.edu/Announce
for full announcement.

The salary is commensurate with experience and qualifications; proposed starting date is August 21, 2002.

To ensure full consideration, candidates should apply by January 15, 2002. Applicants should send a letter indicating the basis for their interest in the position, a full curriculum vitae, and names, addresses, phone numbers, and e-mail addresses of five persons familiar with the candidate's qualifications and experience to:

Dr. Steven G. Pueppke, Chair, Search #8065
University of Illinois
College of Agricultural, Consumer and
Environmental Sciences
122 Mumford Hall
1301 West Gregory Drive
Urbana, IL 61801-3605
Phone: (217) 244-2285 Fax: (217) 244-2911
e-mail: pueppke@uiuc.edu

The University of Illinois is an Affirmative Action/Equal Opportunity Employer

Pennsylvania State System of Higher Education

Director of Diversity and Equal Opportunity

The Office of the Chancellor of the Pennsylvania State System of Higher Education seeks to fill the position of Director of Diversity and Equal Opportunity. The State System is guided by a 20-member Board of Governors and is comprised of fourteen public universities throughout the Commonwealth of Pennsylvania and approximately 100 central office staff. The incumbent reports directly to the Chancellor.

This position provides leadership in the development, implementation and maintenance of policies, programs and systems to achieve university goals of equal opportunity and diversity for faculty, staff and students. The responsibilities include leading the strategic planning initiative for diversity and equal opportunity, ensuring compliance with System and governmental policies relating to equal educational and employment opportunity, engaging in collaborative efforts with basic and secondary schools and community colleges to ensure equal educational opportunities for students in preparing them for higher education opportunities, assisting in the development and coordination of partnership programs between the universities and school districts to enhance equity group recruitment, working with universities to ensure diversity considerations are incorporated into curricular and co-curricular programs, serving as System advocate with the legislature and appropriate federal and state agencies, and designing and administering a special appropriations budget.

A minimum of six years of progressively responsible professional experience in a related discipline and a master's degree are required; a doctorate is preferred. Experience in a higher education environment is strongly preferred, with some experience dealing with academic and student diversity issues required. The successful candidate must be knowledgeable about affirmative action regulations, conversant regarding the major issues presently confronting higher education, possess a demonstrated strong commitment to diversity, possess superior communication skills (both written and oral), basic personal computer skills and strong behavioral competencies related to results orientation, customer service, continuous improvement and teamwork and collaboration. Finalists must successfully complete an interview.

This is a strategic leadership management position that serves at the pleasure of the Chancellor. The salary will be commensurate with the candidate's experience and training. A comprehensive benefit package is included.

Interested candidates must submit a letter of application, résumé, and the names, addresses, and phone numbers of at least four professional references to: **Pamela Brand, Assistant Vice Chancellor for Employee and Labor Relations, Pennsylvania State System of Higher Education, Dixon University Center, 2986 North Second Street, Harrisburg, PA 17110.** Full consideration will be given to applications received by January 15, 2002. Electronic applications will be accepted at elrapps@sshechan.edu. Additional information about the position is available on the System's web site at www.sshechan.edu/jobs.htm or by calling (717) 720-4150.

The Pennsylvania State System of Higher Education is an equal opportunity/affirmative action employer and encourages applications from minorities, women, veterans, and persons with disabilities.

BALL STATE
UNIVERSITY.

Ball State University is located in Muncie, Indiana, on an attractive campus 50 miles northeast of Indianapolis. Approximately 17,500 graduate and undergraduate students enroll in one of seven academic colleges that offer 126 undergraduate programs, 76 master's programs, and 20 doctoral programs. Ball State University strives to be a premier teaching institution offering instruction and scholarly inquiry of high quality within an environment that emphasizes personal attention.

Ball State University encourages all interested applicants to frequently visit the official Ball State University web site at **www.bsu.edu** where all open positions are listed and described in detail.

Ball State University is an equal opportunity, affirmative action employer and is strongly and actively committed to diversity within its community.

Grand View College

Grand View College is a Liberal Arts college that has a strong affiliation with the Evangelical Lutheran Church of America. The college supports a diverse student population of 1400 full- and part-time students. Grand View was founded in 1896 and is located in the capital city of Des Moines, Iowa. For more information about the college, please visit **www.gvc.edu.**

Applications are being accepted for the following full-time, tenure track (for those candidates with a terminal degree) positions. All positions are on an 8-month contract, hold the rank of Assistant Professor and will begin in **Fall 2002.** Successful candidates will be expected to teach 12 hours per semester; advise undergraduate students; serve on departmental/college committees; and participate in the life of the College in conjunction with their teaching duties.

Business Administration

Responsibilities include the development, preparation and delivery of courses in marketing, managerial finance and business. A Master's degree is required, however, preference will be given to candidates who possess a Ph.D. or a DBA. Prior college level teaching experience with both traditional and nontraditional students as well as administrative experience desired. Background in course delivery via distance learning (TV, Internet) also preferred.

Chemistry

Responsibilities include teaching introductory chemistry courses for science majors, non-science majors, and nursing majors. Additional teaching opportunities may be available depending upon qualifications. A Master's degree is required, however, preference will be given to candidates who posses a Ph.D. in Chemistry. Prior teaching experience is desired.

Education - 3 Positions

Responsibilities include modeling exemplary instructional methods; working with diverse populations; using instructional technology; and collaborating with other faculty and with local schools. An Ed.D or a Ph.D. in Education is required. Prior teaching experience in elementary and/or secondary classrooms with both traditional and nontraditional students is essential. Subject expertise in one or more of the following areas is also required: elementary or secondary education, math, science, reading methods, or pre-K methods. The successful candidate must have the ability to be multi-tasked and detail-oriented.

English/Composition Specialist

Responsibilities include teaching basic writing, freshman composition, and other writing and literature courses as needed. A Ph.D. with minimum of 3 years teaching experience is required.

Mathematics/Computer Sciences

Responsibilities include teaching a variety of mathematics/computer science courses; supervising students internships; and participating in scholarship activities. A Ph.D. or Ed.D. in Mathematics, Statistics, Math Education, or Computer Science is required. Preference will be given to those candidates who have experience and are willing to teach developmental mathematics and all levels of mathematics and/or computer sciences. **Additional application materials:** An AMS cover sheet and a brief statement of professional goals and teaching philosophy. Also, one letter of reference must address teaching experience.

Application Materials: letter of application noting position desired, vita, transcripts (unofficial transcript are acceptable for screening purposes) and three letters of references. Review of applications will begin immediately. Interviews are expected to begin in early **January 2002.**

Send materials to:
Grand View College
Attn: Beth Sagar, PHR
1200 Grandview Avenue
Des Moines, IA 50316
Bsagar@gvc.edu

Grand View College offers an excellent compensation package including medical, dental, and life insurance - Equal Opportunity Employer committed to diversity.

The University of New Mexico

Dean of Library Serivces

The University of New Mexico (UNM) seeks an innovative and dynamic leader for its next Dean of Library Services. Located in Albuquerque, the largest city in New Mexico and one of the fastest growing in the Southwest, UNM is a Carnegie Doctoral / Research - Extensive University and a DoEd Minority public university UNM is the largest university in the state and serves a diverse student population with more than 30,000 students on five campuses. UNM offers nationally ranked academic programs, exceptional research opportunities, and supports a vibrant fine arts program on an architecturally unique campus.

The UNM General Library, which is the state's primary academic and research facility, is a member of the Association of Research Libraries, the AMIGOS Bibliographic Council, the Greater Western Library Alliance, and the New Mexico Consortium of Academic Libraries. It has a collection of over 2,000,000 volumes. The UNM General Library encompasses Zimmerman Library (the main library and the education, social sciences, and humanities library), Centennial Science and Engineering Library, Parish Memorial Library (business and economics), the Fine Arts Library, the Center for Southwest Research, the newly established Division of Iberian and Latin American Resources and Services and currently also houses the Center for Academic Program Support, the Center for Regional Studies and the Spanish Colonial Research Center. The staff consists of 38 librarians who hold faculty rank as well as 126 support staff and 134 student assistants. The Law Library, the Health Sciences Library, and the branch campus libraries are administratively separate organizations.

The Dean of Library Services reports to the Provost and Vice President for Academic Affairs and is a member of the Council of Deans. The Dean is responsible for the management of all aspects of the General Library's programs, resources, and services, and is also responsible for development, outreach, fiscal management, and personnel.

Minimum Qualifications

○ Appropriate professional degree
○ Scholarship and service credentials meriting tenure at the rank of Professor
○ Evidence of outstanding leadership ability and a minimum of five years senior administrative experience in an academic or major research library (ARL experience preferred)

Desired Qualifications

○ A Ph.D. or other advanced degree
○ Critical understanding of current issues and developments in scholarly publishing
○ Experience with the provision of enhanced services utilizing traditional and technology-based modes of delivery and access
○ Experience with long-term comprehensive planning
○ Experience in fiscal management, human resources planning and management, and performance and outcomes assessment for libraries
○ Knowledge of the academic environment and the role of libraries in support of teaching, learning, and scholarship
○ Knowledge of curriculum integrated information literacy programming
○ A record of successful fund-raising and grant awards
○ A record of commitment to equal opportunity and the recruitment, retention, and professional development of a culturally diverse faculty and staff
○ Policy-level knowledge of information technology applications in academic libraries, such as distance education and information commons projects

The University of New Mexico actively seeks and encourages nominations of and applications from individuals who are members of under-represented groups. For information regarding the confidentiality of inquiries and applications call or write to the address listed below. A complete application consists of (1) a signed letter that expresses interest in and describes qualifications for the position, (2) curriculum vitae, and (3) the names and contact information of five professional references. For best consideration, applications should be received by January 11, 2002. However, applications will be accepted until the position is filled.

Nominations and applications should be submitted to:
Dean of General Library Search
Attn.: Diane Maresco
Scholes Hall 226
University of New Mexico
Albuquerque, NM 87131
dmaresco@unm.edu
Phone 505-277-2611, Fax 505-277-8700

The University of New Mexico is an Equal Opportunity/Affirmative Action Employer, Educator.

For additional information about UNM see **http://www.unm.edu**

National Science Foundation
Arlington, VA

DIVISION DIRECTOR POSITIONS

DIRECTORATE FOR EDUCATION AND HUMAN RESOURCES

NSF's Directorate for Education and Human Resources seeks qualified candidates for 3 key leadership positions:

☐ **Director, Division of Elementary, Secondary and Informal Education.** Division programs support quality learning opportunities in science, mathematics, and technology that comprehensively address the needs of students and teachers from pre-K through grade 12 as well as learning experiences provided through informal science education environments.

☐ **Director, Division of Human Resource Development.** Division programs focus on increasing the participation and advancement of underrepresented groups and institutions at every level of science, technology, engineering, and mathematics.

☐ **Director, Division of Research, Evaluation and Communication Division** programs seek to comprehensively address the totality of factors that directly bear on improvement of science, technology, engineering, and mathematics education.

Appointment to these Federal Senior Executive Service (SES) positions may be on a career or 2-to-3 year limited term basis, with a current $120,261 - $133,700 salary range. Alternatively, selectee may be assigned under Intergovernmental Personnel Act provisions.

Announcements, with position requirements and application procedures, may be obtained on NSF's web site at **www.nsf.gov/home/menus/jobs.htm** or by calling NSF's Executive Personnel staff at **703-292-8755** (hearing impaired individuals may call **TDD 703-292-8044**). Applications are due at NSF by 1/22/2002.

NSF is an Equal Opportunity Employer

THE LILLIE & NATHAN ACKERMAN VISITING DISTINGUISHED PROFESSORSHIP OF EQUALITY & JUSTICE IN AMERICA

SCHOOL OF PUBLIC AFFAIRS

The School of Public Affairs at Baruch College/CUNY seeks applications for and nominations to the Lillie & Nathan Ackerman Visiting Distinguished Professorship of Equality and Justice in America. In addition to teaching, the Ackerman Professor is expected to conduct research that addresses the intellectual and practical challenges to just and effective social policy posed by racial and cultural diversity and inequality. The Ackerman Professor will bring the highest standards of theoretical sophistication, analytical rigor and policy relevance to the study of justice and inequality; and will be expected to organize the annual Lillie & Nathan Ackerman Lecture on Equality and Justice in America. The length of the visiting professorship is from a minimum of one semester to a maximum of three years.

A Ph.D. or equivalent degree in a relevant field of social inquiry or public policy is required, as is a record of excellence in teaching and academic publication or publication in an equivalent professional setting. Senior scholars and policy professionals are particularly encouraged to apply.

Salary commensurate with experience. Send cover letter, curriculum vitae and names of three references by January 30, 2002 to: **Ackerman Search Committee, c/o David Barnet, Baruch College/CUNY, School of Public Affairs, One Bernard Baruch Way, Box C-0305, New York, NY 10010.**

The School of Public Affairs offers undergraduate, graduate and executive programs in Public Administration and Education Administration. The School operates nationally recognized research centers, including: Center for Transition and Leadership in Government, Center for Educational Leadership, Center for the Study of Business and Government, National Center for the Study of Collective Bargaining in Higher Education and the Professions, and Coexistence Center. An AA/EO/IRCA/ADA Employer.

BaruchCOLLEGE
The City University of New York

Northeastern University, nationally recognized for its cooperative education program, is a private, non-sectarian university located in the heart of historic Boston. It is an integral part of the city's thriving educational and cultural life, is dedicated to excellence in research and scholarship, and highly committed to individual and community needs. Northeastern is dedicated to fostering gender equity, cultural and ethnic diversity among its faculty and staff and is proud of its diverse student/resident population.

Complex Coordinator

Search Reopened

Direct responsibility for student development functions and the effective administration of a diverse residential community of 800 students with 24 staff members (professional, paraprofessional, and graduate). The primary purpose of this position is to develop and maintain an environment conducive to students' academic success through social and intellectual growth including the ongoing development and leadership with academic initiatives within the complex. Responsibilities include behavior management, judicial administration, building and security management, and staff supervision. This live-in position assumes full responsibility for the safety and well-being of the students and the complex. Must be capable of excellent autonomous judgment. Required: Master's Degree in College Student Development, Higher Education Administration or a related field; two to five years of experience as a full-time, live-in residence hall professional; excellent written and oral communications skills; effective administrative, supervisory, and organizational skills; experience in conflict mediation and resolution; evidence of excellent decision-making skills.

Candidates for this position must have demonstrated understanding of diverse academic, socioeconomic, cultural, and ethnic backgrounds. This is a live-in position that includes a full meal plan, tuition benefits and university health plan. This position will not exceed three years in duration. A fourth year is possible with the permission of the Director of Residential Life. For best consideration, please submit resume by December 31, 2001.

Please send cover letter, resume, and 3 references to: Rose Colucci, Assistant Director of Residential Life, 6 Speare Hall, Northeastern University, 360 Huntington Avenue, Boston MA 02115.

Northeastern
UNIVERSITY

Associate Director, College Activities

Barnard College, Columbia University, seeks an experienced student activities professional for the Office of College Activities. Responsibilities will encompass directing the New Student Orientation Program; plus serving as the primary operations manager for the department, including management of the student center and supervision of graduate center staff. In addition, creating and implementing special programs, advising student organizations, planning college events, and developing department publications.

You must have the appropriate Masters degree; a minimum of 2 years' related experience; computer proficiency; excellent communication, interpersonal, and organizational skills. Some evening and weekend hours may be required.

Starting salary is in mid $30's plus EXCELLENT benefits. No relocation. Review of resumes will start immediately and will continue until position is filled.

Send letter with resume, to: Employment Manager, Barnard College, 3009 Broadway, New York, NY 10027-6598. Fax: (212) 854-2454. EOE

BARNARD COLLEGE

Art Historian

University of North Carolina at Asheville

Assistant/Associate Professor of Art

Ph.D. required, 3 years college teaching preferred. Teaching Art History including 20th Century, Contemporary, Current Issues and Women in Art. Will be responsible for developing BA in Art History track. For complete job description, see our website:

http://bulldog.unca.edu/art/jobs.htm

Send letter of application, statement of teaching philosophy, CV, abstracts of published articles or books, student evaluations, SASE, and three letters of recommendation to: **Art Historian Search Comm., Art Dept CPO#1840, UNCA, One University Heights, Asheville, NC 28804.**

Deadline: January 15, 2002 or until filled.

UNCA, an equal opportunity employer, encourages women and minorities to apply.

The College Of
WILLIAM&MARY

Dean of Admission

The College of William and Mary in Virginia invites nominations and applications for the position of Dean of Admission. William and Mary, chartered in 1693 and located in Williamsburg, Virginia, is a state-assisted liberal arts university.

The dean is responsible for the recruitment and admission of undergraduate and transfer students in a highly selective environment. Qualification requirements include five to 10 years of progressively responsible experience in successful planning, creative problem solving, and effective administration of a diverse admission office. Personal commitment to diversity with a vision of what that means to an institution of higher education is essential. A graduate degree in an appropriate field is required. The position reports to the Associate Provost for Enrollment.

Please send letter of application, résumé or vita, and names, addresses and telephone numbers of three references to **Karen Cottrell, Dean of Admission Search Committee, Hoke House, PO Box 8795, College of William and Mary, Williamsburg, VA. 23187-8795.** Review is underway and will continue until the position is filled. Desired start date is June 1, 2002.

The College is an EEO/AA employer.

THE COLLEGE OF
WOOSTER

1189 Beall Avenue
Wooster, OH 44691-2363

Tenure-Track Position

Biology — invertebrate

Visiting Positions

Classical Studies
Sociology & Anthropology

See full descriptions at:
http://www.wooster.edu/oncampus/empopp.html.

Choose "Job Postings from the Five Colleges of Ohio" to locate the description or call or e-mail Linda Farmer 330-263-2133 or **lfarmer@wooster.edu.**

ILLINOIS

UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN

Assistant Dean, Research, and Director

Global Connect/International Activities

College of Agricultural, Consumer and Environmental Sciences (ACES)
www.aces.uiuc.edu

The Assistant Dean, Research, and Director, ACES Global Connect / International Activities is a full-time position. ACES Global Connect is a framework that will prepare College faculty and staff to capture new opportunities from the world market and the international mobility of knowledge and people. ACES Global Connect seeks to integrate and coordinate the energy of the College on the international front, from planning through implementation, and across all College units. Tenure in an academic unit of the College may be available depending on experience, background and mutual interest.

The Assistant Dean/Director has a college-wide internationalization focus and reports to the Associate Dean, Research. The assistant dean will provide leadership to the new ACES Global Connect program so that international activities in the College will be enhanced and faculty and staff will be given incentives to participate; evaluate and communicate opportunities for international programs, and maintain liaison with appropriate federal and international agencies; stimulate internationalization of the curriculum and extension programming; encourage and assist faculty and staff in securing external funding for international programs, and facilitate collaboration across departments; represent the College on appropriate committees and to international programs in other colleges of the University; build international relationships by hosting faculty from foreign institutions. International travel is expected.

A doctorate in an associated field of study and demonstrated leadership, administration and management skills is required. The strongest candidates will have extensive experience in international programs, including research, and have a thorough understanding of globalization. The ability to work with people and communicate ideas effectively is critical. A demonstrated commitment to the mission of a land-grant university and to international activities is essential. Experience with public and private funding sources, university international consortia and international consultants is highly desirable.

The salary is competitive and commensurate with experience. The proposed starting date is as soon after May 1, 2002 as a suitable candidate is identified. To ensure full consideration, applications should be received by January 15, 2002. Applications should include a letter of application with reference to Search #8011, curriculum vita, and names, mail and e-mail addresses and phone numbers of at least four references. Nominations and applications should be sent to:

Dr. Wayne L. Banwart
122 Mumford Hall
1301 W. Gregory Dr.
Urbana, Illinois 61801-3605
Phone (217) 333-3380, Fax (217) 244-6537
e-mail: wbanwart@uiuc.edu

The University of Illinois is an Affirmative Action/Equal Opportunity Employer.

California State Polytechnic University, Pomona

CHIEF OF POLICE/ DIRECTOR OF POLICE AND PARKING SERVICES

California State Polytechnic University, Pomona is seeking an experienced, progressive, and service-orientated law enforcement administrator. Under the general direction of the Vice President for Student Affairs, the Chief of Police/Director of Police and Parking Services is responsible for the development and administration of all University police and public safety functions, parking and traffic control, and emergency management. With an annual operating budget of $3.8 million, the incumbent performs a full range of supervisory and managerial duties with a staff of fifteen sworn peace officers, eight dispatchers, fourteen parking staff, five administrative and support personnel, and several community service officers and volunteers. Additional information on Cal Poly Pomona may be found at **www.csupomona.edu.**

Requirements include an earned Bachelor's degree from an accredited college or university AND six years of a progressively responsible law enforcement background including four years of management experience. Candidates must possess a P.O.S.T. Executive Certificate or have completed a P.O.S.T. certified Executive Training Course or possess the ability to qualify for and complete the requirements for the certificate or the coursework within the first year of employment. A Master's Degree is highly desirable. Must be able to respond to emergencies 24 hours a day, 7 days a week.

The complete announcement, which includes a detailed position description and qualification requirements, may be found at **www.rjamanagement.com.** The annual starting salary is $95,000 to $107,000, depending on qualifications. Review of applications will begin January 22, 2002 and continues until the position is filled. Early response is encouraged. Nominations are welcome and will be most helpful when they address the position qualifications and include the nominee's name, title, and contact information.

RJA Management Services, Inc. has been contracted by the University to solicit a strong candidate pool and administer all application procedures. An application package consisting of two (2) copies of your resume with a cover letter outlining qualifications, an RJA supplemental questionnaire, and the names, titles, addresses, and telephone numbers of five (5) professional references is required for consideration. A supplemental questionnaire can be obtained by calling RJA at (626) 447-3318 or through the website at **www.rjamanagement.com.** Please direct all inquiries, nominations, and application materials to:

Dr. Richard Garcia, President
RJA Management Services, Inc.
550 W. Duarte Road, Suite 6
Arcadia, CA 91007
Telephone: (626) 447-3318;
Fax: (626) 447-1124
www.rjamanagement.com

California State Polytechnic University, Pomona is an Equal Opportunity, Affirmative Action Employer

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PRESIDENT

LEE COLLEGE

Baytown, Texas

The Board of Regents of Lee College invites applications and nominations for the position of chief executive officer and president of the college. Lee College is a public comprehensive community college serving 175,000 residents in the Baytown area. The college, founded in 1934, is situated on 40 acres of land in Baytown, Texas, located 30 miles east of Houston on Galveston Bay. This fall, 10,000 credit and non-credit students are enrolled. In addition to the main campus, there are classes taught at seven extension sites, a regional mall, and the Texas Department of Criminal Justice in Huntsville, Texas. The college enjoys a healthy financial condition and supports its endeavors with a $35 million budget.

PRESIDENTIAL PROFILE

Committed to growth of individuals as persons, as good citizens of their community, state and country, and as enthusiastic participants in society, the college seeks a visionary leader who understands the concept of leading by serving. The successful candidate will possess an understanding of and commitment to the comprehensive community college philosophy.

Lee College is accredited by the Southern Association of Colleges and Schools and looks forward to the opportunities in the reaccreditation process in the near future.

DEMONSTRATED

- Successful administrative experience, community college preferred
- Successful teaching experience, higher education level preferred
- Abilities in resource development and financial management
- Commitment to the philosophy of shared governance
- Ability to facilitate the creation of a common vision and to articulate the vision in a meaningful and inspiring way to all constituents
- Ability to lead in strategic planning and assessment of all endeavors
- Ability to work effectively with colleges, universities, local school districts, local and state government, business, industry, labor, the college foundation, and other community groups
- Leadership in honoring and celebrating diversity in the student body, college employees, and the community at large
- Commitment to aggressive recruitment and assimilation of minority students and employees
- Commitment to teaching and learning issues in higher education's quest for excellence
- Commitment to academic freedom
- Ability to work with an elected board of regents with local tax-based funding
- Commitment to ensuring the success of all students-academically, and as citizens of the community
- Excellent communication skills-speaking, writing and listening
- An earned doctorate preferred

Applicants should submit:

1. A letter of application addressing the elements of the profile
2. A current résumé including a home and business phone number with e-mail if available
3. Names, addresses and telephone numbers of five references who can describe how the profile elements are met.

Applications and nominations should be mailed to

Betty Foreman
Presidential Search Committee
Lee College
P.O. Box 818
Baytown, TX 77522-0818

Closing date for applications is January 10, 2002. Starting date is July 1, 2002, or as soon as possible. Salary is competitive with excellent benefits.

An Equal Opportunity, Affirmative Action Employer
Jeff Hockaday, Consultant
919-461-0509

Northeastern University is a premier research university that is student-centered, practice-oriented and urban. Founded in 1898 it is the world leader in cooperative education. Bachelor's, Master's and Doctoral degrees are offered to approximately 24,000 full-time and part-time students in seven colleges. Through the Schools of Health Professions, Nursing and Pharmacy, Bouvé College of Health Sciences offer a wide array of community-based health programs, where students learn to work together to deliver health care.

Northeastern
UNIVERSITY

Bouvé College of Health Sciences

Located in Boston, MA

School of Health Professions

Athletic Training Program - Assistant/Associate or Professor

NU is a leader in athletic training education and the home of the NATA Education Council. Requirements: Doctoral degree, NATABOC Certification and eligibility for licensure as an athletic trainer in Massachusetts; three-years of classroom instruction of athletic training students; experience in the delivery of athletic training services; strong academic orientation; and involvement in athletic training and sports medicine scholarship through publications, public speaking, or research is desired. Responsibilities: Teach didactic and laboratory courses in the Athletic Training Education Program, actively engage in research, pursue external funding and participate in other forms of scholarship, and service.

Department of Counseling and Applied Educational Psychology

Assistant/Associate Professor

Requirements: Doctoral degree in School Psychology, Counselor Education, or related field and the ability to teach at the graduate level. Eligibility for licensure/certification preferred. Responsibilities: Candidate will be in teaching and advising at the Master's level NASP-approved School Psychology and School Counseling degree programs and would work with Doctoral students in the department's APA-approved Doctoral program in combined School/Counseling Psychology. The program is committed to an ecological perspective that integrates multicultural, gender and social-structural forces. The candidate will be expected to have or to develop an active research program, to participate in program development and department, university and community service.

Department of Physical Therapy

Anticipated Assistant/Associate Professor or Clinical Specialist

We offer a six-year, entry-level Master's program that has received interim accreditation from CAPTE. Requirements: Earned Doctorate (tenure/tenure-track) or post-professional Master's (clinical specialist level), MA license or eligibility and a record of teaching/research/clinical activities preferred. Responsibilities: teaching in the physical therapy curriculum in one of the preferred practice patterns, mentoring graduate students in projects, service and research (tenure/tenure-track); or clinical practice (clinical specialist track).

Department of Speech-Language Pathology and Audiology

Anticipated Assistant/Associate Professor

Requirements: Doctoral degree in Speech-Language Pathology or related field; CCC-SLP or equivalent certification is preferred. The ideal candidate should have expertise in adult language; disorders or neurogenics (including but not limited to aphasiology) and/or child language. Preference will be given to individuals whose expertise supplements or enhances the teaching and research expertise of current faculty members. Responsibilities: Develop/continue a line of research in specialty area(s); teach undergraduate/graduate courses; supervise undergraduate and graduate (MS) research; serve as academic advisor; service to the department, college and university.

School of Nursing

Anticipated tenure-track appointment at the Assistant/Associate Professor level

Requirements: A Master's degree in Nursing is required as well as a Doctoral degree in a related field. A record of scholarship and research, current clinical practice, and previous teaching experience in higher education. Candidates must be eligible for Massachusetts RN licensure. Responsibilities: Teaching, scholarship and service. Of particular interest are both community and acute care settings and public health nursing addressing urban health needs.

School of Pharmacy, Department of Pharmacy Practice

Department Chair and Associate/Professor

Requirements: An earned PharmD degree, eligibility for pharmacy licensure in Massachusetts, and possess strong communications, leadership and team-building skills. Responsibilities: The chair will be responsible for promoting excellence in teaching, scholarship, and service among the department faculty. Additional responsibilities include faculty recruitment and development, stimulation and expansion of research activities, and development, preparation, and maintenance of the departmental budget. The chair also serves on the School's Executive Committee, the College's Administrative Committee, and participates in college-wide planning and decision making. Active participation in scholarly research is expected.

Department of Pharmacy Practice

2 Assistant/Associate Clinical Specialist (non-tenure-track)

Requirements: Doctor of pharmacy degree as well as a clinical residency, fellowship, or equivalent clinical experience. Candidates must be eligible for pharmacy licensure in Massachusetts. Responsibilities: Position (1) requires maintenance of a clinical practice site at a community health center in the Boston area. Position (2) grant funded position requires maintenance of a clinical practice site within a health-care system in the Boston area.

Send letter of interest, vita, three letters of reference and, for tenure-track positions, a statement on scholarship to: Ms. Carol Konis, Director of Administrative Operations, Bouvé College of Health Sciences, Northeastern University, 134 Mugar Building, 360 Huntington Avenue, Boston, MA 02115. Salary and rank are commensurate with training and experience. Review of applications for these positions will begin on January 15, 2001 and continue until positions are filled.

Candidates for all positions must have experience in, or demonstrated commitment to, working with a diverse staff and student population. Northeastern University is an Affirmative Action/Equal Opportunity/Title IX Employer and particularly welcomes applications from minorities, women and persons with disabilities. For more information on Bouve College of Health Sciences, please visit our web site at: http://www.bouve.neu.edu/welcome.html

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Director, UC Integrated Pest Management (IPM) Program (80%) / Associate or Full in the Agricultural Experiment Station (20%)

Provide direction and leadership for UC-IPM Program policies, procedures and activities. Develop a research program consistent with a 20% research appointment in the home department of his/her research appointment. Detailed information on the position may be found at http://www.ipm.ucdavis.edu. Send applications to **Brenda Nakamoto, College of Agricultural and Environmental Sciences Dean's Office, University of California, Davis, CA 95616.**

Georgia State University

The **Department of Economics** seeks to fill two tenure track positions, in Natural Resources; one at the junior (assistant professor) level, and the second at the senior (associate or full professor) level. Please send a letter of inquiry to: **Caroline Griffin, Georgia State University, Dept. of Economics, Andrew Young School of Policy Studies, University Plaza, Atlanta, Georgia 30303.** In your letter, please reference job number **2618** for the junior position, and job number **2873** for the senior position. These positions are subject to budgetary and administrative approval.

AA/EEO

The George Washington University

Graduate School of Education and Human Development

The Counseling Program invites applications for a non-tenure accruing Assistant Professor of Counseling - Alexandria Campus, fiscal year appointment position to begin **July 1, 2002**. Programs include accredited master's programs in school, community, and rehabilitation counseling, and a Ph.D. program in counseling. Successful candidates will teach courses in school counseling, supervise graduate student practicum/internships, and assist in coordination of the program. Application review will begin **December 10, 2001** and will continue until the position is filled.

For more information visit us on the web at:
www.gwu.edu/~gsehd/faculty/jobs.html or contact
Dr. Pat Schwallie-Giddis at drpat@gwu.edu.

The George Washington University is an equal opportunity/affirmative action employer.

SOUTHWEST TEXAS STATE UNIVERSITY

ANTICIPATED TENURE-TRACK FACULTY POSITIONS

FALL 2002

Southwest Texas State University is envied for its scenic environment, convenient location and beautiful campus, but SWT's commitment to academic excellence is what gives it a competitive edge. Dedicated faculty provide high quality teaching-learning experiences for academically talented students, integrating information age technology into the academic experience. External and support for faculty scholarship has grown rapidly.

SWT's nearly 22,000 students choose from 109 undergraduate and 78 graduate programs offered by seven colleges (Applied Arts, Business Administration, Education, Fine Arts and Communication, Health Professions, Liberal Arts and Science), the University College and The Graduate College. SWT offers Ph.D. programs in geography and is moving rapidly to add other strong doctoral programs in selected areas. More information about SWT is available on the World Wide Web at: **http://www.swt.edu.**

The University reserves the right not to proceed with appointments for financial or programmatic reasons.

Application Material: Interested candidates should submit a letter of application indicating the position they are applying for, a vitae and a list of three references unless otherwise noted.

Address replies to: Appropriate Search Committee Chair, Name of Department/School/Program, Southwest Texas State University, 601 University Drive, San Marcos, Texas 78666

Application Deadline: Review of applications continues until position is filled unless a specific closing date is stated.

ACCOUNTING. *ASSISTANT/ASSOCIATE PROFESSOR (POSITION #2).* Candidates should have a Ph.D./DBA in Accounting from an accredited university or expect completion by the end of the academic year. Appointment at senior ranks requires an established research record and demonstrated teaching and service accomplishments. **APPLY TO:** Dr. Robert Rutledge, Chair, Department of Accounting.

AGRICULTURE. *ASSISTANT PROFESSOR, PLANT/SOIL SCIENCE (POSITION #73).* Ph.D. in plant science or other closely related area required. Specific experiences in molecular biology are essential. Postdoctoral experience is desirable as well as proficiency in a foreign language. The applicant must have effective communication and interpersonal skills and the ability to work effectively with faculty, students, and industry representatives. The candidate must (I) have the potential to establish an independent, externally funded research program that compliments existing programs in the Department of Agriculture, (II) teach courses in plant science, genetics and molecular biology, and (III) contribute to a strong undergraduate teaching program and future development of graduate programs. Proficiency in computer software applications including those for designing Web pages and posting course materials, etc. on the Internet is required. **APPLY TO:** Dr. C. Hardin Rahe, Chair, Department of Agriculture.

BIOLOGY. *ASSISTANT PROFESSOR, DEVELOPMENTAL BIOLOGIST (POSITION #75).* Doctoral degree or equivalent at the time of appointment required. Postdoctoral experience preferred. Submit curriculum vitae, representative publications, statement of teaching and research interests, copies of transcripts and the names and addresses of three professional references to: Dr. Francis Rose (FR02@swt.edu), Chair, Department of Biology.

BIOLOGY. *ASSISTANT PROFESSOR, GEOLOGIST/HYDROGEOLOGIST (POSITION #76).* Doctoral degree or equivalent at the time of appointment required. Knowledge of karst hydrogeology is considered an asset. Submit curriculum vitae, representative publications, statement of teaching and research interests, copies of transcripts and the names and addresses of three professional references to: Dr. Francis Rose (FR02@swt.edu), Chair, Department of Biology.

BIOLOGY. *ASSISTANT PROFESSOR, BIOSTATISTICS/QUANTITATIVE (POSITION #83).* Postdoctoral experience preferred. Specific research interest area is open but individuals who can support the department's doctoral plan in Aquatic Resources will be given preference. Submit a curriculum vitae, copies of up to five publications, statements of teaching and research philosophies, copies of transcripts and a list of three references to: Dr. Francis Rose, Chair, Department of Biology.

COMPUTER INFORMATION SYSTEMS AND QUANTITATIVE METHODS. *ASSISTANT PROFESSOR, CIS (POSITION #104).* Candidates should have a Ph.D./DBA in MIS/CIS or Computer Science from an accredited university or expect completion by the end of the academic year. Preference given to candidates with teaching and research experience in e-Business, Database and Java-based Internet Application Development. **APPLY TO:** Dr. Mayur Mehta, Chair, Department of Computer Information Systems and Quantitative Methods.

COMPUTER INFORMATION SYSTEMS AND QUANTITATIVE METHODS. *ASSISTANT PROFESSOR, QUANTITATIVE METHODS (POSITION # 105).* Candidates should have a Ph.D./DBA in Management Science, Statistics or Operations Research from an accredited university or expect completion by the end of the academic year. Strong teaching and research qualifications in data mining, modeling, and business statistical analysis required. **APPLY TO:** Dr. Mayur Mehta, Chair, Department of Computer Information Systems and Quantitative Methods.

COMPUTER SCIENCE. *ASSISTANT/ASSOCIATE/FULL PROFESSOR (POSITION #74).* Applicant must have an earned doctorate in Computer Science or Computer Engineering or an equivalent degree. A sustained record of excellence in teaching, research, and service is essential. While applications in all areas of Computer Science are invited, the department is particularly interested in hiring in the areas of software engineering, operating systems, database, and computer security. For more information and to apply, see **http://www.cs.swt.edu/recruitment.**

CURRICULUM AND INSTRUCTION. *CHAIR (POSITION #115).* The Chair is the chief executive officer of the Department, responsible to the Dean of the College of Education for all matters of budget, programs, and faculty of the department. **APPLY TO:** Dr. James Crawford, Search Committee Chair, Department of Physics.

FAMILY AND CONSUMER SCIENCE. *ASSISTANT PROFESSOR, FASHION MERCHANDISING (POSITION #72).* Doctorate in fashion merchandising or a closely related field required. Experience in the retail industry is highly desirable. Submit letter of intent outlining professional experience, a vitae and a list of three references to: Dr. B. J. Friedman, Chair, Department of Family and Consumer Sciences.

HEALTH ADMINISTRATION. *ASSISTANT/ASSOCIATE PROFESSOR, HEALTH ADMINISTRATION (POSITION #80).* Ph.D. (ABD considered), or equivalent from a regionally accredited university required. Teaching responsibilities include healthcare accounting, cost accounting, and healthcare financial management. Other responsibilities could include assisting in the design and implementation of a new doctorate: Ph.D. in Health Care Services Administration, Research and Policy. Candidates for the associate or full professor level should have strong scholarly research and those for assistant professor level should have evidence of a research plan and emerging productivity. Evidence of teaching experience is required and thesis/dissertation supervision experience is highly desirable. **APPLY TO:** Jim Summers, Ph.D., CHE, Search Committee Chair.

HEALTH, PHYSICAL EDUCATION, RECREATION AND DANCE. *ASSISTANT PROFESSOR, HEALTH EDUCATION/HEALTH AND WELLNESS PROMOTION, (POSITION #67).* Experience in course delivery using multimedia technology (PowerPoint, web-based instruction, etc.) is preferred. Doctorate in health education/health and wellness promotion required and CHES preferred. **APPLY TO:** Dr. Steve Furney, Search Committee Chair, Department of Health, Physical Education, Recreation and Dance.

HEALTH, PHYSICAL EDUCATION, RECREATION AND DANCE. *ASSISTANT PROFESSOR, RECREATION ADMINISTRATION, THERAPEUTIC (POSITION #77).* Ph.D. required. Previous teaching at the collegiate level preferred. **APPLY TO:** Recreation Administration (Therapeutic) Search Committee Chair, Department of Health, Physical Education, Recreation and Dance.

HEALTH, PHYSICAL EDUCATION, RECREATION AND DANCE. *ASSISTANT PROFESSOR, EXERCISE SCIENCE (POSITION #79).* Previous public school experience and supervision of interns or student teachers is preferable. **APPLY TO:** Dr. Michelle Hamilton, Search Committee Chair, Department of Health, Physical Education, Recreation and Dance.

HEALTH, PHYSICAL EDUCATION, RECREATION AND DANCE. *ASSISTANT PROFESSOR, RECREATION ADMINISTRATION (POSITION #92).* Ph.D. required. Previous teaching at the collegiate level preferred. **APPLY TO:** Recreation Administration Search Committee Chair, Department of Health, Physical Education, Recreation and Dance.

HISTORY. *ASSISTANT PROFESSOR, PUBLIC HISTORY PROGRAM (POSITION #25).* Ph.D. in History, Public History or closely related field required. Teaching experience at the university level preferred. Evidence of scholarly activity preferred. **APPLY TO:** Dr. Jesus F. de la Teja, Search Committee Chair, Department of History.

MANAGEMENT. *ASSISTANT PROFESSOR, HUMAN RESOURCE MANAGEMENT (POSITION #70).* Ph.D. in Management preferred, ABD's will be considered. Ph.D. in Management required for tenure consideration. **APPLY TO:** Dr. Jana Minifie, Search Committee Vice-Chair, Department of Management.

MASS COMMUNICATION. *OPEN RANK, PRINT JOURNALISM (POSITION #68).* Master's degree with substantial professional experience for Instructor rank, or Ph.D. for tenure-track appointment. **APPLY TO:** Dr. Fred Blevens, Search Committee Chair, Department of Mass Communication.

MASS COMMUNICATION. *ASSISTANT/ASSOCIATE PROFESSOR, ADVERTISING (POSITION #69).* M.A. required. Ph.D./ABD and professional advertising experience are desired. **APPLY TO:** Roy Kelsey, Search Committee Chair, Department of Mass Communication.

SOCIAL WORK. *ASSISTANT/ASSOCIATE PROFESSOR (POSITION #81).* Master's degree from an accredited social work program, two years post master's practice experience, and social work teaching experience required. ABD or Ph.D. in Social Work preferred. Rank contingent on credentials. **APPLY TO:** Dr. Karen Brown, Chair, School of Social Work.

TECHNOLOGY. *ASSISTANT/ASSOCIATE PROFESSOR, MANUFACTURING ENGINEERING (POSITION #78).* Applicants must have a doctorate in ME, IE or a closely related field and 1) provide a lead role in developing curriculum and laboratories in plastics and composites manufacturing; 2) develop an active, externally funded research program in one or more of the areas of plastics and composites fabrication, mold design, process modeling, process development and CAD/CAM/CIM; and 3) have a strong commitment to teaching at both the undergraduate and graduate levels. In addition to plastics and composites manufacturing instruction, candidates will also be expected to support the wider teaching mission of the Department in general engineering and manufacturing subjects. **APPLY TO:** Dr. Robert Habingreither, Chair, Department of Technology.

THEATRE. *ASSISTANT PROFESSOR, DIRECTING-ACTING (POSITION # 103).* M.F.A. or Ph.D. required as well as at least three years university teaching experience. **APPLY TO:** Dr. Charles Pascoe, Search Committee Chair, Department of Theatre.

For more information on the jobs listed above, please visit our website at: **http://www.swt.edu/academicaffairs/**

Although no other tenure-track vacancies are known at this time, applications are always welcome for consideration. The University continues to seek applications in the departments/schools/programs listed above as well as in the departments/schools/programs of Anthropology, Art and Design, Chemistry and Biochemistry, Communication Disorders, Criminal Justice, Educational Administration and Psychological Services, English, Finance and Economics, Geography, Health Information Management, Health Services Research, Marketing, Mathematics, Modern Languages, Music, Philosophy, Physical Therapy, Physics, Political Science, Psychology, Radiation Therapy, Respiratory Care, Sociology, & Speech Communication.

Southwest Texas State University is an affirmative action, equal opportunity educational institution and as such does not discriminate on grounds of race, color, creed or religion, sex, national origin, age, physical or mental disabilities, or status as a disabled or Vietnam era veteran. SWT is committed to increasing the number of women and minorities in faculty and senior administrative positions. Southwest Texas State University is a member of the Texas State University System.

THE VENTURA COUNTY COMMUNITY COLLEGE DISTRICT SEEKS A

PRESIDENT OF MOORPARK COLLEGE
PRESIDENT OF OXNARD COLLEGE

THE POSITIONS

The Board of Trustees and the Chancellor of the Ventura County Community College District invite applications and nominations for the Presidents of Moorpark College and Oxnard College. The President provides leadership and advocacy for the college, is supportive of and participates in a college participatory process, is responsible and directly accountable for all college operations and is a district team member on the Chancellor's cabinet. The person being sought would make a long-term commitment to the college in order to implement a common vision developed through shared governance processes.

Nominations and applications will be accepted until the position is filled. However, the presidential search committee will begin reviewing applicants' materials in March 2002. Submissions of application packets are especially encouraged prior to that time.

All inquiries, nominations and applications will be held in the strictest confidence. The Ventura County Community College District is an equal opportunity institution and does not discriminate on the basis of race, color, gender, religion, age, national origin, disability, marital status, sexual orientation, or Vietnam-era veteran status. Applications from all persons interested in the position are encouraged.

Submit applications and nominations to: **Moorpark College and Oxnard College Presidential Search Committee, Ventura County Community College District, PO Box 3698, Ventura, CA 93006-3698**

For confidential telephone inquiries about the position contact: **Dr. Al Fernandez, Search Consultant, Community College Search Services, Telephone: 805/650-2546; Fax: 805/650-8469; E-mail: ccss@sbcglobal.net**

For general inquiries regarding the application process, contact **Ms. Judi Costales, Search Liaison, Telephone: 805/384-8319**

Website: www.vcccd.net

A Community College Search Services (CCSS) search

AMERICAN UNIVERSITY

WASHINGTON, DC

Kogod School of Business
Tenure Track Position in Finance

The Department of Finance & Real Estate invites applications and nominations for a tenure track faculty position in Finance to begin Fall semester 2002, subject to final budgetary approval.

Qualifications include: Ph.D. in Finance or Financial Economics or anticipated completion of doctorate by August 31, 2002. Applicants with economics degree must show actual or potential record of publishing in finance. Primary teaching and research focus is in finance with a possible secondary focus on managerial economics. Effective teacher at all levels is important, as is a strong commitment to teaching, to scholarly research of the highest level, and to professional and university service.

Responsibilities include: Effective undergraduate and MBA teaching. High-quality research. Participation in department, college, and university activities.

Competitive salary and Assistant Professor rank (with Ph.D. in hand). Review of applications will begin in early December, 2001 and will continue until the position is filled. Send letter of application, curriculum vita, three letters of recommendation, and copies of all teaching evaluations to:

Prof. Leigh A. Riddick
Chair, Finance Search Committee
Department of Finance and Real Estate
Kogod School of Business
4400 Massachusetts Ave., N.W.
American University
Washington, DC 20016-8044
For further information: http://www.kogod.american.edu/

American University is an equal opportunity, affirmative action employer committed to a diverse faculty, staff, and student body. Women and minorities are strongly encouraged to apply.

The University of New Mexico

DEAN OF GRADUATE STUDIES

The University of New Mexico (UNM) seeks an innovative and dynamic leader for its next Dean of Graduate Studies. Located in Albuquerque, the largest city in New Mexico and one of the fastest growing in the Southwest, UNM is a Carnegie Doctoral / Research - Extensive University and a DofEd Minority public university. UNM is the largest university in the state, offering 92 baccalaureates, 65 masters, and 36 doctoral level degree programs, and serves a diverse student population with more than 30000 students on five campuses. UNM offers nationally ranked academic programs, exceptional research opportunities, and supports a vibrant fine arts program on an architecturally unique campus. The Dean of Graduate Studies reports to the Provost/Vice President for Academic Affairs and is a member of the Council of Deans.

Duties and Responsibilities

- Works closely with graduate faculty, Faculty Senate committees, academic deans, provost's staff, and upper administration to provide high quality graduate education
- Works with our graduate programs to increase dramatically the effectiveness of our graduate student recruitment
- Works with the research office and graduate programs to enhance graduate student funding through training grants, fellowships, development, and other means to enhance research productivity through good use of graduate students, effective recruitment, and other measures
- Promotes and enhances research and job opportunities for graduate students, including those looking for careers in the professorate by establishing a successful Preparing Future Faculty program
- Leads the UNM community as a spokesperson on national issues in graduate education
- Develops and fosters strong relations and partnerships with other institutions that provide students and faculty access to special facilities, research collections, and other resources
- Establishes systematic efforts to raise the national visibility and stature of our programs, thereby increasing attractiveness of these programs to funding agencies, potential students, and potential faculty
- Provides dynamic supervision and management for the Office of Graduate Studies by overseeing the operation of the office and its programs, including monitoring graduate student progress, administering and monitoring policies and regulations, reviewing theses and dissertations, mediating and resolving conflicts in policies, and providing positive assistance to graduate students throughout their programs
- Develops and presents specific short-term and long-term plans, program goals, and recruiting strategies annually to the Provost for approval
- Promotes, enhances, and is committed to an ethnically and culturally diverse community that ensures a tolerant and stimulating educational environment
- Greatly increases the number and quality of intellectual events on campus, including conferences, seminar series, symposia, and other events that bring the best people in the world to UNM to interact with our faculty and students

Minimum Qualifications

- Appropriate terminal degree
- Scholarship, teaching, and service credentials meriting tenure at the rank of Professor
- Evidence of outstanding leadership ability and a minimum of five years of graduate education experience

Desired Qualifications

- Three years of management and administrative experience at the level of department chair or head, associate dean, graduate programs director, center/research director, or the equivalent.
- Critical understanding of current issues and developments in graduate education
- Experience with long-term comprehensive planning
- Experience in fiscal management, human resources planning and management, and performance and outcomes assessment
- A record of successful fund-raising and grant awards
- A record of commitment to equal opportunity and the recruitment, retention, and professional development of a culturally diverse faculty and staff

The University of New Mexico actively seeks and encourages nominations of and applications from individuals who are members of under-represented groups. For information regarding the confidentiality of inquiries and applications call or write to the address listed below. A complete application consists of (1) a signed letter that expresses interest in and describes qualifications for the position, (2) curriculum vitae, and (3) the names and contact information of five professional references. For best consideration, applications should be received by January 18, 2002. However, applications will be accepted until the position is filled.

Nominations and applications should be submitted to:
Dean of Graduate Studies Search
Attn.: Daniel Lamb
Scholes Hall 226
University of New Mexico
Albuquerque, NM 87131
dlamb@unm.edu
Phone 505-277-2611, Fax 505-277-8275

The University of New Mexico is an Equal Opportunity/Affirmative Action Employer, Educator.

For additional information about UNM see http://www.unm.edu

EASTERN UNIVERSITY

FACULTY POSITIONS
2002-2003

Eastern University, a Christian university of the liberal arts and sciences, invites applications for the following faculty positions for the 2002-2003 academic year. In fulfilling its mission of "the whole Gospel for the whole world," Eastern is dedicated to preparing undergraduate and graduate students for thoughtful lives of Christian faith and service. This multicultural community of Christian scholars embraces and promotes diversity among its faculty, students, staff and administration. Located in Philadelphia and in the suburb of St. Davids, Pennsylvania, Eastern University is accessible to the educational and cultural resources of the major metropolitan centers of New York City, Baltimore and Washington, D.C.

The Eastern University community seeks faculty who:

- Understand and support the Eastern University mission statement
- Are gifted teachers with a strong interest in student life
- Inspire students to follow Jesus Christ by modeling the integration of faith, reason and justice
- Have the potential for making a significant contribution to their field of study
- Value collegiality, teamwork and service in a multicultural learning environment
- Are able to integrate disciplinary content with a Christian worldview

Generally, faculty duties include teaching, advising students, participating in faculty meetings and working on committees. Each position, unless otherwise noted, is full-time, tenure-track and will begin in August 2002. Rank and salary are commensurate with experience. Each position will remain open until filled.

The College invites applications for the following positions:

Director of Advising and First-Year Programs (Reference Faculty Search #0201): This 11-month, non-tenure track faculty position is responsible for providing leadership to Eastern's award-winning, first-year seminar. Other duties include teaching one course per semester, and coordinating all academic advising activities on campus. The qualified applicant will have excellent oral and written communication skills, at least a Master's in an academic discipline, experience with advising and first-year programs, a passion for students and the learning process, and the ability to work collaboratively with faculty. The position would start June 1, 2002.

Chair of the Department of Urban Studies, Leadership & Development (Reference Faculty Search #0202): The Chair of the Department of Urban Studies, Leadership & Development reports to the Dean of the Campolo School for Social Change. In partnership with degree coordinators and program directors within the department, the Chair is responsible for implementing the vision and mission of the graduate programs in Urban Economic Development and Nonprofit Management as well as of the undergraduate BA in Urban Studies. The qualified applicant will possess significant (5 years) experience with, and understanding of, urban development and revitalization efforts; experience with and understanding of the role and function of nonprofit organizations; Doctoral/Terminal degree or ABD required in a field related to urban development/studies/planning or in a related discipline; significant administrative experience, preferably in an academic institution; alternatively, similar experience set in a larger non-profit organization, demonstrated ability to lead faculty and develop curriculum and programs, and a willingness to work in inner city Philadelphia, with occasional travel to the College's St. Davids campus. This position would start February 1, 2002.

Communication Studies (Reference Faculty Search #0203): The department seeks a mass media theorist and/or a communication theorist with qualifications in relational communication and/or rhetoric to fill one of two tenure track positions. Communication has a newly revised program including concentrations in relational communication, organizational communication, media studies and communication theory. In addition to teaching and advising, responsibilities include implementation of the departmental program with the goal of developing an undergraduate program recognized for excellence. Applicants with international experience and perspective are sought, as are applicants who have interest in effective communication across culture and difference.

Graduate Psychology Professors (Reference Faculty Search #0204): Two clinically-oriented, practitioner-scholars needed for masters and future doctoral programs in community/clinical counseling psychology, school counseling and school psychology programs. The qualified applicant must possess a doctorate (preferably Ph.D; Psy.D and ABD will be considered) in psychology. Commitment to training faith-based clinical change agents in churches, schools, and other urban institutions will be highly valued. Bilingual (Spanish) and applied research and scholarship also highly valued.

School Health Services (Reference Faculty Search #0205): The successful candidate must be eligible for school nurse certification in Pennsylvania. Experience teaching in the field of school nurse certification is essential. Administrative or supervisory experience is a plus. Teaching is expected at the undergraduate and graduate levels. Supervision of student practicums and advising of students in the program are part of the faculty responsibilities. Licensure as a Registered Nurse and a minimum of a master's degree in nursing are required.

Details are available at **www.eastern.edu/centers/hr** or you may send a letter of application for a specific position, curriculum vitae, transcripts, and names, addresses and phone numbers of three professional references to:

Eastern University
Office of Human Resources
Attn: Faculty Search # - - - -
1300 Eagle Road
St. Davids, PA 19087-3696

Eastern University is an equal opportunity/affirmative action employer. Women and members of minority groups that are under-represented in academia are especially encouraged to apply.

R·I·T

Assistant Professors - The Department of Psychology at the Rochester Institute of Technology invites applications for two tenure track positions:

(1) Cognitive / Experimental Psychology - We are interested in individuals working in the areas of attention, perception, language and problem solving.

(2) Neuropsychology / Cognitive Neuroscience - The area of research specialization is open. Candidate is expected to show potential to conduct neuropsychology research that relates to learning, language, memory or perception. Specific teaching areas are flexible. Our department is developing a concentration in neuropsychology. These positions require a strong commitment to teaching, active research and publication, and a readiness to attract external funding.

Additional responsibilities will include conducting scholarly activities, advising students and preparing undergraduates for productive careers. Doctorate required. Deadline is January 15, 2002, or the 15th of each month thereafter until the positions are filled. Applicants should send a letter highlighting qualifications, a vita, evidence of accomplishments in teaching and research, and contact information of three references to **Dr. Kathleen Chen, Chairperson; Department of Psychology; College of Liberal Arts; Rochester Institute of Technology; 18 Lomb Memorial Drive; Rochester, NY 14623-5604.**

RIT is an Affirmative Action / Equal Opportunity Employer seeking women and minorities with an ability to contribute in meaningful ways to the Institute's commitment to cultural diversity and pluralism.

KENYON COLLEGE

MUSICOLOGIST

The Department of Music at Kenyon College invites applications for a one-year, full-time position in Musicology specializing in the music of the nineteenth and/or twentieth centuries, at the Visiting Assistant Professor level. **Responsibilities** will include teaching two upper-level surveys in nineteenth and twentieth-century music history, a course on music fundamentals (theory), and upper-level seminars. The post may also require participating in a team-taught one-semester Introduction to Music History.

Qualifications include a Ph.D. in musicology/music history (A.B.D. candidates will be considered), strong teaching abilities, and promise/evidence of recognized scholarly activity. Kenyon College invites applications from candidates whose qualifications complement and expand our liberal arts approaches to studying music. Start date: **July, 1, 2002.** Review of applications will begin **February 1.** Send a letter of application, a curriculum vitae, copies of graduate transcripts and three letters of recommendation under separate cover to: **Donna Maloney, Music Department, Kenyon College, Gambier, Ohio 43022.**

Kenyon is a highly selective liberal arts college dedicated to excellent undergraduate education.

An equal opportunity employer, Kenyon is committed to building a diverse faculty and community and strongly encourages the applications of women and minority candidates.

Information Technology

The University invites applications from highly qualified technology professionals who wish to join our rapidly expanding Information Technology team. Please visit our web site, www.montclair.edu/hr/jobs.html, for detailed descriptions of these openings.

DIRECTOR OF MANAGEMENT INFORMATION SYSTEMS

Reports to the associate vice president for Information Technology, is responsible for the administration, supervision and direction of all University business systems and all associated programming and operations support staff. **V#116**

Qualifications: Bachelor's degree (master's preferred) in a directly related field of study and a minimum of 5 years' directly related experience.

DATABASE ADMINISTRATOR

Reports to the associate vice president for Information Technology, has primary responsibility for the definition, creation, and maintenance of the University's enterprise data resources. **V#117**

Qualifications: Bachelor's degree (master's preferred) in a directly related field of study and a minimum of 3 years in-depth experience in the design, administration, programming and support of mission critical databases.

SYSTEMS MANAGER/SECURITY SPECIALIST

Reports to the director of Systems and Security, serves as the expert for hardware, software and network/host security for all Information Technology production servers. **V#115**

SYSTEMS ENGINEER

Reports to the director of Systems and Security with responsibility for maintenance, upgrading and installing operating systems, applications software, security and monitoring utilities on all Information Technology productions and test servers. **V#114**

Qualifications for V#114 and V#115: Bachelor's degree in a directly related field of study and 4 years of professional experience in a systems integration and computing support environment. Years of experience may be substituted for educational credentials on a year for year basis.

Salary:	Competitive in the higher education market and commensurate with ability and experience. Montclair State University offers a generous benefits package.
Starting Date:	Anticipated starting date is January 2002.
Apply by:	Review of applications will begin immediately and continue until the position is filled.

To apply for any position, send a separate letter of interest and resume (include V#) **to:** Montclair State University, Information Technology Department, V#   /HO, College Hall 121, Attention: Lee Fisher, Upper Montclair, NJ 07043.

An Equal Opportunity/Affirmative Action Institution
www.montclair.edu

MONTCLAIR
STATE
UNIVERSITY

KUTZTOWN

Kutztown University of Pennsylvania is very interested in hiring faculty who have extensive experience with diverse populations. The following new positions are available:

Biology: Cell Biologist/Cell Physiologist
Tenure Track Faculty for Fall '02

Secondary Education
Tenure Track Faculty for Fall '02

Instructional Technology
Tenure Track Faculty for Fall '02

For full description and criteria and a complete listing of all vacancies, please visit our website at www.kutztown.edu/employment/faculty.shtml.

KU is an AA/EOE/member of the PA State System of Higher Education and actively solicits applications from women and minority applicants.

WILLIAM PATERSON UNIVERSITY

William Paterson University is a comprehensive public institution of higher learning, committed to promoting student success, academic excellence, and community outreach with opportunities for lifelong learning. Members of the faculty are highly distinguished and diverse teachers and scholars, many of whom are recipients of prestigious awards and grants from the Fulbright Council (24 scholars), the Guggenheim Foundation, the National Endowment for the Humanities, the National Institutes of Health, the National Science Foundation and the American Philosophical Society. Featuring nationally renowned academic programs, the University maintains a low student:faculty ratio (12:1) and small class size (21.3) for its 30 undergraduate and 19 graduate degree programs, supported by state-of-the-art information and communications technology. The University enrolls 10,000 students from across the country and from over 40 foreign nations. William Paterson University is situated on a beautiful suburban campus in Wayne, New Jersey, twenty miles west of New York City.

Faculty Positions Academic Year 2002-2003

The University is pleased to solicit applications and nominations for faculty positions for the academic year 2002-2003. Unless otherwise indicated, faculty appointments are tenure-track at the rank of Assistant Professor and require an earned doctorate or appropriate terminal degree in the field (ABD's considered for appointment at the rank of instructor, pending projected completion of degree requirements by June 2004). Candidates should send letters of application, current curriculum vitae, and dossier to the **Chair of the respective Department, Drawer HO, William Paterson University, 300 Pompton Road, Wayne, NJ 07470.** Documentation of a high level of teaching effectiveness and commitment to scholarship and/or creative expression is highly desirable. Applications for any position will be considered on a rolling basis until the position is filled. The academic year commences September 1, 2002.

College of the Arts and Communication
Ofelia Garcia, Dean

Department of Art,
David Horton, chair

The Department of Art offers BA in art history or studio arts, BFA and MFA; encourages lively interaction between art historians and practicing artists; enjoys easy access to museums and galleries in NYC.

Assistant or Associate Professor. Computer Art and Animation/Digital Media Artist/Animator with experience in new media and animation. Terminal degree, established record of professional achievement, teaching experience, and broad understanding of animation and digital media as an art form required. Experience in Alias Maya and/or Discreet 3dStudio Max, and additional skills in digital compositing, scripting, and basic system administration and maintenance preferred.

Assistant or Associate Professor. Digital Media/Computer Graphics. Terminal degree, established record of professional achievement, teaching experience, and broad philosophical and historical understanding of digital media required. Teach courses in undergraduate and graduate electronic print and publication, digital imagining, web design, and multimedia. Working knowledge of QuarkXPress, Photoshop, Illustrator, Dreamweaver, Premier, Acrobat, Director, Interactive Multimedia, Flash, Javascript and Lingo preferred.

Assistant or Associate Professor. Ceramic Sculpture/Ceramics. Terminal degree, established record of professional achievement, teaching experience, and broad philosophical and historical understanding of ceramics and sculpture as art forms required. Teach graduate and undergraduate ceramics, ceramic sculpture and beginning sculpture. Responsible for all aspects of oversight of ceramic area, including operation of kilns.

Assistant/Associate Professor. Art History. Specialization in an area of Western art from Renaissance to 18th Century. Ph.D. (ABD considered) and teaching experience required; publications preferred.

Department of Communication,
John Omachonu, chair

Assistant/Associate Professor. Television Production. Terminal degree or degree equivalence, professional experience and expertise in contemporary TV studio production, ENG/EFP techniques, and non-linear video editing systems required. Evidence of multi-media production skills preferred.

Assistant/Associate Professor. Interpersonal Communication. Ph.D. and a record of ongoing research and publication required. To teach courses in research, communication theory, public speaking, voice and speech production, and foundations of language. Experience in curriculum development and ability to guide independent student research preferred.

Assistant/Associate Professor. Public Relations. Terminal degree or degree equivalence required. To teach undergraduate courses, advise, and supervise student research projects.

Department of Music,
Diane Falk Romaine, chair

Assistant/Associate Professor. Jazz Studies/Jazz History. Terminal degree and college level teaching experience required. Significant reputation as jazz historian/author, strong performance skills also required. Teach graduate and undergraduate courses in jazz history, supervise master's degree theses. Ability to teach other areas including applied brass, bass, guitar or voice; small jazz ensemble, jazz eartraining, arranging, or improvisation preferred.

Cotsakos College of Business
Jess Boronico, Dean

Department of Accounting and Law,
Muroki Mwaura, chair

Assistant Professor. Accounting. Ph.D. in Accounting, demonstrated ability to teach accounting, and an established record of research and publication in the field required. Familiarity with AACSB accreditation standards and process preferred.

Department of Marketing and Management Sciences,
Susan Godar, chair

Assistant Professor. Stategic Management. Doctoral degree in Management with a focus on Strategic Management, demonstrated ability to teach at the graduate and undergraduate levels, and potential for research and publication in the field required. Familiarity with AACSB accreditation standards and process preferred.

College of Education
Leslie Agard-Jones, Dean

Department of Secondary and Middle School Education,
Darlene Russell, chair

Assistant Professor. Science Education. Doctorate or ABD in teaching or specific content and Teacher Certification; commitment to incorporate multiculturalism and technology into teaching; and knowledge of New Jersey Core Curriculum Standards required. Teach foundations in education and science methods courses to undergraduate and graduate students seeking certification on secondary level and supervise student teachers. Successful teaching experience in a K-12 school setting preferred.

Assistant Professor. Educational Technology. Doctorate or ABD in teaching or specific content and Teacher Certification required. Commitment to incorporate multiculturalism and technology into teaching; and knowledge of New Jersey Core Curriculum Standards required. Teach secondary education students for incorporating technology into the curriculum. Strong knowledge of a variety of instructional technology programs; demonstrated experience with multimedia authoring tools, instructional design, and distance learning are required. Successful working experience in K-12 school setting preferred.

Special Education & Counseling,
Denise Stone, chair

Assistant Professor. Doctorate, college-level teaching experience, and commitment to scholarship required. Successful experience as a Special Education teacher (pre-K-12) and eligibility for NJ teacher of the Handicapped Certification also required, with minimum of 3 years teaching experience preferred. Strong knowledge of Specialized Reading and Language Arts programs for children with disabilities; demonstrated ability to create and teach graduate and undergraduate courses in teacher preparation, supervise student teachers, and collaborate with urban and suburban school districts required.

Assistant Professor. Doctorate/ABD, college-level teaching experience, and commitment to scholarship required. Successful experience as a Special Education teacher pre K-12 and eligibility for NJ Teacher of the Handicapped Certification required, with a minimum of 3 years teaching experience preferred. Strong background in Assistive Technology for children with disabilities and in infusing technology in the curriculum and demonstrated ability to create and teach graduate and undergraduate courses in teacher preparation, supervise, and collaborate with urban and suburban school districts.

WILLIAM PATERSON UNIVERSITY

Department of Elementary Education and Early Childhood Education, Ron Verdicchio, chair

Assistant Professor. Learning Technologies. Doctorate in an appropriate field of specialization, evidence of effective college-level teaching, potential for scholarship and an appropriate research agenda, experience in pre-service or in-service teacher education professional experience demonstrating ability to take a leadership position in departmental program activities, evidence of active participation in professional organizations and commitment to educating diverse learners and fostering multicultural perspectives required. Teach undergraduate and/or graduate courses in learning technologies and related fields, continued development of scholarship and research activities, participation in department-college-and university committees, field supervision, and faculty development in the utilization of technology in teaching and research. Experience with distance learning modalities, broad background in curriculum and public school education, interest in interdisciplinary approaches, and expertise in varied theoretical perspectives on technological change for schools and society required. Teacher certification and K-12 teaching experience strongly preferred.

College of the Humanities and Social Sciences
Isabel Tirado, Dean

Department of English,
Donna Perry, chair

Assistant Professor. Specialization in 19th century American literature. Ph.D. required. Teaching experience in the field required; publications preferred. Strong secondary training and/or experience in film studies and interest or experience in gender, interdisciplinary, cultural and/or non-western studies or minority literature preferred. Teach general education courses (first-year writing and introduction to literature) in addition to graduate and undergraduate specialty courses.

Department of Languages and Cultures,
Bruce Williams, chair

Assistant Professor. Spanish Language and Literature, with specialization in 19th or 20th Century Spanish Peninsular literature. Ph.D., teaching experience and ability to teach all levels of Spanish language instruction, and potential for scholarly achievement required. Further sub-specialization in literary analysis, research methods, and Spanish for the professions (medical or journalism) preferred.

Assistant Professor. Specialist in Spanish and Latin American Literature with focus in South American or Mexican literature, colonial period. Ph.D., record of scholarly activity and publications required. Second field in literary theory, knowledge of instructional technology, or language pedagogy also preferred. Teach all levels of Spanish language instruction and specialized courses in Latin American literature for the Spanish and Latin American Studies programs.

Department of Philosophy,
John Peterman, chair

Assistant Professor. Specialization in ethics, social and political philosophy, feminism, or logic; concentration in applied ethics, philosophy of law, or existentialism. Ph.D. or ABD with completion date of September 2002 required.

Department of Psychology,
Judy Green, chair

Assistant Professor. Clinical developmentalist with expertise in family and group interventions to teach graduate and undergraduate courses in these areas. Ph.D. and N.J. license or license eligibility and evidence of ongoing research and publications required.

Assistant Professor. Clinical psychologist with expertise in psychological testing, statistics and research design to teach graduate and undergraduate courses in these areas. Ph.D., N.J. license or license eligibility and evidence of ongoing research and publications required.

Assistant Professor. General experimental psychologist to teach courses in statistics, research methodology, history and systems of psychology and courses in area of expertise. Ph.D. and evidence of ongoing research and publications required.

Department of Sociology,
Vincent Parrillo, chair

Assistant Professor. Specialization in Criminology. Ph.D., teaching experience and evidence of ongoing commitment to research and publication required. Teach course topics such as corrections and alternatives to incarceration, white-collar crime, theories of crime, research methods and introduction to sociology. Grant writing experience preferred.

College of Science and Health
Eswar Phadia, Dean

Department of Chemistry and Physics,
Gary Gerardi, chair

Assistant/Associate Professor. Two positions: one in biochemistry and one in analytical chemistry. Doctorate and either postdoctoral work or equivalent research experience required. Commitment to teaching excellence and to establishing a research program involving undergraduate students required.

Department of Communication Disorders,
Carole Gelfer, chair

Assistant/Associate Professor. For appointment in a CAA accredited program, Ph.D. and CCC-SLP required. Expertise in Phonological and Languages Disorders in children required. University teaching and supervisory experience preferred.

Department of Community Health,
Joanna Hayden, chair

Assistant Professor. Doctorate in Public Health/Health Education, CHES or CHES eligibility, expertise in substance abuse education, basic research, and other health topics required. College teaching and demonstrated commitment to research, scholarship and service preferred.

Department of Computer Science,
John Najarian, chair

Assistant/Associate Professor. Ph.D. in Computer Science or strongly related fields and evidence of commitment to teaching and research are required. Specialization in software engineering, programming languages, or computer networks preferred.

Department of Environmental Science and Geography,
Karen Swanson, chair

Assistant Professor. Ph.D. in GIS/Physical Geography/Geoscience required. Demonstrated ability and excellence in teaching and research in Physical Geography, GIS/Remote Sensing, Cartography and Environmental Science, with a specialty in Europe, Middle East, Russia (CIS) or East Asia preferred.

Department of Exercise and Movement Sciences,
Gordon Schmidt, chair

Assistant/Associate Professor. Two positions: one with specialization in elementary and the other in secondary physical education (one of the two positions to serve as Certification Coordinator). Doctorate, teacher certification and teaching experience, and commitment to research required. Ability to teach one or more physical performance skill classes preferred One of these positions will serve as the Certification Coordinator.

Department of Mathematics,
Mahendra Jani, chair

Assistant Professor. Two positions: Ph.D. in mathematics, strong evidence of successful teaching, and an ongoing research program required. Specialization in Discrete or Applied Mathematics preferred. The Department is also involved in teacher training and a pre-engineering program.

Department of Nursing,
Janet Tracy, chair

Assistant/Associate Professor. Medical-Surgical Nursing. Doctorate preferred and Master's in Nursing and NJ licensure required. Adult Nurse Practitioner preferred. College level teaching, ability to teach fundamentals of nursing, and evidence of scholarship with ability to mentor students in research preferred.

William Paterson University is an Affirmative Action/EEO employer; the University community values and supports diversity among faculty, staff and students. Minority and women candidates are encouraged to apply. Further information about the University and the departmental programs can be obtained electronically through access to its website at

http://www.wpunj.edu.

WILLIAM PATERSON UNIVERSITY
WAYNE, NEW JERSEY

WESTERN CONNECTICUT STATE UNIVERSITY

Dean
School of Arts & Sciences

Western Connecticut State University invites applications and nominations for the position of Dean of the School of Arts & Sciences. WCSU is located in Danbury, a city in Fairfield County, 50 miles north of New York City. The University is located on two campuses and serves 5,500 undergraduate and graduate students. Western is one of the four comprehensive universities that comprise the Connecticut State University System. WCSU is divided into the School of Arts & Sciences, the School of Professional Studies, and the Ancell School of Business.

The School of Arts & Sciences' mission is primarily teaching as opposed to research. The school serves approximately 2,450 undergraduate and 145 graduate students. The School of Arts & Sciences offers degrees in 28 programs. Some programs lead directly to the job market, with students gaining practical experience along the way in internships and cooperative education. Others lead to graduate school for advanced professional training.

Responsibilities: The University is seeking a Dean capable of promoting, developing, and sustaining the School's educational, scholarly, and public service programs. The Dean provides collegial leadership and consensus building for faculty organized into twelve departments – Art; Biological & Environmental Sciences; Chemistry; Communication & Theater Arts; English Languages, Comparative Literature & Writing; Foreign Languages & Literature; History & Non-Western Cultures; Mathematics & Computer Science; Philosophy & Humanistic Studies; Physics, Astronomy & Meteorology; Psychology; and Social Sciences. The Dean of the Arts & Sciences reports to the Academic Vice President.

Qualifications:

- A terminal degree in a field appropriate to the School's curricula.
- A record of teaching and scholarship is preferred.
- Academic administrative experience, preferably at or beyond the level of chairperson.
- Higher Education teaching experience within the past ten years.
- Evidence of scholarship and research in an academic setting.
- An appreciation of information technology and its role in education.
- Demonstrated ability to communicate effectively and to maintain good working relationships with all internal and external constituencies of the University.
- Demonstrated ability to advocate for the faculty and the School of Arts & Sciences.
- Experience with campus governance and collective bargaining agreements and sensitivity to faculty selection and evaluation.
- Experience managing in a collective bargaining environment is preferred.
- An understanding of the needs of a diverse student body and non-traditional students.
- Experience obtaining grants and fundraising is preferred.

Application Process: Send letter of application that includes an estimation of what he/she brings to the position and how his/her experience corresponds with the requested qualifications, current curriculum vitae, and the names, addresses, and telephone numbers of three professional references to: Charles P. Spiridon, Dean of Human Resources Management, WCSU, 181 White St., Danbury, CT 06810.

Salary: Negotiable, excellent benefit package.

Deadline: Applications must be received by January 18, 2002. Anticipated starting date: July 2002.

WCSU is an AA/EO Educator/Employer.

CALIFORNIA STATE UNIVERSITY
SACRAMENTO

WRITING: Full-time Temporary Lectureship in ESL/Basic Writing/Study Skills for Learning Skills Center Writing Program beginning Fall 2002. Salary range $41,940 -$47,088. Master's degree in TESOL, English with TESOL certificate, or related field; Ph.D./Ed.D preferred. Experience teaching reading/study skills and ESL/basic writing for college students required. Ability to develop curriculum and materials for reading/study skills classes or workshops and for basic writing or ESL classes, to train and supervise tutors and work with bilingual/multicultural students. Assignment includes teaching ESL/basic writing courses and reading/study skills courses, advising students, and serving on department and university committees. Screening of applications begins Feb. 1, 2002; position open until filled. CSUS is an EOE/AA employer. Further information about the Learning Skills Center is at http://www.csus.edu/learningskills. Applications should include a letter of interest, official graduate transcripts, a detailed current resume, and names and telephone numbers of three references for position #16. Send to **Roberta J. Ching, Director, Learning Skills Center, California State University, Sacramento, 6000 J Street, Sacramento, CA 95819-6066.**

LONG ISLAND UNIVERSITY

DEAN
FRIENDS WORLD PROGRAM

The Friends World Program of Long Island University, a bachelor's degree program highlighting the interdisciplinary study of global issues through direct experience, invites applications for the position of Program Dean.

The non-denominational program takes its name from its predecessor, Friends World College, established in 1965 by the New York Yearly Meeting of the Religious Society of Friends (Quakers). Now an academic unit of Long Island University, Friends World's administrative offices are located on the campus of the University's Southampton College on the east end of Long Island, NY. The Program currently enrolls nearly 200 students who work with faculty advisors in groups and independent study at centers in China, Costa Rica, England, Ghana, India, Japan, and the Middle East.

The Program Dean should have demonstrated knowledge, experience, and effectiveness in the field of experiential learning at the college level, preferably in the area of global studies; and will provide direct leadership in the areas of budget, curriculum, program planning, and assessment of foreign and U.S. faculty, staff, and students at the Program's overseas centers and at Southampton. The position requires high energy, a keen sensitivity to diversity, creativity, and commitment.

Terminal degree and college-level administrative experience or equivalent high-level executive/governmental/diplomatic experience, including significant fiscal responsibility, excellent interpersonal and cross-cultural communication skills required; extensive international experience preferred.

Send letter of interest and current c.v. to: **Friends World Dean Search Committee, c/o Dr. Bonnie Borenstein, Associate Vice President of Academic Affairs, Long Island University, University Center, 700 Northern Blvd., Brookville, NY 11548**; or email to: **bonnie.borenstein@liu.edu.** Applications received by **January 15, 2002** are assured consideration. The search will remain open until position is filled. (See www.liu.edu). LIU is an Equal Opportunity/Affirmative Action Employer.

ST · OLAF
COLLEGE

DIRECTOR OF CHURCH RELATIONS

We seek a creative, energetic person who will lead us in developing and enhancing strong connections between St. Olaf College and pastors, congregations, synods and church-wide organizations through educational opportunities, the use of college facilities, and other services. This person will play a central role in helping to build a stronger partnership between St. Olaf and the Church on many different levels.

TO APPLY, submit letter of interest, resume and references to Employment Coordinator, via fax (507) 646-3960, email *resume@stolaf.edu* or U.S. mail to 1520 St. Olaf Avenue, Northfield, MN 55057. Review of applications begins January 5, 2002 and continues until the position is filled.

FOR MORE INFORMATION visit http://*www.stolaf.edu/services/hr*

St. Olaf College is a four-year, coeducational liberal arts college of the Evangelical Lutheran Church in America (ELCA) with a student enrollment of 2,950 and a full-time faculty of approximately 256, the college is nationally known for its arts, music, science, pre-medicine, mathematics, pre-law, international studies and religion curricula.

St. Olaf College is an affirmative action/equal opportunity employer and actively seeks diversity in its students, faculty and staff.

UNIVERSITY OF MINNESOTA
DULUTH

Department of Education

Due to increased enrollment and administrative support to convert one year positions into permanent, tenure track positions, we have NINE tenure-track Assistant Professor openings for faculty in the following areas:

1. Early Childhood Education
2. Early Childhood/Special Education
3. Elementary Education Generalist and/or Social Studies Education
4. Elementary Education Language Arts .
5. Elementary / Middle School Science / Mathematics Education
6. Human Diversity/Human Relations
7. Secondary Social Studies Education
8. Teaching English/Communication Arts
9. Special Education

Position announcements are posted at **http://www.d.umn.edu/educ/positions**

Completed applications must include a letter addressing qualifications, current vita, 3 letters of reference, and evidence of strong teaching ability (such as student evaluations, a letter from colleague/supervisor who has observed you teaching, teaching award). Send to **Chair of Search Committee, Dept. of Education, 120 Montague Hall, University of Minnesota Duluth, Duluth, MN 55812.**

Review of complete applications will begin January 4th, 2002 and continue until the positions are filled. For additional information, call Helen Rallis at (218) 726-7964 or e-mail **hrallis@d.umn.edu**

The University of Minnesota is an equal opportunity educator and employer

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THE VENTURA COUNTY COMMUNITY COLLEGE DISTRICT SEEKS A

VICE CHANCELLOR OF HUMAN RESOURCES

THE POSITION

The Ventura County Community College District is seeking interested candidates for the position of Vice Chancellor of Human Resources. The Vice Chancellor of Human Resources reports to the Deputy Chancellor of the District. This brochure contains a detailed description of the preferred qualifications and experience for the position and the application process.

Nominations should include the full name, address and telephone number of the proposed candidate and other pertinent information that may be known by the nominator.

The letter of application, resume and list of references should be submitted to: **Vice Chancellor of Human Resources Search Committee, Ventura County Community College District, PO Box 3698, Ventura, CA 93006-3698**

Applications will be accepted until the position is filled. It is anticipated that the search committee will begin reviewing applications in **January 2002.**

For confidential telephone inquiries about the position:

Contact Dr. Al Fernandez at (805) 650-2546; Fax (805) 650-8469; E-mail ccss@sbcglobal.net

For confidential telephone inquiries about the application process:

Call Ms. Judi Costales, Liaison to the Search Committee at (805) 384-8319

All inquiries, nominations and applications will be held in the strictest confidence. The Ventura County Community College District is an Affirmative Action Equal Opportunity Employer.

Website: www.vcccd.net

A Community College Search Services (CCSS) search

HIGHLAND
COMMUNITY
COLLEGE

PRESIDENT

The Board of Trustees of Highland Community College, located in northwest Illinois, announces the search for the next president of the College. The campus is located in Freeport, Illinois, with centers in Galena, downtown Freeport and satellite locations throughout the district. The College serves Stephenson, Jo Daviess, Carroll and Ogle counties with a total population of 91,000.

Nominations and applications will be accepted until the position is filled. However, to ensure full consideration applications should be submitted for receipt no later than March 4, 2002. The Presidential Search Committee will begin its review of applications during the first week in March.

A comprehensive presidential profile is also available on the Highland Community College Web site at

www.highland.cc.il.us

and through a link from the ACCT site at

www.acct.org

For additional information, please contact: **Dr. Narcisa A. Polonio, Director, Board Leadership Services, ACCT, 1740 N Street, NW, Washington, DC 20036; npolonio@acct.org; Tel 202.775.4667 x 118 or cell at 202.276.1983.**

Highland Community College is an Affirmative Action/Equal Opportunity Employer and encourages applications from women and minorities.

-An ACCT Search-

CENTER FOR THE HUMANITIES

OREGON STATE UNIVERSITY

811 SW Jefferson Avenue
Corvallis, Oregon 97331

Telephone
541-737-3537

Fax
541-737-4380

Advertisement copy
For the
Director of the Center for the Humanities

Director, Center for the Humanities (CFH), is the chief administrative officer of the CFH reporting directly to the Vice Provost for Research. The Director is responsible for overseeing the day-to-day operations of CFH, including fiscal accountability and coordination of CFH activities, both on campus and within the larger local and national communities. The Director is supervisor of other Center staff and provides guidance to visiting internal and external scholars. The position is a full-time 9-month appointment: 0.5 FTE as Director of the Center and 0.5 FTE in an appropriate Humanities department at the rank of Professor (preferred) or Associate Professor.

The successful candidate must have an earned terminal degree (which is field specific), and demonstrated scholarly/creative productivity, justifying an appropriate academic appointment. The candidate will be a recognized scholar with strong credentials and accomplishments in the humanities, as well as be able to provide interdisciplinary and collaborative administrative leadership in ensuring the continuing development and success of the Center. For review of the full position announcement refer to our website **http://osu.orst.edu/jobs** or call (541)737-3537. For full consideration, apply by 1/31/02.

Direct letter of application, including a two-page statement of the candidate's view of the role of a Humanities Center and the contributions the candidate could make as a Director; a curriculum vitae; and three letters of professional reference, to:

Jon Hendricks, Search Committee Chair
Center for the Humanities
Oregon State University
811 SW Jefferson Avenue
Corvallis, OR 97331
(541) 737- 4380 (FAX)

OSU is an AAEO Employer, and has a policy of being responsive to the needs of dual-career couples.

BEST COPY AVAILABLE

Plattsburgh State University of New York invites applications for Fall 2002 tenure track positions.

Plattsburgh State University of New York is a comprehensive, coeducational, public institution of nearly 6,000 undergraduate and graduate students. Located on the shore of Lake Champlain, the College is the intellectual and educational center for the Lake Champlain/Adirondack region of New York State. The small city character of Plattsburgh and neighboring Burlington, VT provides a quality of life unsurpassed for the whole family. Outdoor activities abound along Lake Champlain, in the Adirondack High Peaks and nearby Olympic resort village of Lake Placid while the urban, multicultural lifestyle is rich in neighboring Montreal, Canada, one hour's drive from campus. Plattsburgh is easily accessible to New York City and Boston via air, bus, train and Interstate 87.

Successful candidates must be committed to excellence in teaching in an undergraduate institution offering programs in the arts and sciences, education, human and health services, business and economics with an understanding of and sensitivity to minority and gender concerns. Selected candidates will have an interest in interdisciplinary and collaborative programs such as Women's Studies, Latin American Studies and Canadian Studies, all of which are special foci for the College; a desire to integrate information technologies; and a willingness to participate with new distance learning programs.

The faculty is challenged to redefine their teaching roles by incorporating recent research on teaching effectiveness. The college supports faculty scholarship through the NYS/UUP bargaining agreement, minority and women faculty may apply for one-year Affirmative Action leaves to pursue scholarly projects. Other faculty funding opportunities include joint State/Union travel grants and College funded-in-House Mini-Grants to provide seed funding for research activities, Redcay Teaching Enhancement Awards, Presidential Research Awards, and Educational Technology Awards.

We offer a competitive salary and an excellent benefits package. Unless otherwise stated, review of applications begins immediately and continues until position is filled. Applicants applying at the Associate level will be required to have an earned doctorate and at least three years of teaching experience at the college level.

Application Procedure: Please send or fax cover letter, resume or curriculum vitae, transcripts, three letters of recommendation and other requests mentioned in individual ad to: Chair, Search Committee (PJ#___), c/o Human Resources, Plattsburgh State University of New York, 101 Broad Street, Plattsburgh, NY 12901-2681. Fax # (518) 564-5060.

Applications from women and minority candidates are especially welcome.
Plattsburgh State University of New York is an affirmative action, equal opportunity employer.

BIOLOGICAL SCIENCES Vertebrate Zoologist (PJ # 2645-808)

CANADIAN STUDIES (PJ # 2651-808)

COUNSELOR EDUCATION (PJ # 2574-808)

ECONOMICS & FINANCE (PJ # 2650-808)

EDUCATION – CURRICULUM & INSTRUCTION/CERT. OF ADVANCED STUDY Educational Leadership (PJ # 2648-808)

EDUCATION – ELEMENTARY EDUCATION Curriculum & Instruction (PJ # 2654-808)

EDUCATION – ELEMENTARY EDUCATION Educational Psychology (PJ # 2646-808)

EDUCATION – ELEMENTARY EDUCATION Teaching Social Studies (PJ # 2653-808)

EDUCATION – LITERACY Reading (PJ # 2637-808 and 2652-808)

EDUCATION – SPECIAL EDUCATION (PJ # 2647-808)

ENGLISH (PJ # 2644-808)

FOREIGN LANGUAGES & LITERATURE Spanish (PJ # 2629-808)

HOTEL, RESTAURANT & TOURISM MANAGEMENT (PJ # 2649-808)

PSYCHOLOGY School Psychology (PJ # 2626-808)

WOMEN'S STUDIES (PJ # 2643-808)

Visit our web site at www.plattsburgh.edu/hr for further details about each position.

Plattsburgh
STATE UNIVERSITY OF NEW YORK
www.plattsburgh.edu/hr/

How Easy Can It Get?
Outlook
E-Mail us your ads at:
Outlook@sprintmail.com
and visit our Website at http://www.HispanicOutlook.com

UNIVERSITY OF ALASKA AT FAIRBANKS

Counselor: University of Alaska Fairbanks, Center for Health and Counseling. Full time mental health clinician to provide individual, couples and group counseling for university students. **Minimum requirements** are Masters degree in relevant mental health field, supervised clinical internship, evidence of experience providing assessment and treatment for adults and knowledge of professional ethical and legal issues. Preferred candidate will have Doctoral degree in clinical or counseling psychology, and be eligible for Alaska licensure as psychologist. **Open immediately.** Academic year contract (mid-August to mid-May). For application process and additional information, visit university Web site: **http://www.uaf.edu/uafhr/jobs/Exempt.html** or call **John T. Fellerath, Ph.D., Director, at 907-474-7043.**

DEAN OF THE GRADUATE SCHOOL

NEW MEXICO STATE UNIVERSITY

Applications and nominations are being sought for the position of Dean of the Graduate School at New Mexico State University. NMSU is the state's land-grant institution, is classified by the Carnegie Foundation for the Advancement of Teaching as a Doctoral/Research University-Extensive Institution, and is also classified as a minority institution by the Department of Education. NMSU has 2,640 graduate students enrolled in 49 masters and 26 doctoral degree programs. The total enrollment on the main campus is approximately 15,224, representing all 50 states and 77 foreign countries. Under-represented groups comprise 47 percent of the main campus enrollment, and NMSU is a designated HACU institution.

The Dean, the chief academic and administrative officer of the Graduate School, provides leadership in developing academic programs and in promoting high standards of teaching, scholarship, and creative activity. The Dean is responsible for a range of Graduate School activities including: developing and assessing programs; fundraising for Graduate School initiatives; managing Graduate School resources and personnel; recruiting and training graduate students representative of the population within the state of New Mexico and the Southwest; leading long-range planning and affirmative action efforts for the Graduate School; creating and promoting an annual Scholars Forum; directing and facilitating interdisciplinary and off-campus graduate programs. The Dean reports to the Provost and is a member of the Academic Deans Council.

REQUIRED QUALIFICATIONS include: 1) an earned doctorate or equivalent terminal degree and eligibility for tenure at the rank of professor within one of the departments offering graduate degrees at the university; 2) a record of success in graduate instruction and research or other creative activities; 3) at least three years of successful administrative experience at the department head/chair level or higher in a Ph.D. granting research institution; 4) commitment to affirmative action and an awareness of student and faculty needs in a multi-cultural environment.

EXPECTATIONS include: 1) the ability to interact effectively with diverse constituents on and off the campus; 2) well-developed skills in participatory decision-making; 3) well-developed communication and organizational skills; 4) the thorough and well-integrated knowledge base that is needed to support the NMSU's diverse constituents. Experience in a Carnegie Research-Extensive university will be a positive factor.

The position is a 12-month appointment and salary will be commensurate with qualifications and experience. The preferred starting date is July 1, 2002.

First review of applications will begin on February 1, 2002 and continue until filled. If needed, a second review will begin on March 1, 2002. Complete applications must include a letter of interest that addresses the required qualifications and expectations, a complete resume and the names, addresses, and telephone numbers of five references. Address all correspondence to:

Dean Danny Arnold
Graduate Dean Search Committee Chair
College of Business Administration & Economics
New Mexico State University
Dept. 3AD
P. O. Box 30001
Las Cruces, NM 88003-8001

New Mexico State University is an equal opportunity/affirmative action employer. We strongly encourage qualified minorities and women to apply.

For more information about New Mexico State University, visit the Web site at:www.nmsu.edu

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WESTERN CONNECTICUT STATE UNIVERSITY

Dean of Students

Western Connecticut State University seeks a dynamic, team oriented, high energy and seasoned student affairs professional to provide leadership in a student-centered learning community. WCSU is located in Danbury, a city in Fairfield County, 50 miles north of New York City. The University is located on two campuses and serves 5,500 undergraduate and graduate students. Western is one of the four comprehensive universities that comprise the Connecticut State University System. WCSU is divided into the School of Arts & Sciences, the School of Professional Studies, and the Ancell School of Business.

Reporting directly to the Vice President for Student Affairs, the Dean of Students provides leadership and direction for the Counseling Center, Career Development Center, Campus Ministry, Health Services, Pre-Collegiate and Access Services, Housing/Residence Life and Student Center/Student Life. The Dean of Students also has primary responsibility and oversight for International Student Program as well as all non-residential life judicial matters.

Duties and Responsibilities:

1) Provide leadership, supervision and direction for all programs and program directors reporting to the dean as noted above.
2) Responsible for strategic planning and budget oversight for those units supervised
3) Provide strong support in response to student issues, concerns and emergencies
4) Developing appropriate policies and procedures which apply to student affairs programs
5) Serving on Assessment and Technology committees within Student Affairs
6) Working cooperatively with other university and campus departments with special emphasis on programs/activities which foster collaboration with the academic community
7) Developing and supporting plans to create a more open, diverse campus environment

Minimum Qualifications:

1) Hold an advanced degree (Ph.D or Ed.D) in student personnel services, higher education, counseling or related field with at least seven (7) years of senior experience in student personnel administration in higher education.
2) Evidence of strong leadership and supervisory ability
3) Experience working with both traditional and non-traditional student populations
4) Experience working with a diverse group of students, preferably in an urban setting
5) Excellent interpersonal, communication and written skills
6) Demonstrated background in student affairs assessment of learning goals and integration of technology in student affairs programs
7) Knowledge of student personnel theory, management and research relative to student affairs and learning
8) Demonstrated human relations skills reflected in a collaborative and team building leadership style

Application Process: Application package should include 1) A brief essay discussing candidate's interest in the position, academic/administrative background as well as any noteworthy accomplishments; 2) Current curriculum vitae; 3) Names, addresses, and telephone numbers of three professional references to: Dr. Walter Bernstein, VP for Student Affairs, WCSU, 181 White St., Danbury, CT 06810.

Salary: Negotiable, excellent benefit package.

Deadline: Applications must be received by January 18, 2002. Anticipated starting date: September 2002. For more information about the Western please visit our Web Site at www.wcsu.edu

WCSU is an AA/EO Educator/Employer.

UNIVERSITY *of* NEW HAMPSHIRE

Associate or Full Professor of Kinesiology

The Department of Kinesiology at the University of New Hampshire invites applications for an Associate or Full Professor of Kinesiology: Physical Education Pedagogy Option, Coordinator of Physical Education Pedagogy Option.

The responsibilities associated with this position include: *a)* oversee the Physical Education Pedagogy Option; *b)* teach Physical Education Pedagogy and supervise Physical Education teaching experiences; *c)* teach two of the following: Skill Analysis and Assessment, Motor Development and Learning, Health Education Curricula; *d)* generate scholarly publications; *e)* service in professional organizations related to Physical Education Pedagogy; *f)* advise majors in the Physical Education Pedagogy Option; and *g)* work with teachers and students to develop partnerships between the University and schools.

Qualifications include: *a)* doctorate required; *b)* evidence of teaching excellence at the collegiate level; *c)* experience developing and administering curricula; and *d)* record of scholarly productivity. Salary is commensurate with qualifications and experience. Screening will begin January 4th and continue until the position is filled. Candidates should submit the following: *a)* letter of application indicating how applicant meets job qualifications and responsibilities; *b)* curriculum vitae; *c)* at least three letters of recommendation, two of which should be written specifically for this position; *d)* all official college transcripts directly from the institution; and *e)* publication reprints. Applications or inquiries should be addressed to: **Dr. Ron Croce, Department of Kinesiology, New Hampshire Hall, University of New Hampshire, Durham, NH 03824.**

Director of the Child Study and Development Center
Tenure-Track Rank Open Professor

Director's responsibilities include: maintaining the CSDC's position as a leader in childcare and early education, advocating for children and families, and providing administrative leadership at the center. Teach undergraduate/graduate courses in introductory teaching methods and child development. Doctorate in child development, early childhood, or a related field is required. Experience with early childhood programs is required, and experience with campus early childhood laboratory schools is preferred. Applications will be accepted until the position is filled. Send cover letter, vita, publications, and three letters of reference to: **Dr. Corinna Jenkins Tucker, Department of Family Studies, 215 Pettee Hall, UNH, Durham, NH 03824. Email:** cjtucker@cisunix.unh.edu **Website:** www.unhh.edu/family-studies.

UNH is committed to excellence through diversity among its faculty and staff and strongly encourages women and minorities to apply.

University of Colorado at Denver School of Education

The CU-Denver School of Education, located on the Auraria campus in Denver, is seeking the following tenure-track faculty and senior instructors (non tenure-track) whose experience, scholarship and teaching will strengthen our well-regarded partnerships, expand our connections to diverse communities, and contribute creative solutions to difficult problems of practice in urban settings. Applications will be reviewed beginning Jan. 15, 2002, and positions begin Aug 12, 2002.

- **Bilingual/ESL (Elementary), tenure-track Assistant Professor**
- **Bilingual/ESL (Elementary), senior instructor (begins July 1, 2002)**
- **Library Media, tenure-track Assistant or Associate Professor**
- **Math or Math/Science (Elementary), senior instructor**
- **Principal Preparation, tenure-track, Assistant Professor**
- **Research Methodology, tenure-track, Assistant Professor**
- **Special Education (Secondary), senior instructor**

See **http://www.soe.cudenver.edu** for full position descriptions; click on What's New or call **303-556-3041.**

The Colorado Open Records Act (C.R.S. 24-72-204) applies. EEO/M/W/D/V

The University of Northern Iowa

HEAD
DEPARTMENT OF CHEMISTRY

Applications and nominations for the position of Department Head of Chemistry at the University of Northern Iowa are now being accepted. The department has a strong tradition of excellence in undergraduate preparation leading to an ACS approved BS in chemistry and BS with Biochemistry emphasis, BA degrees in chemistry, chemistry teaching and chemistry marketing; an MS degree, and a new five year combined BA/MS program. Over the last ten years, the Department has graduated more students with the baccalaureate degree in chemistry than any other university or college in the state of Iowa. We are seeking an outstanding individual qualified at the full professor rank, who will show leadership in administering our active and expanding department to begin August 2002. The successful candidate must have a Ph.D. in Chemistry or Biochemistry and have demonstrated a strong commitment to teaching and research at the undergraduate level. The successful candidate must have demonstrated written and oral communication skills with a record of obtaining external funding. Previous administrative experience is preferred but not required. Applicants must submit a curriculum vitae, a detailed statement of research plans, a statement of administrative philosophy, selected publication reprints, a statement of teaching philosophy, and arrange for three letters of recommendation to be sent directly to:

Dr. Curtiss Hanson, Chair
Chemistry Head Search Committee
50 BRC
University of Northern Iowa
Cedar Falls, Iowa 50614-0181
Tel: (319) 273-2585 FAX: (319) 273-2893

The Department of Chemistry web page is **www.chem.uni.edu.**
E-mail inquires may be sent to **curtiss.hanson@uni.edu**

Candidates are assured full consideration if all required materials are received by January 15, 2002. The department encourags applications from minority persons, women, disabled persons and Vietnam era veterans. The salary is competitive. The University of Northern Iowa is a state-supported residential university located in the metropolitan area of Cedar Falls (pop. 35,000) and Waterloo (pop.75,000), which together form a community that is the commercial, cultural, and political hub of northeast Iowa. *The University is an equal opportunity employer with a comprehensive plan for affirmative action.*

ROWAN UNIVERSITY

Director of Instructional Technology

Rowan University is seeking a Director of Instructional Technology to provide the leadership role in the delivery of academic technology support services to the University's faculty, staff, and students. The Director of Instructional Technology is one of three director level positions reporting to the Associate Provost for Information Resources.

The director will identify and analyze current and emerging technologies for instructional use. Will collaborate with the campus leadership to introduce, advocate and support educational technologies on campus. The candidate must have strong knowledge of the operation, maintenance and support of instructional technology resources, experience in development and delivery of support services for end users including asynchronous, web based, computer based, and multimedia technologies

The successful candidates must posses a minimum of a master's degree and have a minimum of five years experience in a complex academic environment. The successful candidate should also have knowledge of diverse instructional technologies in higher education, strong leadership, interpersonal, and communication skills, ability to work in a team environment, excellent administrative skills and effective management skills. Experience as a faculty member at an accredited instruction is highly desirable.

Applicants should submit a letter of interest, a current resume, and four references by January 11, 2002 to:

Search Committee for the Director of Instructional Technology
Office of the Associate Provost for Information Resources
Rowan University
201 Mullica Hill Road
Glassboro, NJ 08028

Or submit electronically to **ir@rowan.edu**

DEAN OF THE GRADUATE SCHOOL

Princeton University is seeking a Dean of the Graduate School for full-time appointment, starting July 1, 2002. Qualifications for appointment to the tenured faculty in one of the disciplines within the institution are required.

Graduate study at Princeton concentrates predominantly in doctoral programs in the arts and sciences and in engineering fields. Professional or master's level degree programs are also available in architecture, some fields of engineering, finance, and in public and international affairs. The School includes approximately 2,000 students who are enrolled in degree programs and who represent diverse international backgrounds.

Princeton is seeking an individual committed to excellence and able to champion effectively and collegially the mission of the Graduate School. The Dean provides leadership in program curricular development, serves as an advocate for graduate education within the University community and represents Princeton's Graduate School to a broader community concerned with graduate education. The Dean reports to the President and, with the provost and other senior academic deans, is a member of the Academic Planning Group which has responsibility for initiating, approving and recommending to the president and the Board of Trustees major university-wide academic initiatives. The Dean works to strengthen relationships with alumni of the Graduate School and to promote a vibrant intellectual community engaging students and supportive of the scholarship and teaching mission of the University.

Candidates should possess a distinguished record of scholarly accomplishments and have experience in supervising doctoral candidates. In addition, the successful candidate will have proven success in leadership, strategic planning, and administrative responsibility, demonstrated experience with student programs and a commitment to promoting and enhancing diversity. Effective communication and interpersonal skills are critical. Experience serving non-traditional students is beneficial.

Please send nominations and applications to **Dean of the Graduate School Search Committee, One Nassau Hall, Princeton University, Princeton, NJ 08544.**

Review of candidates will begin January 1, 2002 and continue until the position is filled. Princeton University is an Affirmative Action/ Equal Opportunity Employer.

Princeton University

WESTERN CONNECTICUT STATE UNIVERSITY

Dean
Graduate & External Programs

Western Connecticut State University invites applications and nominations for the position of Dean of the Graduate & External Programs. WCSU is located in Danbury, a city in Fairfield County, 50 miles north of New York City. The University is located on two campuses and serves 5,500 undergraduate and graduate students. Western is one of the four comprehensive universities that comprise the Connecticut State University System. WCSU is divided into the School of Arts & Sciences, the School of Professional Studies, and the Ancell School of Business.

The Dean is responsible for the oversight of the University's graduate programs and the management of extension campuses for WCSU. The University currently serves 925 graduate students (headcount), has one operating extension campus in Waterbury, CT, and a collaborative graduate program with the College of the Bahamas. Graduate program courses and curriculum are developed and offered by each of the three schools. The Dean of Graduate & External Programs will be responsible for work with the Academic Dean of each school to provide direction and leadership on the academic standards. The Dean of Graduate and External Programs reports to the Associate VP for Academic Affairs. Other responsibilities include:

- Provides leadership in marketing the University's graduate and off site programs.
- Work with business and community groups to promote the University's graduate programs and to determine the need for additional courses/programs.
- Work with the University Admissions Department to establish appropriate graduate admissions standards.
- Manages extension campus facility.
- Determines academic courses and program offerings at the extension campus.
- Markets and publicizes academic programs and other activities at extension campus and to relevant constituencies.

Qualifications:

- Doctoral Degree.
- Seven years of experience with development and oversight of academic programs at the higher education level, Some of this experience should be the oversight of graduate programs and management of offsite locations.
- Experience with initiating new programs in different locations.
- Demonstrated experience managing an extension or satellite facility.
- Demonstrated ability to manage quality instruction at the baccalaureate and graduate levels.
- Demonstrated experience marketing and promoting academic programs and the mission of the University.
- Demonstrated experience bringing diverse constituencies together to initiate new programs.

Application Process: Send letter of application, current curriculum vitae, and the names, addresses, and telephone numbers of three professional references to: Charles P. Spiridon, Dean of Human Resources Management, WCSU, 181 White St., Danbury, CT 06810.

Salary: Negotiable, excellent benefit package.

Deadline: Applications must be received by January 18, 2002. Anticipated starting date: July 2002.

WCSU is an AA/EO Educator/Employer.

CALIFORNIA STATE UNIVERSITY
SACRAMENTO

MATHEMATICS: Full-time Temporary Lectureship for Learning Skills Center Mathematics Program beginning Fall 2002. Salary range $41,940-$47,088. Master's degree in Mathematics or Math Education; Ph.D./Ed.D preferred. Experience teaching developmental mathematics for college students required. Ability to develop curriculum and materials, coordinate developmental math courses and work with bilingual/multicultural students. Assignment includes teaching developmental mathematics courses; advising students and serving on department and university committees. Screening of applications begins Feb. 1, 2002; position open until filled. CSUS is an EOE/AA employer. Further information about Learning Skills at http://www.csus.edu/learningskills. Applications should include a letter of interest, official graduate transcripts, a detailed current resume, and names and telephone numbers of three references for position #15. Send to **Roberta J. Ching, Director, Learning Skills Center, California State University, Sacramento, 6000 J Street, Sacramento, CA 95819-6066.**

AMERICAN FRIENDS SERVICE COMMITTEE
Philadelphia, Pennsylvania
Deputy General Secretary for Operations and Programs

The American Friends Service Committee is a Quaker organization supported by individuals who care about social justice, peace, and humanitarian service. Its work is based on the Quaker belief in the dignity and worth of every person and on faith in the power of love and non-violence to bring about social change. The Quaker belief that there is God in each person has led Friends to respect religious, cultural and racial diversity.

Today, with international headquarters in Philadelphia, nine U.S. regional offices and more than thirty program offices across the United States and twenty-two program sites overseas, AFSC carries on programs of humanitarian service, development, justice and peace.

In partnership with the General Secretary, The Deputy General Secretary for Operations and Programs will help shape and implement the future vision of AFSC. The Deputy General Secretary is responsible for ensuring the smooth operation and administration of the organization, including the provision of leadership in the absence of the General Secretary.

In addition to managing and supporting the Directors of Finance, Information and Technology, Human Resources and Affirmative Action, the important Nationwide Women's Program and the Third World Coalition will also report to the Deputy General Secretary. As a key senior staff person, the Deputy General Secretary is also responsible for undertaking a broad liaison role with the Board of Directors and several of the Board's committees.

Substantial leadership experience in a complex not-for-profit organization, superior management skills and stellar interpersonal communication skills characterize the ideal candidate. Equally important is the ability and willingness to embrace AFSC's mission and core values. An entrepreneurial spirit coupled with the ability to work with a diverse range of people within and outside the organization will be critical to the candidate's success.

Please submit nominations and applications to:

Sally-Ann Hard
Educational Management Network/Witt/Kieffer
780 Third Avenue • 38th Floor • New York, New York 10017

Confidential inquiries may be directed to Sally-Ann Hard at 212/686-2676 or via e-mail at sallyh@wittkieffer.com

Educational Management Network/Witt/Kieffer

1857

LAKE FOREST
COLLEGE

Assistant Professor
Elementary Education

The Lake Forest College Education Department invites applications for a tenure-track position in the field of elementary education.

Lake Forest College is a national liberal arts college about 30 miles north of Chicago. With students from approximately 45 states and 45 countries, Lake Forest College embraces diversity and encourages applications from women and members of historically underrepresented minority groups. Small class size, close advising, courses which integrate methods with field experiences, and personalized placement services allow for effective instruction and mentoring of future teachers. Visit our college web site at **www.lfc.edu.**

Position Description: Teaching responsibilities include courses in reading, general methods, and supervision of field experiences.

Qualifications: Experience teaching in elementary and/or middle school; Doctoral degree; Experience supervising and teaching college-level courses preferred.

Application Procedures: Applications received by **January 15th** will receive full consideration. Candidates should send a letter of application, vita, graduate school transcripts, and three letters of recommendations to: **Dr. Dawn Abt-Perkins, Chair, Education Department, Lake Forest College, 555 North Sheridan Road, Lake Forest, IL 60045-2399.** E-mail: **abtperkins@lfc.edu**

Broward Community College

Opening doors to a brighter future

Broward Community College (BCC) is a large, multi-campus urban institution in Broward County located in Southeast Florida. Founded in 1959 as the first public higher education institution in the county, Broward Community College functions as the principal provider of undergraduate higher education for the residents of Broward County. Through a wide variety of degree and certificate programs and continuing education courses, the college attracts a great diversity of students, including individuals planning to complete a bachelor's degree program, people seeking to acquire job-entry skills, employees desiring to upgrade skills for promotion or career change, and individuals seeking education for their personal enrichment. In addition, the college is also a source of cultural enrichment; a resource for community development, business, and industry; and an avenue for continued skill upgrading and enhancement and retraining. As a public comprehensive community college, the college serves well its role as a significant segment of America's higher education effort.

FACULTY POSITIONS
PENDING FUNDING

BCC is seeking candidates to fill tenure-track positions. These positions are for a 163-day contract, and most will begin in Fall, 2002. Minimum salaries are $30,882 (Master's degree with 18 graduate semester hours in discipline); $36,441 (Doctorate degree with 24 graduate semester hours in discipline).

Accounting Instructor, #279

Master's degree with eighteen graduate semester hours in Accounting; CPA required. Teaching and industry experience, multimedia presentation and Accounting software skills preferred.

Chemistry Instructor, #373

Master's degree with eighteen graduate semester hours in Chemistry with a concentration in Organic Chemistry. Teaching responsibilities include Introductory Organic Chemistry and General Chemistry lecture and laboratory courses. Community college teaching preferred. Knowledge of technology is a plus.

Computer Science Instructor, #992 & #993

Master's degree with eighteen graduate semester hours in Computer Science or a related discipline. Knowledge of Object Oriented programming languages such as C++ or Java, various operating systems such as Windows and Unix, and application programs, such as Microsoft Office is required. A Bachelor's degree in Computer Science will be considered if certified in some of the following: MCT, MCSD, Oracle, Sun Development, Cisco Networks, or Web Development. Candidate must be an advocate of student centered learning, energetic, and willing to learn new advances in technology.

Hospitality/ Tourism Instructor, #366

Master's degree in a Hospitality related field and work/industry and teaching experience. Responsibilities will include teaching courses in Hospitality, Management, Tourism/Travel and Restaurant, coordinating advisory board meetings, advising students, and reviewing/updating curriculum.

Mathematics Instructor, #254

Master's degree with eighteen graduate credit hours in Mathematics. Applicant will teach college preparatory Mathematics, with option of college-level Mathematics for supplemental pay. Applicant must be willing and able to incorporate technology in the classroom and must be open to new teaching strategies to enhance student success. Must be willing to work the evenings for part of the teaching load.

Mathematics Instructor, #117 & #464

Master's degree with eighteen graduate semester hours in Mathematics. Must be proficient in the use of technology and employ teaching techniques designed to engage students in active learning. Responsibilities will include teaching both college level and college preparatory mathematics courses.

Office Systems Technology Instructor, #222

Bachelor's degree in Business Education or related degree required; Master's degree in Business Education or related field preferred. Must have documented experience in an office environment and/or office operations. MOUS certification is a plus. Must have the expertise and ability to teach application software in the Office Systems Technology field (i.e. Desktop Publishing).

Physical Science Faculty, #356

Master's degree with eighteen graduate semester hours in Physics. Additional coursework in Earth Science, Physical Science, Astronomy, Geology, or Oceanography required. Community college teaching experience preferred.

Reading Instructor, #122

Master's degree with eighteen graduate semester hours in Reading; candidate should be prepared to teach basic reading skills, reading and study skills preparatory to college courses, second language/ESL reading skills, and study techniques consistent with college reading strategies.

Religion Instructor, #310

Master's degree with eighteen graduate semester hours in field. Experience teaching in the discipline of Religion; Doctorate preferred. The candidate should have broad competency in world religions, the various approaches to the study of religion, and the ability to take the initiative to create and teach courses in Religion under the special topics designation.

Speech Instructor, #1008

Master's degree with eighteen graduate semester hours in Speech or Communication. Preference given to candidates with experience in teaching diverse students.

ADMINISTRATIVE POSITIONS
PENDING FUNDING

Salaries are based upon qualifications and experience.

Provost for North Campus, #70

Broward Community College is seeking a visionary, energetic, and proactive Provost to oversee the day-to-day operation and long-term planning for the multiple academic and administrative areas at North Campus. The successful candidate will have demonstrated a high level of administrative ability and the leadership experience to manage a complex and dynamic campus environment while maintaining proper fiscal controls. As the chief operating officer of the campus, the Provost will report to the President of the College.

A qualified candidate will have graduated from an accredited college or university with an earned Doctorate in Education, Education Administration, or a related field, and have seven years of experience in Education, Instruction and Administration or a related area.

Dean of Student Affairs, #100

The Dean will provide specific experience in developing student success programs and working with culturally diverse students. The candidate will be able to provide leadership in enrollment management and articulate an understanding of a multi-campus organization that preserves a one-college concept.

Master's degree with five years of student affairs administrative experience demonstrating a strong ability to vision, plan and evaluate comprehensive student services in a community college setting; Doctorate preferred. Areas of responsibility include Student Life, Student Success, Registration, Counseling, Career Services, and Academic Advisement. Familiarity with financial aid services desirable. Computer literacy and data analysis skills are mandatory.

Aviation Institute Director, #033

The Aviation Director oversees three A.S. degrees that prepare students for employment in airport operations, aircraft maintenance, aviation administration and professional pilot technology. The Institute has a staff of six full-time and 15 part-time faculty, as well as 8 non-teaching staff members. The Director manages the Institute budget, hires and supervises faculty and staff, develops programs and serves as liaison with appropriate industry partners, other educational institutions and the FAA.

Master's degree in Aviation or a related field and five years progressively responsible administrative experience requiring Federal Aviation Administration and Federal Aviation Regulatory knowledge and compliance. Applicants must demonstrate their ability to provide dynamic leadership for the Institute's programs and personnel, and to work effectively with the Institute's flight contractors, industry partners and the FAA. Previous experience in an academic setting preferred.

Sciences and Wellness Department Head, #212

Reporting to the Dean of Academic Affairs, this position is responsible for the overall operation of the instructional department in accordance with College policies, procedures, and contractual agreements. The candidate will develop faculty schedules, evaluate faculty, supervise the activities of program coordinators, supervise lab and clerical staff, prepare and manage the budget, establish and implement departmental goals, and develop and revise curricula with the department. This large department offers courses in General Biology, Anatomy/Physiology, Microbiology, Zoology, Botany, Chemistry, Physics, Astronomy, Geology, Oceanography, Earth Science, Physical Science, Environmental Science, Landscaping, Horticulture, Pest Control, Wellness, and Recreation.

Master's degree with eighteen graduate semester hours in any discipline within the Biological or Physical Sciences. Four years full time post-secondary teaching experience and evidence of successful administrative experience in an educational setting.

ESL/Reading/SLS Department Head, #168

Master's degree with eighteen graduate semester hours in ESL and/or Reading, or a related discipline. Four years full time post-secondary teaching experience and evidence of successful administrative experience in an educational setting; or an equivalent combination of education and experience.

Communications Department Head, #199

Master's degree with eighteen graduate semester hours in Modern Foreign Language, Speech or Communication. Four years full time post-secondary teaching experience and evidence of successful administrative experience in an educational setting.

Broward Community College: Positions Continued

Communications Department Head, #399

Master's degree in Art, Modern Foreign Language, Reading or Speech. Four years full time post-secondary teaching experience; evidence of successful administrative experience in an educational setting; or an equivalent combination of education and experience.

Computer Science/Engineering/ Technology Department Head, #434

This candidate will be responsible for administration of all instructional programs within the department. Working with the department faculty, will assist in the development of curriculum and new programs, develop collaborations with industry, make recommendations to the Dean regarding all departmental personnel matters, and administer the departmental budget.

Master's degree with eighteen graduate semester hours in Engineering or a related field. Four years full time post-secondary teaching experience and evidence of successful administrative experience in an educational setting. Must be able to teach and have documented experience in at least one of the following areas of specialization: Electronics Engineering Technology, Biomedical Engineering Technology, or Computer Engineering Technology. Knowledge of Computer Science and industry certifications are a plus. Key qualifications include an ability to provide enthusiastic and energetic leadership, promote a vision for the advancement of the department, and a strong commitment to the Engineering Technology or related fields.

Visual & Performing Arts Department Head, #476

Master's degree with eighteen graduate semester hours in Art, Music or Theater. Four years full time postsecondary teaching experience and evidence of successful administrative experience in an educational setting.

Director of Instructional Design, #911

The Director is first a teacher, and second, a technologist. This person is an accomplished teacher and is recognized as such. As a technologist, will assist faculty in the application of technology to achieve course goals and to extend a course to students without regard to the place and time of instruction. This person is expected to have a comprehensive understanding of the many and varied software applications and technologies available to support learning in all disciplines.

Master's degree and three years experience, or Bachelor's degree and five years experience integrating technology into teaching/learning process. Demonstrated knowledge of multimedia instructional technologies (especially the web), distance education, and instructional design and assessment methodologies. Demonstrated ability to design, create and deliver instructional materials using appropriate development tools, and to train and lead faculty in these endeavors. Successful candidates must have strong project management, written and oral communication skills. Higher education teaching experience is desirable.

Coordinator of Public Safety Programs, #1070

Bachelor's degree in Criminal Justice, Public Administration or related field; Master's degree preferred. Three years progressively responsible experience in the Criminal Justice field with emphasis in law enforcement and corrections training. Knowledge of Florida Criminal Justice Standards and Training Commission policies and procedures is preferred. Close: 01/19/2002.

Events Manager Bailey Hall, #652

Associate's degree and three years experience organizing public events. Bachelor's degree preferred. Will coordinate departmental activities and public events including front of house activities for two theaters. Experience in an Educational and/or Performing Art setting. Must be self-motivated and able to work effectively with a minimum amount of supervision.

Hours: Tuesday through Saturday, 10AM- 6:30PM.

In order to be considered, interested candidates are requested to submit a cover letter, detailed resume, a list of references and photocopies of academic transcripts as well as a completed BCC employment application by 01/31/2002, unless another date is indicated.

Please forward to:

Broward Community College
225 E. Las Olas Blvd.
Human Resources
Ft. Lauderdale, FL 33301

Please call (800) 682-3646 for an official application.
www.broward.cc.fl.us/jobs/
EA/EO Institution

Armstrong Atlantic State University

The College of Education Department of Special Education invites applications for a Full-Time Tenure-Track Assistant Professor of Special Education position beginning August 2002. This position requires an earned doctorate in special education and licensure/certification in some area of special education. Preference will be given to the candidate who has experience teaching on-line courses. Further position information may be found at **www.armstrong.edu** (faculty/staff jobline). Interested individuals should submit a letter of application, a current resume, official transcripts, and the names, addresses, and telephone numbers of five (5a) professional references no later than December 30, 2001 to the following address:

Dr. Robert Loyd, Chair
Special Education Search Committee
Department of Special Education, UH 201
Armstrong Atlantic State University
11935 Abercorn Street
Savannah, Georgia 31419

Formal review of application will begin January 3, 2001 and continue until the position is filled. Georgia is an Open Records Law State.

AA/EOE

UNIVERSITY OF WISCONSIN MILWAUKEE

Art Faculty Position Announcement
University of Wisconsin - Milwaukee

Four tenure-track faculty positions being sought: **(1)** Foundations/Cultural Perspectives (Assistant Professor) dedicated to Foundations curriculum. Teach Cultural Perspectives Art Survey lecture course (once per year), and Foundation level 3-D studio courses. **(2)** Jewelry-Metalsmithing/World Cultures (Assistant/Associate Professor) to teach undergraduate and graduate jewelry and metalsmithing curriculum, collaborating with two-faculty fibers area. Teach a lecture course on global craft culture on a rotating basis. **(3)** Foundations/Digital Arts and Culture (Assistant Professor) dedicated to Foundations curriculum. Teach undergraduate Digital Arts and Culture Foundations lecture course (with related digital studio lab), and teach studio foundations courses. **(4)** Digital Artist-Theorist (Assistant/Associate Professor) to teach courses in digital art within the studio art and film curricula and occasional advanced level seminar in global communication and electronic arts in connection with Center for International Education programs. Positions 1, 2, and 3 MFA or terminal degree required. Position 4 MFA, terminal degree or equivalent professional experience required. All: teaching experience preferred. Start fall, 2002. Send application letter, 20 images of work (slides, video, DVD, CD-ROM or Zip disk), 20 images of students' work, slide/artwork lists, CV, list of 3 references (no letters), SASE. A/D: postmarked January 8, 2002 for CAA interview; subsequent applications accepted until August 2002 or position filled. (Positions pending final regent's approval.) Send: **Chairperson, Search Committee, Visual Art Department, University of Wisconsin-Milwaukee, P.O. Box, Milwaukee, WI 53201.**

AA. EOE. WMA. AC-INT.
See also www.uwm.edu/SOA
or call 414-229-6054 for more details.

University of Missouri -Kansas City

Dean of the Henry W. Bloch School of Business and Public Administration

The University of Missouri-Kansas City one of the four campuses of the University of Missouri System invites nominations and applications for the position of Dean for the H. W. Bloch School of Business and Public Administration. The School is accredited by AACSB and NASPA.

The University of Missouri-Kansas City has evolved from a small, teaching-oriented institution into a comprehensive research university with 12 schools with colleges and programs offering more than 125 degrees, including 49 masters degrees and select doctoral degrees. Ninety-five percent of the UMKC faculty have Ph.D.s or the highest degree in their field. UMKC enrolls 10,400 students, with additional 2,340 high school students also taking some university-level classes. The Dean is the chief executive officer of the School and is responsible for the faculty and programs, administrative staff, facilities, and budget. The H. W. Bloch School of Business and Public Administration consists of three divisions, and the Bloch School Centers for Direct Marketing Education and Research, International Business, Entrepreneurial Growth, and the Midwest Center for Nonprofit Leadership.

The Dean will be a leader with vision and wisdom; manager with strong organizational and human relationship skills; fundraiser and resource developer; team player within the School, University, and central administration; mentor and a role model of excellence, integrity, civility, decency, and trustworthy; facilitator who establishes high standards, encourages people to stretch to meet goals; and a leader with a continuous improvement focus. The successful candidate will have experience in leadership, management, strategic planning, and fiscal responsibilities; demonstrated commitment to affirmative action, track record of developing, implementing, and maintaining strong business partnerships; and enthusiasm for fundraising. Preferred candidates will have an earned doctorate or other appropriate terminal credential. A record of teaching and scholarship that would qualify the candidate for appointment as a tenured professor Candidates with executive level experience outside of higher education are welcomed.

Nominations and Applications: For best consideration, materials should be submitted prior to December 21, 2001. Review of applications and nominations will begin immediately and will continue until an appointment is made. Application materials should include a letter of application addressing how the candidate's experiences match the position requirements, curriculum vitae, and the name, title, e-mail, business address, and business and home telephone numbers of at least five references. **Submission of materials as an MS Word attachment is strongly encouraged.** Individuals wishing to nominate candidates for the position should submit a letter of nomination, including the name, position, address, and telephone number of the nominee.

Nominations and applications will be considered in confidence and should be sent to:

Dr. Jan Greenwood, Vice President
AT Kearney, Inc.
UMKC - Dean, H. W. Bloch School Search
333 John Carlyle Street
Alexandria, Virginia 22314
greenwoodteam@atkearney.com
FAX 703-519-0391

UMKC
UNIVERSITY OF MISSOURI
KANSAS CITY

UMKC is an equal opportunity, affirmative action institution.
www.umkc.edu

GENERAL NEUROLOGIST

The Department of Neurology at the University of Medicine & Dentistry of New Jersey – Robert Wood Johnson Medical School – is expanding its clinical research and teaching activities at its New Brunswick campus. We are seeking a new faculty member at the Instructor or Assistant Professor level in general neurology. The responsibilities of this position will comprise mostly outpatient practice, but will also include teaching medical students and residents, as well as assisting in running our growing inpatient services. Applicants should send CV and the names of three references to: Lawrence I. Golbe, MD, Acting Chairman, Department of Neurology, UMDNJ RWJMS, 97 Paterson Street, New Brunswick, NJ 08901-0019. UMDNJ is an Affirmative Action/Equal Opportunity Employer, M/F/D/V, and a member of the University Health System of New Jersey. Regrettably, we can respond only to those candidates selected for interviews.

UMDNJ
UNIVERSITY OF MEDICINE & DENTISTRY OF NEW JERSEY

Visit our website at:
http://www.umdnj.edu/hrweb

Assistant Professor
Department of Education

The Department of Education at **Southwestern University** is seeking applicants for an entry-level, Assistant Professor, full-time, tenure-track position teaching undergraduate students seeking teacher certification. Qualifications include an earned doctorate or ABD with scheduled completion by June 2002, in Curriculum and Instruction or other similar field. Candidates must have elementary certification, as well as three years of teaching experience, with some experience at the middle school level, preferably in a public school setting. **Responsibilities:** Teach a wide range of courses including elementary mathematics, elementary general science, educational technology with emphasis on classroom instruction, and classroom organization and management; advise students; assist in coordination and supervision of field-based placements; conduct scholarly research that includes education students; and perform other duties in the education department and within the campus community, as needed. Applicants with teaching experience in Title I schools and in English as a Second Language classrooms are preferred. Successful grant writing experience is desired. Commitment to teaching; scholarly activity; and collaboration with faculty, schools, and students are expected.

Our education department's teacher preparation program is a recognized Center for Professional Development and emphasizes field-based learning and collaboration with professional development schools. University classrooms are located on the campuses of three local schools. Undergraduate students can select from the following certification levels: primary elementary (preK-4), primary intermediate (4-8), and secondary (8-12), and generic special education (K-12). Southwestern University prides itself on a low student/faculty ratio and a caring community environment. It has more than 1,250 students and a history of stable enrollment. Southwestern ranks among the highest per student endowment of undergraduate institutions in the country. The University is located in Georgetown, Texas, 28 miles north of Austin, the state capital. For more information concerning Southwestern University, please visit our web site at **www.southwestern.edu.**

Interested persons should send a letter of interest, curriculum vitae, and three current letters of reference to: **Faculty Recruitment Office, Education Search Committee, Southwestern University, Position #9936, P.O. Box 770, Georgetown, TX, 78627-0770.**

The deadline for receipt of resumes is January 30, 2002.

Southwestern University is an equal opportunity employer and strongly encourages women and minorities to apply. EOE/M/F

R·I·T

ASSISTANT/ASSOCIATE PROFESSOR HEALTH CARE FINANCE

The Health Systems Administration programs of Rochester Institute of Technology seek a health care finance professional for an open tenure-track position. The successful applicant will be the lead faculty in health care finance for the MS and undergraduate programs. The MS program is currently engaged in the accreditation process with the Accrediting Commission on Education in Health Services Administration.

Responsibilities: Teach health care finance courses at the undergrad and graduate level, teach in one other related area (health care law, info systems or strategic planning), develop and revise curriculum in finance and economics for delivery on-campus and via distance, scholarly activities including research and grant writing, serve on institute and college committees, participate as an active liaison with local, state and national health care communities, and accrediting officials.

Qualifications: Doctorate preferred, MHA, MBA or equivalent required, health care finance experience at an administrative level. Teaching or consulting experience is most desirable and a willingness to teach via distance learning a must. Experience with program accreditation also desirable.

Interested individuals should email a Resume and Letter of Interest. Applications will be reviewed upon receipt and the position will remain open until a candidate is selected.

RIT is an AA/EEO employer.

Contact: William W. Walence, Ph.D.
Chairperson, Search Committee
RIT
14 Lomb Memorial Drive
Rochester, NY 14623
E-mail address: wwwcad@rit.edu
HSA Web site: www.rit.edu/healthsystems
RIT Web site: www.rit.edu

The University of Northern Iowa

HEAD

DEPARTMENT OF MATHEMATICS

Applications are invited for the position of Head of the Department of Mathematics to begin in Fall 2002. We are seeking an effective leader of a diverse department.

Required: Ph.D. in Mathematics, Applied Mathematics, Statistics or Mathematics Education with a strong background in mathematics, excellence in communication and administration, qualifications to teach all levels of undergraduate mathematics, record of teaching and scholarship sufficient for appointment with tenure, substantial evidence of excellent undergraduate level teaching.

Preferred: Full professor with previous academic administrative experience. Evidence of excellence in masters level teaching. The ideal candidate will lead a large department consisting of mathematicians, applied mathematicians, statisticians and mathematics educators.

Duties: Leading and serving the Department; some teaching, advising, and scholarly activity; budgeting and planning; assigning and evaluating faculty; facilitate faculty development; conducting external relations; recruiting mathematics majors.

The Department of Mathematics consists of 26 tenured and tenure-track faculty members and offers undergraduate degrees with concentrations in mathematics, applied mathematics, statistics and actuarial science, and mathematics education (both elementary and secondary). The department offers masters degrees in mathematics and mathematics education (both elementary and secondary).

The University of Northern Iowa is one of three state universities in Iowa and has the principal mission of providing high-quality education to undergraduates. Located in a metropolitan area with a population of about 125,000, the University serves a student population of approximately 14,000.

Complete applications received by January 15, 2002 will be given full consideration. Salary will be commensurate with qualifications and experience. The Department encourages applications from minority persons, women, disabled veterans, and Vietnam-era veterans. Send a letter describing in pertinent detail how your qualifications and experience match our mission and requirements, a curriculum vitae, and the names, mail addresses, e-mail addresses and telephone numbers of three references to: **Mathematics Head Search Committee Chair, BRC 50, University of Northern Iowa, Cedar Falls, IA 50614-0181.** E-mail inquiries may be sent to **math-head-search@uni.edu.** Applications by e-mail will not be accepted.

The University of Northern Iowa is an Equal Opportunity Employer with a comprehensive plan for affirmative action.

Chair/Full Professor or Eligible for Full Professor

WASHINGTON STATE UNIVERSITY

DEPARTMENT OF COMPARATIVE AMERICAN CULTURES

QUALIFICATIONS: Ph.D. or equivalent focusing on one of the disciplines in the social sciences or humanities; demonstrated research and teaching excellence; departmental-level administrative experience in a multicultural context preferred. An ongoing record of scholarly or creative productivity in the broad discipline of ethnic studies is desirable.

DESCRIPTION: Full professor to chair the Comparative American Cultures Department (ethnic studies). The Chair is responsible for the routine and long-range development of the department including the management of its budgets; administrative responsibility for its curriculum, faculty and staff development matters; and represents the department in liaison with other departments, as well as with college and university committees and organizations. Salary is commensurate with qualifications and experience.

LOCATION: Washington State University is a Carnegie research extensive, land-grant university with approximately 20,000 students, located in southeastern Washington State. Pullman is 75 miles south of Spokane and nine miles west of Moscow, Idaho, where the University of Idaho is located.

APPLICATION PROCEDURE: Applicants should send by January 31, 2002, a cover letter, curriculum vitae, reprints/samples of creative work, and three letters of recommendation to: **Professor Rory Ong, Search Committee Chair, Department of Comparative American Cultures, Wilson 111, Washington State University, Pullman, WA 99164-4010.**

Washington State University is an Equal Opportunity/Affirmative Action educator and employer.

CALIFORNIA STATE UNIVERSITY SACRAMENTO

MATHEMATICS: Full-time 12-month Tenure Track Coordinator for Learning Skills Center mathematics program beginning Fall 2002. Ph.D/Ed.D. in Mathematics required. $55,380-$82,716. Substantial experience teaching developmental mathematics for college students required. Ability to coordinate developmental mathematics program, develop curriculum and materials, and work with bilingual/multicultural students. Assignment includes coordinating developmental mathematics program and teaching developmental mathematics courses; advising students; serving on department and university committees; performing scholarship and community service. Screening of applications begins Feb. 1, 2002; position open until filled. CSUS is an EOE/AA employer. Further information about Learning Skills can be found at http://www.csus.edu/learningskills. Applications should include a letter of interest, official graduate transcripts, a detailed current resume, and names and telephone numbers of three references for position #26. Send to **Roberta J. Ching, Director, Learning Skills Center, California State University, Sacramento, 6000 J Street, Sacramento, CA 95819-6066.**

WSU

WICHITA STATE UNIVERSITY

DEAN
COLLEGE OF LIBERAL ARTS AND SCIENCES

Wichita State University seeks nominations and applications for an innovative and experienced leader to fill the position of Dean of the Fairmount College of Liberal Arts and Sciences. Located in the largest metropolitan area in Kansas, WSU is a Carnegie Doctoral/Intensive public urban university supporting 2,100 faculty and staff, 6 colleges, and various research institutes and centers. WSU serves as one of three research universities within the state.

The Fairmount College of Liberal Arts and Sciences comprises 15 academic departments and 4schools (Communication, Community Affairs, Social Work, and Public Affairs). Degrees are offered in 35 undergraduate areas, 17 masters programs, and 3 Ph.D. programs. As chief academic and administrative officer for the College and reporting directly to the Vice President for Academic Affairs and Research, the Dean provides academic leadership, has major responsibility for fund-raising, shares governance with the faculty in development and implementation of curricula, research initiatives, academic programs, and related activities, works collegially with faculty, other deans, and administrators.

REQUIRED QUALIFICATIONS:

- Earned terminal degree in one of the College's disciplines and evidence of strong scholarly/creative and professional achievement that justifies appointment with tenure at the rank of professor in one of the College's academic departments
- Record of achievement in academic leadership
- Evidence of commitment to support excellence in teaching, scholarly work, and research
- Substantial academic administrative experience including budgeting and faculty evaluation
- Evidence of strong interpersonal and communication skills
- Demonstrated commitment to work in a system of shared governance and consensus building
- Demonstrated ability to work effectively with diverse populations

PREFERRED QUALIFICATIONS:

- An understanding of current challenges and issues in higher education
- Understanding and appreciation of the role of technology in learning, scholarly work, and research
- Support for an urban university's mission to build connections and programs with the surrounding community
- Successful fund-raising experience in support of scholarly work and research activities.

SALARY AND BENEFITS: Salary is competitive and commensurate with qualifications and experience. To ensure full consideration, complete application must be received no later than **January 22, 2002.** Applications will be accepted until the position is filled. The position will be available on **July 1, 2002.**

APPLICATION: Applicants and nominees should send a letter of application, curriculum vitae, and the names, addresses, telephone and fax numbers, and e-mail addresses of five references to: **Dr. Ruth M. Jackson, Chairperson, Dean of Arts and Sciences Search Committee, P.O. Box 68, Wichita State University, Wichita, Kansas 67260-0068, 316-978-5120,** ruth.jackson@wichita.edu. **Full job announcement at WSU web site** http://www.wichita.edu/online **under** Academic, **then** Academic Affairs and Research.

WICHITA STATE UNIVERSITY IS AN AFFIRMATIVE ACTION/EQUAL OPPORTUNITY EMPLOYER

UCLA SCHOOL OF THEATER, FILM AND TELEVISION

Robert Rosen, Dean

Department of Theater

ACADEMIC OPENING IN ACTING

Description

The Department of Theater is seeking an individual to teach advanced skills in acting styles and genres and to direct both classical and experimental theater projects. Individuals with an eclectic methodology and experience at both undergraduate and graduate levels are preferred. The Department of Theater at UCLA offers an extensive curriculum leading to the Bachelor of Arts, Master of Fine Arts, and Ph.D. degrees as well as important interdisciplinary opportunities within the School of Theater, Film and Television and other UCLA programs. Experience in TV and film performing and/or directing is also preferred. The Theater Department is committed both to professional training and to critical and theoretical inquiry in theater and performance across cultures.

Qualifications

Graduate degree required. Teaching and professional theater experience required. The appointee will be expected to work closely with other members of the Theater faculty and to teach both undergraduate and graduate courses. National or international reputation both professionally and academically preferred.

Rank/Salary

Level of appointment and salary will be determined by the candidate's qualifications and experience.

Application

Address letters of application to:

Mel Shapiro
Chair, Acting Search Committee
Department of Theater
University of California, Los Angeles
102 E. Melnitz Hall, Box 951622
Los Angeles, CA 90095-1622

Applications should be accompanied by a complete resume or curriculum vitae and the names, phone numbers, mail and e-mail addresses of three references qualified to give knowledgeable evaluation of the candidate's qualifications. Please do not send additional supporting materials until they are requested.

Application Deadline: 1/31/2002 or until filled.

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Applicants should submit a letter describing qualifications and interest for the position; curriculum vitae; a statement of Christian faith; and names, addresses, and phone numbers of five references to Patricia S. Anderson, Ph.D., Provost, 901 E. Alosta Ave., PO Box 7000, Azusa, CA 91702-7000. All positions open until filled. For more information, contact the Office of the Provost at (626) 812-3087.

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4 TENURE TRACK POSITIONS

State University of New York at New Paltz is a small, selective public university whose essential character is shaped by its location in the Mid-Hudson Valley region. SUNY New Paltz maintains a strong commitment to the primacy of undergraduate and graduate teaching, an ethnically and culturally diverse campus population, and international studies. It serves about 6,000 undergraduate and 1,300 graduate students, both traditional and non-traditional.

SUNY New Paltz has created a fund to enhance the diversity of its faculty. We are striving to better reflect the ethnic distribution of our student body. Currently, four tenure track positions can be created for Fall 2002 for excellent teachers/scholars who meet the departmental teaching needs and assist the university in meeting this goal. The departments with faculty position authorizations are as follows:

Department	Search Number	Faculty Contact	
Art History	F01-24	Reva Wolf	914-257-3875
Education Administration	F01-22	Jan Hammond	914-257-2810
Elementary Education: Generalist	F01-21	Margaret Ferrara	914-257-2860
Women's Studies/English	F01-23	Denise Bauer	914-257-2975
		Dan Kempton	914-257-2720

The successful candidate must hold a Ph.D. in the designated discipline to be appointed in a professional title. ABD candidates may be considered for lectureships. The University emphasizes a balance between teaching and research. Although primary responsibility is on teaching, an ongoing research/publication record is essential for tenure. Teaching duties will be assigned in both upper and lower division courses.

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For further information about faculty vacancies at New Paltz including application requirements, search on the HR Jobline at http://www.newpaltz.edu/hr.

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Southeastern
OKLAHOMA STATE UNIVERSITY

School of Arts and Sciences

The Southeastern Oklahoma University School of Arts and Sciences invites applications for tenure-track assistant professor faculty positions in the Departments of Biological Sciences, Communication and Theatre, Computer Science (3 positions), Mathematics, Occupational Safety and Health, and Physical Sciences (Biochemistry). Southeastern is a regional university in the Oklahoma state system of higher education that enrolls more than 4,000 undergraduate and graduate students. The university is comprised of three schools: Arts and Sciences, Business, and Education and Behavioral Sciences, and offers 62 baccalaureate programs and 5 master's degree programs with 160 faculty members. The University is located in Durant, a community of 13,000, which is 80 miles north of Dallas, 150 miles southeast of Oklahoma City, and 10 miles east of Lake Texoma.

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Biochemistry or Inorganic Chemistry: Genomics specialist in biochemistry preferred. Inorganic specialty open. Candidates should be willing to contribute to an undergraduate research program.

Positions will be open until filled, but are available in January or August, 2002. Review of applications will begin on January 7, 2002. To apply, send a letter of application, including a statement of teaching and research philosophy, and the names, addresses, phone numbers, and e-mail addresses (if available) of at least three references to:

Office of Human Resources
Southeastern Oklahoma State University
P. O. Box 4016
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Counselor
Center for Health, Wellness, and Counseling Services

William Paterson University of New Jersey seeks a Counselor to join the Center for Health, Wellness, and Counseling Services. This is a 12-month position that includes responsibilities for individual and group counseling; alcohol and other drug prevention/intervention programs; outreach presentations to various campus groups; participation in community building activities; assessment; supervision of interns; and emergency services. The Center for Health, Wellness, and Counseling Services provides a proactive approach to ensuring that the medical and psychological needs of students are attended to effectively.

Required: Master's degree in counseling or social work; licensed or licensed-eligible in the state of New Jersey. Preferred: Previous counseling experience in an institution of higher education and experience in addressing women's issues; alcohol and other addictions counseling.

Salary is commensurate with expertise and experience. This position offers a comprehensive benefits package including tuition waiver for dependent children after one year of full-time employment.

Please send a letter of application, vita, and the names of three references to: ***Michael E. Remshard, PhD, Director, Center for Health, Wellness & Counseling Services, Drawer HO, William Paterson University, Wayne, NJ 07470. Additional information about the University can be found at http://www.wpunj.edu.*** *Review of applications will begin immediately and will continue until the position is filled.*

William Paterson University is an Equal Opportunity Institution Committed to Diversity.

WILLIAM PATERSON UNIVERSITY

WAYNE, NEW JERSEY

R·I·T

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Department Chair (Faculty/Tenured-Track)
Center for Technical Studies

Applications are now being accepted for Department Chair in the Center for Technical Studies at the National Technical Institute for the Deaf (NTID) a college of Rochester Institute of Technology (RIT).

RESPONSIBILITIES:

The successful candidate will administer all resources and personnel assigned to Associate degree level technical programs in Computer Aided Drafting Technology, Automation Technologies, Computer Integrated Machining Technology, Laboratory Science Technology, and Optical Finishing Technology; supervise 15 faculty and 4 support staff; monitor student progress; oversee academic action and program certification for approximately 140 students; support all curriculum development activities conducted by faculty; manage a department budget. The chair will also participate as a member of a center administrative team along with other academic chairs who report to the center director; support new program initiatives aligned in the department; teach at least one course per year within the home department.

QUALIFICATIONS:

Earned Master's degree in one of the represented disciplines, or in education, or in related area required; 3-5 years experience as a program/department administrator in higher education or business required; curriculum development, teaching experience and/or performance evaluation strongly preferred; experience working with industry partners desired; record of publications, presentations in discipline or academic administration preferred.

Knowledge of and experience with deafness and sign language preferred. An earned Master's degree and fluency in sign language required for tenure consideration.

Deadline: January 10, 2002

Applicants should be able to contribute in meaningful ways to the college's continuing commitment to cultural diversity, pluralism, and individual differences strongly preferred. People who are deaf or hard of hearing, with a disability, and/or members of a minority group are encouraged to apply.

Send/e-mail letter of interest using reference #0118, resume and the names/addresses of 5 references to:

Eder Benati, Search Committee Chair
Center for Technical Studies
Rochester Institute of Technology
National Technical Institute for the Deaf
52 Lomb Memorial Drive, Room 2751
Rochester, New York 14623-5604
FAX (716) 475-7460/E-Mail: EMBNTL@RIT.EDU

RIT AA/EOE

UWM

UNIVERSITY OF WISCONSIN MILWAUKEE

VICE CHANCELLOR FOR UNIVERSITY RELATIONS AND COMMUNICATIONS

The University of Wisconsin-Milwaukee invites nominations and applications for the position of Vice Chancellor for University Relations and Communications. The Vice Chancellor for University Relations and Communications is the chief communications officer for the University, manages the Division of University Relations and Communications, and is responsible for all personnel, activities, space and budget of the division.

The University of Wisconsin-Milwaukee, an urban research university located in a diverse metropolitan area, is one of the two doctoral granting institutions in the University of Wisconsin System. Its goal is to be "one of America's premiere urban universities, recognized for excellence and dedication to the principle that the education of its students is its primary purpose." UWM is a highly energized organization, distinctive among urban universities, with a leadership team that has heightened the institution's visibility and recognition.

Responsibilities: The Vice Chancellor is above all an effective leader and communicator. This position reports directly to the Chancellor and oversees 25 employees. Responsibilities include university communications and media relations, including media contacts and crisis communications; marketing and branding initiatives, including research, advertising, special events and merchandising; alumni relations; public relations, including university publications and design, promotions and sponsorships, the university web site, Chancellor's events and speech writing, and the Board of Visitors; community and government relations, including neighborhood, city, county, state, federal, and Board of Regent relations; UWM budget/funding lobbying and issue advocacy; support for institutional advancement and development

Minimum Qualifications: We seek candidates who have demonstrated strong leadership experience within a complex and diverse organization and the ability to address, prioritize, and manage issues. A strong record of working collaboratively within an organization and evidence of exceptional management, organizational, and supervisory skills are also required. Candidate must have demonstrated ability to craft effective communications strategies for multiple constituencies and a familiarity with government, elected officials, and public sector budgeting.

A bachelor's degree is required, although an advanced degree(s) is desirable. A minimum of 10 years of progressive experience and a proven record of success in public relations, marketing, and/or communications is required. Previous experience in community relations is required; administrative experience in higher education is desirable.

Application Process: Screening of applications will begin on January 18, 2002. For consideration, completed applications must be received by 4:00 p.m., Central Standard Time, on January 18, 2002. Submission of materials by email as an MS Word attachment is very strongly encouraged. Interested individuals should send a cover letter addressing the qualifications described above and a resume, along with names and contact information of five references, to: **Search & Screen Committee for Vice Chancellor for University Relations and Communications, Attn: Professor Rene Gratz, UWM, P.O. Box 413, Milwaukee, WI, 53201, E-mail tgraham@uwm.edu.**

UWM is an AA/EO employer. For a complete position description, visit **www.uwm.edu/Dept/Univ_Rel.**
Learn more about UWM by visiting
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Community College of Rhode Island

EDUCATION. The Community College of Rhode Island invites applications for adjunct faculty opportunities for the Spring, 2002, Semester in the disciplines listed below. Assignments are available for weekday classes in Warwick, Lincoln and Providence; Weekend College classes in Providence; and/or evening classes at CCRI satellite locations throughout the State. The hourly rate is $51.50.

Computer Studies: Courses available are Introduction to Computers and those involving Microsoft Office products. Master's degree preferred; knowledge of field and practical application experience required.

English: Courses available are Fundamentals of Writing, Composition, ESL and Reading. Master of Arts in English or Master of Arts in Teaching required. Teaching experience preferred.

Physics: Courses available are Geology, Oceanography and Physical Science. Master's Degree in an appropriate subject area is required.

Psychology: Courses available are General, Developmental, Abnormal and Educational Psychology, as well as Psychology of Personal Adjustment. Master's degree in Psychology required. Teaching experience preferred.

Submit your resume with a cover letter indicating your interest and availability to: **Office of Personnel Services, Community College of Rhode Island, 400 East Avenue, Warwick, RI 02886-1807. TTY: 401-825-2313.** College website: www.ccri.cc.ri.us. Any individual with a disability who requires assistance in the application process should contact CCRI at 455-6011.

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¡PUNTO FINAL!

OMAHA, ¿QUÉ?

Alberto Huerta, associate professor in the Department of Modern & Classical Languages, University of San Francisco, teaches Indigenuous America, Hispanic/Latino Experience in California and the West, Invisible America, and Poetry in San Francisco.

Winds at *La Frontera* whisper. Memories are long evening shadows. Voices. Stories. Crossings. For the Hispanic immigrant, the seasons sing bittersweet songs. Some endure sea waves with an unending horizon. Others…rivers, deserts, and back-breaking mountain ranges. When Hispanic immigrants succeed, America celebrates their endurance. Congratulates their perseverance.

Many of the Mexicans who crossed El Río Grande at the turn of the last century, migrating to El Norte, were families, traveling in tandem. All passed through junctions, places at which rail lines and natural markers intersected like junctures of memory, where other immigrants had been before. They guided the Mexicans.

If you crossed at El Paso, Texas, on a train, you might wake up in a one-horse town along the Salton Sea in the hot California desert or in geographical locations such as Red Cloud Canyon (aka Box Canyon), where, after a few tequilas, Mexicans from some *rancho* gave a howl of relief–*un grito de alivio*–at finding themselves closer to relatives who would welcome them to *Los Estados Unidos*.

Known junctions pointed to Texas, Arizona, California, and Nevada. Rarely did anyone venture north or east. To cross the Llano Estacado and the Gila River was far enough. The Arkansas and Platte, even the Mississippi, were rivers few Hispanic immigrants dared cross. Just to get to the border, most had traversed a litany of Mexican states: Jalisco, Guanajuato, Aguascalientes, Zacatecas, Durango, Sonora, Coahuila, and Chihuahua. Crossing Texas, Oklahoma, and Kansas to reach America's heartland of Nebraska seemed arduous and impossible in 1925. Few did it. They were happy if they got to the southwest or the west.

Yet that is what the Barrientos brothers from Aguascalientes did. United as a family, Juan, Vidal, and Pánfilo Barrientos inverted the migration paradigm. They were a migration anomaly that became common after WW II. The Barrientos, forebearers of Álvarez-Barrientos-Mora Enterprises (ABM), headed north. They were recruited by U.S. railroad companies or labored in the beet fields of central Nebraska.

Vidal Barrientos married a Rodríguez, Eduarda (aka Ella) in 1927. Known as *Mamá Grande*, Eduarda was born on U.S. soil–Galesburg, Ill.–in a boxcar in 1912. She worked as a cook, "a gandy worker," on the railroad. *Mamá Grande* and Vidal migrated to Omaha, Neb., where they stood their ground, settled, and raised their offspring. The amber fields of dreams proved fruitful. The three brothers fathered 30 children. Surnames changed through marriage. More children came.

A Barrientos' daughter married a Mora in Texas. They migrated to Omaha in the '60s to join *Mamá Grande*'s established family. Civil service and meat packing jobs abounded. Because of this early migration and marriages over a 75-year period, the Barrientos family is now one of the largest in Omaha. Its descendants, mostly third-generation American-Hispanics with college degrees, are reclaiming their cultural heritage with *ganas*.

Juan Barrientos and Marcos E. Mora, University of Nebraska graduates, founded ABM Enterprises. Marcos, a Chicano whose father was a Texas *pachuco* in the '40s, states, "ABM is about bringing together the best of both cultures, Mexican and American." They publish annually a *Directorio Latino de Omaha*, which lists local Hispanics, and a biweekly ad tabloid, *El Perico Clasificados*. They manage Latino entertainers, including the female *Mariachi Las Palomas*. They have promoted *Bandas* such as *Los Tigres del Norte*.

"Since the last census, the Hispanic population in Nebraska increased 106 percent, making it one of the fastest-growing Latino communities in the nation." That growth has facilitated fulfillment of their second ideal, an integral part of their business philosophy: "...to educate their brothers and sisters, and give back to the community."

ABM's greatest pride is its quarterly, *La Visión Latina*, edited by Marcos E. Mora. Barrientos and Mora began their magazine in 1999. Through it, they attempt to connect Hispanic culture with current trends in Nebraska's heartland. They view *La Visión Latina* as *un puente* that bridges and educates two language groups living side by side, who need to understand each other better. *La Visión Latina*'s success is due to profiling local Hispanic role models. ABM Enterprises contributes Hispanic business, song, music, culture, and color to Omaha.

Next time you think of Omaha, drive through it, or make a connecting flight, remember this story with a happy ending. Much Hispanic is happening, something not usually associated with the placid and pale city of Omaha. Once called "echo city," the Barrientos brothers' crossing at *La Frontera* changed all that.

If interested in submitting a ¡Punto Final! "think piece," please e-mail us at sloutlook@aol.com for guidelines.

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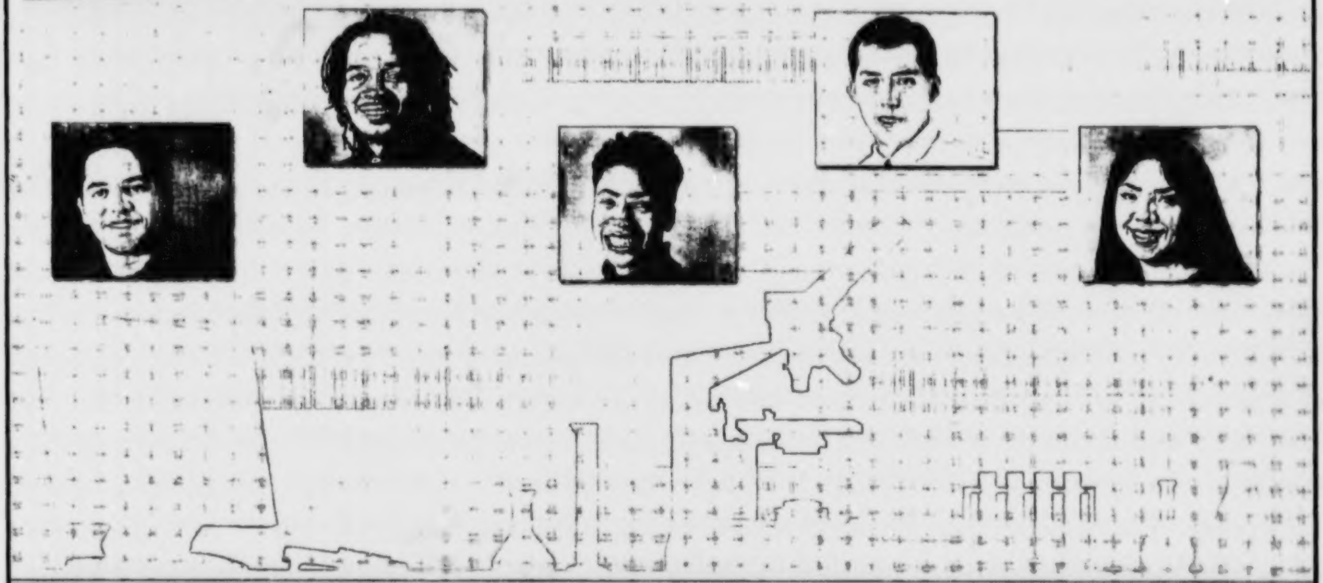

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Eduardo Padrón, President
Miami-Dade Community College

Antonio Pérez, President
Borough of Manhattan Community College

María Vallejo, Provost
Palm Beach Community College

CONTRIBUTORS: Isis Artze, Fay Beauchamp, F. Chris García, Angela Provitera McGlynn, Michael Reich, Jeff Simmons, Vicky Snyder, Marcelo Vera

LETTERS TO THE EDITOR: **Commentaries or Questions should be addressed to:**

The Hispanic Outlook in Higher Education
210 Route 4 East, Suite 310
Paramus, NJ 07652

All correspondence should include author's full name, address, and phone number.

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NCLR
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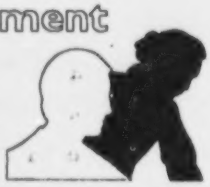

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The First to Bring Doctoral-Level Education to San Antonio

FYI...FYI...FYI... ㉞

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¡PUNTO FINAL! back cover

Latinos, Technology, and Higher Education

Cover Photo Courtesy of The Templeton Guide

Esquina Editorial

Año Nuevo Under the Microscope

Privacy is a hot-button issue that will remain high on agendas this year–right to privacy on the phone, via e-mail, a student's right to privacy. In the aftermath of Sept. 11, for example, the investigative crackdown put the spotlight on international students studying in U.S. schools. At the moment, federal immigration officials request documentation from each school regarding foreign students, but a computer tracking database is expected to be up and running by 2002. As the president arms the country with tools that allow extensive wiretapping and access to electronic files to detect and combat acts of terrorism, many have questioned whether the nation's right to privacy is being sacrificed for the greater good.

Protecting privacy in an electronic environment is an issue campuses have been grappling with for some time. Generally, universities reserve the right to inspect or monitor student information, although they do not routinely disclose or review this information without consent from the loyal keeper of the files, so to speak, the responsible campus administrator or the student. Student information is not limited to phone numbers and addresses, Social Security numbers, grades, financial, health, and medical information. This data can also include computer usage, detail Web sites students visit, and e-mail messages.

While life in the New World has resumed a normal pace, let's not forget that we are at war. President Bush deserves our support for his brazen efforts to seize terrorism by the horns, quid pro quo, and overcome it, crush it, subdue it.

May the extended powers bestowed in light of our new situation be used not widely but wisely.

Alexandra

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A CAPITOL VIEW

The Condition of Education, 2001

BY GUSTAVO A. MELLANDER

U.S. Secretary of Education Rod Paige recently released *The Condition of Education, 2001.* It is a balanced presentation which highlights the recent successes as well as the shortcomings of our educational reality nationwide. The National Center for Education Statistics (NCES) prepares the report annually in response to a congressional mandate to document current conditions and recent trends in American education.

This year's report notes that enrollments are continuing to grow at all levels of education, and more and more students are taking advanced science and mathematics courses. Yet gaps persist in educational performance and participation.

Paige noted that, "*The Condition of Education* tells us concretely that we are far from where we need to be in terms of student performance. We are failing to close the persistent achievement and attainment gaps, and we lag behind other developed nations in mathematics and science achievement."

First-generation College Students

The 59 indicators in the report convey the most up-to-date information about enrollment, outcomes, context, and support for education. The report also presents U.S. standings on international comparisons. This year's focus is on first-generation college students and factors that increase their likelihood of entering college and educational success.

The report points to many shortcomings in U.S. education. Comparisons of student performance both over time and internationally raise concerns about how well the American educational system is keeping up with systems of other economically developed countries, especially at the secondary level. In addition, disturbing gaps remain in academic performance and educational participation among different racial/ethnic and socio-economic groups.

Those differences start early and persist. From the beginning of kindergarten to the end of first grade, most children show marked improvement in reading and mathematics, but initial gaps in performance–associated with their mother's education–remain. As children progress through first grade, students from better-educated families continue to score higher and acquire more advanced skills and knowledge–such as competence in multiplication and division and recognizing and understanding words in context–compared with other students.

An important message for students, parents, and schools is that rigorous academic coursework in high school makes it much more likely that students whose parents never attended college will enroll and continue their education. For instance:

- Among high school graduates whose parents had no postsecondary education, the enrollment rate of those who took advanced mathematics (64 percent) greatly exceeded the enrollment rates of their peers who did not take advanced mathematics (ranging from 4 percent to 34 percent).
- Rigorous academic preparation in high school narrows the gap in postsecondary persistence (staying in school) between the first-generation students (81 percent) and their peers with a parent who has a bachelor's degree (89 percent).
- First-generation students who had not taken a rigorous academic curriculum in high school were less likely to continue towards a bachelor's degree than their counterparts with a parent who has a bachelor's degree (55 percent versus 69 percent).

Complex Picture

"Together, these indicators present a complex picture of education in our nation," said Gary Phillips, acting commissioner of education statistics. "Some show signs of national progress; others show no change. Encouraging trends show almost two-thirds of recent high school graduates enrolling in college following high school and a doubling of advanced course taking in English and foreign language study from 1982 to 1998. On the other hand, discouraging findings include the continuing gaps among racial groups and few recent improvements in performance."

Other Findings

While the National Assessment of Educational Progress shows that reading performance has improved since 1971 for 9- and 13-year-olds, scores have not improved for 17-year-olds. Although the long-term trend data show a decrease in the performance gap between Whites, Blacks, and Hispanics, most of this reduction occurred between 1971 and 1988.

In mathematics, the trends in student performance show higher scores in 1999 than in 1971 for all three age groups, but no improvements between 1994 to 1999 and some widening of the Black-White achievement gap. The gap between Whites and Hispanics has narrowed for 13- and 17-year-olds since 1973.

Trends in science performance are characterized by declines in the 1970s, increases during the 1980s and early 1990s, and mostly unchanged performance since then. The Black-White-Hispanic achievement gap remains unchanged.

International assessments show how well U.S. students perform relative to their peers in other countries. In 1999, U.S. eighth-graders exceeded the international average among 38 nations in mathematics and science on the Third International Mathematics and Science Study, but were outperformed by students in 14 industrialized nations.

Higher Education

Not only do more high school graduates now enroll in college–but more of them do so immediately after high school. Between 1972 and 1999, the percentage that enrolled in college in the fall after high school rose from 49 percent to 63 percent. Undergraduate enrollment is projected to continue to climb during this decade. Over the next decade, growth in undergraduate enrollment is expected to be greater for full-time students and at four-year institutions. Women's enrollment is expected to continue increasing faster than that of men's. Unfortunately, more recent research indicates there is a developing trend of Hispanic males not completing college. This mirrors the high dropout rate of Black males.

The full text of the report is available on-line at: http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2001072.

A free copy of the report can be ordered by calling toll-free 1-877-4ED-PUBS (1-877-433-7827) or TTY/TDD (1-877-576-7734); via e-mail at edpubs@inet.ed.gov; or via the Internet at http://www.ed.gov/pubs/edpubs.html.

Dr. Mellander is a professor at George Mason University.

Building Character on Campus

Foundation Honoring Presidents, Programs, and Institutions

BY INÉS PINTO ALICEA

The *Templeton Guide: Colleges that Encourage Character Development*, recognizes and profiles programs, presidents, and higher education institutions judged by the Pennsylvania-based John Templeton Foundation to inspire students to lead ethical and civic-minded lives. Over the years, several Hispanic Serving Institutions have been featured in this guide.

The book is based on the philosophy that during the college years, students begin to rely on their own moral compass–a set of virtues and principles that enables them to do the right thing despite pressures to do the contrary–and social institutions (in this case, colleges) play an important role in that endeavor.

"A great many college students strive to live lives of good character," wrote John M. Templeton, Jr., president of the John Templeton Foundation in Pennsylvania, which publishes the guide. "Other students do not yet show consistent patterns of good character, but, nonetheless, they are searching for the kind of person they want to become. Recognizing this, college educators play an important role in reinforcing and strengthening the ideals and moral values that students already hold. They provide and encourage meaningful opportunities for college students to learn about, reflect on, and practice the virtues of personal and civic responsibility."

The present edition of *The Templeton Guide: Colleges that Encourage Character Development* profiles 405 college programs in 10 categories, as well as 50 college presidents selected for their leadership in this area, and 100 colleges named to the Templeton Honor Roll for their overall effort in the character development of students.

"A great many college students strive to live lives of good character."

JOHN M. TEMPLETON, JR., PRESIDENT OF THE JOHN TEMPLETON FOUNDATION IN PENNSYLVANIA

"It's a very important distinction that says we're doing things differently," said Pat Whitely, vice president for student affairs at the University of Miami in Coral Gables, Fla., which was named in the guide's Honor Roll and for exemplary programs in academic honesty and substance abuse prevention. Latinos comprise 2,521 of the 13,963 undergraduate, graduate, and professional students. "It was really a wonderful accomplishment for the university. It says that the university is a neat place to go to school."

The guide is just one aspect of a major initiative undertaken by the John Templeton Foundation, an organization launched by Sir John Templeton, an international financier, in 1987. The College and Character Initiative aims to encourage colleges and universities to do as much as possible to reinforce positive values such as honesty, compassion, self-discipline, and respect. The Foundation cites troubling statistics to highlight the importance of character development. It says that recent studies show that 80 percent of campus crime turns out to be student-on-student; and 90 percent involves drugs or alcohol.

According to its Web site, the Foundation does not recommend any single character-development curriculum, formula, or approach and publishes the guidebook to stress the importance of each U.S. college and university establishing its own set of character-development practices, expectations, and outcomes within the context of its own history, mission, and identity. The guidebook emphasizes that character development can and does occur within widely diverse higher-education settings.

"The initiative seeks to foster widespread conversations within the higher education community about character development and to inform potential students, parents, policymakers, and the general public of how colleges and universities are responding to this challenge individually and collectively," the Foundation's Web site said.

The term "character" is defined as the constellation of strengths and weaknesses that form and reveal who we are, and developing character is a lifelong process, says the Foundation.

"Character is not engraved by age 6–or even 16," said Templeton. "We can change and improve our character. However, like a comfortable pair of shoes, selfishness, laziness, dishonesty, and irresponsibility are easy to slip into. Just as a mountain is constantly being reshaped by weather patterns, our character is reshaped by the different choices we make and the virtues we choose to practice. People of good character are usually described as having strong principles such as truthfulness and fairness."

The Templeton Guide also includes a comprehensive directory of organizations in higher education that in its view research, support, or advance the importance of character development as an essential outcome of the undergraduate experience. Among those organizations listed is HACU.

Among the profiles in *The Templeton Guide* are 11 Hispanic Serving Institutions (HSIs). An HSI is defined as a nonprofit, accredited college, university, or system at which total Hispanic student enrollment constitutes a minimum of 25 percent of the total, including full-time and part-time students, whether at the undergraduate or graduate level, or both. Those HSIs profiled were honored in the exemplary programs section.

Eileen L. Poiani, vice president for student affairs at St. Peter's College, N.J.

Two HSIs were named to the Honor Roll–St. Peter's College and the University of Miami. Two presidents of HSIs were named in the Presidential Leadership section–John D. Welty of California State University, Fresno, and Sister Jeanne O'Laughlin of Barry University.

The following HSIs were profiled throughout the book: California State University, Fresno; California State University, Fullerton; California State University, Northridge; Whittier College; Barry University; University of Miami; St. Peter's College; New Mexico Highlands University; St. Mary's University; Texas A&M International University; Heritage College.

As reported earlier in this magazine, Eileen L. Poiani, vice president for student affairs at St. Peter's College in Jersey City, N.J., talked with *HO* about its selection by Templeton.

"We were delighted because it symbolized what the college has been all about for 129 years." St. Peter's is a Jesuit school with 3,500 students, of whom 30 percent are Latino. "We're proud to publicize that we were listed in *The Templeton Guide* in our recruiting literature. Parents look favorably on it."

The motto of the 19-acre St. Peter's campus is "Live Respectfully, Act Responsibly." Poiani, who put together the college's application for the honor by Templeton, enumerated programs that contributed to its selection as an honoree: commitment to volunteerism by students, faculty, and administrators; an "Emerging Leaders Program" pairing freshmen with faculty and administrators who serve as their mentors that first year; its requirement that all student leaders on campus undergo leadership development training; its dedication to civic education through internship with legislative offices; its ambassadors program, which brings United Nations ambassadors to campus to meet with students and faculty; and its speakers and seminars on national and global issues.

The University of Miami was cited for an Honor Council of student representatives that promotes the school's honor code so thoroughly through flyer and poster campaigns, campus discussions, and meetings with new students that the "council members spend more time executing public awareness initiatives than in conducting hearings–hallmarks of an effective program well on its way to creating a legacy of academic integrity." It was cited, too, for its substance abuse prevention effort, including two campus organizations that organize such events as National Collegiate Alcohol Awareness Week, Safe Spring Break, and Drinking and Driving Candlelight vigils. It also hosts substance free campus activities, peer education programs, and a forum for open dialogue on alcohol issues.

Pat Whitely, vice president for student affairs, University of Miami, Fla.

Profiled in different sections of the book were 16 associate member institutions of HACU, an associate defined as a nonprofit, accredited college, university, or system that has at least 1,000 Hispanic students enrolled or a minimum of 10 percent Hispanic enrollment, again a total of full-time and part-time undergraduate and graduate students. Those profiled were Arizona State University; University of Arizona System; California State University, Chico; California State University, San Marcos; San Francisco State University; University of California, Los Angeles; University of California, Santa Barbara; Colorado State University; University of Central Florida; Columbia College; Michigan State University; University of Michigan, Brooklyn College, City University of New York; Pace University; St. John's University; and The Pennsylvania State University.

Of those institutions, Colorado State University and St. John's University were named to the Honor Roll while the presidents for Penn State and San Francisco State University were honored in the presidential leadership section.

"The guide is voicing what we do on campus in a powerful way," said Linda Kuk, vice president for student affairs at Colorado State University in Fort Collins, of the honors. The uni-

Exemplary Programs are divided into 10 categories–first-year, academic honesty, faculty and curriculum, volunteer service, substance abuse prevention, student leadership, spiritual growth, civic education, character and sexuality, and senior year.

versity was cited for programs such as an extensive student volunteer program that integrates a strong service-learning component, substance abuse prevention programs, and first-year programs that focus on commemorating diversity and creating a community on campus.

According to Kuk, while it is difficult to say that the nomination to *The Templeton Guide* alone enhanced the university's retention and recruitment efforts, being named to the guide has played a role in increasing enrollments at the 27,300-student campus every year.

College and University Presidents

The Templeton Guide profiles 50 college and university presidents who are setting the standard in higher education for what a leader can do to establish priorities and programs that help prepare students for lives of personal and civic responsibility. Serving as catalysts, college presidents can provide the resources and support required to initiate character-development activities on campus. Presidents also be national leaders in promoting the importance of character development in higher education. And they can strive to be role models of character and integrity.

Templeton Honor Roll

The Foundation established the Honor Roll for Character-Building Colleges in 1989 to biennially recognize 100 institutions that emphasize character development as an integral part of the undergraduate experience. To date, more than 350 colleges and universities have been named to one or more. Selection criteria including a "clear and compelling vision and mission that expresses a commitment to prepare students for lives of personal and civic responsibility; significant involvement and participation of faculty in forming and shaping ideals and standards and integration of those into core curricula; external recognition or honors; and procedures to assess effectiveness of campus-wide character development programs.

Exemplary Programs

The Exemplary Programs section of the current guide consists of 405 programs divided into 10 categories–first-year, academic honesty, faculty and curriculum, volunteer service, substance abuse prevention, student leadership, spiritual growth, civic education, character and sexuality, and senior year.

Selection Process

To compete for honors in the Honor Roll, Presidential Leadership, or Exemplary Programs, all accredited four-year colleges and universities in the United States are invited to nominate character-development programs that deserve special recognition. The John Templeton Foundation sends a nomination packet to the president, public affairs officer, and vice president for academic affairs and student life

Each program, institution, and president nominated is then sent an extensive application form that requires the contact person to respond in writing to a list of questions that address specific selection criteria.

Recognizing that someone or some program or school might not receive or return a nomination form, the Foundation then asks the Institute on College Student Values at Florida State University (FSU) to conduct a search, described in Foundation literature as exhaustive, to identify programs, presidents, and institutions it deems exemplary. In all, more than 2,500 programs and 1,000 institutions were reviewed for the most recent edition in 1999.

FSU's Institute and members of the project's Advisory Board then make selections of honorees based on the selection criteria. Although Florida State University has received national recognition for its character development programs, the university was excluded from consideration in any category to avoid any perception of conflict of interest.

More information on the College and Character Initiative is available by phone at 610-687-8942 or via the Internet, at CollegeandCharacter@templeton.org.

Higher education institutions of many descriptions, among them Stanford, participate in other ventures of the John Templeton Foundation as well, and academics here and abroad, especially scientists, it seems, are among the Foundation's advisors.

Templeton's Freedom Project, for example, "aims to assist university professors, within North America, in the development of semester-long interdisciplinary university courses that explore issues and concepts pertaining to the notion of freedom."

Course grants provide money for instructors, guest lecturers, and administrative expenses. Each winning professor receives a cash prize and a chance to expand the course and related projects.

Recent grantees of the Freedom Project include professors at Brown, Chicago, Dallas, Denver, Georgetown, George Mason, Massachusetts, Michigan State, New York and Tulsa universities, The Catholic University of America, Claremont-McKenna, Grove City, Hampden-Sydney, and Saint Vincent colleges, and Texas A&M.

Strengthening the K-16 Pathway for Hispanic Youth

Kellogg's Six-Year, $28-Million Effort in Progress

BY MICHAEL REICH

ENLACE

At Pierce Middle School in Tampa, Fla., a group of Hispanic girls glided across the floor of the library to the sound of traditional flamenco music. Their facial expressions alternated between nervous smiles and serious, concentrated stares, depending on the dance move. As they finished the performance and the audience broke into applause, wide smiles lit up their faces and eyes.

These dancers are part of Club Arriba, an extracurricular program founded by the school's principal, Victor Fernández, to curb the dropout rate among Hispanic youths. The club instills pride, and on that day in April, the girls knew they had done well.

What the dancers may not have known, however, was that a new study by the American Association of University Women had just found that Hispanic girls drop out at a far greater rate than any other group of girls in the United States. While there was considerable publicity about Census data showing that Florida's Hispanic population grew by 70.4 percent to become the state's largest minority group, less attention was given to statistics showing that only half of Latino adults have high school diplomas.

Now, more help is now on the way for Latino students like these. The W.K. Kellogg Foundation has launched the ENLACE Initiative, a six-year, $28 million effort to strengthen the K-16 pathway for Hispanic youths. The acronym ENLACE stands for "Engaging Latino Community for Education." But it's also a Spanish word meaning "weave" or "link," and by linking community resources, the initiative is weaving a blanket of support for students.

The ENLACE partnerships began to implement individual community plans that were developed during extensive dialogues between schools, universities, and the community. The W.K. Kellogg Foundation supported those planning efforts.

Last April, the Kellogg Foundation awarded grants to 13 coalitions in seven states with high Hispanic populations–Arizona, California, Florida, Illinois, New Mexico, New York, and Texas–to support implementing those plans. Houston Endowment will support ENLACE projects at Southwest Texas State University in San Marcos and the University of Texas at Brownsville-Texas Southmost College in Brownsville. Additional support for ENLACE comes from Intercultural Development Research Associates in San Antonio, Texas, and the National Council for Community and Education Partnerships in Washington, D.C.

With grants ranging from $1.3 million to $2 million to implement community plans designed to promote Latino academic achievement, the coalitions are anchored by universities that serve large Hispanic populations, and feature partnerships with schools, parents, students, businesses, and other community groups.

These kinds of community-based partnerships are the foundation upon which lifelong learning and achievement are built, according to the Kellogg Foundation. ENLACE's focus for Latino college students is on programs that will ensure graduation through increased academic support and special attention to the specific retention issues they face.

High school students will benefit from greater academic and test preparation, parental involvement, mentoring, and new and innovative internship opportunities. Efforts for middle-grades students will promote greater literacy and early awareness of college and careers. And ENLACE projects for preschool and primary grade students will focus on literacy and establishing lifelong learning habits.

Tampa students will be served by ENLACE of Hillsborough County, a partnership between the University of South Florida, Hillsborough Community College, the Hillsborough County School District and the Hispanic Services Council, a social services organization.

"We want to ease the path to college for Hispanic students," says Catherine Batsche, USF's vice provost and the principal investigator for the Hillsborough ENLACE project. "Our partners will work together to demystify higher education for students and their families and support them as they pursue their educational goals."

Initially, the Hillsborough ENLACE initiative will focus on three high school clusters that have high Hispanic enrollment and high dropout rates among that population. It based its program on major issues identified by Latino students and their fami-

In October, ENLACE of Hillsborough partnered with the Museum of Science and Industry to sponsor Dolphin Day with 1,200 students from two ENLACE middle schools. Students spent the day at the museum meeting with Dr. Alejandro Acevedo, the museum's first National Hispanic Scientist of the Year, seeing the IMAX film "Dolphins," which features Dr. Acevedo, and enjoying the museum exhibits.

lies. For example, the ENLACE coalition found that students and families have limited Spanish-language information and services about school and college, a high need for financial assistance, few Latino role models in education, and often feel isolated in educational settings. They also found limited collaboration among local agencies and educational institutions.

So the Hillsborough coalition developed a plan that encompasses more than 20 new and existing programs and will revise its services as the effort evolves. Activities will include mentoring programs, scholarship assistance, a college information bus, and student and family liaisons in each of the schools. For example, USF's Latino Scholarship Program, which has made it possible for more than 80 Hispanic students to graduate from college during the last decade, will link up with the program.

The Hillsborough partners will also link Latino families with educational communities through aggressive outreach programs and family support services. For example, a parental peer navigator program will train Latino parents to work with their peers to work effectively with schools, colleges, and community agencies. It will provide the families with resources and offer peer support groups to help parents interact with other families who can share concerns, insights, and resources.

"ENLACE will provide an excellent way to strengthen the connection between the Hispanic community and education community in order to improve opportunities for education for Hispanic youth," says Diane Williams, president of the board of directors for the Hispanic Services Council.

In South Florida, a separate coalition, !ENLACE Miami!, includes Florida International University, 10 public elementary, middle, and high schools, an adult education center, the Miami-Dade Public School system, eight community and business organizations, and WLRN Public Radio and Television. The two Florida coalitions will work together on public policy issues in Florida, including the impact of changes to statewide scholarship programs and the elimination of affirmative action in college admissions.

California, New Mexico, and Texas also have multiple ENLACE sites. Santa Ana College and University of California-Santa Barbara are the lead institutions for the California sites. New Mexico State University, Santa Fe Community College, and University of New Mexico are heading initiatives in New Mexico. Texas initiatives include St. Edward's University, Southwest Texas State University, and University-Brownsville/Texas Southmost College. Additionally, Arizona State University, Northeastern Illinois University, and Lehman College of the City University of New York are operating programs in their respective states.

The composition and the efforts of each coalition are different, depending on the needs of the community, and some coalitions will work together. In the Río Grande Valley of Texas, the ENLACE alliance targets improved science education because teachers say students who take more challenging science courses are much more likely to go on to college than those who do not.

Students Andrea Santolalla, Vivien Oliva of Hillsborough County Public Schools, and Grace Castillo at ENLACE Night, the opening home game of the Tampa Bay Mutiny soccer team.

In New Mexico, a partnership of the state's three largest communities will sponsor an "ENLACE DAY" at the state capitol. In Oxnard, Calif., a college television station will produce a college awareness campaign targeted to Latino families.

Each ENLACE coalition will also emphasize partnerships with businesses and community organizations. For example, in Hillsborough County, the newly created Latino STARZ program, which encourages Hispanic students in science technology, arts, recreation, and zoology, is supported by the Museum of Science and Industry, the Lowry Park Zoo, USF's College of Fine Arts, and the Tampa Bay Mutiny soccer team. The Mutiny even made its 2001 home opening game "ENLACE Night" to promote the initiative.

These are exactly the kinds of partnerships the W.K. Kellogg Foundation is trying to promote, according to William C. Richardson, president and chief executive officer of the Foundation.

"It is critical for higher-education institutions to engage with businesses, communities, and schools to fulfill our obligation to meet the educational needs and expectations for all students," he said. "Since the birth of our nation, education has been the key that opens doors to a rich and fulfilling future. Together, we can accomplish so much more than we can individually."

Michael Reich is Media Director at University of South Florida.

Representatives from partner organizations looked on as program director Donna Parrino thanked community supporters at the announcement ceremony, including, from left, Gwen Stephenson, president of Hillsborough Community College; Judy Genshaft, president of the University of South Florida; Beth Shields, assistant superintendent of schools for Hillsborough County; Victor Fernández, principal of Pierce Middle School; and María Pinzon, executive director of the Hispanic Services Council.

ENLACE Initiative

Lead institutions for community implementation sites

Arizona
Arizona State University, Tempe

Florida
Florida International University, Miami
University of South Florida, Tampa

California
Santa Ana College, Santa Ana
University of California-Santa Barbara, Santa Barbara

Illinois
Northeastern Illinois University, Chicago

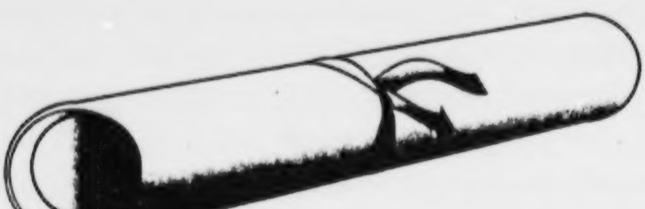
New Mexico
New Mexico State University, Las Cruces
Santa Fe Community College, Santa Fe
University of New Mexico, Albuquerque

New York
Lehman College of the City University of New York, Bronx

Texas
St. Edward's University, Austin
Southwest Texas State University, San Marcos
University of Texas-Brownsville/Texas Southmost College, Brownsville

Flamenco dancers from Tampa's Pierce Middle School perform at the announcement of a new program to help Hispanic students succeed in high school and college.

The Honor Roll

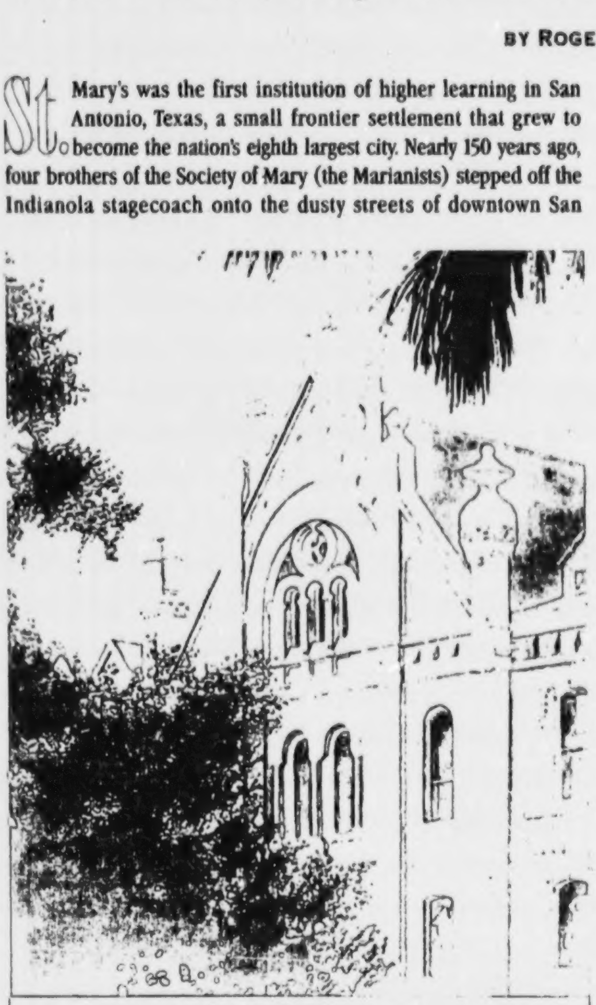


St. Mary's University

The First to Bring Doctoral-Level Education to San Antonio

BY ROGER A. DEITZ

St. Mary's was the first institution of higher learning in San Antonio, Texas, a small frontier settlement that grew to become the nation's eighth largest city. Nearly 150 years ago, four brothers of the Society of Mary (the Marianists) stepped off the Indianola stagecoach onto the dusty streets of downtown San Antonio, then a village of 3,000. In converted rented quarters above a livery stable, they created the first school for young men in South Texas. "The Brothers School" opened for the instruction of 12 pupils. From that humble beginning, the brothers created a mission that has directly impacted the lives of more than 30,000 people and indirectly shaped the education, lives, and destiny of the population of the San Antonio region in Texas.



St. Mary's University campus

St. Mary's University is conducted in the tradition of the Society of Mary, a teaching order of Catholic brothers and priests devoted to education and founded in Bordeaux, France, in 1817 by Father William Joseph Chaminade (1761-1850). Established by those four pioneering brothers in 1852, St. Mary's University is today one of 40 members of the Independent Colleges and Universities of Texas, and the largest and oldest Catholic university in Texas and the Southwest.

The University held its first classes in temporary quarters on Military Plaza and became known as St. Mary's Institute. Then, with a permanent site on the bend of the San Antonio River, in 1853 the school expanded its programs, progressively adding new buildings that commanded the skyline of early San Antonio. St. Mary's College was in turn chartered by the state of Texas. Overcrowding in the downtown area demanded expansion, and, in 1894, St. Mary's expanded to a new campus in Woodlawn Hills, its present location at Cincinnati Street and Camino Santa Maria, with the new location called St. Louis College. Both the original St. Mary's College and the newer St. Louis College flourished and offered the best in local education.

The name was changed to St. Mary's University in 1923, when, in order to meet new trends and challenges in higher education, all collegiate work was transferred to the Woodlawn campus. The academic program became structured to confer baccalaureate degrees in liberal arts, the natural sciences, and business. Originally a school for young men, St. Mary's became coeducational in 1963. Previously, women were enrolled in summer, evening, and graduate classes.

Charles L. Cotrell, St. Mary's University president

Honor Roll Facts in Brief

INSTITUTION
St. Mary's University

LOCATION
One Camino Santa Maria
San Antonio, Texas 78228-8503
1-800-FOR-STMU

ST MARY'S UNIVERSITY

ESTABLISHED
1852

ENROLLMENT
4,137 total (2,618 undergraduates, 66 percent Hispanic)

DEGREE OFFERINGS
Bachelor's
Master's
Doctorate

ANNUAL TUITION AND FEES
$13,802

FACULTY
193 (28 are Hispanic), 44 Law School (10 are Hispanic)

SEVERAL DEGREE PROGRAMS
Accounting
Engineering
International Relations
Pre-Med
Theology

NOTABLE HISPANIC-SERVING ORGANIZATIONS
League of United Latin American Citizens
Mexican Student Association
Hispanic Law Students Association
Service Learning Center
Campus Ministry

INTERNET ADDRESS
www.stmarytx.edu

Other historical points of interest include the fact that in 1916, 2nd Lt. Dwight David Eisenhower, then stationed at nearby Fort Sam Houston, coached the school's Rattler football team. His wife, Mamie, later became the first woman to receive a letter in sports at St. Mary's. Dwight Eisenhower was paid $150 that season for his coaching duties. The School of Law, the only accredited law school in San Antonio, was founded in 1927 by the San Antonio Bar Association as the San Antonio School of Law and became part of St. Mary's in 1934. The School provides enhanced opportunities for students to hone their professional skills and serves people in critical need of legal assistance with immigration, civil justice, criminal justice, community development, and human rights clinics. In addition to several joint degree programs, the law school houses the Center for International Legal Studies, the Innsbruck Institute on World Legal Problems, advocacy competitions, and internships with the highest courts in Texas.

St. Mary's University President Charles L. Cotrell is the first lay president in school history, appointed April 14, 2000. He is the 12th president to lead the institution, culminating 35 years of service at his alma mater. Among his top priorities: recruitment and retention of top students; strengthening the Catholic and Marianist tradition of St. Mary's; advancing the academic mission, especially in information technologies and new academic programs. Also on this list–maintaining a diverse student body, faculty, and administration, as well as increasing the general endowment for all essential needs, including student scholarships and faculty development. The same year Dr. Cotrell became president, Pope John Paul II beatified Father William Joseph Chaminade (Sept. 3, 2000). The president says the Marianists came to Texas to begin the work of Catholic education in the Marianist tradition. "We are committed to that same mission today," observes the president, "adapting ourselves to the challenges and needs of society."

The mission of Marianist universities, he says, has "five distinct elements: we educate for formation in faith; we provide an integral quality education; we educate in family spirit for service, justice, and peace; and for adaptation and change." As to the greater scope of learning in today's world, Dr. Cotrell continues, "We will educate to the realities of globalization. We will educate to an increasingly knowledge-based society, and we will educate to make a difference in a world that desperately needs the vision and character of involved men and women. Drawing on our Marianist heritage of 150 years, we have a great opportunity to extend our educational reach to the Southwest region of the U.S. and beyond and to continue to be a beacon of access and transformation for the people of South Texas."

St. Mary's 135-acre campus is home to five schools (three undergraduate and two graduate) the School of Humanities and Social Sciences (20 programs); School of Science, Engineering, and Technology (15 programs); School of Business and Administration (eight programs); Graduate School (20 programs, including the M.B.A); and School of Law. Many joint degree programs are offered through the Graduate and Law schools.

Enrollment at St. Mary's for the 2000 fall semester totaled 4,137. Of this population, 2,618 were undergraduates, 66 percent of whom were Hispanic. There are 193 faculty members, 28 of them Hispanic, and 44 faculty in the School of Law, 10 of them Hispanic. Ninety percent of the school's faculty members hold terminal degrees in their fields. With a student/faculty ratio of 14-to-1, St. Mary's offers a person-centered environment that encourages personal attention.

St. Mary's University computer lab

In 2001, *U.S. News & World Report*'s "America's Best Colleges" issue ranked St. Mary's fifth for value and 12th academically among the best universities in the west region, for the sixth consecutive year. In a survey conducted by the ***Kaplan/ Newsweek College Catalog 2001***, high school guidance counselors ranked St. Mary's among the top 10 nationwide. St. Mary's has consistently ranked in the top 10 nationally for the number of Mexican-American graduates accepted into medical school.

In November 2000, St. Mary's opened a new $22 million Alumni Athletics and Convocation Center, a multipurpose facility that benefits all students and replaces the venerable Alumni Gym built in 1929 for 400 students. The 130,000-square foot facility features the 3,500-seat Bill Greehey Arena, named in recognition of the largest capital campaign gift ever made by the St. Mary's Alumni Association, $3.1 million, as well as the dedicated leadership, commitment, and personal contributions of General Campaign Chairman Bill Greehey, distinguished alumnus and chairman of the board and CEO of Valero Energy Corporation.

In 1998, with the addition of a Ph.D. program in counseling, St Mary's became the first four-year university to bring doctoral-level education to San Antonio. The Graduate School offers a unique degree program in Catholic School leadership–the only one of its kind in the Southwest. Nearly one-third of the students in the School of Humanities and Social Sciences are preparing for careers as teachers in public and private schools. Students not only learn about the economics, politics, languages, and cultures of the world, they experience diversity through teaching practicums, semester-abroad programs in England and Mexico, and internship opportunities worldwide.

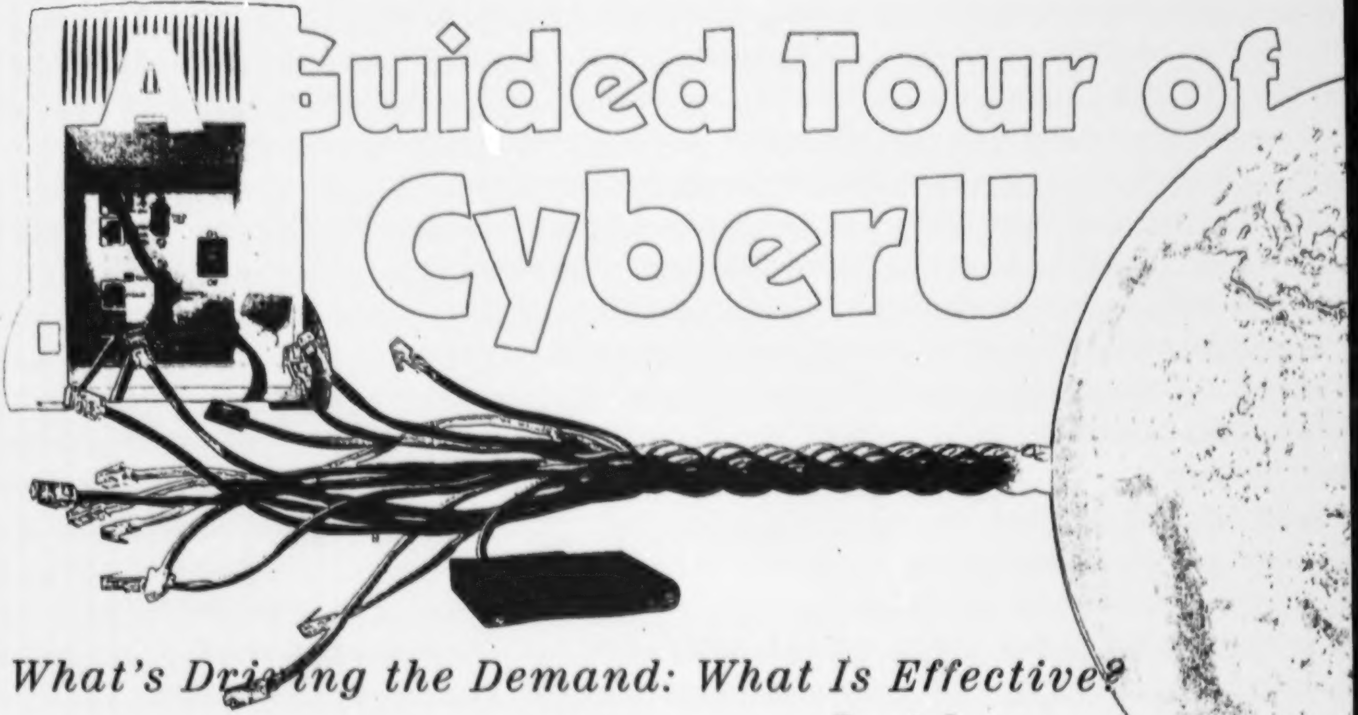
The School of Business and Administration claims the distinction of being accredited by the AACSB–the international association for management education. Business students are offered internships with major San Antonio and South Texas corporations and businesses, as well as businesses in Mexico, Honduras, and France. The summer academic programs in Innsbruck, Austria, and the Center for Global Business Studies program assure that students will be well prepared for careers in the global economy.

Community service is an important part of the St. Mary' mission. Students, faculty, and staff donate time and skills to the University and to civic and religious communities of San Antonio and the greater world. Although not required for graduation, students are encouraged to participate in service, and many instructors include community service work as a requirement for the completion of a course.

In August 1994, St. Mary's University established a Service Learning Center, the only one of its kind in San Antonio, to serve as a clearinghouse for all community service projects providing information of community needs and volunteer opportunities. More than 2,000 St. Mary's students, faculty, and staff volunteered nearly 19,000 hours last year. Some leading opportunities for service include ongoing partnerships with local community agencies such as "I Have a Dream," a 10-year education partnership program with Lincoln Court public housing; and IDEAS, an after school enrichment program with children at Burleson Elementary who live in public housing. Other ongoing volunteer programs include the San Antonio AIDS Foundation, Santa Rosa Children's Hospital, and San Antonio Metropolitan Ministries, (SAMM).

Immersion programs offer intense service experiences in which participants can attend a program during school break or on a weekend. Working closely with Campus Ministry, break trips have included working and living with poor communities in Mexico, building homes with Habitat for Humanity in Corpus Christi, and serving the Cherokee Nation in Oklahoma. Weekend experiences focus on issues such as health care for the homeless. Community Service Work-Study (WINGS) includes positions of service in local and extended communities.

A Guided Tour of CyberU



What's Driving the Demand: What Is Effective?

Part I

BY ISIS ARTZE

The recent surge of online degree programs is essentially a win-win development. Students enjoy unprecedented flexibility with their schedule, increased access to a wide range of academic endeavors, and a teaching style centered on them. Universities gain access to a new pool of students, demonstrate their ability to evolve with the times, and reap the financial benefits.

This is Part I of a two-part exploration of cyber-universities across the country. It addresses what's driving the demand for online programs and what constitutes an effective one. Part II, which will follow in the next issue, discusses the advantages and shortcomings of these entities, and how they impact brick-and-mortar colleges and universities.

Supply and Demand

The numbers speak for themselves. *Family PC* magazine estimates that one million students are taking distance learning classes via the Internet, while the International Data Corporation predicts the number of college students enrolled in online courses will reach 2.2 million this year. Merrill Lynch reports that the U.S. market for online college education is projected to reach $7 billion in 2003, up from $1.2 billion in 1999.

Centers of higher education have responded accordingly. In the 1998-99 school year, the fraction of colleges providing online courses grew to 72 percent, according to the Internet news magazine *Industry Standard*. The magazine also reports that by this year, universities are expected to provide off-campus alternatives to 15 percent of the 2.2 billion college students.

What's behind this higher education phenomenon?

Technological advances have made cyber-universities possible. The Internet has removed many boundaries that formerly prevented some students from accessing information and education resources. But it appears the true impetus behind the growth and popularity of online degree programs is a new group of learners: working adults.

The University of Phoenix, which boasts one of the largest and most successful online divisions–the University of Phoenix Online–has always catered to this student population.

Apollo Group, Inc., the University of Phoenix's parent company, was established in 1973 in response to a gradual shift in higher education demographics from a student population dominated by youth to one in which approximately half the students are adults, more than 80 percent of whom work full-time.

Brian Mueller, vice president and chief operating officer of the University of Phoenix Online, credits Apollo's founder, John Sperling, with foreseeing the expansion of lifelong learning, which would require an institution dedicated to the education of working adults.

The concept of online education was thus a natural extension of a university-wide objective to serve the needs of this group. In 1989, when online degree programs were practically unheard of, the University of Phoenix Online was founded, becoming one of the first accredited universities to provide college degree programs via the Internet. Today, the university offers online degree programs in business, management, technology, education, and nursing.

The most obvious draw of cyber-universities, to working adults and traditional students alike, is their extraordinary convenience. In the case of the University of Phoenix Online, all programs provide a flexible schedule, as well as administrative procedures, registration, and book buying over the Internet.

Historical changes in the workplace have also promoted online degree programs. It was once the norm to join a company and work there for life, but today, workers go through as many as three career changes before they retire. For that, people of all ages need to learn new skills.

Likewise, U.S. workers are becoming increasingly aware of the direct correlation between levels of education and earning potential. According to a survey conducted by the International Foundation of Employee Benefits Plans, employees rank continuing education as more important than child care, flextime, or family leave.

So it's no surprise that U.S. businesses are embracing online degree programs. In part, they are responding to the stated wants of their employees, but they, too, benefit from the convenience. Those who find it difficult to arrange on-campus study for their employees can now bring the classroom to their worksites.

On a more abstract level, the stigma that used to be attached to getting a cyber-degree has all but disappeared. When top-notch universities such as Stanford, Harvard, and Duke entered the distance education arena, it became legitimate overnight, says Michael Lambert, executive director of the Distance Education and Training Council (DETC) in Washington, D.C., which was founded in 1926 to oversee the quality of correspondence courses.

Another force driving the demand for cyber-universities, a subtle one, is their inherent ideological consistency with the ongoing evolution in instructional methods toward what some are calling "resource-based education."

This refers to the belief that learning is becoming student-centered because, more and more, students can access the resources they need to accomplish their goals based on their own needs. In essence, online degree programs give the reins to the learner, providing all necessary resources, but allowing (and relying on) the student to allocate the time and efforts to use them.

One final contributor to the demand for online programs is the U.S. government, which is set to allow college students to use federal aid for online education.

Brian Mueller, vice president and chief operating officer of the University of Phoenix Online

Intended to help part-time students and distance learners, a proposed bill allows use of existing federal financial aid to pay tuition for online courses at colleges and technical training schools. Its sponsor, Rep. Johnny Isakson, R-Georgia, told CBS: "Students who are disabled and can't make it to campus, students who might have to hold jobs while in school, and others who are currently cut off from federal aid–this bill changes that."

Creating an Ivy CyberU

While each institution of higher education has a unique approach to online learning, the most effective programs share several key elements. Mueller reveals the University of Phoenix's secret: "We have built our reputation around being very student- and customer-focused, and our programs are academically rigorous."

Norman Rankis, chief information officer and vice president of Centenary College in Hackettstown, N.J., says that behind a successful online division there has to be "an educational institution, and an educator that is certified, acknowledged to be an expert, and that can deliver an online course."

John Kraft, dean of the graduate business school at the University of Florida and chairman of the Association to Advance Collegiate Schools of Business, told *Forbes* magazine, "Distance learning had a reputation as a for-profit enterprise, but our Internet MBA program is identical to our traditional program."

He speaks of UF's new "Internet (Flexible) MBA–one of the first online MBA degrees to be offered by a fully accredited business school. "The faculty has to want to do this," he adds. "They can't believe it's a lesser type of learning. That's why you have to fit it in with traditional degree programs, or it just won't work."

Aside from these underlying principles, the logistics of cyber-universities vary.

"We have a hybrid system in which a class meets once per week, and spends eight additional hours a week on computers in collaborative learning," says Rankis, of Centenary College.

On the other end of the spectrum, the University of Phoenix Online prides itself on offering programs exclusively over the Internet. Courses use an asynchronous format, but they are offered one at a time, for a period of five to six weeks, so that students can focus on each subject.

Their approach emphasizes the small group model, averaging 11 students, Mueller says. "It's a very interactive, collaborative educational environment, with even more student contact with each other and with the faculty than in a traditional academic setting." Many programs are just "electronic correspondents, still individual, lonely, not interactive," he continues. "What separates us is that ours is a very social environment."

The University of Phoenix Online worked with Microsoft to develop its Learning Management System. Within this system, a typical classroom is composed of three "newsgroups." The main newsgroup, which students are required to visit and participate in five days per week (Attendance is taken!) delivers the content.

The second is the vehicle for

communication between students and professors, for the submission and evaluation of assignments. The third is a subdivision of the class, made up of three or four students who have to produce a collaborative project and work together on assignments.

As for the specific fields and degrees which lend themselves to distance learning, institutions must use their discretion. Even the University of Phoenix Online realizes that some degrees require human experience. Its doctorate requires a few weeks of residency. As DETC's Lambert puts it: "Common sense dictates that we don't want to have surgeons and jet mechanics getting an education via distance learning, but for eight out of 10 fields, students don't need to sit in a classroom."

Another essential requirement for a successful cyber-program is first-rate cyber-professors. "The instructors are still critical to the education process," concurs Mueller.

Professor Richard B. Kettner-Polley, who was a traditional professor at the beginning of his career at the University of Arizona, and who is now a senior academic director for the telecommunications program at University College, University of Denver, wrote a thorough depiction of his experience as an online professor. An excerpt of his paper, titled "The Making of a Virtual Professor" was published by ALN Magazine.

One of his main points is that the function of the virtual professor differs from that of the traditional professor. "The primary role of faculty members... becomes selection and evaluation," he writes. "A responsible faculty member no longer searches for the recognized authorities, but instead searches out the interesting, original, and provocative sources. The ability to quickly evaluate and select sources is a primary skill. It is no longer possible to be familiar with the entire body of work in a specialty. Students no longer need assistance in finding material; they need guidance in separating the legitimate from the illegitimate sources."

The professor's role, he writes, "is to select and filter information for student consideration, to provide thought-provoking questions, and to facilitate well-considered discussion." This notion of the role of the professor is gaining acceptance across disciplines in traditional universities.

> ***"A responsible faculty member no longer searches for the recognized authorities, but instead searches out the interesting, original, and provocative sources."***
>
> PROFESSOR RICHARD B. KETTNER-POLLEY, UNIVERSITY COLLEGE, UNIVERSITY OF DENVER

There are countless technological components of cyber-universities. In many of these programs, the Internet is only a supplement to satellite, video, microwave, audio, and print-based content.

At the University of Florida, students are given a required notebook computer. Employer- or student-supplied computers cannot be used due to conflicts with installed software, hardware, and/or operating systems.

Ecornell, the online division of Cornell University, was established in September of 2000. As with the University of Phoenix, outreach and adult education were a part of Cornell University's mission since its designation as a Land Grant University of the state of New York in the 1800s. In 1997, with the creation of the Office of Distance Learning (ODL), electronic technology began to contribute more significantly to this effort. The ODL was responsible for designing and building some of the first true electronic/distance classrooms in the U.S. and offering several classes to remote students by streaming video over the Internet.

Technological advances such as these continue to revolutionize education.

Last, but certainly not least, an "Ivy" cyber-university must be accredited by the appropriate governing body. To do its part in this effort, the Department of Education is proposing the establishment of hands-on experimental sites for research into the nuts and bolts of distance education to find out what works and what doesn't. In addition, regional accrediting agencies will develop specific standards for distance education students.

Distance Student Profile

- Older than 25 years
- Employed
- Has previous college experience
- More than half are female
- Highly motivated, committed

What Do Online Students Want?

- Real-time and time-delayed options
- Well-designed, engaging, and intellectually challenging courses
- Seamless and reliable delivery technology
- Greater emphasis on learner-centered versus teacher-centered approaches
- High level of interaction, including problem-based simulations
- Modularized formats instead of courses demanding large chunks of time
- Participation in a learning community through interaction with instructors and fellow students
- Convenient and accessible academic advising and student support services

Source: *A marketing study produced by Dr. Andy DiPaolo, executive director of the Stanford Center for Professional Development, Stanford University.*

HELPING STUDENTS "Shine Like Never Before"

UMDNJ's Special Commitment to Diversity

BY
MICHELLE ADAM

As one of eight schools of Newark's University of Medicine and Dentistry of New Jersey, New Jersey Medical School has had a special commitment to minority education since 1971.

For 30 years, it has sought to increase the number of minorities in the field of medicine, and has done so by bringing federally funded programs such as the Health Careers Opportunity Program (of the Health Resource Services Administration) to its site. Of greatest significance, the school has gone so far as to establish a Hispanic Center of Excellence, the only center of its kind on the east coast.

The Hispanic Center of Excellence at NJMS, opened in 1991, was specifically chosen by the federal government in an effort to increase the number of Latinos in the health professions, and thus improve the health status of the Latino population. Through centers such as this, one of eight nationwide, the federal government has worked to increase the number of practitioners who can address the nation's underserved areas and conduct research on health issues affecting Latinos.

"The federal government wanted to fund institutions that had at least a core infrastructure, and we did because we had a very rich tradition of minority medical education," said Dr. María Soto-Greene, director of the Center and senior associate dean for education. "We had an average enrollment of Latinos of 10 per year out of 170. (Currently we run between 18 and 20 a year out of 170). And we had a long tradition of running programs and of matriculating and graduating these students. There are not many schools that meet the criteria right off the bat."

Under the school's Office of Special Programs (OSP), NJMS had already established programs of support for minorities prior to creating the Center. But in 1991, the school was able to expand existing programs and specifically focus on improving the health of Latinos. This has meant increasing outreach to Hispanic students from as early as third grade, improving faculty development, providing preparatory programs for Hispanic students, and helping them in whatever manner was necessary to assure their graduation from medical school.

UMD
NEW JERSEY

"We want some of our students to consider strongly staying on as faculty of our medical school."

DR. MARÍA SOTO-GREENE, DIRECTOR, NJ MEDICAL SCHOOL

Programs specific to the Hispanic Center of Excellence include the Gifted and Talented Elementary School Program, Summer Youth Program, InFoMed Program, and the Future American Scientist* Secondary/Teachers (FAS*S/T) Program. The first has been in existence since 1999, providing a weekend academy for gifted and talented Hispanic youth who have expressed an interest in science. The program is offered for 10 Saturdays for students in grades three to eight.

During the Summer Youth Program, Hispanic high school students interested in science and biomedical careers are exposed to clinical medicine. They attend leadership workshops, receive SAT preparation and anatomy instruction, and are given interviewing techniques. InFoMed is a pre-college and undergraduate program that offers monthly workshops during the academic year for Hispanic high school and undergraduate/graduate level students interested in entering a health profession. In addition, students are provided with individual counseling.

The final program, FAS*S/T, exposes ninth- and tenth-graders to dissections, optical illusions, biomedical techniques, ethnomathematics, computer interactive anatomy studies, career counseling, and skills development.

Other programs under the center's umbrella include its MCAT Program, a comprehensive eight-week preparatory program designed to increase the quality of Hispanic applicants to U.S. medical schools, and the Success in Science Tutorial Program, which provides skills development in math and science to new two-year college transfer underrepresented and disadvantaged minority students, as they enter four-year partner undergraduate institutions. It is intended to strengthen the students' preparation for the four-year institution.

While the Center provides programs of support for Hispanic students of all ages, what it also offers is one-on-one assistance through mentoring and guidance. "Our ultimate goal is that anyone who gets accepted and matriculates has the opportunity to graduate. I work very intensely with the students," said Soto-Greene.

Soto-Greene gives special attention to early counseling and career preparation for students. What she has seen all too often is that students aren't aware of the many options in front of them besides becoming a primary care doctor.

"I try to work with students to provide them with the support and career counseling so they can build their careers while in medical school–so they can attain whatever they would like to achieve and not settle," she said. "With that, we have been quite successful."

Being of Hispanic descent herself, and having graduated from NJMS, Soto-Greene is very familiar with the hurdles Hispanic students must overcome in medical school.

"The biggest challenge is coming into medical school traditionally from parents who haven't had that prior experience or background or parents who haven't had a professional education. The biggest barrier is knowing how to navigate, how to have organizational skills, time management. And very importantly, it is balancing school with nonacademic issues. How do I take care of family issues while still trying to do a medical education?" she said. "Having the support really helps the students stay on target."

Soto-Greene shows these students how to be resourceful. "The problems we bring with us don't go away. They only get exacerbated in medical school. When you're moving at that kind of pace, you don't have too much room for error," she said. "The question is, 'how do you focus on yourself without feeling the guilt that we are taught when not giving back temporarily to your family?' That's what I see as the nuances and challenges that we face as a community."

What the Center seeks to achieve is to serve as that place where students feel supported while struggling, in more ways than one, through medical school. "This is the unique niche that all the Centers of Excellence have been able to foster," said Soto-Greene. "We are doing quite well, considering the state and national statistics. To be able to sustain where we are is a big accomplishment. A lot of it is that we really work intensely once the student is accepted."

Applications to medical school have been dropping across the nation, a trend that NJMS is as much affected by as any other school.

"The applicant pool in the past five years has nationally declined, especially among minorities, which has had a very significant decrease," said Dr. George Heinrich, associate dean of admissions at NJMS. "We have been pretty much shadowing national statistics but have been actively recruiting Hispanics because of the Center."

The AAMC states that in 1996, 11,868 Hispanics and Puerto Ricans applied to medical school, the highest number of the past decade. That number has steadily decreased. It was 9,488 in 2000. These figures affect schools such as NJMS, which graduated 19 Hispanics from medical school in 1998, and only 12 in 2000. Also under the umbrella of UMDNJ, the Robert Wood Johnson Medical School graduated 11 students in the year 2000, for a UMDNJ total of 25 Hispanic medical students who graduated.

While the number of students applying to medical schools has declined nationally, especially minorities, those Hispanics who do attend NJMS do so with an added support system in place.

Freddy Montero, a second-year medical school student, is attending NJMS specifically because of the school's strong outreach and support structure. Montero moved to New Jersey in 1997 after completing his undergraduate work.

When he visited NJMS, he met with Soto-Greene, who guided him on how to get into medical school. "She is just such a tremendous asset to the university and to us as minority students in general," he said. "I wasn't even a student there, but they took time for me."

It was because of the Center's support of Hispanics and the relationship he had established with Soto-Greene that Montero felt a strong commitment to the school. "There was no doubt in my mind that NJ Medical School was the place I needed to be," he said. "It's a great place to be."

Montero is currently co-president of the student's Boricua Latino Health Organization, which is part of the National Network of Latin American Medical Students. "Now I want to guide others," he said. "We are really big on educating medical students and professors on the needs of the Latino community."

Montero and the organization currently give talks on health issues affecting the Latino community and plan to help recruit other Latinos to the school. "We are also about advocating for patient's rights, making sure Latinos are getting the best health care that they can get," he said.

NJMS is located in the heart of Newark, N.J., a city that is home to a sizeable and growing Latino population. Montero and others like him take advantage of this and work to build ties between the school and community. A project doing exactly that is the FOCUS Hispanic Center for Community Development Inc.

FOCUS was established in 1999 as an ambulatory care facility by UMDNJ-NJMS, with financial support from University Hospital, to serve the health care needs of the people of Newark. The Center specifically emphasizes culturally competent health care and preventive services, and the Latino and other underserved populations of Newark.

"We saw a need in the community that was not being addressed," said Dr. Debbie Salas-López, assistant professor of medicine at UMDNJ-NJMS, vice chair of clinical programs and medical director of FOCUS Community Health Center. About 85 percent of those who currently receive medical assistance at FOCUS are Hispanic, a population that is reluctant to come to the medical center at the university. "They were not coming to us, so we had to go to them," said Salas-López.

As a professor and director of FOCUS, Salas-López aims to conduct extensive research and teach culturally competent health care. In the classroom, through research and via the Center, she is seeking to better understand the cultural barriers and beliefs that influence the health care of minorities. This interest and her bilingual skills made her a perfect candidate to run FOCUS.

The Center currently averages 225 to 250 patients a month and provides care that is often bilingual and culturally sensitive. "Language is a very important component to health care," said Salas-López. Addressing patients in a manner that best suits them is also crucial," she said. For example, with Hispanic patients, this often means asking about family and addressing the whole person rather than just the health issues of concern.

FOCUS provides a link between the local Latino community and the university, a place where faculty and students can attend to the medical needs of Latinos and other minorities. They then take this information to the classroom. "You have to look at the research opportunities that will help your patients," said Salas-López.

To try to measure the effectiveness of cultural competence in the health care setting, Salas-López piloted a class of students who were being taught cultural competency. After their training, their effectiveness was observed against that of students who hadn't received the training.

"When you teach medical students that culture and health care are intricately intertwined, they really get it," she said. Salas-López is currently seeking to develop a curriculum for medical interpretation in the field.

Salas-López was herself a student of NJMS, graduating No. 1 in her class of 1996. Although she did not work as closely with the Hispanic Center of Excellence as a student, it is her and the Center's hope that more Latino students like Salas-López will become faculty members and add to the diversity at NJMS.

"What is unique about the Center, unlike anything we have done before, is that it provides for faculty development. We want some of our students to consider strongly staying on as faculty of our medical school," said Soto-Greene.

Currently, NJMS has a large number of Latino faculty on board. "We have been fortunate to recruit six new Latino faculty in the past two years. It's a major accomplishment," said Salas-López. "Our interest is also in retaining Latino faculty."

Like Salas-López, Soto-Greene is also a graduate of NJMS and has experienced firsthand what having support is all about. "I was one of those students who wasn't thinking about medical school," she said. A member of the minority affairs program took note of Soto-Greene, however, and suggested she attend medical school. "Here was an individual who felt I could do more. I am a firm believer that there are many more like myself."

While some schools and programs look at only those students who are shining in achievement before they even walk in the door, Soto-Greene realizes that the right kind of support and encouragement can help many of those unnoticed students shine like never before. And it is exactly this that she works day in and day out to do at NJMS. "The need is still there," said Soto-Greene. "It is more than ever."

Short-Term Study Abroad Sparks Long-Term Interest

Community College of Philadelphia Goes to Merida, Mexico

BY FAY BEAUCHAMP

When Hernán Cortés came to the Yucatán in 1519, he wrote a letter describing the large towns, well laid out, the cool houses with courtyards containing wells and water tanks, and temples surrounded by wide walkways. His descriptions of ritual bloodletting would be used to justify the destruction of these Mayan buildings and the superimposition of the Spanish colonial towns over the well-marked grids of Mayan cities.

How can U.S. students learning about Latin American culture perceive a city without superimposing their own beliefs and value systems over the structures that they see? Is it possible not to be orientalists, as defined by Edward Said, who criticizes not only those who explicitly hold one civilization superior to another but also those who immerse themselves in the language, literatures, and religious systems of other peoples?

With the help of two back-to-back U.S. Department of Education Title VI grants, Community College of Philadelphia faculty have been debating such questions for the past five years. Different years were spent studying East Asia, Africa, South and Southeast Asia, and then the Caribbean and Latin America. But, as a group, we had not done any traveling to open ourselves to the surprises that firsthand experience can deliver.

After a year of planning, we created a model of short-term study abroad to meet the needs of community college students and faculty. From March 2-7, 2001, a group of nine students and 11 faculty members learned from one spot–Mérida and its immediate environs. Both faculty and students had limited time and money; using spring break allowed faculty to integrate the material into a variety of courses we taught that semester. In Mérida, we combined the analysis of lectures and break-out groups with the wonder and excitement of language, art, architecture, food, and weather!

Dr. George Ann Huck (center) discussing the Governor's Palace murals.

Why an Interdisciplinary Approach?

Most grants from Title VI and from the National Endowment of the Humanities involve an interdisciplinary approach. Why does involving faculty and students from different disciplines help solve problems of cross-cultural understanding? Specifically, how can an interdisciplinary approach help travelers from the United States to better understand Latin American cultures?

To help us be self-reflective, we invited Dr. George Ann Huck, a Latin American specialist who for 25 years has been running a study-abroad program in Mérida for Central College, Iowa, to come lead our Title VI seminar for two days in June 2000. One essay she assigned was "The Spaces Between" by Barbara Kingsolver in *High Tide in Tucson*. Here, the well-known author speaks of her Native American heritage and writes about her daughter:

"I want my child to be so completely familiar with differences that she'll ignore difference per se and really see what she's looking at. When she looks at an Acoma water jar, I don't want her to think less of it because it was made by hand in a non-electrified village high on a mesa. Neither do I want her to think it is the rarefied relic of saints. It seems odd to have to add the latter, but lately we've been besieged with a new bizarre form of racism that sets apart all things Native American as object of either worship or commerce, depending on your proclivities (148)."

This statement resonated with our goals for our students and us. Colleagues from different departments literally see different objects or different aspects of the same object. As one example, here are fragments of a conversation held when our group looked at a mural by Fernando Pacheco Castro at the Governor's Palace in Merida.

Art historian Michael Salvato: "...strong upward strokes of yellow, see the monochromatic background makes the yellow more dramatic."

Anthropologist Diane Freedman: "maize allowed the Maya to settle down; women's roles were important..."

English teacher Suzanne Kalbach, "But it's the creation myth of the Popuh Vuh, isn't it?"

Spanish teacher Patricia Valdez, "Read the plaque! This is beautiful: "*El hombre maya fue hecho de maiz. Surgio de la amarilla fecundidad de la mazorca, sostenida por la mano del bacab del sur, ante la mirada de las estrellas que enjoyan la noche en la mano blanca del bacab del norte.*"

Student Annamarie McMonigle: "The stars are the jewels of the night? That's pretty." Historian Millie Savard, "When was this building done? Neo-Colonial, 1892? So it's on top of Colonial 1500s probably and on top of Maya." Historian Sue Ellen Liebman: "But Pacheco is Mayan, painted this in 1971." Me: "It's odd that the combination of animal symbol, direction, and color also guides Japanese Zen gardens." ESL teacher Ely Márquez: "Chinese beliefs, too." Student Elaine Opher: "When did Asians come over that land bridge to the new world?" Diane Freedman: "12,000 years ago, but they are arguing about that." Student Larry Belt: "Can traditions last that long? But ideas change, don't they?"

With a total of 11 teachers team-teaching, we could balance aesthetic values of art and literature with historical facts and theoretical hypotheses. Along with the stars, students had joy in discovery. We could also see cultural change and complexity more clearly and the diversity of cultures interacting and creating new traditions.

Community College of Philadelphia faculty and students with Mexican agricultural students

Recognizing Cultural Diversity in Merida

Interdisciplinary study and cross-cultural study have many commonalities. Both have an advantage of breadth that challenges the assumptions and values of any one individual. One of our Title VI speakers, Elin Danien, a research associate at University of Pennsylvania's archeological museum, introduced us to books and collections reflecting recent research. Even a leading archeologist may be primarily concerned with why and how the ancient civilization of the Maya developed 1,000 to 2,000 years ago and not study the current and evolving blend of Maya and Spanish culture. The current practice in archeology, in opposition to that of Eric Thompson earlier in this century, is to trust physical evidence of watercourses and pottery chips rather than what descendants of the Maya now say about the past. Jeremy Sabloff begins his excellent 1994 *The New Archaeology and the Ancient Maya* by explaining why finely carved jade pendants hold little interest to him. A specialist needs "discipline" to test one hypothesis at a time; beginning college students need the freedom to enjoy the explosively creative displays in the Museo Regional de Artes Populares that archeologists might ignore.

Last spring, the distinguished anthropologist Sidney Mintz came to Community College of Philadelphia and discussed the "processes of ethnic succession and aggregation" that led to remarkable socio-cultural diversity in the Caribbean. His use of the term Afro-American emphasized the combination of cultures that can no longer be broken down into component parts. As opposed to the Caribbean islands, however, the Maya in the Yucatán retained their language and daily practices such as cooking and hammock production. In the face of loss of language and tradition, it is hard not to value the Mayan culture in the Yucatán more than the Spanish Colonial past that included torture, killing, and enslavement of the indigenous population.

Americans in the United States need to recognize the role of their treaties and corporations in causing low agricultural prices in the Yucatán and unemployment. From an agricultural school run by a liberation theology priest, we bought honey sold in Coca-Cola bottles. We need to see both honey and bottle, the first from indigenous bees and the latter representing corporate globalization!

Workshop in Mérida

In some ways, our trip was an accidental blend of a faculty development activity stemming from Title VI work and an experiment in study-abroad for students. We had 11 faculty members, to enable them to teach better about Latin America; the four days were structured as a mini-conference with faculty presenting in their areas of expertise and then learning from one another. We heard lectures from Mexican professors on the Zapatista movement and current economic and political issues, and on current archeological digging conducted in the Yucatán. The most formal presentations by Community College of Philadelphia professors were on Cortés and Landa, Spanish Colonial architectural styles, principles in learning Spanish on site, and Mexican music. We discussed packets of material on the ruins of Dzibilchaltun and Uxmal. The students studied with one or another of the faculty for two semesters, taking any two courses in Spanish, world history, art, anthropology, and interdisciplinary Humanities courses. Small group work organized in Mérida each day allowed students to more formally present their views and questions to supplement the informal conversations occurring 12 hours a day.

While each of the four days had formal lectures and discussion, the essential aspect was the on-site exploration. The first day focused on Mérida locations such as Governor's Palace. The second highlighted the Dzibilchaltun museum and ruin. The third was spent in the countryside along the "Convent Route," talking to workers at deserted henequen [pita] plantations and at a very new agricultural school as well as to three generations of women producing embroidered goods and a family that made hammocks. We visited the cathedral where Bishop Landa burned the Maya books. On the final day, we visited Uxmal. After days of severe 17th-century cathedrals, modern commercial buildings, and small Mayan structures, Uxmal was startling. A few of our students had never traveled outside the Philadelphia area. No picture replaces the sensation of stone walls with intricate carvings soaring above, with a weaving path leading to one view after another of columns and arches and terraces.

The workshop built upon the Title VI grant and was not subsidized by it. We were trying to create a model that could be sustained. Faculty's expenses were paid by the College's travel funds comparable to attendance at other brief workshops or conferences. The Office of Student Activities, with considerable support from its director, David Watters, partially subsidized the students as participating in a co-curricular activity. A mini-grant from the Community College of Philadelphia Foundation paid five faculty for planning time and partially subsidized students. Yet, at a public community college, it is important to enable more students to come without paying the $650 fee we had to charge this time.

Professors Patricia Valdez and Ely Márquez and student Lisa Ketler

Central College in the Yucatán

One factor that made our trip possible was working with Dr. Huck of Central College. She invited four of us for a site visit in August 2000, and after we made up our itinerary, she helped with local logistics for buses, restaurants, and the hotel. She wanted her students to be hosts to our diverse group from Philadelphia. Some of our faculty were from the Philippines, India, and Argentina; students included Italian-American, Irish-American, African American, and Hispanic and ranged in age from 19 to the mid-50s. The Iowa students gave a panel presentation in which they discussed their experiences with culture shock in Mexico, adjusting their clothing to conservative standards and doing volunteer work to ameliorate poverty. They represented an important element in the diversity of Mérida. Thousands of U.S. college students study there a year.

Music Professor Arlene Coney demonstrating the use of a Mayan drum

Future Plans

Discussing the idealism of the Iowa students made our own students more self-conscious that they were being seen and judged rather than just being viewers. As four-day visitors, our faculty and students seemed to the Iowans over-protected and superficial in our interest. Our own discussions on our return have centered on wanting to return and make a commitment to the young rural students at the agricultural school. While we still want to learn from these Maya, we also want to share all those academic disciplines we represent and our very ordinary backgrounds. We felt that Mexicans perceive U.S. residents as only very rich or poor. Our Community College of Philadelphia group represented a different category. Our students and faculty members were nearly all individuals who had a difficult time being away from work and family for more than four days. We didn't break down simply into White or Black; the ethnic roots in Italian, Irish, and Jewish American neighborhoods were very strong, and we represented immigrants from around the world coming to United States.

We all brought a range of viewpoints to this one location. While our cultural backgrounds and disciplinary interests gave us breadth, the focus on Mérida and its surroundings gave us depth in learning. We could almost feel the layers of stones underneath our feet, placed in different circumstances and different forms of creativity, linking present concerns with the past.

Dr. Fay Beauchamp is professor of English and humanities coordinator at Community College of Philadelphia. She has been project co-director of two two-year U.S. Department of Education Title VI grants studying Asian, African, and Caribbean/Latin American areas.

Researching Hispanics

Four social scientists create the Latino National Political Survey to study and determine the public policy preferences of Hispanics in the U.S.

BY F. CHRIS GARCÍA

Given the major hoopla produced in election year 2000 about Hispanics and their partisan and policy preferences, it may surprise many to learn that until the early 1990s almost nothing was known about the public policy preferences of Hispanics at the national level other than Hispanics were the fastest-growing distinctive ethnic group in the United States and would become the largest group early in the 21st century. During the presidential election, politicians, policymakers, and the media were caught up in a frenzy of speculation about the attitudes and beliefs of this newly significant group, even talking about the "Latinization" or the "browning" of America. Journalists, politicians, marketers, academics, educators–all engaged in much discussion, but with a small basis of factual data upon which to characterize Hispanics nationally.

To address this void, four social scientists–Professors Rudy de la Garza (University of Texas, Austin), Angelo Falcon (Institute for Puerto Rican Policy), John A. García (University of Arizona), and myself–approached major survey research organizations, both commercial and academic. We requested and even pleaded with them to add a few pertinent questions to their ongoing surveys so that the attitudes and preferences of Latinos might be identified and acknowledged. To our dismay we found that the major opinion survey organizations either thought that Hispanics were not "significant" enough to include as a component of their surveys, or that they would include a larger sample of Latinos and some special questions for them, but at a high price.

We then proceeded to contact several potential funding sources. Our first hope was to obtain a grant sufficient enough to pay a large national pollster to include some specific attitudinal questions for a larger sample of Hispanics. However, we discovered that the cost was so great that at little more expense, we could design a sample survey ourselves that would be dedicated completely to the attitudes and beliefs of a national sample of Hispanic-Americans.

With a preliminary grant of $200,000, we were able to peruse all the related work previously done on the subject and hold several focus groups in Hispanic-populated large cities around the country. The research, made possible by the planning grant, allowed us to submit full proposals to several major philanthropic foundations. We were able to gain the financial support of the Ford, Spencer, and the Rockefeller foundations. Thus, the Latino National Political Survey, the LNPS, was born. By the time the major investigation was completed, we had obtained and expended more than $2 million over a five-year period. For the first time, we had a national baseline of reliable, valid data on Hispanics' attitudes, beliefs, values, and public policy preferences. The survey fieldwork of the LPNS was conducted in late-1989 and early-1990, and remains the best single source of extant data on the policy preferences of Hispanics at the national level. The samples of the three largest Latino national origin groups–Mexican-Americans, Puerto Ricans and Cuban-Americans–were drawn to represent 90 percent of the members of those three ethnic populations residing in the United States at that time.

Much of the knowledge that is currently being bandied about by journalists and politicians with regard to Latino issue positions and policy preferences has its basis in the findings of the LNPS. The Republicans claim that Latinos are natural-born conservatives but just have not yet realized it, and the Democrats say that Latinos favor the more liberal policies that activist governments have pursued since the New Deal. Of course, it depends upon what is meant by liberal or conservative ideology. The LNPS provided definitive answers as to how these three Latino groups identified themselves as liberals or conservatives. We discovered that Mexican-Americans categorized themselves ideologically about the same way as non-Hispanic Whites or "Anglos." The ideological patterns of Puerto Ricans and the Cuban-Americans were distinctively different from those of Mexican-Americans. In fact, this is one of the major contributions of the LNPS–to exercise caution when generalizing about Latinos or Hispanics. We ascertained that Hispanics are an extremely diverse group along many lines, not the least of which is different in national origin, but which also include the period of immigration into the United States; native-born or foreign-born; levels of education, income and occupation; religion; region of the country in which they reside; and many other characteristics.

Along with these demographic differences, there are also variations in public policy preferences. When today's pundits, using what the LNPS discovered, say that Latinos tend to be economically liberal and socially conservative, that is generally accurate, but there are many exceptions and variations on those themes. For example, Cuban-Americans tend to be the most conservative among Hispanics on many public policy measures, such as affirmative action, but much more liberal on such items as bilingual education and civil liberties, such as freedom of speech or toleration of "disliked" groups. Puerto Ricans tend to be the most in favor of an active government providing social services for its citizens. Mexican-Americans, a very diverse group, are very much like non-Mexican-American, non-Hispanics in most respects. However, they do tend to be more liberal and supportive of such issues as bilingual education and the protection and promotion of the Hispanic culture than are non-Mexican Whites.

Surprisingly to some, especially in light of pronouncements made by leaders of Latino organizations and academics, issues such as affirmative action and immigration do not rest on a consensus policy preference among Latinos, or even among Mexican-Americans. There is substantially more variation among Mexican-Americans on these issues depending upon their socioeconomic class, and their generation of immigration, as well as the region of the country in which they reside, than pundits and "spokespersons" would have us believe.

In any case, due to the fortuitous circumstances that brought about the LNPS, at a time when the nation was just beginning to realize it was undergoing a Latinization, politicians and public policymakers are now more cognizant of this significant group of people. They are also more aware that their policy preferences need to be known and can be known.

All Americans need to be able to make their public policy preferences known to decision-makers so that their needs, interests, and wants are included in the process of politics and policymaking, which gives us the rules and public policies under which we all live. The information from the LNPS awakened many previously unconcerned or unaware leaders and decision-makers to the needs and policy preferences of a rapidly increasing and significant group of Americans. This recognition points out that no group of Americans ought to be "invisible."

F. Chris García is a native New Mexican. He is the author or editor of numerous articles, chapters and books on Hispanic politics, New Mexico politics, and political participation. He teaches courses in public opinion, voting behavior, campaigns and elections, and Hispanic politics. He has also served as dean of the College of Arts and Sciences and provost/vice President for academic affairs at the University of New Mexico.

The Latino National Political Survey (LNPS), the largest privately funded household survey of U.S. Latino political attitudes and behavior ever conducted, is available free for download on the Institute for Puerto Rican Policy's IPRNet Web site: http://www.iprnet.org/IPR/library.html

The LNPS covers over 400 variables, including public policy preferences, electoral and organizational behavior, media usage, and much more. It is based on a sample of 1,546 Mexicans, 589 Puerto Ricans, 682 Cubans, and 456 non-Latinos taken in 40 metropolitan areas throughout the continental United States.

The LNPS was developed by a research team of political scientists consisting of Rudolfo O. de la Garza of the University of Texas at Austin, Angelo Falcon of the Institute for Puerto Rican Policy, F. Chris García of the University of New Mexico at Albuquerque, and John A. García of the University of Arizona at Tucson. It was funded by The Ford Foundation, The Rockefeller Foundation, the Spencer Foundation, and the Tinker Foundation, with the support of the Inter-University Program for Latino Research.

The LNPS dataset was made available for public access through the Inter-university Consortium for Political and Social Research (ICPSR) at the University of Michigan (ICPSR 6941, CD0016).

Angelo Falcon November 1997
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President and Founder
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NCLR CELEBRATES HISPANICS IN THE HEARTLAND

NATIONAL COUNCIL OF LA RAZA

Influx of Mexicans, Cubans, Puerto Ricans, Central and South Americans

BY JEFF SIMMONS

> ***"We are going to be a big part of the American future, and we are going to be a big part of the future of the American Midwest."***
>
> LISA NAVARRETE, NCLR

When the National Council of La Raza held its annual conference in Milwaukee last summer, organizers had much to celebrate. After all, their theme–"Hispanics in the Midwest: The Heart of America"–couldn't have been more appropriate.

Timing meant everything in this case. Earlier, the U.S. Census Bureau had released a portrait of America today, one that displayed monumental growth in the nation's Hispanic population nationally, but staggering change in Wisconsin and the Midwest.

"What happened in the 2000 Census was that it gave us a very good opportunity for us to have our conference in the Midwest," says NCLR spokeswoman Lisa Navarrete. "The Census showed the enormous growth of the Hispanic community."

"The two areas that showed the most growth were the Deep South and the Midwest," Navarrete says. "So having a conference in Milwaukee, in the heart of American Midwest, just a couple of months after the Census results were revealed, was a focal point for showing off the Latino community.

"We have grown in all 50 states, and the community is now a significant part of every population, of every part of the country. We are no longer a regional phenomenon," she says. "We are going to be a big part of the American future, and we are going to be a big part of the future of the American Midwest. So, it was important for us because the Midwest is considered the Heartland of America."

The numbers reflected a surge in the Hispanic population nationally. The 2000 Census reported that the number of Hispanics grew 58 percent, from 22.4 million in 1990 to 35.3 million in 2000. And officials noted that 4.5 million Hispanics live in the Midwest.

In Wisconsin, though, Hispanics comprised 3.6 percent of the state's 5.36 million people in 2000. Although that may seem small, the decade of growth was stunning. Census officials registered a 107 percent increase in the number of Hispanics in Wisconsin since 1990–from 93,194 to 192,921.

The increase was largely due to the influx of Mexicans, whose numbers climbed 120 percent, from 57,615 to 126,719–more than two-thirds of the increase in the state's Hispanic population.

Nationally, the number of Mexicans reported swelled by 53 percent to 20.6 million, a 7.1 million jump that accounted for the majority of the 12.9 million increase in the total Hispanic population nationally.

Milwaukee's Hispanic population in 2000 was reported to be at 71,646, up from 32,237 in 1990 and 12 percent of the city's population. The city is in the southeast corner of Wisconsin, on Lake Michigan's western shore, the center of the Midwest.

Wisconsin has seen an upsurge, too, in residents from Puerto Rico and South and Central America. The Puerto Rican population grew 58 percent, from 19,116 to 30,267; the Cuban population climbed by 48 percent, from 1,679 to 2,491, and those who identified as "other Hispanic" grew by 126 percent, from 14,784 to 33,444. But experts said the majority of Hispanics still arrived from southern Texas and Mexico, in search of seasonal work on Wisconsin's farms and in canneries.

"We have this growing, larger population within their midst, and Hispanics will be a larger part of Milwaukee's future," Navarrete says. "It awakened an interest among the non-Latino communities in Milwaukee and in Wisconsin, and that interest was unprecedented, and hopefully, it will be sustained."

La Raza Conference

Founded in 1968, the National Council of La Raza has evolved into the nation's largest Hispanic civil rights organization. The private, nonprofit, non-partisan umbrella group now comprises more than 20,000 groups and people, and its mission is to "reduce poverty and discrimination and improve life opportunities for Hispanic Americans."

NCLR selected Milwaukee for its conference to showcase Hispanic growth and influence in the region. Fourteen thousand people attended.

NCLR President Raúl Yzaguirre told conference attendees Wisconsin is "at the center of a growing presence of Latinos in the Midwest. We wanted to celebrate that presence, and we wanted to show the rest of the country that we're all over the nation, even in what are known as non-traditional areas like Milwaukee, Wisconsin."

Fresh on the heels of the new Census report, the conference drew considerable attention. The area's newspaper, The *Milwaukee Journal Sentinel*, dispatched a team of reporters to pen stories on Hispanic growth, and on contributions of the Hispanic community. One of its editorials read: "They have made our state a richer, stronger, better place to live and work."

That, say Hispanic leaders in the region, is a key reason behind the overwhelming growth. Mexicans and other Hispanics came to the region because of a pressing need for workers in the service and manufacturing industries, and because relatives who already had settled there encouraged them to follow.

"Because of the booming Wisconsin economy, there was a need for workers," said William Vélez, a sociology professor at the University of Wisconsin at Milwaukee, noting in particular the job prospects in restaurants and the cleaning service industry.

Vélez says the migration to the region extends back to the Mexican Revolution, and that Milwaukee already had a thriving Mexican population by the 1920s. A small but steady Puerto Rican population began to arrive in the 1940s.

María Monreal-Cameron, president and CEO of the Hispanic Chamber of Commerce of Wisconsin

Rod Ritcherson, assistant to the president of the United Migrant Opportunity Services, agrees. UMOS, which received NCLR's Affiliate of the Year Award at the conference, has helped migrant workers with housing, clothing, employment, and health problems.

"Families are migrating from the South to the Midwest, and they are able find employment here," Ritcherson says. "That is a good incentive for other family members to come to the Midwest and seek a better quality of life through meaningful employment."

UMOS, one of more than 230 La Raza organizational members, has been in operation since 1965 and has addressed the continental shift in needs brought on by the sizeable growth in the Hispanic population. "With the influx of the new population, there are new services needed," Ritcherson says. In recent years, UMOS has focused more of its efforts nationally, and met the needs of non-migrant workers as well.

Earlier last year, the nonprofit organization opened a Latina Resource Center to address domestic violence issues. UMOS also has provided ESL courses so that language won't be a barrier for new arrivals, and has added new job training programs. Overall, UMOS reports that living conditions have improved substantially for migrant workers since the 1950s. It has helped upgrade additional housing camps to accommodate up to 150 families.

The NCLR conference offered workshops on protecting farmworkers and children from pesticides, the growing housing market for new immigrants, and an analysis of the 2000 Census data.

But while there was much to celebrate, including the presence of distinguished speakers Vicente Fox, president of Mexico, and Sen. Joseph Lieberman (D-Conn.), there was also much to lament.

Organizers released a study, "Beyond the Census: Hispanics and an American Agenda," that explored inequalities in education, housing, employment, and health opportunities.

La Raza demanded that the inequalities be corrected, and its leaders proposed an agenda for local, state, and national leaders to address ethnic gaps in home ownership, education, job opportunities, and healthcare.

"The future of this nation," Yzaguirre told the conference, "is closely related to the well-being of Hispanic communities," and the report mentioned functional and safe neighborhoods, educational excellence, opportunities to work and save, and quality healthcare, as elements of that well-being.

The study's author, Sonia Pérez,

said Hispanics have the same priorities as the rest of the American population but most still live in segregated neighborhoods and are less likely to have savings and health insurance.

The report noted that in 1999, 46 percent of Hispanics owned their homes, compared to 72 percent of non-Hispanic Whites.

About one in three Hispanic children is enrolled in preschool, compared to more than half of non-Hispanic Whites. Hispanic children are more likely to attend segregated schools with poorer facilities and resources, and less likely to complete high school.

Pérez also noted that Hispanics, nationally, are more likely to work in low-wage jobs, such as food preparation, personal service, or cleaning and maintenance.

"They know there are challenges and obstacles, and the odds are sometimes stacked against them," says María Monreal-Cameron, president and CEO of the Milwaukee-based Hispanic Chamber of Commerce of Wisconsin. "Because of that drive, they try very hard to persevere and become successful."

"What we see here on a daily basis is the Hispanic entrepreneur demonstrating a strong passion for our country, but, more importantly, for the opportunity it represents. They are very strong and determined," says Monreal-Cameron.

The nonprofit business organization opened its doors in 1972. Since she assumed its helm a dozen years ago, Monreal-Cameron has watched many smaller businesses struggle to succeed. Such determination has ended in failure for some, success for others.

"I have seen recently, and in Milwaukee in particular, a spectacular growth in the number of Hispanic-owned businesses," says Monreal-Cameron, who was one of 13 children in a Mexican-American family that settled in Milwaukee in the 1960s.

The expanding Hispanic population in the region has been a pivotal factor. "Because of the demographics, Hispanic businesses certainly have emerged as the fastest growing segment in mainstream, small business markets," she says. "I've seen it. I've experienced it. The Hispanic entrepreneur is now maturing economically and competitively."

> ***Nationally, the number of Mexicans reported swelled by 53 percent to 20.6 million, a 7.1 million jump that accounted for the majority of the 12.9 million increase in the total Hispanic population nationally.***

"We believe the Hispanic business is very critical in that it benefits the lives not just of employees but the community at large," Monreal-Cameron says. "We believe it's certainly going to help the economic development of our urban community."

The Hispanic Chamber of Commerce of Wisconsin now has 421 businesses on its membership list. "We take great pride in that," she says, and that pride has amplified awareness of the Hispanic workforce. Larger firms now want to diversify more, and also tap into "this huge Hispanic purchasing power," she says.

She points out that the Hispanic surge has raised the city's credibility. *Hispanic Magazine* anointed it as one of the nation's Top 10 Hispanic-friendly cities in 1998. La Raza's conference, as well, made national news, and the city will host the United States Hispanic Chamber of Commerce Convention in 2005.

"Hispanics are becoming a political force, an economic force in the state of Wisconsin. You now see Hispanic faces on the landscape of business here in the state," she says. "I always say we have come a long way, but we are destined to go much further."

To promote Hispanic leadership, the chamber established an Education Fund in 1993. So far, it has awarded $225,000 in scholarship assistance to college-bound Hispanics. Part of the goal is to encourage youth to pursue higher education.

That is something that sociology professor Vélez feels strongly about. On his campus, he notes, there have been few gains. Last year, he points out, 23,000 students were enrolled, yet there were only 900 Hispanic students. And of 900 faculty members, only a dozen are Hispanic.

"They are trying here," Vélez says. "I must say they are making an effort to attract more Latinos to the campus."

Similarly disheartening, he says, is that Hispanics so far have made lonely inroads into the political arena. Representation, he says, has been meager at best. There is a Hispanic alderman on the city council, one member out of 16. There are no Hispanics on the County Board of Supervisors, and there is one Hispanic on the local school board.

"In terms of political representation, it has always been very small," he says, acknowledging that the city has been very segregated, and that Hispanics, like Whites and African Americans, have clustered in certain areas.

"I would like to see, in the future, a higher number of Latinos at the university level in terms of faculty and students, and also a higher political representation," he says, predicting an improvement in the frequency of Hispanics campaigning for office.

Speakers alluded to this during the conference. Sen. Lieberman praised Hispanics for recreating America and asked them to spread their values to restore the nation's morals. He said that Hispanic values and faith in God will be the "threads" of a new national fabric and preserve family values.

"You are," he told the crowd, "destined for great things in America, and America will be greater yet because you are its citizens."

For Navarrete, the event was an eye-opener. It was her first trip to Milwaukee, and its beauty awed her.

"What struck me about Milwaukee was that it appeared to be quintessentially American to me," she says, "and that's important because quintessentially American will definitely mean Latino in the future."

Negative Stereotypes and Academic Achievement

Stanford Professor Researches Achievement Gap

BY ANGELA PROVITERA MCGLYNN

As a psychology professor interested in fostering an appreciation of multiculturalism and an inclusive, welcoming classroom atmosphere, I was interested to read about discussions at a conference hosted by various divisions of the American Psychological Association. The National Multicultural Conference and Summit II, held last January in Santa Barbara, Calif., dealt with some issues critical to our understanding of the underachievement of some groups of students on our campuses.

In past *HO* articles, I have focused on myriad factors limiting the achievement of minorities, particularly Hispanics, in academia. I have attributed the under-performance of Hispanics in college to a host of factors that all fall under the catchall phrase, "uneven playing field." These factors include socioeconomic status, which impacts on educational opportunity, deficient pre-school, grade school, and high school preparation for college, family socialization patterns, particularly gender-related messages for Latinas, overt discrimination, and negative stereotypes held by teachers, counselors, and administrators. Most of these variables operate to limit the achievement of many African American students as well.

For decades, psychologists and educators have concentrated on explaining how incorporating negative societal messages can undermine the academic performance of women and minorities, resulting in de-motivation and underachievement. While much of this research has targeted underachieving students, some of the newer research analyzes the effects of negative stereotypes on high-achieving students.

One area of important research regarding high-achieving students focuses on the phenomenon known as "stereotype threat," introduced by Dr. Claude Steele of Stanford University. "Stereotype threat" refers to the threat a person might feel simply by recognizing that others may judge him or her based on a negative cultural stereotype. And although stereotype threat might operate for any group, including White males, it usually impacts women and minorities more dramatically since negative cultural messages about them are more prominent and pervasive.

Steele's research showed that the activation of stereotype threat, created in the psychology laboratory by ingenious experimental designs, had a powerful effect on the task performance of high-achieving students. The diminished task performance created by stereotype threat has been demonstrated across many different groups. (Note: As mentioned above, even White males are susceptible to stereotype threat. In one of Steele's experiments, two groups of White engineering students are presented with difficult math problems to solve. One group is instructed to do the best that it can. The other group is told that Asian American engineering students are especially good at solving these types of problems. This latter group scored significantly lower than its peers in the first group, presumably due to the activation of the stereotype that Asian Americans are superior to Whites in mathematics.)

Steele has shown over and over again in the laboratory how easy it is to elicit stereotype threat. Dr. Richard McCarty, (2001) APA executive director for science, has analyzed some of the implications of Dr. Steele's work to the "real world" of academia. McCarty notes, for example, that citing cultural bias of standardized tests, such as the SAT (Scholastic Achievement Test) and the GRE (Graduate Record Exam), as the source of the White-minority gap in test scores might be only part of the story or even a misattribution of causality. The often-cited sub-par scores of many minorities on these exams provided a rationale for institutions to limit minorities' access to higher education. McCarty offers another explanation for the gap in scores, apart from the cultural biases inherent in these standardized tests. Based on Steele's research, McCarty (2001, p. 31) asks this provocative question, "What if some ethnic-minority students performed less well on average on standardized tests because of subtle cues that activated the negative stereotype about ethnic-minority intellectual abilities that has become ingrained in our society?"

Certainly, some of Steele's research points in this direction. For example, Steele did an experiment in which African American and White college students are presented with a series of SAT questions. One group of African American and White students is told that the questions they will answer provide a sensitive measure of intellectual ability (negative stereotype threat group); the other group of African American and White students is simply asked to answer the questions (the neutral group). Interestingly, the scores of White students did not differ across groups. However, the scores of African American students in the negative stereotype threat condition (students who believed that the questions would measure their intellectual ability) were significantly lower than the scores of African American students in the neutral condition (those who were simply told to answer the questions). A very important finding of this experiment was that the African American students who were simply told to answer the questions performed just as well as the White students! What happened to the White-minority gap in performance scores? The Steele research demonstrates the powerful influence of stereotype threat on the test performance of African American students!

Steele's more recent research has shown that stereotype threat can heighten blood pressure in addition to diminishing a subject's performance on a task. He found that the effects of stereotype threat are particularly strong for minority students who are invested in performing well. In a recent study, Steele divided two groups of African American students, those highly invested in doing well and those who were not invested, into a "stereotype threat" or a "neutral" condition. While performing the task, the highly academically invested students in the stereotype condition had an increase in their blood pressure, while the blood pressure of non-invested students remained the same. Steele found that while both groups in the stereotype condition performed at about the same mediocre level, in the neutral condition, the highly invested subjects performed much better than their non-invested peers (DeAngelis, 2001).

While traditional social psychology might interpret poorer performance of high-achieving minority students by relying on the theory that these students incorporate negative societal messages, with poor performance an example of a self-fulfilling prophecy, Steele's research points to a somewhat deeper explanation. Instead of or in addition to such an explanation, Steele proposes that normally high academic achievers try too hard to prove themselves. What is his evidence for such a conclusion? The increases in blood pressure of high academically invested students when stereotype threat is activated.

Looking at the Steele research, DeAngelis (2001) points out that it is possible that the environment is full of cues that push highly invested minority students to feel that they must try extra hard to overcome other people's negative views of them, and this actually diminishes their performance. Steele believes that the educational system must confront these kinds of more subtle (and not so subtle) effects of modern racism in order to provide minority students with equal opportunity for educational achievement.

There are undoubtedly many stimulus cues in our colleges and universities that activate the stereotype threat phenomenon. For those of us invested in promoting equal opportunity for students at all levels of education, awareness of stereotype threat is a first step in identifying what those cues are in order to eliminate them. My belief is that we must go even further than merely eliminating the triggers. Obviously, we must eliminate the kinds of cues that might activate such a threat, as, for example, verbal and non-verbal messages that might imply White superiority in some way. We must do more! Those of us in education must provide a proactive approach to help minorities overcome the negative stereotypes many of them probably bring to college with them.

Colleges and universities committed to institutional changes that promote greater fairness in the system must address diversity issues throughout the institution. When students make inquiries about a college through the admissions office, how are they treated? What kind of communications and diversity training does a college provide for its front-line workers? After a student selects a particular institution and is admitted, what is his or her "orientation to college" experience? Do the people who interact with new students at orientation offer them a welcoming, inclusive college environment–one that encourages them to do their best? Do college orientation programs provide students with information about the support services available to them? In other words, do "orientation" students feel as if the institution is on their side and will help them to succeed? Are the workers throughout the institution sensitive to diversity issues? Has the institution provided them with in-service training in this area, and in areas such as communications and conflict resolution? And, since students spend most of their time in the college classroom, and since the faculty is in many ways the heart of the institution, do faculty have the training and sensitivity to create a welcoming, inclusive atmosphere in their classes?

All students deserve our respect, encouragement, and our support. Minority students' levels of self-esteem, their motivation to do well, and their academic performance and achievement may be particularly susceptible to our encouragement and to our expectations of them. If we are truly committed to leveling the playing field in education, we must take a positive, active stance.

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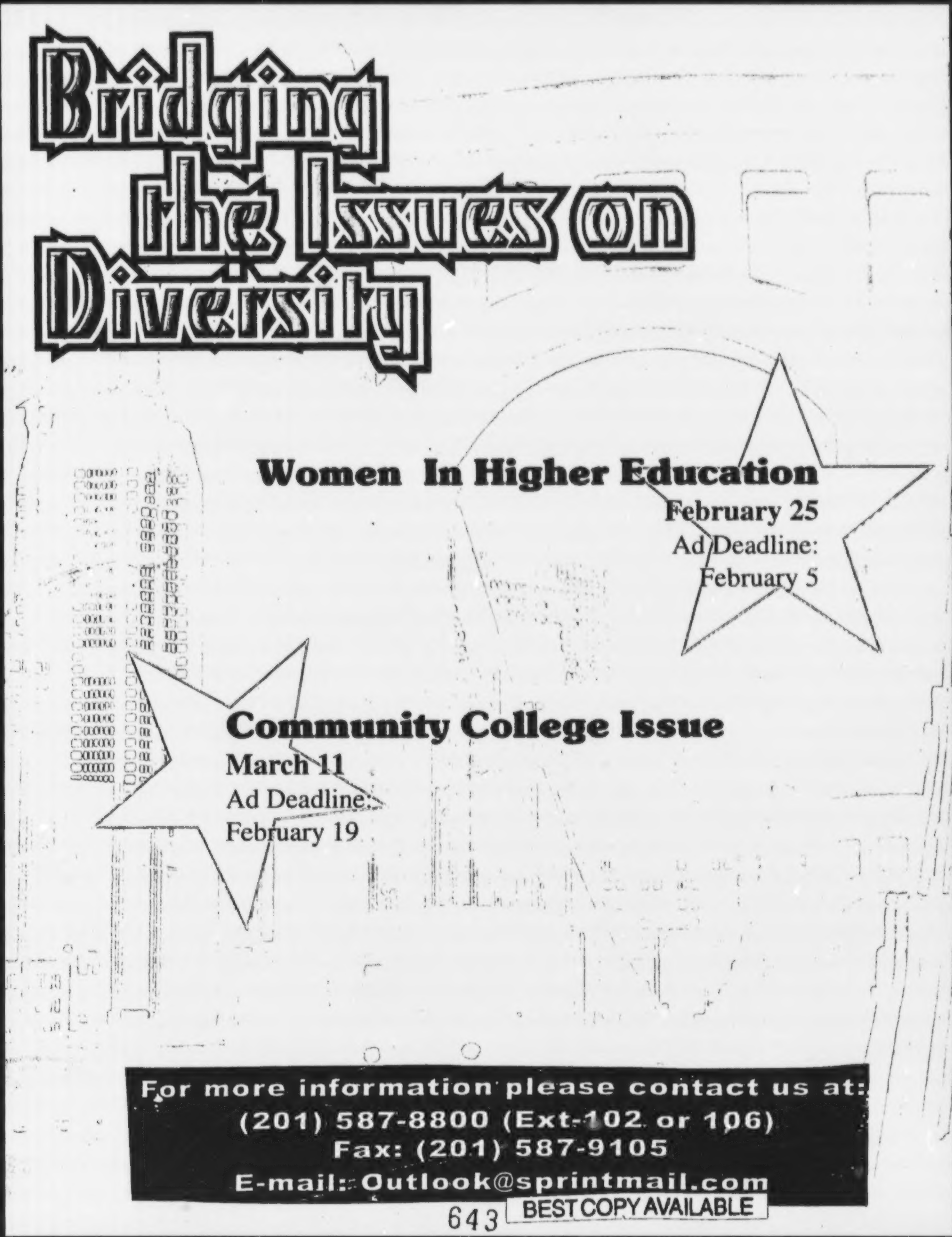

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FYI...

The Hispanic Outlook In Higher Education www.hispanicoutlook.com January 07, 2002

College Board: College Costs Up, but Record Financial Aid Available

NEW YORK, N.Y.

The College Board reported that college tuition and fees in 2001-02 increased an average of 5.5 percent to 7.7 percent at four-year institutions, and between 5.5 percent and 5.8 percent at two-year institutions, while a record of more than $74 billion was available in student financial aid.

The College Board report *Trends in College Pricing 2001* shows that undergraduates at American colleges will pay, on average, from $96 to $890 more than the previous year for tuition and fees. A second report, *Trends in Student Aid 2001*, indicates that student aid increased by 7.1 percent from a year earlier–or 3.5 percent after adjusting for inflation.

College Board President Gaston Caperton said that as the nation experiences general economic uncertainty, it is more important than ever to encourage students to pursue a college education.

"The best weapon against fear and uncertainty is knowledge, and a college education is easily the best investment we can make to foster the knowledgeable and empowered citizens whom we need now more than ever," said Caperton.

He noted, however, that while student financial aid has nearly doubled in the last decade (in constant dollars), the growing reliance on loan programs instead of grants was responsible for two-thirds of this increase. Over the past 25 years, federal student aid has drifted from a grant-based to a loan-based system, producing a major change in the way many students and families finance postsecondary education.

"The College Board is creating a Blue Ribbon Student Financial Aid Panel, to initiate a much-needed national conversation on how to ensure that a lack of student financial aid is not a barrier to higher education for those students who are prepared and desire to attend college," said Caperton. "The panel will be of vital importance in helping to increase educational equity and access. Its findings will form the basis of specific recommendations to Congress and the administration on ways to enhance and improve the federal student financial aid system."

The panel includes a preeminent roster of educators, researchers, policymakers, university presidents, corporate and not-for-profit leaders, student financial aid experts, and undergraduate students, among others.

LULAC Calls on House to Pass Internet Freedom and Broadband Deployment Act

WASHINGTON, D.C.

The League of United Latin American Citizens (LULAC) joined with other leading consumer, disability, and public policy organizations to urge the U.S. House of Representatives to pass H.R. 1542, The Internet Freedom and Broadband Deployment Act of 2001. The bill was to go to the floor late last month.

LULAC said that Latinos throughout the United States would benefit from the passage of legislation that promised to ensure the deployment of broadband services in underserved communities throughout the United States. According to reports from the Tomás Rivera Policy Institute and other sources, Latinos and African American households, in comparison to White households, are only half as likely to own a computer and approximately 2.5 times less likely to have Internet access from home. Also, Latino access to the Internet from other locations such as schools and places of business is significantly less than the national average.

Rick Dovalina, LULAC president, said, "As part of LULAC's mandate to improve access to broadband and Internet technologies in our communities, we support the passage of H.R. 1542 and applaud Congress' efforts to improve broadband and Internet access in our communities. Current broadband policy is inadequate and under the current financial and regulatory conditions, the disparity between those that have access to high-speed Internet and those who do not, will continue to grow even further.

"By offering incentives for the deployment of high-speed Internet access to rural and underserved, low-income urban communities, it creates the necessary market conditions for providers to deploy the much needed infrastructure to minimize the digital divide. In addition, the legislation fosters competition between all carriers who provide broadband services, offering a win-win scenario for consumers, especially for Latinos throughout the United States."

The League of United Latin American Citizens advances the economic condition, educational attainment, political influence, health, and civil rights of Hispanic Americans through community-based programs operating at more than 700 LULAC councils nationwide.

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Congressional Hispanic Caucus Institute Awards Scholarships, Selects Fellows

WASHINGTON, D.C.

The Congressional Hispanic Caucus Institute (CHCI), a leading Hispanic educational organization, awarded its first Scholarship Awards, totaling $155,000, to 34 Hispanic students from across the U.S. The students selected represent fields of study ranging from chemistry and economics to Spanish literature. Community college students will receive $2,000; undergraduate and graduate-level students, $5,000.

CHCI Executive Director Ingrid M. Durán said, "As our community continues to grow in population and prominence, education will play a crucial role in ensuring Hispanics are properly represented in all sectors of society."

The CHCI Awards are unique because there is no minimum GPA requirement. The goal is to reach Latino youth, especially at-risk students most in need of financial assistance. These awards are given to Latino students who have demonstrated strong leadership and a commitment to the Latino community. Students attending accredited two-year, four-year, or graduate-level educational institutions on a full-time basis are eligible to apply.

CHCI also selected its 2001-02 class of fellows, chosen from a highly competitive pool of nationwide applicants, representing the best and brightest in the Hispanic community. Many hail from traditional states such as California, New York, and Texas, but others come from non-traditional states such as Michigan, North Carolina, and Washington.

Since 1981, the nine-month CHCI Fellowship Program has offered up to 20 promising Latinos from across the country the opportunity to gain hands-on experience at the federal level in the public policy area of their choice. Placements include congressional offices, federal agencies, Washington, D.C.-based media groups, national advocacy organizations, and government-related corporate institutions. Intensive work experience is enhanced by weekly leadership development sessions and presentations, professional training workshops, and meetings with national leaders on substantive policy issues.

MALDEF's California Redistricting Lawsuit to Go to Trial

LOS ANGELES, Calif.

The Mexican American Legal Defense and Educational Fund (MALDEF) will go to trial on its challenge to the 2001 California redistricting plan, after a three-judge panel found that the claims raised "important and substantial questions" of law. The panel declined to postpone the March primary elections until June of 2002.

Among the important and substantial questions of statutory and constitutional law raised by the MALDEF suit is the application of voting rights laws in a region with a population that is rapidly changing and multiethnic. "The fact that the court recognized that California has a very diverse and growing multiethnic population does not minimize the fact that the congressional district maps intentionally fractured the geographically compact Latino community in the San Fernando Valley, or that in the San Diego area, the legislature deliberately left out Latino neighborhoods to protect the incumbent," said Antonia Hernández, MALDEF's president and general counsel.

"The judges decided that the complex factual questions presented require further development through discovery, and a full hearing on the merits. The court's decision did not give the state a seal of approval, as attorneys for the Senate had asked. Instead, the court found that we had raised serious questions to make the case a fair ground for litigation. We will present our evidence expeditiously at a full hearing on the merits and prove that these plans dilute the voting power of Latinos in the state."

MALDEF has requested a speedy trial so that the matter may be resolved before the March primary. Other community-based organizations and voters, including statewide LULAC (League of United Latin American Citizens) chapters, will be joining the lawsuit.

Latinos constituted 80 percent of the state's population growth over the past decade. "The redistricting process should have given these new communities a voice–a vote–in the governance issues of California. MALDEF is confident that we can demonstrate that the current districts will effectively suppress the political voice of thousands of Latinos for the next 10 years," added Hernández.

People-Places-Publications-Conferences

PEOPLE & PLACES

Miami Selects Vice President for University Advancement

The University of Miami (Fla.) named Sergio M. González vice president for university advancement.

González had been chief of staff for Miami-Dade County Mayor Alex Penelas since 1998. An attorney and member of the Florida bar, practicing commercial and civil law, he was executive director of the county's Job Creation and Welfare-to-Work program and the Dade County Homeless Trust. He graduated Georgetown University with a bachelor's degree in foreign service and has a juris doctor from Columbia University.

NJIT Aids New York Rescue Effort

The Record of North New Jersey reported that the New Jersey Institute of Technology (NJIT) assisted recovery crews searching and clearing rubble at the World Trade Center ruins by relaying satellite data to planes taking aerial photographs. NJIT worked as part of a network of public agencies and private firms coordinated by the N.Y. State Office for Technology.

NJIT's Global Positioning System Center has an antenna that picks up digitized data from orbiting satellites. The antenna is normally used to help the federal government monitor the earth's crust for earthquakes.

The satellite data enabled planes, flying at between 3,000 and 6,000 feet over ground zero, to take aerial photographs and heat-sensor images and make three-dimensional digital maps of the site. The information also helped workers in detailing gas emissions and directed rescue workers within a few feet of specific structures in the rubble, or something hidden below the surface.

Florida Board of Ed Member Addresses M-DCC Community

Charles P. García, member of the newly created Florida Board of Education, visited Miami-Dade Community College (M-DCC) to talk to students, college officials, and community leaders about entrepreneurship, education, and success. García, an entrepreneur, businessman, and leader in the Hispanic community, presented practical advice; shared knowledge, experience, and insights; and offered encouragement on finding fulfillment and success in work and life.

García is founder of Sterling Financial Investment Group, cited in 2000 by the University of Florida as the fastest growing privately held company in the state. Named one of the most influential Hispanics in the U.S. by *Hispanic Business* magazine, García is the only Latino on the Florida Board of Education, which is charged with implementing revolutionary changes in Florida's $21 billion system.

Pictured (l. to r.): M-DCC President Eduardo Padrón and Charles P. García.

MALDEF and Radio Bilingüe Unite Against Hate

In California, the Mexican American Legal Defense and Educational Fund (MALDEF) and Radio Bilingüe partnered in a hate crime prevention campaign, calling on Latinos to refrain from judging people of Middle Eastern background or adherents to the Islamic faith. The campaign was launched as a series of bilingual public service announcements made by MALDEF's president and general counsel, Antonia Hernández, and broadcast by Radio Bilingüe's five radio stations and 60 affiliates in the continental U.S. and Puerto Rico. The campaign promotes tolerance, respect for human and civil rights, and cooperation among all racial, ethnic, national, and cultural groups.

New Jersey City Makes Artistic Contribution

Four members of the New Jersey City University (NJCU) artistic community were featured in an exhibition, "The Visual Imaginary of Latinas/os in New Jersey," at the Rutgers University Mason Gross School of the Arts Galleries. The exhibit, slated to travel to New York City, Colorado, and Puerto Rico, featured more than 100 works by emerging, mid-career, and established Latino artists from New Jersey, reflecting the versatile imaginary of the state's Latino community, which is often overlooked due to its close proximity to New York City.

Among the 40 contemporary visual artists having their work shown were Dr. José Rodeiro, NJCU associate professor of art, Hugo Bastidas, NJCU director of campus galleries, Rainiel Guzmán, NJCU fine arts major, and Olga Bautista, an NJCU alumna.

Rodeiro (pictured), an award-winning visual artist and poet, has a master's degree from Pratt Institute and a doctorate from the Ohio University College of Fine Arts. A fellow of the National Endowment for the Arts, he is listed in "Who's Who in American Art" and a member of the Association for Latin American Art and the College Art Association.

Medgar Evers Symposium Discusses Caribbean Migration

CUNY's Caribbean Research Center at Medgar Evers College hosted a symposium, "History and Future of Caribbean Migration," in honor of Panamanian-American Professor Roy Bryce-Laporte, a preeminent scholar in the field of immigration from the Caribbean and Panama. Community leaders, academics, students, and political and community repre-

sentatives participated in the event, talking about past achievements and the challenges ahead.

In more than 40 years of scholarly work, Laporte has single-handedly put the field of Caribbean migration on the map, bringing the needs of this growing population to the attention of academics and public policymakers. He was the John D. and Catherine T. MacArthur professor of sociology and former director of the Africana and Latin American studies program at Colgate University, a consultant to the OAS, and has testified before the U.S. Congress and other national and international agencies on behalf of the Caribbean American population.

CU-Boulder Welcomes Anaya

The University of Colorado (CU)-Boulder presented "Power, Magic, and Spirit: An Evening with Rudolfo Anaya," a forum, book signing, and award ceremony for the celebrated Chicano author, professor emeritus of language and literature at the University of New Mexico.

Anaya was given the 2001 Wallace Stegner Award from the CU-Boulder Center of the American West and answered questions from a panel of interviewers and from the audience. The event followed a book signing.

Anaya earned bachelor's and master's degrees in literature from the University of New Mexico, where he taught in the English department from 1974 to 1993. His novels include ***Bless Me, Ultima***; ***Heart of Aztlán***;***Tortuga***; ***Alburquerque***; and ***Zia Summer***. He has received the prestigious Premio Quinto Sol Award and the PEN Center West Award for Fiction, among other honors.

Emory Offers Graduate Studies in Spanish

EMORY The department of Spanish and Portuguese at Emory University (Ga.) is offering a graduate program in Spanish, providing students with a strong foundation in the literary cultures of Spain and Spanish America, a rigorous introduction to contemporary methodologies, and ample opportunities for interdisciplinary work. The program offers diverse courses in the Spanish discipline, reflecting a variety of faculty interests. It features an annual endowed lecture series and visiting writers program to complement the department's rich intellectual life.

UNM Announces Online New Mexico History Archive

The University of New Mexico (UNM) announced the Online Archive of New Mexico (OANM), http://eLibrary.unm.edu/oanm, a two-year collaborative project designed to provide electronic access to 400 years of New Mexico historical data.

"The Online Archive offers scholars, researchers, students, and historians direct access to the inventories of more than 1,000 manuscript and archival collections on New Mexico history held in the four major repositories in the state," said Nancy Dennis, director of library information technology at the UNM General Library.

The National Endowment for the Humanities provided partial funding for OANM.

Garden City Increases Size and Diversity

Garden City Community College (Kan.) reports that its expanded student body is also more diverse, with Hispanic students leading in minority enrollment.

Garden City says that 17.3 percent of the student body are Hispanic, 4.2 percent are African American, 2.1 percent are of Asian ethnicity, six-tenths of 1 percent have Native American or Alaskan backgrounds, and 6.2 percent were in the undecided and not reported categories, including a handful with resident and non-resident alien status. The College also reported that 55.3 percent of the students are women.

News from CUNY's Centro de Estudios Puertorriqueños

- The Rockefeller Foundation awarded $100,000 to the City University of New York's Centro de Estudios Puertorriqueños, located at Hunter College, to support the National Latino/a Education Research Agenda Project. Directed by Pedro Pedraza, the Project has been focusing on high-stakes testing and standards, and teacher training and professional development.
- Ana Celia Zentella, previously a professor in the department of Black and Puerto Rican studies at Hunter College, and now at the University of California-San Diego, received *Hispanic Magazine*'s 2001 Latina Excellence Award for Education.
- Virginia Sánchez Korrol, chair of the department of Puerto Rican and Latino studies at Brooklyn College, won a 2001 Outstanding Latino/a Faculty in Higher Education Award.
- Dr. Anthony M. Stevens-Arroyo, professor of Puerto Rican and Latino studies at Brooklyn College, is the director and principal investigator of the National Survey of Leadership in Latino Parishes and Congregations, a five-year project developed by the Program for the Analysis of Religion Among Latinos/as. His associate director is Dr. Anneris Goris, a Fordham-trained sociologist and active leader of New York's Dominican community.
- Professor Xavier Totti, lecturer in the department of Latin American and Puerto Rican studies at Lehman College, is managing editor of the *Centro Journal*.
- Ivelisse Rosario-Natal became special events coordinator at the Centro.

Avalos Promoted at ASU West

Manuel Avalos, associate professor of politics in the Arizona State University (ASU) West social and behavioral sciences department and research associate for ASU's Hispanic Research Center, was named associate vice provost for research and faculty development.

Avalos has taught political science courses at ASU West since his arrival in 1990 and was recently co-coordinator of the social science program at the University. He is co-chair of the Chicana/o Political Science Caucus of the American Political Sciences Association, where he has developed strategies for faculty development and graduate student recruitment and retention, while also helping to establish and raise contributions for the Association's Fund for Latino Scholarship. His research interests center on questions of social, political, and economic inequality of racial and ethnic groups in the Americas.

Biomedical Research Conference Targets Minorities

In Florida, the Annual Biomedical Research Conference for Minority Students (ABRCMS), a national gathering of students and faculty, addressed the shortage of minority students in the biomedical sciences. It examined the importance of minority involvement in designing medical research and developing questions about cultural elements often overlooked by conventional research.

Dr. John Alderete, a nationally recognized Hispanic microbiologist with the University of Texas Health Science Center in San Antonio, known for his successful research career and dedication to mentoring young minority scientists, presented his research on Trichomoniasis, a common sexually transmitted disease of which there are some 5 million new cases each year in the U.S., the majority in minority women.

Dr. Margarita Alegria, director of the center for sociomedical research and evaluation at the University of Puerto Rico, discussed how she and her colleagues are trying to change the conventional ethnicity-blind approach to medical research through the National Latino and Asian American Survey, an ambitious mental health project being designed by minority scientists and employing approaches and initiatives tailored to the cultural norms of the target study groups.

"Minorities are frequently part of the research process. But, they're not really part of conducting and directing research," said Alegria.

Northeastern Illinois Most Diverse in Midwest

U.S. News and World Report, in its September 2001 listing of "America's Best Colleges," ranked Northeastern Illinois University (NEIU) the most ethnically diverse university in the Midwest, a ranking maintained by NEIU since 1997.

"In a global economy, people from vastly different cultures face the challenges and the rewards of living and working together," said Dr. Salme H. Steinberg, NEIU president. "Students attending NEIU are at an advantage because they have already been an active part of a diverse community."

NEIU's 2001 spring undergraduate student population was 50 percent White, 23 percent Hispanic, 12 percent Asian American, and 13 percent African American.

News from Alamo Community College District

- In Texas, Alamo Community College District (ACCD) Executive Vice Chancellor Dr. Earnest A. Martínez established the Evangelina Esmeralda Romero Martínez Textbook Memorial Scholarship in memory of his mother. It supports first-generation female college students with the purchase of college textbooks.
- Palo Alto College named Dr. Rodger W. Minatra dean of occupational-technical education. Former chairman and assistant professor of business information management and leadership at Southeastern Oklahoma State University, he earned a bachelor's degree in agriculture business from Arizona State University, a master's in education and computer technology from the University of Denver, and a doctorate in training and development from the University of North Texas.
- The LULAC (League of United Latin American Citizens) Rey Feo Scholarship Committee, Inc. donated $25,000 to ACCD's Parent/Child Scholarship Program, giving 25 pre-school children a head start toward a college education. The recipients, mostly children of single mothers, received $1,000 scholarships to attend any of the four ACCD colleges upon graduation from high school in 2012.

Loyola Hosts Scholarship Awards Presentation

Loyola University (Ill.) presented awards to five Chicago public high school students who were among the winners of the fourth annual Latino Art Beat Awards competition, "What Hispanic Heritage and Culture Means to Me."

Michelle Valez and Ismael Sánchez qualified for a $10,000 scholarship while David Sánchez, Brian López, and Leandro Chávez received an $8,000 scholarship.

Latino Art Beat is a not-for-profit organization that encourages the artistic talents of high school students through its annual citywide art competition.

Pasadena City Professor Receives NEH Grant

Pasadena City College (Calif.) Associate Professor Lola Proano-Gómez was awarded a $24,000 grant by the National Endowment for the Humanities for her work on developing a historical anthology of Latin American theatre.

Proano-Gómez says she has spent the past 10 years researching a Spanish language project, "Latin American Theatre 1950-2000: An anthology and a critical reader."

Proano-Gómez teaches classes in Spanish language and literature. Originally from Ecuador, she moved to the U.S. in 1986. She earned a doctorate at the University of California-Irvine and was a member of The Hispanic Theatre Research Initiative.

Hispanic Leaders Visit Bergen

Bergen Community College (N.J.) recently featured international political and business leaders, educators, and performers celebrating Hispanic culture and influence in the U.S.

The event included presentations by Dr. Ramón Alburquerque, president of the Senate of the Dominican Republic; New Jersey Assemblywoman Nellie Pou; Andy Unanue, chief operating officer of Goya Food, Inc.; María Teresa Feliciano, founder and executive director of the Institute for Latino Studies, Research and Development, Inc.; and Dr. Theodore S. Beardsley, Jr., president of the Hispanic Society of America.

Hobsons and HACU Help Hispanics Make Higher Ed Choices

Global education information provider Hobsons joined the Hispanic Association of Colleges and Universities (HACU) to educate Hispanics with higher education choices. The partnership will lead to the first edition of *Hobsons Guide to Hispanic Colleges and Universities*, containing information about HACU member schools, scholarships, and other financial aid information.

"Information is power," said HACU President and CEO Antonio Flores. "This comprehensive guide will empower the country's fastest-growing college-age population, thanks to the expertise of Hobsons."

News from University of South Florida

- The University of South Florida (USF) College of Engineering welcomed a new dean, Louis A. Martín-Vega, acting director of the National Science Foundation's Engineering Directorate.
- The board of regents approved a new major in international business in the College of Business Administration. USF's Center for International Business will help students in the major with their foreign language and study abroad courses.
- USF joins three partners in sharing a $1.75 million Kellogg grant for the ENLACE (Engaging Latino Communities for Education) program. The major components of the program are family and community outreach, leadership development, and transitions from middle school to high school to college. Donna Parrino of USF is executive director of ENLACE. Norma Cano Alvarez directs the USF program.
- USF's Kathleen de la Peña McCook, library information sciences, was appointed to the editorial advisory board of *Criticas*, a new ***Publishers Weekly*** journal devoted to Spanish-language titles, and to the Library Service to Labor Committee of the American Library Association.
- USF welcomed John McKiernan González to the history department and Adriana Novoa to the American studies and humanities department.
- The following Cuban scholars and artists recently lectured or performed at USF: Zenaida Romeu, Miguel Barnet, Roberto Pérez, Marcelino Hernández, Delio Orozco, Antonio Aja, Antonio Miranda, Carlos Oliva, Miriam Rodríguez, Enrique Sosa, Luis René Fernández, Gabriel Cartaya, Valentin Gutiérrez, and Jorge Hernández.

Cal State L.A. Holds Alumni Awards Gala

California State University-Los Angeles held its annual Alumni Awards Gala celebrating outstanding contributions of its alumni and students to their professions, communities, and the University.

Its Alumni Association paid special tribute to Giselle Acevedo-Franco and Edgar E. Vivanco. Acevedo-Franco, who earned a master's degree in special education from its Charter College of Education in 1983, is vice president of public affairs at the *Los Angeles Times*. Vivanco, who earned a bachelor's and a master's in microbiology at the College of Natural and Social Sciences in 1968 and 1972, respectively, is president of the specialty testing division, corporate manufacturing and quality, at Beckman Coulter, Inc.

Pace Honors Victims and Heroes

In New York, Pace University paid tribute to the victims and heroes of the Sept. 11 attack on the World Trade Center with a "Service of Remembrance and Gratitude," honoring representatives of those involved in the heroic rescue and recovery effort, and held at One Pace Plaza in lower Manhattan.

One Pace Plaza was used as a triage location during the week following the terrorist attacks. The building itself was undamaged, but telephone, Internet, and other infrastructure facilities were disrupted. The Pace staff of the World Trade Center Institute, located on the 55th floor in One World Trade Center, miraculously escaped to safety.

Classes resumed at the downtown Manhattan location on Sept. 21.

South Mountain Presents Chicana Storyteller

South Mountain Community College (Ariz.) featured renowned Chicana storyteller Olga Loya during its Seventh Annual Fall Storytelling Festival.

Loya is bilingual and often tells her stories or "*cuentos*" in a creative and dramatic mix of Spanish and English. Many of her stories, Latin American in origin, are poignant and true to her life experience–including family memories of growing up in East Los Angeles.

"Through stories, people see how other people think and how they live," said Loya. "Stories are good for the mind and the heart and have a way of entertaining, teaching, and giving people strength."

Kansas Conference Focused on Latin American Literature

The University of Kansas invited scholars of Latin American literature to the annual Mid-America Conference on Hispanic Literatures.

The event featured roundtable discussions and presentations of research on all periods and genres of Spanish, Spanish-American, Portuguese, and Luso-Brazilian literatures, with papers presented in English, Spanish, and Portuguese. It also included a performance of "Baby Boom in Paradise," written by Costa Rican dramatist Ana Istaru and performed by Kirsten Nigro of the University of Cincinnati.

The conference is a joint undertaking of the universities of Kansas, Colorado, Missouri, Nebraska, and Wisconsin and Washington University in St. Louis.

California State-Bakersfield Recognizes Scholarship Recipients

The Hispanic Excellence Scholarship Fund at California State-Bakersfield hosted its annual awards dinner, recognizing the hard work and academic excellence of students in financial need. Louis Caldera (pictured), vice chancellor for university advancement and former secretary of the Army under then-President Bill Clinton, delivered the keynote address.

Since the Fund was established at California State-Bakersfield in 1984 by University President Tomás A. Arciniega, it has provided more than $1 million in scholarships to close to 600 students. This year, 96 students were awarded scholarships totaling $180,000. Representatives from the Hispanic community and local businesses, along with educators, organize the fund's committee.

News from Princeton's Latin American Studies Program

- Princeton University (N.J.) has divided the department of romance languages into two separate units, the department of French and Italian, and the department of Spanish and Portuguese languages and cultures. Joining the new department of Spanish and Portuguese languages and cultures is novelist and critic Ricardo Piglia, one of the most inventive Argentinean writers working today. Piglia, a visiting professor at Princeton on several occasions since the mid-1980s, has taught courses on contemporary fiction and seminars on Che Guevara and literature and tango.

- Princeton's Program in Latin American Studies is organizing its annual spring break trip to Cuba. The trip sends about 12 students–who emerge from a competitive selection process–to the island to conduct in-depth research on a topic of their choice.
- Princeton seniors Kathleen Bliss Daffan and Ashley Lefrak received the 2001 Stanley J. Stein Senior Thesis Prize in Latin American Studies. The award recognizes originality and outstanding quality.
- Jeffery J. Rinne, Alejandra Bronfman, Paul Firbas, Roberto Ramón Lint-Sagarena, and Noel Luna all recently received doctorates in Latin American Studies.
- Applications for the new Paul E. Sigmund Scholars Award are due March 1. The award is aimed at Princeton's most qualified and committed undergraduate students who are pursuing a certificate in Latin American studies. For more information visit the Web site www.princeton.edu/plasweb.

Colorado-Boulder Center Receives Award

The Cultural Unity Center (CUC) at the University of Colorado-Boulder was given the United States Hispanic Leadership Institute's Collegiate Leadership Award for its outstanding effort in organizing and promoting collegiate and community leadership development, diversity and cultural awareness, and participation in student government. The Institute recognized the center for being multicultural and including ethnic groups such as Asian Americans, African Americans, and American Indians.

CUC Director Dale Treviño (pictured) was delighted at the center's accomplishment. "I'm pleased that we set the precedent on that," said Treviño, who praised the "entire CUC staff" for its support.

CUC's Latino Leadership Program began in 1999 and has since become a multicultural leadership class, with more than 50 students participating in the program.

Scranton Among "Most Wired" Schools

The University of Scranton (Pa.) was ranked 39th in the nation by *Yahoo! Internet Life* magazine in its fifth annual "Most Wired Colleges" survey. The ranking marks the third consecutive year that the University improved its rating.

More than 1,300 U.S. universities were surveyed to determine the 100 "Most Wired Colleges." And rated based on their achievement in six broad categories comprised of up to 18 factors that contributed a percentage of the overall score. Scranton received an "A" grade in the Web Portal, Student Services, E-Learning, and Tech Support categories.

In 1998, the University developed a $2.5 million fiber optic communications network and has upgraded, expanded, and refined it over the years. All of the University's residence rooms, classrooms, laboratories, and offices are networked for voice, video, and data communications.

Rutgers-Newark Forum Explores Terrorism

The Rutgers University School of Law-Newark (N.J.) hosted a forum, "Terrorism: Causes, Consequences, and Responses," featuring experts on terrorism and its global impact.

Speakers included Saul Mendlovitz, Dag Hammarskjold professor of law emeritus at Rutgers Law School-Newark; Richard Falk, the Albert G. Milbank professor of international law and practice at Princeton and an adjunct professor at the Rutgers Law School-Newark; and Richard Langhorne (pictured), director of the Center for Global Change and Governance at Rutgers-Newark.

Program sponsors included the center, the law school, and its Eric Neisser Public Interest Law Program.

Felician Dedicates Renovated Building

Officials of the Felician College (N.J.) community gathered for the dedication of the newly renovated Blessed Mary Angela Hall, named in honor of Blessed Mary Angela Truszkowska, founder of the Felician Sisters. The Rev. Damian Colicchio, campus minister/campus chaplain, and the Rev. John O'Neill, professor of theology/campus minister, presided over the blessing ceremony, officially dedicating the hall to the ministry.

The new hall is designed to be one of the best daycare facilities in the region. The two-level building houses an Infant and Toddler Daycare Center, the Audrey Toron Memorial Library, and two large classrooms, and is home to Felician's Accelerated Degree Program.

A statue of Blessed Mary Angela was erected in her honor.

Marquette Speakers Focus on Human Rights and Racism

Marquette University (Wis.) hosted Hugh Vásquez, founder and director of TODOS: Sherver Simms Alliance- building Institute, and Kerry Kennedy Cuomo, author and human rights activist, both of whom gave keynote addresses on human rights and racism.

Vásquez, a national consultant to organizations working toward creating healthy multicultural environments, presented "Building Multicultural Alliances," a highly acclaimed model for working with diverse groups.

Cuomo, who has led more than 40 human rights delegations to more than 30 countries, presented "Speak Truth to Power: Human Rights Defenders Who Are Changing Our World." Her work centers on issues such as child labor, indigenous land rights, judicial independence, and ethnic violence.

Federal Education Grant Restored to ENMU-Roswell

Pressure from New Mexico's congressional delegation prompted the U.S. Department of Education (DOE) to reverse its earlier decision to deny federal Student Support Services (SSS) TRIO grants, which target disadvantaged students, to several New Mexico institutions.

The DOE has agreed to restore grants to ENMU-Roswell, University of New Mexico (UNM)-Valencia Campus, and UNM-Gallup for $190,000 each. The grants for each school will fund 160 participants.

The DOE had pulled the grants from the schools early last year, reasoning that the branch campuses were part of the main university and did not qualify for separate funding.

The SSS program provides grants for projects supporting services to low-income, first-generation, or disabled college students.

InternetWorks Teaches English in Mexico

In California, InternetWorks, an Internet-based information and resource publisher, released the 92nd issue of its "Teach English in Mexico Newsletter," which recruits teachers into a program in Mexico that teaches the English language. The program offers a guaranteed teaching position and accommodations for its applicants in exciting teaching locations.

InternetWorks claims to have successfully placed at least 65 teachers throughout Mexico.

Presently, there is a great demand for English teachers in Mexico, and jobs are plentiful for qualified teachers. With the surge in American-owned companies with branches in Mexico, many Mexicans receive higher salaries if they can speak English. The InternetWorks newsletter is distributed via e-mail 22 times per year. For further information visit the Web site, http://teach-english-mexico.com.

NYU Celebrates Spanish Civil War Archival Acquisition

New York University (NYU) celebrated its acquisition of the Abraham Lincoln Brigade Archive, a comprehensive record of American involvement in the Spanish Civil War, with a lecture by Pulitzer Prize-winning poet Philip Levine and an exhibition showcasing materials from the war. The archive comprises the office files of veterans of the Brigade as well as the personal diaries, oral histories, autobiographical writings, and memorabilia of the veterans.

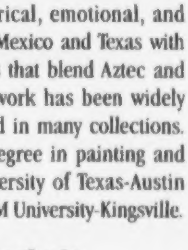
In his lecture, "The Poetry of the Spanish Civil War," Levine discussed his fascination with the Spanish Civil War and with the poets who responded to the conflict. The exhibition featured photos, newspapers and pamphlets, propaganda materials, buttons, banners, flags, and badges highlighting the participation of NYU students, New York City, and America in the Spanish Civil War.

Laredo Receives Perkins Grant

Laredo Community College (Texas), which claims to be the region's leading trainer for technical and vocational education, received a $947,000 grant as part of the Carl D. Perkins Vocational and Technical Education Act of 1998. Alma Hernández, dean for adult and continuing education at Laredo, believes the grant will greatly enhance student learning in the College's occupational programs, such as industrial trades, health sciences, and computer information systems.

Laredo plans to purchase new state-of-the-art equipment and support curriculum development with the Perkins funding. Its Counseling Center, Placement Center, and Yeary Library will also receive learning resources and career guidance materials to support vocational and technical education.

Texas A&M-Corpus Christi Hosts Barraza Exhibit



Tejana artist Santa Barraza presented a slide show and book signing of her recent publication, *Santa Barraza: Artist of the Borderlands*, at Texas A&M University-Corpus Christi. The presentation coincided with an exhibition of her art at the University.

Barraza, a nationally known contemporary artist, creates art representing the historical, emotional, and spiritual land between Mexico and Texas with bold colors and images that blend Aztec and Mayan influence. Her work has been widely exhibited and published in many collections. She holds a master's degree in painting and drawing from the University of Texas-Austin and teaches at Texas A&M University-Kingsville.

Saint Rose Panel Looks At Religions' View of Government

The College of Saint Rose (N.Y.) invited local religious leaders to a panel discussion on religion and government. The interfaith dialogue, "Religions View Government: Working for the Real, Praying for the Ideal," explored how religious traditions understand and view their roles in government. Representatives from the Buddhist, Catholic, Christian, Hindu, Islamic, and Jewish faiths participated.

NJPAC Presents Latin Jazz Legend Palmieri

Photo © Joel Meyerowitz

The New Jersey Performing Arts Center presented five-time Grammy Award-winner Eddie Palmieri, one of the most prolific and popular Latin musicians of the 20th century.

Born in Spanish Harlem, New York City, in 1936, Palmieri began piano studies at an early age. He started his professional career as a pianist in the early 1950s and formed his legendary group "Conjunto La Perfecta" in 1961. His musical adaptations of African, Cuban, Puerto Rican, and Jazz idioms have garnered worldwide acclaim, taking him through Europe, Japan, and Latin America. In 1975, he won his first Grammy in the "Best Latin Album" category for his release, "The Sun of Latin Music." Palmieri was instrumental in establishing Latin Jazz as a Grammy Award category.

National Hispanic Medical Association Accepting Applications for Resident Leadership Program

The National Hispanic Medical Association (NHMA) is sponsoring the second year of its NHMA Resident Leadership Program, with the purpose of promoting and developing leadership skills among Hispanic residents interested in primary care, academic, and/or policy careers. The emphasis is on the knowledge and skills necessary to take a leadership role in federal and state health policy development and/or academia and focus on issues of importance to the health of the Hispanic community.

Approximately 20 residents will be selected. Applications, from among the association membership, must include a one-page essay discussing how the NHMA Resident Leadership will advance career goals; two letters of recommendation; and résumé.

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Submit applications, postmarked by Jan. 15, 2002, to: Selection Committee, National Hispanic Medical Association Resident Leadership Program, 1411 K St., N.W., Suite 200, Washington, D.C. 20005; phone, (202) 628-5895; fax, (202) 628-5898; e-mail, nhma@nhmamd.org.

PUBLICATIONS

Santa Barraza: Artist of the Borderlands

María Herrera-Sobek, ed.

SANTA BARRAZA

Santa C. Barraza tells the full story of her 25 years as an artist. The book includes more than 30 full-color representations of her most powerful and characteristic works and features scholarly opinions of Barraza's contributions to the Chicano movement of the 1960s and 1970s.

2001 160 pgs. ISBN 0-89096-906-X. $40.00 cloth. Texas A&M University Press. (800) 826-8911.

Mexican-Origin People in the United States: A Topical History

By Oscar J. Martínez

Mexican-Americans have struggled to make a place for themselves in the American mainstream. Focusing on social, economic, and political change during the 20th century, the author provides a survey of trends among Mexican-Americans showing that the difficult conditions they have experienced have changed for the better.

2001. 260 pgs. ISBN 0-8165-2089-5. $17.95 paper. University of Arizona Press. (800) 426-3797.

Lourdes Portillo: *The Devil Never Sleeps* and Other Films

Rosa Linda Fregoso, ed.

This first study of filmmaker Lourdes Portillo and her films takes a collaborative and multifaceted approach, emphasizing aspects of authorial creativity, audience reception, and production processes typically hidden from view. Rosa Linda Fregoso provides inside information on the challenges of making independent films. The descriptions will deepen one's appreciation of Portillo's life, her struggles, and the evolution of her art.

2001. 326 pgs. ISBN 0-292-72525-6. $24.95 paper. University of Texas Press. (800) 252-3206.

Legacies: The Story of the Immigrant Second Generation

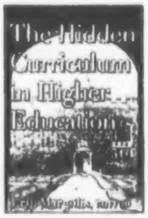
By Alejandro Portes and Rubén G. Rumbaut

One out of every five Americans is a first- or second-generation immigrant. This landmark study probes all aspects of the new second-generation immigrant's lives, exploring their immense potential to transform American society for better or worse. Based on the largest research study of its kind, *Legacies* combines vivid vignettes with a wealth of survey and school data.

2001. 430 pgs. ISBN 0-520-22848-0. $19.95 paper. University of California Press. (800) 822-6657.

The Hidden Curriculum in Higher Education

Eric Margolis, ed.



This collection of original and provocative essays takes a daring look at the way in which colleges and universities produce race, class, and gender hierarchies and reproduce conservative ideology, shedding light on all that remains hidden in higher education.

2001. 238 pgs. ISBN 0-415-92759-5 $21.95 paper. Routledge. (800) 634-7064.

In the Name of Salomé

By Julia Alvarez

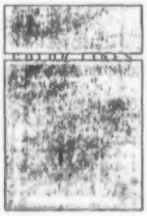
Julia Alvarez
Salomé

This novel, set in the Dominican Republic, tells the story of Salomé Ureña, whose passionate and patriotic poems seized the imagination of a shackled nation. Ureña died young, leaving behind a daughter whose life journey would be dominated by her mother's fiery spirit. The novel explores the bond between mothers and daughters and the forces inspiring us to hope, to act, to heal, and to love.

2001. 358 pgs. ISBN 0-452-28243-8. $13.00 paper. Plume. (800) 788-6262.

Color Lines: Affirmative Action, Immigration, and Civil Rights Options for America

John David Skrentny, ed.

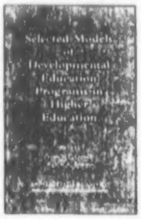


The editor provides a collection of essays examining the role of affirmative action and civil rights in light of the important shifts in American demographics. They explore issues of public policy, equal opportunity, diversity, multiculturalism, pathways to better work and higher education, and attempts within and outside the United States to protect minority civil rights.

2001. 363 pgs. ISBN 0-226-76182-7. $18.00 paper. University of Chicago Press. (800) 621-2736.

Selected Models of Developmental Education Programs in Higher Education

Vernon L. Farmer and Wilton A. Barham, eds.



This scholarly resource includes models based on defendable theories about how students grow and develop at all levels of the educational continuum. The models emphasize theories and concepts that underlie developmental education as a field of practice and research and include a theory justifying the models and an explanation of how the models were designed.

2001. 552 pgs. ISBN 0-7618-1991-6. $66.50 paper. University Press of America. (800) 462-6420.

Posts and Pasts: A Theory of Postcolonialism

Alfred J. López

POSTS AND PASTS

Alfred J. López argues for a formulation of postcolonial studies that diverges in three ways from academic and institutional practices: the postcolonial as diasporic, as a distinct ontological moment in the life of a nation or people, and as a distinct phenomenological moment. He looks at the works of postcolonial writers such as José Martí, Gabriel García Márquez, and others.

2001. 274 pgs. ISBN 0-7914-4994-7. $24.95 paper. SUNY Press. (800) 666-2211.

Images at War: Mexico from Columbus to *Blade Runner* (1492-2019)

By Serge Gruzinski

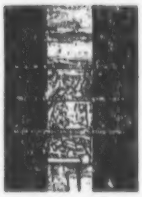
Images at WAR

Serge Gruzinski reinterprets the Spanish colonization of Mexico, concentrating on the political meaning of the baroque image and its function in a multicultural society, comparing its ubiquity in Mexico to our modern fascination with images and their meaning. He shows how various ethnic groups left their distinct marks on images of colonialism and religion. Translated by Heather MacLean.

2001. 284 pgs. ISBN 0-8223-2643-4. $19.95 paper. Duke University Press. (888) 651-0122.

Mambo Montage: The Latinization of New York

Agustín Laó-Montes and Arlene Dávila



This report on the state of Latino politics and culture in New York, the most populous and diverse Latino city in the United States, maps out the main conceptions of Latino identity as well as the historical process of the Latinization of New York.

2001. 448 pgs. ISBN 0-231-11275-0 paper. $24.95. Columbia University Press. (800) 944-8648.

Women Filmmakers in Mexico: The Country of Which We Dream

By Elissa J. Rashkin

women
filmmakers
in mexico

Women filmmakers in Mexico have won acclaim at home and abroad. This book documents how and why women filmmakers have achieved these successes, exploring how the women's movement, film studies programs, governmental film policy, and the transformation of the intellectual sector have affected women's filmmaking in Mexico.

2001. 310 pgs. ISBN 0-292-77109-6. $22.95 paper. University of Texas Press. (800) 252-3206.

Culture and the Cuban Revolution: Conversations in Havana

By John M. Kirk and Leonardo Padura Fuentes

Culture and the Cuban Revolution

This unusual collaboration between a Cuban novelist and a Canadian professor offers uncensored and frank interviews with 13 prominent figures of contemporary Cuban cultural life, from a Grammy-winning jazz artist to world-class filmmakers and actors, writers, ballet dancers, and dramatists.

2001. 240 pgs. ISBN 0-8130-2078-6. $55.00 cloth. University Press of Florida. (800) 226-3822.

School: The Story of American Public Education

Sarah Mondale and Sarah Patton, eds.

A chronicle comprised of essays by five well-known historians of education–David Tyack, Carl F. Kaestle, Diane Ravitch, James D. Anderson, and Larry Cuban–including more than 140 photographs, presenting a visual survey of the American school experience. Foreword by Meryl Streep.

2001. 234 pgs. ISBN 0-8070-4220-X. $30.00 cloth. Beacon Press. (800) 225-3362.

Further Education Re-formed

Alan Smithers and Pamela Robinson, eds.

Further Education Re-formed
New Millennium

Further Education Re-formed is a definitive account of where further education has gone and where it might be headed. Containing specially commissioned papers, the book sets out the situation as it is now and looks forward to the developments of the coming years.

2001. 222 pgs. ISBN 0-750-70906-5. $29.95 paper. Routledge. (800) 634-7064.

CONFERENCES

First-Year Experience Conference–West

January 9-12

Sponsored by the University of South Carolina's National Resource Center for The First-Year Experience and Students in Transition, this event will provide a setting for delegates to hear about the latest efforts to change campus structures and programs to promote the learning, success, and retention of first-year college students. At the San Francisco Airport Marriott, Burlingame, Calif.

Contact: (803) 777-6029; fax, (803) 777-4699; e-mail, fyeconf@gwm.sc.edu; Web site, www.sc.edu/fye

ACUTA National Seminar

January 13-16

Representatives of ACUTA (the Association for Telecommunications Professionals in

Higher Education) from more than 150 colleges and university campuses are expected to gather as they consider "Supporting Telecom and IT Customers" and "New Technologies." In Fort Lauderdale, Fla.

Contact: ACUTA, (859) 278-3338

88th Annual Meeting of AAC&U

January 23-26

The Association of American Colleges and Universities' 2002 Annual Meeting, with the theme "Changing Students in a Changing World: Culturally Diverse, Economically Divided, Globally Interdependent," will investigate the practical implications of organizing learning centered institutions; study the preparedness of students; and highlight the ways in which pre-professional fields and disciplines are integrating civic, global, and ethical issues into the curriculum. At the Grand Hyatt Hotel, Washington, D.C.

Contact: (202) 387-3760; e-mail, meetings@aacu.nw.dc.us; Web site, www.aacu-edu.org

AAHE 10th Annual Conference on Faculty Roles and Rewards

January 25-27

The theme of the American Association for Higher Education's 2002 conference is "Knowledge for What?: The Engaged Scholar." AAHE continues to endeavor to broaden higher education's understanding of scholarly work, moving beyond a focus on the scholarship of teaching to the scholarship of engagement. At the Hyatt Regency, Phoenix, Ariz.

Contact: (202) 293-6440; fax, (202) 293-0073; Web site, www.aahe.org

ACE 84th Annual Meeting

February 9-12

The American Council on Education will explore higher education's relationship with Capitol Hill, new ways to deliver education and new ways to fund it, the impact of emerging technologies, preparing students for a borderless world, presidential leadership, and more. At the San Francisco Marriott Hotel, San Francisco, Calif.

Contact: (202) 939-9410; e-mail, annualmeeting@ace.nche.edu; Web site, www.acenet.edu

Stop Surfing-Start Teaching 2002 National Conference

February 10-13

Now in its fifth year, this annual conference creates a forum for higher education professionals to share ideas and solutions, as well as propose questions and develop answers on the growing use of Internet instruction. Sponsored by the University of South Carolina. At the Crown Reef Resort, Myrtle Beach, S.C.

Contact: (803) 777-9444; fax, (803) 777-2663; e-mail, confs@gwm.sc.edu; Web site, www.rcce.sc.edu/ssst

21st Annual National Conference on the First-Year Experience

February 15-19

This event, sponsored by the University of South Carolina's National Resource Center for The First-Year Experience and Students In Transition, will provide forums to meet with educators who share a similar interest in improving the first college year. At the Hyatt Orlando, Kissimmee, Fla.

Contact: (803) 777-6029; fax, (803) 777-4699; e-mail, fyeconf@gwm.sc.edu; Web site, www.sc.edu/fye

Law and Higher Education Conference

February 17-19

This conference, in association with the Stetson University College of Law's office for CLE, will feature more than 20 sessions on current legal issues affecting student affairs and academic affairs, administrators, legal counsel, campus safety, and risk management in 2002. In Clearwater Beach, Fla.

Contact: (727) 562-7830; fax, (727) 381-7320; e-mail, cle@law.stetson.edu; Web site, www.law.stetson.edu/cle

ACE Leadership Programs for Department and Division Chairs and Deans

February 20-23, San Diego, Calif.

June 18-21, Washington, D.C.

The American Council on Education presents a unique series of programs specifically designed for department and division chairs–the people responsible for leading the units where change takes place in higher education institutions.

Contact: (202) 939-9343; fax, (202) 785-8056; Web site, www.acenet.edu

NCTM Southern Regional Conference

February 21-23

The Oklahoma Council of Teachers of Mathematics hosts the 2002 National Council of Teachers of Mathematics Southern Regional Conference. The theme is "Reflections on Mathematics Teaching and Learning." In Oklahoma City, Okla.

Contact: (703) 620-9840; fax, (703) 476-2970; e-mail, regconf@nctm.org; Web site, www.nctm.org

NACADA Southeast Regional Conference

February 24-26

The National Academic Advising Association (NACADA), with the theme "Breaking the Mold: New Perspectives on Advising," promises to provide valuable opportunities to learn what our colleagues across the Southeast are doing to improve the field of academic advising. At Callaway Gardens, Pine Mountain, Ga.

Contact: NACADA, (785) 532-5717; e-mail, nacada@ksu.edu; Web site, www.nacada.ksu.edu

AAHE National Conference on Higher Education

March 16-19

The American Association for Higher Education's 2002 National Conference on Higher Education will focus on creating and disseminating knowledge about student learning, in two contexts: student identities and the ways students learn. At the Chicago Hilton Towers, Chicago, Ill.

Contact: (202) 293-6440; fax, (202) 293-0073; Web site, www.aahe.org

NACADA Northeast Regional Conference

March 20-22

The National Academic Advising Association (NACADA), with the theme "Vital Connections: Our Students, Our Profession, Ourselves," will provide an opportunity to explore the myriad ways in which connections are made with students to enhance advisement and make life more meaningful. At the Gideon-Putnam Hotel and Conference Center, Sarasota Springs, N.Y.

Contact: NACADA, (785) 532-5717; e-mail, nacada@ksu.edu; Web site, www.nacada.ksu.edu

2001-2002 NACUA Workshop Series

March 20-23

The National Association of College and University Attorneys Institute for Law and Higher Education presents "Faculty Employment Issues," providing law-related programming, publications, and educational services for colleges and universities. At the Hyatt Regency Hotel, New Orleans, La.

Contact: (202) 833-8390; fax, (202) 296-8379; e-mail, meetings@nacua.org; Web site, www.nacua.org

National Conference on Diversity in Teaching and Learning in American Higher Education

April 3-6

The Center for the Study of Diversity in Teaching and Learning in Higher Education presents its 2002 conference, with the theme "Undergraduate Education: The Real Deal." Dr. Carlos E. Cortés, professor emeritus of history at the University of California-Riverside, will be the keynote speaker. At the Claremont Hotel, Berkeley, Calif.

Contact: (408) 864-8309/8993; fax, (408) 864-5412; Web site, www.TeachLearn.fhda.edu

13th International Conference on College Teaching and Learning

April 9-13

Presented by Florida Community College-Jacksonville and The Center for the Advancement of Teaching and Learning, this event will emphasize research and practice in teaching and learning–with focus on uses of innovative learning strategies and advanced technologies in online learning and the face-to-face classroom. At the Adam's Mark Hotel, Jacksonville, Fla.

Contact: Jack Chambers, (904) 632-3231, or Jeana Davis, (904) 632-3088; fax, (904) 632-3289; e-mail, jchamber@fccj.org or jmdavis@fccj.org; Web site, www.teachlearn.org

AACRAO 88th Annual Meeting

April 14-17

The American Association of Collegiate Registrars and Admissions Officers' goal is to foster professional development by providing guidelines and voluntary standards for best practices in records management, admissions, enrollment management, administrative information technology, and student services. At the Minneapolis Convention Center, Minneapolis, Minn.

Contact: Christine Garner, (425) 636-1640; e-mail, cgarner@mra-services.com; Web site, www.aacrao.org

NACADA Northwest Regional Conference

April 17-19

The National Academic Advising Association (NACADA), with the theme "Creating Harmony Through Diversity and Communication," will emphasize exemplary ways in which academic advisement addresses the issues of communication and diversity at higher education institutions. At Westin Salishan Lodge and Golf Resort, Gleneden Beach, Ore.

Contact: NACADA, (785) 532-5717; e-mail, nacada@ksu.edu; Web site, www.nacada.ksu.edu

NCTM 80th Annual Meeting

April 21-24

The 2002 meeting of the National Council of Teachers of Mathematics, with the theme "Realizing the Vision of School Mathematics," will offer many discussions and publications focusing on professional development, promote the teaching and learning of mathematics, and provide an opportunity to network with more than 18,000 math educators. In Las Vegas, Nev.

Contact: (703) 620-9840; fax, (703) 476-2970; e-mail, annlmtg@nctm.org; Web site, www.nctm.org

NACADA North Central Regional Conference

May 2-3

This National Academic Advising Association (NACADA) conference, with the theme "Voices of our Communities," will be hosted by White Earth Tribal and Community College, Leech Lake Tribal College, Fond duLac Tribal and Community College, Sinte Gleska University, Minnesota State University-Moorhead, and the University of Minnesota. At the Shooting Star Casino and Event Center, Manohmen, Minn.

Contact: NACADA, (785) 532-5717; e-mail, nacada@ksu.edu; Web site, www.nacada.ksu.edu

24th Annual NISOD International Conference on Teaching & Leadership Excellence

May 26-29

Sponsored by the National Institute for Staff & Organizational Development, University of Texas at Austin, this event features exemplary practices and programs in nearly 300 workshops, seminars, and roundtable sessions; offers in-depth descriptions and demonstrations of successful initiatives; and provides an opportunity to experience the latest and best instructional and organizational tools. At the Austin Convention Center, Austin, Texas.

Contact: (512) 471-7545; fax, (512) 471-9426; e-mail, info@nisod.org; Web site, www.NISOD.org

PBL 2002

June 16-20

"PBL 2002: A Pathway to Better Learning," an international conference on problem-based learning in higher education, will bring together experienced PBL faculty so that they can share their insights with one another, as well as support those who are interested in using this method of learning for the first time. At the Baltimore Convention Center, Baltimore, Md.

Contact: (302) 831-3474; fax, (302) 831-4919; e-mail, pbl2002@udel.edu

AAHE 2002 Assessment Conference

June 20-23

The theme of this conference of the American Association for Higher Education is "Assessment: A Shared Commitment." Preconference workshops will be held June 19. At the Boston Marriott Hotel Copley Place, Boston, Mass.

Contact: (202) 293-6440; fax, (202) 293-0073; Web site, www.aahe.org

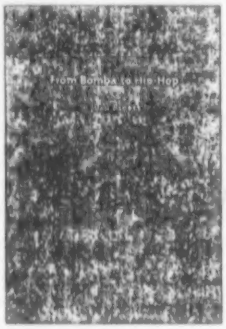
Book Review

By Vicki Snyder

From Bomba to Hip-Hop: Puerto Rican Culture and Latino Identity, **by Juan Flores.** 265 pages. New York: Columbia UP, 2000. ISBN 0-231-11076-6. $49.50 cloth. ISBN 0-231-11077-4. $17.50 paper.

In his 10 essays, Juan Flores, professor of Black and Puerto Rican studies at Hunter College, explores Puerto Rican culture through music and literature. Other essays include one that looks at problems and limitations of applied names such as "Latino" and "Hispanic." Another addresses the status of Latino studies in colleges and universities.

When Puerto Ricans immigrate to the United States, they bring their cultural ties with them. Models of *casitas*, modest homes in Puerto Rico in years past, serve as both social clubs and cultural centers in the South Bronx and East Harlem. *Plena* music, which first became popular in Puerto Rico, is played at *casitas* during *plena* jams.



Casitas and *plena* music, however, differ from their Puerto Rican counterparts. In New York, *casitas* "are not intended, or allowed, to be lived in." A change in *plena* music is in its references based on life in New York City.

Through the decades, Puerto Rican music has taken different forms. A combination of Latin and African American music, boogaloo, was popular from 1966 to 1968. That such a combination occurred is not surprising. For years, Puerto Ricans and African Americans in New York lived in the same neighborhoods, worked in the same locations, and partied together. "Popular Latin bands thus found themselves creating a musical common ground by introducing the trappings of Black American culture into their performances and thus getting the Black audiences involved and onto the dance floor." Bugaloo was music both groups enjoyed.

The emergence of boogaloo "coincided with the historical moment of the civil rights movement and the coming-of-age of the first generation of Puerto Rican youth born and raised in New York City." While boogaloo probably will not make a comeback in its original form, its influence has been detected in songs as recently as the 1990s.

The combination of Latino and African American music led to the formation of hip-hop music in the 1970s and 1980s. "Latin rap," at least in the beginning, could also be seen as "an expression of the cultural turf shared, and contended for, by African Americans and Puerto Ricans." As with "other Latino groups," Flores says, "Puerto Ricans are using rap as a vehicle for affirming their history, language, and culture under conditions of rampant discrimination and exclusion."

Musical variety is not the only change experienced by Puerto Ricans in the U.S. In the 1950s, Puerto Ricans in New York easily outnumbered all other Latino groups. Two decades later, the number of Puerto Ricans immigrating to the United States markedly decreased. Many who did arrive either returned to Puerto Rico or moved away from New York to other parts of the U.S. With the arrival of many immigrants from Latin America, the Caribbean, and Mexico in the 1990s, the Puerto Rican population in New York City was less noticeable.

The significant increase in other Latinos provides both an advantage and a disadvantage for Puerto Rican writers. "The dramatic growth and diversification of 'Latin New York' over the past decades, corresponding to developments throughout the country, has meant that Dominican, Colombian, Mexican, and many other Latino voices have joined those of the Puerto Ricans in presenting the migratory and diasporic experience," Flores writes. Especially for Puerto Ricans, however, there is "the pitfall of renewed marginalization" and "dilution of the collective experience."

Yet, Flores says, "The need for roots is unrelenting, if not intensifying, in our times." With the obstacles they face, will Puerto Ricans retain theirs?

In his essay, "Cultural Identity and Diaspora," Stuart Hall says, "Cultural identity is a matter of 'becoming' as well as of 'being.' It belongs to the future as much as to the past. It is not something which already exists, transcending place, time, history and culture. Cultural identities come from somewhere, undergo constant transformation."

"The roots of popular culture traditions are strongest among colonized nationalities and racialized communities and peoples," Flores writes.

Puerto Ricans can retain their cultural identity.

The book includes photographs, notes, selected bibliography, and an index. Flores' research includes interviews with bandmember Joe Cuba, with Charlie Chase–"New York's No. 1 Puerto Rican DJ," and others.

From Bomba to Hip-Hop is well written and informative. Anyone wanting insight into Puerto Rican history and culture will find it enlightening. The book also offers solid supplemental reading for graduate or advanced undergraduate students in music history, Puerto Rican history, cultural studies, and sociology classes.

Vicki Snyder, a graduate of The Ohio State University, is a freelance writer, journalist, and independent researcher.

If interested in submitting a book review, please e-mail us at outlook@aol.com for Book Reviewers' Guidelines.

The University of New Mexico

Executive Director, Taos Branch Campus

The University of New Mexico is seeking a dynamic and experienced leader for the position of Executive Director, Taos Branch Campus, University of New Mexico. This position will direct the overall operations of the Taos Branch, including academic curriculum development and instruction, facilities, human resources, administration, and financial management. Serves as liaison with outside agencies, community organizations and the main campus.

The University of New Mexico, a Carnegie Research I university, serves a diverse student population of nearly 25,000 at its main campus in Albuquerque and another 5,000 at branches and education centers. UNM's budget is approximately $1 billion, nearly half of which funds the Health Sciences Center. UNM has 11 degree-granting schools and colleges, including the state's only schools of Medicine, Law, Pharmacy and Architecture and Planning.

Duties and Responsibilities:

- ○ Provides leadership and direction in all aspects of administering a university branch campus or satellite location.
- ○ Establishes and implements short and long range departmental goals, objectives, policies, and operating procedures; monitors and evaluates program effectiveness; effects changes required for improvement.
- ○ Directs and supervises associate directors and senior managers on implementation branch campus or satellite mission statements regarding instructional programs, community outreach programs, curriculum planning and development; oversees administration of branch campus policies and procedures, facilities, programs, and student services.
- ○ Represents the university and the branch to various internal institutional divisions as well as externally to the media, governmental agencies, state legislators/legislature, community/civic groups, prospective students and their parents, university alumni, prospective funding agencies including the NM Commission on Higher Education, and the general public.
- ○ Creates and develops avenues of communication for all branch staff, faculty, and students; serves as liaison between the branch campus or satellite location and the main campus.
- ○ Develops and manages annual budgets for the organization and performs periodic cost and productivity analyses.
- ○ Plans, develops, and implements strategies for generating resources and/or revenues for the department.
- ○ Recommends, participates in the development of, and establishes university policies and procedures; may serve on university planning and policy-making committees.
- ○ Performs miscellaneous job-related duties as assigned.

Minimum Qualifications:

- ○ A Ph.D. or terminal degree from an accredited university in Administration, Business, Liberal Arts, Social Sciences, Law, or Medicine or a related field.
- ○ A minimum of five to seven years of professional experience related to the duties and responsibilities specified above.

Desired Qualifications:

- ○ Proven leadership in administering a university branch campus or satellite location.
- ○ Experience in establishing and implementation of short and long-range departmental goals, objectives, policies and operating procedures.
- ○ Experience in directing and supervising senior management regarding instructional programs, community outreach programs, curriculum planning and development.
- ○ Excellent community relations experience in a diverse community, including outreach and planning.
- ○ Experience in developing and managing budgets for the organization and periodic cost and productivity analyses.
- ○ Prior experience in planning, developing and implementing strategies for generating resources and/or revenues for an organization.

The University of New Mexico actively seeks and encourages nominations of and applications from individuals who are members of under-represented groups. A complete application consists of a signed letter that expresses interest in and qualifications for the position, a curriculum vita, Supplement to Resume Form and three professional references. The Search Committee will begin screening candidates on or about January 25, 2002 and will continue until the position is filled.

Nominations and applications should be submitted to:

Executive Director, Taos Branch Campus,
University of New Mexico
Attn: Dean Viola Florez
College of Education, Ed. Admin. Bldg.
University of New Mexico
Albuquerque, NM 87131
Phone 505-277-3638, Fax, 505-277-8427

The University of New Mexico is an Equal Opportunity/Affirmative Action Employer, Educator

For additional information about UNM, see http://www.unm.edu.
For complete job posting visit www.unm.edu/~hrnet/jobs/jobm.htm

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ST. LAWRENCE UNIVERSITY

Jeffrey Campbell Graduate Fellows Program

St. Lawrence University invites applications for the Jeffrey Campbell Graduate Fellows Program. Named for the university's first African/American graduate—Jeffrey Campbell, class of 1933—the Fellows Program seeks to attract outstanding beginning scholars to campus to teach while working on their dissertations or terminal degree projects. Candidates must have completed coursework toward the Ph.D. or M.F.A. and must be members of underrepresented groups at St. Lawrence University and in American higher education, especially ethnic and racial minorities. Fellows receive a stipend of $25,000 for the year, the possibility of additional funds for travel to conferences and professional meetings, and office space with computer. The institution expects Campbell Fellows to be in residence for the academic year, to teach one course each semester in a department or program commensurate with their research interests, and to present a research-based paper to the faculty in the Fellows Lecture Series as well.

Address applications and requests for information to: **Peter J. Bailey, Director, Jeffrey Campbell Graduate Fellows Program, St. Lawrence University, Canton, New York, 13617.** Review of applications will begin on March 1, 2002. Fellows will be selected and notified, when possible, by April 15.

St. Lawrence University, chartered in 1856, is an independent, private, non-denominational university whose mission is to provide an inspiring and demanding undergraduate education in the liberal arts to students selected for their seriousness of purpose and intellectual promise. The University's 2100 students come from 35 U. S. states and 21 countries. Located halfway between the high peaks of the Adirondack Mountains and the national capital of Canada, Ottawa, the University provides unparalleled access to outdoor recreation and international social and cultural opportunities. For more information please visit SLU's homepage at www.stlawu.edu/equity:http/job.html.

St. Lawrence University is an Affirmative Action/Equal Employment Opportunity employer. Women, minorities, veterans, and persons with disabilities are encouraged to apply.

Capital University

Located in Columbus, Ohio, Capital University offers undergraduate and graduate programs in the liberal and professional studies to approximately 4,000 students, preparing them for full lives of service in the tradition of the Lutheran Church. Ethical, moral and religious values essential to leadership in society have been an integral part of a Capital education since the university's founding in 1830. These values are reflected in our commitment to building a diverse institution. The main campus in Columbus is in the heart of one of the nation's growing metropolitan areas. As the state capital and largest city in Ohio, Columbus offers residents the advantage of unlimited cultural, recreational and educational opportunities. Please consider one of these tenure-track faculty positions that we currently have open:

Rhetoric and Composition, College of Arts and Sciences
Biblical Studies, College of Arts and Sciences
Ecological Toxicology/Animal Physiology, College of Arts and Sciences
Piano, Conservatory of Music
Finance, School of Management

Visit our Web site at www.capital.edu/cc/hr/index.shtml for complete position descriptions and application instructions.

Capital University is an equal opportunity employer.
Women and minorities are encouraged to apply.

Southern Connecticut State University
Multiple Positions

Southern Connecticut State University (SCSU) is in New Haven, Connecticut, and serves the educational needs of over 12,000 full and part-time students. The greater New Haven area is a vibrant educational and commercial community centrally located on the New York to Boston corridor providing both faculty and students easy access to a broad range of educational, business and cultural learning experiences.

The School of Communication, Information and Library Science

(SCILS) at Southern Connecticut State University seeks to fill five tenure track faculty positions to assist in meeting the needs of a growing school and an expanding technology-and application-based curriculum. SCILS strives to meet the educational goals of over 1200 students seeking degrees in four undergraduate and three graduate programs. All five positions are for Fall 2002 with a start date of August 26, 2002. **Review of applications will begin on February 15, 2002 and will remain open until a suitable candidate is found.**

The Information and Library Science Department

Seeks two full-time, tenure track faculty members at the rank of Assistant Professor, Associate Professor, or Professor. Qualifications include earned doctorate in library science, information science, instructional technology, or related field; demonstrated effective teaching; demonstrated record of research, scholarship, and service. Master's from an ALA-accredited program is preferred. Preference will be given to candidates who teach and publish in one of the following areas: Information Science, Instructional Design and Technology, School Media, Reference sources. ABD's will be considered if degree completion is expected within one year of hiring.

Candidates should send a letter of application, C.V., and names of three references to:

Dr. James Kusack, Search Committee Chair
Department of Information and Library Science
Southern Connecticut State University
501 Crescent Street, New Haven, CT 06515

Faculty will be available at ALISE 2002 to answer questions about Southern and the Department and to conduct informal interviews. Information about the program is available at www.southernct.edu/department/ils

The Computer Science Department

Invites applications for a tenure track position at the rank of Assistant Professor or Associate Professor. Applicants must hold a Ph.D. in computer science or a closely related field. ABD's will be considered if degree completion is expected within one year of appointment.

The successful candidate should be able to teach both undergraduate and graduate courses and should demonstrate proficiency in teaching and research. The Department is particularly interested in candidates with expertise in database systems and/or software engineering. Exceptional candidates in other areas may also be considered.

Applications including a cover letter, a curriculum vitae, a statement of research and teaching interests, graduate transcripts, and three letters of recommendations should be sent to:

Professor Winnie Yu, Search Committee Chair
Department of Computer Science
Southern Connecticut State University
501 Crescent Street, New Haven, CT 06515

The Journalism Department

Invites applications for a tenure track position at the rank of Assistant Professor. The successful candidate will hold a doctoral or a master's degree, along with extensive experience in reporting and editing at a newspaper or other print publications. The position entails teaching a range of undergraduate-level reporting, writing and editing classes, as well as other classes pertaining to preparing students for a career in journalism or a related field. Teaching load is four course per semester with winter session and summer session teaching available. The successful candidate will also serve as advisor for the campus newspaper, hold five office hours per week, advise students, and actively participate in other activities to advance the standing of the SCSU Journalism Department and the University in the local community, state and region. Applicants should submit: (1) a letter of application highlighting relevant experience and interests; (2) a resume or curriculum vita; (3) official undergraduate and graduate transcripts; (4) the names, addresses, and telephone numbers of three recent professional references; (5) a sample course syllabus; (6) samples of evaluated student papers; (7) samples of one's own published writing. Please mail to:

Professor Frank Harris III, Chair, Journalism Department
Southern Connecticut State University
501 Crescent Street, New Haven, CT 06515

The Communication Department

Seeks a talented colleague for a tenure track position at the rank of Assistant Professor or Associate Professor, to teach our core curriculum in Interpersonal, Small Group, and Organizational Communication and to contribute to program innovation and curriculum development in areas such as: International Communication, Health Communication, or Instructional Technology. Professional experience in Corporate Communication, Training, or Consulting is desirable. In addition to teaching over 400 majors in creative BA and BS programs, student advisement and committee work are required. Applicants must demonstrate experiential teaching expertise. A Ph.D. in Communication is preferred, plus 2-3 years of teaching experience is required. Visit www.southernct.edu/communication/ for additional information. Send a letter of application, summary of teaching philosophy, CV, and three letters of reference to:

Dr. Bonnie Farley-Lucas, Search Committee Chair
Department of Communication
Southern Connecticut State University
501 Crescent Street, New Haven, CT 06515

SCSU is an equal opportunity, affirmative action employer who wishes to enhance the diversity of its teaching faculty. Women and members of minority groups are strongly encouraged to apply.

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Public Affairs Specialist

Government science agency seeks experienced media officer for computer sciences, in a 1-2 year temporary assignment under the Intergovernmental Personnel Act (IPA). Candidates must be currently employed by a college, university, other eligible institution, or state or local government. **Requirements:** at least 3 years news writing and media relations experience. Advanced degree in communications or related field desired. Send nominations to: **National Science Foundation, 4201 Wilson Boulevard, Suite 1245, Arlington, VA 22230 Attention: Darla Clark** or via e-mail to **daclark@nsf.gov.** For more information on the position contact Mary Hanson at **(703) 292-8070** or **mhanson@nsf.gov**

VICE PRESIDENT FOR ADMINISTRATIVE AFFAIRS

Applications and nominations are invited for the position of Vice President for Administrative Affairs for the University of Maryland College Park.

The Vice President for Administrative Affairs is a member of the senior leadership team of the campus and reports to the President of the University. As the Chief Fiscal Officer of the institution, the Vice President is responsible for the development and oversight of all fiscal planning, policies, and regulations; the fiscal administration of all institutional funds; and the cost effective planning and operation of the University's major administrative functions.

The Vice President provides line supervision for the following functions: finance and accounting; human resources; purchasing and contracts; facilities planning; facilities management; public safety; auxiliary enterprises related to administrative functions; and service units which provide logistical support for the University. The supervision of these activities is carried out in accordance with policies and guidelines set forth by the State of Maryland, the University System of Maryland, and the President. The Vice President also serves as a representative of the President on various university and system-wide boards and councils, and represents as appropriate the university with external constituencies including State and local government and their respective elected officials.

The successful candidate will have a proven track record in fiscal management, modeling, asset leveraging, strategic planning and budgeting; broad knowledge of business practices and technology as used to improve institutional operations; the ability to manage, direct, and lead personnel; demonstrated excellent human relations, communications, and creative problem solving skills; familiarity with a campus shared governance environment; and an understanding of the role that diversity plays in the attainment of excellence.

Applicants should have at least 15 years senior management responsibility in a complex organization - preferably higher education; demonstrated achievement in budget planning and management and government accounting practices; experienced leadership in strategic real estate and capital planning and development; demonstrated commitment to promoting diversity, employment and community equity; and preparation for the integration of current technology in instructional and administrative systems.

For more information abut the Office of the Vice President for Administrative Affairs, please visit their web site at:

www.inform.umd.edu/CampusInfo/Departments/PRES/adminaffair.html

Salary will be competitive and commensurate with experience. Applicants and nominees should submit a confidential letter of interest, curriculum vitae, and the names, addresses, and telephone numbers of at least four persons whom the search committee can contact for references. No references will be contacted prior to receipt of permission from the candidate. Nominations are encouraged and will be accepted at any time. Review of nominations and applications for this position will commence on January 18, 2002, and continue until the position is filled. All materials should be sent to:

Search Committee for Vice President
for Administrative Affairs
Office of the President
1115 Main Administrative Building
University of Maryland
College Park, MD 20742

The University of Maryland, College Park, actively subscribes to a policy of equal education and employment opportunities. Women and minority candidates are encouraged to apply.

UNIVERSITY OF MARYLAND

USF University of South Florida

Founded in 1956, the University of South Florida is a public research university of growing national distinction, serving 36, 000 students in ten colleges on campuses in Tampa, Lakeland, St. Petersburg, and Sarasota/Manatee. It has been classified "Doctoral/Research University-Extensive" by the Carnegie Foundation for the Advancement of Teaching. Reflecting its breadth of graduate and research programs, *USF* is one of three public universities in Florida classified as a Research I institution. With more than 2,000 faculty, *USF* offers baccalaureate degrees in 79 fields, 89 master's and specialist programs, 25 doctoral programs, and the doctor of medicine degree.

The university is currently recruiting for the following faculty positions:

Position Title	*Discipline*	*Deadline:*
Assistant/Associate Professor *(2 positions)*-	Deans Office-Nursing-	OPEN
Assistant Professor *(IT Department Chair)*-	Engineering-	OPEN
Assistant Professor *(2 positions)*-	Engineering/Lakeland Campus-	OPEN
Assistant Professor-	Industrial & Mgmt Systems Engineering/ Lakeland Campus-	OPEN
Instructional Specialist *(2 positions)*-	Mental Health Law & Policy-	OPEN
Assistant/Associate Professor-	Pharmacology-	OPEN
Assistant Professor-	Social Work-Sarasota Campus-	01/07/02
Chairperson (Professor)-	Industrial & Mgmt Systems-	01/11/02
Assistant/Associate Professor-	Visual & Performing Arts-	01/14/02
Associate Professor *(Dept. Chairman)*-	Civil & Environmental Engineering-	01/15/02
Assistant/Associate/Professor-	Internal Medicine-	01/15/02
Assistant Professor-	Biology-	01/15/02
Dean/Professor-	Dean's Office-Arts & Sciences-	01/18/02
Assistant/Associate Professor-	Chemical Engineering-	01/31/02
Assistant/Associate Professor *(2 positions)*-	Mechanical Engineering-	01/31/02
Assistant/Associate/Professor-	Interdisciplinary Oncology Prg-	01/31/02
Assistant/Associate In Research *(2 positions)*-	Pediatrics/St. Petersburg Campus-	01/31/02
Associate/Full Eminent Scholar Professor-	School of Accountancy-	01/31/02
Assistant/Associate In Research- *(Endowed Chair)*	Pediatrics/St. Petersburg Campus-	01/31/02
Associate Professor(Assoc Director)-	Comparative Medicine-	02/01/02
Assistant Professor-	Comparative Medicine-	02/01/02
Assistant Professor-	Chemistry-	02/15/02
Associate Professor/Professor-	Geography-	03/01/02
Associate/Full Professor-	Mental Health Law & Policy-	03/04/02
Assistant/Associate/Professor-	Internal Medicine-	04/30/02
Assistant Professor *(3 positions)*- *(Div. of Dermatology & Cutaneous Surgery)*	Internal Medicine-	04/30/02

For a description on the above listed positions and additional vacant positions: (1) visit our Employment Services Web site at **http://usfweb.usf.edu/usfpers/vacancy.html.** or (2) contact Equal Opportunity Affairs, **Ferrell@admin.usf.edu.** for faculty positions; or (3) call *USF* job line at **813.974.2879** for staff positions.

USF is an equal opportunity/equal access/affirmative action institution, committed to excellence through diversity in education and employment.

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STATE UNIVERSITY OF NEW YORK COLLEGE AT BROCKPORT

DEPARTMENT OF PHYS-ED & SPORTS

Teacher Training Concentration, Department of Physical Education and Sport, Assistant Professor, (2 Positions), Starting August, 2002.

Minimum Qualifications: Earned doctorate Training in Teacher Prep/Pedagogy; (ABD considered with completion of degree by 8/02); Expertise in any of the following: early childhood, elementary or secondary methods; PreK-12 teaching experience in physical education; ability to work collegially in a culturally diverse environment; ability to utilize classroom technology to enhance teaching and learning; evidence of scholarly potential.

Preferred Qualifications: College teaching experience; previous experience in supervision of field experiences and/or student teaching; hold State Certification in Physical Education; evidence of scholarly productivity.

Salary: Commensurate with experience.

Submit a letter of application that addresses the required and preferred qualifications, a statement of teaching philosophy, vita, graduate transcripts, and the names, addresses and telephone numbers of three references by January 15, 2002 to: **Mr. Terry Hooper, Faculty/Staff Recruitment Office, SUNY College at Brockport, 350 New Campus Drive, Brockport, NY 14420-2929.** Positions remain open until filled.

For additional information, contact: **Dr. Cathy Houston-Wilson, Search Committee Chair, Dept. of Physical Education and Sport at 716/395-5352 or chouston@brockport.edu.**

State University of New York is an equal opportunity/affirmative action employer.

California State Polytechnic University, Pomona

ASSOCIATE VICE PRESIDENT AND DEAN OF STUDENTS

California State Polytechnic University, Pomona invites applications and nominations for the position of Associate Vice President and Dean of Students.

Reporting to the Vice President for Student Affairs, the Associate Vice President and Dean of Students advances the university's educational mission by providing leadership for co-curricular programs and activities that enhance the quality of campus life and promote student engagement and development. Areas of responsibility include Judicial Affairs, Center for Re-Entry and Women's Resources, Office of Student Life and Cultural Centers, University Housing Services, and Children's Center. The incumbent also plays a key role in the development of university policy, responds to student concerns and crisis situations, and serves as an adviser to Associated Students, Incorporated (ASI), a nonprofit auxiliary and student government association.

Requirements include an earned doctorate in a relevant discipline or current enrollment in a doctoral program, and at least five years of successful and progressively responsible experience in student affairs administration, preferably at a comprehensive university with a diverse student population.

Review of applications will begin February 18, 2002 and will continue until the position is filled. The preferred start date is June 1, 2002. Salary is competitive and commensurate with experience. The complete announcement, which includes a detailed position description and qualification requirements, may be found at **http://www.csupomona.edu/~dsa/avpds.html.** Nominations are welcome and will be most helpful when they address the position qualifications and include the nominee's name, title, and contact information.

To apply, send a letter of interest addressing each of the qualifications listed in the announcement, a current résumé or curriculum vitae, and the names, titles, addresses, and telephone numbers of five references to:

Mr. James M. Norfleet, Chair
Associate Vice President and Dean of Students Search Committee
c/o Office of the Vice President for Student Affairs
California State Polytechnic University, Pomona
3801 West Temple Avenue, 98-T6-17
Pomona, CA 91768-4020
Telephone: (909) 869-3365; Fax: (909) 869-2240
E-mail: avpdssearch@csupomona.edu

California State Polytechnic University, Pomona is an Equal Opportunity, Affirmative Action Employer.

REFERENCE LIBRARIANS

Individuals will provide reference service and library instruction and will assist in collection development within assigned areas. In addition, these librarians will participate with colleagues in the management of the Library.

MLS degree from an accredited ALA institution required. Working knowledge of reference sources and familiarity with a variety of electronic search strategies, such as GALILEO, is a must.

Minimum of one-year experience required. Public service experience is desirable, particularly reference experience in an academic setting; candidates with a combination of relevant experience such as internships or practicums typically forming part of a Master of Library Science program will be considered.

Salary: $33,542+, commensurate with education and experience with excellent benefits. (Some night and weekend work may be required.) This is a twelve-month, non-tenure track faculty appointment. Positions are available to start immediately. Review of applications will begin January 25, 2002 and may continue until the positions are filled.

Applicants should reference position number **(#02-124)** and send the following as a single packet: (1) letter of interest, (2) resume, (3) unofficial copy of graduate transcript, and (4) list of three professional references (names, addresses, telephone numbers) to:

Judy Chastonay
Georgia Perimeter College
Dept. of Human Resources
3251 Panthersville Road
Decatur, GA 30034
Fax: (404[illegible] 244-5774

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www.gpc.peachnet.edu

COLLEGE OF ARTS AND SCIENCES

USF
UNIVERSITY of SAN FRANCISCO

IRVINE MINORITY SCHOLARS PROGRAM 2002-2003 DISSERTATION YEAR FELLOWSHIP PROGRAM

The University of San Francisco invites applications for three participants in the Irvine Minority Scholar Dissertation Year Fellowship Program for the academic year 2002-2003. Appointments will be in one of the following programs: Communication Studies, Computer Science, Education (Social and Cultural Foundations), English, Environmental Studies, Environmental Science, Management, Mathematics, Nursing (Nurse Practitioner), Organizational Behavior, Sociology, Spanish, or Theology and Religious Studies.

Program: USF Senior Faculty serve as mentors and consultants while the Scholar completes the dissertation and initiates an ongoing program of scholarly or creative work, develops a repertoire of potential course offerings, and familiarizes him- or herself with the usual service responsibilities of a university faculty member.

Scholars teach one undergraduate course in the discipline each semester, serve as resources to students and faculty, and contribute to USF's multicultural living/learning environment through activities that celebrate ethnic diversity and cultural pluralism.

Compensation: Sponsored by the James Irvine Foundation, the Program provides a stipend of $30,000 and limited support for relocation an[illegible] research-related expenses plus housing support. Additional support includes office space and computer and library privileges.

Qualifications: Irvine Minority Scholars are members of one of the following ethnic/racial groups: African Americans, Asian Americans, Hispanics/Latinos, or American Indians, and are U.S. citizens or Permanent Residents. Candidates must have completed all course work leading to the Ph.D. by Summer 2002, and must be considering a career in college teaching. University teaching experience, evidence of scholarly promise, and an understanding of and commitment to support the mission of the University are required.

Applicants should submit a letter of application, curriculum vitae, transcripts, dissertation prospectus or proposal and timeline, brief description of research plans, evidence of teaching ability (including student evaluations), and three letters of recommendation to:

Gerardo Marín, Ph.D., Associate Dean
Coordinator, Irvine Minority Scholar Program
Irvine Minority Scholars Search
College of Arts and Sciences,
University of San Francisco
2130 Fulton Street
San Francisco, CA 94117-1080

Complete applications must be received by January 29, 2002, to ensure full consideration.

The University of San Francisco is a private, Catholic and Jesuit institution and particularly welcomes candidates who will positively contribute to such an environment. USF is an Equal Opportunity and Affirmative Action Employer, and will provide reasonable accommodations to individuals with disabilities upon request. We particularly encourage minority and women applicants for all positions.

MARYMOUNT MANHATTAN COLLEGE

VICE PRESIDENT FOR ACADEMIC AFFAIRS AND DEAN OF THE COLLEGE

Marymount Manhattan College is an urban, independent liberal arts college located on the upper east side of New York City with an enrollment of over 2,000 undergraduates and an additional 3,000 community residents served through continuing education. The College is committed to educating a socially and economically diverse population primarily from New York City.

The Vice President for Academic Affairs and Dean of the College reports to the President and is a member of the President's cabinet. Working with the president, the executive council, faculty and staff, the Vice President for Academic Affairs is responsible for implementing the academic mission and vision of the College; she/he is responsible for curricular planning and development, faculty hiring and development, the development and assessment of academic divisions and departments, including the library, preparation and oversight of budgets and all other areas related to academic life.

The ideal candidate will possess a commitment to the liberal arts and to MMC's mission of balancing liberal arts and career preparation for a diverse student body; she/he will have a strong record of academic and administrative accomplishments and be a skilled collaborator, committed to the personal and professional development of new and continuing faculty and staff, she/he will possess both managerial skills and an enthusiasm for academic endeavors of various kinds, including collaborative, interdisciplinary and cross-cultural projects. Applications from women and other minorities are especially welcomed.

For best consideration, nominations and resumes along with cover letters should be submitted by February 4, 2002 to **C. Flanagan, VPAA Search Committee, Marymount Manhattan College, 221 East 71st Street., N.Y, N.Y 10021 or E-mail HR@mmm.edu**

http://marymount.mmm.edu

PRESIDENT

Fresno City College
State Center Community College District

The Board of Trustees of the State Center Community College District seeks a new chief executive officer for Fresno City College. The State Center Community College District is a multi-campus district and the president is directly responsible to the Chancellor of the district.

The profile brochure which contains details on the presidential search should be requested by contacting: **Ms. Vicki Roth, Search Liaison, State Center Community College District, 1525 East Weldon Avenue, Fresno, CA 93704; telephone: 559-244-5976 or email at vicki.roth@scccd.com.**

The Search Committee will begin reviewing resumes on February 1, 2002 and will continue until the position is filled. To ensure full consideration, submissions are encouraged prior to that time. The successful candidate should be available for employment as soon as possible and no later than **July 1, 2002.**

The full presidential profile is available on the District web site at **www.scccd.com.**

For additional information, confidential inquiries and nominations, contact search consultant: **Narcisa A. Polonio, telephone: 202-775-4667 or cell phone: 202-276-1983; email: npolonio@acct.org.**

State Center Community College District is an
Equal Employment Opportunity Employer
-An ACCT Search-

Foothill-De Anza Community College District

Management Vacancies
- Dean, Social Sciences/Humanities
- Manager, Custodian

De Anza Vacancies
- Head Baseball Coach/Physical Education Instructor
- Health Services Coordinator
- Graphic Design/Interactive Design Instructor
- Biology Instructor (General, Environmental & Health)
- English Instructor

Foothill Vacancies
- English as a Second Language Instructor
- Pharmacy Technology Instructor
- Biology Instructor
- Computer Information Systems Instructor

For application materials contact:
Employment Services
Foothill-De Anza Community College District
12345 El Monte Road
Los Altos Hills, California 94022
650-949-6217
employment@fhda.edu
www.fhda.edu

FACULTY OPENINGS

The Department of Teacher Education at California State University, Sacramento, invites applications for tenure-track faculty appointments at the rank of Assistant Professor to begin September, 2002. The areas of interest are language and literacy, educational technology, secondary science, and elementary education in the arts.

An earned doctorate is required in order to be hired at the assistant or associate professor level. ABD candidates will be considered for non-tenure track positions that may be converted to tenure track if the doctoral degree is completed by December 31, 2003. Salary dependent upon qualifications and experience.

To ensure consideration, applications should be received by January 18, 2002. Review of applications begins on January 23, 2002. Only completed applications will be considered. Position is open until filled.

Address application materials to:

Dr. Robert Pritchard, Chair
Department of Teacher Education
California State University, Sacramento
6000 J Street
Sacramento, CA 95819-6079
(916) 278-6155 Fax: (916) 278-6643
E-Mail: santinellod@csus.edu

California State University, Sacramento is an Affirmative Action/ Equal Opportunity Employer.

BEST COPY AVAILABLE

Established in 1893 as New Mexico Normal School, the institution became New Mexico Highlands University in 1941. NMHU offers master's and undergraduate programs in arts and sciences, business, education, and social work. NMHU also offers distance education courses and programs in Rio Rancho, Santa Fe, Española, and Farmington. The majority of NMHU's 3,000 students are Hispanics from northern New Mexico. Highlands' programs focus on its multiethnic student body, especially the Hispanic and Native American cultures distinctive of the state. NMHU has an aggressive outreach program, small classes and low tuition. NMHU rates highest in the state for student satisfaction with instruction and curriculum, according to a recent survey by the N.M. Council of University Presidents. The School of Social Work is the most sought-after program of its kind in New Mexico. School of Education graduates are recruited by school districts throughout the West. A member of the RMAC, NCAA Division II, NMHU fields nine athletic teams. Located in the heart of historic Las Vegas, a friendly town of about 16,000 residents, Highlands' main campus sits in the foothills of the *Sangre de Cristo* Mountains, close to recreational and wilderness areas, and within a few hours of major metropolitan centers.

NCA Accredited www.nmhu.edu

PRESIDENT

New Mexico
HIGHLANDS
University

The NMHU Board of Regents and Presidential Search Committee invites applications and nominations for the position of president. NMHU seeks an innovative leader with the following:

- an earned doctorate or significant achievement in business, government, or non-profit institution of comparable size or complexity;
- academic experience and intellectual vigor;
- an abiding commitment to student-centered learning, teaching, research and service;
- demonstrated success in financial and organizational management;
- the ability to maintain strong relationships with political and educational leaders and the local community; and
- dynamic human relations skills and a commitment to participating in a thriving multi-cultural environment.

Applications from women and minorities are highly encouraged. Review of applications will begin immediately and continue until a president is selected. To assure optimal consideration, applications or nominations should be submitted prior to February 1, 2002. Send letter of application and curriculum vitae to: NMHU Presidential Search Committee, c/o Korn/Ferry International, 2100 McKinney Ave., Dallas, TX 75201.

NMHU is an AA/EEO employer

State System of Higher Education
Commonwealth of Pennsylvania

Pennsylvania State System of Higher Education
Vice Chancellor of Academic and Student Affairs

The Chancellor for the Pennsylvania State System of Higher Education invites confidential inquiries, nominations, and applications for the position of Vice Chancellor for Academic and Student Affairs. The Vice Chancellor will report directly to the Chancellor. As chief academic officer the Vice Chancellor will foster the System's academic mission by providing curricular and administrative leadership in a rapidly changing multicultural, international, and high technology environment.

The System comprises the Commonwealth's 14 publicly owned universities, four branch campuses, several regional centers, and the McKeever Environmental Learning Center. The System universities offer a range of associate, bachelor's, master's, and doctoral degree programs. There are more than 250 degree and certificate programs in more than 120 areas of study. As Pennsylvania's largest higher education provider, the System currently serves more than 98,500 students, the majority of whom are Pennsylvanians. The System is the Commonwealth's 17th largest employer, with a budget of $1.4 billion and more than 12,600 employees. There are nearly 570,000 alumni of State System universities worldwide, more than 360,000 alumni live in Pennsylvania and contribute to the Commonwealth in many ways. The System has an economic impact of approximately $2.2 billion annually into the economy of Pennsylvania.

The successful candidate for Vice Chancellor for Academic and Student Affairs will have an excellent record of achievement in teaching, scholarship, service and research in higher education; knowledge of system governance and functions; demonstrated leadership and success; and management skills as a senior administrator with knowledge of curriculum, academic practices and standards, accreditation, and other historical and contemporary higher education issues. Ph.D. required.

Salary, benefits, contract details, and other terms of employment are negotiable and competitive and are subject to the agreement between the Chancellor and the successful candidate.

To ensure consideration, materials should be submitted prior to January 18, 2002. Review of applications will begin immediately and will continue until an appointment is made. Application materials should include a letter addressing how the candidate's experiences match the position requirements, a curriculum vita, and the names, title, email and business address, business and home telephone numbers of at least five references. **Submission of materials as an MS Word attachment is strongly recommended.** Individuals wishing to nominate candidates for the position should submit a letter of nomination, including the name, position, address, and telephone number of the nominee. **Nominations should be received by January 8, 2002, to ensure full consideration.**

Confidential requests for information, written nominations, and application materials should be directed to:

Jan Greenwood, Ph.D., Vice President
SSHE-Vice Chancellor for Academic and Student Affairs Search
A.T. Kearney, Inc.
333 John Carlyle Street
Alexandria, Virginia 22314
Fax: 703-519-0391
Email: greenwoodjean@atkearney.com

The State System of Higher Education is an equal opportunity/affirmative action employer and encourages applications from minorities, women, veterans, and persons with disabilities. www.sshechan.edu

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WIU Western Illinois University
MACOMB, ILLINOIS

ASSISTANT PROFESSOR

WESTERN ILLINOIS UNIVERSITY, Full-time tenure track position. Additional position possible-both to begin August 19, 2002. Department of Social Work consists of a Chairperson, five full-time faculty, a full-time secretary, and 125 majors. Accredited MSW, two years post-MSW practice, and ability to teach undergraduate generalist practice courses. MSW sufficient for tenure; doctorate or ABD welcome. Teaching is primary responsibility for tenure; professional activities and services also required. Second position requires teaching statistics and research. Excellence in teaching required. Expertise in child welfare, group work, family-centered practice, or addictions would be helpful in either position. Salary is competitive. Excellent benefits. Review of applications will begin immediately and continue until suitable candidate(s) identified. To ensure full consideration, please send curriculum vitae and the names, addresses, and phone numbers of five references to: **Karen Zellmann, MSW, Chair, Search Committee, Dept. of Social Work, Western Illinois University, 1 University Circle, Macomb, IL 61455-1390.**

Western Illinois University is an Affirmative Action/Equal Opportunity Employer and has a strong institutional commitment to diversity. In that spirit we are particularly interested in receiving applications from a broad spectrum of people, including minorities, women, and persons with disabilities.

Chair/Full Professor or Eligible for Full Professor

WASHINGTON STATE UNIVERSITY

DEPARTMENT OF COMPARATIVE AMERICAN CULTURES

QUALIFICATIONS: Ph.D. or equivalent focusing on one of the disciplines in the social sciences or humanities; demonstrated research and teaching excellence; departmental-level administrative experience in a multicultural context preferred. An ongoing record of scholarly or creative productivity in the broad discipline of ethnic studies is desirable.

DESCRIPTION: Full professor to chair the Comparative American Cultures Department (ethnic studies). The Chair is responsible for the short and long-range development of the department including the management of its budgets; administrative responsibility for its curriculum, faculty and staff development matters; and represents the department in liaison with other departments, as well as with college and university committees and organizations. Salary is commensurate with qualifications and experience.

LOCATION: Washington State University is a Carnegie research extensive, land-grant university with approximately 20,000 students, located in southeastern Washington State. Pullman is 75 miles south of Spokane and nine miles west of Moscow, Idaho, where the University of Idaho is located.

APPLICATION PROCEDURE: Applicants should send by January 31, 2002, a cover letter, curriculum vitae, reprints/samples of creative work, and three letters of recommendation to: **Professor Rory Ong, Search Committee Chair, Department of Comparative American Cultures, Wilson 111, Washington State University, Pullman, WA 99164-4010.**

Washington State University is an Equal Opportunity/Affirmative Action educator and employer.

Tenure Track Position

The Department of Psychology at the University of Missouri-Rolla seeks applicants for a tenure track position in applied psychology or experimental psychology at the level of assistant professor, beginning August 2002. Teaching duties include general psychology, experimental, cognitive, neuroscience, and human factors engineering, and other courses in the candidate's area of expertise. The teaching load is typically three courses with two preparations, per semester. Requirements include a Ph.D. in psychology and the ability to develop a nationally recognized research program. Candidates should submit a vita and copies of publications and preprints, and have three letters of recommendation sent. Review of applications will begin February 15, 2002 and will continue until the position is filled. Please submit application and vitaes to:

Human Resource Services
Reference No. R50339
University of Missouri-Rolla
1202 North Bishop
1870 Miner Circle
Rolla, MO 65409-1050

UMR is an AA/EEO employer. Females, minorities and persons with disabilities are encouraged to apply.

ASSUMPTION COLLEGE

Vice President for Student Life

Institution: Assumption College is a comprehensive, residential, liberal arts, and professional studies College, founded in 1904 by the Assumptionists in the Catholic intellectual tradition, designed to graduate individuals whose values and behaviors are true to our "Learn. Achieve. Contribute." theme and whose educational outcomes of competence, character, and compassion are outward signs of our internalized motto of "Until Christ Be Formed In You." The College offers undergraduate, graduate, and continuing education programs. As members of a thriving intellectual, social, and spiritual community, students, faculty, administrators, and staff collaborate to pursue the broadest questions at the deepest levels. Under the leadership of President Thomas Plough, the size of the student body, the faculty, and the campus have grown rapidly over the past several years and will soon reach its optimum size of 2,150 undergraduates while also moving from its position as a well-regarded New England institution to that of a highly regarded regional institution in the Northeast. Assumption College is capitalizing on its reputation for offering high quality teaching and mentoring, residential and spiritual environments conducive to growth, and abundant opportunities for experiential, co-curricular, service, and mission-experience learning. Assumption College prepares students to pursue successful and ethical professional and personal lives undergirded by both faith and reason.

Position: The Vice President for Student Life is a senior administrator who reports directly to the president and works with the president and the four other vice presidents to promote the advancement of the College and its mission by engaging in strategic planning, budget management, and policy development. This individual must be a skilled administrator who will contribute to the work of the team guiding the College through a period of growth and change. The Vice President for Student Life is responsible for providing vision, leadership, and professional development for the departments of Residential Life, Student Activities, Health Services, Student Development, Athletics, Recreation, and Volunteer Services. He or she supports and educates the members of the Student Life staff and ensures that they work together as an effective team. Understanding that the work of Student Life must contribute to the intellectual, spiritual, and social development of the community, the Vice President fosters partnerships between members of the Office of Student Life and individuals in other departments, particularly Academic Affairs and Campus Ministry.

Qualifications: An earned doctorate preferred, as well as substantial experience working in a primarily residential college and a record that demonstrates:

Skill in strategic planning, fiscal management, assessment, and creative problem solving.

An understanding of the Catholic liberal arts mission of the College and a commitment to promoting that mission through Student Life.

Strong interpersonal and communication skills.

Contributions to the Student Life profession.

The use of Student Life activities to promote learning on the deepest level.

Assumption College seeks an individual who will earn the respect of students, faculty, administrators, parents, alumni, and other members of the community. The Vice President should model the theme of the College to "Learn. Achieve. Contribute."

Application Process: Each application should include a curriculum vita, three letters of reference, official transcripts, and a letter of interest. Applications should be sent no later than January 15, 2002 to: **Office of the President, Assumption College, 500 Salisbury Street, Worcester, MA 01609-1296.**

Assumption College is an Equal Opportunity/Affirmative Action Employer.

Visit us at www.assumption.edu
LEARN. ACHIEVE. CONTRIBUTE.

EDUCATION

BASEBALL COACH/ PHYSICAL EDUCATION INSTRUCTOR

F/T Tenure Track, Skyline College, San Bruno, CA. Visit website: www.smccd.net/hr, or call 650-574-6555.

SAN MATEO COUNTY COMMUNITY COLLEGE DISTRICT

EOE

COUNSELOR

The Victoria College

Available 06-03-02. This is a full-time, tenure-track position responsible for all functions of the student counseling program, including recruitment, assessment, advising, educational and career planning, student tracking, orientation, counseling and support services. Master's Degree in counseling, psychology or related field preferred. Bachelor's degree required. Must have excellent interpersonal, written and oral communication skills, computer skills, sensitivity to diverse populations and ability to handle multiple tasks simultaneously. Knowledge of Carl D. Perkins Vocational-Technical Educational Act, ADA, and bilingual preferred. Screening of applications begins **04-12-02**. Visit www.vc.cc.tx.us/dept/us for application procedure, application form, and information about The Victoria College, Victoria, Texas. *Equal Opportunity Employer.*

DIRECTOR OF STUDENT LIFE

This individual, reporting to the Dean of Student Services, will be responsible for all matters of student activities and student life, including leadership development, student orientation, advisement of the Student Government Association (SGA) and student life committees and clubs. Individual will provide assistance with the implementation of student judicial processes, the registration process, interaction with multiple academic departments and will assist with campus events and college-wide programming.

Master's degree required; degree in Student Personnel Administration, Counseling, or a related field preferred. Minimum of three years of professional experience in a college or university setting required; experience at a two-year, non-residential college helpful.

Salary: $36,558 commensurate with education and experience with excellent benefits. Position is available to start immediately. Review of applications will begin January 25, 2002 and may continue until the position is filled.

Applicants should reference position number **(#02-117)** and send the following as a single packet: (1) letter of interest, (2) resume, (3) unofficial copy of graduate transcript(s), and (4) list of three professional references (names, addresses, telephone numbers) to:

Judy Chastonay
Georgia Perimeter College
Dept. of Human Resources
3251 Panthersville Road
Decatur, GA 30034
Fax: (404) 244-5774

Georgia
Perimeter
College.

An AA/EOE/ADA Employer
Georgia is an Open Records State

For more information about Georgia Perimeter College and this specific position, please visit our website at:

www.gpc.peachnet.edu

BRYANT COLLEGE
EXPANDING THE WORLD OF OPPORTUNITY

Legal Studies Faculty Positions

Bryant College is seeking applications for two faculty positions to teach in the Legal Studies minor.

1. **Assistant Professor,** tenure-track position. J.D. required. Candidates must demonstrate an ability to teach Legal Environment of Business, significantly contribute to a liberal arts focused Legal Studies curriculum, and show evidence of research and publication. Position #221.

2. **Lecturer,** non-tenure track, one-year appointment with a possible second year appointment. J.D. required. Candidates must demonstrate an ability to teach Legal Environment of Business and significantly contribute to a liberal arts focused Legal Studies curriculum. The potential for research and publication desired. Position #222.

Founded in 1863, Bryant College, a student-centered college, is AACSB accredited at both the graduate and undergraduate levels. Situated on a beautiful 400-acre residential campus less than one hour from Boston and 20 minutes from Providence. Bryant enrolls 2700 undergraduate and 500 graduate students served by a faculty of approximately 200. The College offers a Bachelor of Science in Business Administration, a Bachelor of Arts in Liberal Studies, a Master of Business Administration, a Master of Science in Taxation, and a Master of Science in Accounting. New programs include a Bachelor of Science in Information Technology and Master of Science in Information Systems.

Letters of interest indicating position applied for (include position #), a curriculum vitae, and two references should be sent to **Human Resources - THO Position # ___, Bryant College, 1150 Douglas Pike, Smithfield, RI 02917-1284**. Inquiries should be made to Kimberlianne Podlas at kpodlas@bryant.edu. Review of applications will begin 01/21/02 and continue until the positions are filled.

Salary and benefits are AACSB competitive.

Bryant College is an Equal Employment Opportunity/Affirmative Action Employer and an institution committed to diversifying its staff. Individuals from underrepresented groups are strongly encouraged to apply.

SIU

SOUTHERN ILLINOIS UNIVERSITY
Edwardsville

DEAN, SCHOOL OF BUSINESS

Southern Illinois University Edwardsville invites nominations and applications for the position of Dean of the School of Business. The dean is the chief academic and administrative officer of the School. Candidates must have an earned doctorate in one of the areas represented by the School or in a closely related field with sufficient accomplishments for appointment as a tenured professor in a department of the School. Significant administrative experience at an AACSB accredited institution along with evidence of leadership and scholarly accomplishments is required. The School and Accounting programs are AACSB accredited and candidates must possess significant experience with this accreditation process.

The University's mission assigns first priority to excellence in undergraduate education, and the School is proud of the innovations in its undergraduate and graduate programs. The School offers Bachelor of Science degrees in Business Administration, Accountancy, Computer Management and Information Systems, and Economics and Finance. Graduate degrees include: Master of Business Administration, Master of Marketing Research, and Master of Science degrees in Accountancy, Computer Management and Information Systems, and Economics and Finance. The School maintains a professionally staffed Office of Business Student Services to assist students in academic planning and advising. In Fall 2001, the School had 48 full-time faculty, and approximately 1,400 undergraduates and 325 graduate students.

The School has vibrant and growing research programs in all departments. There is an active commitment to research, and faculty regularly publish in respected journals. Equally important is the School's commitment to excellence in teaching and service to the community and the profession. The School has an active Advisory Board and outreach activities include centers for International Trade, Labor and Management Programs, Economic Education and Business Research, Small Business Development, and Technology and Commerce.

Southern Illinois University Edwardsville is a public, comprehensive, regional university with an enrollment of approximately 12,500 students, 3,500 of which live on campus. Situated on 2,660 beautiful woodland acres, the campus is within the St. Louis metropolitan area, 25 minutes northeast from the cultural and business centers of downtown St. Louis, Missouri.

Initial screening of applications will begin February 1, 2002. Applications will be accepted until the position is filled. Letter of application with a current vita and the names and addresses of three persons who may be asked to provide letters of reference should be addressed to:

Dr. Linda Lovata
Dean Search Committee Chair
Room 3106 Rendleman Hall, Box 1020
Southern Illinois University Edwardsville
Edwardsville, Illinois 62026-1020

Salary is competitive and commensurate with qualifications, experience and responsibilities.

SIUE is an affirmative action, equal opportunity employer and seeks a diverse applicant pool. Applications from women and minorities are encouraged.

VALENCIA

A BETTER PLACE TO START.

VALENCIA COMMUNITY COLLEGE

Orlando, Florida

The college is currently recruiting for the following 10-month, tenure-track positions beginning August 2002:

- **Art**
- **Accounting**
- **Biology**
- **Business**
- **Computer Programming & Analysis**
- **EAP**
- **Geology**
- **Graphics**
- **Information Technology**
- **Mathematics**
- **Nursing**
- **Political Science**

APPLICATION DEADLINE: January 31, 2002. For consideration, applicants must submit a completed Valencia Community College employment application for EACH position, photocopies of transcripts for all post-secondary work, and a written statement describing his/her concept of a learning-centered institution. To view the minimum required qualifications and download the required employment application, visit our website at **http://valencia.cc.fl.us** or for an application packet and position announcement via mail, please contact **Human Resources, Valencia Community College, P.O. Box 3028, Orlando, FL 32802; 407-299-5000, ext. 1524, 1002, or 1741; fax: 407-582-1679;** or e-mail your request to **pers@valencia.cc.fl.us**. NOTE: Résumés are NOT accepted via e-mail. All correspondence and application materials are a matter of public record in accordance with the Florida Sunshine Law.

COLUMBIA UNIVERSITY
FACULTY POSITION AVAILABLE

The Graduate School of Architecture, Planning, and Preservation is seeking candidates for one or more full-time position(s) in its Urban Planning program (rank open). Responsibilities will include teaching, scholarship, and administration. Research and/or teaching experience is required. Emphasis will be on either **a)** physical development, regional planning, land use development, and planning for urban physical systems, as well as environmental or hazards planning, or **b)** comparative urban public policy, planning theory, urban redevelopment and globalization. Candidates must hold (or have received prior to being appointed) a Ph.D. in Urban Planning or a related field. Applicants should respond with a letter of interest, curriculum vitae, examples of work, and names and addresses of three references. Review of applications will take place upon receipt and will continue until a selection is made. Material should be sent to:

Bernard Tschumi, Dean
Graduate School of Architecture, Planning, and Preservation
Columbia University
402 Avery Hall
1172 Amsterdam Avenue
New York, NY 10027

Columbia University is an Equal Opportunity/Affirmative Action Employer. Women and minorities are encouraged to apply.

DEPARTMENT OF BIOBEHAVIORAL SCIENCES

SPEECH AND LANGUAGE PATHOLOGY

Position: The Department of Biobehavioral Sciences offers a tenure or tenure track position within the graduate program in Speech-Language Pathology and Audiology. The primary area of specialization is speech pathology to complement the Department's strength in human communication sciences and disorders.

Responsibilities: Teach graduate courses in areas of speech disorder such as articulation/phonological disorders in children, fluency disorders, neurogenic speech and language disorders in adults, clinical processes in speech-language pathology, school based speech and language pathology, or medical speech pathology. Conduct research in a relevant area of the field. Advise master and doctoral students, and provide service to the Department and College.

Qualifications: Earned doctorate. Evidence of potential for, or record of excellence in university teaching and research. Eligibility for CCC-SLP and New York State license in speech-language pathology. Interest or experience in working within an urban area with culturally/linguistically diverse populations.

Rank: Open rank, Tenured or Tenure Track.

Send CV, cover letter, three letters of reference and selected publications to Professor Patricia Sweeting, Search Committee Chair, Box 191.

Review of applications will begin immediately and continue until the position is filled. Appointment begins September 2002.

TEACHERS COLLEGE *as an institution is committed to a policy of equal opportunity in employment. In offering education, psychology and health studies, the College is committed to providing expanding employment opportunities to minorities, women, and persons with disabilities in its own activities and in society. Candidates whose qualifications and experience are directly relevant to College priorities (e.g., urban and minority concerns) may be considered for higher rank than advertised.*

TEACHERS COLLEGE
COLUMBIA UNIVERSITY
525 West 120th St., New York, NY 10027 http://www.tc.columbia.edu/

The UNIVERSITY *of* VERMONT

School of Natural Resources

Extension Assistant Professor Tourism and Sustainable Communities

A 12-month, non-tenure track, Assistant Professor in extension. Combined expertise in tourism economics/marketing, community development, and nature-based tourism. Ph.D. in a field such as tourism, economics, business, planning or a field appropriate for the School of Natural Resources. Responsibilities include extension and outreach education, applied research on Vermont tourism, directing the activities of the Vermont Tourism Data Center, and occasional teaching in Recreation Management program. For further information: **snr.uvm.edu/community/faculty.html**. Inquiries and nominations should be sent to:

Tourism and Sustainable Communities
Search Committee
Murphy Mac Lean
320 Aiken Center
School of Natural Resources
University of Vermont
Burlington, VT 05405-0088
(802) 656-4057
e-mail: search@snr.uvm.edu

UVM is an EO/AA employer

DARTMOUTH COLLEGE

DIRECTOR OF ATHLETICS AND RECREATION

The Director of Athletics and Recreation, a senior position within the Dean of the College area is responsible for the administration of all aspects of intercollegiate sports, physical education, recreation, fitness, and intramural athletics and their related facilities. The Director is also responsible for the formation and implementation of athletic and recreation policies, procedures and programs consistent with the educational goals of the College. The Department of Athletics and Recreation supports the academic mission of the College by providing a diverse array of programs, services and activities that enhance the overall educational climate of the campus.

The Director of Athletics and Recreation oversees a professional staff including a deputy director, a senior associate director, a facilities manager, a business manager, a number of assistant directors, and over sixty intercollegiate coaches, physical education instructors, and other administrative personnel. The Director oversees a substantial annual operating budget and is responsible for short-range and long-range strategic and financial planning. The Director plays a central role in fostering communications outreach with deans, directors, admissions staff, faculty, alumni and friends.

The successful candidate will have a demonstrated record of strong interpersonal, organizational, management, planning and financial skills. An advanced degree, considerable intercollegiate and recreation experience in higher education, an appreciation for the proper role athletics plays in the context of liberal learning in the Ivy League, and a personal commitment to promoting pluralism and intercultural understanding is highly desirable.

Dartmouth College is a highly selective, residential, liberal-arts institution with an enrollment of 4,300 undergraduate and 1,300 graduate and professional school students. The College is situated in the Connecticut River Valley of western New Hampshire.

The review of applications will begin in December and will continue until the position is filled. Send your letter of application, resume, and the names and telephone numbers of three professional references to: **Janet Terp, Vice-Chair, Director of Athletics and Recreation Search Committee, 6003 Parkhurst Hall, Room 111, Dartmouth College, Hanover, NH 03755-3529.**

Dartmouth College is an Affirmative Action/Equal Opportunity employer. Women and minorities are strongly encouraged to apply.

PRESIDENT

CENTRALIA COLLEGE

The Board of Trustees seeks an innovative, visionary leader who will continue the college's tradition of strong, positive leadership while responding to future educational challenges. The successful candidate must be a person of integrity with the highest professional standards who has an approachable and open management style.

Centralia College is a comprehensive community college located 25 miles south of the state capital of Olympia in rural Western Washington.

To receive complete application information regarding qualifications and procedures contact **Lee D. Lambert, Associate Vice President for Human Resources and Legal Affairs, Centralia College, 600 W. Locust Street, Centralia, Washington 98531.** For more information call **(360) 736-9391, Ext. 238, (TDD Access (360) 807-6227).** Visit us at **www.centralia.ctc.edu**

Affirmative Action/Equal Opportunity Employer/ADA

CCBC
The Community College
of Baltimore County

National Bellwether Award Winner

A Vanguard Learning College

The Community College of Baltimore County is seeking applicants for the following positions. For more detail please refer to the CCBC Web site:

www.ccbc.cc.md.us

Professional positions currently available.
Deadline Date: open until filled.

Catonsville Campus

Coordinator of Freshman/Orientation Program (2001/239)

Req. - Bachelors degree. pref. Master's degree in Counseling or Student Services pref. 2 - 4 yrs exp. in higher education, community college setting preferred. Salary: Category III, $41,558 - $60,851 (Salary beyond the 1st quartile applies only to internal applicants who are CCBC benefit eligible employees).

Dundalk Campus

Faculty Member (2 positions available) (2001/240, 2001/241)

Req. - Masters degree, w/undergraduate or graduate major in a natural science or biomedical field; Min. (5) courses in subjects relevant to a primary teaching assignment in biology (especially anatomy/physiology) or physical science (especially physics/chemistry); teach other areas of science, astronomy, botany, environmental science, microbiology, physical geography, or zoology. (2) yrs. teaching natural science at high school advanced placement, or above, or recent degree & (2) yrs. exp. as a graduate teaching assistant in natural science.

Saint Joseph College

Connecticut

Department of Mathematical Sciences

The Department of Mathematical Sciences at Saint Joseph College announces a full-time tenure track position at the assistant professor level beginning August 2002. Candidates should have a Doctorate in Computer Science, Mathematics or a closely related field and have a strong commitment to undergraduate education. Expertise in both computer science and mathematics is required. Responsibilities include teaching courses in computer science at all levels (e.g., introduction to programming, data structures, algorithm analysis, object oriented programming) and an occasional course in mathematics. The computer science program is under consideration for possible enhancement; the successful candidate will have the opportunity to take an active part in the development of new directions for the program. Other work includes participation on committees, directing student research projects and engaging in scholarly activity, but the primary focus is on teaching. The standard teaching load is 12 credits per semester.

Review of applications will begin immediately and continue until the position is filled.

Send vita, statement of teaching philosophy, graduate transcript and three names of references to: **Human Resources, Mathematical Sciences Search Committee, Saint Joseph College, 1678 Asylum Avenue, West Hartford, CT 06117-2791.**

Saint Joseph College is an equal opportunity employer that values diversity. Women, minorities, and persons with disabilities are encouraged to apply.

A Vanguard Learning College

PALOMAR COLLEGE

Founded 1946

Educational Excellence

A TRADITION OF TEACHING EXCELLENCE FOR OVER A HALF-CENTURY!

Located on a lush 200 acre campus in San Marcos, CA, Palomar College is the jewel of North County, just thirty miles north of San Diego. With an enrollment of over 27,000 full/part time multicultural students from 49 countries, we are one of the premier community colleges in California. With our faculty of dedicated and talented educators, we offer thousands of courses in over one hundred fields of study. We have tenure-track openings for the 2002-2003 school year in the following disciplines:

- **Business Education**
- **Communications - RTV**
- **Counseling**
- **Computer Science & Information Systems (2 positions)**
- **English (3 positions)**
- **English as a Second Language**
- **History - U.S. and African American**
- **Mathematics (2 positions)**
- **Performing Arts - Dance**
- **Sociology/Psychology**
- **Trades & Industry - Automotive Technology**
- **Trades & Industry - Electronics**

Read/download complete position announcements
and applications via our web site:
http://www.palomar.edu/HR

or call our 24-hour application request line:
760.744.1150, X4182

Email questions to: **palomarjobs@palomar.edu**

Fax: 760.761.3530; TDD 760.744.7671

EOE

Buffalo State

State University of New York

Director
Educational Opportunity Program

Buffalo State College, a four-year public institution in the State University of New York (SUNY) system, is seeking dynamic professional applicants for an anticipated opening for the Director of the Educational Opportunity Program (EOP). The director is responsible for fulfilling the program's vision and providing direction in all aspects of the program, including budgetary accountability, and serving as the primary academic liaison to assure integration of the program with faculty, departments, deans, and other academic and student support services. Housed in Academic Affairs, Buffalo State's EOP is the oldest opportunity program in New York State and enrolls approximately 900 students in a successful program of financial, academic, and counseling support. Students are admitted to the program based on educational and financial disadvantage and represent a vital part of the college community. Graduates consistently demonstrate success and contribute to the fabric of our communities.

Required Qualifications: Master's degree: administrative and supervisory experience; knowledge and experience with programs designed for under-prepared and underrepresented students; direct experience with teaching/learning process in higher education; strong verbal and written communication skills; evidence of ability to provide oversight to program development, coordination, and expansion of services and support to students; experiences in positions of increasing responsibility that include management of operations, utilization of human and financial resources, and program outcomes assessment; ability to interact with internal and external constituent groups; knowledge and understanding of advising, mentoring, and counseling issues.

Preferred Qualifications: Doctorate or terminal degree; faculty experience; report- and grant-writing experience.

Review of applications will begin immediately and continue until position is filled. Send letter of application and vitae to: Dr. Dennis Ponton, Academic Affairs Office, Buffalo State College, Cleveland Hall 519, 1300 Elmwood Ave., Buffalo, NY 14222-1095. For more information about the college, visit www.buffalostate.edu

Buffalo State is the largest four-year comprehensive college in the State University of New York (SUNY) system. The campus is located in the museum district of Buffalo, the second largest city in New York State. The area offers a variety of cultural and recreational activities.

Buffalo State is an affirmative action/equal opportunity employer and encourages applications from women, racial/ethnic minorities, persons with disabilities, and Vietnam-era veterans.

DEAN
COLLEGE OF LETTERS, ARTS AND SCIENCES

CU Colorado Springs

UNIVERSITY OF COLORADO AT COLORADO SPRINGS

The University of Colorado at Colorado Springs invites applications for the position of Dean of the College of Letters, Arts and Sciences. As one of four campuses in the University of Colorado system, CU-Colorado Springs is the fastest growing public university in Colorado and one of the fastest growing public institutions nationwide. CU-Colorado Springs, with an enrollment of nearly 7,000, offers 25 bachelor's degree programs, 16 master's degree programs, and two doctoral programs. The 500-acre campus is located in Colorado Springs, a city of 500,000 persons and home to the U.S. Olympic Training Center, the United States Air Force Academy, the Garden of the Gods, and Pikes Peak.

The College of Letters, Arts and Sciences is the largest college on campus and has over one hundred tenure-track faculty as well as a number of full and part-time faculty. It has a diverse student body of over 3,000 undergraduates in 17 degree programs as well as growing graduate programs. The college strives to provide a vigorous liberal arts education to all students at the university, to champion the values of liberal education, to pursue the best in curriculum and pedagogy, and to enact a commitment to excellence. The Dean is the academic and administrative leader of the college, possessing the teaching and research roots of a respected faculty member, while having the administrative skills required to promote our strategic plans and institutional goals. The ideal candidate will also possess experience in fundraising. The Dean will be expected to play a leading role in achieving the CU 2010 goals established by President Hoffman.

Basic Qualifications:

- Evidence of continued excellence in teaching, service and scholarly achievement sufficient for appointment to the rank of tenured full professor in the College of Letters, Arts and Sciences.
- Attained the rank of full professor at an accredited institution of higher education.
- Terminal degree in a discipline represented in the College of Letters, Arts and Sciences.
- Three consecutive years experience as Program Director, Department Chair, Associate Dean or similar level of administrative responsibility with success in budget management, student recruitment and program development.
- Ability to champion the values of a liberal education and the interconnectedness of the arts, sciences, humanities, and social sciences.
- Commitment to enhancing diversity in faculty, staff and student body.

Preferred Qualifications:

- Proven ability to interact with the local community and businesses to achieve college goals, including fundraising.
- Demonstrated experience including leadership positions in national forums on issues facing higher education.
- Familiarity with a multi-campus, multi-site university system.
- Commitment to the integration of appropriate technology into the teaching/learning process.

Salary: Salary will be commensurate with experience and qualifications.

Application: An application shall include a letter of interest setting forth your qualifications and describing how your leadership experiences will achieve the comprehensive goals of our College of Letters, Arts and Sciences. A complete application will also include a current vitae including names, addresses, telephone numbers, fax numbers, and e-mail addresses (if available) of five persons who can provide recommendations upon request. The successful candidate will need to provide copies of transcripts and verification for employment in the USA. Screening of applicants will commence February 11, 2002 and continue until the position is filled. A Colorado statute provides that a candidate's file may remain confidential only if a request for confidentiality accompanies the application.

The University of Colorado at Colorado Springs is an Affirmative Action/Equal Opportunity Employer and encourages a diversity of applicants. Nominations and application should be addressed to:

Joseph C. Rallo, Ph.D.
Dean, College of Business and Administration
Chair, College of Letters, Arts and Sciences Search Committee
University of Colorado at Colorado Springs
P.O. Box 7150
Colorado Springs, Colorado 80933-7150
Email: jrallo@mail.uccs.edu
Phone: (719) 262-3113
Fax: (719) 262-3100
http://www.uccs.edu

SUOS CULTORES SCIENTIA CORONAT

SYRACUSE UNIVERSITY · FOUNDED A·D· 1870

SYRACUSE UNIVERSITY
SCHOOL OF EDUCATION
TEACHING AND LEADERSHIP PROGRAMS

ASSISTANT/ASSOCIATE PROFESSOR OF SPECIAL EDUCATION

Syracuse University invites applications and nominations for a position on its special education faculty, to be filled as a tenure-line appointment at the assistant or associate professor level beginning in August 2002. The person appointed will be expected to engage in research and share responsibilities for teaching and advising graduate and undergraduate students preparing for special education teaching positions at the elementary and secondary levels. Advisement of doctoral students on their research is expected, as well as service to the Teaching and Leadership program as coordinator of the Secondary Special Education Master's Program.

All applicants should have an earned doctorate and a special interest in secondary special education. In addition, expertise, direct practical experience in schools, and a record of research in one or more of the following areas is desirable: the use of assessment in special education to inform instruction, the education of students with learning and/or emotional disabilities, transition planning, the education of students with moderate to severe disabilities and/or the use of instructional and assistive technologies in special education. Those with expertise in two or more of these areas are especially sought. Knowledge regarding the range of instructional strategies at the secondary level is important. In addition, demonstrated leadership skills are essential in order to coordinate the secondary master's program in special education. Willingness to secure research funding also is desirable.

Applicants should submit a letter of interest indicating that they are applying for our position in special education, and describing their qualifications, a current vita, and three letters of recommendation. Review of applications will begin on January 10, 2002 and will continue until the position is filled. Applications and nominations should be sent to: **Dean Corinne R. Smith, Search Committee Chair, Teaching and Leadership Programs, 230 Huntington Hall, Syracuse University, Syracuse, New York 13244-2340.**

Syracuse University is an Affirmative Action/Equal Opportunity Employer. Applications from women, members of under-represented groups, and persons with disabilities are especially encouraged.

ASSISTANT DIRECTOR TRIO/STUDENT SUPPORT SERVICES

Rider University is seeking an experienced individual to provide academic, career, and personal counseling to students in the TRIO/S.S.S. Program. Required: Master's degree in Counseling, Psychology, Student Personnel, Education, or a related area. At least two years counseling and administrative experience working with college students (low-income, first-generation, or disabled students) is required. Experience in coordinating programs, staff supervision, and computer knowledge preferred. Excellent interpersonal, oral and written communications skills essential. Salary commensurate with experience. Send cover letter, resume, salary requirements, and the names and phone numbers of three references to:

Rosemary Molloy
Manager of
Employment
Human Resources
Rider University
2083 Lawrenceville
Road
Lawrenceville, NJ 08648-3099

Rider University

Review of applications will begin immediately and continue until position is filled. Rider University is an equal opportunity/affirmative action employer and genuinely seeks a diverse applicant pool.

Visit Rider on the Internet:
www.rider.edu

R·I·T

ASSOCIATE/FULL PROFESSOR
SCHOOL PSYCHOLOGY

The School Psychology Program in the College of Liberal Arts at Rochester Institute of Technology seeks a tenure track associate/full professor for department chair of a specialist level program in school psychology beginning fall, 2002. Responsibilities include program coordination and direction, teaching, conducting research relevant to school psychology, providing service to the College and Institute, and supervising student research and field experience.

Required qualifications include a doctoral degree with specialization in school psychology; a record of successful teaching and research appropriate to rank; effective communication skills and experiences in supervisory roles; and evidence of potential to promote the program in recruiting, retaining and training school psychologists. Additional preferred qualification include experience providing direct and indirect psychological services to school populations; experience in academic leadership positions; degree from an APA and/or NASP accredited training program; record of leadership in national and/or state level school psychology organizations; record of successful funding for research and/or training; and record of success in training school psychology students in a scientist/practitioner model to serve a multicultural and diverse population.

Search committee will begin reviewing applications March 15, 2002. Salary commensurate with qualifications. Send vita, contact information for three references, two representative publications, and a letter of application that addresses qualifications including teaching philosophy to **Search Committee, School Psychology Program, 18 Lomb Memorial Drive, Rochester NY 14623-5604. FAX: 716-475-6715**

RIT is an equal opportunity/affirmative action employer seeking individuals with an ability to contribute in meaningful ways to the Institute's commitment to cultural diversity and pluralism.

LAKE CITY COMMUNITY COLLEGE

LAKE CITY COMMUNITY COLLEGE

DEAN OCCUPATIONAL PROGRAMS
(To Commence July 1, 2002)

This position is responsible for the everyday operation of occupational/vocational programs (AS and certificate) at Lake City Community College. Serves as liaison with the Chamber of Commerce and Workforce Development for economic development activities. Assigns, schedules and evaluates faculty. Establishes contract training programs or courses. Supervises grant applications such as Perkins and Tech-Prep. Requires Master's Degree in an appropriate area, plus 3 years experience with Vocational Education Programs. Knowledge of statistical concepts, reporting guidelines, state laws affecting vocational program operation, and state and federal rules affecting vocational, and community grant funds.

DIRECTOR OF RESEARCH AND INSTITUTIONAL EFFECTIVENESS
(To Commence July 1, 2002)

Directs all institutional research and planning activities and facilitates the implementation of Institutional Effectiveness principles throughout the College. Directs all SACS (Southern Association of Colleges & Schools) accreditation activities. Ensures the timeliness and quality of internal data and research support to departments for planning performance assessment and decision-making. Requires Master's Degree in a research field or equivalent combination of related education and work experience. Experience in higher education, planning and institutional effectiveness. Computer literate with word processing, spreadsheet analysis and desktop publishing skills.

SALARY AND APPLICATION: The salary is competitive, commensurate with qualifications and experience. Review of applications will begin March 7, 2002 and will continue until position is filled. Candidates are to submit cover letter, transcript of all college work, an extended resume including at least three references and the College application to: **Lake City Community College; Human Resources Development; Rt. 19, Box 1030; Lake City, Florida 32025-8703.** Additional information may be obtained from our WEB at: www.lakecity.cc.fl.us; e-mail: boettcherg@mail.lakecity.cc.fl.us or **phone (386) 754-4314.**

An Equal Opportunity/Affirmative Action College in Education and Employment
VETERANS PREFERENCE

GRAND VALLEY STATE UNIVERSITY

DEAN OF THE SCHOOL OF EDUCATION

Grand Valley State University, one of the great West Michigan success stories, invites applications and nominations for the position of Dean, School of Education. With campuses located in Allendale, Grand Rapids, and Holland, GVSU serves more than 19,000 full and part time students and offers 64 undergraduate degree programs and 19 graduate degree programs. See our website at **http://www.gvsu.edu/.**

The School of Education provides both undergraduate and graduate programs accredited by NCATE. The faculty of the School of Education are student-centered scholars, exemplary classroom instructors, and are actively involved in the region's schools to enhance the quality of education.

ESSENTIAL QUALIFICATIONS:

- Earned doctorate in a relevant discipline, record of accomplishments in teaching, research, and service sufficient to qualify for tenure.
- Minimum of five years administrative responsibility in higher education.
- Record of leadership.
- Strong interpersonal and communication skills.
- Demonstrated ability to work with a faculty governance structure.
- Familiar with accreditation processes.

RESPONSIBILITIES:

- Report to the Provost/Vice President for Academic Affairs.
- Provide proactive and visionary collaborative leadership.
- Manage budget and resources effectively.
- Understand curricula (pre K through higher education), NCATE standards, and certification.
- Foster faculty development and professional activities.
- Advance the integration of technology.
- Champion diversity in the faculty and student body.
- Promote strong relationships between the School and the education community.

APPLICATION:

Minorities and women are encouraged to apply. Salary is commensurate with the qualifications and experience of the individual selected. The formal review of candidates will begin January 7, 2002 and continue to the time of appointment. Candidates should submit a letter of interest addressing the selection criteria, a vita, and the names, addresses, telephone numbers, and Email addresses of five references.

SEND TO:

School of Education Dean
Search Committee
Office of the Provost
Grand Valley State University
Allendale MI 49401

Grand Valley State University is an affirmative action, equal opportunity institution.

Teacher Education

CSU Cleveland State University

Visiting Assistant/ Associate Professor

Position available for a Visiting Assistant/Associate Professor in TESOL for a two-year contract period beginning Summer 2002.
MINIMUM QUALIFICATIONS: Ph.D/ED.D required with a concentration in TESOL, Bilingual or Foreign Language Education. Qualified applicants who will complete all doctoral requirements by June 2002 will be considered. Experience teaching courses in TESOL.
PREFERRED QUALIFICATIONS: Significant professional and/or academic experience in multicultural urban educational settings. Demonstrated commitment to working with public school teachers and diverse populations. Experience with K-12 ESL teaching desirable. Evidence of scholarly activity/potential; prior university teaching experience and/or the use of technology and distant learning in instructional delivery.
DUTIES: Teach graduate and undergraduate courses in Introductory Linguistics, SLA Theory, TESOL Methodology, Pedagogical Grammar and Evaluation and Assessment. Assist other TESOL faculty in implementing Title VII Federal grant in TESOL. Advise students and supervise related field experiences.
APPLICATION REQUIREMENTS: Letter of interest, curriculum vitae, three letters of reference, official copies of all college transcripts and sample of any publications.
APPLICATION DEADLINE: Review begins February 15, 2002 and continues until filled.
STARTING DATE: August 2002 or sooner. Contact person: **Dr. Maria Angelova, Tel: 216-523-7115, e-mail m.angelova@csuohio.edu, Department of Teacher Education, College of Education, Cleveland State University, Rhodes Tower 1320, 1860 East 22nd Street, Cleveland, OH 44114-4435, Tel: 216-687-4600.** Cleveland State University is an AA/EOE committed to nondiscrimination. M/F/D/V encouraged.

AMHERST COLLEGE

MELLON FELLOWSHIP

Department of Black Studies

The Andrew W. Mellon Foundation has awarded a grant to Amherst College to support exceptionally promising young scholars for two years of half-time teaching (one course each semester) and half-time research. As part of this program, the Black Studies Department at Amherst will make an appointment in sociology or a related social science. Applicants' research should focus on some aspect of the effects of race on social stratification, migration, urbanization, or the informal economy in North America, Latin America, and/or the Caribbean. The department is particularly interested in applicants who can contribute to courses that integrate empirical methodologies into its cross-cultural and interdisciplinary curriculum.

Send a letter of application, CV, writing samples and three letters of recommendation to **Mellon Fellowship Search, Department of Black Studies, Amherst College, P. O. Box 5000, Amherst, MA 01002-5000.** The department will begin reviewing applications on **February 15, 2002** but applications will be accepted until the position is filled. The Ph.D. degree must be in hand at time of appointment.

Amherst College is a private undergraduate liberal arts college for men and women, with 1600 students and 165 faculty. Located in the Connecticut River Valley of western Massachusetts, Amherst participates with Hampshire, Mount Holyoke, and Smith Colleges and the University of Massachusetts in the Five-College Consortium.

Amherst College is an Equal Opportunity/Affirmative Action employer and encourages women, minorities and persons with disabilities to apply.

CHANCELLOR

UNIVERSITY OF COLORADO AT COLORADO SPRINGS

The University of Colorado, a four campus system, invites nominations and applications for the position of Chancellor of the University of Colorado at Colorado Springs (UCCS). The Chancellor is the chief academic officer of the campus and is responsible for the leadership and direction of the campus and ongoing development of its central relationship with the community. The Chancellor reports to the President of the University of Colorado.

Established in 1965, UCCS is the fastest growing campus in Colorado. The campus includes the College of Letters, Arts and Sciences; College of Business and Administration; College of Education; College of Engineering and Applied Sciences; the Beth-El College of Nursing and Health Science; the Graduate School of Public Affairs and the Graduate School. Its current enrollment is over 6,800 students.

Successful candidates must be eligible for a tenured faculty position at the rank of professor in an appropriate department and have demonstrated skills in:

- dynamic leadership and teamwork in a multi-campus environment;
- shared governance and decision-making with faculty, staff and students;
- academic program development and innovation;
- working with the community, the state legislature, and congressional delegations;
- fostering and furthering diversity;
- judicious budget stewardship and fundraising success;
- unifying campus groups around strategic priorities; and
- enriching campus and student life.

Salary: Competitive and commensurate with experience.

Nominations/applications: Nominations should include the individual's current occupation and address and any additional information deemed pertinent. Applications should include a letter of interest and curriculum vitae. Review of applications will begin immediately and continue until an appointment is made.

Confidential inquiries, applications, nominations, and questions regarding this position may be addressed to:

Chair, Search Committee for Chancellor
University of Colorado at Colorado Springs
P.O. Box 7150
Colorado Springs, CO 80933-7150
Fed. Ex: 1420 Austin Bluffs Parkway,
Colorado Springs, CO 80918
Fax: 719/262-3656; Phone: 719/262-3436
http://www.uccs.edu/openings/csearch/htm

Note: UCCS will be assisted in the search by Heidrick & Struggles. Inquiries and requests for additional information may be directed to **William Bowen and Ellen Brown at 303 Peachtree Street, Suite 3100, Atlanta, GA 30308, fax 404-577-4048, phone 404-557-1121 or uccs@heidrick.com**

The University of Colorado is an Equal Opportunity Employer.

R·I·T Rochester Institute of Technology

National Technical Institute for the Deaf
Admissions Counselor III
Department of Recruitment and Admissions

Applications are now being accepted for a full-time Admissions Counselor III position in the Department of Recruitment and Admissions at the National Technical Institute for the Deaf (NTID), a college of the Rochester Institute of Technology (RIT).

Major Responsibilities:

☐ Review documentation submitted by potential students applying for admission to NTID and other programs at RIT
☐ Prepare supporting documentation for deaf applicants who seek admission to other RIT colleges.
☐ Prepare documentation for presentation to NTID Admissions Review Board.
☐ Follow up with accepted students and pursue students whose applications are incomplete including informing applicants and their families about procedures for financial aid, vocational rehabilitation, social security, campus housing, student health.
☐ Pursue deaf high school students/college transfer students in assigned states to increase number of NTID applications, cultivate and maintain relationships. (Travel within assigned states required.)
☐ Interview potential students/families during campus visits/open houses.
☐ Design and present overviews of NTID/RIT programs/services to audiences of deaf students, school personnel, state vocational rehabilitation.

Education/Experience: Masters degree in related field required. At least five years related admissions experience.

Skills: Marketing, telephone, organizational, public relations, writing, research/networking skills. American Sign Language communication skills and knowledge of deaf culture strongly preferred.

Deadline: February 1, 2002

Send letter of interest using reference **#0408**, resume and names of three references to:

Mr. Robert Borden
Director, Enrollment Management
Dept. of Recruitment and Admissions
National Technical Institute for the Deaf
52 Lomb Memorial Drive
Rochester, New York 14623
RIT AA/EOE

ROBERT WOOD JOHNSON MEDICAL SCHOOL
ASSOCIATE DEAN FOR CLINICAL RESEARCH

The University of Medicine & Dentistry of New Jersey - Robert Wood Johnson Medical School seeks an Associate Dean for Clinical Research. Under the guidance of the Senior Associate Dean for Research, your primary responsibility will be fostering, organizing, monitoring, developing and supporting clinical research at the Robert Wood Johnson Medical School. The Associate Dean coordinates clinical research activities which cross school and organizational lines and serves as liaison with other units of UMDNJ, and with external academic institutions and organizations, and potential funding agencies.

Candidate must have academic credentials that would qualify for an appointment at the level of Professor or Associate Professor. A successful track record in academic clinical research and experience in clinical research administration are desirable. The candidate should have the leadership qualities and vision to promote and enhance excellence and diversity in all aspects of clinical research throughout the school. The Associate Dean for Clinical Research will report to the Senior Associate Dean for Research.

Please send resume to: **Dr. Judith A. Neubauer, Acting Senior Associate Dean for Research, Room R109, 675 Hoes Lane, Piscataway, NJ 08854.** UMDNJ, is an Affirmative Action/Equal Opportunity Employer, M/F/D/V, and a member of the University Health System of New Jersey. Regrettably, we can respond only to those candidates chosen for an interview.

UMDNJ
ROBERT WOOD JOHNSON
MEDICAL SCHOOL
University of Medicine & Dentistry of New Jersey

To learn more about us, visit our website:
http://www.umdnj.edu/hrweb/

MILLERSVILLE
UNIVERSITY

Communication and Theatre Public Relations Generalist

Public Relations Generalist, Communication and Theatre Dept. Assistant/Associate Professor, full-time, tenure-track, beginning August 2002. Teach public relations courses, including: introduction to public relations, public relations writing, public relations cases or issues management, public relations campaigns. In addition, all members of the department teach public speaking. The Department of Communication and Theatre at Millersville University, with over 400 majors, is comprised of four options: broadcasting, communication studies, public relations, and theatre. The department moved into state-of-the-art facilities in 1999, with new Macintosh computers to accommodate multi-media teaching needs. The university is located in historic Lancaster County, PA, close to four major metropolitan areas, and boasts competitive salary and benefits. **Required:** Ph.D. or ABD (doctorate completed by 11/01/2003) in public relations, issue(s) management, communication, mass communications or other communication-related discipline. Evidence of: successful college teaching, ability to teach public relations-related courses, competency in teaching writing in a multi-media lab, a scholarly agenda, professional involvement in the field, successful interview, research presentation, and teaching demonstration. **Preferred:** Experience teaching public relations courses. Experience teaching students to create messages across multiple media. Strengths in corporate, nonprofit, health, and/or intercultural communication are a plus. A commitment to service learning, theoretically grounded approaches, and/or interdisciplinary approaches is desirable.

Full consideration will be given to applications received by **January 25, 2002.** Send letter of application, curriculum vitae, evidence of teaching ability, writing samples, copies of graduate and undergraduate transcripts, and three current letters of recommendation to: **Dr. Thomas Boyle, Chair, Public Relations Search/HI0107, Dept. of Communication and Theatre, Millersville University, P.O. Box 1002, Millersville, PA 17551-0302.**

An Affirmative Action/Equal Opportunity Employer
www.millersville.edu

WSU WICHITA STATE UNIVERSITY

REPRODUCTIVE BIOLOGIST

The Department of Biological Sciences at Wichita State University invites applications for a tenure-eligible faculty position at the rank of Associate Professor starting as early as March 2002.

Qualifications: Applicants must have a PhD or MD degree; postdoctoral training; a strong record of scholarly achievement; excellent communication skills (oral and written); successful experience with diverse populations; research experience and interest in developing an extramurally funded research program in the physiology and molecular biology of ovarian development and function in a rodent experimental system (applicants involved in studying endocrine disruption are preferred); the ability to teach undergraduate and graduate courses; experience at directing the training ‘ MS students; experience at including high school and undergraduate trainees in their research program; and a history of establishing liaisons with local medical communities.

The deadline for receipt of applications is January 22, 2002. To apply, send a complete application package: a letter of interest, a curriculum vitae, a statement of research goals, a statement of teaching philosophy and interests, and contact information for three references to: **Chairman, Faculty Search Committee, Department of Biological Sciences, Wichita State University, 1845 Fairmount, Box #26, Wichita, KS, USA 67260-0026.**

Wichita State University is an Affirmative Action/ Equal Opportunity Employer.

Anticipated Higher Education Faculty Opportunities

Georgia Perimeter College is a two-year, multi-campus college located in Metro Atlanta. The college was founded in 1964 and serves students from a 10-county area.

The following tenure-track positions are available for 2002-03. All positions require at least a Master's degree with a minimum of 18 semester or 30 quarter hours of graduate credit in the teaching field. College teaching experience and demonstrated knowledge of instructional technology is strongly preferred.

Salary placement is commensurate with education and experience, entry-level salaries range from $33,232 - $38,956 based on discipline and experience. The starting date for all positions is 8/12/02. The College reserves the right to extend searches, or in the event of budget restrictions, not offer positions advertised. Application deadline: 2/8/02.

Biology

Full range of general biology and microbiology courses on the two-year college level. **Position # 03-01.**

English

Full range of English courses (Developmental English through Introductory Literature); strong skills in teaching composition required. **Position #03-02.**

English as a Second Language

Full range of ENSL courses (graduate degree in TESOL or Linguistics required.) **Position #03-16.**

Mathematics

Full range of math courses (Developmental Math through Differential Equations). **Position #03-03.**

Reading

Full range of courses that include basic and advanced reading skills. **Position #03-04.**

Mathematics/Engineering

Introductory engineering courses and full range of math courses. (Must have 18 semester/30 quarter graduate hours in both Mathematics and Engineering.) **Position #03–17**.

For your application to be considered, applicants should reference position number and send the following as a single packet: (1) letter of interest, (2) resume, (3) unofficial copy of graduate transcript(s), and (4) list of five professional references (names, addresses, e-mail addresses, and telephone numbers) to:

Georgia Perimeter College
Attn: Judy Chastonay
3251 Panthersville Road
Decatur, GA 30034
Fax: 404-244-5774

Georgia Perimeter College.

An AA/EOE Employer
Georgia is an Open Records State

For more information about Georgia Perimeter College, please visit our web site at:

www.gpc.peachnet.edu

WESTERN
WASHINGTON UNIVERSITY

Executive Director for University Planning and Budgeting

WWU seeks applications and nominations for this senior management position, responsible to the university president for administration of the university's operating budget, strategic and long-range planning, and policy analyses.

Qualifications: Five years working with public policy development and implementation, and five years senior management-level experience is required. Extensive experience in public budgeting and planning is preferred. Bachelor's degree with significant, relevant professional experience is required.

Application: Sources for full description and application information: **http://www.ac.wwu.edu/cgi-bin/~wwujobs/admin; 360/650-3750; Linda.Luttrell @wwu.edu**. To ensure full consideration, application materials should be received by January 14, 2002. Send application materials to:

Executive Director Search Committee
Western Washington University
516 High Street; Old Main 300
Bellingham, WA 98225-9014

Inquires, nominations and applications will be held in confidence.

WWU is an AA/EO employer.
For disability accommodation: **360/650-3771 (V); 650-7696 (TTY).**

Experience
EMORY

United Methodist Campus Minister

Emory University invites applications and nominations for the position of United Methodist Campus Minister. As a professional in the Dean of the Chapel and Religious Life Office - which nurtures twenty-five interfaith and ecumenical groups on campus - the United Methodist Campus Minister will serve the campus community through program development, pastoral care, service-learning projects, communications, and worship. In particular, the United Methodist campus minister will assess and identify needs for religious life on campus and will serve on United Methodist boards and agencies to strengthen ties between Emory and the United Methodist Church. Additionally, the United Methodist campus minister will work cooperatively with the United Methodist congregation on campus (Glenn Memorial) in coordinating programs of mutual interest. Minimum qualifications include a master's degree in divinity and ordination as a United Methodist elder. The successful candidate will have demonstrated education/training for spiritual leadership as well as experience in fostering community in an environment of interfaith dialogue and ecumenical worship.

Founded in 1838 by the Methodist Church, Emory University maintains this historic tie while nurturing a rich variety of religious expression and practice. The University is located fifteen minutes from downtown Atlanta, one of the most culturally, ethnically, and religiously diverse cities in the South.

Emory University is an Equal Opportunity/Affirmative Action employer. Deadline for applications is January 31, 2002, but applications will continue to be accepted until position is filled.

Send résumé and 3 letters of reference to:

The Reverend Susan T. Henry-Crowe
Dean of the Chapel and Religious Life
Emory University
316 Cannon Chapel
Atlanta, GA 30322

Dean, College of Education

The University of Toledo invites nominations and applications for the position of Dean of the College of Education. The University is a Carnegie Doctoral/Research-Extensive, state-supported university with an enrollment of approximately 18,000 students. Faculty are represented by the AAUP. The Dean reports to the Provost.

The University is situated in an urban, residential neighborhood on a wooded, 255-acre university campus. The University is an integral part of the civic, cultural, and commercial life of the Greater Toledo community, and is an NCAA Division 1A university that fields championship caliber teams. The region affords a range of cultural opportunities that include a renowned museum of art, zoo, symphony orchestra, metropolitan park system, and children's science museum. Toledo is located on the western shore of Lake Erie, in close proximity to major cities in the Midwest.

Enrollment in the College of Education includes approximately 1900 undergraduates, 1100 master's students, and 100 doctoral students. As a unit in a regional, urban institution, the College of Education is committed to working with public schools and responding to the needs of urban schooling. The College of Education is accredited by NCATE and has a full complement of undergraduate teacher preparation programs, as well as extensive graduate programs.

The position demands an individual who can serve effectively as the chief academic and administrative officer of the College of Education. The candidate should present evidence of excellence in leadership and interpersonal skills and the ability to build collegiality, trust, and consensus among college staff.

The college seeks an individual with the energy and vision to support faculty in achieving excellence in teaching, research, grantsmanship, and scholarship. The candidate should have knowledge and understanding of the challenges facing urban teacher education programs.

Qualifications:

The successful candidate will demonstrate evidence of:

- Leadership style based on the highest standards of ethics and integrity
- Earned doctorate in a discipline related to an academic program within the College
- Exceptional credentials in teaching, scholarship/creative endeavors, and service meriting appointment with tenure at the rank of professor
- Record of management and support of externally funded faculty research
- Broad knowledge of trends and issues in teacher education and graduate education
- Knowledge of, and support of, technological innovations (e.g., distance learning)
- Record of creating and supporting inter-disciplinary and intra-university collaborations in research and teaching
- Familiarity with alumni relations and fundraising models
- Administrative experience in higher education, including previous or current NCATE accreditation experience

Responsibilities:

- Provide leadership and innovation in teaching and learning, including fostering links with an urban educational community
- Establish strong intra-college communication and promote collaborative decision-making
- Effectively advocate for the College within the University community
- Nurture dynamic undergraduate and graduate programs that foster intellectual rigor, reflective practice, and social inquiry
- Increase graduate and undergraduate enrollment through development of recruitment and retention strategies
- Create and support effective partnerships with schools, institutions of higher education, community organizations, industry, and government
- Promote diversity in recruitment and retention of faculty, staff, and student populations
- Enhance cultural diversity initiatives in curriculum and program development
- Monitor faculty tenure and promotion process
- Coordinate national and regional accreditation initiatives (e.g. NCATE & NCA)

Review of applications will begin on February 4, 2002, and will continue until the position is filled. Salary and other considerations will be consistent with the commitment of The University of Toledo to recruit and select the most qualified candidate. Additional information about the University and College is available at the website: www.utoledo.edu.

Application Requirements:

1. Letter of application addressing qualifications and responsibilities stated in position description
2. Curriculum vita
3. Names, addresses, phone numbers, and email addresses of three (3) references. Please also state your previous or current professional relationship with these references.

Complete application materials should be mailed to: Dr. William Free, Interim Provost and Vice President for Undergraduate and Graduate Education, 3340 UH - University of Toledo, 2801 West Bancroft Street, Toledo, Ohio 43606

Application materials may also be submitted electronically to: kbell@utnet.utoledo.edu

THE UNIVERSITY OF TOLEDO

The University is an Equal Access, Equal Opportunity, Affirmative Action Employer and Educator.

R·I·T

Rochester Institute of Technology

Dean of the College of Science

Rochester Institute of Technology is searching for an exceptional individual to become the next Dean of the College of Science. RIT is a privately endowed, coeducational, non-sectarian, technological university located on a 1300-acre campus in suburban Rochester, New York. The Institute enrolls approximately 15,000 full and part-time undergraduate and graduate students preparing for technical and professional careers. Its eight colleges include Applied Science and Technology, Business, Computing and Information Sciences, Engineering, Imaging Arts and Sciences, Liberal Arts, Science, and the primarily federally funded National Technical Institute for the Deaf.

Rochester Institute of Technology is in the midst of a profound redefinition of its activities and emphasis that will result in achieving a more prominent role nationally in both education and research. The College of Science will be an integral component in these plans with a leading role in the enhancement of the Institute's traditionally strong undergraduate education and expanding graduate programs. In doing so, the College will incorporate technological innovation, enriched research opportunities for undergraduates, and the integration of the program offerings of the various departments/colleges. Existing graduate programs in the College will be substantially enhanced and expanded, with additional MS and Ph.D. programs that emphasize interdisciplinary collaboration and applied research. The College comprises of the departments of Allied Health Sciences, Biological Sciences, Chemistry, Mathematics and Statistics, Physics, and the Center for Imaging Science. The annual budget is approximately $15 million. The College of Science has approximately 185 faculty/staff and nearly 1000 students enrolled in 32 degree programs.

The Dean is the chief academic, fiscal, and administrative officer, and has a key role in securing funds for the College's initiatives. We are seeking a dynamic individual, possessing strong interpersonal communication skills along with significant administrative experience, to lead in shaping the future of the College of Science. The successful candidate will have, at a minimum, a Ph.D. in an appropriate discipline for the College of Science, and a record of achievement in scholarship, education, and interaction with government and industry. A demonstrated record of successful attainment of major funding, through the competitive grants process, is essential.

RIT is an equal opportunity, affirmative action employer and invites and encourages applications from women and minorities. Additional information may be obtained at **http://www.science.rit.edu.** Please respond to: **The Search Committee for the Dean of the College of Science, Office of the Provost, Rochester Institute of Technology, 12 Lomb Memorial Drive, Rochester, NY 14623-5604.** Review of applications will begin on February 18, 2002.

BEST COPY AVAILABLE

Syracuse University
Assistant Professor, Cultural Foundations of Education

The Department of Cultural Foundations of Education at Syracuse University invites applications for a full-time, tenure track academic appointment in foundations of education at Assistant Professor level beginning Fall 2002.

The Department offers interdisciplinary graduate programs designed to support fundamental inquiry into the nature of education. Current foci include disciplinary concentrations in history, philosophy, and sociology of education and thematic concentrations in disability studies, gender and education, higher education, popular culture, qualitative research methods, and school reform. The Department offers M.S. and Ph.D. degrees.

We seek applicants strongly prepared in a foundational discipline (preference for history or philosophy) and whose research and teaching interests complement the strengths of the Department and School. Responsibilities include graduate and undergraduate teaching (two courses each semester); maintaining an active research and scholarly agenda; securing external funding; and advising. An earned doctorate in a foundational discipline or closely related field is required. Other requirements include evidence or promise of significant scholarly publications and excellence in teaching. Successful K-12 experience is desirable.

Review of applications begins January 15, 2002 and continues until the position is filled. Submit letter of application; curriculum vita; a writing sample; and three letters of recommendation to: **Prof. Sari Biklen, Chair of Search Committee, Cultural Foundations of Education, 350 Huntington Hall, Syracuse University, Syracuse, New York 13244-2340. Phone: 315-443-3343; Fax:315-443-9218; e-mail: skbiklen@syr.edu.**

Syracuse University is an equal opportunity, affirmative action employer committed to excellence through diversity. Women, persons of color, and persons with disabilities are encouraged to apply.

MCC
McHenry County College

Faculty Positions

McHenry County College, a public comprehensive community college located northwest of Chicago in Crystal Lake, IL. invites applications for the following nine-month, tenure track positions:

Art - Studio Art • Automotive • Business/Management/Marketing/International Business • Computer Information Systems (3 positions) • Early Childhood Education/Education • English (3 positions) •English/Reading • Mathematics.

Most positions require a Master's Degree in the subject to be taught and teaching experience. For complete requirements call 815-455-8901 or visit our web site **www.mchenry.cc.il.us.**

In addition, candidates should submit (1) letter of application including statement of their commitment to the community college and teaching/counseling: (2) a current resume, (3) college transcripts, (4) names, addresses and phone numbers of three references to:

Sandra Moll
McHenry County College
8900 U.S. Highway 14
Crystal Lake, IL 60012

Application deadline is January 18, 2002; however, applications will be considered until positions are filled. (fax and e-mail not acceptable.)

McHenry County College is an EEO employer, committed to diversity in its college community.

THE GRADUATE CENTER
THE CITY UNIVERSITY OF NEW YORK

MAGNET DOCTORAL FELLOWSHIPS
For African American and Hispanic Students

To encourage African-American and Hispanic (Latino/a) students to pursue academic careers, fellowships are awarded under the Minority Access/Graduate Networking (MAGNET) Program at The Graduate Center of The City University of New York.

PRESIDENT'S FOUR-YEAR FELLOWSHIPS
Four-year fellowships are offered to entering students in any of the 31 doctoral programs at CUNY. Awards are contingent upon acceptance into a program and satisfactory progress. Applicants must be U.S. citizens or permanent residents. Stipends are $16,000 per year plus full tuition. Fellows meet monthly for academic discussions, mentoring, and peer support.
Application Deadline: February 1, 2002.

NATIONAL SCIENCE FOUNDATION/ALLIANCES FOR GRADUATE EDUCATION AND THE PROFESSORIATE (NSF/AGEP)
A two-year NSF/AGEP fellowship is offered through the MAGNET program to African-American and Hispanic (Latino/a) students entering a doctoral program in the SEM disciplines (Sciences, Engineering, or Mathematics) at The Graduate Center of The City University of New York.

NSF/AGEP fellowships will supplement existing CUNY financial support for up to $23,000 per year, in addition to granting full tuition remission for two years. Continued financial and academic support will be made for up to six years by CUNY. Renewal is contingent upon satisfactory academic progress. Candidates (who must be U.S. citizens or permanent residents) will be considered on the basis of demonstrated financial need and academic performance in the SEM areas.
Application Deadline: February 1, 2002.

For applications, contact:
Office of Educational Opportunity & Diversity Programs, CUNY Graduate Center
365 Fifth Avenue, New York, NY 10016; 212/817-7540
E-mail: oeodpmail@gc.cuny.edu; Web site: http://web.gc.cuny.edu/oeodp

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UNIVERSITY of WISCONSIN
GREEN BAY

Dean of Liberal Arts and Sciences

The University of Wisconsin-Green Bay invites nominations and applications for the position of dean of Liberal Arts and Sciences. The Dean, in conjunction with the Associate Dean, has administrative and leadership responsibility for all academic programs and works closely with the Dean of Professional Studies and Outreach.

The University of Wisconsin-Green Bay is a public institution with 5,500 students and 18,000 alumni. Founded in 1965, it is located in Wisconsin's third largest metropolitan area.

Learn more about UW-Green Bay at the University's website — www.uwgb.edu

Review the job description at our online site — www.uwgb.edu/personnl/facult.htm

Initial screening is February 11, 2002; position open until filled.

UW-Green Bay is an Affirmative Action/Equal Opportunity employer. Names of applicants may be disclosed unless requested otherwise. Names of finalists will be released.

Broward Community College

Opening doors to a brighter future

Broward Community College (BCC) is a large, multi-campus urban institution in Broward County located in Southeast Florida. Founded in 1959 as the first public higher education institution in the county, Broward Community College functions as the principal provider of undergraduate higher education for the residents of Broward County. Through a wide variety of degree and certificate programs and continuing education courses, the college attracts a great diversity of students, including individuals planning to complete a bachelor's degree program, people seeking to acquire job-entry skills, employees desiring to upgrade skills for promotion or career change, and individuals seeking education for their personal enrichment. In addition, the college is also a source of cultural enrichment; a resource for community development, business, and industry; and an avenue for continued skill upgrading and enhancement and retraining. As a public comprehensive community college, the college serves well its role as a significant segment of America's higher education effort.

FACULTY POSITIONS
PENDING FUNDING

BCC is seeking candidates to fill tenure-track positions. These positions are for a 163-day contract, and most will begin in Fall, 2002. Minimum salaries are $30,882 (Master's degree with 18 graduate semester hours in discipline); $36,441 (Doctorate degree with 24 graduate semester hours in discipline).

Accounting Instructor, #279

Master's degree with eighteen graduate semester hours in Accounting; CPA required. Teaching and industry experience, multimedia presentation and Accounting software skills preferred.

Chemistry Instructor, #373

Master's degree with eighteen graduate semester hours in Chemistry with a concentration in Organic Chemistry. Teaching responsibilities include Introductory Organic Chemistry and General Chemistry lecture and laboratory courses. Community college teaching preferred. Knowledge of technology is a plus.

Computer Science Instructor, #992 & #993

Master's degree with eighteen graduate semester hours in Computer Science or a related discipline. Knowledge of Object Oriented programming languages such as C++ or Java, various operating systems such as Windows and Unix, and application programs, such as Microsoft Office is required. A Bachelor's degree in Computer Science will be considered if certified in some of the following: MCT, MCSD, Oracle, Sun Development, Cisco Networks, or Web Development. Candidate must be an advocate of student centered learning, energetic, and willing to learn new advances in technology.

Hospitality/ Tourism Instructor, #366

Master's degree in a Hospitality related field and work/industry and teaching experience. Responsibilities will include teaching courses in Hospitality, Management, Tourism/Travel and Restaurant, coordinating advisory board meetings, advising students, and reviewing/updating curriculum.

Mathematics Instructor, #254

Master's degree with eighteen graduate credit hours in Mathematics. Applicant will teach college preparatory Mathematics, with option of college-level Mathematics for supplemental pay. Applicant must be willing and able to incorporate technology in the classroom and must be open to new teaching strategies to enhance student success. Must be willing to work the evenings for part of the teaching load.

Mathematics Instructor, #117 & #464

Master's degree with eighteen graduate semester hours in Mathematics. Must be proficient in the use of technology and employ teaching techniques designed to engage students in active learning. Responsibilities will include teaching both college level and college preparatory mathematics courses.

Office Systems Technology Instructor, #222

Bachelor's degree in Business Education or related degree required; Master's degree in Business Education or related field preferred. Must have documented experience in an office environment and/or office operations. MOUS certification is a plus. Must have the expertise and ability to teach application software in the Office Systems Technology field (i.e. Desktop Publishing).

Physical Science Faculty, #356

Master's degree with eighteen graduate semester hours in Physics. Additional coursework in Earth Science, Physical Science, Astronomy, Geology, or Oceanography required. Community college teaching experience preferred.

Reading Instructor, #122

Master's degree with eighteen graduate semester hours in Reading; candidate should be prepared to teach basic reading skills, reading and study skills preparatory to college courses, second language/ESL reading skills, and study techniques consistent with college reading strategies.

Religion Instructor, #310

Master's degree with eighteen graduate semester hours in field. Experience teaching in the discipline of Religion; Doctorate preferred. The candidate should have broad competency in world religions, the various approaches to the study of religion, and the ability to take the initiative to create and teach courses in Religion under the special topics designation.

Speech Instructor, #1008

Master's degree with eighteen graduate semester hours in Speech or Communication. Preference given to candidates with experience in teaching diverse students.

ADMINISTRATIVE POSITIONS
PENDING FUNDING

Salaries are based upon qualifications and experience.

Provost for North Campus, #70

Broward Community College is seeking a visionary, energetic, and proactive Provost to oversee the day-to-day operation and long-term planning for the multiple academic and administrative areas at North Campus. The successful candidate will have demonstrated a high level of administrative ability and the leadership experience to manage a complex and dynamic campus environment while maintaining proper fiscal controls. As the chief operating officer of the campus, the Provost will report to the President of the College.

A qualified candidate will have graduated from an accredited college or university with an earned Doctorate in Education, Education Administration, or a related field, and have seven years of experience in Education, Instruction and Administration or a related area.

Dean of Student Affairs, #100

The Dean will provide specific experience in developing student success programs and working with culturally diverse students. The candidate will be able to provide leadership in enrollment management and articulate an understanding of a multi-campus organization that preserves a one-college concept.

Master's degree with five years of student affairs administrative experience demonstrating a strong ability to vision, plan and evaluate comprehensive student services in a community college setting; Doctorate preferred. Areas of responsibility include Student Life, Student Success, Registration, Counseling, Career Services, and Academic Advisement. Familiarity with financial aid services desirable. Computer literacy and data analysis skills are mandatory.

Aviation Institute Director, #033

The Aviation Director oversees three A.S. degrees that prepare students for employment in airport operations, aircraft maintenance, aviation administration and professional pilot technology. The Institute has a staff of six full-time and 15 part-time faculty, as well as 8 non-teaching staff members. The Director manages the Institute budget, hires and supervises faculty and staff, develops programs and serves as liaison with appropriate industry partners, other educational institutions and the FAA.

Master's degree in Aviation or a related field and five years progressively responsible administrative experience requiring Federal Aviation Administration and Federal Aviation Regulatory knowledge and compliance. Applicants must demonstrate their ability to provide dynamic leadership for the Institute's programs and personnel, and to work effectively with the Institute's flight contractors, industry partners and the FAA. Previous experience in an academic setting preferred.

Sciences and Wellness Department Head, #212

Reporting to the Dean of Academic Affairs, this position is responsible for the overall operation of the instructional department in accordance with College policies, procedures, and contractual agreements. The candidate will develop faculty schedules, evaluate faculty, supervise the activities of program coordinators, supervise lab and clerical staff, prepare and manage the budget, establish and implement departmental goals, and develop and revise curricula with the department. This large department offers courses in General Biology, Anatomy/Physiology, Microbiology, Zoology, Botany, Chemistry, Physics, Astronomy, Geology, Oceanography, Earth Science, Physical Science, Environmental Science, Landscaping, Horticulture, Pest Control, Wellness, and Recreation.

Master's degree with eighteen graduate semester hours in any discipline within the Biological or Physical Sciences. Four years full time post-secondary teaching experience and evidence of successful administrative experience in an educational setting.

ESL/Reading/SLS Department Head, #168

Master's degree with eighteen graduate semester hours in ESL and/or Reading, or a related discipline. Four years full time post-secondary teaching experience and evidence of successful administrative experience in an educational setting; or an equivalent combination of education and experience.

Communications Department Head, #199

Master's degree with eighteen graduate semester hours in Modern Foreign Language, Speech or Communication. Four years full time post-secondary teaching experience and evidence of successful administrative experience in an educational setting.

Broward Community College: Positions Continued

Communications Department Head, #399

Master's degree in Art, Modern Foreign Language, Reading or Speech. Four years full time post-secondary teaching experience; evidence of successful administrative experience in an educational setting; or an equivalent combination of education and experience.

Computer Science/Engineering/ Technology Department Head, #434

This candidate will be responsible for administration of all instructional programs within the department. Working with the department faculty, will assist in the development of curriculum and new programs, develop collaborations with industry, make recommendations to the Dean regarding all departmental personnel matters, and administer the departmental budget.

Master's degree with eighteen graduate semester hours in Engineering or a related field. Four years full time post-secondary teaching experience and evidence of successful administrative experience in an educational setting. Must be able to teach and have documented experience in at least one of the following areas of specialization: Electronics Engineering Technology, Biomedical Engineering Technology, or Computer Engineering Technology. Knowledge of Computer Science and industry certifications are a plus. Key qualifications include an ability to provide enthusiastic and energetic leadership, promote a vision for the advancement of the department, and a strong commitment to the Engineering Technology or related fields.

Visual & Performing Arts Department Head, #476

Master's degree with eighteen graduate semester hours in Art, Music or Theater. Four years full time postsecondary teaching experience and evidence of successful administrative experience in an educational setting.

Director of Instructional Design, #911

The Director is first a teacher, and second, a technologist. This person is an accomplished teacher and is recognized as such. As a technologist, will assist faculty in the application of technology to achieve course goals and to extend a course to students without regard to the place and time of instruction. This person is expected to have a comprehensive understanding of the many and varied software applications and technologies available to support learning in all disciplines.

Master's degree and three years experience, or Bachelor's degree and five years experience integrating technology into teaching/learning process. Demonstrated knowledge of multimedia instructional technologies (especially the web), distance education, and instructional design and assessment methodologies. Demonstrated ability to design, create and deliver instructional materials using appropriate development tools, and to train and lead faculty in these endeavors. Successful candidates must have strong project management, written and oral communication skills. Higher education teaching experience is desirable.

Coordinator of Public Safety Programs, #1070

Bachelor's degree in Criminal Justice, Public Administration or related field; Master's degree preferred. Three years progressively responsible experience in the Criminal Justice field with emphasis in law enforcement and corrections training. Knowledge of Florida Criminal Justice Standards and Training Commission policies and procedures is preferred. Close: 01/19/2002.

Events Manager Bailey Hall, #652

Associate's degree and three years experience organizing public events. Bachelor's degree preferred. Will coordinate departmental activities and public events including front of house activities for two theaters. Experience in an Educational and/or Performing Art setting. Must be self-motivated and able to work effectively with a minimum amount of supervision.

Hours: Tuesday through Saturday, 10AM- 6:30PM.

In order to be considered, interested candidates are requested to submit a cover letter, detailed resume, a list of references and photocopies of academic transcripts as well as a completed BCC employment application by 01/31/2002, unless another date is indicated.

Please forward to:

Broward Community College
225 E. Las Olas Blvd.
Human Resources
Ft. Lauderdale, FL 33301

Please call (800) 682-3646 for an official application.
www.broward.cc.fl.us/jobs/
EA/EO Institution

UNITED STATES DEPARTMENT OF AGRICULTURE
COOPERATIVE STATE RESEARCH, EDUCATION, AND EXTENSION SERVICE (CSREES)

The Cooperative State Research, Education, and Extension Service is seeking qualified individuals to fill three Federal Civil Service positions at the General Schedule (GS) 15 level. ($87,864 -$114,224) depending on individual qualifications. In their broad areas each of the positions requires knowledge of specific technical fields, including but not limited to the following:

Supervisory Public Affairs Specialist

The incumbent serves as the top public affairs advisor to the CSREES Administrator and manages the public affairs program for the Agency. Specifically, the incumbent serves as the Agency_s public affairs expert, and as such, plans, directs, and executes a national communication program that includes web presentation.

Director, Office of Planning and Accountability

The incumbent serves as the focal point for agency and national strategic planning and accountability and policy analysis for research, education, and extension programs. In this capacity, the incumbent leads and facilitates planning activities that implement emerging agency policy and responds to accountability mandates of the Government Performance and Results Act of 1993 and the Agricultural Research, Extension, and Education Reform Act of 1998.

Director, Multicultural Alliances (Interdisciplinary)

The incumbent serves to advance multicultural alliances and initiatives to enable the Agency to achieve its mission and strengthen teaching, research, and extension capacity at minority-serving institutions.

For a copy of the vacancy announcements and more information about CSREES, go to the CSREES home page at **www.reeusda.gov.**

Applications must be received by January 28, 2002.

U.S. CITIZENSHIP REQUIRED
USDA IS AN EQUAL OPPORTUNITY PROVIDER AND EMPLOYER

VICE CHANCELLOR, BUDGET AND PLANNING

UCSB

UNIVERSITY OF CALIFORNIA, SANTA BARBARA

Located on the coast approximately 100 miles northwest of Los Angeles, UC Santa Barbara is an internationally renowned center for teaching and research, distinguished by its interdisciplinary academic programs and its commitment to excellence and innovation. The 989-acre campus is bordered by the Pacific Ocean and the Santa Ynez Mountains and has approximately 16,700 undergraduates, 2,200 graduate students, 900 faculty members, and 2700 supporting staff members. For additional information, please visit UCSB's website at **www.ucsb.edu.**

Reporting directly to the Chancellor, the Vice Chancellor, Budget and Planning is responsible for the design, development, and implementation of campus planning and budgeting activities. Supervising a staff that currently numbers 28, the Vice Chancellor will advise the Chancellor on all aspects of campus planning, budget policy, and real estate activities. In addition, the Vice Chancellor will be responsible for all institutional research in support of these functions. Candidates must have successful budget and planning leadership within higher education or a comparable environment. It is essential that the Vice Chancellor has a strong commitment to the diverse missions of a major public university and possess the ability to work effectively with academic and administrative personnel in a variety of leadership roles. A bachelor's degree is required; a master's, doctorate or other relevant professional degree is preferred. A comprehensive benefits package will be provided. Relocation assistance is negotiable. Salary DOE. EOE. **For a full position description, see www.morrisberger.com.**

Send resume and cover letter to:
Morris & Berger, 201 S. Lake Ave., Ste. 700, Pasadena, CA 91101.
Fax or E-mail: (626) 795-6330, mb@morrisberger.com.

CENTRAL MICHIGAN
UNIVERSITY

Assistant Vice President for Institutional Diversity

Established in 1892, Central Michigan University has a growing enrollment of 28,015 students, including 19,188 students on the university's main campus. Classified by the Carnegie Foundation as a doctoral/research-intensive university, CMU is recognized for strong undergraduate education, a range of focused graduate and research programs, and a demonstrated commitment to diversity. CMU is a student-focused university with opportunities for leadership and involvement for an energetic team. CMU competes at the Division I-A level in athletics and is located in Mt. Pleasant, an expanding mid-Michigan community of approximately 25,000 permanent residents.

CMU invites applications for the position of Assistant Vice President for Institutional Diversity from qualified persons who share our commitment to diversity and nondiscrimination. The AVP for Institutional Diversity will have the primary responsibility for implementing the Institutional Strategic Plan for Diversity and promoting a more inclusive and diverse institution. Additional responsibilities include: coordinating diversity efforts related to curricular and co-curricular programs; encouraging and assisting all university departments in implementing programs and achieving departmental goals for diversity and equity; and creating mechanisms to receive input, participation, and support of directly affected groups.

The AVP for Institutional Diversity is a senior officer who reports to the Provost, serves on the President's Executive Staff and assumes responsibility for minority, multicultural, Native American, women's studies, gay and lesbian, and student disability services issues. Although this person works with these specific issues and related programs, the beneficiaries of these efforts would be the total campus community.

Qualified candidates for this position must have demonstrated leadership and administrative skills and increasingly responsible positions administering diversity programs in higher education, preferably at a public university. Candidates with an equivalent diversity experience in a complex organization will be considered. In addition, qualified candidates must possess knowledge of and experience in successfully addressing the issues and concerns of students from diverse backgrounds at a predominantly white institution; excellent written and oral communication skills; as well as experience related to the specific functions of this position are required. A doctoral degree/ABD near completion or an equivalent terminal degree is required. Experience in integrating diversity into the curriculum is desirable.

REVIEW OF APPLICATIONS will begin February 15, 2002 and will continue until the position is filled. The anticipated starting date is July 1, 2002. Salary is negotiable and commensurate with qualifications and experience. Candidates should send a letter of application, vita, a two page statement of the applicant's philosophy on diversity in higher education, a two page administrative leadership statement, and the names, addresses, phone numbers and e-mail addresses of three to five references. Inquiries, nominations and applications should be sent to:

Office of the Provost, AVP for Institutional Diversity Search,
Warriner Hall 112, Central Michigan University, Mt. Pleasant, MI 48859,
Tel (989) 774-3932, Fax (989) 774-2042.

Central Michigan University, an AA/EO institution, is strongly and actively committed to increasing diversity within its community (www.cmich.edu/aaeo).
URL's include: www.cmich.edu; www.cmich.edu/insdiv/.

NAZARETH COLLEGE **Assistant Professor of Italian and Spanish**

Nazareth College invites applications for a tenure-track position in Italian and Spanish at the Assistant Professor level beginning August 2002. Ph.D. required with a specialization in early Italian literature. Native or near-native fluency in Italian and Spanish required. Primary responsibilities include the teaching of Italian and Spanish language, culture, and literature classes at all levels. Candidate must have evidence of excellence in classroom teaching and be committed to active involvement in our many academic and cultural language-related activities.

Nazareth College is a thriving, independent, co-educational institution with 1900 undergraduate and 1200 graduate students. The college is located minutes from downtown Rochester, noted for its internationally recognized industries and museums, and for its cultural diversity. Nazareth College seeks individuals with an understanding of the benefits and importance of ethnic and racial diversity on campus and demonstrated commitment to the promotion of such diversity.

Please send letter of application, curriculum vitae, and three references to Dr. Maria Rosaria Vitti-Alexander, Chairperson, Search Committee, Department of Foreign Languages and Literatures, Nazareth College, 4245 East Avenue, Rochester, NY 14618. Applications will be considered until position is filled.
EOE/AA

THE STATE UNIVERSITY OF NEW JERSEY
RUTGERS
NEWARK

The Department of Education and Academic Foundations has undergraduate programs in developmental education, including courses in mathematics and communications skills, urban teacher education, and is developing collaborative graduate specializations in educational policy (in the Ph.D. in Urban Systems Program) and educational leadership (in the Master's in Public Administration Program). We seek faculty with an earned doctorate, experience in urban education, record of scholarship, and potential to secure grants. Preference will be given to candidates with the ability to teach in more than one of the department's programs. Positions for Fall 2002.

Teacher Education

Rank Open
The department seeks an individual with experience in teacher education with expertise in one or more of the following: literacy, including the teaching and learning of reading and writing at the elementary and/or secondary levels; and social studies at the K-12 level.

Educational Administration and Leadership and Urban Educational Policy

Rank Open
The department seeks an individual with expertise in educational administration and leadership and urban educational policy to teach in two graduate specializations: a specialization in Educational Administration and Leadership in the MPA Program and a specialization in urban educational policy in the Ph.D. in Urban Systems; as well as to teach social foundations courses in teacher education programs. All programs emphasize urban school problems and improvement.

Send letter, vita, names of three references, to **Alan R. Sadovnik, Chair, Department of Education and Academic Foundations, Rutgers University-Newark, 175 University Avenue, 155 Conklin Hall, Newark, NJ. 07102.** Send inquiries to sadovnik@andromeda.rutgers.edu Review of applications review will begin February 1, 2002 and continue until position is filled.

Rutgers University is an Equal Opportunity/Affirmative Action employer.

AMERICAN UNIVERSITY
WASHINGTON, DC

American Scholars Faculty

American University is interested in building upon its high quality and diverse faculty by increasing the number of faculty in under-represented groups in academia. The Provost invites applications and nominations for American Scholars Faculty. These are tenure-track positions beginning Fall 2002, rank open, in fields that advance the mission of the institution. It is expected that there will be four positions available. Candidates are expected to have completed their PhD or terminal degree by August, 2002. Teaching experience at the college/university level is required. Review of applications and nominations will begin immediately.

Please forward applications or nominations to:

Dr. Ivy E. Broder
Dean of Academic Affairs
American University
4400 Massachusetts Ave., NW
Washington, DC 20008

UNIVERSITY of WISCONSIN
GREEN BAY

Provost and Vice Chancellor for Academic Affairs

The University of Wisconsin-Green Bay invites nominations and applications for the position of Provost and Vice Chancellor for Academic Affairs. The position reports directly to the Chancellor and participates in the overall administration of the University.

The University of Wisconsin-Green Bay is a public institution with 5,500 students and 18,000 alumni. Founded in 1965, it is located in Wisconsin's third largest metropolitan area.

Learn more about UW-Green Bay at the University's website — www.uwgb.edu

Review the job description at our online site — www.uwgb.edu/personnl/facult.htm

Initial screening is February 11, 2002; position open until filled.

UW-Green Bay is an Affirmative Action/Equal Opportunity employer. Names of applicants may be disclosed unless requested otherwise. Names of finalists will be released.

President

University of West Florida

After fourteen years leading the University of West Florida through growth and accomplishment as its President, Dr. Morris Marx has announced his retirement effective at the beginning of the fall, 2002 term. Hence, the Board of Trustees announces a national search for UWF's next President to lead the University to even greater stature and success.

The University of West Florida is located on a beautiful 1,600-acre campus of rolling hills and natural woodlands along the Escambia River in Pensacola. One of eleven public universities in Florida, it currently enrolls more than 9,000 students in its College of Arts and Sciences, College of Business, and College of Professional Studies. The University employs 403 FTE faculty and 650 full-time staff and has an annual operating budget of $117 million.

A successful candidate will have demonstrated the ability to lead a large, complex organization toward excellence. The President must be a strategic thinker who is able to foster and build upon the existing strengths, achievements, and initiatives at UWF, and have a clear vision of where the institution needs to go in the future. The candidate must have a passion for students and the higher education mission, and a demonstrated commitment to address the needs of students, faculty, staff and alumni. More information about the University of West Florida and the Presidential search may be obtained from the University's website at http://uwf.edu/trustees/Presidentsearch/.

Review of candidate materials will begin immediately and will continue until a new President is selected. Materials received by March 1, 2002 will be assured full consideration. Highly competitive salary and benefits offered. Please send all nominations and applications to:

R. William (Bill) Funk
Search consultant
Korn/Ferry International
2100 McKinney Avenue, Suite 1800
Dallas, Texas 75201
[Email: krisha.creal@kornferry.com]
[Fax: 214/954-1849]

~The University of West Florida is an equal opportunity/access/affirmative action employer. Candidates and nominators should be apprised that all materials submitted relative to this search fall under the State of Florida Sunshine Open Records statutes~

California Lutheran University

Faculty Positions:

TPP Program and Doctoral Program, School of Education; Physics; Psychology; Computer Science; Spanish; School of Business.

See our web site:
www:clunet.edu

CLU is an equal opportunity employer.

TEXAS WOMAN'S UNIVERSITY

Counselor Education, Assistant Professor tenure-track position in the Counseling and Development program beginning fall 2002. The counseling program includes CACREP accredited master's degree programs for community and agency counselors and for school counselors. Applicants should have a doctoral degree in Counselor Education, preferably from a CACREP accredited program. Send letter of application, vitae, transcripts, three independent letters of reference, and names, addresses, and phone numbers of three additional references to: **Dr. Cathy Woodyard, Search Committee Chairperson, Department of Family Services, Texas Woman's University, P.O. Box 425769, Denton, TX 76204-5769.** Review of applications begins March 1, 2202. Search will remain open until position if filled.

EEO/AA/ADA employer

BEST COPY AVAILABLE

DEPARTMENT CHAIRS

Georgia Perimeter College is a two-year, multi-campus college located in Metro Atlanta. The college was founded in 1964 and serves students from a 10-county area. We currently have the following opportunities available.

Individuals will be responsible for providing leadership to the appropriate faculty and staff under the supervision of the campus Dean of Academic Services. Primary responsibilities are to maintain standards of instruction that challenge students academically and to maintain an academic climate conducive to teaching and learning. These are twelve-month, tenure track positions with faculty rank and will require some teaching.

#03-05 **DENTAL HYGIENE**
(Dental Hygiene or related field. Current GA license; at least 2 years recent clinical practice experience required.)

#03-06 **SCIENCE**
(Astronomy, Biology, Chemistry, Geology, Physics)- 2 positions

#03-07 **BUSINESS-PHYSICAL EDUCATION-SOCIAL SCIENCES**
(Accounting, Anthropology, Business Administration, Economics, Education, Geography, History, Marketing, Physical Education, Political Science, Psychology, Sociology)- 2 positions

#03-08 **MATHEMATICS - COMPUTER SCIENCE**
(Math, Computer Science or related field)- 3 positions

#03-11 **ENSL - FOREIGN LANGUAGE**
(TESOL, Linguistics, French, Spanish or related field)- 2 positions

#03-12 **FINE ARTS**
(Art, Drama, Film, Music/Applied Music, or related field)

#03-14 **HUMANITIES**
(English, Speech/Communication, Reading, Religion, Philosophy)

* * *

#03-13 **DISCIPLINE COORDINATOR INTERPRETER TRAINING**
(American Sign Language, Education of the Deaf & Hearing Impaired or related field. Certification in interpreting by RID or Level 4 or 5 certification by NAD. This is a non-tenure track position with rank and may require additional teaching responsibilities.)

Master's degree required with a minimum of 18 semester (30 quarter) hours of graduate credit in the discipline (see above), Doctorate preferred. A minimum of three years of college-level teaching experience combined with two years of supervisory or managerial experience required. Experience in academic planning and assessment, curriculum development, faculty evaluation, promotion and tenure processes, course scheduling, faculty and staff recruitment and hiring, development and management of budget.

Salary is commensurate with education and experience (minimum entry salary $56,252) with excellent benefits. Initial appointment will be for a term of up to four years with reappointment at the discretion of the President. Positions will start July 1, 2002. Application deadline: 2/8/02

Applicants should reference the appropriate position number and send the following as a single packet: (1) letter of interest, (2) resume, (3) unofficial copy of graduate transcript(s), and (4) list of five professional references (names, addresses, e-mail addresses, telephone numbers) to:

Georgia Perimeter College
Human Resources Dept.
Attn: Judy Chastonay
3251 Panthersville Rd
Decatur, GA 30034

Georgia
Perimeter
College.

An AA/EOE/ADA Employer
Georgia is an Open Records State

For more information about Georgia Perimeter College and this specific position, please visit our website at:

www.gpc.peachnet.edu

HILLSBOROUGH
Community College

Located in the Tampa Bay area on Florida's sunny Gulf coast, Hillsborough Community College (HCC) is a dynamic multi-campus, state-supported Community College accredited by the Southern Association of Colleges and Schools. HCC seeks candidates with a strong commitment to teaching, the use of technology, and innovation. HCC offers competitive pay and benefits in a diverse, multicultural environment dedicated to serving our students and our community. The College is particularly interested in receiving applications from a broad spectrum of people, including women, minorities and persons with disabilities.

FACULTY POSITIONS FOR 2002-2003

Positions begin August 20th, 2002. Applicants must follow application instructions on the HCC website (**www.hcc.cc.fl.us**). Submit **(1)** completed HCC Employment Application (online applications accepted) and **(2)** copy of academic transcript from regionally accredited institution of higher education showing graduate degree. Applicants may submit resume/supporting documents. Requires Master's in area or related field, minimum 18 graduate semester hours in discipline. All documents must be received in Employment on or before close out date of Friday, February 15th, 2002.

Projected faculty positions (subject to funding) shown by campus: Biology (Dale Mabry), Business (Ybor City), Chemistry (2) (Brandon), Computer Science (Dale Mabry and Ybor City), Dance (Ybor City), Dental Assisting (Dale Mabry), Economics (Dale Mabry and Ybor City), EMS (Dale Mabry), English (Brandon), ESL (Brandon), Mathematics (Brandon and Ybor City), Physics (Dale Mabry), Registered Nurse (Dale Mabry), Sign Language Interpretation (Dale Mabry), and Spanish (Brandon).

www.hcc.cc.fl.us

RICHARD STOCKTON COLLEGE OF NEW JERSEY

INSTRUCTIONAL DESIGNER
INSTRUCTIONAL TECHNOLOGY SPECIALIST

The Richard Stockton College of New Jersey is seeking to fill two vacant positions in the Center for Instructional Media & Technology. The successful candidates for these positions will assist and support faculty with instructional technology design and development.

- **INSTRUCTIONAL DESIGNER** must have a Master's Degree and three years of experience in instructional design and technology and demonstrated skill in the use of graphics and other multimedia applications. This individual must also have experience in the communication skills and a knowledge of and experience in interactive computing technologies. Salary $35,870-$41,253.
- **INSTRUCTIONAL TECHNOLOGY SPECIALIST** must have a BS and two years experience in the design and delivery of technology related workshops or consulting. In addition this individual must have knowledge of a variety of software applications, i.e., DreamWeaver, PhotoShop, and on-line course development, specifically WebCT. Salary $32,536-$37,415.

Please visit our website, www.Stockton.edu for additional information regarding the College and these positions. Send letter of application, resume and at least three letters of reference to **Mark Jackson, Director, Media Services & Distance Education, The Richard Stockton College of New Jersey, PO Box 195, AA51, Pomona, NJ 08240-0195. Screening will begin January 22, 2002 and continue until positions are filled.** Stockton is an *AA/EOE. Women and minorities are encouraged to apply.* R022900

THE OHIO STATE UNIVERSITY
COLLEGE OF EDUCATION

Early Childhood Education. Assistant Professor, tenure track. Earned doctorate in early childhood education or related field and 3 years teaching experience at Pre-K/primary level. Teach and advise undergraduate and graduate students in early childhood programs. Experience in and commitment to urban education and preparing teachers for urban contexts. Participate in school/university collaborative efforts related to teacher education. Solicit funding to conduct research in early childhood education. Engage in service and governance activities. Interest in technology, curricular integration, and/or multicultural education related to the education of young children grades Pre-K-3.

Foreign and Second Language Education: Assistant Professor, tenure track. Earned doctorate in Foreign and Second Language Education, TESOL, or equivalent and three years foreign language teaching in K-12 schools or equivalent. Teach and advise graduate students in Foreign and Second Language Education programs; collaborate with schools in teacher licensure and TESOL endorsement; solicit funding to conduct research in second language education. Engage in service and governance activities. Commitment to urban education and interest in infusing technology into teaching and teacher education programs.

School Counseling. Assistant Professor, tenure track. Earned doctorate in counselor education or school counseling; two years of experience as school counselor preferred; Participate in school/university/community collaborative efforts related to the preparation of school counselors. Teach graduate courses in counselor education (multicultural counseling, counseling theories, internship); participate in activities associated with professional development schools particularly in urban settings; secure extramural funding to conduct research in school counseling for K-12 education in urban settings.

For details on positions and College of Education programs visit our web-site (http://coe.ohio-state.edu/). We will begin reviewing applications after February 15, 2002 and continue until positions are filled. Please submit a letter of application, copy of professional resume, representative publications, and three letters of reference to:

Dr. Mary O'Sullivan, Associate Dean, 149 Arps Hall, 1945 North High Street, Columbus, OH 43210-1172 or fax to (614) 688-3942.

The Ohio State University is an equal opportunity, affirmative action employer
Women, minorities, veterans, and individuals with disabilities are encouraged to apply

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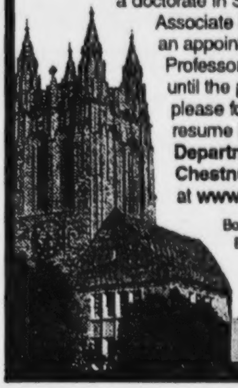
ASSOCIATE DEAN
GRADUATE SCHOOL OF SOCIAL WORK

Boston College invites applications and nominations for the position of Associate Dean in the Graduate School of Social Work. The Associate Dean is responsible for advising and supporting the Dean in the areas of teaching and research; providing senior leadership specifically in the areas of curriculum, faculty development, teaching and research; overseeing doctoral, MSW, field and continuing education programs; working with directors; overseeing full and part-time faculty recruitment, promotion and tenure processes; overseeing accreditation; developing and managing strategic plans; reviewing all sponsored research; investigating and implementing instructional technologies; and working with academic and student services.



Requirements: The Associate Dean must have an exemplary record of research, scholarship and teaching, as well as demonstrated leadership experience in administrative functions. An MSW degree and a doctorate in Social Work or a related field are required. The Associate Dean is an administrative position; however, an appointment to the rank of Associate or Full Professor is possible. Applications will be considered until the position is filled. To ensure full consideration, please forward two copies of both a cover letter and resume by January 12, 2002 to: **Boston College Department of Human Resources, More Hall 315, Chestnut Hill, MA 02467-3807.** Visit us on the web at **www.bc.edu/bcjobs.**

Boston College is an Affirmative Action/Equal Opportunity Employer.

BOSTON COLLEGE
A Jesuit, Catholic University

ILLINOIS
UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN

Dean
College of Agricultural, Consumer and Environmental Sciences

The University of Illinois at Urbana-Champaign invites nominations and applications for the position of Dean of the College of Agricultural, Consumer and Environmental Sciences.

The Dean is the chief executive officer of the College, responsible to the Provost and to the Chancellor for its administration, and is the agent of the College faculty for the execution of College policy.

Qualifications sought include an earned doctoral degree; academic experience in the agricultural, consumer, or environmental sciences, or another field related to the College's scope; scholarly achievement; administrative experience; demonstrated commitment to the development of a talented, diverse faculty and staff; and ability to lead the College in its academic responsibility as part of a nationally and internationally recognized land-grant university. The Dean provides leadership in the College's service to a major agricultural and industrial state, works closely with campus and university administration as an integral part of intercollegiate and university-wide initiatives, and interacts with leaders at local, state, and national levels.

This is a full-time, 12-month appointment. Salary is negotiable. The expected starting date is August 21, 2002, with possible appointment earlier or later. To assure full consideration, nominations and applications (including vita) should be postmarked by February 1, 2002, and sent to:

Dr. Bradford Schwartz, Chair
Search Committee for Dean of the College of Agricultural, Consumer and Environmental Sciences
University of Illinois at Urbana-Champaign
Swanlund Administration Building
601 East John Street
Champaign, IL 61820
Attention: Shirley Apperson
(*Phone* 217 / 244-9483; *Fax* 217 / 244-5639)

Affirmative Action/Equal Opportunity Employer

R·I·T

ENGLISH/WRITING

Assistant Prof, tenure track. Qualifications: expertise and research in Writing in the Disciplines (Science and Technology; Social Sciences and Humanities), or in Professional/Scientific Writing; Ph.D. by September 2002 in Rhetoric and Composition, or in English (Writing); commitment to and experience teaching writing; ability to develop advanced writing courses. Deadline: January 15, 2002. Letter, curriculum vitae, writing sample, and dossier to:

Dr. Joseph Nassar
Language and Literature Department
Writing Search Committee
College of Liberal Arts
Rochester Institute of Technology
92 Lomb Memorial Drive
Rochester, New York 14623-5604

RIT is an equal opportunity, affirmative action employer looking for individuals with an ability to contribute in meaningful ways to the Institute's commitment to cultural diversity and pluralism.

MIAMI UNIVERSITY
OXFORD OHIO

ASSISTANT PROFESSOR

Miami University Hamilton

Assistant Professor to teach first-year and sophomore level math classes, provide service to the campus and University, and engage in scholarship activities.

Requires a Ph.D. by August 2002 in Mathematical Science or Mathematics Education, strong credentials or demonstrated potential for high quality teaching.

Send letter of application; AMS cover sheet; curriculum vitas; description of current research; statement of teaching philosophy; and three letters of recommendation, one addressing teaching, to: **Dr. Lee K. Sanders, Miami University Hamilton, 1601 Peck Blvd., Hamilton, OH 44011, PH: 513-785-3228.** Screening of applications will begin immediately and continue until the position is filled.

EQUAL OPPORTUNITY IN EDUCATION AND EMPLOYMENT.

Miami University's report, *Campus Crime and Safety*, is available at **www.muohio.edu/righttoknow**
A hard copy may be obtained by contacting the Personnel Office.

Visit our Web site at:
www.MUOhio.edu

COORDINATOR of INSTRUCTIONAL SUPPORT SERVICES

Individual will be responsible for the day-to-day operations of the Math, Writing and Reading Labs. The department provides tutoring services for approximately 10,000 students per semester.

Master's degree (18 semester or 30 quarter graduate hours) required in Reading, English, Math, or related field from an accredited college or university. The abilities to plan and analyze trends in use of services and manage expenses to meet department budget are required. Minimum of three years teaching experience combined with two years of managerial or supervisory experience required.

Salary: $36,558 (commensurate with education and experience) with excellent benefits. Position is available to start immediately. Review of applications will begin January 25, 2002 and may continue until the position is filled.

Applicants should reference position number **(#02-153)** and send the following as a single packet: (1) letter of interest, (2) resume, (3) unofficial copy of graduate transcript(s), and (4) list of three professional references (names, addresses, telephone numbers) to:

Judy Chastonay
Georgia Perimeter College
Dept. of Human Resources
3251 Panthersville Road
Decatur, GA 30034
Fax: (404) 244-5774

Georgia Perimeter College
An AA/EOE/ADA Employer
Georgia is an Open Records State

For more information about Georgia Perimeter College and this specific position, please visit our website at:

www.gpc.peachnet.edu

University of South Florida
USF

The College of Arts and Sciences invites applications for the following positions during recruitment year 2001/2002. For specifics about each position, including position qualifications, application deadlines and department contact, see the USF Faculty Vacancy Listing at http://usfweb.usf.edu/usfpers/vacancy.html. All positions are contingent upon final funding.

The College of Arts and Sciences is a community of scholars dedicated to the idea that educated people are the basis of a just and free society. The College consists of 29 academic units offering 43 bachelor's programs, 36 master's programs, and 14 doctoral programs.

AFRICANA STUDIES, Assistant Professor
BIOLOGY, Assistant Professor
CHEMISTRY, Assistant Professor
COMMUNICATION SCIENCE & DISORDERS, Assistant Professor
ENVIRONMENTAL SCIENCE & POLICY, Associate/Full Professor
GEOGRAPHY, Associate/Full Professor
LIBRARY & INFORMATION SCIENCE, Assistant Professor
MATHEMATICS, Instructor
PHYSICS, Assistant Professor, Associate/Full Professor
PSYCHOLOGY, Assistant Professor
SOCIAL WORK, Full Professor and Director
WORLD LANGUAGE EDUCATION, Assistant Professor

USF is a Carnegie Foundation Doctoral/Research Extensive University, the second largest recipient of extramural funding in the state university system, and one of Florida's three designated Research 1 universities. Founded in 1956, USF is now the largest metropolitan university in the Southeastern United States, serving 36,000 students in ten colleges on four campuses. USF offers degree programs in 79 undergraduate disciplines, 89 master's and specialists programs, and 26 doctoral programs, including the M.D. The faculty numbers more than 2,000 members.

The University of South Florida is an equal opportunity, affirmative action, equal access institution. For disability accommodations, please contact the individual departments at least five working days in advance. According to Florida law, applications and meetings regarding them are open to the public.

Susquehanna University

Selinsgrove, Pennsylvania

DEAN OF STUDENT LIFE

Susquehanna University invites applications for the position of Dean of Student Life, the chief student affairs post in the University. The Dean of Student Life is a member of the President's Senior Staff and Executive Staff, participates with the University Council in advising the President on broad planning and policy issues and related budget allocations, and reports to the Vice President for Academic Affairs. The Dean is responsible for the planning, development, and administration of programs in Residence Life, Student Activities, the Counseling Center, the Center for Career Services, the Health Center, the Office of Multicultural Affairs, the Center for Service Learning and Volunteer Programs, and the Office of Public Safety. The University Chaplain also typically meets with the Student Life Staff. Continuing a long tradition of collaboration between Student Life and Academic Affairs, the Dean meets regularly with a Faculty Student Life Committee and joins three academic deans, the director of the university library, the director of the office of information technology, and the director of continuing education in meetings of the Academic Staff. The Dean is engaged with staff and faculty from across the University in coordinating and implementing retention efforts and sustaining a campus environment conducive to student maturation, leadership development, and academic achievement.

Qualifications: An earned doctorate is preferred; a master's degree is required. Evidence of increasing professional and/or administrative responsibility is essential. Candidates should be able to say how they would work effectively with others to shape an environment supporting and enhancing student learning and development. The successful candidate also will have a commitment to studies in the liberal arts and sciences and their successful integration with pre-professional and professional education.

Susquehanna University is a selective, residential, undergraduate university of approximately 1,800 students historically affiliated with the Evangelical Lutheran Church in America. Academic programs are organized in three schools: the School of Arts, Humanities and Communications, the School of Natural and Social Sciences, and the Sigmund Weis School of Business. The University's 200-acre campus, noted for its beauty, is located 50 miles north of Harrisburg, Pennsylvania, in the scenic Susquehanna River Valley, about a three hour drive from Philadelphia, Washington, D.C., and New York City. For more information, please check http://www.susqu.edu

Review of applications will begin February 18 and continue until the position has been filled. Preferred effective date for appointment is June 15, 2002. Please submit nominations and expressions of interest, in confidence, to:

Dean of Student Life
Susquehanna University
C/O EDUCATIONAL MANAGEMENT NETWORK/WITT/KIEFFER
98 Old South Road • Nantucket, MA 02554
Questions concerning this search may be directed to Lucy A. Leske
at 508-228-6700 or via e-mail at susqu@emnemn.com.

Susquehanna is an equal opportunity employer.
Minorities and women are encouraged to apply.

Educational Management Network/Witt/Kieffer

Brigham Young University

Department of Communications

Assistant/Associate Professor of Communications (Public Relations)

Tenure-track position to teach primarily public relations writing. Other teaching assignments in public relations, department core and electives, or the department's graduate program as the candidate's qualifications and department needs dictate. Successful candidate must have a focused agenda for scholarly research and publication. Professional experience and the Ph.D. are required. Appointment at assistant or associate rank according to candidate's qualifications and experience. Adherence to high standards of Christian and ethical conduct, and to the rules of behavior of the sponsoring institution, The Church of Jesus Christ of Latter-day Saints, is required. Preference is given to members of the sponsoring church in good standing. Women and minorities are encouraged to apply.

Review of applications will begin February 1, 2002 and will continue until the position is filled. Please send curriculum vitae and statements of research interests and teaching philosophy to **Michael Perkins, Chair, Department of Communications, E-509 HFAC, Brigham Young University, Provo, UT 84602.** Inquiries may be directed to Dr. Steve Thomsen, Search Committee Chair at the same address or by e-mail to **Steven_Thomsen@byu.edu.**

ASSOCIATE DIRECTOR

OFFICE OF STUDENT CONFLICT RESOLUTION

Division of Student Affairs

The University of Michigan

The University of Michigan invites applications for the position of Associate Director of the Office of Student Conflict Resolution (OSCR). OSCR provides educationally innovative conflict resolution services to a culturally diverse University community, and is committed to promoting and maintaining a scholarly community is which disputes are settled civilly and with dignity for all participants. The Associate Director, reporting to the Director of OSCR, will have management and leadership responsibilities, and will coordinate the development, promotion, and implementation of the Statement of Student Rights and Responsibilities, including management of its operational aspects in relation to departments throughout the University; and serve as OSCR's liaison to University Housing. .

Qualifications: Ph.D. or Ed.D. in College Student Personnel/Higher Education Administration preferred; Masters degree required. At least 5 years of substantive student affairs experience, optimally in judicial affairs, or equivalent combination of education and experience required. At least 3 years of demonstrated managerial experience. Knowledge of and experience in student conflict resolution theory and practice, preferably in a complex university setting; demonstrated commitment to educational approaches in resolving conflict; ability to work effectively with a wide range of constituents, including students, faculty, staff, parents, and members of the legal system; proven ability to take appropriate initiative; excellent interpersonal, written and verbal skills; commitment to teamwork and participatory management in a dynamic multicultural environment.

Salary Range: Mid $50's

Benefits: The University offers an excellent benefits package, including several health-care options, and immediate vesting in the University's outstanding retirement plan. Additional and optional vision, legal, life insurance and disability plans are also available.

To Apply: Please submit a letter of application, resume, and the name, address, and phone number of three professional references to:

Associate Director Search Committee
Office of Student Conflict Resolution
The University of Michigan
Room G121 South Quadrangle
600 East Madison
Ann Arbor, Michigan 48109-1372

Review of applications will begin immediately and will continue until the position is filled.

Keith Elkin, Director of the Office of Student Conflict Resolution, will be attending the ASJA and NASPA Conferences. If you are interested in the Associate Director position, please call Mr. Elkin at (734) 936-6308 in advance to set up a meeting time or contact him directly at the Conference.

The University of Michigan is an Equal Opportunity, Non-Discriminatory Employer.

NATIONAL ENDOWMENT FOR THE

HUMANITIES

REANNOUNCING

AN EMPLOYMENT OPPORTUNITY FOR A

HUMANITIES ADMINISTRATOR

THE NATIONAL ENDOWMENT FOR THE HUMANITIES (neh) is reannouncing its opening for a humanities administrator in the Division of Preservation and Access. The Division of Preservation and Access provides leadership and support for a sustained national effort to preserve and increase the availability of resources important for research, education, and public programming in the humanities. This position was advertised in the November 9, 2001, issue of the Chronicle of Higher Education under Vacancy Announcement #02-002, with a closing date of December 17, 2001. Applications previously received under Vacancy Announcement #02-002 will be considered under this reannouncement. Due to mail delivery problems since October, you are urged to verify receipt of your application materials.

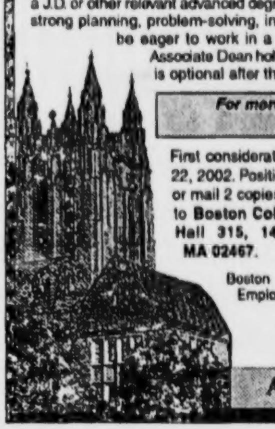
If you have not previously applied and are interested in learning about this employment opportunity, qualifications required for the position, deadline for receipt of applications, and how to apply, visit **http://www.neh.gov/whoweare/jobs.html** or call 202/606-8415 to receive a copy of the vacancy announcement, #02-015.

IMPORTANT NOTE: The U.S. Postal Service (USPS) has advised our agency that first class mail addressed to NEH is being delayed due to the anthrax-related closure of one of their main sorting facilities in Washington, DC., on October 21, 2001. Materials sent via other methods of delivery (e.g., UPS or Federal Express), are not affected by this USPS closure and should have arrived on their normal schedule. If you previously sent application materials to be considered under vacancy announcement #02-002, you are urged to e-mail this office at **humanresources@neh.gov** or call Dion Blassingame at (202) 606-8415 to verify receipt of your application materials. If your material has not been received, or if you are a first-time applicant, use this reopen period to submit by another alternative (e.g., e-mail to the above address, via fax transmission to 202/606-8656, a commercial delivery service, or hand delivery to the NEH drop-box located on the 12th Street side of the Old Post Office Pavilion at 1100 Pennsylvania Avenue, NW). Remember, any extra documents requested in the application instructions must still be part of your submission. During this period of uncertain mail delivery, your application will only be considered for this position if it is received by the closing date; therefore, you are urged to use an alternative form of delivery.

Associate Dean
Finance and Administration, Law School

Boston College Law School invites applications and nominations for the position of Associate Dean for Finance and Administration. The Law School is a highly selective, nationally ranked institution, currently embarking upon a dynamic planning process in anticipation of the celebration of its 75th year. With other Law School administrators, the Associate Dean will advise and assist the Dean in developing and implementing Law School policies and procedures. The Associate Dean is responsible for a wide range of activities: human resource management; budget planning and administration; facilities planning and management; statistical reporting; events management; marketing and communications; provision of faculty support services; and direct responsibility for oversight of the offices of Admissions, Career Services and Law Review Publications. The Associate Dean also maintains a liaison relationship with many University departments, representing the interests of the Law School, and serves on University committees as appropriate.

Applicants for the position must have demonstrated success in leadership roles in administrative settings, including personnel management and budget experience, preferably in legal or higher education or in a legal organization. In addition to a Bachelor's degree, a J.D. or other relevant advanced degree is strongly preferred. Applicants should possess strong planning, problem-solving, interpersonal and communication skills and should be eager to work in a collegial and rapidly changing environment. The Associate Dean holds an administrative appointment; however, teaching is optional after the first year of employment.



For more information and to apply online, visit: www.bc.edu/bcjobs

First consideration will be given to resumes received by January 22, 2002. Position available June 1, 2002. Apply online, in person, or mail 2 copies of a cover letter and resume, referencing 1518a, to **Boston College, Department of Human Resources, More Hall 315, 140 Commonwealth Avenue, Chestnut Hill, MA 02467.**

Boston College is an Affirmative Action/Equal Opportunity Employer.

BOSTON COLLEGE

A Jesuit, Catholic University

Director of Athletics

UIS
UNIVERSITY
of ILLINOIS
SPRINGFIELD

University of Illinois
at Springfield

The primary function of this position is to manage the daily business of the Athletic Programs including student and program compliance and financial accountability as the fiscal officer for all athletic accounts. This position reports to the Assistant Vice Chancellor for Student Affairs and is responsible for the supervision of currently five (5) permanent part-time non-student head coaches that coach Men's Soccer, Women's Basketball, Women's Volleyball, Women's Tennis and Men's Tennis, (it is anticipated that Men's Basketball will be added in 2002), two (2) permanent full-time non-student civil service personnel, as well as 1-20 non-permanent workers including assistant coaches, student workers, office event management, part-time workers, contractual services, and volunteers either directly or indirectly throughout the course of a year. UIS is a member of the NAIA.

Duties and responsibilities include: administering and developing the athletic programs and policies including future expansion teams; submitting recommendations for the improvement in scope and quality of the athletic programs; supervising the scheduling, coordination and attendance for athletic events; monitoring compliance with the student-athlete concept, the principles governing intercollegiate athletics, gender equity, NAIA, NCAA and conference regulations and legislation; preparing reports for regulatory entities; monitoring academic progress of student athletes, serving as mentor/advisor and providing support or discipline as needed; marketing, promotions and public relations programs; planning and participating in fundraising efforts; coordinating relationships between athletic program and university and community agencies; accepting fiscal responsibility for all athletic related accounts; submitting recommendations to the Assistant Vice Chancellor to improve the scope and quality of the athletic program consistent with University policies and regulations.

Minimum qualifications: Bachelor's degree; five (5) years of experience in an athletic department which includes some exposure in fundraising and marketing; strong human relations skills, communication skills, organizational skills, management skills as well as time management skills. Preference will be given to candidates with strong budgeting skills and leadership skills; conference experience; coaching experience, NAIA or NCAA experience.

Located in the state capital, the University of Illinois at Springfield is one of three campuses of the University of Illinois. The UIS campus serves approximately 4,000 students in 19 graduate and 20 undergraduate programs. The academic curriculum of the campus emphasizes a strong liberal arts core, an array of professional programs, extensive opportunities in experiential education, and a broad engagement in public affairs issues of the day. The campus offers many small classes, substantial student-faculty interaction, and a technology enhanced learning environment. Its diverse student body includes traditional, non-traditional, and international students. Its faculty are committed teachers, active scholars, and professionals in service to society.

Applications and nominations should be sent to:

Chair, Director of Athletic Search
Office of the Vice Chancellor for Student Affairs
SAB 23
University of Illinois at Springfield
P.O. Box 19243
Springfield, IL 62794-9243

Applications should include a resume; a discussion of the candidate's professional accomplishments and interest in the position; and the names, addresses, and telephone number of five references. Review of applications will begin January 14th, 2002 and will continue until an appointment is made. The anticipated start date for the appointment is March 1, 2002. For more information about the University of Illinois at Springfield, visit our web site at: **www.uis.edu.**

The University of Illinois is an affirmative action/equal opportunity employer. Persons with disabilities, women and minorities are encouraged to apply.

Assistant Director of Alumni Affairs

Plattsburgh State University of New York is seeking a very creative and highly motivated individual to enhance and coordinate alumni programs.

Qualifications: A minimum of one to three years experience in coordinating events and in working with volunteers, preferably within an educational environment; valid driver's license; proficiency in PC word processing; database management experience and good interpersonal skills are required. Bachelor's degree preferred.

Responsibilities include: planning and hosting of on and off-campus events and receptions; creation of custom reports from the alumni/development database; visiting alumni and other colleagues; maintenance of Alumni Association financial records and coordination of various divisional and departmental programs. This position will involve some evening and weekend commitments, and travel will comprise approximately 25 to 30 percent of the successful candidate's professional time.

Applications from women and minority candidates are welcomed. Plattsburgh State University of New York is an affirmative action, equal opportunity employer.

Salary: $29-30,000, dependent upon qualifications and experience, with excellent benefits.

Please submit resume, and the names, addresses and telephone numbers of three references to: **Chair, Search Committee (PJ#2640-808)**, c/o Human Resources, Plattsburgh State University of New York, 101 Broad Street, Plattsburgh, NY 12901-2681.

Plattsburgh
STATE UNIVERSITY OF NEW YORK
www.plattsburgh.edu/hr/

CCBC
The Community College of Baltimore County

National Bellwether Award Winner

A Vanguard Learning College

The Community College of Baltimore County is seeking applicants for the following professional positions. For more detail please refer to the CCBC Web site: www.ccbc.cc.md.us. Open until filled. Anticipated start date August 15, 2002.

Catonsville Campus

Faculty, Chemistry (2001/243)

Master's degree in chemistry or chemical education. Min 2 yrs. exp. teaching freshman/sophomore college level chemistry courses prefer. community college exp. Familiar w/operation of instruments used in organic chemistry lab & exp. using computers, PowerPoint & developing & delivering online courses.

Faculty, Environmental Science and Technology (2001/244)

M.A. or higher in environmental science, environmental technology or related field. Relevant professional certifications. Exp.: Previous college level instructional/ curriculum development, program management, development/supervisory, 3 yrs. corporate/professional in technical area such as water quality, soil management, or air quality. Exc.computer/Internet skills.

Director

Center for Urban Population Health

The newly established **Center for Urban Population Health (CUPH)** is actively seeking an energetic leader with a strong commitment to community engagement to develop and implement a comprehensive research, evaluation, health promotion and education program in the area of population health and health services. Primary responsibilities include: advocacy and support of interdisciplinary activities within and between the Center and with its collaborating partners, and other academic, health care and community organizations; securing and managing governmental and private contracts and grants; advancing a personal research program and/or clinical practice consistent with urban population health; and the ability to foster and facilitate collaborative relationships with community groups and advisory boards. The preferred candidate will present with the following qualifications: **(1)** A terminal degree in a clinical and/or academic area (e.g., M.D., Ph.D., DRPh), **(2)** A record of scholarship which qualifies for tenure or a senior faculty position in a clinical and/or academic discipline (e.g., medicine, allied health, nursing, sociology, public health, psychology), **(3)** Experience in collaborative community partnerships, **(4)** Proven leadership ability with documented evidence of strong management skills, **(5)** Excellent written and communication skills, as well as the ability to work in a multi-site environment. Consideration will also be given to candidates with other combinations of degrees and skills that can support the ideals and principles of the Center. The collaborating partners will consider joint appointments in one or more departments within the University of Wisconsin Medical School or the University of Wisconsin Milwaukee. This position will be located in Milwaukee, Wisconsin. Review of applications will begin on January 1, 2002, and will continue until the position is filled.

Please send letter of application, CV and the names of three references to:

Dr. Joan M. Prince, Co-Chair of the Search Committee (CUPH)
Vice Chancellor for Partnerships and Innovation
C/o University of Wisconsin Milwaukee
Chapman Hall - Room 118; P. O. Box 413
Milwaukee, WI 53201-0413
(414) 229-3053 jprince@uwm.edu

UNIVERSITY of WISCONSIN
UWMILWAUKEE

Aurora Health Care•

The Center for Urban Population Health is an alliance between the University of Wisconsin Medical School, The University of Wisconsin Milwaukee, and Aurora Health Care.

Each partner is an equal opportunity employer: Women and people of color are strongly encouraged to apply.

Faculty Openings:

Reformed Bible College is seeking applications for openings beginning 2002-2003 in the following areas:

Academic Dean/Registrar, English/ History, and Music

Evaluation of candidates will continue until the positions are filled. To learn more about a specific position and receive application materials, qualified candidates are encouraged to contact: **Dr. Melvin Flikkema, Academic Vice President, Reformed Bible College, 3333 E. Beltline N.E., Grand Rapids, MI 49525. Phone: (616) 988-3649, Fax: (616) 988-3608, E-mail: mjf@reformed.edu**

RBC is an equal opportunity employer.

THE COLLEGE OF
WOOSTER

Wooster, OH 44691-2363

Visiting Position

Economics

See full description at:
http://www.wooster.edu/
oncampus/empopp.html.
Choose "Job Postings from the Five Colleges of Ohio" to locate the description or call or e-mail Linda Farmer
330-263-2133 or **lfarmer@wooster.edu.**

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RARITAN VALLEY COMMUNITY COLLEGE

Route 28 & Lamington Road, North Branch, New Jersey

MULTIPLE POSITIONS

The Board of Trustees of Raritan Valley Community College invites applications for the following tenure-track faculty positions. In addition to offering creative credit and non-credit programs, RVCC's 1999-2002 Strategic Plan focuses on establishing the College as a regional Higher Education Center, collaborating with other colleges and universities to offer baccalaureate and graduate degree programs on campus.

RVCC is a bi-county college in New Jersey, supporting both Somerset and Hunterdon counties. These counties continue to be identified in the top ten for the fastest growing and wealthiest areas in the country. Located in North Branch, New Jersey, the 240-acre suburban/rural campus is 60 minutes from both New York City and Philadelphia. It offers 74 associate degrees and certificates to a student body of over 6,000 and customized training programs and non-credit courses are taken by over 5,000 corporate employees. RVCC can be located on the Web at www.raritanval.edu.

Over the past five years, RVCC has garnered six national awards for excellence in faculty instruction, innovative new courses, distinctive leadership, integrating technology into instruction and offering international resources to the business community.

Please fax your resume to 908-526-4246, email it to jobline@raritanval.edu, or mail it to RVCC, Attn: **Human Resources, PO Box 3300, Somerville, NJ, 08876**. Please be sure to reference the job number.

Music Instructor, Job #113-01

Instructor to teach keyboard classes, Music Theory and Musicianship, Introduction to Music and Music Fundamentals. The position requires a strong keyboard performer who would coordinate keyboard courses and keyboard studies as well as perform, accompany and coach. New course development and mentoring of music majors are also required of this position. **Qualifications:** Minimum education requirement is a Masters in Music. ABD or Doctorate in music is preferred. Expertise in MIDI/Synthesis and music computer programs is desirable.

Graphic Design Instructor, Job #114-01

Instructor to teach industry-current design applications such as Photoshop, Painter, Illustrator, QuarkXpress, HTML, and Dreamviewer or FrontPage. **Qualifications:** MFA in Computer Arts, Graphic Design and Visual Arts. Teaching experience at the college level and a professional background in graphic design/visual arts are preferred. Applicants must be proficient with PC computers, have a working knowledge of the MAC Operating System and have the ability to diagnose and solve software and hardware problems. Qualifications also include the ability to teach Two-Dimensional Design and Color Theory using both computer and traditional media. Experience in multi-media and/or 3-D modeling/animation is a plus.

Education Instructor, Job #115-01

Instructor with concentration in a content area to teach and develop education and content area courses, coordinate education program, and supervise and coordinate education majors' secondary school based field experience. **Qualifications:** Minimum of a Masters Degree in Education with concentration in a content area. Experience teaching and developing courses at the college level. Experience in special education desirable.

History Instructor, Job #116-01

Instructor to teach US and World History. **Qualifications:** masters in History. College teaching experience is required. The successful candidate should be able to teach an elective in a non-Western area (e.g. Middle Eastern History, Asian History) or African-American History.

Finance Instructor, Job #117-01

Instructor qualified to teach the financial services curriculum (Financial Management, Risk and Financial Management, Money and Banking, and Financial Planning and Institutions) and accounting curriculum. **Qualifications:** MBA is required: CPA is desired.

Engineering Technology, Job #118-01

Instructor to teach and develop courses in Engineering Technology. **Qualifications:** Masters Degree in Engineering or Engineering Technology. College teaching experience is required.

Psychology, Generalist, Job #119-01

Instructor to teach wide variety of psychology courses, including Introduction to Psychology, Theories of Personality, and Child development. Opportunity to develop courses in area of specialty. **Qualifications:** Masters in Psychology required (can have a specialty area); Ph.D. is preferred. Experience teaching psychology courses on the college level is preferred.

UNIVERSITY OF MISSISSIPPI

CHAIR

Department of Psychology

The University of Mississippi invites applications for the position of Chair of the Department of Psychology. This is a tenure-track, twelve-month appointment. The successful candidate must have a Ph.D. in Psychology, teaching experience, scholarly achievement commensurate with appointment at the rank of professor, and demonstrated experience in faculty leadership. The research area is open and should complement existing areas of research within the department. The Department, which resides in the College of Liberal Arts, has16 full-time tenured or tenure-track faculty members and offers the B.A. degree in psychology (with a large number of undergraduate majors) and the Ph.D. in Clinical Psychology (APA-accredited) and Experimental Psychology (concentrations in behavioral neuroscience, cognitive psychology, and social psychology). The chair reports to the Dean of the College of Liberal Arts and provides leadership and fiscal and logistical management support for all aspects of the department programs. The University is located in Oxford, which has been consistently ranked as one of the top small college towns in the U.S. Applicants should send (1) letter of interest, (2) curriculum vitae, (3) brief statements of research interests and, teaching, and administrative philosophy, (4) up to five reprints or preprints of recent publications, and (5) a list of 5 references including postal and email addresses and phone numbers to: **Dr. Gary L. Miller, Search Committee Chair, Department of Biology, P.O. Box 1848, University of Mississippi, University, MS 38677.** Material may be submitted as Word attachments to Biology@olemiss.edu. Review of applications will begin **29 January 2002** and continue until position is filled. *The University of Mississippi is an EEO/AA/Title VI/Title IX/Section 504/ADA/ADEA Employer. Women and minorities are encouraged to apply.* Psychology Department web page: http://www.olemiss.edu/depts/psychology/

VACANCY ANNOUNCEMENTS

Department of Career Planning and Placement

New Jersey City University invites applications and nominations for the following positions in the Department of Academic Career Planning and Placement. The University is a four-year urban institution located in the New York/New Jersey metropolitan area. The mission of the University is to provide strong academic programs in the Liberal Arts and Professional Studies supplemented by practical experience. The University enrolls over 8,000 students on the main campus and has 248 full-time Faculty.

ASSISTANT DIRECTOR

for Academic Advisement and Testing

ASSOCIATE DIRECTOR

for the Office of Cooperative Education

ASSOCIATE DIRECTOR II

for the Office of Academic Advisement

JOB LOCATOR

For consideration, please forward a letter of application, resume and three (3) letters of recommendation to the following address no later than February 15, 2002.

Dr. Jennifer Jones, Career Planning and Placement
NEW JERSEY CITY UNIVERSITY
2039 Kennedy Boulevard, Vodra Hall, 1st. Floor
Jersey City, NJ 07305, Fax: 201-200-3229

NEW JERSEY CITY UNIVERSITY

For more details and/or to apply online, visit our website at: www.njcu.edu.
Click on Employment Opportunities.

New Jersey City University is an Equal Opportunity Employer

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THE UNIVERSITY OF MICHIGAN

President

The University of Michigan invites nominations and applications for the position of president. The Presidential Search Advisory Committee seeks individuals with distinguished records of academic achievement, outstanding leadership skills, and the highest qualities of intellect, integrity, and character. The committee will start its screening process beginning February 1, 2002.

The University's dedication to excellence is complemented by its commitment to building and sustaining a culturally diverse academic community. Individuals from historically under-represented groups are encouraged to apply.

Materials should be submitted in total confidence to:

Earl Lewis, Ph.D.
Chair, Presidential Search Advisory Committee
Dean, Horace H. Rackham School of Graduate Studies
Vice Provost for Academic Affairs-Graduate Studies
The University of Michigan
2012 Fleming Administration Building
Ann Arbor, Michigan 48109-1340
Phone: (734) 647-0288; Fax: (734) 615-5700
Email: search@umich.edu

We are being assisted in this search by **Shelly Weiss Storbeck**, A.T. Kearney, 333 John Carlyle Street, Alexandria, VA 22314. Telephone: (703) 739-4613; Fax: (703) 518-1782. E-mail may be addressed to shelly.storbeck@atkearney.com.

The University of Michigan is a non-discriminatory, affirmative action employer.

WWW.UMICH.EDU

University of Nebraska

Chancellor
University of Nebraska at Kearney
AND
Vice President
University of Nebraska

The University of Nebraska invites applications and nominations for the position of Chancellor of the University of Nebraska at Kearney (UNK) and Vice President of the University of Nebraska.

The Chancellor is the chief administrative officer of a comprehensive and dynamic institution of 7,500 undergraduate and graduate students. UNK is Nebraska's public, residential university that is distinguished by its commitment to be the state's premier institution for undergraduate education. UNK is one of four University of Nebraska campuses. Kearney, a progressive city of 28,000, is the educational, medical, cultural, commercial and agricultural center of a large mid-state area.

The Chancellor of the Kearney campus is appointed by and reports directly to the President of the University of Nebraska. This individual is responsible for providing leadership for all instructional, research and service programs at UNK. The Chancellor is also responsible for advancing the interests of the university by working effectively with government leaders, alumni and foundation support groups, system colleagues, and business and industry.

The university seeks an individual with demonstrated leadership ability, a record of excellence in intellectual and academic performance, and significant administrative experience in higher education or equivalent professional administration. The successful candidate will have a personal commitment to the pursuit of excellence in all teaching, research and service programs consistent with the mission of a residential university. An earned doctorate is desirable. A commitment to building a diverse university community is essential.

The screening of candidates will begin on or about February 1, 2002, and will continue until the position is filled. Candidates should include with their curriculum vitae, a letter of application describing their relevant experiences and interest in the position, together with the names, addresses, and phone numbers of at least three references to:

Dr. Kathleen Smith, Chair
Chancellor Search Advisory Committee
University of Nebraska
3835 Holdrege Street
Lincoln, NE 68583-0745

The University of Nebraska is an affirmative action, equal opportunity employer which actively seeks and encourages nominations and expressions of interest from minorities and women, and provides reasonable accommodations to the known disabilities of applicants and employees.

http://www.uneb.edu/Welcome.html

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ASSISTANT/ASSOCIATE PROFESSOR SECONDARY EDUCATION

Utah State University is a Land Grant institution with an enrollment of approximately 20,000 students. The university is located in Cache Valley, 90 miles north of Salt Lake City, Utah, in the Wasatch Range of the Rocky Mountains. The Department of Secondary Education is one of seven departments in the College of Education. The department offers bachelor's degrees, initial teacher licensure/certification, and master's degrees and participates in an interdepartmental doctoral program. At the undergraduate level, faculty members teach professional education courses required for certification, and the department coordinates the clinical and student teaching placements for secondary teaching majors/minors from 21 departments across campus. Faculty members also teach courses in the master's program and an interdepartmental doctoral program. The department invites applications for the following tenure-track position. It requires an earned doctorate in a discipline related to secondary education, public school experience, and a commitment to meeting the needs of diverse learners and language minority students in the public schools. Responsibilities include **(a)** teaching undergraduate and graduate courses, **(b)** supervising student teachers, **(c)** advising master's and doctoral students, and **(d)** engaging in scholarly research and publication. Assistant/Associate Professor - Director of Field Experiences: This faculty person will **(a)** coordinate student field placements for all secondary teaching majors and minors, **(b)** collect and analyze evaluation data related to all field placements, and **(c)** teach undergraduate classes in Level 1 of the Teacher Education Program. The undergraduate class focuses on adolescent development, classroom motivation/management, and basic teaching strategies. Requires evidence of ability to work collaboratively with university/public school colleagues.

Review of applications will begin immediately and continue until the position is filled. Additional information about the university can be found at **http://www.usu.edu**, and more information about USU's excellent employee benefits package can be found at **http://personnel.usu.edu/benefits.html**.

Qualified women and minorities are encouraged to apply. AA/EOE.

Visit the College's website at: **http://www.coe.usu.edu**.

FACULTY

ENGLISH INSTRUCTOR

Mott Community College currently has excellent teaching opportunities for two English Instructors. A Master's Degree in English, English Education or American Cultural Studies is required, with at least 30 graduate level credit hours of English Coursework, recent post-secondary teaching experience in college level composition, and evidence of continuing professional development, and a strong commitment to community college teaching, mission, and philosophy. Preferred qualifications include familiarity with and/or receptive to the use of distance learning and a background and/or interest in computer-based instruction, and graduate level coursework and teaching experience at the post secondary level in Composition and Developmental English.

For more details, please visit our website at www.mcc.edu. If interested in applying for this position, please submit a letter of application, resume, copy of graduate transcripts and 3 letters of reference by January 31, 2002.

Mott Community College, Human Resources,
CM 1024, 1401 E. Court Street, Flint, MI 48503,
Fax (810) 762-0595

Mott Community College

Mott is an AA/EEO employer. The successful candidate must submit to drug testing and criminal background check.

AZUSA PACIFIC
UNIVERSITY

POSITIONS ARE AVAILABLE IN THE FOLLOWING AREAS:

RANK OPEN

AMERICAN LANGUAGE AND CULTURE INSTITUTE
- DIRECTOR POSITION

SCHOOL OF BUSINESS AND MANAGEMENT
- FINANCE

SCHOOL OF EDUCATION AND BEHAVIORAL STUDIES
- EDUCATIONAL LEADERSHIP
- TEACHER EDUCATION – SINGLE SUBJECT AND SPECIAL EDUCATION
- UNDERGRADUATE PSYCHOLOGY

OFFICE OF FACULTY DEVELOPMENT
- DIRECTOR POSITION

COLLEGE OF LIBERAL ARTS AND SCIENCES
- APPLIED COMPUTER SCIENCE
- ART HISTORY
- COMMUNICATION STUDIES – GENERALIST
- ENGLISH – CHILDREN'S LITERATURE
- ENGLISH – LINGUISTICS/GRAMMAR
- GLOBAL STUDIES
- HISTORY – ANCIENT GREECE/ROME OR MODERN EUROPE
- MATHEMATICS
- VERTEBRATE BIOLOGY

LIBRARY
- LIBRARIAN

SCHOOL OF NURSING
- PEDIATRIC NURSE PRACTITIONER

For more information and detailed descriptions, please visit www.apu.edu.

THE UNIVERSITY

Azusa Pacific is a comprehensive, Christian university accredited by the Western Association of Schools and Colleges, offering more than 40 areas of undergraduate study, 19 master's degrees, and 3 doctorates. As an evangelical Christian institution, Azusa Pacific affirms the supremacy of Christ in all areas of life and expects its employees to model Christian values and their Christian faith verbally and in writing.

APPLICATION PROCEDURE

Applicants should submit a letter describing qualifications and interest for the position; curriculum vitae; a statement of Christian faith; and names, addresses, and phone numbers of five references to Patricia S. Anderson, Ph.D., Provost, 901 E. Alosta Ave., PO Box 7000, Azusa, CA 91702-7000. All positions open until filled. For more information, contact the Office of the Provost at (626) 812-3087.

Azusa Pacific University does not discriminate on the basis of race, color, national origin, gender, age, disability, or status as a veteran in any of its policies, practices, or procedures. Women and minorities are encouraged to apply.

CUA

THE CATHOLIC UNIVERSITY OF AMERICA

Dean
The School of Arts and Sciences

The Catholic University of America invites applications and nomination for the position of the **Dean of the School of Arts and Sciences**. The successful candidate must be committed to graduate research and to undergraduate liberal arts education in the Catholic academic environment. He or she will lead a school of 1500 undergraduate and 600 graduate students in 17 departments with 160 faculty. The Dean is responsible for the admission and retention of students; the oversight of programs; the hiring, promotion, and tenure of faculty members; fundraising, strategic planning, the budget, and the growth and development of the curriculum. The Dean must be a qualified individual with administrative experience who is recognized for scholarship and teaching in an Arts and Sciences discipline. He or she must be eligible for senior academic rank at The Catholic University of America and should have recognition in the broader academic community.

The Catholic University of America was founded in the name of the Catholic Church in 1889 as a national Catholic university for graduate research and scholarship with undergraduate programs initiated shortly thereafter. Regardless of their religious affiliation, all faculty, administrators, and staff are expected to respect and support the mission of the University. A research institution and a founding member of AAU, the University includes Schools of Architecture and Planning, Engineering, Library and Information Science, Law, Music, Nursing, Philosophy, Religious Studies, and Social Service in addition to Arts and Sciences.

Review of applications will begin **January 15, 2002** and will continue until the position is filled. Please send a letter or interest, a resume, and the names of three references to **Rev. Dr. Stephen Happel, Chair of the Search Committee, Dean of Arts and Sciences, Caldwell Hall 113, School of Religious Studies, The Catholic University of America, Washington, D.C. 20064.** Tel: 202-319-5683; e-mail: Happel@cua.edu. The University Web site may be found at www.cua.edu.

The Catholic University of America is an Affirmation Action, Equal Opportunity Employer

George Mason University

Head
Reference Department
Fenwick Library

Head, Reference Department, Fenwick Library. George Mason University Libraries seeks highly energetic, experienced, and innovative library manager to lead a staff of nine reference/liaison librarians, including the Government documents/Maps Librarian, who have responsibilities for reference desk and e-reference duties, specialized reference and research consultation by appointment, instruction, and collection development, for assigned academic programs. Departmental staff also includes three classified staff, four Graduate Research Assistants, and 1 FTE student assistants. Plans and organizes the work of the department in consultation with other library administrators. Develops staff assignments and schedules, collaborates with other public service department heads to ensure quality service, and promotes a spirit of teamwork and a user-centered approach to reference service throughout the Libraries. Oversees the reference collection in Fenwick Library (the main research library) and coordinates reference collection development with reference managers of the other libraries and the Collection Development & Preservation Office. Serves as liaison to designated academic program(s). Position reports to the Associate University Librarian for Public Services.

New initiatives currently underway for all reference/liaison staff in the University Libraries include a virtual reference service; implementation of core competencies for reference service; and implementation of an information literacy program.

QUALIFICATIONS: Required: ALA-accredited MLS or ALA-recognized foreign equivalent; substantial demonstrated managerial and supervisory experience in an academic research library reference setting; demonstrated decision-making, planning and organizational abilities; excellent communication and teamwork skills; substantial knowledge of both print and electronic reference sources; knowledge of trends in contemporary reference service; strong teaching ability and mentoring/coaching skills. Preferred: Knowledge of information resources and scholarly communication in nursing/health science fields; an additional graduate degree in a health science or social science field.

APPOINTMENT & BENEFITS 12-month Professional Faculty appointment. Excellent benefits include health plan options and paid life insurance; several retirement plans, including TIAA-CREF; 24 vacation days and 11 paid holidays; and tuition waiver for self. Salary is competitive, commensurate with qualifications. For more information about George Mason University and its libraries visit http://www.gmu.edu.

APPLICATION: Send letter of application, resume, and names, addresses (including e-mail), and telephone numbers of three current references to:

Chair, Head Reference, Search Committee
Library Administration, MSN 2FL
George Mason University
Fairfax, VA 22030-444

Review of applications will begin **February 11, 2002.**
AA/EEO

EDUCATION

SOLANO
COMMUNITY COLLEGE

SOLANO COMMUNITY COLLEGE
located half-way between
San Francisco & Sacramento

MANAGEMENT POSITIONS
$1,800 doctorate stipend

Director, Small Business Development (categorical program) - $57,052 - $72,189. Deadline: January 31, 2002. Responsible for planning, developing, marketing, and overall administration of the Small Business Development Center. Responsible for developing programs to meet the specific technical assistance and training needs of the small business community.

Mathematics, Engineering, and Science Achievement Director (categorical program) - $41,687 - $52,748. Deadline: January 14, 2002. Plan, coordinate and facilitate academic excellence workshops; responsible for program monitoring, evaluation, accountability, reporting requirements and budget management.

Dean of Math/Science Division - $75,076 - $94,996 - Deadline: February 7, 2002. Under the direction of the Vice President of Academic Affairs to plan, organize, administer, develop and evaluate the programs, projects and activities of the Math/Science Division; provide leadership for faculty and staff to offer high quality educational services for college students.

Dean of Health Occupations Division - $75,076 - $94,996 - Deadline: February 28, 2002. Under the direction of the Vice President of Academic Affairs to plan, organize, administer, develop and evaluate the student registered nurse program; provide leadership for faculty and staff to offer high quality educational services for college students.

FACULTY POSITIONS
Entry salary for a minimum of an MA is $38,865 to a maximum of $59,035 for an MA + 48 semester units; $1,800 doctorate stipend

Computer Information Science (Intro to Computers includes MS Office 2000/XP & programming (QBASIC), microcomputer applications, and other computer information science classes) - Deadline: 2/20/02

Head Women's Soccer Coach and PE (intercollegiate soccer, conditioning and preseason classes and teach two other PE classes) - Deadline: February 19, 2002.

Math - 2 positions (remedial to transfer level) - Deadline: February 21, 200[illegible]

Nursing Clinical Skills - Deadline: February 19, 2002.

Physics/Mathematics or Physics/Astronomy (choice) - Deadline: February 21, 2002.

Ethnic Studies and Sociology (1 year temporary assignment) - Deadline: February 27, 2002.

District-paid benefits for employee and dependents to include: medical, dental, vision, and employee assistance program; District-paid life insurance for employee. Ten years of retiree benefits after 10 years of service to SCC.

To receive information: Visit our web site at www.solano.cc.ca.us to download the announcement and application; email us at hr@solano.cc.ca.us, or telephone 707/864-7129.

Solano Community College District
Human Resources Department
4000 Suisun Valley Road • Suisun, CA 94585
707/864-7128

EOE

San José/Evergreen
Community College District
Faculty Openings - FULL TIME

Accounting, Articulation/Gen. Couns.,
English, History, Nursing Education,
Physics, Web Dev. & Programming
Sal. Range $50,664 to $64,985 DOE
For Applications & Job Descriptions,
Visit our web site @
www.sjeccd.cc.ca.us
Email, **sjeccdhr@sjeccd.cc.ca.us** or
call (408) 270-6406

EDUCATION

PHYSICAL EDUCATION/ ATHLETICS/DANCE/ FITNESS INSTRUCTOR

College of San Mateo
San Mateo, CA
Visit: smccd.net/hr or
call 650-574-6555.

SAN MATEO COUNTY COMMUNITY COLLEGE DISTRICT

EOE

TALLAHASSEE COMMUNITY COLLEGE

PRESIDENT

TALLAHASSEE
COMMUNITY
COLLEGE

Tallahassee Community College, Tallahassee, Florida, invites nominations and applications for the position of President. The President is the chief executive officer for the College and reports to a seven member Board appointed by the Governor. The Board is seeking an individual who is a proven executive committed to implementing the goals and policies of a comprehensive community college. Currently, the College serves more than 34,000 students annually and has an operating budget of approximately $40 million.

Tallahassee Community College is one of the state's largest producers of Associate in Arts (A.A.) degrees and serves the post-high school educational needs of students from a District composed of Leon, Wakulla, and Gadsden counties in Florida's panhandle. Although most students come from this district, the College has enrolled students from the entire state of Florida, many states and numerous foreign countries.

The functions and responsibilities of the President are consistent with those required by Florida Statutes and comprehensive community colleges within the state. The successful candidate will implement the goals and policies of the Board, have a vision for shared governance, possess excellent public relations skills to serve as chief spokesperson for the College, raise funds from both the private and public sectors, and ensure that the College complies with all applicable laws, rules, and regulations.

Education and Experience

- Earned Doctorate or other terminal degree from an accredited institution is required.
- Five years administrative experience at a senior management level is required.
- Demonstrated commitment to excellence in teaching and learning is required; teaching experience is preferred.
- Demonstrated record of community involvement.

Visit the College's Website for additional application information. **www.tcc.cc.fl.us**

Please note that the entire Presidential Search Process is subject to the Florida Sunshine Amendment, Article II, Section 8, Florida Constitution. All materials in the application will be made available to the public upon request. Review of applications will begin February 18, 2002, and will continue until the position is filled.

Nominations and application materials should be submitted to: **Chair, Presidential Screening Committee, Tallahassee Community College, Human Resources Department, 444 Appleyard Drive, Tallahassee, FL 32304-2895**

Employment Date: A mutually agreeable date, preferably no later than **August 1, 2002.** Compensation: Salary, benefits, length of contract, and other terms and conditions of employment will be negotiated.

If you need an accommodation to participate in the application/selection process, please notify Human Resources at **(850) 201-8510, TDD 201-8491**

An Equal Opportunity/Affirmative Action Employer

Green River Community College anticipates openings for fall 2002 in the following disciplines:

Full-time Tenure Track Instructors

- Art (Pottery and Ceramics)
- Computer Information Technology-Programming
- History
- Sociology
- Welding

Detailed information about each position, including required qualifications and response deadlines, may be found on the College's Web site: http://www.grcc.ctc.edu/hr or Job Line: (253) 288-3380, TDD (253) 288-3345.

EOE/AA

Green River
COMMUNITY COLLEGE
12401 SE 320th St., Auburn, WA 98092-3699

Assistant, Associate or Full Professor of Finance

The Johnson School is searching for qualified individuals for positions in our Finance Group. Applications from all areas of finance are encouraged. Responsibilities of the position include teaching basic and advanced courses in finance at the Master's and Doctoral level; research in area(s) of expertise; supervision of doctoral candidates; and interdisciplinary contribution to the research and teaching of other faculty members.

Applicants must have completed a doctorate or be at the dissertation stage of a doctoral program. Applications should include a vita, a dissertation proposal or abstract, copies of research papers, and any other supporting material. Direct inquiries to:

CORNELL

Prof. Bhaskaran Swaminathan
Johnson Graduate School of Management
317 Sage Hall
Cornell University
Ithaca, NY 14853-6201

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http://www.cornell.edu
http://chronicle.com/jobs/profiles/2377.htm

UNIVERSITY OF REDLANDS

School of Business
Tenure-Track and Clinical Faculty Positions

The newly created **University of Redlands' School of Business** invites applicants for five (5) faculty positions. Positions will be filled in either the tenure-track or three-year clinical positions, depending upon the qualifications of applicants. Rank is open. Positions will remain open until filled. Review of applications will begin on Jan. 15. For further information please contact Liz Woods at (909) 335-4041 or email **Liz_Woods@redlands.edu.** Our website address is: **http://www.redlands.edu.**

Specialty Areas: Information Technology (2), Marketing (1), Management (1), and Finance (1).

Tenure-track positions require an earned doctorate in business discipline or closely-related field; (or a Ph.D. with one of the following: one additional earned degree in business; scholarly work in business; or extensive business consulting or work experience) and clear evidence of research and teaching achievement or potential.

OR

Clinical positions require an MBA or business-related Master's degree; extensive business consulting or organizational experience; and a desire to teach adult students. Teaching experience is highly desirable.

Desired/Preferred for all positions: demonstrated excellence in teaching and applied research, experience or strong interest in cross-functional teaching and research; desire to work with other faculty and with practitioners to create and implement innovative curricula and learning approaches; effective interaction with members of diverse cultures; demonstrated ability and/or strong desire to teach and work in tandem with other faculty or team members; motivation and desire to mentor and inspire traditional and non-traditional students; desire and ability to experiment with and implement technology-enhanced learning.

All applicants should have a record of achievement in their functional area AND vibrant interest in cross-disciplinary teaching, adult education and one or more of the following thematic areas of business: social responsibility, business and the liberal arts and sciences, applied technology and knowledge management, entrepreneurship and organizational innovation, or leadership and implementation.

The Context and Our Community: In recognition of its innovative 25-year tradition of service to adult learners, the Trustees elevated the University of Redlands' Business Programs to a School of Business (URSB) in 2000. A new dean leads a fulltime faculty of 27. The School is now on a path to grow to better serve managers and professionals in Southern California by providing an inventive, personalized learning community. Based in the liberal arts and sciences university tradition of its historic campus, URSB has four regional centers supporting 10 educational sites and several corporate programs. The town of Redlands is a pristine community of about 55,000 situated in the foothills of the San Bernardino mountains midway between Palm Springs and Los Angeles. Home prices and cost of living are affordable. Skiing and ocean sports, the arts, the San Bernardino and Joshua Tree Forests, shopping and wineries are all close by. K-12 education is ranked among the best in California.

Applicants should send a letter addressing the required and preferred characteristics, resume/curriculum vitae, copies of transcripts (unofficial copies will suffice), and the names and contact information for five references to Interdisciplinary Faculty Screening Committee, c/o Liz Woods, School of Business, University of Redlands, 1200 East Colton Avenue, Redlands, CA 92373-0999.

The University of Redlands is an Equal Opportunity Employer and does not discriminate on the basis of race, color, religion, age, nondisqualifying disability, gender, sexual orientation, veteran status, marital status, national origin or ethnic origin. We actively encourage applications from women and members of under-represented populations.

EDUCATION

SOLANO
COMMUNITY COLLEGE

SOLANO COMMUNITY COLLEGE

located half-way between
San Francisco & Sacramento

VICE PRESIDENT OF ACADEMIC AFFAIRS

$81,203-$102,747
$1,800 doctorate stipend
First review of applications: 2/14/02

Under direction of the Superintendent/President, the Vice President of Academic Affairs is the Chief Instructional Officer responsible for administration of the comprehensive college educational programs; provides leadership and works cooperatively with academic administrators and faculty to plan and implement high quality educational programs for students.

District-paid benefits for employee and dependents to include medical, dental, vision, and employee assistance program; District paid life insurance for employee. Ten years of medical, dental, and vision retirement benefits for employee and spouse after 10 years of service to SCC.

Visit our web site at www.solano.cc.ca.us to download the announcement and application; email us at hr@solano.cc.ca.us, or telephone 707/864-7129.

Solano Community College District
Human Resources Department
4000 Suisun Valley Road
Suisun, CA 94585-3197
707/864-7128

EOE

California State Polytechnic University, Pomona

DIRECTOR OF ADMISSIONS & OUTREACH

The Office of Admissions and Outreach is responsible for all outreach, recruitment, and admissions activities for prospective undergraduate and graduate students. The Office plays a significant role in contributing to the strategic enrollment management plan, in conjunction with other campus constituents. The Office is charged with meeting the enrollment goals of the University by promoting the image of the University, its programs and unique features; attracting and recruiting students; developing relationships with the campus and external constituents; and providing timely, accurate, and comprehensive services to students and the campus throughout the recruitment and admissions processes. Application processing, advising and reporting are primary functions of this office. Reporting to the AVP for Enrollment Services, the Director provides leadership, strategic direction and management to the Office of Admissions and Outreach to support University enrollment goals and to facilitate access and success for a culturally diverse student population.

Bachelor's degree in a related field required (Master's preferred) AND a minimum of five years of progressively responsible experience (10 years preferred) in successful planning and administration of admissions and/or recruitment polices and operations, including 5 years supervisory experience. Collaborative management style, outstanding communication and interpersonal skills, demonstrated ability to lead and motivate staff, and knowledge of current recruitment and enrollment strategies, including market research and the use of technology is required. Evidence of commitment and ability to uphold the educational equity goals of the University and its increasingly diverse ethnic cultural and international character.

The annual starting salary is between $78,000 and $88,000 and will be negotiated depending on qualifications. The position is open until filled. Early response is encouraged.

For application info. and/or materials, visit our website at **http://www.csupomona.edu/~hrs** and refer to **job #116-SA-01**; or call Penni Sweetenburg-Lee, Chair of Search Committee at (909) 869-3602; or visit **HR Services, California State Polytechnic University, CLA Bldg. 98, Rm. B1-20, 3801 W. Temple Ave., Pomona, CA 91768.**

Please forward all completed application materials to the above address.

MICHIGAN STATE UNIVERSITY

DEPARTMENT OF RESIDENCE LIFE

Division of Student Affairs and Services

The Department of Residence Life at Michigan State University seeks energetic individuals to join the professional staff for the 2002-2003 academic year. We continue to be involved in a process of organizational change through which we are developing new strategies and possibilities. We are guided by theories of organizational change and learning. Our work with students and our programmatic efforts focus around the areas of multicultural competence, learning, personal integrity and civic responsibility. Successful candidates will possess a commitment to learning, enthusiasm for working with a diverse student population, and a desire to be part of a dynamic organization. Professional development is valued and financially supported.

Full-Time Hall/Complex Directors

Responsible for the leadership of a hall or complex (400-1200 students); responsibilities include staff supervision, training, programming, advising student organizations, student contact, and administrative tasks.
Compensation: Starting salary of $20,347 per 11 month contract (BA candidates) and $22,900 - $24,844* (MA candidates); furnished apartment and meal plan; financial support for professional development; university benefits package, including medical and dental insurance, optional retirement plan participation, qualify for immediate in-state tuition; after one year, eligible for tuition waiver. * *2001-2002 figures*

Graduate Assistantships

Responsible for assisting the hall director with supervision, training, group advising, programming, student contact, and administrative tasks.
Graduate Assistant package includes: tuition waiver for 9 credits each semester during the academic year; stipend of $5,279* for 9 months; apartment and meal plan; single person health coverage. * *2001-2002 figures*

Full-time applicants–Submit resume and cover letter to:
Staffing Coordinator, Department of Residence Life
Michigan State University, G55 Wilson Hall
East Lansing, MI 48825-1208
PHONE: 517-353-3780 FAX: 517-432-2509
Email: reslife@msu.edu

Grad Assistant applicants–Application materials available on line at: **www.reslife.msu.edu**

MSU is an affirmative-action, equal-opportunity institution.

R·I·T Rochester Institute of Technology

- **Four full time faculty positions open in: Graphic Design, New Media Design & Imaging, and Industrial Design**

Full-time, tenure track positions. School of Design, College of Imaging Arts & Sciences, Rochester Institute of Technology

Salary: Commensurate with applicant's qualifications and experience

Starting Date: September 1, 2002

- **Graphic Design (Asst. Prof.) Required Qualifications**

MFA degree in a design field that includes graphic design, or closely related visual field. Minimum 2 years of professional design experience. Teaching experience at the college level. Commitment to teaching excellence. Strong graphic design and imaging skills.

- **New Media Design & Imaging (Asst. Prof.) Required Qualifications**

MFA degree in visual communications that should include interactive media design. Minimum 2 years of professional multimedia/interactive design experience. Teaching experience at the college level. Proficiency in screen design and interactive media, computer imaging, web design, digital typography, digital video & sound, 2D animation, 3D modeling, authoring software and scripting. Commitment to teaching excellence.

- **Industrial Design (Asst. Prof. - 2 positions avail.) Required Qualifications**

MFA degree in industrial design or equivalent. Distinguished professional experience in industrial/product design. Teaching experience at the college level. Management and leadership experience. Commitment to teaching excellence. Teaching ability/experience in many of the following: Methodology, human factors, business practices, production processes, rendering, design history and theory, interactive media, 3D software applications, and basic graphic design applications.

Responsibilities: Teach major courses, curriculum development, committee assignments, student advising, professional development activities, including progression in computer and design skills as related to the curriculum.

Application Materials: (please indicate for which position you are applying)
Letter of application, statement of teaching philosophy, detailed resume, 3 references (name/phone/address), portfolio of relevant professional work*, examples of relevant student work* and samples of course project assignments. (**Interactive/Multimedia examples required for New Media. Welcome for other positions.*) AA/EOE.

Send application materials with a SASE to:
Prof. Nancy A. Ciolek, Chair
School of Design
Rochester Institute of Technology
73 Lomb Memorial Drive
Rochester, NY 14623-5603
Phone: 585-475-2668

- For information on our programs: www.rit.edu/design

Review of applicants will begin February 1, 2002 until filled.

Chair – Department of Education
College of Agriculture and Life Sciences

The Department of Education is seeking a scholar and leader in Education to be the Chair of the Department beginning July 1, 2002.

The successful candidate will be nationally recognized in one of the areas of graduate study in Education at Cornell: Teacher Education in Agricultural Science, Science, or Mathematics; or in Adult and/or Extension Education. The successful candidate will provide leadership for the newly reorganized Department, will have a vision for the future of Education, and will be qualified for appointment as a Full Professor at Cornell University.

The Department of Education faculty has a vision of excellence in scholarship and the professional development of educators. The Chair will implement a five-year development and staffing plan that will place Cornell as an international model for teacher education, adult education, and extension education including international extension.

Cornell Teacher Education is an integrated program in agricultural science education, mathematics education, and science education that offers the Master of Arts in Teaching to students with undergraduate majors in their subject areas. We also offer the M.S. and Ph.D. degrees for those interested in pursuing research related to Teacher Education and curriculum and instruction in mathematics, sciences or agricultural science. We are re-designing a Master of Professional Studies (MPS) program for experienced teachers seeking to earn the professional masters' degree.

In Adult and Extension Education we offer the MPS degree for students seeking professional development, and the M.S. and Ph.D. degrees for those pursuing research and scholarship interests. Students may emphasize Adult Education, Extension Education, or International Extension Education in their graduate studies.

Expectations of a Department Chairperson, College of Agriculture and Life Sciences

- Provide overall leadership to the faculty and staff in planning, developing and carrying out the teaching, research and extension programs of the department.
- Represent the department in various situations by interpreting strengths, needs and concerns of the department to college administration and in turn conveying and interpreting policies and concerns of the college administration to department faculty and staff. This requires regular and open communication with the faculty.
- Provide leadership in the recruitment and selection of faculty, other professional personnel and senior support staff.
- Make recommendations to the dean regarding promotion and salary adjustments for faculty and staff.
- Provide mentoring, encouragement, counseling, support and other assistance on a continuing basis to the faculty and staff of the department. The chair has primary responsibility for the professional development and periodic performance reviews of faculty and academic staff.
- Allocate available resources among programs of the department that reflect variations in requirements, likely effectiveness of use and overall importance of programs.
- Assign extension, teaching, advisory, and other academic responsibilities in an equitable manner with regard for both individual and department programs.
- Work with the faculty and the college administration in aggressively seeking appropriate sources of outside support for the programs of the department.
- Assure that the business and management affairs of the department, including operation and maintenance of facilities, are handled effectively and efficiently and meet all legal requirements.
- Maintain involvement in at least one functional area (teaching, extension, or research).

Starting date: July 1, 2002, or as negotiated. Applications are encouraged before January 18, 2002, but will be accepted until the position is filled.

Please send a confidential letter to state your own interest in the position or to nominate candidates that you recommend. Telephone inquiries and e-mail communications are encouraged. Applicants should submit a curriculum vitae, two recent publications, and three references.

CORNELL

Prof. David L. Brown, Search Committee Chair
Department of Education
113 Kennedy Hall
Cornell University
Ithaca, New York 14853
Phone: 607-255-3164, Fax: 607-255-7905, e-mail: DLB17@cornell.edu

Cornell University is an Equal Opportunity/Affirmative Action Employer and Educator. Women and members of ethnic minority groups are strongly encouraged to apply.

http://www.education.cornell.edu
http://chronicle.com/jobs/profiles/2377.htm

EDUCATION

COLLEGE HEALTH SERVICES AND EVENING SUPERVISION COORDINATOR

Skyline College, San Bruno, CA

Visit: smccd.net/hr or
call 650-574-6555.

SAN MATEO COUNTY COMMUNITY COLLEGE DISTRICT

EOE

UNIVERSITY OF KANSAS

CENTER FOR TEACHING EXCELLENCE DIRECTOR

The University of Kansas seeks applications and nominations for the position of Director of it's campus Teaching Center. The position is available May 2002. For complete details about the position, center, and university, visit our website at www.ku.edu.

Education

West Chester University of Pennsylvania

DIRECTOR, PRE-MAJOR ADVISING CENTER

West Chester University of Pennsylvania invites applications for the position of Director of the Pre-Major Advising Center in the Department of Educational Development. This is a tenure-track faculty position at the assistant professor or associate professor level to begin August 2002.

The primary responsibilities will consist of providing leadership for the Pre-Major Advising Center and assisting advisees with academic decision-making and career exploration. Approximately 50-75% of the responsibility will be devoted to academic advising. The candidate will be expected to actively participate in governance and University committees that could include: retention initiatives, university-wide advising, and summer orientation programs. Candidates will be expected to pursue a scholarly agenda, engage in grant writing, and publication of research results.

Required Qualifications: An earned doctorate degree; experience advising and counseling students from diverse populations; experience with providing effective delivery of advising services for undergraduate students and efficient administration of advising programs; 3-5 years of progressive administrative and budgeting experience in higher education student academic affairs at the college or university level; demonstrated strong planning, leadership supervisory and organizational skills; strong service orientation and commitment to professional growth and development; and collegial, team-focused management philosophy and orientation.

Candidates are expected to have excellent interpersonal, oral and written communication skills, and to be fully committed to sustaining and advancing the goals of institutional diversity of students, faculty and staff. All finalists must successfully complete an on-campus interview.

Salary and benefits are competitive. Rank and salary will depend on credentials, accomplishments and experience. **Application materials should be received by March 1, 2002.** Applicants should submit a letter of interest, curriculum vita, complete undergraduate and graduate transcripts, and three current letters of recommendation to: Attn: Ms. Roxanna Liberace, Undergraduate Studies & Student Support Services, 105 Lawrence Center, West Chester University, West Chester, PA 19383. For more information about the University, see our web site at http://www.wcupa.edu. WCU is an Affirmative Action/Equal Opportunity Employer. Women and minorities are encouraged to apply.

THE COLLEGE OF ST. CATHERINE

The College of St. Catherine in St. Paul/Minneapolis invites applications for faculty positions to begin August 2002. With two campuses enrolling 4,400, the College maintains graduate and undergraduate programs. Founded by the Sisters of St. Joseph of Carondelet, the College enjoys a long-standing reputation for academic excellence, is committed to the education of women, and was the first Roman Catholic institution with a Phi Beta Kappa chapter. St. Catherine's seeks to be the world's preeminent Catholic College educating women to lead and influence. As an affirmative action, equal opportunity institution, the College of St. Catherine actively seeks applications from members of ethnic and minority groups.

FRENCH

Assistant Professor: full-time, three-year renewable entry-level position in French. Ph.D. is required. Experience with computer-assisted instruction, interest in "language across the curriculum," innovative approaches to teaching and cross-disciplinary involvement highly desirable, as is support for the values inherent in the liberal arts. Responsibilities include teaching at all levels of French language, as well as culture, civilization and literature. Secondary areas of specialization: 20th century French literature, culture and cinema as well as Francophone literature and culture most desirable. **Req. #01F14.** Review of applications will begin January 15th, 2002. For information, contact Sr. Jacqueline O'Hara at **jaohara@stkate.edu**.

SPANISH

Assistant Professor: full-time, tenure track entry-level position in Spanish. Ph.D. required. Experience with computer-assisted instruction, interest in "language across the curriculum," innovative approaches to teaching and cross-disciplinary involvement highly desirable, as is support for the values inherent in the liberal arts. Responsibilities include teaching at all levels of Spanish language, as well as culture, civilization and literature. Secondary areas of specialization include Latin American Literature and Spanish for Business and for Health Professions. **Req. #01F15.** Review of applications will begin January 15th, 2002. For information, contact Sr. Jacqueline O'Hara at **jaohara@stkate.edu**.

MATHEMATICS

Assistant Professor: full time, entry-level tenure track position in mathematics. Ph.D. in mathematics required. Applicants need to demonstrate commitment to undergraduate teaching. Responsibilities include a 6-course load per year, advising/mentoring students, opportunities for curriculum development and interdisciplinary work in a strong undergraduate learning environment. Review of applications begins January 15, 2002. **Req. #01F12.** For information, contact Professor Adele Marie Rothan at **amrothan@stkate.edu**.

EDUCATION

Assistant Professor: full-time temporary, entry-level position with the Department of Education. A doctorate from an accredited institution, ABD or considerable work beyond the master's level is required. Responsibilities include teaching elementary education with preprimary literacy and general education, in both the day and weekend college format; advising undergraduate and graduate students; supervising student teachers; teaching graduate courses; and other departmental service. Previous teaching in higher education is preferred. Review of applications begins January 30, 2002. **Req. #01F17.** For information, contact Linda Distad, Associate Dean, Associate Dean, at **lsdistad@stkate.edu**.

MASTERS OF LIBRARY SCIENCE & INFORMATION MANAGEMENT

Assistant Professor: Tenure track entry-level. The department offers a graduate degree in library and information science as well as undergraduate majors in information management and health information management. Requirements: Ph.D. in library and information science or related field; broad interest in and perspective on the field of information services; teaching experience with adult learners at the undergraduate and/or graduate levels; a demonstrated record of publication. Preference given to applicants whose teaching interests are in one of the following areas: information technologies and their applications, information and records management including electronic formats, information seeking behavior, information sources and services, knowledge management and special libraries. Review of applications begins December 30, 2001 and will continue until position is filled. **Req. #01F16.** For information, contact Mary Wagner at **mmwagner@stkate.edu**.

To apply, submit an application letter, curriculum vitae, copy of transcript, and three letters of recommendation to: **The College of St. Catherine, Human Resources, 2004 Randolph Avenue F-17, St. Paul, MN 55105.** Include Req. # in your application letter.

www.stkate.edu

THE NATIONAL WAR COLLEGE

Professor Announcements (Five Positions)

The National War College, in Washington, D.C., is seeking five faculty members: two for appointments as Professors of National Security Strategy, two for appointments as Visiting (one year) Professors of National Security Strategy, and one for appointment as Professor of Information/Educational Systems. These positions have been previously advertised; because of the post-September 11th disruption to the Washington, D.C.-area postal system, application deadlines are being extended to **January 15, 2002. If you have previously applied for one of these five positions you are advised to contact the National Defense University, Ms. Chris Lyons at** lyonsc@ndu.edu **(202) 685-2147 or DSN 325-2147; or the National War College, Dr. B.D. Cole, at e-mail** coleb@ndu.edu**; fax at (202) 685-4249; or phone at (202) 685-3642 to ensure your application was received.**

Candidates should have a solid record of teaching experience and scholarly accomplishment; experience at senior policy-making levels a plus. The College was established in 1946 to educate mid-career civilian and military officers in the national security process, and offers a ten-month course on all aspects of national security with a special emphasis on military strategy. The faculty of approximately 55 persons is a mix of professional military officers, senior employees of selected government agencies, and professional academicians. The College teaches primarily in seminar settings and grants a Master of Science in National Security Studies accredited by the Middle States Association.

All appointments will begin in **August 2002**, subject to funding availability. The National War College is an Equal Opportunity Employer and we strongly encourage women and minority candidates to apply. Applicants should provide a letter and an Application for Federal Employment or a curriculum vitae providing sufficient information to support qualifications for the appropriate position to **Ms. Chris Lyons, National Defense University, ATTN: NDU-PAS (Lyons), Bldg 62, 300 Fifth Avenue, Fort McNair, Washington, D.C. 20319-5066** not later than **January 15, 2002.** Announcement for these vacancies is available at www.ndu.edu under Employment Opportunities.

Saint Joseph College
Connecticut

Department of Child Study/Education/ Special Education

The College invites applications for two tenure track assistant professor appointments to begin in August 2002.

Education Curriculum and Instruction
with emphasis on the areas of Social Studies, Science, or Mathematics

Elementary and Early Childhood Education

Responsibilities will include teaching and service in undergraduate and graduate methods courses in a constructivist integrated curriculum for elementary social studies, science, and/or mathematics, including the process of teaching social studies and science, science and social studies as continuous inquiry, science in elementary school, children and mathematics, advanced methods and materials, and primary curriculum.

Education Foundations, Elementary Education

Responsibilities will include teaching and service in undergraduate and graduate foundations courses with a constructivist perspective including curriculum and instruction; elements of teaching; schools, learning and the impact of cultures; issues, policies and the law; and foundations of education.

For a full description of position responsibilities, qualifications and the application process, please visit www.sjc.edu/tv.

Review of applications will begin immediately and continue until the positions are filled.

An EOE/M/F/V/D employer. Women and minorities are encouraged to apply.

BEST COPY AVAILABLE

DAKOTA STATE
DSU
UNIVERSITY

SCIENCE EDUCATION
FACULTY POSITION

Dakota State University is accepting applications and nominations for a full-time, tenure-track faculty position in Science Education to begin **Fall of 2002**. Applicants must have an earned doctorate in education and expertise in science education and instructional technology, K-12 teaching experience, and success in scholarly activity and research. Responsibilities will include teaching, supervising field experiences, student advisement, curriculum and program development, committee work, service to the university and community, and scholarly activity.

Dakota State University offers both faculty and students access to a uniquely sophisticated computer environment, providing an unparalleled opportunity to advance innovative practices in teacher education, particularly in integrating computer technology into instruction. Dakota State University is located in Madison, South Dakota, approximately 50 miles northwest of Sioux Falls in the southern lakes region of the state. The Madison area offers a healthy community, excellent schools and abundant recreational activities. Information regarding Dakota State University and the College of Education programs may be found at http://www.dsu.edu and http://www.departments.dsu.edu/educate/ respectively.

The College of Education is developing a faculty reflecting cultural diversity and is strongly committed to the recruitment, hiring, and retention of minorities. We urge individuals from underrepresented groups to apply. The position will be filled not later than **August, 2002**. The position is open until filled. Rank and salary commensurate with qualifications and experience.

Submit a letter of application, resume, and the name, address, and phone numbers of three references to **Chair, Science Education Search, College of Education, Dakota State University; Madison, SD 57042-1799**; phone: 605-256-5177; TDD 1-800-877-1113; Fax: 605-256-7300; or Trish.Killion@dsu.edu.

Applicants with disabilities are invited to identify any necessary accommodations required in the application process. EOE

California Community Colleges

The Registry
California Community Colleges

Thirteenth Annual Affirmative Action
JOB FAIRS

FREE ADMISSION • No Registration Fee

Speak with representatives from California Community Colleges.

LOS ANGELES
Saturday, Jan. 26, 2002
Marriott Hotel LAX
5855 West Century Blvd.
Los Angeles, CA 90045
9 a.m. (Indiv. w/Disabilities)
10:00 a.m. - 3:00 p.m.

OAKLAND
Saturday, Feb. 2, 2002
Oakland Marriott City Center
Oakland Convention Ctr-East Hall
1001 Broadway (at 10th)
Oakland, CA 94607
Take BART to 12th Street Station
9 a.m. (Indiv. w/Disabilities)
10:00 a.m. - 3:00 p.m.

FRESNO
Saturday, Feb. 9, 2002
Sheraton Four Points Hotel
3737 North Blackstone Ave.
Fresno, CA 93726
9 a.m. (Indiv. w/Disabilities)
10:00 a.m. - 3:00 p.m.

The 2002 California Community Colleges Job Fairs are for faculty and administrative positions only.

For up-to-the minute details visit us on the web at

http://registry.yosemite.cc.ca.us

The University of New Mexico

Anderson Schools of Management and School of Engineering PNM Chair of Microsystems, Commercialization and Technology

The University of New Mexico invites applications and nominations for the PNM Chair of Microsystems, Commercialization and Technology, endowed by the PNM Foundation, which was established by the state's largest utility, Public Service Company of New Mexico (PNM).

Microsystems refers to small-scale assemblies that integrate technologies such as microelectronics, micro-electro-mechanical systems (MEMS), photonic and optoelectronic devices, nanotechnology, sensors, and others. The individual selected to hold the PNM Chair must be prominently engaged in a field related to microsystems technology development and commercialization. Candidates in business administration and statistics, engineering, biomedical/biotechnology, chemistry, computer science, mathematics, optical sciences and economics will also be considered. Applicants with a Ph.D, Honorary Ph.D, D.B.A., M.D or a J.D will be considered.

The selected candidate will receive a tenured appointment in the Anderson Schools of Management and a joint appointment in the School of Engineering. The faculty position will entail teaching undergraduate and graduate classes, development of the academic programs in the Anderson Schools of Management and the School of Engineering related to Microsystems technology and commercialization, and coordination of academic programmatic efforts with the business community.

Preference will be given to applicants who meet the following qualifications: extensive experience and results in developing and commercializing technology, with a desired emphasis on microsystems; leadership in building effective working relations between the academic and external communities; and a distinguished record of teaching, research and leadership in her/his field.

New Mexico offers an exceptionally promising environment for the creation and commercialization of new intellectual property centering on microsystems, and a tremendous opportunity to shape an industry by working with microsystems as a disruptive technology. A consortium of interested private sector and governmental parties have formed a Microsystems Cluster within the Next Generation Economy Initiative. Given the thriving high technology private sector and federal laboratories, New Mexico is well positioned to achieve national leadership in Microsystems.

Salary will be commensurate with the candidate's qualifications and experience. Applicants must submit a signed letter of interest, a CV, and at least 5 references. Additionally each candidate must submit a 1-2 page statement of how her/his research, teaching and service interests will further Microsystems technology development and commercialization.

Nominations and applications must be postmarked by February 15, 2002 to:

Dean Howard Smith
Chair; PNM Chair Search Committee
Anderson Schools of Management
University of New Mexico
Albuquerque, NM 87131

The University of New Mexico is a Carnegie Doctoral/Research Extensive University and a Hispanic Serving Institution.
For additional information, please contact Sue Podeyn at **505-277-6148** or **podeyn@mgt.unm.edu**

The University of New Mexico is an Equal Opportunity/Affirmative Action employer.

pbcc

PALM BEACH COMMUNITY COLLEGE

FACULTY POSITIONS

Palm Beach Community College, Florida's first public community college, is a comprehensive two-year institution with four locations serving a large and diverse population in South Florida. We invite applications for the following tenure track faculty positions beginning **Fall Term 2002.**

•Biology•Education• English (Credit & Prep)• Math (Credit & Prep) •Speech •Strategies for College Success. A Master's degree in teaching field or a Master's degree with 18 graduate semester hours in field is required. Teaching with multi-media technology preferred.

•ESOL•Math Prep•Reading. A Bachelor's degree in field and teaching experience in field or graduate training in developmental education is required. Teaching with multi-media technology preferred.

Application Closing Date: February 22, 2002. Final approval of positions is contingent upon budget approval by the Board of Trustees. **An application package for each position is required and must include a completed employment application and copies of all transcripts. Application packages which are not complete by the application closing date will not be forwarded to the screening committee.** To apply for these positions, please submit resumes and letters of intent to:

Office of Human Resources
Palm Beach Community College
4200 Congress Avenue
Lake Worth, FL 33461
Fax: 561-868-3131

Visit our website www.pbcc.cc.fl.us for information and employment application.
EOE/AA/ADA

Buffalo State

State University of New York

Geochemistry/Hydrogeology Assistant Professor

Buffalo State will receive applications for an anticipated opening for a tenure-track assistant professor, Earth Sciences and Science Education Department, to begin fall 2002. The successful candidate will be a broadly-trained geologist with teaching interests centered at the undergraduate level, and research expertise in geochemical systems consistent with the department's ongoing programs. Salary is competitive.

Responsibilities: Teach introductory geology, hydrogeology, geochemistry; mentor undergraduate research projects; provide field experiences for students.

Required Qualifications: Ph.D. in geology at time of appointment; strong commitment and ability to teach and mentor undergraduates; demonstrated expertise in the geochemistry of surface systems and hydrogeology.

Preferred Qualifications: Expertise in the geochemistry of petrological systems; prior experience in undergraduate teaching and mentoring undergraduate research.

Review of applications will begin immediately and continue until the position is filled. Send letter describing teaching and research interests and goals, curriculum vitae, and three reference letters (may be sent separately) to: Dr. Richard Batt, Chair, Earth Sciences and Science Education Department, Buffalo State College, SC 271, 1300 Elmwood Avenue, Buffalo, NY 14222-1095.

The department emphasizes excellence in teaching, field work, and the involvement of undergraduate students in research. For more information about the college, visit www.buffalostate.edu

Buffalo State is the largest four-year comprehensive college in the State University of New York (SUNY) system. The campus is located in the museum district of Buffalo, the second largest city in New York State. The area offers a variety of cultural and recreational activities.

Buffalo State is an affirmative action/equal opportunity employer and encourages applications from women, racial/ethnic minorities, persons with disabilities, and Vietnam-era veterans.

Director - University Women's Center

Case Western Reserve University (http://www.cwru.edu) is the largest private research university in Ohio, with broadly based strengths in engineering; medicine, nursing, and dentistry; humanities and social sciences; mathematics and natural sciences; law; management; and social work. CWRU is committed to achieving excellence in teaching, research, and scholarship. The University's 128-acre campus is the heart of Cleveland's University Circle – the region's cultural hub, home of more than 50 cultural, medical, educational, religious, and social service institutions.

Reporting to the Office of the Provost, this individual will develop and direct CWRU's new Women's Center. Responsibilities include program development, generating interdisciplinary and/or disciplinary research, teaching in the field of the Director's expertise, and working in collaboration with other university constituents (e.g. faculty, students, staff, development officers, alumni/ae), to address the concerns of women and gender. The director will advocate for positive change initiatives for women throughout the university. This position provides an exciting opportunity to join a dedicated and committed leadership team as it mobilizes the CWRU community in establishing a comprehensive Women's Center that will:

- Create a collaborative climate to assist students, faculty and staff to engage in research, scholarship, and dialogue in all fields that impinge on women and gender;
- Develop, with Women's Studies, lively, inclusive, and engaging programs;
- Mentor women throughout campus by developing and maintaining strategic networks with renowned researchers and scholars, CWRU alumni/ae, community professionals and advocates;
- Advocate for professional development of faculty and staff concerning affirmative action and equal opportunity issues;
- Promote lifespan/human development of students, faculty, and staff.

Applicants must have a doctorate (or equivalent terminal degree appropriate to their discipline), interdisciplinary background in the study of gender, ethnicity/culture, class, and must demonstrate a strong scholarly record of research and publishing. Candidates with an appreciation for the issues surrounding gender and science/engineering are particularly encouraged to apply. The successful candidate will have the ability to support fund-raising efforts and donor relations.

Qualified candidates should send a letter of interest, curriculum vita, and contact information for three references to:

Elizabeth Jaszczak, Department of Human Resources
CASE WESTERN RESERVE UNIVERSITY
10900 Euclid Avenue, Cleveland, OH 44106-7047
Fax (216) 368-4678 Email:eaj@po.cwru.edu

CWRU

In employment as in education, CWRU is committed to affirmative action and equal opportunity and encourages applications from women, people of color, and individuals with disabilities.

Dean of the Woodrow Wilson School of Public and International Affairs

Princeton University is seeking a Dean of the Woodrow Wilson School of Public and International Affairs, a full-time appointment starting July 1, 2002.

The Woodrow Wilson School offers graduate degree programs leading to the Master of Public Affairs, Master of Public Policy, and Ph.D. degrees, as well as an undergraduate concentration. The School has 60 full-time faculty members, most of whom hold joint appointments in departments and programs including Economics, Politics, Sociology, Psychology, Geosciences, Human Values, Demography, Molecular Biology, and Ecology and Evolutionary Biology. There are approximately 180 undergraduate concentrators and 160 students enrolled in advanced degree programs.

Qualifications for appointment to the tenured faculty of the Woodrow Wilson School are required. Leadership experience in an academic setting, professional distinction, and proven ability to bridge disciplines and areas of interest are required.

Applicants should send a letter and a curriculum vitae to **Chair, Woodrow Wilson School Search Committee, Three Nassau Hall, Princeton University, Princeton, NJ 08544.** Review of applications will begin January 14, 2002.

Princeton University is an equal opportunity, affirmative action employer.

Princeton University

PASADENA CITY COLLEGE

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ACADEMIC MANAGEMENT

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Division Dean of Languages	#817
Division Dean of Social Sciences	#820
Division Dean of Visual Arts & Media Studies	#818
Dean of Institutional Planning & Research	#819

TENURE-TRACK FACULTY

Mathematics (4 positions)	#821
English Composition (3 positions)	#822
Computer Studies	#823
Geology (2 positions)	#824
Medical-Surgical Nursing	#825
Band	#826
Counselor	#827
Illustration/2D	#828
Biology	#829
Business	#830
Photography	#831
Licensed Vocational Nursing	#832
Ceramics/Drawing	#833

Pasadena City College offers excellent salaries based on academic background and experience plus an extremely generous fully paid fringe benefits package. To access job announcement and application materials on-line, please visit our website at www.paccd.cc.ca.us or call 626-585-7257

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Cleveland State University

Assistant Professor of Accounting (Tenure Track)

Cleveland State University, Cleveland, Ohio, is seeking applications for the position of Assistant Professor of Accounting, beginning August, 2002. Review of applications will begin January 15, 2002. **For full details and application process information, see the job posting on www.HigherEdJobs.com.**

HENDRIX COLLEGE
FOUNDED
1876
CONWAY, ARKANSAS

HENDRIX COLLEGE

Provost and Dean of the College

Hendrix College, a selective liberal arts college sheltering a chapter of Phi Beta Kappa and affiliated with the United Methodist Church, seeks nominations and applications for the position of Provost and Dean of the College.

Founded in 1876, Hendrix is a residential college of 1100 students. Faculty and students compose an intellectually stimulating community of scholars. Last year the College produced a Rhodes Scholar, a Truman Scholar, a Rotary International Fellow, a Goldwater Scholar, and three Watson Fellows. Sixty percent of graduates enter graduate or professional school within two years. The College's strong programs cover the spectrum of the liberal arts. Last year the College completed new and renovated facilities for all of the physical and life sciences, which serve over half of the students. Planning and construction are underway for new academic buildings in literature and language and in art; funding is complete for all these facilities.

The Provost reports directly to the President, is the chief academic officer of the College, and is responsible for the vision and implementation of the academic program. The provost is responsible for coordinating the work of the faculty in its shared role in governing the College, and for all matters pertaining to faculty, curriculum, and the academic dimension of student life.

The ideal candidate will have a deep appreciation for and the ability to articulate the benefits of a small residential liberal arts college. That individual will possess a distinguished record of accomplishment in higher education, including teaching and scholarship; evidence of intellectual leadership and skill as an administrator; the ability to give direction to curricular and faculty development; the ability to work effectively with internal and external constituencies; and the ability to bring a critical view to the challenges facing liberal arts colleges in the 21st century.

Hendrix is located in Conway, Arkansas, 30 minutes from Little Rock, the state's governmental, business, professional, and cultural center. The foothills of the Ozark mountains provide ample outdoor recreational opportunities, including one of the nation's best sailing lakes.

The search is commencing immediately and will continue until the position is filled. For best consideration, please forward materials not later than February 11, 2002. Nominations and applications should be sent, in confidence and preferably electronically, to:

Shelly Storbeck
Managing Director and Vice President
A.T. Kearney Education Practice
333 John Carlyle Street
Alexandria, VA 22314
Phone: 703/739-4613
Fax: 703/518-1782
Email: doug.honker@atkearney.com

Hendrix College is an equal opportunity employer.

COMMUNITY COLLEGES OF
COLORADO

President

Arapahoe Community College

The Colorado Community College System is seeking a leader for the position of President at Arapahoe Community College.

Desired Criteria:

- Experience in developing external partnerships with community, business, and industry groups
- Demonstrated success heading a similarly complex and large organization, comparable to that of Arapahoe Community College
- Ability to articulate and promote the mission/vision of a community college
- Demonstrated successful senior management experience, including fiscal management
- Successful track record in personnel development and teambuilding
- Commitment to a learner centered college, student success and excellence in teaching
- Proven fund-raising ability in the public and private arenas
- Demonstrated collaborative leadership skills in the development and implementation of strategic initiatives
- Familiarity with advanced technology and distance learning
- Demonstrated commitment to encouraging diversity
- Ability to develop and maintain relationships and collaboration with local and state elected officials, K-12 and other colleges/universities
- Demonstrated strong oral, written and interpersonal skills

Qualifications:
Applicants must have the educational credentials and experience sufficient to earn the respect of the academic and local communities.

Arapahoe Community College is located in the southern part of the Denver metro area and serves residents in a community that is experiencing rapid growth and unparalleled business development. The College offers more than 60 degree and certificate programs to nearly 7500 students per year. The College also boasts an Art and Design Center, the Colorado Center for Professional Development located in the Denver Technological Center and its newest site, the University Center at Chaparral in Parker, Colorado. Staff includes 108 full time faculty, 386 part-time instructors, 51 administrators, and 120 support staff.

The complete position announcement and application information can be obtained at www.rightchoice.org/HR/HR.html or you may contact the Director of Human Resources, Cindy Hesse, at Presidential.Search@cccs.cccoes.edu for further information. The current goal is to identify the new president by June 2002. Applications will be accepted until the position is filled; however, screening will begin February 15, 2002.

ASSISTANT DEAN OF THE COLLEGE PRINCETON UNIVERSITY

Princeton University invites applications and nominations for the position of Assistant Dean of the College. The Assistant Dean is the dean for the junior class and the coordinator of fellowship advising.

The Assistant Dean's primary responsibility is to provide academic counseling to members of the junior class. The Assistant Dean monitors the academic progress of juniors, advises about course selection, choice of concentration, and academic planning, interprets academic regulations and requirements, and alerts students to special academic opportunities. The Assistant Dean approves exceptions to normal academic policies and procedures, provides support to students in academic difficulty, and investigates and resolves complex matters concerning juniors which may involve other students, parents, faculty members, and/or administrative offices. The Assistant Dean's advising takes place mainly through intensive, often extended counseling of individual students; where appropriate, it may also involve structured interactions with small groups.

At the level of policy and program, the Assistant Dean proposes and implements policies concerning academic matters for juniors and, with other deans, reviews and develops policies concerning academic matters for all undergraduates. The Assistant Dean works closely with departmental representatives and other faculty members both to communicate and explain policies and regulations and to assist them in various ways in their work with juniors. The Assistant Dean works closely with deans and directors of studies in the residential colleges to enhance advising for rising juniors and to ensure an effective transition between the sophomore and the junior year. The Assistant Dean collaborates with fellow deans, faculty, and students to develop mentoring programs and other targeted initiatives that support and encourage the academic success of an increasingly diverse undergraduate student body.

As the coordinator of fellowship advising, the Assistant Dean is responsible for the organization, management, and publicity for all major postgraduate fellowships, including Rhodes, Marshall, Churchill, Fulbright, Luce, Mellon, and National Science Foundation Scholarships, as well as some undergraduate fellowships and some Princeton-specific postgraduate fellowships. The Assistant Dean provides general advice about fellowship applications and procedures, recruits and works closely with faculty members who serve as advisers for individual fellowships, and organizes the internal application processes for fellowships that require University endorsements. The Assistant Dean has administrative responsibility for the Mellon Minority Undergraduate Fellowship Program.

The Assistant Dean is responsible for publications related to academic advising and fellowships.

Applicants are expected to hold a Ph.D. in a subject taught at Princeton and to have had experience as a faculty member or academic administrator in a college or university, including experience in academic advising and the implementation of academic regulations. Strong organizational and interpersonal skills, strong oral and written communication skills, and flexibility in performing duties are essential.

The position is available as of July 1, 2002.

Send curriculum vitae and names of three references to: **Princeton University, Office of Human Resources, One New South, Req. #2120, Princeton, NJ 08544.** For full consideration, applications should be received by February 8, 2002. Princeton University is an equal opportunity affirmative action employer.

Princeton University

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California State University
Dominguez Hills

2002-2003 ACADEMIC YEAR

California State University, Dominguez Hills (CSUDH), is pleased to invite applications for **tenure-track faculty positions** in several areas for appointment in the 2002-2003 academic year, which begins in late August 2002. **Appointments and starting dates for these positions are subject to the availability of funds.**

POSITIONS: CSUDH is looking for individuals with thorough disciplinary grounding in the following subject areas:

COLLEGE OF ARTS & SCIENCES

Africana Studies
Art
Behavioral Science
Chemistry
Computer Science (3 positions)
Earth Sciences
English (2 positions)
Foreign Languages: Spanish (2 positions)
History
Interdisciplinary Studies
Mathematics (4 positions)
Performing Arts: Dance
Physics
Sociology

SCHOOL OF BUSINESS & PUBLIC ADMINISTRATION

Computer Information Systems (3 positions)
Management
Marketing
Public Administration

SCHOOL OF EDUCATION

Graduate Education (3 positions)
Teacher Education (9 positions)

SCHOOL OF HEALTH

Health Sciences
Nursing (2 positions)

Minimum qualifications for these tenure-track faculty positions generally include, but are not limited to, an appropriate doctorate or other terminal degree in a relevant subject area(s) from an accredited institution, a record of effective teaching, and experience with and a commitment to working in a multiethnic, multilingual and multicultural environment.

THE UNIVERSITY: California State University, Dominguez Hills, was established in 1960 and is one of the 23 campuses that comprise The California State University system. CSUDH is an urban, comprehensive public university with more than 300 full-time faculty members that serves a culturally rich, diverse student body of over 12,000 students at the undergraduate and graduate levels, including a significant number of non-traditional, working adult students as well as approximately 2,000 students enrolled in distance learning programs statewide. Located on a 346-acre site in the South Bay portion of the greater Los Angeles metropolitan area, CSUDH is situated in an area characterized by an extraordinary heterogeneity of people and an extensive array of high technology industries and professional services.

SPECIAL NOTE: The foregoing list of tenure-track faculty positions does not provide a description of duties and responsibilities, and it does not describe all of the qualifications that are either required or preferred. Also, other items may need to be submitted in addition to the minimum application materials cited below. For more detailed information, including the appropriate contact person or committee, please go to the CSUDH Faculty Affairs' web page at http://www2.csudh.edu/aa/FA/jobs.html. You may also call the Office of Faculty Affairs at (310) 243-3766.

APPLICATION PROCESS: Send a letter of application, a current curriculum vita or resume, and at least three (3) recent letters of recommendation to the appropriate contact person or committee at the following address:

CALIFORNIA STATE UNIVERSITY, DOMINGUEZ HILLS
1000 EAST VICTORIA STREET
CARSON, CALIFORNIA 90747

Upon appointment all candidates must furnish proof of eligibility to work in the U. S.
EQUAL OPPORTUNITY, AFFIRMATIVE ACTION, SECTION 504, TITLE IX EMPLOYER
Clery Act crime statistics for CSUDH available at http://www.csudh.edu/dhpd/dhpd.htm,
or by calling campus Public Safety Department at (310) 243-3639.

Looking for a back article of *Hispanic Outlook???*

"Hispanic Outlook in Higher Education" is archived in the ERIC database on an annual basis. These annual cumulations (26 issues) may be purchased (in microfiche or reproduced paper copy) from the:

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Empire State College

State University of New York

CENTER FOR DISTANCE LEARNING

SUNY Empire State College is a national leader in non-traditional education with a mature distance learning program established in 1979 and located in Saratoga Springs, New York. The college is grounded in the approach that education begins with the goals and interests of its adult students. CDL provides both individual courses and complete undergraduate degrees at a distance. CDL coordinates 11,000 course enrollments a year using Web-based delivery and print-based course packages for adult learners studying independently or through over 150 groups on the Web. ESC faculty are expected to work with both undergraduate and graduate students. For additional information, please visit the web site (www.esc.edu/CDL).

Academic Area Coordinator of Community and Human Services

(focus on criminal justice, public administration, fire service administration)

The Coordinator (assistant professor, full-time, tenure track), working with other full-time and part-time faculty in the Center, is responsible for curriculum development, delivery and maintenance of courses in the broad area of Human Services. This position will have direct supervision over development and hiring of adjuncts in criminal justice, public administration, and fire administration. The perspectives of the courses taught in these areas are directed to administration perspectives rather than individual development and counseling in human services. The Area Coordinator also mentors students, providing individual academic advisement and teaches at a distance in areas of his or her area of expertise. Earned PhD or other appropriate terminal degree is required for a tenure track appointment. Minimum three years teaching experience required (experience with adult students, non-traditional teaching or training format preferred); practical experience in human services administration highly desired. The candidate should have the ability to think creatively about teaching and learning; particularly as educational delivery options and resources are expanded by the use of technology is essential. Salary and benefits are competitive.

Academic Area Coordinator of Historical, Social and Political Studies

(Anticipated Opening)

The Coordinator (assistant professor, full-time, tenure track), working with other full-time and part-time faculty in the Center, is responsible for curriculum development, delivery and maintenance of courses in the broad area of Historical Studies. This position will lead an interdisciplinary perspective with colleagues in the Center and most probably have direct supervision over development in historical studies, social and political studies, anthropology and religious studies. This faculty person maintains oversight for the Center on general education planning. The Coordinator also mentors students, providing individual academic advisement and teaches at a distance in areas of his or her expertise. Earned PhD or other appropriate terminal degree is required for a tenure track appointment. Minimum three years teaching experience preferred (experience with adult students, non-traditional teaching format preferred); practical experience in academic administration desirable; the ability to think creatively about teaching and learning; particularly as educational delivery options and resources are expanded by the use of technology and interdisciplinary perspectives are essential.

The anticipated appointment date is **July 1, 2002** or after. Review of applications for both positions will begin on **February 11, 2002**. Letter of application indicating position interest, resume and names and contact information of four references to:

CDL Search Committee
Center for Distance Learning
SUNY/Empire State College
Three Union Avenue
Saratoga Springs, NY 12866
Bernice.Kennedy@esc.edu (secretary to the search committee)
FAX 518-587-2660

SUNY Empire State College is an AA/EEO/IRCA/ADA employer.

UNIVERSITY OF ALASKA SOUTHEAST

MATH FACULTY AD

University of Alaska Southeast, Juneau Campus invites applications for a 9-month tenure track Assistant Professor of Mathematics position beginning August 2002. The position requires a Ph.D. degree in mathematics with some statistics preferred. We will also accept applicants with a Master's degree in mathematics and a Master's degree in statistics. Undergraduate teaching experience is required. Duties include teaching 12 credit hours per semester at the undergraduate level along with university and community service. Legal right to accept employment in the United States. To apply, submit a completed UA Employment Application form, available at **http://www.uas.alaska.edu/**, vita, copies of undergraduate and graduate transcripts, a one page statement of teaching philosophy, and three letters of recommendation, at least one of which addresses the candidate's teaching ability and potential. Mail to **University of Alaska Southeast, Personnel Services, 11120 Glacier Highway, Juneau, AK 99801-8675.** Applications must be received by January 15, 2002. Members of the search committee will participate in the Employment Center at the January MAA/AMS meeting in San Diego.

UAS is an AA/EO employer and seeks applications from women and minorities.

UNIVERSITY of WISCONSIN

UWMILWAUKEE

POSITION ANNOUNCEMENT

DIRECTOR - RESEARCH ADMINISTRATION

The University of Wisconsin-Milwaukee (UWM) seeks an experienced research administrator to lead and direct the Office of Research Services and Administration. The Office handles pre-award processing and post-award financial management for all UWM sponsored projects. The Director's position involves interaction with University administrators, investigators, sponsors, and the UWM Foundation. The Director reports to the Associate Provost for Research and Dean of the Graduate School.

UW-Milwaukee has a record of research growth and a strong commitment to continued expansion of research and extramural funding. UWM is Wisconsin's major public urban research university, located in an attractive neighborhood setting near the shores of Lake Michigan only minutes from the center of metropolitan Milwaukee. Offering a comprehensive liberal arts and professional education at the undergraduate and graduate levels to its 23,000 students, UWM is one of the two doctoral-granting campuses in the University of Wisconsin System.

Responsibilities: Working with a full-time staff of eleven, the Director's responsibilities include assisting faculty, staff, graduate students, and administrators in obtaining sponsored projects from federal and non-federal sources; negotiating complex grants and contracts; accepting awards; monitoring compliance with federal, state, UW System, and UWM policies, procedures, and regulations; records maintenance; and report preparation as required.

Minimum Qualifications:

- A Master's degree is required with a minimum of six years of progressively responsible experience in a leadership position in sponsored projects administration in a research university setting.
- Excellent communication skills, including listening, oral, and written communications; effective managerial and interpersonal skills; and the ability to present material in a concise, effective, and professional manner to a variety of groups and individuals.
- A demonstrated record of skill in analysis, negotiation, organization, training, supervision, teamwork, and budget development.
- Broad knowledge regarding grant and contract administration, including research agreements, material transfer agreements, and responsible conduct of research.
- General knowledge of federal regulations governing sponsored project administration including OMB Circulars A-21, A-110, and A-133; Federal Cost Accounting Standards; and Federal Acquisition Regulations.
- Ability to develop and deliver responsible service to project directors and unit administrators responsible for sponsored project activities.

Salary and Pay Basis: This is a full-time, annual basis (12-month) academic staff position. Salary commensurate with qualifications and experience; excellent fringe benefits.

Application Process and Deadline: Interested individuals should submit a (1) cover letter of application; (2) a resume or vita; and (3) names and contact information for three current references postmarked by January 22, 2002, to:

Marjorie Bjornstad, Assistant Dean, UWM Graduate School, P.O. Box 340, Milwaukee, WI 53201

Learn more about the University of Wisconsin-Milwaukee and the Graduate School by visiting our home page at **http://www.uwm.edu/**

Interested applicants may request additional information from the Graduate School Human Resources and Budget Office at **gshrb@uwm.edu**

UWM is an AA/EO employer and educator. Applications from individuals who would enhance and diversify our workforce are encouraged.

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President

Aims Community College

Greeley, Colorado

The Board of Trustees of Aims Community College invites applications for the position of President. Aims is a comprehensive community college district with campuses in Greeley, Loveland and Ft. Lupton, Colorado, serving 14,000 students annually (3,900 FTE) in a service area that includes a population base of 350,000-plus residents. The annual operating budget is $27.0 million.

Please access the Aims Community College web site at www.aims.edu to view the comprehensive presidential profile.

For confidential inquiries about the position, contact: **Dr. Abel Sykes, Search Consultant, Association of Community College Trustees, Telephone: 707.422.7191 or email at a.sykesjr@worldnet.att.net.**

Nominations and applications will be accepted until the position is filled. However, to ensure full consideration, applications should be submitted for receipt no later than **February 27, 2002.** The Search Committee will begin reviewing applications immediately after that date.

www.aims.edu

-An ACCT Search-

Aims
Community College
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Chicana/o Studies

UCSB

UNIVERSITY OF CALIFORNIA, SANTA BARBARA

The University of California Santa Barbara invites applications from prominent scholars in the humanities or social sciences who work on themes of interest in Chicana/o Studies. The successful candidate will hold a tenured appointment in the department of his or her discipline and also serve half time as the Director of the Center for Chicano Studies. The Director reports to the Vice Chancellor for Research.

The Center for Chicano Studies sponsors interdisciplinary research in the social sciences and humanities on all aspects, past and present, of the lives of Chicanas/os and Latinas/os. Salary will be commensurate with qualifications and experience. Applicants should provide a curriculum vitae, a brief statement on a Director's role in advancing research in Chicano Studies, and the names of three references to:

Chair, Center for Chicano Studies Director Search
c/o Office of Academic Personnel
University of California, Santa Barbara
Santa Barbara, CA 93106

The screening process will begin immediately. Applications and nominations will be received until the position has been filled.

The University of California is an AA/EO employer.

University of Connecticut

TENURE-TRACK FACULTY POSITION STATE 4-H YOUTH DEVELOPMENT PROGRAM LEADER

An eleven-month, tenure-track appointment, requiring a Master's degree (Ph.D. or Ed.D. preferred) in a discipline related to agriculture, education, family and consumer sciences, natural resources, or youth development. 4-H Youth Development Program Leader (50% time) and youth development subject matter specialist (50% time). Overall leadership for Cooperative Extension System 4-H Youth Development programs and initiatives. Subject matter specialist responsibilities dependent on the area of expertise of the candidate of choice. Screening to begin March 15, 2002. To apply send a statement of your vision of leadership in a youth development program (not to exceed two pages) with a CV and names and contact information for three references to: **Roy Jeffrey, Chair, 4-H State Program Leader Search Committee, College of Agriculture and Natural Resources, 1376 Storrs Road, Unit 4134, Storrs, CT 06269-4134. 1-860-486-5962 or roy.jeffrey@uconn.edu.**

UConn actively solicits applications from minorities, women, and people with disabilities.

(Search 02A279)

R·I·T

Rochester Institute of Technology

FACULTY POSITIONS DEPARTMENT OF PHYSICS

Applications are invited for one or more tenure-track positions in the Department of Physics. The minimum qualifications are a Ph.D. in physics, astronomy or a closely related field, a research focus compatible with the Department's current research topics, evidence of excellence in teaching lecture and laboratory courses, a commitment to sustained research involving undergraduate and graduate students, and familiarity with current trends in undergraduate physics education. The faculty of the Department of Physics participate in the graduate programs in Imaging Science and Materials Science & Engineering and will participate in the proposed Ph.D. program in Microsystems Science and Engineering. Research topics of current interest in the Department are integrated nanopower systems, thin films, magnetic materials, complex (colloidal/macromolecular) fluids, light/thermal neutron scattering spectroscopies, granular materials, observational astronomy, nonlinear dynamics and physics education research. The Department maintains an observatory on campus that is used primarily for undergraduate astronomy courses and public outreach. We are particularly interested in candidates who can collaborate with researchers in the Nanopower Research Laboratory, the Ph.D. program in Microsystems Science and Engineering, and/or the Center for Imaging Science in one or more of the following areas: electro-optics, integrated optics and optical fabrication technology. A description of the Department of Physics, including a more detailed position announcement outlining the application procedure, are located at:

http://www.rit.edu/~67www/

RIT is an equal opportunity, affirmative action employer; women and minority candidates are strongly encouraged to apply.

SOUTHEASTERN OKLAHOMA STATE UNIVERSITY

Accounting

The Department of Accounting and Finance at Southeastern Oklahoma State University invites applications and nominations for a tenure track Assistant/Associate professor of Accounting. The occupant of this position will be expected to maintain excellence in instruction, research, and public service. Founded in 1909, Southeastern Oklahoma State University enrolls more than 4,000 students in 50 undergraduate and 7 graduate degree programs. The campus is located in Durant, Oklahoma, 80 miles north of Dallas, Texas and 150 miles southeast of Oklahoma City. The successful candidate for the will possess the following qualifications: A doctorate in accounting with academic credentials and experience that merit tenure track status in the Department of Accounting and Finance; Experience working collaboratively and effectively with students, faculty, and administration; familiarity with AACSB accreditation in accounting. Salary will be commensurate with qualifications and experience. Position begins in August, 2002. To apply, send a letter of application, resume, unofficial transcripts, and the names, addresses, phone numbers, and e-mail addresses (if available) of at least three references to: **Office of Human Resources, Southeastern Oklahoma State University, 1405 N. 5th Avenue, Durant, OK 74701-0609.** Review of applications will begin in early February, 2002, and will continue until the position is filled. Must be eligible to work in the United States.

SOSU is an AA/EEO employer committed to multicultural diversity. www.sosu.edu

UNIVERSITY of WISCONSIN

UWMILWAUKEE

Early Childhood Special Education (Birth to Three Focus) (Position #2142)

Assistant Professor, Tenure Track

Department of Exceptional Education

University of Wisconsin-Milwaukee

The Department of Exceptional Education at the University of Wisconsin-Milwaukee is seeking applicants for an Assistant Professor in Early Childhood Special Education (focus on Birth to three). This is a full-time, tenure track position in a major urban research university.

This individual would be a member of the Early Childhood Special Education Team and as such, would play a key role in advising and mentoring the increasing number of students in this program. We seek a person with experience and expertise in working with infants, toddlers, and their families in the urban context. The course load would include Methods, Supervision, Working with Families, and Graduate and Outreach Courses of topical interest to early childhood special educators.

Minimal Qualifications:

- Earned doctorate in special education or related field
- At least three years teaching experience in early childhood special education or related area
- Potential for a strong record of scholarly achievement

We are interested in applicants who have been effective in university teaching and are committed to working collaboratively in program development. We also encourage applicants who work across disability areas and have experience educating students from culturally and linguistically diverse backgrounds.

SALARY RANGE: Commensurate with experience, Competitive.

APPLICATION DEADLINE: Applications must be postmarked by February 15, 2002

START DATE: Fall Semester, 2002

Please send a cover letter, vita, transcripts, three letters of recommendations, and a sample of written work, to:

Dr. Mary McLean, Search Committee Chair
Department of Exceptional Education
University of Wisconsin-Milwaukee
P.O. Box 413
Milwaukee, Wisconsin 53201
(414) 229-2213 Fax (414) 229-5500

Other Search Committee Members: Dave Edyburn, Suzette Garay, Liz Kraniak (Milwaukee County Birth-Three Program), and two others (to be named).

The names of those nominees and applicants who have not requested that their identities be withheld and the names of all finalists will be released upon request.

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Assistant Professor, Tenure Track

Department of Exceptional Education

University of Wisconsin-Milwaukee

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Department of Exceptional Education
University of Wisconsin-Milwaukee
P.O. Box 413
Milwaukee, Wisconsin 53201
(414) 229-2213 Fax (414) 229-5500 e-mail: mmclean@uwm.edu

Other Search Committee Members: Lisa Barcyzk (Milwaukee Public Schools), Dave Edyburn (Edyburn@uwm.edu), and Suzette Garay (sgaray@uwm.edu).

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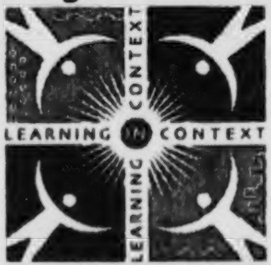

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¡PUNTO FINAL!

LATINOS, TECHNOLOGY, AND HIGHER EDUCATION

Marcelo Vera, Ph.D., is director of distance learning for the College of Arts and Sciences at the University of South Florida, teaches in its School of Mass Communications, and researches distance learning and instructional technology that can be applied to Latin America.

A student in my Mass Communications & Society class last spring, a woman from Mexico now living in the U.S., told me, "I think this is one great opportunity for me because I can look after my children and attend school at the same time."

It was the first time I'd taught an "Anytime, Anyplace" fully Web-based class; moreover, I taught it in Spanish, which represented a double challenge. The school of Mass Communications at the University of South Florida offers a few English sections of this course, and more than 800 students enroll in them every semester. This year, given the chance to combine my technology expertise and my language skills, I jumped on it. I'd been a Latino student–and thought that using our primary language would be an incentive for other Latinos to continue their studies.

When I developed the course, I knew from the beginning that the experiment could work, and even without much advertising, my class started out on the right foot with about 11 Spanish-speaking students and one Anglo-Saxon.

In a recent survey, I found that nine out of 10 Latino students have computers at home, so they are able to complete their assignments and to find the information they need.

Technology is helping minorities get ahead in higher education. Higher education institutions around this country and the world are creating more distance-learning programs and offering their faculty incentives and technological support to do so. They are not even aware that they might be helping minorities achieve success. They are doing it because distance learning is a tool to reach students outside their domains. The demand has increased for this type of instruction, especially with nontraditional students, who might be mothers, fathers, and older students re-training to sharpen their professional skills. And the retention rate has proved to be higher than that of traditional learning, in part because most of the students are responsible adults determined to pursue higher education on their own terms or at their own times and pace.

Many believe that distance education is now here to replace traditional classrooms and perhaps even the personal teacher-student interaction. But this misunderstanding doesn't disturb those who are determined to continue with their education. A piece in *The New York Times* some time ago said, "The idea of one professor for one classroom is ancient....[N]ew technology is going to give every student access to the best professors in the world."

Higher education institutions are working on positive engagement with their communities. By diversifying their methods of distributing education and not showing limited flexibility, they contribute to the growth of young Latino students, as well as those new immigrants coming to the U.S. who are intellectually eager and ready to contribute to this society–like the student in my class who happens to be a mother and calmly studies at home, away from problems of traffic, time, parking, and other hassles facing a conventional commuter student. Many more like her are out there, willing to seize distance-learning opportunities.

This technology that has exploded dramatically in our lives, providing us with easy access to information, is changing the way we think and the way we behave every day. In the case of Latinos especially, and other minorities who have to work hard every day, technology has opened one more door to opportunity through education.

According to a report from the NPR news magazine *Latino USA*, Latino and African American use of the Internet is jumping at twice the rate of the overall population. Their main interests are career advancement and professional development. Specifically, Latinos look for sources of domestic news, international news, and information about education scholarships and other financial aid possibilities. African Americans use the Internet largely to seek financial and technological information.

The trend of education at a distance is taking off in huge proportions. More and more universities across the U.S. are developing new programs and offering certificate programs to full online degrees. And with the new wave of the Internet over the last 10 years, higher education institutions are expanding their methods of teaching that cross borders, making them more appealing to students in remote locations, especially to Latinos, nontraditional students, and other minorities, in their quest to get ahead.

If interested in submitting a ¡Punto Final! "think piece," please e-mail us at sloutlook@aol.com for guidelines.

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CONTRIBUTORS: Isis Artze, Adalyn Hixson, Estela Marín, John S. Robey, Johanna Vélez-Yelín

LETTERS TO THE EDITOR: **Commentaries or Questions should be addressed to:**

The Hispanic Outlook in Higher Education
210 Route 4 East, Suite 310
Paramus, NJ 07652

All correspondence should include author's full name, address, and phone number.

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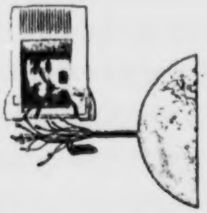

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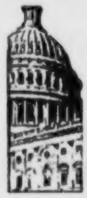

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To Feel Whole

Esquina Editorial

Money Matters

Paying for college can be as complicated and cumbersome as buying a home, or as easy, if one is well prepared to fill out the applications and has saved up enough to make a significant down payment and meet closing costs. With tuition increases unrelenting, for parents it means making deposits early on–by setting up an education IRA, college savings plans, mutual funds, money market, or a simple savings account. Many parents have good intentions–but before they know it, the child is in middle school or high school. While it's never too late, they missed out on the opportunity to make an early investment that could alleviate college costs later.

A report from the American Council on Education on student borrowing in the 1990s highlights trends that may encourage parents to start saving as early as possible. According to this report, between 1990 and 2000, student loan volume more than doubled in real terms, from $16.4 billion to $37.5 billion. For bachelor's degree recipients, in 1999-2000 more than 60 percent of them graduated with some federal loan debt, and the median amount borrowed equaled $15,375 at public institutions and $17,250 at private colleges and universities. Master's degree recipients borrowed an average of $17,341 at public institutions and $24,409 at private universities. Doctoral students tend to borrow about the same as master's recipients. Monthly payments for these amounts run between $179 and $283.

How much of a burden these monthly payments become cannot be gauged since there is no available data as of yet. But I imagine that coupled with credit card payments, which a majority of students have, new entrants to the workforce will begin to feel the financial imposition shortly after graduation. Nearly 80 percent of dependent undergraduate degree recipients owned at least one credit card as students, and 46 percent of these cardholders carried an average balance of $1,600 from month to month. Independent undergrads carried a higher balance, and graduate and professional students appear to be even more reliant on plastic, with a median balance of $3,900.

This issue is focused on financing a college education, with useful tips and information. Alexandra

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A CAPITOL VIEW

Getting the Financial Aid So Many Need

BY GUSTAVO A. MELLANDER

Money may not be No. 1 on many wish lists, but it certainly is among the top three. More students worry about money when they think about college than about their ability or their determination.

Even in our communications-rich day and age, there is an ongoing danger that many citizens will miss out on the opportunity for a college education because they lack adequate information about the range of options and sources of assistance that exist.

Those most at risk are minority students, families with low incomes, and students whose parents did not themselves attend college. Millions of young Hispanics fall within all three categories.

Going to college has never been inexpensive. In the so-called "good-old-days," some were able to work their way through. But given the realities of our world, nowadays, it is virtually impossible to work oneself through college. Those days are gone unless one invests a disproportionate number of years.

Tuition

Higher education tuition continues to rise at an annual rate beyond that of the national cost of living. This year, it increased by 7.7 percent at public colleges and universities. Although not as high as the double-digit increases of the 1990s, it is steep nonetheless.

To make matters worse, tuition increases were accompanied by a 6.6 percent increase in room-and-board charges. The increases were more than double the nation's inflation rate, which is around 2.6 percent for the year.

Tuition increases at public colleges and universities were higher than those of the nation's 1,730 private four-year colleges and universities, where tuition went up 5.5 percent this fall–an increase comparable to those in recent years. Room-and-board charges at private colleges increased at a lower pace as well, 4.7 percent.

To summarize, average annual tuition at a four-year public college or university is $3,754. Room-and-board charges at those schools average $5,254. At private four-year institutions, tuition averages $17,123 and room-and-board charges average $6,455.

The Economy

The nation has yet to absorb the full impact of the economic shock of the Sept. 11 terrorist attacks. They will lead to unexpected state expenditures. That coupled with a decrease in the amount of taxes collected will probably lead to higher college costs.

Iowa, we note, has already announced that it is considering raising tuition by 18.5 percent to help the state deal with a $60 million budget deficit. In Ohio, there may be a mid-year tuition increase to compensate for recent state budget cuts. Maryland and Virginia officials have publicly announced that tax revenues have declined significantly, which could lead to tuition increases at public colleges and universities.

Aid Exists

Luckily, higher education remains possible for many Americans, if they know where to seek the financial assistance most of them need.

In our era, financial aid cushions the cost of college for most students. At public four-year colleges, more than 60 percent of full-time students receive some financial aid. Surprisingly to some, at private four-year colleges, more than 75 percent of all full-time students do.

It is also well to remember that some aid often comes as loans, which can saddle students with debt for years after they complete their education. While a record $74 billion in financial aid was available to students this fall, loans accounted for 58 percent of that amount. In contrast, loans accounted for 41 percent of students' financial aid packages in 1980.

Where to Turn?

First and foremost, the U.S. government.

The Department of Education (www.ed.gov) provides more than $60 billion a year–about 70 percent of all student aid–to help millions of students and their families pay for college. And it is not just for low-income students. Many programs are specifically crafted for middle-income students, those coming from families whose annual income is between $40,000 and $75,000.

Luckily for the uninitiated, there is a very complete, easy-to-navigate Web site that details who is eligible for student financial aid and how to apply. It provides information about tax credits for education expenses, and additional sources of aid.

One can compare and contrast college programs and costs at 9,000 postsecondary schools in the U.S. and find answers to questions such as, "Why should I go to college? What can I do to prepare for college?" And one can apply for financial aid online.

IPEDS College Opportunities On-Line is a direct link to more than 9,000 colleges and universities in the U.S. Whether one is considering a large university, a small liberal arts college, a specialized college, a community college, one can find accurate information at this Web site.

There are many non-governmental sources for financial aid. One of the most useful is The Citizens' Scholarship Foundation of America. Its three main themes are college access, choice, and affordability.

The Foundation sponsors hundreds of regional events and public awareness activities designed to focus the nation's attention on the need for the public and private sectors to work together to expand access to college.

Over the past two years, nearly one million Americans have used the Foundation's information and resources to learn more about the important process of planning, choosing, and paying for college.

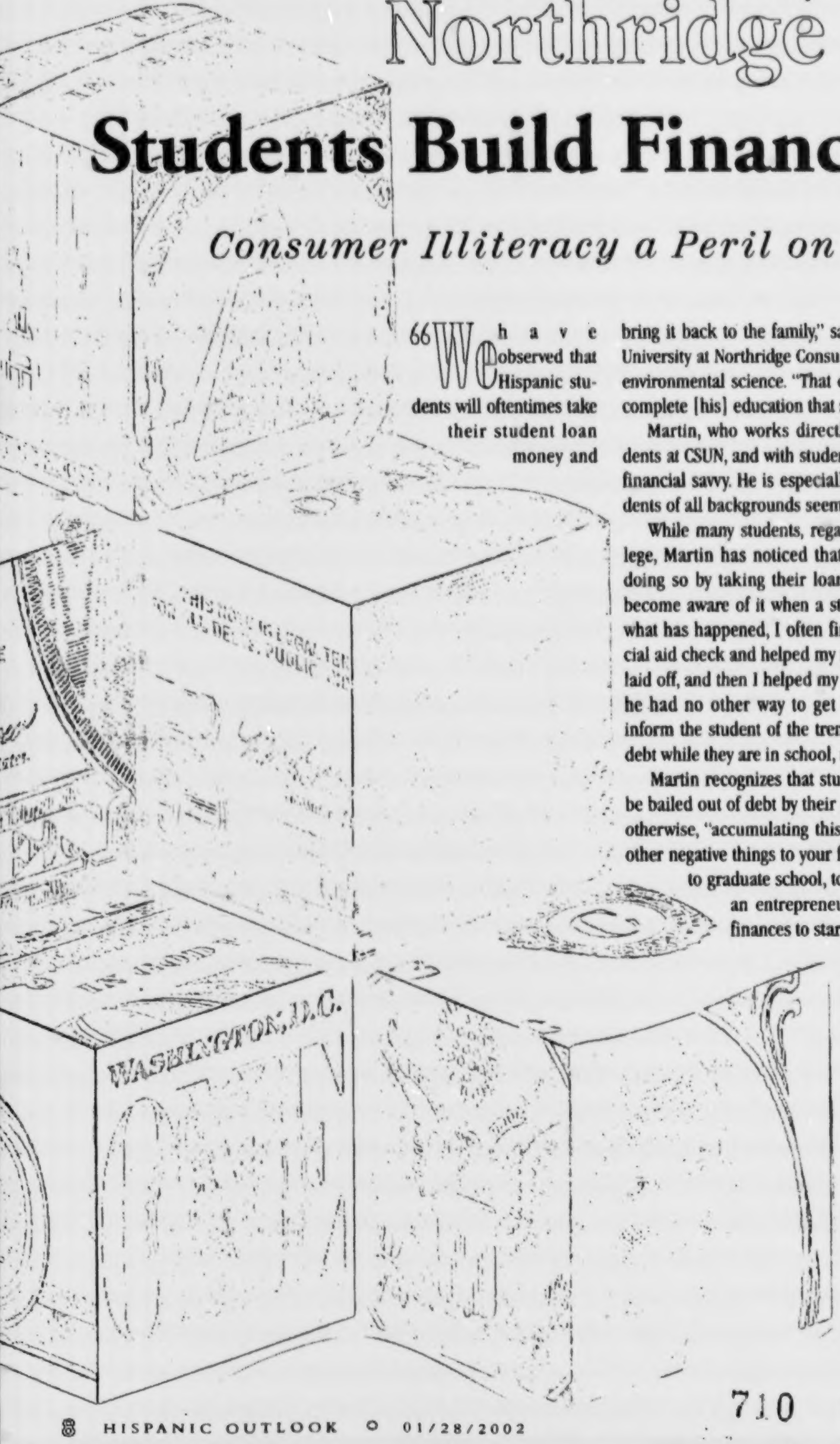
Invaluable college admission and financial aid information is available through its Web site (www.CollegeIsPossible.org) or its toll-free phone number (1-800-433-3243).

Bottom Line

Academic enrichment aside, college continues to represent an enormous value for those who graduate. Federal statistics note that the average annual income for a college graduate is a significant 80 percent greater than for those who only complete high school.

Those of us who have benefited from higher education have an obligation to help other Hispanics become more knowledgeable on how to secure a college education. No deserving student should be deprived of a college degree because he or she doesn't have the right information. As much as we have done in the past to help younger Hispanics enter and succeed in college, the battle is not over. It never will be.

Dr. Mellander is a professor at George Mason University.


WASHINGTON, D.C.

California State University Northridge

Students Build Financial Savvy

Consumer Illiteracy a Peril on Campus

BY MICHELLE ADAM

"We have observed that Hispanic students will oftentimes take their student loan money and bring it back to the family," said Allen Martin, director of California State University at Northridge Consumer Resource Center and professor of family environmental science. "That creates a problem if the student isn't able to complete [his] education that semester due to lack of funds."

Martin, who works directly with a large percentage of Hispanic students at CSUN, and with students at large, advises on consumer affairs and financial savvy. He is especially concerned with the issue of debt that students of all backgrounds seem to incur while in college.

While many students, regardless of race, are building up debt in college, Martin has noticed that Hispanic students are especially prone to doing so by taking their loan money back to family while in school. "I become aware of it when a student gets into trouble. When I inquire into what has happened, I often find what comes up is, 'Well, I took my financial aid check and helped my mother pay the rent one month when she got laid off, and then I helped my brother put a new battery in his car because he had no other way to get to work,'" said Martin. "It is important to inform the student of the tremendous pitfalls of acquiring a great deal of debt while they are in school, and of not being able to get out of that debt."

Martin recognizes that students of middle- to upper-class families may be bailed out of debt by their parents. But for the less affluent, Hispanic or otherwise, "accumulating this debt at a young age is likely to do a lot of other negative things to your finances later on, like delay your ability to go to graduate school, to settle down and buy a house. Or if you have an entrepreneurial spirit, it may delay your ability to get finances to start your own business," he said.

Credit card use among students at large is another of Martin's concerns. "There is no difference [among groups] in the use of credit cards," he said. "The fact is that while in college, students are going to be bombarded with credit cards. The university makes tens of thousands of dollars a year by letting these people onto campus to solicit. The bookstore gets $25,000 a year to put those little flyers into every single bag that goes through that line. Student organizations are paid by the hour to put out little pockets for applications to credit cards. We try to educate as many people as possible, but the university as a whole has its hands tied."

Martin advises parents to specifically talk to their children about finances, the cost of attending college, and the hazards of using credit cards, before those children enter higher education.

"Parents are so busy and the kids are so busy that they barely have a chance to say goodbye," said Martin, speaking of the time when students go off to college. But, he added, "If students charge more than they can afford, they are going to be paying for this in the long haul–with interest. Parents need to be realistic about this if they are not prepared to bail them out of financial credit card debt. This will certainly save some heartache and confusion later."

"*You should either work and take school slowly, not accumulating debt, or go to school full-time and take out a loan and don't work.*"

PROFESSOR ALLEN MARTIN, CSU-NORTHRIDGE

With credit cards and new sources of financial independence that students become all too familiar with in college comes increased spending. "If you are attempting a mainstream activity like getting an education, you are going to attempt to fit in and conform. And that involves buying books, buying clothes, attending college-like functions, and I don't think the Hispanic population is going to do any of those to any less degree. And it's going to cost money, and the money has to come from somewhere. If you have access to easy credit, I suspect that those students will take advantage of that to no more or less a degree than the Caucasian population or any other ethnic group. At least, that has been my experience," said Martin. An example of the kind of high-end spending that he has seen is in cars–students buying much more expensive cars than they can afford ("$30,000-$40,000 SUVs").

"They have the idea that they will get a high-paying job when they graduate. This whole idea of I'll pay for it tomorrow–we are sold that lifestyle through television and the movies," said Martin.

Most recently, he had 45 students fill out financial reports. "It will give you an idea of the typical type of car that a Cal State Northridge student has. And they will have to list all their credit cards with their debt. You will be amazed at how much debt these students actually have," he said.

Martin emphasized the strong need for parents to discuss the real dangers of credit card use. He pointed out that if someone builds up a $1,000 credit card debt and only pays back the minimum owed each month, it would take 10 years to pay off at a total cost of $1,800. "If the child makes mistakes now, he could be paying for them for years," he said.

Parents who give their children credit cards to use during the school year must be clear about expectations for its use, said Martin. "Is it only to be used to buy books or in cases of emergency?" he said. When is it acceptable to buy pizza or a round of drinks for the gang? When is it not?"

Martin also suggests that parents sit down with their children and break down how much college is going to cost each semester, every month. "They should discuss what the plans are in terms of support, how much the child can expect from the family, and what the parents' expectations are for the child's contribution," said Martin. "This is a good opportunity for dialogue. A lot of times children don't know what to expect from their parents, and the parents don't know what to expect from their children."

Some students, Martin has noticed, will apply for the largest financial aid package available, which will require them to be a full-time student, and will also take on a 20- to 40-hour workweek to support their lifestyle or their family. Although this appears manageable at first, especially before the students are faced with a heavy load of tests and midterms, ultimately students find themselves in a bind. "They get into a crisis situation because they can't do it all," he said. "So you go through that first three- or four-week period and you say 'this is pretty easy, but then you get into the crunch period, from midterm to finals and the students set themselves up for failure because they're not able to get everything done." Students can't always cut back hours of work during finals as they may expect to do. During the holidays, bosses need them in the retail business, he said.

"You should either work and take school slowly, not accumulating debt, or you go to school full-time and take out a loan and don't work. You get done in four years and go out and get a real job," said Martin. "Students are graduating in six years, working, but also accumulating a huge amount of debt along the way. That money is going to maintaining a lifestyle, as opposed to necessities."

Martin has found that all too often the money students earn outside of school gets spent carelessly. "In college, you have total control over your money. You aren't going to tell a 19- or 20-year-old what to do with the money they earn."

In an effort to educate students on managing their finances more effectively while in college, Martin teaches classes in family environmental sciences at CSUN. Within this field he addresses consumer issues within the family.

The family environmental sciences study was originally created more than 100 years ago in the Northeast to help families identify consumer and financial issues that would put them in harm's way. More specifically, it was developed "to serve immigrant families such as the Italian and the Irish," said Martin.

"The field has seen a resurgence, particularly here in California as we are seeing a new immigrant population 100 years later, which is the Hispanic immigrant. It has rebirthed itself because we have some very serious societal issues here in California. We have populations coming into this country trying to adapt to a new marketplace environment and to new home lives and new affluence without necessarily understanding the culture and implications of lifelong planning."

Aside from teaching, Martin has developed a reputation on campus of being a political resource for Hispanics. He monitors a host of agencies that help immigrants with naturalization and keeps track of changes in the laws and informs students of their rights. He also keeps an eye out for charlatans who take money but don't provide services.

"One of the things that has come to my attention recently is a lot of direct mail targeted at Hispanic surnames in very official documents and envelopes that really make reference to the INS," said Martin, addressing an issue of concern brought up by students in his classes. "They are receiving this official-looking brown envelope, which might be marked 'administrative office, record of entitlement–confidential registered document enclosed.' It looks like something from the INS. But it's just an advertisement for a car dealership. If you are undocumented or waiting on papers, you would open it up. It looks like it's from a government agency. It is the same kind of envelope as the INS," he said. "The question is whether they are violating consumer laws."

Located in the San Fernando Valley, CSUN is in a prime location with large immigrant families and is home to a population of nearly 40 percent Hispanic students. Martin acts as a liaison between these populations and the government agencies when questions arise. For instance, he helps get direct responses for Hispanics from the Social Security Administration.

Martin is also director of CSUN's Consumer Resource Center, a place where students receive budget counseling and assistance with tax preparation, among other services. Through the Center, students in senior-level consumer affairs classes go out into the community and teach predominantly at-risk teens basic living skills such as how to select bank accounts, receive credit, and apply for college. The Center also conducts financial and consumer literacy research, and is currently researching recent Hispanic immigrant consumer literacy.

While students who receive assistance from the Center and from classes like Martin's may still face financial difficulties and debt, Martin finds a little help from the experts can go a long way. "Some people innately have financial savviness skills and some people are taught them," he said. "The students I have are much more financially savvy," said Martin, who has fewer than 1,000 students attending classes in consumer issues and family finance annually, out of 30,000 enrolled.

"We try to educate as many people as possible."

HILLSBOROUGH
Community College

Located in the Tampa Bay area on Florida's sunny Gulf coast, Hillsborough Community College (HCC) is a dynamic multi-campus, state-supported Community College accredited by the Southern Association of Colleges and Schools. HCC seeks candidates with a strong commitment to teaching, the use of technology, and innovation. HCC offers competitive pay and benefits in a diverse, multicultural environment dedicated to serving our students and our community. The College is particularly interested in receiving applications from a broad spectrum of people, including women, minorities and persons with disabilities.

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Positions begin August 20th, 2002. Applicants must follow application instructions on the HCC website (www.hcc.cc.fl.us). Submit (1) completed HCC Employment Application (online applications accepted) and (2) copy of academic transcript from regionally accredited institution of higher education showing graduate degree. Applicants may submit resume/supporting documents. Requires Master's in area or related field, minimum 18 graduate semester hours in discipline. All documents must be received in Employment on or before close out date of Friday, February 15th, 2002.

Projected faculty positions (subject to funding) shown by campus: Biology (Dale Mabry), Business (Ybor City), Chemistry (2) (Brandon), Computer Science (Dale Mabry and Ybor City), Dance (Ybor City), Dental Assisting (Dale Mabry), Economics (Dale Mabry and Ybor City), EMS (Dale Mabry), English (Brandon), ESL (Brandon), Mathematics (Brandon and Ybor City), Physics (Dale Mabry), Registered Nurse (Dale Mabry), Sign Language Interpretation (Dale Mabry), and Spanish (Brandon).

www.hcc.cc.fl.us

NCTEACH

North Carolina Teachers of Excellence for All CHildren

NC TEACH, a Rigorous, Lateral Entry Licensure Program for Mid-career Professionals, is looking for applicants with a bachelor's degree who want to teach secondary science, math, social studies, English; middle grades science, math, social studies, language arts; K-12 Spanish or French; or K-12 Special Populations (BEH, LD, or MH).

PROGRAM COMPONENTS: Orientation in May, followed by five week Summer Institute June-July, 2002; Fall and Spring semester courses and mentoring support during first year of teaching; NC TEACH is now offered at nine host sites across the state.

QUALIFICATIONS: Bachelor's degree from an accredited institution with a major appropriate to the proposed area of teacher licensure. Minimum 2.5 cumulative GPA (4.0 scale), recommended 3.0 (4.0 scale) in the major. Commitment to students, their families, their communities, and the profession. At least 3 years successful work experience. Effective written and oral communication skills. Agree to participate in all program activities. No criminal record.

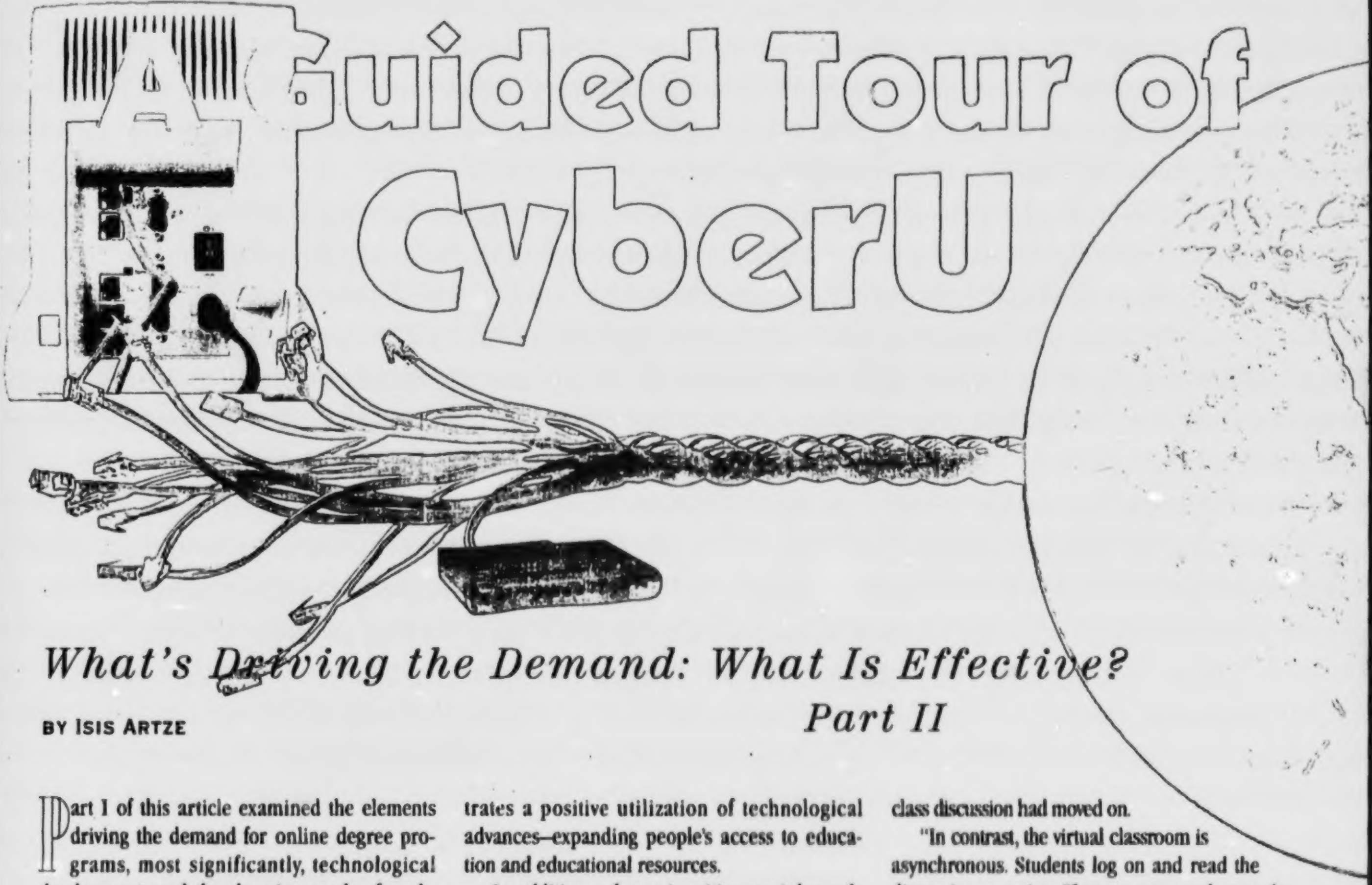
PROGRAM COSTS: Tuition and fees for 12 to 18 graduate semester hours earned during the first year of the program (varies according to host site university); textbooks and supplies - approximately $500; application fee to university or college (varies).

Upon successful completion of the NC TEACH Program (minimum 12 months), licensure testing requirements, and any additional academic work required by the host site on the basis of the initial transcript review for the particular licensure area, program participants will be recommended for a clear initial teaching license.

For Applications and More Information, go to **http://ncteach.ga.unc.edu,** Call Toll Free 866-998-3233, or Write to:

NC TEACH, NC Center for School Leadership Development
PO Box 2718, Chapel Hill, NC 27515-2718

NC TEACH is committed to equality of educational opportunity and encourages diversity in its applicant pool.



A Guided Tour of CyberU

What's Driving the Demand: What Is Effective? Part II

BY ISIS ARTZE

Part I of this article examined the elements driving the demand for online degree programs, most significantly, technological developments and the changing needs of working adults, and stipulated that a successful distance-learning establishment comprises convenience, solid cyberprofessors, and the right technical tools.

Part II, which follows, explores the advantages and shortcomings of this new branch of higher education, and its effects on brick-and-mortar colleges and universities.

Pros and Cons

There's no denying that today's distance-learners are the guinea pigs, given that most cyber-universities are still in their growing and development stages. Nonetheless, a number of the substantial benefits they offer have already surfaced, as have a few of the glitches.

As reported in Part I, several sources project substantial growth in the U.S. market for online college education. The figures demonstrate not only the demand for online degree programs, but also the increasing number of people going back to school.

This is good news in and of itself. The impact on our nation's economy of a better-educated society is presumed to be positive. And the whole arena of online distance learning illustrates a positive utilization of technological advances—expanding people's access to education and educational resources.

In addition, cyber-universities are inherently democratic. Cyberstudents' faces are unseen and their voices unheard. Brian Mueller, vice president and chief operating officer of the University of Phoenix Online, claims that cyberstudents are judged solely on the quality of their ideas. Shy people or those with speech impediments can easily contribute to an online dialog.

"The students also seem to me to be more open-minded," Mueller adds. "I find less stereotyping and judgment in the virtual classroom than in the traditional classroom."

In terms of classroom dynamics, the impact of the absence of personal contact, including such components as facial expressions and body language, is difficult to assess.

Part I noted that Professor Richard B. Kettner-Polley, a senior academic director for the telecommunications program at University College, University of Denver, described his experience as an online professor in a paper from which excerpts were published by *ALN Magazine*.

He wrote that in the traditional classroom, "while the less thoughtful students were talking, the more thoughtful ones were still thinking about the question and formulating interesting and relevant responses. Their responses were ready long after the class discussion had moved on.

"In contrast, the virtual classroom is asynchronous. Students log on and read the discussion question. They go away and, over the course of the next few hours or the next couple of days, they think about the question and formulate a response. When they log back in, they are ready to give a well-considered response."

He wrote that as a cyberprofessor, "I have routinely led the level of discussion that I only dreamed of leading as a traditional professor."

Additional benefits: professors can post links to extensive background information that could never be shared verbally in the traditional classroom; and, if a particular student's assignment is outstanding, it can be made readily available to the rest of the class.

On the other end of the spectrum, the cyber-university dropout rate is considerably higher than that of campus-based learning. Some say it's as much as 50 percent. Why?

For one, many mistake it for a quick and easy way to learn, and not everyone is suited to be a distance-learner. An important consideration is a student's ability to organize time and resources, and the need of a good deal of self-motivation.

Online learning "requires more attention and collaboration" than the traditional version, says Norman Rankis, CEO of Centenary College in Hackettstown, N.J.; "it's not fly-by-night."

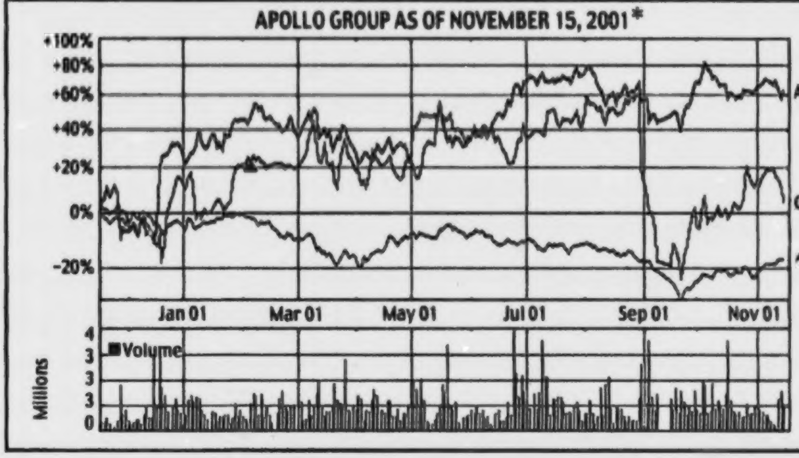
While the average dropout rate for these institutions is high, it must be noted that the opposite is true at the University of Phoenix Online. Mueller estimates its retention rate to be 65 percent, a figure higher than that of the traditional University of Phoenix.

Another perspective from which to appraise cyber-universities is the employability of their graduates.

First and foremost, the stigma that used to be attached to getting a cyberdegree has all but disappeared. Michael Lambert, executive director of the Distance Education and Training Council (DETC) in Washington, D.C., which was founded in 1926 to oversee the quality of correspondence courses, affirms that the distance education arena gained legitimacy when schools such as Stanford, Harvard, and Duke established online programs.

The emergence of consortia such as Western Governor's University (WGU)–a virtual university sponsored by 15 states and one U.S. territory that provides access to thousands of courses in hundreds of institutions–also enhances the reputation of online education.

As common sense would suggest, some industries are more eager or more reluctant than others to employ individuals with a cyberdegree. Technology companies, for the most part, are less apt to care whether a degree is from an online or traditional college. Fields that place a high emphasis on people skills might prefer graduates of a traditional university.



Corinthian Colleges, Inc. (COCO), founded in 1995, currently operates 56 colleges in 20 states. With more than 25,000 students, it offers master's, bachelor's, and associate degrees, and diploma programs in a variety of fields with a concentration on careers in health care, business, information technology, and criminal justice.

The fact that the U.S. government passed legislation making federal funds available to distance-learners brings additional clout to these institutions, but the act also makes an important distinction between accredited cyber-universities and those that, in the words of Rankis, "are trying to make a fast dollar."

Since more research into the value of Internet learning still needs to be done, the act will come up for reauthorization in 2003, at which time problems can be addressed.

Impact on the Brick-And-Mortar Institution

Frank Mayadas, program director of the Alfred P. Sloan Foundation's Asynchronous Learning Networks, thinks of the traditional and cyber-university as different avenues to the same destination. And his contention is consistent with the fact that approximately 85 percent of distance students are presently on campus and using distance learning to supplement the classroom environment. This suggests that cyber-universities will not likely replace traditional education, but rather will enhance them.

"Some colleges use distance learning because they don't have classroom space," says Rankis. He adds that some states and colleges can create an online network whereby certain courses are shared. In this case, if a class had minimal enrollment at one campus, the course could still be held in conjunction with students from one of the others. And classes taught in huge lecture halls can be complemented by small, online discussion groups.

Unlike a traditional institution of higher learning, maintaining small class sizes online does not entail larger faculties or heavier course loads for the existing faculty members. "The great thing about computers and technology," says Rankis, "is that they support and supplement faculty members."

Today, distance education is structured mostly for graduate-level and professional students, but many project that, in time, undergraduates and others will have a number of online options.

Financial Aspects

Both *Time* magazine and *CBS Market Watch* reported that shares of companies whose activities include managing and operating private schools and universities are being touted by Wall Street analysts and investment advisers. Some say these stocks are even 'recession-proof.'

Mark Marostica, a Piper Laffray analyst who put out "buy" recommendations on six leading education companies, told *CBS*: "Higher education and K-12 sectors are attractive in a weak economy."

The articles explain that people typically go back to school to learn more skills and gain better credentials when the job market tightens. The U.S. unemployment rate is 4.9 percent, its highest level in nearly four years.

Other reasons: tax laws offer many deductions and credits that defray the cost of securing more education; as the unemployment rate creeps up, more workers will have to retrain for new jobs; and companies will frequently pay for employees to gain more skills through courses related to their jobs.

Henry Pontell, former chair of the criminology, law and society department at the University of California, Irvine, and one of the prime architects of the graduate program, articulates another way in which distance learning exerts its influence on traditional institutions: "The best universities in the country have already started this, and UC doesn't have one yet. What does that tell you? We need to move in this area if we're not going to be left out entirely."

Rankis agrees: "My personal and professional belief is that those educational institutions that don't get involved in technology today are going to be dead in 10 years."

** Apollo Group, Inc. (APOL) is the parent company of the University of Phoenix Online, founded in 1989. Today, the University offers some of the most popular, respected and successful online degree programs in business, management, technology, education, and nursing*

Financial Aid Not as Generous as 30 Years Ago

Loans 75 Percent of Today's Aid Packages, Says AMS

BY INÉS PINTO ALICEA

Clara Millan sighs with frustration as she talks about the $45,000 in loans she graduated with from college. That frustration motivated her to apply for a job with Academic Management Services (AMS), an organization that guides families through the complicated maze of paying for a college education, and to use her bilingual skills to help others, including Spanish-speaking families.

"I love my job," said Millan, a native of the Dominican Republic and a graduate of Johnson & Wales University in Rhode Island. "I use myself as an example. When I went to school, I was clueless about what to do. If I didn't know all of this, I am sure there are a lot of families who don't know about how to pay for college.

"If I had had someone to talk to about financing my college education, I would not have taken out lots of loans."

Based in Swansea, Mass., AMS says it has helped millions of families pay for education since 1970. The AMS mission is, in cooperation with its partner schools, to provide a wide range of education finance solutions for families through the assistance of skilled education payment counselors such as Millan. With nearly $1 billion in annual loan volume, AMS is among the top 10 education lenders in the nation. AMS also helps university business officers by reducing overhead and improving efficiency in loan servicing. AMS claims to be the major loan service provider for more than 2,000 schools nationwide.

"With so many ways to pay tuition, families are often left feeling overwhelmed or confused," said William A. Hastings, president of AMS. "From financial aid to loans, savings, and monthly income, finding the right combination to afford higher education can be a daunting task."

A recent nationwide survey conducted by Alpha Research, an independent research firm in Providence, R.I., revealed that 47 percent of families with college-bound children have yet to establish an educational savings plan. This disturbing statistic, coupled with the fact that most parents of college-bound juniors expect to contribute up to 50 percent of the costs of their children's higher education, suggests that affording the costs of higher education is one of the greatest financial challenges faced by Middle America today.

Of those families who have been saving for their child's college education, about 40 percent start when their child is 13 or 14, and by the

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Academic Management Services

time the child is ready to go to college, they only save about $10,000, which may only cover one year of college, said Lisa DiPrete, AMS senior vice president of marketing and corporate communications.

"If you haven't saved and you want to send your kids to college, you feel confused and you feel guilty," said DiPrete. "We can offer families alternatives. Nowadays, people are expected to have a college education to advance. It's an important step in the development of a family's history."

DiPrete said that AMS is "filling the needs of real people…giving them breathing room."

The Alpha Research survey, commissioned by AMS to get a detailed examination of trends in financial planning for college by families, found that many are far too optimistic regarding the amount of financial assistance they will receive to help them pay for college, and surprisingly few are saving for college. DiPrete said 75 percent of families believe their children will get financial aid. But financial aid packages today are less generous than they were 30 years ago, generally consisting of about 25 percent in scholarships and 75 percent in loans. The survey reached 1,200 families of college-bound high school juniors.

"We were concerned to find that families are counting so heavily on grants and scholarships to fund their children's education," said Hastings. "Many could benefit from short-term payment strategies that can help families afford the costs of college on a limited budget."

With financial aid averaging $6,000 per student, compared to annual college costs ranging between $10,000 and $35,000 per year, many parents may be left scrambling to find short-term financing strategies.

"There are a number of innovative options that can help families save money and afford the costs of higher education without jeopardizing their financial future," said Hastings. "By utilizing interest-free monthly payment plans and other resourceful financing options, students and families find that they can often budget more and borrow less."

Clara Millan, Academic Management Services (AMS)

A yearly enrollment fee of $50 allows families to enjoy the financial benefits of paying tuition and other costs associated with college on an interest-free, monthly basis through AMS. The benefits and savings families enjoy when they find ways to pay for a college education on a monthly basis with current income are enormous; for example, if a family were to take out a 10-year loan at 8 percent interest instead of trying to pay on a monthly basis interest free through AMS, that family would increase $40,000 in college costs by a hefty $18,237 over the life of the loan, bringing the total cost to $58,237.

AMS' interest-free monthly plan is known as TuitionPay Monthly Plan and has been in existence since 1970. Families interested in learning more about this service and other services, including loan plans offered by AMS, can check out its Web site or contact its call center. AMS provides families with toll-free access to more than 100 trained payment counselors who provide toll-free financial guidance (8 a.m.-10 p.m. weekdays, 9 a.m.-3 p.m. EST Saturdays). Spanish-speaking counselors are also available, as is literature in Spanish about the company and its services. By having AMS field the general payment questions, families' school financial aid offices can spend more time on the specific details of financing a college education, said DiPrete.

Hastings said AMS' work fills an important niche because it clarifies many of the mysteries that arise as families try to figure out how they will finance a child's college education. The company also works with guidance counselors at high schools across the country, offering information and assistance to them so families can get help if they are interested.

"It's a nervous time for parents, very much like the mortgage process," said Hastings. "We get the sense that we are making a difference for them."

In May, the organization launched www.tuitionpay.com, a Web resource that guides families through the complicated maze. TuitionPay.com is a comprehensive and straightforward information avenue that allows families to develop a personalized plan for paying tuition, no matter how much they have planned or saved, through its "Tuition Planner."

A recent nationwide survey conducted by Alpha Research, 47 percent of families with college-bound children

Families confidentially enter information about their current income, savings, and expected tuition costs and are provided with options that best fit their unique needs. Unlike other Web-based tuition calculators, the TuitionPlanner takes many real-life circumstances into account and offers alternative strategies–including the interest-free monthly payment plans and nontraditional loans to make the dream of a college tuition a reality. DiPrete said it is a useful tool that families should complete **before** they meet with financial aid officers at colleges they are considering so they have a good understanding of their financial picture in terms of college financing.

The organization recommends that families research all of their options carefully and meet with a financial aid officer of the college their child wishes to attend. AMS also recommends that families fill out all financial aid applications by the deadlines posted so they can get as much aid as possible. They recommend that families look at a Web site called finaid.org for additional information on scholarships and other forms of financial aid.

Proposed Guidelines

AMS offers some simple guidelines to reduce education costs:

- Be realistic and apply to schools that are affordable for the family as well as those beyond financial reach. Save money by encouraging students to live at home or go to a school that is less expensive for the first two years.
- Use grants and scholarships first; these don't have to be prepaid. DiPrete said that by looking on the Internet, in libraries, and the financial aid offices of the colleges their child wants to attend, parents might find numerous scholarships that are offered to students for whatever skills their child may possess. It is important to apply to as many of those as possible.

Lisa DiPrete, Academic Management Services (AMS)

- Next use debt-free payment options. AMS offers the TuitionPay Monthly Plan, which is an interest-free plan that lets families spread all or part of their balance into monthly installments. The more families can afford to pay from current income and savings, the less interest they'll pay–and that can mean big savings. Families that decide to participate in this plan pay an annual fee of $50 to AMS. The college their child will attend must be a partner of AMS to participate. Often families find it is easier to pay for college tuition on a monthly basis from current income than in lump sums each semester.
- Use loans to cover the balance–but use them wisely. Borrow only what you need and use lower-interest loans first. The organization offers information on the following loan programs, among others:

Federal Stafford Loan–schools award this low-interest loan as financial aid. The interest rate is capped at 8.25 percent. Current rates are available at www.amsweb.com, and TuitionPay can save families even more on Stafford Loans with special interest rate reductions and repayment programs. To qualify for a Stafford Loan, families must complete the FAFSA (Free Application for Federal Student Aid). Information is available at the FAFSA Web site at www.fafsa.edu.gov.

Federal PLUS Loan–this popular low-interest loan for parents is capped at 9 percent. No FAFSA is required. More information is available at the AMS Web site.

Alternative loans–these are similar to credit cards and should be used carefully, says AMS. Shop around and ask about interest rates, origination fees, and prepayment rules. TuitionPay offers families a wide selection of alternative loans.

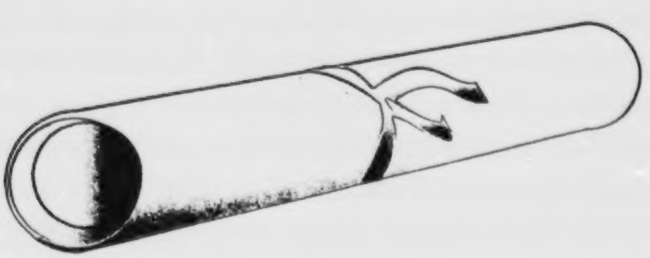
AMS is a subsidiary of UICI, a diversified insurance and financial services company with assets over $3 billion. UICI is also a leading provider of student health insurance.

For more information on AMS, contact:
Academic Management Services
One AMS Place, P.O. Box 100
Swansea, MA 02777
Families call: (800) 635-0120
Schools call: (800) 531-4300

an independent research firm in Providence, R.I., revealed that
have yet to establish an educational savings plan.

BEST COPY AVAILABLE

The Honor Roll



Kean University

Producing Competent Teachers for Hispanic Students

BY ROGER A. DEITZ

"The United States is going through a revolution in the characteristics of its population," remarks Kean University President Ronald L. Applbaum. "Kean University, given its location in a major gateway of this nation, will be impacted dramatically by the continuing immigrant tidal wave."

The president then quotes Charles William Eliot, former president of Harvard, who noted in 1869, "The university must accommodate itself promptly to significant changes in the character of the people for whom it exists." Applbaum observes that today and into the future, "we can expect that the uninterrupted immigration among Spanish-speaking people from throughout Latin America will continue. In the first decade of the 21st century, Latinos will become the nation's largest minority. The number of students with ties to Asian nations also will rise dramatically. Internal migration and increased immigration will increase the demand for better access to postsecondary education for all."

Applbaum reminds us it is the goal of most Americans to participate in the American dream. Yet, he points out, "The American dream also is the magnet to millions all over the world. It is a dream built on individual effort–talent, ambition, risk-taking, readiness to change, and hard work. We celebrate individualism over conformity, pragmatism over ideology, and innovation over tradition. We cherish our young and old, welcome newcomers, and encourage the rise of talent. Today, higher education is the key to upward mobility."

Kean University East campus

President Applbaum reflects, "The rate at which the world is changing challenges individual and collective capabilities to cope with those changes. The phenomenon of globalization, which affects diverse sectors in society, such as the economy and media, is also having a dramatic impact on higher education. It

Ronald L. Applbaum, Kean University presidentt

Honor Roll Facts in Brief

INSTITUTION
Kean University

LOCATION
1000 Morris Avenue
Union, NJ 07083
(908) 527-2000

ESTABLISHED
1855

ENROLLMENT
12,000 total (1,795 Hispanic undergraduates, 203 Hispanic graduate students)

DEGREE OFFERINGS
Bachelor's
Master's

ANNUAL TUITION AND FEES
$4,612.50 (undergraduate, in-state residents)

FACULTY
360 full-time (13 part-time, 526 adjunct)

SEVERAL DEGREE PROGRAMS
Communication
Computer Science
Education
Political Science
Public Administration

NOTABLE HISPANIC-SERVING ORGANIZATIONS
The Association for Latin American Students
Caribbean Islanders Council for Radical Autonomy
International Student Association

INTERNET ADDRESS
www.kean.edu

demands change and an explicit policy of internationalization by comprehensive universities. Our vision of this campus from the mountain top must be global."

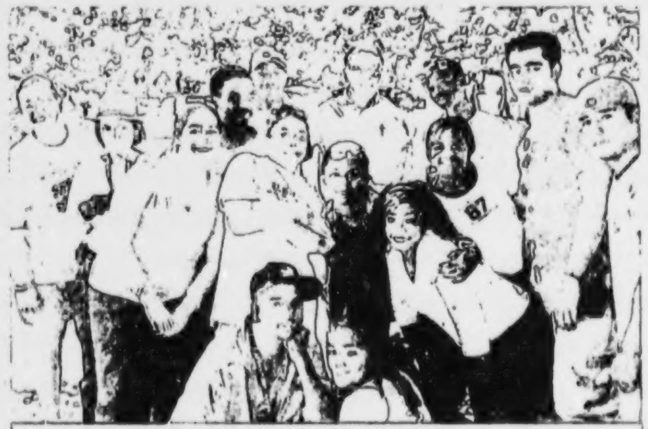
Backing up these statements, Kean is not only adjusting to the times but also leading the way to broaden diversity, for example, in the School of Education, with the Bilingual Education Career Advancement (BECA) program. One out of five children in America is brought up speaking a language other than English. Of that group, 73 percent is of Hispanic descent.

Kean University, the largest producer of teachers and other school personnel in New Jersey, has long demonstrated commitment and expertise in the areas of teacher education, bilingual education, and programs that encourage Hispanic and other minorities to pursue teaching careers. BECA is geared toward serving the educational needs of limited English proficient (LEP) children by providing them with qualified teachers. BECA is the product of a five-year $1.2 million federal grant. It complements two of Kean University's pre-college academic programs–Project Adelante and the Orientation to Teaching Careers Program. Project Adelante, in place since 1988, serves more than 200 Hispanic students from four urban districts. It is designed to increase the rates of high school graduation and college enrollment. The goal of the Orientation to Teaching Careers Program, which is held in various high schools throughout the area, focuses on increasing the number of teachers from underrepresented groups. BECA is expected to enhance bilingual education initiatives by creating a ladder program between the University and pre-college students from the two aforementioned programs who demonstrate an interest in teaching bilingual education.

Dr. Annette López, BECA director, is delighted to be involved with the project. "We need to pay serious attention to limited English proficient youngsters. Project Adelante provides the opportunity for us to reach these children at an early age and teach them valuable leadership skills. BECA encourages them to earn a teaching degree so that they can give something back to their communities." Dr. Ana María Schuhmann, dean of the School of Education, concurs. Schuhmann believes that BECA will prove to be an essential element of education in the future.

"Through programs such as BECA, prospective teachers become motivated to succeed. Kean University prides itself on cultural diversity and these efforts to produce an increased number of minority educators demonstrate this fact," says Schuhmann. She notes that program participants are guided in such areas as recruitment procedures, scholarship opportunities, and job placement in high-need districts. Additionally, each participant is matched with a mentor who provides support and technical assistance throughout the entire process and oversees the prospective teacher's progress–even after graduation and into the early teaching years.

Dr. Schuhmann reports that another grant from the U.S. Department of Education for $5.5 million will help support Kean's Onward Project, which gives young adults from surrounding urban communities the chance to become first-generation college students. Onward is a derivative of the recently attained GEAR UP (Gaining Early Awareness and Readiness for Undergraduate Programs) grant. Kean's Onward Project was one of 73 partnership programs selected for GEAR UP funding from a pool of 262 applications.



Kean University students

Founded in 1855 in the city of Newark, Kean University has grown to become one of New Jersey's largest institutions of higher learning. For its first century, the school was devoted to the education and development of teachers. Graduate studies at Kean have been in existence since 1948, when it began a program of advanced courses for the elementary teacher.

In 1958, Kean moved from Newark to Union Township, occupying 120 acres of the historic Kean estate. In 1981, the University purchased the East Campus, located in Hillside. The campus is quiet and spacious, spread out over 150 acres of woods and lawns, bordering Union County Park and the Elizabeth River. Proximity to major networks of transportation provides excellent access to the University. This in turn makes possible the cultural and intellectual interchange between the cities and the University. On campus, parking is provided for visitors, faculty, and students. The average commute time to New York City is 30 minutes. Traffic is restricted to the perimeter of the campus. Only walkways and footbridges traverse the broad interior mall. An environment has been created in which both aesthetic and functional concepts are carefully integrated.

Liberty Hall was the home of New Jersey's first governor, William Livingston. For 200 years, Liberty Hall has remained in the Kean family from whom the University acquired its land in 1954. Other important buildings included James Townley House, c. 1790, listed on the New Jersey and National Register of Historic Places. An example of a late 18th-, early 19th-century farmhouse, it is particularly significant as one of the few extant buildings reflective of the area's early rural character in what is now a predominantly urban environment. Kean Hall, one of the original Kean estate buildings, is a faithful replica of Norman architecture. It is paneled with oak from Nottinghamshire, the traditional retreat of Robin Hood. Built by Sen. Hamilton Fish Kean, it housed the senator's extensive private library and became a meeting place for noted politicians and statesmen.

In the last few decades, the institution's character, size, and scope have been dramatically transformed. Although 22 percent of the undergraduate student body majors in various education programs in the last few decades, under the leadership of Ronald L. Applbaum, its 16th president, Kean was granted university status, on Sept. 26, 1997, just over a year after Applbaum assumed his post.

Kean University is ranked among the Best 201 Colleges and Universities in America by Octameron Associates, Inc. While maintaining its significant longtime role in training teachers, Kean has become a comprehensive institution offering 40 undergraduate degrees and 26 graduate degree programs encompassing more than 45 concentrations and options leading to a master's degree, professional diploma, and/or state certification. These undergraduate and graduate programs serve some 12,000 students.

Hispanics accounted for 19 percent (1,795) of the undergraduate and 9 percent (203) of the graduate fall 2000 enrollment. Undergraduates included 1,895 African Americans and 655 Asians. Average class size is 21; full-time faculty is 360. There also are 13 part-time and 526 adjunct faculty members, including elected officials, business leaders, and industry representatives. Across four schools and the Nathan Weiss School of Graduate Studies, Kean's academic programs range from philosophy to public administration to management systems analysis. There are 90 student clubs and organizations, including the Association of Latin American Students, and 30 sororities and fraternities on campus.

Students are never far from access to the University's many computer centers. Kean's Global Outreach program is an important part of the University's plan to produce technically confident graduates, providing training and technical assistance to students. In addition to the existing cross-campus computer facilities, three new advanced technology centers have been opened recently–one in the University Center, another in the Nancy Thompson Library, and a third in one of the residence halls. A new academic classroom building, which opened in 2000, contains eight computer labs, two distance-learning classrooms, and a state-of-the-art multimedia lecture hall. To keep the faculty and staff on the cutting edge of instructional and learning technologies, Kean's Training Institute for Professionals serves as a comprehensive training and development facility.

Applbaum, a prolific author and scholar who has written more than 50 articles and seven textbooks in the field of communication studies, notes that technology is an important focus for Kean University. "Today," he says, "information technology is fundamental to teaching, learning, service, and research missions of higher education. Information technology is transforming the way universities do business and is fueling the changes in creative activity, communications, administrative operations, and research. It offers the potential for major innovation in the entire teaching and learning process at Kean University."

Sallie Mae Reaches Out to Hispanic Families

Works with Hispanic Education Fund, LEAP, and Self Reliance Foundation

BY ADALYN HIXSON

Financial Aid for Your Higher Education

The Sallie Mae Fund, the philanthropic arm of USA Education, Inc., commonly known as Sallie Mae, announced a multimedia education campaign for Hispanic American families in mid-October. Developed in partnership with the Hispanic College Fund, The Latino Education Achievement Project (LEAP), and the Self Reliance Foundation, the campaign is geared to raise Hispanic American community awareness of existing higher education opportunities.

Sallie Mae, founded 28 years ago, provides funds for educational loans, primarily federally guaranteed student loans originated under the Federal Family Education Loan Program (FFELP).

The Hispanic College Fund (HCF) is a national nonprofit organization founded in 1993. Its mission is to develop the next generation of Hispanic American business leaders. Toward that end, the Fund forms strategic partnerships with businesses and foundations to provide scholarship, internship, mentoring, and employment opportunities to Hispanic American students. HCF has awarded more than $1.3 million in scholarships since 1994.

The Self Reliance Foundation (SRF), a nonprofit associated with the Hispanic Radio Network, has been seeking to empower Hispanics in the United States since 1982 by providing educational information and access to resources. Hispanic Radio Network's daily Spanish-language radio programs and weekly Spanish-language newspaper editorials cover an estimated 87 percent of the Hispanic-American population, providing educational information, news, public affairs, and public interest programming in the areas of education, health, environment, and social justice.

LEAP, the Latino Education Achievement Project, was founded in 2001 to provide innovative and practical assistance to Spanish-speaking Americans in financial aid, home buying, credit and debt, and other personal finance topics. The founders of LEAP are Ronald Johnson, director of financial aid, UCLA; Marc Robinson, owner of Top Down publishing and a pioneer of simplified financial information for the *The Wall Street Journal*, Time Life Books, and others; and Richard Verches, past member of the California Student Aid Commission and past president of the Latin Business Association.

The initiative includes underwriting the first 40,000 copies of LEAP's comprehensive book on financial aid, said to be the first ever created specifically for Spanish-speaking families. The book is entitled *Ayuda Financiera para su Educación Superior: Aprovecbe Todas las Opciones que estan a su Alcance (Financial Aid for College: Take Advantage of All your Options)*. Topics include savings strategies, subsidized and unsubsidized loans, grants and scholarships, creative solutions, understanding EFC, COA, FAFSA and PROFILE, debt management, and more.

Aimed at providing the simplest, most accessible, and most useful Spanish-language information, The Sallie Mae Fund is distributing the book to college financial aid officers across the country. And offering it to the general public, at no cost, through a toll-free number, 1-866-858-7166.

"By finding and distributing an easy-to-understand resource on paying for college, The Sallie Mae Fund is taking a huge step toward knocking down the cultural and language barriers that have prevented many Hispanic-American students from pursuing higher education," said Marc Robinson, co-finder of LEAP.

Through a grant to the Hispanic College Fund, The Sallie Mae Fund will offer college scholarships to Hispanic Americans who are the first in their family to attend college. Applications for the "First in My Family" scholarships, which will range from $500 to $5,000, are available through www.wiredscholar.com, a Sallie Mae-sponsored Internet destination for going-to-college information, or through the Hispanic College Fund at 1-800-644-4223.

"The program being announced today by The Sallie Mae Fund is a powerful and effective illustration for the Hispanic American community that college can be an affordable option," said Idalia Peña, acting director of the Hispanic College Fund.

From Oct. 22 through Nov. 4, Hispanic Radio Network (HRN) supported the education campaign by featuring information about the book on its popular show, "Camino Al Exito/The Road to Success," for two weeks, from Oct. 22 through Nov. 4, a broadcast said to cover 87 percent of the Spanish-speaking population, and through HRN's weekly newspaper editorial column, "La Columna Vertebral," featured in 70 Spanish newspapers.

"Minorities are the workforce of the future, but today, only 12 percent of Hispanics earn a college degree," said Albert L. Lord, vice chairman and chief executive officer of Sallie Mae. "The Sallie Mae Fund is committed to eliminating financial barriers and raising the awareness of education opportunities in the Hispanic American community. We can do much better than 12 percent."

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Learning the Lingo of Financial Aid

FAFSA (Free Application for Federal Student Aid): The form that must be completed by students and parents applying for federal student aid. The form is generally available after Jan. 1, and students can receive and complete the form online at www.fafsa.ed.gov.

Federal Work-Study Program (FWS): This federal program provides part-time jobs for undergraduate and graduate students with financial need, allowing them to earn money to help pay education expenses.

Financial Aid: Financial assistance in the form of scholarships, grants, work-study and loans for education.

Financial Aid Package: The total amount of financial aid (federal and nonfederal) such as scholarships, grants, loans and/or work-study for which a student is eligible. The package is disclosed in the award letter sent to students from the schools they are admitted to.

Financial Need: The difference between the cost of attendance at a college and the Expected Family Contribution (EFC); also known as financial aid eligibility.

Gift Aid: Financial aid, such as grants and scholarships, which does not need to be repaid.

Grants: Financial aid awards that do not have to be repaid. Grants are available through the federal government, state agencies and colleges.

Lender: A bank, credit union or other financial institution that provides funds to students or parents for an education loan.

Loan: A type of financial aid that is available to students and their parents, and must be repaid. Student loan programs have varying interest rates and repayment provisions.

PLUS (Parent Loans for Undergraduate Students): Federally insured loans that allow parents of dependent students to borrow up to the full cost of the student's education minus financial aid received. Credit-worthy parents are eligible to borrow a PLUS loan regardless of family income. For more information on PLUS loans, parents can call Sallie Mae's Parent Answer℠ Service toll free, Mon.-Fri., 8 a.m.-9 p.m., at 800/891-1410.

Pell Grant Program: The largest federal grant program. Students who meet federal criteria for financial need automatically receive this grant, which does not require repayment.

Perkins Loan Program: Federally insured loans funded by the federal government that are awarded by the school to students based on great financial need. The loans feature a low interest rate and are repayable over an extended period.

Prepaid Tuition Plan: A college savings plan that is guaranteed to rise in value at the same rate as college tuition.

Private Loans: Private loans provide supplemental funding when other financial aid does not cover costs. These loans are not federally insured, but are offered by banks or other financial institutions to students and parents.

SAR (Student Aid Report): A report summarizing financial and other information reported on the FAFSA, sent to a student by the federal government. The student's financial aid need or eligibility is indicated by the Expected Family Contribution (EFC), which is printed on the document.

SEOG (Supplemental Education Opportunity Grant): This federal grant is awarded to low-income students based on availability of funds at the college, and does not require repayment.

Stafford Loans: Federally insured, low-interest rate student loans for which borrowing limits vary depending on a student's year in college.

Subsidized Stafford Loans: Loans awarded to students who demonstrate financial need (i.e., need-based loans). The federal government pays the interest on these loans while students are in school and during grace and deferment periods.

Unsubsidized Stafford Loans: Loans available to students regardless of financial need (i.e., non-need-based loans). Borrowers pay interest on these loans while in school, or may defer payment and allow interest to accrue.

Tuition: The amount of money payable to higher education institutions for classroom and other instruction, and the use of some facilities such as libraries.

Free Copies of *Student Loan Matters*

Want extra copies of *Student Loan Matters* to share with students, parents and other parties interested in planning and paying for college? Fax the enclosed order form to 703/299-9764, or send an e-mail to studentloan-matters@slma.com. We look forward to your feedback.

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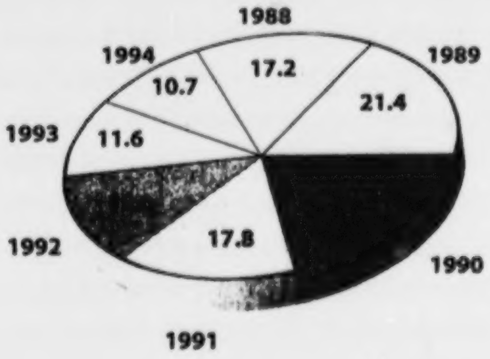


Percentages of Negligence in Student Loans

Source: Sallie Mae

Erin B. Love told *HO* about two additional moves made by Sallie Mae that work toward that goal.

"We have just launched 'Spanish College Answer,' a free service out of our College Answer initiative," she said. "This service is available for any Spanish-speaking customer and will offer the same services as College Answer, including financial aid counseling for students and parents, information about the financial aid process, assistance with completing the FAFSA form, descriptions of types and sources of financial aid, and loan counseling."

Love said that students and parents can reach "Spanish College Answer" by calling toll-free 1-888-468-7789. Well-trained Spanish-speaking financial aid counselors are available Monday through Friday from 8 a.m. to 9 p.m. EST.

"Students and parents may also request a Spanish version of Sallie Mae's 'Paying for College' brochure. And, we have just posted Spanish-language content on our planning and paying for college Web site, wiredscholar.com. We've included six pages of pay-for-college information in Spanish and content derived from the Sallie Mae 'Paying for College' brochure."

The precise Internet address is:

http://www.wiredscholar.com/paying/content/pay_spanish_costo.html.

About Sallie Mae

Sallie Mae, founded 28 years ago, provides funds for educational loans, primarily federally guaranteed student loans originated under the Federal Family Education Loan Program (FFELP). The company currently owns or manages more than $70 billion in student loans and provides parents, students, and educators with comprehensive information on the financial aid process. Through its specialized subsidiaries and divisions, Sallie Mae also provides an array of consumer credit loans, including those for lifelong learning and K-12 education, and business and technical outsourcing services for colleges and universities. USA Education, Inc., and its subsidiaries, other than the Student Loan Marketing Association, are not sponsored by agencies of the United States.

The Sallie Mae Fund was established in 1992 to help provide all students with resources they need to prepare for and gain acceptance to college. Its efforts are directed toward educating families about financing higher education; promoting volunteerism and community service; and supporting communities where its employees live and work. People and organizations interested in supporting the Fund can do so by making checks payable to the Sallie Mae Fund and sending them to The Community Foundation for the National Capital Region, 1112 16th St. NW, Suite 340, Washington, D.C. 20036.

WHY INITIATIVES SUCH AS "FIRST IN MY FAMILY" ARE IMPORTANT

The Emerging Hispanic Population

- By the year 2020, the number of Hispanic Americans will grow from 40 million to nearly 75 million–representing more than 21 percent of the population (Source: U.S. Census Bureau).
- Today, Hispanic Americans represent 14.5 percent (3.6 million) of the traditional college-age population (18-24 years). By 2025, Hispanic Americans will represent 22 percent of that population (Source: U.S. Census Bureau).
- By 2006, Hispanics are expected to be the largest college-going minority, accounting for approximately one in six undergraduates on campus.

Barriers for Hispanic Families

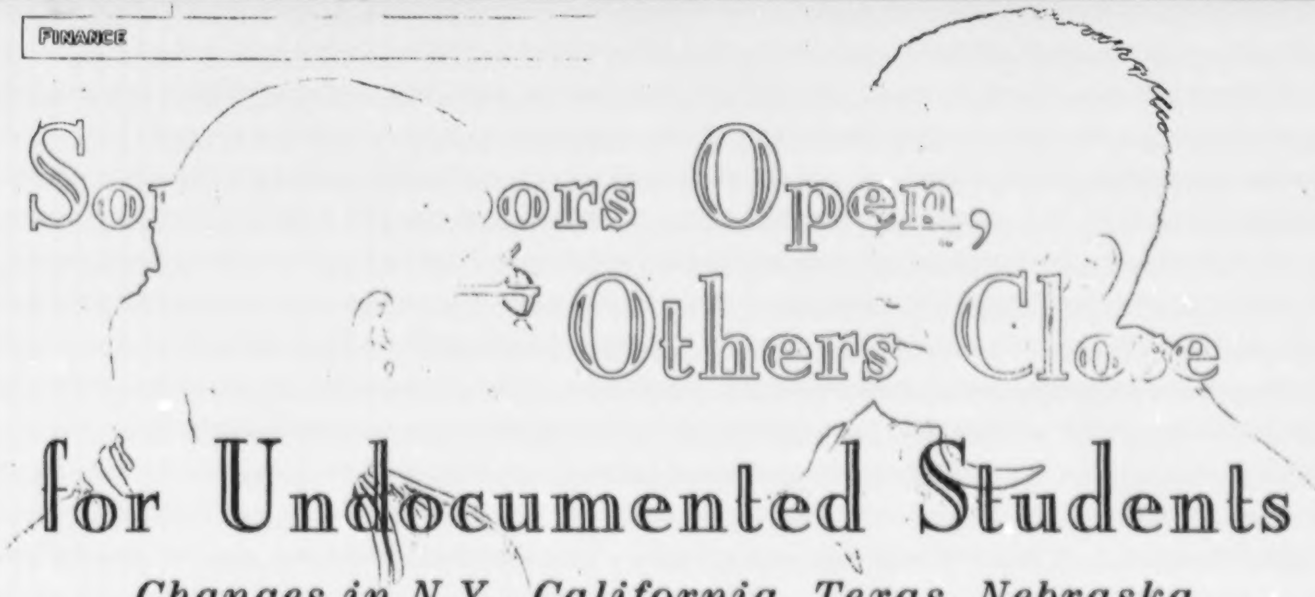
- Approximately nine of 10 Hispanics in the U.S. report that Spanish is their first language (Source: Experien).
- Approximately 63 percent of the Hispanic population is immigrant.
- While 60 percent of African Americans receive grants to attend college, only 50 percent of Hispanic Americans receive them.
- College-age Hispanic Americans with high school degrees enroll in college at lower rates (36 percent) than Caucasians (46 percent) and African Americans (40 percent).
- Only 12 percent of Hispanic American youth earn college degrees.

Opportunities for Change

- The benefits of higher education are remarkable. Hispanic Americans who achieve a bachelor's degree earn between 63 percent and 108 percent more than those who graduate from high school without further education.
- The aspiration to pursue higher education is growing. The percentage of Hispanic American high school seniors who hoped to attend college more than doubled, from 24 percent in 1972 to 50 percent in 1992.

This feature was compiled from materials provided by Sallie Mae. Special thanks to Erin B. Love.

HO



Some Doors Open, Others Close for Undocumented Students

Changes in N.Y., California, Texas, Nebraska

BY ISIS ARTZE

Undocumented students are not eligible for most sources of financial aid, including government loans, grants, and private scholarships; and most can't afford the higher out-of-state tuition rates charged foreign students–creating an immense obstacle in their quest for a college degree.

For the nearly 75,000 of them who will graduate from U.S. high schools this year, the road to higher education is plagued with contradictions. Most significantly, the same government that has provided many of them with a K-12 education impedes them from proceeding to college.

As Raul González, education analyst at the National Council of La Raza (NCLR), puts it: "Since we've already made an investment in them in their K-12 education, it just doesn't make sense..."

This is exacerbated by the reality that the college degree has replaced the high school diploma as the stepping stone to a successful career.

Another inconsistency: just as the states of California and Texas pass laws that increase these students' access to higher education, the City University of New York (CUNY) repeals its 12-year policy whereby applicants who could prove they had lived in New York for at least a year were eligible for in-state tuition.

Tuition for state residents is $1,250 per semester at CUNY's two-year community colleges and $1,600 per semester at its four-year colleges.

Students who live outside the state are charged $1,538 per semester at the community colleges and $3,400 per semester at the four-year colleges.

The irony is that New York City, and CUNY specifically, have always been applauded for their concern for the local immigrant community. Last June, when the *New York Daily News* published an article on this issue, it profiled a young man named Carlos, a high school valedictorian, who spoke of hard work leading to opportunity. Instead of applying to the top-notch schools corresponding to his class rank and 3.9 GPA, he had chosen Brooklyn College, precisely because of CUNY's policy.

With the new regulation taking effect this semester, how are Carlos and the other CUNY students in his position expected to pay for their increased, out-of-state tuition? And, for that matter, how are they to understand all these inconsistencies?

Complying With the Law

An obvious starting point for deciphering this policy puzzle is the federal stipulation itself, The Illegal Immigration Reform and Immigrant Responsibility Act of 1996, which reads:

"Notwithstanding any other provision of law, an alien who is not lawfully present in the United States shall not be eligible on the basis of residence within a State (or political subdivision) for any postsecondary education benefit unless a citizen or national of the United States is eligible for such a benefit (in no less an amount, duration, and scope) without regard to whether the citizen or national is such a resident."

This means that colleges and universities cannot offer in-state tuition rates to undocumented immigrants without first offering this same reduced fee to all U.S. citizens or nationals.

At first glance, this looks like a true impasse for state governments, but recent developments have proven otherwise.

Last October, California Gov. Gray Davis signed landmark legislation, Assembly Bill 540, which allows undocumented students who have attended California's schools for three years and have graduated from a California school to pay in-state tuition rates at Cal State schools and California's community colleges.

Yes, the bill did not encompass the University of California system, but it is, nonetheless, a big step since a community college unit for a California resident is $13 and for a nonresident, $200.

Raúl Yzaguirre, NCLR president, commended Gov. Davis for signing this legislation, and explained that the nation's changing demographics necessitate these measures.

"Clearly, Latino children and youth will be increasingly responsible for sustaining the nation's economy in the next several decades," he said, "as well as for maintaining the Social Security System. These students need to receive a top-notch education so that they are adequately prepared for this great responsibility."

His colleague González says state governments must realize that these students are not going anywhere. Many have been raised in the U.S. and have no intention of leaving. "The choice we have to make is: do we want them to have higher earnings," says González, "or do we want to relegate them to low-wage labor?"

González also explains that

FINANCIAL AID ON IMMIGRANT STATUS

Hostos Community College (N.Y.) students who are not citizens of the U.S. may be eligible for some forms of financial aid, depending on their immigration status. Many of the students are on some form of immigrant status, ranging from permanent U.S. resident to temporary resident status.

See the chart below for more information on immigration status.

Types of Status	**Federal Pell**	**TAP**[1]	**Campus Based Aid**	**SEEK, CD, Bilingual Program**[1]
Permanent U.S. Resident	✔	✔	✔	✔
Asylum Status Granted	✔	-	✔	✔
Asylum Pending	-	-	-	✔
Refugee Status Granted	✔	✔	✔	✔
Refugee Pending	-	-	-	✔
Parolee Status Granted	✔	✔	✔	✔
Permanent Residency Pending	-	-	-	✔
Conditional Entrant (Temporary Refugee Status)[2]	✔	✔	✔	✔
Cuban/Haitian Entrant	✔	-	✔	✔
Temporary Resident Status Granted(I-688)	✔	-	✔	✔
Temporary Resident Pending (Employment Authorized - I-688A)	-	-	-	✔

✔ Eligible

1. N.Y. state residency is required for TAP and SEEK. New York City residency is required for College Discovery and the Bilingual Program.

2. Dated prior to March 31, 1980.

California leaders determined they would not lose a significant amount of money as a result of this new policy.

A few months earlier, in June, Texas Gov. Rick Perry signed into law a similar bill allowing Mexicans living in Texas the right to attend Texas state colleges at in-state tuition prices ($5,000 as opposed to $15,000 for non-Texas residents).

Soon after, a bill authored by state Rep. Rick Noriega, D-Houston, extended this benefit to all undocumented students who have attended school in the state for three or more years, or those who've earned a GED in Texas, at Texas public colleges. Immigrant students must provide an affidavit stating that they will file an application to become a permanent resident. Particulars about residency requirements are being developed by the Texas Higher Education Coordinating Board.

The Noriega bill is estimated to affect up to 3,000 students enrolling in college this fall, and what a difference it will make! Tuition and fees for two semesters at the University of Houston is about $4,101 for non-residents versus $1,319 for Texas residents.

According to González, an organization in Texas conducted a study to determine how much it would cost the state, in the long run, to inhibit these students' access to college. The conclusion was that the state economy would suffer far more from their lack of higher education.

California and Texas account for 54 percent of undocumented youth residents.

Similar measures are afoot in other states, among them, Nebraska.

The *Omaha World-Herald* reports that a 15-member task force created last year by the legislature to find ways to better integrate growing immigrant populations, guided by the state Mexican-American Commission, is recommending that undocumented immigrants living in Nebraska should have the same financial help to attend college as legal residents.

The task force report, "The Dream Lives On: New Immigrants/New Opportunities for Nebraska," is based on several community forums, expert panels, and tours of a packing plant and an immigration detention center.

With respect to access to higher education, the report states: "If these priorities are not addressed, a cycle of working poverty, dropouts, lack of hope, and lack of civic engagement will continue leading to a lost opportunity for the entire state of Nebraska."

According to the Associated Press, North Carolina and Utah are considering similar legislation.

The CUNY Contradiction

Current developments at the City University of New York are noteworthy for a variety of reasons. The University system has always taken great pride in its availability to immigrants. The long-standing policy of allowing students who could prove they had lived in New York for at least a year to pay in-state tuition had been applauded by many.

The revocation of this practice is surprising, in and of itself, but all the more remarkable in that it goes against the national current.

More disturbingly, it has been suggested that the policy change was instigated by the Sept. 11th tragedy. A *New York Times* article published in November states that CUNY's general counsel and vice chancellor for legal affairs, Frederick P. Schaffer, began to review the University's policies regarding foreign students after the terrorist attacks.

"We're really troubled by what's happening in New York because they're making an association between undocumented students and terrorism," says NCLR's González.

"How does charging someone extra money stop them from committing an act of terrorism?" he wonders. González says Schaffer is an "opportunist who's taking advantage of what's happening in New York to do some immigrant bashing."

The explanation for the policy change took the form of a memo, dated Nov. 5, 2001, addressed to CUNY college presidents. In it, Schaffer first concedes that CUNY's policy of charging illegal immigrants the lower rate reflected the city's historic embrace of immigrants and conformed to a policy laid out by Mayor Edward I. Koch in 1989 and reaffirmed by mayors David N. Dinkins and Rudolph W. Giuliani.

He refers to the afore-cited statute in The Illegal Immigration Reform and Immigrant Responsibility Act of 1996 and explains why CUNY had nonetheless continued to offer the lower tuition to undocumented students.

"Prior to that date the then acting general counsel sought outside legal advice from an expert in immigration law, who noted that the statute did not explicitly address in-state tuition and therefore advised us to defer any action until implementing regulations were issued and who also pointed out that there was a possible constitutional defect in the law."

Then he writes that after taking "a fresh look" at the issue, although no "implementing regulations" had been issued, he had decided it was no longer lawful for CUNY to continue its practice.

He concludes: "The University remains deeply committed to maintaining its proud tradition of welcoming and educating all immigrants. That tradition was forged over many generations and strengthened by the extraordinary diversity of our student body. We must, however, implement that commitment in a manner consistent with federal law."

Michael A. Olivas, a law professor at the University of Houston Law Center and director of its Institute for Higher Education Law and Governance, told the *The New York Times* he thought CUNY was being unnecessarily restrictive in its new policy.

"It's a very narrow reading of the federal statute, and I urge them to read it as expansively as possible, like Texas and California," he said.

"To charge them out-of-state tuition and allow them to attend ignores their poverty," Olivas added. "The only way they have a chance to attend–even if they have in-state tuition–is through extraordinary sacrifice and efforts on their parts."

CUNY said it did not know how many illegal immigrants were enrolled this year, but last year, 2,788 out of the nearly 200,000 CUNY students identified themselves that way. Since CUNY does not require proof of a student's status, it does not know how many of its other students are in the United States illegally.

Michael Arena, CUNY's director of public relations, provides a financial justification for the repeal of the existing system. The estimated revenue loss "if we had the out-of-state students charged in-state tuition, would be approximately $20 million," he said. "It would be a significant amount of money to forego."

Arena also mentions the work of CUNY's three immigration Help Centers in ameliorating the damages caused by the change. "What we are attempting to do with the immigration centers, which...we've had for many years, is to reach out with a special effort at this time for the undocumented.

"There is a strong belief that many of these students, who have the one-year-or-greater residency, but are not legally here, would qualify if they went forward with some of the documentation that is necessary. So what we've tried to do is make a very, very special effort of outreach," focusing on the undocumented students, using the expertise of CUNY lawyers and others "specialized in this area."

One CUNY member, Hostos Community College, is attempting to help immigrants by clarifying their financial aid options.

What's Next?

In progress: H.R. 1582, The Immigrant Children's Educational Advancement and Dropout Prevention Act of 2001, sponsored by Rep. Luis V. Gutiérrez, and co-sponsored by 27 of his peers, amends the Immigration and Nationality Act to direct the attorney general to cancel the removal of, and adjust to permanent resident status, certain alien secondary or college students with qualifying years of U.S. residency.

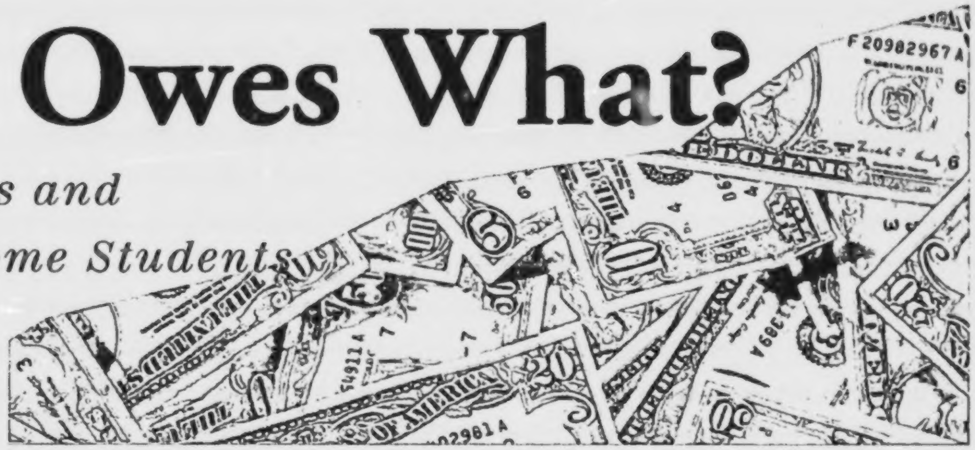
It also makes such aliens eligible for federal and state higher education assistance during the pendency of their application for cancellation of removal. So far, this is not the case in California or Texas.

Until these changes are made, the best and brightest of these students can try applying to private colleges that don't rely on federal funds. States and colleges can create "a separate pot" of merit and need-based funds available to these students, González suggests. And U.S. corporations that offer great sums of scholarship money could amend their criteria to make room for these students.

As González put it: "What kind of an example does the current U.S. policy set for undocumented immigrant youth? They'll think to themselves: 'Why should I work hard in K-12 if I'm going to end up working at McDonald's anyway?'"

The bottom line is–unless we amend our current policy, we might be forced to amend the American Dream.

Who Owes What?



Federal Loans and Low-Income Students

BY
ADALYN HIXSON

“It's Not Too Late: Practical Advice on Your Student Loan,” a short film made for the U. S. Department of Education by Unger & Associates, Inc., in 1996, opens with shots of Jim and Percy, two male twentysomethings, playing handball. The game over, they retire to a bench.

“What's with you?” asks Jim. “Your game was way off today. I thought you'd be all fired up, just graduating from college.”

“I don't feel on top of the world. Taking me a lot longer to find a job…” says Percy. “Those student loans are piling up….and so are the notices. I can hardly force myself to open them anymore.”

“Believe me, I know the stress–I let my loan go into default,” says Jim.

“You wouldn't believe what they can do,” he continues, offering a few examples of how defaulters are pursued. Percy reacts with incredulity, dismay, and fear.

The previous year, in a Heritage Foundation lecture, someone else had expressed incredulity, dismay, and fear on the topic of student loans. It was Jon Westling, then provost and president-elect of Boston University, speaking about “Getting Government Out of Higher Education.”

“I draw your attention,” he said, “to the good Samaritan who thrashes us with a club each time one of us staggers to his feet. I refer, of course, to the federal government and its handy cudgel, the Department of Education(ED).”

Westling alleged that BU had just spent 2,700 hours of employee time, “almost one-and-a-half man-years,” on Title IV forms that the Department of Education had estimated as requiring three hours to complete.

“One would think ED would observe that our default rate on guaranteed student loans is 4.7 percent, which is 21.3 percent below the so-called 'cohort-default rate threshold,' and that would be that.”

Westling noted that the government launched the student loan program with default rate ceilings “comparable to those accepted by commercial lenders” but in 1972 “lifted the ceiling beyond what any commercial lender would tolerate…lifted it again in 1976, in 1978, and in 1983.”

“It is now 25 percent for most institutions and more for 'historically Black colleges and universities [and] tribally-controlled community colleges.'”

Westling asserted that federally insured student loans have been increasingly used by the government “as a low visibility way to subsidize selected institutions.” The default rates have soared, he said “partly because the government is unwilling to require 'disadvantaged' members of society to pay back the loans.”

“Today's student loan crisis is largely the result of permitted defaults by unqualified students who borrowed money to attend vocational schools which provided inadequate education and few job prospects.”

There are other perspectives on federal student loans and their impact.

In the Beginning

One legacy of World War II, the GI Bill, opened up the possibility of a college education to its veterans, including minorities. *HO* has published at least one account of a returning Latino veteran who broke a campus color line while getting a GI Bill education. For other citizens, the promise of access was met largely through the low or even zero tuition charged area residents by state-supported public institutions.

Under Lyndon B. Johnson, the federal government, at times with bi-partisan support of Congress, acted to provide not only broader access to higher education, but also a wider choice of schools, through the Pell grants, funds for work-study programs, and subsidized loans for students of low- and middle-income families.

Cornell Professor Ronald G. Ehrenberg, director of its Higher Education Research Institution, in his book *Tuition Rising: Why College Costs So Much,* writes of the period: “[T]he federal government tried to make attendance at higher-priced private institutions a real option for qualified high school students. The nation's most selective private colleges and universities embraced this policy, and virtually all adopted need-blind admissions policies, admitting students independent of their financial circumstances,” and coming up with the funds to make their attendance possible.” Ehrenberg writes that these policies were “extraordinarily successful.”

“The selective private institutions enrolled many more talented students from middle- and lower-income families than they had in the past. It is well documented that top students, as measured, for example, by SAT scores, became much more heavily concentrated in these institutions.”

Reports issued through NCES, the National Center for Education Statistics, bear witness to the phenomenon of increased access and increased choice, and support the recent observation by David L. Warren, president of NAICU, the National Association of Independent Colleges and Universities, that “Private and public institutions continue to enroll virtually the same percentage of low-income and minority students.”

The 1999-2000 NPSAS, National Postsecondary Student Aid Study, shows that students from families with incomes below $20,000 are 11 percent of the population at private institutions and also at public institutions. Hispanics are 8 percent at both public and private; African Americans, 10 percent; Asians, 6 percent; Native Americans, 1 percent. And the proportion of students with family incomes under $40,000 is close–29 percent at the private, 31 percent at the public institutions.

Trends in Borrowing

An earlier NCES report, *Trends in Undergraduate Borrowing: Federal Student Loans in 1989-90, 1992-93, and 1995-96,* showed that between 1989-90 and 1995-96, total dollar volume in federal student loans doubled, from about $13 billion to $28 billion. And grew an estimated $6 billion more by '97-98, to $34 billion. Nearly 90 percent was received as federal Stafford or SLS loans, closely related programs.

NCES analysts observe that in any particular year, borrowing rates differ as average tuition levels shift. But "students are least likely to borrow at relatively low-tuition public two-year colleges; more likely to borrow at public four-year institutions, where tuition is about three times higher; and even more likely to borrow at private not-for-profit four-year institutions, where average tuition is about four times higher than at public four-year institutions."

The highest levels in all of the three years reported in *Trends* were among students at private for-profit institutions, which charged relatively high tuition and enrolled large proportions of low-income students attending full time.

As a result of regulatory changes, which restricted participation in the Stafford Loan program of institutions with high default rates, the proportion of students attending private for-profit institutions dropped from 29 percent of all borrowers in 1989-90 to 12 percent in '95-'96.

Borrowing rates dropped at the private for-profits between 1989-90 and 1992-93, but about half of their students borrowed–a higher percentage than at all other settings.

At public two-year colleges, the percentage of students with Stafford/SLS loans remained low–6 percent or less–all three years, though the percentage of full-time students obtaining loans increased from 9 percent in 1989-90 to 14 percent in 1995-96.

At the four-year colleges and universities, there was a large growth in the percentage of all students borrowing. Between 1992-93, borrowing at public institutions went from 23 to 35 percent; at the private not-for-profits, from 33 to 43 percent.

In 1995-96, about 70 percent of all undergraduates receiving Stafford loans were attending four-year institutions–45 percent at public, 26 percent at private not-for-profits.

The median federal loan debt of those receiving a bachelor's degree rose considerably between 1995-1996 and 1999-2000, and the increase at public institutions, 49 percent, was more than twice that of the private institutions, 23 percent.

A sampling of graduating seniors at four-year institutions showed the cumulative federal loan debt of Hispanic seniors to be significantly

FEDERAL BORROWING FOR UNDERGRADUATE STUDY, GRADUATING SENIORS, 1999-2000, FOUR-YEAR INSTITUTIONS

	Public Four-Year	Private Not-for-Profit 4-Year	Cumulative Undergrad Loans As Of 2000 *
Hispanic or Latino**	$14,525	14,981	14,723
Not Hispanic or Latino	$16,246	18,339	16,985
RACE–Census Categories			
White	$15,981	17,874	16,641
Black or African American	$18,955	19,806	19,188
Asian	$13,251	17,095	14,190
American Indian/Native American	$18,211	low n	19,144
Native Hawaiian/Other Pacific Islander	low n	low n	17,496
Other, including more than one race	$15,075	16,646	15,703

* This column indicates the cumulative amount the student borrowed for undergraduate education through July 1, 2000. Excludes PLUS loans. Based primarily on student reported data.

** Of the students sampled, 12.0 percent were Hispanic or Latino.

Source: NCES, NPSAS:2000 Undergraduate Students 10/22/01 less than that of non-Hispanics. At public institutions, it was Hispanics, $14,525 and non-Hispanics, $16,246. At four-year private not-for-profits, it was $14,981 for Hispanics and $18,339 for non-Hispanics.

Low-Income Students

"Low income" in NCES parlance translates to families with incomes below 125 percent of the "poverty level." In 1994, that 125 percent was $9,638 for a family of one and $18,926 for a family of four.

A family in the bottom 20th percentile would have had to spend 32 percent of its income to cover the charges for tuition and room and board at an average priced public college or university in 1995, and 89 percent at an average priced private one. Thus, students from low-income families will typically need substantial financial assistance to be able to attend college.

In its March 2000 publication, "Low-Income Students: Who They Are and How They Pay for Their Education," NCES reported that 87 percent of low-income students attending full-time, full year received about $6,100 in "financial aid" and 81 percent of them received grants that averaged $3,900.

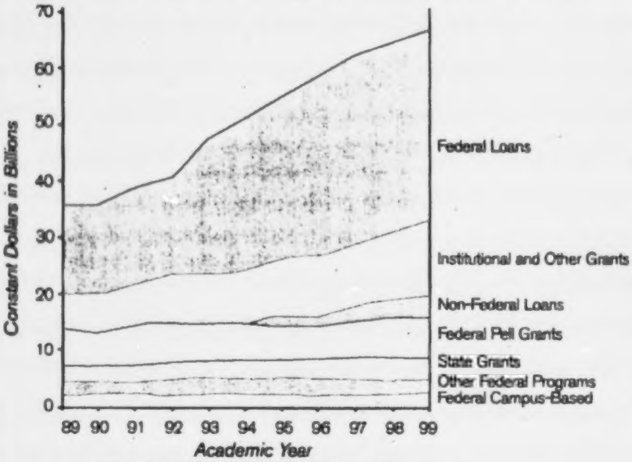
"Loans were an important source of aid as well, with 51 percent borrowing. The average loan was $4,700." Two-thirds of borrowers didn't borrow the maximums permitted under the Stafford loan program.

The report reveals considerable gaps between the net price of attending and the financial resources cited. And yet the students are enrolled and attending. NCES analysts, who have to derive a fair amount of information through phone interviews, speculate that students are earning more, getting more support than indicated from family and friends, or borrowing more from unreported sources.

Few low-income students received such types of "other" aid as assistantships, veterans benefits and military tuition aid, and vocational rehab or JTPA funds, but for the 10 percent who did, the amounts received were often substantial. At private not-for-profits, the average total in "other" aid was $5,500 for dependents and $5000 for independents without dependents.

Low-Income Minorities

Of all Hispanic undergraduates, 40.1 percent were low-income; of Blacks, 42.7 percent; White Non-Hispanics, 20.7; Asian/Pacific Islanders, 34 percent; and American Indian/Alaskan Natives, 42.2 percent.


Ten-Year Trend Line of Aid Awarded to Postsecondary Students, 1988-89 to 1998-99

Source: Trends in Student Aid · The College Board. 2000

Of those low-income students, 35.8 percent of the Hispanics and 35.1 percent of the non-Hispanic Blacks were deemed "dependent" as compared to only 10.2 percent of the White non-Hispanics. The "independent with dependents" category of low-income students, in which spouses are not considered dependents, captured 48.2 percent of the Hispanics, 52.1 percent of Black non-Hispanics, 42.2 percent of Asian/Pacific Islanders, 43.1 percent of American Indian/Alaskan natives, and 34.7 percent of White non-Hispanics.

Low-income independents with dependents were more likely to be female, less than 30 years old, and single parents. And also more likely to be enrolled full time, full year, to attend a private for-profit institution, and to be unemployed or, if working, to consider themselves primarily students.

In all categories and all types of institutions, about half the parents expected the students to work while enrolled. The percentage of low-income students who did so ranged from 44.3 to 58.3 percent, and of the not-so-low-income students, 43 to 62.8 percent. Average earnings while enrolled were $4,820 for low-income students and $6,182 for the others; average hours worked per week 22.6 and 23 hours.

More than one in five low-income students borrowed from their parents, the average amount being $2,700.

Staggering Debt

Myvesta.org, described as a national nonprofit financial crisis center, offers this credit lesson: "If you make minimum monthly payments on a $5,000 credit card debt with 15 percent interest, it will take you 32 years to pay it off. Interest paid: $7,789.46."

In this light, the "aggregate limits" of $120,000 for student borrowing set by a number of legitimate "alternative borrowing sources" seem like a potential pact with the devil.

On a line graph from The College Board's "Trends in Student Aid," which covers the years 1989 to 1999, state and Pell grants look like mesas, non-federal loans a mere ramp, and institutional and other grants a foothill beneath the looming Mt. Everest of federal loan growth. Looking at it makes one wonder whether any poor people would be going to college were it not for Uncle Sam, and wonder too how some will make their way out from under their college loan debt.

Meanwhile, education advocates such as HACU and MALDEF and ACE and NCLR and AAHE and ASPIRA are no doubt gearing up for the "guns and butter" debates ahead. It could certainly be argued that an education is as much a security measure as an airport luggage scanner.

NAICU's Warren is already pressing for increased aid.

"Despite our success in providing access to affordable, high-quality education for all qualified students," said Warren, "the future will be much less certain unless federal and state policymakers make a dramatic investment in student grant programs.

"Congress has not yet allocated funding increases in Pell Grants and other important student aid programs this year, despite an increase in the number of low-income students prepared for college. This is a great concern."

"The number of prepared students is expected to rise 19 percent between 1995 and 2015," Warren said. "Eighty percent of the increase will be students from low-income and minority backgrounds.

"Unless policymakers act now to restore the purchasing power of student grant programs, many of these students will not be able to afford the college of their choice."

Special thanks to Aurora D'Amico, NCES, for guidance with student loan data.

Reviewing Our ABC's

What Literacy Means to Hispanics Today

BY ESTELA MARÍN

Growing up as a Latina, education for me was always about numbers. Getting good grades in school and high scores on the standardized tests would secure me a space in a well-ranked college. In the process, I'd avoid the statistics in which Hispanics are tragically overrepresented–dropout, crime, poverty rates.

It took my current position as a researcher on health education to find out that education is about letters, too. Imagine for a moment that you could not read this sentence. Or you could not decipher the bus schedule to get to a job interview. Imagine that you lacked the skills to fill out a job application correctly, or follow the instructions for your child's medicine.

One hundred years ago, people were considered literate if they could sign their names. By that standard, few people in the United States today are illiterate. The definition of literacy became more stringent in the 1930s–it required three or more years of schooling. In 1947, the Census declared people to be literate if they'd had five years of schooling. That number was increased to six years in 1952 and eight years in 1960. Today, educators do not view literacy as a dichotomous concept that can be met through a specific number of years of schooling, but as a continuum of competencies. We can think of functional literacy as the set of skills needed to function on the job as well as in society, and to achieve one's goals.

Why has the way people think of literacy changed so much over the past century? American culture fluctuates; everyday words and skills of today were vastly unknown 10 years ago. In all likelihood, we will be able to make the same observation 10 years hence.

"The standard of literacy required by modern society has been rising throughout the developed world, but American literacy rates have not risen to meet this standard." If these words were true when E.D Hirsch, Jr. wrote them in his 1987 book, *Cultural Literacy: What Every American Needs to Know*, they resonate much more strongly today.

Rod Paige, secretary of education

The National Adult Literacy Survey (NALS), the most comprehensive look at functional literacy to date, divided people's reading skills into five different levels. If literacy looked like a traffic light, Levels 4 and 5 would be the green "go" light, Level 3 would be the yellow "caution" light. The red "stop" light encompasses the estimated 44 million Americans who fall into Levels 1 and 2 and are functionally illiterate. These are people who have trouble interpreting bus schedules, understanding brief newspaper articles, or even doing something as simple as signing a Social Security card.

While people of all ages, races, and economic levels might have trouble reading, Hispanics are disproportionately represented in the lower reading levels (see "Literacy Level by Racial/Ethnic Group" table). Though they are only 12 percent of the population, Hispanics are one-fourth of people in Level 1, and half of the individuals who could not correctly answer even one question on the literacy survey.

Low literacy is also plaguing our nation's youth. According to data released last year by the National Center for Educational Statistics, only one in three fourth-graders can read at their appropriate grade level. This number drops to one in five by the time students reach the 12th grade. The problem is even more alarming where most Hispanic children live. "Imagine that: in the greatest, wealthiest nation the world has ever known, nearly seven out of every 10 fourth-graders in big cities and rural areas cannot read," said Secretary of Education Rod Paige at a commencement address last year. "It's our greatest failure as a nation; it is our failure as a people, and we must do something about it."

Money Matters

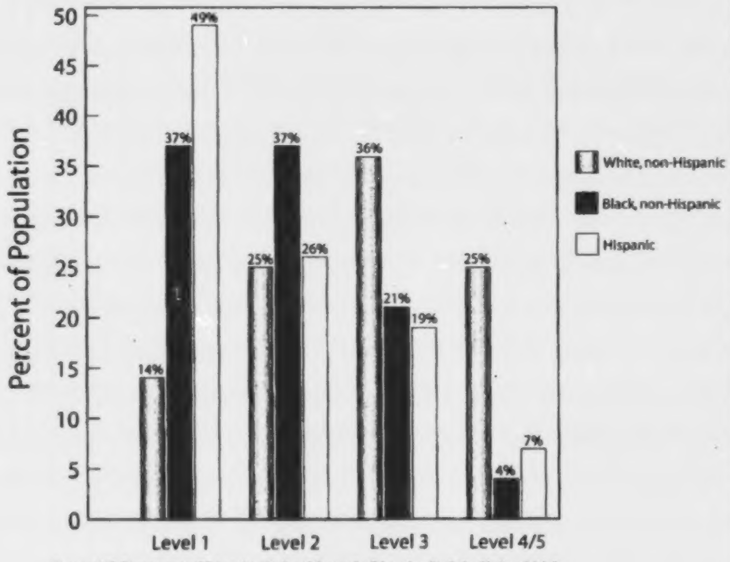
Low literacy condemns Hispanic individuals to low-level jobs, shuts them out of the political system, and hampers them from being able to take care of themselves or their families. Low literacy also tends to perpetuate itself, locking future generations into this negative cycle.

The bulk of adults living in poverty perform at the lowest literacy levels. According to the U.S. Department of Education, the average annual earning for Hispanics was $15,194 in 1992, compared with $20,918 for the population as a whole. However, earning differentials between Hispanics and the rest of the population disappear when literacy levels are taken into account. For example, bilingual Hispanics with Level 4 literacy skills averaged $27,437 while non-literate Hispanics averaged $9,923. Less literate Hispanics are not only more likely to earn less when they are employed, but they are also less likely to be employed than their literate counterparts.

Health Care

The majority of patient education materials require high school and in many cases college level literacy skills. Low-literate individuals have trouble understanding treatment plans, are confused about medication regimens, and have erroneous beliefs about the causes of certain diseases and their treatment. These factors lead low-literate people to be hospitalized more than twice as often as literate persons. The results can be devastating: in one study, low-literate patients were 67 percent more likely to have late stage diagnosis of cancer. Of additional concern is the fact that most patient consent forms are written at college or even graduate levels.

Literacy Levels by Racial/Ethnic Group



Source: U.S. Department of Education, National Center for Education Statistics, National Adult Literacy Survey, 1992.

Disenfranchisement

President Bush has called literacy the new civil right. Having the right to vote is meaningless if a person lacks the knowledge to participate in the political arena. Low-literate Hispanics may have trouble tackling the voter registration form, let alone being able to assess the impact that public policies and politicians can have on their lives. Analphabetism seems to shut all doors save one: 70 percent of those entering prison gates are functionally illiterate.

The Legacy of Illiteracy

In his Back-to-School address in September, Secretary Paige stated: "There is no more powerful force for change than parents who are armed with information and options." Children of illiterate adults have a great disadvantage–their parent cannot model behavior, read to them, or help them with schoolwork. Research shows that while children of well-educated, upper-income parents start school with a vocabulary of 20,000 words, lower-income students start with only 4,000 words. Low literacy can have detrimental effects on Hispanic youths' self-confidence and self-worth. This often translates to poor motivation, unfavorable perceptions of learning, and high dropout rates, and ultimately, the perpetuation of poverty and powerlessness.

Identifying Low Literacy

You cannot tell whether people are low literate by merely looking at them or talking to them. While some low-literate people may have trouble expressing themselves orally, others have a surprisingly expansive vocabulary. Similarly, it is unsafe to assume that an indigent person will not be able to read and that a well-dressed person is proficient at the written word.

Educational attainment is not an adequate gauge for determining functional literacy. While reading ability does tend to increase with education, on average, adults read three to five grades lower than their actual total years of schooling.

People with inadequate literacy skills will rarely volunteer that information. In our information-driven society, low literacy is often a source of shame. Frequently, functionally illiterate individuals simply avoid activities that would expose their problem, or they make excuses for their inability to read, such as having left their reading glasses at home. They may even pretend to read what is handed to them, or complete surveys that require a lot of circling or box checking.

Short of catching someone "reading" something that is upside down, the only way to ascertain a person's literacy level is by testing for it. Two commonly used word recognition tests that can be administered in a very brief amount of time are the Wide Range Achievement Test (WRAT-3), for general use, and Rapid Estimate of Adult Literacy in Medicine (REALM), for gauging health literacy. More thorough reading comprehension tests include the Peabody Individual Achievement Test Revised (PIAT-R) and Cloze Technique. Because it is rarely practical to assess an individual's literacy, a useful resource is the National Institute for Literacy's *The State of Literacy in America*, which includes estimates of population literacy levels by state, district, county, and municipality.

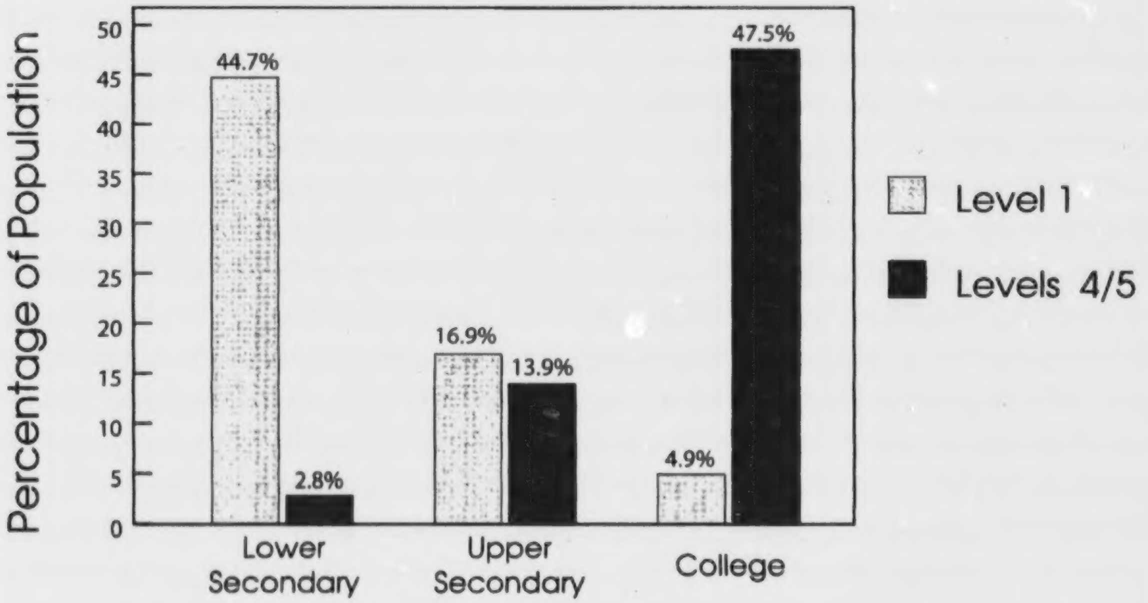
Making An Impact

Hispanics in higher education are helping to train future educators, health care professionals, social service providers, public administrators, information specialists, and others who need to be aware of the concept of functional illiteracy, and its tremendous impact on the lives of other Hispanics. The following are suggestions for you, your colleagues, and students.

Learn To Communicate

Low literacy does not mean low intelligence. Hispanics lacking rudimentary reading skills can

Literacy Level by Educational Attainment



Source: Organization for Economic Cooperation and Development Statistics, Literacy, Economy and Society: Results of the First International Adult Literacy Survey, 1995

learn if educational materials are designed with them in mind. Effective communication requires adjustments based on the degree of shared knowledge between the sender and recipient.

Simplify, Limit, and Repeat

Write things down in simple language (remember to use both English and Spanish when appropriate), while realizing that this measure may not suffice. Simplifying does not solely mean replacing complex terms with simpler words, but also distilling and clarifying core ideas, defining important concepts, and emphasizing needed information through repetition. Layer information as necessary, starting with what is most basic and crucial, and add details as individual interests and understanding allow.

Show, Don't Tell

This is a common message in writing classes, but it should also be espoused by everyone serving a low-literate population. Make sure written materials have demonstrative illustrations that are culturally pertinent. When practical, provide information through video, thus eliminating the need for any literacy. Use story forms involving the target Hispanic audience, and keep statistics to a minimum.

Check for Understanding

Avoid yes/no prompts such as "Do you have any questions?" or "Do you understand?" Low literacy impacts people's ability to formulate questions, and increases the fear that they will ask an obvious or inadequate question. To elicit understanding, emphasize your message, not the other person's level of comprehension. Try a question like "Can you tell me what I said, so I can make sure that I didn't forget to cover anything?"

Promote Education

While literacy levels tend to lag behind educational attainment, schooling is still the best remedy for illiteracy (see "Literacy Level by Educational Attainment" table). Adult English as a Second Language (ESL) can be very helpful if the individual is receptive. Educational efforts aimed at low-literate adults have the added benefit of increasing the likelihood of positive outcomes for their children, and ending the cycle of hopelessness. However, while job-specific instruction can help individuals achieve employment, this basic training neither improves overall literacy nor does it prepare Hispanics for future innovations.

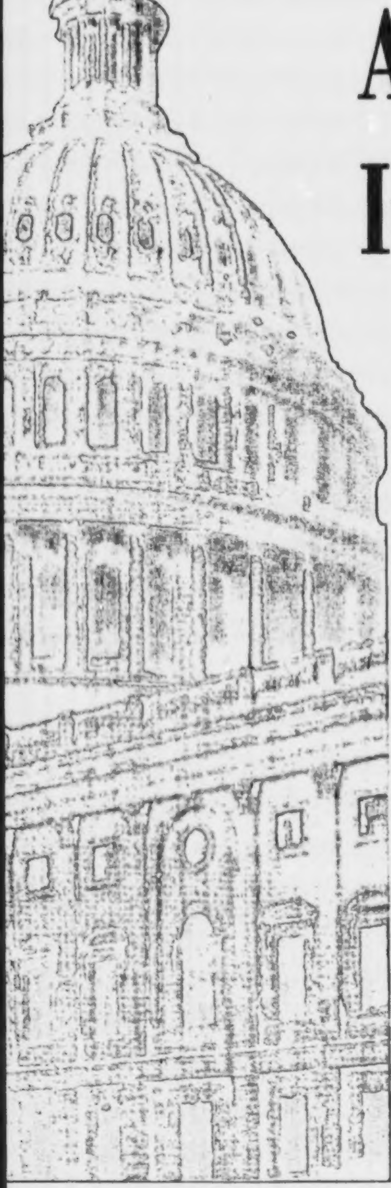
I challenge you to take note of the extent to which the ability to interpret the 26 symbols of the alphabet affect your life. For one 12-hour period, stop taking your degree of literacy for granted. From sifting through the stock analysis (or the sports scores or the horoscope) over breakfast to dealing with countless e-mails and reports at work, to looking at the cooking instructions for your meal, and finally settling back to enjoy the latest best seller before going to sleep, reading is probably something you do constantly. Imagine if you could not have done any of it.

Find Out More

National Assessment of Adult Literacy (NAAL): 2002 http://nces.ed.gov/nall/design/about02.asp

National Institute for Literacy:
http://www.nifl.gov

Nation's Report Card:
http://nces.ed.gov/nationsreportcard



Anti-Terrorism Act: Implications for Education

BY ALEXANDRA SALAS ROJAS

In October, President George W. Bush signed into law the U.S.A. Patriot Act of 2001, which will arm federal agents with additional measures to combat terrorism. Under the new law, law enforcement officials are empowered to share intelligence that will help them defeat future attacks and put an end to financial counterfeiting, smuggling, and money laundering. Surveillance plays a vital role in this legislation. Among the law's provisions are guidelines for monitoring international students. The law rewrites the policy on the disclosure of educational records.

While some critics note that the law is eroding American's civil liberties, President Bush stated and supporters believe that this is an essential step in protecting the rights of all Americans. In remarks at the signing of the Patriot Act, Anti-terrorism Legislation, President Bush explained, "The existing law was written in the era of rotary telephones. This new law...will allow surveillance of all communications used by terrorists, including e-mails, the Internet, and cell phones."

In the past, law enforcement agencies tracking the same suspects were required to get separate warrant for each new district they investigated. Under this legislation, noted President Bush, "warrants are valid across all districts and across all states."

How will this specifically affect campuses?

According to the American Council on Education's Office of Higher Education and National Affairs newsletter (vol. 50, No. 20, Nov. 5, 2001) the Patriot Act directs the U.S. attorney general to fully implement the electronic collection of information from educational institutions about foreign students from selected countries who are studying in the U.S. In addition to names and addresses, the data includes visa classification, academic status, and any disciplinary action taken against the student. The law also permits the U.S. attorney general to apply for a court order, which can be obtained without student or parent consent, granting access to education records in the possession of an education agency or institution that are relevant to an authorized investigation or prosecution of an act of terrorism.

The Student and Exchange Visitor and Information System electronic database, which has been under development by the Immigration and Naturalization Service (INS) since 1996, is expected to be up and running next year. SEVIS, an electronic tracking system, will enable colleges to notify INS whenever there is a change in status that might affect an international student's visa. The USA Patriot Act of 2001 exempts SEVIS from FERPA, which prohibits disclosure of student data without student consent.

ACE President David Ward, who recently testified before the House Committee on Education and the Workforce Subcommittees on 21st Century Competitiveness and Select Education, urged lawmakers to fully fund the SEVIS operation and stated, "The prompt implementation of the SEVIS database is the most important step the federal government can take to improve the timeliness of the information that it has about international students."

An Oct. 25 memorandum from ACE legal counsel, Hogan & Hartson L.L.P., details some highlights regarding the registrar, information technology officials, campus officials who process subpoenas and warrants, and research administrators/environmental health and safety office.

- Privacy of students' records–the law amends the Family Educational Rights and Privacy Act (FERPA) to permit academic institutions to disclose education records

- Access to NCES survey data

- Monitoring of foreign students–calls for full implementation, and expansion to all foreign students (other than those who hold immigrant visas)

- Voluntary disclosure of electronic communications or records – amends the criminal code pertinent to voluntary disclosure of information by providers of electronic communication service

- Allow government officials to seek stored voice-mail messages without wiretap authorization.

Albio Sires

Named Speaker of NJ General Assembly

Born in Cuba, First Latino to Hold Speaker Post

BY MARILYN GILROY

Albio Sires, a Cuban-born politician from West New York, New Jersey has become the first Latino to hold the powerful position of Speaker of the New Jersey General Assembly.

Sires honed his political skills as mayor of West New York and was elected to represent the district in the state Assembly in 2000. His selection as speaker by newly-elected Democratic Gov. Jim McGreevey came as a surprise to nearly everyone who follows state politics.

Several more experienced legislators who are political heavyweights and longtime party loyalists were vying for the speaker post. In contrast, Sires has served less than two years in the legislature and has been a Republican for most of his career, endorsing Republican Christine Todd Whitman when she ran for governor.

But Sires says that when he affiliated with the Republican party in the 1980s, his decision was based on two factors: he felt that local Democrats were ruining West New York and he liked Thomas Kean, a popular and progressive New Jersey Republican governor. His true ties, he says, are to the Democratic Party.

"I was raised a Democrat and I'll be a Democrat at heart until the day I die," said Sires in an interview in *The Record*, one of New Jersey's largest newspapers.

Sires' story is one that exemplifies the American dream. He was born in 1951 in the village of Bejucil during the turbulent years of the Cuban revolution. As a young boy, he witnessed the gunfire and book burnings that characterized those years. His family fled from Cuba in 1961 through the help of relatives in the United States and settled in West New York, where his father worked in the factories while his mother earned money as a seamstress. It was a tough life and there was never enough money for the family of five.

But Sires had an advantage over many of the kids in the neighborhood–he was taller. Enter the game of basketball, a sport that he loved and played well. In high school, he was selected for the All-State high school basketball team, which became his ticket to a scholarship to St. Peter's College in New Jersey. Sires graduated with a B.A. in Spanish and marketing. He went on to receive a master's degree from Middlebury College in Vermont and returned home to teach high school English and coach basketball. But politics beckoned.

In the early 1980s, Sires ran for office several times on a slate that opposed the entrenched political machine candidates, but he did not succeed in unseating them until he ran as an independent in 1995. As mayor, he went to work on reforming local government while dealing with the problems of housing, schools, and support services, such as firefighting.

It was not easy. His fight against the old-style Democratic bosses was characterized as a "guerrilla campaign." The town's finances were a mess and local government was considered inefficient and full of petty corruption. Sires success came as the economy turned around and he led the drive for development of the town's waterfront area, which brought increased revenue to West New York.

Sires is proud of his accomplishments and, by all accounts, is a popular figure in West New York, which is home to 45,000 people. The town is only one square mile in size but sits directly across the Hudson River from Midtown Manhattan, which contributes to its ambiance as a dense urban "melting pot" of retail and residential activity.

"Becoming mayor of West New York was everything that I wanted and worked for," Sires said in an interview.

Sires' colleagues and friends mention his pride, his humility, and his sense of humor. His critics worry about his inexperience and lack of polish in public speaking. Lately, he has been using his abilities to communicate one-on-one while meeting with legislators, including those who opposed his selection. At this point, he has succeeded in convincing his colleagues that he will be decisive and exercise independence from the governor's office when necessary.

He said that he and the governor "will work together on a lot of issues, and there are issues where I will have to protect my members."

FYI...

The Hispanic Outlook In Higher Education www.hispanicoutlook.com January 28, 2002

MALDEF Applauds Removal of Obstacles to Higher Education for Immigrant Students

LOS ANGELES, Calif.

The Mexican American Defense and Educational Fund (MALDEF) applauded California Gov. Gray Davis and California assembly members Marco Firebaugh and Abel Maldonado for their leadership in adopting legislation that will allow high-achieving undocumented immigrant students to continue their education in the state's colleges and universities.

In the making for several years, this bill, said MALDEF, is one more step toward the full integration of immigrants into California's social, as well as economic, fabric. "More than any other single issue, the opportunity for these deserving students to attend college has been a bedrock civil rights issue for the Latino community," stated María Blanco, MALDEF's national senior counsel.

Signed by Gov. Davis on Oct. 11, 2001, AB 540 will allow students, including undocumented immigrant students, to be exempt from paying out-of-state tuition at the state's public colleges and universities if they meet the following requirements: high school attendance in California for three or more years; graduation from a California high school; registration as an entering student, or current enrollment, at an accredited college or university on or after the fall 2001-02 academic year; filing an affidavit stating the student has filed, or will file, an application to legalize her or his immigration status as soon as she or he is eligible to do so.

Until now, California law classified undocumented immigrant students as nonresidents for tuition purposes. Therefore, undocumented immigrant students who graduated from California's high schools had to pay out-of-state tuition rates to attend state colleges or public universities, regardless of how long they have attended the state's elementary and secondary schools.

And, said MALDEF, the difference between in-state and out-of-state tuition is significant.

College Board Survey Dispels Myths About Early Admission

NEW YORK, N.Y.

According to The College Board, 26 percent of all four-year colleges and universities have early admission policies, and 33 percent of private four-year institutions. Originally intended for applicants who had selected first-choice institutions, these policies have expanded in variety and complexity to meet other college goals. They are also confusing students, generating myths, and inviting public debate.

The College Board asked the questions: How do early action (EA) and early decision (ED) policies affect minority and needy students? Do they distort the distribution of financial aid? Do they give an unfair advantage to students who use them?

To answer such questions, The College Board surveyed 464 four-year institutions with such policies in fall 2000. Answers from the 128 responding institutions describe the characteristics, admission rates, yield, and financial aid of early applicants compared with admitted freshmen populations. Their responses contradict common beliefs about these students.

- Contrary to rumor, these colleges do not admit the majority of their students early. Only 41 admitted more than 30 percent of their freshmen under such plans.
- Average test scores, GPAs, and class ranks of students admitted early were only slightly above those of all admitted students.
- The admission rate for all entering freshmen was 62 percent, compared with 69 percent for ED applicants and 77 percent for EA applicants.
- Male, African American, Asian, and Hispanic students were only slightly underrepresented among students admitted early.
- For all first-year students, the yield, (the proportion of students who enrolled after acceptance), was 36 percent–below the 46 percent yield for EA students and 92 percent for students who were admitted through ED programs. By definition, ED yield should be 100 percent because of ED's contractual nature; insufficient financial aid may be one reason for the difference.
- On average, colleges determined that 75 percent of their ED and EA applicants had financial need, slightly below the 78 percent rate for all entering freshmen. Of students with need, full need was met for 61 percent of ED applicants, 65 percent of EA applicants, and 62 percent of all entering freshmen.
- No significant differences were found in average financial aid packages, which were $15,994 for ED admits, $14,443 for EA admits, and $15,560 for entering freshmen.

. . . FYI

ACE: Study Focuses on Faculty Evaluation, Transitions, and Tenure

WASHINGTON, D.C.

The American Council on Education reports that a study from the Department of Education's National Center for Education Statistics details institutional policies and practices affecting all faculty (both full-time and part-time) in the areas of teaching assignments and evaluation, tenure practices, and benefits. The *National Study of Postsecondary Faculty (NSOPF)* includes both a survey of institutions and one of faculty. Among the findings:

- In the fall of 1998, approximately 1.1 million faculty members worked in postsecondary institutions in the U.S.–a 25 percent increase over the less than one million faculty in 1992.
- Forty-four percent of institutions experienced average growth of 20 percent in faculty size from 1993 to 1998. Another 44 percent had no change in full-time faculty. The remaining 12 percent averaged a 9 percent decrease.
- Research and doctoral institutions employed 36 percent of all faculty, followed by public two-year institutions (29 percent), master's/comprehensive institutions (19 percent), baccalaureate institutions (9 percent), and other specialized institutions (6 percent). Fifty-seven percent of faculty were full-time.
- Full-time faculty taught most of the undergraduate credit hours (71 percent). Part-time faculty covered an average of 27 percent of all undergraduate credit hours; teaching assistants and other instructional staff each covered about 1 percent.
- Forty-eight percent of full-time faculty had tenure. Of the remaining non-tenured faculty, 19 percent were on the tenure-track, 20 percent in nontenure-track positions, and 12 percent of all full-time faculty worked at institutions without tenure systems.
- Most institutions have policies to evaluate faculty instruction. More than 86 percent used student-based evaluations of full-time faculty. Administrative level evaluations were also widely used, with 95 percent using at least one administrative evaluation.
- Nearly all (98 percent) provided some level of benefits for full-time faculty. About 53 percent contributed to benefits for part-time faculty.

NACE Lists Seven Basic Keys to Employee Relations

BETHLEHEM, Pa.

The National Association of Colleges and Employers issued a list of seven time-honored, but often overlooked, practices that enhance job performance and retention: the Seven C's.

1. Live Your Core Values and Culture: Employers that know their values and culture and "live them" authentically instill in employees a sense of belonging with the company.

2. Connect and Interact Frequently: Connecting employees with each other and the company helps employees feel like they play a key role in the company. Such initiatives also send implicit messages that companies care about their employees as human beings, collectively and individually.

3. Communicate Like You Mean It: Communication by managers to their staffs and by company executives to all employees–through an "intranet," newsletter, or other medium–keeps employees informed, productive, and content, because they feel like insiders who have the information they need to do their jobs. Employees also value two-way communication: to hear from and to be heard from.

4. Create Continuous Learning Opportunities: Companies that support continuous learning satisfy their employees' innate desire to develop and grow personally and professionally. This affects how employees feel about the company and their role in it, which in turn affects whether they decide to advance within the organization–or elsewhere.

5. Care About Career Development: The opportunity for career development gives employees more confidence and a broader base of skills, abilities, and knowledge. Ideally, employees will use their newfound knowledge to perform more effectively in their current jobs or make career-enhancing moves within the company.

6. Commit Managers to People and Accountability: If people are a priority for an organization, then managers need to believe it, embrace it, and show it. From the top down, managers who demonstrate their commitment to employees and are accountable for it have a significant effect on motivating and energizing the workforce.

7. Compensate With Tangibles and Intangibles: Total compensation in the broadest sense is the sum of everything that employees receive from an employer, including their job and work environment. Companies are likely to improve their retention rates by compensating staff with both tangibles and intangibles.

People-Places-Publications-Conferences

PEOPLE & PLACES

25th NACADA Conference a Success

"Discover the Many Voices" was the theme of the 25th National Academic Advising Association (NACADA) Conference in Ottawa, Ontario, Canada, attended by more than 1,600.

Keynoters included Dr. Verna Kirkness, director of native education at the University of British Columbia, and Dr. Paul Begley, professor in the theory and policy studies department and head of the Centre for the Study of Values and Leadership at the Ontario Institute of Studies in Education, University of Toronto.

NACADA enhances academic advising by providing publications (refereed journal, newsletters, monographs, and a new "Handbook on Academic Advising"); advisor training videos; regional and national conferences; awards, grants, and scholarships; member career services; a consultants bureau; and ACADV (an e-mail list for worldwide discussions on advising issues).

La Raza President Keynotes Nevada Summit

Raúl Yzaguirre, president and CEO of the National Council of La Raza (NCLR), was the keynote speaker at the 5th annual Nevada Leadership Summit Luncheon in Reno, addressing more than 230 Hispanic leaders, businessmen, elected officials, and community members on critical issues faced by the Latino community.

The Summit was created to promote leadership, unity, community, and family through the education and empowerment of youth and their families. Members of the Hispanic community attend to discuss important issues such as health, employment, business, politics, civil rights, and women's leadership issues. NCLR is the largest constituency-based national Hispanic organization and a leading Hispanic think tank.

Smithsonian Latino Gallery Receives AT&T Grant

The Latino Virtual Gallery, the online exhibition outlet of the Smithsonian Center for Latino Initiatives, received $150,000 from the AT&T Foundation to develop its Web site highlighting Latino art and culture. The grant funds basic operations and program development activities of the Virtual Gallery, which hosts two or three major exhibitions a year.

"AT&T is honored to partner with the Smithsonian Institution to help showcase the contributions of America's growing Latino population to our nation's history, culture, and society," said Oscar Muñoz, vice president and chief financial officer of AT&T Consumer.

The Gallery is located at http://latino.si.edu/virtualgallery/.

Eastern Michigan Accepts $4 Million in Grants and Contracts

The Eastern Michigan University (EMU) board of regents accepted 102 grants and contracts totaling $4,026,366, at its September meeting. The sponsor-funded awards totaled $2,742,747; the EMU cost-sharing and/or in-kind contributions totaled $1,283,619.

Among the grants were: $356,323 from the U.S. Department of Education for Upward Bound and $230,604 for the Limited English Proficiency Teacher Network, and $190,000 from the Michigan Department of Education for the Michigan School Readiness and Head Start Programs.

Nassau Community Celebrates Hispanic Roots

Nassau Community College (N.Y.) hosted educational and inspirational programs paying tribute to Hispanic culture and accomplishments. "Good Morning America" news anchor and ABC news correspondent Antonio Mora shared his experiences as a successful journalist. Faces of America, a Los Angeles-based ensemble group that challenges stereotypes and expectations dealing with race, class, and sexual orientation, presented a theater piece. Renowned educator and motivational speaker Dr. Samuel Betances (pictured) inspired listeners to welcome education, overcome rejection, and work toward a prosperous future.

The Nassau Community College Faculty Student Association and the Student Organization of Latinos sponsored the programs.

UTPB Spanish Literature Club Celebrates Anniversary

The University of Texas of the Permian Basin's (UTPB) Spanish Literature Club celebrated its five-year anniversary at UTPB with two performances of "Never Say Adios to Columbus," a panel discussion, and a reception. The play, by Mexican playwright Dr. Guillermo Schmidhuber de la Mora, university professor and former secretary of culture for the state of Jalisco, Mexico, encourages the Latin community to never forget the language or culture of its forefathers.

The panel discussion "Spanish Language: Its Impact on Public Leadership and Culture in West Texas" was moderated by Dr. Rhina Toruno, Spanish Literature Club president, UTPB humanities professor, and Kathlyn Cosper Dunagan fellow. Panelists included Dr. José Ruiz-Escalante, professor of education at UTPB; Inés Corral, partner of Hurter-Coral Architects/Environmental Consultants in Odessa; Lydia Torres, president of L.T.E. Productions and former employee under the Clinton administration; and Dr. de la Mora.

The reception welcomed Mexican Consul Linda Garza.

NHLA Leaders Respond to Sept. 11 Attacks

In Washington, D.C., the National Hispanic Leadership Agenda (NHLA), a coalition of the major national Hispanic organizations and prominent Latino leaders from across the nation, established an initiative addressing the challenges facing Latinos and other victims of the terrorist attacks of Sept. 11.

The campaign, Unidos For America, was announced by NHLA Chair Manuel Mirabal, Sen. Orrin G. Hatch, and leaders of the Hispanic community.

By serving as a national intermediary with federal and public relief agencies and community-based organizations, NHLA is addressing the needs of Hispanic families and others affected by the attacks. It established a national fund to assist victims and others adversely affected–those who have fewer sources of support, especially low-income families, individuals speaking limited English, and recent immigrants.

"This catastrophic attack against our nation affected persons from over 60 countries and has hit the Latino community especially hard," said Mirabal.

Elmhurst Chávez Lecture Features Latino Financial Advisor

Elmhurst College's (Ill.) sixth annual César E. Chávez Guestship Lecture featured New York financial advisor, and author of *Yes You Can: Every Latino's Guide to Building Family Wealth,* Charles González, a motivational speaker whose passions include support of Latino economic empowerment and education. His speech addressed "The Latino Century."

The Chávez Lecture at Elmhurst is sponsored by the Presidential Commission on Diversity and Interdependence, the Elmhurst student activities fund, and the organization Hispanic Americans Building Leadership, Acceptance, Motivation, Opportunity, and Strength, Hablamos.

Past lecturers include Dr. Rafael E. Saumell, professor of Latin American literature; newswoman María Hinojosa; and Dr. Carlos Muñoz, Jr., award-winning author.

Bilingual Book Taps Hunter College Archives

A new bilingual book taps the rich archives of the Center for Puerto Rican Studies at Hunter College (N.Y.). *Pioneros: Puerto Ricans in New York City, 1896-1948* (Arcadia), by Center Director Félix V. Matos-Rodríguez and Center archivist Pedro Juan Hernández, documents Puerto Rican migration to the United States, and includes more than 200 photos taken in New York City. The seven-chapter book captures a glimpse of the daily lives and individual and collective stories of these *pioneros*, who established themselves in the city between the 1890s and the end of World War II.

According to the authors, the demographic profile of Puerto Ricans migrating to the U.S. changed after 1898, when the U.S. took political control of the island. Though some Puerto Rican elites migrated to the city, the majority of the new arrivals worked as cigar makers, domestics, garment workers, or in other low-paying service jobs. The authors looked to create a broad portrait of the Puerto Rican family in New York.

Leadership Alliance Selects Interim Executive Director

The Leadership Alliance selected Michael Plater, associate dean for the Graduate School at Brown University (R.I.), to be its interim executive director. Plater is associate director of corporate and foundation relations and an adjunct professor in American civilization, sociology, and African American studies at Brown.

Plater received a bachelor's degree from Harvard, a master's from the University of Pennsylvania, and a doctorate from the College of William and Mary. He was an associate professor of business administration at the University of Florida and director of admissions and student services for the Graduate School of Business at William and Mary.

The Leadership Alliance, a consortium of 29 leading research and teaching colleges and universities in the U.S., is dedicated to improving the participation of underrepresented students in graduate and doctoral studies and, ultimately, research careers in the academic, public, and private sectors.

Stetson Opens $7.2 Million Graduate Studies Center

Stetson University (Fla.) opened the doors to the first permanent home for graduate studies at the University, the new $7.2 million Stetson University Center. The Center offers master's degree programs in business administration, marriage and family therapy, school counseling, and educational leadership, with courses in professional development for educators, information technology, and music.

It includes state-of-the-art facilities for business case studies, a Family Counseling Center, and an Educational Training Center. A new Arts Academy will promote various activities related to digital and entertainment arts. The Center is also equipped with new technology to support and enhance learning, a key component of the facility's design and programs. Dr. Ronald Clifton, a Stetson associate vice president, is the Center director.

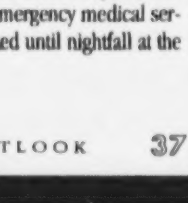
Texas A&M-Kingsville Wins at National Conference

Texas A&M University-Kingsville senior biology major Gonzalo López (pictured) received an award for his poster presentation at the 2001 Society for the Advancement of Chicanos and Native Americans in Science (SACNAS) National Conference in Phoenix.

López's research, "Preliminary Characterizations of Disintegrins from Viperid Venoms," involves isolating proteins in snake venom that can be used to prevent heart attacks, strokes, and cancer. His research was done under the mentorship of Dr. John Pérez, Texas A&M-Kingsville Regents Biology Professor, with support from the Natural Toxins Research Center and the Ronald E. McNair Scholars Program.

López plans to pursue a master's and a doctorate after he receives his bachelor's degree in May.

Rutgers-Newark Responds to Tragedy



In New Jersey, Rutgers University-Newark was a key component of a collective effort by the Salvation Army, the Newark City Health Department, New Jersey volunteer counselors, and student volunteers from Rutgers-Newark, as the University helped shoulder the burden left by the terrorist attacks. As part of Newark's Emergency Disaster Response Plan, the campus fostered patients released from hospital care with no place to go, fed emergency medical service volunteers who worked until nightfall at the scene, and helped distraught citizens cope with what they had witnessed in person or via media images. More than 300 faculty, staff, and students provided support for the operation.

The campus also held a "Unified Campus Gathering" for the expression of responses to the tragic events of Sept. 11. Augie Ramos, president of the Student Governing Association, shared his experience of waiting to hear from his father, who worked in the World Trade Center and was able to escape before his building collapsed.

Mt. Hood Instructor Awarded for Poetry

Mt. Hood Community College (Ore.) ESL Instructor Lucia Gorea was recognized for her poetry writing with an International Poet of Merit award from the International Society of Poets. Gorea received a medal and plaque in recognition of her work.

Gorea teaches English and speaking skills in Mt. Hood's Dislocated Workers Project program, at the College's Maywood Campus, where she has taught for a year and a half. She has been teaching literature and ESL classes for 20 years.

Cuyahoga Names Assistant Academic Dean

Cuyahoga Community College (Ohio) named Dr. Belinda Miles assistant academic dean of liberal arts. Miles was interim dean and special projects coordinator and worked on projects designed to facilitate student recruitment and retention at Cuyahoga.

Before joining Cuyahoga, Miles worked in the office of the dean at Columbia University School of Law. She held faculty and program director roles at LaGuardia Community College and Nassau Community College in New York. She has a master's degree in educational administration and a doctorate in higher education administration from Columbia University Teachers College and teaches part-time at the University of Akron, in the department of educational foundations.

Miami-Dade Hosts Book Fair

In Florida, Miami-Dade Community College's (M-DCC) Wolfson Campus hosted the 2001 Miami International Book Fair, the nation's largest literary event, featuring a wealth of creative knowledge, tales of personal triumph, encouragement for aspiring writers, and inspiration for readers of all ages.

The fair featured a writing workshop, "Writing Without Boundaries," with authors and editors giving direct one-on-one analysis to eight selected writers, and the debut of "LifeStyles," an installment featuring workshops, exhibitions, discussions, and demonstrations on "everything that touches our daily lives." Latino headliners at the fair included Laura Esquivel, author of *Like Water For Chocolate*, and Peruvian author Mario Vargas Llosa, who presented his book *The Feast of the Goats*.

Marcia Facundo (pictured) directed the event, replacing Alina Interián, who managed the fair for the past 12 years and is now chairperson of the department of community education at the Wolfson Campus. Facundo came to M-DCC after years of working as a journalist in London, the Dominican Republic, and the United States.

Monmouth Selects Director of the Governor's School

Following a national search, Monmouth University (N.J.) announced the appointment of Dr. C. Michael Aho as director of the Governor's School for Public Issues and the Future of New Jersey.

Aho was chosen for his specialization in economics and public policy, said Thomas S. Pearson, Monmouth University provost and vice president for academic affairs.

Aho has been an independent consultant on global economics to corporations, government agencies, colleges, and universities. He was vice president and senior international economist with Prudential Securities, Inc., and held positions with the Council on Foreign Relations, former U.S. Sen. Bill Bradley's office, and the U.S. Department of Labor. He is an advisor to the honors program at the University of Michigan, where he received his bachelor's degree. He has a doctorate in economics from the Massachusetts Institute of Technology.

Delaware Spotlights Latino Literature

The University of Delaware featured "Labyrinths and Magic Flowers: Spotlighting Contemporary Latin American Literature," an exhibit showcasing books and other media, and examples of works by Latin Americans in both original languages and in English translations. Featured were works by Isabel Allende and Pablo Neruda of Chile, Jorge Luis Borges of Argentina, Carlos Fuentes of Mexico, Gabriel García Márquez of Colombia, and Rodrigo Rey Rosa of Guatemala.

During the last 50 years, Latin American literature has captured the attention of North America, with English translations of works by Latin American writers often appearing simultaneously with the publication of the original work.

Texas A&M-Corpus Christi Names Coordinator of Research Center

Texas A&M University-Corpus Christi announced the appointment of Dr. Sylvia Earle as chair of the advisory council and program coordinator for the Harte Research Center for Gulf of Mexico Studies.

Earle is a National Geographic explorer-in-residence and directs the society's Sustainable Seas Expeditions, a five-year project cosponsored by the National Oceanographic and Atmospheric Administration, with which she was chief scientist.

"We are confident that Dr. Earle has the right qualifications and experience to develop the leading marine-related research center for Gulf of Mexico issues," said Dr. Robert R. Furgason, Texas A&M-Corpus Christi president.

Rutgers-Newark Displays Portuguese Art

Rutgers University-Newark (N.J.) exhibited works by 16 of Portugal's most acclaimed contemporary artists in "Contemporary Portuguese Prints, 1980-2000," part of the campus' celebration of its Portuguese studies program. Periods represented ranged from surrealism to neo-realism and geometric abstraction to neo-figuratism.

The exhibit featured some of the works of Paula Rego, considered the most important living Portuguese-born artist, and the only one whose works are on permanent display at London's National Gallery. Other artists featured were Nadir Afonso, Armando Alves, Carlos Calvet, Manuel Cargaleiro, Margarida Cepeda, Lima de Freitas, Maluda, Humberto Marçal, Marina dos Santos, Emília Nadal, Pinto-Coelho, Júlio Pomar, María Rolão, Cruzeiro Seixas, and Marília Viegas.

Soto Becomes Alamo Workforce Director

Dr. John A. Soto was named director of workforce development at the Alamo Community College District (ACCD) in Texas, responsible for creating and developing business partnerships with local area employers. His duties include developing an Employer Clearinghouse to be located at the district's Advanced Technology Center.

Soto was associate professor/director of the undergraduate social work program at Our Lady of the Lake University and taught undergraduate and graduate courses there. Earlier, he was deputy director of the Puerto Rico Federal Affairs Administration in Washington, D.C.

Soto has a bachelor's degree in education from the University of Toledo, and a master's in social work and doctorate in education, both from the University of Michigan.

He has received many awards for service to the Hispanic community.

News from Wright State University, Ohio

WRIGHT STATE UNIVERSITY

- A new Certificate in Research and Intelligence Analysis now offered, the second program of its kind in the nation, will help meet an identified need in government and the private sector. As lawmakers discuss broader funding for intelligence operations and the need to revamp intelligence agencies, the demand is urgent for individuals specially trained to fill intelligence gaps and combat "cyberterrorism." Corporate researchers, national security and local law enforcement agencies, and journalists are among those who will benefit.

- Strategies for hiring and managing a diverse workforce were discussed in the first Contemporary Issues in Human Resources lecture for 2001-2002. Dr. John Fernández, president of Advanced Research Management Consultants, spoke on "The Diversity Advantage." Fernández is the author of *Race, Gender, and Rhetoric* and *Managing a Diverse Workforce*. He graduated magna cum laude from Harvard and earned his doctorate in sociology from the University of California-Berkeley.

- The Raj Soin College of Business sponsored a second Forum on Wartime Business and Economics, "as a way to promote collaboration among business managers and university faculty," said Dr. Scott Williams, assistant professor of management and event organizer. "By coming together to share information and solve problems, we can promote the survival and success of local firms during these trying times."

CUNY Graduate Center Hosts "Latino New York" Conference

The City University of New York Graduate Center hosted a one-day gathering, exploring historical, political, and cultural perspectives of the Latino presence in New York City, with special attention to the dramatically changing demographics of the last three decades. "Latino New York: History and Politics, Identity and Culture" featured internationally recognized experts in the field of global cities and contemporary pan-ethnic diasporas, and two discussion panels with academic and nonacademic participants.

The Graduate Center also hosted the performance "Words and Music: The World of Spanish *Habaneras*." Urban ports have formed a brotherhood of cities throughout the world. The *habanera* is a product of this interurban relationship, to which it owes its nostalgic feel and tone. Gonzalo Rei, musician, composer, and performer, presented a selection of these famous songs from the Hispanic world, symbols of the linkage between Spain and the Americas.

Peña Visits Texas A&M-Kingsville

Amado Peña, artist and Texas A&I University (now Texas A&M University-Kingsville) alumnus, spoke to more than 50 students, faculty, and staff in the Texas A&M University Ben Bailey Art Gallery.

Peña, who received his bachelor's degree in art in 1965 and his master's in art and education in 1971, exhibited paintings, talked about his life and his work, and answered questions. Speaking of painting, he told students, "You have to want to do this. Everything else just falls into place."

Peña taught high school from 1965 to 1980 and started selling his work during his last year of teaching. Within a year of leaving teaching, he was selling at art festivals, exhibiting in numerous galleries, and appearing in one-man shows.

He started an artists' foundation in 1995 that now serves five states with scholarships for low-income students. It helps migrant children and gives school supplies to the Yaqui tribe, where the average family income is $7,500 a year.

Head Start and CSU-Northridge Address Hispanic Concerns

California State University Northridge

California State University-Northridge entered the second year of a four-year $600,000 grant-funded project aimed at enhancing the quality of Head Start services to the Hispanic community.

The grant from the U.S. Department of Health and Human Services, Administration on Children, Youth, and Families, benefits Head Start's largely Hispanic clientele by funding programs targeted at bridging cultures and, in particular, increasing staff members' understanding of the Hispanic culture.

The University was one of seven nationwide to begin such programs in 2000-2001. Audrey Clark, Cal State-Northridge family environmental sciences professor, heads the project.

Missouri-Columbia Educator Explores Graduate Education Issues

The face of graduate education is changing and a University of Missouri-Columbia educator wants to make sure that universities are ready to respond to long-term issues such as technology and an increase in older, more experienced students.

"No longer are we seeing only 22- and 23-year-old graduate students," said Suzanne

Ortega, vice provost for advanced studies and dean of the Graduate School. "Instead, we are seeing a large increase in the number of people who have been in the workforce for 10 to 20 years and either want to increase their potential for advancement in their careers or change their current career. The problem is that this change in the graduate applicant pool is generating many questions that higher education has to answer."

To help graduate faculty and programs answer new questions, Ortega has developed a yearlong discussion series, bringing in speakers from around the country.

Expert on Intellectual Property Joins Southwestern School of Law

Professor Silvia Faerman, recently head of the legal department of Kearney & MacCulloch in Buenos Aires, Argentina, has joined the Southwestern University School of Law (Calif.) faculty as a visiting associate professor of law. As a scholar and practitioner, she brings extensive experience in the field of intellectual property, including litigation of major cases.

Faerman began her affiliation with the law school in 1996 as a visiting scholar from Argentina's Universidad de Buenos Aires. She was assistant director of the law school's Summer Abroad Program in Argentina, and, in 1999, became program co-director and adjunct associate professor.

She will teach courses in comparative law and international intellectual property.

Scranton Appoints Director of Equity and Diversity

Jo Ann Usry joined the University of Scranton (Pa.) as director of the office of equity and diversity, to lead efforts to make its community more welcoming and supportive of faculty, staff, and students from diverse backgrounds.

Usry, former director of the office of diversity and affirmative action at State University of New York-Stonybrook, began her career as an employee relations specialist with the Long Island Lighting Company. She was a human relations officer at the First National Bank of Chicago and director of the office of diversity planning and compliance at the New York State Office of Mental Health. She received a bachelor's degree from Dowling College, where she is a candidate for a master's in business administration.

Puerto Rican Traveling Theater Garners Praise for "La Lupe"

The Puerto Rican Traveling Theater's presentation of "La Lupe: My Life, My Destiny" earned the respect of both *The New York Times* and *El Diario/La Prensa*.

Written by Carmen Rivera, directed by Luis Caballero, and produced by Miriam Colón Valle, the musical starred Sully Díaz, Gilberto Arribas, José Cheo Oliveras, Mónica Pérez Brandes, and Marly Rivera.

New York Times critic D.J.R. Bruckner wrote: "Sully Díaz can make you feel you are witnessing a resurrection."

Juan A. Moreno-Velázquez, *El Diario/La Prensa* critic, described the "beautiful Puerto Rican actress" Díaz as well known in New York, Puerto Rico, and Latin America through her theatrical and televised performances.

Colorado-Boulder Professor Receives Art Award

Kay Miller, associate professor in the University of Colorado-Boulder's fine arts department, received $10,000 from the Creative Capital Foundation, a national nonprofit organization that supports artists pursuing innovative approaches to form and content, for her work "Kiss of the Wild"–five paintings depicting the relationship between the human and spiritual worlds.

Miller is one of the leading American Indian artists working today. Her works are boldly colored, filled with animal and cosmic imagery, and often integrating discarded objects and materials. She has received project funding from the National Endowment for the Arts, the Nancy Gray Foundation, the Colorado Council for the Arts, and the Ford Foundation.

CSU-San Bernardino Selects Redondo Director of Development

California State University-San Bernardino elected Roberto Redondo as its new director of development at the College of Natural Sciences. Redondo was employment services analyst at the Employer Services Group for San Bernardino County.

For seven years, Redondo coordinated the fundraising program and directed the capital campaign, annual fund, and community involvement for the National Hispanic University, where he wrote successful Title III and endowment matching grant proposals and implemented a fundraising marketing plan.

A first-generation college graduate, Redondo was a farmworker with his parents before attending San José State University, where he earned a bachelor's degree in political science and a master's in public administration.

University of North Texas Studies Breast Cancer Screening

According to a University of North Texas (UNT) study, Mexican-born Hispanic women now living in the U.S. are more likely than their U.S.-born peers to view breast cancer as a serious health risk but less likely to exhibit "screening behaviors."

The study, conducted by Dr. Charles Guarnaccia, UNT associate professor of psychology, and Dr. Evelinn A. Borrayo, UNT alumna, surveyed 179 women living in the Dallas-Forth Worth area who were age 50 or older and found that while 76 percent had been instructed about breast self-exams, only 45 percent actually performed the exam during the previous month. And that 70 percent said their physicians had recommended that they have mammograms, but only 49 percent had done so in the past year.

Guarnaccia said that differences in language and culture make it difficult for Mexican-born women to access services for breast cancer screening, and Borrayo pointed out, "failure to consider cultural factors is likely to render efforts to improve screening useless."

The research was published in the *International Journal of Clinical and Health Psychology* and *Health Care for Women International*.

St. Mary's School of Law Ranked No. 2 by *Hispanic Business*

The St. Mary' s University (Texas) School of Law was ranked No. 2 in the nation among the top 10 law schools for Hispanic students, according to *Hispanic Business* magazine's Best Schools 2001 edition. The ranking was based on minority recruitment and retention–among faculty and students–and support services such as student associations and mentoring programs, in addition to criteria such as academic and faculty stature.

Hispanic Business cited a rigorous academic program, a welcoming environment, and a supportive faculty as key features. The school has the second highest minority enrollment (45 percent) among the nine Texas law schools. Its entering class has more minorities (46 percent) than the previous year's (41 percent).

Texas A&M-Corpus Christi Welcomes Education Leaders

Four prominent education leaders met at Texas A&M University-Corpus Christi to discuss and share ideas on the future of education at "Symposium 2001: Forging America's Learning Future Toward a Consensus Model."

Michael Fullan, Larry Lezotte, Philip Schechty, and William Spady, together for the first time with the common goal of crafting a unified school change model, outlined their views on education reform.

International education consultant Ian Jukes established context for the discussion, and Ron Brandt, consultant and editor emeritus of *Educational Leadership*, was facilitator.

The symposium was aimed at influencing educational policy and law where leaders in education, government, and business must work together to form a plan for meaningful and lasting school change.

Pace Creates Fund for Tragedy Survivors

In New York, Pace University announced the creation of a fund that will supplement tuition support from Gov. George Pataki's proposed World Trade Center Memorial Scholarship Fund, available to spouses and children of the Sept. 11 attacks.

"Whatever the level the prevailing tuition support is, Pace will make up the difference and provide a four-year full tuition supplement for up to 75 individuals. Thus attending Pace University will be free to any recipient of the Pace Remembers Memorial Fund," said Pace President David A. Caputo.

Pace also established a fund to meet the needs of those students who were displaced, lost a job, or lost a family member as a result of the terrorist attacks.

North Florida Hosts Hispanic Conference

The University of North Florida (UNF) hosted its first Hispanic Symposium with three roundtable discussions directed by specialists on Hispanic culture. Oscar Arias, former president of Costa Rica and Nobel Laureate, made the opening remarks.

Discussion topics included: "Old and New Forms of Colonialism," "The Future of Hispanic Communities in the U.S.: Health and Social Issues," and "Hispanics in the Popular Media." The UNF Hispanic Council, an organization of faculty and staff who promote and sponsor Hispanic cultural activities on campus, sponsored the event.

Jersey City Art Professor Featured in One-Man Exhibit

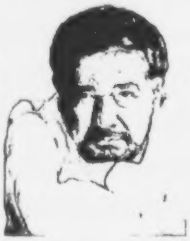
An exhibition by New Jersey City University (NJCU) adjunct professor of art Gerardo Castro was on display at the Broadway and LRC Galleries at Passaic County Community College (N.J.). The one-man exhibit, "Of My Soul: The Santeria Experience," featured 21 quilts and oil paintings inspired by the Afro-Cuban religion, Santeria.

According to Castro, of Cuban and Puerto Rican heritage, the art "harmoniously fuses the African influences of the Latino culture with the Western sensibility of space, form, and perspective."

Castro received a bachelor's degree from NJCU and a master's from the Pratt Institute, both with a concentration in painting and drawing. He is advisor to NJCU's Art Association and a member of the NJCU Council on Hispanic Affairs.

"Night of Zarzuela and Operetta" at Los Angeles Opera

The Los Angeles Opera rang in the New Year with "A Night of Zarzuela and Operetta with Plácido Domingo & Friends."



Julia Migenes, Charles Castronovo, and Virginia Tola joined Plácido Domingo on stage while John DeMain conducted the Los Angeles Opera Orchestra.

Domingo is a great devotee of zarzuela, the exuberant and lush music of Spain, a unique musical genre that blends opera with the language and music of rural Spain. His parents were masters of zarzuela, and he, too, began his career singing zarzuela and operetta. The performance marked a memorable moment for Domingo as he returned to his musical roots.

Queensborough Community Dedicates Lab to Borough President

In New York, Queensborough Community College (QCC) dedicated its new state-of-the-art multimedia laboratory to Claire Shulman, president of the borough of Queens, for her efforts in securing funding for the lab. "The Claire Shulman Educational Technologies Center" will be used to instruct future teachers in using the latest technological tools in their classrooms. It will help QCC expand its distance-learning efforts, enabling the College to take advantage of remote instruction from faculty at other campuses.

The Center is equipped with one instructor station and 24 student workstations. The instructor station has a "smartboard" touch screen for the professor, who can integrate DVD videos, PowerPoint presentations, Web sites, and other animation simultaneously. The facility also provides audio capabilities and state-of-the-art videoconferencing.

UNM Receives $100,000 Grant to Hold Institute in Argentina

The Consortium of the Americas for Interdisciplinary Science, a center of the College of Arts and Sciences housed in the physics department at the University of New Mexico (UNM), was awarded $100,000 by the National Science Foundation to hold a two-week interdisciplinary institute in Argentina this summer. V.M. (Nitant) Kenkre, UNM professor and director of the consortium, said the award will enhance UNM's presence in Latin America, bring together senior scientists of international standing, and educate graduate and postgraduate students from Latin America and the United States.

"Up to 60 top-notch students will be selected to participate in this Pan American institute," Kenkre said, adding that 12 distinguished lecturers from the U.S., Argentina, Brazil, Chile, and Mexico will lead the program.

The consortium, on behalf of UNM, has held or supported seven workshops in the last year and a half, six of them in Argentina, Brazil, and Chile and one for Mexico in Albuquerque.

Fielding Institute Inaugurates New President

The Fielding Graduate Institute (Calif.), one of the nation's premier graduate education centers and a leader in adult mid-career and distance learning, formally inaugurated Dr. Judith Kuipers, former chancellor of the University of Wisconsin-LaCrosse, as its new president.

Kuipers was vice president for academic affairs at California State University-Fresno and dean of undergraduate studies at Oregon State University. She holds a doctorate in human development and early education from Michigan State University, was an American Council on Education fellow and a Fulbright scholar, and has received many research grants.

University of Michigan Press Selects New Director

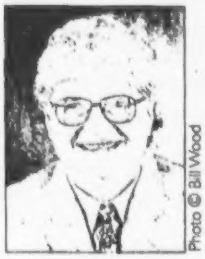


Photo © Bill Wood

The University of Michigan Press announced that Philip Pochoda has joined the Press as its new director. For the past seven years, he has been associate director and editor-in-chief at the University Press of New England. He was vice president, publisher, and editor-in-chief of Prentice Hall Press at Simon & Schuster, and editor-in-chief of Anchor Books, Dial Press, and Dolphin Books at Doubleday.

Given what he sees as the impoverishment of public discourse in current book publishing and other media, Pochoda plans to take the Press on a new path with books directed not only toward scholars and undergraduates but toward a culturally diverse community of non-academic readers. He sees an opportunity and obligation for university presses to publish titles "intended primarily for a national, non-academic, multicultural audience."

Said Pochoda: "University presses can play a crucial role in sustaining the endangered intellectual exchange and the cultural debate that a civilized and multicultural society requires."

Recovering the U.S. Hispanic Literary Heritage Call for Proposals

Recovering the U.S. Hispanic Literary Heritage, University of Houston (Texas), has issued the following Call for Proposals:

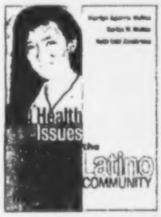
"Recovering Hispanic Religious Thought in the Nineteenth and Early Twentieth Centuries" entails compiling the definitive bibliography of religious publications by Hispanics, published in the United States, microfilming periodicals and books in danger of disintegration from printing on acid paper, and making accessible these documents to scholars for their study and commentary. The project is funded by the Ford Foundation.

Application and guidelines for a Call for Proposals can be found on the Web page www.arte.uh.edu/Recovery/recovery.html. The due date is Feb. 15.

PUBLICATIONS

Health Issues in the Latino Community

Marilyn Aguirre-Molina, Carlos W. Molina, and Ruth Enid Zambrana, eds.

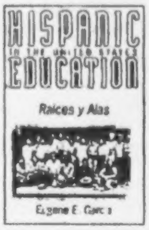


It is believed that by the year 2010, Latinos will be the largest ethnic group in the United States, yet access to culturally responsive health care is limited or not available to this growing population. This book examines health issues critical to the Latino population, offering a comprehensive approach to improving Latino health care.

2001. 492 pgs. ISBN 0-7879-5315-6. $60.00 cloth. Jossey Bass. (888) 378-2537.

Hispanic Education in the United States: Raíces y Alas

By Eugene E. García



Hispanic Education in the United States reflects on the bicultural experience of minority groups in the U.S. The author shows how and why educational reform must seek to build upon rather than downplay the native culture and language of minority students.

2001. 304 pgs. ISBN 0-7425-1077-8. $21.95 paper. Roman & Littlefield. (800) 462-6420.

Joseño: Another Mayan Voice Speaks from Guatemala

James D. Sexton, ed.

JOSEÑO
Another Mayan Voice Speaks from Guatemala

This is the vivid life story of a Maya Indian during the last two tumultuous decades in Guatemala. A story alive with indigenous beliefs and practices, and a different perspective from that of Rigoberta

Menchú. Narrated by Ignacio Bizarro Ujpán. Translated by James D. Sexton.

2001. 319 pgs. ISBN 0-8263-2355-3. $21.95 paper. University of New Mexico Press. (800) 277-9270.

Latinas: Hispanic Women in the United States

By Hedda Garza

Latinas documents and discusses the major contributions made to this country's social and political mosaic over more than 150 years by women leaders, organizers, and activists from diverse Hispanic backgrounds.

2001. 192 pgs. ISBN 0-8263-2360-X. $17.95 paper. University of New Mexico. (800) 249-7737.

Indigenous Struggle at the Heart of Brazil: State Policy, Frontier Expansion, and the Xavante Indians, 1937-1988

By Seth Garfield

Garfield bridges history and anthropology to examine the dynamic interplay between the Brazilian government and the Xavante Indians of central Brazil. He offers a window into Brazilian development in Amazonia and the subsequent process of indigenous political mobilization.

2001. 316 pgs. ISBN 0-8223-2665-5. $19.95 paper. Duke University Press. (888) 651-0122.

Tradiciones Nuevomexicanas: Hispano Arts and Culture of New Mexico

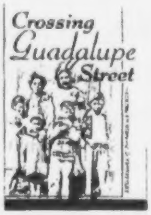
By Mary Montaño

This is the first comprehensive overview of the folk arts of New Mexico, from the 16th century to the present. Religious and secular art are covered and the author discusses festivals, music, and dance; theater, poetry, and storytelling; and "foodways" and the healing arts.

2001. 374 pgs. ISBN 0-8263-2137-2. $29.95 paper. University of New Mexico Press. (800) 249-7737.

Crossing Guadalupe Street: Growing Up Hispanic & Protestant

By David Maldonado, Jr.



To grow up as a Mexican-American Methodist in a small south central Texas town in the 1940s and 1950s was to be a minority within a minority. This memoir is the story of a man who became bilingual, bicultural, and successful, but it is also a tribute to the traditions in which he grew up.

2001. 179 pgs. ISBN 0-8263-2231-X. $16.95. University of New Mexico Press. (800) 249-7737.

Handbook of Research on the International Relations of Latin America and the Caribbean

By G. Pope Atkins

Latin America
Caribbean

Atkins provides a thorough, multidisciplinary reference guide to the literature on elements of the international relations of Latin America and the Caribbean. Citing more than 1,600 sources, the volume's analytical essays trace the evolution of research in terms of concepts, issues, and themes.

2001. 411 pgs. ISBN 0-8133-3379-2. $30.00 paper. Westview Press. (800) 386-5656.

Puro Conjunto: An Album in Words & Pictures

Juan Tejeda and Avelardo Valdez, eds.

Conjunto, a heartfelt, accordion-driven sound, has become popular music throughout the United States and Mexico. This book includes essays, articles, interviews, short stories, poetry, and autobiographical accounts of the largest *conjunto* festival in the world, the Tejano Conjunto Festival en San Antonio.

2001. 328 pgs. ISBN 0-292-78172-5. $19.95 paper. University of Texas Press. (800) 252-3206.

Explorers and Settlers of Spanish Texas

By Donald E. Chipman and Harriet Denise Joseph

Chipman and Joseph combine dramatic, real-life incidents, biographic and historical background to reveal the real human beings behind the legendary figures who discovered, explored, and settled Spanish Texas from 1528-1821.

2001. 272 pgs. ISBN 0-292-71231-6. $19.95 paper. University of Texas Press. (800) 252-3206.

Theaters of Conversion: Religious Architecture and Indian Artisans in Colonial Mexico

By Samuel Y. Edgerton

This groundbreaking study enriches our understanding of the colonial process and the reciprocal relationship between European Friars and Mexican Indian artisans. The author brings a wealth of knowledge of medieval and Renaissance European history, philosophy, theology, art, and architecture to bear on colonial Mexico as he focuses on indigenous contributions to colonial enterprise.

2001. 350 pgs. ISBN 0-8263-2256-5. $60.00 cloth. University of New Mexico Press. (800) 249-7737.

The Latin American Subaltern Studies Reader

Ileana Rodríguez, ed.

This is the first comprehensive collection of writing on "subalternity" in Latin America, actively linking politics, culture, and litera-

ture. The work emerges from a decade of work and debates generated by a collective known as the Latin American Studies Group.

2001. 459 pgs. ISBN 0-8223-2712-0. $27.95 paper. Duke University Press. (888) 651 0122.

Women in San Juan, 1820-1868

By Félix V. Matos Rodríguez

This book locates the historical roots of the contributions of Puerto Rican women to urban modernization, showing how women reacted to and shaped the effort to transform San Juan into a modern progressive city. Issues concerning the urban social history of Puerto Rico are also explored.

2001. 192 pgs. ISBN 1-55876-283-3. $16.95 paper. Markus Wiener Publishers. (609) 921-7686.

Divergent Modernities: Culture and Politics in Nineteenth-Century Latin America

By Julio Ramos

Since its first publication in Spanish nearly a decade ago, *Divergent Modernities* has been recognized as one of the most important studies of modernity in the Western Hemisphere. It analyzes the complex relationships between history, literature, and nation-building in the modern Latin American context and takes steps toward the development of a truly comparative inter-American cultural criticism. Translated by John D. Blanco.

2001. 328 pgs. ISBN 0-8223-1990-X. $19.95 paper. Duke University Press. (888) 651-0122.

Many publications featured in this section are available through amazon.com.

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Librarian Positions: Unless otherwise indicated, appointments for the positions listed below may be made at either **Librarian III or Librarian II rank,** depending on qualification and experience. Appointment at Librarian III (Academic rank: Instructor) requires a master's degree in Library Science from an accredited library school. Previous academic professional library experience desirable, but not required. Appointment at Librarian II (Academic rank: Assistant Professor) requires a masters degree in Library Science from an ALA accredited library school and three years' recent academic professional library experience in the area of major responsibility. A second master's degree in another subject area is required, preferably computer science.

Librarian positions are full-time tenure track assignments. Duties may include electronic services, public services, user services and technical services as librarian functions and services deem necessary. Knowledge of the market place for library resources, including the changes associated with electronic delivery of information. Ability to apply technology to enhance effectiveness. Flexibility to adapt to library staffing needs via responsibilities and assigned hours (including evenings and weekends) is required. Characteristics sought are commitment to and motivation for library excellence, energetic and creative approach, responsiveness to new directions for library/information centers and ease at working in a multicultural environment.

Acquisitions and Serials (Librarian II): Provides leadership and supervision of Acquisitions and Serials Departments. Facilitates and coordinates workflow operations. Assists support staff with on-going problem resolution and sets work priorities. Minimum of three years' experience in an academic research library acquisitions setting. Knowledge of client/server integrated library systems, OCLC and other bibliographic utility and online processing systems.

Barbara Simpson Darden,
Director of Library Services

Special Collections and Special Technical Services Electronic Projects (Librarian II): Provides leadership, development and management of Special Collections; e.g. New Jersey Collection and Ethnic Studies Center, as well as Technical Services Electronic Special Projects. Reviews standards and policies and implements rule changes. Facilitates and coordinates workflow operations in supervised departments. Assists support staff with on-going problem resolution. Implements new models such as cataloging portals and metadata standards. Minimum of three years' recent supervisory experience in a medium to large academic library, including original cataloging, in a variety of formats, using AACR2, MARC formats, LC classification, and LCSH is required. Knowledge for cataloging materials in electronic formats, digital library trends and developments as well as oral and written communication skillsessential.

Barbara Simpson Darden,
Director of Library Services

Library Systems Administrator (Professional Services Specialist I). Provides leadership for library technologies. Serves as expert on library technologies and as troubleshooter for library automated related issues. Helps train library personnel in specific aspects of library technologies. Provides technical expertise for implementation of networked library information resources and systems in support of the teaching-learning process. Provides technical support for library web page public catalog development and revisions. Provides expertise on guidelines concerning library automated systems. Maintains library systems and library-related computer applications. Qualifications: Undergraduate degree in computer science or computer engineering is required. A master's in library science is desirable. Direct library computer experience with implementing a client/server integrated library system; experience with and working knowledge of library databases as they relate to maintaining electronic resources on a client-server library automated system; experience with window platforms and Novell and/or similar network hardware; and proven work with servers and networks including TCP/IP, IPX and SMTP are desirable.

Barbara Simpson Darden,
Director of Library Services

APPLICATION, SALARY AND BENEFITS INFORMATION ON ALL POSITIONS:

Applications reviewed until poistion(s) are filled. Send letter of interest; up-to-date resume; names, addresses, telephone numbers of three references. Official transcripts and three current letters of recommendation required before appointment. Apply directly to Dean, Chair or Director as identified.

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CONFERENCES

ACE 84th Annual Meeting

February 9-12

The American Council on Education will explore higher education's relationship with Capitol Hill, new ways to deliver education and new ways to fund it, the impact of emerging technologies, preparing students for a borderless world, presidential leadership, and more. At the San Francisco Marriott Hotel, San Francisco, Calif.

Contact: (202) 939-9410; e-mail, annualmeeting@ace.nche.edu; Web site, www.acenet.edu

Stop Surfing-Start Teaching 2002 National Conference

February 10-13

Now in its fifth year, this annual conference creates a forum for higher education professionals to share ideas and solutions, as well as propose questions and develop answers on the growing use of Internet instruction. Sponsored by the University of South Carolina. At the Crown Reef Resort, Myrtle Beach, S.C.

Contact: (803) 777-9444; fax, (803) 777-2663; e-mail, confs@gwm.sc.edu; Web site, www.rcce.sc.edu/ssst

21st Annual National Conference on the First-Year Experience

February 15-19

This event, sponsored by the University of South Carolina's National Resource Center for The First-Year Experience and Students In Transition, will provide forums to meet with educators who share a similar interest in improving the first college year. At the Hyatt Orlando, Kissimmee, Fla.

Contact: (803) 777-6029; fax, (803) 777-4699; e-mail, fyeconf@gwm.sc.edu; Web site, www.sc.edu/fye

Law and Higher Education Conference

February 17-19

This conference, in association with the Stetson University College of Law's office for CLE, will feature more than 20 sessions on current legal issues affecting student affairs and academic affairs, administrators, legal counsel, campus safety, and risk management in 2002. In Clearwater Beach, Fla.

Contact: (727) 562-7830; fax, (727) 381-7320; e-mail, cle@law.stetson.edu; Web site, www.law.stetson.edu/cle

ACE Leadership Programs for Department and Division Chairs and Deans

February 20-23, San Diego, Calif.

June 18-21, Washington, D.C.

The American Council on Education presents a unique series of programs specifically designed for department and division chairs–the people responsible for leading the units where change takes place in higher education institutions.

Contact: (202) 939-9343; fax, (202) 785-8056; Web site, www.acenet.edu

VICE PRESIDENT FOR INSTITUTIONAL ADVANCEMENT

The University of Toledo

Toledo, Ohio

The University of Toledo invites inquiries and applicants for the position of Vice President, Institutional Advancement.

The Vice President for Institutional Advancement reports directly to the President and is responsible for all development, fundraising and related activities for the University. This individual serves as the chief development and alumni relations officer of the University, is a member of the President's Cabinet, and is the University's chief liaison to the UT Foundation. He/she will work as a member of a team to expand the mission of a metropolitan research university committed to the community and the region it serves.

The selected Vice President will direct, manage and coordinate a comprehensive fundraising program for the University, including annual giving, corporate and foundation relations, major gifts/capital campaigns, planned giving and research and advancement services. A major focus of this position will be the planning and execution of capital/endowment campaign. This individual will oversee alumni program expansion, alumni involvement and support, and program evaluation.

Candidates must have excellent communication, organizational, supervisory, and interpersonal skills and should have a demonstrated ability to work effectively with various constituencies such as faculty, staff, students, alumni, major donors, volunteers, the general public, the corporate community and the media.

The ideal candidate is currently functioning in a comprehensive development program, preferably within higher education, with a minimum of eight years experience and a demonstrated record of accomplishment in the identification, cultivation and solicitation of six and seven figure gifts. The successful candidate will have demonstrated experience in managing within a large complex organization. Significant experience in a major capital campaign is required. A bachelor's degree is required; advanced degree preferred.

Founded in 1872, The University of Toledo is a state-supported university in northwest Ohio with an enrollment of approximately 20,000 students, offering associate's, bachelor's, professional and doctoral degrees. The University employs approximately 1,300 full-time and part-time faculty and approximately 1,300 staff and consists of nine colleges and four campus locations. The University completed a $50 million endowment campaign in 1998 and has total endowments in excess of $100 million.

Inquiries and resumes may be directed to The University of Toledo, Department of Human Resources, 2801 West Bancroft Street, Toledo, OH 43606, fax: 419/530-1490 or email: hr@utnet.utoledo.edu. Review of applications will continue until the position is filled although initial screening of candidates will begin on February 15, 2002.

Although every effort will be made to treat all candidates confidentially, Ohio is an open-meetings, open-records state; thus, full confidentiality cannot be guaranteed. Informal inquires are encouraged via the address above.

THE UNIVERSITY OF TOLEDO

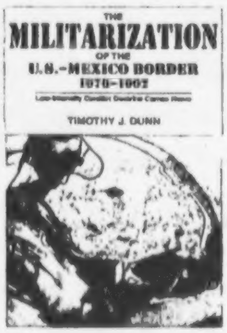
The University of Toledo is an Equal Access, Equal Opportunity, Affirmative Action Employer and Educator.

Book Review

By John S. Robey

The Militarization of the U.S.-Mexico Border, 1978-1992: Low-Intensity Conflict Doctrine Comes Home (CMAS Border and Migration Studies Series), by Timothy J. Dunn. 307 pages. Austin, Texas: CMAS Books, The University of Texas at Austin, 1996. ISBN 0-292-71579-X. $35.00 cloth.

The concept of "counter-insurgency conflict" was developed during the administrations of John F. Kennedy and Lyndon Johnson, and was meant to be used in small guerrilla wars or incidences of limited conflict. The Special Forces were created as a result of this line of thinking. Timothy J. Dunn's work traces the evolution of counter-insurgency conflict to "low intensity conflict" (LIC) and the use of LIC on the U.S. Mexican border.



Low intensity conflict, developed to counter revolutionary activity, emphasizes control of populations rather than geography–to contain internal rather than external threats. To contain these threats, societies are militarized. A blending of police and military efforts allows the military to tap into local sources of information that it otherwise could not access. This in turn facilitates the suppression of the local populace.

Dunn's work documents the use of LIC to suppress local populations along the U.S.-Mexico border. In 1982, the Posse Commitatus Act was amended so that the U.S. president could make limited use of military forces to assist civilian law enforcement. In 1986, President Reagan signed a directive that proclaimed drug trafficking a threat to national security. The Department of Defense was ordered to participate in the "war" on drugs.

In 1990, the government named a 150-mile-wide corridor on both sides of the border a "high-intensity drug-trafficking area." Large amounts of money were appropriated to governmental agencies to suppress this activity. In 1982, the military was given $5 million to fight drug trafficking. By 1990, that amount exceeded $568 million.

During the '90s, an ongoing effort, "Operation Alliance," was started. The U.S. Customs Service granted all border patrol agents and some 600 state and local law enforcement officials the authority to enforce laws regarding contraband, enabling them to conduct warrantless "border" searches. Many of these searches were tens of miles from the border, and this gave rise to the concept of a "deconstitutionalized zone."

Deconstitutionalization simply means that those who live between the Río Grande and Border Patrol's secondary checkpoints live by a different set of rules. With narcotics trafficking declared a national security issue, the courts are holding the police and the military to very limited standards regarding protection of civilian civil liberties. Border residents are much more likely to be pulled over and subjected to random warrantless searches.

Secret deployment of military units does not happen on a regular basis in Iowa or Georgia. It is a regular occurrence along the Río Grande Valley.

Dunn traces the expansion of military involvement. In 1989, the military began to use small-unit, long-range reconnaissance patrols on U.S. soil. They deployed ground sensors and provided intelligence to local law enforcement officials. Roads in drug-trafficking areas were improved, and they began to staff listening and observation posts. Radar detection operations were begun, and they assisted with civilian paramilitary planning efforts.

In 1991, the Defense Authorization Act permitted the creation of anti-drug facilities for training and carrying out reconnaissance patrols along the border. It allowed the military to construct roads, fences, and lighting along the border and provided for the training of domestic and foreign law enforcement personnel. The author cuts to the heart of his work when he asks, "When does military 'aid' or 'support' to civilian law enforcement officials become de facto military law enforcement activity?"

The author documents the start of an ongoing presence of active-duty regular troops on the border. Joint Task Force 6 (JTF-6) was created at Fort Bliss in El Paso. Only a few administrative and planning personnel were permanently assigned to JTF-6. At first, the troops were about 50 percent Army and 50 percent Marines. Dunn was able to document 384 operational missions (mostly observation and surveillance) between 1990 and 1992. He writes "…a conservative estimate would be that some 500 troops could have been deployed in anti-drug operations in the border region at any one time, and a high estimate would put the figure at some 3,000 troops."

Professor Dunn's prescient work warns the reader of the inherent dangers of ordering the military to take on a civilian police function. His book illustrates the wisdom of those who look to the military as a source of protection from external (not internal) threats. We are sacrificing precious constitutional rights in an effort to win a "war" that might not be winnable. Most of the people paying the price for this war are Hispanic.

In 1997, a unit of the U.S. Marine Corps shot and killed 17-year-old Esequiel Hernández as he tended his goats outside of Redford, Texas. He was the first civilian to be killed by a unit of the U.S. military since the tragedy at Kent State in 1970. Professor Dunn's tragic prognostication came true.

Dr. John Robey, a political scientist at the University of Texas-Brownsville, has written on public policy issues of importance to the Southwest for 30 years.

If interested in submitting a book review, please e-mail us at outlook@aol.com for Book Reviewers' Guidelines.

Public Policy Institute of California

Dissertation Fellow

The Public Policy Institute of California is a private, nonprofit organization dedicated to independent, objective, nonpartisan research on economic, social, and political issues that affect the lives of Californians.

PPIC is offering an employment opportunity for a Dissertation Fellow. As an equal opportunity employer, the Institute particularly encourages women and members of minority groups to apply.

Qualified applicants should be participating in a Ph.D. program that will lead to a career in research. Examples of eligible fields of study include economics, political science, sociology, psychology, public policy, urban planning, education, geography, demography, and social welfare. The position of Dissertation Fellow is designed for a doctoral candidate whose dissertation topic and career goals are related to public policy issues and thus to the major interest of PPIC. In particular, scholars whose research will benefit from access to the data and consultation with staff members of PPIC are encouraged to apply. The Dissertation Fellow will be expected to spend a significant amount of time on site at PPIC.

The Dissertation Fellow will be invited and encouraged to participate in staff conferences and seminars hosted by PPIC and, when appropriate, will have access to other research resources available to PPIC Fellows, including the Institute's databases. Exceptional dissertations may be considered for publication.

Candidates should be prepared to submit research plans for completion of their doctoral dissertations. Essential criteria include the relevance of the dissertation topic to public policy issues affecting the state of California and evidence that the research will be facilitated by access to the Institute's resources and other California-based organizations.

Candidates at any stage of their research are welcome to apply. PPIC's preference would be for a candidate whose work is within one to two years from completion. A demonstration of superior scholarship and considerable promise for future achievements in public policy research are among the criteria that will be taken into account.

The position will initially be for a period of one year. The decision of whether to continue the relationship beyond that time period will be based on a review of the progress and quality of the work.

The Dissertation Fellow will be provided with office space and a computer. The level of monetary compensation will depend upon the qualifications of the candidate.

To apply, please submit by March 1, 2002: vita, letter describing research interests, three letters of reference, and samples of written work to:

Dissertation Fellow Search Committee
c/o Human Resources Manager
Public Policy Institute of California
500 Washington Street, #800
San Francisco, CA 94111

Electronic submissions can be sent to resumes@ppic.org.

USF University of South Florida

Founded in 1956, the University of South Florida is a public research university of growing national distinction, serving 36, 000 students in ten colleges on campuses in Tampa, Lakeland, St. Petersburg, and Sarasota/Manatee. It has been classified "Doctoral/Research University-Extensive" by the Carnegie Foundation for the Advancement of Teaching. Reflecting its breadth of graduate and research programs, *USF* is one of three public universities in Florida classified as a Research 1 institution. With more than 2,000 faculty, *USF* offers baccalaureate degrees in 79 fields, 89 master's and specialist programs, 25 doctoral programs, and the doctor of medicine degree.

The university is currently recruiting for the following faculty positions:

Position Title	*Discipline*	*Deadline:*
Assistant/Associate Professor *(2 positions)*-	Deans Office-Nursing-	OPEN
Assistant Professor *(IT Department Chair)*-	Engineering-	OPEN
Assistant Professor *(2 positions)*-	Engineering/Lakeland Campus-	OPEN
Assistant/Associate Professor-	Pharmacology-	OPEN
Associate Professor (Assoc Director)-	Comparative Medicine-	OPEN
Assistant Professor-	Comparative Medicine-	OPEN
Assistant/Associate Professor-	Otolaryngology-	OPEN
Professor (Dean)-	Public Health-	OPEN
Assistant/Associate Professor-	Chemical Engineering-	01/31/02
Assistant/Associate Professor *(2 positions)*-	Mechanical Engineering-	01/31/02
Assistant/Associate/Professor-	Interdisciplinary Oncology Prg-	01/31/02
Assistant/Associate In Research *(2 positions)*-	Pediatrics/St. Petersburg Campus-	01/31/02
Associate/Full Eminent Scholar Professor-	School of Accountancy-	01/31/02
Assistant/Associate In Research- *(Endowed Chair)*	Pediatrics/St. Petersburg Campus-	01/31/02
Instructor-	Information Technology-	01/31/02
Assistant Professor-	Communication Sci & Disorders-	02/15/02
Assistant Professor-	Environmental Sci & Policy-	02/15/02
Assistant Professor-	Chemistry-	02/15/02
Assistant Professor-	School of LIS-	02/15/02
Assistant Professor-	Psychology-	02/28/02
Associate Professor/Professor-	Geography-	03/01/02
Assistant Professor-	Africana Studies-	03/01/02
Assistant Professor-	Physics-	03/01/02
Associate/Full Professor-	Physics-	03/01/02
Associate/Full Professor-	Mental Health Law & Policy-	03/04/02
Assistant Professor-	World Language Ed-	03/15/02
Full Professor/Director-	Social Work-	03/31/02

For a description on the above listed positions and additional vacant positions: (1) visit our Employment Services Web site at **http://usfweb.usf.edu/usfpers/vacancy.html.** or (2) contact Equal Opportunity Affairs, **Ferrell@admin.usf.edu.** for faculty positions; or (3) call *USF* job line at **813.974.2879** for staff positions.

USF is an equal opportunity/equal access/affirmative action institution, committed to excellence through diversity in education and employment.

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NC STATE UNIVERSITY

NORTH CAROLINA STATE UNIVERSITY

Vice Chancellor for Research and Graduate Studies

Nominations and applications are invited for the position of Vice Chancellor for Research and Graduate Studies (VCRGS) at North Carolina State University. The VCRGS, one of seven Vice Chancellors reporting directly to the Chancellor, is a senior academic officer, with specific responsibility for advancing research activities and graduate programs at North Carolina State University.

OVERVIEW OF THE UNIVERSITY

North Carolina State University is a research-extensive land-grant institution founded in 1883. It is a national center for teaching, research, and extension in the sciences and technologies, in the humanities and social sciences, and in a wide range of professional programs. The University is the largest of the 16 constituent institutions of The University of North Carolina, led by President Molly Corbett Broad and managed by a 32-member Board of Governors appointed by the North Carolina Legislature. NC State University is governed by a 13-member Board of Trustees, consisting of eight elected by the Board of Governors, four members appointed by the Governor of North Carolina, and the President of the Student Body (ex-officio).

The campus has an enrollment of about 28,000 students, nearly 1,700 faculty, and is organized into 10 academic colleges: Agriculture and Life Sciences; Design; Education; Engineering; Humanities and Social Sciences; Management; Natural Resources; Physical and Mathematical Sciences; Textiles; and Veterinary Medicine. The University offers baccalaureate degrees in 91 fields, master's degrees in 95 fields, and doctoral degrees in 58 fields.

The campus research portfolio, which last year recorded expenditures of $270 million, reflects sponsored programs from federal and state government as well as a substantial industrial support base. The campus is home to approximately 55 research centers, interdisciplinary units, and cross-institutional institutes, many of which coordinate activities through the VCRGS office.

Responsibilities:
The VCRGS works closely with the Chancellor and the Provost / Vice Chancellor for Academic Affairs in the development and implementation of the University's research mission and in promoting the growth and efficient functioning of the Graduate School. Important responsibilities of the VCRGS include: advising the Chancellor on allocation of institutional research funding; interaction with research sponsors from the private and public sectors, including contract and grant negotiations; administration of federal and state regulations of research (including compliance with research policies); use of human subjects in research; conflicts of interest and commitment; administration of technology transfer and policies regarding intellectual property rights; and representing the University in the creation of new links with other universities and research organizations. The VCRGS also works closely with the Vice Chancellor for Finance and Business in the administration of accounts for contracts and grants, and with the Vice Chancellor for Extension and Engagement in assigning research space on our Centennial Campus.

As principal academic officer of the Graduate School, the VCRGS supervises the Dean of the Graduate School who reports jointly to the VCRGS and the Provost. The VCRGS is responsible for policy development and administration of graduate programs, now including 150 advanced degree programs and enrolling over 6,000 students. In this capacity, the VCRGS plays an important role in shaping the graduate curriculum and approving new programs and evaluating existing ones. In cooperation with the academic colleges, the Graduate School is responsible for recruiting, admitting, and supporting graduate students.

Needed Qualifications and Skills:
A major requirement of the position is the demonstrated ability to work collaboratively with other administrative units and a record of skill in assisting faculty in the advancement of their research. The successful candidate will have an appreciation for the breadth of research activity at a large research university, an earned doctorate, an informed perspective on intellectual property issues, and a strong record of accomplishment in scholarly research appropriate for appointment to a tenured faculty position at the Full Professor level. As a senior academic officer, the VCRGS will appreciate the value of diversity, a commitment to innovative partnerships, and a determination to assist in improving the business efficiency of the University. An ideal candidate will have demonstrated leadership and administrative ability, and will have direct experience in creating interdisciplinary centers and in working closely with the private sector and funding agencies for sponsorship agreements

Salary is commensurate with experience. Starting date is negotiable, but a start before July 1, 2002 would be preferred. To be assured full consideration, nominations or applications (including resume) should be received by March 1, 2002. The search will continue until the position is filled. All correspondence relative to this search should be directed in confidence to NC State's executive recruitment consultant.

Charlie Griffin
Grantham, Griffin and Buck
161 Weaver Dairy Road
Chapel Hill, NC 27514
Phone: 919.932.5650
Fax: 919.942.1624
Email: griffin@ggbinc.com

North Carolina State University is an Affirmative Action, Equal Opportunity Employer

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SANTA MONICA COLLEGE

SANTA MONICA COMMUNITY COLLEGE will be recruiting for the following full-time, tenure-track faculty positions for the Fall 2002 semester.

FACULTY POSITIONS	CLOSING DATES
ACCOUNTING	03/29/2002
ANATOMY	03/22/2002
ARCHAEOLOGY	02/14/2002
ART – DIGITAL DESIGN	03/22/2002
BUSINESS LAW	03/15/2002
BUSINESS-MARKETING/TOURISM/HOSPITALITY/LEISURE	03/29/2002
CHILD DEVELOPMENT	04/05/2002
COMPUTER APPLICATIONS	04/05/2002
COUNSELOR-EOPS	03/01/2002
COUNSELOR-LATINO CENTER	03/01/2002
COUNSELOR-TRANSFER AND CAREER	03/01/2002
ENGLISH COMPOSITION/LITERATURE	03/08/2002
ESL (VOCATIONAL ESL/ENGLISH FOR SPECIAL PURPOSES)	03/11/2002
GEOLOGY	02/14/2002
MATHEMATICS – CROSS-LEVEL (2)	02/14/2002
MUSIC-PIANO	04/19/2002
POLITICAL SCIENCE	01/15/2002
READING/ENGLISH COMPOSITION	03/15/2002
THEATRE ARTS – VOCAL PRODUCTION/MUSICAL THEATRE	04/19/2002

Salary range is $41,076-$88,706 for faculty positions. Complete job descriptions and district applications will be available after January 7, 2002. Please address inquiries to the Office of Academic Human Resources, Santa Monica Community College District, 1900 Pico Blvd., Santa Monica, CA 90405. District Office is located at 2714 Pico Blvd., Santa Monica, CA 90405. (310) 434-4336 (24-hour employment information line). EOE.

WAUBONSEE COMMUNITY COLLEGE

BILINGUAL COUNSELOR

Full-Time, Tenure Track Faculty

Waubonsee Community College is seeking candidates for a full-time, tenure track appointment as Bilingual Counselor. Excellent bilingual Spanish/English skills are required. Master's Degree in Counseling, College Student Personnel Services or related counseling field and a minimum of two years counseling experience, preferably at the community college or university level, also required. Experience with career counseling and career assessment instruments along with familiarity with technology as it relates to the counseling field essential. Demonstrated ability to enhance the success of diverse student populations needed.

Waubonsee Community College is a fully accredited community college with a headcount enrollment of 10,000. The college is located 40 miles west of Chicago in one of the fastest growing collar counties on a beautiful 243-acre campus with state-of-the-art facilities and technologies. Waubonsee provides outstanding service to its students and district residents through demonstration of its core values – Quality, service, value, innovation and accessibility.

Review of applications will begin as soon as possible and applications will be accepted until the position is filled. To maximize the opportunity for selection, letter of interest, resume, copy of transcript of highest degree earned, and completed college application form should be forwarded to the Office of Human Resources as quickly as possible.

To request as application, fax/e-mail resume with specific job title to:

Fax: 630-466-5596
hr@mail.wcc.cc.il.us
Office of Human Resources
WAUBONSEE COMMUNITY COLLEGE
Rte. 47 at Waubonsee Drive
Sugar Grove, IL 60554
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eoe

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Applications available on-line @ www.wcc.cc.il.us/hr

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UNIVERSITY of NEW HAMPSHIRE

EXECUTIVE DIRECTOR
UNIVERSITY PUBLIC RELATIONS AND MARKETING

The University of New Hampshire invites nominations and applications for the position of Executive Director, University Public Relations and Marketing.

Reporting directly to the President, the Executive Director serves as the chief public relations and marketing officer of the University. The Executive Director will be charged with guiding the overall marketing and public strategy of the University. In 2002, the University will inaugurate its 18th president. This appointment will build on over six years of continuity and growth at the University with key accomplishments in academics, financial and fiscal management, and external relations, including undertaking an unprecedented capital campaign, developing an academic strategic plan, and achieving key renovations and expansions of University facilities. Working in close collaboration with the President and University leadership, the Executive Director will advance the image, market position, and public relationships of the University of New Hampshire. The Executive Director will be charged with developing and executing a communications strategy and marketing for the University, locally, regionally, and nationally.

Located in Durham, near the scenic New Hampshire seacoast, and one hour north of Boston, the University of New Hampshire is committed to providing undergraduate and graduate programs of distinction. UNH is a land-grant, sea-grant, and space-grant institution enrolling 12,500 students with a full-time faculty of over 600. The University offers 90 undergraduate and more than 70 graduate programs. The University is the largest of four institutions that comprise the University System of New Hampshire. More information on the University is available at www.unh.edu.

The University is seeking candidates with most, if not all, of the following qualifications and experiences: significant and progressive leadership and management experience in public relations and marketing; demonstrated experience with communication programs aimed at extending the identity and profile of an organization; experience managing public relations and marketing organizations through periods of change; experience in building and maintaining relationships with external constituencies; the ability to understand the complex and multi-faceted political and civic context of New Hampshire; and the marketing challenges facing public institutions; outstanding analytic and interpersonal skills; the ability to communicate effectively and passionately in a range of settings; the ability to work collaboratively as part of the President's senior management team; and significant supervisory experience. A Master's degree in public relations and/or marketing, or a related field is preferred.

Salary will be commensurate with education and experience.

Send nominations or a letter of application with current resume and a list of five references to:

University Public Relations and Marketing Search Committee
Thompson Hall 207, 105 Main Street
Durham, New Hampshire 03824

The Search Committee will begin review of applications on February 15 and will continue until the position is filled. Desired date of appointment will be July 1, 2002.

UNH is committed to excellence through diversity among its faculty and strongly encourages women and minorities to apply.

MESSIAH
COLLEGE

Position Announcement
Boyer Scholar

Position: The Boyer Center and Messiah College are pleased to invite nominations and applications for the position of Boyer Scholar with faculty appointment in the School of Education and Social Sciences and teaching responsibilities in the Department of Education

Responsibilities: To build on the educational vision and inspiration of Ernest L. Boyer, Sr., through the Boyer Center, which houses the Boyer archives, and Messiah College, an innovative Christian college of the liberal and applied arts and sciences, by teaching (two courses per year), scholarship, and providing leadership to current and future collaborative projects.

Qualifications: A creative and dynamic educator committed to furthering Boyer's educational vision and Messiah's educational mission. An excellent teacher, published scholar, a capable administrator, and strong leader with an academic doctorate are essential to this important appointment.

The Boyer Center: The Boyer Center, founded by Messiah College, is an educational research, resource, and service center focused on critical P-16 issues, committed to holistic education in school and society, and named for Ernest L. Boyer, Sr., alumnus of the college. The College, an undergraduate residential college of 2800 students, is located in the greater Harrisburg (PA) capital region. For more information **http://www.messiah.edu** or **http://www.boyercenter.org.**

Position Open: Appointment, effective academic year 2002-03, initially will be for two years.

Compensation: Compensation will be commensurate with qualifications and experience. Excellent benefits include TIAA-CREF, life, health, and dental insurance.

Application Deadline: Review of applications will begin February 1, 2002. Application deadline is February 15, 2002

To Apply: Applications should include a current Curriculum Vitae, samples of published research, evidence of a scholarly project in process, along with name, address, and telephone number of three references. Address nominations and applications to:

Dr. Kim S. Phipps, Provost
Messiah College
One College Avenue, Box 6016
Grantham, PA 17027

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WOMEN AND MINORITIES ARE STRONGLY ENCOURAGED TO APPLY

R·I·T

Rochester Institute of Technology

Dean of the College of Science

Rochester Institute of Technology is searching for an exceptional individual to become the next Dean of the College of Science. RIT is a privately endowed, coeducational, non-sectarian, technological university located on a 1300-acre campus in suburban Rochester, New York. The Institute enrolls approximately 15,000 full and part-time undergraduate and graduate students preparing for technical and professional careers. Its eight colleges include Applied Science and Technology, Business, Computing and Information Sciences, Engineering, Imaging Arts and Sciences, Liberal Arts, Science, and the primarily federally funded National Technical Institute for the Deaf.

Rochester Institute of Technology is in the midst of a profound redefinition of its activities and emphasis that will result in achieving a more prominent role nationally in both education and research. The College of Science will be an integral component in these plans with a leading role in the enhancement of the Institute's traditionally strong undergraduate education and expanding graduate programs. In doing so, the College will incorporate technological innovation, enriched research opportunities for undergraduates, and the integration of the program offerings of the various departments/colleges. Existing graduate programs in the College will be substantially enhanced and expanded, with additional MS and Ph.D. programs that emphasize interdisciplinary collaboration and applied research. The College comprises of the departments of Allied Health Sciences, Biological Sciences, Chemistry, Mathematics and Statistics, Physics, and the Center for Imaging Science. The annual budget is approximately $15 million. The College of Science has approximately 185 faculty/staff and nearly 1000 students enrolled in 32 degree programs.

The Dean is the chief academic, fiscal, and administrative officer, and has a key role in securing funds for the College's initiatives. We are seeking a dynamic individual, possessing strong interpersonal communication skills along with significant administrative experience, to lead in shaping the future of the College of Science. The successful candidate will have, at a minimum, a Ph.D. in an appropriate discipline for the College of Science, and a record of achievement in scholarship, education, and interaction with government and industry. A demonstrated record of successful attainment of major funding, through the competitive grants process, is essential.

RIT is an equal opportunity, affirmative action employer and invites and encourages applications from women and minorities. Additional information may be obtained at **http://www.science.rit.edu.** Please respond to: **The Search Committee for the Dean of the College of Science, Office of the Provost, Rochester Institute of Technology, 12 Lomb Memorial Drive, Rochester, NY 14623-5604.** Review of applications will begin on February 18, 2002.

Dean, College of Education

The University of Toledo invites nominations and applications for the position of Dean of the College of Education. The University is a Carnegie Doctoral/Research-Extensive, state-supported university with an enrollment of approximately 18,000 students. Faculty are represented by the AAUP. The Dean reports to the Provost.

The University is situated in an urban, residential neighborhood on a wooded, 255-acre university campus. The University is an integral part of the civic, cultural, and commercial life of the Greater Toledo community, and is an NCAA Division 1A university that fields championship caliber teams. The region affords a range of cultural opportunities that include a renowned museum of art, zoo, symphony orchestra, metropolitan park system, and children's science museum. Toledo is located on the western shore of Lake Erie, in close proximity to major cities in the Midwest.

Enrollment in the College of Education includes approximately 1900 undergraduates, 1100 master's students, and 100 doctoral students. As a unit in a regional, urban institution, the College of Education is committed to working with public schools and responding to the needs of urban schooling. The College of Education is accredited by NCATE and has a full complement of undergraduate teacher preparation programs, as well as extensive graduate programs.

The position demands an individual who can serve effectively as the chief academic and administrative officer of the College of Education. The candidate should present evidence of excellence in leadership and interpersonal skills and the ability to build collegiality, trust, and consensus among college staff.

The college seeks an individual with the energy and vision to support faculty in achieving excellence in teaching, research, grantsmanship, and scholarship. The candidate should have knowledge and understanding of the challenges facing urban teacher education programs.

Qualifications:

The successful candidate will demonstrate evidence of:

- Leadership style based on the highest standards of ethics and integrity
- Earned doctorate in a discipline related to an academic program within the College
- Exceptional credentials in teaching, scholarship/creative endeavors, and service meriting appointment with tenure at the rank of professor
- Record of management and support of externally funded faculty research
- Broad knowledge of trends and issues in teacher education and graduate education
- Knowledge of, and support of, technological innovations (e.g., distance learning)
- Record of creating and supporting inter-disciplinary and intra-university collaborations in research and teaching
- Familiarity with alumni relations and fundraising models
- Administrative experience in higher education, including previous or current NCATE accreditation experience

Responsibilities:

- Provide leadership and innovation in teaching and learning, including fostering links with an urban educational community
- Establish strong intra-college communication and promote collaborative decision-making
- Effectively advocate for the College within the University community
- Nurture dynamic undergraduate and graduate programs that foster intellectual rigor, reflective practice, and social inquiry
- Increase graduate and undergraduate enrollment through development of recruitment and retention strategies
- Create and support effective partnerships with schools, institutions of higher education, community organizations, industry, and government
- Promote diversity in recruitment and retention of faculty, staff, and student populations
- Enhance cultural diversity initiatives in curriculum and program development
- Monitor faculty tenure and promotion process
- Coordinate national and regional accreditation initiatives (e.g. NCATE & NCA)

Review of applications will begin on February 4, 2002, and will continue until the position is filled. Salary and other considerations will be consistent with the commitment of The University of Toledo to recruit and select the most qualified candidate. Additional information about the University and College is available at the website: www.utoledo.edu.

Application Requirements:

1. Letter of application addressing qualifications and responsibilities stated in position description
2. Curriculum vita
3. Names, addresses, phone numbers, and email addresses of three (3) references. Please also state your previous or current professional relationship with these references.

Complete application materials should be mailed to: Dr. William Free, Interim Provost and Vice President for Undergraduate and Graduate Education, 3340 UH - University of Toledo, 2801 West Bancroft Street, Toledo, Ohio 43606

Application materials may also be submitted electronically to: kbell@utnet.utoledo.edu

THE UNIVERSITY OF TOLEDO

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NORTHERN ILLINOIS UNIVERSITY

UNIVERSITY RESOURCES FOR LATINOS

Director

12-month, FT. Reports to the Assistant Provost for Academic Support Services. **Responsibilities:** Overall administration of University Resources for Latinos; articulating and implementing an effective student retention program; assessing and evaluating student retention programs, providing cultural and academic activities that enhance the success of Latina/o students; and recruiting, hiring, and evaluating staff for the program. **Required:** Master's degree; effective communication skills in English and Spanish; knowledge of issues in higher education that pertain to Latina/o; and prior experience which demonstrates an ability to counsel and guide students in their academic programs. **Preferred:** Doctorate degree in a relevant discipline; and previous university administrative experience. **Send:** Letter of application, curriculum vitae and three letters of recommendation (written within the last year) to **Dr. Admasu Zike, Associate Provost for Academic Support Services, Office of the Provost, Northern Illinois University, DeKalb, IL 60115.** **Deadline:** Complete applications must be received by **March 1, 2002.**

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GROSSMONT-CUYAMACA
COMMUNITY COLLEGE DISTRICT

GCCCD, located in SAN DIEGO County, is/will be accepting applications for the following Academic positions:

CUYAMACA COLLEGE	
CIS Instructor	2/22/02
Communication Instructor	3/8/02
English Instructor	TBA
Graphic Design Instructor	3/18/02
DSPS Specialist (0.45 FTE)	1/18/02

GROSSMONT COLLEGE	
American Sign Language Instructor	TBA
Child Development & Family Studies Instructor	TBA
Counselor	TBA
DSPS Counselor	TBA
EOPS Counselor	TBA
Exercise Science Instructor/ Women's Basketball Coach	TBA
Geology Instructor	1/18/02
Math Instructor	1/9/02
Music Instructor	TBA
Respiratory Therapy Instructor	TBA
Theatre Arts Instructor	3/1/02

District applications, transcripts (official or unofficial), and other materials are required. See our website for a complete job announcement and application. Job Line info: (619) 644-7637.

District Personnel Department
8800 Grossmont College Drive
El Cajon, CA 92020-1799

Visit our web site at: http://www.gcccd.net

EEO Employer

COMMUNITY COLLEGES OF
COLORADO

President

Arapahoe Community College

The Colorado Community College System is seeking a leader for the position of President at Arapahoe Community College.

Desired Criteria:

- Experience in developing external partnerships with community, business, and industry groups
- Demonstrated success heading a similarly complex and large organization, comparable to that of Arapahoe Community College
- Ability to articulate and promote the mission/vision of a community college
- Demonstrated successful senior management experience, including fiscal management
- Successful track record in personnel development and teambuilding
- Commitment to a learner centered college, student success and excellence in teaching
- Proven fund-raising ability in the public and private arenas
- Demonstrated collaborative leadership skills in the development and implementation of strategic initiatives
- Familiarity with advanced technology and distance learning
- Demonstrated commitment to encouraging diversity
- Ability to develop and maintain relationships and collaboration with local and state elected officials, K-12 and other colleges/universities
- Demonstrated strong oral, written and interpersonal skills

Qualifications:
Applicants must have the educational credentials and experience sufficient to earn the respect of the academic and local communities.

Arapahoe Community College is located in the southern part of the Denver metro area and serves residents in a community that is experiencing rapid growth and unparalleled business development. The College offers more than 60 degree and certificate programs to nearly 7500 students per year. The College also boasts an Art and Design Center, the Colorado Center for Professional Development located in the Denver Technological Center and its newest site, the University Center at Chaparral in Parker, Colorado. Staff includes 108 full time faculty, 386 part-time instructors, 51 administrators, and 120 support staff.

The complete position announcement and application information can be obtained at www.rightchoice.org/HR/HR.html or you may contact the Director of Human Resources, Cindy Hesse, at Presidential.Search@cccs.cccoes.edu for further information. The current goal is to identify the new president by June 2002. Applications will be accepted until the position is filled; however, screening will begin February 15, 2002.

Daytona Beach
COMMUNITY COLLEGE

ANTICIPATED FACULTY POSITIONS FOR FALL 2002

DAYTONA BEACH COMMUNITY COLLEGE anticipates full-time continuing contract (tenure track) faculty vacancies in the following areas for the Fall Semester of the 2002-2003 academic year. All faculty positions require Master's degree with 18 graduate hours in the discipline.

Daytona Beach Community College (DBCC) is a comprehensive community college, serving the communities of Volusia and Flagler Counties for over 40 years. It is located on Florida's east coast, minutes away from the "World's Most Famous Beach." DBCC has six campuses and serves more than 35,000 students each year. Our faculty and staff are committed to providing students the opportunity to learn and achieve success while maintaining high standards and an open-door admissions policy.

• Nursing (three positions)
• Human Services • Massage Therapy • Computer Science
• Hospitality/Culinary • Digital Media Design
• Mathematics • English • Physics

To apply, please contact the College at the DBCC web page **www.dbcc.cc.fl.us**
or by submitting a letter of interest to the following address:

Daytona Beach Community College
Human Resources Department
1200 W. International Speedway Boulevard
Daytona Beach, Fl 32114

VETERANS' PREFERENCE / EQUAL OPPORTUNITY / ADA EMPLOYER
WOMEN AND MINORITIES STRONGLY ENCOURAGED TO APPLY

MILLERSVILLE
UNIVERSITY

Associate Dean
School of Humanities and Social Sciences

Reporting directly to the Dean of the School, the Associate Dean is involved in a broad range of assignments in support of day-to-day operations as well as new initiative planning and implementation. The Associate Dean provides academic service to students, is a primary source for academic information, serves as a liaison with other divisions and academic units and maintains a variety of data bases for the school. The Associate Dean represents the School and the Dean in the Dean's absence, is responsible for maintaining academic standards and assists with support to orientation, various academic centers and interdisciplinary programs. The Associate Dean also assists with grantswriting, fund-raising, and programs in faculty development. The successful candidate will share the moral and ethical commitment to diversity, and the commitment to professional ethics that is the guiding philosophy of the university.

The largest academic unit within Millersville University, the School of Humanities and Social Sciences consists of thirteen departments, approximately 2,500 students and a total of nearly two hundred faculty. Art, Business Administration, Communication and Theatre, Economics, English, Foreign Languages, Geography, Government, History, Music, Philosophy, Social Work and Sociology/Anthropology offer undergraduate and graduate degrees. The School is student-centered and committed to cutting-edge curriculum and pedagogy along with a commitment to scholarly pursuits appropriate to a regional public comprehensive university.

The successful candidate will possess a terminal degree in a school discipline or a terminal degree in a related discipline. The successful candidate will show evidence of effective working relationships and will possess considerable arbitration skills. The ability to communicate effectively with diverse groups within and beyond the university is essential, as is the possession of strong organizational skills. Knowledge of cutting-edge trends in higher education is also necessary. A successful interview is required.

Preference will be extended to candidates who can also demonstrate strong quantitative skills and a knowledge of integrated data bases. Knowledge of curriculum development, curriculum-based outcomes assessment, fund-raising and grantswriting are also highly desirable, prior experience with academic administration is particularly welcome.

The preferred starting date is May 15, 2002. Salary is competitive and dependent upon qualification and experience.

Interested individuals should send a current vitae; names, addresses, telephone numbers, and e-mail addresses of three professional references, a letter of interest in the position as well as a statement of administrative philosophy to: **Search Chair/HI0128, Associate Dean of Humanities and Social Sciences Search, Millersville University, P. O. Box 1002, Millersville, PA 17551-0302.** Full consideration will be given to complete applications received by February 15, 2002.

An Equal Opportunity/Affirmative Action Institution
www.millersville.edu

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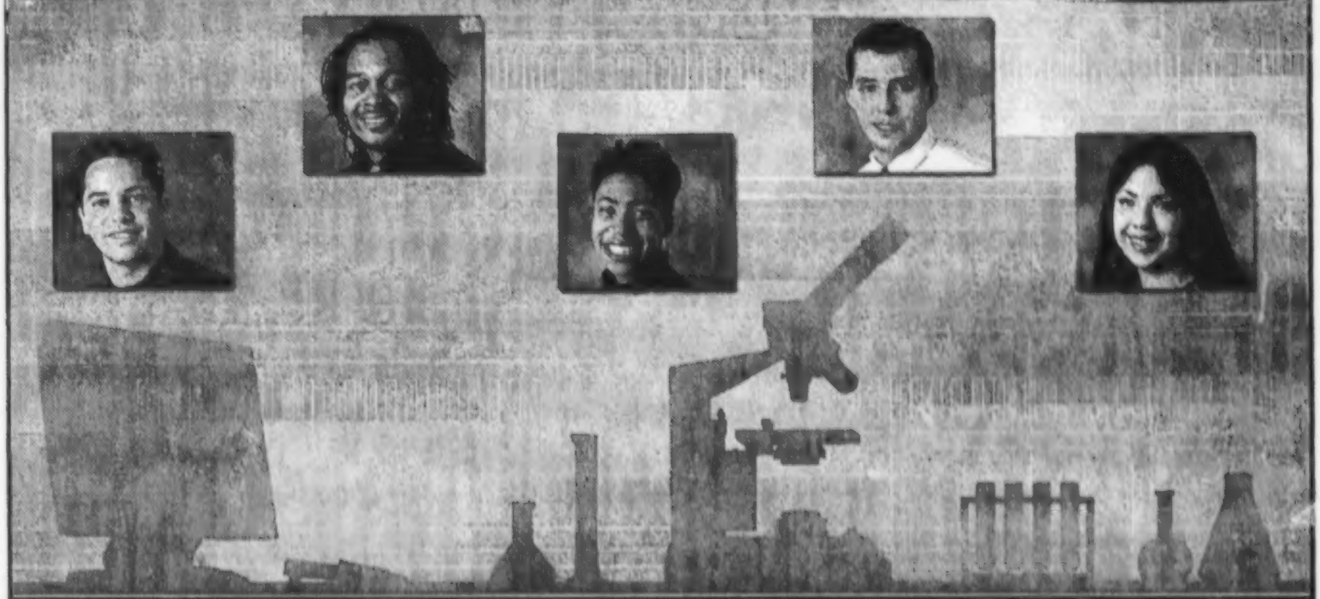

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after graduation

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- Deferrable to obtain a terminal degree

APPLY IF YOU ARE:

- Committed to a biomedical research career
- From a disadvantaged background
- Have a GPA of 3.5 or better or are in the top 5% of your class
- U.S. citizen or permanent resident
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The National Institutes of Health is our nation's premier biomedical research and research training institution, located minutes from the nation's capital.

NIH is dedicated to building a diverse community in its training and employment programs.

1-800-528-7689
http://ugsp.info.nih.gov
ugsp@nih.gov

VISIT OUR INTERNET SITE
FOR AN ON-LINE APPLICATION

GRADUATE SCHOOL DEAN
UNIVERSITY OF WISCONSIN-MADISON

The University of Wisconsin-Madison, one of the world's outstanding public research universities, invites applications and nominations for the position of dean of the Graduate School. The dean, as the chief research officer and the principal advisor to the chancellor and the provost on research, is responsible for the instructional and research environment of over 8,700 graduate students in 185 fields at the master's level, 109 fields at the doctoral level, and 6 capstone certificates. The dean administers the Graduate School's $130 million budget and oversees a wide array of research programs with a total annual budget of more than $500 million. The dean supervises the directors of 18 research centers, the Office of Research and Sponsored Programs, University-Industry Relations, accounting and personnel services, and graduate student academic services programs including admissions, minority programs, financial aid, and degree certification. The dean oversees a support staff of 106.

Please see the following web sites for information about UW-Madison and the Graduate School:

http://www.wisc.edu/grad
http://chronicle.com/jobs/profiles/3964.htm

Candidates will be evaluated on the following professional and personal characteristics: commitment to maintain and extend the scholarly values, academic breadth, and the diverse missions of a public research university; outstanding leadership qualities including a record of successful leadership in higher education; collaborative leadership style; commitment to shared governance with faculty, staff and students; desire and ability to advance graduate teaching, public service and research; commitment to advocate and pursue funding from public and private sources; ability to work with external constituencies including state and federal government and community; ability to provide leadership in developing policies regarding intellectual property and technology transfer; commitment to the effective use of new technologies; demonstrated commitment to the diversity of students, faculty and staff, to equal employment opportunity, affirmative action and non-discriminatory practices, and to advancing an inclusive climate that stimulates diversity; a commitment to public service through dissemination of research results, promoting the state's economic development, and supporting the Wisconsin Idea. Candidates must possess a record of academic scholarship and teaching that qualifies them for tenure at the level of full professor at UW-Madison.

Applications and nominations must be received by 4 March 2002 to ensure consideration. Later applications and nominations may also be considered. The committee particularly encourages applications and nominations of women and persons of underrepresented groups. Applicants should include a current resume or curriculum vita and a comprehensive cover letter that addresses how their strengths and experience match the qualifications for the position, and what they see as challenges and opportunities of the position, as well as the names, addresses, e-mails, and telephone numbers of five references. Candidates will be informed before references are contacted. Please note that in accordance with Wisconsin statutes the names of nominees and applicants who explicitly request confidentiality will not be made public. However, the university is required to release the names and titles of the finalists who will be interviewed by the chancellor. Submit applications and nominations to:

Professor Jo Handelsman, Chair
Graduate School Dean Search and Screen Committee
133 Bascom Hall, 500 Lincoln Drive
Madison, WI 53706-1380
608-262-1677; Confidential FAX: 608 265-7806

The University of Wisconsin-Madison is an Equal Opportunity, Affirmative Action Employer.

THE UNIVERSITY
of
WISCONSIN
MADISON

Southern Connecticut State University
Dean of the School of Health and Human Services

The Position: The Office of Academic Affairs invites applications for the position for Dean of the School of Health and Human Services. Under the direction of the Vice President for Academic Affairs, the Dean is the senior officer of the School, providing leadership, developing plans and policies, and administering the programs and affairs of the School and the University. The Dean is responsible for the efficient and effective operation of the School. Specific responsibilities include:

- Developing and enhancing, in cooperation with the deans of other schools and the faculty, the programs, courses, standards and services of the School.
- Making recommendations regarding personnel actions of faculty in accordance with the procedures in the collective bargaining agreement.
- Hearing issues regarding students, faculty and staff as appropriate.
- Participating in the outcomes assessment and strategic planning processes of the University.
- Monitoring processes for personnel development and program evaluation, institutional assessment, and student recruitment and retention relating to the School.
- Preparing and administering the School's operating budgets, planning documents, and reports.
- Representing the School in the community and in appropriate functions of the University.
- Additional responsibilities as requested by the Vice President for Academic Affairs.

Qualifications: An earned doctorate in an academic discipline within the School of Health and Human Services. A record of teaching, scholarship and service equivalent to the rank of professor. A minimum of five years of demonstrated successful experience in higher education academic administration. Experience administering graduate programs. Demonstrated commitment to outcomes assessment, strategic planning, and the role of educational technology. A dynamic vision of the role of professional programs in a state university. Evidence of successful leadership attributes and collaborative managerial skills.

The University: SCSU is a comprehensive metropolitan public university of some 12,000 students, located in historic New Haven. The School of Health and Human Services is composed of six academic departments and some 60 full time faculty. The University is currently engaged in strategic planning, comprehensive academic planning and institutional assessment initiatives.

The Process: Screening of candidates has begun and will continue until March 1, 2002. Anticipated starting date is July 1, 2002. Salary is competitive and commensurate with qualifications and experience. Applications should include a resume and a letter that includes detailed description of the qualifications and experience for the position. Please also provide the names, addresses and telephone numbers of at least five references. Send application materials to:

Dr. J. Philip Smith, Vice President of Academic Affairs
Engleman Hall, Room 125, Southern Connecticut State University
501 Crescent Street, New Haven, CT 06515-1355

Southern Connecticut State University is an equal opportunity, affirmative action employer, seeking to enhance the diversity of its instructional and administrative staff. The University encourages women and minorities to apply.

DARTMOUTH COLLEGE

Assistant Director, Student Financial Services

Dartmouth College is combining our current Student Account and Loan Offices to better serve our students. The successful candidate will assist the Director in development of the new Student Financial Services Office and will manage day-to-day operations of the office. He/She will also be charged with insuring the data integrity of systems, supervising staff and assessing the integration of student account/loan functions.

Qualifications: Bachelor's degree with four to five years of relevant business and/or accounting experience, or the equivalent, preferably in an academic setting. Knowledge of integrated business systems and experience with current technologies in the student financial services arena, with an orientation toward process improvement and innovative use of technology to influence service delivery and efficiency. Must be able to interpret/apply federal regulations and administrative policies. Demonstrated ability to exercise tact and judgment with a diverse population in a service-oriented office; ability to work independently and in diverse team settings. Well-developed written and verbal communication skills.

Interested individuals should send cover letter and resume to: **Assist[illegible] Director Search, Student Financial Services, Dartmouth College, P.O. Box 148, Hanover, NH 03755 or e-mail to: sfssearch@dartmouth.edu.**

Financial Reporting & Tax Specialist

The successful candidate will assume a leadership role in identifying and implementing changes in financial and management reporting and will perform research and compliance analysis related to tax matters.

Qualifications: Bachelor's degree in Accounting or Financial Management and five or more years of relevant experience in public accounting, business management or related field, or the equivalent. Must possess thorough knowledge of GAAP and tax accounting methods as well as federal and state laws; also knowledge of integrated business systems and reporting tools. Ability to design, implement, analyze and interpret financial and management reports and identify significant issues; interpret and apply tax and accounting policies and procedures. Well-developed verbal and written communication skills. Self-starter who can work independently or in diverse teams.

Interested individuals should send cover letter and resume to: **Controller's Office, Dartmouth College, P.O. Box 7, Hanover, NH 03755 or e-mail to: Controllers_office@dartmouth.edu.**

Dartmouth College is an Equal Opportunity/Affirmative Action Employer. Women and minorities are encouraged to apply.

Chair – Department of Education
College of Agriculture and Life Sciences

The Department of Education is seeking a scholar and leader in Education to be the Chair of the Department beginning July 1, 2002.

The successful candidate will be nationally recognized in one of the areas of graduate study in Education at Cornell: Teacher Education in Agricultural Science, Science, or Mathematics; or in Adult and/or Extension Education. The successful candidate will provide leadership for the newly reorganized Department, will have a vision for the future of Education, and will be qualified for appointment as a Full Professor at Cornell University.

The Department of Education faculty has a vision of excellence in scholarship and the professional development of educators. The Chair will implement a five-year development and staffing plan that will place Cornell as an international model for teacher education, adult education, and extension education including international extension.

Cornell Teacher Education is an integrated program in agricultural science education, mathematics education, and science education that offers the Master of Arts in Teaching to students with undergraduate majors in their subject areas. We also offer the M.S. and Ph.D. degrees for those interested in pursuing research related to Teacher Education and curriculum and instruction in mathematics, sciences or agricultural science. We are re-designing a Master of Professional Studies (MPS) program for experienced teachers seeking to earn the professional masters' degree.

In Adult and Extension Education we offer the MPS degree for students seeking professional development, and the M.S. and Ph.D. degrees for those pursuing research and scholarship interests. Students may emphasize Adult Education, Extension Education, or International Extension Education in their graduate studies.

Expectations of a Department Chairperson, College of Agriculture and Life Sciences

- Provide overall leadership to the faculty and staff in planning, developing and carrying out the teaching, research and extension programs of the department.
- Represent the department in various situations by interpreting strengths, needs and concerns of the department to college administration and in turn conveying and interpreting policies and concerns of the college administration to department faculty and staff. This requires regular and open communication with the faculty.
- Provide leadership in the recruitment and selection of faculty, other professional personnel and senior support staff.
- Make recommendations to the dean regarding promotion and salary adjustments for faculty and staff.
- Provide mentoring, encouragement, counseling, support and other assistance on a continuing basis to the faculty and staff of the department. The chair has primary responsibility for the professional development and periodic performance reviews of faculty and academic staff.
- Allocate available resources among programs of the department that reflect variations in requirements, likely effectiveness of use and overall importance of programs.
- Assign extension, teaching, advisory, and other academic responsibilities in an equitable manner with regard for both individual and department programs.
- Work with the faculty and the college administration in aggressively seeking appropriate sources of outside support for the programs of the department.
- Assure that the business and management affairs of the department, including operation and maintenance of facilities, are handled effectively and efficiently and meet all legal requirements.
- Maintain involvement in at least one functional area (teaching, extension, or research).

Starting date: July 1, 2002, or as negotiated. Applications are encouraged before January 18, 2002, but will be accepted until the position is filled.

Please send a confidential letter to state your own interest in the position or to nominate candidates that you recommend. Telephone inquiries and e-mail communications are encouraged. Applicants should submit a curriculum vitae, two recent publications, and three references.

CORNELL

Prof. David L. Brown, Search Committee Chair
Department of Education
113 Kennedy Hall
Cornell University
Ithaca, New York 14853
Phone: 607-255-3164, Fax: 607-255-7905, e-mail: DLB17@cornell.edu

Cornell University is an Equal Opportunity/Affirmative Action Employer and Educator. Women and members of ethnic minority groups are strongly encouraged to apply.

http://www.education.cornell.edu
http://chronicle.com/jobs/profiles/2377.htm

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UNIVERSITY

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UMASS.

HOUSING SERVICES

RESIDENCE LIFE - POSITIONS FOR FALL 2002

RESIDENCE DIRECTOR

The University of Massachusetts/Amherst invites applicants for the position of **Residence Director.** The Residence Director is a full time professional staff member with live-in responsibilities that include the comprehensive management of the residential program for the 275-675 students housed in 1-3 residence halls. Duties include: coordination of a dynamic student development program with an emphasis on leadership and community development; promotion of diversity-sensitive approaches in all aspects of the position; supervision of graduate and undergraduate staff; instruction of a seminar for new Resident Assistants; opportunity to serve and chair department and Student Affairs committees or task forces; management of facilities systems; implementation of student disciplinary procedures.

Qualifications: Master's degree in a related field such as Student Development, Higher Education, or Counseling plus one year post-baccalaureate experience required as a live-in staff member to include crisis intervention and work with diverse student populations (degree must be completed by date of hire); demonstrated experience and initiative with student and community development; supervision and staff training; advising student groups; creation and implementation of management systems. Also, demonstrated commitment and ability to implement affirmative action and non-discrimination policies, regulations and principles. Some evening and weekend work plus on-call/call-back duty.

Hiring Salary: $27,695 for a 43-week contract, a furnished apartment the value of which is considered part of compensation, salary adjustment for on-call duties, and benefits including tuition waiver options.

We will be interviewing at NASPA, ACPA and Southern Placement Exchange. To receive priority consideration, please send your letter of interest, resume, three letters of reference and a copy of your academic transcripts by February 11, 2002 for NASPA and Southern Placement Exchange and March 1, 2002 for ACPA. Applications will be accepted after the priority deadline until all vacancies are filled.

Send materials to:

Residence Director Search
213 Berkshire House, Box 30630
University of Massachusetts
Amherst, MA 01003-0630
Fax: 413-545-1517

The University of Massachusetts is an Affirmative Action/Equal Opportunity Employer.

Women and members of minority groups are encouraged to apply.

THE STATE UNIVERSITY OF NEW JERSEY

RUTGERS

COLLEGE OF NURSING

FACULTY POSITIONS

With a tradition of excellence and leadership in research and nursing education, we invite applications for full-time faculty for Fall 2002.

SENIOR NURSE RESEARCHER
TENURE TRACK FACULTY
CLINICAL TRACK FACULTY

(Adult Health, Gerontology, Women's Health, Pediatrics)

Earned doctoral degree in Nursing or a related field and a Master's Degree in Nursing. A doctorate is required for tenure-track positions and to be eligible for appointment to all professorial ranks.

Highly competitive salary and comprehensive benefits package.

The College of Nursing at Rutgers, The State University of New Jersey, has over 750 students on campuses throughout New Jersey and offers the Baccalaureate, Master's and Ph.D programs. The College is committed to providing quality education in a diverse, scholarly, supportive, and caring environment.

Send letter of application and Curriculum Vitae to:

Dr. Noreen Cerino, Associate Dean for Administration
RUTGERS, COLLEGE OF NURSING
180 University Avenue, Newark, NJ 07102
973-353-5293 x 607 • E-mail: cerino@nightingale.rutgers.edu
Visit our web site for more information:
http://nursing.rutgers.edu

Art Historian

Emerson College seeks applications for a tenure-track Assistant Professor in the Department of Visual and Media Arts. Candidates should be art historians with specialties in Western art from the mid-19th century to the present, and have the ability to teach survey-level courses in any period. Successful candidates will be conversant with issues of multiculturalism, visual culture, and contemporary art theory. Candidates must be able to develop curriculum, which meaningfully integrates visual art/art history with the media arts.

Ph.D., college level teaching experience and a record of scholarly, or professional work are required. Please send a vita, statement of teaching philosophy and three references with contact information to the address below. Email applications will not be considered.

Chair, Search Committee
Department of Visual and Media Arts, Emerson College,
120 Boylston Street, Boston, MA 02116.

Review will begin on February 25, 2002 and continue until the position is filled. Samples of scholarly work will be requested after the initial review. Position begins September, 2002.

The Department of Visual and Media Arts is an integrated department composed of visual arts (art history, appreciation and theory, and photography), media studies, and media production in film, TV/video, new media, and audio/radio.

Emerson College is an equal opportunity, affirmative action employer and is strongly committed to increasing the diversity of its faculty. Women and minorities are encouraged to apply.

EMERSON COLLEGE
BRINGING INNOVATION TO COMMUNICATION AND THE ARTS

WWW.EMERSON.EDU

St. Augustine College
Chicago, Illinois

Presidential Search

The Presidential Search Committee and the Board of Trustees of St. Augustine College, Chicago, Illinois seek nominations and expressions of interest for the position of President. It is anticipated that the next president will assume office on July 1, 2002. Review of applications will begin in December 2001.

St. Augustine College is an independent, **bilingual** (dual language) institution of higher education created to make the American system of higher education accessible to a diverse student population with emphasis on those of Hispanic descent, enrolling 1,780 students in both the Associate of Arts and Associate of Applied Science degrees, the Bachelor of Social Work and certificates of applied sciences.

Originally created by the Board of Directors of Spanish Episcopal Services of the Episcopal Diocese of Chicago, St. Augustine College is a Hispanic-Service Institution that was granted operating authority by the Illinois Board of Higher Education in 1980. It is accredited by the Commission on Institutions of Higher Education of the North Central Association of Colleges and Schools and is a member of the World Wide Association of Colleges and Universities of the Anglican Communion.

The College is duly proud of its tradition of the extensive support services and quality **bilingual** (English and Spanish) academic programs that are provided to a diverse, predominantly female student body through a committed faculty and staff.

The ideal candidate will understand and value the College's mission, culture, and bilingual curriculum and dual language approach; provide vision and collaborative leadership in order to create institutional direction; secure new sources of revenue; hire wisely and delegate effectively; communicate effectively both in English and Spanish to people at all levels both externally and internally; and serve as the College's public face in a way that engenders trust, enhances its public image and creates the desire to support it.

Nominations, inquiries, and expressions of interest may be sent, in confidence, to:

Joel Arce, Chairman
Board of Directors and Presidential Search Committee
C/O Melba Rodriguez
St. Augustine College
1345 West Argyle Street
Chicago, IL 60640

Questions may be directed in confidence to Dr. Alfredo G. de los Santos Jr., with **Academic Search Consultation Service**, at delossantos@qwest.net or **(480) 831-7051**. The institutional profile/position prospectus is available at http://www.academic-search.org/staugust.htm. It is also available upon request at melba_rodriguez@hotmail.com. To gain additional information about the Institution, please visit www.staugustinecollege.edu.

St. Augustine College is an equal opportunity employer.

DEPAUW
UNIVERSITY

Greencastle, IN 46135

We are a nationally distinguished liberal arts college with a School of Music. We invite you to join our multicultural campus with a student enrollment of about 2100 and a student-faculty ratio of 10:1. Dedication to undergraduate teaching and liberal arts education is essential. There are many opportunities and resources for continued professional growth and development.

Term positions to begin in the fall of 2002:

Department Name	Specialty Area	Term
Biology	Ecology	Three-Year
Chemistry	Specialty Open	Two-Year
Classical Studies	Archeology	One-Year
Classical Studies	Philology	One-Year
Communication Arts and Sciences		Three-Year
Computer Science	Specialty Open	Two-Year
Mathematics		One-Year
Modern Languages	German	One-Year

Review of completed applications will continue until the position is filled. Candidates must have completed a Ph.D. (or other appropriate terminal degree) for appointment as Assistant Professor. In exceptional cases, more senior candidates will be considered for appropriately more senior appointments. For further information about these positions and other positions that will become available visit our web site at http://www.depauw.edu/admin/acadaffairs/facpositions.htm.

Other Positions

Librarian	Instruction / Access Services Coordinator
Librarian	Science Library Coordinator

If you have other skills and credentials which might strengthen our curriculum and faculty and wish to inquire about other appointment opportunities or to leave your resume and letter of interest on file, please contact **Neal B. Abraham, Vice President for Academic Affairs and Dean of the Faculty, DePauw University, Greencastle, IN 46135.** nabraham@depauw.edu

DePauw University is an affirmative action, equal opportunity employer and encourages applications from women and members of under-represented groups.

Sport Management/Leisure Studies
Department of Leisure Studies

University of Illinois at Urbana-Champaign

Position: Assistant Professor in sport management, a nine-month tenure-track teaching/research appointment beginning August 21, 2002. Candidates should have an earned doctorate or equivalent degree in sport, leisure studies, or related field. Areas of application should include sport from a social science perspective with an emphasis on the public sector including college athletics, campus intramurals and sport, or local public park and recreation sport participation. To ensure full consideration, letter of application, vita, and the names, addresses, and phone numbers of three references should be sent by March 1, 2002 to **Dr. William McKinney, Chair, Search Committee, Department of Leisure Studies, University of Illinois at Urbana-Champaign, 104 Huff Hall, 1206 South Fourth Street, Champaign, IL 61820, Phone 217-333-4410, e-mail** wmmck@uiuc.edu.

The University of Illinois is an Affirmative Action, Equal Opportunity Employer.

AMHERST COLLEGE

VISITING ASSISTANT PROFESSOR OF ENGLISH

One-year full-time appointment in the poetry and drama of the English Renaissance and early modern literary culture. Ph.D. required. Two courses to be offered each semester with additional senior tutorials: one first-year writing-intensive course, one specialized advanced seminar, and two courses in Renaissance literature and in Shakespeare. Letter of application, c.v., and dossier should be sent to: **Search Committee, Department of English, AC #2234, Amherst College, PO Box 5000, Amherst, MA 01002-5000.** Applications will be read as received starting **February 18, 2002** until the position is filled. Primary consideration will be given to applications that are received by **March 7, 2002.**

Amherst College is a private coeducational liberal arts college of 1600 students and 165 faculty. Located in the Connecticut River Valley of western Massachusetts, Amherst participates with Hampshire, Mount Holyoke, and Smith Colleges and the University of Massachusetts in the Five College Consortium.

Amherst College is an Equal Opportunity/Affirmative Action employer and encourages women, minorities and persons with disabilities to apply.

ASSISTANT PROFESSOR

English; Drama and Screenwriting

The Department of English at Rider University, offering a B.A. in English with concentrations in literature and writing, is seeking to fill a tenure-track position in drama and screenwriting, and creative nonfiction to begin in September 2002. The successful candidate should have a Ph.D. or M.F.A. Teaching and/or experience preferred. The course load is six sections per year and may include drama and screenplay, nonfiction, advanced creative writing workshop, advanced prose writing, core literature and composition courses. Send letter of application, resume, one writing sample appropriate to the position, and three letters of reference to:

Rosemary Molloy
Manager of Employment
Human Resources
Rider University
2083 Lawrenceville Rd.
Lawrenceville, NJ 08648-3099

Review of applications will begin on February 15, 2002 and continue until the position is filled. Rider University is an equal opportunity/affirmative action employer and does not discriminate on the basis of age, race, sex, disability, sexual orientation, national origin, religion, or any other non job-related criteria.

Rider University

Visit Rider on the Internet: http://www.rider.edu

WAGNER COLLEGE

PRESIDENT
Wagner College
Staten Island, NY

Wagner College is a remarkable success story. Wagner is a 1,700-student residential liberal arts college, featuring experiential learning and strong pre-professional programs, that has been ranked as "Top-Tier" in *US News and World Report's* rankings for the past five years. In addition, in its 2002 "Colleges of the Year" edition, *TIME* magazine selected Wagner College as one of four most innovative first year programs among small private colleges in America. The Association of American Colleges and Universities has cited Wagner's undergraduate curriculum as one of the most interesting new curriculum developments anywhere in higher education. Wagner's 110-acre hilltop campus is on Staten Island's Grymes Hill, a bucolic setting featuring panoramic views of the Atlantic Ocean, New York Harbor and Manhattan skyline and frequently cited for its beauty. Over the last decade, the College has experienced strong enrollment growth, sound fiscal management and strategic investment in exciting new facilities. A dynamic faculty, a diverse and highly qualified student body, and a talented team of senior administrators have combined to create a vigorous, confident community – one poised to embrace new leadership with academic vision and an ability to help raise the funds to address the challenges that lie ahead in bringing Wagner to the "next level."

Although fund-raising was solid during the 1990s, the highest priority of the coming decade for the next President is endowment. The Board of Trustees seeks a visionary President with the abilities to enhance the academic and reputational momentum that the College has realized over the past decade, capitalize on the College's success story, and build financial resources comparable to those colleges and universities to which Wagner is routinely compared. Interested candidates should bring with them both qualitatively and quantitatively measurable outcomes in building financial strength and exemplifying institutional leadership.

Review of applications will begin immediately and continue until the position has been filled. Preferred effective date for appointment is July 1, 2002. Please submit nominations and expressions of interest, in confidence, to the consultants supporting Wagner College with this search.

President
Wagner College
C/O EDUCATIONAL MANAGEMENT
NETWORK/WITT/KIEFFER
ATTN: GARY POSNER/LUCY LESKE
98 Old South Road
Nantucket, MA 02554
Confidential inquiries or requests for the
comprehensive position description may be
sent via e-mail to wagner@emnemn.com

Wagner College is an Equal Opportunity Employer

Educational Management Network/Witt/Kieffer

VICE PRESIDENT for STUDENT AFFAIRS

The University of Oregon invites applications and nominations for the position of Vice President for Student Affairs. This new position has been created to bring focus to the array of student services that are outside the classroom and to ensure that these activities support and enrich students' academic life. The Vice President will provide leadership to the campus community in achieving its goals in enrollment and in the quality and diversity of the student body.

As the university's chief student affairs officer, the Vice President will participate in general university administration as a member of the President's Small Executive Staff. In providing leadership in the co-curricular areas of undergraduate and graduate student life, the Vice President will work closely with the Vice Provost for Undergraduate Studies and the Dean of the Graduate School to develop programs and foster attitudes that promote academic achievement. The Vice President's portfolio will include: the Office of Enrollment Management (whose units are the Offices of Admissions, Financial Aid, and the Registrar) plus the Office of Student Affairs (composed of the Offices of Student Life and of University Housing, as well as the Counseling Center, the Health Center, the Student Union, and the Student Recreation Center). The Vice President will be assisted with these responsibilities by the Associate Vice President for Enrollment Management and the Associate Vice President for Student Affairs and Dean of Students.

Five generations of leaders and citizens have studied at the University of Oregon since it opened in 1876. This year marks the institution's 125th anniversary. Over 1,000 full and part-time faculty serve as mentors, colleagues and friends to the 17,850 undergraduate and graduate students enrolled at the university. Students select their courses from departments and programs in the College of Arts and Sciences and from six professional schools and colleges. Teaching, research and spirit of sharing are characteristics of the campus learning community.

The university seeks an individual with demonstrated leadership ability within the discipline of student affairs. The successful candidate will have knowledge of current issues in student affairs and significant leadership experience in formulating policy support students outside the classroom. Demonstrated ability to lead professional staff in creating innovative student service and enrollment management programs that enhance the educational climate of the campus is also essential. An advanced degree and progressively responsible administrative experience in a comparable college or university setting is required. Significant achievement in an academic discipline is desirable.

The initial evaluation of candidates will begin immediately and continue until an appointment is made. Please address inquiries, nominations, and applications to:

Shelli Herman, Vice President
Gary Kaplan & Associates
201 S. Lake Avenue #600
Pasadena, California 91101
(626) 204-2215
(626) 796-1003 Fax

sherman@gkasearch.com

The University of Oregon is an equal opportunity, affirmative action institution committed to cultural diversity and compliance with the Americans with Disabilities Act.

THE METROPOLITAN COMMUNITY COLLEGES
Kansas City, Missouri

The Metropolitan Community Colleges consists of: BLUE RIVER, LONGVIEW, MAPLE WOODS, PENN VALLEY, and The BUSINESS & TECHNOLOGY CENTER. The Metropolitan Community Colleges serve in excess of 42,000 students annually. In addition to these students, MCC also has an aggressive program of service to business and industry, making it a major force in the dynamic and growing Kansas City, Missouri community.

ANTICIPATED FALL FACULTY POSITIONS

Employment in the following faculty positions to commence in August 2002.

Biotech
Counselor
History (Urban Historian w/strong emphasis in African-American history)
Music
Sociology
Writing Across the Curriculum

The Metropolitan Community Colleges are seeking faculty highly competent in their field and committed to facilitating the learning of our students. The faculty would welcome colleagues who appreciate the diversity of our student body, and bring new strengths to one or more of the initiatives related to MCC's strategic priorities. These strengths might include:

- coursework or experience with multicultural perspectives or global issues, or
- experience in a variety of delivery systems, such as instructional technology, web sites for classes, distance learning, and learning communities, or
- familiarity with the diversity of learning styles, or
- experience and ability in identifying and assessing student learning outcomes.

The Metropolitan Community Colleges (MCC) is an equal opportunity, affirmative action employer offering a wide range of benefits including paid medical, dental, vision, and life insurance; a retirement program; an employee assistance program; and tuition-free education at any MCC location for full time employees and their dependents.

Please visit us @ http://personnel.kcmetro.cc.mo.us/ for additional information.

METROPOLITAN
COMMUNITY
COLLEGES
Blue River · Longview · Maple Woods · Penn Valley

Equal Opportunity, Affirmative Action Employer
Career Hotline: 816-759-1200

• SVP OF FINANCE AND TREASURER

Bowdoin College seeks a Senior Vice President of Finance and Treasurer. This individual will be a trusted advisor to the President on a wide variety of long-term strategic issues and will serve as the senior financial officer of the college. The SVP of Finance/Treasurer will also have responsibility for several administrative components including Information Technology, Human Resources, Dining Services and Campus Services. The role will focus heavily on overseeing and enhancing the financial management of the college. Qualified candidates will have a strong track record of success in the finance function and will have demonstrated experience in budgeting, establishing tighter controls/procedures and financial MIS.

Bowdoin College is a highly selective liberal arts college of 1600 students, located in Mid-coastal Maine, half hour north of Portland and two and a half hours north of Boston. Bowdoin College is an Affirmative Action/Equal Opportunity Employer with a strong commitment to the achievement of diversity among its faculty and staff. A review of applications will begin **January 20** and will continue until the position is filled.

For immediate consideration, please submit your resume and cover letter to: Tricia Summers, Spencer Stuart, 2005 Market Street, Philadelphia, PA 19103; fax (215) 814-1680; email: bowdoin@spencerstuart.com

BOWDOIN
COLLEGE

CHANCELLOR / CEO
COMMUNITY COLLEGES OF SPOKANE
SPOKANE, WASHINGTON

The Board of Trustees of Washington State Community College District 17 invites applications and nominations for the position of Chancellor / Chief Executive Officer at Community Colleges of Spokane.

The Chancellor/CEO reports to a five-member board of trustees appointed by the governor for five-year terms. The Chancellor/CEO will be appointed by the CCS Board of Trustees.

The board seeks an individual who possesses the exceptional personal and leadership qualities necessary to lead Community Colleges of Spokane (CCS) in its quest for academic excellence.

Geographically, CCS is the largest community college district in the state, serving almost 50,000 students a year. The district includes two college campuses - Spokane Community College and Spokane Falls Community College - as well as a number of rural education centers located throughout the district's six-county, 12,302-square-mile service area. The centers are coordinated through CCS' third educational unit - the Institute for Extended Learning.

Application Information

Applications and nominations will be accepted until the position is filled. However, the CCS Chancellor/CEO screening committee will begin reviewing applications **March 4, 2002.** Submissions are encouraged prior to that time to ensure consideration.

To request a search brochure, which includes details about Community Colleges of Spokane, plus a chancellor/CEO profile and application instructions, contact:

Greg Stevens, CCS vice chancellor for human resources/
search consultant
Community Colleges of Spokane
501 N. Riverpoint Blvd. MS 1004
P.O. Box 6000
Spokane, WA 99217-6000
Telephone: (509) 434-5037 Fax: (509) 434-5055
E-mail: gstevens@dist.spokane.cc.wa.us

All inquiries, applications and nominations will be held in strictest confidence. Materials submitted for consideration become the property of CCS.
Community Colleges of Spokane provides equal opportunity in education and employment. Applications and nominations of individuals who would increase the richness of the district's diversity are welcome.

COMMUNITY COLLEGES OF SPOKANE **AFFORDABLE. FLEXIBLE. REAL.**

THE UNIVERSITY OF UTAH

HIGH-ENERGY ASTRONOMY/ASTROPHYSICS

The Physics Department at the University of Utah is seeking qualified candidates for a tenure track position in high-energy Astronomy/Astrophysics. Preference will be given for hiring at the Assistant Professor level, but more senior level appointments can also be considered. We seek candidates with experience in experimental and observational aspects of X-ray, gamma-ray, and high-energy gamma-ray astrophysics and astronomy. The successful candidate will have a strong commitment to both teaching and research, and will develop their own research program as well as collaborate with existing astrophysics research. The University of Utah is a major participant in several high-energy astrophysics projects, including the VERITAS Observatory, the Whipple 10m gamma ray observatory, and the High-Resolution Fly's Eye Observatory. This appointment requires teaching undergraduate/graduate courses in Astronomy/Physics.

We expect the successful candidate will begin their appointment in Fall 2002. Candidates should submit their curriculum vitae, statement of research interests, and three letters of recommendation by March 15, 2002 to:

HIGH ENERGY ASTRONOMY/ASTROPHYSICS SEARCH COMMITTEE
DEPARTMENT OF PHYSICS
UNIVERSITY OF UTAH
115 SOUTH 1400 EAST #201
SALT LAKE CITY, UT 84112-0830

The search committee reserves the right to consider applications received after this closing date.

The University of Utah is an equal opportunity/affirmative action employer. It encourages applications from women and minorities and provides reasonable accommodations to the known disabilities of applicants and employees.

THE OHIO STATE UNIVERSITY

RESIDENCE HALL DIRECTOR

Great Students, Great Colleagues, Great University...
Work someplace GREAT!

We value CARING, CREATIVE, ENGAGING EDUCATORS who will develop student communities that are academically and socially stimulating. We are looking for individuals to engage in meaningful interactions with a diverse student population and who are eager to invest time in the development of students.

Successful applicants must have a Master's degree in College Student Personnel or Higher Education with full-time or graduate residence life experience. We seek candidates who have the skills to coach and supervise RAs and student staff; shape student leaders while advising student groups; transition new students and families to the college experience; encourage students to develop a sensitivity to, and appreciation of, differences; collaborate with faculty to enhance living learning environments; provide support and referral to students in crisis; and challenge students to take risks within their communities.

Remuneration: a 12-month position with a starting salary of $27,500; furnished apartment; comprehensive benefits package; meal plan; a professional development fund of $500; and tuition waiver. Live-out opportunities are negotiable.

To apply: Submit resume and cover letter which addresses your qualifications:

Professional Selection Committee, 190 W. Woodruff Ave, Department of Housing and Residence Education, The Ohio State University, Columbus, OH 43210-1119

If you wish to be considered for a pre-arranged interview at the ACPA Conference in Long Beach, CA or the Oshkosh Placement Exchange, your application must be received by February 15, 2002. However, resumes will be accepted until positions are filled. Questions about the position can be referred to the Department of Housing and Residence Education at (614) 292-3930 or to Susannah Pell, Professional Selection Committee Chair, via e-mail at **pell.3@osu.edu.** To learn more about OSU, please refer to **www.osuhousing.com** and **www.osu.edu.**

The Ohio State University is an Equal Opportunity, Affirmative Action Employer.
Women, minorities, veterans and individuals with disabilities are encouraged to apply

WESTERN CONNECTICUT STATE UNIVERSITY

Director of Counseling Center

WCSU is seeking a dynamic and energetic individual to provide leadership for its University Counseling Center. The Center provides mental health support to students on campus through individual, group counseling and career counseling/assessment services. The Director coordinates outreach and prevention activities in the areas of substance abuse, women's issues, and diversity. The Director supervises screenings for anxiety, depression, eating disorders and drug and alcohol related problems throughout the academic year. The Director is expected to develop collaborative relationships with appropriate on-campus departments and programs including Freshmen Orientation, Health Services, Crisis Response Team, Housing and Residential Life and Graduate Counseling Program. The Director of the Counseling Center is expected to provide direct counseling services to students in addition to administrative duties that include budget, strategic planning, supervision, professional development and committee work. The Counseling Center currently consists of two full-time counselors, a consulting psychiatrist and clerical support.

Requirements: Doctorate in Clinical or Counseling Psychology. Connecticut Licensure or eligibility for Connecticut Licensure. At least five years of University/College counseling experience. Certification in interpretation of Myers Briggs Type Indicator and Strong Interest Inventory is preferred.

Application Process: Submit cover letter, resume, and the names and phone numbers of three professional references to: Ms. Constance Wilds, Dean of Student Affairs. WCSU, 181 White St., Danbury, CT 06810. Deadline for applications is March 1, 2002. Starting Salary Range for the 12-month position is $62,405 to $78,000, depending on qualifications.

WCSU is an AA/EEO Educator/Employer.

Director of Multicultural Engineering

Hold primary responsibility for the recruitment and retention of students of color in the College of Engineering. In collaboration with the Assistant Dean for Engineering Enrollment (undergraduate student recruitment) and the Associate Director of the Graduate School, participate in travel, publication preparation, on-campus visits and special programs for prospective students. Serve as an advisor and resource for students enrolled in the College of Engineering; serve as the advisor to the Black Engineering Student Society and the Society of Hispanic Professional Engineers. Maintain contact with alumni; seek external support for the program. Undergraduate degree in engineering, math or science; Master's degree in education, counseling, math or science. Three to five years' experience in student recruitment or retention programs desirable. Excellent communication, presentation and planning skills.

Send resume to: Dean Richard Scranton, Northeastern University, 230 Snell, 360 Huntington Ave., Boston, MA 02115.

Northeastern is an Equal Opportunity/Affirmative Action, Title IX Employer.

Southeastern
OKLAHOMA STATE UNIVERSITY

John Massey Endowed Chair Management Information Systems

Southeastern Oklahoma State University invites applications and nominations for the position of John Massey Professor of Management Information Systems. The objective of the John Massey Endowed Chair in Management Information Systems is to initiate a quality undergraduate Management Information Systems program. The occupant of this chair will be expected to maintain excellence in management information systems instruction, research, and public service. The John Massey Professor will also play a major role in the MBA program.

Founded in 1909, Southeastern Oklahoma State University enrolls approximately 4,000 students in 50 undergraduate and 7 graduate degree programs. The campus is located in Durant, Oklahoma, 80 miles north of Dallas, Texas and 150 miles southeast of Oklahoma City.

The successful candidate for the position of John Massey Professor of Management Information Systems will possess the following qualifications:

- A doctorate in Information Systems or Management Information Systems with academic credentials and experience that merit appointment as a full professor with tenure in an Information Systems or Management Information Systems Department;
- Experience working collaboratively and effectively with students, faculty, administration, and members of the civic and business community;
- Familiarity with AACSB accreditation requirements;
- A scholar and strong advocate for academic excellence.

Salary will be commensurate with qualifications and experience. Position begins in August, 2002. To apply or to nominate a candidate, send a letter of application or nomination, resume, unofficial transcripts, and the names, addresses, phone numbers, and e-mail addresses (if available) of at least three references to:

Office of Human Resources
Southeastern Oklahoma State University
1405 N. 5th Avenue
Durant, OK 74701-0609

Review of applications will begin February 15, 2002, and will continue until the position is filled. Must be eligible to work in the United States.

SOSU is an AA/EEO employer committed to multicultural diversity.

www.sosu.edu

COUNSELOR

The Victoria College

Available 06-03-02. This is a full-time, tenure-track position responsible for all functions of the student counseling program, including recruitment, assessment, advising, educational and career planning, student tracking, orientation, counseling and support services. Master's Degree in counseling, psychology or related field preferred. Bachelor's degree required. Must have excellent interpersonal, written and oral communication skills, computer skills, sensitivity to diverse populations and ability to handle multiple tasks simultaneously. Knowledge of Carl D. Perkins Vocational-Technical Educational Act, ADA, and bilingual preferred. Screening of applications begins **04-12-02.** Visit www.vc.cc.tx.us/dept/us for application procedure, application form, and information about The Victoria College, Victoria, Texas. *Equal Opportunity Employer.*

UNIVERSITY OF MINNESOTA

The Department of Family Social Science at the University of Minnesota, seeks an assistant professor with responsibility for Extension scholarship with a special focus on families in transition, such as immigrant and refugee families, post-divorce, and unemployed or underemployed parent(s) for a 9-month, tenure-track position. A Ph.D. in Family Social Science, Family Education or related field is required by start date of August 26, 2002. Send a letter of application, curriculum vitae, recent publications, graduate transcripts, and the names, addresses and telephone numbers of three references to: **Steven Pearthree, Assistant to the Head (spearthr@che.umn.edu (612) 625-8771), Department of Family Social Science; University of Minnesota-College of Human Ecology; 290 McNeal Hall, 1985 Buford Avenue; St. Paul, MN 55108-6140.** Application review begins February 1, 2002, and will continue until the position is filled. Job description available at:

http://fsos.che.umn.edu/employment/asstprof-ext.html

The University of Minnesota is an equal opportunity employer.

ST. JOHN'S UNIVERSITY

THE COLLEGE OF PROFESSIONAL STUDIES

Tenure Track and Non-Tenure Track Positions

Division of Hotel, Restaurant, Sports, Travel and Tourism

Three Assistant/Associate Professors

Hospitality Management

The Division invites applications for two Assistant/Associate Professor positions in Hospitality Management. One position is tenure track and one position is a 3-year renewable contract. The candidates will teach courses on the undergraduate level and participate in curriculum development. Requirements for the tenure position include a doctorate in hospitality management or a related area and professional experience in the industry. Requirements for the 3-year renewable position include a Master's degree in hospitality management or related field and professional experience in the industry.

Sports Management

The Division invites candidates for a tenure track Assistant/Associate Professor position. Responsibilities including teaching courses on the undergraduate level and participating in curriculum development supporting a Master's degree (MPS) in sports management. Requirements include a doctorate in sports management or a related area and professional experience in the field.

Division of Criminal Justice and Legal Studies

Two Assistant Professors

Criminal Justice

The Division invites applications for a tenure-track Assistant Professor of Criminal Justice. The candidate will teach at both the undergraduate and graduate level of the criminal justice program. Requirements include a doctorate in criminal justice, public administration, or a related field. Applicants must demonstrate the potential for excellence in teaching and scholarly research and preference will be given to candidates who have held senior executive positions in law enforcement or corrections.

Legal Studies

The Division invites applications for a tenure track Assistant Professor of Legal Studies. Responsibilities include teaching courses on the undergraduate level in the American Bar Association approved legal studies program. The candidate for this position must be an attorney licensed to practice law in the State of New York and have appropriate and sufficient experience working with and/or supervising legal assistants in a law office environment.

Division of Computer Science, Mathematics and Science

Three Instructor/Assistant Professors

The Division invites applications for three Instructor/Assistant Professors of computer science, networking and telecommunications. Responsibilities include teaching a wide variety of programming, telecommunications and networking courses. The successful candidates for these tenure track and one-year positions should have a strong commitment to quality undergraduate teaching and professional growth. A Master's degree is required; a doctorate is preferred. Cisco or Microsoft certification is highly desirable.

Division of Communications, Journalism and Media Studies

One Assistant Professor

The Division invites applications for a tenure track Assistant Professor of Radio and Broadcast Journalism. The candidate will teach beginning, intermediate and advanced courses in radio and broadcast journalism, announcing, and other radio related courses. Ability to teach print journalism courses is desirable. Requirements for this tenure track position include a doctorate in the field, teaching and professional experience.

Review of applications, including applications already on file, will begin immediately and continue until positions are filled.

Send letter of application indicating position of interest, vitae and three letters of references to: Associate Dean Nancy McGeveran, College of Professional Studies, or email: mcgevern@stjohns.edu

UNIVERSITY LIBRARIES

Tenure Track Positions

Two Assistant Professors

Electronic Resources Librarian

The University Libraries invite applications for a tenure track position as Electronic Resources Librarian. Responsibilities include evaluation, acquisition, licensing and access procedures of electronic resources. The successful candidate will work collaboratively on other University digital initiatives, including customized applications to desktops and portable devices. Requirements include: ALA degree (or equivalent), successful similar experience and collaborative spirit. This position is subject to the availability of funds.

Electronic Resources Cataloger

The University Libraries invites applications for a tenure track position as Electronic Resources Cataloger. Responsibilities include developing cataloging procedures for electronic resources; advising on national trends, including metadata standards; resolving issues of access to electronic materials, and collaborating on digital initiatives; ALA degree (or equivalent), successful similar experience and collaborative spirit. This position is subject to the availability of funds.

Send letter of application, vitae and three letters of reference to: Theresa M. Maylone, Executive Director, Planning & Operations, St. John's University Libraries, or e-mail: maylonet@stjohns.edu

THE SCHOOL OF EDUCATION

Tenure Track Positions

The Department of Human Services and Counseling

One Assistant/Associate Professor

The Department invites applications for a tenure track position as Counselor Educator. The requirements for this position are an earned doctorate in counselor education preferably from a CACREP accredited institution. The candidate should have a professional identity with school counseling; experience as a school counselor; evidence of scholarly activity; supervisory skill/experience and a desire to work in a multicultural and immigrant population reflective of the residents of New York City. The expectation is that faculty advise students, teach specialization courses as well as core courses for students in school counseling, bilingual school counseling, rehabilitation counseling and student practice in higher education and to participate in the professional activity of the department. This position is subject to the availability of funds.

The Department of Administrative and Instructional Leadership

One Associate/Full Professor

The Department invites applications for a tenure track position with major responsibilities in the graduate/doctoral program at the rank of Associate, or Full Professor of Education. Responsibilities include teaching in a program focusing on school leadership and accountability involving such areas as educational policy analysis; qualitative, non-experimental design research methods; and multicultural and ethical issues in education. Candidates also need experience in supervision of the administrative internship; advising students; guiding doctoral dissertations and maintaining an active program of quality research. A supportive area, such as administration of special education, school or district-level administration or successful teaching/administrative experience is desirable. An earned doctorate degree in Educational Administration is required. This position is subject to the availability of funds.

Send letter of application reflecting qualification, vitae, and three letters of recommendation to: Colleen T. Fogarty, OP, Ph.D, Assistant Dean, The School of Education, Room 210, Marillac Hall, or email: fogartyc@stjohns.edu

8000 Utopia Parkway, Jamaica, NY 11439

Queens • Staten Island • Rome • Oakdale, Long Island • Manhattan

THE PETER J. TOBIN COLLEGE OF BUSINESS

Tenure Track Position

Department of Economics and Finance

One Assistant/Associate Professor

The Department invites applications for a tenure track position. The candidate will possess strong research capabilities as well as demonstrated high quality teaching performance. The rank of the position is open. At the Assistant Professor level, a Ph.D. in Finance from an AACSB International accredited business school or near completion and strong potential for quality research are expected. Applicants at the Associate Professor level must have a Ph.D. and excellent record of scholarly research activity. Primary teaching responsibilities are corporate finance, investments and derivative securities. The position will encompass research, undergraduate and graduate teaching and outreach to the business community. This position is subject to the availability of funds.

Send letter of application, vitae and three letters of reference to: Dr. Nejdet Delener, Associate Dean for Academic Affairs, or email: delenern@stjohns.edu

THE COLLEGE OF PHARMACY AND ALLIED HEALTH PROFESSIONS

Tenure Track Position

The Department of Pharmaceutical Sciences

One Assistant/Associate Professor

The Department invites applications for a tenure track position. Applicants must possess an earned Ph.D. or M.D. and postdoctoral experience in biomedical sciences. Responsibilities include teaching undergraduate courses in human pathology and pathophysiology, graduate courses in area of specialty, establishment of an active research program and mentoring graduate students. The department possesses excellent facilities and support service for research. Modern Instrumentation, AAALAC-accredited facility and tissue culture laboratories are available.

Send letter of application, vitae, statement of research interests, and three letters of reference to: Dr. Louis D. Trombetta, Professor and Chair, Department of Pharmaceutical Sciences, or e-mail: trombetl@stjohns.edu

ST. JOHN'S COLLEGE OF LIBERAL ARTS & SCIENCES

Tenure and Non-Tenure Track Positions

The Department of Biological Sciences

One Assistant Professor

The Department is inviting applications for a tenure track position. Applicants should have a strong background in research in molecular/cell biology with postdoctoral experience, and would be expected to teach an undergraduate course in immunology and to develop and maintain a strong funded research program in their area of expertise.

Send letter of application, vitae and three letters of reference to: Dr. Jay A. Zimmerman, Professor and Chair, Department of Biological Sciences, or email: zimmermj@stjohns.edu

The Department of Chemistry

One Assistant Professor

The Department invites applications for an Experimental Physical Chemist. The position is tenure track and requires a Ph.D. in physical chemistry or closely related discipline. The successful candidate will be expected to develop a vigorous, funded, research program with undergraduate and M.S. graduate students. Teaching duties will be undergraduate and graduate level physical chemistry lectures and laboratory sections. Additional teaching assignments will include general chemistry lecture and recitations. This position is subject to the availability of funds.

Send letter of application, vitae and three letters of recommendation to: Chair, Search Committee, Department of Chemistry, or email: sjcchem@stjohns.edu

The Department of History

One Assistant Professor

The Department invites applications for a tenure track position in Latin American History. In addition to teaching specialty and world courses at the undergraduate level, the successful applicant will be expected to teach graduate level courses in Latin American History in the M.A. program and Doctor of Arts program in Modern World History. Ability to teach courses in African American History and/or women's history would be advantageous. This position is subject to the availability of funds.

Send letter of application, vitae and three letters of recommendation to: Dr. Frank Ninkovich, Chair, Department of History, or email: ninkovif@stjohns.edu

The Department of Mathematics

One Assistant/Associate Professor

The Department invites applications for a tenure track position at the Assistant or Associate Professor rank in mathematics. Applicants should possess a Ph.D. in mathematics. A commitment to teaching and research is essential. This position is subject to the availability of funds.

Send letter of application, vitae and three letters of reference to: Search Committee, Department of Mathematics & Computer Science, or email: truinac@stjohns.edu

The Department of Psychology

One Position/Rank Open

The Department invites applications for a tenure track position. The position involves teaching undergraduate and graduate courses in basic statistics, and graduate courses in multivariate statistics and psychological measurement. The successful candidate will also be expected to provide consultation in support of the research activities of faculty and graduate students. Additional strength in another area of psychology (e.g., clinical, school, experimental) is desirable. Applicants should have a Ph.D. in psychology as well as strong commitments to research and to seek external funding.

Send letter of application, vitae and three letters of reference to: Dr. Raymond DiGiuseppe, Acting Chair, Department of Psychology, or email: digiuser@stjohns.edu

The Department of Speech, Communication Sciences, & Theatre

One Assistant Professor

The Department invites applications for the reopened tenure track position of Assistant Professor Speech-Language Pathology (CCC-SLP, NYS license eligible). Prefer specialty in children's language disorders or neurologically based speech disorders; to teach graduate and undergraduate courses; supervise graduate student research.

Send letter of application, vitae and three letters of reference to: Dr. Tina Jupiter, Chair, Search Committee, Department of Speech, Communication Sciences, & Theatre, or e-mail: jupitert@stjohns.edu

The Department of Theology and Religious Studies

One Assistant Professor

The Department invites applications for a tenure track position with a specialization in systematic theology. The Department is especially interested in candidates who combine research and teaching in Catholic systematic theology with expertise in contextual theologies (e.g., African American, Asian American, Hispanic American). Principal teaching responsibilities will be at the undergraduate level, especially in support of the Department's contribution to the University's core curriculum. Applicants are expected to have completed a doctorate and are expected to show promise in research toward scholarly publication.

Send letter of application, vitae, complete transcripts, three letters of reference, and a writing sample to: Office of the Chairperson, Department of Theology & Religious Studies, or e-mail: ruizj@stjohns.edu

St. John's University is an Equal Opportunity Employer and encourages applications from women and minorities.

8000 Utopia Parkway, Jamaica, NY 11439

Queens • Staten Island • Rome • Oakdale, Long Island • Manhattan

PARSONS SCHOOL OF DESIGN

Parsons School of Design, a division of New School University, seeks two new members of its senior academic leadership team.

Associate Dean, Academic Affairs

Will focus on the development, assessment, and strategic planning of Parsons' design curricula and will have responsibility for academic policy and procedure, curricular initiatives and assessment, oversight of faculty recruitment, development and evaluation. Successful candidate will have substantial experience in administration, curriculum development, teaching and a sophisticated understanding of contemporary design issues in both academic and professional contexts.

Chair, Liberal Studies Department

Provides leadership for program in liberal arts, art history, and design studies for undergraduate art and design students, as well as a masters program. Successful candidate will have a background in Design Studies, commitment to inter-disciplinary sensibilities, professional education, teaching excellence, and linking academic study to design education in the context of professional practice.

Review of applications commences February 1, 2002 and continues until the positions are filled. Apply to: Liberal Studies Chair or Associate Dean Search, Attn: Thuy Diep, Parsons School of Design, 66 Fifth Ave., New York, NY 10011. Parsons School of Design/New School University is committed to maintaining a diverse educational and creative community. AA/EOE.

New School University
Parsons School of Design

DESERT COMMUNITY COLLEGE DISTRICT

College of the Desert

1918

College of the Desert is located approximately 100 miles from Los Angeles and San Diego among the desert resort communities of the greater Palm Springs area. This premier location is characterized by the physical beauty of its mountains and deserts.

FACULTY POSITIONS

Health Physical Education Recreation/Football Coach
Ornamental Horticulture
Mathematics (2 Positions)
English (3 Positions)
Architecture
Theatre
Physics

Assignments begin August 2002

Application Deadline: Thursday, February 14, 2002

E-mail Address: humanresources@dccd.cc.ca.us. Wesite: desert.cc.ca.us. (Notice(s) and application forms) Telephone Number: (760) 773-2529. FAX # (760) 773-5877. TDD# (Hearing Impaired) (760) 776-0120. Written Inquiries Should Be Sent to: Office of Human Resources, College of the Desert, 43500 Monterey Ave., Palm Desert, CA 92260.

An Equal Opportunity Employer

Florida International University

College of Health & Urban Affairs
Director of Recruitment and Admissions

Florida International University (FIU), the college of Health and Urban Affairs, Office of the Dean, invites applications for the position of Director of Recruitment and Admissions. This is a senior administrative position. The College of Health and Urban Affairs is compromised of four schools: Health, Nursing, Policy and Management, and Social Work. The Director of Recruitment and Admissions is responsible for student recruitment for the College, application tracking, student retention, marketing strategies, publications and media planning.

Qualified candidates must have an earned Bachelor's degree, preferably a Master's degree, and should possess excellent written, verbal, and interpersonal skills. Candidates should have very strong, computer skills, including database management, Web presentation and communication. Candidates must have experience in admissions, student services or related field, including marketing, and the ability to work with diverse and international populations. *Florida International University is an Equal Opportunity and Affirmative Action institution. The University and College invite applications from women, minorities as well as other qualified applicants.* Applicants must submit a current resume, a letter of interest, salary history, and the names of three references. The closing date will be February 15, 2002. Please send materials to:

Marty Medina
Chair, Search Committee
College of Health and Urban Affairs, ECS-450
Florida International University
11200 SW 8th Street
Miami, Florida 33199

IRM College

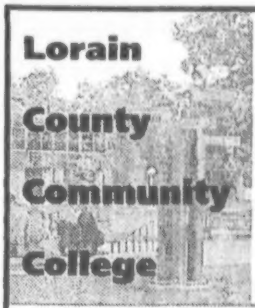
Immediate openings for faculty to teach and develop graduate-level courses in information technology policy, management, performance measurement, assurance, capital planning, and e-government transformation.

IRM College, the largest of four colleges of National Defense University, educates senior civilian and military leaders in information management for national security. The college supports a collaborative interdisciplinary environment and offers competitive salaries. For more information see: www.ndu.edu/irmc.

Successful candidates will have relevant professional experiences in academia, industry, or government. Full announcement: www.ndu.edu. Click on Employment Opportunities, then Professor of Systems Management.

For information contact: Ms. Chris Lyons at 202-685-2147.
E-mail applications to: lyonsc@ndu.edu.

INFORMATION RESOURCES MANAGEMENT COLLEGE
NATIONAL DEFENSE UNIVERSITY
Washington, DC
NDU is accredited by Middle States Association of Colleges and Schools.
NDU is an equal opportunity employer.



Lorain County Community College is a spacious, tree-filled campus located just 25 miles west of Cleveland in Elyria, Ohio. LCCC is a progressive, diverse educational environment that is considered a leader in higher education for the 21st Century. LCCC serves more than 8,000 credit students and 4,000 non-credit students per session. LCCC also is home to the University Partnership – the only one of its kind at an Ohio community college – where over 2,000 students are enrolled in eight of Ohio's leading universities offering bachelor's and master's degrees on its campus. LCCC serves a culturally diverse population and is committed to ensuring that excellence in learning and teaching remain its hallmark. Due to a dramatic increase in enrollment and a number of retirements, LCCC is accepting applications for the following faculty positions for the fall semester of 2002.

ALLIED HEALTH & NURSING

Associate Degree Nursing

Major responsibility for teaching nursing lecture, college laboratory and clinical, and assisting with curriculum development. Individuals must have an active license to practice in the state of Ohio or demonstrate eligibility.

Practical Nursing

Major responsibility for teaching Medical/Surgical nursing lectures, college laboratory and clinical, and assisting with curriculum development. Individuals must have an active license to practice in the state of Ohio or demonstrate eligibility.

Nurse Aide Training

Program coordinator/faculty responsible for teaching lecture and college laboratory sections and the administration of state approved Nurse Aid Training and Competency Evaluation Program (NATCEP). Individuals must have an active license to practice in the state of Ohio or demonstrate eligibility.

ARTS & HUMANITIES

Philosophy

Responsible for teaching a variety of basic Philosophy courses.

English/Humanities (2)

Responsible for teaching English Composition courses.

BUSINESS

Business Administration

Teaching in the area of Business Administration. Preference will be given to candidates with cross-disciplinary teaching ability.

ENGINEERING/TECHNOLOGY

Electronics

Electronics/Computer Maintenance and Networking

Ability to teach electronics/computer maintenance and networking courses with further interest in teaching a variety of courses including electrical circuits, digital electronics, electronic devices, computer diagnostics/repair and data communications.

Industrial Electricity/Electronics

Candidates will teach electrical/electronic courses offered for skilled trades training. Interested in teaching a variety of courses, including basic electricity and electronics, National Electrical Code, design and installation of electrical power systems, and motor systems and controls.

Distributed Learning

Applicant must have a broad knowledge in information technology and software development. Experience in the creation of multimedia course materials is especially desirable.

HEALTH, PHYSICAL EDUCATION & RECREATION

Lifetime Fitness

Fitness Center Coordinator

Coordinate all operations of the college fitness center including the recommendations for hiring, training and scheduling of all staff, facility and equipment supervision and maintenance. This position also serves as lead instructor for the Lifetime Fitness course.

Lorain County Community College

MATH/SCIENCE

Biology

Teach Anatomy and Physiology lecture and lab. Ability to teach courses in ecology, general biology, or nutrition is desirable.

Mathematics (2)

Teach math courses for liberal arts, business, science, mathematics, pre-professional and elementary education majors; technical mathematics; and statistics.

Physics

Teach general physics lecture and laboratory to allied health and engineering technology majors. Ability to teach astronomy, earth science, and/or physical science is desirable.

PROGRAMS FOR STUDENT SUCCESS

Developmental Education English/Writing

Teach writing to entering students in need of writing skills enhancement.

Developmental Education/Mathematics

Teach math to entering students in need of math skills enhancement.

SOCIAL SCIENCES/HUMAN SERVICES

Sociology

Major responsibility for teaching Introduction to Sociology as well as Sociology of the Family and, Race and Ethnic Relations. Interest and/or experience in designing and teaching Internet and multimedia courses is required.

Criminal Justice

Responsiblitiy for teaching a variety of criminal justice courses and taking a leadership role in academic programming for the Associate of Applied Science in Police Sciences, Corrections, and several certificate programs.

History

Academic preparation for teaching political science courses such as Contemporary World Problems, American National Government is preferred. Must be able to teach one or more areas of world history, e.g. Middle East, Latin America, China, Japan.

Political Science/Public Administration

Coordinate the Associate of Applied Science Degree in Public Administration and Training Opportunities for Program Staff (TOPS) in Human Services including the potential of non-credit and workforce training programs coordination.

Minimum requirement for all the above positions is appropriate Master's degree. College teaching experience with an earned Doctorate preferred. Salary commensurate with background and experience. Comprehensive fringe benefits package included.

Application closing date will be February 15, 2002. Applications should specify position(s) applying for and include a cover letter, resume, and the names, addresses and telephone numbers of three work-related references and should be mailed to:

Director of Human Resources
Lorain County Community College
1005 Abbe Road North
Elyria, Ohio 44035

An Affirmative Action/
Equal Opportunity Employer

Visit our web site at http://www.lorainccc.edu

WAYNE STATE UNIVERSITY

Tenure-Track Faculty Positions
2002-2003 Academic Year
Assistant/Associate/Full Professor

Elementary Education
(Teacher Education)
(Assistant/Assoc. Professor/Professor)
2 Tenure-Track Positions in Elementary Education

Qualifications: An earned doctorate with a major in Elementary Education or related field. Ability to conduct research in Elementary Education, publish and pursue grant funding opportunities. Urban Elementary Education teaching experience, K-12. University teaching experience preferred.

Responsibilities: Pursue an active research program in the area of Elementary Education. Procure grants. Teach undergraduate and graduate Elementary Education courses including in-service initiatives for practicing teachers. Supervise and direct grant essay projects, theses and dissertations. Advise undergraduate and graduate students in Elementary Education. Assume leadership for collaborative efforts with colleagues in the College, University, and professional community. Participate in Division, College and University academic and collaborative activities.

Salary and Rank for above: Commensurate with qualifications and experience.

Application Procedures: Applicants are asked to send a letter of application, a current vita, and a one or two-page summary of their research agenda; make arrangement for three original, recent letters of recommendation and official transcripts to be sent; and provide a list of additional references including addresses and phone numbers.

Submit applications and nominations to Search Committee Chairs c/o:

Office of the Dean
441 Education Building
College of Education
Wayne State University
Detroit, MI 48202-3489
Phone: (313) 577-8283 Fax: (313) 577-3606

Application Deadline: *Review of applications will begin immediately and continue until the positions are filled. Starting date: August 2002.*

The College of Education's theme is The Urban Educator as a Reflective, Innovative Professional, which guides and develops it programs. The College is characterized by its diversity and commitment to an urban mission and reflects the dynamic characteristics of urban life. One of 14 schools and colleges at Wayne State University, the College of Education currently enrolls about 1,000 undergraduates and more than 2,500 graduate (master's/education specialist/doctoral) students in approximately 34 different programs.

Wayne State University is a premier institution of higher education offering more than 350 academic programs through 14 schools and colleges to more than 31,000 students in metropolitan Detroit.

WSU is an equal opportunity/affirmative action employer.

WESTERN CONNECTICUT STATE UNIVERSITY
Music Department
Tenure-Track - Fall 2002 Faculty

WCSU is seeking applications for a tenure-track faculty appointment in the Music Department. The successful candidate will be responsible for coordinating the music education program while leading in the finalization and implementation of curricula. Teach classes in elementary and secondary methods. Supervise student teachers and student advising. Establish and maintain a working relationship with public school music educators. Other duties will depend on the candidates' qualifications and departmental needs.

Qualifications: Doctorate in music education required. A minimum of five years of public school teaching with college teaching experience preferred. A proven record of commitment to undergraduate teacher preparation. Demonstrated working knowledge and successful application of teaching vocal/general classroom music methodology such as Orff, Kodaly and/or Dalcroze. The position will be filled at either the Assistant Professor or Associate Professor rank. Rank and salary will be determined based on qualifications and relevant prior experience.

Application Process: Interested applicants should send a letter of application, curriculum vitae, graduate transcript, and at least three letters of recommendation to: Dr. Fernando Jiménez, Chair, Music Education Search Committee, WCSU, 181 White Street, Danbury, CT 06810. Review of materials will begin by February 22, 2002 and the search will remain open until filled.

WCSU is an AA/EEO Educator/Employer.

Illinois State University, Normal/Bloomington
Division of Student Affairs

Director, Office of Intercultural Programs and Services

The Division of Student Affairs at Illinois State University invites nominations and applications for the position of Director, Office of Intercultural Programs and Services.

Illinois State University is embarking on an ambitious and undergraduate student-centered long term plan to improve the quality of student life and the educational experience. The Plan identifies the University's Core Values: Individualized attention, Public opportunity, Active pursuit of learning, Diversity, and Creative response to change. The Plan may be found at **www.educatingillinois.ilstu.edu/.**

Community: The University is located in Normal, Illinois. Normal and Bloomington, Illinois comprise a major metropolitan area midway between Chicago and St. Louis. The twin cities are among the most dynamic and economically prosperous communities in Illinois.

Position: The Director provides strong leadership for the Office that is responsible for creating and sustaining a supportive campus environment for African, Latino, Asian, Native American, Women, and Gay, Lesbian, Bisexual and Transgender students. The Director is assisted by two professional staff, numerous graduate assistants and student employees. The person in this position also coordinates fiscal planning for the comprehensive activity program, including student organization support.

The Office supports a wide array of cultural, educational and social programs and manages a First Year Student Mentorship Program, in conjunction with the Minority Student Academic Center. The Division seeks a dynamic, creative and team-oriented individual with demonstrated abilities in coordinating programs with other University departments, assessment of programs and the environment, assisting in University retention efforts and cultivation of relationships with students, student organizations and alumni.

Qualifications/Salary: Applicants are required to possess at least a Master's Degree in College Student Personnel Administration, Educational Administration or related discipline. A minimum of two years' experience in student affairs or a related area is preferred. The successful candidate must possess outstanding interpersonal and management skills. The salary range is $50-60,000. The preferred start date is on or about July 1, 2002.

To assure full consideration, letters of nomination or candidate's letter of application, including a resume and five references should be sent by February 15, 2002 to: **Search Committee for Director, Office of Intercultural Programs and Services, Illinois State University, Campus Box 2700, Normal, IL 61790.**

Illinois State University is an equal opportunity/affirmative action university encouraging diversity

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Program in Science, Technology, and Society

Massachusetts Institute of Technology

FACULTY SEARCH

MIT's Program in Science, Technology, and Society invites applications for a tenure-track assistant professorship in the history and/or social study of biology and the life sciences. Candidates should be able to teach subjects of special interest to undergraduates majoring in biology, pre-med, and bio-engineering. Special consideration will be given those whose research focuses on science in colonial or post-colonial contexts. The candidate should also be able to address contemporary issues in the biological sciences.

Candidates should submit a letter of application, a complete resume, a brief description of research interests (2-3 pages), and three letters of recommendation to: **Debbie Meinbresse, Program in Science, Technology, and Society, Massachusetts Institute of Technology, E51-185, 77 Massachusetts Avenue, Cambridge, MA 02139-4307; Fax: (617) 258-8118; E-mail: meinbres@mit.edu. Applications should be received by February 15, 2002.**

MIT is an Equal Opportunity and Affirmative Action employer and strongly encourages applications from women and members of minority groups.

WAYNE STATE COLLEGE
NEBRASKA

TENURE-TRACK FACULTY POSITIONS

Wayne State College is a four-year, comprehensive public institution offering baccalaureate and graduate degrees. Located in Wayne, NE, a city of approximately 5,200 in northeast Nebraska, Wayne State enrolls approximately 3,600 students. The College is a focal point and catalyst in northeast Nebraska, not only for education, but also for community and economic development, the arts and cultural activity. Wayne State's vision is to be a regional and national model for strengthening rural communities through student learning, service, and leadership. All positions will be expected to contribute to the College's mission and goals for outstanding teaching and learning and regional service. Additional information about each position and Wayne State College can be found at **http://www.wsc.edu.**

Accounting: Assistant Professor position. MBA, MPA or MAcc and CPA required. Teaching or industry experience required. Must have ability to teach Introductory Finance and Financial/Managerial Accounting. Experience with distance learning technology desirable

Criminal Justice: Assistant Professor. Ph.D. required, preferably in Criminal Justice. Experience related to the field highly desirable. Teaching responsibilities will consist of 12 hours per semester, potentially including distance learning, in the general Criminal Justice curriculum and specifically in Professionalism and Ethics in Criminal Justice, Criminal Justice Management, and Issues in Law Enforcement. Evidence of effective teaching is desirable. Excellent communication and leadership skills, ability to work effectively with others, and experience related to diversity and instructional technology are needed. Scholarship related to the field, promotion of the program, advising students, and providing service to the campus, community and profession are expected.

Journalism: Assistant or Associate Professor, depending on qualifications and experience. Tenure track. Demonstrated teaching effectiveness. Earned doctorate preferred, ABD considered if doctorate is to be completed by 8/15/02 (Assistant Professor); earned doctorate and appropriate teaching experience required for rank of Associate Professor. The successful candidate will have a strong commitment to teaching and to working cooperatively with colleagues in the department and across campus. Course assignment will primarily consist of rotating course work for majors. Direct the *Wayne Stater*, the weekly college newspaper, supervise journalism internships, supervise cooperative education experiences for undergraduate students, and prepare students for intercollegiate competitions. It is expected that the candidate will hold membership appropriate professional organizations.

Music: The Department of Music is seeking a broadly prepared individual to teach applied voice and course work in elementary vocal music education. Assistant Professor. Earned doctorate, ABD considered if doctorate is to be completed by 8/15/02. Demonstrated competency of instruction in voice and vocal performance; demonstrated academic background suitable for a course assignment that includes elementary music education course work. Applied teaching experience required, classroom-teaching experience preferred. The successful candidate will have a strong commitment to teaching, to working cooperatively with colleagues in the department and across campus.

Broadcast Journalism (Radio): Assistant professor. Earned doctorate, ABD considered if doctorate is to be completed by 8/15/02. Demonstrated teaching effectiveness and appropriate level of professional experience. The successful candidate will have a strong commitment to teaching and to working cooperatively with colleagues in the department and across campus. Course assignment will be rotating, incorporating course work for majors as well as possible secondary teaching responsibilities in General Education courses. Courses will include broadcast writing, electronic media management, and digital audio production. The successful candidate will be responsible for supervision of a noncommercial, FCC licensed FM radio station, and for actively promoting the radio program throughout the region. It is expected that the successful candidate will hold membership in appropriate professional organizations.

School Administration: The School of Education and Counseling is seeking applications for an Assistant Professor. Candidates must possess a doctorate degree in educational administration or related field. Minimum three years K-12 teaching experience and experience as a school administrator, preferably in the role of school superintendent required. Excellent communication and leadership skills, ability to work effectively and cooperatively with others, demonstrated commitment to diversity and multicultural concerns, potential for scholarship, ability to work cooperatively with area schools, and expertise in the use of technology. Teaching responsibilities will be selected from the full range of school administration courses, the supervision of administrative practica, and some undergraduate teaching.

Sports Management: Full-time, Assistant Professor, tenure-track position in an NASSM approved program with 75 undergraduate and 25 graduate students. Wayne State emphasizes excellence in teaching and effective student learning. An earned doctorate in Sport Management, or closely related field with strong sport interest and work emphasis, is required. ABD or Master's may be considered. The successful candidate will teach 12 hours per semester, advise students, supervise practicum's, direct research projects, engage in scholarship related to the field, and provide college and community service. Successful teaching experience with exposure to instructional technology is desirable, as are membership and activity in professional organizations.

Theatre: Assistant Professor. Earned doctorate, ABD considered if doctorate is to be completed by 8/15/02. Demonstrated teaching effectiveness. The successful candidate will have a strong commitment to teaching and to working cooperatively with colleagues in the department and across campus. Course assignment will be rotating, incorporating course work for majors and in General Education courses. The successful candidate will be responsible for three-to-four college productions each year, and will be active in promoting the WSC theatre program to the surrounding region. Possible service component of the position may include coordination of a four-event campus-wide performing arts series.

REVIEW OF APPLICATIONS BEGIN: January 23, 2002, for all positions and will continue until filled. Starting date for all positions is August 26, 2002. Finalists will be required to provide official transcripts. Employment is contingent upon a background check and proof of eligibility to work in the United States. Salaries for each position are commensurate with experience, education, and teaching assignments.

APPLICATION: Send letter of application including references to position, interests, and objectives, a current curriculum vitae, copies of transcripts, a statement of teaching interests/philosophy and research, and the names, numbers, and addresses of four professional references to: **Dr. David Fuller, Vice President for Academic Affairs, Wayne State College, 1111 Main Street, Wayne, NE 68787.**

Wayne State College is an Equal Opportunity Employer.
Women and minorities are encouraged to apply.

Director, Administrative Records

University of California, San Diego

The Director will oversee and direct campus operations re: Chancellor's Correspondence, Signature Items and Filing Systems; Regents' Agenda Items; Presidential Items; Delegations of Authority; UCSD Policy and Procedure Manual; distribution of electronic notices & flyers and related electronic mailing lists; campus administrative organization charts; and campus Notaries functions. Will also administer policy and procedures pertaining to the campus Records Management Program and Information Practices Act. Responsible for the planning, development, implementation and maintenance of computerized systems for Administrative Records as well as for all aspects of the budget/personnel/payroll/inventory and purchasing functions including supervision.

Requires: skill in the area of personnel and supervision with proven managerial ability; ability to strategically plan and implement all aspects of AR's activities; knowledge of current Records Management systems and issues as well as of IPA legislation and requirements of privacy and public information regulations. Skill to manage AR's budget and resources is required.

For immediate consideration, please send your resume, referencing Job #25854, to: resume@ucsd.edu or UCSD Human Resources, 9500 Gilman Drive, La Jolla, CA 92093-0967. EEO/AAE.

University of California
San Diego

UCSD. Make an educated choice.

The
UNIVERSITY
of VERMONT

Vice President for Finance

The University of Vermont (UVM) seeks a senior finance executive to help shape its strategic direction and serve as lead manager of financial resources, ensuring finance operations and fiscal policy effectively support the daily and long range objectives. Reporting to the President, this highly visible position has tremendous potential for university-wide impact.

Located in Burlington, UVM is a comprehensive research university with nearly 7,500 undergraduate and 1,400 graduate students in eight colleges and schools, including a College of Medicine. The University reflects a unique blend of public land-grant mission and private college atmosphere with a hybrid financial structure.

The Vice President will work closely with a new President and Provost, senior leaders across the institution, and the Board of Trustees, guiding UVM through a period of transition. S/he will be responsible for a $320M budget and a finance team of 56 with three direct reports in Financial Analysis and Budgeting, Controller and Treasury Operations, Audit and related financial administrative services.

Ideal candidates will have ten years' progressively responsible financial management experience in an academic research setting or comparably complex environment, including: strategic resource planning and budgeting, accounting systems, financial analysis and presentation, cash management and control, investment management and strategy, capital planning and budgeting, direct/indirect cost allocation, and indirect cost recovery rate negotiation. Ability to identify and implement innovative approaches to resource management and strong communication, supervisory, and leadership skills essential. Advanced degree required; MBA and/or CPA strongly preferred.

To learn more, visit: www.uvm.edu. To apply, send resume with cover letter, in confidence, to: Sarah Herman, ISAACSON, MILLER, 334 Boylston Street, Boston, MA 02116; Fax: (617) 262-6509; e-mail: uvm-vpf.2400@imsearch.com Detailed position profile available. *Electronic submission of credentials encouraged.*

The University of Vermont is an Affirmative Action, Equal Opportunity Employer and encourages applications from women and minorities.

Long Beach Community College District, Long Beach, California has the following full-time faculty openings

JOB HOTLINE: (562) 938-4050
WEB: HTTP://WWW.LBCC.CC.CA.US
EMAIL: JOBS@LBCC.CC.CA.US

ACADEMIC - FULL-TIME TENURE TRACK	Deadline to Apply
Salary Range: $42,002.00 - $65,280.90	
Jewelry Metalsmithing & Applied Design Instructor	February 27, 2002
Child Development/ECE/Parent Eduction Instructor	February 27, 2002
English Composition Generalist (2 positions)	February 13, 2002
Environmental Scientist/Earth Science Instructor	February 13, 2002
ESL Generalist	February 20, 2002
ESL Composition Specialist	February 20, 2002
Mathematics Instructor	February 13, 2002
Registered Nursing Instructor	March 6, 2002
Psychology Instructor	February 27, 2002
Reading Instructor	February 20, 2002
Systems Librarian & Library Webmaster	February 27, 2002

ACADEMIC - FULL-TIME TENURE TRACK	Deadline to Apply
Salary Range: $46,747.91 - $72,657.31	
Counselor - EOP&S	March 13, 2002
Counselor - Emphasis on Orientations/Intervention Strategies	March 13, 2002
Transfer Services Coordinator	March 13, 2002

ACADEMIC - FULL-TIME TENURE TRACK	Deadline to Apply
Salary Range: $39,351.00 - $65,280.90	
Accounting Instructor	February 13, 2002
Administration of Justice Instructor	February 20, 2002
Auto Mechanics Instructor	March 6, 2002
Carpentry Instructor	March 6, 2002
Recording Engineering/Record Production Instructor	March 6, 2002
Vocational Nursing Instructor	March 6, 2002

Long Beach
City College

Long Beach Community College District
Academic Selection Committee
4901 E. Carson Street
Long Beach, CA 90808

Visit our web site for position announcement & application forms and information, or call the Job Hotline.

All materials requested in vacancy notice must be received no later than 4 p.m. on the deadline date. Submission of these materials is the applicant's responsibility. Long Beach Community College District is an EEO/AA Employer.

DEAN-GENERAL EDUCATION

BLACKHAWK
TECHNICAL COLLEGE

Blackhawk Technical College, one of sixteen 2 year colleges in the Wisconsin Technical College System, located in Janesville, WI in the heart of the Milwaukee-Chicago-Madison triangle of south central Wisconsin is seeking applicants for Dean of General Education. Our successful candidate will have the opportunity to provide personalized service to staff and students, act as a strategic partner and provide input on a broad range of institutional issues in a collaborative environment. Minimum Qualifications: Master's Degree in educational administration or a general education area and able to meet administrative certification requirements of the Wisconsin Technical College System.

For more information about this opportunity: Visit us on the Web at **www.blackhawktech.org**
Or contact us at
Blackhawk Technical College
6004 Prairie Road, P.O. Box 5009
Janesville, WI, 53547-5009 (608) 757-7775

Application review will begin February 25, 2002. Anticipated Start of June 2002.
Equal Opportunity, Access, Affirmative Action Employer and Educator

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West Chester University
of Pennsylvania

Director of Judicial Affairs and Community Development

West Chester University of Pennsylvania is currently seeking a dynamic professional to join the Division of Student Affairs as the Director of Judicial Affairs and Community Development.

The Director reports directly to the Dean of Students and is responsible for implementing, coordinating, and monitoring the Student Code of Conduct. Major Judicial Affairs responsibilities include training and evaluating Hearing Officers and Judicial Boards, overseeing the Appeals Process, and coordinating all disciplinary, administrative, and database functions. The Director also works collaboratively with faculty, staff, and students to develop community building educational programs, which are consistent with the institution's Values Statement. In addition, the Director will assist the Dean with office-wide responsibilities.

It is expected that this individual will have a minimum of three (3) years of professional experience in Judicial Affairs Administration. The preferred candidate will have previous experience in supervising Hearing Officers, selecting and training Judicial Boards, and overseeing the Appeals process. The successful candidate should have demonstrated experience in working collaboratively with faculty, professional, and student staff and leaders in community building activities and educational programming development on the college campus. Previous experience in Conflict Mediation is a plus. A Master's Degree in College Student Personnel Work or equivalent experience is required, along with strong oral and written communication skills, conflict resolution skills, and an ability to exercise sound judgment.

This position is available July 1, 2002. This position is classified as a SUA III, with an entry level salary of $39,140. West Chester University offers an excellent benefits package. Applicants must successfully complete the interview process to be considered as a finalist. Applicants must submit a letter of interest, resume and the names, addresses, and telephone numbers of three (3) references to: Human Resource Service, c/o DJACD Search, West Chester University, West Chester, PA 19383. Resumes can be emailed to search@wcupa.edu or faxed to 610-436-3464. Review of applications will begin in early March, and will continue until the position is filled. West Chester University is actively building a culturally diverse academic community, which fosters an inclusive environment and encourages a broad spectrum of candidates, including women, people of color, and people with disabilities to apply. For more information about the University and to see a more detailed description of the position, see our web site at http://www.wcupa.edu

New York University

DEAN OF THE LEONARD N. STERN SCHOOL OF BUSINESS

New York University invites applications and nominations for the position of Dean of the Leonard N. Stern School of Business. The Stern School of Business is dedicated to research contributions at the highest level as well as educating and training professionals to be outstanding business and finance leaders in the global economy.

The Dean is responsible for: academic leadership and strategic planning; fostering and enhancing internal and external linkages; management of personnel, finances and facilities; and curriculum development and program design. Currently 2,230 full and part-time students are enrolled in undergraduate studies and 3,150 full and part-time students are enrolled in programs leading to masters and doctoral degrees. Also offered are joint degree programs, international programs, and non-degree executive education.

The main campus is located on Washington Square Park in the Greenwich Village area of New York City. New York University is a private research university founded in 1831. The Dean is one of fourteen members of the President's Council of Deans and is expected to play an important role in University affairs and a leadership role in community affairs.

The ideal candidate must have: an earned doctorate in business administration or a master's degree in business and a doctorate in a related field; credentials and experience to warrant tenure including outstanding scholarship in the field and evidence of a strong commitment to teaching and research; experience in creating and sustaining programmatic innovations; a strong record of fund raising; and a requisite level of stature and distinction among the academic and professional communities.

Applications are requested by **February 11, 2002**. Send C.V. and cover letter to: **Nancy Nichols, Heidrick & Struggles, 245 Park Avenue, Suite 4300, New York, New York 10167-0152;** e-mail: **nnichols@heidrick.com;** or fax to: **212-370-9035.**

Excellence requires all points of view. New York University is an equal opportunity/education institution. Candidates of all backgrounds are encouraged to apply.

COMMUNITY COLLEGES OF SPOKANE

Community Colleges of Spokane invites applications for the following position:

Dean of Instruction for Adult Basic Education, Institute for Extended Learning.

Responsible for developing, updating and providing ABE programs and services throughout the six-county service district. As a member of the IEL administrative team, this position has administrative authority and overall responsibility for ABE's budgets, office management and success of ABE's programs and services. Master's degree in Education Admin or closely related field to ABE and three years in administration or equivalent exp & teaching in higher education. $74,800. Closes 2/13/02.

For position details, qualification requirements, and official application, contact **Human Resources Office, Community Colleges of Spokane, 501 N. Riverpoint Blvd, MS 1004, P.O. Box 6000, Spokane, WA 99217-6000 at (509) 434-5040, TTY (509) 434-5059** or access our Website at http://ccs.spokane.cc.wa.us.

AA/EOE

SUMMER 2002

Center For International Studies

BUENOS AIRES - ARGENTINA

Scholarship Program for Teachers, Counselors & School Administrators

Three weeks of intensive Spanish language study from **June 26** to **July 16, 2002**, at the Center for International Studies in Buenos Aires, Argentina.

Includes: round trip airfare, instruction, three meals a day and room accommodations.
From: $1,999.

For information, **Write or Fax** your request to:

Center for
International Studies
42-32 De Bruin Drive
P.O. Box 451
Fair Lawn, NJ 07410-0451

Tel.: (201) 794-0980
FAX: (201) 794-6019

Also visit our Website:

www.StudyAbroad-Cisisa.org

FRONT RANGE
COMMUNITY COLLEGE
Excellence and Diversity

FACULTY POSITIONS - FALL 2002

Front Range Community College (FRCC) is the largest community college in Colorado with campuses located in Boulder, Longmont, Fort Collins, and Westminster, Colorado. FRCC offers a wide variety of programs in the college transfer and occupation vocational area. FRCC has 18,000 plus student headcount attending on a yearly basis. The college is committed to the principles of equal employment opportunity and diversity. Minorities, persons with disabilities, and "non-traditional" applicants are strongly encouraged to apply.

ALL POSITIONS CLOSE AT 4:00 P.M. (M.S.T.) ON MARCH 15, 2002*

BOULDER COUNTY

- Art
- Biology
- Humanities
- Spanish
- Speech

WESTMINSTER CAMPUS

- Automotive Technology
- Computer Info Systems
- English/Speech
- Multimedia Technology

LARIMER CAMPUS (FORT COLLINS)

- Art
- Automotive Tech
- Economics
- Forestry/Wildlife
- Humanities/Women Studies
- HVAC
- Med-prep, secondary
- Nursing
- Spanish

To receive an application and a job announcement with specific details about the job you are applying for, visit the website at **http://frcc.cc.co.us/hr/jobs.html** or call **(303) 404-5325** for the **Westminster and Boulder County Campuses** positions or **(970) 226-2500 ext. 8522** for the **Larimer Campus** positions. EEO.

DEAN OF THE COLLEGE OF BUSINESS ADMINISTRATION

Rider University invites applications for the position of Dean of the College of Business Administration. The successful candidate will lead this historically central component of the University in the following areas: building upon and enhancing the faculty's substantial record of scholarship; guiding an accomplished teaching faculty in new directions such as instructional technology, leadership and interpersonal skills development, and global business; identifying and facilitating business partnerships, targeted fundraising, and related outreach efforts; and developing the experiential focus of the College's curricula into a sustained competitive advantage. The Dean reports to the Vice President for Academic Affairs and works in collaboration with the Deans of the other three colleges of the University.

With a heritage dating to 1865, Rider University maintains campuses in Lawrenceville and Princeton, NJ, locations rich in tradition, culture and beauty. The College of Business Administration, centrally housed in a modern, award-winning facility, is AACSB accredited (undergraduate, graduate and Accounting) with a unionized faculty of 65 teacher/scholars in eight academic departments, 1,261 undergraduate and 321 Masters students. Total enrollment at the University is 4,355 undergraduate and 1,150 graduate students. Programs of the College reflect a variety of educational approaches, including experiential learning and skill-building with an overall commitment to continuous improvement and quality enhancement.

A letter of application explaining how your qualifications fit the role described above, a vita and the names of three current references should be sent to **Dr. Phyllis Frakt, Provost, c/o Department of Human Resources, Rider University, 2083 Lawrenceville Road, Lawrenceville, NJ 08648.** Preference will be given to candidates with a doctoral degree in a business field, demonstrated success in academic administration, experience with the AACSB accreditation process, and a record of scholarship and professional development. Applications received by March 1, 2002, will be given priority. Rider University is an Equal Opportunity/Affirmative Action employer and does not discriminate in its hiring practices based upon non-job related criteria.

Rider University

Visit Rider on the Internet: www.rider.edu

Northeastern
UNIVERSITY

Boston, Massachusetts

DEAN, SCHOOL OF LAW

Northeastern University School of Law (NUSL) is a nationally recognized leader in public interest law, whose mission is to educate future lawyers to serve with distinction in both the public and private sectors. Founded in 1898, NUSL is committed to addressing the needs of students and of society. With its unique cooperative legal education (or co-op) program, NUSL provides students with the opportunity to combine learning from the practicing bar in a variety of settings throughout the United States and abroad, with the more traditional rigor of academic courses. Law students receive their JD in the traditional three-year period, but graduate with the equivalent of one full year of legal experience through four internships. The School has been highly successful in placing its graduates in a wide array of settings.

Because of its innovative approach to legal education, NUSL is extraordinarily attractive to talented students and faculty who choose to learn and work in a law school environment committed to social justice and to making learning a joint venture. The faculty is composed of an unusually diverse group of scholars and practitioners who are committed to a collegial atmosphere and to a philosophy of legal education in which students largely take control of their own legal education. The School offers clinical programs in Certiorari/Criminal Appeals, Criminal Advocacy, Domestic Violence, Poverty Law and Practice, and Prisoner's Rights and is home to the following institutes and research centers: Urban Law and Public Policy Institute, Domestic Violence Institute, Institute on Race and Justice, Tobacco Products Liability Project/Tobacco Control Resource Center. In addition, the first year curriculum contains a highly innovative course, "Law, Culture and Difference."

The Dean is the most visible representative of the School of Law within and outside the university, and as such, is primarily responsible for promoting its national and international reputation and for articulating NUSL's unique vision of legal education. The Dean is also the chief academic and administrative officer of the School. Reporting to the University's Provost and Senior Vice President for Academic Affairs, the Dean is responsible for long range planning, academic leadership, curricula, budgets, and personnel matters.

The successful candidate must possess a JD or equivalent law degree and an outstanding record of research, experience practicing and/or teaching law, and scholarship appropriate for appointment at the rank of Professor with tenure in the School of Law. The candidate should be an intellectual leader and also have an established record of substantial administrative experience. Candidates should have strong interpersonal and communication skills and a commitment to the cooperative education program of the School of Law as well as the ability to attract external support for it. Finally, the successful candidate must have an understanding of and a commitment to diverse faculty, administrative and student populations, and the goals of a large, private university with a public mission in an urban setting. Salary and benefits are highly competitive and commensurate with qualifications.

Northeastern University is a major, private, urban university founded in 1898, known for its professional education, liberal arts and sciences and cooperative education program. Located in Boston, the university enrolls approximately 19,000 full and part-time undergraduate and 4,500 graduate and professional students, including 585 law students. Long recognized as a world leader in innovative education through its cooperative education plan, Northeastern University offers a variety of curricula through seven undergraduate colleges, nine professional schools, a significant part-time undergraduate division, and a number of continuing and special education programs and institutes.

Full consideration will be given to applications received by February 1, 2002. Appointment is expected to be effective on or before July 1, 2002. Please submit nominations and expressions of interest, in confidence, to:

Dean, School of Law
Northeastern University
c/o EDUCATIONAL MANAGEMENT NETWORK/WITT/KIEFFER
98 Old South Road
Nantucket, MA 02554
Questions concerning this search may be directed to
Gary J. Posner at 615-665-3388 or Lucy A. Leske at 508-228-6700
or via e-mail at northeasternlaw@emnemn.com

Northeastern University is an Affirmative Action/Title IX/Equal Opportunity Employer. Women and minorities are encouraged to apply.

Educational Management Network/Witt/Kieffer

Case Western Reserve University

Mandel School of Applied Social Sciences

Faculty Position

The Mandel School of Applied Social Sciences at Case Western Reserve University invites applications for two tenure-track faculty positions. One position calls for expertise in clinical practice in mental health. Teaching responsibilities for this position include mental health practice with adults and/or children, advanced development, and psychopathology. Expertise in community development is preferred for the second position, but competence in mental health, child and family services, aging, health, or substance abuse will also be considered.

Applicants must have a master's degree in social work with substantial post-masters experience, and an earned doctorate in social work or a related field. Successful candidates will have the capacity to conduct a program of research and scholarship that will lead to tenure. Appointment may be made at the rank of assistant or associate professor. Minorities and people of color are particularly encouraged to apply.

The Mandel School of Applied Social Sciences enrolls approximately 300 Master's degree students in social work, and 70 Ph.D. students in social welfare. Using an innovative curriculum and assessment approach, the Master's program helps students develop the abilities they need for innovative, interdisciplinary, community-based practice. The School maintains strong ties with the practice community and has externally funded research and training programs in mental health and substance abuse. The School is also home to the Ohio Substance Abuse and Mental Illness Coordinating Center of Excellence and the Center on Urban Poverty and Social Change.

Applications should include: (1) a letter describing the applicant's teaching and research interests, (2) a curriculum vitae, (3) names of three references, and (4) samples of written work. Send applications to:

Wallace J. Gingerich
Chair, Faculty Search Committee
Mandel School of Applied Social Sciences
Case Western Reserve University
10900 Euclid Avenue
Cleveland, OH 44106-7164

CWRU

Case Western Reserve University is an Equal Opportunity/Affirmative Action Employer.

WESTERN CONNECTICUT STATE UNIVERSITY

Physical Education Department
Tenure-Track
Fall 2002 Faculty

WCSU is seeking a tenure track Assistant Professor candidate for the Department of Physical Education within the School of Professional Studies.

Responsibilities include: Teaching undergraduate courses in exercise physiology and fitness for life including associated fitness exercise and activities programs for students; design, development and implementation of an undergraduate curriculum in wellness management; developing and coordinating eventual, campus-wide wellness activities with the Office of Student Services; advising students and serving on University committees. Rank and salary will be determined based on prior university teaching and other relevant experience.

Qualifications: An earned doctorate in Exercise Science, Health Fitness and Promotion or an associated field, prior university teaching experience and certification as a health fitness instructor is preferred. Preference given to candidates who demonstrate a background in gerontology, health fitness and wellness activities, interdisciplinary curricula collaboration, instructional technology, and involvement in community outreach activities, external funding and research.

Application Process: Review of materials will begin immediately and will continue until the position is filled. Anticipated starting date of the appointment is September 1, 2002. Interested applicants should send a letter of interest, current vitae, undergraduate and graduate transcripts, evidence of scholarship and research, and, three letters of recommendation to: Mrs. Phyllis Cooper, Chair of Faculty Search Committee, Physical Education Department, School of Professional Studies, WCSU, 181 White Street, Danbury, CT 06810. Applications must be received by March 15, 2002.

WCSU is an AA/EEO Educator/Employer.

DEAN OF INSTRUCTION

Nassau Community College, the largest of 30 community colleges in SUNY (State University of New York) system is a comprehensive community college that serves an increasingly diverse population of 22,000 credit students. It is located in Nassau County, Long Island, approximately 25 miles from New York City. The college offers 52 degree and 14 certificate programs in liberal arts and career areas and employs 537 full-time classroom faculty and a comparable number of part-time faculty. **Applications and nominations are invited for this academic leadership position. Applicants are invited to visit our website at www.ncc.edu.**

RESPONSIBILITIES:

The Dean of Instruction reports to the Vice President for Academic Affairs. Responsibilities include: overseeing the operations (budgeting, hiring, scheduling, curriculum and program development, program and personnel evaluations) of 30 academic departments; implementing educational policies and programs, fulfilling the terms of the collective bargaining agreements in the academic areas; providing effective and creative leadership for faculty, department chairs, and administrative staff.

QUALIFICATIONS:

- An earned doctorate;
- A minimum of 5 years experience as an academic administrator in a higher education setting, which may include service as department chair;
- Extensive experience with both liberal arts and career curricula;
- Demonstrated leadership in the development of academic programs;
- Thorough knowledge of budgeting for academic purposes;
- Experience with strategic planning, outcomes assessment, and accreditation evaluations;
- Experience in a collective bargaining environment;
- Experience with campus, community and governmental partnerships;
- Sensitivity to the issues of a multicultural environment and achievements germane to campus diversity;
- Leaderhsip that encompasses approachability, accessibility, compassion and understanding in a complex operation.

The applicant should be prepared to address the specific qualifications listed.
The salary range for this position is $95,000-$110,000 annually, plus excellent benefits.
Consideration of finalists may include campus visitations.

A letter of application with a detailed resume or curriculum vitae and three references should be postmarked and mailed no later than February 11, 2002 to:

MR. HAROLD BELLINGER
Assistant to the President for Affirmative Action and Diversity
NASSAU COMMUNITY COLLEGE
ONE EDUCATION DRIVE
GARDEN CITY, NEW YORK 11530-6793

Women/Minorities/Veterans/Physically Challenged/Persons with Disabilities Strongly Encouraged to Apply. Affirmative action/equal opportunity employer.

University of California, Irvine
Department of Education

Chair, Department of Education

A Leader Prepared to Re-Conceptualize the University's Role In Advancing K-12 Education in a Changing Economy and Society

The University of California, Irvine (UCI) seeks a distinguished scholar to serve as Chair of the Department of Education. The University of California (UC) has made a significant commitment to increasing the scope and size of its K-12 education programs. In planning for the growth and development of its programs in education, UCI aims to recruit a leader who can create meaningful connections between the preparation of K-12 educators and other academic disciplines and can foster cross-disciplinary scholarship concerning education and its social contexts. The campus seeks an individual who is committed to providing leadership in the areas below and to formulating new campus initiatives in education responsive to a changing economy and society. The Chair reports to UCI's Office of the Executive Vice Chancellor.

Recruiting and Preparing Outstanding Teachers. UCI's Department of Education currently has one of the largest teacher preparation programs within the UC system.

Preparing Educational Leaders for the 21st Century. The Department's joint Ed.D. program with UCLA is aimed at preparing outstanding educational leaders.

Advancing Research and Inquiry in Education. The scholarship of the Department's faculty is in multiple areas, including: learning and assessment; educational policy and its social contexts; information and communications technologies in education; and teacher education and development.

A Chair is sought who can contribute to a vision of new directions for the University in improving K-12 education and to the Department's distinctive commitment to building programs that integrate its missions of research, professional education and contributions to K-12 schooling. Qualifications for the position include:

- An earned doctorate in a field relating to education, with the potential for appointment in both education and another academic discipline on the campus
- A record of excellence in research and teaching that merits appointment as a full professor
- Proven leadership and administrative experience in university and professional settings
- Expertise related to achieving interdisciplinary connections between education and related fields of study, to effective collaborations for bringing about improvements in public schools, and to strategies for better addressing the needs of students from diverse cultural backgrounds.

Send letter of application, curriculum vitae, at least three recent publications, and names of three professional references to:

Rodolfo D. Torres
Chair, Department of Education
University of California, Irvine
2001 Berkeley Place
Irvine, CA. 92697-5500
http://www.gse.uci.edu/

Applications will be considered beginning in **February 2002** and until the position is filled.

The University of California is an equal opportunity employer committed to excellence through diversity.

UNIVERSITY of WISCONSIN
UW MILWAUKEE

Position: Open Rank, Bilingual Special Education #2143

Special Education/Bilingual Education: The University of Wisconsin-Milwaukee seeks a Professor in Bilingual Special Education beginning **August, 2002.** This is a full-time, tenure track position in a major urban research university. The level of appointment will be determined based on the qualifications of the selected candidate. This individual would work collaboratively with teacher education faculty to develop curriculum components that focus on bilingual special education. The successful candidate will have evidence of a well-articulated research agenda in the area of bilingual special education. Minimal qualifications for this position include: Earned doctorate in special education or related field; at least three years teaching experience in K-12 special education or related area, and experience educating students from culturally and linguistically diverse backgrounds (a focus on Spanish-speaking students preferred); and a record of scholarship appropriate to rank. Applications must be postmarked by **February 15, 2002.** Please send a cover letter (specify the rank for which you are applying), vita, and a sample of written work. If applying at the Assistant Professor level, please include transcripts and three letters of recommendations. Apply to: **Dr. Amy Otis-Wilborn, Search Committee Chair; Department of Exceptional Education ; University of Wisconsin-Milwaukee; P.O. Box 413; Milwaukee, Wisconsin 53201; Fax (414) 229-5500;** email amyo@uwm.edu. Visit our website at http://www.uwm.edu/SOE. *UW-Milwaukee is an Equal Opportunity Employer committed to a diverse faculty.*

HIGHLINE
COMMUNITY COLLEGE

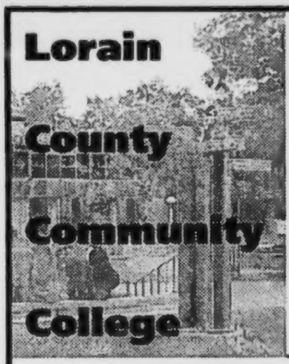
Des Moines, Washington

Highline Community College, located in Des Moines, Washington is accepting applications for the following full time, tenure track positions for the 2002-03 academic year:

Manufacturing Engineering
Engineering Drafting & Design
Speech
Education
ESL
Business
Accounting
Chemistry
Nursing
Mathematics
Mathematics (Developmental Emphasis)
Writing & American Ethnic Literature

These positions are subject to budget approval. To ensure full review of your application, materials should be received by 5:00 pm February 12, 2002.

For a detailed job description and application materials please call **(206) 870-3751**, email **personnel@hcc.ctc.edu**, or write to **Human Resources, PO Box 98000, Des Moines, WA 98198-9800.** *Highline is an Affirmative Action employer and seeks applicants with diverse backgrounds who can contribute to the College's diversity, multicultural understanding and student success.*



Lorain County Community College, a comprehensive two-year institution located 25 miles west of Cleveland in Elyria, Ohio. LCCC serves more than 8,000 credit students and 4,000 non-credit students per session. LCCC also is home to the University Partnership – the only one of its kind at an Ohio community college – where over 2,000 students are enrolled in eight of Ohio's leading universities offering bachelor's and master's degrees on its campus. LCCC serves a culturally diverse population and is committed to ensuring that excellence in learning and teaching remain its hallmark. ***LCCC invites applications from qualified professionals for the following two positions.***

DIVISION OF PROGRAMS FOR STUDENT SUCCESS

Director

Having direct line responsibility to the Vice President for Academic Affairs and Students Services, the Director provides leadership for credit programs in Developmental Education that includes courses in Mathematics, Reading, Writing, and English as a Second Language. The Director is also responsible for the Office for Special Needs that provides services for students with disabilities and is responsible for the Individualized Learning Support Center whose services include Tutoring and the Testing Center. The Division Director should understand the needs of at-risk students and be committed to the development of all students to their fullest potential. Some knowledge of computing technology is desirable as well as familiarity with the use of technology in the learning environment.

QUALIFICATIONS: An appropriate Master's degree, college teaching experience, and demonstrated academic administrative leadership required; and earned Doctorate preferred.

The starting salary range for the Director position is $57,638.00 - $72,048.00 for a twelve-month contract. The salary is enhanced by a comprehensive fringe benefits package. Successful candidates will posses a commitment to serving a culturally diverse student population. Lorain county Community College is committed to promoting a culturally diverse environment.

BUSINESS DIVISION

Director

Having direct line responsibility to the Vice President for Academic Affairs and Student Services, the Director provides leadership for credit programs in Accounting, Administrative Office Information Systems, Banking & Finance, Business Administration, Computer Information Systems, Tourism and Workplace Relations as well as non-credit programs and service activities related to business and industry. The Division Director should understand the needs of business and industry on both a local and state level and be familiar with computer information technology programs, issues and trends. Some knowledge of distance learning is desirable. Commitment to student service and quality is essential.

QUALIFICATIONS: An appropriate Master's degree, college teaching experience, and demonstrated academic or corporate administrative leadership required; and earned Doctorate preferred.

The starting salary range for the Director is $57,638.00 - $72,048.00 for a twelve-month contract. The salary is enhanced by a comprehensive fringe benefits package. Successful candidates will possess a commitment to serving a culturally diverse student population. Lorain County Community College is committed to promoting a culturally diverse environment.

Applicants should submit a cover letter highlighting relevant experience, a comprehensive resume and the names, addresses and telephone numbers of three work-related references. Additional documentation, including a professional statement and a Lorain County Community College application will be required after receipt of the initial materials. Incomplete files will not be considered. Official transcripts are required prior to employment. Forward all materials to:

Director of Human Resources
Lorain County Community College
1005 North Abbe Road
Elyria, Ohio 44035
An Affirmative Action/
Equal Opportunity Employer
Visit our web site at http://www.lorainccc.edu

Lorain County Community College

Chabot-Las Positas Community College District

Faculty Openings 2002 - 2003 • Full-Time, First Year Contract, Tenure Track
Application Deadline March 4, 2002

Chabot College, Hayward, CA

Biology (#2FSM52)
Business (#2FBU22)
Computer Science (#2FSM50)
English (#2FLA38)
* Fire Science (#2FTE02)
* Health Information Technology (#2FHS24)
Humanities (#2FHU21)
* Machine Tool (#2FTE16)
Mathematics (#2FSM51)
Music (#2FHU22)
Physical Education/Head Men's Basketball Coach (#2FPE18)
Nursing (#2FHS23)

Las Positas College, Livermore, CA

* Administration of Justice (#3FSS12)
Art (Visual Communications) (#3FHU10)
Chemistry (#3FSM04)
* Computer Information Systems (#3FBU12)
* Electronics Technology (#3FTE07)
English (#3FLA19)
English as Second Language (#3FLA17)
Mass Communications (Journalism)/English (#3FLA18)
Mathematics (#3FSM23)

Temporary Leave Replacement Openings, Academic Year 2002-2003
Application Deadline March 4, 2002

Chabot College, Hayward, CA

English (#2LLA13/19)

Las Positas College, Livermore, CA

Counselor (#3YCG02)
Humanities (#3FHU02)

Begin Date: August 12, 2002

Qualifications: A Master's degree in the field or a related field is generally required. *Associate's/Bachelor's degree in the subject area with teaching and recent related work experience.

Salary: The initial salary placement range is $37,896 - $58,356/yr, depending on education and experience with excellent benefits.

For an official application packet: Call our 24 hour job line (925) 485-5200 or e-mail: hr@clpccd.cc.ca.us (be sure to include the title and job code of the position(s) and your complete mailing address). For a complete job description visit our web site: http://www.clpccd.org

***Chabot College and Las Positas College** are two-year public community colleges for adults of all ages. The colleges have been created by the citizens of the Chabot-Las Positas Community College District to provide opportunities for them and their children to achieve a richer and more effective life through education; to channel talents and energies in the pursuit of higher education and marketable job skills; and to undergo retraining or pursue specialized skills and interests. EOE*

Human Resources • CLPCCD • 7011 Koll Center Parkway, Suite 200 • Pleasanton • California • 94566

California State University, Bakersfield
School of Education
Announcement of Openings

Located 110 miles north of Los Angeles in the southern San Joaquin Valley, Bakersfield offers all the amenities of modern city life without the disadvantages. New housing is the best in the state for value and availability; excellent lifestyle for families; stress-free driving; convenient airport. The School of Education at CSUB, a Hispanic-serving institution, is WASC, NCATE and CCTC accredited. We seek to create an inclusive, progressive, and democratic teaching and learning environment. Faculty with a sincere commitment to public education and improving educational opportunities for diverse learners are invited to apply for tenure-track positions.

Tenure-Track Faculty Positions, 2002/2003

Teacher Education Department:

- **Assistant Professor**
  Elementary Education: Reading Literacy
- **Assistant Professor**
  Elementary Education: Science Education
- **Assistant/Associate Professor**
  Elementary Mathematics
- **Open Rank**
  Secondary Education: Reading (ELD)
- **Assistant/Associate Professor**
  Special Education (Mild/Moderate Disabilities, K-12 with special emphasis on transition curriculum innovations)

Positions are open until filled. Applicants should send a letter of interest, current vita, placement file or graduate coursework transcripts, and three letters of recommendation to:

Dr. Sheryl L. Santos, Dean
School of Education
California State University, Bakersfield
9001 Stockdale Highway
Bakersfield, CA 93311-1099

Internet Address: http://www.csubak.edu

CSUB fosters and appreciates ethnic and cultural diversity among its faculty and students and is committed to increasing the diversity of its faculty to reflect the diversity of the campus community. Applications from women, ethnic minorities, veterans, and individuals with disabilities are welcome.

CAL STATE
FULLERTON

Executive Director of the Student Health and Counseling Center

California State University, Fullerton is searching for an energetic, dynamic, and visionary person to serve as the Executive Director of the Student Health and Counseling Center. The Executive Director is a key member of the leadership team in the Division of Student Affairs, reporting to the Associate Vice President for Student Affairs. Responsibilities include: long range planning that complements the Missions and Goals of the University; budget and personnel oversight; leadership in the area of health education; responsibility for evaluation, assessment and accreditation matters; and providing direction in the development of Student Health and Counseling Center policy and procedures. An advanced degree in a related field including public health, psychology, business administration, or higher education administration is required. The successful candidate will have experience in staff supervision and budget management. Significant experience in upper level management of a student health care center or counseling center on a college campus is preferred. Ability to work cooperatively with students, faculty, staff and the public and excellent verbal and written communication skills are essential. Visit Cal State Fullerton's website for the full position description and application procedures: **www.fullerton.edu/** or call **(714) 278-2591**

Cal State Fullerton is an Affirmative Action/Equal Opportunity/Title IX/ADA Employer.
Women and Minorities are encouraged to apply.

THE RICHARD STOCKTON COLLEGE OF NEW JERSEY

NEW MEDIA STUDIES, full-time, tenure-track Assistant Professor ($40,340-$46,392) beginning September 1, 2002. Salary may be higher depending on qualifications, experience and increases in appropriately established compensation plan. Teach full range of undergraduate courses in Multimedia/New Media Studies, introductory through advanced seminars and contemporary literary textualities. Develop a new multimedia track in the Literature Program. Supervise independent studies, advise students, teach courses in General Studies curriculum. Teaching load is 24 semester hours, typically six four-hour courses per year. See website: **http://caxton.stockton.edu/mediawriting.** Ph.D./A.B.D. in Literature or Multimedia Studies or MFA in Multimedia Studies; college-level teaching experience preferred. Preference will be given to individual with teaching background in Literature and Multimedia. Screening will begin March 1, 2002, and continue until position is filled. Send letter of application with teaching philosophy, CV and three reference letters to:

Kenneth Dollarhide
Dean Arts and Humanities
Richard Stockton College of New Jersey
AA51, PO Box 195
Pomona, NJ 08240-0195

Stockton is an AA/EOE.
Women and minorities are encouraged to apply.
R022979

YORK COLLEGE
City University of New York

ANTICIPATED FALL 2002 TENURE TRACK OPENINGS
(Subject to Financial Ability)

ENGLISH: Assistant Professor, Literature/Writing

Teach a broad range of courses in British literature, as well as introduction to literature and freshman writing, and carry out research and scholarship in an area of British literature. Advise students, assist with curriculum development, participate in departmental and college committees, and other activities appropriate to rank. The successful candidate will demonstrate a strong commitment to undergraduate teaching and research and have experience as an instructor of both literature and writing. Doctorate required.
CODE: ENG

FOREIGN LANGUAGES, ESL AND HUMANITIES: Assistant Professor, Spanish

Teach Spanish language courses at all undergraduate levels with special emphasis on Spanish language arts and Spanish linguistics; preference given to candidates with demonstrated expertise in second language acquisition and/or methodologies. Teach all levels of Spanish to heritage and non-heritage speakers, develop curriculum that integrates technology into language courses, supervise multiple sections of beginning and intermediate Spanish, and teach methods courses for secondary Spanish education students. Advise students, assist with curriculum development, participate in departmental and college committees, and carry out research and other activities appropriate to rank. Ph.D. in Hispanic Studies, Spanish or Spanish Linguistics required. **CODE: SPAN**

HEALTH SCIENCES: Assistant Professor, Nursing

Teach undergraduate courses in Maternal Child (Pediatrics) Health Nursing and other related courses in the baccalaureate program for RNs. Conduct classroom and clinical instruction. Experience in community health nursing (MCH) preferred. In addition to teaching and research/scholarship, faculty required to advise students, assist with curriculum development, participate in departmental and college committees, and other faculty functions including grant writing. Masters degree in nursing, licensure as a Registered Nurse, and appropriate specialized experience required; doctorate in Nursing or related field preferred. Teaching experience in maternal child health and curriculum development preferred. **CODE: NURS**

HEALTH SCIENCES: Assistant/Associate Professor, Occupational Therapy-Physical Disabilities

Teach undergraduate and graduate courses in occupational therapy, physical disability assessment and treatment. Advise students, participate in curricular development, conduct research, and serve on departmental and college committees. Masters degree in occupational therapy or BA/BS in occupational therapy with a master's degree in a related field, 3-5 years clinical practice, and eligibility for licensure in New York required. Earned doctorate or candidacy preferred. **CODE: OTPD**

NATURAL SCIENCES: Assistant Professor, Chemistry

Teach undergraduate courses in organic or inorganic chemistry, biochemistry and advanced electives. Advise students, assist with curriculum development participate in departmental and college committees, and other activities appropriate to rank. Candidates must demonstrate interest in undergraduate teaching and the capability of maintaining an active research program supported by external funding. PhD in organic, inorganic or biochemistry and post-doctoral research required. **CODE: CHEM**

TEACHER EDUCATION: Assistant Professor

Specialists in the fields of Elementary Education, Literacy, and field/student teaching supervision are encouraged to apply. Candidates must demonstrate knowledge/ understanding of the complexity of public urban education, have experience working with diverse populations in a public school and/or college setting and demonstrate a commitment to working collaboratively with faculty in the liberal arts and sciences and with public school teachers. Will also be expected to advise students, assist with curriculum development, participate in departmental and college committees, and carry out research and other activities appropriate to rank. Doctorate in an appropriate area, record of scholarship, and a minimum of 3-5 years college teaching experience are required.
CODE: TE

INSTRUCTOR/ASSISTANT PROFESSOR CIRCULATION/RESERVE LIBRARIAN

Responsible for direct service to Library users including providing instruction on the Library and material usage, responding to reference requests, administrating the automated circulation/reserve section, aiding in the selection of materials, conducting Library classes, serving the College and University on various committees, and amplifying the knowledge and image of the College and profession through internal and external publications. Some evening and/or Saturday assignments may be required. For appointment as Instructor: accredited MLS required. For appointment as Assistant Professor: accredited MLS and second subject master's degree required. Experience as an academic reference librarian with knowledge of electronic resources and supervising staff and an automated circulation/reserve system preferred. **CODE: RL (Closing date for this position is 2/27/02).**

Salary: Commensurate with rank, experience and salary history as follows: Instructor: $29,997 - $48,284; Assistant Professor: $32,703 - $57,049; Associate Professor: $42,616 - $68,174

To apply, send cover letter with CV and the names, addresses and telephone numbers of three (3) references by 2/15/02 to: **CODE: (Indicate code reference)Ms. Kimberly Smith, Office of Faculty and Staff Relations, York College/CUNY, 94-20 Guy R. Brewer Blvd., Jamaica, NY 11451, Fax: 718-262-2717.**

Director of Diversity and Equity and Assistant to Chancellor

Indiana University Northwest

Applications are being accepted for a position for responsibilities with the affirmative action/equal opportunity program, investigating and resolving complaints, recruiting faculty more reflective of demographics of campus, providing leadership for programs advancing understanding of how diversity ensures academic excellence, and to serve as a resource person to the Chancellor for special projects. For full description and criteria, please visit our website at:

http://www.iun.edu/~jobsnw

Indiana University Northwest is an Affirmative Action/ Equal Opportunity Employer and actively seeks the candidacy of minorities, women and the disabled.

THE COLLEGE OF
WOOSTER
1189 Beall Avenue
Wooster, OH 44691-2363

Fall Semester
Visiting Position

Physics

See full description at:
http://www.wooster.edu/oncampus/empopp.html.
Choose "Job Postings from the
Five Colleges of Ohio" to locate the
description or call or e-mail Linda Farmer
330-263-2133 or **lfarmer@wooster.edu.**

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R·I·T
Rochester Institute of Technology

Faculty Positions, RIT Chemistry

The Chemistry Department at the Rochester Institute of Technology invites applications for tenure track assistant professorships to begin Sept., 2002. Candidates with research interests in any appropriate area related to materials science, and/or biochemistry, and/or environmental chemistry. The candidate must have a PhD in chemistry and show exceptional promise for both teaching and research. RIT has 15,000 students and the department has 16 faculty with a strong record of teaching and research at the BS and MS levels. The Institute is in a period of growth and excellent research collaborations are possible. Applicants should submit a cover letter, a complete resumé, transcripts, and a research plan. Applicants should should also arrange for at least three letters of reference to be sent. Mail applications to **Dr. Terence C. Morrill, Dept Head, Dept of Chemistry, Rochester Institute of Technology, Rochester, NY, 14623.**

RIT is an equal opportunity/affirmative action employer committed to a diverse faculty, staff and student body. Women and minority candidates are strongly encouraged to apply.

KEAN UNIVERSITY

Union, New Jersey

Founded in 1855

ANTICIPATED FACULTY AND PROFESSIONAL POSITIONS

Contingent on Budgetary Approval and Appropriate Funding

Kean University, a comprehensive metropolitan university, is committed to excellence and access and to developing, maintaining and strengthening interactive ties with the community. Kean University takes pride in its continuing efforts to build a multicultural professional community to serve a richly diversified student population of 12,000.

FACULTY POSITIONS (10 Months)

All open faculty positions are full-time tenure-track assignments, effective September 1, 2002 unless otherwise indicated. Rank is Assistant Professor unless otherwise specified. All faculty are expected to demonstrate a commitment to teaching excellence and an on-going agenda for research and publication. Participation in curriculum development, student advisement and service at the departmental and university level is also expected. Interest or experience in using computer-based instructional technologies to improve the teaching/learning process is highly desirable. Minorities, women and individuals fluent in Spanish are strongly encouraged to apply.

GENERAL EDUCATION PROGRAM

Research and Technology. To teach lower-division undergraduate research course emphasizing presentational and technological skills. Three-quarters time is devoted to GE curriculum, instruction and coordination. Ph.D. or Ed.D. in appropriate discipline required.

Dr. Linda Best and Dr. Bryan Lees, Co-Directors.

COLLEGE OF ARTS, HUMANITIES AND SOCIAL SCIENCES

Department of Fine Arts To teach undergraduate introductory and upper level courses in Art History. Latin American/Carribean specialist; secondary field in Pre-Columbian art highly desirable. Previous teaching experience and Ph.D. in Art History preferred.

Professor Jack Cornish, Chair.

COLLEGE OF BUSINESS AND PUBLIC ADMINISTRATION

Department of Accounting/Accounting. (2 Positions at Assistant or Associate Professor rank). To teach graduate and undergraduate courses in Accounting; interest in using new instructional technologies, including distance education, is essential. Doctorate in Accounting or Management (with a concentration in Accounting) from an AACSB accredited program is required. Dr. David Yamoah, Associate Dean

Department of Management and Marketing/ Management Information Systems (Assistant or Associate Professor). To teach graduate and undergraduate courses in one or more of the following areas: management information systems, electronic commerce, database systems, systems analysis and design; interest in new technologies, including distance education, is essential. Doctorate or ABD near completion in Management/ Management Information Systems or closely related field from an AACSB-accredited program is required.

Dr. David Yamoah, Associate Dean

COLLEGE OF EDUCATION

Department of Communication Science. To teach freshman-level developmental reading and graduate courses in the reading specialist certificate program. Expertise in teaching developmental and corrective reading at high school or college level and teaching experience in public schools and/or college level essential. Doctorate in reading education required.

Dr. Albert J. Mazurkiewicz, Chair.

Department of Instruction and Educational Leadership

Four Positions.

Mathematics or Science Education K-12/Teacher Quality Initiative. To teach undergraduate and graduate courses in methods of teaching mathematics or science and related courses in the elementary/secondary schools and supervise fieldwork in elementary and secondary schools. Assignment also includes recruitment, advisement of students, and supervision of students teaching mathematics or science in middle and secondary schools. Experience teaching in NJ middle or secondary schools required. Doctorate preferred; ABD considered.

Dr. Myra Weiger, Chair.

World Languages Education/Teacher Quality Initiative. To teach undergraduate and graduate courses in methods of teaching world languages and related courses in the elementary/secondary schools and supervise fieldwork in elementary and secondary schools. Assignment also includes recruitment, advisement of students, and supervision of students teaching World Languages in public schools. Experience teaching in public schools required. Doctorate preferred; ABD considered. Dr. Myra Weiger, Chair.

Educational Leadership. To teach graduate courses in public school administration, school supervision, curriculum development, educational research and related courses. Assignment also includes advisement of students, field supervision and development of courses and programs. Experience as an educational administrator and leader in the public schools of NJ is essential. Doctorate and expertise in educational administration required. Dr. Myra Weiger, Chair.

English/Language Arts. To teach undergraduate and graduate courses in methods of teaching Language Arts and related courses in the elementary school. Assignment also includes advisement of students and field supervision of students teaching in elementary and middle schools. Doctorate and expertise in the teaching of English and Language Arts required.

Dr. Myra Weiger, Chair.

Department of Physical Education, Recreation and Health/ Therapeutic Recreation. To teach undergraduate courses in recreation, therapeutic recreation and post-baccalaureate courses in the Gerontology Certificate Program. Additional responsibilities include coordination of interdisciplinary gerontology certificate program, fieldwork supervision and grant development. Minimum of one year college teaching experience and five years of practitioner experience in therapeutic recreation and working with older adults, documentation as Certified Therapeutic Recreation Specialist (CTRS) by the National Council for Therapeutic Recreation and Doctorate in Therapeutic Recreation or Recreation with a specialization in Therapeutic Recreation or Gerontology required. Dr. Richard Bakker, Chair.

Department of Special Education and Counseling/ Teacher Quality Initiative. To teach graduate and undergraduate courses in special education. College teaching experience, ability to teach computer courses and background in inclusive and collaborative teaching desirable. Teaching experience with exceptional children essential. Doctorate in special education preferred; ABD considered.

Dr. Elaine B. Fisher, Chair.

COLLEGE OF NATURAL, APPLIED & HEALTH SCIENCE

Department of Nursing. (Two Positions) One position to teach graduate and undergraduate courses, the other to teach primarily undergraduate courses with option to teach graduate courses in area of expertise. Teaching experience preferred. Masters in Nursing required; Doctorate required for graduate teaching position; doctorate preferred for undergraduate position, ABD considered. Dr. Susan Salmond, Chair.

PROFESSIONAL STAFF POSITION

(Available Immediately)

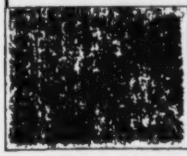
Assessment Specialist/Teacher Quality Initiative: To assist in the development of an outcomes assessment plan for the College of Education. Collect, summarize and analyze data. Masters degree in educational psychology or related field required; doctorate studies preferred.

Dean Ana Maria Schuhmann, College of Education.

APPLICATION, SALARY AND BENEFITS INFORMATION ON ALL POSITIONS:

Candidacy review begins immediately and continues until appointment is made. Send letter of interest; up-to-date resume; names, addresses, telephone numbers of three references. Official transcripts and three current letters of recommendation required before appointment. Apply directly to Dean, Chair or Director as identified.

KEAN UNIVERSITY, 1000 Morris Avenue, Union, New Jersey 07083. Salary is competitive and commensurate with qualifications and experience. Comprehensive benefits program included.



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Kean University is an EEO/AA Institution.

KEAN UNIVERSITY

Oregon
University
System

Position Announcement

CHANCELLOR

OREGON UNIVERSITY SYSTEM

The Oregon State Board of Higher Education announces a nationwide search for a new Chancellor to lead the System in a decade of multiple challenges. After a distinguished eight years of service, Dr. Joseph W. Cox will retire at the end of **June 2002**.

The Oregon University System (OUS) encompasses seven public universities: Eastern Oregon University, Oregon Institute of Technology, Oregon State University, Portland State University, Southern Oregon University, the University of Oregon, and Western Oregon University. Additionally, OUS has established the Cascades Campus in Bend (under the aegis of Oregon State University), the Southwestern Oregon University Center in Coos Bay, and is affiliated with the Oregon Health & Science University. The System institutions are experiencing growth, with total enrollment of 73, 881 for fall 2001. There are over 2400 faculty and an annual operating budget of approximately $1.8 billion.

The Chancellor reports directly to an 11-member Board, is the chief executive officer and public voice of the System, and is a participating member of the Governor's Cabinet. As the System head, the Chancellor provides the vision and leadership for effective and efficient coordination of the management of the institutions to reach the goals and fulfill the mission of the System.

Oregon's economy has shifted from natural resources industries to high technology. With the decline in the national economy, Oregon's income tax-dependent state General Fund is shrinking and is unlikely to grow significantly in the next two-four years. However, demand for public higher education will continue and grow during this same period, necessitating unprecedented collaboration within public higher education, and among post-secondary education and other educational sectors, and with state and local political leaders.

Given this environment, the Board seeks an energetic, entrepreneurial leader who welcomes the challenges Oregon faces and who has the skills and experiences needed to be one of Oregon's most influential statewide public leaders, has demonstrated leadership success in a similarly complex organization, and who understands and has a vision for public higher education in the 21st century. The successful candidate will have an inclusive leadership style and experience and understanding in working successfully with the numerous and varied constituencies of the System. The Board seeks an individual of integrity who possesses the highest level of skill in communication and interpersonal relationships.

It is expected that the successful candidate will have:

- A flexible management style;
- Understanding of the range of institutions encompassed in public higher education;
- Demonstrated success in leading strategic planning to achieve organizational and educational change;
- A record of achievement in his or her field;
- An appreciation for Oregon's role as a player in the economy of the Pacific Rim and the ability to apply the resources of higher education to regional, national, and international economic development;
- A proven record of working successfully with a governor, legislative leadership, and business leaders to relate and translate the vision of higher education priorities to broader public priorities and constituencies;
- The ability to define and implement the concept of excellence in strategic and operational planning and a working knowledge of continuous improvement as a tool of organizational change and renewal;
- A view of change as opportunity and of the future as the source of reality;
- An enjoyment in working with people of diverse backgrounds and interests; and,
- A sense of humor.

Screening of candidates begins immediately. Applications and nominations will be accepted until a new Chancellor is selected and will remain confidential until the final stage of the search. Materials should be submitted to the office of the consulting firm working with the Board's Search Committee. Please submit to:

Dr. Ira W. Krinsky
c/o OUS Chancellor Search
KORN/FERRY INTERNATIONAL
1800 Century Park East, Suite 900
Los Angeles, California 90067
Phone: (310) 552-1834 Fax: (310) 553-6452

The Oregon University System is an equal opportunity, affirmative action employer.

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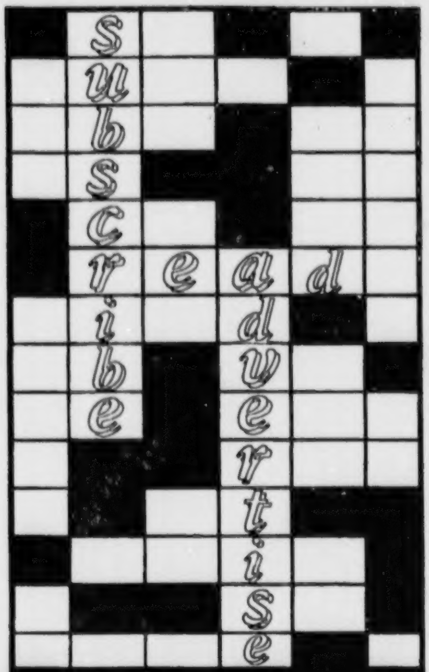

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February 25, 2002
Ad deadline:
February 5, 2002

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Fax: 201.587.9105
E-mail:
Outlook@sprintmail.com

MT. HOOD
COMMUNITY COLLEGE

FACULTY VACANCIES
2002-2003

Mt. Hood Community College is located in Gresham, Oregon, a quick 15 miles from downtown Portland. In addition to a picture-postcard view of Mt. Hood, the main campus boasts vistas of other Cascade mountain peaks, beautiful valleys and rolling farmlands. The College district comprises an area of approximately 950 square miles with a diverse population of more than 300,000. The College provides a rich array of programs and services at its 200-acre main campus, two satellite facilities and high schools throughout the district.

The College affords all people a knowledge-based education, giving them the ability to make life choices; adapt to change; build strong communities; contribute to and derive benefit from the new economy; and become a skilled workforce. MHCC is a comprehensive community college dedicated to student learning as the most important outcome.

Please visit our website to learn more about Mt. Hood Community College at www.mhcc.cc.or.us

The College is seeking candidates for the following positions:

INSTRUCTOR OF ENGLISH (Composition, literature, and writing poetry)-MA in English or Rhetoric or MFA or MEd with 24 graduate hours in subject area AND two years of full-time experience teaching in subject area at the college level or equivalent part-time experience.

INSTRUCTOR OF MATHEMATICS-MA/MS or MAT in Mathematics OR Master's degree in any discipline and 24 quarter hours of graduate credit in the primary instructional assignment. Mathematics teaching experience implementing standards-based curriculum and teaching methods.

INSTRUCTOR OF NURSING- Master's degree in Nursing preferred. Candidates with a Master's degree in a related field OR a Bachelor's degree in Nursing with concurrent enrollment in a Master's Nursing Program are eligible only after formal approval by the Oregon State Board of Nursing. Candidate must also have a current unencumbered registered nurse license in the State of Oregon, or ability to be licensed in this state with a current unencumbered RN license in another state.

Faculty positions are tenure track, 180-service day contracts (unless otherwise noted) beginning Fall term 2002. Salary range is $37,577 - $66,598 (academic year 2002-2003). Compensation is commensurate with education and experience. Mt. Hood Community College offers a comprehensive benefits package.

Positions open on January 7, 2002 and are open until filled with screening review beginning February 7, 2002. Complete application packets may be accepted until the position is filled, but those received by February 7th are assured consideration. (Openings subject to budget consideration and approval)

ANTICIPATED FUTURE VACANCIES
Openings Subject To Budget Consideration And Approval

Instructor of English (Composition, Literature and Humanities; International Studies)- MA in English or Rhetoric or MEd with 24 graduate hours in subject area AND two years of full-time experience teaching in subject area at the college level or equivalent part-time experience.

Librarian- ALA accredited MLS or equivalent.

Humanities and Social Sciences- The College anticipates additional faculty vacancies in these areas.

To be included in a pool of applicants for anticipated future openings, please submit a letter of interest and a detailed resume. As vacancies occur, you will be invited to submit a formal application.

To apply contact Mt. Hood Community College, Human Resources Office, 26000 SE Stark St., Gresham, OR 97030 (503) 491-7200, FAX (503) 491-7257, TDD (503) 491-7202, e-mail: hr@mhcc.cc.or.us. Application materials are available on the College website: www.mhcc.cc.or.us.

Mt. Hood is an Equal Opportunity/ Affirmative Action Employer

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SUU SOUTHERN UTAH UNIVERSITY

Southern Utah University is seeking applicants for the office of

Provost
(Academic Vice President)

Information is available on the web at:
www.suu.edu/ad/hr
or by contacting the
Human Resources Department
David McGuire, Director
mcguire@suu.edu
435-586-7754

EOE/AA Employer

Cleveland State University

Associate/Full Professor
Department of Electrical & Computer Engineering

Cleveland State University, Cleveland, Ohio, is seeking applications for the position of Associate/Full Professor in The Department of Electrical and Computer Engineering. Applications will be accepted until the position is filled. **For full details and application process information, see the job posting on www.HigherEdJobs.com.**

DEAN AND VICE PRESIDENT ZICKLIN SCHOOL OF BUSINESS AT BARUCH COLLEGE

Baruch College of The City University of New York (CUNY) is seeking an individual with the vision and leadership skills to further advance the Zicklin School of Business by strengthening its quality and achieving national recognition. The Dean, who will also hold the title of Vice President, is the chief academic and administrative officer for the school and reports directly to the Provost of the College. The position will be available September 1, 2002.

Baruch College is located in the heart of Manhattan and features a newly opened Vertical Campus facility with 150 high-tech classrooms and labs. Baruch, as one of the 11 senior colleges within the CUNY system, has a mission of providing management-focused education with a strong liberal arts base. Baruch is currently ranked by U.S. News & World Report as the most diverse college in the country. Baruch has approximately 13,000 undergraduate and 2,700 graduate students enrolled in its three schools: the Zicklin School of Business, Weissman School of Arts and Sciences, and School of Public Affairs.

The Zicklin School of Business is the largest accredited school of business in the U.S., with 11,500 undergraduates and 2,000 graduate students. The school offers the BBA, MBA, and MS degrees and, through the CUNY Graduate Center, the Ph.D. in business. A highly selective full-time MBA program is now in its third year of operation. The school also offers several executive programs, both locally and abroad. All of its programs are fully accredited by AACSB International, including separate accreditation for its accounting programs. The school is organized into six departments: the Stan Ross Department of Accountancy, the Department of Economics and Finance, the Department of Law, the Department of Management, the Department of Marketing, and the Department of Statistics and Computer Information Systems. The Weissman Center for International Business, the Lawrence Field Center for Entrepreneurship and Small Business, and the Center for Transportation and Logistics also report to the Dean. The Subotnick Financial Services Center provides a state-of-the-art trading floor environment to support teaching and research.

The University, College, and Zicklin School are committed to the goal of elevating the Zicklin School of Business to national prominence. A key element in the strategy to reach this goal is to strengthen the school's faculty through an aggressive hiring plan over the next three years. With a recently approved increase in MBA tuition and the growing involvement of key alumni in a focused capital campaign, the resources to support the goal are on target to meet the school's needs.

The successful applicant will have an established record of leadership, with increasing administrative responsibility in one or more of the business disciplines. Applicants should have an earned doctorate and academic credentials suitable for an appointment at the rank of Full Professor. Experience with the AACSB International accreditation process is a strong plus. While the President and the Vice President for College Advancement are actively engaged in and ultimately responsible for fundraising and corporate outreach, the Dean is also expected to play a role in these areas. The individual should have a commitment to building quality, an appreciation for cultural diversity, and the ability to inspire a collaborative and collegial environment for students, faculty, and staff. Above all, the successful candidate will have the vision and energy to lead the school to prominence.

Salary and benefits are competitive with those offered by other major schools.

Applications, including a cover letter, resume, and the names of five references should be sent to: **Chair, Zicklin Dean Search Committee, Box D-701, BARUCH COLLEGE/CUNY, One Bernard Baruch Way, New York, NY 10010.** The College will begin reviewing applications on February 1, 2002, and will continue until the position is filled. Baruch College is an AA/EO/ IRCA/ADA employer.

Baruch COLLEGE
The City University of New York

Empire State College
State University of New York

Assistant Vice President for Human Resources

SUNY Empire State College, a recognized leader in nontraditional education, seeks an Assistant Vice President for Human Resources. ESC offers innovative programs for students who enroll at locations across NYS and at a distance at the associate, baccalaureate and master's levels. The College features individualized study and program design, assessment of prior learning for college credit, and distance learning using educational technology to support its mission of access for adults to quality academic programs.

ESC seeks an experienced human resource professional reporting to the Vice President for Administration; this position will be located in Saratoga Springs, New York. The assistant vice president will be responsible for directing the College's human resources staff, delivering and administering services including recruitment, hiring and retention; wage and employee benefit administration; compliance with all State and Federal hiring, employment regulations, employee relations, affirmative action policies and liaison with all collective bargaining units within the College. The successful candidate will be charged with the responsibility to initiate a training and professional development program for all staff of the College. The assistant vice president will embrace the firm belief that the institutional investment in human resources is essential to the College's top priority of student learning. The successful candidate must bring to the job enthusiasm, a sense of humor, flexibility and creativity and support the concept of team play.

A master's degree with at least seven years of progressively responsible administrative experience are required. Required qualifications include demonstrable experience in the design, development, implementation and assessment of human resource systems; strong computer skills; excellent written, verbal, organizational and conflict resolution skills; the ability to delegate is essential. Successful candidate must demonstrate the ability to perform multiple tasks and assume responsibility for institutional priorities. Salary and benefits are competitive.

The search committee will begin reviewing applications after **January 22, 2002** for appointment beginning **June 03, 2002**. Please send a letter of application and resume to: **Mr. William C. Ferrero, Vice President for Administration, SUNY Empire State College, One Union Avenue, Saratoga Springs, NY 12866**

For additional information, please visit the College's web site (www.esc.edu).

SUNY Empire State College is an AA/EEO/IRCA/ADAemployer

Colorado State University

DEAN, COLLEGE OF BUSINESS

Colorado State University, a Carnegie Doctoral/Research Extensive University of 23,900 students, invites applications and nominations for the position of Dean of the College of Business. This position reports directly to the Provost/Academic Vice President. A full position description and additional information is available at **www.biz.colostate.edu.**

The dean is the chief academic officer of the college, and is the spokesperson for curriculum, personnel, and budget issues. The successful candidate will have the intellect, integrity, and administrative acumen to lead evolutionary change in partnership with the faculty and other members of the CSU community. The dean will have a distinguished academic or professional record, appreciation for teaching and scholarship, strong experience with the business community, enthusiasm for the appropriate use of information technology, strong fundraising capabilities, and the personal qualities to deal successfully and sensitively with issues of faculty governance.

Colorado State University provides a high-quality educational and research environment in a community of many technology-driven companies. Located 60 miles north of Denver at the foothills of the Rockies, Fort Collins is an appealing city of 119,000 that offers a pleasant climate with abundant recreational opportunities nearby.

Applications or nominations should be emailed to: **nealg@engr.colostate.edu** (preferred method) or sent to:

Dean Neal Gallagher
College of Engineering
AR202 Engineering Building
Colorado State University
Fort Collins, Colorado 80523-1301
Fax number: 970-491-5569

An application will comprise of a resume; a letter of application relating qualifications specifically to this position; and names, addresses, telephone numbers, e-mail addresses, and fax numbers of five references. Inquiries and initial applications will be treated confidentially. Applications will be accepted until the position is filled, however, for full consideration, the application must be received by February 11, 2002. The selected candidate will be expected to start during summer 2002 or as negotiated. Salary and benefits packages are competitive.

Colorado State University is an affirmative action/equal opportunity employer and specifically invites and encourages applications from women, minorities, and persons with disabilities. Equal Opportunity Office, 101 Student Services Building, Colorado State University, Fort Collins, CO 80523.

Empire State College

State University of New York

FACULTY/FULL-TIME

SUNY Empire State College, Central New York Center, Syracuse, New York, seeks a full-time (12-month) faculty member at the rank of assistant professor to mentor and tutor non-traditional adult learners in **Information Systems beginning July 2002**. This tenure track position involves the direction of independent study in various areas within Information Systems, such as Programming, Networks, Web Design, Databases, and Telecommunications, as well as general academic advising and community liaison. Degree program planning with adult students, including evaluation of prior learning; advisement and instruction within the field of primary academic expertise via individualized, small group and distance modes; facilitating studies with other mentors and tutors and by cross-registration; liaison with the IS community; and participation in Center/College activities and functions. Empire State College faculty are expected to work with both undergraduate and graduate students.

A doctorate or other appropriate terminal degree is preferred; candidates with alternative academic credentials, including at least a Masters degree, and relevant professional experience will be considered. Evidence of ability to teach and work with diverse populations in nontraditional ways; and significant work background outside of academe is a plus. Salary competitive. Letter of interest with a resume and the names and addresses of at least three references by 3/25/02 to: **Dr. John C. Adams, Dean, Central New York Center, SUNY ESC, 219 Walton Street, Syracuse, NY 13202.** Empire State College is a highly distributed organization making extensive use of technological applications for teaching, learning, and administrative purposes.

For additional information about the College, please visit the College's web site

(www.esc.edu).

SUNY ESC, an AA/EEO/IRCA/ADA employer, is committed to excellence through diversity.

Foothill-De Anza Community College District

Management Vacancies

- Dean, Social Sciences/Humanities
- Dean, Language Arts
- Manager, Custodian
- Director, Food Services
- Manager, NASA/Ames Program

Faculty Vacancies

- Head Baseball Coach/PE Instructor
- Health Services Coordinator
- Graphic Design/Interactive Design Instructor
- Biology Instructor (4 Positions)
- English Instructor
- Mathematics Instructor (3 Positions)
- English as a Second Language Instructor
- Pharmacy Technology Instructor
- Computer Information Systems Instructor
- Graphic Design Instructor
- Drama (Technical/Theatre Production) Instructor
- Economics Instructor

For application materials contact:

Foothill-De Anza Community College District
Employment Services
12345 El Monte Road
Los Altos Hills, California 94022
650-949-6217, employment@fhda.edu, www.fhda.edu

UNIVERSITY OF MINNESOTA

EXECUTIVE VICE PRESIDENT AND PROVOST

The University of Minnesota seeks nominations and applications for the position of executive vice president and provost. The executive vice president and provost is the chief academic officer of the University of Minnesota and provost of the Twin Cities campus. This position holds responsibility for establishment and review of academic policy in the three mission areas of research, scholarship, and artistic activity; teaching, learning, and student life; and access, outreach, and public service. The individual in this position holds primary responsibility for integrated institutional planning, measurement, and accountability, and coordinates academic planning with the development of the annual budget. In addition, the executive vice president and provost is responsible for the administrative oversight of academic support units, many with institution-wide responsibility, such as the library system, enrollment management support units, equal opportunity and affirmative action, international education, information technology, student affairs and multicultural affairs. As provost for the Twin Cities campus, this position has direct responsibility for non-Academic health Center colleges, academic units, and student and academic support units on this campus and the University of Minnesota, Rochester campus. The provost also works closely with the senior vice president for Health Sciences and the chancellors of the University of Minnesota Duluth, Morris, and Crookston campuses.

The executive vice president and provost reports directly to the president and serves as deputy chief executive officer. This position is charged with providing academic leadership for the Twin Cities campus and facilitating, nurturing, coordinating, and supporting the efforts of deans, faculty, staff, and students to meet institutional goals and priorities. The provost ensures that policies and programs are in place to set and achieve academic goals, ensure broad access to programs, and develop and maintain national and international eminence in teaching, research, and service. Line academic functions include: management of the academic priorities of academic units; assessment of collegiate performance; coordination of the system-wide promotion and tenure process (except the Duluth campus); and development and management of the University of Minnesota, Rochester and undergraduate, ROTC, multicultural, and international education initiatives and programs.

A full position description is available upon request.

Qualifications/Experience:

- Earned doctorate or requisite terminal degree in the applicant's area of study
- Excellent written and oral communication skills
- Extensive experience in senior academic administration and management
- Proven ability for leadership
- A distinguished career as an academic leader, including experience in teaching, research/scholarship/artistic activity and outreach activities
- Demonstrated commitment to valuing and actively promoting diversity

Appointment:

The individual will be appointed as a senior academic administrator and, if appropriate and desired, may hold a tenured faculty position in an appropriate department. The start date for the position will be July 1, 2002, or as soon as possible thereafter. The executive vice president and provost is appointed by the Board of Regents, upon the president's recommendation, and serves at the pleasure of the president. Salary is negotiable and commensurate with experience and qualifications.

Applications:

Review of applications and materials will begin immediately and will continue until a new executive vice president and provost is selected. To assure optimal consideration, interested parties should submit candidate materials by February 15, 2002. All application materials should be sent to:

R. William (Bill) Funk
Consultant to the President and Search Committee
Korn/Ferry International
2100 McKinney Avenue, Suite 1800
Dallas, Texas 75201
email: krisha.creal@kornferry.com

Visit the University of Minnesota website at: **www.umn.edu**

The University of Minnesota is an equal opportunity educator and employer.
This material is also available in alternative formats upon request.

ASU

ARIZONA STATE
UNIVERSITY WEST

Arizona State University West, a vital component of ASU's multi-campus structure, serves nearly 6000 undergraduate and graduate students on a modern, growing campus in Phoenix, the nation's sixth largest city and a dynamic multi-cultural environment. It is located in the Valley of the Sun, an area of striking natural beauty, within two hours drive to skiing in Flagstaff, three hours to the U.S./Mexico border, and five hours to the beaches of Southern California.

ASU West, with its small, friendly atmosphere, is committed to learner-centered education, within the context of a nationally acclaimed PAC-10 university. The campus offers 29 undergraduate degrees, nine master's degrees, and eight professional certification programs through its College of Arts and Sciences, College of Education, College of Human Services, School of Management, and Division of Collaborative Programs.

ASU West values teaching and scholarship, teacher - student research collaboration, cross-disciplinary cooperation, university-community partnerships, and an environment supportive of diversity.

Please visit our website at www.west.asu.edu

Dean, College of Arts and Sciences

Arizona State University West, located in Phoenix, Arizona, is reopening its search for a dean to lead its College of Arts and Sciences. The College consists of six interdisciplinary departments offering 12 traditional disciplinary degrees and 6 interdisciplinary degrees. One hundred faculty and staff work with a current enrollment of 1,020 undergraduate majors.

The dean reports directly to the Provost and works with other campus deans to develop interdisciplinary approaches to teaching, research, and service. He/she must be committed to working with faculty — both through the administrative structure and faculty governance system — to achieve university academic goals in research and learning and to further the campus goals of diversity, equal opportunity, and affirmative action. Responsibilities include budget, planning, development, personnel decisions, student academic affairs, faculty development, promotion of research, and planning and implementation of degree and non-degree programs.

QUALIFICATIONS

REQUIRED

A successful candidate must exhibit leadership and strategic vision, and have:

- Relevant administrative experience.
- A demonstrated commitment to cultural diversity that includes supporting the diversity of the faculty, students and staff.
- A terminal degree in a discipline and a strong record in research, teaching, and service that merits appointment as a Professor with tenure in a department of the College.
- A demonstrated commitment to promoting excellence in research and creative activities.
- Demonstrated effective interpersonal and communication skills.
- A demonstrated commitment to excellence in teaching.
- A demonstrated understanding of the integration of teaching, research, and service.
- A demonstrated commitment to working with multiple constituencies on and off campus.

DESIRED

Preference will be given to candidates with demonstrated experience in:

- Organizational change.
- Evaluation of faculty for promotion and tenure purposes.
- Budget management.
- Curriculum and program development and assessment.
- Technology applications in teaching and research.
- Administrative experience beyond the level of a chairperson.

STARTING DATE:
July 1, 2002, or as negotiated.

APPLICATION DEADLINE:
February 18, 2002, or the 1st of each month thereafter until the position is filled.

APPLICATION PROCEDURE

Applicant should address how they meet the qualifications listed above in their letter of application. Please send letter of application, curriculum vitae and the names, addresses and telephone numbers of three referees, at least one of which should be from the applicant's current institution, to:

Dean Michael A. Awender, Chair, Search Committee
c/o Laraine Grandt - FABNX 126
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ROGER WILLIAMS UNIVERSITY

DIRECTOR OF ALUMNI RELATIONS

Roger Williams University invites nominations and applications for the position of Director of Alumni Relations. RWU seeks a successful and seasoned professional to provide leadership for the overall operations and activities of the University's alumni relations programs. Reporting to the Executive Director of Development, the Director is responsible for overseeing new initiatives to increase alumni participation; building a strong alumni chapter network; planning and implementing alumni programs and Alumni Weekend; budget management; managing the alumni affairs professional and clerical staff; identifying new sources of revenue; recruiting and supervising volunteers; and managing the alumni's website.

Candidates should have a minimum of 3-5 years of progressively responsible alumni and/or development experience, preferably in a university setting; the ability to provide leadership to a professional staff; and a willingness to make a commitment to the institution. Bachelor's degree required.

Salary commensurate with qualifications and experience with a superior benefit package.

Send a letter of interest, a statement of qualifications, a resume, and names and telephone numbers of three references to: **Office of Human Resources, Ref# HO002, Director of Alumni Relations, Roger Williams University, One Old Ferry Road, Bristol, RI 02809-2921.**

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www.rwu.edu

COLGATE UNIVERSITY

Tenure-track position at **Assistant Professor** level, beginning Fall, 2002, in the Department of Interdisciplinary Writing. **Required qualifications:** PhD in Rhetoric and Composition, with specialization in cultural rhetoric and background in ethnicity and language. Secondary specializations of special interest: sociolinguistics or cognitive language studies. Demonstration of teaching excellence essential. **Teaching responsibilities:** 5 courses/year. Introductory and advanced social science writing; general composition; upper level theory of language and race in the US; participation in Liberal Arts CORE program and other all-university programs.

Colgate University is a highly selective, undergraduate, liberal arts college with competitive salaries and benefits. Send letter of application, vita and three letters of recommendation to **M.F. Darby, Chair, Dept. of Interdisciplinary Writing, Colgate University, 13 Oak Drive, Hamilton, NY, 13346.** Review of applications will begin February 15, 2002, and continue until the position is filled.

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DEPARTMENT OF EDUCATION

The Department of Education at the University of California, Los Angeles announces three open rank, tenure-track faculty positions for the 2002-2003 academic year: Applied Human Development; Higher Education Policy, Leadership and Governance; and Second Language Acquisition. For more information, please see our website:

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WRIGHT STATE
UNIVERSITY

DEAN

SCHOOL OF PROFESSIONAL PSYCHOLOGY

Wright State University invites applications and nominations for the position of Dean of the School of Professional Psychology, one of the nation's leading schools of professional psychology. The Dean is expected to provide dynamic leadership in the quest for excellence in teaching, scholarship, and professional service within the mission of a comprehensive university, and must have a demonstrated commitment to advancing diversity and inclusion within academic and clinical programs.

Responsibilities:
The Dean of the School of Professional Psychology serves as the principal officer and spokesperson for the school, reporting to the Provost and working with other deans to formulate and implement university policy. The Dean supervises faculty and staff in formulating and implementing school goals and policy. Among the Dean's specific responsibilities are strategic planning, program development, faculty/staff/student development, coordination of clinical programs, resource allocation and budget management, research promotion, fund-raising, enrollment management, school partnership initiatives, and relations with external constituencies.

Required Qualifications:

- A doctoral degree in psychology.
- License eligible for the practice of psychology in the state of Ohio.
- A record of excellence in teaching, scholarship, and service that meets the qualifications for the rank of professor in the school.
- A demonstrated record of effective management skills.
- Strong evidence of leadership in developing and advancing a diversity inclusion agenda, including but not limited to recruitment and retention of diverse faculty, students, and staff; designing curricula that fully integrate multicultural considerations; crafting culturally responsive clinical training programs; and conducting scholarly research with a multicultural emphasis.
- A demonstrated commitment to professional psychology and clinical practice.
- Knowledge of and commitment to a doctoral practitioner model of professional education in clinical psychology.
- Strong interpersonal and communication skills.

Preferred Qualifications:

- Experience in facilitating collaboration with related systems such as juvenile justice, child welfare, criminal justice, MRDD, private sector, school systems, etc.
- A demonstrated commitment to the involvement of the school with national, state and local/regional service communities.
- A demonstrated success in public policy advocacy on behalf of behavioral health issues and services.
- Experience with curriculum and clinical issues, including programs that are disciplinary, interdisciplinary, and applied.

Environment:
Wright State University, founded in 1968 and named for Dayton's aviation pioneers, Orville and Wilbur Wright, is located 10 miles east of the city of Dayton, a metropolitan area of nearly one million people. The university serves approximately 16,000 students (12,000 undergraduate and 4,000 graduate students) with 100 undergraduate, 40 master's and 6 doctoral programs offered through six colleges and three schools. Opportunities for collaboration are outstanding, with Wright State's excellent community based School of Medicine, College of Nursing and Health, and Department of Psychology offering M.A., B.A., and Ph.D. degrees.

The School of Professional Psychology has three major locations. The administrative offices and the Center for Psychological Services are located on campus, and the Ellis Human Development Institute is located in downtown Dayton. The school's educational and training philosophy explicitly emphasizes generalist training for the Psy.D. degree, and both its academic and internship programs are accredited by the American Psychological Association. The program has a full-time faculty of sixteen, with an extensive adjunct faculty, and a student body of 103 doctoral students.

For more information, please visit our website at **www.wright.edu/sopp/**

Application:
Review of applications will begin on January 31, 2002, but the position will remain open until filled. Salary for the position is competitive; starting date is expected to be no later than July 1, 2002.

Applicants should address how they meet each of the qualifications listed above in their letter of application. Please send letter, curriculum vita, and names and contact information of three current references to:

Dr. Gregory R. Bernhardt, Chair
Search Committee for the Dean, School of Professional Psychology
415 Allyn Hall
Wright State University
3640 Colonel Glenn Highway
Dayton, Ohio 45435

Wright State University is committed to a policy of equal opportunity and affirmative action, and specifically encourages applications from members of underrepresented groups.

Empire State College
State University of New York

FACULTY/FULL-TIME

SUNY Empire State College, Central New York Center, seeks two full-time (12-month) faculty members at the rank of assistant professor to mentor and tutor non-traditional adult learners in: **(1) Community and Human Services at Syracuse; and (2) Human Services at Auburn beginning July 2002.** These tenure track positions involve the direction of independent study, general academic advising and community liaison. Degree program planning with adult students, including evaluation of prior learning; advisement and instruction within the field of primary academic expertise via individualized, small group and distance modes; facilitating studies with other mentors and tutors and by cross-registration; liaison with the Human Services community; engage in an agenda of professional and community activities, including research, commensurate with role of faculty member at a teaching institution; and participation in Center/College activities and functions. Empire State College faculty are expected to work with both undergraduate and graduate students.

Ph. D. or equivalent terminal degree is required for a tenure track appointment. Effective academic counseling and administrative skills are essential, as is the ability to think creatively about teaching and learning. Applicants must be able to work with a diverse population of adult learners. Experience with non-traditional baccalaureate and master's level education is desirable. Salary competitive. Letter of application indicating position interest, resume and the names and addresses of at least three references by 3/25/02 to: **Dr. John C. Adams, Dean, Central New York Center, SUNY ESC, 219 Walton Street, Syracuse, NY 13202.** Empire State College is a highly distributed organization making extensive use of technological applications for teaching, learning, and administrative purposes.

For additional information about the College, please visit the College's web site

(www.esc.edu).

SUNY ESC, an AA/EEO/IRCA/ADA employer, is committed to excellence through diversity.

UMASS

Isenberg Chair in

OPERATIONS MANAGEMENT

Eugene M. Isenberg School of Management
University of Massachusetts at Amherst

The Isenberg School of Management is seeking applications for the Eugene M. Isenberg Chair in Operations Management. The successful candidate will be a leading scholar with a research record well beyond that expected for a full professorship. His/her research should be in one of the emerging fields in operations management, such as (but by no means limited to):

- Information management, with possible applications to e-commerce, manufacturing, software development, technological innovations, or services;
- Service operations management, with possible applications including health care, environmental, and government.

The candidate's interests are expected to complement the Operations Management faculty's current strengths in production management, quality control, supply chain management, and transportation and logistics. A global/international perspective demonstrated in a candidate's work is a definite plus. Candidates from outside the United States are encouraged to apply.

Depending upon qualifications, salary will be in the $160K to $200K range. In addition, the endowment for the chair includes substantial funding for a new center to foster interchange and collaborative research and teaching with colleagues in engineering and sciences. The chair will be the intellectual leader of this center supported by an executive officer and further staff.

The University of Massachusetts at Amherst is the flagship campus of the public university system in the Commonwealth. The Isenberg School of Management offers AACSB accredited undergraduate and master's degrees in Business Administration, and has the largest and oldest Ph.D. program at a public university business school in New England. Of the 24,000 students at the Amherst campus, approximately 1,600 are in the Isenberg School of Management. UMass is located in the scenic Pioneer Valley of Western Massachusetts within easy access of metropolitan areas, such as Boston, Hartford, Albany, and New York City, and outdoor recreational areas, such as the Berkshires, Vermont, and Cape Cod.

Scholars interested in this exceptional opportunity should send a letter of interest and a resume to: Dr. Alan G. Robinson, Chair, Isenberg Chair Search Committee, Eugene M. Isenberg School of Management, University of Massachusetts, Amherst, MA 01003 U.S.A.

Review of applications will begin on February 1, 2002 and continue until a successful candidate is found.

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ROGER WILLIAMS UNIVERSITY

Located on 140 waterfront acres in the historic seaport town of Bristol, Rhode Island, Roger Williams University merges the traditional with the innovative to create an academic setting that draws exceptional faculty from the United States and around the world. As a private University we offer a wide range of liberal arts and sciences majors and programs in architecture, business, education, engineering, historic preservation, justice studies and law. Roger Williams University is one of the fastest growing liberal arts institutions in the country, as well as one of the most ideal places to share knowledge and information, whether you're a Professor, professional or technician. We currently have the following exciting opportunity for the right candidate:

DIRECTOR OF CAREER SERVICES

The Division of Student Affairs is conducting a search for a full-time Director of Career Services. This position reports to the Dean of Student Affairs and Chief Student Affairs Officer and serves as a member of the Dean's head staff.

The Career Center is the University's centralized office of career counseling, experiential learning and job search programs. Chief among the Director's responsibilities are the development of: resources, programs and counseling which assists students and alumni; new programs and services that will provide students with opportunities to engage in meaningful developmental activities related to career exploration; an aggressive marketing plan to employers, alumni, faculty and students; a student development model with emphasis on the partnership of curricular and co-curricular; career and graduate preparation programs; and web site.

Additionally the director will oversee the day-to-day operations of the department including: supervision of staff; budget management; provide direct advisory assistance to students; conduct workshops and seminars; provide campus consultation on career related matters and job market; and,oversee and enhance statistical data collection and graduation surveys.

Qualifications:

- Advanced degree preferred
- At least six years increasingly responsible management experience in higher education or related field
- Strong career development/student counseling background
- Highly developed communications and organizational skills
- Understanding of all aspects of experiential/service learning
- Knowledge of information technology and
- Familiarity with MBTI, Strong Campbell and other assessment tools

Qualified candidates should submit a cover letter, resume and list of three professional references to the: **Office of Human Resources, Ref #HO130, Director of Career Services, Roger Williams University, One Old Ferry Road, Bristol, RI 02809.**

Equal Opportunity/Affirmative Action/Americans with Disabilities Act Employer with a strong commitment to diversity. Roger Williams University does not discriminate on the basis of gender, handicap, race, age, color, sexual orientation, political affiliation, marital status, national origin, or religion. We encourage all qualified men and women to apply.

www.rwu.edu

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TO FEEL WHOLE

Johanna Vélez-Yelín is assistant director/counselor of the Educational Opportunity Fund at Rowan University, NJ. She is a doctoral student working on a dissertation titled "Ethnic Identity and Academic Achievement in 1st-year Latino College Students." Born and raised in Puerto Rico, she has lived in New Jersey for 16 years.

I come from a world of *Ay Dios Mío*, full of *compadres*, *cuatros*, and *arroz con habichuelas*: where the sun is hot, the people smile, and waves break surf all day long, where dreams abound and conversation flows the natural path, without translations or explanations, where being Latino is not an issue, where we look at gringos and sigh with tolerance, where Albizu needs no introduction and carries its own impact, where we hold onto the Three Kings in a valiant effort to save part of ourselves and yet accept that Santa Claus isn't going anywhere.

When I'm there, I don't think of wholeness and belonging; I just am. Yet in the back of my mind, I wonder how I could portray these sensations to that "gringolandia" (term from poet Sandra María Esteves). How could I make them understand the feelings tied to those memories and what it means to remember, to hope for a return that never comes? In *Borderlands*, Gloria Anzaldúa describes psychological borderlands as being "physically present whenever two cultures edge each other, where people of different races occupy the same territory, where under, lower, middle, and upper classes touch, where the space between two people shrinks with intimacy." It is nothing more than an edge between differences, ANY differences. The tension, the uneasy feelings are all a part of it. Displacement creates an unnatural setting that does not support the flow of a native culture. It imposes change and intolerance. It is always in transition because, as human beings, we are forever adapting. We compromise, we integrate, or we rebel, trying to find a way to alleviate the discomfort and continue forward.

Survival at the cultural borderland hinges upon a conciliation of self and the resistance to mainstream assimilation. The trap of the "melting pot" is easy to fall into. The desire to belong plays hard against a culture of old that sets you apart. Culture is also the way that people understand ideas and ascribe meaning to everyday life. This is a lifelong process. It permeates who we are in every activity, especially learning. A school system that is the result of a dominant culture is, therefore, tailored to a particular set of expectations. The impact of these expectations on Latino students is the main reason for high dropout rates. Societal expectations of Latinos create assumptions. And assumptions such as language barriers, special needs, low ability, and behavior problems have contributed to and supported the tracking and placement systems now in place in our schools. Students who speak Spanish in addition to English are automatically assumed to have special needs. Bilingualism is oppressed and not promoted as a valuable asset, negating part of their culture, part of their personhood.

Between the pages of a book, young Latinos can find a connection and build bridges between cultural and mainstream expectations. Latino literature (literature depicting the experience of Latinos in the U.S.) in the classroom can only increase the awareness and cultural sensitivity of all involved. As Latino educators in higher education, it is our duty to expose ourselves and others to new and innovative ideas. We must support and promote the dynamic process of learning. We must push the boundaries so that complacency doesn't become the master of our borderlands. Let us provide the cultural context our youth need to become whole and come to terms with their personhood.

We are so different among ourselves as a people, yet we come together in that realm with fluid ease. Going in and out of language, the richness of image enhanced by the feeling of cultural wholeness; the connection is unexplained and unquestioned, fulfilling the need, the void. No longer a Puerto Rican among Puerto Ricans, I must seek my wholeness among those as displaced as I am. I find my voice, my heart with those who have learned to survive without letting go....I have found them in the pages of Latino literature. It is to these people that I belong, and it is to me that they belong, reminding me of myself and accompanying me along my journey.

If interested in submitting a ¡Punto Final! "think piece," please e-mail us at sloutlook@aol.com for guidelines.

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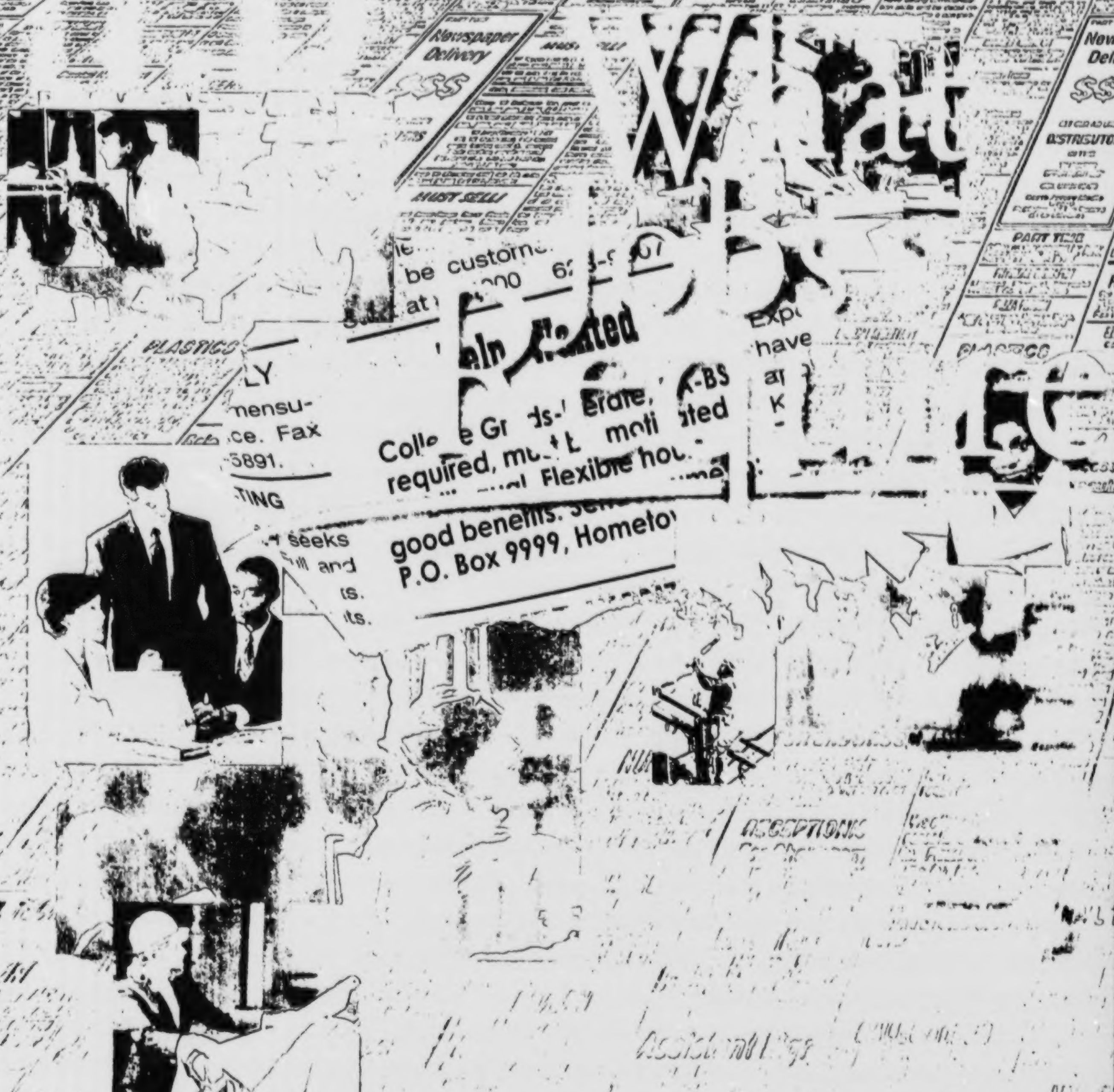
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MODERN FOREIGN LANGUAGE EDUCATION
Search Extended

The Department of Developmental Studies and Counseling offers undergraduate and graduate degree programs in Modern Foreign Language Education. The doctoral program in Developmental Studies offers a specialization in literacy, language, and cultural studies applied to second language education.

The School of Education has a faculty position open in Modern Foreign Language Education to be filled at the rank of Assistant Professor. Candidates must have an earned doctoral degree with concentration in second language education or a related field, academic preparation in a modern foreign language, and a background in the elementary and/or secondary level. Candidates must have a record of scholarship and research productivity. Responsibilities include: teaching courses and supervising practica, advising students, conducting research, supervising the research of graduate students, and serving as contact for the program in Modern Foreign Language Education.

EARLY CHILDHOOD EDUCATION
Search Extended

The Department of Curriculum and Teaching is seeking an assistant or associate professor for its Early Childhood Education program. This tenure-track position involves teaching courses in early literacy and early childhood research, supervising fieldwork, and conducting research in Early Childhood Education. Teaching experience is preferred. An earned doctorate is preferred. A record of scholarship/research beyond the dissertation is expected for appointment at the associate level.

ELEMENTARY READING AND LANGUAGE ARTS EDUCATION
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The Department of Curriculum and Teaching is seeking an assistant or associate, tenure-track faculty member to join the Reading and Language Arts component of the Elementary Education program. The position involves graduate and undergraduate teaching, advising, and conducting research in elementary education, particularly in the teaching of reading and writing. An earned doctorate is preferred. Experience as an elementary classroom teacher is required. A record of scholarship/research beyond the dissertation is expected for appointment at the associate level.

ENGLISH EDUCATION
Search Extended

The Department of Curriculum and Teaching is seeking an assistant or associate, tenure-track faculty member for its English Education program. The position involves teaching, supervising fieldwork, and conducting research in English Education for middle and senior high school students. Teaching experience as a middle or senior high school English teacher is preferred. An earned doctorate in either English or English Education is preferred. A record of scholarship/research beyond the dissertation is expected for appointment at the associate level.

SCIENCE EDUCATION
Search Extended

The Department of Curriculum and Teaching is seeking a tenure-track assistant or associate professor for its Science Education program. Candidates with strong backgrounds in elementary science, cognition and science learning by children, or the integration of technology into elementary classrooms are especially encouraged to apply. Responsibilities include methods courses in elementary science; graduate courses in science education methods and research instruction for EdM and EdD students; and a commitment to seek external funding. A doctorate in science education or the physical or natural sciences is preferred, as is elementary/college teaching experience.

SPECIAL EDUCATION
Search Extended

The Department of Special Education is seeking an assistant or associate, tenure-track faculty member, as part of its strategic plan to build a comprehensive program. The position involves teaching about and conducting research in the education of students with learning disabilities, mental retardation, and behavior disorders, and in the integration of such students in regular education settings. An earned doctorate is preferred. A record of scholarship/research beyond the dissertation is expected for appointment at the associate level. Of particular interest are candidates who are knowledgeable about advances in the study of the causes of learning disabilities, and about research and theory pertaining to the instruction of students with learning difficulties.

Review of applications will begin immediately and continue until the position is filled. Salary will be competitive and appropriate to rank and experience.

A letter of application, a current curriculum vitae, sample publications, and the names, postal and e-mail addresses, and telephone numbers of three references should be sent to:

Ms. Elizabeth Austin
School of Education
Boston University
605 Commonwealth Avenue
Boston, MA 02215

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University of Missouri
Eduardo Padrón, President
Miami-Dade Community College
Antonio Pérez, President
Borough of Manhattan Community College
María Vallejo, Provost
Palm Beach Community College

CONTRIBUTORS: Isis Artze, Marilyn Gilroy, Alberto Huerta, Angela Provitera McGlynn, Ruben G. Mendoza, Wilson R. Palacios, Jeff Simmons.

LETTERS TO THE EDITOR: **Commentaries or Questions should be addressed to:**
The Hispanic Outlook in Higher Education
210 Route 4 East, Suite 310
Paramus, NJ 07652
All correspondence should include author's full name, address, and phone number.

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C O N T E N T S

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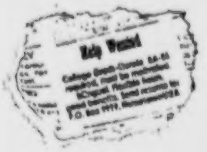

Help Wanted: Literate, Flexible, College Educated ⑧

ETS Issues New Report on Employment Trends.

Hispanic MBAs with Non-Hispanic Mentors Earn More ⑫

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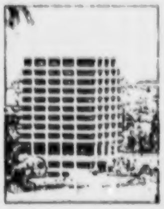

On campus, more than half the students are minorities, and its MBA programs on four continents are going strong.

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Cover Photo Courtesy in part of ETS

Esquina Editorial

Diversity Initiatives

he voice of the business community clamors that diversity is the key to its future viability and this nation's ability to compete in the world marketplace. To accomplish this collaboration, partnerships between business and education must be achieved. An exchange between the two sectors must take place to succeed and further our pluralistic society. The financial community says it seeks a diverse and qualified applicant pool, and academic institutions need a strong faculty, representative of the surrounding ethnic and racial groups, as well as the resources to recruit and educate students of diverse backgrounds.

This message touches upon those recently published by the Business-Higher Education Forum (BHEF), an organization of leading corporation CEOs and academic presidents, entitled "Investing in People: Developing All of America's Talent on Campus and the Workplace," which notes that diversity is a competitive asset.

In a similar vein, an article in this issue presents a dialogue and recommendations that stemmed from that exchange at the American Psychological Association's second annual meeting on multiculturalism. Also read about the earning differential found between Hispanic MBAs with non-Hispanic mentors and those with Hispanic mentors, and learn about ETS' latest report on employment trends.

Stay tuned for our women's issue (Feb. 25), in which we will present an interesting lineup of stories featuring Latina accomplishments.

Hasta pronto.

Alexandra

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A CAPITOL VIEW

President and Mrs. Bush Unveil New White House Web Site

BY GUSTAVO A. MELLANDER

Are times changing? Of course, they always are. The question is–are they changing for the better or worse?

Since his election, President Bush has used every opportunity at his disposal to practice his Spanish, associate himself with Hispanic ideals, and, in general, try to ingratiate himself to Hispanics. He has now gone into cyberspace with yet another outreach attempt.

President George W. Bush and First Lady Laura Bush recently unveiled the new White House Web site (www.whitehouse.gov). The invitation-only event was held in the Eisenhower Executive Office Building Library on the White House grounds.

White House Web Site

The Web site is very attractive, modern, and user friendly. It features a vibrant design, richer content, multimedia components, improved access for disabled users, and even an area designed specifically for children (www.whitehousekids.gov). The Kids Only Site has a history of the White House and a series of age-appropriate lessons together with questions and answers to encourage youthful interest and interaction.

Breaking with tradition, the White House Web Site also has a Spanish language section! It is the first time ever that a president has reached out in a systematic fashion to one of the nation's language entities in its native tongue. The White House all-Spanish Web site link has a section fully describing many of the federal government's operations, offices, and programs–all in Spanish. Links take one to many of Bush's speeches translated into Spanish. Even his weekly radio messages are available in Spanish. Biographies of the president, the vice president, and their wives are listed as well.

All the Marvels of the 21st Century

The Web site is very attractive. Navigation is improved, from years past, with front-page access to key areas of the site, including a more powerful search engine. Current news, biographies, policies, and the history of the White House, as well as a complete archive, are also readily available. A boon for sure for college students having to write political science term papers.

We were told the new site would be updated frequently throughout the day with rapid posting of speeches, press conferences, press releases, nominations, and breaking news stories. Audio and video releases from many presidential and Washington events also will be available.

On-demand video webcasts will be close-captioned to allow the hearing-impaired to view and understand the event. For those who are sight-impaired, the site has been programmed so a voice synthesizer can read the contents aloud, including online forms and photo captions.

The Kids Only Site

A special site designed for children, the Kids Only Site, was developed for easy manipulation and ease of accessing by elementary school-age children. Created with the assistance of teachers and schoolchildren, it is customer friendly. It is expected that thousands of children nationwide will log on frequently.

By personifying the president's pets and ranch animals, children will, it is hoped, become comfortable with computer learning at an early age. Encouraged by these experiences, they can go on to learn about the White House, the president, and a variety of American heroes in future visits. Trivia questions, photo albums, and other features to enhance interest are to be updated regularly.

Recognizing that users access the Internet on a variety of bandwidths, the site was designed to accommodate both slow and fast connections. While rich in content, the pages can still be downloaded quickly. To facilitate that, a text-only option is included for the most rapid download time.

The site designer, Jane Cook, former webmaster for the Texas Governor's office, is particularly proud that access is so easy. The Web site was designed and programmed entirely by staff and included input from many offices of the White House.

In designing the site, the Web team met frequently with advisors from the education, disabled, Hispanic, and technology communities. Many children provided feedback on the Kids Only Site as well.

In prepared remarks, Bush said: "I appreciate so very much the Web site being available in more than just one language. There are a lot of Spanish-speaking folks in America, and they'll be able to access the Web site. And that's important because I want all Americans to understand that our priorities coming into the fall will be our economy, education, opportunity, and security. And concerned citizens can read about those four categories, those four priorities of the administration, across the Web page."

He noted that he was particularly impressed that "Barney plays a major role in helping the young understand what's going on in Washington, D.C." After a ripple of laughter died down, Bush continued to say that although he was speaking in jest, he was also serious.

"I'm very serious about the need for all of us involved in government to do all we can to involve our citizenry in government. There is a lot of cynicism about politics in Washington, D.C., and it seems to me the more accessible Washington becomes, the more likely it is people will participate in the process. And, clearly, one way to do so is across the Web page."

Mrs. Laura Bush accompanied the President at the unveiling. He noted, "As we say in Texas, she cut her teeth in libraries, and she, too, is concerned about making sure that information flows freely and that, as importantly, people are able to read what comes up on the screen."

The page will be updated on a regular basis, obviously, as the news unfolds. To keep the page vibrant and of interest to Americans, the White House is actively seeking more imaginative ways to continue the nation's interest in accessing the White House.

Whether the outreach in Spanish will succeed as hoped or whether it will fuel a backlash remains to be seen. Times are truly a-changing.

Dr. Mellander is a professor at George Mason University.

Help Wanted:

Literate, Flexible, College Educated

New Report on Employment Trends and What's Required

BY JEFF SIMMONS

Each spring, thousands of students pour into Manhattan's Pace University in search of answers. They drop by the annual Latino College Expo, approaching recruiters and counselors with inquiries about financial aid, course requirements, and campus life.

At the heart of their questions is their future, worries about what they'll need to succeed in college, and in life afterwards.

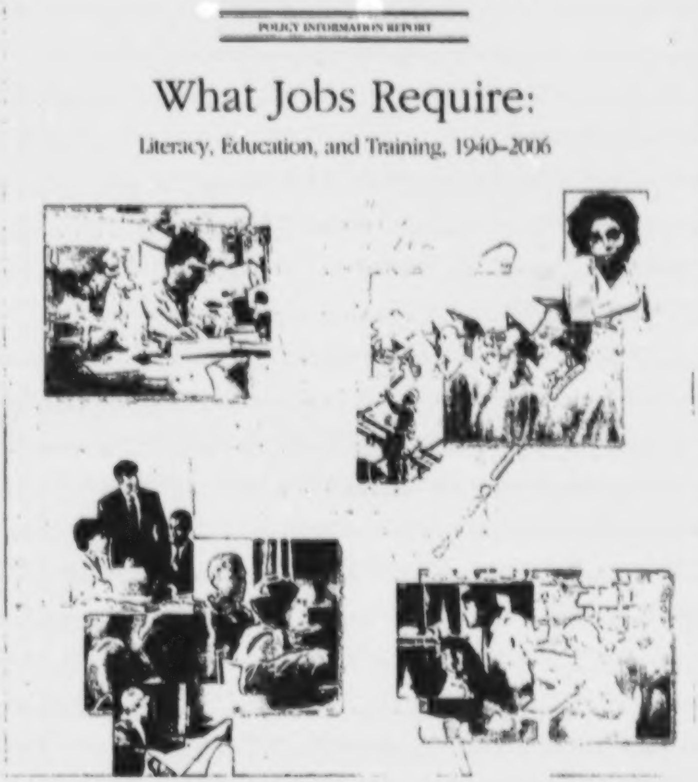
"I emphasize education," says Antonio Aponte, the event's organizer for the last 11 years. "Basically, I say the most important skill they need is to make sure they read and write well. I tell them that everything you are going to do, you are going to have to be able to read and comprehend."

Aponte hopes they will comprehend that there are certain necessary skills that sometimes fluctuate according to evolving marketplace demands. With the unemployment rate rising in the aftermath of the Sept. 11 attacks on the World Trade Center, a number of professions are seeing job opportunities decline or stabilize.

These changes likely will prompt colleges and universities across the nation to adapt to a new marketplace, one that demands different skills. Nevertheless, Aponte says he will advise students at this coming April's gathering that the basic needs will still exist.

"The common thread," says Aponte, director of independent school placement and college programs for the Boys Club of New York, "is that whether they want to be artists, doctors, or scientists, they will have to read. You always have to write papers, so it's important they work on their writing and reading, and practice as much as possible."

In his view, practice toward becoming more literate adults can make the perfect job candidate.



POLICY INFORMATION REPORT

What Jobs Require:

Literacy, Education, and Training, 1940–2006

A recent policy information report, "What Jobs Require," supports that perspective. Produced by the Research Division of ETS, Educational Testing Service, the report finds that America's workplace literacy requirements have grown, and that both education and literacy levels are important to survive in today's demanding labor market.

The report compiles available information on past and future trends in employment and in the education requirements of jobs in the post-World War II period. It also reviews trends stretching from the 1940s to the 1980s.

"It's very important to know what has been happening in the labor market with regard to what kind of training and education and literacy you have to have to negotiate in that market in order to succeed," says the report's author, Paul E. Barton, a senior associate in the ETS research division and director of its Policy Information Center in Princeton.

"At the same time, it's very important from the standpoint of the country to know what is happening with the labor supply and whether its needs are being met."

Barton adds: "In general, we seem to be uninformed, in my mind, about the complexity of the matter of knowing what jobs require, and knowing where we are in terms of adequate levels of education, training, and literacy–what the real trends are and why things are happening the way they are."

One continuing trend shows how college graduates earn more than those with lesser education. Earning potential varies with literacy proficiency, even within specific levels of educational attainment, the report finds. So, for instance, an individual with a bachelor's degree and higher literacy score will earn more than one with a lower literacy score.

"*This is a time when state governments need to come up with a lot more money for post-secondary education.*"

ANTHONY CARNEVALE, ETS VICE PRESIDENT

Literacy requirements remain strong factors, but they have not grown dramatically. In fact, the study finds growth in both jobs requiring high literacy, jobs such as computer scientists, and in jobs with lower literacy requirements, such as home health aides and amusement and recreational attendants.

Barton finds that employers prefer candidates with higher education credentials, even though the average literacy requirements have remained relatively stable. But Barton admits that it's unclear why there has been a shift toward hiring more educated workers.

"Decade after decade, more people with higher levels of education are in occupations that in the prior decade were occupied by those with less education," he says. "But we don't know whether skill requirements for some of those jobs rose, or whether the more highly educated workers were more productive and therefore were paid more."

The report takes literacy requirements–expectations in prose, document, and quantitative proficiencies–and gauges their importance among occupations. The requirements, on a scale of 1 to 500, were 294 in 1986 and are projected to increase only to 295 by the year 2006.

Prose literacy is the knowledge and skills needed to understand and use information from texts, including editorials, news stories, poems, and fiction, the report says. And here, prose requirements will rise dramatically in certain professions.

The 25 occupations with the highest percentage increase (considered the "fastest growing occupations") will go from 6.8 million jobs in 1996 to 105 million in 2006, a 69 percent increase. The combined average prose requirements were 300 in 1996, and will climb to 302 in 2006.

Meanwhile, the number of prose requirements dips among the 25 occupations expected to decrease by 2006. Among those 25, jobs should drop from 1.5 million to 1 million by that year, while the prose requirements lower from 279.1 in 1996 to 277.4 in 2006.

ETS believes that students will need to track these findings to understand where the job market will prove more lucrative. Meanwhile, colleges and universities will use them to adjust curricula and offerings to better prepare students.

Barton provides a "bottom line"–an assessment of what the figures will mean. Among the findings:

- While the fastest growing jobs, in terms of percentage increases, have higher literacy requirements than those decreasing, the numbers still are small. But it's in these growing areas that new opportunities are being created.
- The largest growth in terms of numbers of jobs is in occupations with slightly lower average literacy requirements than for all occupations. Literacy requirements for these 25 growing occupations are about the same as the 25 with the greatest decline in numbers.
- Occupations with the highest literacy requirements and those with the lowest both are growing at above-average rates. That is why there is no overwhelming change in overall literacy requirements.
- Literacy requirements in 1986 and 1996, and those expected in 2006, are the same. This accounts for changes in the distribution of occupations because of changing growth in each one. There will be a bias, he finds, toward increasing skill requirements because of the needs in the fastest growing occupations.
- Even though average education development increased only by a tenth of one percentage point from 1984 to 2000, occupations with the highest growth had higher than average education requirements.
- Jobs with the highest "skill content" grew more rapidly than those with the lowest skill content, and that initiated a gradual increase in skill content from 1940 to 1970.
- Estimates held that the average number of years of education required for jobs climbed from 10 in 1940 to 105 in 1970. During this time, the mean

Top 25 Occupations with the Largest Percent Increase in Jobs, 1996 to 2006 (in thousands)

Occupation--Largest Percent Increase	Average Literacy Requirement			Number of Positions		Percent Increase
	Prose	Document	Quant.	1996	2006	
Database admin. support specialists, and computer scientists	351.0	362.0	354.0	212	461	117.45%
Computer engineers	333.0	327.0	338.0	216	451	108.80%
Systems analysts	352.0	347.0	352.0	506	1,025	102.57%
Physical and corrective therapy assistants and aides	266.0	268.0	264.0	85	151	77.65%
Home health aides	244.0	232.0	234.0	498	873	75.30%
Medical assistants	290.0	286.0	281.0	225	391	73.78%
Occupational therapists	320.0	314.0	315.0	57	95	66.67%
Occupational therapy assistants and aides	338.0	333.0	339.0	16	26	62.50%
Teachers, special education	325.0	316.0	324.0	407	648	59.21%
Medical records technicians	300.0	295.0	297.0	87	132	51.72%
Data processing equipment repairers	316.0	312.0	314.0	80	121	51.25%
Dental hygienists	325.0	309.0	313.0	133	197	48.12%
Amusement and recreation attendants	289.0	275.0	286.0	288	426	47.92%
Adjustment clerks	295.0	294.0	293.0	401	584	45.64%
Respiratory therapists	315.0	306.0	292.0	82	119	45.12%
Emergency medical technicians	333.0	326.0	308.0	150	217	44.67%
Bill and account collectors	299.0	294.0	304.0	269	381	41.64%
Residential counselors	334.0	325.0	337.0	180	254	41.11%
Instructors and coaches, sports and physical training	316.0	309.0	296.0	303	427	40.92%
Securities and financial services sales workers	328.0	316.5	329.0	263	363	38.02%
Teacher aides and educational assistants	284.0	271.0	276.0	981	1,352	37.82%
Dental assistants	276.0	268.0	263.0	202	278	37.62%
Flight attendants	321.0	315.0	311.0	130	178	36.92%
Child care workers	264.0	250.0	255.0	830	1,129	36.02%
Customer service representatives, utilities	294.0	289.0	294.0	152	206	35.53%
1996	299.7	291.3	294.0	6,753	10,485	55.26%
2006	301.9	293.9	296.6			

Note: There were a few occupations among the fastest growing 25 for which we do not have estimated prose literacy requirements, due to the small numbers in the occupation. These are the top 25 for which literacy scores are available.

educational attainment of men rose from 8.6 years to 12.0 years. It jumped from 9.8 years to 12.1 years for women.

Anthony Carnevale, vice president for Education and Careers, says the report provides a window of opportunity for students, especially Hispanic and African American ones.

"It seems to me that the fundamental message in a report like this is to inform the decisions of Hispanic youth and their parents and to help them understand that access to education beyond high school is the new threshold for economic success," says Carnevale, "that in the United States, you require people to have a high school education and at least two years of education or some training in order to achieve a family wage here."

The challenge for the Hispanic community, he says, is not an issue of hours worked or work effort. Instead, it has been an issue of access to postsecondary education. "All of the hard work by itself will only take someone so far," he says. "Even entrepreneurial success will only take you so far, because you cannot spread that far enough throughout a population."

The 25 "fastest growing occupations" will go from 6.8 million jobs in 1996 to 10.5 million in 2006, a 69 percent increase.

Carnevale reasons that now is a "unique" time for the Hispanic community. The coming years will witness continuing growth in the Hispanic population, and growth in the number of 18- to 24-year-olds able to pursue a college education. Much of that will take place in California, Florida, Arizona, and Texas.

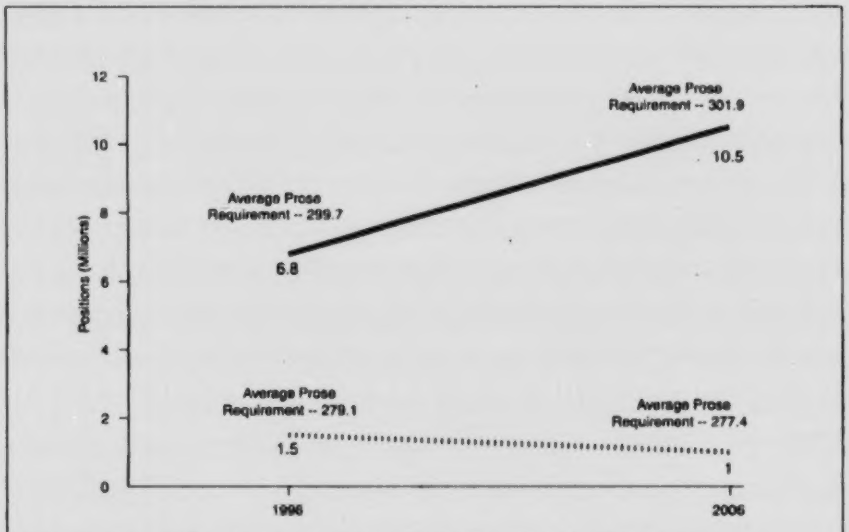
That alone, he says, should prompt legislators to provide more money to get students into college, and ready for life afterwards.

"The majority of costs fall on state governments. This is a time when state governments need to come up with a lot more money for postsecondary education," Carnevale says. "Will we have the capacity in funding to contend with the increase in college participation? It's going to be a very difficult struggle.

"If we miss this opportunity, there will be fewer and fewer Hispanics with access to good jobs, because now, in this new economy, good jobs require at least some secondary education."

New York University held a job fair about two weeks after the World Trade Center bombing. As 3,000 students grabbed pamphlets and discussed their goals with health care, financial service, and insurance employers, one booth seemed to hold a special allure: the Federal Bureau of Investigation.

25 Occupations with the Largest Percentage Increase and Decrease, 1996 to 2006



Source: The methodology used to create the data for this figure was detailed in the Introduction.

Prose Scale ranges from 1 to 500.

"People are really taking stock of what they really want to do," says Trudy Steinfeld, director of NYU's Office of Career Services. "I think we are going to see people would have chosen certain careers that would have paid money, but now they are thinking more about what will make them happy."

But whatever jobs they select, students still will require the skills that establish a solid foundation. She says that most jobs, to be done effectively, need literate workers. Students will need to read, write, communicate persuasively, and process information accurately and quickly.

Steinfeld, whose office helps graduate and undergraduate students with career development, believes that as a result of the Sept. 11 attacks, graduate and professional school attendance will skyrocket. Many students will now pursue continuing education to gear themselves toward a changed job market, or to careers they may have held as only dreams before.

"Students will say, 'I always thought I wanted to go back for a law degree, so let me sit out and give the economy a chance to stabilize,'" she says. "That's always true in times of recession."

Steinfeld adds that what jobs will require will be a firm grasp of foreign languages and computer literacy. And that students will need to be flexible, able to adapt their skills quickly to a changing marketplace.

"One of the things that will be important is the ability to shift work. If you start doing one job and the need arises somewhere else, you might have to roll with the punches," she says.

Barton says money will continue to matter: most students will absorb that college degrees lead to bigger bucks down the road. He notes that those with only some college have watched their earnings dip by 3 to 5 percent, while those with only high school degrees have watched earnings drop 10 to 15 percent. High school dropouts, he adds, have watched earnings fall 25 percent in the last 25 years.

"Every individual and particularly young people have a tremendous need for understanding what is it they have to do in order to succeed at some level of their aspirations, and to be able to sustain themselves and their family," he says. "When they see figures like these, what it boils down to, they can see that college graduates are doing better over the last 25 years, and those with less than a college degree are faring poorly."

Barton maintains that is it difficult to interpret what accounts for employer behavior and suggests that employers may continue to favor better-educated clients in the future. The report, he hopes, will at the very least provide a blueprint for counselors, educators, and students.

"For educators, there is always the big question of what kinds of preparation and what levels and degrees and certification do people need to be able to perform particular occupations," Barton says. "That's what you have here in terms of literacy and degree requirements, and projections of job growth."

He adds: "For the nation in general, we need to know whether the trend in preparing people for jobs is really adequate in terms of the national investments we make."

Aponte expects that he and the college advisors on hand at the Latino College Expo will encounter the same questions this spring. At the very least, he says, he'll advise students that they should pursue an associate's degree, to get their feet wet. But he will tell them that the job market is toughening.

"I try to stress the maximum, though," Aponte says. "If it seems overwhelming, I tell them to start off with an associate's, at least to have something. In the old days, an associate's was good enough."

"As much as possible, you will have to have some knowledge of technology to be able to survive in this new world," says Aponte. "I always talk about being a mechanic. In the old days, if something was wrong with your muffler, you just put in a new muffler. Nowadays, many cars are like computers. You have to know the technical aspects. We've progressed so much."

"I want them to strive to pursue their careers as much as possible," he says, but "I don't try to put the fear in young people."

Hispanic MBAs with Non-Hispanic Mentors Earn More

Arizona State, NSHMBA, and HACR Release Report

BY INÉS PINTO ALICEA

A new workforce study finds that Hispanic business professionals who work with other Hispanics–whether it is a supervisor, a co-worker, or a mentor–earn, on average, lower salaries than Hispanic business professionals who work with non-Hispanics.

The study also found that Hispanic business professionals believe Hispanic supervisors are less discriminatory than their Anglo counterparts, but that is not enough to quell their strong intentions to leave an organization.

The study was released by the Arizona State University, the National Society of Hispanic MBAs, and the Hispanic Association on Corporate Responsibility (HACR), a D.C. nonprofit coalition of Hispanic organizations and corporate sponsors that works to increase the number of Hispanics in corporate America.

One of the authors of the study, Donna María Blancero, an assistant professor of management at Arizona State, said that there could be several reasons why the presence of other Hispanics, whether mentors, supervisors, or peers, leads to lower salaries.

"First, not only is there a paucity of Hispanics for other Hispanics to choose, but two, those that are in a position to mentor are most likely too young to have any influence in the corporate structure" on issues such as salaries and compensation," said Blancero. "This is a situation that needs to change over the next several years."

She said, too, that the lower salaries earned by Latinos with Hispanic supervisors may be due to a tendency to find Hispanics supervising departments that are less visible in the workplace, which diminishes their clout in the corporate structure and may, in turn, mean lower salaries for employees.

Entitled "Hispanic Business Professionals in Corporate America: A Profile and an Analysis," the study looks at 739 Hispanic professionals, more than 80 percent of whom hold an MBA and such titles as manager, analyst, director, or vice president. Thirty percent of the Hispanics surveyed were younger than 30, 60 percent were 30 to 45, and the rest were older than 45. They worked in aerospace, government, insurance, manufacturing, consulting, high tech, financial, banking, telecommunications, and consumer products. Sixty-one percent are male, the same percentage as those born in the continental United States.

The study found the average salary for Hispanics with a non-Hispanic mentor was higher, averaging $71,000, than that of those who had no mentor or a Hispanic mentor. The majority of the non-Hispanic mentors were Caucasian, male, and averaged 44 years of age. Hispanics with no mentor, who made up two-thirds of the sample, earned an average of $63,000

Hispanics with Hispanic mentors earned an average of $59,000.

Raúl Araujo is president of the National Hispanic Employee Association, founded in 1991, a Sacramento, Calif.-based organization of more than 20,000 members—Hispanic employee association professionals and students from Fortune 500 corporations, public sector agencies, and colleges and universities across the U.S. and in Latin America.

Araujo recommends that people have more than one mentor and that they assure that the person they turn to as a mentor is in the inner circle at the company where both are employed. The study found that the rank and level the mentor holds within the corporation does make a difference.

Araujo said Latinos have to tread carefully when climbing the corporate ladder because it is easy to get tracked into positions that do not allow advancement or into jobs within corporate America that have become like barrios with many minorities and difficult to escape. A good mentor will help guide Latino professionals to positions that lead to advancement and away from jobs without upward mobility. Araujo said he hopes the study's findings won't result in Latino professionals avoiding Latino mentors because "you just don't know who will be the one to help you."

"It's not that Latinos can't mentor," said Araujo. "It boils down to are we really in the right groups and are we getting enough mentoring ourselves. Often, supervisors are not much better off than the employees they are mentoring."

The study also found that the "presence of Hispanic co-workers had a negative effect on the salaries of participants." Hispanics who worked only with non-Hispanics (38 percent) earned an average of $70,000 salary while Hispanics who worked with at least one other Hispanic earned an average of $61,000. The study showed that those with Hispanic co-workers were more likely to report higher levels of turnover intentions and lower career satisfaction than those who worked with no other Hispanics.

HACR President Anna Escobedo Cabral

Dr. Donna María Blancero, National Education Chair, NSHMBA, and assistant professor of management at ASU

"Dr. Blancero has indicated in her study that there is a need to do more research that could explain why there are disparities in the salaries between Hispanics who work with other Hispanics and those who work with no other Hispanics," said Anna Escobedo Cabral, president and CEO of HACR. "Certainly this study serves to alert human resources directors in corporate America to look at their own workforce and to consider barriers to Hispanic inclusion and promotion."

Hispanics who had a Hispanic supervisor (13 percent) report an average salary of $55,000, compared with a $65,000 average salary for those with a non-Hispanic supervisor. Blancero said the salary differential may indicate that the Hispanic supervisors, as part of a "pioneer," "emerging," or first-generation professional group, do not carry the same clout yet as do non-Hispanic supervisors in the corporate environment.

Latinos need to learn more on how to be mentored and whether they are being adequately paid for the work they are doing, said Araujo, whose organization is planning a Web site that he says will help Latino professionals assess their professional strengths, gauge an organization and different career opportunities for a good fit with that person's goals, and develop the skills needed to pick good mentors and good companies for which to work.

Overall, a majority of the Hispanics surveyed indicated they were happy with their jobs and their supervisors, but 38 percent said they were unhappy with their salaries, which averaged $64,000, with an average annual bonus of $13,700.

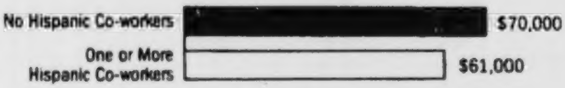
"Obviously, salary is one of the more important issues considered in employment. Thus, while satisfied with the actual work, the lower

Other Hispanics in the Workplace?

Professionals' supervisors are typically non-Hispanic with only 13 percent reporting a supervisor who is Hispanic; these supervisors average 43 years old. Many of the professionals are the only Hispanic in their work group with 38 percent working with no other Hispanics and 24 percent working with just one other Hispanic. About one-third of these professionals have a mentor. These mentors are typically non-Hispanic [71 percent] and male [67 percent]. Mentors are, on average, 44 years of age.

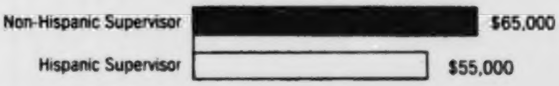
The presence of Hispanic co-workers had a negative effect on the salaries of participants. In scenarios where there were no Hispanic co-workers, participants' salaries averaged $70,000; whereas when there were Hispanic co-workers salaries were at about $61,000.

Average salary for those with Hispanic co-workers vs. those without Hispanic co-workers



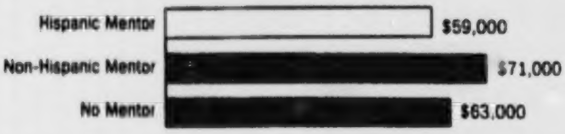
The same trend was present in the case of non-Hispanic Supervisors and Hispanic supervisors. Professionals who had non-Hispanic supervisors had average salaries at around $65,000 while workers with Hispanic supervisors averaged under $55,000.

Average salary for those with Hispanic supervisor vs. those with a non-Hispanic supervisor



When investigating the area of compensation with relation to one's mentor, similar results were found. Those with an Hispanic mentor earned less than those with a non-Hispanic mentor. Incredibly, those with an Hispanic mentor earned even less than those with no mentor at all. Professionals with no mentor averaged approximately $63,000 and those with non-Hispanic mentors averaged $71,000. Hispanic business professionals with Hispanic mentors averaged only $59,000.

Average salary for those with Hispanic mentors vs. those with non-Hispanic mentors vs. those with no mentors



Source: Hispanic Association on Corporate Responsibility (HACR)

salaries may be a key factor in the intent to look for another job."

And while a majority of the respondents did say they were satisfied with the kind of work they were doing, a large number also expressed an intention to leave their jobs.

"As an emerging group, Hispanic professionals are also a mobile group looking to get the best of all worlds–job satisfaction and higher compensation," said Blancero.

In a separate finding, the study showed that while a large percentage of respondents said they would characterize their relationships with their supervisors, either Hispanic or non-Hispanic, as very effective, the respondents with non-Hispanic supervisors were more confident that the supervisor would "bail them out"–at the supervisor's expense–if the respondent really needed it.

The study showed 45.3 percent of the respondents with non-Hispanic supervisors versus 40 percent with Hispanic supervisors agreed that they could count on their supervisors to help them solve a problem in that type of scenario. They did not feel that their supervisor would go the extra mile to bail them out or perhaps they did not think their supervisor had the clout or strength within the company to bail them out, according to the study. "A possible reason is that Hispanic supervisors may be reluctant to go out of their way to assist an Hispanic employee for fear of being regarded as 'favoring' other Hispanics."

Araujo said Latinos face a double standard in corporate America. Often, women employees who promote women's issues in the workplace are viewed positively, but Latinos who take on Latino issues in corporate America are sometimes "viewed negatively."

Founded in 1986 as a coalition of the most prominent national Hispanic organizations, HACR is a nonprofit, tax-exempt, 501(c)3 organization, headquartered in Washington, D.C. HACR strives to ensure that there is an equitable participation of the Hispanic community in corporate America, commensurate with the Hispanic purchasing power. The Selig Center for Economic Growth at the University of Georgia has estimated Hispanic purchasing power for 2001 to be $452.4 billion. Estimates are that, between 1990 and 2001, the Hispanic buying power in the United States increased by 118 percent.

Responsible corporations, according to the HACR mission statement, "endeavor to include Hispanics in employment, procurement, philanthropy, and corporate governance." HACR publishes studies on each of those sectors.

By providing information on the status of Hispanics in corporate America, HACR can focus on issues relevant to Latinos and investigate solutions for the inequity that exists. According to U.S. Census Bureau population estimates, the Hispanic population (including Puerto Rico) now exceeds 35 million, comprising nearly 13 percent of the total U.S. population. Yet, HACR said 98.6 percent of all Fortune 1000 board seats are held by non-Hispanics.

Escobedo Cabral said HACR has embarked on its first ever project to identify "best practices" in corporate America's employment, governance, philanthropy, and procurement activities. The first report of the series will be on employment and will identify trends and barriers in the employment of Hispanic professionals and the kinds of programs that are working to ensure Hispanic inclusion, in corporate America's workforce.

"Some of the practices that may be revealed through this study include internship programs designed to recruit Hispanics, tapping organizations of Hispanic professionals as a source for recruitment, diversity training programs for managers, and monitoring the retention and promotion rate of Hispanics within the company," said Escobedo Cabral. "We will share these best practices with other companies so that they can use them as models in their own efforts of recruitment."

The Honor Roll

California State University, Hayward

Now Offering Credentials in International Trade

BY ROGER A. DEITZ

President Norma S. Rees of Cal State Hayward remarks, "We are very proud of our mission of excellence in education for a diverse society and believe that our students, faculty, and staff together form the team that lives that mission each and every day. Our student body is a diverse one in age, ethnicity, and culture. It matches the diversity of our geographical service area. Our faculty are outstanding teachers and scholars."

Warren Hall, California State University-Hayward

President Rees points out that the past year not only began a new century, but also Cal State Hayward's 44th year, and year three of implementing goals it put in place in 1998, goals now being used by its divisions and departments, and also by the University Budget Advisory Committee, to guide CSU-Hayward toward its mission.

Priorities include increased enrollment, support for the Business and Technology Center, new student and faculty housing, and enhancing the image and reputation of the University. Full-time equivalent student enrollment is up 2.5 percent above this time last year, and "we are expecting that figure to go even higher," she says.

"To complement our recruitment efforts," she tells *The Hispanic Outlook*, "the Student Life and Learning Experience Committee, comprising both staff and faculty, has developed the 'Students First!' statement, which is being distributed on campus. The Students First! statement was endorsed by the Strategic Enrollment Management Steering Committee, which includes all the vice presidents."

"Every member of the Cal State Hayward community will continue to integrate a 'Students First!' philosophy into our everyday contact with students."

The Students First! statement affirms, "As a University, our task is to create a vibrant and dynamic intellectual and social community. We are committed to providing an environment that

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Norma S. Rees, California State University-Hayward president

Honor Roll Facts in Brief

INSTITUTION
California State University, Hayward

LOCATION
25800 Carlos Bee Blvd.
Hayward, CA 94542
(510) 885-3000

ESTABLISHED
1957

ENROLLMENT
Approximately 13,000 (13 percent Hispanic)

DEGREE OFFERINGS
Bachelor's
Master's
Credentials

ANNUAL TUITION AND FEES
$1,728 (In-state, full-time undergraduate)

FACULTY
359 full-time, 402 part-time
(95 Hispanic faculty and administrators)

SEVERAL DEGREE PROGRAMS
Biotechnology
Education
International Business
Multimedia
Telecommunications

NOTABLE HISPANIC-SERVING ORGANIZATIONS
American Association of Hispanic CPAs
Latino Task Force
MEChA

INTERNET ADDRESS
www.csuhayward.edu

enables students to engage in their intellectual work with a minimum of bureaucratic obstacles and, more importantly, with the kind of attention to service that will enrich their stay at Cal State Hayward."

The University promises to keep at a minimum the need for students to stand on line or wait in an invisible line; to provide helpful, friendly, informed service; and provide a learning environment fostering social, academic, intellectual, and career-oriented development. It promises to actively solicit input from students, to provide consistency in the delivery of service and information across the campus, and to develop adequate structures of support for services to students. Also promised is an inclusive community and a physical environment that ensures that student facilities are safe, clean, comfortable, and accessible.

CSU-Hayward maintains two campuses, one in Hayward and the other in Concord. The park-like, 342-acre Cal State Hayward campus in the Hayward hills offers a spectacular panoramic view of San Francisco Bay, while the Contra Costa campus in Concord is situated at the foot of Mt. Diablo. The Hayward campus, with its wide expanses of well-kept lawns, clean, tree-lined walkways, fountains, and beds of native California plants, is considered one of the most beautiful in the CSU system.

Both campuses are recognized for innovation in higher education and for being sensitive to student needs. For example, a high priority has been placed on campus computer access with Internet connections. Discipline-specific computer labs and seven general access labs with IBM-compatible PCs and Macintosh computers are available. On designated weekdays, some labs are open to students 24 hours a day. Each apartment in the Pioneer Heights student-housing complex on the Hayward campus has computer connections to the University's mainframe, providing residents with access to the library's online collection of more than one million items.

Campus facilities include 150 classrooms and teaching laboratories and 177 specialized instruction rooms. Distance learning labs broadcast more than 100 hours of interactive instruction weekly and link classrooms on the two campuses. Teleconferences from around the world service both campuses routinely.

Pioneer Gymnasium on the Hayward campus has a dance studio, weight room, swimming pools, and auxiliary gyms. Many hiking trails to East Bay regional parks originate on the Hayward campus. Proximity to San Francisco, San José, and other Bay Area cities affords students at both campuses easy access to the area's many cultural, social, and entertainment venues.

During the mid-1950s, Assembly-man Carlos Bee of Hayward and the people of Southern Alameda County worked to establish a public college for the population in the East Bay region. Thanks to their efforts, the State College of Alameda was authorized by the action of the State of California in 1957. Two years later, the college opened its doors in a local high school. After considering at least 20 sites for a permanent location, the California State Public Works Board selected the Hauschildt Ranch in the Hayward hills, and construction for the campus began in February 1961. Six months later, diplomas were presented to the college's first graduating class. The graduates were primarily students in their late 20s and early 30s who were pursuing teaching credentials. They met in rented classrooms in downtown Hayward, as did the members of the next two graduating classes. The college moved to its beautiful hilltop location in the summer of 1963.

California State University-Hayward students

In 1972, the college was awarded university status and renamed California State University, Hayward. Nine years later, a branch campus of the University was opened to serve the people of Contra Costa County. In the fall of 1992, the branch campus moved to its permanent location on the former Cowell Ranch in Concord. Both campuses continue to grow and develop.

In 1987, Pioneer Heights, the student apartment complex, was completed, and in the winter of 1996, a 27,000 square-foot University Bookstore opened its doors. A two-year, $10 million upgrade of the telecommunications network serving students, faculty, and staff at Cal State Hayward began last fall.

"We are truly an international university, whether you consider our overseas programs, our international curricula, or our diverse student body and faculty," stresses Dr. Rees, "The MBA programs in Europe, Asia, and South America are going strong." The president says that Cal State Hayward has also begun an association with the Bay Area World Trade Center in Oakland, developing a certificate program for international trade.

More than half of Cal State Hayward's 13,000 students are of African American, Asian, Hispanic, or Native American heritage (Hispanics represent 13 percent). International students from more than 60 countries also study on campus. Last year, there were 1,439 African American students at the undergraduate and graduate levels. Chicano students numbered 898, and other Hispanics, 529. Asian American students totaled 2,900, Filipinos, 874, and Pacific Islanders, 106.

The University offers 48 baccalaureate majors (65 minors) and master's degrees in 45 fields and varied credentials programs. Hayward was the first university in the nation to offer a master's degree in multimedia. It has one of the largest business schools in the San Francisco Bay area, with more than 3,500 undergraduates, 650 domestic MBA students, and 350 international students. Hayward was the first U.S. business school to establish an MBA program in the former Soviet Union (1992), and the Russian business magazine *Karerra* named it the No. 1 business education program in that country for three years running. CSUH has established business programs on four continents and exchange programs and relationships with universities and colleges on five continents.

Cal State Hayward recently developed the first new engineering program within the CSU system in 38 years. The first degree offered is a bachelor's in industrial engineering.

The Teacher Education Department heads a consortium that administers a $2.8 million federal grant to help prepare Oakland middle school students for college. Only three such programs in the nation are administering larger grants.

On campus, there are more than 90 clubs, sororities and fraternities, student government, a student newspaper, radio and television stations, and music, dance, and theater groups. Student organizations sponsor concerts, dances, films, lectures, and other cultural events. Academic advising, career-counseling, and employment fairs are available on both campuses.

The Intern Counseling Program provides short-term help to students who have difficulties with academic pursuits or with personal issues. State-licensed child care is available on both campuses.

The campuses are among the safest in the CSU system. Officers patrol on foot, in vehicles, and on bicycles and are available to escort students on request 24 hours a day. There are 359 full-time and 402 part-time faculty members, and 85 percent hold doctoral degrees. The undergraduate ratio of students to faculty is 21-to-1, and the ratio of graduate students to faculty is 11-to-1.

Hispanic faculty and administrators number 95. Notable faculty includes Edgardo de la Cruz, the 1999 National Theatre Educator of the Year, and two of America's leading authorities on César Chávez: PBS documentary filmmaker Rick Tejada-Flores (mass communications lecturer) and Chávez biographer and historian Richard García (history professor).

Winning Combination: Location, Vocation, and Español

Barry Grads Land Good Jobs in Florida Media

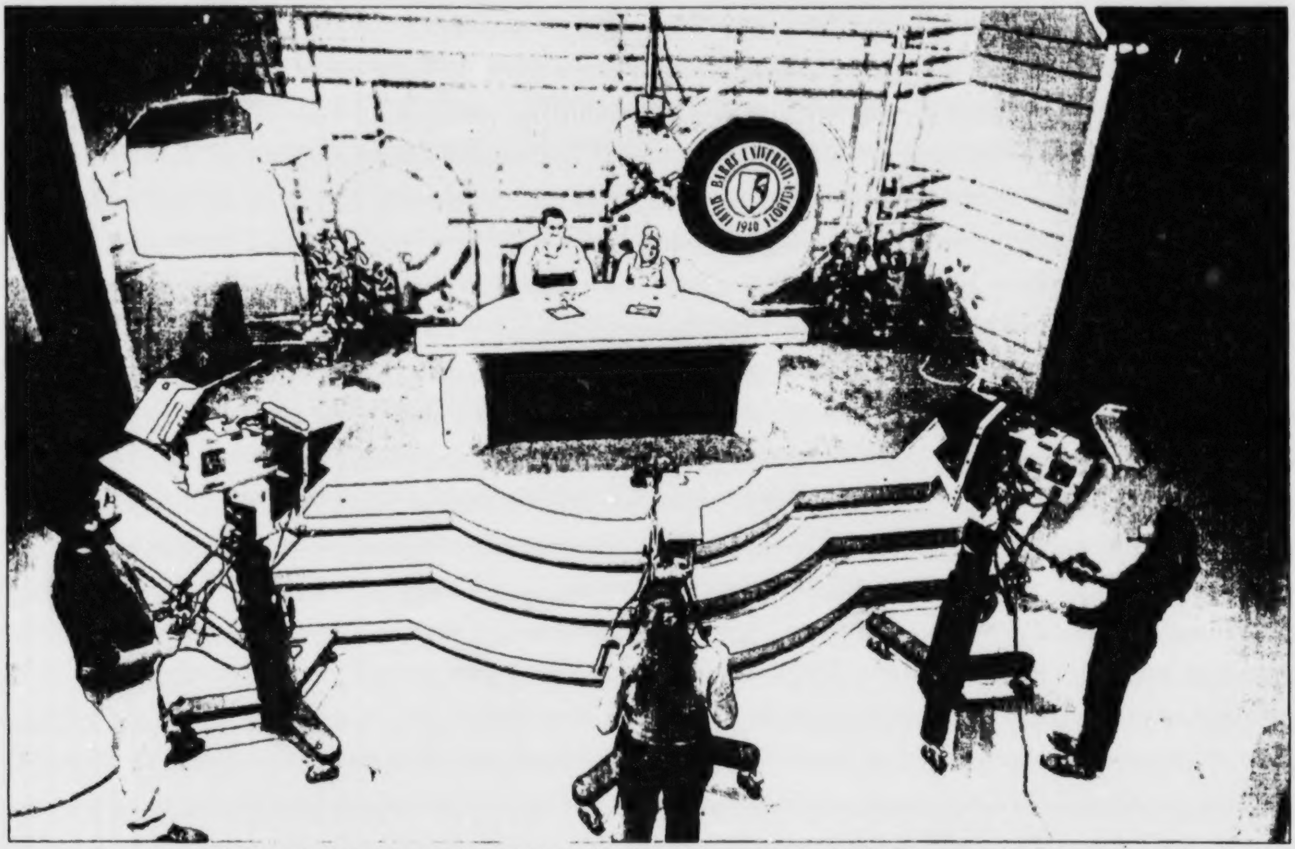
BY MICHELLE ADAM

Barry University is located in the heart of the international media capital of the Americas. CNN, ABC, NBC, and CBS News all cover Latin America from their Miami bureaus, while Spanish-language stations such as Telemundo and Univision add to the diversity of the local television market.

It is no wonder the that Barry University's communication department graduates students into this ever-popular field by the handful. The school, located in Miami Shores, has been known to train a large and growing percentage of minority students, among them Hispanics, for the field of television. In past years, Hispanic students have taken on such posts as associate producer at Univision, producer at Telemundo, and news anchor at Hero Productions of Univision.

One outstanding student, Patricia Vila, graduated from Barry's communication department in 1993 and became the producer for the CNN bureau in Cuba–the first and only American TV network in Cuba. Recently, ***The Florida Catholic*** newspaper featured her accomplishments.

"Our communication department has an excellent reputation, especially at



Barry broadcast communication majors produce talk shows that air on the campus station WBRY-TV, as well as the Barry-owned WXEL public radio and TV station, based in Boynton Beach, Fla.

804

the television stations," said Kathy Wahlers, communication chair. "The Miami market is No. 15 and No. 16. Ordinarily, it is very difficult to get your foot in a door after graduation with a market of this size. Most students need to start at smaller stations. But we are pretty much bucking the trend. More and more of our students are getting their first-time positions in this market. That speaks very well of our program and the kind of student we are attracting."

Barry has been in existence as a Catholic University since 1940. It currently has an enrollment of 8,650 students drawn from 49 states and 75 countries. *U.S. News and World Report*'s "2002 Best Colleges Edition" ranked the school No. 1 in diversity in southern master's colleges and universities.

Today, students attending the University within the department of communication are primarily drawn to its broadcasting major. With a state-of-the-art television facility, the David Brinkley Studio, students have access to hands-on learning from the very beginning of their undergraduate education. Those within this major can prepare for careers in radio, cable, and other media-related fields.

"It's an extremely hands-on program," says Wahler, one element that contributes to the students' success. "We try to purchase the kind of equipment that is being used in the stations. Our students also do shows that are broadcast in the counties weekly."

For Barry's Hispanic students, having bilingual skills is an added plus. They are studying to enter a field that is progressively seeking bilingual and bicultural skills, especially in Miami. "In every class, I tell students that the greatest gift a parent can give" is to bring up a child bilingual. "From an employment perspective in general, we talk about the ability to speak Spanish, to speak languages, and how that should be included on the résumé. So many employers are looking for that."

Barry offers classes that analyze media programming for Spanish and English-speaking stations, looking at how they differ in their approach. At times, students have also conducted their final projects for television in Spanish.

Students receive their first hands-on training in the field through internships at stations, and it is here that they get their foot in the door. "When our students do internships, they connect with prominent media personalities," said Wahler. "Students will also invite their internship supervisor to come to campus to see their work on site."

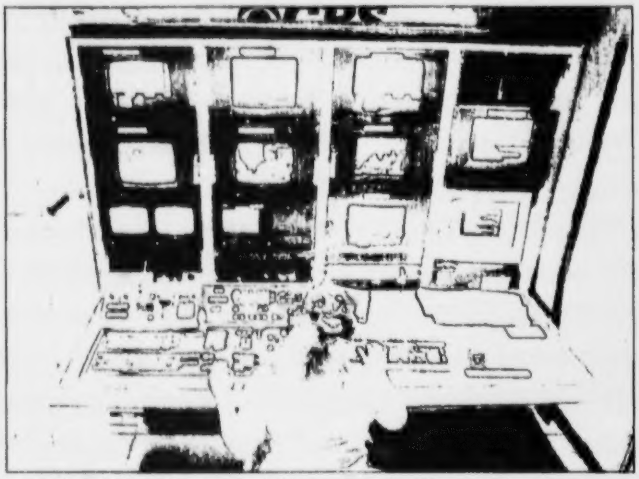
Hispanic student David Rousseau did his internship through Barry at WFOR-TV Channel 4, the CBS affiliate in Miami, in 1998. The son of Cuban parents, Rousseau has worked as a promotions producer at the station since graduating from Barry in 1999. With CBS-4, the official station for the Miami Dolphins and the Miami Heat, Rousseau promotes the images of these teams. He also promotes stories, newscasts, and other programs.

By December of 2000, Rousseau had won two Emmys for his work, the first for his television promotion of a locally produced show, "Viewfinders," and the second for his promotion of an annual basketball charity event. "I haven't won an Emmy this year, but I've done cool things," he said.

Asked how he was able to land such a position at a top station, Rousseau gave credit to Barry and to his own determination and passion. "The fact that you come out prepared in all the facets makes it possible. It's a prerequisite to be responsible at Barry. They didn't cut us any slack," he said. As for entering the field, he said, "You just want to possess that hunger that you deserve it, that you're going to go after it."

As a child in Miami, Rousseau was always amazed by television and the movies. "Since I was a young boy, I have had a vivid imagination, and I have wanted to do something with it…something creative," he said.

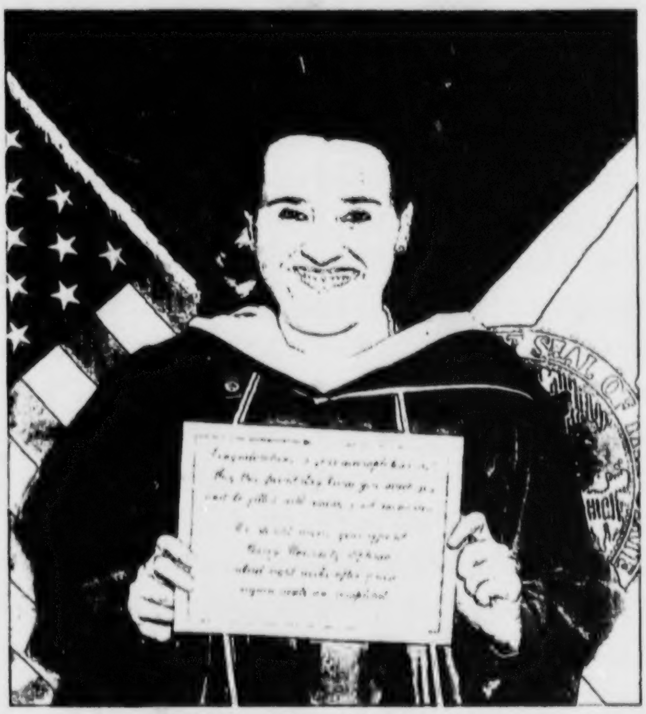
But, he said, "Sitting in Little Havana, you didn't think it was possible. I



A Barry University communication major takes the controls at a video switcher prior to the airing of a student-produced segment on WBRY-TV.

Barry University students practice film editing with the latest digital technology as their training for rewarding careers in broadcast communication.

A Barry University faculty member fine-tunes an audio board prior to welcoming students for a hands-on class session in the David Brinkley Studio.



Carolina Torres, Barry University graduate

figured there wasn't anything to do here.

"As a kid, when you went to a family function, you didn't have an Uncle Rick who was a news anchor. You didn't think...the field was open to Latinos. Everyone knew a Latino police officer or a Latino doctor." But "there's no Latino Tom Brokaw or a Latino Ted Koppel. I didn't really know anyone who worked in television. I couldn't follow any examples. I was on my own."

Rousseau first got his hands on a camera in high school and created shows for viewing by classmates. "You felt you were on top of the world because you had a little camera. You felt like king of the hill," he said. "It was then that I really felt that it was something I wanted and had to fight for."

Rousseau selected Barry to study for his dream career because of its intimate class sizes and its diversity. "There was no majority there. The majority was that there was no minority," he said. "At Barry it was accepted and encouraged that if you wanted to be different, it was okay. To be an individual was good. Barry allowed you to find yourself and not have to fit into a category."

This strong emphasis on individualism helped Rousseau to obtain a degree and enter the job market with pride for what he uniquely had to offer the industry. "All this is encouraged so that when you get to an interview, you are not afraid to say that you are bilingual and to put it on your résumé," he said.

"As a Latino growing up in South Florida, what I've been able to bring into the field is a sense of purpose. That sense of purpose, since there have not been a lot of Latinos in the industry, is to say, 'This is what we do. This is what we can bring in. This is the excitement and enthusiasm that we have. This is the diversity and understanding of a culture that we have. We are not here to take anything away from your medium. We are here to enhance it. We are here to make it better, if there is a possible way to do that.' We've studied this field. We've learned from a lot of other people in the industry now, and we want to put our stamp on it."

Now that Rousseau is working within the field, he has also seen that there are a lot more Latinos. "We are still a minority, but the numbers are getting there. It's not only the quantity but also the quality. There are Latinos in positions of power now," he said.

He now attends his old high school and shows other Latinos that it is possible for them as well. "We keep coming in. That opens the doors for a lot of other people. Other minorities also get inspired seeing minorities."

Said Wahlers, "Our enrollment has increased. We have more Hispanic students in our program. I think there are more Hispanic students interested in broadcast journalism, in writing for TV."

Other areas of interest include public relations and advertising, including a track in international advertising, and print journalism. "I think there are more opportunities in advertising and PR for those who speak Spanish. We have more publications coming out in Spanish," said Wahlers.

Carolina Torres, a graduate of Barry's public relations study, has discovered the benefits of being multilingual and multicultural in the job market. Born and raised in Colombia, Torres interned with the IAC Advertising Group, conducting public relations for the Hispanic market, and is currently an account coordinator for SAMCOR Communications Company in Coral Gables, Fla. Here, she has learned to target a more general American market.

"Here, they concentrate on reaching the media directly–more press kits and talking to journalists directly," said Torres of her current job. "With the Hispanic market, you try to attract the Hispanic market directly. We create more events, parties, seminars, and conferences. We reach the market and, through the market, the media." Torres has learned that the general American market is more information-based, wanting to know about the product and all of its parts, while the Spanish market focuses primarily on the people behind the product.

"You have to learn how to get into the system. There are different markets and someone who knows the difference between the markets is someone who will be successful," she said.

BARRY UNIVERSITY

Diana Marrero (r.), a former Barry University student, along with school president Sister Jeanne O'Laughlin

Torres transferred from la Universidad de la Sabana in Colombia to Barry, following her strong desire to be in Miami. "I knew I was going to require a lot of attention. I knew at Barry, with small classes, that would help," she said. "I also loved their mission. They are very involved in serving others and helping others. It's amazing how all my teachers know my name and my parents' names and my background."

Barry University broadcast communication students hone their skills in front of and behind the camera during the taping of a segment for WBRY-TV, the campus station.

Being able to appreciate diversity is something that Torres especially enjoyed at Barry. "They gave you the freedom to be whoever you are. I appreciate how they helped us see our differences but also our similarities. They talked about diversity so much at Barry," she said.

It was at Barry that Torres realized her interest in public relations. "I wanted to talk to people and be with people, but I also wanted to be creative. PR had all the answers," she said. Now that she is working in the field, she said, "I think more people are recognizing the importance of PR. People are wanting to spend their money in PR more than in advertising. It's growing, and Hispanics are everywhere."

Torres has Hispanic friends who graduated with her from Barry and are now working in PR. Some work only for Latin markets, however. "They have never given themselves a chance to understand the American market. For me and the people who give themselves a chance to understand two cultures, this will help us be more successful."

Communication graduate Diana Marrero recently entered the field of print journalism and has discovered the rich opportunities of being Hispanic. When she interned with the *Miami Herald* during her senior year, she covered three towns for one of its community news sections, and became a member of the Pulitzer-Prize-winning team that handled the Elian González case.

Upon graduating, Marrero joined the *Florida-Times Union*, and was the first Hispanic reporter on staff. "I did a lot of issue stories. I do think that I brought more of a Hispanic perspective. I wrote stories that weren't normally covered at the newspaper," she said. "Many people in South Florida speak only Spanish. I was able to speak to them and get their story out there. I think the language barrier normally adds to a lack of Hispanics in the news–especially positive news."

Marrero, a Cuban-American from Florida, received a full scholarship to attend Barry, where she majored in political science and minored in journalism. "I liked the class sizes and the fact that you could have a professor that would know you the first semester and still care about how you were doing in the last semester," she said.

And, she added, "Journalism was a very, very small program. I can't think of any other Hispanics in it. I think that's what shaped my hesitation for so long. I didn't know of anyone who had been a journalist. When you come from a family of immigrants, they say you should become a doctor or lawyer. These are popular fields. I didn't have anyone to turn to."

Within a year at Barry, Marrero began work as an editor for the school newspaper, *Barry Buccaneer*. "I finally decided that writing was a dream that I could attain," she said. Marrero was warned against pursuing a career in journalism, with people citing the long hours, the low pay, and the difficulties in obtaining a job, but she had to follow her heart. "I decided to give it a shot. I didn't want to turn my back on it before trying."

Today, Marrero is a night police reporter for the *South Florida Sun-Sentinel*. "It's going really well. I'm glad I didn't take to heart the negative comments I heard, and that I just went for it," she said. "I think I bring more of an understanding of the Hispanic culture. I like to be able to bring their voices into the newsroom and bring those perspectives that others may not think about."

While print journalism is offered only as a minor at Barry, with few numbers graduating into the field, Wahlers sees this as an arena with growing possibilities for minorities. "I think this is going to take off soon. Because of what's happened to the Internet, people have associated print journalism with traditional print media. But even television stations are needing people to write for their Web sites," she said.

With intimate class sizes, a diverse student body, and a dedication to hands-on learning, Barry is in a unique position to prepare Hispanics and other minorities for these career tracks within the communications field.

The stories of the Hispanic men and women who have graduated from Barry and are already paving the road for others is a testament. This, says Wahlers, "is where my reward comes in–the excitement of seeing them succeed."

Brinkley Award

Since the late 1980s, Barry University has presented the David Brinkley Award for Excellence in Communication. The distinguished recipients are invited to Barry for a special breakfast and an open panel discussion through which students can meet guests and awardees.

Last year's awardee was UPI's White House Correspondent Helen Thomas. The prior year it was ABC's Cokie Roberts.

Hispanic journalists have been nominated, but as yet none has been selected.

PLUGGING THE CRACKS IN THE POSTDOCTORAL PIPELINE

HSIs Play a Prominent Role

BY MARILYN GILROY

For Dr. Maricel Quintana-Baker, earning a doctorate was a goal that seemed to be out of reach.

"I never thought that I could do it," she said. "I had always wanted to get a Ph.D., but I never thought that I had the brains and the wherewithal."

But after a tremendous amount of perseverance, she completed her Ph.D. and has just finished a one-year postdoctoral appointment at the Education and Human Resources Division of the National Science Foundation (NSF).

She is exactly the kind of person that the Leadership Alliance and organizations such as NSF are trying to push through the academic pipeline.

"Interest in postdoctoral appointments has shown a definite rise," said Dr. James Wyche, cell biologist and executive director of the Leadership Alliance, the academic consortium of colleges and universities that is trying to boost the number of minorities earning Ph.D.s.

"Postdoctoral researchers are much of the fuel that runs the highly successful U.S. scientific machine. They play an important role in the smooth and productive running of the majority of scientific research labs in academia as well as government and industry. And their numbers in the behavioral and social sciences have been on the rise since the academic hiring slow down that resulted from the economic recession of 1990."

A postdoc is the final step on the path to becoming an independent investigator in the scientific establishment of this country. In the behavioral and social sciences, the additional training, the chance to work with a specific scholar, the opportunity to publish, and timely employment are important reasons that most postdocs gave NSF researchers for seeking these positions. However, there are so few minority postdocs that the organizations that track such things (the National Institutes of Health and NSF) don't have a reliable category count.

Maricel Quintana-Baker

"If academia is, as it claims, sincerely concerned about pushing more minority students through the academic pipeline, how can it allow them to seep through the cracks so near the end of the journey?" asks Dr. Wyche.

Quintana-Baker said that, indeed, it is often a scramble to find resources to complete important research projects or to obtain financial aid or postdoctoral appointments, particularly in her own discipline, which is education. During her postdoc at NSF, she cobbled together some funding from the Sloan Foundation (administered under the auspices of AAHE) and in-kind contributions from NSF to continue a study on where Hispanics Ph.D.s in science and engineering had obtained their baccalaureate degrees.

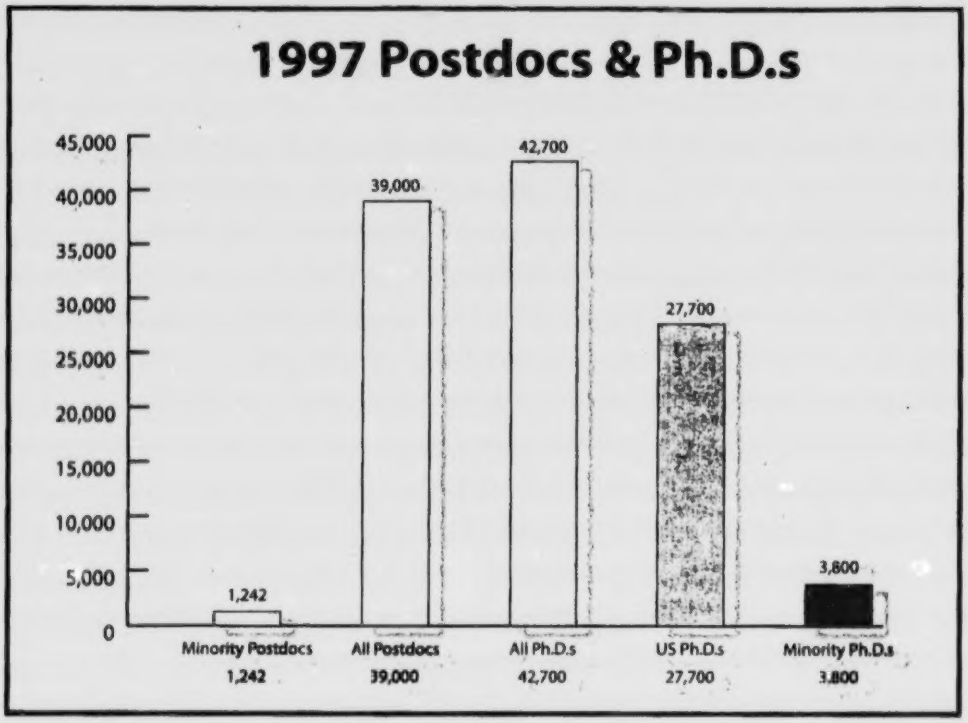
Money always has been a stumbling block for the concept of postdoctoral appointments. It took an infusion of funds to establish the idea of postdoc appointments in this country. In 1876, Johns Hopkins University President Daniel Gilman, in an effort to help the then new research university compete with its powerhouse counterparts in Europe, created the first postdocs by offering $500 fellowships to men with doctoral degrees–all earned at European universities.

Today, the postdoc market, spurred by the economic recession and subsequent hiring slow down in academia and industry, is steadily expanding. Although there is no exact figure, NSF estimates that there are approximately 52,000 postdocs in the United States. In 1997, the year NSF conducted its most recent survey of graduate students and postdocs, the nation's universities granted 42,700 doctorates, approximately 27,700 of them to U.S. citizens. Of these, about 3,800 were earned by scholars from traditionally underrepresented groups (see chart).

According to NSF, there were approximately 39,000 postdocs working in academia, government, and industry at that time. That means 91 percent of all Ph.D.s took postdoctorates; however, NSF's 1997 survey found only 1,242 minority postdocs–about 3 percent of the total number of appointments.

Breaking postdocs down by category does little to improve minority statistics. In the biological and life sciences, 5 percent of these appointments went to minorities. The remaining science categories– physical sciences, earth sciences, and engineering–had only 1 percent minority appointments. In the social and behavioral sciences and in math and computer sciences, the ratios are better, with 21 percent and 20 percent respectively of the appointments going to minorities.

"Postdoctoral appointments represent high-level research employment in all fields, and most postdocs agree that these appointments provide invaluable training beyond graduate school, even if they do feel that they are being taken advantage of and being used as a source of cheap labor," said Wyche. "Most senior investigators agree that postdocs' expertise and commitment



are crucial to the research enterprise, but a prevailing view for far too many is that diversity is not a high priority in training future researchers."

Yet scholars like Quintana-Baker are often engaging in research that is crucial to understanding trends and issues affecting minorities. In this case, Quintana-Baker specifically focused on Hispanics who had earned doctorates in science and engineering from 1983-1997. In that 15-year period, only 3,315 individuals earned Ph.D.s in those disciplines. That number is equivalent to about 2 percent of all the Ph.D.s earned by U.S. citizens during that period.

"Needless to say," said Quintana-Baker, we (Hispanics) are severely underrepresented." Her study tracked U.S. citizens who were Hispanics, not foreign nationals or people with resident visas, because she was most interested in looking at Hispanics as they moved through the U.S. educational system.

But her ultimate goal was to study how and why certain colleges and universities seemed to produce higher percentages of Hispanic Ph.D.s.

"My goal was not to study individuals but to look at where they had gone to school. I wanted to study the institutions at the baccalaureate level that have produced these Ph.D.s," she said.

Quintana-Baker used a method that measures productivity; that is, she examined those institutions that produced more Ph.D.s per hundred, regardless of size. She then examined more closely the number from the last five years of that 15-year period.

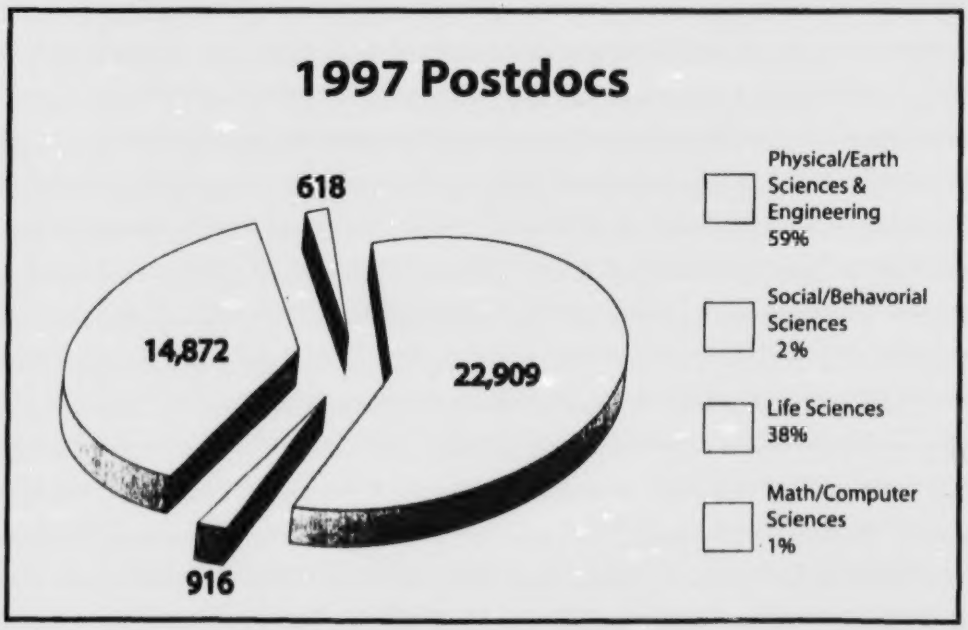
"When I looked at the institutions that produce future Ph.D.s, what I discovered was that 10 out of the top 20 producers were Hispanic Serving Institutions (HSIs)," she said. "This correlated with prior research on women and African Americans because it concluded that special focus institutions, in this case HSIs, play a significant role in the production of Ph.D.s in science and engineering."

When Quintana-Baker culled the list of colleges that were instrumental in producing Ph.D.s, she then selected a few institutions and began doing qualitative research regarding the culture at those universities.

"I interviewed about 140 individuals, including presidents, deans, faculty, and students," said Quintana-Baker. "I asked about recruitment and retention programs at the HSIs, and then I delved into the culture of the institutions.

"When I finished the interviews, I was able to write a profile on the institutions and extrapolate the best practices, the ones that contributed to the institutions' success. Out of the questions I asked about culture, I extrapolated what constitutes a successful culture aimed at Hispanic students."

While Quintana-Baker's research offers important clues to understanding the factors that yielded the current crop of Hispanic Ph.D.s, there is still the greater problem of the small number of minority doctorates in general.



"Some say the problem of the minuscule number of minority postdocs, like the minuscule number of minority Ph.D.s, lies at the beginning of the pipeline," said Dr. Wyche. "They also say we need to focus attention on ways of getting more students who are better prepared out of primary and secondary school and putting them into the pipeline."

Quintana-Baker is one who voices that point of view. "Getting the pipeline full is why I wanted to focus on the baccalaureate," she said. "Hispanics have a high dropout rate in high school, and therefore, they are underprepared when they get to college. This contributes to their high attrition rate. We need to get our high school kids better prepared, and to do that, they need better teachers and programs."

To examine the educational cycle for Hispanics, Quintana-Baker visited schools in the rural areas of Texas. In some of these places, she says, the districts have a difficult time getting qualified science teachers, and as a result, the secondary students are underprepared in science.

In contrast, she points to the city of El Paso. Young Hispanics who grow up there often attend the University of Texas at El Paso. At UTEP, they may major in education and, after graduation, teach in the local schools, and become responsible for the education of future generations.

"It is like a closed system," said Quintana-Baker. "UTEP College of Education takes great effort in preparing the teachers because they know if the teachers are better prepared, the students are prepared.

"We know from research that Hispanic students don't go away to school because the parents don't want them to, or they have to stay close to home and work to support the family." HSIs have emerged in areas where there are great numbers of Hispanics, she said, and "the importance of these institutions is paramount–because they will be educating a large proportion of our population."

Wyche acknowledges that there are problems in the minority pipeline at the early stages of the educational process, but says that the Leadership Alliance has definitive goals to achieve and must stay the course.

"It is true that the primary and secondary schools are important, but how can we afford to narrow our focus?" asks Wyche. "Postdoctoral appointments are the proving ground where tomorrow's scientific leaders develop the independence and scientific ego that makes them successful investigators. How can academia create successful investigators, professors, and mentors if its commitment ends at putting people into the pipeline and not supporting them?

"The Leadership Alliance believes that it is the responsibility of the empowered to empower others. Our mission is to improve the participation of traditionally underrepresented students in graduate education programs. It is our goal to encourage these students through every stage of the Ph.D. process, including the postdoctoral and employment stages."

Dr. James H. Wyche, executive director of the Leadership Alliance

Quintana-Baker supports the work of the Alliance but knows that without encouragement at a very young age, many Hispanics will continue to fall through the cracks.

"I grew up in a family environment where education was important, and I am one of those who believes that is the ticket to the dance," she said.

But the motivation to get her Ph.D. was also inspired by an experience as an adjunct instructor at Indian River Community College in Florida, where she also worked at the ESL lab. There, she met students who mirrored her own experience when she arrived in the U.S. from Cuba at the age of 14.

"I didn't know any English, and I could identify with what these students were going through," she said. "So I thought I would like to go back to school and do something that would contribute to the education of people who arrive here of Hispanic descent."

One of her professors at American University, Dr. Carlos Rodríguez, encouraged her dissertation topic, saying that this type of study had not been done and was desperately needed. She is hoping to publicize some of the study and to continue her work in this field.

"I want to deal with issues of decreasing the barriers and increasing the access of underrepresented minorities, especially Hispanics," she said. "I want to make a contribution."

To that extent, Quintana-Baker and the Leadership Alliance are definitely on the same page. The original goal of the Alliance was and is to be a support base of traditional underrepresented scholars as they achieve their doctoral degrees and seek professional research careers.

"What becomes of the newly minted minority scholars? Left on their own to fend for themselves, are they taking positions in research or teaching intensive colleges and universities? Are they going to work in industry? Are they skipping postdocs and going right into assistant professorships at less research-oriented institutions?", asks Wyche.

"Many research institutions say that they are scrambling for these academic rarities. Unfortunately, the number of new faculty appointments to persons from underrepresented groups has not significantly increased over the past 25 years. Thus, the minority postdoc issue remains important as a transition into the academy."

"We, the Leadership Alliance and our member institutions, are deeply committed to increasing the pool of minority postdocs and promoting employment for them. We call on academia, the public and private sectors to seek and expand their efforts to support minority postdoctoral fellows and to maintain this nation's leadership in the research enterprise," concluded Wyche.

The Leadership Alliance Press Office contributed to this article.

CSUN extension

Marketing Meets Higher Ed

More attention to institutional image and constituent perceptions of branding

BY ISIS ARTZE

"Priceless," "Got Milk?" and "Zoom, Zoom" pervade American media and are said to work wonders for their respective organizations. So it should come as no surprise that institutions of higher education have jumped on the bandwagon and have begun to implement the marketing device currently known as branding.

Robert A. Sevier, vice president for research and marketing at Cedar Rapids, Iowa-based Stamats Communications, Inc., says many colleges think branding is about "look, letter, and logo," but it "is actually a promise containing four essential elements: making a promise that students or donors value, communicating that promise, living the promise, and strengthening the promise." Sevier adds that colleges "have to understand that their promise has to have enough value that the student or donor will want to pay for that brand."

Higher ed always has used basic marketing strategies, but Sevier, whose company has worked with more than 120 colleges and universities, says the use of an integrated marketing plan emerged roughly six to eight years ago. In addition to a brand identity, marketing serves as a resource management tool, he says, that indicates to colleges where their time and money would be best spent.

Specialists say the campaigns are becoming increasingly important in the competition to attract dollars and scholars, especially among colleges and universities that lack the brand name of a Duke or Stanford.

The College of Extended Learning at California State University-Northridge (CSUN) is one example, having unveiled its new image in January 2001. "There are thousands of corporations and nonprofits clamoring for attention," Dick Tyler, CSUN's associate vice president for public relations and communications, told the *Los Angeles Times*, "It's hard to be heard over all that noise."

Enrolling more than 25,000 students annually, the College of Extended Learning (ExL) is the only college in the University that is self-supporting. As explained in *Northridge*, CSUN's university magazine, ExL "depends on the revenues generated by its diverse programs, which means that it's a business as well as an educational institution."

"Like any other successful business," reads the magazine, ExL "must have the right mix of several important elements in order to compete successfully: in-depth knowledge of its target markets and their demographics; programs aimed at specific and viable markets, and channels through which to promote those programs.

"In addition, it must have a carefully thought-out representation to the public of what kind of an organization it is and why it is an excellent place in which to learn. In other words, it must have a brand identity."

The article includes another explanation for CSUN's decision to use "branding" to compete. It states that "several local institutions, such as UCLA, USC, and Pepperdine extensions, have established brands through a combination of longevity, academic standards, reputation, and heavily financed promotional campaigns."

Arizona State University was one of the pioneers in implementing an integrated marketing plan for the entire institution, and its plan is considered one of the most successful of its kind. According to Wilma Mathews, director of public relations, the effort was initiated nearly 10 years ago when the University scheduled a graphic identity update. Much more than a "graphic update" was attained, she says, noting that ASU has had a "concerted branding effort" since 1992.

What instigated these measures?

A report titled *ASU Community Perception Series, 2000: Opinion Leaders Analysis* explains that "a significant constituency for Arizona State University is the Valley's business, community, civic, and education leadership; another is the University's alumni and donor base.

"ASU needs opinions, feedback, and direction from these leadership groups to help gauge its current effectiveness in serving the Valley's needs and to help plan for addressing future needs," it affirms.

These remarks are consistent with the distinction Sevier makes between an integrated marketing plan and a promotion plan (which is much more common in higher ed). The former entails "listening and communicating," he says, while the latter is simply the dispersal of information. ASU was thus ahead of its time in recognizing the importance of listening to the consumer.

Says Sevier, "They're simply finding out that traditional ways of marketing, fund-raising, and student recruiting aren't working as well as they need to.

"When colleges segment a direct mail piece, when they decide to integrate direct mail with Web strategies, when they collaborate, when they ask students, 'Are we important?'–these are all branding issues," he says.

Bob Sevier, Stamats Communications, Inc.

Branding Basics

Once an institution decides to establish a brand image and realize an integrated marketing plan, the first thing it must do is look at its mission, says Sevier. "They need to understand where they came from, what's important to them, and what they aspire to be. They need to spend time talking to donors and students and determine what the school's vision means to them."

If a college discovers there is no interest in its vision, this is cause for concern, and the vision statement may need to be revamped.

"Assuming an appropriate mission and vision are in place," Sevier says, "a college should spend time talking with target audiences, faculty, and staff. They should look at the marketplace, and see what the competitors are doing and the brands they are trying to establish. Based on research and these conversations, they should have a good idea of what brand to put into position."

Those responsible for CSUN's College of Extended Learning campaign took into account institution-wide values and goals when selecting a brand message. As expressed by University President Jolene Koester, they include an unwavering commitment to helping CSUN students transform their lives through education, the development of their individual talents, and community outreach.

Created on a limited budget, the resulting campaign includes 30 billboards with streetlight banners, which display four superheroes and the positioning line, "Change Your Mind. Change Your World."

"Superheroes were selected because they are everyday people who change into extraordinary beings," explains the Northridge article. "The positioning line also stresses the transforming power of higher education, as does the new college logo, designed for the campaign."

According to Sevier, universities must satisfy three main requirements for an effective marketing plan: 1. a vision for it; 2. someone able to pull it off, to complete day-to-day marketing activities; and 3. the resources for the research and for the campaigns.

He indicates that the second component, the college personnel responsible for branding, is one area that needs improvement. "As colleges understand the strategic significance of branding–the making of a promise–it's going to have to rise in importance in the organization."

"While there may never be anyone called the chief branding officer, we will see more and more colleges having a vice president of marketing or an associate provost for marketing, for whom branding will be a responsibility," he foresees.

In the case of CSUN ExL, the party designated to "pull it off" included an outside advertising agency. D Zone Studio, based in San Pedro, Calif., was selected because of its mix of consumer branding expertise, excitement at working with ExL, knowledge of higher education, and its ability to work within the given budget.

ASU used an outside agency, too, says Mathews, to conduct some of the initial research. The first step, in the early 1990s, was to interview people identified as opinion-makers in focus groups, discerning their perceptions about the University.

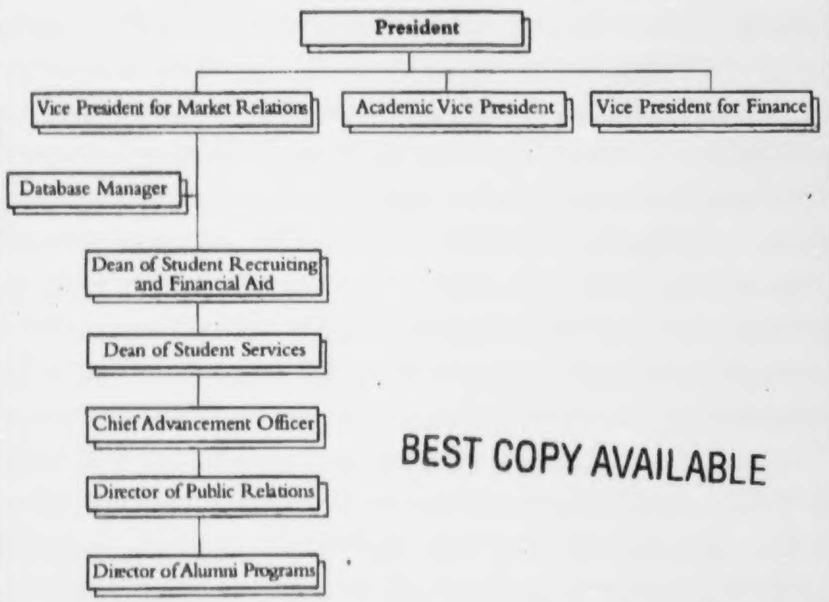
In so doing, they discovered that the primary message not getting across was that ASU provides a quality education. They've since then doubled the percentage of people who think so.

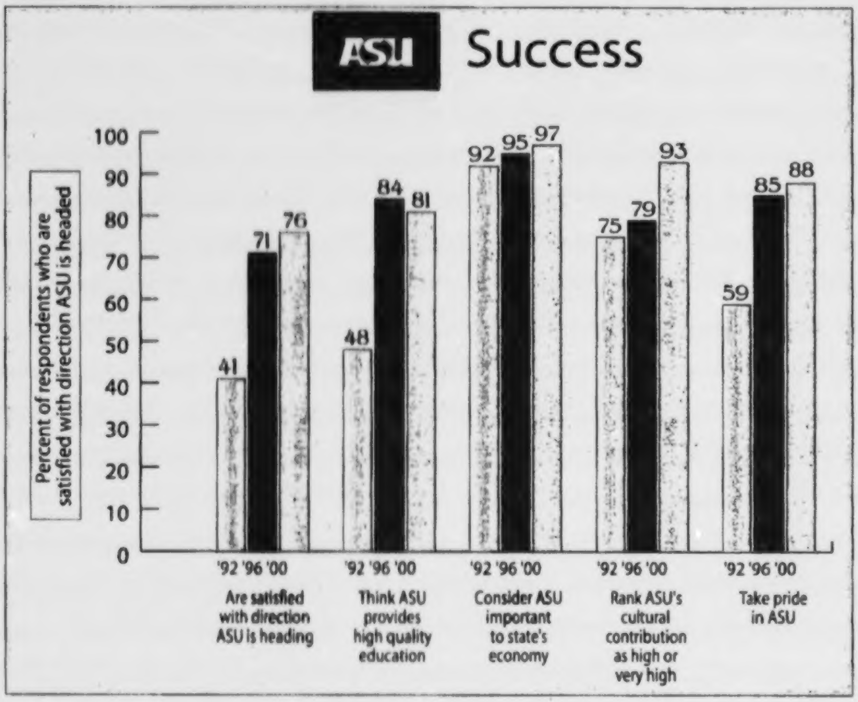
"The way we know it's working is consistent evaluation," says Mathews. In 1992, 1996, and 2000, the University commissioned a survey of opinion leaders in the Greater Phoenix metropolitan area. More than 480 self-administered questionnaires were returned in 2000.

ASU accounts for its success in the aforementioned report: "Much of the improvement is due to the concerted effort the University has made to inform the community of ASU's purpose, programs, accomplishments, and direction. The range is wide: from the high number of student and faculty scholars, to improved Sneaker Tours [in-depth, interactive campus tours of ASU's main campus], increased circulation of *News You Need to Know* [a monthly publication], more involvement by the community on advisory councils and in the classroom, increased attendance at events such as lectures and shows, and national rankings."

Another marketing approach, "and an elaborate one, at that," is that employed by the University of Maryland. A *Washington Post* article dated Oct. 25, 2001, reports that UMD is spending $650,000 in private funds on a huge new marketing campaign featuring prime-time television commercials intended to boost the local reputation of its

The Marketing-Oriented Institution


President
Vice President for Market Relations
Academic Vice President
Vice President for Finance
Database Manager
Dean of Student Recruiting and Financial Aid
Dean of Student Services
Chief Advancement Officer
Director of Public Relations
Director of Alumni Programs



research and academic programs.

UMD also hopes the advertising will rouse respect in a regional audience "including alumni, potential donors, and state lawmakers," who they fear may still view the College Park campus as a party school.

"We want people to know and recognize and be proud of how good the University has become," said Terry Flannery, the University's marketing director. "We've changed almost too fast for people to keep up with."

The timing of the campaign related to last year's undefeated football team and a men's basketball team that made its first trip to the NCAA Final Four last spring.

The campaign included ads during the broadcast of the Maryland-Florida State football game, and continued for two weeks, with spots on NFL and World Series games and high-rated shows such as "60 Minutes," the "West Wing," and "ER." Its tag line, "Zoom," is meant to express the University's emergence as a major research institution, and also appeared in print advertising in the *Washington Post*, *Washingtonian* magazine, and the *Baltimore Sun*, as well as street banners and Web advertising.

Advertising on television is still rare for institutions of higher ed, but Larry Lauer, an associate vice chancellor at Texas Christian University and specialist in collegiate marketing, says he expects more will follow.

The *Washington Post* article astutely notes that UMD needs little help recruiting, mentioning its rising number and quality of applicants as well as last fall's largest freshman class in more than a decade.

But Flannery said the campaign is not about admissions. "We want there to be a more comprehensive recognition of the University's quality," she said. "We hope to enhance a sense of pride."

A survey of alumni and other supporters found a growing recognition of the University's improvements, but little indication that they viewed the school as a major research university. With this knowledge, UMD developed a campaign highlighting its partnership with the National Aeronautics and Space Administration on a $279 million project that will send a probe to sample ice and gases from the interior of a comet; its new Clarice Smith Center for the Performing Arts; and the three Pulitzer Prize winners who recently joined its journalism faculty.

The ads also indicate an incoming freshman grade-point average that has risen from 3.0 to 3.76 in the past decade, as well as the 60 academic programs that *U.S. News and World Report* ranks among the top in the nation.

A campaign of such magnitude is no doubt effective, but Sevier reminds us that TV commercials and newspaper ads only comprise one-third of a successful integrated marketing plan, the direct marketing portion which aims to generate a response. The two other necessities, he says, are brand marketing, which conveys the university's promise; and customer relations management, how the college treats students and donors.

Curbing Resistance

Opponents of college branding and marketing have varying arguments. Some, says Sevier, "don't see marketing as a legitimate function of an academic enterprise."

Others may think it costs too much, or that a dollar spent on marketing is one less spent on faculty, library, resources, etc. "What they don't realize," he says, "is that a marketing plan actually helps bring resources."

ASU's Mathews agrees, insisting that the return on investment is extraordinary: "In 1992, only 48 percent of opinion leaders felt that ASU provides a quality education; now more than 80 percent do."

Others are afraid of it for the same reason they object to strategic planning, says Sevier. "A good brand and a good strategic plan both dictate a college focus. Most colleges, however, look at planning as an opportunity to do more for everybody, an opportunity to spread what few resources they have even wider with little depth. Other colleges are afraid to focus because it means saying no to some faculty and some sacred cows. For branding to be successful, colleges must focus on one or two things and then deliver them."

While financial reasons and negative attitudes curb the use of marketing plans and branding campaigns, it appears their greatest opponent is their diction. "There's a certain bias against the word 'marketing,'" admits ASU's Mathews. Universities "may feel that they don't sell a product," she says, "but if we have a product, it's knowledge."

Sevier says he thinks the term "branding" is problematic for faculty. "They think, 'If we're just good, that's good enough.'"

Either new terms will have to be employed, or these challenges will have to be silenced "because it doesn't look like marketing will exit higher education any time soon."

In the meantime, schools should focus on developing the most effective campaigns possible. Sevier notes that the best plans "were not run from the public relations office; they were run from the president's office." He also says it's crucial that universities "make a promise that matters; communicate that promise in the marketplace; live that promise; and then continually go back and strengthen their brand promise."

This Old Mission: San Juan Bautista

Archaeology and the Hispanic Tradition

BY RUBEN G. MENDOZA

The front facade of the Old Mission church and campanile or bell tower as it appeared in 1998

> *The excavations were designed to resolve some critically important historical issues regarding the mission and the place of the indigenous inhabitants within it.*

My Life in Ruins

As a Chicano–born and raised in California's agriculturally rich San Joaquin Valley–I necessarily devoted my youth to picking grapes, shining shoes, and endeavoring to rediscover my indigenous Yaqui Indian and Mesoamerican ancestry and identity. As a professional archaeologist, I retooled my career and life's work to the specialized study of American Indian cultural traditions and technologies, and by extension, science, technology, and medicine in non-Western cultures.

Taking my multicultural identity and chosen profession into account, I soon realized that I would not likely attend a Chicano or Latino Archaeology convention in the U.S. anytime soon. Shortly after I completed my doctorate, in 1992, I discovered that there were only about three doctoral level "minority" archaeologists in the whole of the United States. My father's warnings and admonitions that "archaeology was created for rich White boys only" proved largely, albeit not wholly, accurate. Of those "minority" archaeologists at the Bachelor of Arts and Master of Arts levels, many were "encouraged" to enter the area of historical archaeology as opposed to "prehistoric" or American Indian archaeology. This latter orientation–to the singular study of historical archaeology–was one that I initially resisted in an effort to remain focused on my indigenous ancestry and earlier research orientation to "prehistoric" archaeology.

Given my forte, I must admit that the Hispanic colonial era is one that I actively sought to circumvent and avoid for much of my career, particularly in its earlier iterations. Whether by design or by default, my research into American Indian contributions and culture left me initially reticent or, at the very least, disinterested in conducting anything but the most superficial analysis of the Hispanic colonial or "historic" tradition in the Americas. That all changed some eight years ago when I was invited by the Mexican government to undertake the excavation of a 16th-century convent in the city of Puebla, Mexico.

At that time, my excavations at the ex-Convento de la Concepción produced a treasure trove of realizations…if not an entirely satisfactory body of archaeological remains. Mixed in with the Spanish colonial and ecclesiastical debris of the 16th through 19th centuries were recovered Aztec-era potsherds, Hispanic colonial building foundations, and a host of hybrid forms and technologies that made clear the highly mixed–American Indian and Hispanic, or mestizo–cultural legacy of the colonial era.

Much of my training and life experience initially led me to anticipate and believe that the Spanish period was invariably "Spanish"–as in Iberian peninsular language and culture–and that the Indians were totally and coercively transformed in the process of being acculturated into the "superior" European life way and belief system.

Encounter with a California Mission

My first California encounter with Hispanic colonial archaeology and Old Mission San Juan Bautista took place in 1965. It was the traditional fourth-grade elementary school field trip from Fresno to a California mission. When my mother signed a release form that allowed me to go on the "field trip," I don't believe she realized that she would open up whole new worlds of adventure and history to her very impressionable young son.

When I returned from the field trip quite late in the evening, my parents–who were by this time scouring our barrio neighborhood for my remains–were reticent to believe my wild stories of having visited an old ghost town replete with horseback mounted cowboys and Indians, not to mention the "sea monsters"–aka sea lions–of the Monterey Bay.

But the photographs that I took that day, and the sights and sounds that I experienced, proved a transformative experience that set my mind on becoming a historian, and ultimately, an archaeologist.

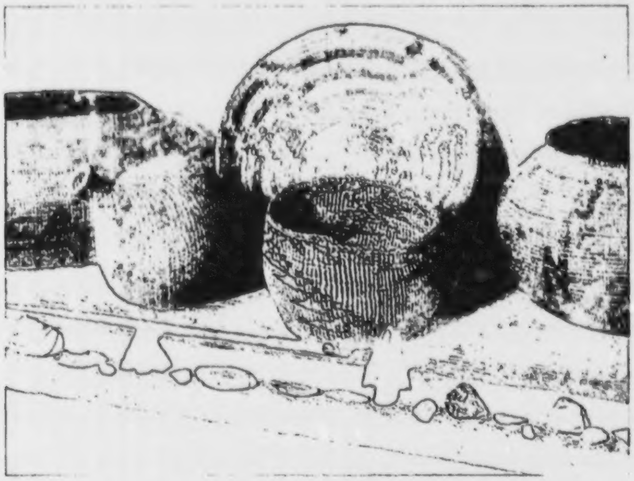
At the time, I didn't know that San Juan was founded for and dedicated to Saint John the Baptist by Hispanic colonists under the direction of Fray Fermin Francisco de Lasuen, on the 24th of June of 1797. At my initial visit, I was quite taken by the many original indigenous and colonial-era art forms and artifacts that graced the hallowed halls of that dusty little town and old mission community. Eventually, the names of early Hispanic pioneers, settlers, and Californians like Fray Estevan Tapis, General José Castro, Don Manuel Larios, Tiburcio Vásquez, and many, many others, would enter my understanding of the community history of this early California colonia.

Many years later, my wife Linda and I returned to San Juan Bautista to attend an evening mass so that we might pray over my decision to return to California from Colorado to take employment as one of the original planning or founding faculty of the new California State University, Monterey Bay. Little did I know that my chance encounter with the new parish priest, Father Edward Fitz-Henry, that evening in March of 1995 would prove to be the intellectual and spiritual adventure that it has become.

Shortly after the evening service, I approached Father Ed to inquire about a number of historic preservation concerns that he discussed as part of his evening homily regarding the Old Mission's needs. He soon asked why I was interested in the paintings and statuary of the Old Mission, and I informed him that I was an archaeologist and would soon be relocating to the area. Father Ed looked as though he'd experienced an epiphany…and at that very moment invited me to partake of the archaeological excavation of this early California mission. His selling point–and the metaphor at hand– was that this would be a great collaboration: "the oldest institution in the region collaborating with the youngest institution in the region." Soon thereafter, in the founding fall 1995 term of the new university at Fort Ord, my students and I commenced excavations.

Archaeology In Practice

Since the project's inception in October of 1995, I have directed the excavation of some 40 units and six trenches of varying sizes and depths across the breadth of that area that once constituted the Old Mission quadrangle and courtyard.



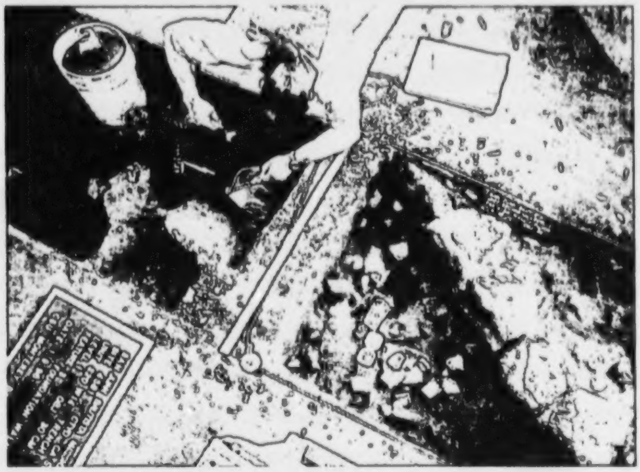
Oblone mutsun Indian basketry and related artifacts at Old Mission San Juan Bautista

This shell edged British earthenware platter was in common use at Old Mission San Juan.

From the outset, the excavations were designed to resolve some critically important historical issues regarding the original configuration of the mission plant or complex, and the place of the indigenous inhabitants within it. No sooner than excavations were begun, I was approached by a number of archaeology and historic preservation experts who argued that nothing of value would be recovered from the area of the mission courtyard. One iteration of the argument suggested by my detractors was that the Old Mission's current configuration–that of an "L"-shaped as opposed to a closed quadrangle architectural footprint–was the intended final configuration and that a quadrangle had not in fact existed. A second expert argued that if the *convento* structures that I hoped to recover had existed, they were inevitably bulldozed during the expansion of Second Street in the mid-to-late 19th century.

By December, my field crew recovered the first in a series of massive silt or mudstone foundations measuring approximately 120 centimeters in cross-section by three meters in depth. For an archaeologist who'd been challenged from the outset to find nothing, let alone employment in his chosen profession, this was a real boon to scholarly understanding of the Old Mission's history…particularly since all memory of the original configuration of the mission quadrangle was lost to community memory and the available documentary record.

By spring of 1996, the original late 18th-century rock-lined mission well was rediscovered, and the contents of its trash-laden interior spanned the period from the Ohlone Mutsun Indian and Hispanic colonial eras through to the mid-1920s. Items recovered included Spanish cannon balls from a 24-inch portable cannon, a shell crucifix, both *ladrillos* and *tejas*, carved bone buttons and military accoutrements, carved bone-handle knives and forks, ceramics ranging from Spanish majolica through Mexican galera to British and Asian earthenwares, jewelry, 19th-century American coins, a palm-sized solid silver disk, historic bottles dating from the late 18th century through 1925, and an earthenware ceramic bowl produced to commemorate a British monarch's coronation just after the beginnings of the 20th century. All such artifacts provided a broad picture of life vis-à-vis rubbish at this old mission and in that old well.



CSU Monterey Bay student Keith Noborn Iida excavates the area of the Southwest Convento Foundation wall

By the end of 1996 and the beginnings of 1997, considerable progress was made to recover what we have since identified as the Southwest Convento room block. Excavations from that area have proven most interesting from a variety of perspectives.

Life in the *Convento*

The general public is often led to believe that life in the California missions was coercive, brutal, and rife with class- and race-based elitist tendencies toward the indigenous populations of the early colonial era–tendencies perhaps akin to those I often confronted in American higher education.

Such views of the early mission past are so entrenched that on more than one occasion I have chanced upon credentialed and uncredentialed fourth-grade school teachers passionately expounding upon the lurid details of the brutal torture of American Indians by overzealous mission padres at the "rack." The "rack," upon closer inspection, often turns out to be the old nail-studded "hemp carder" or the fiesta barbeque pits constructed by parishioners and other volunteers in the 1930s.

So, as you can imagine, archaeologists and historians in the California missions are often challenged to justify their seemingly questionable motives in such contexts. Clearly, our findings from both the documentary record and the archaeology of the Old Mission's *convento* quadrangle appear to tell yet another story. While I would be remiss to argue that all in the colonial era represented a kinder and gentler story of the human condition, the reality is that I have encountered much in American history and pseudo-history that pushes the notion that the Hispanic and Mexican eras in California represent the repression, subordination, and ultimately, the extermination of the California Indian community, writ large. But then again, that's another story altogether…and one ripe for the picking from the early American vineyard of history and culture in California.

Fray Felipe's Legacy

In the spring of 1996, work began on the excavations of the Southwest Convento. Since then, two trenches and dozens of units have been dropped through the ruins of the old *convento*. We learned as early as 1996 that the *convento* had burned to the ground in an apparent conflict that involved Spanish-era cannon and musket balls, and American Indian stone tools, including a couple of shattered arrowheads found lying within the rubble of the collapsed teja-covered roof. Layers of ash, hand-wrought iron nails, majolica and galera ceramics, a large bone-handled knife, copper kettle and iron tool fragments, and other colonial-era European and Asian wares were recovered among the contents of the burned out buildings of the *convento*. Shortly after the fire that destroyed the buildings, a group of American Indians butchered an immature calf atop what would have been the smoldering remains of the old *convento* wing. Their stone tools, and the cut marks that they left on cattle and deer bone in the convento left room for much speculation about the seemingly "hostile" interactions that may have accrued between the Indians and the early missionaries. Had I stopped the excavation at that point, I would have left open to further scrutiny one additional loophole through which to justify a perspective that emphasized–to the exclusion of all else–the conflict-ridden nature of interactions between the Hispanic and Ohlone Mutsun Indian populations who inhabited this early California community.

After many long years of excavating individual units and trenches through very tough, hard-packed adobe clay, excavations undertaken in the spring of 2001 opened the possibilities of a clearly divergent perspective. We have come to reconcile a Spanish colonial documentary history that appears to contradict the notion of a conflict-ridden pattern of interaction between the *padres* and their charges.

One of the earliest and longest-lived pastors at San Juan Bautista was one Fray Felipe Arroyo de la Cuesta, whose tenure at San Juan spanned the period from 1809 to 1833. His respective eccentricities and love of the American Indian language is made self-evident via his many writings and linguistically astute glossaries. Extant writings of his, preserved in the Santa Barbara Mission archives and at the Bancroft Library, have much to say about the old pastor's life among the Indians.

While Fray Arroyo devoted himself to the creation of several linguistic treatises and glossaries of the Ohlone Mutsun language of Old San Juan, he also wrote letter after letter to the authorities in his largely unsung efforts to keep his Indian charges out of trouble and beyond the hands of Spanish soldiers stationed at the Puerto de Monterey, Alta California. As an inventor, Fray Arroyo crafted a water clock to keep him on track with his daily chores and ecclesiastical responsibilities. As a "padre" to the Ohlone Mutsun, he baptized, married, blessed, and buried hundreds of his parishioners during his 24-year tenure at San Juan Bautista. So compromised was his health by a severe "arthritic" condition that on many occasions it was necessary to bear the old *padre* on a stretcher to any number of the rancherias or Indian villages maintained throughout the mission period, in and about San Juan, so that he could perform religious services.

During this same period, Fray Arroyo personally oversaw the construction of more than a hundred adobe buildings, many of them built by Indians as Indian housing. Where his eccentricities come into play, Fray Arroyo saw to it that many of those children that he baptized were given the names of Greek and Roman philosophers such as Plato, Aristotle, and Socrates, and many others. So, my encounter with the archaeological evidence of conflict at the Old Mission did not appear to jibe with what I came to learn from the documentary evidence about the pastors and Ohlone Mutsun of the old community of San Juan.

Professor Mendoza is pictured with student Antonio Chavarria during excavation of the Ex-Convento de la Concepción in Puebla Mexico in 1993.

What we have learned from recent excavations is that whereas the mission's *padres* worked and lived in the room blocks built along the interior half of the quadrangle's perimeter wall, the Ohlone Mutsun lived in rooms built against the southern or exterior face of the perimeter wall, and within the many freestanding adobe dwellings and room blocks located in other areas of the community. Not only did the Mutsun live in room blocks immediately adjacent to the religious enclosure, they continued to use traditional rock-lined hearths within their adobe dwellings. Our most recent analysis of those hearths offers an impressive body of evidence to suggest that the Mutsun continued to hunt deer and other wild animals, including rabbits, ground squirrels, skunk, and the like, well into the late period of the mission's history. Added to this is the unanticipated finding that the Mutsun Indians inhabiting said compound, so close to the core of the religious precinct–and thereby the hearth of Hispanic doctrine and tradition–continued to produce and use stone tools to butcher the creatures that had constituted their diet since remote antiquity.

When this evidence is taken into account, along with the fact that some 28 rancherias were allowed to persist well into the Mexican era (ca. 1822-1848) of early California history, one is necessarily left to question those scholars, historians, teachers, and lay persons who continue to posit that the Hispanic frontier was little more than a coercive and unremitting bulwark of Hispanic acculturation and genocide. Ultimately, while the Hispanic–Spanish, *criollo*, *mestizo*, and Mexican–tradition sought to create bona fide (albeit hybrid and mestizo) Hispanicized Catholic citizens of the indigenous inhabitants of the regions colonized, the American period presents a stark contrast to this otherwise pastoral existence.

Clearly, the early American period saw the deployment of the military option to Indian policy developed in the East. Douglas Monroy, a prominent Latino historian, has noted that in this period it was "better to be a despised Mexican than a dead Indian."

Today, scholars studying the realities of the depopulation of native California have moved closer to the view that the Indian population was significantly reduced through the unanticipated consequences of disease, new foods, and urban lifestyles, American military campaigns centered on the reduction of the native population; and perhaps, most significantly, through the Hispanicization and Mexicanization of the California Indian.

Ruben G. Mendoza is a California native and founding faculty member and professor at the California State University, Monterey Bay. As director of the CSU Monterey Bay Institute of Archaeology, he has published widely in a variety of venues, and is the literacy place mentor for Scholastic's Time Detectives and Solares bilingual literacy programs used in classrooms throughout the United States.

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College Life After September 11

Teach-Ins, Counseling, and at UCLA, 50 New Courses

BY ISIS ARTZE

It is often said that the events of Sept. 11 permanently altered life as we know it. But, for two distinct reasons, no one could have anticipated their effects on the realm of higher education. First, history proved an unreliable source since the demographics of today's college campuses differ markedly from those of wartimes past. Second, there was no telling how the generation of students who had perceived life through rose-colored glasses would react to a tragedy of this magnitude.

As Brian Copenhaver, provost of the University of California-Los Angeles' (UCLA) College of Letters and Sciences, explains: "These students were only six years old when the Berlin Wall fell." Thus, on this fateful day, "they were taking their first real steps into world history–as participants.

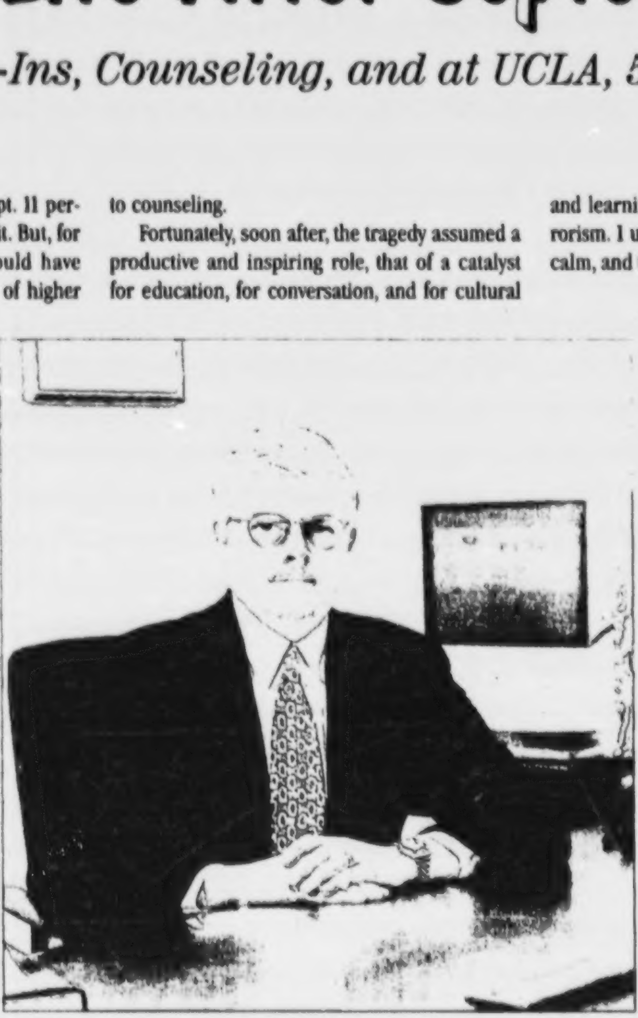
"It's the first time, as young adults," he says, "that they've been facing the rapid and catastrophic immersion of this country into world history."

The cover story of *Newsweek*'s Nov. 12 issue, a 10-page exploration of this subject, entitled "Generation 9-11," insightfully reminds readers that all college students are at a decisive stage in their lives: "[They] are supposed to be finding their place in the world," it states, "not just a profession but also an intellectual framework for learning and understanding the rest of their lives."

So, how'd they do?

At first, U.S. college campuses mirrored the whole world, characterized by fear and insecurity, heartfelt prayer, and extensive mourning. Cameron Camacho, a second-year student at Boston College, recalls that students were on edge for days after the events. She recently learned that one of her friends had suffered a panic attack during that time and had to be sent to counseling.

Fortunately, soon after, the tragedy assumed a productive and inspiring role, that of a catalyst for education, for conversation, and for cultural understanding–in nearly all facets of university life. Students reacted with extraordinarily open minds and an acute thirst for knowledge. "We wanted to know what this means," says Camacho, "and it was the only thing anyone talked about." College administrators and faculty, for their part, shared their expertise with an inquisitive public and went to great lengths to address and ease student concerns and satisfy their increased appetite for learning.



Brian Copenhaver, provost of UCLA's College of Letters and Sciences

"To the extent possible, we must try not to let those who resort to criminal violence set the agenda, "said Boston University President Jon Westling. "The important business of teaching and learning should not be held hostage to terrorism. I urge all students and faculty to remain calm, and to continue to attend class."

Thirst for Answers

According to the annual survey of college freshmen conducted by UCLA's Higher Education Research Institute, only 28.1 percent of last year's freshman class reported following politics, compared with a high of 60.3 percent in 1966. This is one major change on college campuses, where, like many other Americans, students began to tune-in regularly to the news and to take the time to read the papers. "We're trying to be more aware," Camacho says.

Newsweek reports that "68 percent of young adults believe the terror attacks have made people their age more serious about their work and studies."

At UCLA, administrators anticipated this reaction. With its fall quarter scheduled to begin a couple of weeks after 9-11, "We felt the need to connect the process of teaching and learning with this quite overwhelming catastrophe," Copenhaver says. They were especially concerned with first-year students, he says, because this transitional period inherently "involves change and transformation and stress," which were evidently compounded by the attack.

Within the week, UCLA had sent an e-mail titled "Urgent Call to Action" to all 3,200 faculty members, seeking volunteers to design and teach a series of one-unit, pass/fail seminars related to the events of Sept. 11–without pay. The seminars were first made available to first-year students, with remaining seats opened to the rest of the student body.

When the quarter commenced, UCLA had scheduled 50 new courses, including one by

Chancellor Albert Carnesale—"National Security in the 21st Century"—and an analysis of the neurobiological effects of terror on creativity, taught by Allan Tobin, director of the UCLA Brain Research Institute, and his wife, English Professor Janet Hadda.

To maximize discourse, the 50 seminars were limited to 15 students. Interest was such that more than 650 of the 750 places available were filled.

Adolfo C. Bermeo, assistant vice provost of student diversity, professor of Chicano studies, and director of the Academic Advancement Program, says he vividly remembers the course of that fated day. While Sept. 11 was not a regularly scheduled class day, he had arranged a make-up session, and, given the circumstances, he was certain no one would show up for class.

When all but one arrived at the agreed upon time, he was surprised by what they wanted to discuss. "Instead of emotions," he says, "they wanted to talk about the underlying causes, the role of U.S. foreign policy, to get a deeper understanding of what could've caused this, beyond just hate."

Students wanted to know, "How did we get ourselves into this?" he says, and their aroused curiosity encouraged him to sign up to teach another of the 50 seminars, "The Struggle to Understand, the Struggle to Respond." Bermeo's area of expertise is immigration, primarily from Latin America to the United States. The new course combines immigration with a discussion of terrorism, its roots, "and the role the U.S. might have in fomenting it." Instead of testing, the seminar invites students to keep a journal and promotes dialogue.

He assigns his predominantly Latino class to read, among other materials, articles by Latin Americans. "I wanted to let them see that all responses aren't from the U.S. and Europe," he says; "Latin America is responding too."

A couple of months into the semester, Copenhaver concludes that the seminars address "a real academic need." He describes students' reactions as "emphatic and positive."

The seminars provide a "regular occasion" at which the students can meet with peers and talk about the events "in a rational and analytical way, with structure," he says, adding that basing conversation on reading material results in "a common intellectual experience."

While few institutions of higher education took UCLA's path of creating new courses, most integrated discussion of the tragedy into the existing curriculum, and many held separate instructional lectures and/or conferences.

On Friday, Oct. 26, the University of Maryland (UMD) hosted an interactive teach-in on "September 11: The Global Struggle Against Terror: An Analysis on Current Strategies and Future Implications."

Sponsored by UMD's Center for Conflict Management and International Development (CIDCM), Center for American Politics and Citizenship (CAPC), and Department of Government and Politics, the event included such topics as, "The events of September 11 from a Middle East and Islamic Perspective" and "Can Political Islam fit into a democratic framework?"

Answering Questions

As the students were immersed in world politics, faculty members across all disciplines became responsible for answering questions and mediating discussions.

When the president of the University of Michigan asked faculty members to dedicate class time to discussion of the events, the school's Center for Research on Learning and Teaching issued "Guidance for UM Instructors Leading Class Discussions on the Tragedy of September 11, 2001."

The guidance asks professors to "integrate the intellectual frameworks of their disciplines into discussions of surrounding issues." Then it suggests they establish ground rules for the dialogue, such as "avoid blame and speculation." It also reminds professors that "when a particular group gets blamed by the media, there is a backlash against people who share an ethnic/cultural/religious heritage with those accused," and urges them to avert "misguided generalizations."

Camacho, the second-year Boston College student, identified this occurrence on her campus. Since there's not a great deal of diversity, she says, "there's a lot of skepticism around different cultures, and even some racial profiling."

UMD foresaw this unfortunate circumstance, and went to great lengths to support its Muslim student population of nearly 2,000, for instance, providing them with security measures during their meetings.

Another issue addressed during the UMD teach-in was "The Role of Academics: 'United We Stand' or 'Diverse We Advance,' delivered by Edward Kaufman, CIDCM's former director and senior research associate and director of the Truman Institute, Hebrew University.

"When it comes to us academics, I submit that the encouragement of many points of view, a diversity of opinion, and even questioning authority may be a wiser option if we want to maximize creativity and thinking big," he said. "In a crisis situation, we tend to become shortsighted and fail to develop lateral thinking and long-term vision."

Kaufman described the two paths generally taken by academics: "The first…is to provide policy advice, in this case, consultants coming up with their regional or disciplinary expertise related to September 11, and thus ensure a more informed process of decision-making."

"The second strategy encourages dissent, alternative points of view, criticism, and formulation of new paradigms," he said. "In many parts of the world and in the United States, this traditional role of the academics and intellectuals has encountered sharp reactions, particularly at times of war.

"What has been mostly missing from the two traditional roles of academics is a third dimension," he affirmed, "the encouragement of consensus building, not necessarily a compromise over a zero-sum situation but putting the best minds and endeavors in the search of common ground based in new ideas, what we call a win/win."

To provide training in Kaufman's proposed negotiation strategies, CIDCM is now offering an intensive evening and weekend program in the field of alternative dispute resolution. Those who successfully complete the program are awarded an "Advanced Training Certificate in Conflict Management."

Diversity Takes Center Stage

The *Newsweek* story observes that precisely because of the unprecedented diversity on our country's college campuses, students are uniquely prepared to handle a tragedy of this nature. Today's college students are more likely to be friends with, and/or have romantic relationships with, students of a different race, culture, or religion. Since the events of Sept. 11 have their roots in a culture clash, it is crucial for students to have an understanding of ethnic differences and interactions.

UCLA's Copenhaver agrees. He says, "One of the great strengths of a university fortunate enough to be situated in Southern California is the extraordinary diversity of our student body—which is itself a powerful vehicle of education."

"Seeing each other, face to face" and communicating "many different perspectives" is of utmost importance, he says. "The university has a special role to be a place which prizes rational conversation and discourse above all; and to

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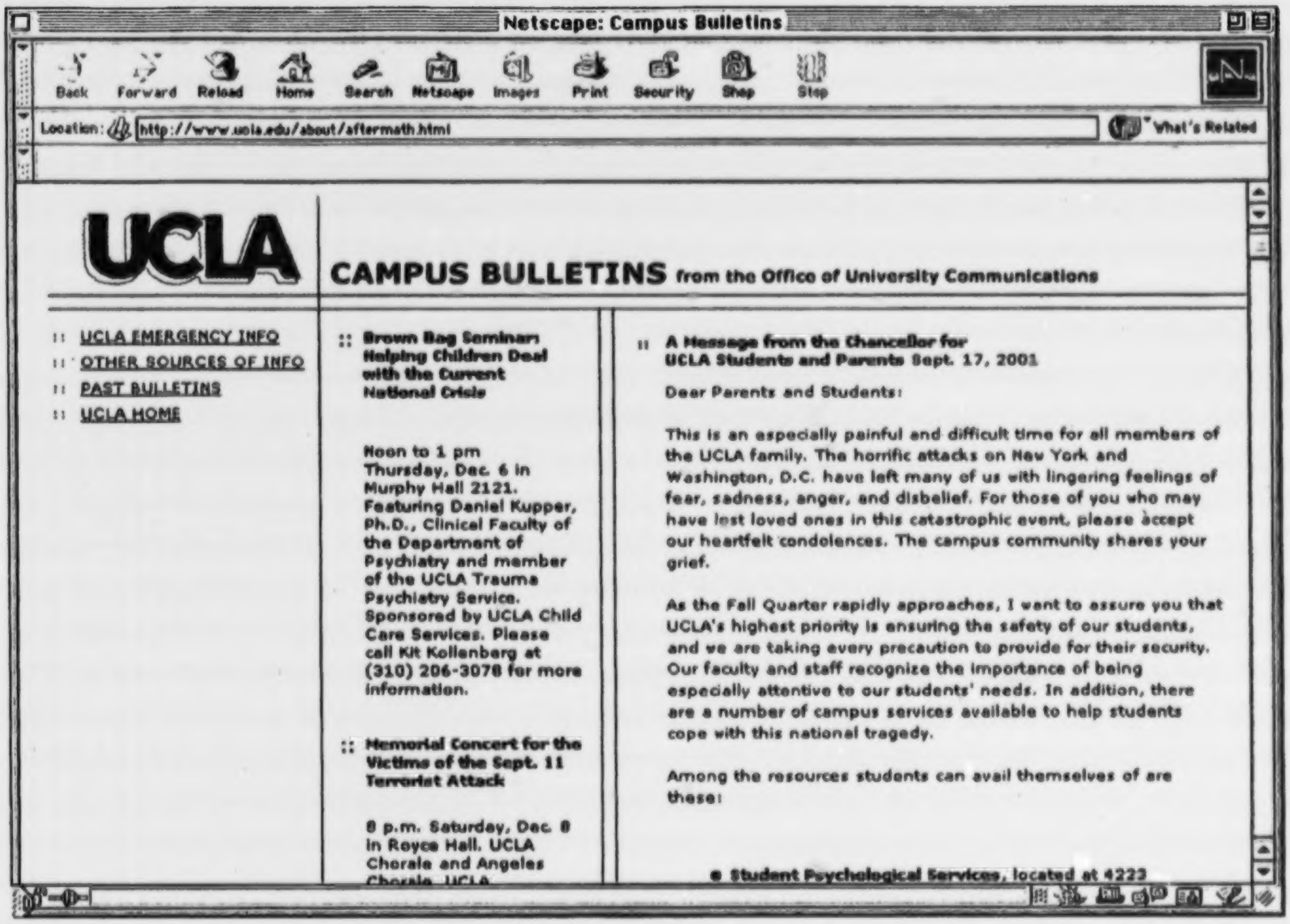

Location: http://www.ucla.edu/about/aftermath.html

UCLA

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:: **Brown Bag Seminar: Helping Children Deal with the Current National Crisis**

Noon to 1 pm Thursday, Dec. 6 in Murphy Hall 2121. Featuring Daniel Kupper, Ph.D., Clinical Faculty of the Department of Psychiatry and member of the UCLA Trauma Psychiatry Service. Sponsored by UCLA Child Care Services. Please call Kit Kollenberg at (310) 206-3078 for more information.

:: **Memorial Concert for the Victims of the Sept. 11 Terrorist Attack**

8 p.m. Saturday, Dec. 8 in Royce Hall. UCLA Chorale and Angeles Chorale. UCLA

:: **A Message from the Chancellor for UCLA Students and Parents** Sept. 17, 2001

Dear Parents and Students:

This is an especially painful and difficult time for all members of the UCLA family. The horrific attacks on New York and Washington, D.C. have left many of us with lingering feelings of fear, sadness, anger, and disbelief. For those of you who may have lost loved ones in this catastrophic event, please accept our heartfelt condolences. The campus community shares your grief.

As the Fall Quarter rapidly approaches, I want to assure you that UCLA's highest priority is ensuring the safety of our students, and we are taking every precaution to provide for their security. Our faculty and staff recognize the importance of being especially attentive to our students' needs. In addition, there are a number of campus services available to help students cope with this national tragedy.

Among the resources students can avail themselves of are these:

- **Student Psychological Services**, located at 4223

maintain a place in our society where voices speaking from many different directions can be heard and examined."

"The increased diversity of UCLA has made the university a different place," says Bermeo; "there's an increased openness on the part of administrators and the faculty."

He also notes a genuine interest by the students in Islam and Muslims, and a genuine sympathy. "They're much more conscious of the fact that what we don't want to do is react against Muslims," he says.

Bermeo adds that Latinos, in particular, have maintained an open mind. "Some students understand firsthand what it's like to be a dark-skinned Latin American," he says. "They're all too familiar with the ignorant assumptions that every Latin American is Mexican and every Latino is Mexican, etc.," so they avoid making generalizations about Arabs.

He also notes an interesting dynamic on the part of his Hispanic students, who, he says, are "wanting to be accepting of Middle Easterners, and wanting to be accepted as Latinos." On one hand, he says, "they're critical of U.S. foreign policy," and on the other, "they have a sense that they live in the U.S., a sense that they're linked and tied to the U.S."

Other characteristics of college life after 9-11 are an increased respect for the ROTC, and shifts in college majors, including a greater interest in working for the government.

As for ensuing hardships, psychological counseling services have been crowded by anxious students; many Arab students are scared and looked at suspiciously by their peers; and, not surprisingly, some policymakers seem to be taking advantage of the calamity to impede immigrants in general.

Students Take Action

At the University of Texas at Austin, the Student Government:

- asked the University administration to take a public stance against any acts of violence and discrimination.
- hosted, at the Texas Union Theater, a two-part forum to discuss the ramifications of the terrorists' attacks on students of multicultural descent. First, it included a panel discussion with professors from the School of Public Affairs, the departments of government and history, and a media specialist. The second segment consisted of an open town hall meeting to encourage dialogue and constructive education;
- Distributed, Sept. 19, 20, and 21, 10,000 "Discrimination Divides" buttons to raise awareness of the need for tolerance and respect in the aftermath of the attack on America;
- Spearheaded a campaign that included posting thousands of fliers promoting the University as a safe place, free from violence and discrimination; and emphasizing the student body's firm pledge to condemn violence and discrimination toward any student.

"Difficult Dialogues" at APA Conference

Research on Race, Sex, and Identity

BY
ANGELA PROVITERA McGLYNN

The most efficient teams consisted of a White and a Black person working together, where there was no covert or overt demonstration of prejudice.

The second National Multicultural Conference and Summit met in California last year to discuss the state of the nation's progress in accepting minorities, and to suggest ways in which the American Psychological Association (APA) could better deal with multicultural issues in its training programs, its publications, and its infrastructure.

In *Monitor on Psychology*, (4/01), Tori DeAngelis discussed many of the themes of the conference and summarized discussions about where the APA should be heading in order to engender greater multicultural understanding in the field. An important theme of the conference and of multicultural research in general is the issue of multiple identities. In other words, how can psychology better understand the intersecting experiences of people whose "minority" identities overlap?

Discussion centered on life contexts such as: What is it like to be Latino/a and gay? What is it like to have a disability and to be Chinese-American? What is it like to be African American and female? In addition to the lack of attention to the multiple identities issue, Dr. Pamela Trotman Reid, of the University of Michigan, said that much of the research on ethnicity compares gross racial groups, most often Black and White, without providing sufficient controls and without accounting for the differences within or between groups. My own review of the literature on Hispanics in America certainly supports this view of the inadequacy of the studies. Too often, researchers lump together people from widely differing cultures under the generic heading of "Hispanic."

Dr. Reid also pointed out that researchers often ignore issues of gender, class, religion, disabilities, and sexual orientation when they study ethnic-minority groups. Ignoring such issues leaves out valuable information about the real story of people's lives. Reid says, "Research on ethnicity often ignores gender and takes the male perspective, while research on gender often neglects ethnicity and takes the White perspective. Women of color are left out of the discourse" (cited in DeAngelis, 4/01, p. 29). Fortunately, much of the newer research reported in many texts I see for my courses dealing with the psychology of women is beginning to address this disconnect.

Several other discussions at the Multicultural Conference have profound implications for faculty who face classrooms with increasing numbers of minority, gay, and disabled students. When dealing with these students, faculty must often examine their own preconceived attitudes and stereotypes in order to transform the classroom into a welcoming, positive environment where everyone feels a sense of belonging.

For this article, I will summarize some of the main ideas presented by psychologists who offer insights into identity, race, and gender and new perspectives on these issues.

Within discussions of identities, many conference speakers used the terms "sexualities" and "sexual orientations" to describe the complexity of people's sexual attractions, desires, and behaviors. Dr. Linda Garnets, a researcher at the University of California, said that despite the gay rights movement, the general public still does not understand or accept the fact that people display a wide range of sexual and affectional tendencies and that these are not etched in stone. Indeed, Garnets says that the latest research on sexuality shows that people's erotic and affectional "personalities" are as varied and unique as a fingerprint or a voice. In Garnets' view, "No one person is 100 percent heterosexual 100 percent of the time" (cited in DeAngelis, 4/01, p. 35). Many myths have been debunked by the new research. People are not either exclusively homosexual or heterosexual, but the myth that they are is alive and well among the general public. The new research shows that sexual orientations exist along a continuum. People can be sexually, affectionally, or erotically attracted to people of the same gender, the other gender, or both genders, and this can be fluid over time. The new research on the fluidity of sexual orientation challenges the long-held belief that sexual orientation begins at a young age and doesn't change.

New research also challenges the myth that sexual orientation is defined solely by a person's sexual behavior. Garnets says we now know that sexual orientation has many related dimensions. When we speak of sexual orientation, we are talking about erotic and affectional fantasies, emotional attachments, self-identification, and current relationship status. The latest research findings show the complexity of the development of sexual orientation. Strictly biological, genetic, social, or familial explanations rarely explain how each of us develops into the sexual person we are.

Psychologists at the conference also delved into issues emanating from research on disabilities. Dr. Rhoda Olkin, professor at the California School of Professional Psychology and researcher at Through the Looking Glass, a nonprofit agency in Berkeley, Calif., that serves people with disabilities, outlined a number of areas where there is a lack of research. Little research explores the overlap between disabilities and other types of minority status such as gender and sexual orientation. Research is spotty, she said, on abused children with disabilities, even though they are twice as likely to be abused as able-bodied children. There is very little research exploring the romantic and sexual lives of people with disabilities, and a particular scarcity of any studies dealing with relationships between people with disabilities and the able-bodied.

Perhaps the most provocative of what were called the "difficult dialogues" at the conference focused on the research dealing with racism. Dr. Claude Steele of Stanford University presented his new research that expands his theory of "stereotype threat," the threat people can experience, particularly high-achieving persons, when they believe that others could judge them based on a negative cultural stereotype. [See McGlynn, A., Negative stereotypes and academic achievement, *The Hispanic Outlook in Higher Education*, Jan. 9, 2001.]

Dr. John Dovidio, Colgate University, presented some of the findings from his research on the form of White racism which is basically unconscious. Dovidio's research shows that this more subtle form of racism can affect Black people's ability to get jobs and to perform well in them. This type of modern racism allows for a surface belief in racial equality. However, this superficial front masks hidden, unconscious prejudiced feelings. His research shows that nearly half of all Whites demonstrate these feelings. Dovidio believes that this hidden prejudice can create problems for Blacks in job interviews and in the workplace.

Dovidio and his colleague Dr. Sam Gaertner of the University of Delaware have conducted several studies demonstrating the existence of unconscious racism. For example, some research shows that "modern racists" show their prejudice only in ambiguous situations such as job interviews where a Black person is as qualified as a White person. (Similar results have been found with regard to sexism in job interviews). Dovidio and Gaertner have also found in laboratory studies of job interviews that modern racists unconsciously find ways to rationalize their prejudices by using factors that on the surface seem unrelated to race. For example, people who show these unconscious prejudices may disqualify the Black candidate in the experimental condition by changing the criteria for hiring.

Dovidio has also shown that although this prejudice is unconscious to the White racists, Blacks see it very clearly. Recent studies support much earlier findings about the ability of Blacks to pick up subtle cues from people who are prejudiced. Dovidio's research found that Blacks could pick up Whites' negative facial cues in situations where Whites show no overt racial bias. These Whites, on the other hand, have no recognition of their own feelings or the subtle messages they are transmitting. Relating his theory to workplace performance, Dovidio found that this type of modern racism could affect workplace performance in highly negative ways.

In an ingenious study tracking the time it took teams of Black and White workers to solve a problem, the most efficient teams consisted of a White and a Black person working together, where there was no covert or overt demonstration of prejudice. The next most productive pairing consisted of teams of Blacks working with Whites who were clearly and overtly prejudiced. The teams that took the longest time to solve the problem were made up of Blacks working with unconscious racists. Dovidio says that his research suggests that Blacks who work in companies with mostly White professionals, of whom half are probably unconscious racists, would be at a clear disadvantage.

Discussions that followed the presentations by Steele and Dovidio were rich with insights. Many people noted that White males are often oblivious to the ways in which they use their privileged status with women and with people of color. One White professor said that he has witnessed many cases in which White male professors fail to foster equality in their classes by not intervening when males dominate the class discussion. In the domain of psychotherapy, some therapists may fail to promote gender equality by neglecting to advocate for a woman who is doing far too many of the household chores. Many of the presenters discussed ways in which they are trying to improve the cultural diversity climate in organizations. Certainly, the research by Steele, and by Dovidio and Gaertner, points to a great need to enhance multicultural acceptance in academia and in the workplace.

In concluding conference sessions, participants suggested ways in which the American Psychological Association and psychology in general could promote multicultural understanding. Here are some of their ideas:

- The American Psychological Association needs a better and an expanded set of training programs in multicultural competence. These training programs ought to include disabilities and gay and lesbian issues. The training sessions should be provided for senior faculty as well as for new hires in academia, and for therapists, both new and veteran.
- There should be courses for minority faculty to help them survive in the culture of White academe.
- Academia needs to expand its efforts to recruit and retain students of all minority groups.
- Some participants urged the APA to grant gay, lesbian, bisexual, and transgendered communities minority status that would allow them to mandate training sites that address their cultures.
- More dialogues should take place during the main APA convention between and across all minority groups.

Considering the wealth of information psychologists are amassing in their research concerning multiculturalism, the American Psychological Association can go a long way in promoting a diversity agenda.

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RESIDENT DIRECTOR

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FYI...

The Hispanic Outlook In Higher Education www.hispanicoutlook.com February 11, 2002

College Board Program Gets High Marks

NEW YORK, N.Y.

The College Board introduced a pilot program in four middle schools this past fall. Called CollegeEd, this innovative course introduces the nation's middle school students to the importance of college, the wide selection of college choices, the availability of financial aid, and the importance of college preparatory curricula.

CollegeEd was developed with $1.2 million in grants from the Bill and Melinda Gates Foundation, the Kauffman Foundation, and Major League Baseball.

"Higher education has never been more accessible, yet many students move through school unaware of their options and are unprepared to take advantage of them," said College Board President Gaston Caperton. "CollegeEd will help remedy this–particularly for low-income, minority, and at-risk students who have little information–by inspiring students to consider college while most of their options are still open."

CollegeEd, which is being taught in 12 classes during the school year, will begin to fill the gap in the school curriculum. It will build on other College Board initiatives to improve students' early preparation for college, including pre-AP classes and workshops for middle school teachers.

Preliminary research shows a real need for programs such as CollegeEd because most middle school students give little thought to college and can identify only well-known Ivy League or very local colleges and universities.

CollegeEd is focused on four broad themes: college is not an elite club intended only for the education of a few but, instead, is a tool to help anyone who makes the effort to succeed; there is a college to meet the needs of every student; academic decisions that students make in middle and high school have an impact on their future; and students who hope to go to college can increase their chances of getting there by developing a team of parents, friends, counselors, and mentors who encourage them to work toward their goal.

The College Board will begin offering CollegeEd to all states this fall.

ACE Panelists Call for Improved Education of College Athletes

WASHINGTON, D.C.

According to the American Council on Education (ACE), M. Rick Turner, dean of African American affairs at the University of Virginia and a panelist during an ACE session on collegiate athletics, said that the National Collegiate Athletic Association (NCAA), college and university presidents, and parents all must take more responsibility to ensure that student athletes–especially those of color–focus on academics while in college.

He said that about 30 percent of the student athletes who graduate from Division I institutions are functionally illiterate. "We can't only be interested in helping students maintain eligibility, but also in helping them develop academic and life skills."

Turner called on institutional leaders and the NCAA to do more, and said that parents must stay intimately involved in the lives of their student athletes, from recruitment to graduation. Parents must demand that institutions educate their students, not just develop their athletic abilities.

The success of school officials and parents in making academics a priority will determine whether former student athletes are "reaping the benefits of a postsecondary education or trying to recover from exploitation," Turner maintained.

Panelist Ronald Stratten, NCAA vice president for education services, agreed that parents must be more involved in the academic and athletic careers of their students. However, Stratten noted that too often both the student and the parent have the illusion that a professional team will draft the student after two years of college, so earning a degree is not a priority.

Stratten said that the NCAA has worked diligently to raise the academic success of student athletes, increasing eligibility requirements, in recent years, to ensure that only those athletes who are academically prepared for postsecondary work are admitted to college.

ACE reports that the NCAA is involved in a number of programs aimed at helping student athletes.

...FYI

NCLR, House/Senate Committee Focus on "Education" Part of Bilingual Education

WASHINGTON, D.C.

The National Council of La Raza (NCLR) kept a close eye on Washington to see what would become of the Bilingual Education Act (BEA), which was up for renewal.

The House/Senate Conference Committee considering reauthorization of the Act ratified agreements on that legislation Nov. 30. The agreement makes a significant change in how the program is funded. It will provide federal funds to all states that have English language learner (ELL) students, not just the school districts that apply for grants through a competitive process. Because a lot more kids will be served under this plan with only a little bit more money, the actual amount of money spent per child will significantly decrease.

Proponents of this specific policy, says an NCLR spokesperson, argue that giving money directly to states will reach more ELLs and will improve English-language acquisition and academic outcomes for ELLs. Given that state governments are likely to experience budget deficits over the next several years while the number of ELLs continues to grow, NCLR is somewhat skeptical. NCLR thinks that Congress and the administration have to fulfill their promise to adequately fund this program. Otherwise, the program could end up providing states with a lot of mandates and very little money per student to properly implement them.

However, says NCLR, the conference bill is a marked improvement over other versions that would have lowered academic expectations for ELLs and created barriers to their meeting the same standards as other students. It now contains several measures NCLR supports, including provisions to improve teachers' skills, provide parents with the information and options they need to choose the right research-based instructional program for their children, and hold schools accountable for helping ELLs acquire English and meet challenging academic benchmarks.

The most important lesson from this reauthorization process, says NCLR, is that it shows what can be accomplished when legislators actually focus on the "education" part of bilingual education, instead of the language issue.

NACE: Employers Say Sept. 11 Will Not Affect College Hires

BETHLEHEM, Pa.

Employers say their overall college hiring plans have not been affected by the attacks on the World Trade Center and Pentagon in September, according to a survey from the National Association of Colleges and Employers (NACE). But how they go about recruiting new college graduates is likely to be different.

More than two-thirds of employers (66.5 percent) responding say they won't change their college hiring plans. Approximately 11 percent, however, say they expect to hire fewer new college graduates than originally planned; 9 percent report they are not sure.

That doesn't mean the job market for new college graduates is particularly good this year. In an earlier NACE survey, employers reported that they planned to reduce their college hiring by nearly 20 percent below the previous year.

"Employers do not have as many openings as they did just a year ago," said Marilyn Mackes, NACE executive director. "This new survey confirms our earlier findings: students are going to have to work harder to get a job offer."

The attacks will affect how many employers go about recruiting new college graduates. Nearly one-third (31 percent) say they will cut back the number of campuses they visit to recruit new employees, and more than one-quarter (27.5 percent) say they are going to select colleges to visit based on location.

Many employers say they will investigate and perhaps place more emphasis on alternatives to on-campus recruiting. More than 36 percent expect to increase the number of phone interviews, and 11 percent think they will increase their use of video interviewing. More than one-quarter (26.3 percent) say they are now more likely to use the Internet to identify job candidates.

People-Places-Publications-Conferences

PEOPLE & PLACES

NHLI Hosts Awards Gala

The National Hispana Leadership Institute (NHLI), at its 9th annual Mujer Awards Gala, paid tribute to the lifetime achievements and proud service to the Hispanic community of Linda Chávez-Thompson and Lena Archuleta.

Chávez-Thompson (pictured l.), who understands firsthand the struggle of blue-collar workers, received the National Mujer Award. For the past 34 years, she has defended the rights of Latina/o and low-wage workers throughout the world. She has worked with the American Federation of State, County, and Municipal Employees and was national vice president of the Labor Council for Latin American Advancement, AFL-CIO. In 1995, she became the highest-ranking Latina in the American labor movement as executive vice president of the AFL-CIO.

Archuleta (r.), a retired educator and civil rights activist from Colorado, received the Regional Mujer Award. A committed advocate for all children, especially Latinos, she began teaching in New Mexico and worked in education administration with the Denver Public Schools from 1961-1979, becoming the first Latina school principal in Denver. As an educator she promoted the study of Latino art, culture, and history. She remains an active advocate in civic and community affairs.

Cárdenas Joins Texas-San Antonio

The University of Texas-San Antonio (UTSA) appointed internationally known educator and civil rights advocate Blandina "Bambi" Cárdenas dean of the College of Education and Human Development.

Cárdenas, an associate professor of educational leadership, gained national attention as a teacher for her pioneering efforts in bilingual education and experimental learning and teaching. She is a three-time presidential appointee, serving under Carter, Reagan, and Bush, and was named one of the nation's most influential Hispanics by *Hispanic Business*. The National Council of La Raza and the NAACP recognized her for her humanitarian efforts and she was inducted into the *Orden del Aguila Azteca*, the highest honor given by Mexico to a non-citizen.

Prior to UTSA, Cárdenas was director of the Southwest Center on Values, Achievement, and Community in Education at Southwest Texas University. She holds a bachelor's degree in journalism from the University of Texas-Austin and a doctorate in education from the University of Massachusetts-Amherst.

San Francisco Welcomes Nobelist

Argentine Nobel Peace Prize recipient Adolfo Pérez Esquivel visited the University of San Francisco (Calif.), presenting "A Global View of Human Rights." Pérez Esquivel won the Nobel Prize in 1980 for his work in Latin America. His concept of non-violent resistance to oppression in the 1960s and 1970s has become a force in Latin America. He is the fifth Nobel Prize winner to visit the University in as many years. The others are Rigoberta Menchú, Jody Williams, Mairead Corrigan Maguire, and Betty Williams.

Pérez Esquivel's lecture was presented in Spanish with English translation.

Harsher Penalties for Hispanics, Say Penn State, Bowling Green Researchers

A study has found that the Pennsylvania criminal justice system deals with Hispanic defendants more harshly than with either Whites or Blacks for drug-related and non-drug-related offenses. The study "Ethnicity and Judges' Sentencing Decisions: Hispanic-Black-White Comparisons," conducted by Dr. Darrell Steffensmeier, professor of sociology and crime, law and justice, at Pennsylvania State University, and Dr. Stephen Demuth, assistant professor of sociology at Bowling Green State University (Ohio), was published in the journal *Criminology*.

"Our study of Pennsylvania Commission on Sentencing data shows that the gap in punishment between Hispanics and Blacks is even greater than the gap between Blacks and Whites," says Steffensmeier, past president of the International Association for the Study of Organized Crime and a fellow of the American Society of Criminology.

"It should be stressed, however, that prior record and offense severity, not ethnicity, are overwhelmingly the most important factors in determining who is sentenced to prison and for how long."

The study attributes the sentencing disparities to prejudice, resentment towards Hispanics due to their increased population, difference in language, and limited access to political resources to protest discrimination.

Menchú Speaks at Cal State Fullerton

Rigoberta Menchú, 1992 Nobel Peace Prize recipient, lectured at California State University-Fullerton, discussing her life.

The Guatemalan activist is internationally known for promoting peace and defending the human rights of the indigenous people of

Guatemala, who suffered at the hands of the Guatemalan military. The youngest person to receive the Nobel Peace Prize, she has established a foundation aimed toward social justice and the improvement of the quality of life for the people of Guatemala, especially the indigenous communities.

Summit Launches National Association for Hispanic Education

In Arizona, the National Association for Hispanic Education (NAHE) hosted its inaugural "National Summit on Hispanic Education" to discuss the prominent issues in Hispanic education. Members of Congress, the government, business sectors, the philanthropic world, and the education community attended.

A new advocate, NAHE aims to forge unity and collaboration among the many entities that address Hispanic education. Designed to advance Hispanic education at all levels across all 50 states and Puerto Rico, it hopes to spearhead the development of a collective vision and a comprehensive national strategy for ensuring Hispanic's educational success.

Pace Provost Selected to Nursing Hall of Fame

Dr. Marilyn Jaffe-Ruiz, Pace University (N.Y.) provost and executive vice president for academic affairs, was inducted into the Columbia University, Teachers College Nursing Hall of Fame.

Jaffe-Ruiz used her nursing education, preparation, and experience to inform her practice as chief academic officer of Pace. She advanced health, wellness, and social support to students as part of her academic mission and supported the establishment of the nationally recognized nurse-managed health care service for the entire Pace community. She is an advocate for those suffering with mental retardation and other developmental disabilities and for those with diverse backgrounds.

Columbia's Nursing Education Alumni Association sponsored the ceremony.

Mexican Cabinet Adviser Keynotes Texas-Austin Law Conference

The University of Texas-Austin School of Law held its 25th annual Conference on Immigration and Nationality Law with Mexican Cabinet Advisor for Migrant Affairs Juan Hernández delivering the keynote address. Hernández spoke on Mexican-U.S. immigration policies, prospects for changes in the policies in light of Sept. 11, and the new climate of border and homeland security.

As President Vicente Fox's special adviser on migrant affairs, Hernández oversees negotiations on the Guestworker program, which proposes that the U.S. allow permanent legal residential status for Mexican nationals living and working here illegally. Recently his office has been dealing with hardships faced by citizens of Mexico and their families arising from the Sept. 11 attacks.

California Lutheran Professor Awarded Grant for Multimedia Project

California Lutheran University (CLU) Multimedia Professor Raúl Ferrera-Balanquet received a $25,000 grant from the United States/Mexico Cultural Fund to bring together artists from the U.S. and Mexico to work on a joint multimedia project. "Traveling Corners/Esquinas Rodantes" will include an interactive kiosk on wheels, electronic Web site, photographic essay, digital video images, and a printed poster/catalogue.

Three artists from Mexico are working with Ferrera-Balanquet on the project's development and interactive architecture and design. CLU multimedia students are also involved.

News from Miami-Dade Community College

- M-DCC's newly enhanced Web site provides admissions, registration, and financial aid information world wide, and includes student records and the Florida Academic Counseling and Tracking for Students (FACTS) system. Students can access their complete student history, records, registration, and fee payments. Access to FACTS enables students to review course offerings at Florida colleges and universities and run degree audits to determine whether or not they are meeting requirements for transfer to one of Florida's state universities.
- M-DCC broke ground for construction of its Emerging Technologies Center of the Americas (ETCOTA), a high-tech training and educational center on its Wolfson Campus that will expand its offerings in information technologies with 20 classrooms and state-of-the-art computer labs equipped with 375 workstations. The Center is located two blocks from the Network Access Point of the Americas, the heart of a future technology district housing more than 100 information technology and telecommunications companies.
- The CompuCredit Corporation established a scholarship fund for Hispanic students at M-DCC's InterAmerican Campus totaling $20,000. The "Aspire A Mas" Endowment Fund will award scholarships to Hispanic students based on academic achievement, future goals, and financial need. CompuCredit markets general-purpose credit cards and related fee-based products and services.

Williams Names Bolin Fellows

Williams College (Mass.) selected doctoral degree candidates Darby English of the University of Rochester and Tanya Mears of the University of Massachusetts as its 2001-2002 Gaius Charles Bolin Fellows. The Gaius Charles Bolin Fellowship for Minority Graduate Students is named in honor of the first African American to graduate from Williams and, by offering teaching fellowships, seeks to encourage gifted minority students to pursue teaching careers.

English received his bachelor's degree from Williams with a double major in art history and philosophy. This year, he is teaching "Representing Cultural Contradiction in Contemporary Art and Criticism." Mears, who received a bachelor's in history from Tuskegee University, is teaching "The Pre-Civil War Slave Narrative as a Genre."

Illinois-Chicago Art Professor Receives MacArthur Grant

University of Illinois-Chicago (UIC) Associate Art Professor Iñigo Manglano-Ovalle received a $500,000 MacArthur Foundation Fellowship. He was recognized for his use of photography, video, sound, and sculpture in his public art projects.

Manglano-Ovalle founded Chicago's Street-Level Studio Youth Media, a nonprofit community media center helping urban Chicago students deal with issues such as gangs, identity, class, and multiethnic communities. Prior to his current position at UIC, he taught at the School of the Art Institute of Chicago.

He has created public art projects in Chicago, Miami, and San Antonio.

L.A. Opera Presents Plácido Domingo Award Dinner

The Los Angeles Opera presented the fifth annual Plácido Domingo Award Dinner, honoring three outstanding supporters. Receiving awards were soprano and star of the Los Angeles Opera's production of *La traviata* Ana María Martínez, director of *La traviata* Marta Domingo, and noted philanthropist Alberto Vilar.

The awards are given by Hispanics for Los Angeles Opera, a support and audience development group, to honor distinguished Hispanic opera artists who have contributed to the success of opera in Los Angeles' Latino community. Plácido Domingo, Los Angeles Opera's artistic director, and Marta Domingo are the honorary chairs of Hispanics for Los Angeles Opera.

Santa Ana Administrator Honored for Leadership

Santa Ana College (Calif.) Vice President of Student Services Sara Lundquist was recognized by the Orange County Hispanic Education Endowment Fund (HEEF) with an "Apple of Gold" Educational Leadership Award. Her efforts include advocating, advancing, and improving student programs and services as well as being the principal architect of major local and national collaborative initiatives to improve access and opportunities in education for Latinos.

HEEF recognizes teachers and administrators who inspire and encourage Hispanic students to strive for a college and university education. It provides scholarships and creates partnerships with the business sector to support higher education.

Cal State Long Beach Awarded Bilingual Ed Grant

The occupational studies department at California State University-Long Beach received $885,632 from the U.S. Department of Education for a bilingual project that will train 50 "paraeducators" or instructional assistants from the Santa Ana Unified School District (SAUSD) as bilingual teachers.

Project ESCALERA, a five-year collaboration between Cal State Long Beach, SAUSD, and Santa Ana College, provides participants with a comprehensive and accelerated training program leading to a bachelor's degree and teaching credential. The bilingual aspect of the project is key to SAUSD, because 97 percent of its nearly 60,000 students are Hispanic; and of those, 88 percent are identified as LEP, limited-English proficient.

Laredo Funded for New Technology

In Texas, the Telecommunications Infrastructure Fund (TIF) awarded Laredo Community College (LCC) two grants totaling $308,231 to enhance instructional and student service components at the College.

One grant will secure new computers, related equipment, software, and training for its new teacher certification program and its distance education program. The other will enhance student services offered at LCC's Yeary Library with additional computers to accommodate bibliographic instruction and research activities.

Northeastern Names Chair of Sociology and Anthropology

Northeastern University (Mass.) named Luis M. Falcón chair of the department of sociology and anthropology. Falcón joined the department in 1989 and was acting chair for the 2000-2001 academic year.

Falcón received his bachelor's degree in sociology from the University of Puerto Rico, Río Piedras, and doctorate in sociology from Cornell University. He was an assistant professor of sociology and research fellow at the Hispanic Research Center at Fordham University. His research and teaching interests have been labor, immigration, and ethnicity issues facing Hispanics in the U.S., Latin America, and the Caribbean.

Falcón is a member of the American Sociological Society, Eastern Sociological Society, Community Development Research Center at New School University, Mauricio Gastón Institute for Latino Community Development and Public Policy, and the Association for Latino/Latina Sociology.

Syracuse Offers Graduate Fellowship for Minorities

To increase the number of minority newspaper journalists, Syracuse University's (N.Y.) S.I. Newhouse School of Public Communications offers the Newhouse Graduate Fellowship/Internship in Newspaper Journalism for Minorities.

Each year, the graduate program selects two U.S. citizens of African American, Hispanic, Asian, or American Indian background who have earned an undergraduate degree from an accredited college or university in a field other than journalism. The winners receive free tuition for master's level study in newspaper journalism, a $1,100 monthly stipend, health coverage, and up to $3,300 in other benefits for 18 months of graduate study, during which time they also work as interns at *The Post-Standard* newspaper, Syracuse.

After earning a master's, the awardees work for a year as full-time apprentices at one of the Newhouse papers across the country, earning competitive entry-level salaries.

CU-Boulder Program Offers Opportunities to Minority Girls

University of Colorado (CU)-Boulder Professor of Educational Anthropology and Research Methodology Margaret Eisenhart hopes to change the mindset of many young African American and Hispanic girls living in downtown Denver who believe that getting a job means settling for low-paid work.

Photo © University of Colorado

In 1993, with help from the CU-Boulder Outreach Committee, the Colorado Women's Foundation, and the Rose Community Foundation, Eisenhart (pictured l. with students) set up "Simply the Best," a community-based after-school science and technology class for minority girls. The class cultivates an interest in the sciences among African American and Hispanic girls, grades 7-12, and provides them with training in technology skills to increase their ability to succeed in school and succeed economically after graduation. The class sponsors trips to the CU-Boulder campus to broaden the students' vision, creating a bond with the University.

"We want to introduce students to people like them who are scientists, engineers, and computer specialists, in hopes that these role models will help the girls to see that they, too, can succeed in high-tech fields," said Eisenhart.

Barry Hosts Pedro Pan 40th Anniversary Convocation

Barry University (Fla.) hosted the 40th Anniversary Academic Convocation of Operation Peter Pan with DePaul University Professor of Political Science Dr. María de los Angeles Torres leading a presentation and book signing. De los Angeles Torres (pictured) is an eminent researcher and noted speaker who has written extensively on the politics of Cuba and Latin America. She co-produced a National Public Radio commentary on Operation Pedro Pan and has been an academic advisor for documentaries produced by PBS.

Author Victor Triay and Nazi Germany survivor Olga Drucker joined de los Angeles Torres at the convocation, along with speakers from industry, academia, and social services.

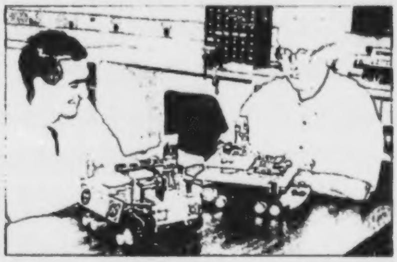
News from Syracuse

- James Tapia, former Donald R. Shepherd Professor in Conducting at the University of Michigan, was named associate professor and director of orchestral activities at Syracuse University's (N.Y.) Rose, Jules R. and Stanford S. Setnor School of Music in the College of Visual and Performing Arts. Tapia was assistant conductor of the Tampa Bay Symphony and conductor of the Tri State Festival Orchestra. He has a bachelor's degree from the University of South Florida and a master's and doctorate from the University of Texas-Austin.

- Robert P. Moreno, former staff assistant professor of applied human development at the University of Illinois, Urbana-Champaign, was named associate professor of child and family studies in the College of Human Services and Health Professions at Syracuse. His teaching and research examines familial and cultural influences on children's learning and academic achievement between Latino and low-income families. He has a bachelor's from the University of California-Los Angeles and a doctorate from Stanford University.

- Juanita Williams was promoted from associate director to director of judicial affairs in the division of student affairs at Syracuse. Williams served as a Navy JAG, lieutenant commander, with the U.S. Navy and was a prosecutor and advisor to an air wing command. She has a bachelor's from the University of California-San Diego and a law degree from the California Western School of Law.

UNM Center Encourages Minority Graduate Enrollment



The University of New Mexico's new Center for Intelligent Systems Engineering (ISE) has two primary functions: to encourage minority students to go to graduate school and to design and develop projects for NASA. Recently, seven minority graduate students and three minority doctoral students have been at the Center working on projects in the electrical and computer engineering, civil engineering, and mechanical engineering departments. Students at the Center gain real world experience while solving problems for NASA.

One project involves creating robots that can communicate with each other while performing tasks. Student John Sánchez (pictured l. with Peter Dorato, electrical and computer engineering professor and Center director) and others build the robots from scratch and can program them to do almost anything, including gathering rocks for analysis or transporting hazardous waste materials.

Center projects are funded by a $1 million renewable grant from NASA.

Eduprise and IBM Announce Collaboration

Eduprise, a provider of e-Education services to higher education, and IBM, one of the world's largest information technology companies, reached a collaborative agreement offering education customers IBM's higher education technology, products, and expertise and the academic expertise and e-Education services of Eduprise. The goal is to enhance student services and educational opportunities through the integration of online learning and other e-Education technologies.

As part of the agreement, IBM has made Eduprise its preferred provider of e-Education services and a participant in IBM's ThinkPad University program. EduPrise provides tailored services for student and staff adoption of ThinkPad, including strategic planning for e-Education, student support and faculty development, course management, and a help desk.

Nevada System Revises Policies on Students and Employees in the Military

The Nevada Board of Regents approved policy revisions to better serve students and employees of the University and Community College System of Nevada (UCCSN) who are in the Army Reserve and the Nevada National Guard. The new policies allow students called to active duty to completely withdraw from the college or university without penalty or punitive grade, and allows refunds of all but student insurance fees and other non-refundable fees. Students may re-enroll in the same institution within one year of the completion of their term of active service.

UCCSN employees called up for military service will be compensated for the duration of the 2001-2002 contract period for the difference between their UCCSN pay and their military pay, including retirement contributions.

Cal State San Marcos Provides Minority Access to Science Careers

California State University-San Marcos junior Kris Olivas, a single mother of two, was laid off from her job due to time she lost caring for her dying father. Uncertain how to finance the rest of her education, Olivas saw an announcement for MARC U*STAR, a new scholarship opportunity available to juniors and seniors with an interest in biomedical research, contacted program Director Victor Rocha (pictured), and learned that as a student

of behavioral research, she was eligible for the program. She is now a senior and full-time MARC scholar.

MARC U*STAR (Minority Access to Research Careers, Undergraduate Student Training in Academic Research) is funded by a five-year $1.15 million grant from the National Institutes of Health to boost the number of minorities in the research community. Scholars receive financial stipends and hands-on experience in research labs, attend scientific seminars, develop professional relationships with faculty, and prepare for the Graduate Records Examination (GRE) for entrance into graduate school.

There are approximately 70 MARC U*STAR programs nationwide.

Wright State Professor Translates Chilean Poet

"Translation has been called the most basic form of literary criticism, and one needs more than just the knowledge of two or more languages to be an effective translator," said Dr. David A. Petreman (pictured), associate professor of Spanish at Wright State University (Ohio).

Petreman's presentation, "Translating Nostalgia: Poetry From the South of Chile," part of a Wright State University College of Liberal Arts lecture series, focused on the art and work of translation through his translations of Chilean poet Marino Muñoz Lagos, whose work is "nostalgic, haunting, and sentimental."

Petreman, who has traveled to Chile several times to meet with authors, feels it is important to know the authors and what they are trying to say.

"Poems are never easy to translate. One nuance in a line can make all the difference," said Petreman.

News from the University of Texas-Pan American

- The University of Texas-Pan American (UTPA) received a $900,000 Science Education Partnership Award grant from the National Center for Research Resources to provide hands-on educational experience in biotechnology and laboratory science to high school and middle school students in the Lower Río Grande Valley. The program aims to increase student knowledge and interest in biomedical research.
- UTPA 2000 graduate Wendy Gillum received the highest score in the nation on the American Society for Clinical Pathology National Certification exam. The clinical laboratory scientist took the test with 327 other students and received a score of 800.
- The UTPA nursing program received the first of an annual $30,000 contribution from the Edinburg Regional Medical Center for nursing scholarships, to be matched by the UTPA Foundation, bringing the scholarship total to $60,000. The scholarships will provide 20 nursing seniors with $3,000 scholarships.
- UTPA and Coastal Bend College signed an articulation agreement encouraging Coastal Bend students to further their studies at UTPA. The agreement allows Coastal Bend students to transfer courses into one of UTPA's 50 undergraduate degree programs.
- UTPA Professor of Marketing, Management, and International Business Dr. Gilberto de los Santos was honored for "Outstanding Service, Leadership, and Commitment to the Marketing Profession and for being an exemplary model to those who venture to follow the Marketing Teaching Profession" by the Ph.D. Project Marketing Doctoral Student's Association.

Mott Community Celebrates Cultural Harmony

The office of institutional development and the multicultural minority affairs advisory committee of Charles Stewart Mott Community College (Mich.) hosted the annual Rededication of the Peace and Dignity Tree, a celebration of racial harmony in which a Celebration of the Four Colors is held–four people, each representing a cultural group.

During the ceremony, the representatives make a statement and commitment for their race and drape their appropriate color around the tree. The color yellow represents people of Asian ancestry, red represents the Native American and Hispanic ancestries, black signifies African Americans, and white represents the Anglo or Euro-American groups. The quiet, serious ceremony embraces cross-cultural understanding.

The Peace and Dignity Tree, planted in 1992, symbolizes hope.

Verizon Contributes $10,000 to NJCU

The Verizon Foundation contributed $10,000 to the New Jersey City University (NJCU) Foundation to continue its support of higher learning and excellence at the public university. Miguel A. Rivera (pictured l.), manager of external affairs for Verizon Communications, visited the campus and presented the gift to John Nevin (r.), NJCU vice president for university advancement.

Mt. San Antonio Retrains Health Workers

Mt. San Antonio College (Calif.) is opening its Welcome Back: International Health Worker Assistance Center (IHWAC), which will help international health workers get back into their professions. Many people coming into the United States have studied medicine for years yet they cannot find work in their profession. The Center hopes to get these individuals back into medicine and fill the demand for highly trained professionals with the linguistic and cultural competency to serve Los Angeles County's diverse communities.

By collecting data on an individual's training and testing, IHWAC can identify any barriers that might make licensing difficult in the U.S., such as language or unfamiliarity with U.S. equipment. The Center then looks for ways to help, such as pre-testing for licensing exams or hands-on training in the latest medical technologies. Students must complete Vocational ESL and Introduction to Health Care in the USA coursework.

The Center was made possible by a three-year $1.4 million grant from The California Endowment, the state's largest health foundation.

Miami-Dade Student Receives Public Relations Award

Miami-Dade Community College (Fla.) public relations and philosophy major Gabriel del Río received a $2,000 scholarship from

the Public Relations Society of America (PRSA) for his superior academic performance , his involvement in extracurricular activities, and his promise in the field. Del Río's involvements included student government, the College's roller hockey program, the student newspaper *The Catalyst*, and the initiation of the successful "Save the Rink" campaign.

"*Cronica de una muerte anunciada*" at Bergen

Bergen Community College in New Jersey hosted New York City-based theater company Repertorio Español during the College's 2001-2002 Performing Arts Series "This and That From Here and There."

The company performed the Spanish-language production "*Cronica de una muerte anunciada*," by Nobelist Gabriel García Márquez, author of *One Hundred Years of Solitude*.

"Chronicle of a Death Foretold" is set against the backdrop of a small Colombian town, and dramatically explores the chain of events, false accusations, petty errors, and biases that lead to tragic circumstance. This powerful and memorable tale embraces a spectacular wedding, a savage scandal, and a murder to which an entire Latin American town appears to be an accessory.

Sanabria Leads Afro-Cuban Jazz Orchestra at Manhattan School

Photo © J. Andrew Lepley

Bobby Sanabria directed the Manhattan School of Music Afro-Cuban Jazz Orchestra in an evening of "Jazz, Mambo, and Beyond . . ." in New York City.

The 19-piece group is comprised of undergraduate and graduate students from the School's jazz division. It performed music by Tito Puente and Afro-Cuban jazz masters Chico O'Farrill, Machito, Mario Bauzá, and Dizzy Gillespie, among others.

Sanabria (pictured) is a highly esteemed drummer, percussionist, composer/arranger and Grammy-nominated recording artist. An authority on the history of Afro-Cuban and jazz traditions, he was inducted into the International Salsa Museum's Hall of Fame last year.

Ilmar Gavilán, award-winning violinist and student at the Manhattan School, joined the orchestra for the event.

Ramapo Showcases Popular American, Caribbean Artists

Ramapo College of New Jersey opened a new gallery dedicated to the display of one of the foremost arrays of popular arts of the Americas and the Caribbean, the Selden Rodman Collection.

From the profoundly religious to the decorative, the visions in the collection offer many things to gallery visitors. The colorful masterworks of "popular arts" provide a rich multicultural link to the developing history of the African diaspora and the arts. While the Ramapo College collection is largely devoted to Haitian art, its range extends to include "self taught" North American artists and outstanding Mexican and Brazilian painters.

Another Rodman Collection consisting of fewer works is housed at the Yale University Art Gallery.

Jacksonville Holds Inaugural Ceremony for Harlow

Jacksonville University (Fla.) celebrated as David L. Harlow formally accepted a position as the University's eighth president. About 1,000 members of the campus community and friends attended.

Harlow said that the University's leadership during his tenure would be marked by "integrity, fairness, a willingness to communicate, which includes listening, and decisiveness of action with demonstrated calm strength and patient wisdom."

He said that the University will continue to provide a proper balance of traditional and strong liberal arts, the fine arts, and pre-professional programs.

St. Bonaventure Professor Presents Paper at International Conference

Dr. Alva V. Cellini, associate professor of modern languages at St. Bonaventure University (N.Y.), presented a paper, "La vision del mundo andino en la narrativa de César Vallejo" ("The Vision of the Andean World in César Vallejo's Narrative"), at the International Conference of Hispanists, held at the University of Santiago de Chile.

Scholars and researchers came from distinguished universities in the Americas, Europe, and Asia. Among them were contemporary Latin American writers Poli Delano, Pia Barros, Raúl Vallejo, and Denise Fonseca, who discussed their most recent works.

Cellini, who joined the St. Bonaventure community in 1979, holds a bachelor's and master's degree from St. Bonaventure, a master's graduate certificate in Latin American studies and graduate certification in translation, and a doctorate from the State University of New York-Binghamton.

Cal Poly Celebrates a Century of Service

California Polytechnic State University-San Luis Obispo faculty members, students, staff, alumni, and guests marked 100 years of service to California and the nation with the University's Founders Celebration.

Leaders from academe, government, and the private sector came together for a colloquium, "Educating a Diverse Population for the Nation's Science and Technology-based Economy," prompting a wide-ranging conversation. Panelists discussed ways in which universities, industry, and government can work to ensure that a new generation of innovators, problem solvers, and leaders is educated for a century increasingly dependent on science and technology.

Cal Poly President Warren J. Baker moderated the panel discussion featuring David Baltimore, Nobel Prize laureate and president of the California Institute of Technology; Gary Bloom, a Cal Poly alumnus and president and CEO of Veritas Software; Rita Colwell, director of the National Science Foundation; and Richard DeMillo, vice president and chief technology officer of Hewlett-Packard.

Burlington County Enrollment Reaches All-Time High

Burlington County College (BCC) in New Jersey set several records with its fall 2001 enrollment.

The College's total credit hours of 57,394 surpassed the fall 2000 enrollment by 8.1 percent, and represents the largest total credit hour enrollment in the school's 32-year history. The previous high had been established in 1993.

The number of students enrolled on a full-time basis is also an all-time high, exceeding the previous record by nearly 300 students. The fall 2001 enrollment of 2,819 full-time students surpassed fall 2000 by 10.8 percent.

The part-time enrollment during the fall also increased, surpassing fall 2000 by 6.7 percent. Significantly, the average number of credits in which part-time students enrolled increased to more than six credits per student.

BCC President Robert C. Messina, Jr. attributed the enrollment growth to "the outstanding quality of our programs, the affordability of our tuition, and the scheduling flexibility we provide to our community."

Essex County Receives Aid for Low-Income Parents

Essex County College (N.J.) received a four-year $258,861 federal Department of Education grant to expand pre-school child-care services for low-income parents attending the College.

The Child Care Access Means Parents in School program grant will enable the school's Child Development Center to provide at least 10 additional slots, and permits low-income parents to take both day and evening classes.

Cal State Northridge Adopts New Logo

California State University
Northridge

To strengthen the University's local and national image, California State University-Northridge has adopted a new logo, or "word mark."

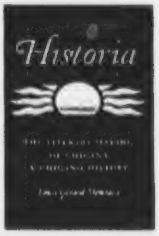
"This new logo should...help us carry our message that Northridge is the cultural, educational, and economic engine of our region," said Cal State Northridge President Jolene Koester.

The new logo, incorporating the full name of the institution, replaces the symbolic graphic image of the Oviatt Library columns that the University has used as its mark in recent years.

PUBLICATIONS

Historia: The Literary Making of Chicana and Chicano History

By Louis Gerard Mendoza



For decades history has offered frameworks for understanding the identity of Mexican-Americans and their literature has been particularly rich exploring themes of power and domination. In *Historia*, Louis Gerard Mendoza offers critical analysis to integrate the two genres of history and literature to understand representations of the past.

2001. 352 pgs. ISBN 1-58544-1791. $24.50 paper. Texas A&M University Press. (800) 826-8911.

Gifted Bilingual Students: A Paradox?

By Esther Kogan

Gifted bilingual students are an integral part of the educational system, requiring attention to be appropriately identified and nurtured so that their potential can be fully realized. Esther Kogan points out the myth of the gifted bilingual paradox, an indication that the field of education is more a possible achievement than an impossible dream.

2001. 168 pgs. ISBN 0-8204-50162. $24.95 paper. Peter Lang. (800) 770-5264.

Migration, Transnationalization, and Race in a Changing New York

Héctor R. Cordero-Guzmán, Robert C. Smith, and Ramón Grosfoguel, eds.

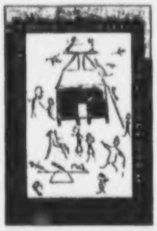
New York City has always been central to the immigration experience in the United States. This book features 13 scholarly essays, analyzing some of today's most important theoretical and scholarly debates in international migration, race and ethnicity, social stratification, and urban studies, to bring our understanding of New York's immigrant communities up to date.

MIGRATION
TRANSNATIONALIZATION
RACE
NEW YORK

2001. 320 pgs. ISBN 1-56639-888-6. $24.95 paper. Temple University Press. (800) 447-1656.

Whispers on the Color Line: Rumor and Race in America

By Gary Alan Fine and Patricia A. Turner



Legends are arguably the most common form of American folklore and it is not surprising that rumors and legends that reflect racial misunderstanding and mistrust frequently circulate. *Whispers on the Color Line* focuses on a wide array of tales in Black and White communities across America.

2001. 270 pgs. ISBN 0-520-20988-5. $27.50 cloth. University of California Press. (800) 822-6657.

Beyond the Corporate University: Culture and Pedagogy in the New Millennium

Henry A. Giroux and Kostas Myrsiades, eds.

Beyond the Corporate University

A decade of budgetary, policy, and ideological contention has left American universities under the yoke of narrow-minded management models, some say. As corporate culture increasingly invades educational and other public sectors, some feel that we as a nation have lost a clear vision of the public good and the necessary components of a vital democracy. Prominent scholars represented in this book seek to redress these trends.

2001. 360 pgs. ISBN 0-7425-1048-4. $26.95 paper. Rowman & Littlefield. (800) 462-6420.

Spanish Peaks: Land and Legends

By Conger Beasley Jr.

Spanish Peaks

The Spanish Peaks have served as a beacon for American Indians, Spaniards, fur trappers, traders, soldiers, and travelers. An author and a photographer collaborate to tell the story of these and other legends and of the peoples who created them. Photographs by Barbara Sparks. Foreword by Ann H. Zwinger.

2001. 200 pgs. ISBN 0-87081-604-7. $49.95 cloth. University Press of Colorado. (800) 268-6044.

Questions and Swords: Folktales of the Zapatista Revolution

By Subcomandante Marcos

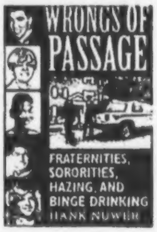
QUESTIONS & SWORDS

Subcomandante Marcos shares two stories from the Zapatista rebellion against the Mexican government: "The Story of Questions" and "The Story of the Sword, the Tree, the Stone, and the Water." Commentary from a Mexican writer and Native American poet explain the significance of the Zapatista Rebellion to the 21st century. Illustrated by Domitila Domínguez and Antonio Ramírez. Essays by Simón Ortiz and Elena Poniatowska. Text in both English and Spanish.

2001. 112 pgs. ISBN 0-93817-53-9. $21.95 paper. Cinco Punto Press. (800) 566-9072.

Wrongs of Passage: Fraternities, Sororities, Hazing, and Binge Drinking

By Hank Nuwer



In this heartfelt look at the dark side of college fraternal life, Hank Nuwer confronts the questions surrounding the inhuman practice of hazing. He examines its legal and historical roots, provides instances of abuse and criminal behavior, and proposes workable reforms that universities should enact to end the deadly, demeaning practice.

2001. 357 pgs. ISBN 0-253-21498-X. $19.95 paper. Indiana University Press. (800) 842-6796.

The Art of Transition: Latin American Culture and Neoliberal Crisis

By Francine Masiello

During the postdictatorship years in Argentina and Chile, both countries aggressively adopted Neoliberal market-driven economies. Francine Masiello interprets the culture of this period as an art of transition (both politically and aesthetically) and through discussions of art and literature sketches a broad landscape of vivid intellectual debate in the Southern cone of Latin America.

2001. 334 pgs. ISBN 0-8223-2818-6. $21.95 paper. Duke University Press. (888) 651-0122.

Stars Always Shine

By Rick Rivera

STARS ALWAYS SHINE
RICK RIVERA

Plácido Moreno, a Mexican-American, and Salvador Campos, an undocumented Mexican immigrant, become aware of their similarities and differences, shaped by their backgrounds on opposite sides of the border. This novel depicts the bond between two memorable characters of different social, political, and spiritual backgrounds.

2001. 192 pgs. ISBN 1-931010-03-X. $15.00 paper. Bilingual Review/Press. (480) 965-3867.

Lizardi and the Birth of the Novel in Spanish America

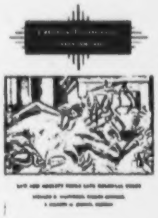
By Nancy Vogely

Nancy Vogely examines the emergence of the novel in Mexico at the conclusion of Spain's 300 years of colonial rule by looking at four stories by Mexican author José Joaquín Fernández de Lizardi, acknowledged as Spanish America's first novelist. The stories are analyzed for their decolonizing thinking, as an innovative linguistic discourse where the Inquisition and colonial tradition controlled production.

2001. 368 pgs. ISBN 0-8130-2118-9. $59.95 cloth. University Press of Florida. (800) 226-3822.

Crime and Punishment in Latin America: Law and Society Since Late Colonial Times

Ricardo D. Salvatore, Carlos Aguirre, and Gilbert M. Joseph, eds.



This volume offers a collection of essays dealing with the multiple aspects of the relationship between ordinary people and the law in Latin America. Building on trends such as cultural history, subaltern studies, and new political trends, the contributors bring to the forefront topics of scholarly debate about the region's past and present.

2001. 448 pgs. ISBN 0-8223-2744-9. $21.95 paper. Duke University Press. (888) 651-0122.

La Indianidad: The Indigenous World Before Latin Americans

By Hernán Horna

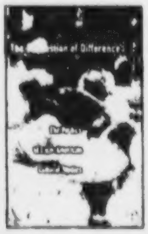
La Indianidad

Hernán Horna offers a concise history of the Amerindians which, without bypassing western historiography, covers the nature of the indigenous world before Columbus as well as their post-conquest adaptations, co-existence and struggle against colonial rule, and subjugation by the Catholic Church and state.

2001. 200 pgs. ISBN 1-55876-269-8. $18.95 paper. Markus Wiener. (609) 921-7686.

The Exhaustion of Difference: The Politics of Latin American Cultural Studies

By Alberto Moreiras

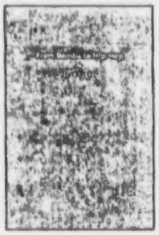


The conditions for thinking about Latin America as a regional unit in transnational academic discourse have shifted over the past decades. Alberto Moreiras argues that the field of cultural studies is ripe for theoretical reformulation.

2001. 350 pgs. ISBN 0-8223-2724-4. $19.95 paper. Duke University Press. (888) 651-0122.

From Bomba to Hip-Hop: Puerto Rican Culture and Latino Identity

By Juan Flores



In late November 1994 at Hunter College in New York–just a few nights after the historic "Muévete" conference at Columbia University–thousands of Puerto Rican and Latino youth gathered at an event, "From Bomba to Hip-Hop," to talk about a range of social issues and to take up, through discussion and performance, the complex question of their own cultural identity. This book brings together telling cultural "moments," which remain disconnected in official historical narratives.

2000. 265 pgs. ISBN 0-231-11076-6. $49.50 cloth. Columbia University Press. (800) 944-8648.

Many publications featured in this section are available through amazon.com.

CONFERENCES

21st Annual National Conference on the First-Year Experience

February 15-19

This event, sponsored by the University of South Carolina's National Resource Center for The First-Year Experience and Students In Transition, will provide forums to meet with educators who share a similar interest in improving the first college year. At the Hyatt Orlando, Kissimmee, Fla.

Contact: (803) 777-6029; fax, (803) 777-4699; e-mail, fyeconf@gwm.sc.edu; Web site, www.sc.edu/fye

Law and Higher Education Conference

February 17-19

This conference, in association with the Stetson University College of Law's office for CLE, will feature more than 20 sessions on current legal issues affecting student affairs and academic affairs, administrators, legal counsel, campus safety, and risk management in 2002. In Clearwater Beach, Fla.

Contact: (727) 562-7830; fax, (727) 381-7320; e-mail, cle@law.stetson.edu; Web site, www.law.stetson.edu/cle

ACE Leadership Programs for Department and Division Chairs and Deans

February 20-23, San Diego, Calif.
June 18-21, Washington, D.C.

The American Council on Education presents a unique series of programs specifically designed for department and division chairs–the people responsible for leading the units where change takes place in higher education institutions.

Contact: (202) 939-9343; fax, (202) 785-8056; Web site, www.acenet.edu

NCTM Southern Regional Conference

February 21-23

The Oklahoma Council of Teachers of Mathematics hosts the 2002 National Council of Teachers of Mathematics Southern Regional Conference. The theme is "Reflections on Mathematics Teaching and Learning." In Oklahoma City, Okla.

Contact: (703) 620-9840; fax, (703) 476-2970; e-mail, regconf@nctm.org; Web site, www.nctm.org

NACADA Rocky Mountain Regional Conference

March 6-8

The National Academic Advising Association (NACADA), with the theme "Get Your Kicks from Academic Advising," will share ideas on the challenges and rewards of academic advising. At the Doubletree Hotel, Albuquerque, N.M.

Contact: NACADA, (785) 532-5717; e-mail, nacada@ksu.edu; Web site, www.nacada.ksu.edu

ACRES National Conference

March 7-9

The American Council on Rural Special Education (ACRES) will host the 22nd Annual National Conference, with the theme "No Child Left Behind: The Vital Role of Rural Schools." At John Ascuaga's Nugget Hotel, Reno, N.V.

Contact: ACRES Headquarters, (785) 532-2737; e-mail, acres@ksu.edu; Web site, www.ksu.edu/acres

NACADA Mid-South Regional Conference

March 13-15

"Advising for Excellence: Racing Toward the Mark" is the theme for this National Academic Advising Association (NACADA) conference, where advisors and administrators will have the opportunity to examine ways academic advising can enhance student success. At the Adam's Mark Hotel, Charlotte, N.C.

Contact: NACADA, (785) 532-5717; e-mail, nacada@ksu.edu; Web site, www.nacada.ksu.edu

AAHE National Conference on Higher Education

March 16-19

The American Association for Higher Education's 2002 National Conference on Higher Education will focus on creating and disseminating knowledge about student learning, in two contexts: student identities and the ways students learn. At the Chicago Hilton Towers, Chicago, Ill.

Contact: (202) 293-6440; fax, (202) 293-0073; Web site, www.aahe.org

2001-2002 NACUA Workshop Series

March 20-23

The National Association of College and University Attorneys Institute for Law and Higher Education presents "Faculty Employment Issues," providing law-related programming, publications, and educational services for colleges and universities. At the Hyatt Regency Hotel, New Orleans, La.

Contact: (202) 833-8390; fax, (202) 296-8379; e-mail, meetings@nacua.org; Web site, www.nacua.org

34th Annual Central States Conference

March 21-23

"Sustaining Change: Teaching Tolerance and Understanding, Integrating Foreign Languages and Connecting to Other Disciplines, Promoting Literacy via the Foreign Language Classroom" is the theme of this joint conference of the Central States Conference on the Teaching of Foreign Languages and the Foreign Language Association of Missouri. In Kansas City, Mo.

Web site: www.centralstates.cc

National Conference on Diversity in Teaching and Learning in American Higher Education

April 3-6

The Center for the Study of Diversity in Teaching and Learning in Higher Education presents its 2002 conference, with the theme "Undergraduate Education: The Real Deal." Dr. Carlos E. Cortés, professor emeritus of history at the University of California-Riverside, will be the keynote speaker. At the Claremont Hotel, Berkeley, Calif.

Contact: (408) 864-8309/8993; fax, (408) 864-5412; Web site, www.TeachLearn.fhda.edu

New Jersey Project Spring 2002 Conference

April 5

"The Power in Perspective: Using an Intersections Approach Across the Disciplines" is the theme of this event, which features a series of workshops that showcase gifted teachers from a variety of fields using an intersections approach to teach their specialties. At The College of New Jersey.

Contact: (973) 720-2296; e-mail, njp@wpunj.edu; Web site, www.wpunj.edu/icip/njp

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Government Information/Reference Librarian (Assistant Librarian)

The University of San Francisco, Gleeson Library/Geschke Learning Resource Center is accepting applications/resumes for the position of Government Information/Reference Librarian. Qualified applicants must have a Masters degree (e.g. MLS) from an ALA-accredited program and must have at least 3 years of library experience preferably at least 2-years experience as a post-MLS librarian/information specialist. For complete job description and requirements, please visit our web page at http://www.usfca.edu/hr.

To apply, send resume and cover letter to: **University of San Francisco, Human Resources, 2130 Fulton Street, San Francisco, CA 94117** or email to resumes@usfca.edu.

DIRECTOR OF INSTITUTIONAL RESEARCH

Mendocino College

Designs and conducts research projects to assist the District in institutional effectiveness and advancement; assists with the District's master planning process; and coordinates self-studies such as accreditation, $69,966-$80,994.

Contact Mendocino Community College
Ukiah, CA, 707-468-3389
or jevans@mendocino.cc.ca.us
by 3/8/02.

PACIFIC OAKS COLLEGE

Human Development Core Faculty

Pacific Oaks College is a teaching and research institution committed through its Quaker heritage to diversity and social change with a focus on children and families. Housed in two turn of the century estates in Pasadena, CA and other sites, the college confers BA and MA degrees in Human Development and an MA degree in Marriage, Family and Child Counseling. The college also offers elementary teaching credentials. It serves over 1,000 students on a year-round basis. Following a belief that social action and personal growth are interlinked, Pacific Oaks - a Designated Hispanic Serving Institution- has created a laboratory atmosphere for faculty leading to such innovations as the Anti-Bias Curriculum. We are now seeking core faculty with specialty areas in:

Adult Development: investigating issues of culture, power and identity in urban adolescent or aging populations.

Leadership and Organizational Change: college administration and social service experience, preferably in participatory research.

Early Childhood: with emphasis in critical pedagogy and biculturalism.

Successful candidates must be student-centered and have demonstrated experience in diversity and social justice. Strong research skills and Ph.D preferred. Desired: expertise in assessment of life experience, developmental theory, sociolinguistics, welfare to work, intersubjective schools, intercultural performance, or participatory democracy and policymaking.

Candidates with administrative experience may also assume a leadership role in Human Development or Program Administration. **Starting date:** 7/1/02. Submit letter expressing research and teaching interests, resume and names and telephone numbers of three current references to: **Sandy Whitford, Faculty Personnel Committee, Pacific Oaks College, 5 Westmoreland Place, Pasadena, CA 91103, postmarked by March 8, 2002.**

Pacific Oaks is an affirmative action/equal opportunity employer and encourages a diversity of applicants.

www.pacificoaks.edu

Book Review

By Alberto Huerta

***La Fiesta del Chivo*, by Mario Vargas Llosa.** 518 pages. Madrid and Mexico: Alfaguara, 2000. ISBN 968-19-0699-3. $14.00-$20.00 paper. English translation (by Edith Grossman): 432 pages. Farrar, Straus & Giroux, 2001. ISBN 0374154767. $25.00 cloth.

Vargas Llosa was intrigued by Trujillo's death after reading journalist Bernard Diederich's *Trujillo: The Death of the Goat* (1978; reprinted in 1990 with the title *Trujillo: The Death of the Dictator*).

Critics, including Pedro Conde Sturla of the *List'n Diario*, have charged Vargas Llosa, former candidate for the presidency of Peru, with lifting entire sections of Diederich's classic. Deborah Ramírez, editorial writer for the *Sun-Sentinel*, South Florida, says that Diederich "...did the legwork and deserves the credit for this." The author has never denied his indebtedness to Diederich, and to Robert D. Crassweller's biography, *Trujillo: The Life and Times of a Caribbean Dictator* (1966). Had Vargas Llosa included a printed acknowledgment in the first place, this controversy might have been avoided.

Mario Vargas Llosa
La Fiesta del Chivo

Reading Vargas Llosa's novel alongside Diederich's offers an interesting and exciting literary and historical experience, one necessary for understanding Trujillo. It is amazing how much of Diederich's factual skeletal structure is embellished by Vargas Llosa's fictive imagination. Despite the controversy, *La Fiesta del Chivo* is a tour de force. But not without precedent.

Fascination with dictators–*el jefe, el caudillo, el cacique*–is rooted in Latin America's historical and political development. Guatemalan Nobel Laureate (1967) Miguel Angel Asturias' *Mr. President* (1963), Colombian Nobel Laureate (1982) Gabriel García Márquez's *The Autumn of the Patriarch* (1976), *The General in His Labyrinth* (1990), and Paraguayan Augusto Antonio Roa Bastos' *I The Supreme of the Republic* (1986) are insightful studies in the pathology of power *a la Americana*. That entire generations would in tandem deify a dictator as "The New Father of the Nation," "The Benefactor," "The Protector," or "The Supreme One" seems unbelievable! It is an astute observation by Vargas Llosa.

For 30 years, Trujillo was all the Dominicans had ever known, their father *de facto* and *de fide*. He stood in as godfather to all who asked, tying them to him and to his pernicious political schemes. When his remains lay in state, thousands upon thousands passed before his coffin with genuine tears of loss.

La Fiesta del Chivo has three narratives woven into a tapestry of personal mystery, political intrigue, and conspiracy. Narrator Urania, 49 and a successful Harvard graduate, returns to the Dominican Republic 35 years after Trujillo's assassination. Her abrupt departure at 14, and her hatred for her father, Agustín Cabral, a loyal supporter of Trujillo, are unexplained pieces of a puzzle.

The second voice is Trujillo's, days before his assassination. At 69, he is all-powerful, but his feelings–an inferiority complex and his penchant for pubescent señoritas–reveal a perverse psychological profile.

The third narrative voice is that of the conspirators, who wait what seems an eternity for Trujillo's 1957 sky blue Chevrolet to fall into their ambush. While the conspirators ponder Trujillo's delay, the details of the assassination plot are learned through their soliloquies and dialogues.

There had been other assassination plots. But the November 1960 murder by Trujillo agents of the Mirabel sisters, Minerva, María Theresa, and Patricia Mercedes, all married to members of Trujillo's inner core, tipped the scales toward tyrannicide. Masked as a car accident, the families affected knew it was one of Trujillo's carnivalesque charades. Mysterious car accidents and disappearances were the ways in which the tyrant eliminated opposition. Johnny Abbés, head of SIM, had complete control of all information through a network of shadowy figures stretching through the dark alleys of the Dominican.

How was Trujillo finally assassinated?

It was the predictability factor. As a young man, Trujillo became the darling of the American occupying forces. Trained by the U.S. Marines, he lived a regimented life. On weekends, he delighted going in his "Chevy" to his house in the country. He followed a ritual. He first took a stroll on the boardwalk, then visited his aging mother, then drove to the country. Trujillo had been trained too well by the U.S. Marines. All previous complicated assassination plots had failed. The simplest one ended Trujillo's grip on power.

The plot had been carefully staged, but it fizzled hours after the assassination. Gen. Pupo Román acted indecisively. Trujillo's nephew by marriage, he could have seized control at the crucial moment, but procrastinated. Under interrogation, wounded conspirator Pedro Livio revealed his name.

Román was later tortured to death by the SIM, satisfying the Trujillo family's thirst for revenge. "The Goat" was detested, but in the emotional aftermath of his death, these religious and emotional ties of extended family were difficult to sever.

Compelling and controversial, *La Fiesta del Chivo* (*The Feast of the Goat*) is a "must read."

Alberto Huerta is an associate professor in the Department of Modern & Classical Languages at the University of San Francisco.

If interested in submitting a book review, please e-mail us at outlook@aol.com for Book Reviewers' Guidelines.

PENN STATE CAPITAL COLLEGE

DIRECTOR SCHOOL OF HUMANITIES

Penn State Capital College seeks an academic administrative leader for its School of Humanities. The preferred candidate will possess an earned doctorate and outstanding scholarly research and/or creative accomplishments in one of the fields represented within the School; senior experience in academic leadership; record of excellence in teaching; demonstrated leadership in the enhancement of undergraduate and graduate education; an inspiring vision of the humanities and their role in contemporary education and society; strong interest in linking the School's educational programs with national humanities organizations; significant experience in administering an interdisciplinary academic unit; commitment to cultural diversity; understanding of the links between humanities and technology and evidence of support for the incorporation of sophisticated technology into the teaching of the humanities; ability to develop cooperative ventures with University's professional schools of business, law and medicine; demonstrated success in acquiring external funding; appreciation for the complexities of a multi-campus, land-grant university; eligible for appointment at senior rank. Preferred starting date is July 1, 2002.

The Capital College is comprised of two campuses-Penn State Harrisburg and Penn State Schuylkill. The School of Humanities offers undergraduate majors in American Studies; Communications; English; Interdisciplinary Humanities and Secondary Education-English. Graduate majors include American Studies and Humanities. The School has 35 full-time faculty and over 360 full/part-time students.

The College is easily accessible from Philadelphia, Baltimore, Washington, D.C., and New York. Penn State Harrisburg is located in Middletown, near the state capital of Harrisburg, and Penn State Schuylkill is located in Schuylkill Haven, approximately 55 miles northeast of Middletown. The College's enrollment of more than 4,500 (1,000 at Schuylkill and 3,500 at Harrisburg) is a mixture of traditional and nontraditional, full-time and part-time, resident and commuter students. The College offers baccalaureate degrees in 30 academic majors, 17 master's degree programs, and two doctoral programs.

Please submit a letter of application, curriculum vitae, and the names, addresses, and phone numbers of five references to: **Chair, Director of School of Humanities Search Committee, c/o Mrs. Dorothy J. Guy, Director of Human Resources, Penn State Capital College, Box HISP, 777 West Harrisburg Pike, Middletown, PA 17057-4898.** Review of applications will begin immediately and continue until the position is filled. *Penn State is committed to affirmative action, equal opportunity, and the diversity of its workforce.*

Dean, College of Education

The University of Toledo invites nominations and applications for the position of Dean of the College of Education. The University is a Carnegie Doctoral/Research-Extensive, state-supported university with an enrollment of approximately 18,000 students. Faculty are represented by the AAUP. The Dean reports to the Provost.

The University is situated in an urban, residential neighborhood on a wooded, 255-acre university campus. The University is an integral part of the civic, cultural, and commercial life of the Greater Toledo community, and is an NCAA Division 1A university that fields championship caliber teams. The region affords a range of cultural opportunities that include a renowned museum of art, zoo, symphony orchestra, metropolitan park system, and children's science museum. Toledo is located on the western shore of Lake Erie, in close proximity to major cities in the Midwest.

Enrollment in the College of Education includes approximately 1900 undergraduates, 1100 master's students, and 100 doctoral students. As a unit in a regional, urban institution, the College of Education is committed to working with public schools and responding to the needs of urban schooling. The College of Education is accredited by NCATE and has a full complement of undergraduate teacher preparation programs, as well as extensive graduate programs.

The position demands an individual who can serve effectively as the chief academic and administrative officer of the College of Education. The candidate should present evidence of excellence in leadership and interpersonal skills and the ability to build collegiality, trust, and consensus among college staff.

The college seeks an individual with the energy and vision to support faculty in achieving excellence in teaching, research, grantsmanship, and scholarship. The candidate should have knowledge and understanding of the challenges facing urban teacher education programs.

Qualifications:

The successful candidate will demonstrate evidence of:

- Leadership style based on the highest standards of ethics and integrity
- Earned doctorate in a discipline related to an academic program within the College
- Exceptional credentials in teaching, scholarship/creative endeavors, and service meriting appointment with tenure at the rank of professor
- Record of management and support of externally funded faculty research
- Broad knowledge of trends and issues in teacher education and graduate education
- Knowledge of, and support of, technological innovations (e.g., distance learning)
- Record of creating and supporting inter-disciplinary and intra-university collaborations in research and teaching
- Familiarity with alumni relations and fundraising models
- Administrative experience in higher education, including previous or current NCATE accreditation experience

Responsibilities:

- Provide leadership and innovation in teaching and learning, including fostering links with an urban educational community
- Establish strong intra-college communication and promote collaborative decision-making
- Effectively advocate for the College within the University community
- Nurture dynamic undergraduate and graduate programs that foster intellectual rigor, reflective practice, and social inquiry
- Increase graduate and undergraduate enrollment through development of recruitment and retention strategies
- Create and support effective partnerships with schools, institutions of higher education, community organizations, industry, and government
- Promote diversity in recruitment and retention of faculty, staff, and student populations
- Enhance cultural diversity initiatives in curriculum and program development
- Monitor faculty tenure and promotion process
- Coordinate national and regional accreditation initiatives (e.g. NCATE & NCA)

Review of applications will begin on February 4, 2002, and will continue until the position is filled. Salary and other considerations will be consistent with the commitment of The University of Toledo to recruit and select the most qualified candidate. Additional information about the University and College is available at the website: www.utoledo.edu.

Application Requirements:

1. Letter of application addressing qualifications and responsibilities stated in position description
2. Curriculum vita
3. Names, addresses, phone numbers, and email addresses of three (3) references. Please also state your previous or current professional relationship with these references.

Complete application materials should be mailed to: Dr. William Free, Interim Provost and Vice President for Undergraduate and Graduate Education, 3340 UH - University of Toledo, 2801 West Bancroft Street, Toledo, Ohio 43606

Application materials may also be submitted electronically to: kbell@utnet.utoledo.edu

THE UNIVERSITY OF TOLEDO

The University is an Equal Access, Equal Opportunity, Affirmative Action Employer and Educator.

LAKE CITY COMMUNITY COLLEGE

LAKE CITY
COMMUNITY COLLEGE

DEAN OCCUPATIONAL PROGRAMS

(To Commence July 1, 2002)

This position is responsible for the everyday operation of occupational/vocational programs (AS and certificate) at Lake City Community College. Serves as liaison with the Chamber of Commerce and Workforce Development for economic development activities. Assigns, schedules and evaluates faculty. Establishes contract training programs or courses. Supervises grant applications such as Perkins and Tech-Prep. Requires Master's Degree in an appropriate area, plus 3 years experience with Vocational Education Programs. Knowledge of statistical concepts, reporting guidelines, state laws affecting vocational program operation, and state and federal rules affecting vocational, and community grant funds.

DIRECTOR OF RESEARCH AND INSTITUTIONAL EFFECTIVENESS

(To Commence July 1, 2002)

Directs all institutional research and planning activities and facilitates the implementation of Institutional Effectiveness principles throughout the College. Directs all SACS (Southern Association of Colleges & Schools) accreditation activities. Ensures the timeliness and quality of internal data and research support to departments for planning performance assessment and decision-making. Requires Master's Degree in a research field or equivalent combination of related education and work experience. Experience in higher education, planning and institutional effectiveness. Computer literate with word processing, spreadsheet analysis and desktop publishing skills.

SALARY AND APPLICATION: The salary is competitive, commensurate with qualifications and experience. Review of applications will begin March 7, 2002 and will continue until position is filled. Candidates are to submit cover letter, transcript of all college work, an extended resume including at least three references and the College application to: **Lake City Community College; Human Resources Development; Rt. 19, Box 1030; Lake City, Florida 32025-8703.** Additional information may be obtained from our WEB at: www.lakecity.cc.fl.us; e-mail: boettcherg@mail.lakecity.cc.fl.us or **phone (386) 754-4314.**

An Equal Opportunity/Affirmative Action College in Education and Employment
VETERANS PREFERENCE

Dean of the Texas Tech University School of Law

Texas Tech University in Lubbock, Texas, invites applications and nominations for the position of Dean of the School of Law. The preferred date for the individual to begin duties is August 15, 2002.

The Dean is the chief academic and administrative officer of the Law School and reports to the Provost of the University. The Dean is responsible for long-range planning, academic leadership, curricula, budgets, personnel matters, the representation of the School both inside and outside the University, and the promotion of its national and international reputation.

The successful candidate should have a substantial commitment to legal education, scholarship, and public service, together with the vision and executive skills needed to lead an expanding, contemporary law school. These qualities include the following:

- An earned law degree with an outstanding record sufficient to merit the rank of full professor with tenure in the School of Law.
- High standards of personal and professional integrity and ethics.
- A demonstrated commitment to academic excellence, cultural diversity, and equal opportunity.
- Recognized accomplishments in legal research, education and professional activities.
- Administrative experience demonstrating leadership, managerial, and communication skills.
- The ability and willingness to devote a significant amount of time to the fundraising activities of the Law School and the University.

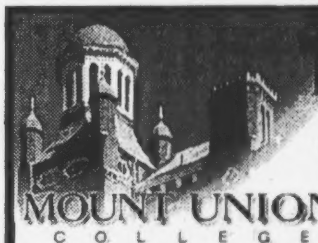
The Search Committee will begin reviewing applications and contacting nominees by March 1, 2002, and will continue the process until an appointment is made. Applications must include (1) a letter of application; (2) a complete curriculum vitae; and (3) the names, addresses, e-mail addresses and telephone numbers of at least four references.

Inquiries, nominations, and applications should be addressed to: **Dean Gary M. Bell, Honors College, Box 41017, Texas Tech University, Lubbock, Texas 79409-1017**

More information about Texas Tech University is available at www.ttu.edu; about the School of Law at www.law.ttu.edu; and about the dean search specifically at www. law.ttu.edu/deansearch.

Texas Tech is an affirmative action, equal opportunity employer with a strong institutional commitment to diversity. In that spirit, we are particularly interested in receiving applications and nominations from a broad spectrum of people, including women, members of diverse ethnic groups, and persons with disabilities.

DIRECTOR OF ADMISSIONS



MOUNT UNION
COLLEGE

Search reopened

Mount Union College, a private, liberal arts institution of 2,300 students, seeks a dynamic and creative individual for the position of Director of Admissions.

The ideal candidate will possess the skills and experience to develop implement and oversee a dynamic marketing and student recruitment operation. Vital characteristics include an understanding of the trends in higher education today; the ability to shape an admissions team and lead it to success; and a systematic and strategic approach to achieving aggressive enrollment goals. Particularly important to our culture is a strong customer-service orientation, an enthusiasm for and understanding of traditional college-age students and an ability to work well across the institution.

Admissions professionals who have served at the senior associate level or director level are highly desirable, minimum of five years of progressively responsible admissions experience expected. Preference will be given to individuals with an appropriate master's degree. The Director will report to the Vice President for Enrollment Services.

For additional information on the College and to view a detailed position description, see our website at **www.muc.edu.**

Send resume, cover letter and references by March 1, 2002 to:

Director of Human Resources
Mount Union College
1972 Clark Ave.
Alliance OH 44601.

Nominations for the position should be sent to the same address. Candidate review will begin immediately and continue until the position is filled.

Mount Union College is an equal opportunity employer.

THE
UNIVERSITY
OF UTAH

HIGH-ENERGY ASTRONOMY/ASTROPHYSICS

The Physics Department at the University of Utah is seeking qualified candidates for a tenure track position in high-energy Astronomy/Astrophysics. Preference will be given for hiring at the Assistant Professor level, but more senior level appointments can also be considered. We seek candidates with experience in experimental and observational aspects of X-ray, gamma-ray, and high-energy gamma-ray astrophysics and astronomy. The successful candidate will have a strong commitment to both teaching and research, and will develop their own research program as well as collaborate with existing astrophysics research. The University of Utah is a major participant in several high-energy astrophysics projects, including the VERITAS Observatory, the Whipple 10m gamma ray observatory, and the High-Resolution Fly's Eye Observatory. This appointment requires teaching undergraduate/graduate courses in Astronomy/Physics.

We expect the successful candidate will begin their appointment in Fall 2002. Candidates should submit their curriculum vitae, statement of research interests, and three letters of recommendation by March 15, 2002 to:

HIGH ENERGY ASTRONOMY/ASTROPHYSICS SEARCH COMMITTEE
DEPARTMENT OF PHYSICS
UNIVERSITY OF UTAH
115 SOUTH 1400 EAST #201
SALT LAKE CITY, UT 84112-0830

The search committee reserves the right to consider applications received after this closing date.

The University of Utah is an equal opportunity/affirmative action employer. It encourages applications from women and minorities and provides reasonable accommodations to the known disabilities of applicants and employees.

The University of Northern Iowa

Residence Hall Coordinator

Twelve-month live-in positions anticipated for the 2002 - 2003 year. Positions supervise 8-14 undergraduate staff (larger halls supervise one graduate Assistant Hall Coordinator). Responsibilities include: community development and residence education for hall of 350-700 students; academic advising and counseling; advising student government; supervision of hall office operations and staff including a full-time secretary; and development of system-wide workshops. Requirements: master's degree in student personnel, counseling, or related field; community living experience; and proficiency in written and oral communication, management and organization skills. Minimum salary is $28,210. Liberal benefits include spacious furnished apartment, meals when dining centers are open, professional development funds, and a live-in pet policy.

Additional information available upon request (319) 273-2333. Send cover letter, resume, and three letters of reference to **Lyn Redington, Associate Director of Residence, UNI, Cedar Falls, Iowa 50614-0252.** Application materials received by 5:00pm on March 9, 2002 will be given first consideration. Will interview at OPE, SPE and ACPA.

AA/EEO

MENTAL HEALTH CLINICIAN III

The University of Medicine & Dentistry of New Jersey, the largest free-standing academic health sciences center in the nation, seeks an individual who under supervision will participate in the assessment & outpatient treatment of the clinical needs of Employee Assistance Program clients at the Newark site. Successful candidate will assist in the development of treatment plans, including appropriate referral. Individual will design & provide EAP training, & provide employer consultation as assigned. Master's Degree in appropriate mental health discipline & a demonstrated competence in the assessment & treatment of children, adolescents & adults are needed. Brief treatment and/or EAP exp. preferred. Exp. in a managed behavioral care setting is an asset. Position requires flexible scheduling, including 2 evenings/wk. Must be NJ license eligible.

UMDNJ offers an excellent salary & comprehensive benefits including on-site fitness center & child care. Please send resume including salary reqs. to: **UMDNJ, Human Resources-HO, Attn: KP, 30 Bergen St., Newark, NJ 07107-3000.** Regrettably, we can respond only to those candidates chosen for an interview. UMDNJ is an Affirmative Action/Equal Opportunity Employer M/F/D/V.

UMDNJ
UNIVERSITY OF MEDICINE & DENTISTRY OF NEW JERSEY

For more information visit our website at:
http://www.umdnj.edu/hrweb/

Chair – Department of Education
College of Agriculture and Life Sciences

The Department of Education is seeking a scholar and leader in Education to be the Chair of the Department beginning July 1, 2002.

The successful candidate will be nationally recognized in one of the areas of graduate study in Education at Cornell: Teacher Education in Agricultural Science, Science, or Mathematics; or in Adult and/or Extension Education. The successful candidate will provide leadership for the newly reorganized Department, will have a vision for the future of Education, and will be qualified for appointment as a Full Professor at Cornell University.

The Department of Education faculty has a vision of excellence in scholarship and the professional development of educators. The Chair will implement a five-year development and staffing plan that will place Cornell as an international model for teacher education, adult education, and extension education including international extension.

Cornell Teacher Education is an integrated program in agricultural science education, mathematics education, and science education that offers the Master of Arts in Teaching to students with undergraduate majors in their subject areas. We also offer the M.S. and Ph.D. degrees for those interested in pursuing research related to Teacher Education and curriculum and instruction in mathematics, sciences or agricultural science. We are re-designing a Master of Professional Studies (MPS) program for experienced teachers seeking to earn the professional masters' degree.

In Adult and Extension Education we offer the MPS degree for students seeking professional development, and the M.S. and Ph.D. degrees for those pursuing research and scholarship interests. Students may emphasize Adult Education, Extension Education, or International Extension Education in their graduate studies.

Expectations of a Department Chairperson, College of Agriculture and Life Sciences

- Provide overall leadership to the faculty and staff in planning, developing and carrying out the teaching, research and extension programs of the department.
- Represent the department in various situations by interpreting strengths, needs and concerns of the department to college administration and in turn conveying and interpreting policies and concerns of the college administration to department faculty and staff. This requires regular and open communication with the faculty.
- Provide leadership in the recruitment and selection of faculty, other professional personnel and senior support staff.
- Make recommendations to the dean regarding promotion and salary adjustments for faculty and staff.
- Provide mentoring, encouragement, counseling, support and other assistance on a continuing basis to the faculty and staff of the department. The chair has primary responsibility for the professional development and periodic performance reviews of faculty and academic staff.
- Allocate available resources among programs of the department that reflect variations in requirements, likely effectiveness of use and overall importance of programs.
- Assign extension, teaching, advisory, and other academic responsibilities in an equitable manner with regard for both individual and department programs.
- Work with the faculty and the college administration in aggressively seeking appropriate sources of outside support for the programs of the department.
- Assure that the business and management affairs of the department, including operation and maintenance of facilities, are handled effectively and efficiently and meet all legal requirements.
- Maintain involvement in at least one functional area (teaching, extension, or research).

Starting date: July 1, 2002, or as negotiated. Applications are encouraged before January 18, 2002, but will be accepted until the position is filled.

Please send a confidential letter to state your own interest in the position or to nominate candidates that you recommend. Telephone inquiries and e-mail communications are encouraged. Applicants should submit a curriculum vitae, two recent publications, and three references.

CORNELL

Prof. David L. Brown, Search Committee Chair
Department of Education
113 Kennedy Hall
Cornell University
Ithaca, New York 14853
Phone: 607-255-3164, Fax: 607-255-7905, e-mail: DLB17@cornell.edu

Cornell University is an Equal Opportunity/Affirmative Action Employer and Educator. Women and members of ethnic minority groups are strongly encouraged to apply.

http://www.education.cornell.edu
http://chronicle.com/jobs/profiles/2377.htm

California State University, Sacramento

Department of Educational Leadership And Policy Studies

Educational Leadership is recruiting in one or more of the following areas: (a) policy studies; (b) school finances/law; (c) staff development; (d) leadership/supervision; (e) literacy; (f) higher education; (g) higher education student services; (h) community colleges; (i) human resources; (j) curriculum development, (k) bilingual programs and second language acquisition.

Position # Assistant to Associate Professor

Review of applications begins February 26, 2002; position open until filled. For questions and application procedures visit our web site at **http://edweb.csus.edu/** and/or **http://csueb.sfsu.edu**

AA/EOE

Indiana University Bloomington

Vice Chancellor for Budget and Administration

Indiana University Bloomington invites applications and nominations for the position of Vice Chancellor of Budget and Administration. The Vice Chancellor reports directly to the Chancellor of the Bloomington campus and is responsible for the development and implementation of the campus budget as well as for campus-specific administrative activities and policies. With almost 38,000 students, 1335 tenure-track faculty, and 2031 staff members, Indiana University Bloomington has an FY 2002 budget of $845 million.

The Offices of the Bursar and of Space Management report directly to the Vice Chancellor, who supervises an immediate office staff of 6 FTE. The Vice Chancellor also coordinates campus budget matters and administrative plans with the Associate Vice Chancellor for Administrative Affairs (whose management responsibilities include the Indiana Memorial Union, IU Bookstore, IU Auditorium, Transportation Services, and the residence halls) as well as with the Deans and Directors of 26 academic and administrative Responsibility Centers. In the context of the university as a whole, the Vice Chancellor works closely with his or her counterparts on the other seven IU campuses, and with various offices of University Administration (which serves all eight campuses of Indiana University), especially the offices of the Vice President and Chief Administrative Officer and of the Vice President and Chief Financial Officer.

The successful candidate must have a significant record of budgetary and administrative experience and achievement within higher education. Exceptional leadership and management skills are required, as is the demonstrated ability to work effectively with academic and administrative personnel. A commitment to the complex mission of a Big Ten public research university is essential. The Vice Chancellor must also have excellent written and oral communication skills, along with highly developed analytical expertise. The ability to manage multiple tasks within a complex and demanding institutional environment requiring extensive consultation with both internal and external constituencies is crucial for this position. In addition, the successful candidate must have a highly developed understanding of and meaningful experience with technologically advanced financial and administrative systems.

It is anticipated that some candidates for this position will have experience as full-time faculty members as well as having served in administrative positions. Others will have served primarily or exclusively in administrative roles. Candidates from both types of career paths are encouraged to apply. A masters degree is required. Faculty status is available for individuals with the appropriate academic credentials and accomplishments. Annual compensation will be competitive and commensurate with experience. A comprehensive benefits package will be provided.

Application materials should be submitted by February 28, 2002 for full consideration. Review of applications will begin immediately and continue until the position is filled. The position is expected to be filled by July 1, 2002. Applicants should send a letter of interest, current resume, and the names of at least four professional references including contact information to:

IUB Vice Chancellor Search
c/o Morris & Berger
201 South Lake Avenue, Suite 700
Pasadena, CA 91101
E-mail: mb@morrisberger.com
Tel. (626) 795-0522
Fax (626) 795-6330

George Mason
University

Director Field Education Assistant Professor

The Social Work Department at George Mason University invites applications for a new twelve-month, non-tenure track Director of Field Education position at the Assistant Professor level.

Job Responsibilities: Provide leadership for field education activities including: recruiting practicum agencies, coordinating and monitoring the placement process, training field instructors, developing manuals, and supervising field liaisons. Primary responsibility for the MSW field program; works cooperatively with the BSW Director of Field Education. Teaching in BSW and MSW programs. Responsible for collecting and analyzing outcome data related to the field experience. Committee work and service expected.

Qualifications: MSW and at least two years of post-MSW practice experience, Ph.D. preferred. Previous experience as a field director, field supervisor, or field liaison highly desirable. Familiarity with generalist practice, agency management, community practice and/or social policy. Computer literacy skills.

Salary: Salary is competitive. Rank and salary based on experience and qualifications. Hiring is subject to budget availability.

The University: George Mason University is a public institution with approximately 24,000 students located in Northern Virginia, within easy reach of the nation's capital. This location provides exceptional opportunities for research; collaboration with public officials, and federal, state, and local agencies; and access to a diverse community. The Social Work Department offers an accredited BSW program, a Center for Child Welfare, and an MSW program to begin in Fall 2002.

To Apply: Send a letter of application, current curriculum vitae, and names, addresses, email, and phone numbers of three references to: **Chair, Search Committee, George Mason University, Department of Social Work - PE #205 - MSN 1F6, 4400 University Drive, Fairfax, Virginia 22030.** Review of applications will begin March 1, 2002 and continue until the position is filled. *AA/EEO*

COLUMBIA

DEAN OF THE SCHOOL OF MEDIA ARTS

COLUMBIA COLLEGE CHICAGO invites applications and nominations for the position of Dean of the School of Media Arts.

Columbia is a diverse, urban institution of 9,500 undergraduate and graduate students emphasizing arts and communications in a liberal education setting. The School of Media Arts is constituted of the departments of Film/Video, Journalism, Marketing Communication, Radio, Sound, and Television, as well as an interdisciplinary program in Interactive Multi-Media. The Dean of Media Arts reports to the Provost.

The Dean will be a team-builder and educational leader, a person with vision who can work with department chairs and faculty in shaping the future of the School of Media Arts; a facilitator who can develop collegial relationships with faculty and staff; an individual who has the flexibility to work with our diverse faculty and student population; an enterprising person who possesses an active interest in fundraising. To be considered for the position, applicants must possess the following: A graduate degree and a record of producing, showing or publishing in one of the disciplines offered by the school; experience in academic administration at the level of department chair or higher; a record of effective teaching in higher education; marketing, and fundraising experience; arts/media contacts and knowledge of current arts/media technology.

We offer a competitive salary and excellent benefits package. Minority and women applicants are especially encouraged to apply. Applications and nominations will be accepted until March 15, 2002. Send cover letter addressing the responsibilities and qualifications stated above; current Curriculum Vitae; names, addresses and telephone numbers of three references to:

Media Arts Dean Search
Human Resources
Columbia College Chicago
600 S. Michigan Avenue
Chicago, IL 60605

CHAIR, DEPARTMENT OF NEUROLOGY

UMDNJ - Robert Wood Johnson Medical School New Brunswick, NJ

The University of Medicine and Dentistry of New Jersey - Robert Wood Johnson Medical School seeks candidates for the position of Chair, Department of Neurology. Candidates must have an MD degree, be Board Certified, have a distinguished record of teaching, research and clinical service, and be eligible for licensure in New Jersey. The academic rank will be commensurate with education and experience. Candidates should have demonstrated success in promoting excellent teaching and scholarship, as well as in developing clinical programs. Candidates with administrative experience are encouraged to apply.

The Department of Neurology is known nationally and internationally for outstanding clinical and research programs in the area of movement disorders (clinical and genetic studies of Parkinson's Disease). Other clinical areas of expertise in the department include neurobehavior, neuro-ophthalmology epilepsy, neuromuscular disorders and neurogenetics. The Department of Neurology has an NIH supported neuroscience division working on neurodegenerative disease.

Highly visible basic science and clinical programs in the medical school constitute excellent resources for growth of the neurosciences. These include the Department of Neuroscience and Cell Biology, the Gerontological Institute, a statewide program for aging disorders, dementia and Alzheimer's Disease under the Departments of Psychiatry and Medicine, the Cancer Institute of New Jersey, the Child Health Institute of New Jersey (a research institute focused on studying development and the basis of pediatric disease), the Center for Advanced Biotechnology and Medicine and a pediatric neurotoxicology center.

Nominations should include a brief statement of the attributes and qualities of the individual which make them ideally suited for this position and, if possible, a copy of the candidate's curriculum vitae. Applications should include a curriculum vitae and a brief personal statement. Please send applications to the chair of the search committee:

David H. Carver, M.D., Chair of Search Committee
Associate Dean for Faculty Affairs
675 Hoes Lane, Rm. 134
Piscataway, NJ 08854

UMDNJ, is an Affirmative Action/Equal Opportunity Employer, M/F/D/V, and a member of the University Health System of New Jersey. Regrettably, we can respond only to those candidates chosen for an interview. To learn more about us, visit our website: **http://www.umdnj.edu/hrweb/**

UMDNJ
ROBERT WOOD JOHNSON
MEDICAL SCHOOL
University of Medicine & Dentistry of New Jersey

UMDNJ
UNIVERSITY OF MEDICINE & DENTISTRY OF NEW JERSEY

PRESIDENT

UAB

UNIVERSITY OF ALABAMA AT BIRMINGHAM

The University of Alabama System Board of Trustees and Chancellor announce a nationwide search to recruit a President for The University of Alabama at Birmingham (UAB).

One of three institutions in The University of Alabama System, UAB has grown in just over three decades into the state's largest single employer and one of the country's premier comprehensive urban research universities and academic medical centers. UAB enrolls approximately 16,000 undergraduate, graduate and first-professional students in its 136 degree-granting programs. Employing over 16,000 faculty and staff, UAB has an annual operating budget exceeding $1.3 billion. Its comprehensive fund-raising drive, The Campaign for UAB, has reached 80 percent of its $350 million goal. The university ranks among the nation's top 30 in federal research and development expenditures, and among the top 20 universities in support from the National Institutes of Health, with over $360 million in active contracts and grants. World-renowned patient care is provided through the UAB Health System, which oversees the 908-bed UAB Hospital and the institution's other inpatient and outpatient facilities.

The President reports to the Chancellor of The University of Alabama System and is responsible for the overall general management of the UAB campus. The Chancellor and the Board seek a visionary and dynamic leader of national stature who has a demonstrated track record of successfully managing similarly complex institutions or organizations. Unquestioned integrity, outstanding interpersonal and communication skills, substantial fund-raising success, an understanding of the ingredients needed to support and grow a successful research program, and consummate strategic planning abilities are all essential attributes of the successful candidate.

The President Search Advisory Committee will begin to review candidate materials immediately and will continue until a new President is selected. Interested parties are encouraged to submit their credentials by mid-February. Nominations, resumes and letters of interest should be mailed to:

R. William (Bill) Funk
Consultant to the UAB Presidential Search
2100 McKinney Avenue, Suite 1800
Dallas, Texas 75201
email: krisha.creal@kornferry.com
fax: 214/954-1849

~The University of Alabama System is an equal opportunity/affirmative action employer and encourages nominations of and applications from women and minorities.~

EASTERN
WASHINGTON
UNIVERSITY

SCHOOL OF SOCIAL WORK

ASSISTANT or ASSOCIATE PROFESSOR - TENURE TRACK

The School of Social Work at Eastern Washington University invites applications for a tenure track, Assistant or Associate Professor, faculty position beginning in the fall quarter of 2002. The successful candidate will be committed to a generalist/advanced generalist orientation to social work education and to teaching in the BASW and MSW programs, both on and off campus. Preferred areas of practice expertise are: health, public mental health, and aging. Areas of teaching expertise include: human behavior, research, macro-practice and/or policy. We are also especially interested in applicants from diverse backgrounds and/ or who have expertise in the area of human diversity.

The School is committed to preparing social work professionals for practice with diverse populations in the public sector or in those private agencies that meet the needs of oppressed and disadvantaged populations. Students are provided with the necessary values, knowledge, and skills to practice within a rural/regional/small urban service delivery system environment. The School offers full-time BASW and MSW programs on the University's main campus in Cheney as well as structured part-time MSW programs in Spokane, the Yakima Valley, and Everett with a total enrollment of 450 students and 31 faculty members. Additional information about the School and its programs can be obtained on our web site **(http://sswhs.ewu.edu).**

Minimum requirements include a Ph.D. or degree completion by September of 2002. In addition, an MSW with two years of post-masters' experience preferred.

Eastern Washington University **(www.ewu.edu)** is a public comprehensive university serving Eastern Washington. Established in 1882, the University has a dual campus setting that provides the opportunity to tailor its baccalaureate and masters' programs to maximize advantages of its rural environment in Cheney with the urban opportunities of Spokane. The population of the greater metropolitan area is approximately 500,000. The area provides a wide variety of recreational, cultural and living opportunities. EWU currently enrolls about 9000 students of whom about 10% are graduate students.

Please send a letter of application addressing position qualifications, a curriculum vitae, and three letters of references to: **Dr. Romel Mackelprang, Chair, Faculty Affairs Committee, School of Social Work, Eastern Washington University, 203 SNR, Cheney, WA 99004..** The successful candidate will be required to show proof of eligibility to work in the U.S. pursuant to U.S. immigration laws and pass a background check.

Eastern Washington University is committed to increasing the diversity of its faculty, staff, students and academic program offerings and to strengthening sensitivity to diversity throughout the institution. We are an equal opportunity/affirmative action employer and applications from members of historically underrepresented groups are especially encouraged.

If you have questions about this position, please send email to **rmackelprang@ewu.edu.** Formal review of applications will begin on February 28th and continue until the position is filled.

FACULTY POSITIONS
SCHOOLS OF THE HEALTH PROFESSIONS

NUTRITION AND FOOD SCIENCE AND PUBLIC HEALTH NUTRITION IN THE URBAN PUBLIC HEALTH PROGRAM

One full-time tenure-track assistant professor position available for September 2002. The program offers 1) a Bachelor of Science Degree in Nutrition and Food Science, 2) a Masters of Public Health in Public Health Nutrition, and 3) a Dietetic Internship. Responsibilities include teaching undergraduate/graduate courses; an active and productive research program; and student advising. Research interests addressing issues in nutrition and food policy, community, public health, international, or urban nutrition are desirable. Candidates must have a Doctoral degree in nutrition or related field, RD and teaching experience. Applicants should submit a letter of application, curriculum vitae and names and addresses of three references to: **Dr. Khursheed P.Navder, Chair, Search Committee, Urban Public Health Program, School of Health Sciences, 425 East 25th Street, New York, NY 10010. Tel.: 212-481-5118; e-mail: knavder@hunter.cuny.edu**

COMMUNICATION SCIENCES PROGRAM

The Communication Sciences Program, one of four graduate programs in the School of Health Sciences offers a master's degree only. The Program has six full-time faculty. Facilities include an on-campus clinical practicum center, more than 50 off-campus clinical externship affiliates, a research laboratory, and audio-visual center. Doctoral level teaching and research opportunities are available through the Program's consortium relationship with the Ph.D. Program in Speech and Hearing Sciences at the Graduate School and University Center of CUNY. A collaborative Au.D program (between Hunter College, the other senior colleges of CUNY, and the Ph.D program at the Graduate Center) is currently under review.
SPEECH-LANGUAGE PATHOLOGY: Assistant Professor full-time, 9-month, tenure-track position, available September 2002 in CAA-accredited Program. **Qualifications:** Ph.D., evidence of research activity, teaching experience, CCC-SLP, NYS license or eligibility.
Responsibilities include teaching graduate courses in speech-language pathology; supervising student research; conducting research; providing some clinical supervision; participating in student advisement and being active in college service.

Review will commence on March 11, 2002 and will continue until the search is concluded. Forward curriculum vitae, 3 letters of recommendation, reprints, statement of research interests, and letter of application to: **Dr. Laurie Sherwen, Dean of the Schools of Health Professions, Hunter College, CUNY 425 East 25th Street, New York, NY 10010. Attn: Dr. Robert Orlikoff, Chair, Communication Sciences Faculty Search.**

MEDICAL LABORATORY SCIENCES PROGRAM

A full-time, tenure track assistant professor faculty position is anticipated for September 2002. Innovative undergraduate teaching combined with the development of an active research program are the major responsibilities of the position. The biochemistry of disease with particular emphasis on molecular mechanisms or diagnostic strategies is the preferred area of specialization.
Qualifications: Earned doctorate in an area of biomedical science, with demonstrated research productivity in molecular biology. Teaching experience strongly preferred with ability to teach courses in medically related biochemistry and at least one of the following: hematology, histology, molecular diagnostics, laboratory instrumentation.
Send curriculum vitae and names of 3 references to: **Dr. Laurie N. Sherwen, Dean, Schools of the Health Professions 425 East 25th Street New York, NY 10010.**

HUNTER-BELLEVUE SCHOOL OF NURSING

Four full-time tenure track positions available for September 2002 in CCNE accredited baccalaureate and masters in nursing program. Preference will be given to doctorally prepared experienced teachers. Faculty teach across undergraduate and graduate programs. Responsibilities include classroom and clinical instruction. Candidates are being sought with credentials in Medical-Surgical Nursing, Maternal-Child Nursing, Community Health Nursing and Psychiatric Mental Health Nursing.

Minimum Qualifications: For appointment as Instructor, a Master's Degree in Nursing is required and nearing completion of Doctoral Degree; for appointment as Assistant Professor, both a Master's Degree in Nursing and a Doctoral Degree are required. Academic teaching experience strongly preferred. New York State Nursing License is required.
Send Curriculum Vitae and names and addresses of 3 references to: **Dr. Laurie N. Sherwen, Dean, Schools of the Health Professions Hunter College, CUNY 425 East 25th Street New York, NY 10010-2590**

Rank and Salary Ranges for all positions: Instructor: $29,987 - $48,284; Assistant Professor: $32, 703 - $57,049

HUNTER
CITY UNIVERSITY OF NEW YORK
Hunter College is an AA/EO/ADA employer and actively seeks applications from minorities and women for this position.

EDUCATION

Rancho Santiago Community College District in Orange County, California is seeking qualified candidates in the following disciplines for full time tenure track **Assistant Professors** at Santa Ana College and Santiago Canyon College. All openings are for the academic year beginning in Fall 2002. Salary range: $39,395-$69,392/yr. plus excellent benefits package in the following disciplines:

• ESL • Mathematics • Nursing • Reading
• Learning Skills/Tutoring Coordinator • Counseling, $43,221-$76,134/yr

And the following administrative positions:

- Director of Health Science & Nursing,$6,909-$8,552/mo
- Director of Athletics, $5,724-$7,671/mo.
- Dean of Instructional Services & Career Education, $8,005-$9,659/mo.
- Dean of Instruction & Student Services, $8,005-$9,659/mo.
- Dean of Career Education & Workforce Development $8,005-$9,659/mo.

RANCHO SANTIAGO
COMMUNITY COLLEGE DISTRICT

Visit our website: www.rsccd.org
or call 714-480-7499 for applications,
job announcements & deadlines

EOE

ATHLETIC TRAINING
FACULTY POSITION

Loyola Marymount University, a Catholic comprehensive university in the Jesuit and Marymount traditions located in coastal Southern California, invites applications and nominations for a person to fill a tenure-track faculty position at the Assistant Professor or Associate Professor level who will develop and manage an educational undergraduate degree program for the preparation of athletic trainers. The program must follow the standards and guidelines issued by the Commission on Accreditation of Allied Health Education. The program will be housed in the Natural Science Department within the College of Science and Engineering and will draw upon existing courses offered by the college and the university. The successful candidate will report to the Chair of the Natural Science Department.

Responsibilities:
The successful candidate will be expected to:

- develop and manage an undergraduate athletic training program;
- prepare, develop and teach courses within the program;
- engage in scholarly activity;
- advise students;
- assist with clinical supervision of students;
- recruit faculty as needed for the program;
- prepare material needed for the accreditation of the program by the Commission on Accreditation of Allied Health Education;
- maintain records and reports as required by the National Athletic Trainers Association (NATA); and
- serve on department, college and university committees.

Qualifications:
The successful candidate must possess a Ph.D. with specialization, preparation, and expertise in athletic training or other closely related field and certification as an athletic trainer from the National Athletic Trainers Association, Inc.

Preferred Characteristics are:

- evidence of successful undergraduate and/or graduate teaching experience in athletic training at a four-year college or university;
- ability to begin and institute the foundations of an NATA approved athletic training program;
- record of published research and evidence of a current research agenda;
- knowledge of the sciences, computer software, and instructional technology related to athletic training programs; and
- excellent interpersonal and communication skills.

Application Process:
The successful applicant will begin Fall 2002. The review of applications will begin March 1, 2002, and continue until the position is filled. Applicants should send:

- A letter of application which includes a description of the applicant's vision and experience on matters dealing with athletic training programs;
- A curriculum vitae; and
- Three (3) letters of references (to be sent directly to the Search Committee Chair).

Women and Minorities are strongly encouraged to apply. Salaries are competitive and commensurate with background and experience. LMU is an EEO/AA employer.

Applications materials should be sent to:

Dr. Gerald S. Jakubowski
Search Committee Chair and
Dean, College of Science and
Engineering
Loyola Marymount University
Pereira Hall of Engineering,
MS-8135
One LMU Drive
Los Angeles, CA 90045-2659

LOYOLA MARYMOUNT
UNIVERSITY

NEW JERSEY CITY UNIVERSITY

Associate Vice President for Finance & Controller

New Jersey City University, a multipurpose, urban, State-funded, four-year coeducational institution located in Jersey City, New Jersey, announces its search for an Associate Vice President for Finance/Controller and solicits nominations and expressions of interest.

The mission of New Jersey City University is to provide a diverse population with access to an excellent university education and the support services necessary for success. The University is also committed to improving the educational, cultural, socioeconomic and physical environment of the urban region. A part of the State system of higher education, it nevertheless operates autonomously in most academic and administrative matters. The University employs over 900 faculty and staff and has an annual budget of approximately $100 million. Additional information about New Jersey City University may be found at the website, www.njcu.edu.

Reporting to the Vice President for Administration and Finance, the Associate Vice President for Finance/Controller serves as the principal financial officer of the University and as a senior advisor and key member of the Vice President's staff. The Associate Vice President has three direct reports: director of business services, budget director and assistant controller for accounting.

The University seeks a seasoned financial professional with proven leadership in financial accountability, policy, systems, and reporting. The ideal candidate will be a creative and entrepreneurial leader committed to building a team and managing change. S/he will possess deep knowledge of accounting practices and highly developed financial and analytical abilities. In addition, knowledge of financial software and administrative information systems architecture is important.

The Associate Vice President for Finance/Controller should possess ten or more years of experience in financial management positions and a history of successful, high impact management of financial operations. Negotiating acumen, ability to anticipate regulatory and legislative changes and to work effectively in a consultative, decision-making culture are important as is flexibility, strategic vision, a commitment to support teaching, service and research activities, and appreciation for the mission of the University. New Jersey City University expects to consider candidates from both within and outside the academy.

Screening of materials will commence immediately and continue until the position is filled. Nominations and applications should be submitted, in confidence, to the consultants supporting New Jersey City University in this search:

Mary Elizabeth Taylor and Binth Rustad
Educational Management Network/Witt/Kieffer
98 Old South Road
Nantucket, MA 02554
(508) 228-6700
Fax: (508) 228-6484
E-mail: njcu@emnemn.com

Educational Management Network/Witt/Kieffer

USF University of South Florida

Founded in 1956, the University of South Florida is a public research university of growing national distinction, serving 36, 000 students in ten colleges on campuses in Tampa, Lakeland, St. Petersburg, and Sarasota/Manatee. It has been classified "Doctoral/Research University-Extensive" by the Carnegie Foundation for the Advancement of Teaching. Reflecting its breadth of graduate and research programs, *USF* is one of three public universities in Florida classified as a Research I institution. With more than 2,000 faculty, *USF* offers baccalaureate degrees in 79 fields, 89 master's and specialist programs, 25 doctoral programs, and the doctor of medicine degree.

The university is currently recruiting for the following faculty positions:

Position Title	*Discipline*	*Deadline:*
Assistant/Associate Professor *(2 positions)*-	Deans Office-Nursing-	OPEN
Assistant Professor *(IT Department Chair)*-	Engineering-	OPEN
Assistant Professor *(2 positions)*-	Engineering/Lakeland Campus-	OPEN
Assistant Professor-	Psychology-	OPEN
Instructional Specialist-	Mental Health Law & Policy-	OPEN
Associate Professor (Assoc Director)-	Comparative Medicine-	OPEN
Assistant Professor-	Comparative Medicine-	OPEN
Assistant/Associate Professor-	Otolaryngology-	OPEN
Professor (Dean)-	Public Health-	OPEN
Assistant In Research *(UNTI Project Mgr.)*-	Ctr for Urban Transportation-	02/15/02
Assistant In Research *(ITS Researcher)*-	Ctr for Urban Transportation-	02/15/02
Assistant Professor-	Communication Sci & Disorders-	02/15/02
Assistant Professor-	Environmental Sci & Policy-	02/15/02
Assistant Professor-	Chemistry-	02/15/02
Assistant Professor-	School of LIS-	02/15/02
Associate In Conducting- *(Director of Athletic Bands/Associate Director of Bands)*	Music-	02/22/02
Assistant Professor-	Psychology-	02/28/02
Associate Professor/Professor-	Geography-	03/01/02
Assistant Professor-	Africana Studies-	03/01/02
Assistant Professor-	Physics-	03/01/02
Associate/Full Professor-	Physics-	03/01/02
Associate/Full Professor-	Mental Health Law & Policy-	03/04/02
Assistant Professor-	World Language Ed-	03/15/02
Instructor-	Mathematics-	03/15/02
Full Professor/Director-	Social Work-	03/31/02

For a description on the above listed positions and additional vacant positions: (1) visit our Employment Services Web site at **http://usfweb.usf.edu/usfpers/vacancy.html.** or (2) contact Equal Opportunity Affairs, **Ferrell@admin.usf.edu.** for faculty positions; or (3) call *USF* job line at **813.974.2879** for staff positions.

USF is an equal opportunity/equal access/affirmative action institution, committed to excellence through diversity in education and employment.

www.usf.edu • 4202 E. Fowler Ave, Tampa, FL 33620

Professional

Guilford Technical Community College

Chief Academic Officer

Vice-President of Instruction position available on the beautiful Jamestown Campus of **Guilford Technical Community College.** Enjoy the ever-changing landscape of Guilford County, while appreciating the amenities of the Triad area. Are you up for the challenges of planning, organization, implementation, and evaluation of curriculum programs? Show your skills for providing educational and administrative leadership in the curriculum programs and learning resources of the college. Doctorate Degree and 10 years of relevant experience required in a community college, N.C. Community College experience preferred. Competitive salary and benefits. For GTCC application and more information on this rewarding opportunity visit our website: **www.technet.gtcc.cc.nc.us** or call (336) 454-1126 ext. 2404.

EOE

GTCC
GUILFORD TECHNICAL COMMUNITY COLLEGE

George Mason
University

SOCIAL WORK
Assistant or Associate Professor

The Social Work Department at George Mason University invites applications for a new nine-month, tenure-track Assistant or Associate Professor position.

Job Responsibilities: Teaching at the BSW and MSW levels, student advising, research leading to scholarly publication, committee work, curriculum development, and service.

Qualifications: Completed doctorate in Social Work or related field; an MSW; at least two years post-MSW practice experience, and at least one year of teaching experience in an accredited social work program. Ability to teach generalist practice, research, community intervention, program development, organizational management, or policy practice; demonstrated scholarly activity. Experience with instructional technology, distance learning, and securing external funding desirable.

Salary: Salary is competitive. Rank and salary based on experience and qualifications. Hiring is subject to budget availability.

The University: George Mason University is a public institution with approximately 24,000 students located in Northern Virginia, within easy reach of the nation's capital. This location provides exceptional opportunities for research, collaboration with public officials, and federal, state, and local agencies, and access to a diverse community. The Social Work Department offers an accredited BSW program, a Center for Child Welfare, and an MSW program to begin in Fall 2002.

To Apply: Send a letter of application, current curriculum vitae, and names, addresses, email, and phone numbers of three references to: **Chair, Search Committee, George Mason University, Department of Social Work - PE #205 - MSN 1F6, 4400 University Drive, Fairfax, Virginia 22030.** Review of applications will begin March 1, 2002 and continue until the position is filled. *AA/EEO*

COLUMBIA

DEAN OF THE SCHOOL OF LIBERAL ARTS AND SCIENCES

COLUMBIA COLLEGE CHICAGO invites applications and nominations for the position of Dean of the School of Liberal Arts and Sciences.

Columbia is a diverse, urban institution of 9,500 undergraduate and graduate students emphasizing arts and communications in a liberal education setting. The School of Liberal Arts and Sciences consists of the departments of English, ASL-English Interpretation, Liberal Education, Science and Mathematics, as well as the Freshman Seminar, the Senior Seminar and Early Childhood Education. The Dean of Liberal Arts and Sciences reports to the Provost.

The Dean of the School of Liberal Arts and Sciences will be an educational leader committed equally to a meaningful, rigorous liberal studies education and education in the arts. The Dean will be a team-builder and entrepreneurial leader, a person with vision who can work with department chairs and faculty in shaping the future of the school; a facilitator who can develop collegial relationships with faculty and staff; an individual who has the flexibility to work with our diverse faculty and student population; an enterprising person with an active interest in fund raising. To be considered for the position, applicants must possess the following: A terminal degree in one of the discipline areas taught within the School of Liberal Arts and Sciences and a record of scholarly or creative endeavor within the discipline; experience in academic administration at the level of department chair or higher; a record of effective teaching in higher education; marketing and fundraising experience.

We offer a competitive salary and excellent benefits package. Minority and women applicants are especially encouraged to apply. Applications and nominations will be accepted until February 15, 2002. Send cover letter addressing the responsibilities and qualifications stated above; current Curriculum Vitae; names, addresses and telephone numbers of three references to:

Liberal Arts and Sciences Dean Search
Human Resources
Columbia College Chicago
600 S. Michigan Avenue
Chicago, IL 60605

PURDUE UNIVERSITY

Extension Program Leader: Community Development and Public Issues Education
Assistant Director for Purdue Cooperative Extension Service

Job Description:

Provide vision and leadership for the active and effective engagement with communities in assessing and responding to community concerns. Central to this position is the responsibility to expand partnerships and collaborative efforts with departments across the university, including the regional campuses, as well as developing and maintaining effective communication and partnerships with federal, state, and local agencies and organizations involved in community development and public policy issues.

The person will provide leadership in developing an effective ongoing educational program for Extension Educators to insure they are prepared to be effective educational leaders in addressing community issues.

The person will provide leadership in developing public policy education programming and in facilitating faculty involvement with federal, state, and local policy makers in addressing important public policy issues.

Community Development areas of continuing importance include: community needs assessment, community infrastructure, leadership development, environmental issues, state and local government structure and finances, lifelong learning, land-use planning, and economic development. The Program Leader will provide leadership in building and maintaining the institution's capability to respond effectively in these and other ongoing community issues. Essential to the success of the position is the ability to provide leadership in effectively linking researchers from throughout the university and local practitioners in addressing community development and public policy issues.

The person will be responsible for carrying out the administrative responsibilities and program support necessary to accomplish program goals. This will include working with university administration in expanding available university and/or state and federal resources and with faculty and extension educators in expanding available resources through grants and contract from public and private sources.

Requirements:

The person must have an earned doctorate in Agricultural Economics, Economics, Sociology, Education or other relevant social science discipline. The successful candidate will have a demonstrated record of scholarly achievement commensurate with the rank of assistant professor or higher. He/she must have at least 10 years experience in Community Development/Public Policy education, have demonstrated leadership qualities, and have experience in an administrative position.

Preference will be given to individuals who have had experience as an extension specialist or as a regional or county extension educator in community development and public policy education. The ideal candidate should demonstrate an understanding of the public decision making process and the role of a higher education institution in that process. He/she should have demonstrated the ability to develop cooperative partnerships with public and private entities and to work successfully with federal, state and local officials.

Organizational Position:

This is a full time administrative position responsible to the Director of Extension and with strong programmatic ties to the Vice-Provost for Engagement.

Compensation and Benefits:

Compensation will be competitive and depend on the individual's qualifications. A faculty appointment commensurate with the individual's academic background in the appropriate department will be available.

Application Procedure:

Qualified persons are requested to submit the following: a letter of application, a statement of administrative philosophy emphasizing their ability to foster University-wide engagement in the area of community and economic development, and a complete vitae including names, addresses, telephone numbers, fax numbers, and e-mail addresses of five references. Applications will be accepted until March 15, 2002 or until a suitable candidate is found. Applications and inquiries should be addressed to:

David C. Petritz
Director of Extension
1140 Agricultural Administrative Building
West Lafayette, IN 47907-1140
Phone (765) 494-8489
FAX: (765) 494-5876
e-mail: petritz@ces.purdue.edu

Purdue University is an Affirmative Action/Equal Opportunity Employer.
Women and minorities are encouraged to apply.

844

TAYLOR UNIVERSITY

FACULTY POSITIONS

Taylor University, Upland campus, seeks applicants for the following faculty positions beginning August 2002:

BUSINESS with emphasis in international business, management, accounting, or finance. PhD or DBA in hand or nearing completion.

COMMUNICATION ARTS with emphasis in radio broadcasting and production. PhD or equivalent terminal degree preferred.

COMMUNICATION ARTS with emphasis in television production and telecasting. PhD or equivalent terminal degree preferred.

COMPUTING AND SYSTEM SCIENCES anticipated opening. PhD in computer science, information systems, or related field. ABD or advanced degree with professional experience will be considered.

MUSIC with emphasis in voice. Doctoral degree in vocal performance in hand or near completion. Preference for baritone, bass, or tenor.

SPANISH. Doctorate in hand or nearing completion and native or near-native fluency in Spanish.

Applicants with records of successful college and professional experience are desired. Women and minority candidates are encouraged to apply. All candidates must be strongly committed to the educational mission and evangelical Christian orientation of the University.

Inquiries, credentials, and supporting materials should be addressed to **Dr. Dwight Jessup, Provost, Taylor University, 236 W. Reade Avenue, Upland, IN 46989-1001; fax 765-998-4910; e-mail dwjessup@tayloru.edu.**

Taylor complies with federal and state guidelines for nondiscrimination in employment. Evaluation of applications will begin immediately and continue until positions are filled.

NHCTC

New Hampshire Community Technical College

President of the

Manchester/Stratham Regional Community Technical College

The NH Community Technical College System (NHCTCS) invites nominations and applications for the position of President of the Manchester/Stratham Regional Community Technical College. The NHCTC of Manchester/Stratham is a public, multi-campus, two-year community technical college offering associate degree, certificate, and diploma programs in the fields of business, technology, industrial occupations, health, allied health, and general education. The College, located in southeastern New Hampshire, includes campuses in Manchester and Stratham as well as education centers at Pease and Derry. The College serves approximately 4000 day and evening students and is one of four regional community technical colleges.

Application Process

The Profile Brochure which contains details of the President search, the preferred qualifications, and application instructions may be requested by contacting **Sara Sawyer, Liaison to the President Screening Committee, NHCTC System Office, 26 College Drive, Concord, NH 03301, (603) 271-6300.**

Nominations and applications will be accepted until the position is filled. However, since the President Screening Committee will complete its application review in late-March, submissions are especially encouraged by March 15, 2002. *EO/AAE*

NH Community Technical College
26 College Drive, Concord, NH 03301
TDD Access: Relay NH 1-800-735-2964

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CHEMISTRY

CHEMISTRY INSTRUCTOR

F/T TENURE TRACK

College of San Mateo

Visit web site: www.smccd.net/hr
or call 650-574-6111.

SAN MATEO COUNTY COMMUNITY COLLEGE DISTRICT

EOE

DEAN, SOCIAL SCIENCES and HUMANTIES

MIDDLESEX COUNTY COLLEGE is a comprehensive community college located on a 200-acre campus in Edison NJ, with outreach centers in New Brunswick and Perth Amboy. In addition to a credit enrollment of over 11,000 students, the College maintains an aggressive program of corporate and community education. Its total operating budget is approximately $50 Million.

The College is dedicated to high quality academic programs, both career and transfer oriented. Joint degree and/or dual degree programs are offered in partnership with Rutgers University, the University of Medicine and Dentistry of New Jersey, and the NJ Institute of Technology. The College is also committed to contributing to the economic growth and development of its service area through the offering of an extensive range of training and retraining programs.

Qualified applicants will possess a master's degree in an appropriate academic discipline, academic administrative experience, five years of teaching experience at the college level, and administrative or teaching experience at the community college level.

The successful candidate will display a commitment to English as a Second Language and to programs that teach basic skills, particularly in English. He or she will also demonstrate a commitment to diversity as the College continues its multicultural focus.

Interested individuals may apply in complete confidence by sending resume, cover letter addressing the above qualifications and characteristics, and a list of five references, to Dept. of Human Resources, Search Chair - Reference #12-M, **Middlesex County College**, 2600 Woodbridge Ave., P.O. Box 3050, Edison, NJ 08818-3050.

Please note that no references will be contacted without the applicants consent. Nominations and applications will be accepted until the position is filled. However, the Search Committee will begin its review of applications soon, and early submission is strongly encouraged.

For nominations and additional information contact our search consultant: Pauly Group, Inc., 1900 Sangamon Avenue, Suite B, Springfield, IL 62702; Telephone: 217-241-5400; Fax: 217-241-5402; email: mcc@paulygroup.com.

- A Pauly Group Search -

MIDDLESEX
COUNTY COLLEGE

2600 Woodbridge Avenue
P.O. Box 3050
Edison, NJ 08810-3050

An Equal Opportunity/Affirmative Action Employer M/F/D/V

President

Washington State
COMMUNITY COLLEGE

The Board of Trustees of Washington State Community College invites applications for the position of President. Washington State is a comprehensive state community college located in the historic rivertown of Marietta, Ohio. With 309 employees and an annual operating budget of $11.7 million, Washington State serves 2,021 full and part-time students. Chartered in 1971, the College relocated to a beautiful 180-acre wooded campus in 1991, allowing for new facilities and on-going expansion.

The College seeks an individual who will guide the creation and implementation of the College's vision for the future. The President will possess significant professional experiences that demonstrate knowledge and support of the teaching/learning process, demonstrated positive relationships with faculty, staff and students, respect for college traditions, a vision of the future leading change in economic development, higher education initiatives, and high-tech opportunities, ability to market the college to multiple constituencies, documented senior level management skills including the ability to organize, motivate, delegate and make decisions, and an administrative style characterized by enthusiastic leadership and involvement in the community. Additional expectations are included in a prospectus available upon request.

The qualifications for this position will include an earned doctorate from a regionally-accredited college or university preferred and a personal understanding and commitment to the comprehensive community college philosophy.

The successful candidate will describe in writing how he or she meets each of the profile items through specific examples. In addition, each applicant should submit a current resume, and the name, business and home telephone numbers of six references. Review of applications will begin on February 15, 2002 for this position, with the successful candidate to begin on or about July 1, 2002. Address nominations and applications to:

Ms. Tina Schaad
Washington State Community College
710 Colegate Drive
Marietta, Ohio 45750
(740) 374-8716 Fax: (740) 374-9562
tschaad@wscc.edu

For additional information, please contact Dr. David H. Ponitz, Search Consultant, Sinclair Community College, (937) 512-2865, or email at david.ponitz@sinclair.edu.

710 Colegate Drive · Marietta, Ohio 45750
(740) 374-8716 · www.wscc.edu

Washington State Community College is an Equal Employment Opportunity employer.

CHIEF ACADEMIC OFFICER

LAMAR
COMMUNITY COLLEGE
(Lamar, Colorado)

Oversees the academic affairs of Lamar Community College. PhD or EdD preferred. Masters degree required. Prior teaching experience at an institution of higher education (preferably a community college) and administrative experience of instructional programs (preferably in higher education) are necessary. Familiarity with Colorado higher education is a plus. For further information and submittal instructions, consult:

www.lcc.cccoes.edu or
contact Becky Young at (719)336-1535
(Becky.young@lcc.cccoes.edu).

Review of applications will begin April 1, 2002, and will continue until position is filled. Employment will be effective no earlier than July 1 and no later than October 1, 2002.

Lamar Community College is an AA/EOE.

WESTERN CONNECTICUT
STATE UNIVERSITY

Nursing Department
Tenure Track
Fall 2002 Faculty

WCSU is seeking a tenure track candidate for the Nursing Department, teaching medical-surgical nursing and related courses as needed at the undergraduate and graduate level. The successful candidate will place primary emphasis on teaching, scholarly activity, and service to the department, the University, and profession is expected.

Requirements: Master's degree in nursing, evidence of current relevant teaching and clinical experience, and eligibility for licensure as a Registered Nurse in Connecticut. An earned doctorate or enroll-ment in a doctoral program and certification as a Family or Adult Nurse Practitioner is preferred.

Application Process: Interested applicants should send a letter of interest, current vitae, undergraduate and graduate transcripts and, three current letters of reference to: Dr. Stephanie Golub, Dept. of Nursing, WCSU, 181 White Street, Danbury, CT 06810 or e-mail to: golubs@wcsu.edu. Applications must be received by March 1, 2002. Starting date is August 26, 2002.

WCSU is an AA/EEO Educator/Employer.

FLORIDA
GULF COAST
UNIVERSITY

All information on vacancies & how to apply, visit
www.fgcu.edu
or call the 24-hr jobline @
941-590-1111.
FGCU is an EO/EA/AAI

THE COLLEGE OF
WOOSTER
1189 Beall Avenue
Wooster, OH 44691-2363

Tenure-Track

Education
Early Childhood

See full description at:
http://www.wooster.edu/oncampus/empopp.html.
Choose "Job Postings from the Five Colleges of Ohio" to locate the description or call or e-mail Linda Farmer 330-263-2133 or **lfarmer@wooster.edu.**

POSITION DESCRIPTION

OHIO UNIVERSITY

Position: American Film with an Emphasis in African-American Film, Assistant Professor of Comparative Arts

Available: September 1, 2002

Salary: Commensurate with experience

Responsibilities: Film historian/critic/theoretician of American film, with an emphasis in African-American film, for an interdisciplinary position with the Schools of Comparative Arts and Film and the Department of African American Studies. Duties include undergraduate and graduate film courses, including African American film, interdisciplinary graduate seminars, thesis/dissertation advising, and supervising undergraduate research/creative activity. This position has a strong research expectation, and the professor is expected to be an active scholar in the field. This is a full-time tenure track position, appointed to the School of Comparative Arts.

Qualifications: Ph.D. required by the date of appointment in film or related field, teaching experience at the college/university level; publication record.

Institution and Setting: Ohio University is a public residential Doctoral/Research Extensive University. Chartered in 1804, it is the oldest university in the Northwest Territory. Enrollment on the Athens Campus is currently 19,500 students with another 8,200 students on five regional campuses. The College of Fine Arts consists of six schools: Art, Comparative Arts, Dance, Film, Music and Theater. The School of Comparative Arts offers a unique interdisciplinary program of study in the arts. The Ph.D. program educates scholars who are grounded in a single discipline and able to view that area through the lens of the other arts. Areas of study include aesthetics, film, visual arts, music and theatre. Additional information on the School and Ohio University is available at the university web site: http://www.ohiou.edu.

Application Process: Send letter of application, vitae, transcripts, list of references, a one-page statement of your teaching philosophy, and a one-page statement of research accomplishments or expectations.

Please send materials to:

William F. Condee, Ph.D.
Director
School of Comparative Arts
120 Lindley Hall
Ohio University
Athens, OH 45701-2979

Application Deadline: The review of applications will begin on Feb. 15, 2002, and will continue until the position is filled.

Ohio University is an Affirmative Action/Equal Opportunity Employer.

San José/Evergreen
Community College District

Faculty Openings - FULL TIME

Accounting, Articulation/Gen. Couns.,
English, History, Nursing Education,
Physics, Web Dev. & Programming
Sal. Range $50,664 to $64,985 DOE
For Applications & Job Descriptions,
Visit our web site @
www.sjeccd.cc.ca.us
Email, **sjeccdhr@sjeccd.cc.ca.us or**
call (408) 270-6406

THE SAN DIEGO COMMUNITY COLLEGE DISTRICT

Announces the following opportunity:

Librarian
San Diego Mesa College

Responsibilities include the coordination of the library's audiovisual services and resources, assistance in the maintenance of the library/audiovisual services Web site, reference service, library instruction, book collection development in assigned subject areas, and participation on campus and District committees. For more information and the required application packet, visit: www.sdccd.net/employment.

AA/EEO

ROGER WILLIAMS UNIVERSITY
RALPH R. PAPITTO SCHOOL OF LAW

DIRECTOR OF ADMISSIONS

Roger Williams University School of Law is seeking an experienced admissions professional to lead the University's law student recruitment and admissions efforts. The Director oversees all aspects of the Admissions office, including planning, directing and administering recruiting activities; and admission and enrollment of first-year, transfer and visiting students in the full-time and part-time programs. The Director will work closely with senior administration to set and achieve enrollment goals and analyze enrollment and market trends. He/she will build partnerships with faculty, staff, pre-law advisors, legal community leaders and others to further enhance recruitment efforts.

The qualified candidate should possess a Juris Doctor degree or advanced degree; and a minimum of 5 years of admissions experience or a combination of admissions and student personnel administration in higher education.

To apply: send cover letter, resume and a list of three professional references to: **Office of Human Resources, Ref: #HO033 Director of Admissions, Roger Williams University, One Old Ferry Road, Bristol, RI 02809.**

Equal Opportunity/Affirmative Action/Americans with Disabilities Act Employer with a strong commitment to diversity. Roger Williams University does not discriminate on the basis of gender, handicap, race, age, color, sexual orientation, political affiliation, marital status, national origin, or religion. We encourage all qualified men and women to apply.

www.rwu.edu

FACULTY OPENINGS

The Department of Teacher Education at **California State University, Sacramento,** invites applications for **Two-Year Lecturer** appointments to begin August, 2002. The areas of interest are **Elementary Education** (Multiple Subject) and **Secondary Education** (Single Subject).

A Doctorate or Masters degree in an area related to elementary education or secondary education is required. In addition, successful public school teaching experience at the relevant level or its equivalent is required. This assignment will involve a combination of teaching courses, working with student teachers, and committee responsibilities. Salary dependent upon qualifications and experience.

To ensure consideration, applications should be received by February 1, 2002. You will be required to submit the following items: letter of interest, resume, department application, placement office file (or transcripts and letters of reference verifying successful teaching experience), and proof of your highest degree. Call or email to request an application packet. Only completed applications will be considered. **Position is open until filled.**

Address application materials to:

Dr. Robert Pritchard, Chair
Department of Teacher Education
California State University, Sacramento
6000 J Street
Sacramento, CA 95819-6079
(916) 278-6155 Fax: (916) 278-6643
E-Mail: santinellod@csus.edu

California State University, Sacramento is an Affirmative Action/Equal Opportunity Employer.

COMMUNITY
COLLEGE
SOUTHERN
NEVADA

VICE PRESIDENT ACADEMIC AFFAIRS

This position acts as the chief academic officer for the Community College of Southern Nevada. CCSN is a multi-campus college, with an enrollment of more than 33,000 students and 15,000 full-time equivalents. A part of the University and Community College System of Nevada, CCSN serves the diverse and multi-faceted community of southern Nevada.

This challenging position will provide executive leadership in policy formulation, and management in planning institutional and academic programs; budget resource allocation, fiscal and personnel management, federal grant programs, curriculum development, enrollment management, continuing education, library systems, CIT, and partnership opportunities with our regional business and industry community.

In the President's absence, this position will serve as the Chief Executive Officer for the College. The position supervises deans, department chairs, and site administrators. The Vice President for Academic Affairs will work collaboratively with the Vice President for Finance and Administration, the Vice President for Student Services, and other administrators as appropriate.

RESPONSIBILITIES

Organizes and administers the instructional and academic support programs for the College; supervises and coordinates the work of instructional deans, and programs offered on and off-campus. Provides recommendations for effective course and service distribution to best meet the community needs; Establishes goals and objectives consistent with the College's mission and vision; initiates and participates in program planning; provides direction for ongoing program review and evaluation, and a leadership role in the measurement of institutional effectiveness; Coordinates and participates in the curriculum development process. In cooperation with the Faculty Senate, evaluates and recommends revision of the College's curricula and courses to ensure integrity and quality of instruction; Assesses needs for new instructional programs/services; directs the implementation of new programs; facilitates their development and implementation in accordance with established guidelines and budgets; Provides support for instructional faculty by facilitating specific professional development opportunities. Implements evaluation procedures for faculty and appropriate staff; Communicates and interprets instructional program objectives and offerings to students and potential students, faculty, community members, organizations, college staff and others. Coordinates instructional support with Student Services to assure student success; directs the development of the College Catalog, and the Schedules of Classes for each semester and summer session. Heads the enrollment management efforts; Develops annual budget recommendations according to established College procedures; allocates, monitors and controls assigned program budgets and expenditures.

SALARY: $99,600 - $134,400 per year

QUALIFICATIONS

The successful candidate must have a demonstrated commitment to shared governance and excellence in education, as well as the following critical characteristics:

- An open, inclusive, collaborative, flexible and collegial leadership style;
- An ability to inspire and provide leadership to an excellent faculty
- Experience in committee leadership and group dynamics; and
- An ability to develop and enhance external institutional relationships.

Required Qualifications

- An earned doctorate in a discipline appropriate to provide leadership in a comprehensive community college;
- Five years experience in senior level administrative position(s) in higher education
- Successful classroom experience at the college level

Preferred Qualifications

Knowledge of the needs, trends and new developments in the community college setting.

APPLICATION MATERIALS MUST BE RECEIVED NO LATER THAN, Friday, March 8, 2002 - 5:00 p.m. Completed packets will include a Community College of Southern Nevada application (application available on line) a resume, three letters of professional reference (dated within the last three years) with name, address, and telephone number and copies of transcripts (unofficial acceptable). All materials sent remain the property of the College and will not be returned. Submit materials to:

Human Resources Office
Community College of Southern Nevada
3200 E. Cheyenne Avenue
North Las Vegas, NV 89030
Telephone: (702) 651-4808
Fax (702) 651-4310
Web site: http://www.ccsn.nevada.edu
click on Human Resources

CCSN employs only U.S. citizens and aliens authorized to work in the U.S.
AA/EOE/ADA January 2002

Tenure Track Faculty Positions In the Department of Engineering Management

University of Missouri-Rolla

Rolla, Missouri

The School of Engineering invites applications for the following tenure-eligible positions in the Department of Engineering Management at all ranks beginning Fall 2002. Candidates must hold an earned doctorate in a related field with at least one degree in engineering or science and the appropriate credentials for the applicable rank in engineering management. Industrial experience is desired but not required. Excellence in teaching, research and scholarly publications must also be demonstrated in the area specific to the position being sought.

The Department currently has 19 full-time faculty members and confers the degrees of BS, MS, and PhD with option areas in management of technology, industrial engineering, and manufacturing engineering. On-campus enrollment consists of approximately 200 undergraduate and 50 graduate students. The department is also a leader in the delivery of Internet-based distance education courses, currently serving over 300 off-campus students. Candidates will not only have the opportunity to participate in and facilitate the growth of the University's distance education programs, but also to develop their research program utilizing on campus graduate students. Successful applicants will also be expected to possess excellent written and oral communication skills along with the ability and background to teach, develop a research program, secure external funding, and develop new graduate and undergraduate courses in their area of specialization. The campus is especially interested in candidates who can contribute to the diversity and excellence of the academic community through their research, teaching and/or service.

Position # R53751 Information Systems

Requires significant expertise in one or more of the following areas: Management information systems, e-commerce, decision support systems, supply chain management, knowledge-based systems, smart engineering systems design, data mining and human computer interaction.

Position # R53752 Manufacturing Systems

Requires significant expertise in one or more of the following areas: Computer integrated manufacturing, CAD/CAM, virtual manufacturing, integrated product/process design, robotics, process automation and control, and rapid prototyping.

Position # R53750 Management of Technology

Requires significant expertise in one or more of the following areas: Strategic management, technical marketing, and technology management.

Candidates should include the following with their letter of application: current curriculum vitae, teaching evaluations from any previous teaching experience, statement of teaching philosophy, statement of research plans. Rank and salary will be commensurate with qualifications.

The search committee will begin reviewing applicants on January 7, 2002 and continue until the positions are filled. The university is dedicated to the goal of building a culturally diverse and pluralistic faculty committed to teaching and working in a multicultural environment and strongly encourages applications from minorities and women. Please refer to **http://prospectivefaculty.umr.edu** for more information. UMR is also responsive to the needs of dual career couples. Candidates can refer to **http://www.umr.edu/~emgt** for additional information about the department.

Please submit application and vitae to:

Human Resource Services
Reference Numbers R53750, R53751, or R53752
University of Missouri-Rolla
1202 North Bishop Avenue
1870 Miner Circle Drive
Rolla, MO 65409-1050

UMR is an AA/EEO employer.

UNIVERSITY OF MINNESOTA

Associate Dean for Academic and Faculty Affairs
College of Biological Sciences

The College of Biological Sciences at the University of Minnesota is engaged in a strategic expansion of undergraduate and graduate programs, faculty and facilities. Research and teaching in the college spans the breadth of biology, from molecules to ecosystems. We seek an associate dean to provide vision for the enhancement of biology education in the context of a large, comprehensive research university. While specific responsibilities of the position will focus on undergraduate education in the biological sciences, the associate dean will also provide leadership for biology education across the K-20 continuum. The successful individual will have interest in meeting the challenges of biological education created by a rapidly changing and expanding knowledge base.

The position is a full-time, twelve-month appointment for a renewable, three-year term, and includes a tenured faculty appointment. Qualifications include an earned doctorate in a biological discipline and a record of research, scholarship and instruction sufficient to qualify for a tenured position in one of the College's departments. Knowledge of current trends and issues in biological research and education, leadership experience in educational programs, and demonstrated administrative skills are desired. The College has a strong commitment to the principles of diversity, and in that spirit seeks a broad spectrum of candidates including women, minorities, and people with disabilities. For more information, visit the college web site at:

http://www.cbs.umn.edu/1ab_cbs/1di_2staffpositions.html

To be considered as a candidate for this position, please submit a letter of application, a statement of efforts promoting diversity, curriculum vitae, and names and contact information for four referees to:

Dr. Kate VandenBosch
Search Committee Chair
College of Biological Science
University of Minnesota
123 Snyder Hall
1475 Gortner Ave.
St. Paul, MN 55108

Review of applications will begin March 15, 2002. Expected start date is on or after July 1, 2002.

The University of Minnesota is committed to the policy that all persons shall have equal access to its programs, facilities, and employment without regard to race, color, creed, religion, national origin, sex, age, marital status, disability, public assistance status, veteran status, or sexual orientation.

RICHARD STOCKTON COLLEGE OF NEW JERSEY

DIRECTOR OF RESIDENTIAL SERVICES AND HOUSING OPERATIONS

RICHARD STOCKTON COLLEGE is an innovative, residential, liberal arts and sciences college with a student body of 6400, located on a 1600-acre wooded campus in southern New Jersey, 15 miles from Atlantic City, 1 hour from Philadelphia, and 2-1/2 hours from New York City. Stockton's 2000 residential students have a choice of four Housing complexes from traditional residential halls to newly constructed garden-style apartments. As New Jersey's only nationally ranked Public Liberal Arts College, it has received national recognition for its distinctive academic programs and interdisciplinary approach to learning. Stockton's diverse faculty and student body combines a spirit of innovation with a sense of tradition for academic excellence.

RESPONSIBILITIES: Under the direction of the Dean of Students, the Director is responsible for all aspects of housing operations including the residential life component as well as maintenance and custodial operations. The Director supervises professional staff members, support staff members, and student paraprofessionals. The Director is responsible for budget development and fiscal accountability for the housing maintenance/operation totaling over $8 million.

QUALIFICATIONS: Master's degree in an appropriate field required. Minimum of seven years administrative/management residential experience preferable at the Director's level in a supervisory role for professional, maintenance, and operations staff. Evidence of effective interpersonal, organizational, analytical, and communication skills. Proven ability to effectively manage and monitor budgets, direct experience with technology-based housing assignment software and billing programs. Demonstrated ability to effectively assume lead role in matters related to collective bargaining units. Direct experience with campus-wide judicial system including participation in administrative interventions related to incidents involving health and safety emergencies. Ability to respond to demands of the unit as well as the institution when called upon. Genuine commitment to the development of students and staff is essential.

COMPENSATION: Salary commensurate with qualifications and experience. Screening begins February 25, 2002 and will continue until position is filled. Please send a letter of interest and accomplishments related to the position announcement, a current resume and at least three professional letters of reference, including contact information, to **Dr. Eileen P. Conran, Dean of Students, The Richard Stockton College of New Jersey, PO Box 195, AA51, Pomona, NJ 08240-0195.** *Stockton is an AA/EOE. Women and minorities are encouraged to apply.* **R023201**

Buffalo State
State University of New York

Academic Chair - Business Department

Buffalo State will receive applications for an anticipated opening for a tenure-track academic chair, associate or full professor rank, Business Department, to begin July 2002. Salary is competitive.

Responsibilities: Perform administrative duties of department chair. Teach courses in one or more areas: management, marketing, human resources, accounting, or international business. Advise students majoring or contemplating majoring in Business Department program offerings.

Required Qualifications: Earned doctorate in business content area corresponding to any of the department's programs: B.S. in business administration, B.S. and M.S. in business/marketing education. Evidence of years of successful, full-time college-level teaching in one or more of the following areas: management, marketing, human resources, accounting, or international business; competence in student advising; extensive research and record of published scholarship in refereed business periodicals. Must have sufficient scholarship for appointment at associate or full professor in department. Evidence of extensive professional service in field; administrative experience at program/departmental or college level; ability to work well with college officials, faculty, business, at-large communities. Demonstrate ability to foster collaborative relationships among program areas and faculty members within department and to facilitate linkages between department and other units across the college, university, and community.

Preferred Qualifications: Earned Ph.D. in business from AACSB-accredited institution.

Review of applications will begin January 2002 and continue until the position is filled. Requests for information and written nominations and applications should be directed to: Dr. Sol Ahiarah, Search Committee Chair, Business Department, Buffalo State College, 322 Chase Hall, 1300 Elmwood Ave., Buffalo, NY 14222-1095. Application materials should include letter describing candidate's interest in and qualifications for the position, curriculum vitae, and names, addresses, e-mail/telephone numbers of at least five individuals who can serve as references.

Buffalo State is the largest four-year comprehensive college in the State University of New York (SUNY) system. The campus is located in the museum district of Buffalo, the second largest city in New York State. The area offers a variety of cultural and recreational activities. For more information about the college, visit www.buffalostate.edu.

Buffalo State is an affirmative action/equal opportunity employer and encourages applications from women, racial/ethnic minorities, persons with disabilities, and Vietnam-era veterans.

UMDNJ-ROBERT WOOD JOHNSON MEDICAL SCHOOL

DIRECTOR, CHILD HEALTH INSTITUTE OF NEW JERSEY

The Director of the Child Health Institute of New Jersey (CHINJ), will be a seasoned scientist with a record of accomplishment in developmental biology or a related discipline. She or he should be committed to building an environment that will nurture both basic and translational scientists. This individual will recruit and lead a diverse group of investigators (Ph.D., MD/Ph.D. and MD) whose work is centered on a systems or integrated approach to understanding normal and abnormal development in humans or in model systems. The Director will have an opportunity to recruit other Institute members as an essential and early task. He or she will work with the Chair of Pediatrics and the Directors of the Center for Advanced Biotechnology and Medicine (CABM), The Cancer Institute of New Jersey (CINJ), and the Environmental and Occupational Health Sciences Institute (EOSHI) to develop programs that are broadly based across the medical school and local scientific community.

The Director will report directly to the Dean and will have department chair equivalent status. The new Institute building will not provide direct clinical services but will be adjacent to the Bristol-Myers Squibb Children's Hospital at Robert Wood Johnson University Hospital, the medical school's principal teaching hospital in New Brunswick. The Institute will provide space for fourteen faculty leaders with additional core facilities for transgenic animals, imaging, and office, conference and large group meeting space.

Candidates should send a letter of interest with Curriculum Vitae, including references to: **Daniel A. Notterman, MD, Chair of the Department of Pediatrics, UMDNJ-Robert Wood Johnson Medical School, One Robert Wood Johnson Place, New Brunswick, NJ 08903, or Aaron J. Shatkin, Ph.D., Director of the Center for Advanced Biotechnology and Medicine, 679 Hoes Lane, Piscataway, NJ 08854.** UMDNJ, is an Affirmative Action/Equal Opportunity Employer, M/F/D/V, and a member of the University Health System of New Jersey. Regrettably, we can respond only to those candidates chosen for an interview. To learn more about us, visit our website: http://www.umdnj.edu/hrweb/

UMDNJ
ROBERT WOOD JOHNSON
MEDICAL SCHOOL
University of Medicine & Dentistry of New Jersey

Virginia Tech
VIRGINIA POLYTECHNIC INSTITUTE
AND STATE UNIVERSITY

Assistant Director of Student Activities for Programs

University Unions and Student Activities

Virginia Tech invites applications/nominations for the professional faculty position of Assistant Director of Student Activities for Programs in the department of University Unions and Student Activities. This position supervises a staff of 5 and oversees campus-wide programming for a university of 26,000 students. Master's and at least 5 years experience required. At least 3 years post-master's, full-time programming experience desired.

Application details and a complete position description can be found at: **http://www.uusa.vt.edu/employment** or by contacting Dr. David Ostroth. University Unions and Student Activities is deeply committed to recruiting, selecting, promoting, and retaining women, persons of color, and persons with disabilities. We strongly value diversity in the college community and seek to assure equality in education and employment. Individuals with disabilities desiring accommodations in the application process should contact Dr. David Ostroth (**dostroth@vt.edu, phone 540-231-5431**). Applications will be reviewed beginning February 15, 2002 and will be accepted until the position is filled.

UCSB

Associate Vice Chancellor for Campus Design and Facilities

University of California, Santa Barbara

The University of California, Santa Barbara invites nominations and applications for the position of Associate Vice Chancellor (AVC) for Campus Design and Facilities.

The AVC reports directly to the Vice Chancellor for Administrative Services. The organizational units reporting to the AVC include Design and Construction, Physical Facilities; the Contracting Services, and Financial and Administrative Services that support these divisions; and Parking and Transportation. The capital projects budget of Design and Construction is approximately $730 million with 21 professional and administrative support staff and an operating budget of $1.6 million. Physical Facilities maintains 3.2 million sq. ft. of space on 989 acres of campus with a staff of approximately 250 fte and a $22 million annual operating budget. Financial and Administrative Services has an annual budget of $900,000 with 21 fte. The Parking and Transportation Services Department, which operates as a self-supporting auxiliary enterprise, has approximately 50 departmental staff and an approximate budget of $4M. For more information see Web Page **http://facilities.ucsb.edu/**

A post-baccalaureate degree from an accredited college or university and professional credentials in architecture, urban planning, or civil engineering are highly preferred. In addition to having sensitivity to and experience with design practices of universities or comparable institutions, candidates must be able to document their ability to manage large complex facilities, effectively lead a diverse, professional staff, and competently administer university funds. Successful candidates must be excellent communicators and able to work effectively across all levels of the university, demonstrating collaborative decision-making skills.

Letters of Application and resumes should be sent to:

Morris & Berger
201 South Lake Avenue, Suite 700
Pasadena, California 91101
Fax: (626) 795-6330, E-mail: mb@morrisberger.com

Please refer to Job # 1492. Preferred date for receipt of application is February 28, 2002. Starting salary for this position will be competitive and commensurate with the candidate's experience. The position includes a broad and attractive benefits package.

The University of California, Santa Barbara is an Equal Opportunity and Affirmative Action Employer and Educator

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OSU
OKLAHOMA STATE UNIVERSITY

Associate/Full Professor in Early Childhood Education or Child Development.

Responsibilities: Teach undergraduate and graduate courses in early childhood education, child development; develop and maintain an active research program that includes seeking extramural support; advise graduate and undergraduate students; engage in outreach consistent with the land grant mission; collaborate with colleagues.

Qualifications: Candidates should have an earned doctorate in Early Childhood Education, Child Development, Curriculum or related field. Preferred qualifications include experience in developing community partnerships; a record of scholarly publication; distance education experience; participation in professional activities at the national level.

Send letter of application, current curriculum vita, copy of transcripts, selected reprints, and three letters of reference to:

Dr. Beulah Hirschlein, Chair
Early Childhood Education Search Committee
Department of Family Relations
and Child Development
Oklahoma State University
242 HES, Stillwater, OK 74078-6122

Application deadline is March 12, 2002 or until filled.
OSU is an AA/EEO Employer committed to
multicultural diversity.

ARIZONA STATE UNIVERSITY WEST

Arizona State University West, a vital component of ASU's multi-campus structure, serves nearly 6000 undergraduate and graduate students on a modern, growing campus in Phoenix, the nation's sixth largest city and a dynamic multi-cultural environment. It is located in the Valley of the Sun, an area of striking natural beauty, within two hours drive to skiing in Northern Arizona, three hours to the U.S./Mexico border, and five hours to the beaches of Southern California.

ASU West, with its small, friendly atmosphere, is committed to learner-centered education, within the context of a nationally acclaimed PAC-10 university. The campus offers 29 undergraduate degrees, nine master's degrees, and eight professional certification programs through its College of Arts and Sciences, College of Education, College of Human Services, School of Management, and Division of Collaborative Programs.

ASU West values teaching and scholarship, teacher-student research collaboration, cross-disciplinary cooperation, university-community partnerships, and an environment supportive of diversity.

Please visit our website at
www.west.asu.edu

Dean, College of Arts & Sciences

Arizona State University West, located in Phoenix, Arizona is reopening its search for a dean to lead its College of Arts and Sciences. The College consists of six interdisciplinary departments offering 12 traditional disciplinary degrees and 6 interdisciplinary degrees. One hundred faculty and staff work with a current enrollment of 1,020 undergraduate majors.

The dean reports directly to the Provost and works with other campus deans to develop interdisciplinary approaches to teaching, research, and service. He/she represents the College both within and outside the university. The dean must be committed to working with faculty – both through the administrative structure and faculty governance system – to achieve university academic goals in research and learning and to further the campus goals of diversity, equal opportunity, and affirmative action. Responsibilities include budget, planning, development, personnel decisions, student academic affairs, faculty development, promotion of research, and planning and implementation of degree and non-degree programs.

QUALIFICATIONS

REQUIRED

A successful candidate must exhibit leadership and strategic vision, and have:

- Relevant administrative experience.
- A demonstrated commitment to cultural diversity that includes supporting the diversity of the faculty, students, and staff.
- A terminal degree in a discipline and a strong record in research, teaching, and service that merits appointment as a Professor with tenure in a department of the College.
- A demonstrated commitment to promoting excellence in research and creative activities.
- Demonstrated effective interpersonal and communication skills.
- A demonstrated commitment to excellence in teaching.
- A demonstrated understanding of the integration of teaching, research, and service.
- A demonstrated commitment to working with multiple constituencies on and off campus.

DESIRED

Preference will be given to candidates with demonstrated experience in:

- Organizational change.
- Evaluation of faculty for promotion and tenure purposes.
- Budget management.
- Curriculum and program development and assessment.
- Technology applications in teaching and research.
- Administrative experience beyond the level of a chairperson.

APPLICATION DEADLINE

February 18, 2002, or the 1st of each month thereafter until the position is filled.

STARTING DATE:

July 1, 2002, or as negotiated.

APPLICATION PROCEDURE

Applicants must address how they meet the qualifications listed above in their letters of application. Please send letter of application, curriculum vitae and the names, addresses, and telephone numbers of three referees, at least one of which should be from the applicant's current institution, to:

Dean Michael A. Awender, Chair, Search Committee
c/o Laraine Grandt– FABNX 126
Arizona State University West
P. O. Box 37100
Phoenix, Arizona 85069-7100

For more information: 602/543-3254 Fax: 602/543-7731

Confidentiality of all applications will be maintained. Referees will be contacted only after permission from the candidate has been obtained.

Arizona State University West is an Equal Opportunity/Affirmative Action Employer that actively seeks diversity among applicants and promotes a diverse work force.

Massachusetts College
OF LIBERAL ARTS

EDUCATION: Assistant Professor (tenure-track) to teach undergraduate and graduate courses in curriculum development and evaluation, research. 12 credits/semester teaching load. Required: Ph.D. or Ed.D. in Education; experience as a classroom teacher. Other desirable qualifications: experience with diverse populations; scholarly accomplishment and potential; ability to work collaboratively with other members of a small department. Send letter of application; resume; names, addresses, telephone numbers, and e-mail addresses of four references to **Office of Human Resources, Massachusetts College of Liberal Arts, 375 Church Street, North Adams, MA 01247-4100.** Review of completed applications begins March 1, 2002 and continues until position is filled.

Visit www.mcla.edu for more information.
AA/EOE

COLUMBIA UNIVERSITY
MANAGER, FINANCIAL & INVESTMENTS ACCOUNTING

Incumbent manages investments accounting operation and performs diverse financial accounting and reporting functions. See **www.columbia.edu** for full description (job#1006491). Bachelor's degree in accounting, CPA preferred; five years' accounting experience, including public and/or industry experience in higher education; excellent oral and written communications skills; supervisory experience; computer literacy. **SALARY:** High 60's. Send resume and cover letter to **Columbia University, 1700 Broadway, 10th Floor, NY, NY 10019, Attn: Mike Kerstan.** MINORITIES ARE ESPECIALLY ENCOURAGED TO APPLY.

EDUC

READING INSTRUCTOR

F/T TENURE TRACK

College of San Mateo

Visit web site: www.smccd.net/hr
or call 650-574-6111.

SAN MATEO COUNTY COMMUNITY COLLEGE DISTRICT
EOE

CHANCELLOR

TEXAS TECH UNIVERSITY

The Board of Regents, Texas Tech, invites applications for the office of Chancellor. Established in 1923, Texas Tech University (TTU) is one of the larger state-assisted universities in Texas. This Carnegie Foundation "doctoral/research university - extensive" institution enrolls approximately 25,500 students from throughout the nation and over 100 foreign countries in 270 graduate and undergraduate degree programs. TTU is comprised of eight undergraduate colleges in addition to a school of law and a graduate school. Texas Tech University Health Sciences Center (TTUHSC), established in 1969 and a leader in educating primary health care professionals, has experienced dramatic growth, evidenced by its annual budget which has grown from $80 million to $380 million for the 2002 fiscal year. Our new Chancellor will bring forth a vision for the future of the Texas Tech University System and its component institutions. The successful candidate will bring to the position a record of significant achievements and exceptional leadership skills. The Chancellor must demonstrate the following qualities.

- Strong academic ability and training.
- Possess high integrity, impeccable reputation and strong leadership abilities in an executive management environment, as well as excellent communication and interpersonal skills.
- Ability to work with the Board of Regents to develop a sense of mission and strategic direction for Texas Tech, as well as the ability to persuade all constituencies of the efficacy of the mission and strategic plan.
- Ability to provide leadership and to communicate well with, and inspire, all constituencies of the Texas Tech community, including the Board of Regents, students, faculty, staff & administration, alumni, media, and State & Federal Legislators.
- Possess strong, hands-on management skills, with demonstrated administrative abilities; capable of making and implementing hard decisions in a prudent and thoughtful manner.
- Ability to develop and operate major and continuing fund-raising programs.
- Understanding and appreciation for the unique culture and personality of Texas Tech and its constituencies; as well as the ability to infuse a commonality of purpose which embraces and transcends the many differences among those seeking to fulfill the academic mission of Texas Tech.
- Background that shows a broad range of cultural experiences and a demonstrated ability to work in a culturally diverse environment.
- Proven civic involvement and leadership; including skills and understanding in dealing with State and Federal governmental agencies and officials.
- Understanding of the appropriate role of intercollegiate athletics in an academic setting.
- Ability to approach crisis management and other business and administrative issues that arise in a practical and rational manner; as well as the ability to anticipate changes in the overall environment which will affect Texas Tech, and plan for them accordingly.

The Presidential Search Committee will begin reviewing nominations immediately. This position will remain "Open Until Filled." Inquiries, nominations, and applications will be treated confidentially and should be addressed to:

Ronald J. Zera
1717 Main Street, Suite 5600
Dallas, Texas 75201
Fax: 214/672-5299
E-mail: rzera@spencerstuart.com

Tom Simmons
1111 Bagby, Suite 1616
Houston, Texas 77002
Fax: 713/393-3939
Email: tsimmons@spencerstuart.com

Texas Tech University System is an Affirmative Action/
Equal Opportunity Employer

Assistant Director of Residential Life

Colgate University

Colgate University is a highly selective liberal arts college located in Central New York. The University is committed to a liberal arts education and the residential life program seeks to support this mission. Offering diverse living options, including theme houses, apartments and traditional residence halls, Colgate houses over 2,000 undergraduate students in campus.

Manages four residential areas which includes supervision of 2-4 undergraduate Head Residents and 15-22 Resident Advisors, as well as all aspects of the area's administrative operations. Assists with all office operations and will directly oversee one of three functional areas: judicial programs, staff training and development, or housing operations. As a member of the Dean of the College staff, the Assistant Director is involved with orientation, multicultural events and other campus wide programs and initiatives and will have opportunities to serve on committees and advise student groups. This is a 12-month, live-on campus position. Will participate in an on-call duty rotation and must be visible within the residential community, with expectations of attending after hour programs. Reports to the Director of Residential Life. Competitive salary, full benefits and furnished apartment and a board plan while the University is in session. For more information, visit Colgate University at **www.colgate.edu**

Master's degree in college student personnel, higher education, student affairs or related field is required.

Starting date for this position is July 1, 2002. Review of resumes will begin immediately and continue until the position is filled. Representatives will be interviewing at NASPA. Send letter of interest, resume, names and phone numbers of three professional references to:

Colgate University
Human Resources Department
Attn: Chair, Assist Dir. Res Life
13 Oak Drive, Hamilton, NY 13346
315-228-7411. Fax 315-228-7171

Colgate University is an Affirmative Action/Equal Opportunity Employer. Developing and sustaining a diverse faculty and staff furthers the University's educational mission.

R·I·T

Rochester Institute of Technology

Mathematics and Statistics Faculty Member(s)

Applications are invited for one or more tenure-track positions at the Assistant Professor level, starting September 2002. The Department offers Bachelors degrees in Applied Mathematics, Computational Mathematics and Applied Statistics, as well as a Masters degree in Industrial and Applied Mathematics.

Candidates should have a Ph.D. in Mathematics or Statistics. Our primary focus is a strong commitment to and proven ability in undergraduate teaching, although continued scholarly activity and professional development are expected. Preference will be given to candidates in the areas of applied mathematics, modeling, and operations research as well as to those with experience teaching in a statistical laboratory and an interest in innovative instructional methods using current technology.

Applicants should send a letter of application, vita, a statement of teaching philosophy, a description of teaching experience, a statement of research activities and plans, and direct three letters of recommendation to:

Department of Mathematics and Statistics
Rochester Institute of Technology
85 Lomb Memorial Drive
Rochester, NY 14623-5603
Attention Mathematics Faculty Search Committee (h1)
or
Attention Statistics Faculty Search Committee (h2)

Review of applications begins immediately and will continue until position is filled. For more information about RIT and our Department, please visit our web page at www.rit.edu/~673www/mathstat.html. As an Equal Opportunity Employer, RIT invites and encourages applications from women and minorities.

MIAMI
UNIVERSITY
OXFORD OHIO

ASSISTANT PROFESSOR ART

Miami University

Hamilton

Assistant Professor to teach courses in painting or sculpture, 2D and 3D foundations and drawing; teach survey courses in Art History or Art Education; maintain a high level of commitment to personal creative research; possess dedication to teaching undergraduate students; advise students; and provide service to the department, school, University and community.

Requires MFA in Painting or Sculpture; demonstrated high degree of creative research and professional exhibition record; and college teaching experience in studio art beyond graduate assistant level. Desired is college teaching experience in Art History or Art Education with applicable educational degree.

Send letter of application, resume, statement of teaching philosophy, 20 slides of current work (along with list of slides, title, size, medium and 15 slides of student work), contact information for three references, transcripts and self-addressed, stamped mailer for return of slides to: **Ed Montgomery, Miami University Hamilton, 1601 Peck Blvd., Hamilton, OH 45011, Ph: (513) 782-3115, E-mail: montgoek@po.muohio.edu**

Screening of applications begins January 21, 2002 and will continue until position is filled.

EQUAL OPPORTUNITY IN EDUCATION AND EMPLOYMENT

Miami University's report, *Campus Crime and Safety*, is available at **www.muohio.edu/righttoknow**. A hard copy may be obtained by contacting the Personnel Office.

Visit our Web site at:
www.MUOhio.edu

IOWA

The University of Iowa

Director of Affirmative Action

The Director of Affirmative Action is part of the University's senior leadership, and reports directly to the President. The Director, along with his or her staff, will be responsible for heading up the University's compliance with affirmative action, equal opportunity, and civil rights laws and policies. He or she will oversee the investigation of and response to internal and external complaints of discrimination and harassment. The Director will be responsible for preparing the affirmative action plan and monitoring compliance with the plan and with other initiatives. The Director will monitor hiring and search efforts; coordinate compliance with disability and equity laws and policies; coordinate and provide training and outreach programs throughout the University of Iowa on such topics as sexual harassment, ADA, affirmative action and diversity; advise the president and other university officials on a wide range of policy issues affecting affirmative action, civil rights, equal opportunity and diversity; and work collaboratively with General Counsel.

The University of Iowa's commitment to diversity is part of a rich tradition. As the first public university to admit women and men on an equal basis, and as an institution that values diversity as a core principle, the University seeks an individual who has vision and who will be creative in using best practices to enhance diversity and inclusiveness.

Qualifications: Advanced degree required, J.D. strongly preferred, or an equivalent combination of education and experience is required. Considerable experience ensuring compliance with affirmative action/equal opportunity/civil rights laws, regulations and policies, and a demonstrated commitment to diversity are required. Considerable experience with complaint procedures and investigations is required. Ability to work effectively in a shared governance environment, and to work collaboratively with diverse constituents is required. Excellent verbal and written communication skills and effective interpersonal communication skills are required. Reasonable experience with the handling of confidential and sensitive issues is required. Administrative experience in higher education setting is preferred. Experience in policy development and implementation is desired. Experience working with regulatory government agencies is desired.

The University of Iowa is an affirmative action, equal opportunity employer. Women, persons with disabilities, and minorities are encouraged to apply. Please send resume and the names of three references to the **chair of the search committee: Sue Buckley, Interim Associate Vice President and Director of Human Resources, c/o Pat Nissley, President's Office, University of Iowa, 101 JH, Iowa City, IA 52242.** Electronic submission may be sent to **susan-buckley@uiowa.edu.** Screening of applications will begin March 25, 2002. Salary commensurate with experience. For more information, please link to **http://www.uiowa.edu** or **http://www.uiowa.edu/~oaa.**

PENNSTATE

Worthington
Scranton

DIRECTOR OF ENROLLMENT MANAGEMENT

This position reports directly to the Campus Executive Officer (CEO) and is responsible for developing, coordinating, directing and implementing campus enrollment management activities. Additional responsibilities include student recruitment and market analysis, admissions, counseling, and authorization of student admissions to the campus. Represents the campus and University at local schools and community programs, promotes campus and University academic programs. Serves on and/or chairs various committees. Requires Master's degree or equivalent, plus two years of work-related experience. A valid Pennsylvania driver's license required.

Send cover letter, resume and salary requirements to: Employment & Compensation Division, Pos. #: J-12458, 120 S. Burrowes St., University Park, PA 16801, or FAX to (814) 865-3750. Resumes accepted until position is filled.

Penn State is committed to affirmative action, equal opportunity and the diversity of its workforce.

SIDWELL FRIENDS SCHOOL
WASHINGTON, DC

PRINCIPAL, UPPER SCHOOL

Sidwell Friends School, a co-educational Quaker day school, seeks a seasoned educator to serve as Upper School Principal. The Principal is chief academic and administrative officer of the high school division (460 students, grades 9-12), bearing responsibility for all aspects of curricular and co-curricular programs. He/she oversees a staff that includes the Faculty, Department Heads, Dean of Students, Academic Dean, Director of College Services, and Counselors. The Principal works closely with a variety of student and parent groups and typically teaches one class. As a member of the senior administration reporting directly to the Head of School, the Principal serves on the Administrative Council and sits with the Board of Trustees.

A master's degree or doctorate is preferred, in addition to 7-10 years of both administrative and teaching experience in secondary or higher education. Familiarity with the tenets and practices of the Religious Society of Friends is highly desirable. Sidwell Friends School encourages applications from persons of color, those with disabilities and women. Compensation and benefits are competitive. Send cover letter, resume and contact information for three references to:

Director, Human Resources
Sidwell Friends School
3825 Wisconsin Avenue, NW
Washington, DC 20016
Email: HR@sidwell.edu
www.sidwell.edu

Sidwell Friends School is committed as an institution to the ideal of diversity with regard to race, ethnicity, religion, economics, gender, sexual orientation, and physical disability in its student body, faculty, and staff.

CAL POLY POMONA

California State Polytechnic University, Pomona

EXECUTIVE DIRECTOR OF DIVERSITY

THE UNIVERSITY: California State Polytechnic University, Pomona (Cal Poly Pomona) is one of 23 campuses in The California State University. It is located about 30 miles east of downtown Los Angeles and is part of one of the most dynamic economic and cultural regions in the country. Noted for its beautiful and historic 1,400-acre campus, once the Arabian horse ranch of cereal magnate W. K. Kellogg, the university currently has an ethnically diverse student population of 19,000 (with approximately 70% from diverse ethnic backgrounds). Students are enrolled in 62 undergraduate majors and 19 master's degree programs. There are approximately 1,100 faculty members. The University is committed to diversifying its faculty and staff to better serve its multicultural student body, and has made educational equity one of its highest priorities.

"Cal Poly Pomona believes in the unity of society, and is committed to being reflective of a national and global diversity. Therefore, the University must continue to provide access to a wide variety of students, diversify its faculty and staff, foster cross-cultural communication and understanding, and integrate multicultural perspectives into the curriculum. The University aims at creating a campus climate in which all feel welcome and comfortable... "(excerpt from Toward the 21st Century Cal Poly Pomona - Strategic Planning Guidelines).

The Executive Director of Diversity is instrumental in facilitating Cal Poly Pomona' s commitment to diversity, and in ensuring that the challenge to serve an increasingly diverse student population during the next decade is met. Reporting to the University President, the Executive Director will assume a leadership role in establishing policies and programs that are responsive to this commitment, and which move the University toward a faculty and staff team that is reflective of the broader community. The Executive Director will develop and implement a comprehensive diversity program, including educational programs on diversity, nondiscrimination and harassment. The executive director will also monitor recruitment, retention and promotion of protected groups; provide consultation and advice on equity, diversity and federal affirmative action matters; and investigate and recommend resolution of complaints of discrimination.

SPECIFIC DUTIES INCLUDE:

- Plan, coordinate, implement and oversee the University's diversity and compliance programs. Serve as primary advisor to the President and senior management on all matters related to the development of policies and strategies for maintaining and/or enhancing a diverse student body and workforce.
- Develop and promote an educational awareness program for faculty, staff and students that serves to forward the University's vision of diversity. Serve as a resource to faculty and staff in developing and recommending curricular innovations that promote multiculturalism and approaches to teaching that meet the needs of diverse learners.
- Partner with Human Resources, academic departments, deans, and other administrators in devising strategies for enhanced recruitment and retention of a diverse faculty and staff population.
- Represent the University's interest in diversity to external constituencies.
- Develop and implement policies associated with federal affirmative action, ADA, discrimination and sexual harassment. Serve as a resource and advisor to the campus community in all areas relating to equal opportunity and nondiscrimination practices.
- Provide oversight of the University's compliance with federal and state legal mandates related to discrimination and harassment. Direct and oversee the work performed by staff in the Office of Diversity.

QUALIFICATIONS AND EXPERIENCE:

- Master's degree, JD, or doctorate.
- Minimum of five years progressively responsible professional experience, preferably in higher education, and with at least three of the five years served in an administrative/managerial capacity dealing with diversity and compliance programs.
- Experience in designing, implementing and conducting educational programs that support the University's mission of diversity and compliance.
- Experience conducting investigations and mediating disputes.
- Strong written and oral communication skills.
- Experience in collective bargaining.
- The ability to establish and maintain cooperative working relationships.

DATE OF APPOINTMENT/SALARY: The university seeks to fill this position by July 1, 2002, but is willing to negotiate the starting date as appropriate. Salary is commensurate with qualifications and experience. The position includes a very attractive benefits package.

NOMINATIONS AND APPLICATIONS: A completed application will consist of the following:

- Letter of interest in the position, including a statement that addresses the candidate's qualifications as they relate to this position.
- Curriculum vitae or resume.
- Names and contact information of at least five references who can speak to the candidate's professional experience and accomplishments.

The position is open until filled. First consideration will be given to completed applications received no later than March 15, 2002. Early response is encouraged. Please address all nominations, inquiries, requests for application forms, and application materials to:

Search Committee, Executive Director of Diversity
c/o President Bob H. Suzuki
California State Polytechnic University, Pomona
Pomona, CA 91768
www.csupomona.edu

Requests can also be made through E-MAIL: **<smgalvan@csupomona.edu>**; (909) 869-4132 to Sally Galvan; or FAX (909) 869-4535.

California State Polytechnic University, Pomona is an Equal Opportunity, Affirmative Action Employer. Cal Poly Pomona subscribes to all state and federal regulations and prohibits discrimination based on gender, race, sexual orientation, national origin, handicap, marital status, age, religion, or veteran status. The university hires only individuals lawfully authorized to work in the United States. As required by the Clery Disclosure Act, the university's annual security report is available at www.csupomona.edu/~public_safety/

THOMAS EDISON

Vice President for Academic Affairs and Provost

Thomas Edison State College invites nominations and applications for the position of Vice President for Academic Affairs and Provost. The Academic Vice President and Provost is the College's chief academic officer and is responsible to the President for the following: executive leadership of academic programs, governance and student services; functioning as the senior executive officer in the absence of the President; and serving as the principal advisor to the President on matters of academic policy. This position also has responsibility for the supervision of the College's academic human resources and oversees the academic program's budget, development and planning.

Thomas Edison State College is one of 12 senior public colleges and universities within the New Jersey higher education community. The College has a special place in American higher education as one of the first institutions created to serve exclusively the educational needs of adult learners. The College enrolls approximately 8,500 students whose average age is 40. The College offers 14 degree programs, covering more than 100 areas of study. It is the only public institution in the State authorized to award degrees at the associate, baccalaureate and graduate levels.

Through the College's 30-year history, it has developed core competencies in the following areas: individualized program planning to enable adults to earn College degrees; assessment of experiential learning; provision of distance education opportunities for adults; and provision of expert public policy advice to decision makers in government and nonprofit organizations.

Thomas Edison State College is unique in that it is the only College in the United States that has stewardship for its state's State Library. It is a state college with a national and international reputation. Two-thirds of its students are from the State of New Jersey and the remainder are from every other state in the nation, and more than over 80 countries around the world. For additional information about Thomas Edison State College, please visit our website: **http://www.tesc.edu/**.

The successful candidate must demonstrate exemplary executive leadership experience. Appropriate academic credentials are required. A terminal degree is highly desirable.

For full consideration, materials should be submitted prior to March 1, 2002. Review of applications will begin immediately, and will continue until an appointment is made. Application materials should include a letter of application addressing how the candidate's experiences match the position requirements, a curriculum vitae, and the name, title, e-mail, business address, and business and home telephone numbers of at least three formal references. Submission of materials as a MS Word attachment is strongly encouraged. *Thomas Edison State College is an equal opportunity/affirmative action employer.*

Individuals wishing to nominate candidates for the position should submit a letter of nomination, including the name, position, address and telephone number of the nominee.

Confidential requests for information, written nominations, and applications materials should be directed to:

Jan Greenwood, Ph.D., Vice President
A.T. Kearney, Inc.
Thomas Edison VPAA/Provost Search
333 John Carlyle Street
Alexandria, VA 22314
Fax: (703) 579-0391
greenwoodteam@atkearney.com

Georgia State University

DIVISION OF STUDENT SERVICES

Georgia State University is located in the heart of Atlanta's thriving metropolitan community. The University's mission is to be one of the nation's leading research institutions, providing first-rate undergraduate and graduate education, cutting-edge research, and committed public service. Georgia State University is the largest higher education institution in Atlanta and the second largest in the state, enrolling a diverse student body of 25,000 traditional and non-traditional students.

ASSOCIATE VICE PRESIDENT/DEAN OF STUDENTS

Reporting to the Vice President for Student Services, the Associate Vice President/Dean of Students (Job # 2236) is a senior member of the Student Services leadership team and provides leadership, vision, and strong strategic direction for the following program areas: Health Services and Health Education; African-American Student Services and Programs; Recreational Services; Student Life and Leadership; Disability Services; Community Service-Learning; Student Advocacy; New Student Programs; Campus Ministries; the Judicial Council; and the Student Activity Fee. The AVP/DOS provides supervision for all programs and program directors reporting to the position; provides strong support in response to student issues, concerns, and emergencies; develops appropriate policies and procedures which apply to student services programs; serves on appropriate committees; works cooperatively with other university departments to create co-curricular and experiential learning experiences for commuter and residential students; develops and supports plans to create a more open, diverse campus environment; engages in strategic planning and budget oversight for those units supervised; and is responsible for initiating, developing and maintaining programs and services that support students in their academic pursuits, providing stewardship of the campus climate, and promoting leadership, teamwork, and social responsibility.

The University seeks candidates with a minimum of 7 years of extensive, progressive, and successful leadership experience in student services preferably within a comprehensive university with a diverse student population and hold an earned doctorate in student personnel administration, higher education, counseling or related field. The successful candidate must demonstrate an understanding of relevant student issues, student leadership development, retention programs, and student learning; have demonstrated ability to work well with faculty, administrators, and student affairs staff; excellent communication and human relations skills; commitment to diversity, community, and providing quality services; evidence of strong leadership, fiscal, and supervisory ability; and experience in facilitating change and managing conflict.

Compensation is competitive and the University offers an excellent benefit package.

DIRECTOR OF STUDENT LIFE & LEADERSHIP

The Director of Student Life and Leadership (Job # 2235) reports to the Associate Vice President/Dean of Students and is a member of the Student Services leadership team. Responsibilities are supervising and managing the day to day functions of the office including personnel and operations; advising the Student Government Association; working with student organizations to ensure that they are equipped to function on campus; hiring, training, and supervision of staff; working with other areas on campus; assisting with campus events and university-wide programming; interaction with academic departments; student leadership development; and budget management. The primary areas of concentration include student government, student activities, program board, Greek Affairs, diversity education, student organizations and clubs, student media, and student leadership development.

The successful candidate must have a Master's Degree, doctorate preferred, from an accredited institution in Student Personnel Administration or a related field; a minimum of 6 years of professional experience; evidence of increasing levels of responsibility; supervisory and budgetary management experience; experience in working with students from diverse backgrounds; ability to work collaborative with students, staff, and administrators; strong leadership, organization, and communication skills; and the ability to motivate and inspire staff.

APPLICATION PROCESS

Send a cover letter of application specifying the Job #, resume, and contact information for 3 current references to:

Employment Office
Georgia State University
University Plaza
Atlanta, GA 30303

Review of resumes will begin on **March 1, 2002** and will continue until the position is filled.

Georgia State University is an equal employment opportunity, affirmative action employer.

COMMUNITY
COLLEGE
SOUTHERN
NEVADA

VICE PRESIDENT FINANCE AND ADMINISTRATION

CCSN is a multi-campus college, with an enrollment of more than 33,000 students and 15,000 full-time equivalents and an operating budget of approximately $74 Million for the 2001-02 fiscal year. A part of the University and Community College System of Nevada, CCSN serves the diverse and multi-faceted community of southern Nevada.

This position acts as the Chief Financial Officer for the Community College of Southern Nevada and is a member of the President's executive management team. This position is responsible for the development and administration of the biennium and annual budgets; fiscal analysis and planning, and financial reporting; short/long-range forecasting; grants and contracts administration; purchasing, audit reviews; facilities management, and auxiliary services; assists the President in capital planning and development. The Vice President provides leadership and direction for Business and Financial Services and its operational staff, as well as Human Resources, Purchasing, Operations and Maintenance, Grants Administration and other institutional support areas.

RESPONSIBILITIES

Budget Services - Plans, develops and administers biennial and annual institutional budgets to support departmental operations. Business Services - Implements all Business Services' operations and programs, including accounts receivable, accounts payable, bursar functions and collections, in compliance with Board of Regents policies and State of Nevada regulations; Controller's Office - Oversees purchasing functions and the acquisition of goods and services to the best advantage of the College; Facilities - Ensures adequate maintenance of the College's facilities and equipments including buildings, grounds, construction/remodeling, capital equipment, custodial services; Human Resources - Provides oversight for compensation and benefits administration as dictated by the Board of Regents; Administrative Services - Monitors college-wide administrative services; Auxiliary Services - Oversees the College Bookstore and food service operations; and vending operations at all campuses and sites; Security and Safety Services - Provides leadership to the College's Security staff to ensure safety to the College.

SALARY: $99,600 - $134,400 PER YEAR

Qualifications

- Advanced degree in Finance, Accounting, Business Administration, or related field preferred;
- Bachelor's Degree in Finance, Accounting, Business Administration, or related field is required;
- Minimum five years of combined experience in 4 of 6 listed areas (preferably in higher education):
  - Institutional Planning
  - Budget Management
  - Fiscal Management
  - Plant & Facilities Management
  - Human Resources/Risk Management
  - Technology

  with at least 3 years in a mid or top level management position

The successful candidate must have a demonstrable knowledge and expertise in higher education budget development, fiscal management and planning, information technology and accounting initiatives as well as the following critical characteristics.

- High standards of personal and professional integrity and ethics;
- Open, inclusive, collaborative, flexible and collegial leadership style;
- Familiarity with campus shared governance environment;
- Demonstrated communications, problem-solving and human relations skills;
- Broad knowledge of current fiscal practices including technology trends;
- Demonstrated commitment to promoting diversity;
- Ability to provide leadership in a comprehensive community college;
- A clear understanding of the community college philosophy.

APPLICATION MATERIALS MUST BE RECEIVED NO LATER THAN, Friday, March 8, 2002 - 5:00 p.m. Applications received after deadline date will be reviewed at the discretion of the college. Completed packets will include a Community College of Southern Nevada application (application available on line) a resume, three letters of professional reference (dated within the last three years) with name, address, and telephone number and copies of transcripts (unofficial acceptable). All materials sent remain the property of the College and will not be returned. Submit materials to:

Human Resources Office
Community College of Southern Nevada
3200 E. Cheyenne Avenue
North Las Vegas, NV 89030
Telephone: (702) 651-4808
Fax (702) 651-4310, Web site: http://www.ccsn.nevada.edu

click on Human Resources. CCSN employs only U.S. citizens and aliens authorized to work in the U.S. AA/EOE/ADA January 2002

COLBY COLLEGE

ASSISTANT DIRECTOR FOR PUBLIC SERVICES

The Assistant Director for Public Services is part of the senior management team and participates in long-term planning and implementation strategy, policy development, personnel and staffing issues, budget and technology applications.

The Assistant Director reports to the Director and has overall responsibility for major public service functions including reference, instruction, circulation, reserves and interlibrary loan. He/she has responsibility for campus and community relations including library Web page design and participates in reference and collection development.

Required qualifications: accredited MLS and 11 years of professional library experience in progressively responsible positions in an academic or large public library; management experience; knowledge of online library systems (preferably Innovative Interfaces Inc.) and collection development. Organizational, communication and strong interpersonal skills are essential. Preference will be given to candidates with demonstrated experience in planning and implementing technological applications for public service functions, such as Web-based information services, electronic reserves, etc. Academic background in humanities or social sciences is preferred. Experience working with library consortia is desired.

The position is a 10-month appointment. **Applications with names of three references should be sent to swmuehln@colby.edu or Library Director's Office, Miller Library, Colby College, 5100 Mayflower Hill, Waterville, Maine 04901. Review of applications will begin March 1 and will continue until the position is filled. This position will be available August 2002.**

Colby is an Equal Opportunity/Affirmative Action Employer. Applications and nominations of women and minorities who would enrich the diversity of the campus community are strongly encouraged. For more information about the College, please visit the Colby web site: www.colby.edu.

R · I · T

TWO FACULTY POSITIONS
COMPUTATIONAL BIOLOGY

ROCHESTER INSTITUTE OF TECHNOLOGY

The RIT Department of Biological Sciences has developed B.S. and Sloan Foundation Funded M.S. programs in Bioinformatics with the involvement of an interdepartmental faculty. We anticipate TWO TENURE-TRACK faculty positions at the Assistant or Associate Professor level to begin on September 1, 2002. A Ph.D., post-doctoral experience, and a commitment to teaching excellence are required. Successful candidates will be required to supervise undergraduate and graduate research projects and to attract extramural funding to support a research program.

Candidates with demonstrated research and/or teaching experience in one or more of the following or related disciplines are encouraged to apply:

- Bioinformatics
- Computational methods
- Functional or comparative genomics
- Gene expression analysis
- Proteomics
- Molecular and cell biology
- Human physiology/physiomics

We are a growing department with 400 undergraduates enrolled in biology and biotechnology programs with an option in Bioinformatics. Further information about the programs is available at www.biology.rit.edu and www.bioinformatics.rit.edu. Closing date for applications is March 31, 2001. Submit statements of academic and research interests, teaching philosophy, curriculum vitae and arrange to have three letters of reference sent to: **Chair Search Committee, Department of Biological Sciences, Rochester Institute of Technology, 85 Lomb Memorial Drive, Rochester, NY 14623-5603.**

RIT is an equal opportunity/affirmative action employer, and especially encourages applications from persons able to contribute in a meaningful way to the Institute's commitment to diversity and pluralism.

CHAPMAN
University
Orange, California 92666

UNIVERSITY COLLEGE

Assistant/Associate Professor
Faculty positions

Chapman University, a selective, independent, comprehensive university located in Orange County, California with a distinguished history of offering programs to non-traditional students since 1958, is seeking full-time faculty for its branch locations. A wide range of undergraduate and graduate degree programs are offered by University College (CUC) to more than 5,000 students at thirteen academic centers in California.

The faculty positions are effective August 2002, offer competitive salaries and have academic and administrative responsibilities within a region. All full-time CUC faculty serve in non-tenure track, 1-3 year appointments which may be renewed at the University's option. A earned doctorate, full-time teaching experience and a commitment to work with adult students are required.

CUC is currently recruiting for up to twelve (12) full-time faculty positions as follows: Criminal Justice (2), Computer Science/Information Technology (2): Education 4): Social and Behavioral Science (3) and Human Resources/Organizational Leadership (1)

For additional information on primary CUC locations and the responsibilities for full-time faculty see: **(http://www.chapman.edu/univcoll/facultyopenings/)**

Submit cover letter, curriculum vita, and the names of at least three references to Dr. Dennis R. DeLong, Dean, University College, One University Drive, Orange, CA 92866. E-mail applications with materials as Microsoft Word attachments are encouraged to: **champa@chapman.edu.**

Application reviews will begin 2/15/02 and continue until all positions are filled.

Chapman University values diversity and is committed to providing equal career opportunities to all individuals.

THE OHIO STATE UNIVERSITY

DIRECTOR COMMUNICATIONS AND INFORMATION TECHNOLOGY

The Ohio State University's College of Food, Agricultural, and Environmental Sciences is accepting applications and nominations for Director, Communications and Information Technology. This visionary leader will serve as an ex-officio member of the Vice President for Agriculture's Cabinet, serve as a member of the college's administrative team, provide administrative leadership to the college's Communications and Information Technology unit, and may be eligible for a tenured faculty appointment.

Qualified candidates must possess a master's degree, doctoral degree desired, with academic studies or demonstrated expertise in communications, information science, and/or information technology; accomplished in marketing, education, news, and information technologies; demonstrated collaborative leadership, interpersonal, organizational, and communication skills; demonstrated staff leadership and management skills, including budgeting and staff; clear understanding of the role of communication and information technology programs within an academic institution, specifically a land-grant institution; and considerable administrative leadership experience.

Salary will be commensurate with qualifications and experience. For additional information about this position, visit our Web site: **http://www.ag.ohio-state.edu/~cthead/.** To learn more about Ohio State, visit our Web site at **www.osu.edu.**

Application deadline: **March 1, 2002** or until position is filled. Send a letter of interest, two (2) resumes, a statement reflecting the candidate's personal philosophy of communications, technology, and leadership, and a list of three (3) individuals, including addresses, phone numbers, and e-mail addresses, who may be contacted as a professional reference to:

Employment Services, Northwood/High Building, 2231 North High Street, Columbus, OH 43201.

The Ohio State University is an Equal Opportunity/Affirmative Action Employer.
Women, minorities, veterans, and individuals with disabilities are encouraged to apply.

EASTERN
WASHINGTON
UNIVERSITY

Eastern Washington University, with an enrollment of approximately 9,000 students, is located in Cheney and Spokane, Washington. The area is the heart of the Inland Northwest, with excellent skiing, hiking, restaurants, theater, shopping, a choice of living in a medium-sized city or a small town, and high quality schools and housing.

Eastern Washington University's College of Education and Human Development, Department of Counseling, Educational and Developmental Psychology, offers undergraduate programs emphasizing preparation for careers in human services and education where knowledge of development and exceptionality are central, as well as preparation for graduate study. High quality graduate programs in Special Education, Community and Mental Health Counseling, School Counseling, School Psychology, Developmental Psychology and College Instruction in Psychology are offered. The counseling programs are accredited by CACREP and the School Psychology Program has recently applied for accreditation by NASP. Additional openings School Psychology and Special Education faculty potions can be viewed at our website: http://www.ewu.edu

School Counseling

Bilingual Counseling & Support Project (BCSP)

Assistant or Associate Professor (tenure track)

NOTE: to be filled as soon as possible.

Responsibilities: Coordinate the BCSP project within the school counseling emphasis of the counseling program, advise department majors, coordinate internships, work with the PEAB, interact with the office of the state superintendent of public instruction, teach and oversee counseling coursework at the graduate and undergraduate levels, participate in local, state and regional professional associations and demonstrate productive scholarship while maintaining collaborative relations with faculty, public schools, and community organizations. Participate in grant development and provide service to the university and the profession.

Qualifications: Earned doctorate in Counselor Education or related field is required; ABD applicants will be considered for Assistant level if doctorate completion is scheduled prior to January, 2003. Documented professional experience in public school counseling including experience with immigrant bilingual and/or LEP students is required as well as ability to work collaboratively across disciplines with children. Experience working with diverse ethnic communities is critical to the success of the project. Demonstrated excellence in teaching and advising students are required as well as the ability to use technology to support learning. University teaching experience is preferred. Applicants are expected to be involved in related professional organizations and have demonstrated productive scholarship. National Counselor and National School Counselor certifications (NCC and NCSC) are preferred. Graduate of a CACREP-accredited program is preferred.

To Apply: Submit a letter of application; vita; names, addresses, phone numbers, and email addresses of three professional references to: **Office of the Dean, Attn: B. Robinson, College of Education and Human Development, 213 Martin Hall, Cheney, WA 99004-2422. (Email: brobinson@mail.ewu.edu Fax: 509-359-4822)**

The successful candidate will be required to pass a background check and show proof of eligibility to work in the U.S. pursuant to U.S. immigration laws. Eastern Washington University is an equal opportunity/ affirmative action employer, and applications from members of historically underrepresented groups are especially encouraged. Additional information regarding Eastern Washington University is available via our web page at http://www.ewu.edu.

Director of Admissions

Corning Community College is seeking a dynamic, results-oriented Director of Admissions to provide leadership for all admissions and recruitment activities for prospective students. Responsibilities include promoting CCC's image to attract and recruit students, developing relationships with area high schools and other sources of potential students, and enrollment data management/reporting. Corning Community College (CCC) offers an extensive, yet affordable, range of educational, cultural, and social opportunities to a diverse population of more than 4,500 full-time and part-time students.

Master's degree and five years of administrative experience in post-secondary education is required. Salary range: $45,000-$55,000. Excellent benefits package. Please submit cover, resume, and the names/telephone numbers of three professional references by February 22, 2002 to:

Director of Human Resources, Corning Community College, One Academic Drive, Corning, NY 14830

AA/EOE

corning community college

Empire State College

State University of New York

FACULTY/UNIT COORDINATORS

SUNY Empire State College, a national leader in non-traditional education with locations throughout New York State, seeks faculty in a number of academic areas and locations. Founded in 1971, ESC is a recognized leader in designing and delivering innovative programs that meet the needs of more than 10,000 students each year. Students, mostly working adults, enroll in associate, baccalaureate and master's programs through instructional locations across New York State and at several international sites, as well as at the College's distance learning program. At ESC, faculty members serve as mentors to students and work with them in person in one-on-one, small group and residency formats, as well as online or print-based at a distance. Drawing on strong interdisciplinary and generalist interests, ESC faculty members establish unique, collaborative relationships with students as they design individualized degree programs and pursue their academic studies.

Empire State College is a highly distributed organization and all faculty members are expected to be proficient in computer use. For any of the positions advertised, preference will be given to candidates who have experience in or demonstrated ability to teach in nontraditional ways and to work with diverse populations including adult learners.

The Genesee Valley Center(GVC) is located in Rochester, in beautiful upstate western New York. The Rochester region has a thriving economy, excellent schools, a relatively low cost of living index, and four wonderful seasons. GVC serves about 1100 students in undergraduate and graduate studies. GVC seeks two faculty members to serve as unit coordinators: **(1) Batavia Unit (35 miles west of Rochester); and (2) Alfred Unit (78 miles south of Rochester). Academic discipline is open for both positions.** However, for the Batavia Unit Coordinator's position preference will be given to candidates who have a background in the discipline of human services or business. Each unit serves about 100 full and part-time students. Unit coordinators report to the dean and have both teaching (mentoring) and administrative responsibilities, including recruitment and retention of students, supervision of staff and adjunct faculty members.

Both openings are assistant professor tenure track positions, and are expected to be filled by fall, 2002. Doctorate or other terminal degree is required for a tenure track appointment. Salary and benefits are competitive.

Letter of application indicating a position interest outlining subject areas of expertise, administrative expertise, and explain your interest in and familiarity with adult learners using individualized, guided independent study to help students achieve their educational goals. Along with your letter of application, send current vitae, and the names, ddresses, and telephone numbers of four references to: **Dr. Robert P. Milton, Dean/Director; SUNYEmpire State College, 1475 Winton Rd. North, Rochester, NY14609.** Review of resumes will begin on **February 28, 2002. Foradditional information about the College, please visit the College's web site (www.esc.edu).**

SUNYESC, an AA/EEO/IRCA/ADAemployer, is committed to excellence through diversity.

Chair/Program Director
Physician Assistant Studies Program
School of Medicine

UNIVERSITY OF SOUTH DAKOTA

A 12-month tenure-track position of the Physician Assistant Studies Program The Program has a positive interdisciplinary relationship with the School of Medicine and is currently ARC-PA accredited until March 2007.

Qualifications: Must be a PA or a physician. A physician assistant must hold current NCCPA certification, and have significant experience in physician assistant education, administrative and clinical practice. Masters Degree is required, doctorate preferred. A physician must be a licensed allopathic or osteopathic physician and be board certified.

Application Procedure: Review of applications begins March 15, 2002. Nominations and applications including a letter of interest, curriculum vitae and the names, addresses and phone numbers of three references to:

PA Chair Search Committee
PA Studies Program
University of South Dakota
414 East Clark St.
Vermillion, SD 57069
www.usd.edu/pa

The University EEO/AA employer

EASTERN ILLINOIS UNIVERSITY

Administrative Positions

Eastern Illinois University is a regional comprehensive public university which enrolls approximately 10,500 graduate and undergraduate students. The University offers baccalaureate programs in 43 fields and master's and specialist's level programs in 25 fields. The University has a strong tradition in the liberal arts and sciences, teacher preparation and select professional disciplines. The campus is located in the community of Charleston, a city of approximately 20,000 in east central Illinois, and is within 2-3 hour driving distance to Chicago, St. Louis, and Indianapolis. The University is ranked #5 among public, master's-level, regional schools in the Midwest by U.S. News and World Report for 2002.

Eastern Illinois University invites nominations and applications for the following positions:

Dean, College of Education and Professional Studies

Visit www.eiu.edu/~deanceps/ for a position description and application information.

Assistant Vice President for Academic Affairs for Technology

Visit http://www.eiu.edu/~acaffair/CATS/ for a position description and application information.

Eastern Illinois University is an Equal Opportunity Employer.

FRESNO PACIFIC UNIVERSITY

Provost and Academic Vice President

Fresno Pacific University, an evangelical Christian University sponsored by the Mennonite Brethren Church, seeks a Provost and Vice President for Academic Affairs, with appointment effective in the **summer of 2002**. The position will coordinate and sustain collaborative leadership in accomplishing the educational mission of the university as expressed in the Fresno Pacific Idea and in the mission statement. (www.fresno.edu/dept/personnel/hrindex.html) The Provost and Academic Vice President provides intellectual and academic leadership of the educational programs which includes the student life division, advocates for faculty within institutional governance, oversees academic budget preparation and personnel functions, and serves as member of the President's Cabinet, chair of the Academic Cabinet, and liaison to the Academic Commission of the Board of Trustees.

Required qualifications include: earned doctorate and a record of successful administrative responsibility including head of a major academic unit; demonstrated excellence as a teacher in a college or university and evidence of scholarly achievement; commitment to and understanding of co-curricular activities; clear understanding of and commitment to the theological distinctives and mission of the University, including its foundation in the Anabaptist Believers' Church tradition; commitment to integration of Christian faith and learning, commitment to the value of diversity and interdisciplinary approaches in higher education; ability to work collaboratively in an environment of shared governance; evidence of fiscal planning and management; ability to effectively represent the institution to its various constituencies.

Nominations and applications should be submitted to **Janita Rawls, Ph.D., Fresno Pacific University Box 2301, 1717 S. Chestnut, Fresno, CA 93702,** pscarch@fresno.edu. For a full position description visit www.fresno.edu/dept/personnel/hrindex.html.

NC STATE UNIVERSITY

Assistant Professor Position

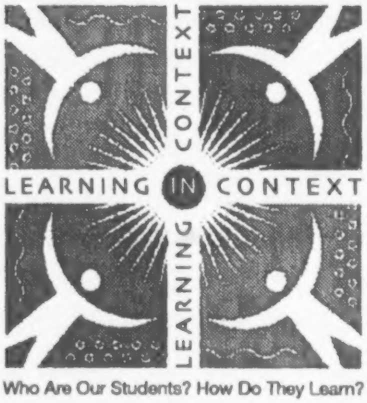
Teacher Education

One tenure-track assistant professor position in Teacher Education with a focus in curriculum integration, middle school, and social studies. Responsibilities include teaching undergraduate middle school social studies methods, introduction to education, graduate courses in curriculum integration and/or social studies; supervising field experiences; engaging in scholarly research and publication; advising students; acquiring external funds; providing service to the educational community.

Qualifications: Earned doctorate in Teacher Education with a focus in middle school social studies and/or curriculum integration; record of successful teaching; strong research experience; ability to collaborate in middle school/university research initiatives. Prefer candidates with expertise in instructional technology and teaching applications for diverse learners. Send letter of application, curriculum vitae, and 3 letters of reference to **Dr. Hiller Spires, Search Committee Chair, Department of Curriculum and Instruction, Box 7801, North Carolina State University, Raleigh, North Carolina 27695-7801. Voice mail: (919) 515-6286; Email: Hiller_spires@ncsu.edu** The Search Committee will begin considering applications on February 11 and will continue until the position is filled.

North Carolina State University is an Affirmative Action, Equal Opportunity Employer. Women and minorities are strongly encouraged to apply.

AAHE's 2002 National Conference on Higher Education



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ServiceCenter@aahe.org

WESTERN CONNECTICUT STATE UNIVERSITY

Education and Educational Psychology Department

Tenure Track Instructional Leadership

Fall 2002 Faculty

WCSU is seeking a tenure track candidate for an Associate Professor - Instructional Leadership in our Education and Educational Psychology Department. Responsibilities will include both teaching and administrative duties associated with program development in a proposed Ed.D. in Instructional Leadership.

Qualifications: Required: An earned doctorate in Instructional Leadership, Curriculum & Instruction, Educational Research or related field. Candidate must have a minimum of three years experience (teaching and advising) in an Ed.D. or Ph.D. program at an accredited college or university. Candidate must also show evidence of prior experience working as a certified educator in a public school(s). Candidate must also show a record of research, publishing and grant activities appropriate to rank and a high level of computer fluency. Preferred: Candidates demonstrating prior experience with instructional leadership or "teacher as leader" initiatives and familiarity with NCATE standards.

Application Process: Interested applicants should send a letter of interest, current vitae, undergraduate and graduate transcripts and, three current letters of reference to: Dr. Thomas A. Cordy, Chair, Education and Educational Psychology Department, WCSU, 181 White Street, Danbury, CT 06810. Applications must be received by 03/01/02.

WCSU is an AA/EEO Educator/Employer.

City Colleges of Chicago

BRIDGE THE GAP

For countless Chicagoans, there is a gap between the education level they have, and what they need to achieve their goals. The **City Colleges of Chicago** bridges this gap. As a system of seven community colleges, we provide learning opportunities at an affordable price.

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TEACHERS

The City Colleges of Chicago are seeking candidates for full-time tenure track faculty positions for the **Fall 2002 Semester.** We offer a competitive benefits package and excellent pay, based on educational degree and experience. Candidates must possess a minimum of a Master's Degree (for technical fields, a Bachelors Degree, professional certificate and/or licensure) and relevant teaching experience in the field. Must demonstrate excellence in teaching, commitment to integrating new technologies in the learning process, and the ability to inspire, motivate and empower students to succeed.

For employment consideration, please submit curriculum vitae, letter of interest, graduate school transcripts and three letters of recommendation to: Faculty Search Committee, Human Resources Department, City Colleges of Chicago, 226 W. Jackson Blvd. 12th Floor, Chicago, IL 60606.

Chicago residency is required within 6 months of hire for full-time employees. The City Colleges of Chicago is an equal opportunity, affirmative action employer.

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Choose "Job Postings from the
Five Colleges of Ohio" to locate the
description or call or e-mail Linda Farmer
330-263-2133 or lfarmer@wooster.edu.

RIO HONDO COLLEGE

SUPERINTENDENT/PRESIDENT SEARCH RE-OPENED

RIO HONDO COLLEGE

Whittier, California

The Superintendent/President of the Rio Hondo Community College District must possess a high energy level and be an inspirational educational leader. This person will be expected to build upon the District's strong image in the community and continue to promote outreach efforts to the diverse communities served by the District. The Superintendent/President must be a person of integrity and committed to the successful future of all students of the college.

Sensitivity to the diverse cultural and socio-economic backgrounds of students, staff and community is an essential qualification.

APPLICATION PROCESS

Nominations and applications will continue to be received until the position is filled. The search committee will begin review of applications in March. Submissions are especially encouraged prior to March 15, 2002.

- A letter of application that succinctly addresses how you might address the challenges and opportunities identified and how you meet the preferred professional and personal qualifications (5 pages or less).
- Applicant's résumé must include home address, home, work, and cellular phone numbers and e-mail address.
- The names and home and work telephone numbers of eight references: two supervisors, two subordinates (including one staff support member), two faculty members, and two community members from your current or former institutions.

Submit Applications Materials to:

Rio Hondo Community College District
c/o Ms. Sandy Sandello, Search Liaison
PMB 13
10820 Beverly Bl., Ste. A5
Whittier, CA 90601

For confidential inquiries about the position:
Contact Dr. Al Fernandez, Search Consultant
Phone **805.650.2546** / Fax **805.650.8469**
Email **ccss@sbcglobal.net**

For inquiries about the application process:
Call Ms. Sandy Sandello,
Liaison to the Search Committee
Phone **562.463.4606**

You will need a brochure to complete the application. Please contact us to receive one or go to our web site at **www.rh.cc.ca.us** where the brochure has been posted online.

Rio Hondo College is an Equal Opportunity Employer

WILLAMETTE UNIVERSITY

Dean of the Atkinson Graduate School of Management

The Atkinson School is a professional graduate school within Willamette University, a private liberal arts college, which also has graduate programs in law and education. Faculty are committed to the intellectual and professional development of students and value superior teaching. Willamette maintains a strong institutional commitment to diversity in its faculty, student body and curriculum. The University strives to attract qualified candidates from minority communities and encourages individuals belonging to these groups to apply.

NOMINATIONS AND APPLICATIONS will remain open until a new dean is appointed. Please send cover letter, resume and contact information for three references to: AGSM Dean Search, President M. Lee Pelton, Willamette University, 900 State St., Salem, OR 97301. More information: www.willamette.edu/dept/hr/.

THE ATKINSON GRADUATE SCHOOL OF MANAGEMENT AT WILLAMETTE UNIVERSITY invites nominations and applications for the position of Dean. The Atkinson School enjoys a unique dual accreditation from AACSB International (business) and NASPAA (public affairs). It offers the Master of Business Administration for Business, Government and Not-for-Profit Management, as well a joint program with Willamette's College of Law leading to the M.B.A./J.D. degree.

THE SUCCESSFUL CANDIDATE must demonstrate the ability to provide strong leadership in academics, resource development, program and budget management, and be able to enhance the school's strategic alliances and national visibility. The new Dean will be an experienced leader from higher education, business, the public sector or not-for-profit environment(s). He or she will embrace, enhance and effectively communicate the school's vision and work collaboratively towards its realization.

ATKINSON'S ACADEMIC COMMITMENT to nurture learning and achievement through a mix of small and large classes, attention to the needs of individual students, outstanding teaching and innovative curriculum has earned it an internationally recognized reputation. Of its 150 full-time MBA students, 30 percent are from abroad, representing 19 countries, and include Fulbright, Muskie, and Atlas fellows.

LOCATED near the Portland metropolitan area, the Pacific Ocean, the Cascade Mountains and adjacent to the Oregon State Capitol, Atkinson provides significant access to governmental resources and ample cultural and recreational opportunities.

Assistant Vice President for Student Affairs

EASTERN MICHIGAN UNIVERSITY

The Assistant Vice President for Student Affairs (AVP) serves on the leadership team that encourages innovation and provides vision, leadership, and strategic direction to the Division of Student Affairs.

The AVP is responsible for collaborating closely with colleagues in various departments across the campus and in the community. The AVP will serve as a primary advisor to the vice president and confer with him on policy decisions and procedural issues. In addition, the AVP will support and represent the vice president in both internal and external matters, and assist with the management of employees and a $40 million budget.

Requirements for the position include: an advanced degree in a relevant discipline; a minimum of seven years of progressively responsible administrative experience in student affairs or a related area, with at least three years' experience at the director level; a proven record of administrative achievement; demonstrated ability to lead and supervise professional staff, including generating trust, loyalty and commitment among subordinates; experience in strategic planning; writing skills; demonstrated commitment to university programs, policies and services intended to maximize student personal growth, education and development; excellent human resources and financial management skills; ability to work in a collaborative community; and a record of fostering student success in the attainment of institutional/diversity goals. Candidates must demonstrate an understanding of current student issues, diverse student populations, family and social frameworks in which students develop, general legal parameters governing student affairs and management of student affairs programs.

About the University: Eastern Michigan University, located in Ypsilanti, Michigan, is a comprehensive metropolitan university in southeastern Michigan founded in 1849. The fifth largest University in the state with an enrollment exceeding 23,000, EMU offers more than 200 graduate and undergraduate programs and an acclaimed cultural activities agenda schedule.

Consideration will begin February 2002 with the Search Committee screening applications until the Assistant Vice President is selected. Applicants should send a letter, resume and the names, addresses and phone numbers of at least three references to:

Jim Vick
Chair, Search Committee for
Assistant Vice President for Student Affairs
Posting #APSA0203
Employment Services
204 Bowen
Eastern Michigan University
Ypsilanti, MI 48197

Eastern Michigan University is an Equal Opportunity Employer
www.emich.edu

Education

ADMINISTRATOR POSITIONS

WILLIAM RAINEY HARPER COLLEGE

William Rainey Harper College is a dynamic community college located in Chicago's northwest suburbs. The College enrolls over 25,000 students of all ages, is committed to diversity, and encourages the development of multicultural perspectives. The College is currently seeking the following visionary academic leaders to join our innovative educational environment. We offer a very competitive salary and fringe benefit program. Application review for these positions will begin immediately, and will continue until the positions are filled.

DEAN, Student Development

Provides leadership in maintaining an active student centered and retention-based campus climate for a diverse student body. The position is responsible for a division that provides academic advising, new student services and orientation, career development and job services, personal counseling, multicultural learning, assessment, women's services, and overall programming to promote the growth and development of all students. A Master's degree in higher education, student personnel, counseling or related field with at least three years of progressively more responsible experiences in student development administration on the community college or university level is required. This position is currently available.

DEAN, Wellness and Human Performance

Provides leadership for the Wellness and Human Performance Division that includes Physical Education, Health and Psychological Services, Athletics, Intramurals, Community Recreation, and Facilities Rental. An Advanced degree in physical education or related field with a minimum of three to five years of progressively more responsible experience in a supervisory or administrative capacity in a community college or similar education setting is preferred.

For more detail about these positions, please visit us at www.harpercollege.com

Interested applicants must submit a resume, copies of credentials (undergraduate and graduate transcripts), a statement outlining the contributions you can make to the College, and two (2) letters of recommendation to:

William Rainey Harper College
Attn: Employment Specialist-AP
1200 West Algonquin Road, Palatine, IL 60067
E-mail: jobs@harper.cc.il.us

Harper College is an Equal Opportunity, Affirmative Action Employer, which encourages applications from women, minority group members, and persons with disabilities.

www.harpercollege.com

UIC

JANE ADDAMS COLLEGE OF SOCIAL WORK
UNIVERSITY OF ILLINOIS AT CHICAGO

Assistant Professor (2 positions), Associate/Full Professor (2 positions). **Assistant Professor,** tenure-track: MSW required, doctorate in social work or related field required. Must demonstrate potential for successful teaching, funded research, scholarly publications and service. **Associate/Full Professor,** tenure-track or tenured: MSW preferred, doctorate in social work or related field required. Must have track record of teaching, funded research, scholarly publications, and service to support senior level appointment.

All applicants must demonstrate commitment to college urban mission: social work practice, research, and policy leadership on behalf of poor, oppressed, racial and ethnic minorities, other at-risk populations. For all positions: substance abuse and school social work among preferred areas of expertise.

Search continues until positions filled. For fullest consideration, apply by November 11, 2001. Preferred starting date August 2002.

Submit letter, curriculum vitae, names and contact information for three references, and writing sample to:

Faith Johnson Bonecutter
Chair, Search Committee
UIC - Jane Addams College of Social Work (MC309)
1040 W. Harrison St., Chicago, Illinois 60607-7134
312/355-2386

The University of Illinois is an Affirmative Action/Equal Opportunity employer

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RED ROCKS COMMUNITY COLLEGE

Vice President of Instruction

Red Rocks Community College in Lakewood, CO is seeking a seasoned professional to join us in this key leadership position which oversees all instructional programs.

A doctorate in an academic, educational or administrative field, along with 5 years experience in instructional administration, teaching and fiscal management is required. Experience partnering with multiple constituencies and evidence of decision-making, communication, conflict resolution, collaboration and facilitation skills is also required.

Starting salary range $85,000 - $90,000 plus comprehensive benefits. Interested applicants should submit a Red Rocks application, detailed cover letter, one page educational philosophy, current resume and transcripts to: **Red Rocks Community College, Human Resources, 13300 W. 6th Ave., Campus Box 17, Lakewood, CO 80228; Fax: 303-914-6800.** For a RRCC application or to view the complete announcement, please visit us at **www.rrcc.cccoes.edu**. Application deadline: March 1, 2002.

EOE

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Monroe Community College

Monroe Community College, a member of the League for Innovation in the Community College, invites applications for the following positions. We seek individuals who are versatile in their teaching and/or in their professions, proficient with technology, open to change, passionate about learning and self-improvement and committed to serving in various capabilities to realize the College's mission of student success. Specific qualifications for each position are listed on our website at http://www.monroecc.edu (find employment opportunities under A-Z Index).

Full-time Faculty

- Nursing
- Biology
- Mathematics (2 positions)
- Transitional Studies (Reading, Writing, Mathematics)
- Communications
- Office & Computer Programs (3 positions)
- History/Political Science/Sociology (2 positions)
- Massage Therapy

Qualifications Required: Master's degree plus teaching experience required.

Administrative

Dean, Curriculum and Program Development

Master's degree in an academic discipline or administrative area (i.e. educational administration) required, Ph.D. preferred.

Five years of experience in higher education, minimum of three years experience as an academic administrator required, experience at the community college level preferred.

Screening to commence as soon as March 1, 2002. Send letter of interest addressing the required qualifications listed on the website, list of three references, official transcript(s), and a statement of philosophy regarding teaching or the role of today's community colleges to: **Dr. Sherry D. Ralston, Director of Human Resources, Monroe Community College, 1000 E. Henrietta Rd., Rochester, NY 14623.**

AA/EOE/SUNY

¡PUNTO FINAL!

THE OMISSION OF HISPANIC CRIMINOLOGISTS: A CALL TO SERVICE

Wilson R. Palacios, Ph.D., an assistant professor in the Department of Criminology at the University of South Florida, is trained as a sociologist and conducts research primarily in the area of drug cultures. He is currently conducting a study on the use and misuse of MDMA/Ecstasy and its impact on the local Hispanic community.

Many recent books, research monographs, and governmental reports highlight the tenuous status for academicians of color. For example, *The Leaning Ivory Tower: Latino Professors in American Universities*, edited by Ramond V. Padilla and Rudolfo Chávez Chávez (State University of New York Press, 1995), and *Faculty of Color in Academe: Bittersweet Success*, by Caroline Sotello Viernes Turner and Samuel L. Myers, Jr. (Allyn and Bacon, 2000), present persuasive arguments, using both statistics and personal narratives, as to the unique challenges facing many of us in academe. Since a great deal has been written on professional and personal hurdles (e.g., affirmative action, institutional racism, occupational stress, "tokenism," denial of tenure and promotion due to race/ethnicity, lack of support or validation or research on minority issues, and being expected to be an "expert" on minority affairs), my purpose here is not to re-emphasize others' arguments but to offer my own personal thoughts concerning the abysmal Hispanic representation that I see in my own discipline, criminology.

Although there have been some modest gains in academia since the issuance of Executive Order 11246, there is still much room for improvement in areas of minority recruitment into doctoral programs, and in the hiring, retention, and promotion of researchers and professors of color to the senior levels of the profession (i.e., associate and/or full professorship). Compared with other minority Ph.D. recipients, Hispanics still lag behind at all three stages of the academic pipeline. And though volumes have been written on the general status of minorities–in particular, African Americans–in academia, a comparatively small amount has been written about Hispanics in the profession.

The setting aside of cultural politics must take place in order for us to begin to examine our own status in the profession. While there are some commonalities with other racial/ethnic minorities, there are also significant differences. Some stem from variations in regional location, race, cultural identity, language, and political ideology within Hispanics as a group. Furthermore, the divergent historical legacies in this country as experienced by Hispanic subgroups (e.g. Mexican, Puerto Rican, Cuban, South and Central American) only magnify these stated differences among and between Hispanics. Therefore, we cannot nor should not permit our experiences, challenges, and triumphs, as they relate to the professoriate, to be co-opted by political and, to some degree, social gerrymandering.

To this end, I must state that criminology, as a profession, is in trouble. Hispanics/Latinos comprise less than 2 percent of its members. There has been a strong effort to recruit African American scholars into the discipline, but I have not witnessed similar efforts for Hispanics. I see a loss of a strong Hispanic voice in the profession. I am troubled because I also see a decrease in the number of new Hispanic members to the field. The reason why this is so alarming is because much of our work is geared toward influencing social policy.

If Hispanic criminologists remain exclusively outside this decision-making process, then how can we assure ourselves of equal and fair representation? Where is our voice in this process? Who is teaching the next generation of criminal justice educators? If there are fewer and fewer Hispanic tenured, associate, and full professors available, who will mentor Hispanic junior faculty, and who will be there to ensure a critical criminal justice curriculum? Are we willing to accept the notion that our issues and needs are so similar to those of the African American community?

I raise these questions not to be divisive but as a call to service to all Hispanics already in the discipline. The time has come for us to work toward a Hispanic/Latino(a) criminological framework. Current criminological paradigms and curricula need to be refocused to reflect the current conditions and future prospects of our people. At present, while many of us might work in this area, we do so in an uncoordinated fashion.

I hope that in my lifetime, I witness the moment when we, as Hispanic criminologists and criminal justice educators, represent a significant presence in the discipline, both through our membership and our scholarly work.

If interested in submitting a ¡Punto Final! "think piece," please e-mail us at sloutlook@aol.com for guidelines.

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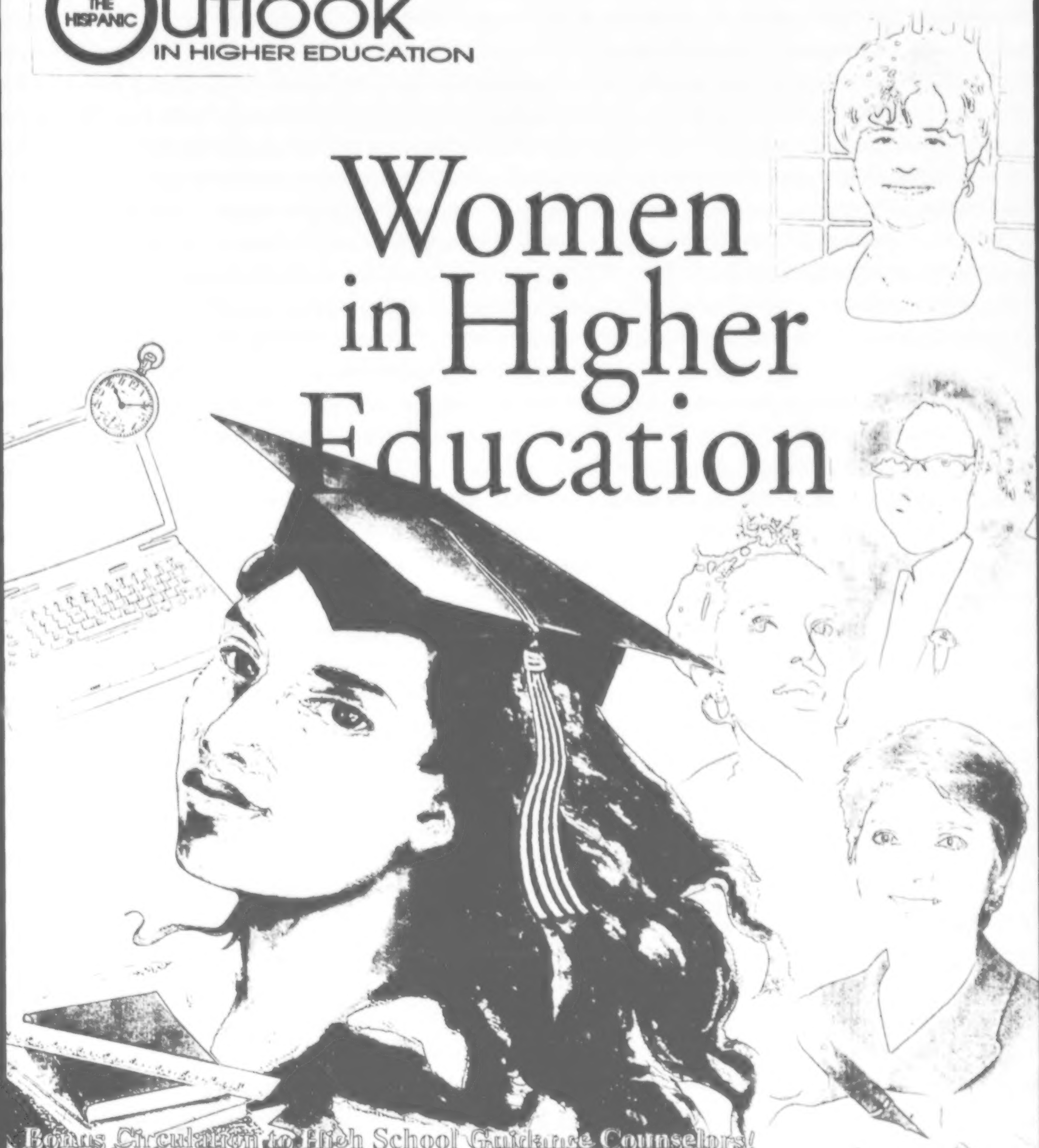
Women in Higher Education



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CONTRIBUTORS: Blanca Acosta, Joe Beck, Zulmara Cline, Marilyn Gilroy, Adalyn Hixson, Elizabeth Coonard Martínez, Tony & Alison Martínez, Juan Necochea, Angela Provitera McGlynn, Francisco H. Vázquez, Jeff Simmons

LETTERS TO THE EDITOR: **Commentaries or Questions should be addressed to:**

The Hispanic Outlook in Higher Education
210 Route 4 East, Suite 310
Paramus, NJ 07652

All correspondence should include author's full name, address, and phone number.

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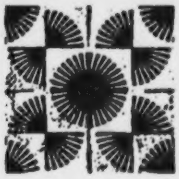

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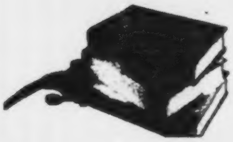

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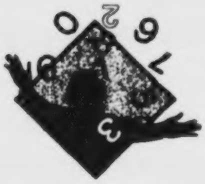

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Hispanic Youth and the Power of Language

Esquina Editorial

Taking the Helm

More often than not, success comes at a price. It can involve treading unfamiliar territory, additional preparation, education, or work experience, relocating, risk taking. Taking the plunge. Sink or swim.

The college president is the leader of an academic institution. Women, including Latinas, in a better position today than in years past, increasingly have made their way to the top of the organization chart. Securing this post, however, continues to be a challenge.

ACE survey findings note that women presidents had spent less time than their male counterparts in their current positions – 5.6 years on average, compared with 7.3 years for men. And 57 percent of the women presidents were married while 90 percent of male presidents were married.

The survey also reported that minority presidents were most highly represented at public master's and baccalaureate institutions and were least well represented at private institutions – 25 percent compared with 2 percent.

In order for women to continue to make gains, there needs to be a sustained effort to expand the leadership pipeline and increase access. It behooves women to seek mentors, attain tenured positions, advance their education and professional experiences, and incessantly explore ways to create opportunities where on first sight there may be none. Women must continue to immerse themselves in knowledge in order to realize the promise of the helm.

Alejandra

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A CAPITOL VIEW

Educating Girls in the New Computer Age

BY GUSTAVO A. MELLANDER

Women are alarmingly underrepresented in computer science and technology fields. To address that situation, the way in which information technology is used, applied, and taught in the nation's classrooms must change, according to a new report, *Tech-Savvy: Educating Girls in the New Computer Age*.

Commissioned by the American Association of University Women Educational Foundation, the report combines the insights of experts at the forefront of cyber culture and education. An online survey of 900 teachers, qualitative focus group research with more than 70 girls, and reviews of existing research form the basis for this report.

MIT Professor Sherry Turkle, co-chair of the study, noted, "Instead of trying to make girls fit into the existing computer culture, the computer culture must become more inviting for girls."

Sharon Schuster, president of the AAUW Educational Foundation, feels that, "Computer games don't have to be the virtual equivalent of GI Joes and Barbies. We have to think less about girls' games and boys' games and more about games that challenge our children's minds. When it comes to computer games and software, girls want high-skill, not high-kill."

- Girls represent 17 percent of the computer science "AP" test takers, and less than one in 10 of the higher level computer science "AB" test takers.
- Women are roughly 20 percent of IT professionals.
- Women receive less than 28 percent of the computer science bachelor's degrees, down from a high of 37 percent in 1984. Computer science is the only field in which women's participation has actually decreased over time.
- Women make up just 9 percent of the recipients of engineering-related bachelor's degrees.

Major Conclusions

Computer technology: Girls find programming classes tedious and dull, computer games too boring, redundant, and violent, and computer career options uninspiring.

Electronic games: Girls have clear and strong ideas about what kinds of games they would design: games that feature simulation, strategy, and interaction. These games, in fact, would appeal to a broad range of learners–boys and girls alike.

Computer fluency: Gender equity cannot be measured by how many girls send e-mail, use the Internet, or make PowerPoint presentations. Rather, gender equity means using technology proactively, being able to interpret the information that technology makes available, understanding design concepts, and being a lifelong learner of technology. These abilities apply across the whole range of subjects and careers, not just computer science.

Teacher education: The "drive by" approach to teacher training focuses on the technical properties of hardware; it does not emphasize educational applications or innovative uses of computing for each subject area.

The high-tech workplace: When women, who make up half the workforce, account for only 20 percent of those with information technology credentials, it is clear that we have to make computers and technology relevant across the job market to nontraditional users.

"Based on our findings," notes Patricia Díaz Dennis, a co-chair of the Technology Commission, "girls and women can become computer fluent doing everything from architecture to zoology. Without appropriate teacher education and design opportunities, we'll have 19th-century classrooms dressed in 21st-century technology."

Key Recommendations

To address the problems identified in the report, the following seven recommendations are noteworthy.

1. *Transform pink software*: Software does not need to be specifically designated for girls or boys. Software for both classroom and home should focus on the many design elements and themes that engage a broad range of learners, including both boys and girls who don't identify with the "computer nerd" stereotype.

2. *Look to girls and women to fill the IT job shortage*: Girls are an untapped source of talent to lead the high-tech economy and culture. Curriculum developers, teachers, technology experts, and schools need to cultivate girls' interest by infusing technology concepts and uses into subject areas ranging from music to history to the sciences in order to interest a broader array of learners.

3. *Prepare tech-savvy teachers*: Professional development for teachers needs to emphasize more than the use of the computer as a productivity tool. It must give teachers enough understanding of how computer technology works and its basic concepts so that they are empowered users.

4. *Educate girls to be designers, not just users*: Educators and parents should help girls imagine themselves early in life as designers and producers of new technology. Engage girls in "tinkering" activities that can stimulate deeper interest in technology; provide opportunities for girls to express their technological imaginations.

5. *Change the public face of computing*: Media, teachers, and other adults need to make the public face of women in computing correspond to the reality rather than the stereotype. Girls tend to imagine that computer professionals or those who work heavily with information technology live in a solitary, antisocial world. This is an alienating–and incorrect–perception.

6. *Create a family computer*: Among other things, place computers in accessible home spaces. Think about shared or family-centered activities on the computer, rather than viewing its use as an individual or isolated activity.

7. *Set a new standard for gender equity*: Equity in computer access, knowledge, and use–across all races, sexes, and classes–cannot be measured solely by how many people use e-mail, surf the Net, or perform basic functions on the computer. The new benchmark for gender equity should emphasize computer fluency: girls' mastery of analytical skills, computer concepts, and their ability to imagine innovative uses for technology across a range of problems and subjects.

Pamela Haag, the Foundation's director of research, succinctly summed up by stating, "When it comes to today's computer culture, the bottom line is that while more girls are on the train, they aren't the ones driving."

Dr. Mellander is a professor at George Mason University.

HO

Latinas Earn Awards for Women's Studies

L to r.: Paula Rothenberg, director, The NJ Project; María Gabriela Robinson, Saint Peter's College graduate, winner; Katya Gibel Azoulay, dinner speaker

BY TONY P. MARTÍNEZ AND ALISON P. MARTÍNEZ

"Many times we go through life sightlessly, without ever questioning what has been taught to us," says María Rodríguez. "But my advice would be to question everything, right or wrong."

Born just 23 years ago in Manhattan, María Rodríguez was raised in the Dominican Republic, speaking Spanish, until the family moved back to New York City when she was 9. Suddenly, third grade was in English. This little girl learned quickly, completed high school, and earned a bachelor's degree from William Paterson University in New Jersey. She is continuing her studies there, working towards a master's degree in psychology so that she will be able to help people who need psychotherapy.

Like many American *Hispanas*, as a girl, María Rodríguez loved *telenovelas*. These are fast-paced soap operas that tell a vivid, seemingly realistic story with a fairytale ending. Latin American television carries many *telenovelas*, each comprising several months of daily episodes. "For most Latinas," Rodríguez says, "*telenovelas* have been a primary form of entertainment for years."

As Rodríguez grew up she became critical of the distorted picture of life that Latin soap operas display to viewers. At William Paterson, she conducted a study of the genre and its audience, entitled "Violence within the Popular Culture: an Analysis of Latina Soap Operas as Misogyny."

In *telenovelas*, "violence against women is constantly promoted," Rodríguez observes. "People of color are degraded in Latin soap operas. Traditional femininity, as well as virginity, is strongly valued." Rodríguez's analysis also shows how the archetypical plots blame the female victim for injustices against her, and teach women not to trust each other.

Rodríguez interviewed *telenovela* fans. On average, they had begun watching before age 9, and they watched three to six episodes per day–1,000 or 2,000 hours per year! Most believed that the stories represent real life and give viewers valuable knowledge. "A soap opera that is broadcast for one hour per day, five days a week, for a year or more, represents massive exposure... (with) many opportunities for the message to connect with its target audience," Rodríguez explains. *Telenovelas* "need serious revision," she concludes, if Hispanic women are to improve their self-concept and their position in life.

María Rodríguez's paper won the National Women's Studies Association Year 2001 "Women of Color" essay contest. The Association, with members inside and outside academia, supports women's studies by publishing books and journals, conducting workshops and conferences, and giving scholarships and awards. In addition to the annual "Women of Color" undergraduate award, awards are offered for ongoing work on theses and dissertations in women's studies, lesbian studies, and Jewish women's studies.

Rodríguez's study of *telenovelas* exemplifies the quality of work being done at state-supported William Paterson University. Named after the early senator, governor, and Supreme Court justice, William Paterson, the University occupies the beautiful, wooded estate of Garrett Hobart, 24th vice president of the United States, in Wayne, N.J. Since its

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founding in 1855 as a normal school, it has grown step by step, and now educates approximately 9,000 undergraduate and graduate students every year.

The New Jersey Project on Inclusive Scholarship, Curriculum, and Teaching has headquarters on the William Paterson campus. This is a state-wide, state-funded curriculum transformation project–the only one of its kind in the country. The Project encourages and supports curriculum and faculty development around issues of gender, race/ethnicity, class, culture, and sexuality at New Jersey's four-year and two-year public and private colleges and universities. The Project publishes books and journals, conducts workshops and conferences, organizes a traveling art exhibit, supports a collection of research materials, and grants scholarships and awards.

Winner of the 2001 New Jersey Student Award for Feminist/Multicultural Scholarship is María Gabriela Robinson, who has just graduated from Saint Peter's College (N.J.). Robinson was born in Guatemala but came to the United States as a small child. The family lived 10 years in New York City, then moved to New Jersey.

Robinson learned about software programs and taught herself to use computers at the office where her mother worked as an administrative secretary. When the time came for college, she chose St. Peter's College, with its strong liberal arts curriculum, because "I knew it would broaden my horizons." This college was founded in 1872 by Jesuits for men only, but now more than half the students on two campuses (Jersey City and Englewood Cliffs) are women. She first planned to major in biology but switched to computer studies.

Given her technical interests, Robinson says, people were puzzled by her choice of the subject Latina lesbianism for her "Methods in Research" and "Independent Study Honors" courses with Fr. Mark DeStephano. "My intention was solely to graduate with honors from college," Robinson says. She was then the proud mother of a new baby boy (now an energetic toddler) so her graduation with honors shows extraordinary energy and disciplined time management.

In working on the paper, Robinson says she began to enlarge her understanding, and came to realize how any controversial subject can be made invisible due to the prejudice that becomes attached to it. "Severe discrimination still exists," Robinson writes, "and is even more tyrannical because it is not openly demonstrated....Millions suffer silently, including Latina lesbian women."

For "Latina Lesbianism: Familial Acceptance and Rejection in Literary Spaces," Robinson surveyed stories, poems, memoirs, essays, and analyses by and about Latina lesbians. She finds that "Families have a crucial role in helping Latina lesbians accept themselves....The majority of Latinos have very closely united families," and most Latinas rightly fear that their families, especially their fathers, would cast them out if their lesbian orientation were announced. "Many Latina lesbians do not live fulfilling lives because they spent most of their life trying to please those around them."

Robinson notes that Latina lesbians are excluded from family, condemned by the Church, rejected by heterosexual Latinas, and misunderstood by White lesbians. "Many people would assume that lesbians would not discriminate against other lesbians, regardless of nationality, because many have experienced some kind of discrimination due to their homosexuality....Unfortunately, there exists a distinct separation between White lesbians and lesbians of color....Although these White lesbians attempt to welcome women from other races, they are unable to provide full support because they have not undergone racial as well as sexual discrimination," she writes.

María Rodríguez's paper won the National Women's Studies Association Year 2001 "Women of Color" essay contest.

Robinson's analysis of Hispanic attitudes towards lesbianism converges with Rodríguez's analysis of soap operas when Robinson declares, "One of the greatest problems in the Latino community is the equalization of rights between men and women....Lesbianism is seen as an act of freedom and as a challenge to traditions in which women are supposed to attend to the needs of men." If Latina lesbians can overcome discrimination and self-doubt, she concludes, their example will help other groups achieve equality.

Tillie Olsen's 1978 book, *Silences*, explains how the exigencies of women's lives suppress original thought and creative writing. "The leeching of belief, of will, the damaging of capacity begin so early....A Ford grant in literature, awarded me on nomination by others, came almost too late."

These awards to college students come at the right time. Young women who, as María Rodríguez puts it, "question everything" need encouragement. "It is always a great joy to see how the student winners are empowered by winning these awards," says Paula Rothenberg, director of The New Jersey Project. "One of our earliest winners went on to graduate school and is currently on the faculty at Union County College here in New Jersey." A 1997 winner's poem was later published in a McGraw-Hill textbook. The 2001 winner, María Gabriela Robinson, graduated with a job at an international corporation already waiting for her.

María Rodríguez, winner of the National Women's Studies Award, says, "I didn't expect to win." She was working at her job when a telephone call announced the big news. "The people at work were so excited for me! Then I was nervous presenting the paper, but I got through it."

"Winning the award has helped me to see more clearly and target my goals more clearly," Rodríguez concludes.

National Women's Studies Association
University of Maryland
7100 Baltimore Blvd., Suite 500
College Park, MD 20740
(301) 403-0525
nwsa@umail.umd.edu
www.nwsa.org

The New Jersey Project on Inclusive Scholarship,
Curriculum and Teaching
William Paterson University of New Jersey
300 Pompton Road
Wayne, NJ 07470
(973) 720-2296
njp@wpunj.edu
www.wpunj.edu/icip/njp

Hispanic Women "Doing Much Better" Than Hispanic Men

A Profile of SAT Program Test Takers

BY JEFF SIMMONS

When The College Board released its annual test-taking report last fall, officials trumpeted some enlightening statistics: one-third of the 1.3 million students who took the Scholastic Assessment Tests were non-White.

And, according to the information supplied by the test takers in the high school Class of 2001, approximately 364,000 of them expected to be the first in their families to head to college.

But as experts looked more closely at the numbers, they noted a trend that has been steadily growing–the numbers of women setting their sights on college.

"The large number of students who are from minority groups is very heartening. It's also encouraging that so many of them are first-generation college attendees, particularly given the fact that about 60 percent are women," says Gaston Caperton, president of The College Board.

Adds Amy Schmidt, The College Board's director of higher education research: "This wasn't a huge increase over the last year, but the percentage of the test-taking population of women has been creeping up steadily. You are still getting more minority females, less minority males, and more females in general."

The number of women taking the tests has grown steadily over the years, and recently more than half of the test takers–53.6 percent–were women. When it comes to female test takers, The College Board noted other trends as well, as noted in its 2001 College-Bound Seniors: A Profile of SAT Program Test Takers report.

- Since 1991, the gap between female and male math and verbal achievement on the SAT has narrowed, but only incrementally.
- Since a decade ago, when men had outperformed women on the SAT verbal exam by eight points, the gap has closed, albeit only slightly. Now men outperform women by seven points.
- Gains in average math score are more significant for women. In 1991, men achieved an average math score 38 points higher than female test-takers. Today, they score an average of 35 points higher.
- More Hispanic women are taking the SATs, a trend highlighted by the

UTSA ENROLLMENT BY GENDER								
	MALES			FEMALES			TOTAL	
	Grad.	Undergrad.	Total	Grad.	Undergrad.	Total	Grad.	Undergrad.
FALL 2001	1,032	7,854	8,886	1,426	9,571	10,997	2,458	17,425
	42%	45%		58%	55%			
FALL 2000	983	7,343	8,326	1,360	9,144	10,504	2,343	16,487
	42%	44.5%		58%	55.5%			
FALL 1999	991	7,326	8,317	1,376	8,915	10,291	2,367	16,241
	41.9%	45.1%		58.1%	54.9%			
FALL 1998	1,065	7,244	8,309	1,393	8,695	10,088	2,458	15,939
	43.3%	45.4%		56.7%	54.6%			
FALL 1997	1,040	6,953	7,993	1,272	8,229	9,501	2,312	15,182
	45%	45.8%		55%	54.2%			
FALL 1996	1,018	7,077	8,095	1,362	8,090	9,452	2,380	15,167
	42.8%	46.7%		57.2%	53.3%			

2001 Profile of College-Bound Seniors
College Plans

NATIONAL

Intended College Major	SAT I Test Takers Number	SAT I Test Takers Percent	Percent Male	Percent Female
Agriculture or Natural Resources	13,184	1	45	55
Architecture or Environmental Design	23,676	2	57	43
Arts: Visual and Performing	80,154	8	38	62
Biological Sciences	53,439	5	35	65
Business and Commerce	140,244	14	52	48
Communications	45,683	4	33	67
Computer or Information Sciences	73,466	7	80	20
Education	88,652	9	22	78
Engineering	88,228	9	82	18
Foreign or Classical Languages	5,568	1	25	75
General or Interdisciplinary	3,321	0	41	59
Health and Allied Services	149,735	15	25	75
Home Economics	3,082	0	17	83
Language and Literature	13,757	1	30	70
Library and Archival Sciences	216	0	21	79
Mathematics	6,943	1	56	44
Military Sciences	4,891	0	82	18
Philosophy, Religion, or Theology	6,348	1	58	42
Physical Sciences	14,042	1	58	42
Public Affairs and Services	24,730	2	47	53
Social Sciences and History	104,807	10	31	69
Technical and Vocational	9,826	1	67	33
Undecided	71,046	7	50	50

fact that more students from racial and ethnic minority groups are represented in the Class of 2001's college-bound seniors than before.

"Hispanic women are doing much better than Hispanic men," says Thomas Mortenson, senior scholar at the Center for the Study of Opportunity in Education.

"Hispanic men are really stuck at the bottom of the ladder. If you break it down into Hispanic males and females, the women across all groups non-Hispanic–Whites, Blacks, Hispanics, and Asians–women are doing wonderfully better than males."

Nevertheless, Hispanic females, as well as males, continue to trail their White counterparts in average verbal and math scores.

"When I started my career 30 years ago, if anyone asked me who the underrepresented populations were in higher education, I would have said, clearly women and Blacks. But if you asked me that today, I would say it's low-income students and Hispanics," he says.

Schmidt says the SAT findings did show some encouraging patterns, but also trends that warrant further study. "Hispanics follow the pattern of Whites," she says. "Women don't score as high as men on verbal and math. We're only starting to look at that now because we realized there are differences."

"We thought we put gender to bed," Schmidt added, "but then it really sort of hit us that there is something else going on here. There are differences within each of the racial and ethnic populations. We have to look under the skin of things."

Those concerns were borne out in a report released last year by the American Association of University Women's Educational Foundation, "*¡Sí, Se Puede! Yes, We Can. Latinas in School*."

Coauthored by Angela Ginorio and Michelle Huston, the study probed the educational status of Latinas and explored the social context in which they develop future goals. The researchers found that Hispanic women were less likely to graduate from high school or college than females in any other ethnic group.

The authors concluded that there are deficiencies in social, financial, and cultural resources in education for Hispanic women, even though they are the fastest-growing ethnic minority among American women.

"If students are failing at this point to graduate high school or pass this test and continue to fail at the rate they are, and if this country does nothing about it, we will have an inability to support the enormous growth in this country, because the students who aren't passing are those within the group that is the largest growing segment of this population," Ginorio says.

Hispanic women, she says, are less likely to take the SAT exam in high school and that those who do score lower, on average, than White or Asian American females.

The authors found that Hispanic women lag behind other groups in most measures of educational success. They are at a greater risk of dropping out (though not as likely as Hispanic men), and are overrepresented (and as likely as Hispanic men to be) in remedial math and limited English proficiency programs, and underrepresented in advanced placement courses, gifted programs, and college-preparatory courses.

Hispanic women outperform their male counterparts in some educational measures, but not others. They have higher grades than Hispanic boys in ninth grade and in college, take more standardized tests, and routinely achieve better scores on national advanced placement exams than boys.

They also complete more associate's, bachelor's, and master's degrees than Hispanic men. But they are less likely to achieve a doctoral and professional degree than Hispanic men, and they are less likely to attend college on a full-time basis than men.

Among different groups of women, Hispanics are woefully behind in most measures of educational progress. They are the least likely group to graduate from high school, complete a bachelor's degree, or enroll in college-preparatory tracks. They also take fewer advanced placement exams and standardized tests, and achieve lower grades and test scores than White females.

Schmidt points to one of a number of reasons cited for the gaps in educational achievement.

"Latinas have been taking the SATs at a higher rate than Latinos, but unfortunately they are less likely to pass it. My sense is that in the past we have thought that grades are not necessarily correlated with test scores, and it is possible that these young Latinas have better grades than their male counterparts, and teachers are encouraging these young girls to take these advanced tests as a result, but the preparation still may not be there," Schmidt says.

That points to the thesis presented by Ginorio in her report, that Hispanic women not only encounter similar obstacles to education as Hispanic men and other "minority" groups, but face additional challenges. There are social barriers as well.

Ginorio, a psychologist with the University of Washington, says that in Latino culture, family is often perceived to be the female's primary responsibility. So this could be why parents are reluctant to send young women to college or encourage further education. Parents often won't allow young Hispanic women to travel to attend prestigious colleges across the country.

There are financial burdens as well. Most often they are attending schools in impoverished areas, ones that are not equipped with equivalent resources to those in more affluent areas populated by White students.

Financial aid programs and scholarships are often available only to U.S. citizens, and that limits some Latino students. And immigrant parents of Latino students may not be able to help children with applications either.

Ginorio also says that studies are showing that access isn't uniform, that women are clustering in certain tracks. Hispanic women are more likely to attend community colleges, and also to pursue English and psychology, not physics and computer science.

2001 Profile of College-Bound Seniors

Background Information

NATIONAL

SAT I Test Takers Who Described Themselves as:	Number of Males	Females	Total
American Indian or Alaskan Native	3,430	4,192	7,622
Asian, Asian American, or Pacific Islander	49,035	53,277	102,312
African American or Black	49,495	71,011	120,506
Hispanic or Latino Background:			
Mexican or Mexican American	19,887	26,962	46,849
Puerto Rican	5,936	8,138	14,074
Latin American, South American, Central American, or Other Hispanic or Latino	16,749	23,500	40,249
White	322,753	380,971	703,724
Other	16,572	22,108	38,680
No Response	108,509	93,795	202,304

The College Board report notes that of the SAT I test takers, 15 percent said they wanted to pursue a major in health or allied services. Of that 15 percent, three out of four were women. But when it came to engineering, 82 percent of those who said they'd pursue that were men, and 18 percent, women.

"When you look at the pattern of women, you see there are many differences," she says.

According to The College Board's national profile, 635,396 men registered for the SAT I Reasoning Test or SAT II Subject Test, and 733,454 women. Men, interestingly, were less likely to take the test as they moved from class to class.

Asked when they last took the SAT I, 521 men said they last took it as freshmen, while 436 women did so, and 3,781 men last took it as a sophomore, while 3,574 women did so. Women were more likely to keep taking the exams as they got older: 420,254 men last took the SAT I as seniors, and 504,782 women.

The College Board reports that more Hispanic women than men took the SAT I. Of the 46,849 who identified themselves as Mexican or Mexican-American, 26,962 were women (or 58 percent). The same percentages held for Puerto Ricans and those who identified as Latin American, South American, Central American, or other Hispanic.

However, when compared with all who took the exams, Hispanic women accounted for only 10 percent of all women, female White test takers were 65 percent, and Black, 12 percent.

Schmidt says that generationally, more Hispanics are attending college.

"You start seeing more kids going to graduate school, to different levels of education. They start out with more vocationally drawn programs, where they can work at the same time and support a family. They are vocationally oriented rather than liberal arts oriented, and I don't think enrollment has picked up as far as minority students in that area [liberal arts] as much."

Schmidt says The College Board is now embarking on a research project to examine the gender differences within each racial and ethnic group. "The fact is that it's not a simple general difference among racial and ethnic groups. There are interactions between gender and race too," she says.

Dr. Richard Durán, dean of education at the University of California at Santa Barbara, agrees. He has studied test validity and test assessment of Latinos, and says test results often show gaps not just among gender groups, but also among ethnic subgroups.

"There are perceptions about differences between Latino men and women. We are facing situations where men often find it harder to be on an academic track, one that will be motivating for them, simply because of differences encountered in their social adjustment," Durán says.

"If you look at the general impact of institutions on Latinos, Latino men are more likely to be in trouble with the justice system, so society makes if much harder for Latino men to be progressive within the educational system."

Terri Leal, director of Institutional Effectiveness at the University of Texas at San Antonio, says her school, which now has roughly 4,000 students, is serving a growing Hispanic population, and has seen particular growth among Hispanic women. This is largely due to inner city growth.

"It has really had the most growth among female Hispanics," Leal says. She points out that Hispanic females in the area are graduating more often than Hispanic males, and that scholarship programs are laying out a welcome mat.

"While females may be much more determined and better about filling out paperwork and being punctual, getting forms in and getting accepted, when it comes down to it, if there's not enough money, they won't be likely to go to college," Leal says.

"And now you have scholarships created for anybody who can come in, and this may be one reason for the growth. We see these increases at the undergraduate level at our downtown campus."

She says that Hispanic females are more likely to take the tests to head to her institution, and that they usually make better students once on campus. "They make better grade point averages, and this is likely part of the growth here," she says.

UTSA boasts a good record when it comes to females. As with national rates, UTSA's rates of enrollment for females are increasing steadily over the years and women comprise a higher proportion at the graduate level.

Females at UTSA have higher retention rates than males from the first year in college to the second year, and their graduation rates as well are consistently higher than those of males.

Also, females earn higher GPAs than males at UTSA, which recruits from the surrounding area and South Texas. Though recruitment does not specifically target females, they are well represented among those who apply to UTSA and those accepted.

How Have College-Bound Students Changed in 10 years?

Based on students who took the SAT® I: Reasoning Test prior to high school graduation in 1991 and 2001.

Verbal up 7 points, Math up 14	1991	2001
Verbal	499	506
Male	503	509
Female	495	502
Math	500	514
Male	520	533
Female	482	498

Recent strategic enrollment studies have revealed that females are more often represented among students who are accepted for admission but who do not enroll.

There is evidence that these prospective students are more likely to be largely Hispanic, in the lower-income categories, and in need of more information and assistance with the financial aid opportunities.

Outreach to Women

The school also has been studying its outreach to women to determine whether it's meeting their needs.

"I think we are getting to the point where one realizes you have to make opportunities and maybe even reach out to males too," she says. "What we are really saying is that you may need different ways to encourage Hispanic males and Hispanic females. We're not saying one's better than the other."

Schmidt offers a similar forecast. While institutions have placed most of their attention on efforts to bring women into the fold, few have thoroughly examined how males were faring. Women have had not just campus recruitment drives behind them, but advocates as well, lobbying for improved access and opportunities.

"There's been a lot of support for girls, and particularly for minority girls," Schmidt says, "and boys, people are just assuming they are going to be fine and unfortunately they've sort of gotten lost in the shuffle. I think more attention is now being paid to the underrepresentation of males.

"You would look for a 50-50 split, or 52-48. There are now more women in the population, so you are going to see more programs for them. But just looking at a crystal ball, you could see more programs encouraging male attendance, primarily among minority males. I don't think too many people are worried about White male attendance."

Adds Mortenson: "Why, given the fact that women are now so far beyond men in college, shouldn't we be rethinking about why there aren't more men on college campuses, what's wrong in their homes, what's gone wrong at school, why aren't boys as excited about learning as girls. That's where I think we're seeing causal issues to address."

Experts say they don't expect the number of Hispanic women taking the test–or women overall for that matter–to grow substantially by the Class of 2002. It will take much longer than that, they say. They also don't expect any continental shift toward targeting male test-taking efforts over that period either.

In the coming years, they stress that teachers and advisors must help Hispanic women set more realistic goals, and to encourage them to pursue college-level courses and career options, to discuss financial aid programs, and provide help for parents.

Researchers this past year found that access to rigorous coursework varied greatly across racial and ethnic groups, and that presented obstacles for Hispanics, especially Hispanic women.

For instance, The College Board found that while 59 percent of Asian American students reported taking precalculus, only 34 percent of Puerto Ricans reported having taken the course.

Caperton says this warrants a closer look at efforts to encourage students at a younger age. "This means radically improving curricula, teacher training, and accountability in all schools–elementary through high school," he says.

HD

Where Are the Women?

Still Scarce in Science, Engineering, and Technology

BY MARILYN GILROY

THE NATIONAL COUNCIL FOR RESEARCH ON WOMEN

"Women constitute 45 percent of the workforce in the United States, but hold only 12 percent of science and engineering jobs in business and industry." So states a startling and in-depth report entitled *Balancing the Equation: Where are the Women in Science Engineering and Technology,* issued by the National Council for Research on Women (NCRW).

The report examines why there is a dearth of women entering scientific fields and offers suggestions for actions that could boost enrollment and participation of females in science and technology.

There are myriad reasons to advance women in the sciences. At the top of the list is the economic imperative to increase the technological and scientific literacy of America's workforce. It is ironic that at a time when U.S. industry cannot fill the openings for technically advanced jobs, women are grossly underutilized. Equally important, the report says, are the perspectives women bring to the sciences, often leading them to different decisions on allocating research dollars, targeting drug testing protocols, and developing technology to benefit communities.

"It was not until there were more women in the biological sciences that we learned that heart disease was a major killer of women," said Linda G. Basch, executive director of NCRW. "The assumption was that men were more impacted by heart disease."

The report analyzes strategies to attract women and girls to science and retain them in technological fields. It finds that efforts to open up scientific study and work have created new opportunities for women and minorities–but those efforts have been sporadic and disjointed. The report calls for a national commitment to remove the persistent barriers and glass ceiling facing women and girls in the sciences.

"The goal of the report is to stimulate public debate on the issues presented," says Basch, "and to encourage dialogue and collaboration in the areas of research and public policy."

Balancing the Equation reviews hundreds of programs that successfully increase the classroom, laboratory, and workplace participation of girls, women, and minorities in the sciences. It finds that women and girls excel in environments that encourage hands-on research, include mentoring and role models, and link science, technology, and engineering to other disciplines and real world applications.

"There are learning differences and interest differences in women when it comes to approaching science," said Basch.

For this reason, Basch and her colleagues at NCRW's 95 member centers are hoping for changes that begin in the schools and extend to the businesses and organizations where science, research, and technological work are the mainstays. Calling this "a critical moment" in the need to improve women's success in science, the report includes some of the following findings:

- There has been a marked decline in women's participation in college-level computer science study. In 1984, women earned 37 percent of undergraduate computer science degrees; in 1999, fewer than 20 percent.
- In 1999, 56 percent of Advanced Placement test takers were female, but 90 percent of computer science test takers and 78 percent of physics test takers were male.
- Less than 10 percent of full professors in the life sciences today are women, despite the fact that women have been earning more than one-quarter of the Ph.D.s in science for 30 years.
- Balancing work and family issues is a key concern for women scientists and engineers. Among those who won National Science Foundation (NSF) professional awards, the percentage that cited balancing work and family as a top concern rose from 62 percent in 1997 to 77 percent in 1999.

Not all the findings indicate negative trends. There have been impressive gains in elementary and secondary schools, where the gender gap in science and mathematics has narrowed significantly. The report cites programs that provide cooperative, hands-on learning as being successful in maintaining girls' interests in the sciences. These strategies are also successful with boys, says the report, especially those from underrepresented groups.

However, in the area of technology, there is a definitive gender difference, with girls tending to use computers in different ways than boys. Software developers have contributed to discrepancies by often targeting boys as the end-users.

"Technology has a history of being constructed by White men to be used by White men," said Basch. "This needs to be changed, and it's not that we need to change the women so they will be more like men–we need to change the system."

To do that, Basch says that we must begin examining our basic attitudes toward the teaching of science and also implement new programs at all levels of the educational system, from K-12 to graduate school.

"In the United States, we generally feel that individuals have to have special talents to enter scientific fields," said Basch. "But we don't say that about social science and the humanities. Other countries do not stigmatize the sciences like that; instead, they encourage everyone to learn science."

To counter this, the report calls for community-wide involvement and investment in science and technology literacy at all levels, asking parents to actively promote their daughters' interest in science and technology.

"We need multifaceted strategies," said Basch. "At the community level, parents need to be involved. Schools must examine some of the best practices and replicate them."

Basch is referring to programs like Operation SMART, an informal educational program offered primarily in after-school settings, which uses a hands-on, inquiry-based approach to encourage interest in science, math, and technology. The program has been used in more than 40 states, with more than 425,000 girls from age 6 to 18 participating.

In some cases, public school science teachers also need to improve their knowledge and skills and become aware of teaching strategies that help bridge the gender gap. In Ohio, Project Discovery reached out to middle school math and science teachers and provided district-level workshops for educators. The project also led to a revision in teacher accreditation program and a new focus on the state's undergraduate preparation of math and science teachers.

At the high school level, the best results have been achieved by sending students to summer science institutes such as the one held at Smith College.

"A majority of students who attend summer science institutes go on to major in science in college," said Basch. In fact, nearly 70 percent of the high school women who attend Smith's Summer Science and Engineering Program go on to become science majors.

The performance of Latinas at the secondary school level is especially puzzling. By eighth grade, Latinas have higher math scores than their male peers; and by 12th grade, they do better in science than Latinos, but they are outperformed by their male peers on the Math SATs.

"This shows that the SATs are not always accurate predictors of success," said Basch. "We know that women do well when they get into science programs, but they continue to score lower on the SATs.

"For this reason, schools like Mt. Holyoke did away with the SATs. On the national level, we need to think about getting away from admissions processes that are over-reliant on the SATs."

Linda G. Basch, executive director of NCRW

Once in college, young women could benefit from several recommendations made by the NCRW report. First, colleges should consider replacing gatekeeping courses with more welcoming introductory courses and offer cross-disciplinary studies that include science and technology. This would provide new entry points for all students.

"Sometimes we have to allow students to enter the study of computers and science at various points in their college years, not just as freshmen," said Basch. "We need to change the idea of the entry-level course that weeds people out and try to construct ways in which we will nurture the interest in science and technology."

Of special concern is the steep decline in women's participation in undergraduate computer science. Currently, women earn less than 20 percent of computer science degrees. But institutions can make rapid progress through curricular reforms.

As an example, the report cites advances at Carnegie Mellon University, which increased the percentage of women in its first-year computing science class from 7 percent in 1995 to 40 percent in 2000. The University achieved these results by conducting focus groups and building programs based on the outcomes. College officials adopted interdisciplinary programs that created new perspectives on technology. One course in human-computer interaction lets students use their technology expertise to work with nonprofit community groups.

Another of the recommendations repeats the call for formal mentoring programs, starting with first-year students.

"Mentors are critical," said Basch. "For example, women represent 16 percent of the total number of graduates in physics. Some of these women reported never having a female teacher, let alone a mentor."

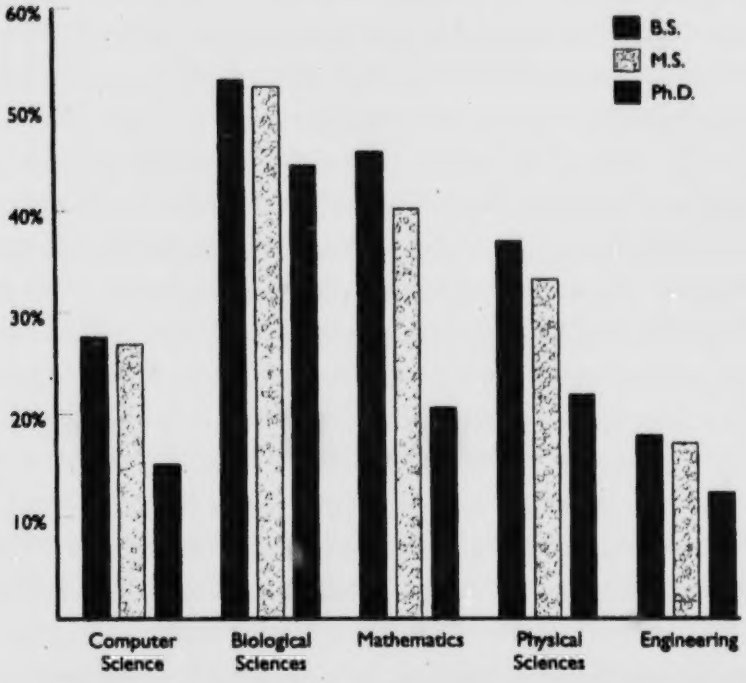
Even if mentors are not available on campus, there are Web sites, such as MentorNet, which will pair students on-line with mentors from academia and industry.

But awarding more degrees in science to women is just part of the solution to balancing the gender equation. The need for change doesn't stop at the gates of academe–it continues into the workplace.

Two months after the NCRW released its finding, the American Association for the Advancement of Sciences (A.A.A.S.) issued a report on salaries and career happiness among researchers in the sciences. The A.A.A.S. survey found that women in science earn less than their male counterparts, feel more stress when trying to balance work and family life, and are often less satisfied with their career choice.

It was the largest salary and job satisfaction study performed of life scientists in the United States. It reinforced studies done in other disciplines, such as physics, chem-

PERCENTAGE OF WOMEN AMONG GRADUATES BY SCIENTIFIC FIELD



COMPILED FROM: National Science Foundation. *Women, Minorities, and Persons With Disabilities in Science and Engineering: 2000.* Arlington, VA. pp. 120, 170, 175, 180, 188, 189, 195

> "Our country underutilizes major components of its human resources: women and minorities."

istry, and astronomy, which also found similar pay discrepancies between men and women. This is true in academia, where women who are full professors and at the "peak" of their careers earn 14 percent less than men.

Admittedly, some of the discrepancies are because women have taken off more time for family leave and indicate that their family responsibilities give them less career flexibility.

Dr. Nancy Leidenheimer, associate professor of pharmacology at Louisiana State University Health Sciences Center, said, "Not only did I take three maternity leaves, but I don't travel much. When you don't attend meetings, you don't make contacts."

Leidenheimer says that it is difficult to grapple with the conflict of career and family. She says that many of the women she works with do not have children. Other women in the A.A.A.S. study said that they managed their family duties by hiring housekeepers or depending on their husbands to become more involved in raising the children.

"The work environment in this country was not created for families where both parents work," said Basch. "There was an assumption that women wouldn't work."

Basch says that the findings in the NCRW report run parallel to the A.A.A.S. study, revealing that women in science and technology seriously question the trade-offs demanded of them in terms of their work and family life.

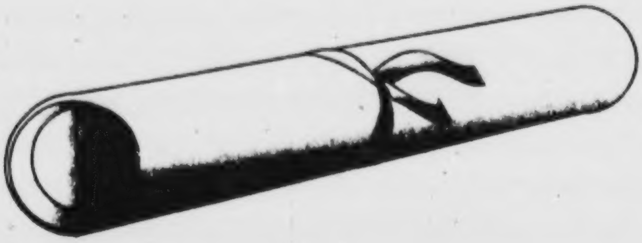
"Many women get off the science track, but they continue to work," said Basch. "That's because the field is so inhospitable to women. Even in academia, women in science prefer to work in liberal art schools and community colleges rather than at the big research universities."

Basch and the NCRW hope that educators, policymakers, legislators, and business leaders will use this report to begin the process of reexamining and remaking the world of science so that it is more welcoming and more supportive of women.

"Talent resides in all groups and genders," states the report's introduction. "Therefore, if anyone is really looking at a robust economy based on science and technology, and if you have a myriad of social and environmental problems that have to be addressed, you do not have anybody to waste!"

For copies of the report, Balancing the Equation, *call the National Council for Research on Women, (212) 785-7335, or visit the Web site www.ncrw.org.*

The Honor Roll



Bryn Mawr College

Four New Centers Designed to Promote Change

BY ROGER A. DEITZ

In addition to being a renowned college for women, and for having two excellent coeducational graduate schools–the Graduate School of Arts and Sciences, and the Graduate School of Social Work and Social Research–one might say that Bryn Mawr has become even more "centered" of late. This is due to the efforts of Dr. Nancy J. Vickers, its seventh and current president, an acclaimed French and Italian Renaissance scholar who has examined the transformation of the lyric from the sonnets of Petrarch to the music videos of today.

Termed "a powerful advocate for liberal education and the education of women," Vickers led the College community to reexamine its priorities and the challenges it faces in this new century. An extended series of consultations with faculty, students, and alumni contributed to the Plan for a New Century that she presented to the board of trustees. Adopted in March 2000, the Plan led to the creation of the Centers for 21st Century Inquiry, "a group of four interrelated interdisciplinary centers that foster innovation in both the College's curriculum and its relationship to the world around it."

Says Vickers, "The Centers for 21st Century Inquiry were created to encourage innovation between and within existing departments and programs. The four Centers will develop and maintain an innovative edge in the extracurricular intellectual life of the College and in the curriculum itself." Vickers adds, "The Centers are designed to prompt ongoing change."

The Bryn Mawr College Center for Ethnicities, Communities, and Social Policy is devoted to the interdisciplinary study of diverse communities and the examination of social-policy questions in the North American context. This Center sponsors research by faculty and students, hosts visiting scholars, and provides a forum for public discussion of issues significant to academics, policymakers, and the broader community.

The Bryn Mawr College Center for International Studies brings together scholars from various fields to define global issues and confront them in their appropriate social, scientific, cultural, and linguistic contexts. This Center supports collaborative, cross-disciplinary research and prepares students for life and work in the highly interdependent world and economy of the 21st century.

The Bryn Mawr College Center for Science in Society was founded to facilitate the broad conversations, involving scientists and non-scientists, academics and non-academics, which are essential to continuing explorations of the natural world and humanity's place in it. Through research programs, fellowships, and public discussions, the Center supports innovative, interdisciplinary approaches to education in the sciences, novel intellectual and practical collaborations, and continuing inquiry into the independent relationships among science, technology, and other aspects of human culture.

The Bryn Mawr College Center for Visual Culture is dedicated to the study of visual forms and experience of all kinds, from ancient artifacts to contemporary films and

Taylor Tower at Bryn Mawr College

computer-generated images. It serves as a forum for explorations of the visual aspect of the natural world as well as the diverse objects and processes of visual invention and interpretation around the world.

Bryn Mawr College is located on a 135-acre suburban campus just 11 miles west of Philadelphia, in Bryn Mawr, Pa., population 9,000. Founded in 1885, Bryn Mawr is the first and only women's college to offer a full range of graduate programs along with undergraduate instruction. The College was the first in the nation to award the Ph.D. degree to a woman; its first degrees were awarded in 1888. When Bryn Mawr opened its doors, it offered women a more ambitious academic program than any previously available to them in the United States.

The founding of Bryn Mawr carried out the will of Joseph W. Taylor, a wealthy Quaker physician who wanted to establish a college "for the advanced education of females." Taylor originally envisioned an institution that would instill in its students the beliefs of the Society of Friends (popularly known as Quakers), but by 1893 his trustees had broadened the College's mission by deciding that Bryn Mawr would be nondenominational. Bryn Mawr's first administrators determined that excellence in scholarship was a more important consideration than religious faith in appointing the faculty, though the College remained committed to Quaker values such as freedom of conscience.

Believing that a small college provides the most favorable opportunity for students to participate in their own education, Bryn Mawr limits the number of undergraduates attending the institution. The class of 2004 is the largest in Bryn Mawr's 116-year history, but includes just 380 undergraduate women. Bryn Mawr's comparatively small size allows its students and faculty to work closely together and to know one another well as individuals. With a student-to-faculty ratio of 9-to-1, undergraduates enjoy the increasingly rare privilege of a mentor-apprentice model of learning and scholarship.

There are 122 ranked undergraduate faculty members, 62 men and 60 women, 90 of whom have tenure–45 women, 45 men. Among the ranked faculty are six African Americans, six Asian Americans and Pacific Islanders, five Hispanics, and one Native American. The overall percent of minority representation on the faculty is 14.75 percent.

Bryn Mawr is a rigorously demanding liberal arts college that challenges women to learn to think, says Lois Méndez-Catlin, assistant dean of the undergraduate college. "When women start here, they are very shy," she observes, "but by the time they leave, they are very confident and self-assured. We offer women an excellent educational environment, one that will open a lot of doors for them." Méndez-Catlin says the College teaches students how to question and think about what they are learning. "It's like problem-solving. The students learn how to read, synthesize, and come up with their own ideas. It's the same kind of process taught in law schools."

Honor Roll Facts in Brief

INSTITUTION
Bryn Mawr College

LOCATION
Office of Admissions
101 N. Merion Avenue
Bryn Mawr, PA 19010-2899
(610) 526-5152

ESTABLISHED
1885

ENROLLMENT
1,756

DEGREE OFFERINGS
Bachelor's
Master's
Doctorate

ANNUAL TUITION AND FEES
$24,980 (not including room and board)

FACULTY
122 ranked undergraduate faculty (five are Hispanic)

SEVERAL DEGREE PROGRAMS
Chemistry
Comparative Literature
Mathematics
Political Science
Spanish

NOTABLE HISPANIC-SERVING ORGANIZATIONS
The Bryn Mawr College Center for Ethnicities
The Bryn Mawr College Center for International Studies
Mujeres

INTERNET ADDRESS
www.brynmawr.edu

Women of color make up 22.8 percent of the student population, which also includes a diverse international population: For the 2001-2002 year, the total enrollment ran to 1,756, including 401 minority students. There are 206 Asian Americans (11.73 percent), 87 African Americans (4.95 percent), 44 Hispanics (2.51 percent), two Native Americans (0.11 percent), and 62 multiracial/ethnic students (3.53 percent). In 2000-2001, 57 percent of the undergraduates received financial aid, including 54 percent with grants from the College. Awards are a combination of work-study, loans, and grants. Financial aid eligibility is based on the family financial situation.

Méndez-Catlin reports that even though specific minority populations may be low in number, "Overall, there are a good number of women of color, which adds to the comfort level of minority students. The assistant dean suggests that the large international population give students a perspective on religion, life, and politics. She notes that the On Target mentoring program for women of color connects these students with mentors, and with faculty, staff, and administrators on cam-

Bryn Mawr College students

pus. It has improved the retention rates of minority students. "The program has the feel of an extended family," says Méndez-Catlin, "and it provides both social and academic programs for students throughout the year. Activities include a monthly brunch meeting, workshops on financial aid and grant-writing, and going as a group to see speakers or performing artists on campus. Annual events include a welcome dinner for freshmen, a parent's dinner during Parent's Weekend, a spring semester trip and senior dinner." Students join the program their freshman year and stay involved with it throughout their college career.

Upperclasswomen also serve as mentors to younger students in the group. "We say hello by hugging each other," explains Méndez-Catlin. "We get to know each of our students personally and find out how they are doing on campus. We acclimate them to some of the traditions and programs on campus."

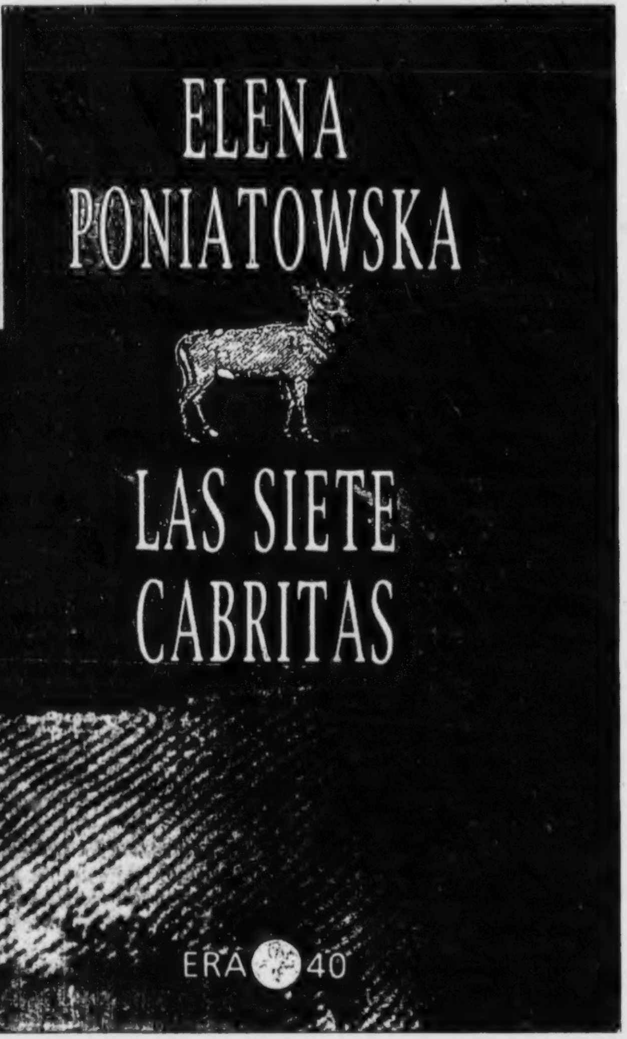
Students at Bryn Mawr run the oldest self-government association in the country. The college community functions under a student-administered academic and social honor system. The Student Government Association annually administers a budget totaling more than $150,000, generated from student dues.

Bryn Mawr College has special academic programs with Haverford and Swarthmore Colleges (the three are called the tri-co community), and with the University of Pennsylvania. Students can take courses at any of the other facilities. Bryn Mawr students have the option of joining many student organizations, groups such as Mujeres for Latinas. "Mujeres," according to co-president Rebekah Rosas '03, "exists to help educate the student population about Hispanics and diversify the campus. By bringing in guest speakers and artists, offering social activities, and participating in community service, the group encourages others to learn about and take part in Hispanic culture. This year, four members will travel to an international conference in Puerto Rico, sponsored by the Hispanic Association of Colleges and Universities."

All students take part in the College's four major traditions, which include Parade Night, Lantern Night, Hell Week, and May Day, which are organized and run by "traditions mistresses," students who are elected to these positions. The events mark the passage of the seasons, a cycle of rituals that celebrate the College community with symbolic pageantry. Observers have described these traditions–which include Maypole dancing, a parade in Elizabethan costume, and a hymn to wisdom sung in Ancient Greek–as "beautiful" and "quirkily anachronistic." Parade Night is a celebration of the first day of classes. The first "step sing" of the year is held that night. At Lantern Night, first-year women receive their red lanterns (their class color). The second step sing of the year follows the ceremony. Hell Week is a week of fun and bonding between the first-year women and the upperclasswomen. Events include Dorm Dress-up Day, Bedtime Stories, Duck Pond Run, and Dorm Olympics. May Day is an all-day celebration held the first Sunday after the last week of classes. The last step sing is held that night. There are countless minor traditions at Bryn Mawr, such as presenting gift offerings to a sculpture of Athena and ringing the Taylor Hall bell when seniors' final exams are concluded.

Avant-Garde Mexican Women Artists

Groundbreakers Get Long Overdue Tribute



BY
ELIZABETH COONROD MARTÍNEZ

During the 1980s, international readers became aware of two fascinating Mexican women authors, Laura Esquivel and Angeles Mastretta, due to translation of their hot-selling novels. It seemed that women had suddenly discovered how to write novels.

While many Mexican women authors have published since the 1970s, increasing their numbers in the '80s and '90s, only some have been translated and found international fame. The attempts at publishing that their predecessors made during the early and mid-20th century have received little attention, even in Mexico.

Now, Mexico's grande dame of letters, Elena Poniatowska, honors and highlights seven of Mexico's avant-garde or groundbreaking artists (who happen to be women) in a recent book, which should become an important read.

Poniatowska began working as a journalist at age 18, and had already published a short novel the previous year. For more than 45 years, she has published novels as well as nonfiction books, journalistic essays, and many forewords and prologues to books on Mexican artists. She has won several literary and journalistic prizes for her writing.

In 2001, Poniatowska was selected to receive the highly coveted Spanish book publisher Alfaguara's annual prize for best novel (selected from among 600 entries), for her new novel, *La piel del cielo* (*Heaven's [or] The Sky's Skin*).

Poniatowska is known for her writing on human rights issues, especially involving Mexico's poor and landless citizens, and for her predilection to write about women's lives. During the past decade, her books have begun appearing in English translation, beginning from most recent and working back. English readers can now learn the Poniatowska insight into Mexico.

Poniatowka's recent book, *Las siete cabritas* (*The Seven Little Goats*) (2000), is likely to be published in English in the near future. In the meantime, those who can read Spanish will benefit from her excellent portrayal of outstanding

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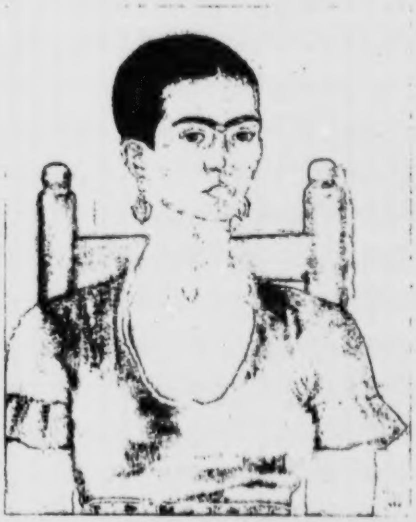
Mexican women artists who contributed to the important formation of a Mexican cultural identity during the 20th century.

The book's theme is of seven relentless women who defied their Mexican society in order to explore and exhibit their talents and intelligence. Their lives, while scandalous, were seldom easy, and their tribute is long overdue. Only Frida Kahlo has received acclaim in recent years, and more as a pop icon.

With these accounts–seven passionate and intelligent women's stories–Poniatowska reveals the Mexican woman in a patriarchal society, while simultaneously telling part of the story of Mexico's artistic society from the Roaring '20s to the late 20th century. This is not a typical book with forewords and introductions. Its images are as important as the essays. Poniatowska's book consists of the seven essays and an "Index" of seven pages of photos, one of each woman, with the page number of their particular chapter indicated under each black and white photo. The book begins with Frida Kahlo, follows with Pita Amor, Nahui Olín, and María Izquierdo, and then the accounts of three great prose writers, Elena Garro, Rosario Castellanos, and Nellie Campobello. It could not be stated that these are biographies, but instead, historical and editorial summaries of these lives.

The first chapter is entirely first-person narration (while other chapters mix first and third-person narration, dialogue, and quotes). **Frida Kahlo** is telling her story, from her teenage punk or hoodlum years to her life as a professional painter. She talks about the kids making fun of her at school, her family's lack of understanding of the polio she contracted at age 6, and then her dreadful accident at age 17. Her greatest happiness was her marriage to Diego Rivera; she says she enjoyed becoming the distinguished señora doña Frida Kahlo de Rivera, traveling with Diego, and intertwining with him like a bean plant. In time, she discovered his need to try everything, meaning his many other lovers. She then became a "devourer" herself, taking and discarding as she saw fit.



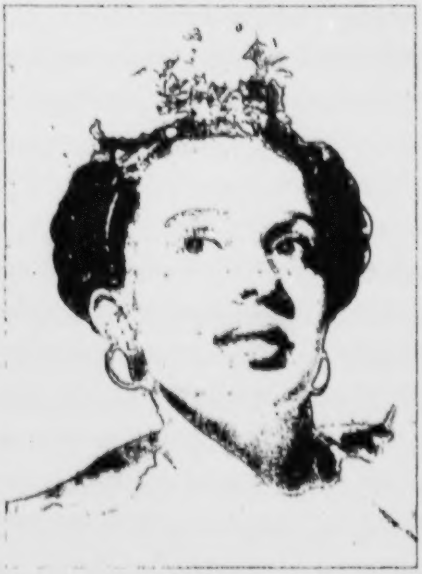
Frida Kahlo, self-portrait 1930

Frida talks about her painting, her years as an artist in Paris, her accomplishments and creative goals, and how these were often frustrated by the chronic pain she endured throughout her life. She recognizes that she accomplished more than many, despite her pain. Perhaps because so much has been published on Frida in recent years, Poniatowska devotes only 11 pages to this first chapter, but the reader easily interprets the message of a strong, intelligent woman.

Guadalupe "Pita" Amor was a woman born into elite, Porfirian society in 1918, who voraciously read and studied in her father's extensive, private library but also learned how to demand attention and get whatever she wanted. Early on, she began participating in Mexican artistic life. She published a novel in early adulthood, and went on to publish several books of poetry over a 20-year period, as well as commentary on poets. Her sister founded the Mexican Art Gallery, where she had a ready location for her early lectures. In the 1960s, she often appeared on television, being a favorite guest of newsman Jacobo Zabludovsky. She was beautiful, and all the famous painters did her portrait. When she decided at age 38 to have a baby, her longtime lover deserted her. Her sister raised the child, who unfortunately drowned just before the age of 2. Pita Amor was always a *pícara*, Poniatowska says. Her vulgar language and irreverent attitude live on in Mexican society, where she is often imitated by comics and actresses, including contemporary popular actress Jesusa Rodríguez.

When Poniatowska published her first book, in 1954, she says Pita forbade her to use her maternal last name, Amor. "*Tú eres una pinche periodista, yo una diosa*" ("You are a damn journalist, I am a goddess"), she told her. Pita Amor mostly retired from public life during the 1960s, after her son's death, and did not die until early 2000.

Poniatowska believes that for Pita as well as Nahui Olin, it was society's rejection and censure that made them so contestary, and forced them to employ challenge and provocation as a way of life (54).



Pita Amor

Nahui Olin (Náhuatl words that mean the movement of the fourth sun in the cosmos) is the name given to Carmen Mondragón by her lover, who had invented his own name of "Dr. Atl" and attempted to guide the freeing of her spirit. Nahui lived several years in Paris in exile with her father, a general who escaped after the Mexican Revolution. She returned to Mexico at age 21 and soon hooked up with Dr. Atl. Nahui Olin painted, published poetry, and was a composer. Hundreds of her paintings were displayed in early exhibits. An excellent art critic or commentator, she readily discussed such topics as the theory of relativity, but is mostly remembered for allowing herself to be painted in the nude. Her life was turbulent, with various lovers, but her true love was a Spanish sea captain who, after two years of their relationship, was lost at sea. She forever mourned him and is thought to have been mad in her later life. Poniatowska says Nahui Olin was the type of person whom society destroys because of her totally uninhibited innocence.

María Izquierdo married at age 14 and went to live in Mexico City with her husband and three children in 1923. She was advised by an art teacher to remain home to paint. Izquierdo used vivid colors and props that were part of her home life–a bowl of exotic fruits is painted and later consumed by the family. A

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fresh fish was first sketched and painted, and then became the day's lunch. Antonin Artaud noted of her work that it evokes not a Mexico in ruins, but one that is remaking itself. She was a member of the Mexican golden era of art, the 1920s and '30s, and yet she was not allowed to be a muralist. Famous painters Rivera and David Alfaro Siqueiros got her contract canceled; women were not allowed to paint murals. Izquierdo's true love was Rufino Tamayo; they shared four years, 1928 to 1932, and then he left. She was brokenhearted but continued her artistic pursuit, and wrote art criticism. She married her Chilean manager in 1944, and he influenced her art to become more commercial. She divorced him when she discovered he made fraudulent deals in her name, and returned to her own style of art. Izquierdo died at the young age of 53, unrecognized by her society. And yet she is an excellent example of José Vasconcelos' idea of a new cosmic race. She was dark-skinned, she came to Mexico City from the rural north, and she exhibited great talent and energy. But she went uncelebrated.

Elena Garro

Photo © Kati Horna

Elena Garro is the first of three great novelists Poniatowska highlights. Her life was overshadowed by the man who was her husband from 1939 to 1963, Octavio Paz. But at the end, he left this earth just ahead of her by a few months, in 1994. Garro recognized his greatness, but he said little about hers. She lived with the scars of her involvement in the student movement in Mexico City in the late 1960s, her subsequent jailing and then exile by her own government. She turned inward; she forever felt persecuted. As Poniatowska states, she fled not only Mexico but also herself. Still, her creative output was incredible in its early stage–the early novel (*El recuerdo del porvenir* [*Recollections of Things to Come*]) and short stories are some of the greatest narrative produced in Mexico–and had a very prolific second stage. Garro produced plays as well as numerous novels, and Poniatowska notes that several Mexican women writers cite her as a role model.

Rosario Castellanos is another mother of 20th-century Mexican letters, and a woman who was prolific in spite of the hardships of her life. Castellanos published 13 books in 15 years, despite a difficult marriage, raising her own and his children, and eventual divorce. Poniatowska remarks on her incredible discipline for writing, despite an illness of depression that she eventually found a way to treat. She was accidentally killed in 1974 upon plugging in a lamp at her residence in the Mexican embassy in Tel Aviv, where she served her government diplomatically. While Castellanos published novels, short stories, and poetry, Poniatowska notes as her greatest accomplishment the depiction of the indigenous in Chiapas–with her 1950s and '60s narrative–and the terrible violation of human rights they have suffered.

Poniatowska saves her final and longest chapter for **Nellie Campobello**, the only woman who wrote (or was able to publish) about the Mexican Revolution, but who never received recognition in her lifetime or concern about her disappearance in her later life. Campobello's evocative and strong prose is a part of avant-garde literature in Mexico, although she still receives little credit there. Her novels *Cartucho* and *Las manos de mamá* are incredible observations of nature, people, and northern Mexico. With her sister Gloria, she later traveled the country, observing and documenting native dances that would then be choreographed by her for the Mexican National School of Dance, which she directed beginning in 1937. She took part, along with many other great artists, in helping Mexico identify itself in the 20th century. But Mexico did not concern itself with her; she lived in near oblivion the last 10 to 15 years of her life. For nine years, her body lay in a pauper's grave until finally it was discovered, in 1995, that she had died in 1986. Her employees had buried her and robbed her of everything of value.

Poniatowska's seven subjects were scandalous, provocative women whose greatest sin was only to go against the grain. Stubborn as little goats, they were willful women who accomplished artistically despite their society, which laughed at or ignored them, and often branded them with shady reputations. With this book, Poniatowska continues to highlight women's presence and efforts in Mexican society, and adds to her repertoire of commentary on culture and art. But more importantly, these outstanding seven women's lives and accomplishments come alive and demonstrate that modern Mexican writing and other artistic creations by women existed, from early century, and deserve recognition.

Poniatowska, Elena. *Las siete cabritas*. Mexico: Ediciones Era, 2000.

Elizabeth Coonrod Martínez, Ph.D., Chair, Modern Languages & Literatures, Sonoma State University, Rohnert Park, CA 94928; email: elizabeth.martinez@sonoma.edu; (707) 664-3161; fax: (707) 664-2363

Dr. Emilia E. Martínez-Brawley

DISTINGUISHED SCHOLAR

ASU Researcher an Expert at Community Partnerships

BY MICHELLE ADAM

Hailing from the small rural town of Salta in the northwest province of Argentina, Dr. Emilia E. Martínez-Brawley is extremely familiar with what it means to be an integral part of community. "I saw both the strengths and the limitations of small communities," she said. "The strengths often related to the fact that mothering was almost everyone's responsibility. The socialization of children belonged to everybody. There were also many limiting elements. Basically, the resources were not there. They were often fringe communities. You had to be of the rural school of 'make do.'"

It is this understanding of community, and particularly rural community, that has marked Martínez-Brawley's career. As a social work professor at Arizona State University, she was named the first John Roatch Distinguished Community Service Scholar last spring–an honorable title and position that speaks to her long-standing work with community issues and social work throughout her years in academia.

Through her position as scholar, which is in addition to her ASU professorship, she administers the school's John F. Roatch Global Endowment and the annual Roatch Global Lecture Series on Social Policy and Practice. Martínez-Brawley carries out educational activities that enhance the local Arizona community. As part of this, she invites speakers from across the globe who address social issues of importance to an audience of local academics and members of the community at large.

Most recently, she invited her colleague Chris Sidoti, professor of Applied Social and Health Sciences at Western Sydney University, for a follow-up session to the 2001 John F. Roatch lecture. He addressed an audience of nearly 50 in "Human Rights after September 11," exploring the legal interpretations of what constitutes human rights issues, and the response of the international community to the attacks.

Martínez-Brawley organized the event and selected the topic, as she has done since 1998, first as a distinguished scholar for ASU's College of Extended Education, and most recently as a service scholar under the new John F. Roatch name and endowment.

Dr. Bette F. DeGraw, dean of the College, said she and others were delighted to have the professor as Distinguished Community Service Scholar for the past three years, and "proud to have her be the first to

In 1998, Dr. Emilia E. Martínez-Brawley embarked on a sabbatical as an executive in residence in the city of Phoenix, an exchange program between the university and city.

Dean Bette DeGraw, Mrs. Mary Roatch and Professor Emilia E. Martínez-Brawley

receive the new title of John Roatch Distinguished Community Service Scholar. She is recognized internationally for her research and programs, and we are privileged to have her fill this important position."

In her work as a distinguished scholar and throughout her academic career, Martínez-Brawley has lent a particularly strong hand to bridging academia and community. "She really understands the connections between research teaching and service. Because she does research in the community and about the community, she connects community needs with her expertise and scholarship in teaching," said Elaine Maimon, campus chief executive officer and provost of ASU West. "She is a true exemplar in the academy."

Maimon predicated that there would be more and more partnerships with the community in the 21st century. "We are going to see a true transformation of higher education, away from the ivory tower to a full community partnership. Emilia is leading the way in that."

Martínez-Brawley arrived at ASU in 1992 to serve as dean of the School of Social Work. As dean, one of her contributions was developing a much larger number of community partnerships, and an off-campus program for adult undergraduates. "She wanted to help people who needed help. She was really committed to applied scholarship," said Milt Glick, provost and senior vice president of ASU Main Campus. "She developed interesting and new programs–brought in distinguished people to give lectures on community development. She was able to put together a program in which she and others went down to train firemen in how to respond to some of the needs that people walk off the street with that are not related to the fire department."

As dean, Martínez-Brawley was also responsible for hiring faculty. Glick, who worked closely with her, said the faculty hired by Martínez-Brawley "had a very strong commitment to community," and that faculty are much more engaged in the community. He described the relationship as "substantially enhanced over what existed before her arrival."

Since that arrival, Martínez-Brawley has also established strong links with the Chicano community and other local ethnic groups. "The reception she got in the external Chicano community very much reflected how deeply she cared about them," said Glick.

While Martínez-Brawley ended her term as dean in 1999, she continues to work as a professor with even stronger ties to the community. In 1998, she embarked on a sabbatical as an executive in residence in the city of Phoenix, an exchange program between the university and city. Here she worked with city management as a consultant on current and developing programs and personnel development. She has since worked closely with the city, providing her expertise, especially for the aging, through the department of human services.

While some may see academic assistance to the community through the field of social work as hands-on activity, such as working in a soup kitchen or directly helping people in need, Martínez-Brawley takes a different approach. "You offer your academic expertise to people who are doing the direct work. What academics do best is study topics and then offer them to those who practice for application," she said.

"The mark of an educated person," she says, is the ability to "synthesize all of their various experiences and their various understandings to develop wisdom. What you bring to the fore are all of those experiences, all of those readings, and all of those understandings that you developed–either through books or through people or through visits–and you view the situation more multi-dimensionally than someone who may not have had as much exposure. . . . You bring to the fore perceptions that might be different."

Martínez-Brawley has worked closely with communities such as Phoenix, and a host of other places throughout the world, not only in offering her knowledge to a particular situation, but also in studying the lives of those that make up communities. Within her many published books, she has included oral and cultural histories of select communities.

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Martínez-Brawley at the Roatch Global Lecture Series

Mary Roatch, Emilia E. Martínez-Brawley, and Chris Sidoti during the plaque presentation

In her latest book, *Close to Home: Social Services and the Small Community*, she draws on a variety of disciplines. She studies how novelists, poets, journalists, and other sources write about and make up the voices of this particular group of society.

Having written six books and over two dozen chapters for books–on subjects ranging from rural social work and race to women and mental health–as well as more than 50 journal articles, Martínez-Brawley is currently conducting a whole new set of videotaped oral history interviews with modern pioneers within her local Arizona community. She is doing so within her role as distinguished scholar, and the results of her work will be archived by the university.

Martínez-Brawley, who received the Ernest Lynton Award from the Coalition of Urban and Metropolitan Universities, is, through this, conducting current research that looks at ways in which faculty can be encouraged to deliver actively on the urban and metropolitan mission of universities. In addition, she is on the international faculty of a doctoral course offered by James Cook University in Townsville, Australia, offering distance education lectures. She recently traveled to Australia to give several lectures on rural and small communities. She is on the planning committee of the 2003 Conference on rural research and small community sustainability in Scotland as well. "These are all parts of my community responsibilities," said Martínez-Brawley.

Aside from teaching "courses with a unique twist"–last year she taught a course on multicultural issues, with a focus on the Mexican border and travel to border towns. She is also leading a course on Iberian Connections, looking at multicultural elements in the Spanish culture and tracing them to the Southwest. Martínez-Brawley also administers the Linda Haskell Endowment, which includes a free Linda Haskell Memorial Master Class open to the community, and especially to social workers. As with the John F. Roatch Lecture Series, this course establishes ties between the community and the university, and offers a place to dialogue issues.

John Roatch and Martínez-Brawley
at the time the lecture series was established

"It's a very unique thing that I do," she said. "My responsibilities are very varied, complex, inventive, and innovative. To be able to be innovative is a privilege in the academy," she said.

When Martínez-Brawley speaks, she does so with a passion and intensity of someone who loves what she does. However, ask her if she expected, as a youngster, to one day be working in academia and social work, and her answer would be undeniably "no." The term social worker in itself was an unfamiliar term for her small community of "make do" in the northwest province of Argentina. This was also a place where you had to be "very inventive" in pursuing education or anything else outside the confines of a small town.

What she did know, however, was that, "I wanted to be educated and help others pursue an education. I was particularly interested in education in all its dimensions and in languages." (It was also in her childhood town of Salta that she developed her interest in how cultural constraints determine our realities.)

Having attended a bilingual school since the age of 7, and with a strong interest in commanding the English language, Martínez-Brawley traveled to the eastern United States as an exchange student at age 15. Upon returning to Argentina, she attended university in order to study law–as was suggested by her family–but she soon discovered that this field did not suit her creative interests. She then turned to studying languages, which she loved. For her, they spoke of exotic places, of new cultures, and new tools for exploring human idiosyncrasies.

After completing her university studies, Martínez-Brawley was invited to visit the United States again. But this time, much to her surprise, she stayed and found a teaching position in foreign languages at a high school. Shortly after living in the United States, however, she traveled to Europe, where she studied in Spain, Italy, and then Scotland, where she met her husband.

It was when she began substituting in a school for delinquent boys in Scotland that she became acquainted with what social workers actually do. In teaching these troubled youths, she saw that other issues, far more fundamental than intelligence, were preventing them from learning. They were issues that a social worker could address. Becoming a social worker was also kindled by her own efforts to grasp the intricacies of another culture and country.

After several years, Martínez-Brawley returned to the United States and continued to work with delinquent children, as a teacher and then caseworker. In order to be more effective, she then sought out a Master's in social service at Bryn Mawr College in Pennsylvania. She joined the Rural Social Work Caucus soon after graduation and became very outspoken on the issues of rural marginality in the U.S. and across the world. Having grown up in the margins of a very Buenos Aires-centric Argentina, she felt a need to speak to the needs and issues of rural communities.

Exchanging views after the lecture

"I think rural communities exemplify our traditional understanding of communities. Small communities exemplify what we think of as networks of care. It is belonging to a place you can go back to when all others have rejected you. It's a fascinating area of interest and study," said Martínez-Brawley. But she added, "All of them face the issues of resources, and they face the issues of an increasingly metropolitan society that looks at concentrations of populations more than it looks at populations that are dispersed."

Martínez-Brawley was first introduced to the professional world of academia while working for the department of child development and guidance for the Wilmington public schools in Delaware. She was invited to speak at Temple University in Philadelphia, and through her experience, she became acquainted with academia. She then obtained her EdD in curriculum theory at Temple University in 1979 and later became professor of social welfare at Penn State University from 1985 to 1992. Here she worked briefly as acting director of the office of minority affairs programs as well.

When Martínez-Brawley arrived at ASU in 1992, she was able to open new doors to the community, and especially to Latino groups that were almost non-existent in Pennsylvania. "When I came to Arizona, there was a reawakening of Latino issues because they were very significant in Arizona–issues of marginality and discrimination. It was my role as an administrator to focus on these and advocate for a community that, when I came, certainly needed advocates," she said. "One of the things that that meant was bringing the agenda of the School of Social Work to focus on community issues, and to bring it out of the purely academic, to see what was happening in the trenches and how we could be of help. As dean, I created programs that would perhaps more pointedly address the needs of the Latino populations.

"All my courses are multicultural in nature. I'm particularly interested in cultures. I have had the opportunity to look more pointedly at the Latino populations of the southwest. A lot of my recent writing has focused on that," added Martínez-Brawley.

A unique perspective on social work, one that is not only international and Latina but rural as well, is what Martínez-Brawley brings to her students. It's the perspective that she describes as coming from the fringes. She approaches social work by looking at the margins of cultures and appreciating the details that make up a community.

"You have to be proud of the fringes. You have to be able to think from the fringes because the fringes bring different perspectives. If you are terribly centered, you can't see the forest for the trees. You have to be able to branch out and bring new notions to any issues," she said. "Like the fringes on a beautiful oriental carpet, what would a beautiful oriental carpet be without the lovely fringes?"

Coming from this place in her work, Martínez-Brawley is well aware that "it challenges the current and prevailing paradigm." While she sees much of social work today aligned with science, in an effort to look for technical answers, she has tried to bring more of the humanity back into the field. "We have to look for creative and inventive answers, answers that change and vary from person to person, from community to community, from setting to setting, from culture to culture," she said.

When it comes to effecting social change in her field, Martínez-Brawley describes this process as similar to the way a mouse would eat a piece of cheese–nibbling on it, steadily and persistently, from the edges, until reaching the center. "The rural school of 'make do' is often problematic in a setting that has been used to embarking on large scale endeavors."

Martínez-Brawley challenges the common assumption that meaningful change can't be effected without large-scale effort. She maintains that "it is best to entertain very small scale innovations, and to be able to make changes from the fringes rather than immediately get at the core and cause an earthquake."

It is this decentralized view that Martínez-Brawley tries to instill in her students–to look at the world and its social issues from the broader perspective that she brings to the classroom. "I like giving students a different view of the world. I do like to offer them a much broader way than the very technical and focused ways in which we are now pushing students to look at the world–to not curtail ourselves to narrow ways of looking, but to make connections and constantly explore connections, and constantly search for broad connections," she said.

"We are all joined. If we look for ways in which we are disjointed, then we will never find the ways in which we are joined and together."

Hispanic Heroes and Homebodies of WWII

UT Professor Seeks First-Person Accounts

BY INÉS PINTO ALICEA

As Latino and Latina World War II veterans reach their late 70s and early 80s, an effort is underway to capture their stories and experiences from an era that largely forgot their important contributions.

"It's time they give a little glory to the Hispanic veterans for what they've done," said Elisa Rodríguez, the wife of a Latino World War II veteran and a member of the Purple Heart Association's Auxiliary. "A lot of them were wounded or killed. Many of them were discriminated against when they came back in jobs, in college, and in trying to get mortgages."

A journalism professor at the University of Texas at Austin has launched a related project. The U.S. Latino & Latina WWII Oral History Project plans to generate a conference, an edited volume of academic manuscripts, a documentary film with educational materials, a general interest book, and a video and audiotape oral history archive.

"There are several oral history projects for other groups of the World War II era," said project director Maggie Rivas-Rodríguez. "None of the larger and well-endowed projects deals specifically with Latinos. And in fact, the lack of Latinos in veterans' oral history projects and in writings about World War II is periodically criticized by Latino military experts who are aware of the problem."

Elisa Rodríguez, a stenographer and Spanish interpreter for the federal government at a base in Waco, Texas, during the war effort, said many Latinas wanted to help with the war effort and were denied interesting jobs and given menial tasks such as cleaning or doing laundry, even though they were educated. As a result, many Latinas changed their names to Anglo sounding names so they would get offered better jobs. Those who did not change their names, like Rodríguez, faced countless acts of discrimination in their effort to contribute during the nation's crisis. Rodríguez herself was told by one potential employer that he would never hire her because all of the other secretaries would quit.

Latino vets who returned to the United States after serving the country rediscovered the discrimi-

U.S. LATINO & LATINA
★ ★ ★
WORLD WAR II
ORAL HISTORY PROJECT

nation they left behind. Rodríguez recalls that in one Texas town, a mortuary refused to accept the body of a Latino war veteran for burial. The federal government intervened and buried him at the National Cemetery in Arlington, Va.

Since so little has been written about Latinos and World War II, Rivas-Rodríguez works with a sense of urgency but also with a sense that it is a massive undertaking. Many aspects of this project, such as the book and the documentary, are still a long way off because of the lack of funds to hire the necessary staff. For now, the focus is on getting interviews with those involved with the war effort; the goal is to conduct 200 in-depth, wide-ranging videotaped life history interviews, all transcribed, of people in varied categories.

In particular, contacts are being sought who were: part of D-Day, military nurses, part of the Bataan Death March, prisoners of war in various countries, women who worked in defense plants, liberators of concentration camps in Europe, part of the campaign in Northern Africa, those who fought in the Aleutian Islands, men of Puerto Rico's 65th U.S. Infantry, men of Arizona's Bushmasters.

"Sadly, the stories of these men and women have been virtually untold, either in the mass media or in scholarly writing," said Rivas-Rodríguez.

The plan is to house the oral history archive at two UT-Austin libraries–the Nettie Lee Benson Latin American Collection and the Center for American History. The tentative opening day for the archives at both libraries is Memorial Day 2004.

In addition to videotaped interviews with men and women of this generation, the archive is beginning to build a rich holding of artifacts, such as newspaper clippings provided by interview subjects and others, letters, diaries, telegrams, newsletters of the period, and such. The interviews are to be transcribed as well as taped, so the interviews can be not only heard and viewed but read.

"For those who want to understand what life was like for Latinos before the war, during the Depression, or what life was like for them afterward, this archive will provide the sort of information that can be incorporated into tomorrow's books and periodicals," said Rivas-Rodríguez. "For those who are simply yearning to understand their people's past, this archive will answer many questions."

Maggie Rivas-Rodríguez, director, U.S. Latino & Latina WWII Oral History Project

Many of the veterans interviewed said they experienced no discrimination in the military ranks, but rather came back to it in the U.S. once their service was completed. Some of the veterans used the G.I. Bill to earn a college education. Many focused their efforts on making civil rights advancements for Latinos–in school desegregation, in voting rights, and in basic civil rights. They challenged judicial and political institutions either individually or through powerful organizations that grew out of the era, including the G.I. Forum and the Mexican American Legal Defense and Educational Fund.

"The World War II experience is pivotal to understanding the significant social and political transitions that occurred for Latino women and men with regard to their larger history of labor exploitation, economic repression, and social marginalization," wrote social historian Naomi Quiñonez, an assistant professor at California State University Fullerton, in a letter in 2000 supporting Rivas-Rodríguez's work. "How the war affected the perceptions of many with regard to citizenship, patriotism, the possibility of attaining the American dream and the slow but steady movement to working and middle-class status, creates a necessary foundation and important bridge for a more recent contemporary social history of Latinas and Latinos in the U.S."

Getting Started

The project is closely tied to UT-Austin. *Narratives*, a newspaper dedicated to the stories about U.S. Latinos and Latinas of the World War II generation, is produced through the University's department of journalism. Each fall and spring since 1999, Rivas-Rodríguez has taught a class, Narrative Journalism, dedicated to the oral history project, and that class produces the newspaper, with help from the *Austin American Statesman* and the *San Antonio Express News*, which provide copy editing, design, layout, and printing. The University's Center for Mexican American Studies also has helped with the oral history project.

Volunteers in other cities, including San Diego, Los Angeles, San Antonio, Houston, and Austin have been instrumental in raising funds, conducting interviews, arranging meetings, and other activities involved with the project.

Rivas-Rodríguez launched the project in the summer of 1999 with the help of a $36,000 grant from the A.H. Belo Corp. Foundation. The grant paid for the work needed to organize and hold a conference dedicated to the topic in May 2000 at UT-Austin. The University of Texas Press is to publish 13 manuscripts from the conference that are being edited by Rivas-Rodríguez.

During the first two phases of the project, Rivas-Rodríguez and volunteers developed a Web site, produced brochures, and developed and refined the project's distinct interview strategy, determining topics that should be discussed and providing tips on conducting good oral history interviews. They developed a training manual for volunteer interviewers and a training video for people unable to attend the interview training sessions.

The project benefited from touring oral history project sites at the University of New Orleans (The Eisenhower Center's archive of World War II veterans), the Ellis Island Oral History Project, and, in Los Angeles, the Shoah Foundation's archive of Holocaust survivors. The Shoah Foundation has conducted 50,000 interviews with Holocaust survivors. With its permission, the Latino/Latina project adapted the Shoah pre-interview form to its own needs. One goal of the project is to create a comprehensive database of existing oral histories of U.S. World War II-era Latinos and Latinas.

The project's organizers also studied the evaluation guidelines of the Oral History Association, the leading organization that sets standards for such projects, in order to make its own interviews of as high a quality as possible.

There has been a great deal of interest in the project, evidenced by the thousands of e-mails, letters, and phone calls from people who want to interview or who want Rivas-Rodríguez to interview family members. But Rivas-Rodríguez said that funding has been limited and sporadic, and that has kept her from being able to hire more people to help on a regular basis. Volunteers have made substantial contributions to the work. Volunteer training sessions conducted in San Antonio, Austin, Houston, El Paso, and other cities have helped immensely in getting the interviews needed.

Ramón Galindo was so excited about being interviewed, he decided to help conduct interviews himself. Galindo served in Europe from 1944 to 1945 and took part in many battles, the biggest being the Battle of the Bulge, in December 1944 and January 1945, and the battle at the Rhine River in March of 1945. Galindo said the battle of the Rhine River was the worst because he lost many friends and fellow soldiers. He and two of his brothers served during the war in different capacities but never talked to one another about what they experienced until Ramón approached them 53 years later, saying it was time to talk. He videotaped the conversations and shared them with family members and the oral history project.

Ramón Galindo

"It was nice to get it out," said Galindo. "I was surprised to hear what my brothers did and saw. Our nieces and nephews said, 'We didn't know that about you.' This is a good thing for the younger generations to know. There have been a lot of stories that weren't told. We were left out from the beginning."

Elisa Rodríguez and group

The project, now in its third phase, which will last at least until April 2003, is working feverishly to conduct interviews of Latinos and Latinas of the World War II generation. There is no shortage of interview subjects in this age group–nationwide, as of 1998, there were about 665,232 Latinos 75 years old and older. But the numbers are dwindling daily.

"It is imperative that the project aggressively seek the voices and recollections of these men and women," said Rivas-Rodríguez. "Once their voices are lost, they can never be regained; second-hand testimonies cannot compete with the value of these interviews with eye witnesses to history."

Interviews have been received in three ways: through students enrolled in the Narrative Journalism class, through volunteer interviewers throughout the country who have either attended the two-hour training sessions or received a 30-minute training video, and through partnerships with other institutions.

San Diego State University's Office of Educational Opportunities/Ethnic Affairs has sent in more than 30 interviews and provided the training manual and training video used for interviewers. In April 2001, the U.S. Department of Veteran Affairs' Readjustment Counseling Service signed on as a partner, which means individual offices throughout the country will cooperate with the project.

The project has developed ties with other organizations too. It is helping the Washington-based non-profit group Heroes and Heritage to develop an exhibit that considers U.S. Latinos in all wars.

The project has made contributions to "History Matters," a free, non-commercial Web site designed for social studies and history teachers at high schools and colleges around the world. The project is sharing excerpts of interviews from its efforts. That Web site can be visited at http://historymatters.gmu.edu.

Last June, Rivas-Rodríguez received a letter of praise from Congress, encouraging her effort to highlight the less known but significant contributions Latinos and Latinas made during World War II.

"We believe that through this endeavor the American public can expand its knowledge of the invaluable contribution of Latinos and Latinas on the battlefield, working in support and supply lines, in defense plants, and in maintaining households and families as they awaited the return of their sons and daughters," it said.

For more information about the project, visit www.utexas.edu/projects/latinoarchives.

Latinas Connecting through Literature

The Rewards of Helping Students Find Themselves

BY
JOE BECK

The description of Dr. Priscilla Gac-Artigas' spring 2000 course Contemporary Latina Writers illustrates her ambition and passion for teaching literature.

Dr. Gac-Artigas, who teaches in the Department of English and Foreign Languages at Monmouth University (N.J.), is an assistant professor of both Spanish and French and of Latin American literature. She is also the editor of ***Reflexiones: Essays on Contemporary Spanish-American Women Writers***.

Like many good teachers, the human connection she has with her students is what she enjoys. One such connection exemplifies her philosophy of teaching. "A few years ago, I had a student transfer into my class from another university. This student's mother was from Peru, and yet she came to my class without much knowledge of her own Spanish heritage," she said. "By studying literature in my class, she grew to fully appreciate and deeply understand her ethnic identity. I love knowing I helped her do that."

> ***"Being challenged and having a give-and-take dialogue with students is so rewarding for a teacher."***
>
> DR. PRISCILLA GAC-ARTIGAS, MONMOUTH UNIVERSITY

The professor later received a letter from the student's mother, thanking Gac-Artigas for introducing the young woman to literature and the formal aspects of Spanish.

"Because of my class, she ended up majoring in Spanish and minoring in literature. It was a great feeling knowing I helped her in that way," said Gac-Artigas.

Gac-Artigas' love of literature draws on a lot of her time and energy. "Although language is very important in the curriculum, and we teach every aspect of it in our department at Monmouth, I really enjoy teaching literature and researching most," she said.

"Teaching literature...allows me to connect with my students like nothing else can. It allows me to interact with my students as if they are my peers. Although I'm the teacher, and I'm paid to know the most about the literature, being challenged and having a give-and-take dialogue with students is so rewarding for a teacher. It keeps things exciting and allows me to learn new things...," she said.

Compared with researching and teaching literature, teaching a language has its limitations, says Gac-Artigas. "When one teaches language, especially sentence structure and linguistics and all the nuts and bolts, one can change the methodology from semester to semester, and from year to year, but it's never the same with literature. With literature and research projects, a teacher can change books from time to time, and that has made all the difference for me."

Visiting the Web site

The difference between teaching literature and teaching language becomes clearly evident when one visits her Web site.

Dr. Priscilla Gac-Artigas with Mexican writer Elena Poniatowska

"My Web site features more than 60 writers, and accompanying biographies for each one. I originally envisioned the site as a reference guide for my students, colleagues, and any other person who may wish to research writers who have made significant contributions to the English- and Spanish-speaking world," she said. "I was really interested in also providing accurate information for researchers."

Some of the authors and works noted on the Web site are studied in her class, "and the site was just another tool that I could give to my students and colleagues," she added.

The site has been widely used and now boasts more than 100,000 visitors. "One thing about researching that I really enjoy is what one writer and researcher wrote a long time ago but I still remember vividly. That is that research is always a place to start when you want to learn something."

Like all good researchers, though, Gac-Artigas understands that her own research is a never-ending saga of searches. In her world, it's sometimes maintenance of her work, maintenance of her Web site. "I started the Web site about two years ago, and I'm always updating information or adding new writers to the site. It's really a never-ending process. I've recently added a section of the site that is dedicated to announcing conferences and other events. It also has a newsletter section to help people keep abreast of new information."

Looking at how much she accomplishes makes one wonder what kind of training she experienced to be able to juggle so many projects. The answer is not surprising. Her background is as interesting as it is diverse.

Before teaching, she worked as an actress and soon learned that she could combine her love of teaching and acting. "The classroom is and always will be my stage. I find that many of the techniques and skills I learned on the stage are the same ones I use in the classroom. It certainly makes the classroom a living, dynamic environment," she said.

Credentials, Awards, and Publications

Her educational credentials are also impressive. She earned a B.A. from the Universidad de Puerto Rico in 1977; the following year, an M.A. in French literature from Middley College. In 1982, she earned a D.E.A. in Latin American literature from the University of the Sorbonne. In 1994, she earned a Ph.D. in Latin American literature in the Department of Peninsular and Latin-American Studies, with highest honors, from the Université de Franche-Comte, France.

Dr. Priscilla Gac-Artigas with Puerto Rican writer Rosario Ferré

Significant honors and awards she has received include the 1994 Prize Elana Ralle, awarded by the Université de Franche-Comte for her dissertation and its contribution to the knowledge and diffusion of Latin American culture, 1994. She graduated magna cum laude from the Universidad de Puerto Rico and received the Grant-in-Aid-of-Creativity Award from Monmouth University in 1999.

Her book, *Directo al grano: A complete reference manual for Spanish grammar*, was published in three editions, the first two by To the Point Books. in 1996 and 1997, and the latest by Prentice Hall, in 1999.

Sans Detour: A complete reference manual for French Grammar, was published by the same two publishers in the same years.

To the Point also published her *To the Point: Ingles para hispanohablantes*, in 1996 and 1997.

Other publications include book chapters, articles, interviews, and book reviews, some in Spanish, some in English, published in the U.S., Mexico, France, and Cuba.

Asked if she ever takes vacations, Gac-Artigas had a ready answer. "Sometimes when my schedule does become too crowded, I dream of having more time to write. I just had a book published, and I was asked by my colleagues to translate it into English. I replied that I would if I had the time. I was told that my book would reach a bigger audience if I translated it into English. They may be right, but I just don't have the time. And, if I don't have the time to enjoy a true love of mine, writing, how can I find the time to translate a book?" she said.

Taking Full Advantage

As an educator, Gac-Artigas feels a sense of responsibility to offer as much as she can to her students. She has, she said, a deep-seated desire to convey to her students that they should be proud of who they are. "I tell many of my students that they should really strive to know themselves and that I hope literature can help them do that. They can essentially see themselves in characters and situations."

In addition to knowing their identity, Gac-Artigas also wants her students to take full advantage of enjoying that America has to offer.

"I also want my students to have confidence in themselves, and I hope they do not marginalize themselves with regard to the rest of the American population. It's all right to have a strong sense of identity in your community, but it's just as important to take part in the great American dream. Bilingual people should keep their heritage and be proud of it. The thing they should not do, by any means, is stay in the ghetto.

"I tell my students that it is their obligation to excel at their careers and their personal lives. I ask them to assimilate and succeed in the greater arena, but not so far in that they will lose their identity," she said.

Gac-Artigas sites an example of striking a balance in the lives of her students. "My student, whose mother wrote me a note, is a good example of doing well and succeeding in my class. She came to my class unhappy from her previous university and got caught up in my class and the literature. She found a whole new part of herself through the use of literature. It helped her learn her history and a formal part of her identity. Her mother was so moved she felt obligated to write me a note and thank me."

"This makes me feel wonderful. It shows that those of Latina heritage can really excel at learning and deeply experience their heritage and, at the same time, be a citizen of the United States and enjoy all the fruits of their hard work–in a free and democratic society."

A Unique Translation Endeavor

The World's Classics into Papiamento

BY
BLANCA ACOSTA

The official language of the ABC islands (Aruba, Bonaire, and Curacao) is Dutch, but their national, domestic language is Papiamento.

On January 1996, the educational authorities of Aruba and Curacao, the Instituto Nashional di Idioma and the Curacao Ministry of Education, respectively, asked three Cuban literary translators and professors, Blanca Acosta, Sonia Bravo, and María Teresa Ortega, to help them in a vast task they envisaged. They wanted to introduce Papiamento–the native language of the ABC islands–as an academic language. In order to do that, they had to translate everything, from Homer to contemporary writers, as very few major works had previously been translated into Papiamento.

We were three Cuban translators who ourselves had been professors of translation. We taught a one-month intensive course in Aruba (September 1996) and Curacao (May 1997). Each of us devised a different course. I will describe mine. But first, in order to outline the plan I designed, I will briefly explain the linguistic situation of the Dutch Antilles and Aruba.

The official language of the ABC islands (Aruba, Bonaire, and Curacao) is Dutch, but their national, domestic language is Papiamento. English and Spanish are also spoken by most of the population.

Papiamento is a Creole language; the word itself comes from a compound word taken from papia, "to talk," and the suffix "mento," indicating the action that is taking place. Papia is a verb in Cape Vert and Guinnea Bissau and is derived from the Portuguese papear.

Professor Blanca Acosta teaching during the translation course

Papiamento is thought to have originated from an original Afro-Portuguese creole language. The Portuguese slave traders communicated with the African in a new tongue with a Portuguese vocabulary and an African morphology (the superlative, for instance, is expressed by the repetition of a word). It was a kind of pidgin, a tongue for oral communication only. The slaves brought that language to the New World. Once in the Americas, the proto-Papiamento was influenced by the vocabulary of other European languages, mainly by Spanish, Dutch, and, later, by English.

Even though Papiamento is spoken by 87 percent of the population (200,000 inhabitants of the three islands), the learning language continues to be Dutch; a six-year old child who has been speaking Papiamento all his life is suddenly confronted in the new school environment by an alien tongue.

Although Papiamento has been in use since the 17th century and has been the domestic language since the 19th century (there was even a newspaper, *Civilisado*, written in Papiamento that appeared in 1871), it was not until 1976 that a book on Papiamento grammar and spelling was written. In order to introduce Papiamento as an academic language, they realized that the whole history of world literature had to be translated.

At that point, they invited us as the team of professors/literary translators who would help them put into practice that enormous endeavor. We were confronted by two problems: a) the vast endeavor of translation was meant for just

Havana, 1997: (l. to r.) four students from Aruba and Curaçao, and Professors Bravo, Acosta, and Ortega

200,000 people; and b) was Papiamento rich and mature enough to be able to assimilate such a vast range of literature from different languages and cultures?

Concerning the first problem, we asked the educational authorities of the island to consider translating just the textbooks and a few literary works; but–rightly so–they answered us that a tongue is part of one's national identity, and they wanted to appropriate, to "nationalize" the world literature through translation.

The next question was: what should be translated first? And they asked each of us to outline a sort of repertoire of works to be translated, and to substantiate our choices. They took into consideration the three proposals.

To make up my proposal, I took into consideration the following factors:

1) Papiamento's literary language is not as varied as much older languages. The Indo-European languages have a history of centuries–that is why they are so rich at present.

2) Historically, translation has served para-literary purposes. In the present case, translation could serve the purpose of reasserting the national identity and a regional awareness in the Caribbean.

My schema was aimed at apprehending the universal (Homer, Shakespeare, and T.S. Eliot, for example) through the regional, i.e., Caribbean works. Because of a very similar historic background, French, English, and Spanish Caribbean literatures have much in common in terms of themes, morphology, and styles. The Papiamento reader should be exposed first to that literature similar to their everyday reality and culture. The preponderance of Dutch was another factor that I considered when emphasizing Caribbean works. Most likely they could read the major works of world literature in Dutch, but it was very unlikely that the Caribbean works had been translated.

Works from the Americas could be translated, including non-mainstream literature (Hispanic-American literature, French-Canadian literature, for example) and Pre-Columbian works (Popol Vuh, and poems by Naxahuatcoyo). These works would give the reader an awareness of the multiplicity and similarities of the Americas.

The third phase would be the translation of world literature, including African and Indian literature. As we were considering more then 25 centuries of literature, the three of us suggested that a board should be formed to find a balance between classical and contemporary works.

My first question regarding the class I was to teach was: How much theory and how much practical work should I teach? I decided that the emphasis of such a short course should be on practical aspects of translation or translation strategies, with a brief introduction to let the *cursistas* know what is meant by literary translation. This part of the course consisted of a lecture on the history of literary translation, the many attempts to formulate theories of translation, and some reflections on literary translation, which were as follows:

The creative nature of literary translation; the usefulness of literary translation through history, without which there would be no such thing as world literature; and the fact that the literary translation facilitates the knowledge of other cultures and historical period. Translation, as Pushkin said, "is the post horse of culture."

After that brief outline, wanting them to feel confident, so that they could carry out successfully their vast task, I talked about the skills a literary translator should have. The *cursistas* were mainly teachers and journalists, people familiar with literature and writing, so they have most of what a literary translator needs. Those needs are:

A deep knowledge of the source language and culture. I suggested that "specialized teams" or working groups should be formed for the creation of a repertoire in Papiamento; each group would select and/or translate works from a given literature and/or from the different source languages.

An encyclopedic culture; the literary translator should know about anthropology, sociology, world literature, fashion, history, and all that "keeping the pace."

My experience had always been of translating from Spanish into English, but I thought that there were some common factors about how to translate literature in general:

The literary translator should be able to transmit faithfully the cultural codes.

The literary translator should have "a musical ear"–one does not translate in the same tone Faulkner and Kurt Vonnegut.

The literary translator should have empathy with the work she is translating. This identification gives her the insight needed to be aware of the deepest nuances of the work. This empathy also triggers the inspiration without which there cannot be literary translation. Thus, translation calls for a subjective approximation to the original, for the translator to be able to realize the aesthetic attitude of the author in relation to the objective reality.

I summarized all those characteristics in two words: know how.

The literary translator must also have talent; she is a kind of partner of the author. I emphasized this because the *cursistas* had never translated literature; it was still to be shown whether they could or could not translate literature. A literary translator is a creative person; not everybody can successfully translate literature, just as not everybody can play a violin or climb Mount Everest.

After that theoretical introduction, I began with the practical aspects of the course. I had then to figure out which were the most important practical aspects of translation, to be taught in only one month to people who, in general, had never translated anything. I also had to consider that I had always taught how to translate **from English into Spanish**. I, therefore, decided to combine a translation workshop with the teaching of some strategies, using examples that can be applied to any translation, from any source language into any target language. The lectures were given in Spanish and English; the *cursistas* translated work in English and Spanish to Papiamento; it was relatively easy for us, the professors, to understand Papiamento; it is a relatively easy language with much from Spanish and English

While I was conducting the workshop and teaching, I did not take note of the particular cases we analyzed, and I might have forgotten some, but I still remember two outstanding examples.

Literal translations of false cognates and idiomatical expressions: I managed to find English words that were false cognates in Spanish and Papiamento, and thus we realized how much a mistranslation compromises the quality of the translation. If the sentence: "Sir, you have embarrassed me," is mistranslated into Spanish or Papiamento, the result, in Spanish, will be: "Señor usted me ha embarazado," (you have make me pregnant).

Some funny examples came out from our efforts to literally translate some idiomatic expressions ("the nerve!" "Don't aggravate me!" for example).

Sometimes a title can be translated literally (and thus the original sense in the source language is completely or partially distorted) and yet function. There are the cases in the Spanish editions of *El sonido y la furia* or *La importancia de llamarse Ernesto*, where the play on words with "Ernest" and "Earnest" is lost, but the confusion between the two Ernests is kept.

Closing ceremony

At times, the title has to be changed completely. *To Kill a Mocking Bird* was translated into Spanish as *Matar al ruiseñor* (nightingale), I assume because the words for mocking bird in Spanish are *sinsonte* or *zenzontle*, words with too much color, Latin American color (it comes from Nahuatl).

I selected excerpts from the Spanish edition of *La Bella y la Bestia* (to teach adaptation vs. translation in works for children); from *Hurricane*, a novel by the Jamaican writer Andrew Salkey written for young people; and some Cuban works.

When the students began translating *La Bella y la Bestia*, we met the first practical problem. Papiamento has the adjective *bunita* (pretty), but does not have an equivalent for the noun *Bella* (Beauty). What were we to do? If the translators of the ABC islands were going to embark upon a vast work of translating "all the literature that has been," this enormous effort would surely trigger creativity. It was then the appropriate time to introduce neologisms. We had the advantage that we could take them from three languages. In the case of *Bella*, the existing word in Papiamento was closer to the Spanish *bonita*, so we decided to import the word *bella* from the Spanish.

I was also interested in warning them against the phenomenon of over translation, which, when it occurs, results in a translated text that "tastes" of translation. I had a very clear example–the verb "stare," when one is translating from English into Spanish. If the verb were translated as "mirar fijamente" all the time, it would be wrong. If you have the sentence "He stared at the ghost," the translation into Spanish would be "*Se quedo mirando al fantasma*"–there is no place for *fijamente*.

Another important problem was the conceptual gap that always occurs when one culture is imported into another. The equivalents of moonshine or baby boomers do not exist in Spanish or in Papiamento; the translator has then to be creative: *mofuco* or *agua de chirle* for the beverage, and *la generación de la postguerra* for the boomers. And when it is not even possible to do that, we can also use a footnote, or invent an explanation within the text.

We left the future translators of the ABC islands with an enormous task. Four years have elapsed. In those four years, I came to live in the United States, and Dr. Sonia Bravo currently lives in the Canary Islands; we are still professors and literary translators; María Teresa Ortega continues as a successful literary translator in Cuba. Dutch remains the teaching language of the Dutch Antilles and Aruba. The possibility exists that they did not succeed in creating an artificial translation drive. Historically, that has only worked for the sacred texts (that normally are translated by decree). But, on the other hand, such a vast task takes at least a decade.

Even if for economic, practical reasons, they were not able to implement their plan, we put our little grain of sand in the wonderful task of energizing their native tongue. The future generations of the ABC islands will be able, I am sure, to read in their native tongue the best literary works of humankind.

Majority Rule

Politics and the Public Good

Ballot Initiatives Seen as Working Against Minorities

BY ZULMARA CLINE, PH.D., AND JUAN NECOCHEA, PH.D.

Recently, California has become the leader in a new wave of anti-immigrant legislation, directed primarily at the Latino community, through the ballot initiative process. Rather than promoting democratic ideals, these anti-immigrant propositions are more reflective of the "tyranny of majority-rule," whereby a largely uninformed majority is given license to trample on the rights of immigrants.

California's proposition-driven democracy has led to unfair and adversarial relationships between the majority and the minority, closely mirroring the criticism portrayed by Guinier (1994).

I borrow from my criticism of winner-take-all majority rule to show that zero-sum, adversarial solutions in judicial and executive decision making suffer from similar exclusionary tendencies. In this way, the idea of majority tyranny itself becomes a more general metaphor to express the way in which hierarchical and competitive systems of decision making may unfairly dominate weaker voices (p. 157).

The eternal tension of majority rule vs. minority rights has been present in our nation's history since the advent of winner-take-all majority rule, often to the detriment of immigrants. In recent years, immigrants have often been victimized as a result of public hysteria created through well-funded, distorted, and deceitful propaganda. When a majority rule winner-take-all style of democracy is allowed to go unchecked, voters will often exercise their right to vote against a minority, even when aware of the willful constitutional violation of minority rights.

Much to the chagrin of the majority, these legislative drive-bys are frequently struck down by the courts, leaving the majority feeling as if its rights have been violated.

However, the will of the people cannot be allowed to stand when it violates the rights of the minority without seriously compromising democracy, and the checks and balances that are needed to contain majority rule in a diverse society. It is only through this containment that a democracy can survive.

In California, voters have become angry and dismayed when propositions have been struck down by the judicial branch. The resulting anger has been palpable, with many feeling that their "voice" at the ballot box had been invalidated. The sentiment most often voiced has been, "How can one person dare undo the will of the people?" thus reflecting the deep frustration and disappointment of the majority when minority rights are protected, despite the outcome of an election. Nonetheless, even with these protestations, the public good is deeply compromised when half truths and outright lies are allowed to reign unchecked during the propaganda stage.

The Propositions

Avoiding the "slow-paced" legislative process and all the corresponding safeguards, Californians appear to be engaged in what Broder (2000) refers to as "government by initiative (p. 5)." This could be classified as ballot policymaking through passage of propositions often considered anti-Latino and anti-immigrant. This proposition process bypasses the checks and balances that help a democracy avoid the perils of majority rule and tends to create an unhealthy climate when the political rhetoric plays on individuals' prejudices in order to get enough votes to pass.

In California, strong anti-immigrant, anti-Latino sentiments have progressively intensified over the last decade, with the passage of four Propositions–63, 187, 209, and 227. With each successive proposition, the climate in California has become harsher, playing on the fears of individuals who did not know what to expect of the unknown, fueling the fans of "hate-crimes," and making amicable resolution of differences more difficult.

Proposition 63, English as the Official Language of California, was passed into law in 1986, sending a strong message that English was the language of the land. Although largely symbolic in nature, this proposition resonated with the strong anti-immigrant sentiments that speakers of other languages were not welcomed in California, particularly in the workplace. This proposition also made it more difficult for educators to advocate for bilingual programs, for all business in California was to be conducted in English. English as the Official Language of California could be regarded as the precursor of the wave of anti-immigrant legislation that was to follow, for the proposition did little to stem the tide of immigration in the state or to change the use of other languages.

After the passage of Proposition 63, the "debrowning of California" did not occur, disconcerting the anti-immigrant voters who continued to observe an explosive growth of minorities in the state and a perceived deterioration of the American way of life, exacerbated by a deepening recession. Indeed, many voters continued to see a connection between communities overcome by immigrants and the worsening economy in California during the 1990s.

Thus, a few years later, in 1994, the voters of California passed Proposition 187, Save Our State, in an effort to control the "immigration problem" once and for all through the ballot initiative process. Proposition 187 has been by far the most perverse example of the tyranny of democracy, for it was intended to deny illegal immigrant children the right to a public education, medical benefits, and other services that had already been guaranteed by the Constitution.

Although voters knew that key provisions of the proposition were in clear violation of federal law and denied the constitutional rights of immigrants, it passed with an overwhelming 59 percent of the vote. The "Alien Invasion" was the perfect scapegoat for the deep and protracted recession that plagued California's economy, and voters felt justified in rectifying the immigration problem by sending Washington a strong message about voter dissatisfaction with immigration policy through the electorate process.

The most disturbing part of Proposition 187 was the media image of Latinos, who were portrayed as if they were lazy, unlawful, and responsible for the economic ills of California. But Proposition 187 failed to stem the tide of immigration. Since most of the provisions of the Proposition were unconstitutional, a court injunction was issued, and Proposition 187 was never put into place.

In 1996, Proposition 209, the Equal Rights Initiative passed, essentially ending California's affirmative action, which had been designed to rectify past discriminatory policies, especially against underrepresented groups (e.g., Latinos, African Americans, Native Americans) in certain employment and education areas.

Without affirmative action programs, many doubt that employment and education practices would result in a more equitable portrait of underrepresented groups, due to the persistence of racism and discrimination in our society. By removing affirmative action, the voters in California were again trying to send people of color the message that they were not wanted in the state. In many instances, Proposition 209 gave racist institutions a "license" to discriminate against undesirable groups, since there was no longer a requirement that underrepresented groups be given equitable opportunities in hiring or admission practices.

The anti-minority climate created as a result of this proposition was tantamount to government-sanctioned "hate-crimes" reminiscent of the pre-Civil Rights era.

The latest in the anti-immigrant initiatives was Proposition 227, English for the Children, passed in 1998, essentially intended to end bilingual education for English language learners in California. Although only 30 percent of English-language learners were actually in bilingual programs, these programs were blamed for the widespread failure of language minority students.

Zulmara Cline, an assistant professor at CSU, San Marcos, was an instructor for Chapman University in the areas of language acquisition and multicultural education, and a K-12 educator for Lompoc Unified School District, specializing in equity and access programs. She completed her Ph.D. at UC, Santa Barbara, on the effects of socialization on school administrators. A scholar practitioner, Cline writes extensively on policy, diversity, leadership, and multicultural education.

Using exquisite sound-bites, misinformation, and propaganda, what was called the Unz initiative, after its chief proponent, tapped into the deep-seated anti-Latino and anti-immigrant sentiments of the electorate to garner 61 percent of the votes in support of Proposition 227. As a matter of fact, as found by Olsen, a leader of the NO on 227 campaign (1998), the majority of California voters who were in favor of Proposition 227 supported racist and prejudicial views. In her explanation of why Proposition 227 passed, Olsen (1998) reports that opinion research showed "a reservoir of anger, distrust, and even hate focused on bilingual education, bilingual educators, and immigrants–particularly Spanish-speaking immigrants" (p.4). That hatred was used by media experts to fuel raging discontent as they created a case for why the proposition needed to pass.

Taken as a package, these four pieces of legislation have solidified the tyranny of the majority and the abuse of the democratic process in California, a danger in majority-rule democracies, as noted by Guinier (1994).

This history of struggle against tyrannical majorities enlightens us to the dangers of winner-take-all collective decision making. Majority rule, which presents an efficient opportunity for determining the public good, suffers when it is not constrained by the need to bargain with minority interests (p. 9).

These propositions, partially driven by the persistent racism that abounds in American society, were passed with no regard to maintaining and guaranteeing the minority rights in a democracy. Dominating the weaker voice of Latino voters, these four propositions can be viewed as "immigrant bashing" at the hands of the electorate. Defenders of minority rights view the passage of these propositions as a perversion of democracy. Immigrants make easy scapegoats for voters who are intent on finding visible culprits for what ails California. Immigrants, who lack a power base from which to fight back, are often at the mercy of an angry electorate easily swayed by propaganda in a democracy gone awry.

Double-speak

The use of double-speak, semantic plays on words, claims to democracy in action, and a gross distortion of facts has fueled the proposition process in California, often swaying a misinformed electorate and creating a divisive climate. Labeling Proposition 187 "Save our State" sent a distorted message that the state was in trouble and in need of being saved. The English-only propositions sent a powerful message that the American way of life was endangered when other languages were spoken on our soil. Proposition 206 twisted Equal Rights to mean protection of the rights of White males, which were not in danger in the first place and in no need of protection, as shown by statistics. These semantic irregularities were intentionally used to mislead voters–saying one thing when actually meaning something else.

The use of civil rights language to promote inequities in society has a touch of ingenuity, for many were able to feel as if they were being just and equitable by voting for these measures. In essence, these semantic irregularities give the appearance of a more just social order while allowing the continuity of the inequities present in society to continue. Semantic irregularities are extremely effective in persuading voters that no "special" programs are needed because discrimination and racism is no longer an issue in our society, and discrepancies in education and employment are due to individual initiative and motivation.

Put in Krashen's (1998) words, if "straight" language were used in Proposition 227, it is likely that voters would have rejected it, for many voters were not looking to deny educational access to immigrant children. Krashen et. al. (1998), in an informal survey, found that when given more accurate information about the impact of Proposition 227, most voters would reject the initiative. That is, if worded to reveal the "real" agenda and intent, as follows, the initiative would have gone down to defeat.

There is a new initiative trying to qualify for the June primary ballot that would severely restrict the use of the child's native language in school. This initiative would limit special help in English to one year (180 school days). After this time, limited English proficient children would be expected to know enough English to do school work at the same level as native speakers of English their age. The initiative would dismantle many current programs that have been demonstrated to be successful in helping children acquire English, and would hold teachers financially responsible if they violate this policy. If passed, schools would have 60 days to conform to the new policy. If the June 1998 primary election were being held today, would you vote for or against this policy?

When asked the *Los Angeles Times* Poll question, 57 percent of respondents supported Proposition 227; when asked the modified question, only 15 percent did so (p.5).

Again, when propaganda and half-truths are used as part of the democratic process, individuals are not given a chance to vote on what is truly being proposed and put forth to the electorate. Voters are led to believe they are supporting just and right causes, like equal rights or English for children, rather than the damaging and detrimental initiative being proposed.

In a true democracy, where the rights of the minority are protected from the political whims and racist sentiments of the majority, these propositions would not be allowed on the ballot. Although minority rights are protected by the courts, the social-psychological damage to society and individuals has already been created, leading to divisiveness, hostilities, and resentment. The social milieu that is fabricated for minorities is perceived as oppressive and disdainful, which often gives "closet racists" an opportunity to openly discriminate in educational settings and in the workplace.

In the United States, there has been a long history of racism and anti-immigrant sentiments, which tend to peak during economic hardships and result in what could be labeled "legislative drive-bys" that target certain immigrant groups, particularly those who appear different from the White European genre in looks, behavior, and speech.

In previous strong sentiments against immigrants, racist legislation such as The Gentlemen's Agreement (1907), The Chinese Exclusion Act (1882 & 1904), and The Quota Act (1965) were the official policy on immigration in the U.S. These laws unfairly targeted "unwanted" ethnic groups, viewed as inferior to Americans and, thus, contributing to the deterioration of the gene pool, the dominant way of life, and American values. These laws have been found unconstitutional and struck down by the courts, but not before creating a climate of racism and discrimination.

In the post civil-rights era, the process of passing a bill has many built-in safety measures to ensure that unconstitutional, hateful, unfair, and outrageous laws are not passed within the legislative process; however, within the proposition process, there are no protections for the minority voice, especially during the pre-election phase when all manner of rhetoric is allowed to go unchecked. The only redress left for minorities in these instances is to appeal to the judicial branch for their rights to be protected.

Broder (2000) sees a need to significantly alter the proposition process to avoid the outright violation of minority rights and to make the process more accountable to the checks and balances built into the democratic system. Guarantees must be built into the specific procedures to avoid the current trampling of minority rights. It is imperative that propositions that violate the Constitution not be allowed on the ballot. It is important that public sentiment not be swayed with half-truths and lies.

For example, the use of anti-immigrant propaganda in California's proposition process has gone unchecked and has been extremely destructive, divisive, vicious, and unbecoming of our democratic ideals. Instead, the U.S. needs carefully crafted legislation that looks out for the public good, takes the issues and concerns of both the majority and minority into account, and guarantees the constitutional and civil rights of all residents. America's legislative policy must encourage and promote a more just and caring social order as a way to start countering the tyranny of majority rule.

Furthermore, as society becomes more diverse, these proactive measures must be viewed as essential in preventing future social unrest, for the half-truths, propaganda, and outright lies that are told during the campaign process can only lead to increasing social divisiveness, lay a foundation for hate-crimes, and create a climate of disharmony among our nation's diverse populations. It is only when we start seeing our differences as strengths that we will be able to truly live up to our democratic ideals.

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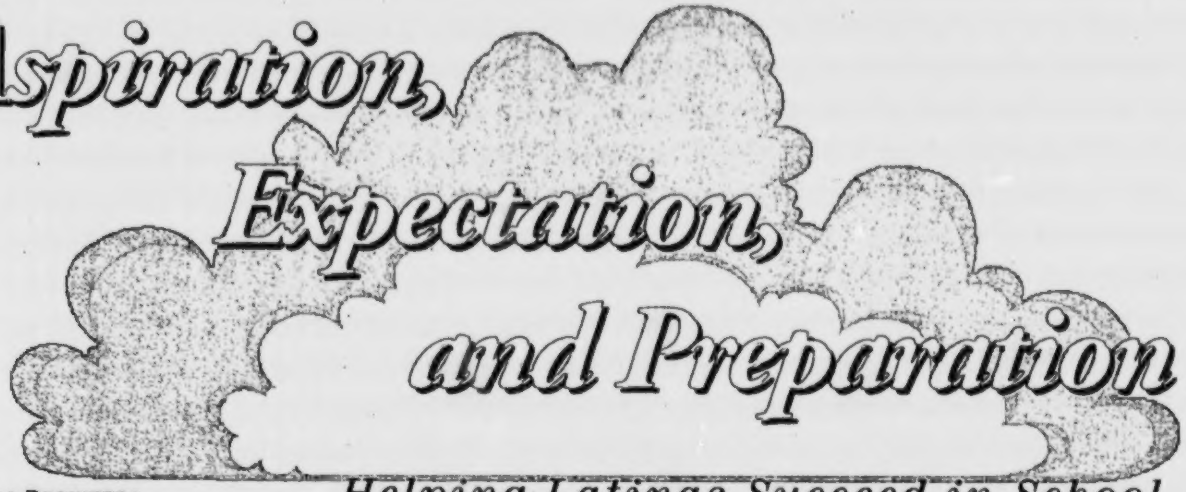
Juan Necochea, an associate professor at CSU, San Marcos, was an elementary and secondary school principal for the Lompoc Unified School District in California and received his Ph.D. from UC, Santa Barbara. He has conducted research on school reform, policy implementation, leadership, bilingual education, and diversity, from a scholar practitioner perspective.



Aspiration, Expectation, and Preparation

Helping Latinas Succeed in School

BY
ANGELA PROVITERA
MCGLYNN

A recent study by the American Association of University Women (AAUW) entitled, *¡Sí, Se Puede! Yes, We Can: Latinas in School*, reports that school, family, peers, teachers, the media, and other cultural factors interact to limit Latinas' school achievement and their futures in part by influencing their sense of their "possible selves."

The concept of "possible self" refers to people's fantasies and imaginings about what they can do with their futures. Young Latinas' beliefs about their futures seem to be narrowed by mismeasurement in school, i.e., being tracked away from college preparatory classes and into special education courses where they are often labeled "learning disabled" due to their lack of English proficiency.

Additionally, Latinas' views of their futures are constrained by competing values of home and school. Although data suggest that Latinas and their parents often have a strong commitment to education, Latinas are less likely to complete high school than any other ethnic, racial, or gender group in the United States. While the family shows a commitment to the education of their daughters, there are competing family values at work. Latinas, regardless of social class, typically have greater involvement and sense of responsibility to their families than do Anglo girls.

With their family roles involving housework and taking care of younger children, Latina high school students may have difficulty picturing themselves as college students. The expectations for school achievement often clash with family needs and peer pressure. The report notes that boyfriends and fiancés often warn Latinas about becoming "too educated." Likewise, their friends accuse them of "acting White" when they attempt to spend time pursuing their studies.

The AAUW report, which reviews the educational progress of Latinas from K-12, explores the cultural interaction between America's Hispanic children and the schools they attend. The authors, Ginorio and Huston (2000), focus on how schools in America are meeting the educational needs of the nation's fastest growing female minority population–Latinas. The report clearly shows that the school system is shortchanging them!

Latinas fare worse than any other racial or ethnic group of girls on most educational performance measures. For example, the report notes that:

- The high school graduation rate of Latinas is lower than that of girls in any other racial or ethnic group.
- Latinas are less likely to take the SAT exam than their White or Asian peers, and those who do take the exam score lower, on average.
- Compared with their female peers, Latinas are under-enrolled in Gifted and Talented Education (GATE) courses and underrepresented in AP (Advanced Placement) courses.
- Latinas are the least likely of any group of women to complete a bachelor's degree.

Despite this bleak picture for Latina girls, there is some positive news in that the females perform better than their male counterparts on some measures. Comparing Hispanic girls to boys, the report shows a mixed bag of results in terms of who fares better:

- In the fourth grade, Latinas score higher than Latinos in reading and history; by eighth grade, they score higher in math and in reading; and by the 12th grade, they score higher in science and reading.
- Latinas outnumber Latinos in taking the SAT exam (58 percent to 42 percent in 1999), yet score lower than Latinos who do take the exam on both the math and verbal section. The gender gap among Hispanics is greater than among any other group.

> ***The most important predictor of college attendance and persistence for Hispanic women is educational aspiration.***

- Latinas take the same number of or more AP exams than Latinos, but score lower in AP math and science exams.
- Latinas are nearly three times less likely to be suspended and less likely to be referred for special education than Latinos.

Hispanic girls and boys suffer similar educational challenges in the schools they attend. This report urges schools to pay closer attention to the problems faced by both Hispanic girls and boys. Ginorio and Huston also want schools to be sensitive to the variations within the Latina community according to the culture of origin and region of their students.

The report provides clear-cut evidence that Hispanic girls and boys face stereotyping in our schools that discourages academic success. The stereotyping occurs at all levels: administrators, school counselors, teachers, and peers. The stereotyping of boys is very damaging: teachers and counselors often assume that Latinos are gang members simply because they speak Spanish.

The report notes that Latinas are three times more likely to fear for their personal safety in school than their non-Hispanic peers. What is happening in our schools such that Latinas are experiencing greater fear than other girls?

"If we want Latinas to succeed as other groups of girls have," says Ginorio, "schools need to work with and not against their families and communities and the strengths that Latinas bring to the classroom. We need to recognize cultural values and help Latinas harmonize these values with girls' aspirations to education and learning.

"Contrary to popular beliefs about Hispanic communities, most parents hope that their children will excel in school, yet Latino families' economic and social position often defers the realization of those dreams. Moreover, school practices such as tracking impose low expectations that create self-fulfilling prophecies."

Since so much of the gender socialization process for Latinas works against school achievement, schools need to take a much more proactive stance in bringing these girls into the academic fold. With education being the key to socioeconomic independence and mobility in this culture, it is imperative that Latinas succeed in school.

Ginorio and Huston's report offers some strong recommendations for remedying the plight of Latina and Latino students:

- All the adults in these children's lives need to encourage academic success. Adults need to make the strong case for college education and professional careers and reinforce these values at every opportunity. They need to persuade Latinas in particular that college and career are rewarding and viable options for them, and ones they can achieve for themselves. The school system must educate all its personnel in terms of diversity training and sensitivity so that advisors and teachers encourage Hispanic children to pursue their studies vigorously. These adults must avoid tendencies to promote gender and ethnically stereotyped careers, and should promote college preparatory courses for both Latinas and Latinos.
- Recruit and train teachers from the Hispanic community. The report argues that those teachers from the Hispanic community can serve as role models and mentors to Hispanic students. Additionally, Hispanic teachers may be better able to connect the educational goals of the school to the cultural background of its students.
- Schools need to involve the whole family in the college preparation process. This would involve demystifying college requirements and the financial aid process with more culturally sensitive counseling. Schools need to promote the long-term benefits of a college education and to help the family to realize that the benefits of such an education may involve their child leaving home.
- Create a school atmosphere that is culturally sensitive and deal in a meaningful way with the stereotyping that limits the academic success of Hispanic students. Moreover, schools need to address societal issues such as teen pregnancy that potentially impact school achievement. The report suggests that high schools and colleges should provide child care and flexible scheduling of courses for young mothers. Young Latina mothers need to learn that being a mother and a student are not mutually exclusive and incompatible. Of course, schools have a big role to play in making the two roles possible.

Regarding this last recommendation, I believe the educational curriculum should also address sex education in its broadest sense. Not only should schools teach the basics of reproduction and contraception, there should be more classes offered discussing the responsibilities of parenthood. Hopefully, such courses would promote the value of postponing parenthood well into adulthood, after the completion of one's education.

In a previous *HO* article (2/13/98), I discussed some studies that addressed how gender role socialization hindered Latina girls from pursuing higher education. Cardoza's research (1991) found that Latinas who adhered to traditional sex roles (married young with children) were not attending college or not persisting in college at the same rate as were the more nontraditional women. Latinas who choose to delay marriage and motherhood have a greater chance of attending college and earning a degree. Clearly, Hispanic women need encouragement to delay marriage and motherhood. Schools and families need to present educational and career alternatives to traditional sex-role values for women.

Cardoza's research and several other studies have shown that the most important predictor of college attendance and persistence for Hispanic women is educational aspiration. Student aspirations, level of self-esteem and motivation, having a role model, and students' perceptions of what significant others aspire for them are all factors that have been shown to affect college attendance and persistence in general. Cardoza found these factors to be especially significant for Hispanic women.

The Ginorio and Huston report reinforces what we have known for some time: American schools need to make greater attempts to provide quality educations for Hispanic students. With all the new census data naming Hispanics the fastest growing minority group in the United States, it is crucial that American schools do a much better job not only in educating their Hispanic students, but also in reaching out to Hispanic families to fully participate in and encourage the education of their children.

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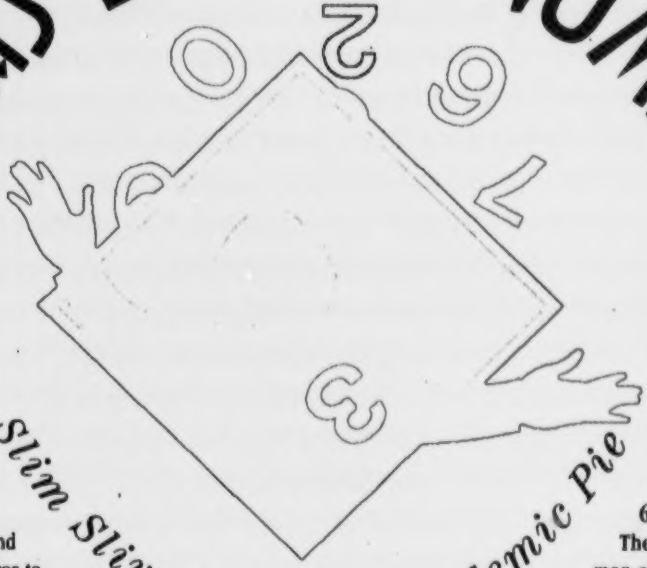
LATINAS BY THE NUMBERS



Slim Slivers of the Academic Pie

BY ADALYN HIXSON

It is predicted widely and often that within a few decades, one-fifth of the U. S. population will be Hispanic.

If and when that comes to pass, and if our colleges and universities endeavor to match faculty faces to those of the general population, and assuming gender equity prevails, I have another prediction. It is that we will need at least 10 Latinas teaching in academia for every one Latina now in place.

That goal could prove elusive. Then again, educated Latinas, as interviewed in these pages over the years, seem a hardy and persevering lot, and no doubt can move mountains, given motive and opportunity.

Meanwhile, let us celebrate the more than 65,000 Latinas currently employed in academia, as presidents and provosts, professors tenured or hopeful, deans and recruiters, managers, security guards, clerks and counselors, fundraisers and food handlers, registrars, and more.

And let us take a look at how they are profiled in reports by the National Center for Education Statistics.

Latinas, Fall 1997

Degree-granting institutions, in fall 1997, had 65,561 Latina employees.

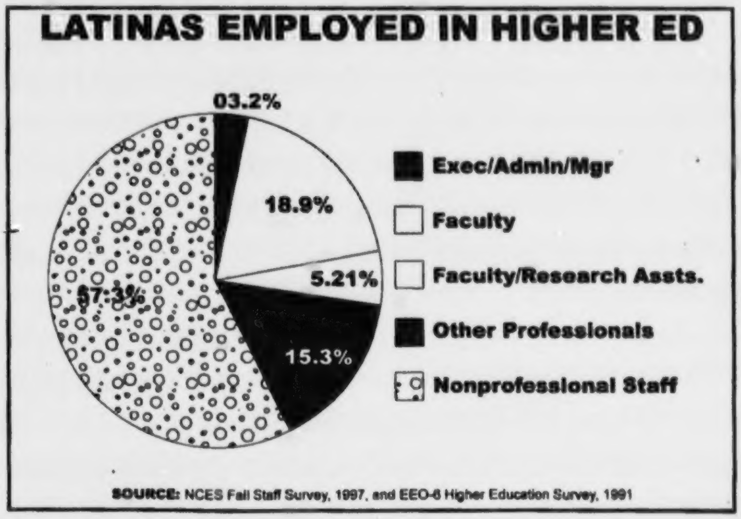
12,392 were instruction and research faculty.

3,418 were instruction and research assistants.

2,112 were executives, administrators, and managers.

10,062 were non-faculty professionals.

37,577 were nonprofessional staff.



LATINAS EMPLOYED IN HIGHER ED

SOURCE: NCES Fall Staff Survey, 1997, and EEO-6 Higher Education Survey, 1991

To those of us unaccustomed to working with large numbers, 65,561 sounds like a lot of Latinas. Their combined intellect, drive, common and unique history represent a potential powerhouse. But convert those numbers to percentages, and the image weakens.

Mere Slivers

Percentage-wise, Latinas are slightly more than 1⅓ percent of all employees, one-fifth of 1 percent of all faculty, and one-half of 1 percent of all women faculty at our colleges and universities.

As executives, administrators, and managers, Latinas were 1⅓ percent of the total number, and 3 percent of all women in that category. A somewhat better showing is reflected in management positions than as faculty, but still no cause for celebration.

Latinas and Non-Hispanic Black Women

Black women employees of degree-granting institutions totaled 168,905–two and one-half times the number of Latinas; 25,552 faculty–twice the number of Latinas; 5,170 instruction and research assistants–one and one-half times the Latinas; and 7,241 executives, administrators, and managers, nearly three and one-half times the number of Latinas.

Latinas/Latinos

Hispanic men totaled 55,154, and included:

16,086 instruction and research faculty, not quite one and one-third as many as Latinas; 3,483 instruction and research assistants, pretty much neck and neck with Latinas, who totaled 3,418; and 2,144 executives, administrators, and managers, a smidgen more than the Latinas, who were 2,112.

Full-Time Faculty, Fall 1997

5,796 Latinas, 8,792 Latinos, 13,664 Black, non-Hispanic women, and 14,059 Black, non-Hispanic men had posts as full-time faculty at degree-granting institutions. Minorities were 13.7 percent of the total of 568,719 full-timers.

EEOC reports on full-time faculty in higher education showed total Hispanics–women and men–at 7,247 in 1981, total African Americans at 19,668, and, 10 years later, in 1991, total Hispanics at 11,424 and total African Americans at 24,611.

In 1997, at the professor level, Latinos numbered 2,921; Black, non-Hispanic women, 1,924; and Latinas, 797. Hispanic males outnumbered Hispanic females nearly 4-to-1. And Black, non-Hispanic women outnumbered Latinas nearly 2.5-to-1.

1,088 Latinas were associate professors, as were 1,891 Latinos, and 2,674 Black women.

1,753 Latinas were assistant professors, as were 2,198 Latinos, and 4,288 Black women.

1,269 Latinas were instructors, as were 1,385 Latinos, and 2,590 Black women.

Latinas did outnumber Latinos as lecturers, 302 to 251, but Black women were still ahead, at 438.

In the Other Faculty category, Latinas came in at 797, Latinos at 913, and Black women at 1,750.

What Were They Teaching?

A 1996 report by NCES, based on 1993 data, shows Latinas as 0.9 percent of full-time and 1.1 percent of part-time instructional faculty and staff in higher education.

Full-time Latinas, as a percentage of the teaching force by field, made their largest showings in education and the humanities. They were 0.7 percent of those in teacher education and 3.3 percent of those in other education, for a combined percentage of 2.4.

Overall, they were 2 percent of the humanities workforce, and 75 percent of those teaching foreign languages.

Latinas were 1 percent of those teaching law, 1.1 percent of those teaching economics, and 1.1 percent of those teaching other social sciences, the others being political science, psychology, and sociology.

In all other fields, they were fewer than 1 percent. And in communications, engineering, and philosophy, their numbers were fewer than one-tenth of 1 percent.

As part-time instructional faculty and staff, they were 1.3 percent of those in education–0.8 in teacher education and 1.6 in other education–and 1.3 percent in fine arts.

For humanities overall, 3.1 percent; foreign languages, 12.1 percent; English and literature, 1.5 percent.

And in actual numbers of full-time Latina faculty:

48 in Engineering
85 in Law
94 in Fine Arts
107 in Economics
151 in Mathematics
239 in Business
555 in Health Sciences
889 in Education
1,029 in Foreign Languages

Women in General

Women were one-third of all full-time college teachers in fall 1997, one-fifth of professors, one-third of associate professors, and roughly half of assistant professors, instructors, lecturers, and other faculty.

The chief fields in which they taught were, predictably, education, nursing, foreign languages, English and literature, and sociology. White females, who were 83 percent of all women faculty, were 30 percent of all the men and women teaching communications and law, and 17.8 percent of those teaching computer science.

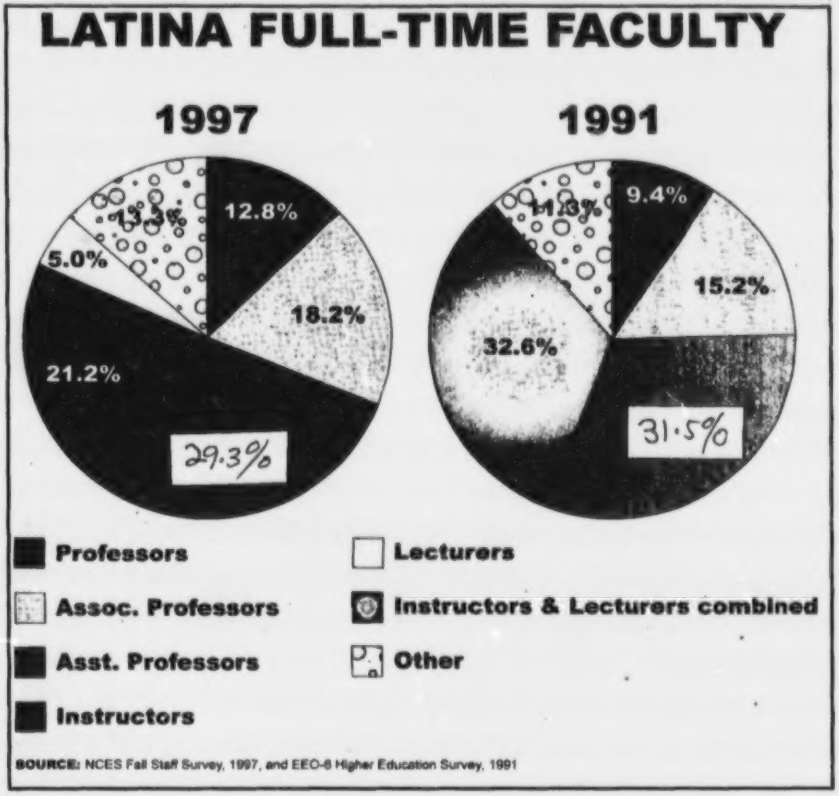
How About Quality?

The numbers are just part of the reality. For more than a decade, *The Hispanic Outlook* has brought word of dynamic Latina scholars and leaders, artists and activists. Some are CEOs of thriving colleges and universities. Others have won top awards, including MacArthur Genius Grants, which confer not only recognition, but $500,000 of "no strings attached" support.

Many more Latinas, living and dead, are unsung heroes, on and off campus, who deserve to be honored, and we stand ready to do so.

Saludos, amigas!

HO



SOURCE: NCES Fall Staff Survey, 1997, and EEO-6 Higher Education Survey, 1991

FYI...

ACE Issues Report of Women's Perspectives on College Presidency

WASHINGTON, D.C.

Take risks, focus on priorities, cultivate board members, and strategically map out personal and professional goals–those are among the 11 keys to success for women presidents, contained in a new report issued by the Office of Women in Higher Education (OWHE) of the American Council on Education (ACE). The report *From Where We Sit: Women's Perspectives on the Presidency* is the culmination of 13 roundtable discussions among women college and university presidents facilitated by OWHE. Goals of the sessions were to assess the status and challenges facing women leaders today and develop a plan to meet the most important leadership priorities for current and prospective women presidents.

The keys to success most often mentioned were: don't be afraid to take risks; take the initiative in mapping out your professional goals and your career; work with those who want to make change at your institution; continue to develop professional skills and competencies to meet the needs of a changing educational, cultural, and political climate; respect, cultivate, and spend time with your board; create an environment in which people can achieve their best and enjoy the experience; pay attention to your campus culture and periodically read the political signs; remember that you can't do it all–limit your priorities and stay focused; seek mentors at each stage of your career to meet your changing needs–and take time to identify and mentor talented women who will become the next generation of higher education leadership; cultivate a proactive network of "explainers" as well as listeners; constantly renew yourself spiritually–achieve inner peace.

Five other themes and concerns emerged from each discussion: all presidencies are not alike–the gender factor; keeping the board's confidence and support; mentoring and being mentored; when to stay–and when to go; and second presidencies: thriving and serving again.

National Latino Media Council Opposes NBC-Telemundo Merger

WASHINGTON, D.C.

Members of the National Latino Media Council, a coalition of Latino civil rights and media organizations, unsuccessfully petitioned the Federal Communications Commission in December to deny approval of the NBC-Telemundo merger. Council members include the Puerto Rican Legal Defense and Education Fund (PRLDEF), the National Council of La Raza (NCLR), the National Hispanic Media Coalition, the League of United Latin American Citizens (LULAC), the National Puerto Rican Coalition, the Mexican American Grocers Association, NOSOTROS, and the National Association of Hispanic Publications.

"We came together as a council two years ago to help increase the number of Latinos on network television and to ensure that the Latino community truly has a voice in the media. After examining NBC and Telemundo's application, we see no evidence of this merger helping this happen. We have come to the conclusion that the merger between NBC and Telemundo is not in the best interest of Latinos and does not serve the public interest," stated former Congressman Esteban Torres, chair of the council.

Among the concerns the groups cited were the detrimental effects media consolidation has had on diversity, program content, and minority ownership. In addition, the groups cited the track record of NBC and its parent company, General Electric, vis-à-vis the Latino community.

"We have seen the consequences of media consolidations–just nine companies own most of the media outlets in the United States. By its very nature, media consolidation means that companies are seeking the greatest marketshare at the lowest cost. This has had devastating effects on Latinos. Rampant cost-cutting has resulted in layoffs, hiring freezes, and cuts in critically important, but less lucrative, program areas such as news and public affairs. Thus, it means fewer existing opportunities in the industry and reduced services to Latino audiences and customers," noted Juan Figueroa, PRLDEF president.

The groups also noted that media consolidation has resulted in less minority ownership, which is currently half what it was five years ago. Hispanics own less than 1 percent of television stations in the United States.

"We cannot dismiss the importance of Latino ownership," said Raúl Yzaguirre, NCLR president. "Moreover, similar to other networks, NBC has had a dismal track record of employing Latinos both on-screen and behind the cameras."

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The Hispanic Outlook In Higher Education www.hispanicoutlook.com February 25, 2002

College Board Launches AP Central Web Site

NEW YORK, N.Y.

As part of its broad effort to improve professional development opportunities and resources for education professionals interested or involved in the Advanced Placement (AP) program, The College Board, in collaboration with collegeboard.com, has launched a new Web site, AP Central, at apcentral.collegeboard.com.

AP Central, the only official Web site for AP professionals, was built by and for the AP teaching community, with more than 100 teachers and college faculty involved in its development.

"We produced this site in response to the results of a survey of 30,000 AP professionals," said Gaston Caperton, president, The College Board. "The survey results revealed that AP professionals want information on how to pace and master course content, how to keep up within their respective areas of expertise, and how to network with other AP professionals in their field."

The resulting AP Central Web site offers the most up-to-date and comprehensive information on AP courses and exams, as well as unique resources and tools to help administrators and teachers get started with an AP program, and to enable seasoned AP professionals to further strengthen their respective AP curricula.

The AP program is a cooperative educational endeavor between secondary schools and colleges and universities. It gives high school students exposure to college-level material through involvement in an AP course, and gives them an opportunity to show what they have learned by taking an AP exam. Colleges and universities are then able to grant credit, placement, or both, to those students. Since the program's inception in 1955, approximately eight million students have taken more than 13 million AP examinations worldwide.

NAICU: Lumina Report Misses the Reality of College Accessibility and Affordability

WASHINGTON, D.C.

David L. Warren, president, National Association of Independent Colleges and Universities (NAICU), issued the following response to the Lumina Foundation report *Unequal Opportunity: Disparities of Access Among the 50 States:*

"The Lumina Foundation's findings on the state of accessibility and affordability at colleges and universities misrepresents reality, misleads readers, and harms the very families the foundation is trying to help. The report is much like a weatherman who forecasts rain, but fails to see the sun is shining outside his window.

"While it purports to help advance accessibility, the Lumina Foundation report *Unequal Opportunity: Disparities of College Access Among the 50 States* sets back the informed discussion of this important public policy issue. The report does a grave disservice to millions of families who are seeking a quality higher education. For the past three years, private institutions have been part of an initiative by the nation's colleges and universities–public and private, two-year and four-year–to let families know that college is possible. Lumina's report undercuts these vital outreach efforts.

"By its own admission, the report does not document the actual behavior of students. Instead, it relies on an array of assumptions, mathematical manipulations, and imagination to conclude that only 78 of the nation's private colleges and universities are generally admissible and affordable, in spite of all evidence to the contrary.

"Among those pegged as unaffordable are historically Black colleges and universities, and institutions whose mission is to serve students who are the first in their families to attend college, or who come from low-income families.

"Private colleges and universities are engaged in an institution-by-institution commitment to enrolling a diverse student body, and are part of the national Student Aid Alliance to expand the federal student aid programs that serve needy students. Even with the tremendous claims on the federal budget, significant gains were made [in 2001] in funding Pell Grants, campus-based programs, and TRIO programs. Reports such as this one add nothing but confusion and erroneous verbiage to the real effort to advance educational opportunity in the United States.

"The nation's private colleges and universities are committed to the goals of affordability and accessibility to a quality higher education. In 1999-2000, private institutions provided $8 billion in student financial aid from their own resources, more than their students received from all federal and state grant aid combined. In the past decade, private colleges have reduced the average annual rate of tuition increase by more than 50 percent."

People-Places-Publications-Conferences

PEOPLE & PLACES

Princeton Hosts Puerto Rican Symposium

"Puerto Ricans: Second Class Citizens in 'Our' Democracy?" was the theme of a Princeton University (N.J.) symposium, sponsored by The Program in Latin American Studies. Representatives of institutions and universities in the U.S. and Puerto Rico, including top members of the Hispanic academic community, participated. The Rev. Jessie Jackson of the Rainbow-Push Coalition delivered the opening keynote address.

Roundtable discussion topics of recurring importance in the history of modern Puerto Rico included Vieques, citizenship, immigration, and education–all analyzed in the context of colonialism and socioeconomic ties with the U.S.

Durán Leads CHCI

The Congressional Hispanic Caucus Institute (CHCI), a leading nonprofit, nonpartisan, Hispanic educational organization, announced that the post of executive director, held by Ingrid M. Durán, has been elevated to president and CEO, reflecting Durán's increasing responsibilities.

CHCI provides educational programs for Hispanic college and postgraduate students. The CHCI board of directors is comprised of Hispanic members of the U.S. Congress, nonprofit sector leaders, and corporate executives.

Rochester Institute's NTID Gets $5 Million Award

The Rochester Institute of Technology's (N.Y.) National Technical Institute for the Deaf (NTID) was awarded a $5 million grant from the U.S. Department of Education for its Northeast Technical Assistance Center (NETAC). The grant enables the Center to continue its efforts in increasing access and postsecondary educational opportunities for deaf and hard-of-hearing students around the U.S.

NETAC works collaboratively with service providers, community service agencies, vocational rehabilitation personnel, and consumer and professional organizations throughout New England region, Washington, D.C., Puerto Rico, and the U.S. Virgin Islands. Housed in NTID, the world's first and largest technological college for deaf and hard-of-hearing students, NETAC provides workshops, regional conferences, informational guides, and consultations as well as assistance with academic preparation, support services, tutoring, and technology.

Acevedo-Gutiérrez Named Hispanic Scientist of the Year

Dr. Alejandro Acevedo-Gutiérrez, educator and researcher at the California Academy of Sciences, was named the National Hispanic Scientist of the Year by The Museum of Science and Industry in Florida. The award, offered by the Museum for the first time, recognizes the Hispanic scientist who has made the greatest contribution toward public understanding of science and motivating Hispanic youths' interest in science.

Acevedo-Gutiérrez, a native of Mexico, received his doctorate from Texas A&M University and completed postgraduate work at the University of California-Santa Cruz. A researcher of the ecology and conservation of marine life and the behavioral ecology of marine animals, he was featured in the Academy Award-nominated IMAX documentary "Dolphins," and travels the country teaching and encouraging students to get involved in science and conservation.

Brown Seeks Scholars for Fellowship

A new postdoctoral studies program at Brown University (R.I.) will provide 10 scholars with nine-month research leaves to examine issues around the theme "The Nation and Its Schools: Federal and National Strategies for School Reform." The Advanced Studies Fellowship Program will send the 10 fellows to the location of their choice to study national education projects and will invite them to Brown for two seminars a year for three years, allowing them to develop relationships with senior faculty at Brown.

Carl Kaestle, professor of education, history, and public policy, directs the program, which is funded by grants totaling $1 million from the Spencer Foundation and the William and Flora Hewlett Foundation. Applicants must be U.S. residents who received their doctoral degrees in May 1994 or later.

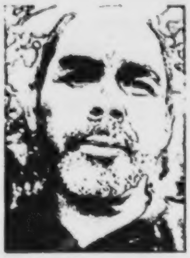
USF Completes Capital Campaign

The University of South Florida (USF) completed its "Great Achievements-Great Expectations: The Campaign for USF," a capital campaign that exceeded expectations by more than $35 million, with $255.9 million in gifts and pledges. The largest campaign in Tampa Bay history, it includes more than 100,000 gifts from every state in the nation and 28 countries around the world.

The six-year effort was designed to build support for scholarships and fellowships, endowments for faculty recruitment and support, teaching enhancements, research, facilities, and other initiatives. USF raised $101 million for academic programs, $48.9 million for scholarships and fellowships, $34.9 million for faculty recruitment and retention, $32.1 million for research, and $30 million for facilities and equipment.

The campaign netted more than $1 million for the USF Latino scholarship program, including support for an endowment to continue to program in perpetuity.

Santiago Baca Speaks at CU-Boulder



Jimmy Santiago Baca, winner of the Pushcart Prize and the Before Columbus Foundation American Book Award, gave public talks at the University of Colorado (CU)-Boulder, and at the Denver Public Library.

Santiago Baca addressed the question of "legitimacy" raised in one of his poetry collections. In his lecture "Immigrant in His Own Land: Who Belongs in the 'American' West," he explored the ways in which Westerners and Americans decide who does and does not "belong." He considered the connection of Mexican-Americans to the land of their origin, and the stereotypes and official acts of exclusion that restrict their full citizenship.

Santiago Baca, a "poet of the people," hosts writing workshops for people of all ages and backgrounds throughout the country, and has been directing a film that he wrote about Chicano poetry.

The lecture at CU-Boulder was sponsored by its Center of the American West.

Eastern Michigan Hosts Conference on Curriculum Diversity

Eastern Michigan University hosted "Integrity and Inclusion: Diversity in the Academic Curriculum and Beyond," a conference featuring Dr. Cornel West, best-selling author, philosopher, and Harvard University professor. The conference included 40 speakers from across the nation, discussing curriculum issues.

West is one of only 14 University professors at Harvard and one of the first Black scholars appointed to that post, Harvard's highest. His 15 books include *The Future of the Race*, *Restoring Hope*, and the best seller *Race Matters*. A 1973 magna cum laude graduate of Harvard, he received his master's degree and doctorate from Princeton University, where he was a professor of Afro-American studies.

Ventura President Elected to California Board

Ventura College (Calif.) President Dr. Larry A. Calderón was elected to a three-year term on the Association of California Community College Administrators (ACCCA) board of directors. The organization for California's 108 community colleges often plays a consultative role with the state Chancellor's Office on substantive issues.

Calderón is on the board of the National Community College Hispanic Council, an affiliate of the American Association of Junior Colleges. He received his doctorate from the University of Southern California and has been president of Ventura College for seven years.

NYU Inaugurates Chair in Latin American Studies

New York University inaugurated the Andrés Bello Chair in Latin American Cultures and Civilizations with speeches by two U.N. ambassadors, H.E. Milos Alcalay (pictured l.), Bolivarian Republic of Venezuela, and Juan Gabriel Valdés (r.), Republic of Chile. The speakers discussed the significance of the Chair and celebrated the life and achievements of Bello (1781-1865), the Venezuelan diplomat, educator, and scholar, whose book *Grammar of the Castilian Language for Use by Latin Americans*, the first scientific study of Spanish, proposed a single linguistic standard for all of Latin America.

Alcalay, who holds degrees in law, public administration, and human rights, has been Venezuela's ambassador to Brazil, Israel, and Romania, and vice-minister of external affairs.

In Valdés' more than 20 years in international relations, his diplomatic posts in Chile included minister of foreign affairs, deputy minister for international economic affairs, director of the international division of the Chilean ministry of finance, and coordinator of the NAFTA negotiating team.

NASA Welcomes Minority Colleges and Universities

In Florida, the National Aeronautics and Space Administration (NASA) met with presidents and administrators from the nation's Historically Black Colleges and Universities, Hispanic Serving Institutions, and Tribal Colleges and Universities to discuss issues facing the minority university community. At "Share the Opportunities," a conference hosted by the Kennedy Space Center, Fla., NASA gathered suggestions from participants in hopes of forging partnerships with the institutions.

The conference described research opportunities at NASA; opportunities to network with each of NASA's 10 centers to explore areas of mutual expertise; and funding opportunities available. Participants also were able to view the launching of the Space Shuttle Endeavor.

Santa Ana Celebrates Mexican-American WWII Heroes

Santa Ana College (Calif.) honored Mexican-American heroes from World War II at its fifth annual Veterans Day Celebration, which featured war memorabilia, military vehicles, ROTC marching units, and the Boy Scouts and Girls Scouts. Gov. Gray Davis (pictured) delivered the keynote address. Congresswoman Loretta Sánchez, former Secretary of the Army Louis Caldera, and Congressional Medal of Honor recipients Alejandro Ruiz, David M. Gonzales, Ysmael Villegas, Eugene Obregon, Joseph C. Rodríguez, and Guy L. Gabaldon joined the governor at the celebration.

The Latino Advocates for Education Inc., the Orange County Department of Education, and Santa Ana College sponsored the event.

CSUN Hosts International Conference

California State University-Northridge (CSUN) held its second annual International Conference on Central American Literature and Culture and Film Festival, featuring dozens of Central American writers, artists, and academics from the U.S. and Latin America discussing literature and culture in

Central America. The conference enabled the public to meet some of the most important authors and artists in the Central American community living in the U.S. Writers taking part included: Manilo Argueta, Arturo Arias, Mario Bencastro, Horacio Castellanos Moya, Carlos Cortés, Raquel Gutiérrez, Claudia Hernández, Víctor Meontejo, Róger Lindo, Uriel Quesada, Alfonso Quijada Urías, Carlos Santos, and Nicasio Urbina.

Beatriz Cortez (pictured), professor of modern and classical languages and literatures at CSUN and conference organizer, said that "there is no other conference on Central American literature and culture being organized with any frequency at a national level."

Wisconsin-Madison Presents Caribbean CineFest

The University of Wisconsin (UW)-Madison held its third annual Madison CineFest Nuestra, "Many Voices: Films of the Caribbean," showcasing recent films and filmmakers from Puerto Rico, Jamaica, Cuba, Trinidad, Barbados, the Dominican Republic, Guyana, Martinique, and the U.S. It opened with the Wisconsin premiere of the acclaimed independent film "The Blue Diner (La fonda azul)," winner of the 2001 New York Latino Film Festival's Best Feature Film and Audience Award (Photo © Madison CineFest Nuestra America).

CineFest curator Ray Santisteban, independent filmmaker and former UW-Madison lecturer, assembled the program for screening at the Majestic Theatre, Memorial Union Play Circle, and UW Cinematheque. The program included the Jamaican film "Life and Debt;" "90 Miles," by Cuban filmmaker Juan Carlos Zaldívar; "Caribbean," by Trinidadian experimental filmmaker Yao Ramesar; and "Waiting List (Lista de espera)," by Cuban director Juan Carlos Tabío.

Guest curator Jane Bryce from the University of the West Indies gave the opening lecture, on films of the English-speaking Caribbean.

Moraine Valley Receives Grants

Moraine Valley Community College (Ill.) received grants totaling $121,000 to support minority students and students whose primary language is not English.

Multicultural Student Affairs received $71,000 to ensure academic success for approximately 200 minority students. The grant will support the orientation, workshop, and mentoring programs needed for students involved in Multicultural Student Affairs in assisting their transfer to a four-year institution.

Moraine's Leadership for Educational Access and Participation (LEAP) program received $50,000 to help students who are not proficient in English, and to assist in community outreach, registration completion, and financial aid.

Cardoza Accepts Cal State L.A. Appointment

Professor of psychology Desdemona Cardoza was appointed acting dean of the College of Natural and Social Sciences at California State University-Los Angeles. Formerly its vice president for information resources management, she now directs the largest of the six colleges at the University.

Cardoza holds a bachelor's degree in psychology from the University of California-Berkeley, where she was Phi Beta Kappa, and a master's and doctorate from the University of California-Riverside in social/personality psychology. She is a member of the American Association for Higher Education, American Association of University Women, American Council on Education, Association of Institutional Research, American Psycho-logical Association, and National Network of Hispanic Women.

$1.5 Million Grant Awarded to Erie

Erie Community College (N.Y.) was awarded a three-year grant from the New York State Office of Alcoholism and Substance Abuse Services (OASAS) totaling more than $1 million to train qualified welfare recipients and near-poverty-level individuals to become counselors. The grant comes to Erie to address the shortage of qualified counselors throughout the county.

Approximately 20 students will be enrolled in Erie's mental health assistant, alcohol and substance abuse associate degree program and will be placed into additional, OASAS-required, credentialed alcoholism and substance abuse counselor training, with wage subsidies, in local treatment provider agencies. For 15 years, Erie has been the primary institution in the Western New York region for addiction counselor professionals.

NIU Conference Focuses on Latinos in Higher Education

Northern Illinois University (NIU) hosted "Shaping Education Policy for Latinos in Illinois," the first conference of its kind in the state, bringing together some of the nation's brightest minds on the issues of Latinos in higher education and addressing concerns of Latino underachievement and underrepresentation in Illinois colleges and universities.

Manuel "Manny" Sánchez, chair of the NIU board of trustees, was the force behind the conference, which covered issues ranging from family expectations and high school preparation to standardized testing, financial aid, and affirmative action. Sánchez is the founder of Sánchez and Daniel, which claims to be the nation's largest minority-owned law firm, and he is the first Latino to head a public university governing board in the state of Illinois.

"At a time in our nation's history when the Hispanic population is growing faster than that of any other ethnic group, we need to look for new ways to help our Latino youth overcome obstacles to higher-education achievement," said Sánchez, who hopes the conference will generate further research and strategies to bolster the Latino education movement in Illinois and beyond.

News from Miami-Dade

- Miami-Dade Community College (M-DCC) in Florida was one of only seven institutions nationwide chosen by the Ford Foundation to participate in the "Institutionalizing International Collaborations in the Performing

Arts" initiative. A $1.2 million award, partially matched through the M-DCC Foundation, was used to establish the College's Center for Cultural Collaborations International as well as an endowment to support cultural affairs programming in perpetuity. The National Endowment for the Arts, Lila Wallace-Readers Digest Fund, U.S./ Mexico Fund for Culture, and others have supported cultural affairs programming at M-DCC.

- The Jaime Navarro Celebrity Golf Classic raised more than $13,000 in scholarships for M-DCC athletes. Navarro, an M-DCC alumni, and fellow Major League Baseball players José Canseco and Liván Hernández participated in the tournament. Navarro has contributed significantly to the success of the tournament, now in its eighth year. Said Navarro: "I feel a responsibility to give back to the institution that helped me get my start."
- For the second time in four years, M-DCC volleyball head coach Ilida Medero was named the Tachihara/AVCA Northeast/Southeast Region Volleyball Coach of the Year by AVCA (American Volleyball Coaches Association).
- The M-DCC Sharks baseball team won the Florida Community College Activities Association (FCCAA) 2001 State Baseball Championship–the ninth FCCAA State Baseball title for M-DCC, the NJCAA Region VIII Gulf District Championship, and the FCCAA Southern Conference Championship three years in a row (1999, 2000, 2001).
- The M-DCC Judo Club captured three medals in the 2001 USA Judo Senior National Judo Championships and Masters & Kata National Championships.

Rockland Honors Hispanic Students

Rockland Community College (N.Y.) honored five students of Hispanic background with Hispanic Achievement Awards. The recipients–Edin R. Mariegos, Mariana J. Pérez, Elsa Santana, Blanca C. Esquivel, and Jessica Lynn Petrina–all emigrated from Latin America and have made significant contributions to the campus community.

Mariegos, of Guatemala, is in the business honors program and is vice president of Alpha Beta Gamma, the business honors society. Pérez, of Venezuela, graduated from the University of Venezuela and plans to earn her master's degree in business. Santana, of the Dominican Republic, is a married mother of three enrolled in an evening business honors program at the College and is an active member of the community, involved with activities such as voter registration drives. Esquivel, of El Salvador, is in an honors program, has attended the National Youth Leadership Conference on Law, and is engaged in campus clubs such as the Opera Club and Students for a Free Tibet. Petrina, of El Salvador, studies nutrition and has a 3.50-plus GPA.

Fresno City Honors Hispanic Veterans

Fresno City College (Calif.) honored Hispanic American veterans at its annual Veterans Day Ceremony. College officials noted that Hispanic Americans, sometimes referred to as the "Quiet Force," have long defended our country, from the American Revolution to Desert Storm to present conflicts. Assemblywoman Sarah Reyes delivered the keynote speech, and the Citizen Soldier award was presented.

Following the ceremony, Carolyn Hisako Tanaka, a captain in the Army Nurse Corps during the Vietnam War, held a book signing of her autobiography, *Road Runner*. Proceeds from the sale of the book go towards her return trip to Vietnam in the fall, "to bring closure to a painful experience" in her life.

Elmhurst Selects Director of Child Care Center

Elmhurst College (Ill.) named Lisa Caballero director of its Child Care Center, a special element of the institution that enables students, faculty, college visitors, and local residents to live their lives more fully.

Caballero, an Elmhurst College graduate and psychology major, is a single mother whose passion for learning was awakened later in life. She recognizes the benefits that the Center has for the Elmhurst community and said that both family and friends are envious of her new role at Elmhurst.

Previously, Caballero was site director with the Elmhurst YMCA for three years, taught kindergarten, and was a leader at a home for troubled young boys in California.

Bronx Museum Features Cuban Art

In New York, The Bronx Museum of the Arts announced the exhibition of six Havana-based artists whose work represents recent artistic production in Cuba, recent acquisitions from the Museum's permanent collection along with works on loan. The artists are Juan Carlos Alóm, Tania Bruguera, Carlos Estévez, Carlos Garaicoa, Fernando Rodríquez, and Esterio Segura.

Art critic and curator Gerardo Mosquera has metaphorically referred to the 1990s generation of Cuban artists as *yerba mala* (weeds), referring to their resilience and creativity despite the harsh economic conditions, increased political constraints, and sense of absence and loss due to the massive emigration of the previous generation. The work examines the intersection between architecture, space, power, memory, ritual and the role of the individual, spanning paint, photography and video, installation, and performance.

LaGuardia Graduate Elected Student Trustee

Richard Nuñez-Lawrence, a LaGuardia Community College (N.Y.) liberal arts graduate (1997), was elected as a student trustee of the City University of New York (CUNY) board of trustees. Nuñez-Lawrence, now a Brooklyn College political science graduate student, earned his bachelor's degree in English from City College of New York. He is on the Higher Education Services Corporation, a committee that oversees financial aid for all CUNY and State University of New York students, and chairs the University Student Senate.

Nuñez-Lawrence says he was attracted to politics when he negotiated funding for LaGuardia's literary magazine, *Indigo*. While at City, he was instrumental as vice president for evening student affairs in advocating funding for student government computer labs. He also was executive assistant to New York Assemblyman Carl Heastie for six months.

William Paterson Offers New Undergraduate Programs

William Paterson University (N.J.) added two new international studies programs, a bachelor's degree and minor in Latin American studies, and a minor in Asian studies, both available through the College of Humanities and Social Sciences. The interdisciplinary programs include the studies of language, culture, art, economy, geography, history, society, and politics, and offer study abroad opportunities.

The 33-credit Latin American studies major, the University's 30th undergraduate major, explores the transnational, multilateral, and bilateral relations that shape Latin America's political, social, and economic structure. The Asian studies minor is funded by a $176,000 U.S. Department of Education grant that provided for the hire of a tenure track assistant professor to teach Japanese language, literature, and cultural studies. The program aims to expand opportunities for international faculty and student exchanges.

California State-San Bernardino Presents Teatro Milagro

California State University-San Bernardino (CSUSB) presented a free one-night-only performance by Teatro Milagro, the largest Hispanic arts and cultural organization in the Northwest.

Teatro Milagro performed a bilingual, but mostly English, rendition of "Profecía," a sci-fi, environmental Mayan mystery that deals with the fulfillment in the year 2012 of Xutan, an ancient Mayan prophecy. The show deals with the necessity of harmony within humankind.

The CSUSB performance was part of Teatro Milagro's West Coast tour.

News from Alamo

- The Alamo Community College District (Texas) received $500,000 from HUD for the renovation and restoration of the historic Brackenridge School Building, the first newly constructed primary school for African American children in San Antonio. The district is partnering with the building's owner, St. Paul United Methodist Church, the oldest African American church in the city, to provide a facility that meets the needs of the entire community.
- The San Antonio College (SAC) Child Development Department accepted a four-year renewable U.S. Dept. of Education grant of $118,313 to increase access to quality on-campus childcare for low-income SAC student parents.
- Palo Alto College received a $274,787 U.S. Dept. of Education grant to fund a community technology center at the El Pueblo Community Center, a community outreach initiative and community hub. The Center will provide computer-based training for individuals pursuing a noncredit certification as a teacher's aide.

Trade Expert New Executive at Cal State L.A.

California State University-Los Angeles named leading international trade expert Fermín Cuza executive in residence at its College of Business and Economics. He is the first person named to this new program, in which business executives share their expertise with students and faculty.

Cuza was senior vice president for international trade and world government affairs with Mattel, Inc., where he spent 15 years and had overall responsibility for the corporation's global corporate reputation, international trade, and government issues. He was the liaison between Mattel and business and government entities, both domestic and international.

Cuza, who has a bachelor's degree in business from Cal State L.A., is a member of the Cal State L.A. Foundation and a board member of several educational and cultural organizations.

Fielding Sponsors Teachers Conference

In California, the Fielding Graduate Institute's School of Educational Leadership & Change sponsored "Teachers as Agents of Change: Preparing for Global Citizenship," a conference for educators that underscored the importance of global citizenship, in light of the nation's recent tragedies, and the critical role of teachers in changing individual lives.

The four-day conference featured 22 sessions with nationally recognized presenters from diverse ethnic and cultural backgrounds. The speakers discussed globalization, educational leadership, justice and reform, instructor proficiency, and equity within schools. The conference was designed for teachers of grades K-12, and college and university educators responsible for faculty development.

Union Expands Community Learning Network

Union County College (N.J.) was awarded a $300,000 Community Technology Centers grant from the U.S. Dept. of Education to expand its Community Learning Network. The funding will allow the College to add Union County and PROCEED, Inc., to the Network partnership, establishing the Community Learning Network Expansion (Project CLoNE).

Two new Community Learning Labs will join the three that already make up the heart of the Network. These labs use technology to educate unemployed, underemployed, and non-English speaking populations.

The Centers grant and the efforts of Project CLoNE will help remove the linguistic, cultural, economic, and geographic barriers of an estimated 400 unemployed, underemployed, and limited-English proficient immigrants and low-income residents.

Rep. Robert Menéndez was part of the campaign to secure the grant from the secretary of education.

North Carolina Part of Statewide Latin Film Festival

The University of North Carolina (UNC) participated in the statewide, 15th annual Latin American Film and Video Festival. "Cruzando fronteras/Crossing Borders" focused on Latin American immigration and showcased 16 feature films and documentaries from Mexico, Guatemala, Brazil, Chile, Cuba, Germany, and the United States, including a locally produced documentary on the rapid growth of North Carolina's Spanish-speaking population.

"We have a large immigrant population in North Carolina," said Sharon Mújica, outreach director of the Consortium in Latin American Studies at UNC-Chapel Hill and Duke University, which sponsored the festival. "It's a topic that's very much on people's minds."

Santa Barbara Math Professor Publishes Precalculus Exercises

Santa Barbara City College (Calif.) Assistant Professor of Mathematics Ignacio Alarcon published "Problem Supplement for Cohen's Precalculus: A Problems-Oriented Approach 5E and Precalculus With Unit-Circle Trigonometry 3E" (Brooks-Cole 2002). The

publication provides additional exercises to supplement Professor David Cohen's precalculus books, widely used at colleges and universities across the nation.

Alarcon received degrees from Ohio State University and has been full-time at Santa Barbara City College since 1997.

UC-Irvine Graduates Diversity Students

The University of California (UC)-Irvine graduated a class of 37 participants from its Diversity Development Series (DDS) in 2001.

The DDS Certificate Program consists of 11 two-hour sessions featuring guest speakers on current topics and sensitive issues relevant to the diverse ethnic population of the UC-Irvine campus, neighboring communities, and the state. The lectures and discussions help to clarify issues, promote understanding, and encourage mutual respect and support for the individual and professional lives of the participants. The program is highly interactive and includes exercises designed to promote full participation.

Duquesne Computational Tech Program Seeks Females

The Duquesne University (Pa.) department of mathematics and computer science is working to lure more minority women into technology fields with the launch of the Diversity in Computational Technology Program. The program invites up to 15 high school females to Duquesne for a series of weekend classes in computational technology.

"Parents, school educators, and peer groups–consciously or unconsciously–and mass media, as agents of socialization to a great extent, support the idea that computers are predominantly a male domain," said Dr. Lili Shashaani, associate professor of computer sciences at Duquesne and co-director of the program. "This cultural bias has a great influence on females' attitudes toward computers and discourages them from considering computer science as their career option."

The program is supported with funding from the Alcoa Campus Partnership Program.

Ramapo Opens Selden Rodman Gallery

Ramapo College of New Jersey opened a new gallery dedicated to the display of one of the foremost collections of popular arts of the Americas and the Caribbean, the Selden Rodman Collection.

The collection, while devoted to Haitian art, includes "self-taught" North American artists and Mexican and Brazilian painters. From the profoundly religious to the decorative, the colorful collection gives a rich multicultural link to the developing history of the African Diaspora and the arts.

Selden Rodman immersed himself for more than 60 years in Haiti's life and culture. He and his wife Carole exposed the powerful visual expression of Haitian art to the world, resulting in an explosion of interest in the island's art. The Selden Rodman Collection reflects cultural threads from places other than Haiti, including Kenya and Jamaica. Rotating exhibitions from the collection will be presented regularly at the Ramapo repository, as will special exhibitions, including loaned works.

Illinois Wesleyan Confronts American Indian Sports Mascots

ILLINOIS
WESLEYAN
UNIVERSITY

Illinois Wesleyan University (IWU) hosted Suzan Shown Harjo, president and executive director of the Morning Star Institute–a national, nonprofit American Indian Rights organization for native peoples' cultural and traditional advocacy and arts promotion, in Washington, D.C.–for a presentation on the controversial topic of Native American team mascots.

Harjo, lead plaintiff in a federal legal action, sought cancellation of the licenses for the name and logos of the Washington Redskins professional football team. The case was filed before the U.S. Patent and Trademark Office in 1992 and 1998. The office ruled against the team, but the ruling was appealed. She also represented the Cheyenne, Arapaho, and Oglala Sioux tribes throughout the enactment of a 1990 law honoring the Indian heroes of the Battle of Little Bighorn, dropping the name of Custer from the monument's official designation, and renaming it the Little Bighorn National Battlefield Monument.

Harjo was executive director of the National Congress of American Indians and communications director, legislative assistant, and coordinator of the National Indian Litigation Committee. She is also a poet, writer, lecturer, curator, and policy analyst.

Charles Springwood, IWU assistant professor of anthropology, participated in the event. Springwood co-authored *Beyond the Cheers: Race As Spectacle in College Sport* and co-edited *Team Spirits: The Native American Mascots Controversy*.

Valencia Student Paper Wins Award

Valencia Community College's (Fla.) student-run newspaper *The Valencia Source* won its second national Pacemaker Award from the Associated Collegiate Press, earning what is considered by many the most prized award in college journalism. *The Source* also won for its coverage during the 1997-98 school year.

Pacemakers are awarded to four-year college dailies, four-year college non-dailies, and two-year college papers based on coverage and content, quality of writing and reporting, leadership on the opinion page, evidence on in-depth reporting, design, photography, art, and graphics.

Valencia Journalism Professor Joe Gisondi was the newspaper's faculty advisor; James Coffin, editor-in-chief; Leslie Lorenz, managing editor.

The staff of *The Times-Picayune* of Louisiana judged this year's entries.

California State-San Marcos Announces Summer Workshops

The Barahona Center for the Study of Books in Spanish for Children and Adolescents at California State University-San Marcos announced three workshops to be held in the summer. Enrollment is limited and early registration is recommended.

"Books and Reading Strategies for English Language Learners in Grades K-8," June 24 and 25, will focus on reading, selecting, and using appropriate literature to teach reading strategies for English-language learners. "Current Issues: Books in Spanish for Young Readers," July 8-10, will be an introduction to and analysis of current practices and problems in selecting and using books in Spanish for children and adolescents. "Literature in Spanish for Children and Adolescents," July 22-24, will be an introduction to literature in

Spanish for children and adolescents including criteria and reading promotion strategies.

Contact: Dr. Isabel Schon, (760) 750-4070; fax, (760) 750-4073; e-mail, ischon@csusm.edu; Web site, www.csusm.edu/csb/

Agüeros to Judge Curbstone's Mármol Prize

Noted author Jack Agüeros will judge Curbstone Press' (Conn.) 2002 Miguel Mármol Prize. Agüeros has won many awards for his poetry, short stories, plays, and children's stories, and has written material for television, most notably for "Sesame Street" and WNBC-TV. For nearly 10 years, he was director of El Museo del Barrio in East Harlem, N.Y. Agüeros is a lifetime resident of New York City and has worked frequently as a writer-in-residence in public schools.

The Miguel Mármol Prize is awarded annually for a first book-length work of fiction in English by a Latina/Latino writer that reflects a respect for intercultural understanding and fosters an appreciation of human rights and civil liberties. Last year's winner, chosen by Sandra Cisneros, was Lorraine López for *Soy la Avon Lady and Other Stories*, to be published by Curbstone Press this spring.

PUBLICATIONS

Rolando Hinojosa: A Reader's Guide

By Klaus Zilles

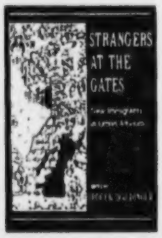
Rolando Hinojosa
Klaus Zilles

The first comprehensive interpretation of Rolando Hinojosa's 14 novels in the Klail City Death Trip series will appeal to the reader of Hinojosa's intriguing and innovative Tejano novels. Klaus Zilles provides a critical guide to the complicated fictional world that Hinojosa creates by showing the profusion of forms and styles he deploys, revealing the true dimensions of his design.

2001. ISBN 0-8263-2275-1. $34.95 cloth. University of New Mexico Press. (800) 249-7737.

Strangers at the Gates: New Immigrants in Urban America

Roger Waldinger, ed.



Immigration is remaking the United States, yet today's urban centers appear unlikely to provide newcomers with the same opportunities their predecessors found at the turn of the last century. This hard-hitting volume of original essays tells the real story of immigrants' prospects for success today and delineates the conditions that will hinder or aid the newest Americans in their quest to get ahead.

2001. 300 pgs. ISBN 0-520-23093-0. $19.95 paper. University of California Press. (800) 822-6657.

Ethnicities: Children of Immigrants in America

Rubén G. Rumbaut and Alejandro Portes, eds.

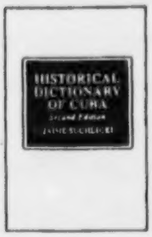
Ethnicities

The contributors to this volume probe systematically and in depth the adaptation patterns and trajectories of concrete ethnic groups. Drawing on the "Children of Immigrants Longitudinal Study," the largest research project of its kind in the United States, they provide a close look at this rising second generation by focusing on youth of diverse national origins coming of age in immigrant families on both U.S. coasts.

2001. 353 pgs. ISBN 0-520-23012-4. $18.95 paper. The University of California Press. (800) 822-6657.

Historical Dictionary of Cuba, 2nd ed.

By Jaime Suchlicki



A cornucopia of ready information on Cuba's political, social, economic, industrial, technological, medical, military, cultural, literary, legal, and ecclesiastical development, this dictionary-arranged word-by-word alphabetization traces the fascinating history of one of America's nearest neighbors.

2001. 821 pgs. ISBN 0-8108-3779-X. $85.00 cloth. Scarecrow Press. (800) 462-6420.

Women in San Juan, 1820-1868

By Félix V. Matos Rodríguez

Women in San Juan

This exploration of Puerto Rican urban social history locates the historical roots of women's contributions to urban modernization, showing how women reacted to and shaped the effort to transform San Juan into a modern progressive city.

2001. 192 pgs. ISBN 1-55876-283-3. $16.95 paper. Markus Wiener. (609) 921-7686.

Voices from the River

By Ricardo Pimentel

VOICES FROM THE RIVER

This fictional story traces the struggle of a Mexican family to assimilate to life in an American barrio during World War II. Their experiences reflect those of a generation of Mexican immigrants welcomed as cheap labor, yet hated and mistrusted by outsiders.

2001. 144 pgs. ISBN 1-931010-00-5. $12.00 paper. Bilingual Press/Editorial Bilingüe. (480) 965-3867.

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Or visit our website http://www.hacc.edu

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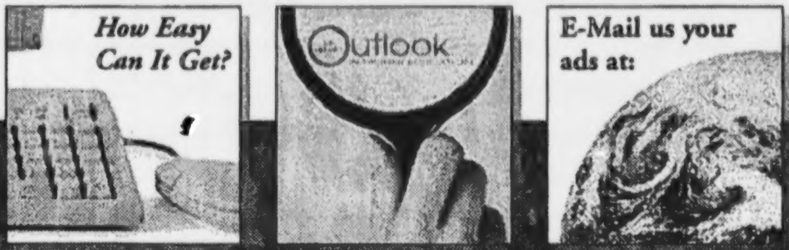
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CONFERENCES

NACADA Rocky Mountain Regional Conference

March 6-8

The National Academic Advising Association (NACADA), with the theme "Get Your Kicks from Academic Advising," will share ideas on the challenges and rewards of academic advising. At the Doubletree Hotel, Albuquerque, N.M.

Contact: NACADA, (785) 532-5717; e-mail, nacada@ksu.edu; Web site, www.nacada.ksu.edu

ACRES National Conference

March 7-9

The American Council on Rural Special Education (ACRES) will host the 22nd Annual National Conference, with the theme "No Child Left Behind: The Vital Role of Rural Schools." At John Ascuaga's Nugget Hotel, Reno, Nev.

Contact: ACRES Headquarters, (785) 532-2737; e-mail, acres@ksu.edu; Web site, www.ksu.edu/acres

NACADA Mid-South Regional Conference

March 13-15

"Advising for Excellence: Racing Toward the Mark" is the theme for this National Academic Advising Association (NACADA) conference, where advisors and administrators will have the opportunity to examine ways academic advising can enhance student success. At the Adam's Mark Hotel, Charlotte, N.C.

Contact: NACADA, (785) 532-5717; e-mail, nacada@ksu.edu; Web site, www.nacada.ksu.edu

AAHE National Conference on Higher Education

March 16-19

The American Association for Higher Education's 2002 National Conference on Higher Education will focus on creating and disseminating knowledge about student learning, in two contexts: student identities and the ways students learn. At the Chicago Hilton Towers, Chicago, Ill.

Contact: (202) 293-6440; fax, (202) 293-0073; Web site, www.aahe.org

2001-2002 NACUA Workshop Series

March 20-23

The National Association of College and University Attorneys Institute for Law and Higher Education presents "Faculty Employment Issues," providing law-related programming, publications, and educational services for colleges and universities. At the Hyatt Regency Hotel, New Orleans, La.

Contact: (202) 833-8390; fax, (202) 296-8379; e-mail, meetings@nacua.org; Web site, www.nacua.org

National Conference on Diversity in Teaching and Learning in American Higher Education

April 3-6

The Center for the Study of Diversity in Teaching and Learning in Higher Education presents its 2002 conference, with the theme "Undergraduate Education: The Real Deal." Dr. Carlos E. Cortés, professor emeritus of history at the University of California-Riverside, will be the keynote speaker. At the Claremont Hotel, Berkeley, Calif.

Contact: (408) 864-8309/8993; fax, (408) 864-5412; Web site, www.TeachLearn.fhda.edu

13th International Conference on College Teaching and Learning

April 9-13

Presented by Florida Community College-Jacksonville and The Center for the Advancement of Teaching and Learning, this event will emphasize research and practice in teaching and learning–with focus on uses of innovative learning strategies and advanced technologies in online learning and the face-to-face classroom. At the Adam's Mark Hotel, Jacksonville, Fla.

Contact: Jack Chambers, (904) 632-3231, or Jeana Davis, (904) 632-3088; fax, (904) 632-3289; e-mail, jchamber@fccj.org or jmdavis@fccj.org; Web site, www.teachlearn.org

AACRAO 88th Annual Meeting

April 14-17

The American Association of Collegiate Registrars and Admissions Officers' goal is to foster professional development by providing guidelines and voluntary standards for best practices in records management, admissions, enrollment management, administrative information technology, and student services. At the Minneapolis Convention Center, Minneapolis, Minn.

Contact: Christine Garner, (425) 636-1640; e-mail, cgarner@mra-services.com; Web site, www.aacrao.org

NCTM 80th Annual Meeting

April 21-24

The 2002 meeting of the National Council of Teachers of Mathematics, with the theme "Realizing the Vision of School Mathematics," will offer many discussions and publications focusing on professional development, promote the teaching and learning of mathematics, and provide an opportunity to network with more than 18,000 math educators. In Las Vegas, Nev.

Contact: (703) 620-9840; fax, (703) 476-2970; e-mail, annlmtg@nctm.org; Web site, www.nctm.org

NACADA Mid-Atlantic Regional Conference

April 24-26

Advisors help students reach their destinations more efficiently, safely, and comfortably. The destinations are more conceptual than geographical–meeting departmental requirements, obtaining internships, registering for courses, graduating, etc. "Reach the Beach: Advising the Journey" is the theme of this conference of the National Academic Advising Association (NACADA). At the Clarion Resort Fountainbleau Hotel, Ocean City, Md.

Contact: NACADA, (785) 532-5717; e-mail, nacada@ksu.edu; Web site, www.nacada.ksu.edu

Correction

A line in the Jan. 28 Table of Contents states that one quarter of Hispanics are at level 1 literacy. This is an error. Hispanics are one quarter of those with level 1 literary. Apologies to readers and to author Estela Marín.

PRESIDENTIAL SEARCH
BALTIMORE CITY COMMUNITY COLLEGE
Baltimore, Maryland

The Board of Trustees of Baltimore City Community College invites applications for the position of President. Baltimore City Community College is a comprehensive, state-sponsored urban institution with two campuses. The main campus is the 19-acre Liberty Campus, while the Harbor Campus is located in the heart of Baltimore's downtown business district. The College was founded in 1947 and has an enrollment of over 18,000 credit and noncredit students. The annual unrestricted operating budget is $41 million.

BCCC's "Careers Built Here" slogan strategically markets the College's career and transfer programs, with special emphasis on programs in allied health, human services, business, and technology. The College employs approximately 500 full-time and 760 part-time staff. Baltimore City Community College is committed to creating and supporting a diverse population of students, faculty and staff, where everyone is valued.

CHALLENGES AND OPPORTUNITIES:
The next President of Baltimore City Community College must be an energetic educational leader committed to diversity, cultural pluralism and creating a welcoming environment throughout the College. The successful candidate will be expected to strengthen the role of the College in the community and be a persuasive advocate for the College. The President must be a person of integrity and committed to the successful future of all students of the College. Letters of application should include examples of how the applicant's background and experience has prepared him or her to address the following institutional challenges and opportunities:

- Provide leadership to an urban community college that is becoming increasingly diverse, while working effectively with the political leadership at the local and state levels and providing the vision and motivation for the College.
- Affirm the commitment to the "open door policy" of the College, strengthen remedial offerings, and promote partnerships with the local schools, colleges and universities.
- Increase the resources available to the College by developing creative partnerships with business and industry and exploring collaborative agreements with the private and public sectors of the community.

QUALIFICATIONS:
An earned doctorate from an accredited university is required. Successful candidates must demonstrate a strong record of achievement that includes senior community college administrative experience, preferably in an urban setting with a diverse student body. Successful higher education teaching experience is also required.

PREFERRED PROFESSIONAL AND PERSONAL QUALIFICATIONS:
The ideal candidate will possess the professional experience and accomplishments to exercise creative leadership in the following areas:

- Focus institutional outcomes on student performance and success.
- Build a strong administrative team, understanding the need for involvement by students, faculty, staff, administrators, and the community.
- Demonstrate flexibility, creativity and forcefully articulate a vision for the College.
- Motivate others to create a climate of cooperation, trust and teamwork.
- Demonstrate commitment to shared governance and collective bargaining in an academic setting.
- Work with elected officials on local, state and national levels, effectively advocating for the needs of the College, and serve as a champion for its success.
- Demonstrate excellent fiscal responsibility and management skills, including experience in fundraising, resource development, analyzing, forecasting and planning for the future.
- Perform institutional analysis and promote organizational effectiveness to increase the College's infrastructure and support systems to the highest levels of service for students and the community.
- Foster ties with business and industry.
- Oversee major capital projects.
- Provide leadership to the College's Foundation Board.
- Work effectively with the Board of Trustees.
- Understand the use of technology in achieving institutional effectiveness.
- Understand the dynamics of an urban community and show a desire to become a community leader.
- Demonstrate outstanding leadership abilities and excellent verbal and written communication skills.

APPLICATION PROCESS:
Nominations and applications will be received until the position is filled. The search committee will begin review of resumes in March 2002. Submissions are especially encouraged prior to April 1, 2002. Please prepare the following:

- A letter of application that succinctly states how you might address the challenges and opportunities identified and how you meet the preferred professional and personal qualifications (not to exceed 5 pages).
- A resume with e-mail address and mobile telephone number. The names and telephone numbers of eight references: two supervisors, two subordinates, two colleagues and two faculty members from current or former institutions.
- Submit an electronic copy of the application package to Susan Smee at ssmee@acct.org.

Please submit hard-copy application materials to:

Baltimore City Community College Search Committee
C/o Dr. Narcisa A. Polonio
Director, Board Leadership Services
Association of Community College Trustees
1740 N Street, NW, Washington, DC 20036

For additional information please contact:

Dr. Narcisa A. Polonio, Director of Board Leadership Services,
Association of Community Colleges Trustees
Telephone: 202-775-4667; Cell: 202-276-1983
Fax: 202-223-1297; E-mail: npolonio@acct.org

For a full copy of the advertisement, please visit the Baltimore City Community College web site at **www.bccc.state.md.us.** or the ACCT site **www.acct.org.**

Baltimore City Community College is an equal opportunity/affirmative action employer. Women and minorities are encouraged to apply.

An ACCT - Search

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George Mason University

GRADUATE SCHOOL OF EDUCATION

The Graduate School of Education at George Mason University (www.gse.gmu.edu) seeks to add to its roster of 85 full-time faculty by filling four key tenure-line faculty vacancies. Consistent with School and University priorities in technology and diversity, preference will be given in each search to candidates who are experienced in applying and using educational technology and who can demonstrate expertise in training education professionals for multilingual and multicultural environments. Applications from women and minority candidates and persons with disabilities are especially encouraged, as are nominations that will help us recruit a diverse pool of candidates.

Applicants should send a letter of interest highlighting their qualifications, a current vita, and the names, addresses, and telephone numbers of three persons who can serve as references upon request. Inquiries and application materials should be addressed to: **Jeffrey Gorrell, Dean, MSN 2F1, Graduate School of Education, George Mason University, 4400 University Drive, Fairfax VA 22030-4444.** Please clearly indicate the position you are applying for in your cover letter. Review of applications will begin on March 4, 2002 and will continue until the positions are filled.

Secondary Education Program Coordinator
(rank open)

Provide leadership for an evolving program serving diverse constituencies throughout the Northern Virginia region, including recent graduates of arts and sciences programs; provisionally licensed teachers; and experienced professionals transitioning from a career in industry, government, or the military. Responsibilities include teaching and advising in graduate level pre-service and post-licensure courses and conducting and disseminating research. Earned doctorate required. Experience in faculty leadership, recent work in diverse public school settings, experience with school/university partnerships, teaching experience in grades 6-12, university teaching experience, and an established or very promising record of scholarship desirable.

Education Policy (Associate or Full Professor)

Collaborative leader with broad experience in K-12 education needed to initiate a new, innovative Center on Education Policy designed to be highly responsive to practitioners and policy makers' needs, and drawing upon strong faculty research and policy experiences. Earned doctorate, evidence of strong leadership, writing and communication skills, and credentials consistent with an appointment to a senior faculty position required. The position also requires policy-related experience, expertise in connecting research to policy and practice, and the ability to work with diverse stakeholders to craft and implement a vision for the center. Fund-seeking and higher education experience preferred. We are interested in suitable candidates from a broad range of education settings, including those who may have non-traditional career trajectories, but who also have the combined abilities to lead an exciting new venture in education policy.

Initiatives in Educational Transformation
(2 positions)

Visionary, activist scholar needed to serve as Director of a transformative, school-based Master's program in New Professional Studies-Teaching and related projects of interest to the faculty in this program (collectively known as Initiatives in Educational Transformation, or IET). The Director position will be filled at the Associate or Full Professor rank; the program has an additional faculty vacancy at the Assistant Professor level. Consistent with the innovative structure of the IET program (www.gmu.edu/iet/), both are 12-month positions with a start date of June 25, 2002. The IET curriculum is designed to help experienced teachers enhance their practice through rigorous reflection, action research, and professional collaboration. Candidates should have an earned doctorate in a field related to the interdisciplinary, multicultural focus of the program (education, philosophy, or any of the behavioral and social sciences), as well as appropriate evidence of scholarly productivity/promise and teaching effectiveness.

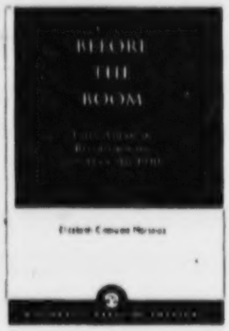
Book Review

By Francisco H. Vázquez

***Before the Boom: Latin American Revolutionary Novels of the 1920s*, by Elizabeth Coonrod Martínez.**
135 pages. Lanham, Md.: University Press of America, 2001. ISBN 0-7618-1948-7. $22.50 paper.

The scholarly, yet concise and readable *Before The Boom: Latin American Revolutionary Novels of the 1920s* by Dr. Elizabeth Coonrod Martínez is a treasure, whether you are interested in Latino artistic contributions to world culture; the relationship between literary, political, and scientific discourses; or the Taoist or postmodern nature of language.

The book introduces English readers to a heretofore invisible area of Latin American literature known as *vanguardia*: an artistic rebellion rich in innovation and technique (elsewhere known as "modernism"), but overshadowed by the tremendous worldwide success of the Boom writers of the 1960s. From a postmodern perspective, it is possible to recognize them "as innovators of modern fiction–the true rebels in search of a new art and a new novel." Four writers and their work are considered: Arqueles Vela's *El café de nadie* (Mexico), Roberto Arlt's *Los siete locos* (Argentina), Pablo Palacio's *Débora* (Ecuador), and Martin Adán's *La casa de cartón* (Perú).



These *Vanguardista* artists show that "life's shifting forces of political change and modernization have a correlative in the need for modernization in prose." The author succinctly describes the massive transformations of the early 20th century and provides a political, historical, and economic context for each novel that allows the reader to probe the issues with which each author is literally wrestling.

According to Martínez, Vela's novel creates a new, abstract form later adopted by the Boom novelists or their precursors; criticizes, using parody and irony, and seeks to supplant traditional literature and philosophy; and is the first narrative in Mexico to do so.

A quote by Jorge Cuesta indicates that by no means is this just "a Mexican thing." It also describes *all* my undergraduate students: "The talk is of a generation of *vanguardia*.... It is said that this generation is in crisis.... Its common virtue has been lack of confidence, incredulity. The first thing it denied itself was the easy solution of a program, an idol, a false tradition. They were born in crisis and have found their destiny in this crisis: a crisis of criticism."

The discussion of Roberto Arlt's *Los siete locos* echoes today's human condition: "[C]haracters seek the solitude of a simpler life they can control. By annihilating everything, they hope to find peace.... For Arlt and possibly for the reader, society is simply a cruel, fascist hoax to exploit the helpless, all of which point to the ultimate irony, that is, the tension between the knowledge of the reader and the lack of that same knowledge by Erdosain." The protagonist, Erdosain, "is a madman, but his madness is neither political nor eccentric; instead, it is a complex human reaction to a crazy world."

The work of these authors is ironic at many levels. At first, it was difficult for their readers in the 1920s to understand. Thus, the *Vanguardistas* were marginalized from the canon of their day: popular realist, *indigenista*, or lyrical novel. Their efforts pointed towards "completely revamping, changing and modernizing narrative style," but they were accused of "poor writing." The ultimate irony: the *vanguardia* as an illegitimate literature!

Martínez notes, "Critics did not recognize Adán's work as incipient new narrative, instead relegating novels such as *La casa de cartón* to fragments of poetic works without structure, or the work of a clever, but inexperienced young person." Thus, while in *Débora*, Palacio often alludes to the sort of issues that one might find in *Open Veins of Latin America* by Eduardo Galeano, at the same time, he parodies Rationalism, and Latin American Positivism, and mocks literary Realism.

I was struck by the comment that this Latin American fiction betrays "superficial traits of outside influence; [it] transforms the foreign element into a radically original compound." It brings to mind not only the task of Latin American philosophers during the first half of the 20th century but the situation of Chicano and Latino artists in the United States today: seeking to create, not just to imitate. On many levels, this is definitely a must-read. Dr. Martínez has done a fine job of rescuing a forgotten morsel of Latin American literature. Her book makes it possible to enjoy novels that not only preceded, but actually carved the way for the Boom and for many other "postmodern" writers.

Francisco H. Vázquez, Ph. D., teaches in the Hutchins School of Liberal Studies, Sonoma State University. His most recent publication is Latino/a Political Thought: A Quest for Citizenship *(Rowman and Littlefield, 2001).*

If interested in submitting a book review, please e-mail us at outlook@aol.com for Book Reviewers' Guidelines.

Georgia State University

Department of Applied Linguistics/ESL
Atlanta, GA 30302-4099

Two Tenure-track Assistant/ Associate Professor Positions

Georgia State University's Department of Applied Linguistics/ESL is accepting applications for two tenure-track positions at the assistant professor or associate professor level. The Department of Applied Linguistics and English as a Second Language (AL/ESL) currently consists of four interrelated instructional programs: (1) a master's program in applied linguistics that prepares graduate students to plan, implement, and evaluate English language instruction in a variety of educational settings; (2) an undergraduate program, the Bachelors in Interdisciplinary Studies in Language Studies, that delivers undergraduate courses in linguistics and applied linguistics; (3) an English as a second language (ESL) service courses program that provides instruction, assessment, and support for non-native speaking matriculated students at the undergraduate and graduate levels; and (4) the Intensive English Program (IEP) that provides a comprehensive pre-academic course of study in academic language development for ESL students who wish to matriculate at Georgia State University (GSU) or other post-secondary institutions. A Ph.D. program will be initiated in the fall semester, 2002. We are looking for new faculty who will grow with us and assist in strengthening and expending the M.A. and doctoral programs. Responsibilities of these positions involve conducting research, mentoring students, and teaching courses in the department's programs.

Candidates will have a doctorate in applied linguistics or a closely related field by the time of the appointment. Candidates are sought who specialize in one of the areas featured in the Ph.D. program: (1) Language Analysis, (2) Language, Cognition, & Communication, and (3) Language Teaching & Teacher Development. Though the following is not an exhaustive list, some specializations of particular interest include second language acquisition, psycholinguistics, L2 evaluation/assessment, written discourse analysis, L2 reading, applications of technology to language teaching, and teacher development.

Successful candidates must demonstrate a coherent research agenda and record of relevant publications. Preferred candidates will also have experience teaching ESL/EAP, demonstrated ability to teach graduate courses, and the ability to communicate effectively with multiple audiences.

Letters of application, a curriculum vitae, copies of research publications, evidence of teaching effectiveness, and 3 letters of professional recommendation should be sent to:

John M. Murphy
Chair of Graduate Search Committee
Department of Applied Linguistics/ESL
Georgia State University
P. O. Box 4099
Atlanta, GA 30302-4099

Review of applications will begin March 30th, 2002 but will continue until successful candidates are identified. The preferred stating date will be Fall semester 2002 (August, 2002). Salary will be commensurate with experience.

Atlanta is a multi-cultural urban setting. Georgia State University, a unit of the University System of Georgia, is an Equal Opportunity Educational Institution and an Equal Opportunity, Affirmative Action Employer. For further information about our programs visit the Department's website at <http://www.gsu.edu/alesl>.

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New School University
The New School
66 West 12th Street New York NY 10011

Information Session March 10!

Prepare for
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Georgian Court College

Information Session: Sunday, March 10, 1pm

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CENTER FOR WOMEN'S INTERCULTURAL LEADERSHIP

The Center for Women's InterCultural Leadership at Saint Mary's College aims to help women collaborate to make a difference in their worlds and to foster the next generation of women leaders. The Center examines the boundaries that define identities, limit participation and shape encounters.

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The Center for Women's InterCultural Leadership is funded with the generous support of the Lilly Endowment, Inc.

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Millennium Leadership Initiative (MLI)

Preparing the Next Generation of Presidents and Chancellors

The American Association of State Colleges and Universities is accepting applications for its Millennium Leadership Institute, held August 10–14, 2002 in Washington, D.C.—an intensive hands-on leadership program designed to strengthen the preparation and eligibility of persons who are traditionally underrepresented in higher education leadership for the position of college or university president/chancellor.

Eligibility—Senior administrators in the education, government or private sectors who have demonstrated the willingness and the potential to provide presidential leadership in higher education. Candidates should be at the dean's level or above (or those with equivalent experience within or outside the academic community), who demonstrate the interest in and potential for the presidency.

Institute—August 10–14 in Washington, D.C. Experts will expose participants to financial management techniques, search firm services, interview techniques and extensive media training. Participants will construct professional development plans, assemble a career portfolio and continue professional development through a year-long mentoring program.

Applications—Completed applications require nominations by an AASCU member president or chancellor and must be submitted to AASCU by **April 16, 2002.** Applications and announcement materials will be available online at www.aascu.org/mli/

Contact:
Danita Young
1307 New York Avenue NW • Fifth Floor, • Washington, DC 20005–4701
202.478.4677 • e-mail: Youngd@aascu.org

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Center for Student Involvement and Leadership

Develop and administer leadership programs for all UA students, with an emphasis on the Arizona Blue Chip Program 2nd Year Experience. Successful candidate will also create & develop specialized leadership conference and retreat opportunities for students in the areas of ethnic and cultural diversity, sexual orientation, Greek Life, and differently-abled individuals.

Required qualifications include a master's degree in Higher Education, Counseling, Student Personnel, or other directly related field, and two years of experience in developing, teaching, and administering student leadership programs. For full details and qualifications, see posting at www.hr.arizona.edu To apply, please submit a cover letter (citing job #23037), resume, and the names and contact information for three references to **Ann Wolnick, Center for Student Involvement and Leadership, Memorial Student Unions, The University of Arizona, PO Box 210017, Room 404, Tucson, AZ 85721-0017;** Fax: (520) 621-6930. Review of materials will begin **3/20/02** and will continue until position is filled.

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Experienced EEG/ERP Researcher needed for an interdisciplinary team that designs, conducts, and analyzes physiological and psychometric data associated with receptive language and reading deficits in adolescents and adults. Applicant must hold a doctorate in a cognitive neuroscience or related field, have strength in C/C++ and Matlab programming, and skills to handle large EEG/ERP datasets. Essential are collegiality and leadership skills for active membership in a neuroscience research community of psychologist, physicists, educators, biologists, computational neuroscientists, and mathematician. Experience with ERP information processing research, and familiarity with NeuroScan system desired. Responsibilities may include mentoring graduate students, and teaching.

See http://www.krasnow.gmu.edu/bgiven/ for project descriptions. A review of applications will begin on February 28, 2002 and continue until the position is filled. Send resume with two references to: **Barbara Given, George Mason University, MSN 2A1, Fairfax, VA 22030-4444. Fax 703-993-4325 Bgiven@gmu.edu Ph: 703-993-4406.**

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ILLINOIS
UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN

Associate Vice President for Human Resources

Applications and nominations are invited for the position of Associate Vice President for Human Resources, a senior position of the central administration for the University of Illinois.

The University of Illinois is a Land-Grant Institution serving 65,800 students in a variety of academic programs at its Urbana-Champaign, Chicago, and Springfield campuses. Its annual operating budget is over $2.8 billion.

The Associate Vice President for Human Resources is responsible for setting policy and delivering human resources services to 27,900 faculty, professional, administrative and support staff at the three University campuses, and serves as the University's designated human resources representative. This position reports to the Vice President for Administration and is responsible for the management of four human resources offices in this multi-campus university. The Associate Vice President has primary responsibility for strategic planning, policy development and implementation, and serves as the University designated representative to all State and Federal agencies. The position has organizational responsibility for a full range of human resources programs including benefits, classification, salary, and employment administration, employee relations, administration of University-wide training initiatives, information systems and labor relations. While the position has traditionally been housed at the University's Urbana-Champaign campus, it can be located on any of the three campuses with the approval of the Vice President for Administration.

Minimum qualifications include an advanced degree in Human Resource Administration, Business Administration, Administration of Higher Education or related field or a professional degree in a related area. Other qualifications include a minimum of ten years of progressively responsible leadership experience in areas such as human resources administration, human resources development, strategic planning, policy and program development, labor and employee relations, benefits, classification, salary, and employment administration, diversity and information systems. Candidates should have demonstrated success in equal opportunity and diversity. Experience in public higher education is preferred.

Salary: Negotiable. Appointment date: Approximately September 2002.

Nominations and applications should be directed to Mr. **Michael B. Provenzano, Search Committee Chair, University of Illinois, 449 Henry Administration Building, 506 South Wright Street, Urbana, Illinois 61801, Phone (217) 333-2497, Fax (217) 239-6970,** Email **OBFSjobs@uillinois.edu,** HR website **http://hrnet.uihr.uillinois.edu,** job description website **http://www.obfs.uillinois.edu/jobs**. To assure full consideration, a letter of interest and accomplishments related to the position announcement and a current resume, should be directed, in confidence, by March 29, 2002, as referenced above. Candidates selected for further consideration will be asked to provide contact information for references. Review of applications will begin immediately and will continue until the position is filled.

The University of Illinois is an Affirmative Action/ Equal Opportunity Employer.

USF University of South Florida

Founded in 1956, the University of South Florida is a public research university of growing national distinction, serving 36, 000 students in ten colleges on campuses in Tampa, Lakeland, St. Petersburg, and Sarasota/Manatee. It has been classified "Doctoral/Research University-Extensive" by the Carnegie Foundation for the Advancement of Teaching. Reflecting its breadth of graduate and research programs, *USF* is one of three public universities in Florida classified as a Research I institution. With more than 2,000 faculty, *USF* offers baccalaureate degrees in 79 fields, 89 master's and specialist programs, 25 doctoral programs, and the doctor of medicine degree.

The university is currently recruiting for the following faculty positions:

Position Title	*Discipline*	*Deadline:*
Assistant/Associate Professor *(2 positions)*-	Deans Office-Nursing-	OPEN
Assistant Professor *(IT Department Chair)*-	Engineering-	OPEN
Assistant Professor *(2 positions)*-	Engineering/Lakeland Campus-	OPEN
Assistant Professor-	Psychology-	OPEN
Instructional Specialist-	Mental Health Law & Policy-	OPEN
Associate Professor *(Assoc Director)*-	Comparative Medicine-	OPEN
Assistant Professor-	Comparative Medicine-	OPEN
Assistant/Associate Professor-	Otolaryngology-	OPEN
Professor *(Dean)*-	Public Health-	OPEN
Instructor *(Nurse Midwifery)*-	Nursing-	OPEN
Director, Academic Support Services-	Budgets/HR/IT-	OPEN
Assistant Professor-	Psychology-	02/28/02
Associate Professor/Professor-	Geography-	03/01/02
Assistant Professor-	Africana Studies-	03/01/02
Assistant Professor-	Physics-	03/01/02
Associate/Full Professor-	Physics-	03/01/02
Associate/Full Professor-	Mental Health Law & Policy-	03/04/02
Coordinator-	University Experience-	03/08/02
Associate/Assistant Professor-	Philosophy-	03/12/02
Assistant Professor-	World Language Ed-	03/15/02
Instructor-	Mathematics-	03/15/02
Assistant/Associate Professor *(2 positions)*-	Education/Sarasota Campus-	03/22/02
Instructor-	English/Sarasota Campus-	03/22/02
Instructor-	Psychology/Sarasota Campus-	03/22/02
Full Professor/Director-	Social Work-	03/31/02
Assistant/Associate/Professor-	Dermatology & Cutaneous Surgery-	04/30/02
Assistant Professor *(3 positions)*-	Dermatology & Cutaneous Surgery-	04/30/02
Associate Professor/Professor-	Dermatology & Cutaneous Surgery-	04/30/02

For a description on the above listed positions and additional vacant positions: (1) visit our Employment Services Web site at **http://usfweb.usf.edu/usfpers/vacancy.html.** or (2) contact Equal Opportunity Affairs, **Ferrell@admin.usf.edu.** for faculty positions; or (3) call *USF* job line at **813.974.2879** for staff positions.

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All employment opportunities are posted online at www.dist.maricopa.edu/hrweb, and for public view at the District Office, Room 226, 2411 W. 14th Street, Tempe, AZ 85281 or 480-731-8444. Applications are required.

The Maricopa Community Colleges are located in the Phoenix, Arizona Metropolitan area.

MCCCD is an affirmative action and equal employment opportunity employer.

Chair – Department of Education
College of Agriculture and Life Sciences

The Department of Education is seeking a scholar and leader in Education to be the Chair of the Department beginning July 1, 2002.

The successful candidate will be nationally recognized in one of the areas of graduate study in Education at Cornell: Teacher Education in Agricultural Science, Science, or Mathematics; or in Adult and/or Extension Education. The successful candidate will provide leadership for the newly reorganized Department, will have a vision for the future of Education, and will be qualified for appointment as a Full Professor at Cornell University.

The Department of Education faculty has a vision of excellence in scholarship and the professional development of educators. The Chair will implement a five-year development and staffing plan that will place Cornell as an international model for teacher education, adult education, and extension education including international extension.

Cornell Teacher Education is an integrated program in agricultural science education, mathematics education, and science education that offers the Master of Arts in Teaching to students with undergraduate majors in their subject areas. We also offer the M.S. and Ph.D. degrees for those interested in pursuing research related to Teacher Education and curriculum and instruction in mathematics, sciences or agricultural science. We are re-designing a Master of Professional Studies (MPS) program for experienced teachers seeking to earn the professional masters' degree.

In Adult and Extension Education we offer the MPS degree for students seeking professional development, and the M.S. and Ph.D. degrees for those pursuing research and scholarship interests. Students may emphasize Adult Education, Extension Education, or International Extension Education in their graduate studies.

Expectations of a Department Chairperson, College of Agriculture and Life Sciences

- Provide overall leadership to the faculty and staff in planning, developing and carrying out the teaching, research and extension programs of the department.
- Represent the department in various situations by interpreting strengths, needs and concerns of the department to college administration and in turn conveying and interpreting policies and concerns of the college administration to department faculty and staff. This requires regular and open communication with the faculty.
- Provide leadership in the recruitment and selection of faculty, other professional personnel and senior support staff.
- Make recommendations to the dean regarding promotion and salary adjustments for faculty and staff.
- Provide mentoring, encouragement, counseling, support and other assistance on a continuing basis to the faculty and staff of the department. The chair has primary responsibility for the professional development and periodic performance reviews of faculty and academic staff.
- Allocate available resources among programs of the department that reflect variations in requirements, likely effectiveness of use and overall importance of programs.
- Assign extension, teaching, advisory, and other academic responsibilities in an equitable manner with regard for both individual and department programs.
- Work with the faculty and the college administration in aggressively seeking appropriate sources of outside support for the programs of the department.
- Assure that the business and management affairs of the department, including operation and maintenance of facilities, are handled effectively and efficiently and meet all legal requirements.
- Maintain involvement in at least one functional area (teaching, extension, or research).

Starting date: July 1, 2002, or as negotiated. Applications are encouraged before January 18, 2002, but will be accepted until the position is filled.

Please send a confidential letter to state your own interest in the position or to nominate candidates that you recommend. Telephone inquiries and e-mail communications are encouraged. Applicants should submit a curriculum vitae, two recent publications, and three references.

CORNELL

Prof. David L. Brown, Search Committee Chair
Department of Education
113 Kennedy Hall
Cornell University
Ithaca, New York 14853
Phone: 607-255-3164, Fax: 607-255-7905, e-mail: DLB17@cornell.edu

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Associate/Full Professor in Early Childhood Education or Child Development.

Responsibilities: Teach undergraduate and graduate courses in early childhood education, child development; develop and maintain an active research program that includes seeking extramural support; advise graduate and undergraduate students; engage in outreach consistent with the land grant mission; collaborate with colleagues.

Qualifications: Candidates should have an earned doctorate in Early Childhood Education, Child Development, Curriculum or related field. Preferred qualifications include experience in developing community partnerships; a record of scholarly publication; distance education experience; participation in professional activities at the national level.

Send letter of application, current curriculum vita, copy of transcripts, selected reprints, and three letters of reference to:

Dr. Beulah Hirschlein, Chair
Early Childhood Education Search Committee
Department of Family Relations
and Child Development
Oklahoma State University
242 HES, Stillwater, OK 74078-6122

Application deadline is March 12, 2002 or until filled. OSU is an AA/EEO Employer committed to multicultural diversity.

Bioinformatics and Plant-Microbe Interactions

As part of the Texas A&M University Life Sciences Initiative, The Department of Plant Pathology & Microbiology and the Department of Computer Science invite applications for a tenure track assistant professor appointment in bioinformatics of plant-microbe interactions. The Department of Plant Pathology & Microbiology will serve as the administrative home for the position. The successful applicant is expected to develop an extramurally funded program with research emphasis on host and/or microbial systems. A demonstrated ability to utilize and develop bioinformatics methods and to interact with computer science and biology faculty is expected. A Ph.D. in biological or computational sciences is required. Send a letter of application, transcripts, curriculum vitae, statement of research and teaching interests, and three letters of reference to: **Chair, Search Committee, Department of Plant Pathology & Microbiology, Texas A&M University, 2132 TAMU, College Station, TX 77843-2132. (Tel. 979-845-7313; E-mail: d-ebbole@tamu.edu).** Screening of applicants will begin March 15, 2002 and will continue until a suitable candidate is identified. For a further description of this and other bioinformatics positions available through the Life Sciences Initiative see:

http://plantpathology.tamu.edu

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ASU

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Arizona State University West, a vital component of ASU's multi-campus structure, serves nearly 6000 undergraduate and graduate students on a modern, growing campus in Phoenix, the nation's sixth largest city and a dynamic multi-cultural environment. It is located in the Valley of the Sun, an area of striking natural beauty, within two hours drive to skiing in Northern Arizona, three hours to the U.S./Mexico border, and five hours to the beaches of Southern California.

ASU West, with its small, friendly atmosphere, is committed to learner-centered education, within the context of a nationally acclaimed PAC-10 university. The campus offers 29 undergraduate degrees, nine master's degrees, and eight professional certification programs through its College of Arts and Sciences, College of Education, College of Human Services, School of Management, and Division of Collaborative Programs.

ASU West values teaching and scholarship, teacher-student research collaboration, cross-disciplinary cooperation, university-community partnerships, and an environment supportive of diversity.

Please visit our website at www.west.asu.edu

Vice Provost, Institutional Advancement

POSITION DESCRIPTION

The Vice Provost for Institutional Advancement is the chief external relations and development officer for ASU West and reports directly to the Provost, who is the Campus Chief Executive Officer. The VPIA manages a staff of 19, working in the areas of Development, Public Relations, Alumni Affairs, Community Relations, Legislative Affairs, Marketing, Publication Services, and Special Events. As a key member of ASU West's senior management team, the VPIA participates in strategic planning for ASU West, advises the Provost, and is the chief information officer to internal and external constituencies. The VPIA cooperates closely with ASU university-wide institutional advancement.

REQUIRED QUALIFICATIONS

A bachelor's degree; seven years experience in public relations, community relations, development or related field, including at least five years of supervisory experience.

DESIRED QUALIFICATIONS

Master's degree. Demonstrated ability to work with internal and external constituencies and to bring new supporters to the campus. Excellent communication skills (first rate writing and editing skills), evidence of strong organizational abilities, and demonstrated leadership skills. Demonstrated experience in managing a budget. Demonstrated ability to communicate effectively with diverse constituencies, work within a diverse organization, with demonstrated success in attracting, retaining, and developing a diverse staff. Demonstrated understanding of Arizona, its culture and legislative processes, and an awareness of the special attributes of a university context.

Salary is negotiable and is commensurate with experience.

APPLICATION PROCEDURE

Please send letter of application addressing the qualifications listed above, resumé, and five names, addresses, and telephone numbers of references to:

Dean Mark Searle, Chair, Search Committee for VPIA
c/o Mary Kay Bonilla
Arizona State University West
PO Box 37100
Phoenix, Arizona 85069-7100

APPLICATION DEADLINE

March 18, 2002, or on the Monday of each week thereafter until the position is filled.

For more information: 602-543-8407 or 602-543-6600

Confidentiality of all applications will be maintained. Referees will be contacted only after permission from the candidate has been obtained.

Arizona State University West is an Equal Opportunity/Affirmative Action Employer that actively seeks diversity among applicants and promotes a diverse work force.

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A Maricopa Community College

ITHACA COLLEGE

ROY H. PARK SCHOOL OF COMMUNICATIONS
CINEMA AND PHOTOGRAPHY DEPARTMENT
JAMES B. PENDLETON TEACHING FELLOW PROGRAM

POSITION:
James B. Pendleton Fellow in screenwriting; a 3-year, non-renewable, non-tenure eligible position beginning Fall 2002.

QUALIFICATIONS:
Fellow must have received an M.F.A., Ph.D., or equivalent within the last 5 years. Fellowship is for emerging teacher/writer in the field of screenwriting.

RANK/SALARY:
James B. Pendleton Fellow/Assistant Professor. Salary competitive, benefits eligible.

AREAS OF TEACHING RESPONSIBILITIES:
Primary teaching responsibility will be in the areas of screenwriting, including two introductory screenwriting courses. Fellow will teach a 3-course load each term, one of which may be in her or his area of interest/specialization. Additional competency in cinema production encouraged but not required.

OTHER RESPONSIBILITIES:
Fellow will create a public program related to screenwriting each year of the fellowship. Fellow will interact with our undergraduates to encourage their academic, creative, and professional development. Fellow will formally advise undergraduate students but will not be expected to serve on committees.

APPLICATION:
Applicants should forward: a vita; two writing samples (at least one of which must be a longform narrative); statement of interest describing areas of teaching, academic, and professional interests; a short one-page proposal for a sophomore/junior level course in candidate's specialty area; and names of three references. Additional writing samples may be requested at a later date. No faxed or electronically transmitted materials will be accepted.

ADDRESS APPLICATIONS & INQUIRIES TO:

James B. Pendleton Teaching Fellow Committee
Elisabeth Nonas, Chair
Cinema and Photography Department
350 Roy H. Park School of Communications
Ithaca College
Ithaca, NY 14850-7251

DEADLINE:
Screening begins March 8, 2002, and will continue until the position is filled.

Ithaca College is an independent, residential, comprehensive college with an undergraduate enrollment of approximately 5,800 students. It is located in the scenic Finger Lakes Region of central New York.

The Roy H. Park School of Communications is one of four professional schools within the College, and enrolls approximately 1,300 students in the majors of three undergraduate departments (Cinema and Photography, Television-Radio, and Organizational Communications, Learning, and Design); a B.S. in Journalism, a B.S. in Telecommunications Management, a B.F.A. in Film, Photography, and the Visual Arts, and a B.A. in Media Studies are also offered. The Ithaca College Los Angeles Communications Program offers an internship-based full-semester program to junior and senior communication students. The Graduate Studies program offers an M.S. in Communications. Recent grants and bequests from the Park Foundation and the estate of James B. Pendleton, totaling over $27 million, have positioned the Park School as one of the strongest undergraduate communication programs in the nation and created state-of-the-art support facilities in audio, video, film, photography, multi-media and telecommunications.

ITHACA COLLEGE IS AN EQUAL OPPORTUNITY/AFFIRMATIVE ACTION EMPLOYER. MEMBERS OF UNDER-REPRESENTED GROUPS (INCLUDING PEOPLE OF COLOR, PERSONS WITH DISABILITIES, VIETNAM VETERANS AND WOMEN) ARE ENCOURAGED TO APPLY.

ITHACA COLLEGE
ROY H. PARK SCHOOL OF COMMUNICATIONS
CINEMA AND PHOTOGRAPHY DEPARTMENT

Keene State College

Keene, New Hampshire

Vice President for Academic Affairs

Keene State College, a member of the University System of New Hampshire, is seeking an academic leader of the highest integrity to assume responsibility for the planning, development, administration and assessment of the full range of academic programs and services. The campus is located in the Monadnock Region of southwestern New Hampshire in the City of Keene. The College and the community share a close relationship and work collaboratively to improve the quality of life in the region.

Keene State College is a primarily undergraduate liberal arts institution, with a strong commitment to professional programs, most notably in undergraduate and graduate teacher education. It has a stable enrollment of 4,000 undergraduate students and 800 graduate and continuing education students. There are 186 full-time faculty and 190 part-time faculty organized in the Divisions of Arts and Humanities, Sciences, and Professional Studies.

The Vice President for Academic Affairs will have many opportunities for leadership in a positive campus environment. The recent accreditation review characterized the campus as well managed and unified with an exceptionally strong sense of community and a well-prepared faculty dedicated to teaching and learning. The successful use of a mutual gains approach in contract negotiations has contributed to a climate of trust between the faculty and administration. Opportunities for leadership include sustaining strong relationships with faculty, encouraging faculty and curriculum development, assessing student learning, strengthening academic advising, using technology to enhance instruction, promoting diversity, and continuing to improve academic facilities.

The Search Committee seeks nominations and applications from candidates with distinguished records of academic achievement, leadership, and administrative skills. Candidates must have a terminal degree in an academic discipline, teaching experience, evidence of academic accomplishment, and the leadership and management skills to move the College forward. The successful candidate should have significant experience in academic administration, an understanding of public higher education, and experience with collective bargaining.

Review of applications will begin immediately, and preliminary interviews will take place in early April. Two copies of applications and nominations should be forwarded in confidence to:

The Vice President for Academic Affairs Search Committee
c/o The Office of the President
Keene State College
Keene, NH 03435-1504

Keene State College is a member of the Council of Public Liberal Arts Colleges, a national alliance of leading liberal arts colleges in the public sector. As an AA/EEO employer, Keene State College is engaged in an effort to build a community that reflects the diversity of society.

Educational Management Network, a division of Witt/Kieffer, is supporting Keene State College with this search. Questions may be directed to Lucy Leske or Ann Yates via e-mail at keene@emnemn.com. Additional information about the College is available at http://www.keene.edu where a more detailed description of the VPAA position will also be posted.

Educational Management Network/Witt/Kieffer

Director of Studies
Requisition #2195

Princeton University invites applications and nominations for the recently redefined position of Director of Studies in one of the five freshman/sophomore residential colleges. Under the Office of the Dean of the College, the Director of Studies, in conjunction with the Dean of the residential college, has responsibility for the oversight of academic advising and the implementation of academic regulations for the approximately 450 freshmen and sophomores who live at the college. The Director of Studies advises individual students on their academic programs and works closely with faculty advisers in monitoring students' course selections and academic progress. Under the Office of the Dean of Undergraduate Students, the Director of Studies is responsible for the implementation of student life regulations, the adjudication of disciplinary sanctions for minor infractions of University rules of conduct, the promotion of community values, and the personal counseling of the undergraduates who live in the college. The Director of Studies works with college staff, including the Resident and Minority Affairs Advisers, to promote the Residential Education Program and other efforts that support undergraduate residential life. He or she collaborates closely in every regard with the residential college Dean, as well as with the residential college Master, who has overall responsibility for the college.

Applicants should have experience in teaching and academic advising in a college or university, and should be familiar with a liberal arts curriculum. They should possess some knowledge of issues relevant to residential college life, and must be sensitive to the needs and concerns of a diverse student population. Excellent written and verbal communication skills and strong managerial skills are essential. A Ph.D. in a discipline taught at Princeton is strongly preferred. Although this is a full-time position, there may be opportunities for some limited teaching in the appropriate academic department, the freshman seminar program, or the freshman writing program.

Send cover letter, curriculum vitae and names of at least three references to: **Princeton University, Office of Human Resources, One New South, Req. 2195, Princeton, NJ 08544.** For full consideration, applications must be received by March 22, 2002. The position will be available on or about July 1, 2002.

Princeton University

HARVARD UNIVERSITY

Faculty of Arts & Sciences

Executive Director
David Rockefeller Center for Latin American Studies

As chief executive administrator reporting to the Director, works with the Director and faculty governing committees on strategy, programs, and project design. Manages all Center operations, including human resources, development, budget, events, communications, publications, and day-to-day operations. Oversees high-profile special events, faculty and student grant and fellowship competitions, a visiting scholars program, in-house as well as academic publications. Collaborates closely with Program Director of DRCLAS Regional Office in Santiago, Chile, on the development of the project. Works with the Director on development and stewardship, including relations with the U.S. Department of Education, private foundations, individual donors, the Center's external Advisory Committee and Corporate Partners. Works with faculty throughout the University on development of new projects and publications.

Ph.D. or relevant professional degree required. Minimum of seven years' management experience in an academic or other research setting requested. Knowledge and experience of Latin America and fluency in Spanish and/or Portuguese required. Must have excellent judgment, highly developed executive talents, exceptional oral and written communications skills, ability to supervise and motivate others and manage a highly detail-oriented workload. Ability to work independently and collaboratively required. Experience at Harvard helpful, but not required.

To apply click on: www.harvard.edu. or send your resume and cover letter to: Harvard University, Resume Processing Center, Req. #12636, 11 Holyoke Street, Cambridge, MA 02138. Applications will be reviewed beginning March 1st and continue until the position is filled. No phone calls, please. The David Rockefeller Center for Latin American Studies is a University-wide Title VI National Resource Center that supports teaching, research, extra-curricular activities, and outreach on Latin America and related topics at Harvard University. The Center has an annual budget of $4 million, a staff of 18, plus student assistants, 120 non-resident faculty affiliates, and more than 100 conferences, events and meetings each year.

Harvard University, is an equal opportunity employer committed to diversity.

WILLIAM PATERSON UNIVERSITY

The William Paterson University of New Jersey is a comprehensive public institution of higher learning, committed to promoting student success, academic excellence, and community outreach with opportunities for lifelong learning. Members of the faculty are highly distinguished and diverse teachers and scholars, many of whom are recipients of prestigious awards and grants from the Fulbright Council (24 scholars), the Guggenheim Foundation, the National Endowment for the Humanities, the National Institutes of Health, the National Science Foundation and the American Philosophical Society. Featuring nationally renowned academic programs, the University maintains a low student:faculty ratio (12:1) and small class size (21) for its 30 undergraduate and 18 graduate degree programs, supported by state-of-the-art information and communications technology. The University enrolls 10,000 students from across the country and from over 40 foreign nations. William Paterson University is situated on a beautiful suburban campus in Wayne, New Jersey, twenty miles west of New York City.

UNIVERSITY DISTINGUISHED VISITING PROFESSORSHIP

The University is pleased to solicit applications and nominations of candidates for appointment as University Distinguished Visiting Professor for the Academic Year 2002-2003. Appointment to the position will commence September 1, 2002. This position is funded in part by a grant from the William Paterson University Alumni Association.

Candidates or nominees should be distinguished scholars, writers, musicians, scientists, artists, or educators in other fields whose work has gained national or international recognition, and who are exemplary leaders in innovation, integrative thinking, and the transcendence of traditional academic and disciplinary boundaries. Candidates should demonstrate a strong commitment to teaching, scholarship, creative expression, and public discourse within the academy and beyond, with the goal of stimulating intellectual interest and enhancing dialogue within his/her field and across disciplines.

The University Distinguished Visiting Professor will be expected to teach one course per semester – either on a topic in the existing catalog or on a topic of his/her devising, will make presentations to the University Community, including alumni, students, faculty, staff, and the general public on issues and topics of mutual concern and interest, and work closely with the Center for Teaching Excellence.

Candidates and nominees should hold a terminal degree or equivalent in their field, with a highly distinguished record of scholarly and professional accomplishments, and should possess qualifications commensurate with appointment at the rank of full professor. The successful candidate is expected to be in residence for the academic year, and will be provided with support for travel and research and with a budget for activities conducted on campus.

Letters of application or nomination should be sent to ***Dr. Nina Jemmott, Associate Vice President and Dean of Graduate Studies, 100 Raubinger Hall, Drawer HO, William Paterson University, 300 Pompton Road, Wayne, NJ 07470.*** *Letters and supporting documentation will be reviewed and accepted on an ongoing basis until an appointment is made. Additional information about the University can be found at http://www.wpunj.edu.*

William Paterson University is an Equal Opportunity Institution Committed to Diversity.

WILLIAM PATERSON UNIVERSITY
WAYNE, NEW JERSEY

NCTEACH

North Carolina Teachers of Excellence for All CHildren

NC TEACH, a Rigorous, Lateral Entry Licensure Program for Mid-career Professionals, is looking for applicants with a bachelor's degree who want to teach secondary science, math, social studies, English; middle grades science, math, social studies, language arts; K-12 Spanish or French; or K-12 Special Populations (BEH, LD, or MH).

PROGRAM COMPONENTS: Orientation in May, followed by five week Summer Institute June-July, 2002; Fall and Spring semester courses and mentoring support during first year of teaching. NC TEACH is now offered at nine host sites across the state.

QUALIFICATIONS: Bachelor's degree from an accredited institution with a major appropriate to the proposed area of teacher licensure. Minimum 2.5 cumulative GPA (4.0 scale), recommended 3.0 (4.0 scale) in the major. Commitment to students, their families, their communities, and the profession. At least 3 years successful work experience. Effective written and oral communication skills. Agree to participate in all program activities. No criminal record.

PROGRAM COSTS: Tuition and fees for 12 to 18 graduate semester hours earned during the first year of the program (varies according to host site university); textbooks and supplies - approximately $500; application fee to university or college (varies).

Upon successful completion of the NC TEACH Program (minimum 12 months), licensure testing requirements, and any additional academic work required by the host site on the basis of the initial transcript review for the particular licensure area, program participants will be recommended for a clear initial teaching license.

For Applications and More Information, go to **http://ncteach.ga.unc.edu**, Call Toll Free 866-998-3233, or Write to:

NC TEACH, NC Center for School Leadership Development
PO Box 2718, Chapel Hill, NC 27515-2718

NC TEACH is committed to equality of educational opportunity and encourages diversity in its applicant pool.

TEXAS TECH UNIVERSITY

DIRECTOR
ADMISSIONS AND SCHOOL RELATIONS

Texas Tech University seeks nominations and applications for the position of Director of Admissions and School Relations. The preferred date for the individual to begin duties is June 1, 2002.

Position

The Director of Admissions and School Relations reports to the Vice President for Enrollment Management and is responsible for developing and implementing a comprehensive undergraduate recruitment and admissions program.

The office is staffed by 42 full-time and 7 student employees and operates with a budget of approximately $2.1 million. The Director manages the daily operations of the admissions office, implements and assesses all recruitment programs, coordinates application processing and review, trains and supervises the staff, and administers the department's budget. The Director is also responsible for the Visitors Center, New Student Orientation, and five regional centers. Additionally, the Director interacts with a variety of academic departments and administrative units, as well as alumni, parents, and high school officials.

Qualifications

Desired qualifications include a master's degree and five to seven years of progressively responsible experience in admissions or a related area. The ideal candidate should have a sound knowledge of admissions principles and practices and have a demonstrated record of success in admissions marketing, the recruitment of high achieving and diverse students, the effective use of technology and institutional research, and personnel and budget management. The Director should be a creative and energetic leader who possesses effective interpersonal, organizational and communication skills.

Application

For full consideration, materials should be submitted by March 22, 2002. Review of applications will begin immediately and will continue until the position is filled. Application materials should include a letter of application addressing how the candidate's experiences match the position requirements, a curriculum vitae and the names, titles, business addresses and phone numbers of at least four professional references. Electronic submission of materials as an MS Word attachment is strongly encouraged. Salary is competitive and commensurate with experience.

Individuals wishing to nominate candidates should submit a letter of nomination, including the name, position, address and telephone number of the nominee.

Application materials and nominations should be directed to:

Stephanie J. Hays
Chair, Director of Admissions and School Relations Search Committee and
Assistant Vice President for Enrollment Management
Texas Tech University
Box 42010
Lubbock, TX 79409-2010
E-mail: stephanie.hays@ttu.edu

For more information about Texas Tech University and the Lubbock community visit the following web sites: www.ttu.edu and www.lubbockonline.com.

Texas Tech University is an Affirmative Action, Equal Opportunity employer and has a strong institutional commitment to diversity. In that spirit, we are particularly interested in receiving applications from a broad spectrum of people, including women, minorities and persons with disabilities.

Education

ASSOCIATE VICE PRESIDENT OF ACADEMIC AFFAIRS

WILLIAM RAINEY HARPER COLLEGE

William Rainey Harper College is a dynamic community college located in Chicago's northwest suburbs. The College enrolls over 25,000 students of all ages, is committed to diversity, and encourages the development of multicultural perspectives. The College is currently seeking a visionary academic leader to join our innovative educational environment. We offer a very competitive salary and fringe benefit program. Application review for this position will begin immediately, and will continue until the position is filled. Anticipated start date is June 1, 2002.

Serve as the Vice President of Academic Affairs' designate and assist with the instructional and operational planning, organization, and staffing of the educational programs and services of the College. Masters degree required with preferred emphasis in an academic discipline. Doctorate preferred. Three to five years' mid-management experience required.

For more details, please visit us at **www.harpercollege.com**

Interested applicants must submit a resume, copies of credentials (undergraduate and graduate transcripts), a statement outlining the contributions you can make to the College, and three (3) letters of recommendation to:

William Rainey Harper College
Attn: Employment Specialist-AVP
1200 West Algonquin Road, Palatine, IL 60067
E-mailjobs@harper.cc.il.us

Harper College is an Equal Opportunity, Affirmative Action Employer, that encourages applications from women, minority group members, and persons with disabilities.

Visit us at: www.harpercollege.com

COLUMBIA

FACULTY

COLUMBIA COLLEGE CHICAGO seeks applicants for a tenure-track position in our Radio Department to begin September 2002.

Candidates should possess; Master's degree or equivalent in Communications or Broadcasting fields; a significant record or professional accomplishments in the radio broadcasting field; and teaching and/or training experience in radio broadcasting at the college level. We are especially interested in candidates with experience in non-commercial radio, radio programming, and/or streaming and emerging radio technologies. Experience in radio station management and/or commercial radio is also important.

Primary responsibilities are student centered; teaching and curricular development including course preparations and administration as well as counseling and advising students outside of the classroom; serving on department and college-wide committees and participating in and contributing to the professional community in one's area of expertise.

The Radio Department is in the School of Media Arts. The major includes a comprehensive program of study with course offerings in broadcasting, technical production, broadcast journalism, radio sales, marketing and management. Facilities include state of the art digital equipment, studio classrooms, and a radio station broadcasting both FM and streaming signals.

Applicants must provide a letter of application providing specifics regarding their professional and teaching experience, resume and three recent letters of reference including telephone numbers of the writers. Materials should be sent to:

Radio Department Faculty Search
Columbia College Chicago
600 S. Michigan Avenue
Chicago, IL 60605

Dartmouth Medical School

Director of Multicultural Affairs

The Office of Student and Multicultural Affairs at Dartmouth Medical School invites applications and nominations for the position of Director of Multicultural Affairs.

Position: The Director of Multicultural Affairs is responsible for developing, implementing and overseeing Dartmouth Medical School's diversity programs and executing the Office of Multicultural Affairs' mission to promote a climate of unity and respect. The Director will serve as an advisor to minority students and student groups and will work to ensure the success and retention of all multicultural students, faculty and staff. The is a part-time (75% FTE) position.

Qualifications: The ideal candidate will have the demonstrated ability, experience, and skill to support and enhance the overall quality of life for DMS minority students; sensitivity to the issues and unique challenges facing minority students in higher education and in medicine; experience with organizational culture, leadership development, diversity programming, affirmative action, equal opportunity and related employment practices; ability to prioritize the multi-faceted tasks and needs of the students, the office and the institution;

Master's Degree in Education, Educational Administration, Social Sciences or a related field with two or three years experience working with minority students in higher education or Bachelor's Degree with five years experience or the equivalent.

To ensure full consideration, letters of nomination or candidate's letter of application, including cover letter and resume, should be received by February 28, 2002, by **Lori Arviso Alvord, M.D., Associate Dean of Student and Multicultural Affairs, Dartmouth Medical School, Remsen 302, Hanover, NH 03755**

Dartmouth College is an Affirmative Action/Equal Opportunity employer.
Women and minorities are encouraged to apply.

The Victoria College

Equal Opportunity Employer
Tenure-Track Faculty Opportunities
Available August 2002

Biology
Counselor (available June 2002)
Developmental Reading
Legal Assisting
Math
Office Administration
Political Science/Economics
Process Technology (available July 2002)
Psychology/Sociology
Welding

Screening of applications begins 03-15-02 for faculty positions. See job requirements and application procedures at: **www.vc.cc.tx.us/department/hr/jobs** or call 361-572-6463 for details.

The Victoria College is a comprehensive community college located in Victoria, Texas, a dynamic community that provides an exceptionally high quality of life with outstanding educational, cultural and recreational opportunities. See more about our college at **www.vc.cc.tx.us.**

RICHARD STOCKTON COLLEGE OF NEW JERSEY

Assistant Professor of Instructional Technology

THE RICHARD STOCKTON COLLEGE OF NEW JERSEY is an innovative, residential, liberal arts and sciences college with a student body of 6,000 and a recognized record of academic excellence. Stockton is one of nine senior public Colleges in the state of New Jersey which provide a vast array of baccalaureate and master level degrees. The College is located on a 1600-acre campus in southern New Jersey, 15 miles from the Atlantic Ocean, one hour from Philadelphia, and two and one-half hours from New York City. The College has a mission to meet needs for masters-level education in southern New Jersey and currently provides programs in business studies, instructional technology, physical therapy, and nursing, occupational therapy, and Holocaust and genocide studies. Plans call for the establishment of additional programs in the near future. Stockton is also home to the Atlantic County Educational Technology Training Center (AC-ETTC).

The Masters of Arts in Instructional Technology (MAIT) program is designed for individuals interested in taking a leadership role in improving the processes of learning and performance through the integration of technology within either educational or corporate settings. The program offers core courses in learning theories and instructional technologies, plus the choice of following one of three program tracks: Education for K-12 teachers, Technology Coordinator for schools/districts, or Corporate for business and industry professionals. The Academic Computing facilities contain 26 computer laboratories and electronic classrooms with an ongoing technology plan for a 10:1 student/computer ratio. A dedicated computer lab for students within the Instructional Technology program will be in place during Fall 2002.

INSTRUCTIONAL TECHNOLOGY: Full-time, tenure track, Assistant Professor starting September 2002. Prospective candidates must have an earned doctorate in instructional technology or a related field, and be able to teach technology-driven courses. K-12 experience is preferred as this individual also serves as a liaison with New Jersey school districts. A strong research interest in educational reform is expected, plus a desire to establish and/or maintain an ongoing affiliation between the instructional technology program and other education related programs at Stockton including the AC-ETTC. Teaching load is six courses per year with several opportunities for summer teaching. Salary will be commensurate with credentials and experience.

Screening will continue until the position is filled. Send letter of application, vita and three letters of recommendation to **Dr. Marc Lowenstein, Interim Dean of Professional Studies, The Richard Stockton College of New Jersey, PO Box 195, AA51, Pomona, NJ 08240-0195.** For additional information on the Instructional Technology program, please visit our website at **http://loki.stockton.edu/~mait/MAIT/**

The Richard Stockton College of New Jersey is an Affirmation Action/Equal Employment Opportunity employer interested in receiving applications from individuals who would enhance the diversity of the College.
Women and minorities are encouraged to apply.
R023258

Broward Community College

Vice President for Development, #72

The Vice President reports directly to the President of the college and is responsible for planning and implementing the development initiatives of the college. The Vice President serves as the Executive Director for the BCC Foundation, the primary direct-support organization of the college. Included in the areas of direct responsibility are:

- college/public relations • fund-raising
- grants • alumni relations • marketing.

The college is seeking a person who can provide leadership, vision, and sound management to its development effort within the college's mission and goals.

The successful candidate will have a Master's degree and ten years experience with a track record of successful leadership and management in significant development-oriented organizations. Excellent oral and written communication skills, as well as computer literacy are required. CFRE certification is desirable. Salary: Based on credentials and competitive with institutions of comparable size. Closing date: 02/28/2002.

Please forward official applications with position title/# & copies of transcripts & licenses to:

Broward Community College
225 E. Las Olas Blvd., Human Resources
Ft. Lauderdale, FL 33301

Please call (800) 682-3646
for an official application.

EA/EO Institution www.broward.cc.fl.us/jobs/

Director. ALANA Cultural Center

Vassar College, a coeducational liberal arts college, invites applications for the Director of the ALANA Cultural Center, a full-time, twelve-month position within the Dean of the College division. The ALANA Center, housed in a free-standing, building, has a twenty-four year history at the college and supports the academic, cultural, campus life experiences of African-American/Black, Latino, Asian, and Native American Students.

The Director will work closely with other offices to promote student success and achievement; the director advises students and works closely with the cultural organizations affiliated with the center. Serves in a leadership role in the development of programs that support the intellectual and cultural life of students. The director will supervise a team of student assistants and one full-time administrative assistant at the center. Occasional evening and weekend work is expected. The Director reports to the Associate Dean of the College and meets regularly with a deans and directors team.

PREFERRED QUALIFICATIONS: Masters Degree. Significant professional administrative experience at a comparable institution working with student of color populations on a leadership level is desired. Demonstrated commitment to the cultural center concept, its' mission, and goals. Strong background in student advising and advocacy. Experience in counseling and supporting undergraduate students in an academically challenging, coeducational, and residential campus community will be a plus.

Salary will be commensurate with experience and qualifications.

Start date: July 1, 2002

Review of résumés will begin on March 1, 2002. Candidates should submit application materials, including names, addresses, and phone numbers of three current references to: **Search Committee, ALANA CENTER, Vassar College, Box 24, Poughkeepsie, NY 12604-0024, or electronically to careers@vassar.edu.**

Vassar College is an Equal Opportunity /Affirmative Action Employer.

ASSISTANT/ASSOCIATE PROFESSOR OF MARKETING

Bryant College invites applications for tenure-track positions in the areas of marketing research, sales, consumer behavior, eMarketing, and (or) advertising at the Assistant or Associate Professor level beginning as early as the Fall of 2002. Associate level may be considered with a minimum of five years of teaching experience and an excellent record of research publications. Applicants for the Assistant level should have an earned doctoral degree or anticipation of the completion of the dissertation prior to August 2002 as well as demonstrated excellence in teaching and research potential consistent with the requirements of an AACSB accredited school.

Founded in 1863, Bryant College, a student-centered college, is AACSB accredited at both the graduate and undergraduate levels. Situated on a beautiful 400-acre residential campus less than one hour from Boston and 20 minutes from Providence. Bryant enrolls 2700 undergraduate and 500 graduate students served by a faculty of approximately 200. The College offers a Bachelor of Science in Business Administration, a Bachelor of Arts in Liberal Studies, a Master of Business Administration, a Master of Science in Taxation, and a Master of Science in Accounting. New programs include a Bachelor of Science in Information Technology and Master of Science in Information Systems.

Letters of interest indicating position applied for (include position #), a curriculum vitae, and two references should be sent to **Human Resources - THO Position # 228, Bryant College, 1150 Douglas Pike, Smithfield, RI 02917-1284.** Inquiries should be made to Keith Murray at **kmurray@bryant.edu.** Review of applications will begin immediately and continue until the position is filled.

Salary and benefits are AACSB competitive. *Bryant College is an Equal Employment Opportunity/Affirmative Action Employer and an institution committed to diversifying its staff. Individuals from underrepresented groups are strongly encouraged to apply.*

RICHARD STOCKTON COLLEGE OF NEW JERSEY

HOSPITALITY MANAGEMENT

The Richard Stockton College of New Jersey is located 12 miles west of Atlantic City, and is surrounded by 1600 acres of southeastern New Jersey Pinelands. It is also within 20 miles of Atlantic City and near 120 miles of resort coastline. It is a four-year undergraduate institution and has received national recognition for its distinctive academic programs and interdisciplinary approach to learning. Stockton's diverse faculty and student body combine a spirit of innovation with a sense of tradition for academic excellence.

We are seeking a new colleague with research and scholarly interests in the impact of daily activities on promoting the hospitality management program. Academic background in a discipline related to the industry and scholarly commitment that will contribute to the study of the hospitality industry is critical. The Hospitality Management Program is a new track within the Business Studies Program. The Business Program has a strong curriculum in all the major concentrations with over twenty full-time faculty members.

Position Available: Assistant/Associate Professor, tenure-track faculty position beginning September 1, 2002.

Duties: This is a tenure track, 10-month appointment with responsibility for teaching content and supporting issues specifically in food and beverage management with either travel and tourism or cooperative education as the other content area. Responsibilities will include research, grant writing, and supervision of student internships. Other academic responsibilities will include student advising, participation in Division activities and teaching in general studies areas.

Requirements: An earned doctorate in a related field is preferred, evidence of scholarly productivity, potential to establish partnerships with industry in providing support for the program with the resources necessary to create program excellence. Record of scholarship and grant writing highly desirable. Rank and salary commensurate with qualifications and experience.

Screening will continue until position is filled. To apply, send letter of application, resume and three letters of reference to **Dr. Marc Lowenstein, Interim Dean of Professional Studies, The Richard Stockton College of NJ, AA23, PO Box 195, Pomona, NJ 08240.** Visit our website - www.stockton.edu. *Richard Stockton College is an Affirmative Action/Equal Opportunity employer interested in receiving applications from individuals who would enhance the diversity of the College. Women and Minorities are encouraged to apply.*
R023256

Assistant Director of Student Activities

Colgate University

Colgate University is a highly selective, coeducational residential liberal arts college of 2,800 undergraduates located in Hamilton, New York. The University is among the top twenty liberal arts colleges in the country.

Colgate is seeking an Assistant Director of student Activities who is enthusiastic, student focused, and creative to provide general programmatic support to approximately 90 student organizations. Responsible for the development of new social alternatives, coordination of leadership development activities for student organizations and leaders, co-advisement of a residential leader-based theme house, oversight of Student Activities publications, including the website, and coordination office outreach efforts. Additional responsibilities would include advising of major programs. Assists in the negotiation of performance details including contracts with booking agents and production companies for student organizations. Expected to work late evenings and weekends on a regular basis.

A minimum of a Bachelor's degree and a Master's degree is preferred. Preference will be given to candidates with one to three years' experience in Student Activities, Intercultural Life, or Residential Life. An understanding of the goals of a residential, liberal arts college is essential. For further information, visit **http://offices.colgate.edu/hr/** or call **315-228-7411.**

To apply, send letter of interest, resume and names, addresses and telephone numbers of three references to:

Colgate University
Human Resources Department
Attn: Chair of the Assistant Director of Student Activities Search Committee
13 Oak Drive, Hamilton, NY 13346
315-228-7411. Fax 315-228-7171

Review of resumes will begin immediately and continue until the position is filled. Full consideration will be given to resumes received by March 8, 2002.

Colgate University is an Equal Opportunity/Affirmative Action Employer. Minorities and women are encouraged to apply.

DEPARTMENT CHAIR

This individual will be responsible for providing leadership to the Humanities, Social Science, Fire Management, and Business faculty and staff under the supervision of the campus Dean of Academic Services.

Primary responsibilities are to maintain standards of instruction that challenge students academically and to maintain an academic climate conducive to teaching and learning. This is a twelve-month, tenure track position with faculty rank and will require some teaching.

Business/Humanities Social Sciences

Position #03-19

Applicants must have a master's degree with a minimum of 18 semester (30 quarter) hours of graduate credit in one of the disciplines in the department cluster required, doctorate preferred. Relevant disciplines are English, Speech/ Communication, Reading, Philosophy, Humanities, Fire Management, Accounting, Business, Economics, Education, Anthropology, Geography, History, Political Science, Psychology, or Sociology.

A minimum of three years of college-level teaching experience combined with two years of supervisory or managerial experience required. Additional experience in academic planning and assessment, curriculum development, faculty evaluation, promotion and tenure processes, course scheduling, faculty and staff recruitment and hiring, student recruitment and advisement, development and management of budgets and the use of computer technology in instruction and administration is highly desirable.

Salary will be commensurate with education and experience (minimum entry salary $58,252) with excellent benefits. Initial appointment will be for a term of up to four years with reappointment at the discretion of the President. Position will start July 1, 2002. Application deadline: 3/22/02.

Applicants should reference position number #30-19 and send the following as a single packet: (1) letter of interest, (2) resume, (3) unofficial copy of graduate transcript(s), and (4) list of five professional references (names, addresses, e-mail addresses, telephone numbers) to:

Georgia Perimeter College
Attn: Judy Chastonay
3251 Panthersville Road
Decatur, GA 30034
Fax: 404-244-5774

Georgia Perimeter College.

An AA/EOE Employer
Georgia is an Open Records State

For more information on Georgia Perimeter College, please visit our web site at:

www.gpc.peachnet.edu

MIT

FACULTY POSITION - TECHNOLOGY AND POLICY

Candidates are sought who have experience and research interests in Internet or telecommunications technology and a deep knowledge of policy, for a position starting in September, 2002. This will be a dual faculty appointment in the Engineering Systems Division (ESD) and the Electrical Engineering & Computer Science (EECS) Department at MIT. Faculty duties include teaching, research, and supervision of theses in both the Technology and Policy Program (TPP) within ESD and in the EECS Department. This appointment will be as a tenure track faculty member or as a Professor of the Practice, which is appropriate for a respected senior practitioner in industry or government who has made strong contributions to the field.

A Ph.D. with excellent academic credentials and a strong interest in technology and policy research are requirements for this position. The ideal candidate is someone who can provide focus and leadership in the development of this area of research within MIT. Deep technical knowledge is essential, particularly Internet and/or telecommunications, however someone with research interests in complex systems, electrical engineering or computer science will be considered.

ESD combines the School of Engineering's strengths with those of management and social sciences to develop a new spectrum of solutions for contemporary engineering problems. TPP is the largest of ESD's programs and has concerned itself with the policy implications of complex engineering systems since its beginnings, twenty-five years ago. The EECS Department consistently ranks at the top of many surveys of academic quality. Many telecommunications and Internet theories and technologies originated in EECS labs, and current research here continually advances the field.

MIT is especially encouraging women and other minorities to apply, because of its strong commitment to diversity in engineering education, research and practice. Applications should be sent to the address below by March 15, 2002, including a statement of professional interests and goals. Each application should include a curriculum vitae and the names and addresses of three or more individuals who will provide letters of recommendation. Please arrange to have such letters sent directly to:

Professor Daniel Hastings, Director, Technology and Policy Program, MIT, 77 Massachusetts Avenue, 33-413, Cambridge, MA 02139-4307, or by electronic mail to: ESDSearch02@mit.edu (MS Word or plain text).
http://web.mit.edu/tpp/www/introduction.html http://esd.mit.edu
http://www-eecs.mit.edu/ http://justice.mit.edu/

MASSACHUSETTS INSTITUTE OF TECHNOLOGY
An Equal Opportunity/Affirmative Action Employer
Non-Smoking Environment
web.mit.edu/personnel/www

EDUCATION

CCBC
The Community College of Baltimore County

English Faculty Positions

Essex Campus: Non tenure-track (two one-yr contracts followed by multi-yr contracts) ten-month English faculty position[s] w/emphasis on teaching developmental and/or freshman composition courses. Initial placement at rank of Instructor or Assistant Professor, based on qualifications. Master's degree in English or closely related field. Exp. teaching in computer classroom desirable. (2002/015, 2002/016) Open until filled. For more details please visit our web site at www.ccbc.cc.md.us. EEO/AA Employer Women and Minorities are encouraged to apply.

West Virginia University

DEAN OF THE COLLEGE OF HUMAN RESOURCES AND EDUCATION

West Virginia University is seeking nominations and applications for the position of Dean of the College of Human Resources and Education. To review the complete vacancy announcement, including qualifications and application procedures and deadline, please visit the College's web site at **www.hre.wvu.edu.** This advertisement is available in alternative methods.

West Virginia University is an Equal Opportunity, Affirmative Action Employer.

STATE UNIVERSITY OF NEW YORK

NEW PALTZ

President

The State University of New York at New Paltz is seeking a President. This opening represents an extraordinary opportunity for an academic leader who is committed to providing high quality, affordable education to students from all social and economic backgrounds. The College is also looking for someone who is dedicated to their mission of constructing a vibrant, intellectual, and creative public forum which reflects and celebrates the diversity of our society and encourages and supports active participation in scholarly and artistic activity.

Founded in 1828, New Paltz is the 99th oldest collegiate institution in the country, located in the beautiful Hudson Valley region of New York state. Since its founding the College has developed into a comprehensive, liberal arts college conferring both the baccalaureate and master degree. The College consists of the Schools of Education, Fine and Performing Arts, Business, Physical Science and Engineering, and the College of Liberal Arts and Sciences. There are over 7,700 students enrolled in over 100 undergraduate and over 50 graduate programs at New Paltz.

The President will be a leader who is responsible for all aspects of campus academic and administrative operations including education, research, faculty recruitment, and development. Working in collaboration with internal and external constituencies, the president provides overall leadership and guidance for the university including the leading of discussions and processes to identify attainable institutional goals. The president represents the campus' interests within the SUNY system with local and state elected officials, and with the surrounding communities.

The ideal candidate will have significant experience in higher education administration, including academic affairs, student affairs, finance, strategic planning, and institutional development. He/She will have the ability to lead and support faculty and staff while maintaining and cultivating external relationships that will benefit SUNY New Paltz. The President will possess understanding and respect for the mission, values, and traditions of the College. The leading candidate will have demonstrated success in promoting a climate within an institution that values diversity, and is committed to an environment that promotes learning and intellectual advancement. Leading candidates will have appropriate academic credentials which include an earned doctorate or its equivalent from an accredited institution of higher education.

Korn/Ferry International is assisting SUNY New Paltz in the search and invites confidential inquiries to Nancy Cook, Managing Director, or Brian Moorhouse, Senior Associate (Email: **sunynewpaltz@kornferry.com**; Fax: **215-568-9911**). Nominations should include addresses, telephone numbers, and e-mail addresses. Applicants, which will be held in confidence, should include a current resume and letter explaining relevant qualifications and be directed to: **Nancy Cook, Managing Director, Korn/Ferry International, 1835 Market Street, Suite 2626, Philadelphia, PA 19103.**

The State University of New York at New Paltz is an equal opportunity, affirmative action employer and encourages the applications of women and minorities.

SIDWELL FRIENDS SCHOOL

DIRECTOR OF ADMISSIONS AND FINANCIAL AID

PK-12, co-educational Quaker day school seeks Director of Admissions and Financial Aid to oversee all aspects of its admissions and financial aid programs. Responsibilities include oversight of the annual admissions process, involving approximately 3000 inquiries and 1000 applications for 150 openings school-wide; participation in day-to-day operations such as student/family interviews, tours and open houses; administration of a $3 million financial aid budget; supervision of 6 person staff; and development of admissions publications. A member of the senior administration reporting directly to the Head of School, the Director serves on the Administrative Council and sits with the Board of Trustees.

The ideal candidate will have 7-10 years of experience in a highly selective admissions environment, will hold an advanced degree, and will have well developed communication, interpersonal and organizational skills. Finally, the ideal candidate will have an understanding and appreciation of the principles of Quaker education. Sidwell Friends School encourages applications from individuals representing the diversity that the School seeks in its student body. Compensation and benefits are competitive. Send a cover letter, resume and references to:

Sidwell Friends School
Director of Human Resources
3825 Wisconsin Avenue, NW
Washington, DC 20016
www.sidwell.edu

Sidwell Friends School is committed as an institution to the ideal of diversity with regard to race, ethnicity, religion, economics, gender, sexual orientation, and physical disability in its student body, faculty, and staff.

Rider University

Lawrenceville, New Jersey

VICE PRESIDENT FOR DEVELOPMENT & UNIVERSITY RELATIONS

Rider University, an independent, coeducational, nonsectarian institution of approximately 5,200 students, seeks a chief advancement officer. Founded in 1865, Rider is housed on two campuses. The Lawrenceville campus, comprising 38 buildings, is situated on 350 acres between Princeton and Trenton. The 23-acre Princeton campus, the result of the 1992 merger of the Westminster Choir College with Rider, is located in the heart of the city. Rider's four fully accredited academic units-the College of Business Administration, the College of Liberal Arts, Education, and Sciences, the College of Continuing Studies, and the Westminster Choir College-offer 58 undergraduate and 17 graduate programs. Additional information is available at **www.rider.edu.**

The vice president reports directly to the president and directs all advancement activities including the annual fund, major and planned giving, the $55 million capital campaign (currently at $41 million), alumni relations, and marketing/ public relations/ communications on both campuses. The new Vice President, who will supervise the staff of 48 (30 professional, 18 staff), will be experienced in managing professional staff, capital campaigns, and major gift solicitation.

Korn/Ferry International, which is assisting with this search, invites confidential inquiries and nominations. Applications, which should include a letter explaining relevant experience and a current resume, may be directed in confidence to:

John Kuhnle, Managing Director
Korn/Ferry International
900 19th St., NW, Suite 800
Washington, DC 20006
Fax: 202/318-4475
E-mail (preferred): derek.wilkinson@kornferry.com

Rider University is an AA/EO Employer.

Over 3,000 faculty & staff positions!

HigherEdJobs.com

www.HigherEdJobs.com

San José State UNIVERSITY

Dean, College of Engineering

Dean, College of Social Sciences

Announcements at
www.sjsu.edu/depts/HR/opp.htm

NORTH HARRIS MONTGOMERY COMMUNITY COLLEGE DISTRICT

General Information

North Harris Montgomery Community College District, now the fourth-largest community college district in Texas, comprises North Harris College, Kingwood College, Tomball College, Montgomery College, seven satellite centers, and The University Center. Cy-Fair College, the fifth comprehensive community college in the district, is expected to open in fall 2003. More than 30,000 credit students enroll each semester, with 15,000 more in continuing education, workforce development and customized training.

Anticipated faculty positions available August 2002

NORTH HARRIS COLLEGE

Accounting - *Reference #10428-HO*
Art - *Reference #10429-HO*
Biology - *Reference #10430-HO*
Cisco - *Reference #10431-HO*
Cosmetology - *Reference #10432-HO*
Desktop - *Reference #10433-HO*
Developmental Studies Reading (two positions) - *Reference #10434-HO*
Developmental Studies Writing (two positions) - *Reference #10435-HO*
Drama - *Reference #10436-HO*
Emergency Medical Services - *Reference #10437-HO*
Engineering Design Graphics - *Reference #10438-HO*
English as a Second Language (two positions) - *Reference #10439-HO*
History - *Reference #10440-HO*
Music - *Reference #10441-HO*
Nursing: ADN - *Reference #10442-HO*
Nursing: LVN (two positions) - *Reference #10443-HO*
Pharmacy Technician - *Reference #10444-HO*
Sociology - *Reference #10445-HO*
Spanish (two positions) - *Reference #10446-HO*
Speech (two positions) - *Reference #10447-HO*

KINGWOOD COLLEGE

Art - *Reference #20206-HO*
Biology - *Reference #20207-HO*
Computer Information Technology - *Reference #20208-HO*
English (two positions)- *Reference #20209-HO*
Mathematics - *Reference #20210-HO*
Physics - *Reference #20211-HO*
Political Science - *Reference #20212-HO*

TOMBALL COLLEGE

Art - *Reference #30315-HO*
Biology - *Reference #30316-HO*
Chemistry - Reference #30317-HO
English (two positions) - Reference #30318-HO
Geography - *Reference #30319-HO*
History - *Reference #30320-HO*
Kinesiology - *Reference #30321-HO*
Librarian - *Reference #30322-HO*
Math - *Reference #30323-HO*
Nursing: LVN - *Reference #30324-HO*
Political Science - *Reference #30325-HO*
Speech - *Reference #30326-HO*

MONTGOMERY COLLEGE

Art (two positions) - *Reference #40285-HO*
Biology (two positions) - *Reference #40286-HO*
Chemistry - *Reference #40287-HO*
Economics/Accounting - *Reference #40288-HO*
History - *Reference #40289-HO*
Human Services - *Reference #40290-HO*
Math (two positions) - *Reference #40291-HO*
Multimedia Development and Computer Graphics - *Reference #40292-HO*
Music - *Reference #40293-HO*
Nursing: LVN to ADN Transition (two positions) - *Reference #40294-HO*
Psychology - *Reference #40295-HO*
Sociology - *Reference #40296-HO*
Speech - *Reference #40297-HO*

CY-FAIR COLLEGE

Biology - *Reference #80009-HO*
Computer Information Technology (PC Operating Systems) - *Reference #80010-HO*
Computer Information Technology (Programming) - *Reference #80011-HO*
Developmental English - *Reference #80012-HO*
Developmental Mathematics - *Reference # 80013-HO*
EMS (12 month position) - *Reference #80014-HO*
English - *Reference #80015-HO*
History - *Reference #80016-HO*
Librarian - *Reference #80017-HO*
Mathematics - *Reference #80018-HO*
Political Science - *Reference #80019-HO*

For detailed information about career opportunities with NHMCCD and the positions listed above, and for access to our online application, please visit our Web site www.nhmccd.edu

Application process

Open until filled. Applicants should submit an employment application, a cover letter specifically addressing the qualifications including the job title and reference number; statement of teaching philosophy; resume; names, addresses, and telephone numbers of five job-related references; and copies of transcripts of all college work. If applying for multiple positions, a separate cover letter and application material should be submitted for each position for which you are applying. Applicants with foreign credentials should submit a US transcript evaluation. Application material may be mailed to **North Harris Montgomery Community College District, Human Resources, 250 N. Sam Houston Parkway East, Houston, TX 77060,** forwarded electronically to jobs@nhmccd.edu or faxed to 281-260-3186. Faculty positions are subject to the successful completion of a criminal background check. *AA/EOE*

The University of New Mexico

The University of New Mexico invites applications for the position of *Director of the Office of Equal Opportunity.* UNM is a Carnegie Doctoral / Research - Extensive University and a DoEd Accredited Postsecondary Minority Institution. For complete information regarding position qualifications, duties and responsibilities, salary, and conditions of employment, you may access **www.unm.edu/~hrnet/jobs/jobm.htm** or request a copy of the announcement from the Search Coordinator at **bcarver@unm.edu.** For best consideration, applications must be received no later than 5:00 p.m. on March 1, 2002.

The University of New Mexico is an Equal Opportunity/Affirmative Action Employer and Educator.

EDUCATION

The Rancho Santiago Community College District is seeking qualified candidates for the President of Santiago Canyon College, annual salary is $130,597.

For confidential application information and to request a brochure, call Elisabeth Dracup at (714) 480-7451 or visit our website at www.rsccd.org.

Applications will be accepted until the position is filled. It is anticipated that the screening committee will begin reviewing applications in mid-March.

RANCHO SANTIAGO
COMMUNITY COLLEGE DISTRICT
EOE

LIBRARIAN

Instruction/Reference Librarian. Entry-level tenure track position. ALA MLS. Salary is $35,004 for 10-month appointment or $40,044 for 12-month appointment. Submit application letter, resume, references and transcripts or placement file by March 31, 2002 to: **Search Committee, Walter W. Stiern Library, California State University Bakersfield, 9001 Stockdale Hwy., Bakersfield, CA 93311-1099.** *CSU, Bakersfield is an AA/EOE. Applications from women, ethnic minorities, veterans, and individuals with disabilities are welcome.*

Museum of Fine Arts

Director of Institutional Advancement

School of the Museum of Fine Arts (SMFA) in Boston

SMFA is one of the nation's oldest, most distinguished and vibrant professional art schools, with preeminent alumni such as Edmund Tarbell and David Lynch. You'll expand the SMFA's philanthropic support; strengthen its profile, market position and relationships; and implement its strategic plan. Requires 8+ years' development and communications experience; campaign background, preferably education; and demonstrated ability to cultivate, solicit and steward major gifts. Interest in the arts and understanding of arts education also required.

*Resumes to: **Sandra Matthews,***
Sr. Employment Manager,
Museum of Fine Arts,
465 Huntington Ave.,
***Boston, MA 02115.** Only those chosen for interviews will be contacted. EOE committed to diversity.*

More details at
www.mfa.org/jobs

BOSTON

Associate Vice Chancellor for Human and Public Resources

University of Colorado at Colorado Springs

CU
Springs

This reconfigured senior level officer reports directly to the Vice Chancellor for Administration and Finance and acts as the Vice Chancellor in his absence. The Associate Vice Chancellor for Human and Public Resources will provide executive leadership and strategy for campus human resources and public safety.

This officer will participate in executive leadership and planning processes, identifying the human resources implications of planning and policy decisions, as well as ways that human resources contribute to the achievement of the campus master plan and the academic, administrative, and infrastructure goals of the campus. Initial emphasis will be placed on improvements to existing human resources services and identification and implementation of services not currently provided, including professional training and development. This officer will be responsible for implementation of the State of Colorado Performance Pay System and will act as liaison to the CU System Payroll and Benefits Services Center. In addition, this person will supervise the Director of the Department of Personnel, the Payroll and Benefits Service Counselor, and the Director of the Department of Public Safety, which includes campus police, parking services, and risk management.

This officer will act as the Vice Chancellor for Administration and Finance in the absence of the Vice Chancellor. As such, this position must become familiar with the operation and strategic direction of Financial Services, Facilities Service (includes the physical plant and planning and construction), and the campus bookstore.

Minimum Qualifications: Master's degree in a related field from an accredited college or university. Ten years of progressively responsible leadership and management experience. Strong interpersonal and communication skills and an interest in working collegially in a shared governance environment. Knowledge and professional training and education in human resources strategies and programs. Demonstrated ability to work with a diverse workforce.

Preferred Qualifications: Doctorate or terminal degree in a related field. Professional higher education work experience. Specific professional education, training, and knowledge of public safety, parking services, and risk management.

The University of Colorado at Colorado Springs is one of three general campuses of the University of Colorado. The campus is evolving as a new generation university, committed to student success, and valuing teaching and research equally. CU-Colorado Springs is located in Colorado's second-largest metropolitan area with a population of over one-half million people. For more information about the University, please visit our website at http://www.uccs.edu/

The successful candidate will be a people oriented person of high integrity who has experience in team building and conflict resolution and an understanding of the legal and statutory issues related to human resources administration.

Application: Please send letter of application, resume, and names and telephone numbers of five references to **Susan Szpyrka, Search Committee Chair; University of Colorado; P.O. Box 7150; Colorado Springs, CO 80933-7150.** Screening of applications will begin March 15, 2002 and will continue until position is filled. *The University of Colorado is an AA/EEO employer and encourages a diversity of applicants.*

Associate Director

Office of Women in Higher Education

The Office of Women in Higher Education of the American Council on Education invites applications and nominations for an associate director. This dynamic and creative individual will report to the Vice President/Director of OWHE and will assist in providing leadership in identifying major issues related to gender equity in higher education. In addition, the associate director will have primary responsibility for coordinating the planning, organization and appropriate follow through for the ACE Network and serves as one of the principal contacts to state coordinators and the Executive Board for the ACE Network.

Other responsibilities include: developing funding sources, planning advancement strategies and making initial contacts with funding entities; along with the Vice President/Director and the Executive Board, state coordinators and planning committees developing strategies for advancing women administrators and addressing equity issues for all women in higher education. The individual will be responsible for assisting in shaping agendas and supervising the planning for meetings, seminars and conferences. The associate director will assist in developing articles and other materials concerning women's issues for use by campuses, higher education organizations and will assist the Vice President/Director with special projects which are grant funded.

The successful candidate will have excellent leadership, management and communication skills, both written and oral, as well as the desire to work as part of a close knit team. A Ph.D. or equivalent, experience as a faculty member and campus administrative experience, such as directing programs or serving as department chair, are required. Ability to work with colleges and universities and with higher education organizations as well as groups and agencies promoting gender and racial equity is desirable. ACE offers a competitive starting salary and benefits programs. Nominations and expressions of interest should be sent to:

American Council on Education
ACE

OWHE Associate Director Search
American Council on Education
One Dupont Circle, NW - Suite 8/4
Washington, DC 20036
E-mail: resume@ace.nche.edu
EEO/AA/Disabled/V

EDUCATION

The Riverside Community College District is located in Riverside, California, 60 miles east of Los Angeles and Southland beaches, near the San Bernardino mountain range and ski resorts, and within an hour's drive of desert resorts. Riverside Community College District has three campuses that serve the educational needs of students within a 450 square mile area. The current enrollment of 31,500 students is distributed at approximately 25% at Moreno Valley Campus, 25% at Norco Campus, and 50% at Riverside City Campus. Riverside Community College District is seeking outstanding candidates for instructors in the positions of:

COMPUTER INFORMATION SYSTEMS
Deadline: February 28, 2002

BUSINESS ADMINISTRATION / LOGISTICS
COUNSELOR / INSTRUCTOR (PUENTE PROGRAM)
ECONOMICS • PHYSICIAN ASSISTANT
Deadline: March 8, 2002

MUSIC • PHYSICS • READING
PHYSICAL EDUCATION / WOMEN'S VARSITY COACH
Deadline: March 15, 2002

ADMINISTRATION OF JUSTICE
FIRE TECHNOLOGY
HUMAN SERVICES • NURSING
Deadline: March 22, 2002.

A completed District application form, a cover letter, a current resume or vita, three current professional reference letters, legible copies of transcripts verifying college work and degrees, must be submitted to Human Resources by the deadline listed above – *Postmarks Not Accepted!*

Additional information and a ***required*** District application form can be downloaded from our Website: http://www.rccd.cc.ca.us or obtained by contacting RCCD Human Resources, 4800 Magnolia Avenue, Riverside, CA 92506, Phone: (909) 222-8588.

DEAN

HENRY SAMUELI SCHOOL OF ENGINEERING AND APPLIED SCIENCE

UCLA

Applications and nominations are invited for the position of Dean of the Henry Samueli School of Engineering and Applied Science, effective immediately. The dean has responsibility for the academic and administrative operation of the School, which has 132 faculty positions, 2760 undergraduate students and 1080 graduate students. The School houses six departments-Chemical Engineering, Civil & Environmental Engineering, Computer Science, Electrical Engineering, Materials Science & Engineering and Mechanical & Aerospace Engineering as well as responsibility for one interdepartmental graduate degree program in Biomedical Engineering.

As a vital professional school located in the industrial center of Southern California, the School of Engineering will grow substantially in both students and faculty over the next decade. Growth will include the construction of a new research building and strong partnership in the recently funded California NanoSystems Institute.

Acting under authority delegated by the Chancellor, the Dean participates in campus-wide planning and is responsible for supervision of the School's budget, allocation of resources, review of faculty, development and administration of academic and research programs, and direction of the School's professional and industrial relations. Candidates should have academic qualifications appropriate to the rank of full professor. Salary will be commensurate with background and experience.

For additional information, please go to: **http://www.apo.ucla.edu/SEASdean/**
To be ensured of full consideration, nominations and applications should be sent by **March 15, 2002 to:**

SEAS Dean Search Committee
c/o Rene Dennis
Office of the Chancellor
University of California
3109 Murphy Hall
Los Angeles, CA 90095-1407
Facsimile: (310) 206-9643
E-mail: rdennis@conet.ucla.edu

Please view the Position Description as well

UCLA is an Affirmative Action/Equal Opportunity Employer

Assistant Director

Physical Plant

Reporting to the director of Physical Plant, the assistant director will have responsibility for organizing, directing and supervising all landscaping design, construction and grounds maintenance, including athletic fields, on the Montclair State University campus. Grounds maintenance includes the maintenance of non-cultivated areas including parking lots, sidewalks and roads. Other responsibilities include recycling, room set-ups, moves and refuge removal.

Qualifications: Bachelor's degree from an accredited college or university required. A minimum of 10 years' professional experience in Landscape Management and 5 years supervisory experience. Sincere interest in the work and the people who will carry it out.

Salary Range: $43,048 - $64,562

Apply by: February 28, 2002

Start Date: March 11, 2002

Send resume and cover letter (include V-number) to: Montclair State University, Box C316-V#79/HOHE, Upper Montclair, NJ 07043

An Equal Opportunity/Affirmative Action Institution
www.montclair.edu

MONTCLAIR
STATE
UNIVERSITY

EDUCATION

Burlington County College
has the following opportunities available:

EXECUTIVE DIRECTOR OF HUMAN RESOURCES - Master's degree, Board administrative & management experience in all phases of Human Resources, collective bargaining, employee relations, & affirmative action. Excellent human relations, communications (oral and written), and negotiation skills.

VICE PRESIDENT OF ACADEMIC PROGRAMS - Doctorate in higher education administration and/or a discipline for which the BCC has course offerings. 3 years demonstrated success as an administrator, full-time teaching experience at a comprehensive community college, 2 years experience using educational technology and/or other alternative ways of delivering instruction, experience as a manager in a collective bargaining environment, experience with outcome assessment and program review and experience as a coordinator and an implementer of institutional change and growth.

VICE PRESIDENT OF STUDENT SERVICES - Master's degree required, Doctorate preferred. Master's degree in student services or related field preferred. 3 years demonstrated successes as a Dean/Director of Student Services. Proven ability to work effectively with student development, instructional, and administrative staffs. Experience as a coordinator and implementer of institutional change and growth.

REGISTRAR - Relevant Bachelor's degree required, Master's preferred. 3 years prior experience in a registration and records office of a college utilizing an integrated computer system. Prior experience in planning and supervising personnel and budgets, and prior experience in online registration.

Call (609) 894-9311, Ext. 7541.
http://www.bcc.edu/hr.

Human Resources Department
Burlington County College
County Route 530
Pemberton, NJ 08068-1599

A/EOE (M/W)

BCC
BURLINGTON
COUNTY COLLEGE

ASSISTANT DIRECTOR OF STUDENT ACTIVITIES

Salve Regina University seeks qualified applicants for the position of Assistant Director of Student Activities to deliver a comprehensive co-curricular activities program that addresses students' needs for relaxation, recreation and entertainment, and provide supervision and direction for all Student Activities Office and Campus Activities Board sponsored events. A Bachelor's degree is required, Master's degree in student personnel, higher education administration, student development or similar field preferred. Must show a demonstrated knowledge of student leadership development philosophy methods and principles. Computer skills are highly desirable, specifically familiarity with desktop publishing, word-processing and database maintenance. Must have the ability to work for and with a traditionally college-aged student population. Strong oral and written communication and organizational skills and attention to detail are required. Must be able to deal with multiple tasks in a timely and efficient manner. Must have the ability to work independently as well as part of an office team. This is a full-time, salaried, position. Evening and weekend hours are required in addition to regular office hours.

Applications will be accepted until the position is filled. Send or fax resumes with an application (available on line) to:

Director of Human Resources
100 Ochre Point Ave
Newport, RI 02840-4192
Fax (401) 341-2921
www.salve.edu

Salve Regina University is an EO/AA employer. Minorities are encouraged to apply. Information on the University's Affirmative Action Policies and Procedures can be obtained in the Office of the VP for Administration.

Salve Regina University

Eastern Connecticut State University

Eastern Connecticut State University is the state's public liberal arts university. Eastern offers a wide range of undergraduate majors in the arts and sciences, professional studies, and selected graduate programs, encompassing interdisciplinary and integrated approaches to teaching and learning.

Eastern Connecticut State University serves approximately 5,000 students and is located in historic Windham County, in the heart of eastern Connecticut. Midway between New York City and Boston, the University is only a short drive from Hartford, the state's capital.

The University seeks successful candidates for the following position:

DIRECTOR OF PLANNING AND INSTITUTIONAL RESEARCH

The Director provides leadership, vision, oversight, and management for all aspects of the University's institutional research and planning activities. In doing so, the Director communicates continuously and substantively with other senior administrators. The Director serves as the University's institutional planning and research officer; serves as liaison for the President with all University units and assists in activities related to external groups; plans and implements data collection and analysis; conceptualizes, designs, and conducts analytical and other studies; prepares and transmits appropriate information to external and internal entities; coordinates the University's planning functions; coordinates statistical reporting; and provides planning and research support to various officers and committees. This position reports to the President or designee.

Qualifications: A Master's degree is required with a doctorate preferred with at least five years' experience in higher education; demonstrated ability to conceptualize and carry out quantitative research projects; ability to maximize technology in analysis and planning; understanding of current trends in higher education; and ability to organize and write clearly and concisely.

Screening will begin immediately and continue until position is filled. Please send current resume, cover letter, and three letters of recommendation to: **Ms. Catherine Deschene, Administrative Assistant to the Executive Vice President, Eastern Connecticut State University, 83 Windham Street, Willimantic, CT 06226.**

Eastern's website: **www.easternct.edu**

Eastern is an AA/EEO employer. Women, members of protected classes and people with disabilities are encouraged to apply.

Kennesaw State University

VICE PRESIDENT FOR ACADEMIC AFFAIRS

Kennesaw State University seeks an outstanding academic leader to serve as Vice President for Academic Affairs for one of the nation's most dynamic metropolitan state universities. The Search Committee invites nominations and applications from potential candidates with strong academic backgrounds and records of accomplishment as university administrators.

THE UNIVERSITY is a four-year institution of over 14,000 students located in a professionally oriented and rapidly developing suburb of one of the nation's fastest growing metropolitan areas - northwest Atlanta. As one of the fastest growing institutions in the University System of Georgia, the university has doubled its curriculum and faculty in the last ten years. KSU offers 44 baccalaureate programs, 10 masters programs, and anticipates doctoral programs in selected fields.

KSU has an impressive record of academic excellence, applied scholarship and creative activity, international programs and professional service as an engaged university.

THE VICE PRESIDENT is responsible for the planning, development, program review, and administration of the instructional and research programs and provides leadership and support for the deans, faculty, academic affairs staff, programs, and activities. A list of priorities for the Vice President for Academic Affairs and the desired qualifications may be found at www.kennesaw.edu and in the available prospectus.

Applications, nominations and requests for the prospectus should be sent to:

Dr. Nancy S. King, Chair
Search Committee
Kennesaw State University
1000 Chastain Road, MB 0106
Kennesaw, GA 30144-5591

The search is being assisted by Allan W. Ostar of the Academic Search Consultation Service of Washington, D.C. Confidential inquiries may be directed to him at 202-332-4049, awo@academic-search.org.

KSU has established a notable record for the inclusion of minorities and women in its educational mission and strongly encourages applications from both groups.

Affirmative Action/Equal Opportunity Employer

Los Angeles Valley College

Los Angeles Valley College, located on 105-acres in Valley Glen, is a public two-year community college serving the San Fernando Valley. Over 18,000 students representing the diverse ethnic and cultural mix of the region, make it one of the largest colleges in the Los Angeles Community College District. The College has provided outstanding education to its community for over fifty years. It is fully accredited by the Western Associations of Schools and Colleges.

ANTICIPATED FULL-TIME FACULTY OPENINGS FOR 2002-03

Art
Computer Applications and Office Technologies
Computer Science
Computerized Numerical Control/Machining
Counselor-CalWORKS
English as a Second Language
Fire Technology-General
Fire Technology-Wildland
Geography
History/Humanities
Journalism-Photography
Mathematics
Media Arts-Radio
Men's Physical Education-Aquatics
Music
Nursing
Philosophy
Service Learning Director
Sociology
Speech-English Speech as a Second Language
Speech-Forensics
Women's Physical Education-Dance
Women's Physical Education-Softball Coach

APPLICATIONS

For further information contact:
Office of the Vice President of Academic Affairs
Los Angeles Valley College, 5800 Fulton Ave.
Valley Glen, CA 91401, 818-947-2379
or check the college web site at:
www.lavc.edu

CONTINUOUS FILING

Potential candidates who wish to be notified of position openings in the Los Angeles Community Colleges may file an application as follows:

Academic Selection Unit
Los Angeles Community College District -
770 Wilshire Boulevard
Los Angeles, California 90017
or call (213) 891-2211 between 8am and 4 pm.
After hours call (213) 891-2137.
E-mail requests for applications to:
www.jobs@laccd.cc.ca.us.
Job information is also available at:
www.laccd.edu.

An Equal Opportunity Employer
January 15, 2002

Virginia Tech
VIRGINIA POLYTECHNIC INSTITUTE AND STATE UNIVERSITY

MULTIPLE FACULTY and ADMINISTRATIVE POSITIONS

Virginia Polytechnic Institute and State University—popularly known as Virginia Tech—is Virginia's largest university with 25,000 students, about 220 degree programs and sponsored research expenditures in excess of $190 million. The discovery and dissemination of new knowledge are central to its mission. Through its focus on teaching and learning, research, and outreach, the university creates, conveys, and applies knowledge to expand personal growth and opportunity, advance social and community development, foster economic competitiveness, and improve the quality of life.

The Board of Visitors has recently approved a strategic plan (http://www.unirel.vt.edu/stratplan) that sets ambitious goals to increase Virginia Tech's stature as a nationally-recognized research university and renews our commitment to attracting and supporting a diverse faculty and student body. In addition, the University Diversity Strategic Plan proposes ways for Virginia Tech to create and sustain a quality learning community that is not only welcoming to all, but also exemplifies excellence, equity, and effectiveness in all its endeavors.

We welcome inquiries from women and members of underrepresented groups in any of the wide variety of disciplines at Virginia Tech, whether or not a specific opening is advertised. To learn about our programs, please see the university website at http://www.vt.edu. Inquiries can be addressed to Dr. Patricia Hyer, Associate Provost, Virginia Tech (mailcode 0132), Blacksburg, VA, 24051; e-mail hyerp@vt.edu; phone (540) 231-6122.

Virginia Tech has the following faculty vacancies. Screening for each position begins on the date indicated and continues until the position is filled. Specific information about these and other positions is at the following web site: **http://www.ps.vt.edu/employment/facjobs/**

Faculty/Research Positions

Chemical Engineering. Assistant or Associate Professor, numerical simulation or molecular modeling. Contact: S. Ted Oyama, (540) 231-5309, oyama@vt.edu. Application review begins March 15, 2002. For more information: www.che.vt.edu

Computer Science. Assistant Professors (two positions), systems/networking and software engineering. Contact: Dennis Kafura, (540) 231-5568, kafura@cs.vt.edu. Application review begins February 1, 2002. For more information: http://www.cs.vt.edu/new-faculty/

Computer Science (at the Northern Virginia Center). Tenure-track Assistant/Associate professor, databases, networks, systems, virtual reality. Contact: Charmaine Carter, (703) 538-8428, charmaine@vt.edu. Application review begins January 20, 2002. For more information: http://www.nvc.cs.vt.edu/

Geological Sciences. Tenure-track Assistant Professor in geobiology. Contact: Carolyn Williams, (540) 231-6894, wilcar@vt.edu. Review of applications is ongoing until filled. For more information: http://www.geol.vt.edu

Pamplin College of Business. Multiple faculty positions in accounting & information systems, business information technology, finance, management, marketing. Contact: Dr. Richard E. Sorensen, Dean, (540) 231-6601, sorensen@vt.edu. Review is ongoing. For more information: http://www.cob.vt.edu

Physics. Research Associate in physics education. Contact: John R. Ficenec, (540) 231-7890, jficenec@vt.edu. Application review begins immediately. For more information: http://www.phys.vt.edu/department/employment.html

Administrative Positions

College of Agriculture and Life Sciences. Associate Dean and Director of Academic Programs. Contact: Dr. L. A. Swiger, Dean, (540) 231-4152. swiger@vt.edu. Application review begins March 1, 2002. For more information: http://www.cals.vt.edu

Internal Audit and Management Services. Assistant Director, Management Services. Contact: John Rudd, (540) 231-7496, ruddj@vt.edu. Application review begins March 15, 2002. For more information: http://www.ams.vt.edu/

Internal Audit and Management Services. Resource Management Analyst. Contact: John Rudd, (540) 231-7496, ruddj@vt.edu. Application review begins March 15, 2002. For more information: http://www.ams.vt.edu/

Judicial Affairs. Assistant Director. Contact: Jennifer Calhoun, (540) 231-3790, jcalh@vt.edu. Application review begins March 22, 2002. For more information: http://www.judicial.vt.edu

Office of the Vice President for Budget and Financial Management. Assistant to the Vice President. Contact: Lauren Coble, (540) 231-9696, Laurenc@vt.edu. Application review begins March 11, 2002. For more information: http://www.obfp.vt.edu/vpbudgetfinancialmgt/

Office of the Vice President for Development and University Relations. Director of Special Events. Contact: Margaret Zelinski. (540) 231-6106, zelinski@vt.edu. Application review begins February 15, 2002. For more information: http://www.vt.edu

Personnel Services. Benefits Manager. Contact: Linda Woodard, (540) 231-7784, woodard@vt.edu. Application review begins March 15, 2002. For more information: http://www.ps.vt.edu/employment/facjobs/

Residential and Dining Programs. Assistant Coordinator of Theme Housing Programs. Contact: James Penven, (540) 231-6204, jpenven@vt.edu. Application review begins February 25, 2002. For more information: http://www.rdp.vt.edu/employment/faculty_professional.html

Residential and Dining Programs. Residence Director. Contact: Sharrika Davis, (540) 231-6204, davissd@vt.edu. Application review begins February 25, 2002. For more information: http://www.rdp.vt.edu/employment/faculty_professional.html

University Unions and Student Activities. Assistant Director of Student Activities for Programs. Contact: Dr. David Ostroth, (540) 231-5431, dostroth@vt.edu. Application review begins February 15, 2002. For more information: http://www.uusa.vt.edu/employment

Virginia Tech has a strong commitment to the principle of diversity and, in that spirit, seeks a broad spectrum of candidates including women, minorities, and people with disabilities. Individuals with disabilities desiring accommodations in the application process or requiring this information in a different format should notify Virginia Reilly, Equal Opportunity and Affirmative Action, (540) 231-7500, TTY (540) 231-9460, by the application deadline.

SOUTHEASTERN LOUISIANA UNIVERSITY

HAMMOND, LOUISIANA 70402

Southeastern Louisiana University is a comprehensive, regional, public university. As a selective-admission, interactive institution, SLU attracts a diverse population of students, is committed to quality instruction, scholarship, and service, and invites applications for the following faculty positions:

Assistant/Associate Professor of Educational Leadership and Technology

Assistant Professor of Industrial Technology

Assistant/Associate Professor of Management

Assistant/Associate Professor of Mathematics

Assistant Professor of Psychology

Assistant/Associate Professor of Teaching and Learning

Professor/Provost & Vice President of Academic Affairs

To ensure consideration, applicants must submit a complete application package consisting of a letter of application, curriculum vitae, three current letters of reference, and a copy of ALL transcripts (originals required upon employment). Applicants must be committed to working with diversity. For contact information and a complete listing of the qualifications, duties, and closing dates for these positions, please refer to our website at **http://www.selu.edu/HRO.**

SLU is an AA/ADA/EEO employer and strongly committed to diversity within its community.

Buffalo State

State University of New York

Career Development Center

Assistant Director of Counseling and Assessment

Buffalo State is seeking candidates for an Assistant Director of Counseling and Assessment, Career Development Center (CDC), to begin July 2002. Salary is competitive.

Responsibilities: Provide leadership for comprehensive career counseling and assessment program for a diverse student and alumni population. Supervise career counselor and graduate assistants. Conduct individual career, job search, and graduate school counseling including the interpretation of assessment tests and DISCOVER. Introduce new assessment instruments and train staff. Provide full range of career planning and job search services and programs including presentations and career fairs. Some evening and weekend work required. Write/edit office instructional information materials. Develop and implement an extensive career counseling outreach program for special populations.

Required Qualifications: Masters in student personnel, counseling, or related discipline and 3 years or more experience in a college career center. Proven career counseling ability and interpersonal skills to work effectively with students from diverse backgrounds. Significant experience with the administration and interpretation of a variety of career inventories and other assessment instruments including the MBTI, the SII, and/or the CISS. Experience supervising counseling personnel. Excellent presentation skills. Demonstrated evidence of good written communication skills.

Preferred Qualifications: Ability to effectively communicate with faculty and staff. Knowledge of computer applications in a career development center. Program design and management skills.

Review of applications will begin immediately and continue until the position is filled. Send letter of application, résumé, names and contact information for 3 references to: Assistant Director Search Chair, Buffalo State College, Career Development Center, Cleveland Hall 306, 1300 Elmwood Ave., Buffalo, NY 14222-1095. For more information about the college and the position, visit www.buffalostate.edu.

Buffalo State is an affirmative action/equal opportunity employer and encourages applications from women, racial/ethnic minorities, persons with disabilities, and Vietnam-era veterans.

Pennsylvania College of Technology

PENNSTATE

Faculty, Business Administration/ Management Information Systems

The faculty will instruct and evaluate students in Business Administration, Computer Science, or related areas. Minimum qualifications include a Master's degree in Management Information Systems, Business Administration, Computer Science, or a related discipline; and related business and/or teaching experience. Finalists will be required to present a sample lesson. Position will start fall 2002 semester, starting August 15, 2002.

Pennsylvania College of Technology, an affiliate of The Pennsylvania State University, is located in Williamsport, a family-oriented community, ideally situated along the Susquehanna River at the foot of Bald Eagle Mountain in North Central Pennsylvania, just a four-hour drive from four major metropolitan areas. Penn College is Pennsylvania's premier technical college and offers a comprehensive array of associate and baccalaureate degree programs with a strong emphasis on technology. The College is a statewide focused institution with an extensive commitment to hands-on career programming.

Penn College offers excellent insurance benefits, paid leave, and educational benefits for employees and dependents at Penn College and Penn State. Submit a completed College application OR a letter of interest, resume, and names, addresses, and telephone numbers of three professional references to: **Human Resources (279), Pennsylvania College of Technology, One College Avenue, Williamsport, PA 17701.** Position will remain open until a suitable candidate is identified. For more information about Penn College, a detailed job announcement, and our application for employment, please visit our website at www.pct.edu/humareso/stafjobs.htm or call (570) 327-4770. Penn College is committed to affirmative action, equal opportunity, and the diversity of its workforce.

FACULTY

COLUMBIA

COLUMBIA COLLEGE CHICAGO seeks applicants for a tenure-track appointment in the Early Childhood Education Department to begin September 1, 2002. Screening will begin immediately and continue until the position is filled.

The Department offers undergraduate education for early childhood professionals in collaboration with the Erikson Institute for the Advanced Study of Child Development. Responsibilities include teaching introductory level courses, committee work, student recruitment and advising. An advanced degree in early childhood education (PhD preferred), teaching and/or administrative experience in an early childhood setting and experience/interest in the arts required. Experience with the emerging research on brain development desirable.

Columbia College is a diverse, open admissions, urban institution of 9,500 undergraduate and graduate students emphasizing arts and communications in a liberal education setting. We offer a competitive salary and excellent benefits package. Minority and Women applicants are especially encouraged to apply. Send letter of interest, resume and the names, titles, addresses, and phone numbers of at least three references to:

Early Childhood Faculty Search
Columbia College Chicago
600 S. Michigan Avenue
Chicago, IL 60605
eoe m/f/d/v

Director of the Women's Center
Req. 2182

Reporting to the Dean of Undergraduate Students, the director is responsible for the program and administration of the Women's Center. An integral part of the Dean's Office, the Women's Center focuses on enhancing the quality of life and enriching the experiences of women in the University. The director must be able to work independently and as part of a team of student life professionals who support the academic enterprise of the University by providing opportunities for learning and growth outside the classroom. The director is responsible for coordinating and implementing educational and cultural programs focusing on gender-related issues. The director addresses issues of campus climate and advises individual students and groups.

The qualified candidate must demonstrate an understanding of issues significant to women in diverse communities, supporting their inclusion in the Center and its activities. Specifically, the director must collaborate with other campus centers, academic and administrative departments, residential colleges, the Graduate School and student groups and organizations in planning and implementing the Center's programs. The director manages the budget of the center and oversees the work of student and support staff. As part of the Dean's staff, the director participates in the development of policies and programs effecting undergraduates and shares with colleagues responsibilities for committee assignments, emergency on-call duty and other duties assigned by the dean.

Candidates for this position should present the following background and experience: A master's degree; three to five years of experience in higher education with direct involvement in program development, counseling or administration; experience in dealing with gender-related questions and or women's issues; sensitivity to the needs and concerns of students from diverse social, economic and religious backgrounds; demonstrated organizational and problem solving abilities; strong interpersonal and counseling skills; ability to communicate well orally and in writing; appreciation for the academic enterprise within a rigorous intellectual environment such as Princeton University. Additionally, the following experience and skills are preferred: supervisory and budgetary experience; group facilitation skills, mediation or conflict management experience; experience managing change in the work environment (technology, resources, job priorities); experience in a liberal arts institution similar to Princeton in mission and academic profile; administrative experience in student life; knowledge of MS Word and Access.

This is a full-time, twelve-month appointment beginning on or about July 1, 2002. Review of resumes will begin immediately and for full consideration must be received by March 1, 2002. Send cover letter, resume and reference information to jobs@princeton.edu with Req. 2182 in the subject line, or mail to **Princeton University, Office of Human Resources, One New South, Req. 2182, Princeton, NJ 08544.** Princeton University is an equal opportunity affirmative action employer.

Princeton University

California University
of Pennsylvania

California University of Pennsylvania is actively seeking tenure-track faculty for the Fall 2002 semester. We have 21 position openings in educational areas ranging from the traditional to the cutting-edge of technology.

Full position details may be reviewed by visiting our website:

http://www.cup.edu/

Integrity, Civility and Responsibility are the official core values of California University of Pennsylvania, an affirmative action/equal opportunity employer. Women, minorities and the physically challenged are encouraged to apply.

Announcing the twenty-seventh annual

SUMMER INSTITUTE FOR WOMEN IN HIGHER EDUCATION ADMINISTRATION

sponsored by Bryn Mawr College and HERS, Mid-America

June 23 through July 19, 2002
on the campus of Bryn Mawr College

A residential program offering women administrators and faculty intensive training in education administration. The program includes instructional units in Academic Environment, External Environment, Institutional Environment, and Professional Development. The curriculum prepares participants to work with issues currently facing higher education, with emphasis on the growing diversity of the student body and the work force.

The cost for the Summer Institute, including tuition, room and board, and instructional materials, is $6100. The deadline for submitting application, with a non-refundable application fee of $75, is March 15.

For brochure and application materials, contact:
Dr. Betsy Metzger, HERS, Mid-America, University of Denver
MRB 402, 2199 S. University Blvd., Denver, CO 80208
Phone: 303 / 871-6866 ~ FAX: 303 / 871-6897 ~ email:bmetzger@du.edu

See the website: www.brynmawr.edu/summerinstitute

Visiting Assistant Professor
LOYOLA COLLEGE IN MARYLAND

The Classics department at Loyola College in Maryland announces a one-year replacement position at the rank of Visiting Assistant Professor for AY '02-'03. Candidates should have the Ph.D. in Classics, Archaeology or History or be A.B.D. in same. The successful candidate will be expected to teach a wide-range of courses in Greek and Latin, and may possibly teach Classics courses cross-listed in the English or History departments. Demonstrated excellence in teaching undergraduate students is strongly desired and the promise of such excellence is essential.

Applicants should send a cover letter, CV, sample of scholarly writing, three letters of reference and transcripts of all undergraduate and graduate work to:

Martha C. Taylor, Chair
Department of Classics
LOYOLA COLLEGE IN MARYLAND
4501 N. Charles St.
Baltimore, MD 21210

Review of applications will begin on March 1st. Loyola College is a selective Jesuit Catholic institution that welcomes applicants from all backgrounds who can contribute to our unique educational mission. Loyola is an Equal Employment Opportunity Employer that seeks applications from women and members of minority groups. For more information on Loyola, visit our website at www.loyola.edu/cas.

SEARCH REOPENED

PRESIDENT - LAS POSITAS COLLEGE

LIVERMORE, CALIFORNIA

The Chabot-Las Positas Community College District invites applications and nominations for the Las Positas College President. This comprehensive college is located across the Bay between San Francisco and the Central Valley. The student population is more than 7,500 students. The Chabot-Las Positas Community College District is a multi-college district and the President is directly responsible to the Chancellor of the district.

The college seeks an individual who is committed to academic excellence in an environment of shared governance; demonstrates a high degree of integrity, creativity, and accomplishment. Earned Doctorate preferred, Master's degree from an accredited institution required. Minimum of three year's effective senior-level administrative leadership experience in an institution of higher education.

Salary, benefits, length of contact and other terms and conditions of employment will be similar to comparable districts in California.

The employment date will be on or about July 1, 2002.

To receive the profile brochure please contact:

CHABOT-LAS POSITAS COMMUNITY COLLEGE DISTRICT
Office of Human Resources
7011 Koll Center Parkway, Suite 200
Pleasanton, CA 94566
voice mail (925) 485-5200 or email: hr@clpccd.cc.ca.us

The profile brochure will be available on the District website (www.clpccd.cc.ca.us).

Letters of application will be reviewed as they are received. The deadline date for the letter of application is April 11, 2002.

The Chabot-Las Positas Community College District is an Equal Opportunity Employer.

Kennesaw State UNIVERSITY

DIRECTOR OF INFORMATION TECHNOLOGY SERVICES
KENNESAW STATE UNIVERSITY

Kennesaw State University is now accepting applications for a non-tenure track faculty position as Director in the Department of Information Technology Services, with a preferred starting date of **1 July 2002.** The Information Technology Services Department is responsible for the planning, implementation, operation, and maintenance of the university's information systems including desktop systems, networking, telecommunications, and help desk operations.

RESPONSIBILITIES/QUALIFICATIONS:
Provides creative, innovative and dependable information systems and technological support that integrates information technology into the teaching, scholarly, and administrative missions in a high demand, service-driven University. The successful candidate will be responsible for continually analyzing the changing information technology needs (including equipment and software, training and documentation, networking and local applications) of faculty, staff and students in order to improve the delivery of technology support and services; being an advocate for and supporting the development of appropriate resources to meet the University's information technology needs; providing leadership in the identification, justification, and articulation of plans for information technology; and serving as an advocate for technology related issues within the University. Experience with managing the security of information assets against unauthorized or accidental modification, destruction, or disclosure through the establishment of necessary procedures and practices is desired. The successful candidate will be required to advise, negotiate with vendors, and approve computer-related purchases. A proven record of competence in interpersonal communications and organizational communications is desired. The position reports to the Chief Information Officer. Opportunities exist for teaching courses in the applicant's area of expertise. Applicant must have at least a master's degree in a computer related field, five (5) years management experience, and ten (10) years current IT support experience. Starting date and salary are negotiable.

KSU has established a notable record for the inclusion of minorities and women in its educational mission and strongly encourages applications from both groups.

APPLICATION INSTRUCTIONS: Applications will be accepted until the position is filled. To guarantee consideration, application materials must be postmarked by **8 March, 2002.** Candidates should send a letter of application addressing the applicant's position qualifications, resume, and list of three references (names, addresses, and telephone numbers) to **Dr. Howard Shealy, Search Chair, Kennesaw State University, 1000 Chastain Rd., Mailbox #1807, Kennesaw, GA, 30144-5591.** Search chair's e-mail address is Hshealy@kennesaw.edu. For more information about the university, the college, and the department visit Kennesaw State University's home page at www.kennesaw.edu.

Affirmative Action/Equal Opportunity Employer

UNIVERSITY of WEST FLORIDA

Director, Facilities Management

The University of West Florida, one of the ten state universities in Florida, is located in Pensacola, Florida, and enrolls over 9,100 students at its Pensacola and Ft. Walton Beach campuses. This position is located on the Pensacola campus of approximately 1,650 acres that has been designed as a nature preserve. Over, 1,200 students live on campus with another 2000 living nearby. The University seeks a qualified individual to serve as Director, Facilities Management.

Responsibilities: The position reports to the Associate Vice President for Facilities Services. The Director leads a work force of approximately 150 employees in the management and stewardship of the main campus buildings in excess of 1.254 million square feet of space on 1,000 acres. Develops, operates, and maintains the physical facilities of the University including: building maintenance, mechanical maintenance, electrical maintenance, landscape services, building services, preventive maintenance, utility system, and motor pool; interacts with other University officials, outside vendors, contractors and state and federal government agencies; manages and directs the work of clerical, skilled craft, technical, skilled and unskilled personnel. Other duties as assigned.

Qualifications

- Ten years progressively responsible facilities management experience at a higher education institution with at least five years in a supervisory capacity preferred.
- Demonstrated experience in the development, maintenance, and operation of a modern comprehensive computerized work order system.
- Successful experience in developing teams and leading others.
- Demonstrated ability in identifying problems and implementing creative solutions.
- Demonstrated commitment to customer service and a continuous quality improvement focus.
- Sensitivity in working with diverse groups and experience with modern management trends.
- Excellent communications and public relations skills.
- Experience with the development and control of budgets.
- Bachelor's degree in Engineering, Architecture, Construction Management, or a related academic area and eight years experience as noted above (10 years preferred).
- Master's degree in one of the aforementioned disciplines preferred and six years experience as noted above (10 years preferred).

Salary Range: $70,000-$85,000

Application: UWF is an equal opportunity employer. Women and minorities are especially encouraged to apply. To ensure full consideration, candidates are asked to submit the following:

- cover letter summarizing qualifications
- detailed resume; and
- name, mailing address, e-mail address, and telephone number for 3-5 professional references.

This position will remain Open Until Filled. Preference will be given to materials received by April 5, 2002. Materials received after this date will be held in reserve and will only be forwarded for review upon request by the screening committee or the hiring supervisor. Desired starting date is July 1, 2002.

Send application to:
Dr. Cornelius Wooten, Vice President
Administrative Affairs
The University of West Florida
11000 University Parkway, Building 10
Pensacola, Florida 32514

An Equal Opportunity/Access/
Affirmative Action Employer

Howard University
School of Education
Employment Opportunity

Howard University is seeking qualified applicants for the following positions in the School of Education, Department of Curriculum and Instruction, Elementary Education, Assistant Associate Professor, to be filled by Fall, 2002.

Elementary

Howard University, Tenure Track Faculty Position Available. Assistant/Associate Professor of Elementary Education. Must have teaching experience in public schools or higher education, formal training and experience in the integration of technology into the teaching and learning process, and skills in managing media and technology services/support. Earned doctorate preferred, commitment to the School's mission of support for urban and culturally diverse populations, commitment to best practices, futuristic vision, and experience with diverse populations. Experience in proposal writing is highly desirable. Submit letter of application; curriculum vitae; transcripts; publications; statement of educational philosophy; and three (3) letters of recommendation to Dr. Marilyn M. Irving, Chair, Search Committee, Department of Curriculum and Instruction, 2441 4th St., NW, Washington, DC 20059, (202) 806-7343, by March 31, 2002. Position will remain open until filled. EOE.

Early Childhood

Howard University, Tenure Track Faculty Position Available. Assistant/Associate Professor of Early Education with extensive training and experience in Early Childhood. Must have training in skills, earned doctorate in Early Childhood Education, demonstrated potential for research and publication, teaching experience in public schools or higher education, commitment to the School's mission of support for urban and culturally diverse populations, commitment to best practices, futuristic vision, and experience with diverse populations. Experience in proposal writing is highly desirable. Submit letter of application; curriculum vitae; transcripts; publications; statement of educational philosophy; and three (3) letters of recommendation to Dr. Marilyn M. Irving, Chair, Search Committee, Department of Curriculum and Instruction, 2441 4th St., NW, Washington, DC 20059, (202) 806-7343, by March 31, 2002. Position will remain open until filled. EOE.

Assistant Director of Student Life
LOYOLA COLLEGE IN MARYLAND

Loyola College is a Catholic comprehensive university in the Jesuit tradition comprised of 3000 undergraduate students and 3000 graduate students. More than 2500 students reside on the Evergreen campus in seven non-traditional residential facilities, which is located in the lovely residential area of northern Baltimore. In the past ten years, the College has made a dramatic change from a predominately local commuter population to a regionally based student enrollment. The mission of the College is to "challenge students to learn, lead, and serve in a diverse and changing world."

Reporting to the Director of Student Life, the Assistant Director supervises a staff of graduate resident coordinators and resident assistants, manages a community of approximately 600 residents and serves as a judicial officer for the College. The successful candidate will be an enthusiastic administrator with strong supervisory skills, exceptional organizational and communication skills, and an ability to work well with students and faculty, and an appreciation for the Jesuit philosophy of education.

This is a live-in, twelve-month position. Compensation includes a salary of $26,900, full benefits, furnished two bedroom apartment, board plan during the academic year, and professional development opportunities. Master's degree is required. Previous hall experience preferred.

Review of applications begins immediately and will continue until the position is filled. Representatives from the College will be attending NASPA. Interested applicants should submit a letter of application, a resume with names, addresses, and telephone numbers of three references. The position start date is July 1, 2002. Please send applications to:

Ms. Michelle L. Brewer
Associate Director of Student Life
LOYOLA COLLEGE IN MARYLAND
4501 North Charles Street
Baltimore, MD 21210-2669

Loyola College is a Jesuit Catholic institution that welcomes applicants from all backgrounds who can contribute to our unique educational mission. Loyola is an equal opportunity employer which seeks applications from a broad spectrum of candidates including women, members of minority groups, and people with disabilities.

SUPERINTENDENT/PRESIDENT

The San Joaquin Delta College Board of Trustees invites nominations and applications for the position of Superintendent/President. The Superintendent/President is the chief executive officer of the district and reports directly to an elected seven-member Board of Trustees.

APPLICATION INFORMATION

The Profile brochure, with details on San Joaquin Delta College District, the Challenges and Opportunities, the Superintendent/President Profile, and the application instructions, should be requested by contacting: **The Presidential Search Committee, c/o Diana Lee Slawson, San Joaquin Delta College, PO Box 690760, Stockton, CA 95269 Telephone: (209) 954-5020; FAX:(209) 954-5644; e-mail: dslawson@deltacollege.edu**

Nominations and applications will be accepted until the position is filled. The Search Committee will determine who will be interviewed by **April 3, 2002.** Preferred starting date is August 2002. Candidates who cannot make themselves available until a later date will be considered, but they are asked to indicate their date of availability. Salary is competitive for institutions of comparable size.

For additional information, please contact: **Dr. Abel Sykes, Search Consultant, ACCT, (707-422-7191) or email at a.sykesjr@worldnet.att.net**

San Joaquin Delta College District is an equal opportunity/affirmative action institution. Applications and nominations of individuals who would enrich the college's diversity are strongly encouraged.

San Joaquin Delta College

PO Box 690760, Stockton, CA 95269
(209) 954-5020 AA/EOE

www.deltacollege.edu

- An ACCT Search -

AUBURN UNIVERSITY
INSTRUCTOR IN ENGLISH

The Department of English at Auburn University anticipates making several Instructorship appointments for the 2002-2003 academic year, with a starting date of August 16th. These are one-year full-time appointments that may be renewed by mutual agreement for up to four additional years. **Women and minorities are encouraged to apply.**

Minimum qualifications include an MA or PhD in English, broad literary training, a record of successful teaching of college-level composition, and interest in teaching both composition and world literature.

Full-time Instructors teach seven courses over two semesters, typically 4-3. The courses are 3-hr. core curriculum courses in freshman composition and Great Books (a sophomore world literature sequence). The typical pattern is two sections of English Composition I and two sections of Great Books I in Fall and two sections of English Composition II and one section of Great Books II in Spring. The starting salary is $27,500 (PhD), $26,500 (ABD), or $25,500 (MA); there is a possibility of summer teaching in addition. Full-time instructors are eligible for benefits, including health insurance.

With approximately 22,000 students, Auburn University is the largest comprehensive research university in Alabama. It is located in a small, attractive college town in the east central part of the state, conveniently near Montgomery, Birmingham, and Atlanta. The Department of English, which is the largest in the College of Liberal Arts, offers the BA, MA, Master of Technical and Professional Communication, and PhD. Additional information is available on the department's web site at **www.auburn.edu/english.**

Send letter of application and vita to **George Crandell, Head, Department of English, Auburn University, Auburn, AL 36849.** Applications will be accepted until the positions are filled; applications will be acknowledged by a department letter.

Auburn University is an AA/EO employer.

Vice President For Academic Affairs And Dean Of The Faculty

Chatham College, Pittsburgh, Pennsylvania

Chatham College seeks a seasoned and innovative academic leader to serve as its new Dean of the Faculty and Vice President for Academic Affairs. As a senior member of the leadership team, the new VPAA and Dean of the Faculty will be the chief academic officer, responsible for leading the development of an articulated academic strategy that supports achieving maximum synergy between Chatham's diverse undergraduate and graduate programs, professional education programs, and Centers of Excellence, including the Center for Women in Politics in Pennsylvania, the Rachel Carson Institute, and the Pittsburgh Teachers Institute.

Founded in 1869, Chatham College is a private institution encompassing one of the nation's oldest undergraduate liberal arts colleges for women and a coeducational professional graduate school. Chatham's 1000 students enjoy a 32-acre arboretum campus in Pittsburgh's historic Shadyside neighborhood; an off-site location serves adult learners in the city's rapidly growing northern suburbs. Chatham itself is a dynamic institution: it has nearly doubled its enrollment and annual fund-raising levels since 1992, is currently implementing a $50 million campus master plan of facilities construction and renewal, and recently completed a three-year, $31.7 million dollar comprehensive fund-raising campaign, significantly exceeding its target goal.

Chatham seeks candidates with demonstrated academic vision, creativity, innovation, solid leadership and management skills, and a facility for rapid, high-quality implementation of new ventures. S/he will have an earned doctorate, a record of proven scholarship and of promoting faculty and student scholarship, a strong track record in academic administration including budget and personnel management, strong communication skills, and the ability to work collaboratively with all college constituencies. A commitment to undergraduate women's education, a broad and sophisticated vision of the liberal arts and its role in the professional and personal development of students, a strong understanding of graduate professional education and adult continuing education, and an ability to foster connections and cooperation among Chatham's diverse educational missions also are necessary.

Please submit nominations or a letter of interest, vitae, and three references to: David A. Haley or Dr. Nancy B. Sobel, Isaacson, Miller, 334 Boylston Street, Suite 500, Boston, MA 02116; E-mail: cc:2404@imsearch.com; Fax: 617-262-6509; Phone: 617-262-6500.

Additional information can be found on the internet at http://www.chatham.edu.

Chatham College is an EEO/AA/ADA employer and proudly values diversity. Candidates of all backgrounds are encouraged to apply.

Suffolk
COUNTY COMMUNITY COLLEGE

DEAN OF STUDENT SERVICES

Western Campus

Suffolk County Community College, New York State's largest multi-campus community college, invites applications for the Dean of Student Services at its Western Campus, Brentwood, NY. The Western Campus has 6500 students and 130 full time faculty.

Candidates should possess a substantial record of incremental administrative experience in higher education, preferably at the community college level. They should have expertise in program development; familiarity with emerging technologies and their applications; a record of encouraging faculty and staff development and be well versed in program review and the accreditation process. The successful candidate must be proactive, a visionary and possess outstanding interpersonal skills.

Please refer to the college website for position description and qualifications:
http://www.sunysuffolk.edu

Review of applications will continue until position is filled.

Send a letter of application and a resume to:

HUMAN RESOURCES
Suffolk County Community College
533 College Road, Selden, NY 11784

AA/EEO Employer

Faculty Positions at The New School

The New School, founding division of New School University, seeks several half-time core faculty members to begin July 1, 2002, pending budget approval.

BA IN LIBERAL ARTS **Search # 22008**

Liberal arts program designed for adults enrolls 600 students who study full- or part-time, with most classes held in the evening. Curriculum is drawn from nearly 1000 courses offered for credit, both onsite and online. (www.nsu.newschool.edu/ba) Responsibilities: teaching 3 classes per year, student advising, university service. Requirements: advanced degree, Ph.D. preferred, with strong background in the liberal arts; teaching experience, preferably with adult students. Priority areas: political science/international affairs, psychology, other social science disciplines, media.

MA/MS IN INTERNATIONAL AFFAIRS **Search # 22009**

New and growing program, launched in fall 2001 with 50 students, is designed to provide an understanding of the global context and comparative development experiences of countries and institutions through a curriculum and field experiences that combine theory and practice. (www.nsu.newschool.edu/internationalaffairs/) Responsibilities: teaching 3 classes per year; generating innovative field projects and research; networking with institutions in the candidate's field of expertise. Requirements: min ABD, Ph.D. preferred; skills in research, project administration, advocacy, and theoretical innovation. Priority areas: (1): transnationalism, political ecology, ethnographies of international development practice, or transcultural politics and postcolonial discourses; preferably with theoretical and applied work in South Asia, the Caribbean, or the Middle East; (2): international economics, transnational economic transactions, or peace and security; preferably with theoretical and applied work in Europe and/or East Asia.

MA IN MEDIA STUDIES **Search # 22010**

Program enrolls 400 students from 30 countries, and offers both onsite and online courses in media theory, history and criticism, management, and production. (www.newschool.edu/mediastudies) Responsibilities: teaching 3 classes per year; advising, admissions evaluation, committee work, and special projects. Requirements: advanced degree, Ph.D. preferred, teaching experience, and a strong record of professional achievement. Priority areas: media theory, media research methods, and digital media.

Applications should include a cover letter stating the desired position search #, current CV, and names of three references to: Mary E. Donovan, THE NEW SCHOOL, 66 W. 12th Street, Room 301, New York, NY 10011. Review will begin immediately.

New School University, as well as its individual academic divisions, is committed to a policy of equal opportunity in all its activities and programs, including employment and promotion. It does not discriminate on the basis of race, color, national or ethnic origin, religion, sex, sexual orientation, age, physical handicap, or citizenship, veteran, or marital status.

The New School

THE
UNIVERSITY
OF UTAH

COLLEGE OF EDUCATION DEPARTMENT OF EDUCATIONAL LEADERSHIP AND POLICY

The University of Utah's Department of Educational Leadership and Policy is seeking to fill one tenure-track position at the assistant professor rank. We are seeking candidates knowledgeable about the administration of K-12 instructional improvement especially related to diverse student populations. Preference will be given to candidates with additional expertise in qualitative methods. Teaching responsibilities might include such courses as instructional leadership, qualitative methods and social justice at both the doctoral and masters level. All candidates must have a doctoral degree in educational leadership or related fields. Salary and benefits are competitive.

Screening of candidates will begin March 7th and will continue until the position is filled.

Details of the application procedure can be viewed at the following web site: **www.ed.utah.edu/.** Address inquiries, applications, and nominations to:

Dr. Patrick F. Galvin, Search Chair
The University of Utah
Dept. of Educational Leadership & Policy
1705 Campus Center Dr. Rm. 339
Salt Lake City, Utah 84112-9254
Phone: 801-581-4817 (or 6714)
Galvin@ed.utah.edu

The University of Utah is an Equal Opportunity, Affirmative Action employer and encourages nominations and applications from all qualified individuals including women and minorities and provides reasonable accommodation to the known disabilities of applicants and employees.

Governors State University

DIVISION OF STUDENT LIFE

Governors State University is currently seeking applications and nominations for two full-time positions: Director of Student Involvement and Director of Co-curricular Activities and Volunteer Services in the unit of Student Life.

DIRECTOR OF STUDENT INVOLVEMENT

Under the guidance of the Executive Director of Student Life, the Director of Student Involvement provides leadership and support in the development and implementation of campus special events, workshops, student organizations, programs, and services, which recognize the ethnic and cultural diversity of the campus as a community strength. ***Minimum Qualifications:*** Master's degree in Counseling, Student Personnel, Higher Education Administration, or related discipline; three to five years work experience in student affairs with extensive experience in implementing student activities, budget development, long-range planning, and student development outcomes; demonstrated leadership, motivational, and problem solving skills; knowledge/experience in the management and administration of student media programs; knowledge of adult learning theory; experience in adult programming; and an understanding, sensitivity and commitment to diversity.

DIRECTOR OF CO-CURRICULAR ACTIVITIES

Under the guidance of the Executive Director of Student Life, the Director of Co-curricular Activities and Volunteer Services provides leadership, oversight and support for the campus Recreational/Fitness Center, wellness programming, volunteer opportunities; service learning and Student Life retention strategies. ***Minimum Qualifications:*** Master's degree in Counseling, Student Personnel, Higher Education Administration, or related discipline; three to five years work experience implementing student/community recreation fitness, wellness activities, overseeing a recreation/fitness center, and direct involvement in volunteer/service learning programs and leadership development; experience in budget development and implementation process, long-range planning, knowledge and experience in the management of internal and external marketing activities; and an understanding, sensitivity and commitment to diversity.

Our ideal candidates for both positions will have an understanding of trends in student development, organizational theory, human relations, problem solving and communication skills and the ability to develop and maintain effective partnerships with internal/external constituents. Additionally, the successful candidates will have supervisory or administrative experience; ability to develop and implement multicultural student programs/observances; excellent written and oral communication skills and prior experience working with state and national professional organizations (i.e. ACPA, NASPA, NIRSA).

The review of applications will begin immediately and continue until the position is filled. To apply, interested candidates should send a letter of interest addressing qualifications; a current resumé; and the names, addresses and phone numbers of three professional references to: **Dean Jennings, Chair; Student Life Search Committee; Governors State University; University Park, IL 60466.** AA/EOE

To view the full position profile or learn more about the University, please visit our web site at:
www.govst.edu/users/ghumanr

www.govst.edu

NORTH PARK UNIVERSITY

Graphic Designer/Photographer

North Park University invites applications for tenure-track, Assistant Professor position, Starting **August 2002.** MFA required. Successful candidate will have evidence of artistic/scholarly excellence and active exhibition record as well as a commitment to teaching at the undergraduate level. Position involves teaching graphic design and photography courses, with ability to offer courses in electronic media. Send letter of application, vita slide sheet, statement of teaching philosophy, and research goals, transcripts, and references to: **Search Committee, c/o Kelly VanderBrug, North Park University, campus box 21, 3225 W. Foster Ave., Chicago, IL 60625.** North Park is a Christian liberal arts university in the broad evangelical tradition. We seek applicants with a commitment to integration of Christian faith and learning. Review of applications will begin immediately and continue until the position is filled. *EOE.*

Education

CCBC
The Community College
of Baltimore County

Community Education Technology Center Director
(2 Positions available)

Req: Bachelor's degree, Master's degree pref. Teaching reading/math exp. Computer & Internet literate, teach multi-skill levels, leadership & mgmt. exp. Position contingent upon funding. (2002/201). For more details please visit our web site at www.ccbc.cc.md.us. *EEO/AA Employer Women and Minorities are encouraged to apply.*

WICHITA STATE UNIVERSITY

Wichita State University is taking applications for the following position:

Coordinator/Aquatics Campus Recreation. For duties and responsibilities, qualifications, and application process contact: **Chair, Search Committee for Aquatics Coordinator, 316-978-5283. Heskett Center, 1845 Fairmount, Wichita, KS 67260-0126.** For full consideration applications must be received before 5:00pm CST on **March 14, 2002.** This position search will remain open until filled.

Wichita State is an equal opportunity/
affirmative action employer.

UNION INSTITUTE & UNIVERSITY

ASSISTANT DEAN, GRADUATE COLLEGE
SCHOOL OF PROFESSIONAL PSYCHOLOGY

Union Institute & University seeks an experienced, self-initiating academician to serve as Assistant Dean of the Graduate College, School of Professional Psychology. The Assistant Dean works as a team member with the Dean of the School of Professional Psychology and others and provides administrative facilitation of the academic programs of the Graduate College including the following functions: Develops and directs a dispersed internship consortium; reviews and evaluates program documents including the dissertation; advises faculty and learners on program policy and procedures; represents the Dean's Office at selected meetings; assists with the daily operation of the Dean's Office; and attends all quarterly University faculty meetings. Assistant Deans are accorded faculty privileges and may work with a limited number of doctoral learners in addition to their administrative duties.

The Assistant Dean should be a person of integrity and imagination, with a discerning critical mind, empathic character, and a good sense of humor. Expectations include an earned doctorate in Clinical Psychology, a psychologist's license, extensive experience as a psychotherapist and a minimum of five years' experience with training and supervision of doctoral-level, clinical-psychology learners. Preference will be given to candidates who have taken an active role in the development of the psychology profession through participating in the governance of a state psychology association, APA, or service on a state licensing board. We are seeking an individual with a commitment to person-centered graduate education and experience working with adult learners, who enjoys organizational development and has functional computer skills, especially in on-line scholarly research.

Union Institute & University is an accredited, independent university offering adult learners the opportunity to design and carry out individualized programs of study across a wide range of academic fields. The Graduate College, School of Professional Psychology has 20 core faculty, over 400 adjunct faculty and 247 learners enrolled in an interdisciplinary doctoral program in clinical psychology. Our offices are located in Cincinnati, Ohio, where the Assistant Dean will be expected to work.

Salary is commensurate with experience and qualifications. Please send nominations and applications postmarked no later than **March 29, 2002** to:

Assistant Dean Search Committee
School of Professional Psychology
Human Resources Office
Union Institute & University
440 E. McMillan Street
Cincinnati, OH 45206-1925

Please submit a current vita and the names, addresses and phone numbers of at least five persons from whom we may solicit commentary. Each applicant should submit a cover letter, which indicates how his/her background and educational philosophy constitute specific preparation and suitability for the position.

Union Institute & University is an
Affirmative Action/Equal Opportunity
Employer.

WILLIAM PATERSON UNIVERSITY

William Paterson University is a comprehensive public institution of higher learning, committed to promoting student success, academic excellence, and community outreach with opportunities for lifelong learning. Members of the faculty are highly distinguished and diverse teachers and scholars, many of whom are recipients of prestigious awards and grants from the Fulbright Council (24 scholars), the Guggenheim Foundation, the National Endowment for the Humanities, the National Institutes of Health, the National Science Foundation and the American Philosophical Society. Featuring nationally renowned academic programs, the University maintains a low student:faculty ratio (12:1) and small class size (21) for its 30 undergraduate and 18 graduate degree programs, supported by state-of-the-art information and communications technology. The University enrolls 10,000 students from across the country and from over 40 foreign nations. William Paterson University is situated on a beautiful suburban campus in Wayne, New Jersey, twenty miles west of New York City.

Executive Director of International Programs

Reporting directly to the Provost and Executive Vice President, the Executive Director of International Programs will have responsibility for providing campus-wide leadership in advancing and promoting the internationalization of the curriculum and the University. The University seeks a proven leader with vision, creativity, and ability to work collaboratively with faculty, students, staff, and other administrators in developing, coordinating and managing a comprehensive international agenda. The Executive Director serves as head of the Center for International Programs and will supervise the Director of International Student Services, the Director of Study Abroad Programs, and support staff.

Requirements for the position include an earned doctorate from an accredited institution; a significant record of teaching, scholarship, research/creative activity, and service at a four-year college or university; successful experience administering international programs in a college/university setting; evidence of successful grant writing; strong commitment to and successful experience with diversity issues in higher education; and excellent communication and interpersonal skills.

Director of the First-Year Experience

Reporting to the Associate Provost, the Director of the First-Year Experience will work with faculty and staff to develop and implement a comprehensive university plan for first year students to promote their retention and academic success at the University. Responsibilities include providing leadership in the planning, development and implementation of supportive programs and initiatives to improve the quality of the first year so as to enhance the learning, success, satisfaction, and retention of new students. To achieve this objective, the Director is expected to work closely with various academic and administrative units at the University.

Requirements: Masters degree in an academic discipline required; doctorate in an academic discipline, education, or student services preferred. Minimum of five years of college-level teaching experience, and significant successful experience in the development and implementation of academic support and retention programs. Candidates must demonstrate an understanding of the academic, social, and extracurricular needs and interests of traditional and non-traditional first-year students, and demonstrate the ability to work successfully with students, faculty, and staff in higher education.

Salary is negotiable and commensurate with expertise and experience. Both positions offer a comprehensive benefits package including tuition waiver for dependent children after one year of full-time employment. Letters of application accompanied by a recent curriculum vitae and the names and addresses of three references should be sent to: ***Dr. Robert Seal, Executive Assistant to the Provost, 100 Raubinger Hall, Drawer HO, William Paterson University, 300 Pompton Road, Wayne, NJ 07470.*** *Additional information about the University can be found at* ***http://www.wpunj.edu.*** *The review of applications will begin immediately upon receipt and continue until the position is filled.*

William Paterson University is an equal opportunity institution committed to diversity.

WILLIAM PATERSON UNIVERSITY
WAYNE, NEW JERSEY

Northwestern University

Director of Undergraduate Admission

Northwestern University is a highly selective teaching and research university with an undergraduate enrollment of 7800. The Director of Admission is responsible for enrolling a competitive and diverse class each year in six undergraduate colleges at the Evanston campus.

The Director provides leadership and vision for 15 exempt and 16 non-exempt staff, is responsible for strategic enrollment planning with the Dean and the Associate Provost, and oversees the recruitment, application processing, communications, customer service, and evaluation functions of the office.

The Director reports to the Dean of Admission. Qualifications for the position include a minimum of a bachelor's degree (master's or doctorate preferred). Ten years of admission experience or related higher education administrative experience in a highly selective university setting preferred. Excellent management skills required.

To apply, interested candidates should send a letter of application, resume, and names of three references to: **Human Resource Administration, 720 University Place, Northwestern University, Evanston, IL 60208.** You can also e-mail the above information to admissiondean@northwestern.edu. The search will continue until a satisfactory candidate is found. Preferred start date: **June 2002**

Northwestern University is an equal opportunity, affirmative action institution.

HARVARD DIVINITY SCHOOL

South Asian Religious Traditions

Harvard Divinity School announces a search for an assistant professor in the field of South Asian Religious Traditions. We hope to appoint a scholar who studies the Hindu, Jain, or Sikh traditions with a concern for the methodological and theoretical issues involved in the comparative study of the wide range of South Asian religions, including Christianity. Advanced training and broad expertise in one or more South Asian languages is essential. Candidates should be familiar with forms of analysis that address race, gender, and social location.

Applicants should be able to teach at both the doctoral and master's level, to participate in the wider network of South Asian Studies at Harvard, and to contribute to the Divinity School's ministerial program. In addition to working with students in the Divinity School, he or she will also teach undergraduate and graduate students who are affiliated with the Faculty of Arts and Sciences through the Committee on the Study of Religion.

Harvard University is an equal opportunity, affirmative-action employer and encourages applications from and nominations of women and/or ethnic minority candidates.

Letters of application or nomination, accompanied by a recent curriculum vitae, letters of recommendation, a writing sample and/or publications should be sent to **Diana L. Eck, South Asian Religious Traditions Search Committee, c/o Monica Beatty, Faculty Search Coordinator, Harvard Divinity School, 45 Francis Avenue, Cambridge, MA 02138.** Review of applications will begin **March 1, 2002.** Email: monica_beatty@harvard.edu or dianaeck@fas.harvard.edu

DIRECTOR FOR THE INSTITUTE FOR HISPANIC-LATINO CULTURES

UNIVERSITY OF FLORIDA

The Director for the Institute for Hispanic-Latino Cultures (Coordinator of Student Affairs) is responsible for the programs, activities, and staff of the institute. The IHLC serves as a focal point for transmission of Hispanic/Latino culture and heritage as well as providing programs that promote multi-cultural awareness for the campus community. This position provides administrative leadership for the institute, including supervision of staff and responsibility for overall operation of the facility. Master's degree in student personnel or related field is required. Salary range is $25,000 to $35,000.

To Apply: Send resume and cover letter to **Melissa Curry, Human Resources, PO Box 115002, Gainesville, FL 32611-5002; fax to (352) 392-7094**; or e-mail MS Word documents to **melissa-curry@ufl.edu.** Please reference LP#800470 on cover letter. Deadline to submit application is March 8, 2002. If an accommodation due to a disability is needed to apply for this position, please call (352) 392-4621 or The Florida Relay System at 1-800-955-8771 (TDD). *AA/EA/EEO.*

LEHMAN COLLEGE
THE CITY UNIVERSITY OF NEW YORK

FACULTY POSITIONS

Lehman College has several faculty positions available for the 2002 – 2003 academic year. For full details of each position, including appointment rank, salary range, application procedure and closing date, visit the Lehman College website at www.lehman.cuny.edu (link to Job Opportunities).

DIVISION	DEPARTMENT	AREAS
EDUCATION		
	MIDDLE & HIGH SCHOOL EDUCATION	SOCIAL STUDIES EDUCATION
	EARLY CHILDHOOD & CHILDHOOD EDUCATION	EARLY CHILDHOOD GENERALIST(BIRTH TO GRADE 2) CHILDHOOD EDUCATION/LITERACY DEVELOPMENT GENERALIST
ARTS AND HUMANITIES		
	LANGUAGES AND LITERATURES	SPANISH/FOREIGN LANGUAGE/ SECOND LANGUAGE ACQUISITION THEATRE AND DANCE PROGRAM MULTILINGUAL JOURNALISM AND MASS COMMUNICATION
	MUSIC	COMPOSER AND PIANIST
NATURAL AND SOCIAL SCIENCES		
	SOCIOLOGY & SOCIAL WORK	SOCIOLOGY OF HEALTH CARE SOCIAL WORK PROGRAM

LEHMAN COLLEGE/CUNY IS AN EO/AA/ADA/IRCA EMPLOYER.

COLGATE UNIVERSITY

The Department of Sociology and Anthropology and the Women's Studies Program at Colgate University invite applications for a joint tenure-stream position in Sociology and Women's Studies at the level of Assistant Professor. The beginning date for this position is **August 2002.** We invite applications from candidates who have teaching and research interests concerning gender in relation to any of the following areas: sexual identity/theory, political movements, ethnicity or medical sociology. We seek a broadly-trained sociologist who is prepared to teach an introductory course in sociology, an introductory course in women's studies, a course on research methods, an upper-level course in one's specialty, and occasional senior research seminars in sociology and women's studies. The successful candidate will also contribute to all-University interdisciplinary and core curriculum programs. Colgate is a highly selective, liberal arts college located in Central New York. Women and minority candidates are especially encouraged to apply. Review of applications will begin **March 15, 2002.** Send letters of application, a c.v., and have three letters of recommendation sent to: **Sociology and Women's Studies Search Committee, Department of Sociology and Anthropology, Colgate University, 13 Oak Drive, Hamilton, NY 13346-1398.**

Colgate University is an Affirmative Action/Equal Opportunity Employer.

Texas A&M University

The Construction Science Department at Texas A&M University is looking for an attorney interested in a tenured or tenure-track position teaching construction contract law and labor relations. For more information see our website at:

<http://archnt2.tamu.edu/cosc/facultyframe.html>

or contact **Dr. James Craig** at:

<jwcraig@archone.tamu.edu>

or 979-845-0632. *Texas A&M University shall provide equal opportunity to all persons regardless of race, color, religion, sex, national origin, disability, age, or veteran status, and shall strive to achieve full and equal employment opportunity throughout the System for faculty and staff employees.*

THE UNIVERSITY OF TEXAS AT TYLER

The University of Texas at Tyler seeks an eminent scholar for The Celia and Sam Roosth Endowed Chair in Education in the areas of mathematics and/or scienc education. We seek a senior scholar with a national reputation whose work in mathematics and/or science education, research and scholarship focus on innovative practice. A doctorate is required.

Send letter of application, curriculum vitae, and names, addresses and telephone numbers of five professsional references to: **J. Milford Clark, Dean; Roosth Endowed Chair Search Committee, College of Education and Psychology, The University of Texas at Tyler, 3900 University Blvd., Tyler, Texas 75799.**

Governors State University

BACHELOR OF SOCIAL WORK FACULTY

Governors State University, located in the Chicago Metropolitan area, invites nominations and applications for two tenure-track faculty positions for AY 2002-2003. The Undergraduate CSWE accredited social work program is committed to preparing generalist social workers to provide culturally competent service and leadership in the surrounding multiracial, multiethnic, urban, suburban, and rural communities. The program has strong interest in innovative instructional technologies as well as development of Title IV E programs. We seek applicants with undergraduate social work education and experience, who are committed to excellence in teaching, and who are passionate about professional social work values. Primary responsibilities include teaching and advising with some field liaison duties. Research/scholarship and service to the university and to the community are expected. Ability to teach Human Behavior in the Social Environment and/or Child Welfare is desirable. Future opportunities may be available to teach in the MSW program, now in candidacy, as well as in elective areas such as social work and law, health, and management and supervision. ***Qualifications:*** Doctorate in Social Work or related field and an MSW from a CSWE accredited program. ABD's will be considered; minimum of two years post-MSW full-time practice experience is required; teaching experience in a CSWE accredited social work program is highly desirable. Position I: Micro level generalist position to teach micro level practice and to coordinate field practica. Position II: Macro level generalist position to teach social policy, research, and macro level practice. Review of applications will begin on Thursday, February 28, 2002 and will continue until the positions are filled. To apply, candidates should send a letter of interest addressing qualifications and specifying desired position, a current vita, and the names, addresses and telephone numbers of three professional references to: **Dr. Sonya V. Monroe, Chairperson; BSW Faculty Search Committee; College of Health Professions; Governors State University; University Park, Il. 60466.** AA/EOE

www.govst.edu

Washington

WASHINGTON·UNIVERSITY·IN·ST·LOUIS

Assistant Professor, tenure track. Salary and benefits commensurate with experience. Start July 2002. MFA or equivalent required. Evidence of superior artistic work; record of successful higher education teaching experience. The Ceramic Area is forging a new direction with an emphasis on art that is contextualized by public places. We have also recently brought glass, both hot and cold into our curriculum, as well as digital and video possibilities. A successful candidate should be able to articulate the relationship between their own work and traditions of ceramic practices. Includes teaching undergraduate and graduate students in the ceramics major area; share a rotation in the first and second year Core program, and electives for non majors. Continuing self directed professional research and collaboration with other faculty is expected. A letter of application, vita, supporting materials, a slide portfolio of 20 personal and 5-10 student works, a slide I.D. sheet, a list of three references, and SASE. A/D For CAA interview February 5, 2002 and continue until filled. **Ron Fondaw, Chair, Ceramics Search Committee, Washington University, School of Art, Campus Box 1031, One Brookings Dr., St. Louis, MO 63130.** AA, EOE, WMA.

Artist - Painter

Lecturer. Not tenure track. One year appointment renewable up to three years. Salary commensurate with qualifications and experience. Start date: July 2002. MFA or equivalent; teaching experience; developing professional record; interest in and familiarity with contemporary issues in painting; demonstrable experience in digital media. Primary responsibilities include teaching painting all levels and conducting workshops and tutorials in digital technology as applied to studio practice. Teaching responsibilities may include drawing and/or 2-D design. Include letter of application, vita, supporting materials, slides and examples of professional and student work, names of three referees, SASE. A/D January 16, 2002 and continue until filled. **Patrick Schuchard, Chair, Painting Search Committee, School of Art, Washington University, Campus Box 1031, One Brookings Dr., St. Louis, MO 63130-4899.** AA, EOE, WMA.

Artist - Sculptor

Lecturer. Not tenure track. Three year term appointment. Salary commensurate with qualifications and experience. Start date July 2002. MFA or equivalent required. Well established sculpture program with majors and graduate students. Some 3-D design teaching with opportunity to teach class in own area of interest; entry level position; some university level teaching beyond TA preferred. Expertise in metal fabrication and foundry, digital literacy and interest or experience with public art. Include letter of application, vita, slides of own and student work, sample curriculum if available, names of three referees, SASE. A/D for CAA interview February 1, 2002, and continue until filled. **Ronald Leax, Chair, Sculpture Search Committee, School of Art, Washington University, Campus Box 1031, One Brookings Dr., St. Louis, MO 63130-4899.** AA, EOE, WMA.

"The School of Art is dedicated to building a diverse community of faculty, staff, and students in pursuit of academic and artistic excellence."

THE MASTER'S COLLEGE

THE MASTER'S COLLEGE

FACULTY OPENINGS, 2002

The Master's College (TMC) is seeking to hire five full-time faculty members to begin employment in **July, 2002** in the following areas: **(1)** Biological Science; **(2)** Business Administration; **(3)** Computer & Information Sciences; **(4)** Mathematics; and **(5)** Electronic Media. Candidates should possess a Doctoral degree (Master's will be considered) and have classroom teaching experience. Full-time faculty is responsible for teaching 12 units per semester, academically mentoring students and performing other normal academic duties. A Director of Institutional Research and a Technical Services Librarian are also being sought. TMC is a nondenominational, Christian liberal arts college with 50 programs of study and a current enrollment of 1,050 students. TMC holds to a conservative, evangelical, non-charismatic, premillenial doctrinal position. Candidates should also have a strong commitment to the doctrinal position and philosophy of the College. TMC is committed to practicing the principles of equal employment opportunity and diversity based on Biblical principles. Please send letter of interest and resume to: **The Master's College, V.P. for Academic Affairs, 21726 Placerita Canyon Road, Santa Clarita, CA 91321-1200** or e-mail to **AcademicAffairs@masters.edu**

AZUSA PACIFIC UNIVERSITY

Dean – School of Education and Behavioral Sciences

Fast-growing, innovative, evangelical Christian university (www.apu.edu) near Los Angeles with more than 6,800 students (in more than seven locations), seeks successor for the dean of largest school ($30 million budget) at the university ($100 million budget). Full information available on this position at www.dingman.com under "Searches."

Email: bruce@dingman.com

Looking for a back article of *Hispanic Outlook???*

"Hispanic Outlook in Higher Education" is archived in the ERIC database on an annual basis. These annual cumulations (26 issues) may be purchased (in microfiche or reproduced paper copy) from the:

ERIC Document Reproduction Service (EDRS)
7420 Fullerton Road, Suite 100
Springfield, VA 22153-2852
TEL: 800-443-3742; 703-440-1400;
FAX: 703-440-1408;
Internet: EDRS@inet.ed.gov

WESTERN

WASHINGTON UNIVERSITY

Western Washington University is currently recruiting for the position of Director of Human Resources. To guarantee full consideration, applications should be received by 3/1/02. To view full announcement see:

http://www.ac.wwu.edu/cgi-bin/~wwujobs/admin
or contact Nancy Phillips @
nancy.phillips@wwu.edu

for more info. AA/EOE. For disability accommodation call 360.650.3771 (V) or 360.650.7696 (TTY).

PRESIDENT

COASTLINE COMMUNITY COLLEGE

This educational administrator position will report to the Chancellor of the Coast Community College District and will possess a Master's degree (or equivalent), have three years senior level administrative experience at the collegiate level and have college-level classroom teaching experience. The President will implement policies, promote innovative leadership in the areas of educational technology, marketing and distance education, and serve as advocate for the college and as a member of the Chancellor's Cabinet. An annual salary of $123,995 plus a monthly mileage allowance and a annual stipend for an earned Doctorate degree is offered plus a comprehensive benefits package.

To apply, complete a District application for Job#3-C-03 now available through our website at www.cccd.edu or please email your request to jobs@cccd.edu, please refer to job number when making this request. The closing date for this search is **March 30, 2002.**

Coast Community College District
1370 Adams Ave.
Costa Mesa, CA 92626
714-438-4713
Equal Opportunity Employer

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¡PUNTO FINAL!

HISPANIC YOUTH AND THE POWER OF LANGUAGE

Dr. Susan Jagendorf is a professor of humanities/ESL and coordinator of international academic advisement, State University of New York at Cobleskill. Her research on bilingualism and language contact includes studies of Spanish and English in New York City.

Many young Hispanics and their parents recognize that one of the surest ways to reach success in American society is through education. Why is there such a wide gap between the dream and accomplishment of a college education?

One key to answering this question involves knowledge of language–linguistic identity and access to academic varieties of language. Many Hispanic youths find themselves caught between the linguistic worlds of Spanish and American English. Even students that I have met in college English composition classes have lamented their limited literacy in Spanish and their less-than-rigorous education in Standard American English.

In *American Educator* (Summer 2001–*25*:2), E.D. Hirsch Jr. notes that the increasing language gap between rich and poor students is the greatest failure of the American education system. To overcome the growing gap, educators need to make more efficient use of the "literacy time block" before students reach the fourth grade. Since many lower-income Hispanic parents lack a college education or an American high school diploma, these children find themselves limited in two linguistic worlds. The Spanish that they encounter at home often deals with concrete, day-to-day issues; the English spoken in the neighborhood is likewise narrow in scope. Exposure to vocabulary and concepts beyond the immediate reality rarely occurs if reading activities are not integrated into daily lives. For language and literacy skills to grow, critical thinking must be encouraged.

All varieties of a language are linguistically legitimate and serve a function in the community. Young Hispanics should not be embarrassed about the varieties of Spanish and English that they use at home or in their neighborhoods. Low self-esteem is not conducive to success in the larger society. Being bilingual should be viewed as a strength, not a weakness.

Nevertheless, children who have access only to non-standard varieties of language, who lack a tradition of reading in the home, and whose real-world knowledge remains bound by their neighborhood are at a disadvantage when they go to school. The importance of exposure to an academic tradition in the home is made clear in the Coleman Report of 1966 (Hirsch). Further, without strong doses of increasingly complex linguistic input offered in comprehensible chunks throughout their public school career, these children will not gain a competitive edge. S. Krashen (*Principles and Practices in Second Language Acquisition*. Oxford: Pergamon, 1982) argues that comprehensible input is necessary for second language learners to gain communicative competence, and this point also applies to young American Hispanics.

How, then, can we empower Hispanic children with academic language and literacy skills that will lead them toward success in school and propel them toward college? We must encourage parents to bring their young children to community centers and libraries where trained educators regularly read to the children and expose them to the world beyond the home. If parents cannot reinforce these lessons, they can at least attend reading sessions with their children so that shared experiences develop.

Well-trained preschool educators are of paramount importance. At the very least, they can help create a foundation for literacy in English; those fluent in the standard varieties of both Spanish and English can expose young Hispanic children to both languages. Reading and critical-thinking activities in both languages can foster academic knowledge.

Excursions to museums and cultural centers that exhibit historical and cultural contributions of Hispanic society can help instill pride. Young children must learn that their heritage has been validated in books and artistic works.

Research shows that pre-school access to literacy models is essential if children are to read at grade level and beyond once they enter the American system. The education of parents and/or the competence of preschool educators is vital to the long-term academic success of Hispanic students. Similarly, programs that foster bilingual skills are helpful only if the instructors teaching the linguistic portions are professionally trained in the syntactic, semantic, phonological, and lexical aspects of the standard variety of Spanish or English.

With the knowledge of academic Spanish and English, and with good reading and writing skills in both languages, Hispanic youth can compete on an equal footing with non-Hispanic students for places in American colleges and universities.

If interested in submitting a ¡Punto Final! "think piece," please e-mail us at sloutlook@aol.com for guidelines.

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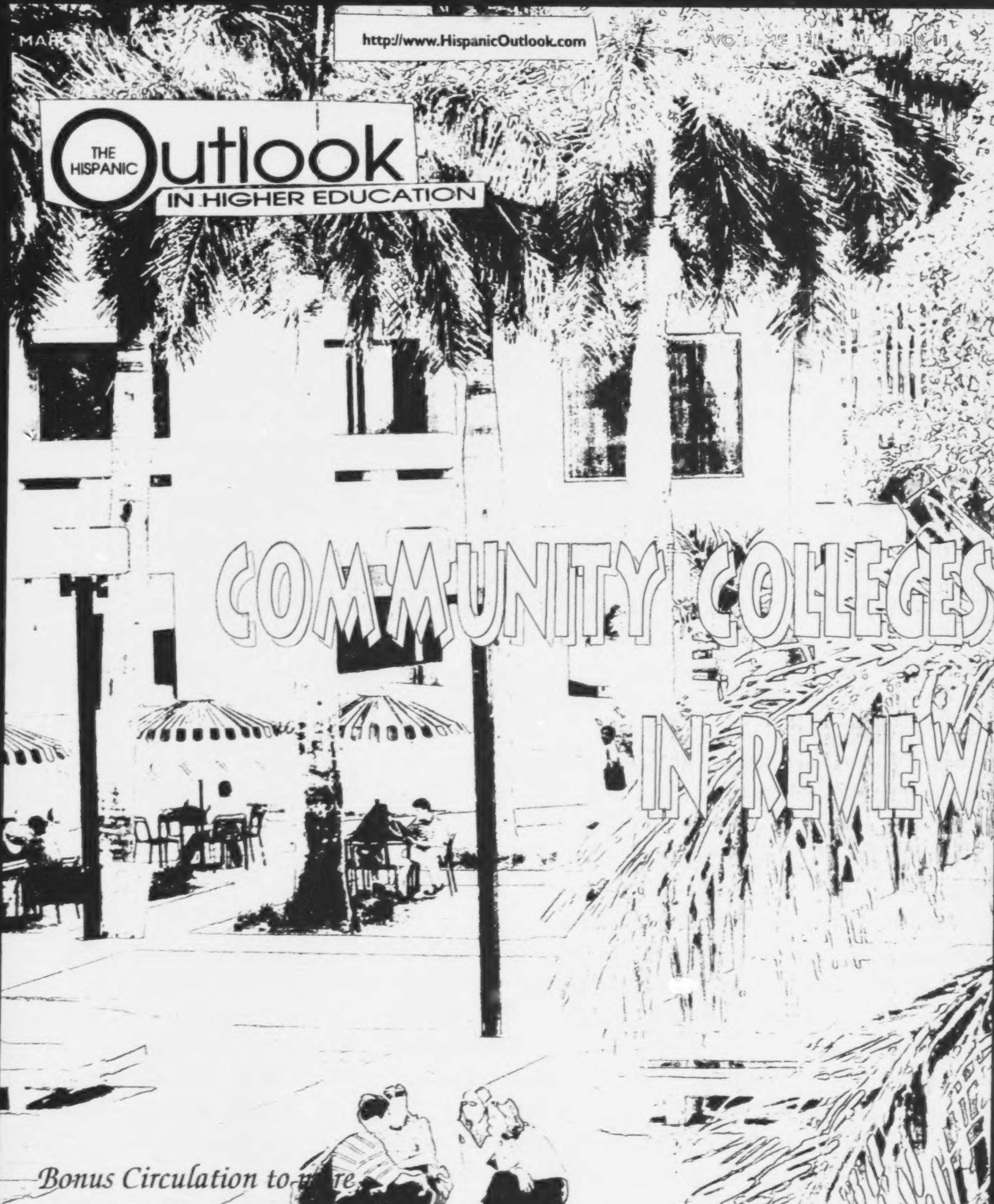

COMMUNITY COLLEGES IN REVIEW

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PRESIDENT

San Antonio College

The Chancellor of the Alamo Community College District (ACCD), San Antonio, Bexar County, Texas, invites applications and nominations for the position of President of San Antonio College. The President is Chief Executive Officer of the College and reports directly to the Chancellor. The Chancellor seeks an educational leader, a visionary who is committed to the multi-cultural, pluralistic nature of an urban community college and who espouses a strong commitment to student success and to the development of a collegial atmosphere.

San Antonio College is the largest of the four colleges of the ACCD. The District is a comprehensive, public community college system serving the San Antonio metropolitan area.

President's Profile San Antonio College

An earned doctorate in higher education management or a related field (preferably in an academic area), five (5) years administrative experience at the Dean's level or above and three (3) years of full-time college teaching experience are required. Community College experience is preferred. In addition, the following characteristics, attributes, philosophies, abilities, and achievements will be of special significance as the President of San Antonio College:

- Demonstrated commitment to the community college philosophy including Arts and Sciences Education, Vocational/Technical Education, Student Support Services, and Adult and Continuing Education as an integral part of a comprehensive community college
- Demonstrated ability to delegate authority, evaluate effectiveness, and maintain accountability
- Proven skills in program planning, budget, finance, organization, and management
- Demonstrated ability to work with local, state and federal college programs and activities
- Demonstrated ability to work with the Chancellor by providing information, planning and development of new policy, interpretation, and implementation of policy
- A commitment to an open enrollment concept and the needs of minority and disadvantaged students
- Demonstrated commitment to shared governance
- Understanding of technology and its use and application in community colleges
- Proven track record of developing business and educational relationships
- Ability to articulate a clear organization and academic vision for the college
- Ability to communicate effectively with the Chancellor, students, faculty, staff, Board and community
- Ability to develop consensus and inspire others
- Ability to consider divergent views while formulating decisive action
- An appreciation for San Antonio and its culture and a willingness to reside within the District boundaries
- Exceptional "two way communication" skills, persuasive, imaginative, innovative, possessing a sense of humor, and a management style that is open and honest
- Uncompromising integrity

Principal Responsibilities

The President must fulfill the following responsibilities:

- Oversee the daily administration and operation of the College, interpreting policies and procedures to ensure compliance with ACCD and other legal requirements
- Present and recommend to the Chancellor actions relating to personnel changes, evaluation and professional development of faculty and staff, and long-range plans
- Provide leadership in collaboration and cooperation among and between the College and the other colleges within the District as well as with system activities
- Prepare and execute the annual budget following approval by the Chancellor and the Board of Trustees
- Provide leadership in developing and understanding institutional objectives and direct the planning efforts of the College toward meeting objectives and community expectations
- Ensure that open communication is maintained with the Chancellor, faculty, staff, students, and the community
- Serve as the key contact person with private, local, state, and national agencies and be the principal spokesperson for the College in public activities
- Promote good working relationships and maintain involvement with the business community, as well as educational entities
- Provide leadership to enhance academic excellence through a well-trained faculty, comprehensive curriculum, and a program to assess the effectiveness of the college
- Personally make hiring decisions of key administrative personnel and assist in the selection and hiring activities of other college personnel in compliance with EEO guidelines
- Ensure effective student recruitment and retention programs, maintaining a friendly and healthy campus environment
- Actively participate in community college and other related organizations
- Perform other duties and responsibilities as required by the Chancellor of ACCD

Application Procedure

Applicants must submit the following documents in order to be considered:

1. A letter of application stating your educational philosophy, how you would address challenges in today's community college, and how your experience has prepared you for this position.
2. A current resume to include the following information:
   Personal History: Name, address, phone number, and other relevant information
   Education: Colleges/Universities attended, degrees, dates earned, major and minor fields
   Affiliations: Organizations, offices held, awards received, and community service
   Professional Experience: Chronological list of positions held and a brief description of major responsibilities and duties
   Other: Writings, publications, or any other pertinent data that will complement the application
3. **References:** total of 6 letters of recommendation 2 supervisors, 2 subordinates (1 must be support staff), 2 fulltime faculty members. (Include current address and business and home phone numbers for each). References will not be contacted without applicant's permission.
4. Original degree transcripts

Deliver complete application package by 5:00 pm March 28, 2002. Please include reference # 021201HO:

Employment/Employee Relations Manager
Alamo Community College District, Human Resources Dept
201 W. Sheridan, San Antonio, Texas 78204
Email to: emresume@accd.edu, Web: www.accd.edu
FAX: 210-208-8052, Ph:210-208-8051

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CONTRIBUTORS: Reginaldo Cornejo, Humberto López Cruz, Marilyn Gilroy, Juan Carlos Maldonado, Narcisa A. Polonio, Alexandra Salas Rojas, Jeff Simmons, Carlos Smith

LETTERS TO THE EDITOR: **Commentaries or Questions should be addressed to:**

The Hispanic Outlook in Higher Education
210 Route 4 East, Suite 310
Paramus, NJ 07652

All correspondence should include author's full name, address, and phone number.

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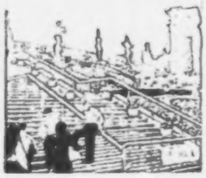

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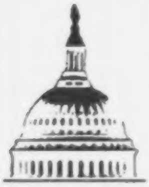
Daytona Beach COMMUNITY COLLEGE

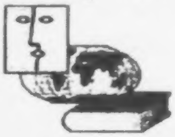
DEPARTMENTS



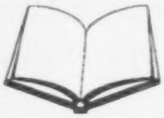
OUTLOOK ON WASHINGTON: A CAPITOL VIEW ⑦
Community Colleges and Latin America

Honor Roll: East Los Angeles College ⑱
Large and growing, it boasts 150 Hispanic faculty members for a student body in which 4 out of 5 are Hispanic.

FYI...FYI...FYI... ㊱



People, Places, Publications, Conferences ㊳



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¡PUNTO FINAL! back cover
Engineering Plus Leadership Equals Fulfillment

Cover photo Courtesy of Miami-Dade Community College

Esquina Editorial

Community Colleges

Two-year institutions have provided an educational portal to many individuals who otherwise would have foregone their pursuit of higher education. According to education statistics, minority enrollment at community colleges is expected to grow by 12 percent. Currently an estimated 55 percent of Latino undergrads are enrolled in CCs. While community colleges are enablers for students, many of them of color, who may not be financially ready or academically prepared to attend a four-year institution, they have also been negatively typecast for not raising the bar academically and not enforcing remediation where necessary. By the same token, many people turn to community colleges to upgrade their skills in specialized and workforce development areas.

This issue is takes a look at the Top 50 community colleges for Hispanics, and our stories discuss many of the pros and cons, and challenges of these two-year institutions as well as their contributions to higher education. One particular article features the League for Innovation in the Community College, which was founded to improve them as well as increase recognition of the important role community colleges play. Another story showcases the American Mathematics Association of Two-Year Colleges (AMATYC), formed to improve mathematical instruction in the first two years of college. *Y mucho mas…*

Based on the latest figures from the National Center for Education Statistics and the Department of Education, Florida's Miami-Dade Community College ranked No. 1 for granting the most associate's degrees to Hispanics and for enrolling the most Hispanics. *Aplauso y felicidades!*

Hasta la próxima

Alexandra

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A CAPITOL VIEW

Community Colleges and Latin America

BY GUSTAVO A. MELLANDER

America's community colleges, a unique higher education genre created and bred on these shores, have been called by a famous scholar the country's greatest 20th century higher education invention. They celebrate their 100th anniversary this year. Many a country have tried to emulate them, but the efforts to transplant them have never been too successful.

How about Latin America? Can community colleges be successfully exported there? Many believe they could be an excellent model for Latin American countries as they seek to develop a highly skilled technological workforce.

"The most attractive feature of the community college movement is that it reaches the student that exists, not the student that the school would like to have," said Claudia de Moura Castro in a recent address at the annual meeting of Partners in Higher Education for International Development.

Most colleges in Latin America were based on European models of higher education. They were designed for the elite–the clergy, the nobility, the professions–not that different from the early colleges in this country. But America began to change in 1901 with the founding of Joliet Junior College, the first community college. Their growth would come after World War II.

Democratization of higher education in Latin America has been slower in coming. What has transpired has been "a good thing leading to diversification and many more clienteles, but it is very difficult for some professors who find that their glorious institution is now teaching workers," de Moura Castro said.

Transferring to a four-year college is "a no-no," he continued. "The students have to wait, wait, wait. Four-year institutions say let's look at the curriculum grid. And there's going to be a total mismatch because Latin America has a European model. For a student to transfer to a four-year college, the two-year curriculum has to mimic the four-year curriculum–which doesn't teach anything about the workplace." He also praised the flexibility and wide range of courses that American community colleges offer as "a very good lesson, but difficult to follow."

He insisted that educating workers with short one-, two-, or three-year programs is exactly what Latin America needs. It is important to bring schooling to the level of the students and to bring the students close to the market by working with businesses and entrepreneurs who know what workers need to succeed. "This is the emerging class," he said. "They are in a hurry."

Although he warned community college educators not to be "too preachy" to their Latin American brethren, the feature that he most hopes would be exported is their belief that "you can do a marvelous job" with students, "assuring every one of them that they can succeed."

De Moura Castro addressed the final session of a recent Inter-American Development Bank conference. Established in 1959, the Bank seeks to help accelerate economic and social development in Latin America and the Caribbean.

Reflection

I have been a university administrator for nearly 20 years. I was also a community college president for 17 years, and I have written community college master plans for several countries, including three in Latin America. Although it is complimentary to hear others tout the benefits of America's community colleges, it is useful to remember why these unique institutions have succeeded in this country. In so reviewing, one can also see some reasons why they have not been successfully transplanted.

Community colleges are more than the first two years of a university. That might have been William Rainey Harper's original goal over a hundred years ago, but they evolved differently.

They are more than a junior college, subserviently–some would say slavishly–obedient to the wishes of the "great universities."

They are more than vocational schools. Most are comprehensive community institutions offering college transfer and vocational education. It should be noted, however, that some states were very slow in making that transition.

They also serve millions of students not seeking a degree, just more knowledge, and an opportunity to build upon old skills or to develop new ones. That is why coldly analyzing graduation (A.A. or A.A.S.) rates and then trying to judge the success of a community college is so flawed. Much of what they provide has nothing to do with earning a diploma or a certificate. Instead, they are in the business of helping people acquire knowledge. Community colleges focus on what their students want to learn.

Further, community colleges are passionately conscious of and immensely interested in the community they are trying to serve. What are its needs, what programs should be developed, which ones should be phased out? What as yet hidden needs lie within the soil and fiber of their host communities that the college can help develop and meet?

Selfless and active boards that work hard to meet the needs of their community accomplish much of this. Public input into the direction of community colleges is very important.

Much of this sounds like a lecture on American civics, for good community colleges do indeed reflect much of the American entrepreneurial, self-reliant, can-do spirit.

I am not saying that all of those elements need to exist in Latin America or anywhere else for community colleges to succeed. What I am saying is that the presence of those elements in this country helped them succeed here. A lesson can be learned here.

Merely transplanting American community colleges to other countries has not worked. It is fine for others to use our experiences as a model, but to succeed and flourish, the American community college seed must be sensitive to the unique environment in which it is planted. Blindly transplanting has not succeeded and will not in the future. Building upon the American experience and fashioning wholly indigenous homegrown institutions fully reflecting their reality might just succeed.

Dr. Mellander is a professor at George Mason University.

HO

HISPANIC Outlook TOP 50

These latest figures from the National Center for Education Statistics, U. S. Department of Education, based on a 95 percent response, rank the nation's community & junior colleges in number of associate's degrees awarded to Hispanics 1999-2000.

Community & Junior Colleges for Hispanics

Colleges awarding the most Associate's Degrees to Hispanics

RANK	INSTITUTION	STATE	TOTAL ASSOCIATE'S	TOTAL DEGREES HISPANIC	MALE	FEMALE	% AWARDED TO HISPANICS
1	MIAMI-DADE COMMUNITY COLLEGE	FL	3,985	2,276	890	1,386	57.1
2	EAST LOS ANGELES COLLEGE	CA	1,059	802	263	539	75.7
3	EL PASO COMMUNITY COLLEGE	TX	734	559	172	387	76.2
4	CUNY-LA GUARDIA COMMUNITY COLLEGE	NY	1,335	527	127	400	39.5
5	CUNY-BOROUGH OF MANHATTAN COMMUNITY COLLEGE	NY	1,876	512	153	359	27.3
6	SOUTHWESTERN COLLEGE	CA	975	494	162	332	50.7
7	CERRITOS COLLEGE	CA	1,085	469	178	291	43.2
8	SANTA ANA COLLEGE	CA	1,328	467	191	276	35.2
9	LAREDO COMMUNITY COLLEGE	TX	488	466	170	296	95.5
10	VALENCIA COMMUNITY COLLEGE	FL	2,954	442	180	262	15.0
11	SOUTH TEXAS COMMUNITY COLLEGE	TX	460	434	155	279	94.3
12	TEXAS SOUTHMOST COLLEGE	TX	426	405	128	277	95.1
13	CUNY-BRONX COMMUNITY COLLEGE	NY	814	372	86	286	45.7
14	MT. SAN ANTONIO COLLEGE	CA	1,114	369	125	244	33.1
15	SAN ANTONIO COLLEGE	TX	737	364	156	208	49.4
16	TECHNICAL CAREER INSTITUTES	NY	933	334	210	124	35.8
17	RIO HONDO COLLEGE	CA	505	333	114	219	65.9
18	LOS ANGELES TRADE TECHNICAL COLLEGE	CA	633	321	141	180	50.7
19	PIMA COMMUNITY COLLEGE	AZ	1,192	316	115	201	26.5
20	PASADENA CITY COLLEGE	CA	1,267	312	185	127	24.6
21	LOS ANGELES CITY COLLEGE	CA	686	303	118	185	44.2
22	FRESNO CITY COLLEGE	CA	1,071	299	117	182	27.9
23	CHAFFEY COMMUNITY COLLEGE	CA	1,011	297	100	197	29.4
24	ALBUQUERQUE TECHNICAL VOCATIONAL INSTITUTE	NM	843	295	108	187	35.0
25	RIVERSIDE COMMUNITY COLLEGE	CA	1,270	292	94	198	23.0
26	IMPERIAL VALLEY COLLEGE	CA	346	287	72	215	83.0
27	CUNY-HOSTOS COMMUNITY COLLEGE	NY	423	279	54	225	66.0
28	BROWARD COMMUNITY COLLEGE	FL	1,859	270	116	154	14.5
29	NORTHWESTERN BUSINESS COLLEGE	IL	677	262	67	195	38.7
30	NASSAU COMMUNITY COLLEGE	NY	2,899	259	123	136	8.9
31	CITRUS COLLEGE	CA	824	258	75	183	31.3
32	SAN BERNARDINO VALLEY COLLEGE	CA	796	250	68	182	31.4
33	TEXAS STATE TECH. COLL.-HARLINGEN	TX	285	249	147	102	87.4
34	VENTURA COLLEGE	CA	826	242	85	157	29.3
35	LOS ANGELES VALLEY COLLEGE	CA	822	235	97	138	28.6
36	ST. PHILIPS COLLEGE	TX	535	234	134	100	43.7
37	HOUSTON COMMUNITY COLLEGE SYSTEM	TX	1,003	232	82	150	23.1
38	CENTRAL TEXAS COLLEGE	TX	2,101	229	155	74	10.9
39	SANTA MONICA COLLEGE	CA	1,280	227	86	141	17.7
40	HARTNELL COLLEGE	CA	483	222	73	149	46.0
41	SAN JOAQUIN DELTA COLLEGE	CA	1,095	222	72	150	20.3
42	COLLEGE OF THE SEQUOIAS	CA	724	220	82	138	30.4
43	DEL MAR COLLEGE	TX	383	220	75	145	57.4
44	EL CAMINO COLLEGE	CA	939	214	71	143	22.8
45	FULLERTON COLLEGE	CA	886	212	86	126	23.9
46	SOUTHWEST TEXAS JUNIOR COLLEGE	TX	262	211	69	142	80.5
47	BAKERSFIELD COLLEGE	CA	723	206	58	148	28.5
48	REEDLEY COLLEGE	CA	489	197	55	142	40.3
49	OXNARD COLLEGE	CA	386	197	68	129	51.0
50	LOS ANGELES MISSION COLLEGE	CA	303	196	58	138	64.7

HISPANIC Outlook TOP 50

Community & Junior Colleges

by Hispanic Enrollment

Rank	Institution	State	Total Hispanics	Hispanic Male	Hispanic Female	*Total U.S. Students Enrolled	% U.S. Hisp. Students Enrolled
1	MIAMI-DADE COMMUNITY COLLEGE	FL	29,526	11,705	17,821	45,203	65.3
2	EAST LOS ANGELES COLLEGE	CA	18,968	9,117	9,851	25,766	73.6
3	EL PASO COMMUNITY COLLEGE	TX	15,003	5,526	9,477	17,513	85.7
4	SANTA ANA COLLEGE	CA	11,641	5,848	5,793	25,083	46.4
5	HOUSTON COMMUNITY COLLEGE SYSTEM	TX	11,008	4,974	6,034	40,365	27.3
6	SOUTH TEXAS COMMUNITY COLLEGE	TX	10,717	4,190	6,527	11,319	94.7
7	MT. SAN ANTONIO COLLEGE	CA	10,695	4,462	6,233	26,077	41.0
8	CERRITOS COLLEGE	CA	10,463	4,402	6,061	18,372	57.0
9	RIO HONDO COLLEGE	CA	10,444	5,530	4,914	17,466	59.8
10	SOUTHWESTERN COLLEGE	CA	9,943	4,077	5,866	17,152	58.0
11	LOS ANGELES TRADE TECHNICAL COLLEGE	CA	9,731	5,907	3,824	16,781	58.0
12	SAN ANTONIO COLLEGE	TX	9,582	3,882	5,700	19,040	50.3
13	PIMA COMMUNITY COLLEGE	AZ	7,767	3,352	4,415	25,671	30.3
14	CITY COLLEGES OF CHICAGO-HARRY S. TRUMAN COLLEGE	IL	7,503	4,071	3,432	15,222	49.3
15	FRESNO CITY COLLEGE	CA	7,136	3,325	3,811	16,973	42.0
16	PASADENA CITY COLLEGE	CA	7,104	3,079	4,025	20,032	35.5
17	LAREDO COMMUNITY COLLEGE	TX	7,002	2,890	4,112	7,227	96.9
18	ALBUQUERQUE TECH. VOCATIONAL INST.	NM	6,778	2,797	3,981	16,072	42.2
19	EL CAMINO COLLEGE	CA	6,699	3,059	3,640	21,224	31.6
20	SANTA MONICA COLLEGE	CA	6,670	2,882	3,788	22,845	29.2
21	LOS ANGELES VALLEY COLLEGE	CA	6,523	2,718	3,805	15,758	41.4
22	RIVERSIDE COMMUNITY COLLEGE	CA	6,405	2,507	3,898	20,577	31.1
23	CITY COLLEGE OF SAN FRANCISCO	CA	6,267	2,867	3,400	36,056	17.4
24	LOS ANGELES CITY COLLEGE	CA	6,171	2,735	3,436	13,259	46.5
25	SAN DIEGO CITY COLLEGE	CA	5,936	2,565	3,371	24,714	24.0
26	FULLERTON COLLEGE	CA	5,774	2,642	3,132	18,525	31.2
27	CITY COLLEGES OF CHICAGO-RICHARD J. DALEY COLLEGE	IL	5,738	2,371	3,367	9,700	59.2
28	IMPERIAL VALLEY COLLEGE	CA	5,714	2,040	3,674	6,646	86.0
29	CHAFFEY COMMUNITY COLLEGE	CA	5,674	2,133	3,541	14,225	39.9
30	CITY COLLEGES OF CHICAGO-WILBUR WRIGHT COLLEGE	IL	5,494	2,325	3,169	11,793	46.6
31	AUSTIN COMMUNITY COLLEGE	TX	5,484	2,531	2,953	25,411	21.6
32	LONG BEACH CITY COLLEGE	CA	5,446	2,403	3,043	18,414	29.6
33	BROWARD COMMUNITY COLLEGE	FL	5,430	2,175	3,255	25,378	21.4
34	CYPRESS COLLEGE	CA	5,333	2,380	2,953	19,139	27.9
35	DEL MAR COLLEGE	TX	5,253	2,170	3,083	9,775	53.7
36	VALENCIA COMMUNITY COLLEGE	FL	4,932	2,025	2,907	26,236	18.8
37	CUNY-BORO OF MANHATTAN COMM. COLL.	NY	4,873	1,698	3,175	14,095	34.6
38	BAKERSFIELD COLLEGE	CA	4,794	1,872	2,922	13,734	34.9
39	COMM. COLL. OF SOUTHERN NEVADA	NV	4,464	2,059	2,405	27,375	16.3
40	LOS ANGELES MISSION COLLEGE	CA	4,432	1,503	2,929	6,351	69.8
41	CUNY-LA GUARDIA COMMUNITY COLLEGE	NY	4,401	1,485	2,916	10,597	41.5
42	CITRUS COLLEGE	CA	4,253	1,695	2,558	10,302	41.3
43	SAN BERNARDINO VALLEY COLLEGE	CA	4,139	1,755	2,384	11,474	36.1
44	COLLEGE OF THE SEQUOIAS	CA	4,063	1,662	2,401	9,590	42.4
45	ST. PHILIPS COLLEGE	TX	3,999	1,830	2,169	7,906	50.6
46	MODESTO JUNIOR COLLEGE	CA	3,976	1,577	2,399	14,057	28.3
47	GLENDALE COMMUNITY COLLEGE	CA	3,947	1,571	2,376	14,779	26.7
48	SAN JOAQUIN DELTA COLLEGE	CA	3,938	1,509	2,429	15,656	25.2
49	PALO ALTO COLLEGE	TX	3,872	1,457	2,415	5,927	65.3
50	REEDLEY COLLEGE	CA	3,772	1,279	2,493	8,101	46.6

* Total U.S. student enrollment including non-residents

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HISPANIC Outlook's TOP 50

Community & Junior Colleges for Hispanics

Puerto Rico two-year colleges awarding the most associate's degrees to Hispanics

RANK	INSTITUTION	TOTAL DEGREES HISPANIC	MALE	FEMALE
1	UNIVERSITY COLLEGE OF CRIMINAL JUSTICE OF PR	1,388	1,157	231
2	HUERTAS JUNIOR COLLEGE	419	194	225
3	NATIONAL COLLEGE OF BUSINESS AND TECHN-BAYAMON	287	66	221
4	COLEGIO TECNOLOGICO DE SAN JUAN	180	77	103
5	NATIONAL COLLEGE OF BUSINESS AND TECHN-ARECIBO	171	32	139
6	INSTITUTO TECNOLOGICO DE PR-RECINTO DE SAN JUAN	158	103	55
7	ICPR JUNIOR COLLEGE-GENERAL INSTITUTIONAL	147	36	111
8	ELECTRONIC DATA PROCESSING COL OF PR INC-SAN SBSTN	145	30	115
9	ICPR JUNIOR COLLEGE-MAYAGUEZ	138	39	99
10	INSTITUTO TECNOLOGICO DE PUERTO RICO	126	78	48

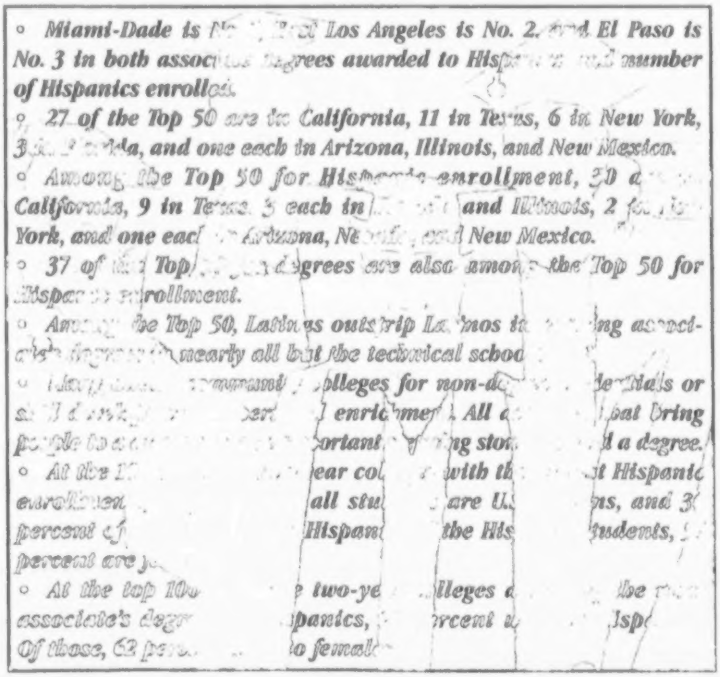
Puerto Rico two-year colleges reporting highest Hispanic enrollment

RANK	INSTITUTION	TOTAL DEGREES HISPANIC	MALE	FEMALE
1	HUERTAS JUNIOR COLLEGE	1,956	976	980
2	NATIONAL COLLEGE OF BUSINESS AND TECHN-BAYAMON	1,942	546	1,396
3	NATIONAL COLLEGE OF BUSINESS AND TECHN-ARECIBO	1,222	351	871
4	ELECTRONIC DATA PROCESSING COL OF PR INC-SAN SBSTN	1,081	339	742
5	COLEGIO TECNOLOGICO DE SAN JUAN	962	512	450
6	UNIVERSITY COLLEGE OF CRIMINAL JUSTICE OF PR	867	701	166
7	INSTITUTO TECNOLOGICO DE PR-RECINTO DE SAN JUAN	797	560	237
8	INSTITUTO TECNOLOGICO DE PUERTO RICO	659	407	252
9	UNIVERSAL TECHNOLOGY COLLEGE OF PUERTO RICO	647	425	222
10	RAMIREZ COLLEGE OF BUSINESS AND TECHNOLOGY	595	80	515

Overview of Associates degrees Granted 1976 - 2000

Total	Grand Total	Total Hispanic	Total % Hispanic
1976-77	404,956	16,636	4.142
1978-79	396,745	16,269	4.148
1980-81	410,174	17,800	4.411
1982-83	N/A	N/A	N/A
1984-85	429,815	19,407	4.583
1986-87	436,304	19,334	4.479
1988-89	432,144	20,384	4.787
1989-90	450,263	22,195	4.997
1990-91	462,030	24,251	5.325
1991-92	494,387	26,905	5.530
1992-93	508,154	29,991	6.007
1993-94	529,106	32,074	6.178
1994-95	538,545	36,013	6.811
1995-96	553,625	38,163	7.021
1996-97	563,620	42,645	7.711
1997-98	555,538	45,627	8.399
1998-99	559,954	48,643	8.862
1999-2000	564,933	51,541	9.295

Source: U.S. Department survey (HEGIS), "Degrees" (IPEDS), "Completions" survey.



- ○ Miami-Dade is No. [illegible] Los Angeles is No. 2, and El Paso is No. 3 in both associ[illegible] degrees awarded to Hisp[illegible] number of Hispanics enrolled.
- ○ 27 of the Top 50 are in California, 11 in Texas, 6 in New York, 3 [illegible], and one each in Arizona, Illinois, and New Mexico.
- ○ Among the Top 50 for Hispanic enrollment, 30 a[illegible] California, 9 in Texas, 3 each in [illegible] and Illinois, 2 [illegible] York, and one each [illegible] Arizona, Ne[illegible] and New Mexico.
- ○ 37 of the Top [illegible] degrees are also among the Top 50 for Hispanic enrollment.
- ○ Among the Top 50, Latinas outstrip Latinos in [illegible]ng associate degrees [illegible] nearly all but the technical schoo[illegible]
- ○ [illegible] communit[illegible] colleges for non-de[illegible] credentials or s[illegible] enrichment. All [illegible] that bring people to [illegible] important [illegible]ng sto[illegible] a degree.
- ○ At the [illegible] year col[illegible] with th[illegible] Hispanic enrollmen[illegible] all stu[illegible] are U.S[illegible]ns, and 3[illegible] percent of [illegible] Hispan[illegible] the His[illegible] students, [illegible] percent are [illegible]
- ○ At the top 10 [illegible] two-ye[illegible] colleges [illegible] the [illegible] associate's degr[illegible] Hispanics, [illegible] percent [illegible] Hisp[illegible] Of those, 62 per[illegible] to femal[illegible]

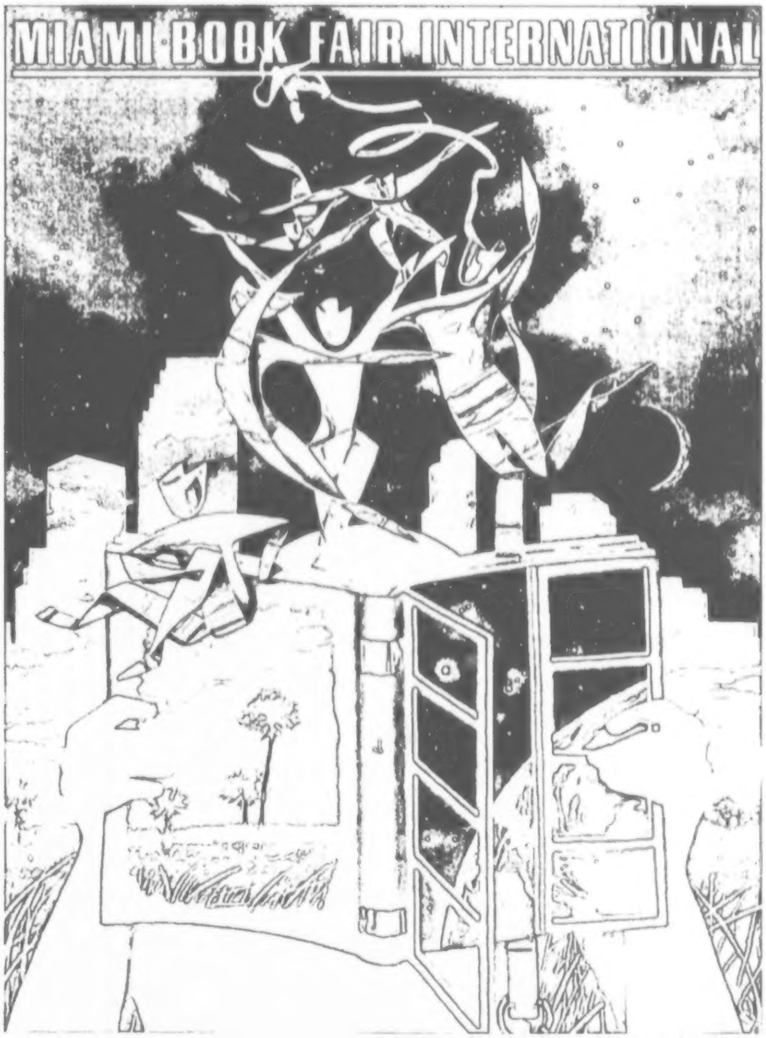
Photo © Miami-Dade Community College

Miami-Dade Alumni

JEANNETTE AQUINO

Savoring the Creative Life

BY JEFF SIMMONS



Recently, two of Jeannette Aquino's students came knocking at her door. They didn't need any extra lessons, because by this time they had graduated from college. They weren't looking for any extra advice, either. They came to hire her. "She was really good," says Charlie Calderín, who, along with his partner Luis Saladrigas asked their former afterschool art teacher if she'd like to work for them. "She listens, and that makes all the difference." Calderín and Saladrigas run Doink Inc., a graphic design outfit in Miami, Fla. And the two credit Aquino with making this all possible, because she stepped in and taught them about art when the educational system let them down.

The two attended a high school without an art department, yet wanted to enter the field. With little guidance, they approached Aquino for lessons. Often after school, even on weekends, they would visit her at her studio, paint and draw, and learn the proper techniques. When Aquino would critique, she was never harsh. They welcomed the criticism because it always served as a learning experience. "She doesn't critique in an accusing way. It was never about this is bad, or this is good. She wanted us to see and to think," he says. So years later, after graduating and founding Doink Inc., they came knocking. They brought Aquino in to create several illustrations, and embarked on other projects together, including brochures for Teatro Avante, a theater company.

"It felt comfortable," Calderín says. "She works really hard, and she really does care very much about what she does with her product." Aquino is proud of that accomplishment–that her students have been successful. She has helped a number of them pave the way to attending design schools, helping with portfolios, and advice about school and life.

"I'm extremely proud that at one point Charlie and Luis were my students, and now they are my friends," she says, adding, "and now they sometimes teach me."

It seems, though, that Aquino has touched many more lives through her work. A Cuban-American illustrator, she runs Onika Design, Inc. out of her home in the Westchester section of Miami. She started Onika, based on her name spelled backwards, 15 years ago, in 1987.

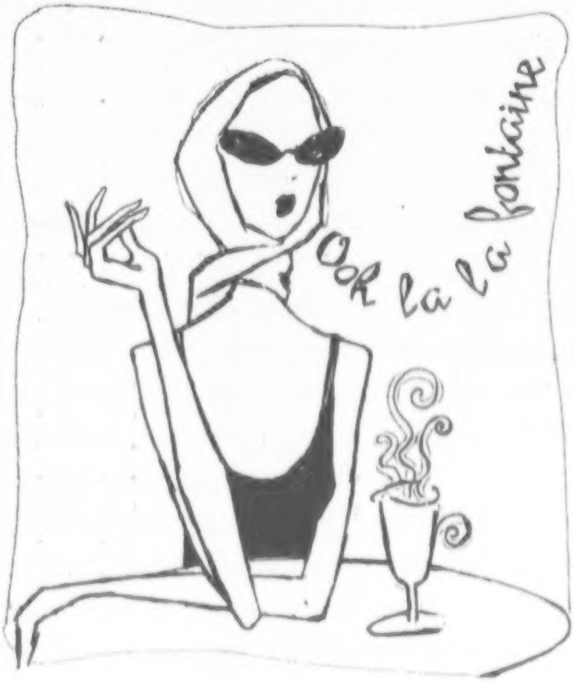
From those early days, her reach has extended beyond small projects to works seen by millions. Though many might not know much about the creator, they have stopped to look at larger-than-life murals she designed for restaurants, theme parks, and private residences in the Miami area.

Aquino's clients have included Universal Studios, Royal Caribbean Cruise Lines, Warner Brothers, and Miami Metrozoo. One of her most recent successes, she says, was one of her more pleasurable experiences. Her design was selected last year for the official poster of the 18th annual Miami Book Fair International. The whimsical poster depicts the boundless stimulation that books provoke.

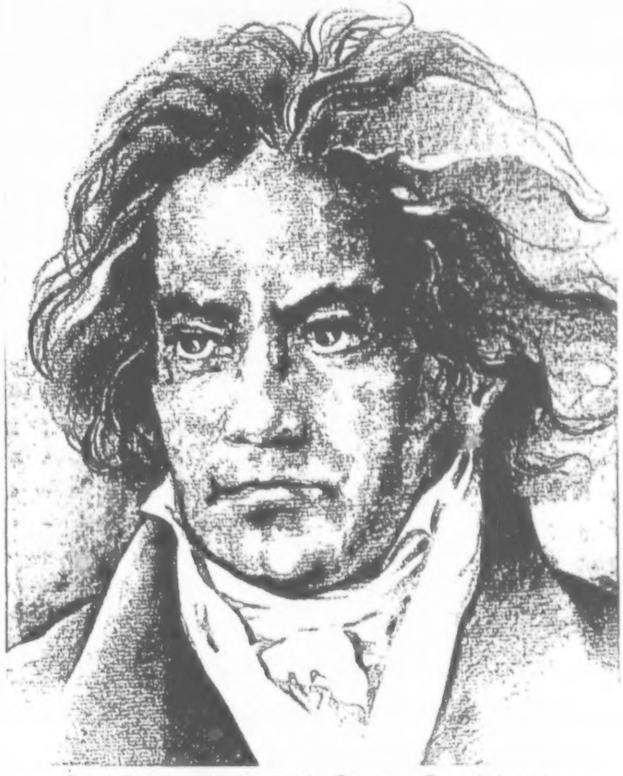
"I approached the poster from my own point of view, my own artistic interpretation of reading," Aquino says. "I tried to portray how I feel when I read. Being a creative person, reading really excites me, and that's the best way I can describe it.

"Reading gives me all sorts of ideas that I can pursue in my own work, something about a place, an idea by a philosopher. I connect all of these things together, and I have an idea. When it all comes together, from all of this information, I create something that is uniquely mine."

María Facundo, director of November's Book Fair, says Aquino's work is the most "outstanding" piece the Book Fair has ever had. "It's very surrealist," she says. "It's a very well-done work of art.



La Fontaine Restaurant/combined computer/pencil media



Royal Caribbean International – Composer Portraits/pastels

"What I find is that the message that comes out of the poster is the spiritual experience that you have once you are reading a book; it's like all of the images that spring out of your imagination. You see the background, like nature, the whole environment. It's like all of the world and all of the images and spirits and personalities that spring out of a book." And in the background of the poster, she says, is the Miami skyline.

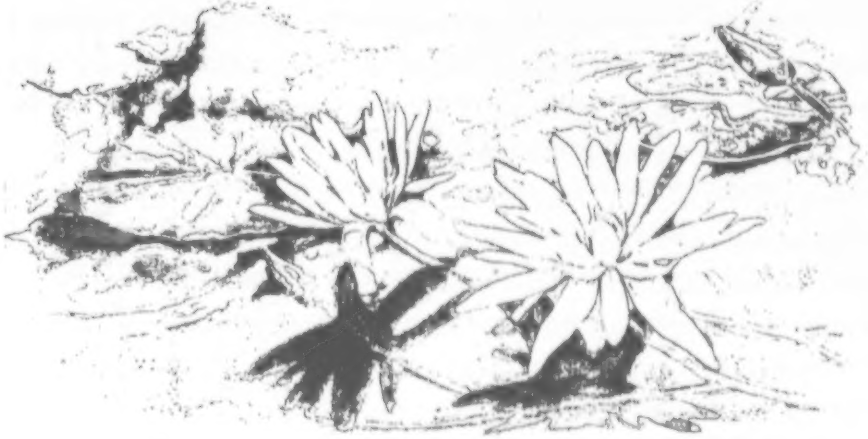
The poster selection committee chose the piece from a large group of submissions. It was unveiled at a large ceremony at Café Nostalgia in Miami Beach on Oct. 4. Aquino, she says, made a distinct impression on both the board of directors and friends of the Book Fair who had gathered.

"She is very enthusiastic and energetic, and you can see that in her work. She is full of life…and willing to be part of the community and to show her work. She told me she had been doing art ever since she was a kid, and you can see that, because she has a well-developed style."

A half-million people attended the street fair over the course of a week, and many purchased copies of the poster, which Aquino autographed. Aquino's design also was used on promotional materials, the guidebook distributed by the *Miami Herald*, and emblazoned on t-shirts.

Aquino was warmed by the flattering comments about her work. "It was really nice that people gave me so many opinions on how much they liked it," she says. "I was really proud of it. I tried to do something that communicated what the book fair was about.

"People asked me what the figures represented. I wanted them to represent so many ideas. I wanted to represent different themes in different colors, for it to be very active and to have different personalities. They are basically ribbon-like streams coming out of a book." But, she admits, she did harbor initial worries about the reception. "Sometimes my work is a



Koh-I-Noor/Chartpak – Package Illustration/Water color pencils

bit surrealistic," she says, "and I'm afraid that it may be a little much for the audience. But, they sold all of the posters!"

Aquino says the idea took her three days to conceive and then create. "I thought of all of the things that go through my mind when I am reading, and what reading does for me is open up my world in many ways. I tried to incorporate my pride in Miami, because I love my city." Aquino also has designed the logo for the Hispanic Marketing and Communication Association, a five-year-old nonprofit professional association that pursues excellence in Hispanic marketing.

"She is a person who would bend over backwards to make things happen to accommodate you, who always has gotten a lot of things going," says Elena del Valle, of LNA World Communications. "She is very diverse, and has the ability to go from very modern to very classic." Del Valle says that Aquino was the perfect fit for the Association, which reaches an audience of about 3,000 people. She recalls describing to Aquino what the Association had in mind for its logo, and that Aquino returned with several ideas, "many of which we liked.

"We've even made the logo into a pin. She's very excited about her work. She loves what she does, and she's great at what she does. Clients have always been pleased with her work. On a professional level, she makes me look good by making clients happy and look good. I can't think of a better combination."

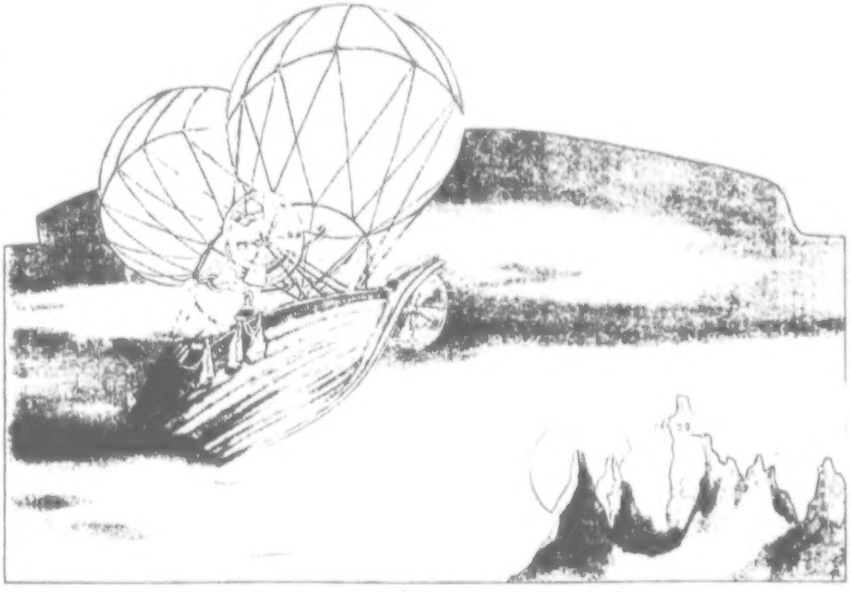
Aquino even designed the cover for del Valle's book on hip replacement (written under a pen name). Like Aquino's students, del Valle points out what seems to be the obvious attribute: Aquino's personality. "She is ebullient, very bubbly, and vivacious," del Valle says.

Aquino traces her artistic roots back to Cuba, where she was born. Her father had some archeological books, and she would pore through them, look at all of the hieroglyphics in awe. "I really loved archaeology," she says, "and that's how I started drawing. I made my own figures."

Her father, who was a dialysis nurse, and her mother, a nurse, both had artistic capabilities, she says, but never turned them into a career. When she returned years ago to her mother's ranch in Cuba, she opened up a chest and found her father's pencil drawings of cathedrals. "I knew he had the ability. My mom liked to draw, and I found drawings she had done also. My mother always had excellent taste," she says. Both her parents were role models.

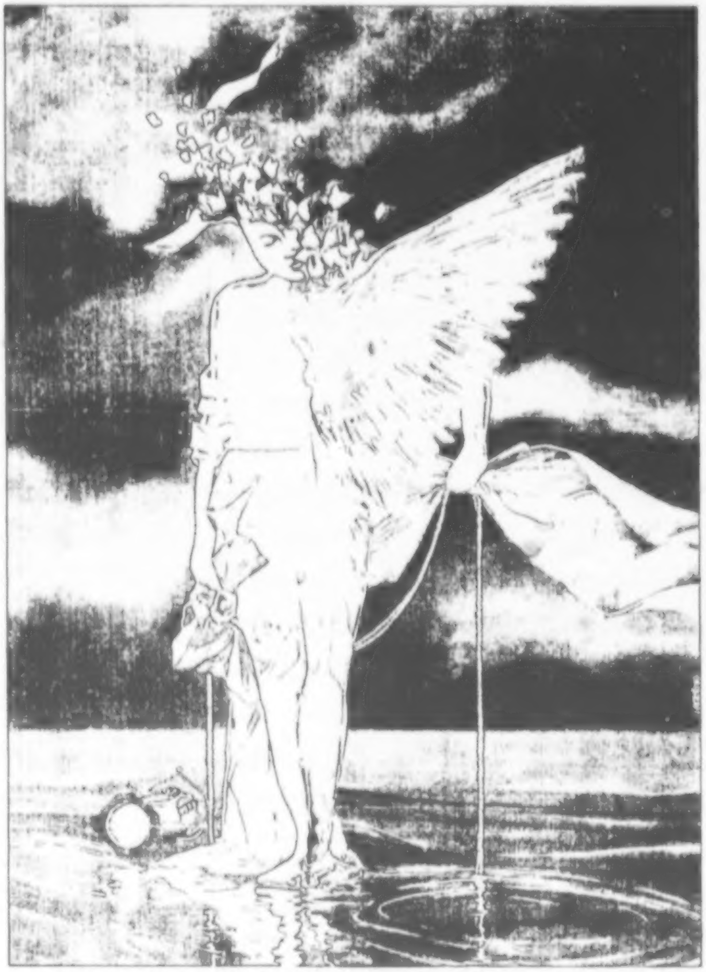
The family moved to Spain in 1973 and then, two years later, arrived in Miami. Later, Aquino attended Miami-Dade Community College, and received an associate's degree in graphic arts at the Art Institute of Fort Lauderdale. Fresh out of college, she worked for Warner Brothers Publications, putting her interest in classical music to good use. Warner Brothers needed a cover for a classical music book, and they liked her work so much they offered her the job. She was with Warner Brothers for two years as a graphic artist, and then as a graphic illustrator, all of her work relating to children's books. Soon after she left the company, she completed illustrations and the cover for the popular "Adventures for Music Listening," which discusses methods of teaching youngsters about music.

She says she wasn't daunted by the prospect of branching out on her



Universal Studios – Islands of Adventure/acrylic inks own because the new lifestyle gave her a sense of freedom. "I really love my freedom," she says. "I've never really been a 9-to-5 person. At 2 o'clock, I really want to take a nap. But then I'm okay from 4 o'clock till 2 in the morning."

Out on her own, she designed wine labels for a startup company, and illustrations for various agencies in Miami. Graboski and Associates, a design firm, also contracted with her (along with Universal City Development Partners) for several murals, as did Royal Caribbean and Universal Studios. Aquino's artwork now stands at the Port of Entry at Universal Studios Islands of Adventure. Her illustrations had been transferred to murals seen as you walk into the theme park in Orlando.



Hispanic Theatre Festival Poster 2000/oils

Those who talk about Aquino stress her devotion to her craft and her professionalism. But when **she** discusses her work, she portrays it as a life's calling. She says that so much of what she does for fun, for relaxation, also shapes her work. She draws from all corners of life's big room. "She's always in her Japanese garden. She has an affinity for things Japanese, and also surrealist painters," Calderín says.

Asked what she does for fun, Aquino says, without hesitation: "Make sushi." She laughs–a welcoming, warm laugh–when she describes her typical day, how she is constantly drawn outdoors into her backyard. "I enjoy distraction. I don't consider myself the most dedicated person," she confesses.

That plot of land behind her home and studio, she says, can resemble a jungle, but it's her jungle. "I can hardly find my way through it sometimes," she says. There are rabbits and birds, and many other sorts of plant life and animal life.

"I may be very successful at what I do, and I enjoy it tremendously, but I enjoy so many other things, and they can get in the way," she says. "I love nature. I will go off and sit by myself in the backyard and listen to the birds.

"I love the urban part of Miami and the Everglades," she says. "It's my favorite place to go early in the morning. I get up at 5:30 in the morning, and I think that's fun, and I enjoy the sunrise. I want to express that in illustration also."

Her main interest is illustration. She loves to create, and her illustrations have improved her designs. She enjoys the flow of things, and enjoys expressing fluidity in her work.

"I really enjoy working in all forms of media," she says. "As long as I get to sit there and do it, I'm happy."

She also has forged an artistic partnership on occasion with her life partner, her husband, Rome Cosimini, an architect. He is now finishing his degree, and the two often collaborate on illustrations and designs.

"If I hadn't met him, I would probably spend half my day gardening," she says. "He jokes, 'Why don't we just open a greenhouse?' I love doing what I do, but I really do enjoy gardening. When we travel, we ignore the city, and we end up in the middle of nowhere all of the time."

The two, though, have different work styles. She admits to being the messier one, with her varied projects, ideas, and interests. She tries to keep the computer area clean, but, she says, her husband will remark, "This is your side, and this (the cleaner side) is my side."

"My side can get a little crazy. One time, I am working with colored pencils and two minutes later I am working with acrylic paintings. Children love to come to my house because there is always something to scribble with." Children are part of her future.

She says she plans to talk with students about art, to paint an optimistic portrait, to encourage them to pursue their talents.

"I think they have to love to do it, above everything else. I had early training, and I had ability since I was very young. I was about 6 or 7 years old, and I already had a paintbrush in my hand. The earlier you start, the better you can be." She pauses, and adds, "Practice does make perfect. I really do believe that. If you practice and you aren't sure, you just gotta do it over again."

Aquino is now working on a children's book with a storyline based on experiences she had on her grandmother's ranch in Cuba. She recalls the landscape, the close proximity to the natural elements she adores so much.

"Maybe that is why I love nature. I remember that being the happiest time of my life as a child," she says. The storyline, she says, is that she escapes from her mother and takes an adventure, hiding out "in nature."

"Nature," she adds, "makes me feel at peace. I feel God when I am in nature. I feel connected to the world. It is peaceful, no nonsense."

Math and the Community College

AMATYC Presses for Standards and Innovations

Philip Mahler, AMATYC president

BY MARILYN GILROY

It was born in 1974 in New York City to give voice to two-year college mathematics teachers. Its founders were individuals active in various state organizations that grew out of the mushrooming community college movement.

At that first meeting, leaders exhorted attendees to "stand up and be counted" by forming a national association. A steering committee was elected and soon created the new organization, which was dubbed The American Mathematical Association of Two-Year Colleges (AMATYC). By the following year, AMATYC was off and running, with 300 people attending its first conference in 1975.

Today, AMATYC is the only organization devoted exclusively to providing a national forum for the improvement of mathematical instruction in the first two years of college. It has approximately 2,800 individual members and more than 100 institutional members in the United States and Canada. For more than 25 years, AMATYC has provided a framework for teaching and professional standards in the ever-changing environment of higher education.

Nearly half the students enrolled in lower division collegiate math courses are at two-year colleges, say AMATYC officials. And while the principles of mathematics, such as the teaching of sound, logical thinking, have not changed, some of the methodologies have.

"There has been a reform movement going on for the last 10 years at all levels," said Phil Mahler, president of AMATYC and professor of mathematics/computer science at Middlesex Community College in Bedford, Mass. "The emphasis is on active learning methods, such as student participation, instead of more passive lecture methods. There is an emphasis on inclusion and 'mathematics for everyone' in our more and more technology-driven society."

AMATYC helps its members stay abreast of pedagogical changes and provides a forum for discussion of new trends through its meetings and workshops. Most of its activities are devoted to professional development for full- and part-time two-year college teachers.

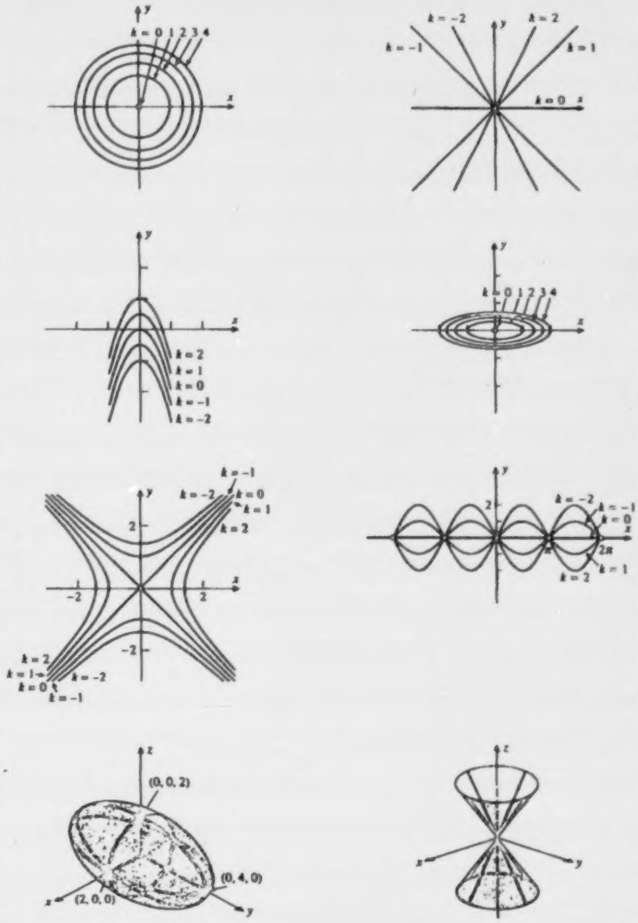
Leadership of AMATYC is currently in the hands of Mahler, a member since 1977. Like most of its members, Mahler was active for many years in a regional affiliate (in this case, the New England Mathematical Association of Two-Year Colleges). He was elected to a two-year term as AMATYC's president from 2001-2003. His goals are to preserve the organization's many strengths while addressing important educational issues.

"I hope to maintain the health of the organization in this challenging environment," said Mahler. "But one issue that I would also like to focus on is increasing classroom research in community colleges."

In general, community college teachers have little or no time for research because they maintain full teaching loads of four or five courses each semester plus committee work and student advisement. The workload leaves almost no room for projects unless a faculty member has received a special sabbatical or fellowship award. But Mahler says the need for research, especially in remedial areas, is critical.

"Community colleges do the overwhelming majority of developmental education, which is also perhaps the most problematic area for college math instructors," said Mahler. "Many in our sector are trying innovative teaching strategies to increase learning in these courses. I believe there is a need for more faculty in community colleges to quantify their successes and share what works–and what does not work–with their colleagues."

Statistics show that depending on how remedial education is defined and what level courses are designated as developmental, (i.e. first-year algebra is the norm, but in some cases, second-year algebra may also be included as remedial level), community colleges enroll between 40 percent to 70 percent of students in developmental math courses. It is a trend that is disheartening and frustrating to many community college math faculty, such as Jean Lane, professor of mathematics at Union County College in Cranford, N.J.



"When I started teaching in 1975, we offered three sections of remedial arithmetic. Now we offer between 50 and 70 sections each semester, and many students fail that at least once," said Lane. "There has been a blow to faculty morale as we offer fewer higher-level credit courses and remedial becomes more and more of our offerings."

AMATYC has tried to address these issues by exerting leadership through its policy statements, creating committees that serve as a resource to members, distributing publications, and outreach services. Most importantly, it provides opportunities for two-year college math faculty to connect with their colleagues at other institutions and share ideas about trends and exemplary teaching practices.

It is these kinds of professional support and development activities that draw two-year college faculty to AMATYC.

Lane, who is also president of MATYCNJ (Mathematical Association of Two-Year Colleges of New Jersey), an AMATYC affiliate, explained why she joined. "I became active in AMATYC during its early years and attended my first annual conference in 1976," said Lane. "I wanted to be involved with people who taught mathematics at the community college level, and I enjoyed the camaraderie of AMATYC. It gives me the opportunity to share ideas with other two-year college instructors who have the same problems that I have in the classroom. I have been active in the Mathematical Association of America, but their meetings are too research oriented and have little to do with teaching."

The founders of AMATYC would be pleased by Lane's statement because their vision for the organization was based on strengthening teaching through an exchange of ideas among members–which would ultimately improve mathematics education of students in two-year colleges.

To reach this goal, AMATYC offers a broad range of professional activities, an annual conference, and local meetings and workshops in nearly every state. Members receive up-to-date news from committees and executive board members through *AMATYC News*, published five times per year. It also includes a roundup of activities by the affiliates. Scholarly articles are published in the *AMATYC Review*, the organization's official journal.

The intensive professional development available through AMATYC included last year's Summer Institute in the Outer Banks, N.C., "Teaching in Context." Participants learned how to use interesting situations and data to enhance student understanding of mathematical ideas. Workshops explored how to incorporate such items as six months of utility bills, advertisements on road signs, and an empty gas tank into lessons involving the rate of change concept and linear functions.

"Teaching mathematics in the context of these situations has real potential for helping students understand the concepts being presented in the classroom," said Institute Director Ed Laughbaum of Ohio State University, who was an instructor for several sessions.

AMATYC also supports its members by making recommendations about everything tangential to mathematics education, including the quality of textbooks, working conditions for adjuncts, and the instructional use of technology. AMATYC guidelines call for the routine use of graphic technology, including calculators and computer algebra systems, in the mathematics classroom.

"Electronic technology can do much of the mathematics' manipulations for us," said Mahler. "This forces math educators to revisit course content."

Perhaps AMATYC's most ambitious undertaking in the area of policy making was the development of the groundbreaking document, "Crossroads in Mathematics: Standards for Introductory Mathematics Before Calculus," produced and adopted in 1995 through grants from the National Science Foundation (NSF) and the Exxon Education Foundation. The principles and recommendations in "Crossroads" have been at the core of many of AMATYC's initiatives in the last few years. It is considered a major effort to establish program standards that bridge the gap between high school mathematics and college calculus. "Crossroads" acknowledged the conundrum of needing an adequately prepared workforce in the areas of mathematics, science, engineering, and technology while facing a large number of underprepared students who seek postsecondary education. The standards include specific guidelines for course content in algebra, geometry, probability, statistics, and use of technology, while focusing on these general principles:

- All college students should grow in their knowledge of mathematics while attending college;
- The mathematics that students study should be meaningful and relevant;
- Mathematics must be taught as a laboratory discipline (including active student participation and in-depth projects);

- The use of technology is an essential part of an up-to-date curriculum.

When "Crossroads" was released, it was the culmination of years of efforts to reform mathematics education.

"AMATYC took a leadership position with this document," said Mahler.

Many institutions accepted the recommendations in "Crossroads," in part because AMATYC aggressively reached out to conduct regional and local workshops to help faculty implement the suggested strategies. It also instituted annual awards to be given to colleges producing exemplary programs based on the "Crossroads" guidelines.

Although the document has been widely adopted, Mahler believes it is time to update and revise it, a task he hopes to tackle during his term.

President Mahler also has a wish list of what he would like to see happen on a state and national level to improve math education.

"State funding of community colleges is an ongoing problem because it is inadequate and unreliable," he said. "But at the national level, we need to institute math specialists in grades K-8. We must ensure that teachers of mathematics in grades 9-12 have credentials in mathematics, and provide more professional growth opportunities for K-12 teachers. And of course, better teacher pay."

In addition, he wishes the national leaders would use "the bully pulpit" to sell the importance of math and science to the quality of life for all Americans.

"We need to work to foster more participation by underrepresented groups," said Mahler.

Looking ahead to the future, there are several other items on AMATYC's agenda, including the globalization of mathematics education. Like many other disciplines, mathematics has gone "international," with AMATYC members recently traveling to Japan as part of a delegation of educators to study Japanese curriculum and teaching methods. With the help of translators, Japanese and U.S. educators discussed curriculum and instructional practices in the two countries. In one session, Japanese teachers presented an actual class lesson, which was followed by a discussion of the teaching techniques and suggestions for improvement. AMATYC has also been involved in efforts to educate the international mathematics community in the role of the two-year college.

On another front, AMATYC has been examining the quality of distance learning in community college mathematics through its Distance Learning Committee, headed by Nancy Sattler of Terra Community College in Ohio. Many institutions are offering online math courses, and questions are being raised regarding quality control and consistency. Sattler's committee has been developing a comprehensive survey of current practices that might serve as the basis of a new policy statement.

$$u = x^3,\ du = 3x^2dx;\ \frac{1}{3}\int \sec^2 u\,du = \frac{1}{3}\tan u + C = \frac{1}{3}\tan(x^3) + C$$

$$u = \cos 2t,\ du = -2\sin 2t\,dt;\ -\frac{1}{2}\int u^3du = -\frac{1}{8}u^4 + C = -\frac{1}{8}\cos^4 2t + C$$

$$u = \sin 3t,\ du = 3\cos 3t\,dt;\ \frac{1}{3}\int u^5du = \frac{1}{18}u^6 + C = \frac{1}{18}\sin^6 3t + C$$

$$u = 5 + \cos 2\theta,\ du = -2\sin 2\theta\,d\theta;\ -\frac{1}{2}\int u^{-3}du = \frac{1}{4}u^{-2} + C = \frac{1}{4}(5 + \cos 2\theta)^{-2} + C$$

$$u = 2 - \sin 4\theta,\ du = -4\cos 4\theta\,d\theta;\ -\frac{1}{4}\int u^{1/2}du = -\frac{1}{6}u^{3/2} + C = -\frac{1}{6}(2 - \sin 4\theta)^{3/2} + C$$

$$u = \tan 5x,\ du = 5\sec^2 5x\,dx;\ \frac{1}{5}\int u^3du = \frac{1}{20}u^4 + C = \frac{1}{20}\tan^4 5x + C$$

$$u = \tan x,\ \int \frac{1}{\sqrt{1 - u^2}}du = \sin^{-1}(\tan x) + C$$

$$u = \cos\theta,\ -\int \frac{1}{u^2 + 1}du = -\tan^{-1}(\cos\theta) + C$$

$$u = \sec 2x,\ du = 2\sec 2x\tan 2x\,dx;\ \frac{1}{2}\int u^2du = \frac{1}{6}u^3 + C = \frac{1}{6}\sec^3 2x + C$$

$$u = \sin\theta,\ du = \cos\theta\,d\theta;\ \int \sin u\,du = -\cos u + C = -\cos(\sin\theta) + C$$

$$\int e^{-x}dx;\ u = -x,\ du = -dx;\ -\int e^u du = -e^u + C = -e^{-x} + C$$

$$\int e^{x/2}dx;\ u = x/2,\ du = dx/2;\ 2\int e^u du = 2e^u + C = 2e^{x/2} + C = 2\sqrt{e^x} + C$$

$$u = \sqrt{y + 1},\ du = \frac{1}{2\sqrt{y + 1}}dy,\ 2\int e^u du = 2e^u + C = 2e^{\sqrt{y+1}} + C$$

$$u = \sqrt{y},\ du = \frac{1}{2\sqrt{y}}dy,\ 2\int \frac{1}{e^u}du = 2\int e^{-u}du = -2e^{-u} + C = -2e^{-\sqrt{y}} + C$$

$$u = x - 3,\ x = u + 3,\ dx = du$$

$$\int (u + 3)u^{1/2}du = \int (u^{3/2} + 3u^{1/2})du = \frac{2}{5}u^{5/2} + 2u^{3/2} + C = \frac{2}{5}(x - 3)^{5/2} + 2(x - 3)^{3/2} + C$$

$$u = y + 1,\ y = u - 1,\ dy = du$$

$$\int \frac{u - 1}{u^{1/2}}du = \int (u^{1/2} - u^{-1/2})du = \frac{2}{3}u^{3/2} - 2u^{1/2} + C = \frac{2}{3}(y + 1)^{3/2} - 2(y + 1)^{1/2} + C$$

$$\int \sin^2 2\theta \sin 2\theta\,d\theta = \int (1 - \cos^2 2\theta)\sin 2\theta\,d\theta;\ u = \cos 2\theta,\ du = -2\sin 2\theta\,d\theta,$$

$$-\frac{1}{2}\int (1 - u^2)du = -\frac{1}{2}u + \frac{1}{6}u^3 + C = -\frac{1}{2}\cos 2\theta + \frac{1}{6}\cos^3 2\theta + C$$

Meanwhile, ongoing issues continue to demand AMATYC attention. One is the growing use of adjunct faculty to teach mathematics. At some colleges, adjuncts teach as many as 70 percent of the math courses, meaning a student has a 3-in-10 chance of taking a class from a full-time instructor.

"One of the biggest problems facing two-year college math education is the proliferation of adjuncts," said Lane. "Some are good, some aren't."

Even though AMATYC has presented a position paper on the hiring of adjuncts and guidelines for their working conditions, it is a difficult variable to control because of budgetary advantages cited by many colleges in defense of adjunct policies.

There is also the issue of what Lane calls "the steady deterioration of our students' abilities," an observation borne out by the poor performance of U.S. students on standardized math tests. She says it is combined with a lack of motivation on the part of some students.

"What frustrates me is talking to students who don't care or don't try because they don't want to," said Lane.

But Mahler has a different take on the issue of underprepared and underachieving students.

"U.S. higher education is reaching out to a much greater percentage of high school grads today. This is leading to more and more need for remedial courses in college," he said.

"The best students today are as good as ever. But today, most high school grads believe that at least some college education is important for career options," he said. "As a result, we see more underprepared students in our colleges and universities. Also, our best students don't seem to be choosing 'hard' majors such as computer science and math."

Despite some frustrations, both Mahler and Lane are enthusiastic about the personal rewards that they get from teaching math.

"I like the interplay with students in general and the feeling of satisfaction I get when a student at any level understands and appreciates what I've taught him/her, the moment when they finally 'get it,'" said Lane.

Adds Mahler, "It is very satisfying to empower students to reach their educational and career goals."

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The Honor Roll

East Los Angeles College

Largest of the Public Two-Years in L.A., and Growing

BY ROGER A. DEITZ

Ernest H. Moreno, president of East Los Angeles College, wants us to know that his institution offers "an ever-increasing scope of exceptional educational arenas."

President Moreno says that at the same time, "Constant academic growth has made East Los Angeles College one of the most distinguished community colleges in California." He reflects, "We have continued to increase the quality of education for our students while increasing the depth of our class offerings. During this past year, the College has also increased its partnerships with business and industry, creating a smooth transition from high school through community college directly into the work force.

"All of these innovations have the single focus of providing the most relevant education to each student enrolled at our college. A part of this growth has been the expansion of the facilities at East Los Angeles College to bring education into the community. Each year, thousands of new students enroll on our main campus plus our off-site locations–East Los Angeles College Education Center at South Gate, Huntington Park, Commerce, Montebello, and Lincoln Heights. During the last three years, our College has experienced tremendous growth until we now have the largest enrollment of all the community colleges in the Los Angeles Community College District.

"Our motto is 'Your future begins here.'"

For the 1999-2000 academic year, ELAC graduated 802 Hispanic students, becoming "the top California degree and certificate producer, and second only to Miami-Dade Community College nationally" for Hispanics. Its strategies to increase student success include "tutoring programs, well-equipped computer learning centers, and initiatives to facilitate university transfer."

East Los Angeles College auditorium

As its mission, East Los Angeles College is dedicated to "providing quality educational opportunities, programs, and support services to a culturally diverse community in a dynamic urban setting." President Moreno, known affectionately as "Ernie" around campus, observes, "Historically, Hispanics have been able to rely on ELAC as a foot in the door of higher education, largely because we are affordable, accessible, and flexible enough to meet the needs of minority students. We are expecting enrollment to continue the upward spiral of the last decade. Now the challenge is to

Ernest H. Moreno, East Los Angeles College president

increase student success and access to higher education."

Dr. Moreno concludes, "For more than half a century, our tradition has been to place student success at the top of our list. Now that lifelong learning has become a way of life in today's society, each individual student has a separate commitment and agenda to further his or her education." The president points out that ELAC's administrators, faculty, counselors, and staff are prepared to help the students take the necessary steps to complete their educational goals, and that programs and services have been designed to fit "specific needs," whether that student is "a recent high school graduate, a working adult in need of retraining, or a retiree."

East Los Angeles College was established in June 1945 by the Los Angeles City Board of Education. It opened for classes in September of 1945 on the campus of Garfield High School with an enrollment of 380 students and a faculty of 19. The College moved to its present 82-acre location (now Avenida César Chávez) in 1948, to settle in the city of Monterey Park, six miles from the Los Angeles Civic Center.

Today, ELAC is the largest of nine public two-year colleges within the Los Angeles Community College District. Total enrollment of LACCD is 135,083. ELAC enrolls approximately 24,000 students, and it employs more than 400 faculty and 200 classified staff. The College administrative staff consists of the College president, three vice presidents, six deans, six associate deans, and eight classified managers. ELAC serves the 16 communities of Alhambra, Bell, Bell Gardens, City of Commerce, Cudahy, East Los Angeles, Huntington Park, Los Angeles, Maywood, Montebello, Monterey Park, Rosemead, San Gabriel, South San Gabriel, South Gate, and Vernon. The College has opened the ELAC Educational Center at South Gate. Its other satellite campus is the Los Angeles County School of Nursing and Allied Health. The College also maintains several other community locations. The LACCD will benefit from the recently passed Proposition A, and use bond funds to build and renovate facilities on all nine campuses. ELAC will break ground on a new Technology Building next year. The building, which will replace older facilities, will offer approximately 100,000 square feet of

Honor Roll Facts in Brief

INSTITUTION
East Los Angeles College

LOCATION
1301 Avenida César Chávez
Monterey Park, CA 91754-6099
(323) 265-8650

ESTABLISHED
1945

ENROLLMENT
Approximately 24,000 (80 percent Hispanic)

DEGREE OFFERINGS
Associate's
Certificates

ANNUAL TUITION AND FEES
$390 In District (students on public assistance may be exempt)

FACULTY
569 (253 full-time with 73 full-time Hispanic faculty)

SEVERAL DEGREE PROGRAMS
Art
Chicano Studies
Electronics and Computer Technology
Engineering
International Business

NOTABLE HISPANIC-SERVING ORGANIZATIONS
Spanish Club
MESA Program
Vincent Price Gallery

INTERNET ADDRESS
www.elac.cc.ca.us

space designed to house seven college programs.

Annual tuition and fees run to about $390 for in-district students, but students on public assistance may be exempt. Of the total enrollment of more than 24,000 students, 80 percent are Hispanic; 15 percent, Asian; 3 percent, White; and 2 percent, African American. Students from 38 countries are represented for a total international population of 529 students, and there are 790 students enrolled who attended high school in other countries. The most current information notes a total of 569 faculty, of whom 253 are full-time. Minority faculty number 269 of the total and 118 of the full-timers. There are 36 male and 37 female Hispanic full-time faculty and 51 male and 26 female Hispanic hourly or part-time faculty. ELAC hosts the MESA Program (Mathematics, Engineering, and Science Advancement) for disadvantaged students which, "to the extent possible by law, emphasizes participation by students from groups with low eligibility rates to four-year colleges."

Weingart Stadium at East Los Angeles College

The MESA California Community College Program (MESA CCCP) components include an orientation course that acquaints first-year students with college transfer requirements, cultivates their academic planning and study skills, and introduces them to career opportunities. Academic Excellence Workshops help students maintain high academic standards through study groups. Through this peer-based approach, students master the highly technical material and complex concepts while they develop effective study skills. Students in the program have access to a MESA CCCP study center, open to students for meetings and as a study area. Staff, faculty, and volunteers provide career counseling and advice, while counselors offer support and coordinate campus resources to help students transfer to four-year institutions, while establishing majors in mathematics, science, or engineering. Trips to industry sites, presentations by technology professionals on career options, career mentors, field internships, and summer employment round out the program.

The Jaime Escalante Program is an advanced mathematics program that serves Hispanic high school students who may transfer to ELAC, which, by the way, has a Title V Grant as a Hispanic Serving Institution.

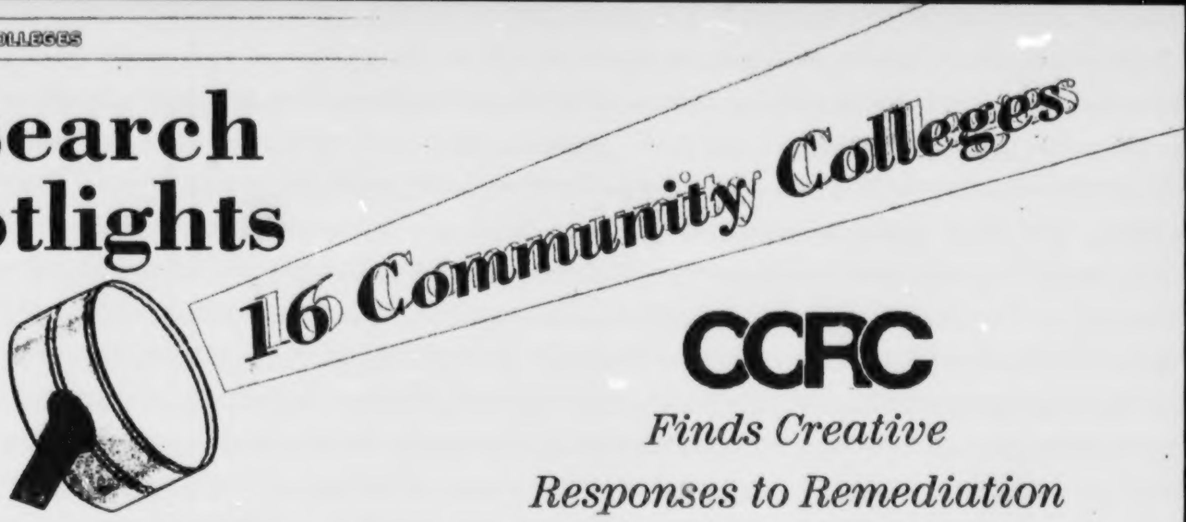
Of particular note on campus is ELAC's Vincent Price Art Gallery, the first institutional gallery to serve the East Los Angeles area. It is a cultural center that benefits the College and its community by offering significant exhibits that would otherwise be unavailable, providing all of Los Angeles with the resource of a regional showcase. The quality of exhibitions has earned the gallery wide acclaim, and become a source of great pride for the community, attracting as many as 20,000 visitors to each show. In addition to exhibits, the gallery program provides valuable museum training and experience for students enrolled in Art 504, "Materials and Techniques," and Art 519, "Display Techniques." Beginning in 1951, Price, a noted actor and art collector, donated art objects from his personal collection, establishing the first "teaching art collection" owned by a community college and making ELAC one of the few colleges in the U.S. with the resource of a major art collection. The Vincent Price Collection contains more than 2,000 pieces with an estimated value of more than $5,000,000. The collection includes art from Africa, Peruvian and Mexican artifacts dating from 300 B.C., North American Native American art, and works from the Renaissance to the present day. A permanent gallery was constructed in 1958 to facilitate the display and storage of the collection and was named in honor of Vincent Price.

Gallery productions have offered the public African Congo Sculpture, Form and Inner Ear (sculpture for the blind), Near-East Art, Chicanismo En Al Arte, and Creators of Modern Mexican Art. The gallery has also presented works by local artists, and present and past student-artists of the College.

East Los Angeles College recently commissioned noted Mexican artist Raúl Anguiano to paint a mural in the foyer of the Ingalls Auditorium/Edison Center for the Performing Arts. Sponsored by the ELAC Foundation, the mural will be an autobiographical vision of Anguiano's distinguished career as one of the most prominent Mexican artists of the 20th century. A ceremony celebrating "the first brush stroke" was held last August. Community members, college faculty, and the ELAC Foundation members joined Congresswoman Hilda Solis and President Moreno at the dedication ceremony to honor this contemporary of José Clemente Orozco, David Alfaro Siqueiros, and Diego Rivera.

"Commissioning the mural continues the College's commitment to bring art to our community. We see the Anguiano mural as a centerpiece to the performing arts auditorium that hosts free performances for area schools and the public," remarked the president. The Edison Center for the Performing Arts, located within the Rosco C. Ingalls Auditorium, was funded by a generous grant from Southern California Edison. The Los Angeles Philharmonic, Dance Theater of Harlem, and theater productions presented by the Mark Taper Forum touring program are among the many events held there. Funding for the Anguiano mural project has been made possible through the support of the East Los Angeles College Foundation. The foundation supports the College by generating scholarships and other beneficial activities.

Research Spotlights



CCRC

Finds Creative Responses to Remediation

BY MICHELLE ADAM

> ***"We want to focus on issues of what teaching is going on, who finishes, why people finish, why people don't finish. Is it a problem?"***
>
> THOMAS R. BAILEY,
> DIRECTOR OF CCRC

Back in 1996, when the Community College Research Center at Teachers College, Columbia University (N.Y.), first opened its doors, it was venturing into largely uncharted waters. With support from the Alfred P. Sloan Foundation, CCRC set out to promote and conduct research on major issues affecting the development, growth, and changing roles of community colleges in the United States.

Thomas R. Bailey, director of CCRC, said that research on community colleges "wasn't common at all."

When CCRC started, conferences of professional organizations devoted few if any sessions specifically to community colleges, he said. "But in the past five years, since we have existed, a lot more people have become interested in community colleges in general."

Bailey attributes some of this research growth to the fact that foundations, historically strong supporters of training programs, are now turning their attention to community colleges.

"The federal interest in vocational education has traditionally been focused on secondary schools, and I think that is shifting somewhat toward postsecondary schools, and that means community colleges," said Bailey. "There are a lot of indications. If you go to the ARA conference now, you will find many community college sessions. Five years ago, you would have really had to search hard to find one."

Today, CCRC is well established, with nine research fellows, two research associates, and nine senior research associates, primarily professors who balance their teaching careers with research conducted through the Center. In the past five years, CCRC has presented approximately 50 papers on a wide range of topics, among them community college missions, economic benefits of sub-baccalaureate education, remedial education, state policies in regard to community colleges, and community college policy directions for K-14 education.

CCRC has built a research niche, and has many reasons for doing so, as does the Sloan Foundation.

"It's a huge set of institutions that, depending on how you count, are numerically as large as the four-year institutions. Plus, of course, they enroll minorities in higher numbers. Hispanics are very much overrepresented in community colleges," said Bailey. "All sorts of social policy issues–poverty, language barriers–are in a way more relevant to community colleges than four-year schools. If you are going to look for people who have greater barriers to achievement in higher education, you are going to find many more of them in community colleges. This suggests that these are institutions that need to be studied."

And, Bailey added, "A lot of higher education research is focused on the question of access. I don't think that's the most important issue in community colleges, because they are pretty much open access. The question to ask is 'what happens to the students once they get there?'

"We want to focus on issues of what teaching is going on, who finishes, why people finish, why people don't finish. Is it a problem? Another question to ask is what to do about inadequate preparation of students that they get. What do you do about providing a college-level education if a large bunch of your students aren't prepared? With different objectives at community colleges, what does it take to effectively serve these students?"

Currently, CCRC is engaged in a large research project that includes 10 research areas. Among the 10 are: alternative pathways for students through postsecondary education; roles colleges are playing in workforce development; connections between the high school and community college; the rise of new competitors; state and federal accountability and assessment; distance education; and remediation. All are works in progress.

While many of these projects are likely of interest to our readers, we will take a closer look at current research on just one–remediation. We interviewed Dolores Parent, associate professor of psychology and education at Teachers College, director of The Reading Specialist Program, and senior research associate at CCRC. She began her research on remediation and academic preparedness at community colleges approximately a year ago. Although Parent's project is by no means complete–short of halfway through–she shared with us some potentially valuable information on her most recent findings.

In looking at remediation and academic preparedness, Parent addresses a core concern and issue that pervades community colleges. Because these institutions are committed to open access, and especially attract a diverse group of students from a variety of backgrounds, they run a greater risk of drawing in students who are less prepared for college than those who attend a more selective four-year institution. Remediation–which is provided, according to the National Center for Education Statistics, at virtually all community colleges–has become a means of addressing this issue.

With this in mind, Parent's research analyzes the characteristics and outcomes of remedial reading, writing, and math education in depth at 15 community colleges. She tries to understand whether and how remedial education is changing, and the reasons for and consequences of change at the participating sites. She is especially concerned with the academic preparedness of the student body, and the effectiveness of remedial education.

"So many people we've talked to describe very serious academic skill needs among the entering students and beyond, and the colleges are responding to those needs in various ways. Success in any academic endeavor really depends on those basic skills–the ability to read a textbook and to really understand the content, the ability to write term papers. And math is important for a number of different degrees. If students aren't able to perform these basic skills, they are really going to be handicapped," said Parent. "Numerically, many students do test into remediation. They turn up at the college door without the skills that the college instructors are expecting to get."

In conducting her research, Parent has focused much of her effort on conducting interviews with faculty, students, administrators, and state policymakers across 16 community colleges. To date, she has visited 11 community college sites in the states of California, Illinois, New York, Florida, Texas, and Washington (all chosen in an effort to be geographically representational and to focus on well-developed community college systems) and has talked with 483 people.

On her site visits, Parent also observes classes, gathers reports generated by colleges and policymakers, and looks at assessment tools used. She gathers information from the colleges that is then used for quantitative data for a study that is primarily qualitative in nature. Throughout her study, she also includes verbatim quotes (with names intentionally left out) that best represent the findings of her study.

Community College Research Center team: (l. to r.) Yukari Matsuzuka, Vanessa Morest, Kerry Charron, Tia Dole, Lisa Rothman, Dolores Perin, Gretchen Koball

What may be surprising in Parent's initial findings is the large number of students tested for remediation upon arriving at community colleges. The following information was reported by Parent to the 3rd National Conference on Research in Developmental Education in Charlotte, N.C., on Oct. 24-27, 2001:

- Widespread and growing need for remediation of entering community college freshmen–In one county, 31 percent of high school graduates required developmental writing; 44 percent, reading; 68 percent, math. At one site, 40 percent of incoming freshmen take placement tests; of these, 70 percent place in remedial math. At the same site, 10 percent of students enroll in remedial courses. At another, 85 percent of incoming freshmen tested into developmental education (34 percent, reading; 48 percent, writing; 79 percent, math). At one site, lack of academic preparation has become a primary concern of trustees.

- Faculty attribution of growing need to changing demographics such as increase in immigration, and to poor high school preparation–At one site, 90 percent of the students come from the lower half of high school classes.

"I would say that among community colleges in general, there's going to be 45 percent to 65 percent, depending upon where in the country you are talking about, of students who are developmental. And I don't care if they come from the workplace, high school...it's just a fact. That's what we deal with. That's part of our population. And I

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think those percentages have been very persistent. And I think they might even be a little higher now, because we are having an influx of people from other countries. A lot of Japanese, a lot of Russians, there's a lot of Latinos. The population is shifting to a lot of foreign-born." (Anonymous quote)

Parent reported the following: "Interviewees are telling us that academic skills are not as strong as they used to be. They attribute that, at least partly, to the changing demographics, and part of this is immigration. Probably the Spanish speakers are the largest part of the immigrant population. So, by implication, Hispanic students are overrepresented among people who need help."

While the number of students scoring in need of remediation classes is high, Parent has so far discovered that those scoring in need are not necessarily **attending** remediation classes.

"Many of the colleges are not requiring that students go to these classes even though they have tested in need of them. And many students are shocked to find that after having graduated from high school, they are determined to be in need of remediation. They decide that they are not," she said.

"*Students don't want to take remedial courses. No. 1, they don't have the time. They don't have the money. They don't see the benefit. But those who do stick with it eventually are more successful. The problem is, we can't force a kid to take a remedial course. We advise them. If they choose not to follow our advice*..."

Students with poor basic skill levels are also less likely to take a non-credit remediation class while being required to take a specific credit load in order to receive financial aid, explained Parent from her research. To add to this, "There's a large dropout rate in remediation classes (50 percent dropout rate per semester reported at two sites). It seems that many of them drop out of college. If colleges want to protect their enrollment, which they do, it is not tenable to assign students to the type of instruction that is going to cause them to drop out. Colleges may not find a lot of incentive in enforcing [remediation] policy."

> ***"Many of the colleges are not requiring that students go to [remediation] classes even though they have tested in need of them."***
>
> DOLORES PARENT,
> SENIOR RESEARCH ASSOCIATE, CCRC

Parent has uncovered what she describes as a "tension" at community colleges between maintaining academic standards (wanting to enforce remediation in order to avoid teaching "down" in credit-level courses), adhering to non-discriminatory policies (not enforcing remediation because it may be seen as the equivalent to discriminatory tracking policies), and maintaining retention (avoiding the high dropout rate in remediation classes).

The challenge within this paradigm, however, is the same: addressing the growing needs of students that enter community colleges unprepared. In order to focus on this issue, Parent is directing her research to other forms of remediation at community colleges as well–ones that may not currently be seen as remediation, yet serve this exact purpose.

In her study, Parent takes note of learning centers, a place where students in need are tutored and given assistance with class assignments. "The participation rates seem very, very high at these centers. I'm arguing that these centers are providing a very important form of remediation," she said. Parent noted in her research that what students learn in learning centers seems better aligned to course subject matter than developmental courses.

Other methods of teaching Parent has observed under what she is calling remediation is the modification of credit-classes, as well as writing across curriculum, a process by which students are required to build their writing skills within all disciplines. "The fact that writing across curriculum has become fairly important in community colleges suggests they are filling a certain remedial need," she said.

In looking closely at how community colleges are solving problems unique to them–especially the challenge of serving an extremely diverse population with low-academic preparedness–Parent hopes to inform policymakers. In her report, she concludes thus far that there is a lack of institutional research necessary for instructional planning.

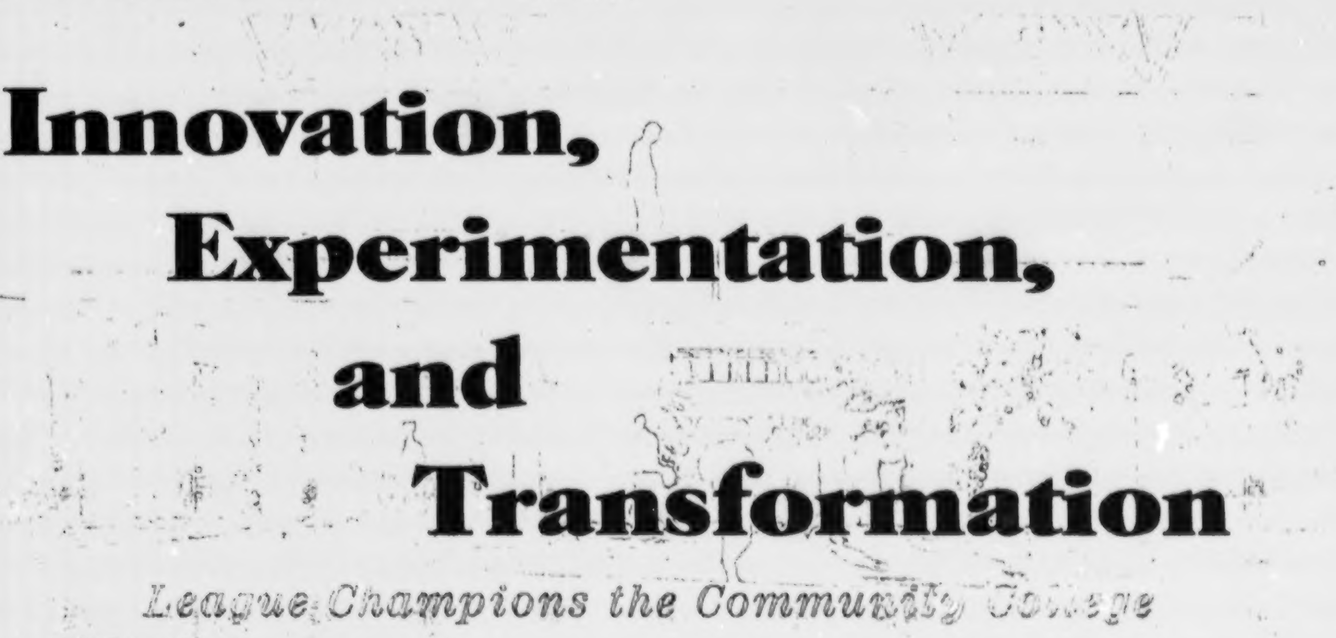
"I really don't think anyone has researched community colleges with the amount of depth we are going into. There is so little that has been done with any depth at the community college level," she said.

When Parent presented her research findings to a community college audience last October, she was surprised by the response. "I couldn't believe how positively they received the work. They said the quotes were so real to them. They felt it really represented the situation as they saw it in developmental education," she said.

Parent expects to have further information on race and ethnicity by the completion of her report in June 2002. She will have gathered this information from data provided by the colleges participating in the study.

"These colleges are learning how to fulfill a need. They are the first stop for so many people in this country in terms of higher education. It's really important that these institutions are given the type of support they need," said Parent. "They are very much understudied. To the extent that we can show how they are solving some very basic problems that no other higher education institution wants to deal with, I think we will have helped increase educational equity."

Although Parent is very pleased with her findings thus far, she comments, "This is only touching the tip of the iceberg. There will probably be much more."



Innovation, Experimentation, and Transformation

League Champions the Community College

BY **INÉS PINTO ALICEA**

For nearly 35 years, the League for Innovation in the Community College has helped shape the community college movement and pioneered innovative solutions to the educational challenges these institutions encounter.

Robert Griffin, vice president for student services and institutional research at De Anza College in Cupertino, Calif., said the League has played a vital role at a national level for the community college movement.

"With 108 community colleges in California, we're very focused on events in California, but the League is an organization that represents community colleges nationally and internationally," said Griffin, who is active in many League activities and programs. "Its focus is broader than that of individual community colleges."

The League, a Phoenix-based international organization founded in 1968, advocates increased recognition of the important role community colleges play in the overall educational system and strives to improve them through innovation, experimentation, and institutional transformation. It hosts conferences and institutes, develops Web resources, conducts research, produces publications, provides myriad services, and leads projects and initiatives with member colleges, corporate partners, and other agencies. Its efforts make a positive difference in community college education and in the lives of millions of educators and students.

The League's eight major areas of focus are technology, learning, leadership, student success, workforce development, research and practice, resource development, and diversity and equity.

Mark Milliron, president and CEO of the League, says community colleges are experiencing a number of major shifts and challenges that will likely change the face of community colleges in many ways. Many organizations, he said, are "not as stressed as community colleges are in working with so many different constituencies."

Two challenges faced are: dealing with the rapid changes in the world so they are integrated into curriculum development and incorporating technology in the learning process. Updating curricula, he says, is a must. Moreover, Milliron said that community colleges are undergoing a "learning renaissance," a positive step that means they're focusing on what is important–the improvement and expansion of learning. For community colleges, this also means that while they are moving forward toward more Web connectivity and technology-based instruction, they also are being more judicious in using technology for learning, he said.

"A lot of educators thought that technology would solve all educational problems," said Milliron. "The thoughtful use of technology can improve and expand learning if used correctly. But if it is used poorly, it gets in the way and confounds the learner."

The League actively promotes the application of information technology to improve teaching and learning, student services, and institutional management. Each year, it hosts the Conference on Information Technology (CIT)–the largest of its kind in higher education. This state-of-the-art event offers diverse learning options, hands-on computer labs, exhibits, international distance-learning links, and an asynchronous learning community. Also, the League founded the Transformational Learning Connection, an asynchronous, Web-based learning community, and has coordinated a national demonstration Internet-in-Education project, funded by the U.S. Department of Education, in which community colleges serve as conduits for training K-12 teachers to integrate Internet technologies into their curricula.

At the same time, through its Learning Initiative, the League is spearheading efforts to develop more learning-centered community colleges. The goal is to help community colleges develop policies, programs, and practices that emphasize learning and overhaul the traditional architecture of education.

Among the efforts under way is the 21st Century Outcomes Project in which 16 League colleges design and test new outcomes-based methods for defining, delivering, and documenting student learning. The League also published monographs titled *Creating More Learning-Centered Community Colleges* and *Developing Professional Fitness through Classroom Assessment and Research* and produced, with the PBS Adult Learning Service, three interactive national videoconferences on the learning revolution.

Community colleges also must deal with the demands of students and corporations that expect them to train and retrain the nation's workforce. More than 10 million students are served by two-year colleges each year–many of them first-time college attendees, returning students, women, and minorities.

An estimated 55 percent of Latino undergraduates are now enrolled in community colleges. It is expected that by 2015, minority enrollment at community colleges will grow by 12 percent while the enrollment of Whites will decrease by 8 percent, said League officials.

Milliron said overall student college enrollment is expected to increase by nearly 3 million to 16 million within the next five years and that colleges across the country are preparing for that increase. At the same time, many people are seeking to upgrade their skills and are turning to community colleges for workforce training programs. More than 40 percent of the adult population is already involved in some sort of adult education program, with nearly half specifically involved in workforce development programs, Milliron said. More than 25 percent of those students already have bachelor's degrees, he said.

The league is very involved in the expansion and improvement of workforce training programs in community colleges in the U.S. and Canada, and helped develop national guidelines for student success in tech-prep programs in community colleges.

At its annual international conference, "Innovations", the League dedicates many sessions to exploring workforce development. This conference showcases, explores, and integrates innovations in teaching and learning, student services, workforce development, programs for "at-risk" students, and leadership and organization.

The League has published several "best practice" monographs on workforce development. The organization also created the Business and Industry Services Network (BISNET) as a forum through which leaders can share ideas and resources on workforce development.

One of the biggest challenges that community colleges currently face is the high turnover in leadership. Many community college presidents and vice presidents are at retirement age, and the pool of candidates ready to take over their positions is said to be small. Forty percent of college leaders responding to a recent league survey said that they expect to retire within five years. Colleges need leaders who can quickly adapt to the vast changes community colleges are encountering and help the organization be "nimble" as well, said Milliron. The League and others are trying to increase leadership-training programs to increase the pool of candidates, including those of diverse backgrounds.

The League's Executive Leadership Institute (ELI), which prepares senior-level administrators for the community college presidency, features more than 20 community college CEOs and senior educators as faculty. Since 1988, more than 120 graduates of the ELI program have become community college presidents. Since 1980, the League, the American Association of Women in Community Colleges, and the Maricopa Community Colleges have sponsored the National Institute for Leadership Development, a program that has prepared more than 4,000 women for leadership positions in community colleges.

Each month, the League publishes *Leadership Abstracts*–a brief on key leadership issues, distributed to more than 22,000 presidents, trustees, and senior administrators, nationally and internationally. Four times a year, the League conducts the "What Do CEOs Want to Know About?" survey of more than 570 community and two-year college leaders. These surveys provide valuable benchmark data to member CEOs and help inform the League's national and international projects.

Turnover is high among the faculty ranks in community colleges; and colleges are trying to find ways to address that, particularly since enrollments are expected to increase and more people are seeking the help of community colleges in workforce training programs.

"The current cohort of faculty was hired, for the most part, during the boom years of the 1960s when a new community college was opening almost every week," wrote Milliron and Cindy L. Miles in their book, *Taking a Big Picture Look at Technology, Learning, and the Community College*. "These faculty have been the conduits for the core values of the community college movement for almost four decades and have helped shape our current college programs and services to meet the needs of students. It is difficult to determine the impact their mass retirement will have on the colleges."

Another important focus for the League are the issues of diversity and equity. The League has developed an effort, the Tolerance Project, which encourages community colleges to incorporate issues of tolerance in their curriculum development. The League has developed tools to share with community colleges to promote recognition and respect for diversity and differences in race, ethnicity, lifestyle, and perspective on campus and in the community. Another League effort is the Digital Divide Project, in which it has partnered with organizations to bridge the technology gap for digitally disenfranchised populations. The league produced a book called *Access in the Information Age: Community Colleges Bridging the Digital Divide*.

According to the National Telecommunications and Information Administration, in 1999, although more than half of all White households had computers and Internet access, less than a quarter of African American and Hispanic families had computers at home and less than 10 percent of these families had home access to the Internet.

"Schools that serve primarily minority and low-income populations are not benefiting from the use of classroom computers to the same extent as students who attend largely White schools," said the League book.

In fact, the Educational Testing Service reported that schools with high concentrations of low-income and minority students usually offer fewer computer literacy learning opportunities because they have the highest ratio of students to computers, the book added.

Gerardo de los Santos, the League's vice president for advancement, and co-author of the book, said community colleges must play an important role in bridging the digital divide.

"Community colleges are the major point of initial higher education for the majority of minority students," said de los Santos, who is working on the second book of the League's three-part book series on the digital divide. Scheduled for release in the spring, its proposed title is *Digital Divide to Digital Democracy*. The first book defined the digital divide facing community colleges and shared stories about strategies some use to address the issue. The second book will also be concerned with addressing the problem and the challenges faced in closing the gap.

"It's not just an issue of access to computers and access to the Internet," said de los Santos. "A corporation can not donate 400 computers to a community college and expect the problem to be solved. It's about training students to be comfortable with the technology and creating a culture around it."

For more information about the League, contact the League for Innovation in the Community College, 4505 East Chandler Boulevard, Suite 250; Phoenix, Arizona 85048; phone: (480) 705-8200; fax: (480) 705-8201; and Web site: www.league.org.

Clinton and Hispanic Education: An Accounting

The Record is Clear and Impressive

BY JUAN CARLOS MALDONADO

Now that a year has passed since he left the White House, we can begin to evaluate President William Jefferson Clinton's impact on the education of Hispanic Americans over his tumultuous eight years. He was an activist. But did he really move the Hispanic agenda forward? Did he propose programs specifically for Hispanics or were Hispanics merely carried along on policies created to help many others?

Regardless of one's political affiliation and irrespective of Clinton's political motivations, his record is clear. It is also impressive. He did a lot for education, a lot for K-12 as well as for higher education. Many Hispanics benefited.

Maintaining his longtime commitment to education, born out of his modest beginnings, President Clinton sponsored and presided over the largest investment in education in 30 years–the largest investment in higher education since the G.I. Bill–by doubling student aid to $60 billion.

Let's examine Clinton's initiatives, specifically those that impacted Hispanics.

In 1994, Clinton appointed an Advisory Commission to study and oversee the improvement of education for Hispanics. Its detailed, action-oriented reports identified factors impacting attainment of educational excellence, corrective policy actions, and plans for program development and funding. Ultimately, Clinton agreed that Hispanic Serving Institutions (HSIs) should have more input regarding educational goals and issues of concern to Hispanics.

Hispanic Education Action Plan

Clinton's White House crafted and enacted a Hispanic Education Action Plan. Its goal was to reach out to Hispanic youngsters to encourage them to stay in school, do well academically, graduate from high school, and then go to college. To accomplish those goals, the Action Plan included significant increases in a number of programs that enhanced educational opportunity for Hispanic Americans. The final FY 2000 budget included $436 million in increases for programs that helped improve the educational outcomes of Hispanics and limited English proficiency students (LEPs). These included Title I grants to LEPs, Adult Education, Bilingual Education, Gear-Up, and Trio programs.

Head Start

Since you can't succeed in college unless you have a sound foundation, and since Head Start is usually considered successful, Clinton proposed the largest Head Start expansion in history. Since 1993, Head Start funding has increased by 90 percent. Presently, more than 26 percent of children served by Head Start are Hispanic.

Clinton's FY 2001 budget would have increased funding for Head Start by $1 billion–the largest increase ever proposed for the program. It would have provided Head Start and Early Head Start to approximately 950,000 children. That would have brought within reach Clinton's goal of servicing one million children in 2002 and establish a foundation for the long-term goal of universal preschool.

Clinton supported procedures to measure the educational progress of Hispanic students. Aware that mathematics is a stumbling block for many students, he supported offering more developmental courses. It is well to note that math scores of Hispanic students have increased at all levels tested since 1992.

Hispanic students are also taking Advanced Placement examinations in greater numbers and achieving higher rates than ever before. In 1999, more than 62,000 Puerto Rican, Mexican-American, and other Hispanic students took AP exams. Further, a higher percentage of Hispanic American high school graduates are now going directly on to college.

New Programs

Several new federally funded programs came to pass during the Clinton years. The widespread advent of "latch-key kids" and others who can not be supervised by adults at the end of their school days has led to general non-productive anti social behavior. To address that specific issue, Clinton doubled funding for safe after-school opportunities.

The 21st Century Community Learning Centers program was created to enrich after-school and summer school opportunities for 850,000 school-age children in rural and urban communities in FY 2000. Extended learning time has not only been shown to increase achievement in reading and math, but also to decrease youth violence and drug use.

Gear-Up

The Gear-Up Mentoring Program for middle school children was created and expanded during Clinton's years in office. It is a nationwide mentoring initiative to help more than 750,000 low-income middle school children finish school and prepare for college.

Gear-Up expanded its mentoring efforts every year into all the states. It provides new grants to establish partnerships between middle schools, institutions of higher education, and community organizations. It funded partnerships that provided intensive early intervention services. Clinton's FY 2001 budget would have expanded services to 14 million students, a 63 percent increase.

Expanding Access to Educational Technology

Aware of its importance, the Clinton administration made increasing access to technology a top priority. Clinton created the Technology Literacy Challenge Fund to help connect every school to the Internet, increased the number of computers in the classroom, and provided technology training for teachers.

Since 1993, overall investment in educational technology increased significantly–from $23 million to $769 million. Funding of Community Technology Centers was tripled to reach some 120 low-income communities.

Through the E-rate program, low-cost connections to the Internet were secured for schools, libraries, rural health clinics, and hospitals. They benefit more than an amazing 80 percent of America's public schools. The figures speak for themselves. In 1999, 95 percent of public schools were connected to the Internet–up from just 35 percent in 1994.

English Literacy/Civics Initiative

The last Clinton budget included $75 million for the English Literacy/Civics Initiative–a nearly $50 million increase to help an additional estimated 250,000 LEP individuals. This program helps states and communities expand their access to quality English-language instruction.

LEP participants are linked to civics and life skills instruction, including understanding the U.S. government system, the public education system, the workplace, and other key institutions of American life.

High Standards

A drumbeat of Clinton's presidency was to raise academic standards. One announced solution was to provide more high-quality teachers and enable smaller class sizes. Research shows that minorities, low-income students in particular, have benefited academically from attending smaller classes.

In 1999, Clinton won a second installment of $1.3 billion for his plan to have the nation hire an additional 100,000 well-prepared teachers. They were to help reduce class size in the early grades, when children learn to read and write and master the basic skills of learning. More than 29,000 teachers had already been hired through the initiative. Clinton's last budget provided $1.75 billion, a $459 million increase, to fund nearly 49,000 teachers.

High-Quality Teachers for Underserved Areas

The High Standards Initiative includes a Hometown Teacher Recruitment program to empower high-poverty school districts to address the shortage of qualified educators. Clinton secured $98 million in the FY 2000 budget to enhance teacher quality and attract teachers to high-need, high-poverty school districts.

Before leaving office, he proposed a new $1 billion teacher plan to recruit, train, and reward good teachers.

Turning Around Failing Schools

Although it can be argued that all children are benefiting from higher expectations and a challenging curriculum geared to higher standards, 32 percent of children served by Title I are Hispanics. Going one step further, in 1994, President Clinton eliminated barriers in Title I grants that had prevented LEP children from getting help. Eleven million low-income students benefited from Title I Aid to Disadvantaged Students. For FY 2001, the president requested $1 billion to ensure that all children in failing schools would have access to quality after-school opportunities. This proposal would have doubled funding and nearly tripled the number of students served–to 2.5 million.

Charter Schools: Expanding Choice and Accountability

Clinton worked to expand public school choice and supported the growth of public charter schools. He did so despite open and vocal opposition of the National Education Association, a group to which he was indebted for its steadfast political support. When Clinton was first elected, there was only one public charter school in the nation; when he left office, there were more than 800. Now a quarter of a million students are enrolled in charter schools in 30 states and the District of Columbia. Clinton secured $145 million in FY 2000–and proposed $175 million in his FY 2001 budget–toward his goal of establishing 3,000 quality charter schools by 2002.

Strengthening Bilingual and Immigrant Education

Clinton supported a 3.5 percent increase in bilingual and immigrant education in 1997 and added another $26 million increase in FY 2000. Bilingual education funding helped school districts teach English to more than a million LEP children and helped LEP students achieve the same high standards as all other students. It also provided teachers with the unique training needed to teach LEP students.

The Immigrant Education program helped more than 1,000 school districts provide supplemental instructional services to more than 800,000 recent immigrant students.

Reducing the Dropout Rate

Right Track Partnerships created during the Clinton years promoted working relationships between schools, employers, and community-based organizations. They devised innovative community-wide approaches to increase the rate at which economically disadvantaged and LEP youth complete high school. The president's FY 2000 budget included $100 million for Right Track Partnerships.

Opening College Doors

During his tenure, Clinton proposed and secured passage of the HOPE Scholarships and Life Time Learning tax credits, reflecting his desire to make college available to all Americans.

The Hope Scholarship helps make the first two years of college universally available by providing a tax credit of up to $1,500 for the first two years of college.

The Lifetime Learning tax credit provides a 20 percent tax credit on the first $5,000 of tuition and fees for students beyond the first two years of college, or taking classes part-time. By 1999, an estimated 10 million American families had benefited from this legislation.

> ***President Clinton sponsored and presided over the largest investment in education in 30 years by doubling student aid to $60 billion.***

New Tax Incentives to Make College More Affordable

President Clinton also proposed the College Opportunity Tax Cut, which would have given families the option of taking a tax deduction or claiming a 28 percent credit for tuition and fees to pay for higher education. When fully phased in, this proposal would have provided up to $2,800 in tax relief annually to help American families pay for college.

Expanding Work Study and Pell Grants

During his last year in office, one million students were able to work their way through college because of the expanded Work Study Program. Further, nearly four million students received a Pell Grant of up to $3,300, the largest maximum award ever.

In the 1995-96 school year, 54 percent of all Hispanic students enrolled full-time in college received a Pell Grant. The maximum award increased an impressive 43 percent under Clinton. Before leaving the White House, he proposed a $77 million increase in Work Study to continue to support one million awards, and a $200 increase in the Pell Grant maximum award to raise it to $3,500.

Dual Degree Programs for Minority-Serving Institutions

Clinton also proposed a new program to increase opportunities for students at minority-serving institutions that offer four-year degrees. Under its guidelines, students could earn two degrees in five years: one from a minority-serving institution in a field in which minorities are presently underrepresented. It was estimated the $40 million program would serve some 3,000 students.

Helping Students Finish College

Currently, 31 percent of Hispanics drop out of college after less than one year, compared to 18 percent for Anglos. During his last year in office, Clinton proposed new College Completion Grants to help reduce the college dropout rate. By inaugurating a series of pre-freshman summer programs, support services, and increased grant aid to students, this $35 million initiative would have improved the chances of success for nearly 18,000 students.

AmeriCorps College Support

Since 1993, more than 150,000 people have had the opportunity to serve their communities through AmeriCorps while getting paid to help them with their college expenses. Hispanics were 11 percent of all AmeriCorps participants. In 1999, nearly 50,000 young people served and earned annual awards of up $4,725, including college gradates who used the money to pay off their college loans.

Impressive Record

By any measure, President Bill Clinton's record is an impressive one. Under his administration, many new doors to education were created and swung open for Hispanics. Some critics point out that many of his initiatives for Hispanics were made during his last two years in office and especially during his last year. Many were only proposals, proposals so ambitious that some have wondered if it was presidential year politics and part of Clinton's attempt to be "elected" to a third term with the election of Al Gore. They contend that if Clinton had really been interested in educational opportunities for Hispanics, he would have acted earlier in his tenure.

Some of the programs Clinton claimed were developed to help Hispanics were really devised and proposed by the Black Caucus for its constituencies. Other programs were developed to help low-income people overall, so many Hispanics were helped as well–but they were not Clinton's main focus, not the targeted group. Historians will dredge all this up in the years ahead and perhaps true motivations will surface.

HSIs

Clearly, much was accomplished during the Clinton years, and hundreds of thousands of Hispanics were the beneficiaries. One lasting contribution specifically crafted for Hispanic college students was the formal incorporation of Hispanic Serving Institutions (HSIs) into the federal budget as a separate and continuing line item.

HSIs are colleges and universities in which Hispanic Americans represent at least 25 percent of the student population, at least half of whom are low-income. There are some 200 two- and four-year HSIs nationwide. They confer about half of all associate's and bachelor's degrees earned by Hispanic Americans.

In the past, HSIs did not receive any specific funding. In recent years, amendments had to be drafted year in and year out to try to secure special funding. Under Clinton, HSIs' contributions to the nation's higher education fabric were recognized and rewarded, and funding for HSIs was formally specified in the federal budget.

The years ahead will bring comment on Clinton's motivations and questions about the effectiveness and survival of his initiatives. But there are more important questions to be addressed.

For instance, will the trend to help Hispanics continue? Will public policy help Hispanics achieve their fullest potential or will the dreams of millions be diverted, once again?

The College Presidency

Creating Your Own Opportunities

A PERSPECTIVE BY
NARCISA A. POLONIO,
DIRECTOR OF BOARD
SERVICES,
ASSOCIATION OF
COMMUNITY COLLEGE
TRUSTEES, AND
ALEXANDRA SALAS
ROJAS, EXECUTIVE
EDITOR, HISPANIC
OUTLOOK IN HIGHER
EDUCATION

THE HISPANIC
Outlook
IN HIGHER EDUCATION

Preparation is key to your next professional move. For individuals aspiring to climb the higher education administrative ladder there is no shortcut to doing extensive investigative work on what will position you to be a competitive candidate. It is important to understand the difference between the basic requirements, such as the need for a doctorate, the number of years of administrative experience, and the ideal profile for the position. Typically you must meet the basic requirements to be considered. However, it is the ideal profile or preferred characteristics which speak to the needs of the college, the challenges and opportunities the college is trying to solve through this appointment. What skill sets could you bring that would help answer the challenges and opportunities associated with the vacant position? Answering these questions is what sets applicants apart from candidates. Anyone can be an applicant by just submitting an application. The goal is to become a candidate, a credible competitor for the position.

It is imperative to plan ahead so that when "opportunity knocks" you are ready to take advantage. It is important to set professional goals that take into consideration your personal priorities. Your family or your support system should be central in goal setting. Defining your preferred next professional move, preparing yourself academically, learning what requirements would be expected of you in order to even be considered for a certain post, but most of all envisioning yourself in the position, are key steps necessary to climb the career ladder. And it's imperative for Hispanics coveting a senior administrative role or a presidency to do the same.

How are we doing and what is keeping more Hispanics and people of color from taking the helm?

Profile of Women and Minority Presidents

According to The American College President: 2000 edition, a report issued by the American Council on Education (ACE), since 1986 the percentage of women college presidents has doubled from 95 to 19 percent, while the percentage of minority presidents increased from 8 percent to 11 percent.

Despite increases in women and minority presidents, the report found that the profile of the typical college president has not changed much since the survey began in 1986–"most of the 2,380 presidents included in the 1998 cohort were White (89 percent), male (81 percent), in their late 50s, with a doctoral degree (80 percent), and had served as president for an average of seven years.

In 1998, 6 percent of all presidents were African American, representing more than half of all minority presidents; Hispanics represented 3 percent; Asian Americans and Native Americans, 1 percent each.

The Impending Retirements of Presidents and Senior Administrators

The average age of presidents increased from 52.3 years in 1986 to 57.6 years in 1998. In the next six years, an estimated 45 percent of community college presidents will retire. According to a study by the American Association of Community Colleges (AACC), this number jumps to 70 percent in the next 10 years.

The profile of other senior administrators is not that much different. Who is in the pipeline to assume these positions of leadership? Where will the next generation of leaders come from? For our community, this is both a challenge and an opportunity.

We need to support the efforts of Latinos/as who are interested in positioning themselves to assume these positions. We need to make sure that we understand the difference between meeting the minimum requirements and having the ideal characteristics when seeking a position.

What are the general requirements and skill sets that boards of trustees and colleges are looking for in future presidents?

Association of Community College Trustees (ACCT)–Board Leadership Services has conducted over 270 presidential searches. Based on this experience, we can provide some general guidance on what a competitive community college presidential candidate should consider.

- Significant success in fund raising, including grants, identifying new sources of revenue, and developing partnerships with business and industry.
- Successful record of handling personnel issues and working with bargaining associations.
- Demonstrated significant financial and budgetary experience.
- Proven record of strong community leadership.
- Experience working with governing boards, legislators, and local officials.
- An ethical person who build trust and confidence of others.

Advice for future community college presidential aspirants:

- Some community teaching experience is critical. Depending on the community college, this could range from full-time faculty experience to time served as an adjunct. Most search committees want some evidence that the candidate has first-hand experience in the classroom. If you have teaching experience in senior colleges and universities, it would be important to gain some teaching in community colleges. Don't assume that a background in a research institution will win over faculty at a community college.
- Having a doctorate is being perceived more and more as a minimum requirement for a community college presidency. What's important is the accomplishment of being able to attain a Ph.D. or Ed.D. For information on doctoral programs with emphasis on community colleges, go to the AACC Web page. You will find a list of all the universities which offer doctoral programs. There are some well-known community college presidents who have achieved the presidency without a doctoral degree. However, it is becoming more difficult since most applicants competing for the presidency have one.
- Significant experience at a senior level administrative position for a significant period of time–a dean appointment and/or above, preferably for five years or more.
- Successful senior administrative experience in similar size institutions in similar settings (urban, rural, multi-campus).

As community colleges have matured as institutions and become more complex, there appears to be a preference for recruiting candidates who have spent most of their teaching and professional careers in community college settings.

What sets the candidates apart?

A brief list of ideal skills and experience could include the following:

- Demonstrated leadership and administrative experience, with credible accomplishments that can be substantiated with specific outcomes.
- A successful track record of getting people to work well together, motivational skills, and team building.
- Direct involvement in the development of academic programs, commitment to teaching and learning, and students.
- A credible candidate is versed in technology, not only as a user, but also as an advocate and promoter of technology.
- Leadership experience in strategic planning and capital projects.

> ***A credible candidate must be well versed in technology not only as a user but also as its advocate and promoter.***

How to prepare for the application process.

It's a challenge to present a snapshot of all aspects of the search process. What follows are some highlights. We encourage applicants to understand and learn as much as possible about the six-step process outlined below:

Step One: *Involve your family, friends and colleagues in the process.* Looking for a job involves a search for personal satisfaction and meeting the needs of your family. A new job could require moving to another part of the country, therefore, it is wise to involve people who are important in your life. To be a successful president you need a successful support system. Ask yourself what type of institution, community, etc., would be good for you and your loved ones. When determining what institution to apply to, a candidate should consider: does this college excite me to the level that I would love and cherish the responsibility to provide leadership for this institution? Before moving forward, assess your accomplishments in order to gauge whether your background is what the college believes it wants.

Step Two: *Understanding the paper review process.* Most colleges require an application package that includes a résumé; references and a detailed letter that responds to the needs of the institution and why you think you fit those needs. Preparing your application is extremely important. Don't wait until the last minute. This is the initial introduction to who you are and your accomplishments. It's a challenge to present a snapshot of all your accomplishments and explain who you are within the confines of a letter of application and a résumé. However, don't oversell yourself by padding the application with a lot of other stuff. Remember, to stick to what the application process requires. If you don't survive the paper review process, the search committee will never know how good you really are.

Step Three: *Understand the search process.* Community colleges typically put together a search committee made up of different constituencies of the college. It's critical to prepare the résumé and the letter so that every individual who reviews your application package understands it. This could include faculty, members of the community, support staff, administrators, students, board members, and others.

Step Four: *Prepare for the interview.* Typically eight to 12 candidates are invited to be interviewed by a search committee. A series of questions are asked to determine how each candidate fits the areas of priorities and needs of the institution. The committee makes judgments and comparisons of candidates on areas such as technology, fund raising, management style, and community involvement. The decision is made on the depth of the answers, how concrete a candidate can be, how the candidate can inspire the committee to believe he or she has the skill sets necessary to be successful in this new setting.

Step Five: *Understand the background check and reference process.* Current and former colleagues, supervisors, and individuals report to the candidates are contacted. There is no way to get around this, so make sure you do everything within your control to maintain good relationships with all former places of employment.

Step Six: *Prepare for the interview with the board or the chancellor.* When you get to this level of the search process, it becomes more and more public. At this point the search committee has identified you as part of a small group of candidates who could be selected to be the next president. They need to know as much as they can about you. A public presentation in a public forum by the candidates is used to provide input from the campus to the board or the chancellor.

It takes determination and assertiveness to be a successful candidate. Sometimes you can't get some of the experiences that would make you more competitive at your current institution. Be creative and create the opportunities. Strategies could include–join a board of a nonprofit organization, work with a local organization and get involved in their finance committee, participate in grant writing for a particular program, etc.

Always remember that there are people who are willing to help. Mentoring is invaluable and you shouldn't assume that only people from backgrounds similar to yours are willing to mentor you. Always keep an eye out for successful administrators and programs that could be of assistance.

The presidency has evolved

The presidency is very different today than 10 or 20 years ago. A president is still perceived as an academic leader but he or she is also expected to be a successful fund raiser, knowledgeable about workforce development, and accepted by business and industries, government officials, and the local schools. To be an effective advocate at the legislative level and be a respected member of the local community are also common expectations. The job has evolved and will continue to change. Therefore, anyone who is interested in becoming a president needs to become a student of leadership, and a student of governance. An effective president knows when to follow and when to guide the board of trustees.

The "to do" list for aspiring presidents should include attending one of the many good leadership programs available for community colleges, attend the annual AACC or ACCT conference during which we provide training sessions for would-be presidents.

A series of roundtable discussions among women college and university presidents led to a report *From Where We Sit: Women's Perspectives on the Presidency* issued by the Office of Women in Higher Education (OWHE) and ACE, include:

- Don't be afraid to take risks.
- Take the initiative in strategically mapping out your professional goals and your career.
- Pay attention to your campus culture and periodically read the political signs.

It's time for us to work together so we can make successes and change the percentages to represent more of the population academia serves.

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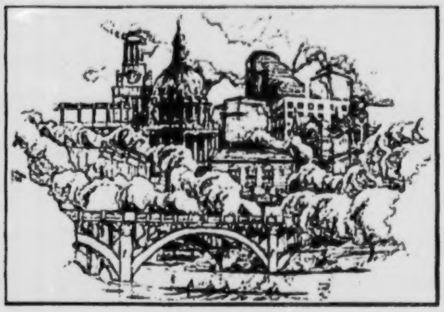

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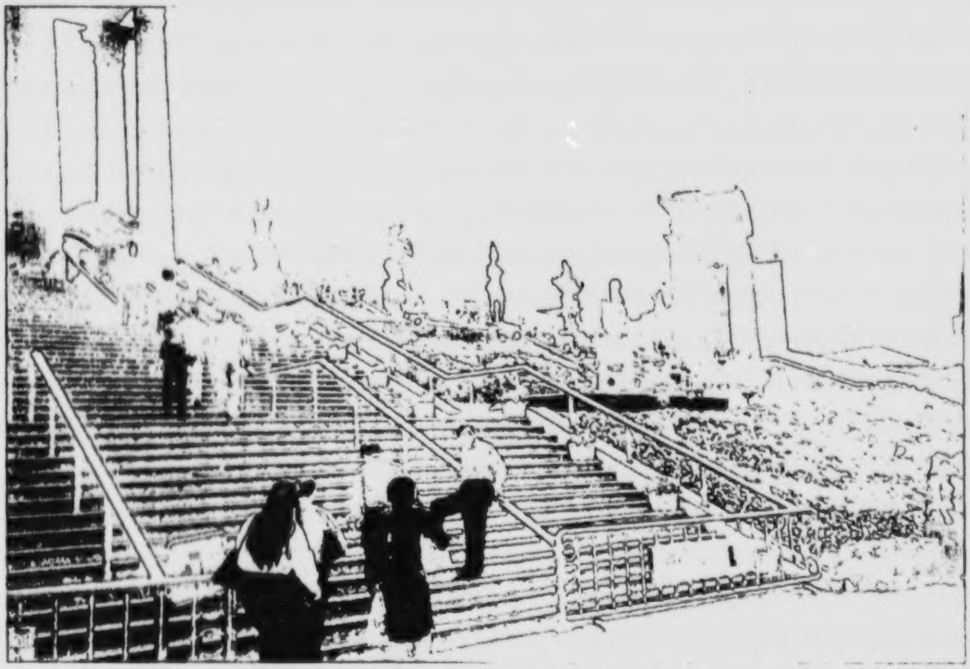
Hispanic Scholar in Hong Kong Feels the Heat

BY
REGINALDO CORNEJO


The entrance to Window of the World is quite breathtaking with its many statues and fountains.

> ***I estimate that most of the immigration and government officials I ran into in Hong Kong were not your typical government employees.***

As an American with both Hispanic and North American Indian roots, and one who has left U.S. soil on many occasions to travel overseas, I have slipped in and out of immigration check points in other countries with few or any problems. But had anyone hidden in my suitcase on my scholarly trip to Hong Kong and mainland China during the month of March, they might have noticed several "James Bond"-type close encounters this man of color had with Chinese government officials and some I would call special operatives.

When I arrived at Hong Kong's international airport and queued up for immigration processing, they made me stand in line longer after they found out I was an American educator who had been to Japan. After being processed, I heard two camera clicks as I walked by some officers standing near the exit gate.

My telephone line at my hotel was not very private. On several occasions I heard noises that were not made by my phone pal or me.

Although I was there on education business, I was asked to travel to Shenzhen to deliver a speech at a people's hall in mainland China. This presentation was set up by some international center. After I made my presentation, I was to be given a tour of several Chinese landmarks, tourist stops, and dinner.

A strange event happened to me while I was waiting in the town of Kowlon for my train to Shenzhen. When I went to buy a ticket to Shenzhen on the Kowlon-Canton Railway, I was asked for my passport and asked if I was an American. I said, "Yes." They then told me where I had to wait for my train, but I felt uneasy because I had been sent to an isolated island, and the locals had not. I walked over to where the locals had gathered, but I still felt something was not right, because I felt I was being watched. When I looked around, I found a young man with a portable video camera taping my every move.

Although I still went to mainland China, this event put me on the defensive. When I was asked to spend the night in mainland China, I declined and went back to Hong Kong and the safety of my motel.

More than isolated, uncomfortable episodes, with spy-like situations, these encounters appear to be new to Hong Kong, yet very common in mainland China. Of course, nosy and overaggressive officials are hardly a new phenomenon in communist China. Virtually everyone in Hong Kong warned me to be "careful" when I went to Shenzhen for my visit and speech. My hotel front office person told me to let her know when I returned so she could inform her manager.

In his article, "Arrests in China make scholars reluctant to visit," Mark Landler quoted X. L. Ding (an expert in Chinese economy and legal systems at Hong Kong University of Science and Technology) as saying: "It is not wise to go [to mainland China] now because we don't know what's permissible and what's not." Ding added later, "People got into trouble before, but the reasons were quite clear. Now it's not clear at all" (*San Francisco Chronicle*, April 22, 2001, p D3).

I agree with Mr. Ding's observation. I estimate that most of the immigration and government officials I ran into in Hong Kong were not your typical government employees. They all appeared to be more operative or security type personnel. Those on the street who photographed me and taped me also appeared to be trained well. I believe the only reason I was able to notice these men and women at work was that I have been an investigative reporter for over nine years, and I guess you could say I get a gut feeling when things are not right.

Not only have these strange spy-like events increased in China and Hong Kong, but the severity of these events has also increased. A month before I arrived in China, Landler wrote in his article, "Li Shaomin, an American citizen who teaches business at City University of Hong Kong, was detained Feb. 25 by security agents while visiting a friend in mainland China." Landler also noted that China had not confirmed the report, filed by Li's wife.

Other visitors who have found trouble in China include author Wu Jiamin, a U.S. citizen arrested on April 8 for suspicion of spying on behalf of Taiwan; Tan Guangguang, a Chinese citizen with U.S. residency who was arrested for suspicion of divulging state secrets; Gao Zhan (American University in Washington-researcher) a Chinese citizen with U.S. residency who is charged with espionage on behalf of Taiwan; and Liu Yaping, another Chinese citizen with U.S. residency who is charged with fraud, tax evasion, and divulging state secrets (NBC News, Webtv.net, May 22, 2001).

The international Business Hall, with its white pillars, can be seen to the right from a Window of the World tram.

None of the aforementioned visitors come from Hispanic or American Indian roots, but believe me, I don't look White or Asian, so if I was a marked man, then any American coming to China should be aware that China's distrust for Americans has gone up since our presidential election, and any educator who visits China or Hong Kong should be aware of these new developments.

Unfortunately, this type of diplomacy is not good for higher education or for China's educational system, which is just now starting to reach out to English-speaking countries for academic exchanges–the reason I was in Hong Kong. Addressing this topic, Landler noted that the "rising tension" would hurt Hong Kong and China "because it will discourage scholars from doing fieldwork in China." He quoted David Zweig, an expert on rural China who teaches at the University of Science and Technology, "People are going to put lecture tours on hold, [and] the flow of information will dry up" (Landler, p D3).

From my observations, studies, and contact with China's people and its government, I believe that both China and America are responsible for the tension between these two world powers, and America appears to be the one with the most to gain and the least to lose in this political game of sabre rattling.

So do I believe China should be protective and suspicious of educators, like me, coming to Hong Kong and mainland China? No. And I agree with most experts who say that helping developing countries, like China, expand their trade borders helps not only China, but America's large and small businesses and our economy. You don't have to have an MBA in Business to reach this conclusion. In fact, the idea of finding new products in Shenzhen was one reason I accepted the invitation to go to mainland China. Why take the risk? For business and a chance to find new products in a city designated as a Special Economic Zone (SEZ) by the Chinese government.

Shenzhen is an industrial city in the Guangdon Province, so much of the travel to and from this city is for business. Many skyscrapers have shot up in Shenzhen now that it has new SEZ designation. Since I had an escort, I had few problems finding my way around this city that appears to have a new building going up on every corner. I also had very few problems finding things to do in Shenzhen, because it has many tourist attractions. The tourist attractions don't compare in size or creativity to California's theme parks, but they aren't bad. I had the pleasure of spending the evening at Window of the World, where I was treated to a few rides, a colorful and live show, a dinner, and a fireworks display. Although I was offered a place to stay in the city, and my business in China had gone well, I decided to listen to my little voice and leave while I could on my accord. I think it was a good idea because you never know what may happen in China.

Faculty Intern Program Helps Fill the Gap

Daytona Beach Community College Diversifies Math Department

BY ALEXANDRA SALAS ROJAS

Institutions nationwide are making inroads in the movement to change the face of the student body, faculty, and administration to be more inclusive.

Daytona Beach Community College (Fla.) teaches diversity by example. It shows students the reality that others like themselves can mature, take on challenges, master weakness, and assume positions where they too can become mentors and role models.

Frank Lombardo, vice president of academic affairs, Daytona Beach Community College, saw a dearth in the faculty at DBCC's mathematics department and developed an instructional intern program to address that need. That was 10 years ago.

"Not many minorities go into mathematics and science. So I went to the vice president of academics at the time, and he said to go ahead."

To help students along who have difficulty grasping basic mathematical concepts, DBCC offers developmental math, which is remediation for those students who need assistance at the college level.

The program aims to remove the anxiety some students may have concerning mathematics.

"We found minorities who had degrees in math, and we brought them into the College as faculty interns. They worked about 20 hours a week all three semesters. We paid them at an hourly rate. These interns taught two or three classes. Most of them taught 12 hours and had hours to spend in the learning centers. They also received benefits."

How the Program Works

All interested students need to do is enroll in a master's program at the University of Central Florida.

"We paid for the courses and books. They earned $540 a month, plus we covered their tuition. When they finished, they had the option to apply for a position at DBCC, if it was open. It was a win/win for us," says Lombardo.

"We hired two of the first class of three. One of the men who finished had been a high school dropout," recalls Lombardo. "He had returned to school. Now he is a full-time instructor at the college."

"We limited this program to minority candidates."

The program is a good one, says Lombardo, "but our problem is finding the candidates."

One of the advantages of this DBCC program is that faculty interns are actively involved in the teaching process as they learn.

Frank Lombardo

"We give them work experience in the classroom. They are part-time employees. It allows a student to move forward. When they complete the program, these faculty interns have a history of teaching at a community college."

Lombardo talks about one of the program's first graduates.

"We have two Hispanics who teach who participated in the program. There are two Black males, we have Asians, female and male, young and old," he adds.

Generally speaking, Lombardo says, "If you walk into math departments you don't have that diversity. We have that here."

Successful Graduate

"Wallace Henderson went through the program," says Lombardo. "He was one of the first candidates. He got his master's degree, and he's one of the finest math teachers in the program."

Henderson teaches mathematics at Daytona Beach Community College's west campus.

"When I was a student at DBCC," says Henderson, "I was going for my associate's but I was on the verge of not attending. I attended a workshop held by Lombardo on math anxiety. Afterwards, I started with tutoring and gradually became better at math."

Henderson recalls that he had no intention of making math a career. "I came to school to be a social worker, not a math teacher."

He graduated DBCC in 1989 and then graduated the University of Central Florida with a B.S. in mathematics in 1992. He re-enrolled the following year and graduated in 1997.

Once in graduate school, Henderson signed up for the instructional intern program. "I'd teach three classes and work towards my master's degree. For me it was the help of others that helped me get further, and I did it."

About Daytona Beach Community College

Daytona Beach Community College, a public two-year college, provides quality, affordable academic, job training, and personal enrichment programs to educate and empower individuals and promote economic development in Florida's Volusia and Flagler counties.

DBCC offers more than 65 programs with classes available days, evenings and weekends, and via distance learning technologies.

According to Darlene Lombardo, institutional reports coordinator, recent data reveal that there are 100 female and 151 male full-time faculty members, and 298 female and 407 male part-timers. Overall faculty ethnic breakdown: White, 86.8 percent; Black, 7.5 percent, Hispanic, 3.1 percent; other 2.7 percent.

Student statistics for fall 2001 show 59 percent female, 41 percent male. Student ethnicity is as follows: 10.3 percent Black, 0.4 percent Native American/Alaska Native, 1.7 percent Asian/Pacific Islander, 5.7 percent Hispanic, 78.6 percent White and 1 percent other.

Graduation breakdown by gender and ethnicity for 2001:

Total (includes certificates, AS and AA)	
Non-Resident Alien	31
Black Non-Hispanic	189
American Indian/Alaskan Native	4
Asian or Pacific Islander	29
Hispanic	54
White	1,703
Ethnicity Unknown	28

Total certificates, AS and AA, for all ethnic groups: 2,073

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FYI...

The Hispanic Outlook In Higher Education www.hispanicoutlook.com March 11, 2002

Education Week Finds States Vary Greatly in Funding Early-Childhood Education

WASHINGTON, D.C.

While 39 states and the District of Columbia spend a total of more than $1.9 billion a year on pre-kindergarten for at least some children, states' efforts to finance and monitor the quality of early-childhood education vary greatly, according to a new 50-state report by *Education Week*.

Participation in state-financed pre-kindergarten ranges from less than 2 percent of 4-year-olds in Alabama to more than half of all 4-year-olds in neighboring Georgia, and about 70 percent when Head Start participation is included.

The report *Quality Counts 2002: Building Blocks for Success* examines what all 50 states and D.C. are doing to provide early-learning experiences for young children; ensure that those experiences are of high quality; prepare and pay early-childhood educators adequately; and measure the program results. The report also examines states' commitment to kindergarten. It found that, at best, there is great unevenness in the quality–especially when the standards and expectations for pre-kindergarten and child-care providers are stacked up against those for kindergarten.

While almost all states have standards that describe what elementary school students should know and be able to do, only 19 states and D.C. lay out specific expectations for the kindergarten year. Only 15 states and the District have specified standards for pre-kindergarten. Five more states are drafting such standards.

Kindergarten is the common transition point into the formal education system, with every state subsidizing kindergarten for some students. But only half the states and D.C. pay for kindergarten for the full school day in any district opting to offer it. Nine states still do not require districts to offer kindergarten. Only 13 states and the District require children to attend kindergarten.

Of those that have state-financed pre-kindergarten initiatives, most focus on the neediest youngsters. Twenty-six states target children from low-income families, 15 of those also look at other risk factors, such as having a teenage parent. Only three states–Georgia, New York, and Oklahoma–and the District of Columbia are phasing in pre-kindergarten for any 4-year-old whose parent wants it, regardless of income.

College Bound: Slowdown in Growth Rate of Minority Admittance

EVANSTON, Ill.

The majority of 90-some colleges surveyed by *College Bound* said that they continue to admit more Asian American, African American, and Hispanic students than in previous years. In 2001, however, the increases were less dramatic. Only 44 percent admitted more Asian American students than in 2000, while 28 percent admitted fewer.

Forty-eight percent reported admitting more Black students in 2001 than in 2000, and 23 percent admitted fewer.

Forty-nine percent admitted more Hispanic students in 2001 than in 2000, and 22 percent admitted fewer.

Native American students did not fare as well. Only 34 percent admitted more in 2001 than in 2000, and 21 percent admitted fewer.

College Bound reports that the University of California-Santa Cruz received a record number of total applications for fall 2001, and "applications from freshmen underrepresented minorities increased by 31 percent."

The University of Wisconsin-Madison, said *College Bound*, reported more minority students in 2001 and posted a 90 percent retention rate for all its minority students. Included in the new 2001 class were eight Hmong freshmen who joined the 156 Hmong undergraduate students on campus, this according to *On Wisconsin*, the alumni magazine. (Hmong: A member of a people inhabiting the mountainous regions of southern China and adjacent areas of Vietnam, Laos, and Thailand.) The University says it is working to increase racial diversity with a program called Plan 2008. Between fall 1997 and fall 2000, Wisconsin-Madison had seen a 25 percent increase in minority freshmen applicants.

Other schools which reported that they are seeking a more diverse student body include Butler, St. Michael's, the University of Massachusetts-Amherst, and the University of North Carolina-Chapel Hill. Portland State University claimed to be the most diverse public institution in Oregon.

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The Hispanic Outlook In Higher Education www.hispanicoutlook.com March 11, 2002

NCLR Hails President's Food Stamp Restoration Proposal

WASHINGTON, D.C.

The National Council of La Raza (NCLR), one of the nation's largest Latino civil rights organizations, applauded the Bush administration's proposal to restore Food Stamp eligibility to many legal immigrants who were denied eligibility in the Welfare Reform Act of 1996.

"We're extremely pleased the administration is prepared to use its political clout to ensure that the Congress passes legislation to restore Food Stamp benefits to many legal immigrants. The president's proposal recognizes that the 1996 changes in the law went too far," said Raúl Yzaguirre, president of NCLR. "The incidence of hunger and food insecurity in Hispanic households was almost three times that of White non-Hispanic households in 1999, and much of the high prevalence is directly related to cutting legal immigrants' access to this program.

"Moreover, we know that immigrant communities are among those hardest hit by the current recession. We salute the administration for acknowledging that the safety net–which their tax dollars help pay for–should be available to these families."

In 1996, Welfare Reform stripped all low-income legal immigrants, including children, of eligibility for the Food Stamp program. In 1999, Congress recognized the severity of the cuts and partially restored Food Stamp access to legal immigrant seniors and children who were in the U.S. prior to Aug. 22, 1996. However, access was not restored to thousands of individuals. Under current rules, an adult immigrant must be a refugee, have worked in the country for at least 10 years, or be a member of the military to qualify for benefits.

As a result, the Food Stamp participation rate of Latinos dropped more than 19 percentage points between 1994 and 1999. Further, the participation rate among citizen children of legal immigrants dropped by 39 percent between 1994 and 1999. The Senate has been debating the Farm Bill, which includes bipartisan provisions to allow legal immigrants access to food stamps after four years.

Yzaguirre expressed hope that the president will provide continued support as Congress seeks ways to restore legal immigrant eligibility in Medicaid and other safety-net programs.

ACE Confirms Public Belief in International Education

WASHINGTON, D.C.

Americans understand the importance of international education for U.S. competitiveness in the global economy, according to polls published by the Center for Institutional and International Initiatives (CIII) of the American Council on Education (ACE).

A Report on Two National Surveys About International Education, by Fred Hayward and Laura Siaya, contains the results of a national public opinion survey conducted by KRC Research and ACE, and a student survey by studentPOLL (Art & Science Group).

"Technology continues to shrink the size of our planet, and the events of Sept. 11 have only served to underscore the importance of international education and understanding," said Madeleine Green, vice president and director, CIII. "Even before the tragic events, interest in international education was high."

According to this survey, Americans feel the growing impact of international issues on their lives, see the importance of international education for U.S. competitiveness, and seek international educational opportunities for their children.

The studentPOLL survey confirms many of the KRC and ACE findings, and shows that the majority of college-bound high school seniors plan to study international topics and take a foreign language, and almost half expect to study abroad during their college or university years.

Despite the public support and student interest demonstrated by these polls, a previous ACE report suggests that the levels of internationalization on U.S. campuses remain low.

Internationalization of U.S. Higher Education: Preliminary Status Report 2000, published in November 2000, documents a decline in foreign language requirements, a drop in world affairs-type requirements, limited "global competence" of U.S. students, and a significant drop in federal support for international education programs such as Fulbright scholarships.

The Preliminary Status Report is an overview of international education at U.S. colleges and universities, funded by The Ford Foundation.

Copies of both reports are available through the ACE Fulfillment Service, Department 191, Washington, D.C. 20005-0191, at $20 for the national survey report and $15 for the Status Report.

PEOPLE & PLACES

Alabama State Welcomes 11th President

Dr. Joe A. Lee became the 11th president of Alabama State University in its 134-year history.

Lee, former president of Tougaloo College (Miss.), held administrative posts at Talladega College (Ala.), where he earned a bachelor's degree, and Miami University (Ohio), where he earned a master's and doctorate. He also received certification in educational management from Harvard University (Mass.).

A board member of many civic and community organizations, Lee is president-elect of the National Association of Intercollegiate Athletics Council of Presidents; vice chairman/president-elect of the National Association for Equal Opportunity in Higher Education; and chairman of the American Missionary Association.

Tapia Honored by NACME

Renowned mathematician and award-winning teacher Dr. Richard Tapia was presented with the Reginald H. Jones Distinguished Service Award–the nation's highest honor bestowed on an individual in the minority engineering effort–at the 21st annual conference of The National Action Council for Minorities in Engineering (NACME), Inc. The award honors an individual whose leadership, innovation, and creativity have fostered the growth of opportunities for minority students in science-based careers.

The Noah Harding Professor of Computational and Applied Mathematics at Rice University (Texas), Tapia has authored or co-authored two books and more than 80 mathematical research papers and delivered speeches at many national and international mathematics conferences. His efforts to draw more Latinos and other minorities into the professorate have helped make Rice a national leader in producing women and underrepresented minority doctoral recipients in the mathematical sciences.

M-DCC Earns HACU Award

Miami-Dade Community College (M-DCC) of Florida received the prestigious Outstanding HACU-Member Institution Award, presented at the Hispanic Association of Colleges and Universities' 15th annual conference in Puerto Rico. Dr. José Vicente, president of M-DCC's InterAmerican Campus, accepted for the college.

The award recognized M-DCC's outstanding efforts to improve access to and quality of postsecondary educational opportunities for Hispanic students; and to meet the needs of community, business, industry, and government.

M-DCC enrolls and graduates more Hispanic students than any other college or university in the nation. Based on its success as a Hispanic-Serving Institution, it has received several grants for projects that serve the Hispanic community and increase Hispanic retention and graduation rates.

Pictured (l. to r.): Zaida Vega Lugo, chair of HACU board of directors, Dr. Vicente, and Dr. Antonio R. Flores, HACU president and CEO.

Los Angeles Opera Launches New Web site

Los Angeles Opera's newly redesigned Web site, www.losangelesopera.com, is now accessible after months of planning, designing, and retooling. With improved navigation, the site features an easy-to-read event calendar, a production photo gallery, convenient online ticket sales, and online contribution forms. It also includes biographical information on artistic director Plácido Domingo and principal conductor Kent Nagano, a Los Angeles page, and a "Learn More" section that includes everything from frequently asked questions to opera basics, from education articles to parking information.

Riverside Home to Community College Professor of the Year

Riverside Community College (Calif.) Associate Professor Clarence Romero was chosen as the 2001 Community College Professor of the Year by the Carnegie Foundation for the Advancement of Teaching and the Council for Advancement and Support of Education for his innovative classroom methods and commitment to students.

At Riverside, Romero spearheaded a teacher-preparation program, Latino Educators of Tomorrow, received a $1 million grant from the California Chancellor's Office for a teacher reading development program, and implemented an internship program with the County of Riverside Office of Education. He was named the College's Distinguished Faculty Lecturer in 1998 and was chosen by students as Teacher of the Year numerous times. He received his doctorate in psychology from the University of California-Riverside.

St. John's Professor Receives National Honor

The Rev. Jean-Pierre Ruiz, St. John's University (N.Y.) department of theology chair, received the prestigious 2001 Virgilio Elizondo Award of the Academy of Catholic Hispanic Theologians of the United States (ACHTUS). The Academy chose Ruiz for his scholarly contributions to U.S. Latino theology and bib-

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lical studies and for the impact his research has on the Latino community.

"I am deeply humbled and profoundly honored by this recognition," said Ruiz. "The work of Latino and Latina theologians in the United States is vital to the life of the Church, whose numbers continue to grow through the vibrant presence of Hispanics, a presence that enriches the life of the whole Church."

Cal Poly Inducts 300 into National Society

California Polytechnic State University-San Luis Obispo's chapter of the National Society of Collegiate Scholars inducted more than 300 student members, recognizing them for outstanding achievement among first- and second-year college students. The inductees have earned a GPA of 3.4 or better and are encouraged to develop leadership skills through community service.

The Cal Poly chapter, in its second year, has more than 600 members involved in leadership development activities, service programs, community building, and information sharing.

García Named Dean at UTPA College

The University of Texas-Pan American (UTPA) named Dr. Homer García dean of the College of Social and Behavioral Sciences, replacing the interim dean, Dr. Dan Dearth.

García, former vice president for academic affairs at the University of Saint Francis (Ind.), comes to UTPA from administrative and/or teaching positions at Baylor University (Texas), Pitzer College and Claremont in California, and the University of Arizona.

García has a bachelor's degree in government from the University of Texas-Austin and a master's and doctorate in sociology from Yale (Conn.). He performed postdoctoral work in educational policy at Johns Hopkins (Md.). García has a number of publications, research grants, and awards to his credit.

Illinois Wesleyan Welcomes Sister Souljah

Illinois Wesleyan University held two lectures by political activist/author Sister Souljah.

Souljah, a political commentator who travels and lectures throughout the U.S., Europe, and Africa, has been profiled in *Jet*, *Newsweek*, and *Time* and has appeared on the "Oprah Winfrey Show," "Good Morning America," and "Today." She organized, financed, and implemented a curriculum for the African Youth Survival Camp for children of homeless families.

Souljah earned degrees in American history and African studies at Rutgers University (N.J.), and also studied at Cornell University (N.Y.) and the University of Salamanca in Spain. She has written two novels, *No Disrespect* and *The Coldest Winter Ever*, and has worked with hip-hop recording artists Lauryn Hill, coordinating major youth events and programs for the community, and Sean "P. Diddy" Combs, as executive director of Daddy's House Social Programs.

GateWay Nursing Students Receive Perfect Passing Rate

GateWay Community College's (Ariz.) first graduating class under the new Maricopa Community College District Nursing Program (MCCDNP) reported a 100 percent passing rate for the National Council Licensing Examination. The students are now eligible to apply for licensure in Arizona as registered nurses. The five Maricopa colleges that deliver the unified nursing program together reported a 78 percent passing rate.

The graduates of GateWay's nursing program are Lisa Bashford, Donna Cook, Dixie Cutler, Hannah Davis, Zayra Díaz, Sandra Elsner, Roxanne Johnson, Elizabeth Loomis, Aline McMullen, Belinda Montoya, Mimi Morrow, Michelle Peck, Geraldine Ramos, Lindsey Red Elk, Betty Rogers, Karen Saltzman, Rachael Shannon, Terry Sheldon, Candy Spence, Paula Urias, and Anastasia Walters.

CASE Appoints Diversity Professional

The Council for the Advancement and Support of Education (CASE) named Elisse Y. Wright special assistant to the president for diversity initiatives, a newly created position supporting CASE's commitment to diversifying the advancement profession. Wright, senior program officer in the Office of Challenge Grants at the National Endowment for the Humanities, held positions at The Ohio State University and was assistant dean for student affairs in the School of Public Affairs at the University of Maryland.

Wright earned a bachelor's degree in English literature and Latin American studies at Yale University, holds a Doctor of Laws from Stanford Law School, and is a doctoral candidate in diplomatic history at Ohio State. She has received several fellowships and grants and has published many articles.

Rhode Island Upward Bound Turns 35

Rhode Island College's (RIC) Upward Bound program officially celebrated its 35th anniversary, inviting Upward Bound graduates, their families, and members of the college community for an evening of festivities.

Upward Bound was brought to RIC in 1966, a year after its national creation, as a response to the civil rights movement. Funded under Title IV of the Higher Education Act of 1965, the national program prepares at-risk or underprepared, low-income, often minority students–the first in their families to attend college–for college or university enrollment. RIC was one of the first public institutions to receive funding for an Upward Bound program and is the only one in the state. An average of 135 high school students from six selected RIC-area schools participate in the carefully planned and closely monitored Upward Bound program every year.

Over the years, a strong alumni network of Upward Bound graduates has developed– one that supports the program's initiatives and administers the Alumni Endowed Scholarship and the Dollars for Scholars programs.

Rosemont Appoints Trustees

Rosemont College (Pa.) announced the appointment of five college trustees: Mari Carmen Aponte (pictured), a two-time presidential administration staffer who manages federal legislative initiatives for Puerto Rico and a network of nine regional offices providing services to Puerto Rican communities in the U.S.; Marybeth Henry, product manager for Global Fixed Income at The Swarthmore Group, a money management firm; Kathleen Parkinson, marketing consultant and PR specialist with Parkinson Associates and president of the Rosemont Alumnae/i Association; Mary Popit, executive director of NEW, New Directions by Women, a transitional housing program for homeless women, and former director of campus ministry at Rosemont; and Marie Ursino, director of post-placement counseling and activities for Prep for Prep, a program placing gifted minority youth into New York City day schools and the East Coast's top boarding schools.

Aponte, Henry, Parkinson, and Ursino are Rosemont graduates.

Wal-Mart Contributes to Hispanic Bar

Wal-Mart Stores, Inc., recently contributed $35,000 to the Hispanic National Bar Association (HNBA) to support HNBA's professional and educational program and law scholarships.

Wal-Mart claims to be the country's largest private employer of Hispanics, with more than 87,000 Hispanic associates. Last year, Wal-Mart associates raised and contributed more than $190 million to support local communities and nonprofit organizations such as HNBA, a national nonprofit composed of more than 25,000 Hispanic American attorneys, judges, law professors, legal professionals, and law students in the United States.

HNBA's primary objective is to increase the number of Hispanics in the legal profession while addressing issues of concern to the Hispanic community.

Howard Hosts Human Genome Conference

In Washington, D.C., Howard University hosted a public information conference focusing on "The Challenges and Impact of Human Genome Research for the Minority Communities," featuring two of the world's top genetic scientists, Dr. Francis Collins and Dr. Aristides A. Patrinos. The conference addressed the potential health benefits of the research project for African Americans, Hispanics, and other minorities.

Collins, director of the National Human Genome Research Institutes of the National Institutes of Health (NIH), described what the future holds for the Human Genome Project. Patrinos, associate director of the Office of Health and Environmental Research at the U.S. Department of Energy, discussed the Project from its inception to the present.

The conference was sponsored by the Educational Foundation of Zeta Phi Beta Sorority, in collaboration with the National Human Genome Center at Howard, the National Human Genome Research Institute at NIH, and the Family Life Center Foundation of Shiloh Baptist Church of Washington, D.C.

Herrera Addresses Old Westbury Graduates

George Herrera, president and CEO of the U.S. Hispanic Chamber of Commerce (USHCC), delivered the commencement address for the State University of New York-Old Westbury fall graduation.

Herrera is responsible for communicating the interests of more than 1.2 million Hispanic-owned businesses across the country to both the public and private sectors. He is a nationally recognized expert in economic and minority business development, having been named by *Hispanic Business Magazine* as one of the 100 most influential Hispanics in the U.S. and by *Black Enterprise Magazine* as one of the 30 future leaders for economic empowerment of minority communities. He is the creator of "Hispanics Today," the "first national Hispanic television show," airing on NBC affiliates across the nation.

Garza Keynotes Palo Alto Convocation

San Antonio Mayor Ed Garza was the keynote speaker at the Palo Alto College (Texas) Fall Honors Convocation honoring students, with those earning a 4.0 GPA designated as President's List honor students, and those in the 3.5-3.99 GPA range as Dean's List honor students.

A native of San Antonio, Garza was elected mayor after two terms on the San Antonio City Council. He attended the University of Texas-Austin and transferred to Texas A&M University, where he earned a bachelor's degree and a master's. He is president of the Greystone Planning and Development Company and director of land planning and development for the Waterfront Group. He is also an adjunct professor at St. Mary's University (Texas) and a member of numerous community and civic organizations.

NCLR President Stays Positive, Despite Parkinson's

Raúl Yzaguirre, president of the National Council of La Raza (NCLR), one of the nation's largest Hispanic civil rights organizations, announced that he has been diagnosed with Parkinson's disease. Doctors indicated that Yzaguirre has a mild form of the disease and that nothing about his condition would prevent him from continuing his duties as NCLR president.

"As a longtime civil rights and anti-poverty activist, I am used to encountering and confronting challenges," said Yzaguirre. "I want to express my heartfelt thanks to the NCLR board, staff, and my friends and colleagues for their many expressions of support. Your continued support helps sustain me in my quest to ensure that the Latino community achieves its rightful place in our society."

Yzaguirre is looking at the experience as a blessing that has encouraged him to examine his priorities and has strengthened his family.

CSUN Grant Educates Bilingual Teachers

California State University-Northridge received a $742,515 U.S. Department of Education grant to train bilingual teachers in the Los Angeles area over the next three years. "Los Angeles TAP (Teachers and Personnel) 2001: Bilingual Teacher Education Project" will educate 40 bilingual teachers fluent in Armenian, Cambodian, Chinese, Korean, Spanish, Tagalog, or Vietnamese to meet the needs of California's limited English proficient (LEP) population.

"Due to recent demographic changes, public schools in California need more bilingual teachers," said Clara Park, project coordinator and CSUN education professor specializing in literacy, ESL, and bilingual education. "To provide effective instruction for these LEP students, schools and school districts need to hire more bilingual teachers; and there is a great shortage of well-qualified bilingual teachers."

The project will enhance trainee bilingual skills, cultural sensitivity, and use of instructional technology, as well as prepare them for

The Academy hosts workshops on leadership development, public speaking, goal planning, college financing, and diversity training, all carried out on the UT-Austin campus. About 50 talented Austin-area youth were selected to participate in the 2001-2002 Academy directors hope to bring the program to other LULAC-serving districts and UT campuses.

Delaware Professor Recalls Life in Colombia

University of Delaware (UD) Professor Emeritus of Marine Studies Melbourne R. Carriker wrote a book, *Vista Nieve* (Vista of Snow), recalling the experiences he had with his family living on a plantation in the Sierra Nevada de Santa Marta mountains of northern Colombia. The book traces the events that brought his family to Colombia, beginning with his maternal grandparents, who were coffee growers, and his father, who came to Colombia to study ornithology and entomology. It also traces the first 12 years of his life, growing up with his siblings and extended family living nearby.

Carriker came to the U.S. to attend school. He became interested in biology after a field expedition to Bolivia with his father, attended Rutgers University (N.J.), then received a fellowship at the University of Wisconsin to study marine biology. He went on to teach at UD, retired in 1985, and is currently writing a book on scientists and "shellfishermen."

A trip back to Colombia prompted Carriker to write the book.

Mt. San Antonio Hires New Directors

Mt. San Antonio College (Mt. SAC) in California named Patricia Montoya (pictured) admissions and records assistant director. Montoya, formerly a supervisor, also managed the College's international student admissions and special enrollment registration. She is a member of the California Association of Community College Registrars and Admissions Officers, the National Association of Foreign Student Advisors, and the Latino Leadership Association.

Mt. SAC named Arnita Myricks small business employee development project director. Myricks started out at Mt. SAC with the College's Educational Service Center and worked with the disabled student services department. She became placement specialist/coordinator, served on the College's 20/20 Vision Task Force, and was president of the Classified Senate.

Laredo Dedicates New Science Center

Laredo Community College (Texas) officially dedicated its new $3.8 million Dr. Joaquín G. Cigarroa Science Laboratory Building. The two-story facility, which complements the adjacent Dr. Leonides G. Cigarroa Science Building, includes two chemistry and four biology laboratories and is equipped with computer wiring for Internet access and video technology, fume hoods for proper ventilation, and a purified water system.

Funding was provided through a $2.2 million grant from the U.S. Department of Education's Title V program for strengthening Hispanic Serving Institutions. The Laredo Community College board of trustees and the U.S. Department of Defense, Air Force Office of Scientific Research, provided other funding.

UT Honors Student Exhibits Brawn and Brain

David Sánchez, a University of Texas of the Permian Basin Chemistry Honors Society inductee, has enjoyed success as an amateur boxer.

The 21-year-old, who fights at 165 pounds, has an 83-12 amateur record. He won a gold medal at the Third International Boxing Tournament in San Juan, Puerto Rico, and competed in the Pre-Olympic Trials in Buenos Aires, Argentina, where, after beating his first opponent, he broke his hand and finished third.

The injury kept him out of the Olympic trials but made him realize the importance of having something to fall back on, he said. He is receiving offers to go professional but hopes to first receive his bachelor's degree in chemistry with a minor in environmental science.

Queensborough Holds Disability Awareness Day

Queensborough Community College (QCC) in New York hosted the "Celebration of the Culture of Disability," a day dedicated to raising awareness and celebrating the contributions and success of those on campus with disabilities. The event was highlighted by the performance "Rope Stories: Spinning Yarns from Rope," by the National Theater of the Deaf, which included an introduction to American sign language; and the art exhibition "Commemoration," featuring the work of artists with disabilities.

"We know full well the incredible contributions that students with disabilities go on to make in their professions, communities, and the lives of others," said QCC President Eduardo Martí (pictured).

Martí recognized and honored QCC alumni with disabilities who have achieved significant success in their careers. Many agencies were also on hand to distribute information and answer questions.

St. Mary's Sweeps Mock Trial State Tournament

The St. Mary's University (Texas) School of Law swept the 2001 Lone Star Classic Mock Trial Tournament, finishing first, second, and third. Held at St. Mary's, the contest featured 17 teams, including representatives from the University of Texas-Austin, Southern Methodist University, the University of Houston, Texas Tech University, and the South Texas College of Law.

"It's a tremendous thing for St. Mary's to win and something we have never done before," said Martin Philips, the St. Mary's coach and adjunct faculty member. "It was decided not to have a final round since only St. Mary's teams remained and for team unity. The top two teams were both declared champions," said Philips.

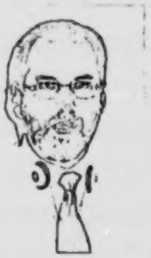
Some 120 local jurists and lawyers judged the competition.

M-DCC Students Win Scholarships

Miami-Dade Community College (Fla.) students Dirce Fernandes and Ivonne Rodríguez received scholarships from the Florida Developmental Education the California Basic Educational Skill Test and Reading Instruction Competency Assessment.

Florida International Offers Unique Training for Interpreters

Florida International University (FIU) is conducting a first-of-its-kind Interpreters Services Program (ISP), designed to provide interpreter training skills to bilingual state employees who work in the health and social services and have daily contact with immigrants and refugees.



The Florida Department of Health and the Bureau of TB and Refugee Health contracted FIU and McNeil Technologies, a Virginia-based professional services company, to help train bilingual state employees, who, due to their grasp of two languages, are a ready-made pool of native speakers available for training as interpreters.

"Being bilingual does not mean someone is a natural interpreter," said Erik Camayd-Freixas, FIU assistant professor of modern languages and director of ISP. "These trainings are designed to teach Florida state employees to properly deal with culturally sensitive behavior and help the thousands of immigrants who live in the state."

The majority of the participants will be trained to interpret Spanish, but other languages will be taught as well.

Lehman Announces Appointments

- Distinguished molecular biologist Dr. Anthony J. Garro is now provost and vice president for academic affairs at Lehman College (N.Y.). Earlier, the former vice dean of the University of Medicine and Dentistry of New Jersey-New Jersey Medical School was a successful educator and researcher. A graduate of Manhattan College (N.Y.), he earned a doctorate in microbiology and immunochemistry at Columbia University (N.Y.) and completed postdoctoral training as a research fellow at the Albert Einstein College of Medicine.
- Derek C. Wheeler, a senior executive and leader in higher education and city government, became vice president of administration at Lehman. Wheeler began his career at Hofstra University (N.Y.) and has worked at Bronx Community College, Bergen Community College (N.J.), and in Washington, D.C., in the Office of the Budget and in the Department of Consumer and Regulatory Affairs. A graduate of Dartmouth (N.H.), he holds a master's degree in public and nonprofit management and accounting from Columbia.
- Lehman named Dr. Anne Prisco associate provost and assistant vice president for enrollment management, a new position, responsible for recruitment and retention and oversight of several College offices. She graduated from the University of Arizona and received a master's in business administration from Fordham University (N.Y.) and a master's in philosophy and a doctorate in the economics of education from Columbia.

Rodríguez Interim Director of Admissions at Montgomery

Montgomery County Community College (Pa.) appointed Joseph Rodríguez interim director of admissions and recruitment.

Rodríguez, a member of the ACLAMO (Acción Comunal Latino Americana de Montgomery County), Inc., board of directors, appeared in *Who's Who Among Students in American Universities and Colleges* in 1994 and in the *U.S. Achievement Academy Collegiate Directory* in 1996. He received an associate's degree from the Community College of Philadelphia, a bachelor's from Beaver College (now Arcadia University), and master's from Indiana University of Pennsylvania.

Southwestern Names Higher Education Directors

Southwestern College (SWC) in California named Angelica L. Suárez and Silvia Cornejo-Darcy directors of its Higher Education Centers at National City and San Ysidro, respectively. These centers provide full-spectrum academic schedules, comprehensive student services, and career, technical, and transfer programs.

Photo © Mile Armbrust

Suárez (pictured l.), a counselor at the National City center, holds a master's degree from Long Beach State University (Calif.) and is pursuing a doctorate at Loyola University of Chicago (Ill.). Cornejo-Darcy (pictured r.), formerly director of service learning programs at the San Ysidro Campus, AmeriCorps program coordinator at SWC, and service learning coordinator for the United Way of San Diego County, holds a bachelor's and a master's from the University of San Diego (Calif.).

New School Receives $1.1 Million Gift

New School University (N.Y.) received a $1.1 million gift from Bernard L. Schwartz, chairman and CEO of Loral Space and Communications, to create the "Bernard L. Schwartz Lecture Series and Project in Markets, Equality, and Democracy." The four-year project will include high-profile public lectures, research workshops, scholarly books, doctoral dissertations, and public policy briefs aimed at understanding the conditions under which the profit-seeking activities of private firms also serve broader social goals, including the creation of good jobs, the improvement of public health and education, the diffusion of socially useful new technologies, and the reduction of economic inequality.

In addition, the grant will enable the University to hire three graduate students to support faculty research and will award one doctoral candidate a Bernard L. Schwartz Dissertation Fellowship based on proposed research related to markets, equality, and democracy.

The project will be based at the New School graduate faculty's Center for Economic Policy Analysis, one of the University's most prominent research centers.

UT-Austin Develops Youth Leadership Academy

The University of Texas (UT)-Austin and the League of United Latin American Citizens (LULAC) have collaborated in an effort to encourage Hispanic youth to continue their education and assume future leadership roles in Texas. The Austin Youth Leadership Academy was designed to motivate high school students to continue their education by letting them enjoy, firsthand, the positive, high quality, and fun learning experiences offered on a large, diverse college campus.

Association (FDEA) and the Florida College Reading Council (FCRC).

Fernandes (pictured l.) received the $500 Joseph Howland Excellence in Developmental Education scholarship. A single mother of two, she is studying dental hygiene and recently completed her clinical internship. She is a member of Phi Theta Kappa International Honors Society and the Student American Dental Hygienists Association.

Rodríguez (pictured r.) won the $200 Cathy Denny FCRC scholarship. In Cuba, she earned an undergraduate degree in Spanish and literature and completed studies in physical therapy, working as a masseuse before moving to the U.S. in1998. After attending night school to improve her English, Rodríguez enrolled at Miami-Dade's InterAmerican Campus to improve her reading skills. She then began studies in computer information system analysis and later was nominated to join the Phi Theta Kappa honors society.

News from CUNY

- New York Gov. George E. Pataki announced the groundbreaking for the City University of New York (CUNY)/1199 Bronx Workforce Development Center, a health-care workforce and child-care facility operated by a unique partnership of three CUNY schools–Herbert H. Lehman College, Bronx Community College, Eugenio María De Hostos Community College–Local 1199/SEIU, and the League of Voluntary Hospitals and Homes of New York. It will offer counseling, pre-college basic skills courses, continuing education courses, and credited certificates in professional areas that prepare working adults for college-level work leading to degree programs.
- CUNY has attracted some 403,000 students this year, an unprecedented number of which 205,000 are adult and continuing ed students and 198,000 are students in undergraduate and graduate degree credit programs. The University has raised its admissions standards and CUNY is attracting applicants with higher test scores.
- Students at three CUNY colleges are participating in an innovative technology program aimed at helping more Hispanics in the United States and Puerto Rico complete their formal education and bridge the digital divide. The Hispanic Educational Telecommunications System (HETS) e-Mentoring Program offers online mentors to support undergraduate college students. It is one of the first inter-institutional efforts designed to help overcome distance-learning barriers.

Mt. SAC Bridge Program, Hard-Working Mom, Help Immigrant Student

It was 10 years before Elmer Rodríguez would leave his native El Salvador and join his mother in the U.S. for a better life. The Mt. San Antonio College (Mt. SAC) student feels that he owes it to his mother–whose hard work as a hotel housekeeper enabled him to get to the U.S. and into college–to work hard and achieve academically.

Mt. SAC (Calif.) credits the start of Rodríguez's success in college to his enrollment in the Bridge Summer Student Success Academy in 2000.

Despite initial troubles with English, Rodríguez excelled in high school and earned his diploma in two-and-a-half years. As a freshman at Mt. SAC, he joined the Bridge Program, which lead to his involvement in the Alpha Gamma Sigma Honor Society and the statewide National Conference for Community and Justice "Latino/Latina College Leadership Institute." Now on his way to earning a bachelor's degree, he plans to transfer to the University of California-Berkeley to study business administration.

Rodríguez hopes to buy his mother a beautiful home and provide for her living expenses. "I want to work hard so my mom doesn't have to," he said. "It's my duty, my responsibility."

Visual Record of Mexican Cultures Donated to UT-Austin

Photographer George O. Jackson donated a visual record of important festivals of more than 60 indigenous Mexican cultures to the Nettie Lee Benson Latin American Collection at the University of Texas-Austin. The "Essence of Mexico Project" includes about 50,000 color 35-mm slides and Jackson's notes on the festivals and their celebrants, from the 1990s.

Relying on his own Mexican heritage, Jackson captured a visual record of more than 200 community festivals in 28 states and the federal district. The project has spawned five museum exhibitions in nine international venues, supported by benefactors from the U.S., Mexico, Canada, England, and Belgium.

Campbellsville Enrollment Continues Rise

Campbellsville University (Ky.) and member institutions of the Council for Christian Colleges and Universities (CCCU) continue to outpace other colleges and universities in enrollment, according to data released by the U.S. Department of Education. Data compiled from 1990 through 2000 reflected a 47.4 percent enrollment increase among the 98 CCCU members. During the same period, Campbellsville's reported enrollment tripled.

The number of students enrolling in Christ-based institutions is not the only growth being seen by CCCU campuses. Retention numbers, residential populations, and the quality of incoming freshmen (e.g., SAT/ACT average and high school GPA) have also gone up.

Santa Monica Posts Transfer Data

For the second consecutive year, Santa Monica College (Calif.) sent the highest number of transfers to the University of California (UC) and California State University systems combined and was tops in the amount sent to UC alone. Santa Monica also had the highest number of African American and Chicano/Latino students who transferred to the UC system.

Santa Monica sent 1,620 students to the two systems in 2000-01. Of the 709 Santa Monica transfers to UC, 74 were Chicano/Latino and 30 were African American. College transfer coordinator Dan Nannini attributed the numbers to Santa Monica's specialized African American Collegian and Latino centers, which provide specific counseling and support to students of those backgrounds. College President Dr. Piedad F. Robertson said that the numbers reflect its deep commitment to transfer and student success.

Felician Women's Soccer Team First-Time Conference Champs

The Felician College (N.J.) women's soccer program, in only its fifth season of intercolle-

giate competition, captured its first Central Atlantic Collegiate Conference (CACC) regular season title. The Lady Golden Falcons finished 8-0-2 in the CACC and were 13-1-2 overall.

The team was lead by its two first-team All-Conference selections, Anna Bartsch and Valerie Espósito. Bartsch was named player of the year. Senior forward Soledad Cine, a CACC Player of the Week in October, scored three goals in Felician's regular season title-clinching win over the New Jersey Institute of Technology. Head coach Ben "J.R." DiNallo was named Conference Coach of the Year.

Felician lost in the final game of the post-season conference tournament to Holy Family College (Pa.). Pictured (l. to r.): Cine, Espósito, and Bartsch.

Texas-Permian Basin Hosts Bilingual Conference

The University of Texas of the Permian Basin hosted its 11th annual Bilingual/Multicultural Teacher/Parent Conference, "Success through Unity," which featured such issues as ESL, technology in the bilingual classroom, and innovations in teaching language. It included an awards luncheon that honored outstanding bilingual educators and outstanding parents who support bilingual education.

Multicultural Marketing Launches Library

Multicultural Marketing Resources, Inc., launched its Multicultural Marketing Resources Reference Library/Knowledge Center and Museum, a resource for new and experienced marketers whose companies target, or help others target, Hispanic, Asian American, African American, women, gay/lesbian, and other cultural markets. Library members can access statistical data on specific ethnic and cultural groups, Census and demographic information, books on trends in multicultural marketing, and studies on consumer buying habits and buying power.

The library houses basic demographic information; relevant articles and information on the best marketing practices; reports, studies, directories, books, and other literature related to multicultural marketing; and books and other literature relevant to specific ethnic and lifestyle groups. It also engages in tailored research that provides members with comprehensive insight into best practices and trends through competitor and new product assessment, customer satisfaction and loyalty measurement, and industry and ethnic market studies. The museum area of the library features a retrospective of more than 30 years of multicultural advertising.

For more information, access the Web site www.multiculturalmarketingresources.com

PUBLICATIONS

Grassroots Expectations of Democracy and Economy: Argentina in Comparative Perspective

By Nancy R. Powers.

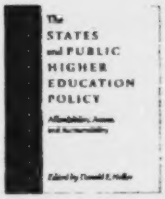
Grassroots Expectations

This book, providing a brief economic and political history of Argentina, discusses perceived interests in terms of the government and its policies and dissects the experience of economic hardship in the Argentinean people, exploring how people take into account their material concerns when thinking about the larger world of politics.

2001. 294 pgs. ISBN 0-8229-5745-0. $19.95 paper. University of Pittsburgh Press. (800) 666-2211.

The States and Public Higher Education Policy: Affordability, Access, and Accountability

Donald E. Heller, ed.

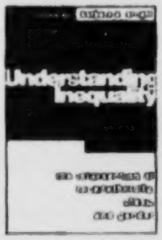


Donald E. Heller and other higher education scholars and practitioners explore the debates surrounding the issues of affordability, access, and accountability of higher education. They offer a broad perspective that will appeal to policymakers and educators, and provide a clear view of key issues that will shape the future of higher education.

2001. 271 pgs. ISBN 0-8018-6494-1. $38.00 cloth. Johns Hopkins University Press. (800) 537-5487.

Understanding Inequality: The Intersection of Race/Ethnicity, Class, and Gender

Barbara A. Arrighi, ed.

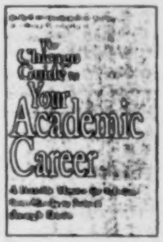


This textbook anthology takes a fresh approach to the study of inequality, promoting a sharper understanding of the intersection of race, class, and gender. It aims to give students a solid analytical foundation for understanding inequality while exposing them to key debates in American society.

2001. 352 pgs. ISBN 0-8476-9915-3. $26.95 paper. Rowman & Littlefield. (800) 462-6420.

The Chicago Guide to Your Academic Career: A Portable Mentor for Scholars from Graduate School through Tenure

By John A. Goldsmith, John Komlos, and Penny Schine Gold



Packed with useful insider information, *The Chicago Guide to Your Academic Career* is for anyone considering a life as an academic and for those who already have gotten their feet wet. Topics range from finding a mentor, writing the dissertation, finding a job, and obtaining tenure, to issues of family, gender, and the personal side of academic life.

2001. 330 pgs. ISBN 0-226-30151-6. $13.00 paper. University of Chicago Press. (800) 621-2736.

Spanish Studies: An Introduction

By Bill Richardson

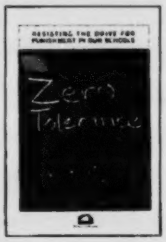
Spanish Studies

This accessible introduction explores the notion of "Spanishness" through 10 key themes. Ranging from topics as diverse as political corruption and religious orthodoxy, Basque nationalism, and Andalusian fiestas, this text provides fascinating insights into Spanish life and is an invaluable introduction to Spanish culture.

2001. 226 pgs. ISBN 0-340-76038-9. $21.95 paper. Oxford University Press. (800) 451-7556.

Zero Tolerance: Resisting the Drive for Punishment in Our Schools

William Ayers, Bernardine Dohrn, and Rick Ayers, eds.



Zero Tolerance is a passionate, powerful argument against "one strike and you're out" disciplinary policies that take critical judgment and decision making completely out of the hands of teachers and administrators. These policies often expel students blindly, hurt student-teacher relationships, and take away the student's right to an education. Foreword by the Rev. Jesse L. Jackson.

2001. 226 pgs. ISBN 1-56584-666-4. $17.95 paper. The New Press. (800) 223-4830.

Language Awareness: A History and Implementations

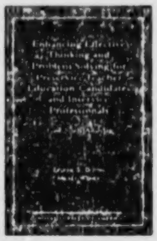
Lana J. White, Bruce Maylath, Anthony Adams, and Michael Couzijn, eds.

This second release in the series Studies in Language & Literature–International Perspectives on Mother Tongue Education contains a truly international account of "critical awareness" as a key concept in language education. It offers language teachers a view of the beginnings and the ramifications of the "Language Awareness" teaching movement.

2001. 107 pgs. ISBN 90-5356-462-4. $25.00 paper. University of Michigan Press. (734) 764-4392.

Enhancing Effective Thinking and Problem Solving for Preservice Teacher Education Candidates and Inservice Professionals: Case Study Analysis

By Erskine S. Dottin and Mickey Weiner

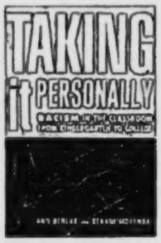


As teachers and learners invest themselves in collaborative group approaches, they develop a firmer sense of their own identity. This book, focusing on the use of the case method, hopes that pre-service teachers and in-service professional educators will participate in learning communities as a means of enhancing their professional growth.

2001 176 pgs. ISBN 0-7618-1940-1. $19.95 paper. University Press of America. (800) 462-3366.

Taking it Personally: Racism in the Classroom from Kindergarten to College

By Ann Berlak and Sekani Moyenda

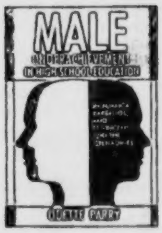


Two teachers chronicle their growth as professionals, reevaluate their ideas on teaching and learning, and redefine the teacher's obligations to the students, in a collection of accounts that show the nature of racism in the classroom, from kindergarten through college.

2001. 216 pgs. ISBN 1-56639-876-2. $19.95 paper. Temple University Press. (800) 447-1656.

Male Underachievement in High School Education: In Jamaica, Barbados, and St. Vincent and the Grenadines

By Odette Parry



Odette Parry challenges the notion that Caribbean boys underachieve academically simply because girls achieve. This study considers the historical context of gender relationships, the development of gender identities, and features of class division as significant factors in determining male educational performance in the Caribbean.

2000. 75 pgs. ISBN 976-8125-73-X. $18.00 paper. University of Oklahoma Press. (800) 627-7377.

Imagining Literacy: Rhizomes of Knowledge in American Culture and Literature

By Ramona Fernández

IMAGINING LITERACY

The basic concept of "common knowledge," Ramona Fernández argues, is a Eurocentric model ill-suited to a society composed of many distinct cultures and many local knowledges. She decodes the ideological assumptions that underlie prevailing models of cultural literacy as she offers new ways of imagining and modeling mixed-cultural and non-print literacies.

2001. 256 pgs. ISBN 0-292-72522-1. $19.95 paper. University of Texas Press. (800) 252-3206.

Drawing Conclusions on Henry Ford

By Rudolph Alvarado and Sonya Alvarado

Drawing Conclusions on Henry Ford

Studying the depiction of Henry Ford in editorial cartoons, this book illustrates the emergence of many popular myths surrounding the automobile manufacturer as seen and understood by the average American citizen during the opening decades of the 20th century.

2001. 196 pgs. ISBN 0-472-06766-4. $23.95 paper. University of Michigan Press. (734) 764-4392.

Ritual Sacrifice in Ancient Peru

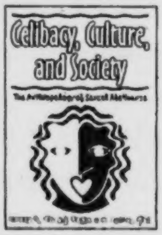
Elizabeth P. Benson and Anita G. Cook, eds.

The essays in this book examine the archaeological evidence of ancient Peruvian sacrificial offerings of human beings, animals, and objects as well as the cultural contexts in which the offerings occurred, from around 2500 B.C. until Inca times, just before the Spanish Conquest.

2001. 227 pgs. ISBN 0-292-70894-7. $19.95 paper. University of Texas Press. (800) 252-3206.

Celibacy, Culture, and Society: The Anthropology of Sexual Abstinence

Elisa J. Sabo and Sandra Bell, eds.



What does celibacy mean for individuals and for the people around them? What function does it serve? This cross-cultural inquiry into the practice of celibacy around the world and through the ages illustrates the complex relationship between human sexuality and its particular sociocultural context.

2001. 274 pgs. ISBN 0-299-17164-7. $22.95 paper. University of Wisconsin Press. (800) 621-2736.

Determinations: Essays on Theory, Narrative, and Nation in the Americas

By Neil Larsen

Determinations employs a Marxist approach to examine postcolonial theory; provides critical readings of a range of postcolonial narratives, especially within the Latin American context; and develops a dialectical, radically historicized account of the national and the colonial as literary and cultural mediations.

2001. 214 pgs. ISBN 1-85984-329-8. $22.00 paper. Verso. (800) 233-4830.

Many publications featured in this section are available through amazon.com.

CONFERENCES

NACADA Mid-South Regional Conference

March 13-15

"Advising for Excellence: Racing Toward the Mark" is the theme of this National Academic Advising Association (NACADA) conference, where advisors and administrators will have the opportunity to examine ways in which academic advising can enhance student success. At the Adam's Mark Hotel, Charlotte, N.C.

Contact: NACADA, (785) 532-5717; e-mail, nacada@ksu.edu; Web site, www.nacada.ksu.edu

AAHE National Conference on Higher Education

March 16-19

The American Association for Higher Education's 2002 National Conference on Higher Education will focus on creating and disseminating knowledge about student learning, in two contexts: student identities and the ways students learn. At the Chicago Hilton Towers, Chicago, Ill.

Contact: (202) 293-6440; fax, (202) 293-0073; Web site, www.aahe.org

NACADA Northeast Regional Conference

March 20-22

The National Academic Advising Association (NACADA), with the theme "Vital Connections: Our Students, Our Profession, Ourselves," will provide an opportunity to explore the myriad ways in which connections are made with students to enhance advisement and make life more meaningful. At the Gideon-Putnam Hotel and Conference Center, Sarasota Springs, N.Y.

Contact: NACADA, (785) 532-5717; e-mail, nacada@ksu.edu; Web site, www.nacada.ksu.edu

2001-2002 NACUA Workshop Series

March 20-23

The National Association of College and University Attorneys Institute for Law and Higher Education presents "Faculty Employment Issues," providing law-related programming, publications, and educational services for colleges and universities. At the Hyatt Regency Hotel, New Orleans, La.

Contact: (202) 833-8390; fax, (202) 296-8379; e-mail, meetings@nacua.org; Web site, www.nacua.org

National Conference on Diversity in Teaching and Learning in American Higher Education

April 3-6

The Center for the Study of Diversity in Teaching and Learning in Higher Education presents its 2002 conference, with the theme "Undergraduate Education: The Real Deal." Dr. Carlos E. Cortés, professor emeritus of history at the University of California-Riverside, will be the keynote speaker. At the Claremont Hotel, Berkeley, Calif.

Contact: (408) 864-8309/8993; fax, (408) 864-5412; Web site, www.TeachLearn.fhda.edu

13th International Conference on College Teaching and Learning

April 9-13

Presented by Florida Community College-Jacksonville and The Center for the Advancement of Teaching and Learning, this event will emphasize research and practice in teaching and learning–with focus on uses of innovative learning strategies and advanced technologies in online learning and the face-to-face classroom. At the Adam's Mark Hotel, Jacksonville, Fla.

Contact: Jack Chambers, (904) 632-3231, or Jeana Davis, (904) 632-3088; fax, (904) 632-3289; e-mail, jchamber@fccj.org or jmdavis@fccj.org; Web site, www.teachlearn.org

AACRAO 88th Annual Meeting

April 14-17

The American Association of Collegiate Registrars and Admissions Officers' goal is to foster professional development by providing guidelines and voluntary standards for best practices in records management, admissions, enrollment management, administrative information technology, and student services. At the Minneapolis Convention Center, Minneapolis, Minn.

Contact: Christine Garner, (425) 636-1640; e-mail, cgarner@mra-services.com; Web site, www.aacrao.org

NACADA Northwest Regional Conference

April 17-19

The National Academic Advising Association (NACADA), with the theme "Creating Harmony Through Diversity and Communication," will emphasize exemplary ways in which academic advisement addresses the issues of communication and diversity at higher education institutions. At Westin Salishan Lodge and Golf Resort, Gleneden Beach, Ore.

Contact: NACADA, (785) 532-5717; e-mail, nacada@ksu.edu; Web site, www.nacada.ksu.edu

NCTM 80th Annual Meeting

April 21-24

The 2002 meeting of the National Council of Teachers of Mathematics, with the theme "Realizing the Vision of School Mathematics," will offer many discussions and publications focusing on professional development, promote the teaching and learning of mathematics, and provide an opportunity to network with more than 18,000 math educators. In Las Vegas, Nev.

Contact: (703) 620-9840; fax, (703) 476-2970; e-mail, annlmtg@nctm.org; Web site, www.nctm.org

NACADA Mid-Atlantic Regional Conference

April 24-26

Advisors help students reach their destinations more efficiently, safely, and comfortably. The destinations are more conceptual than geographical–meeting departmental requirements, obtaining internships, registering for courses, graduating, etc. "Reach the Beach: Advising the Journey" is the theme of this conference of the National Academic Advising Association (NACADA). At the Clarion Resort Fountainbleau Hotel, Ocean City, Md.

Contact: NACADA, (785) 532-5717; e-mail, nacada@ksu.edu; Web site, www.nacada.ksu.edu

NACADA Great Lakes Regional Conference

April 25-27

The theme of this conference of the National Academic Advising Association (NACADA) is "Race for Excellence," which reflects a holistic approach to the work of academic advising for students and advisors. Program sessions will focus on both the personal and professional development of advisors. At Indiana University-Purdue University Indianapolis, Ind.

Contact: NACADA, (785) 532-5717; e-mail, nacada@ksu.edu; Web site, www.nacada.ksu.edu

ACUTA Spring Seminars

April 28-May 1

ACUTA, the Association for Telecommunications Professionals in Higher Education, is hosting its spring seminars. The two main topics to be discussed are Managing Campus Infrastructures and Telemanagement Trends. Representatives from 150 college campuses are expected to attend. In Philadelphia, Pa.

Contact: Pat Scott, (859) 278-3338 ext. 21, or Kellie Bowman, (859) 278-3338 ext. 22; e-mail, pscott@acuta.org or kbowman@acuta.org; Web site, www.acuta.org

NACADA North Central Regional Conference

May 2-3

This National Academic Advising Association (NACADA) conference, with the theme "Voices of our Communities," will be hosted by White Earth Tribal and Community College, Leech Lake Tribal College, Fond du Lac Tribal and Community College, Sinte Gleska University, Minnesota State University-Moorhead, and the University of Minnesota. At the Shooting Star Casino and Event Center, Manohmen, Minn.

Contact: NACADA, (785) 532-5717; e-mail, nacada@ksu.edu; Web site, www.nacada.ksu.edu

24th Annual NISOD International Conference on Teaching & Leadership Excellence

May 26-29

Sponsored by the National Institute for Staff & Organizational Development, University of Texas at Austin, this event features exemplary practices and programs, in almost 300 workshops, seminars, and roundtable sessions; offers in-depth descriptions and demonstrations of successful initiatives; and provides an opportunity to experience the latest and best instructional and organizational tools. At the Austin Convention Center, Austin, Texas.

Contact: (512) 471-7545; fax, (512) 471-9426; e-mail, info@nisod.org; Web site, www.NISOD.org

NAHJ 20th Annual Convention

June 12-15

This year's convention of the National Association of Hispanic Journalists (NAHJ), with the theme "Strength in Numbers: 20 años en la lucha," will feature more than 1,500 media professionals and journalism students. The future of media in the new media lab; computer-assisted reporting; skills building workshops and forums; constructive one-on-one critiques; and advanced techniques in videography, photojournalism, and graphics design are just some of the offerings. In San Diego, Calif.

Contact: (888) 346-NAHJ; Web site, ww.nahj.org

PBL 2002

June 16-20

"PBL 2002: A Pathway to Better Learning," an international conference on Problem-Based Learning in higher education, will bring together experienced PBL faculty so that they can share their insights with one another, as well as support those who are interested in using this method of learning for the first time. At the Baltimore Convention Center, Baltimore, Md.

Contact: (302) 831-3474; fax, (302) 831-4919; e-mail, pbl2002@udel.edu

NEH Summer Institute for College and University Teachers

June 17-July 19

"Hispanic Gendering of the Americas: Beyond Cultural and Geographical Boundaries" is a five-week, interdisciplinary summer institute for 25 college and university teachers on the role of women in Latin America and on the Hispanic-Latina culture that was created as women crossed borders into the United States in the 20th century. Teachers of history, literature, humanities, gender or women's studies, multicultural studies, social studies, and Hispanic literatures and cultures are especially encouraged to apply. At Arizona State University.

Contact: Patricia Harris, (480) 965-0636; e-mail, institute2002@asu.edu; Web site, www.asu.edu/clas/history/institute2002

Book Review

By Humberto López Cruz

***Cuba y Brasil: etnohistoria del empleo religioso del lenguaje Afroamericano*, by William W. Megenney.** 354 pages. Miami: Ediciones Universal, 2000. ISBN 0-89729-909-4. $29.95 paper.

For many, delving into the Afro-Caribbean religion is an avenue to understanding part of the past of one of the most significant ethnic groups of hybrid America. Only through understanding certain fragments of a common past is it possible to comprehend today's reality. The Black presence in Latin America–strongly tied to an uprooted and an enslaved past–has contributed to the enrichment of the cultural mosaic of the so-called New Continent. However, many details must be further analyzed in order to trace common links that might suggest similarities among Black populations in various places of the Spanish Caribbean and South America.

WILLIAM W. MEGENNEY
CUBA Y BRASIL:
ETNOHISTORIA DEL EMPLEO RELIGIOSO DEL LENGUAJE AFROAMERICANO

This is perhaps the main topic in William W. Megenney's study. This professor is proposing a thorough investigation that could demonstrate the differences and similarities between neo-languages spoken in Cuba and Brazil (Spanish and Portuguese) and the mixture with its Afro-American homonyms, Yoruba, Ewe, and Efik. Since Megenney primarily bases his investigations in Cuba and Brazil, it is expected that the usage of these African languages–or a mix of them–is found in the slaves' religious beliefs, a careful syncretism with the masters' Catholicism or, in other words, within Cuban Santería and Brazilian cults such as Candomblé, Umbanda, and Quimbanda.

Megenney is not new to these studies. He has several publications on African influences in Brazil and Spanish-Caribbean countries. This ambitious project encompasses a series of previous investigations. Black slavery in the Americas is also analyzed, with the purpose of establishing the connection between the African past and the current reality of Black religion juxtaposed with Catholic beliefs. We must not forget that this culture has survived the whip and hard labor, thanks in part to the oral traditions passed from generation to generation. What Blacks brought in their memories, besides the horrors of being pulled away from their nation and their identity, is what today forms a subculture in a much wider social spectrum that is represented in contemporary Latin America.

The book traces the Black presence in America from the origins of the European Conquest, and thus the beginnings of the slave trade, to a comprehensive analysis of Afro-Cuban and Afro-Brazilian texts. It is significant to realize how the author proves similarities among texts, which in turn proves common links between Black populations from Cuba and Brazil. Megenney supports some of his theories with the vast investigations of Cuban anthropologist Lydia Cabrera, a world-renowned figure on the subject of Black religions. Many of Cabrera's publications are included in the text's bibliography.

The author attempts to discover the meaning of gestures, acts, words, beliefs, behaviors, rituals, and everything that is of physical and spiritual possession within the analyzed ethnic group. Megenney's studies coincide with the anthropologists' conclusions, utilizing the aforementioned Afro-American texts from a socio-political angle that provides a much more ample view of a unique social scheme.

The religious aspects derived from African religions and currently found in the beliefs of a considerable percentage of the populations of the Caribbean and Brazil prove the need for Megenney's publication. Many artistic expressions, such as literature, music, paintings, dances, to name a few, reflect the strong Black influence in the region. In addition, there are traditions that could be traced back to an African past.

Since a significant majority of believers in either Santería or Candomblé, Umbanda, and Quimbanda also call themselves Catholics, an interesting aspect of the text is Megenney's correlation between biblical passages and African legends. The author turns to the Judeo-Christian religion to find instances in which good and bad spirits interact with humankind, since similar concepts are contained in the referenced African religions.

This book offers an interesting view of the origin and development of African religions in America, their fusion with the European Catholics' beliefs, and the importance of the Black presence in Latin America. This is a study of religions that survived the conquerors, the Inquisition, and the indigenous religions and beliefs, and continue to be an integral part of the main religious doctrine of millions on the American continent. The text is well annotated, and Megenney offers a good bibliography, the result of lengthy and conscientious investigations.

The author has investigated the Black presence in other Latin American locations, too, and the sources listed cover a wider range of disciplines than religion and anthropology. This additional effort enriches the book and adds weight to Megenney's conclusions. For those interested in the religious legacy inherited from Africa, Megenney's publication may be a good beginning and an informative source for further studies and investigations.

Humberto López Cruz, assistant professor of Spanish at the University of Central Florida, specializes in Caribbean and Central American literatures and Hispanic literature in the U.S. He is director of the Foreign Language Media Center, author of many articles in domestic and international journals, co-editor of a book on the narrative of Reinaldo Arenas, and in 1998 was elected editor of SELA, South Eastern Latin Americanist.

If interested in submitting a book review, please e-mail us at outlook@aol.com for Book Reviewers' Guidelines.

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ESU
EAST STROUDSBURG UNIVERSITY

Vice Chancellor for Planning, Budgeting, and Policy Analysis

Pennsylvania State System of Higher Education

The Pennsylvania State System of Higher Education seeks applications/nominations for the Vice Chancellor for Planning, Budgeting, and Policy Analysis in the Office of the Chancellor. The vice chancellor reports to the chancellor and carries executive responsibility for system-wide planning, research and data analysis, policy development and analysis, development and management of the operating budget, and accountability.

The System. The State System of Higher Education consists of Pennsylvania's 14 publicly owned and accredited universities, four branch campuses, several regional centers, the Educational Resources Group and the McKeever Environmental Learning Center. The System universities offer degrees at the associate, baccalaureate, masters and doctoral levels. With more than 98,000 students, the Pennsylvania State System is the largest provider of higher education in the Commonwealth. Approximately 90% of the universities' students are in-state, and approximately 69% remain in Pennsylvania after graduation. The System's operating budget is approximately $1 billion, of which $452 million is appropriated by the legislature.

Qualifications. A Ph.D. or equivalent earned doctoral degree is required. The successful candidate will have a minimum of seven years of progressive and substantial executive level experience in higher education administration; experience in planning, policy development and analysis, research and data management and budgeting is expected; exceptional leadership, management and interpersonal skills; excellent written and oral communication skills; analytical skills with excellent abilities for integrating information and data; ability to work effectively as part of a management team; and a commitment to cultural diversity and equal opportunity.

Start Date. July 1,2002 or as negotiated.

Applications/Nominations. To ensure full consideration, materials should be submitted prior to March 22, 2002. Review of applications will begin immediately and will continue until an appointment is made. Nominations may be made in writing or by phone and should include the name, position, address and telephone number of the nominee. Applications should include a letter addressing how the candidate's experiences match the position requirements, a curriculum vita, and the names, title, business address, and business and home telephone numbers of at least five references. Confidential requests for information, telephone or written nominations, and application materials should be directed to: **Dr. Peter H. Garland; Office of the Chancellor; Pennsylvania State System of Higher Education; 2986 North Second Street; Harrisburg, Pennsylvania 17110; Telephone: 717-720-4010 and FAX: 717-720-4011.**

More information is available at web site,
http://www.sshechan.edu/jobs.htm

The Pennsylvania State System of Higher Education is an equal opportunity/affirmative action employer and encourages applications from minorities, women, veterans, and persons with disabilities.

ENLACE

JOLIET
Junior College

Engaging Latino Communities for Education

ENLACE, Engaging Latino Communities in Education, is a W.K. Kellogg Foundation higher education initiative aimed at increasing opportunities for Latino youth to prepare for post-secondary education. Through ENLACE, Joliet Junior College will initiate efforts focused on Latino students' educational success.

For more information on Joliet Junior College's ENLACE program, please call (815) 729-9020 ext. 2761.

UNIVERSITY OF CALIFORNIA, DAVIS
DIRECTOR, STUDENT HOUSING

The University of California, Davis, invites applications for the position of Director of Student Housing. The Director is responsible for all aspects of planning, operating and managing UC Davis student housing. For more information, please visit our website at **http://www.housing.ucdavis.edu**.

Qualifications:

Outstanding leadership, management, communication, interpersonal, and team building skills; experience in fiscal and capital planning, and progressively responsible positions in student housing administration or a related field. Bachelor's Degree or equivalent training and experience is required, Master's Degree preferred. Minimum of 5 yrs. experience in the field of student housing or a related field is required. Salary commensurate with experience and a generous benefits package.

Screening will begin March 15, 2002. The position is open until filled. Send letter of application, resumé and names/telephone number of three references to:

Robert G. Franks
Interim Vice Chancellor-Student Affairs
University of California, Davis
One Shields Avenue
Davis, CA 95616-8707
Phone: (530) 752-0339
Fax: (530) 752-2565
Email: rgfranks@ucdavis.edu

The University of California is an affirmative action/equal opportunity employer.

Vacancy Listing available at:
http://hr.ucdavis.edu/emp/VLs/DirStuHousing.htm

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Assistant/Associate Professor

The Bilingual/Multicultural Education Department (BMED) California State University, Sacramento announces a tenure track position at the assistant/associate professor level. Candidates must have knowledge of issues related to the education of gifted and talented children or youth who are underrepresented in traditionally offered programs. Required experience includes work in educational settings with English language learners and/or urban youth. Elementary or secondary teaching experience desired. Primary duties will include teaching pre-service and/or graduate courses related to the gifted and talented, the development of programs for the gifted and talented in the collaboration with BMED faculty teachers, and teach in other related areas. Screening will begin March 18, 2002. For application procedures visit our website at **www.edweb.csus.edu**. Position open until filled. *AA/EO*

Harold Murai, Chair Position #90
Bilingual/Multicultural Education Department
6000 J Street, Eureka 435D
Sacramento, CA 95819-6079
(916) 278-5942

TEXAS TECH
UNIVERSITY

DIRECTOR
ADMISSIONS AND SCHOOL RELATIONS

Texas Tech University seeks nominations and applications for the position of Director of Admissions and School Relations. The preferred date for the individual to begin duties is June 1, 2002.

Position

The Director of Admissions and School Relations reports to the Vice President for Enrollment Management and is responsible for developing and implementing a comprehensive undergraduate recruitment and admissions program.

The office is staffed by 42 full-time and 7 student employees and operates with a budget of approximately $2.1 million. The Director manages the daily operations of the admissions office, implements and assesses all recruitment programs, coordinates application processing and review, trains and supervises the staff, and administers the department's budget. The Director is also responsible for the Visitors Center, New Student Orientation, and five regional centers. Additionally, the Director interacts with a variety of academic departments and administrative units, as well as alumni, parents, and high school officials.

Qualifications

Desired qualifications include a master's degree and five to seven years of progressively responsible experience in admissions or a related area. The ideal candidate should have a sound knowledge of admissions principles and practices and have a demonstrated record of success in admissions marketing, the recruitment of high achieving and diverse students, the effective use of technology and institutional research, and personnel and budget management. The Director should be a creative and energetic leader who possesses effective interpersonal, organizational and communication skills.

Application

For full consideration, materials should be submitted by March 22, 2002. Review of applications will begin immediately and will continue until the position is filled. Application materials should include a letter of application addressing how the candidate's experiences match the position requirements, a curriculum vitae and the names, titles, business addresses and phone numbers of at least four professional references. Electronic submission of materials as an MS Word attachment is strongly encouraged. Salary is competitive and commensurate with experience.

Individuals wishing to nominate candidates should submit a letter of nomination, including the name, position, address and telephone number of the nominee.

Application materials and nominations should be directed to:

Stephanie J. Hays
Chair, Director of Admissions and School Relations Search Committee and
Assistant Vice President for Enrollment Management
Texas Tech University
Box 42010
Lubbock, TX 79409-2010
E-mail: stephanie.hays@ttu.edu

For more information about Texas Tech University and the Lubbock community visit the following web sites: www.ttu.edu and www.lubbockonline.com.

Texas Tech University is an Affirmative Action, Equal Opportunity employer and has a strong institutional commitment to diversity. In that spirit, we are particularly interested in receiving applications from a broad spectrum of people, including women, minorities and persons with disabilities.

Chancellor

UNIVERSITY of NORTH TEXAS SYSTEM

The University of North Texas System Board of Regents announces a nationwide search for a new Chancellor to advance the positive momentum established by Dr. Alfred F. Hurley, who will step down August 31, 2002, after 20 years of leadership. Individuals from historically under-represented groups are encouraged to apply.

The UNT System is the only university system whose primary mission is to serve the residents of the dynamic North Texas region - the nation's ninth largest and fastest growing metropolitan area with a population larger than that of 30 states. The region's population, currently 5.2 million, is projected to reach 11 million by 2030.

The UNT System comprises:

- University of North Texas at Denton - the system flagship, classified a doctoral/research university - extensive by the Carnegie Foundation, is the region's leading, largest and most comprehensive university and the state's fourth-largest public university;
- UNT Health Science Center at Fort Worth, dedicated to educating medical and public health professionals, biomedical scientists and researchers, and
- UNT System Center at Dallas, a pathway to the future UNT-Dallas, which will be the only public university located within the city of Dallas.

Enrollment at the System's institutions is approximately 29,000 and is expected to grow to 50,000 by 2015.

The UNT System has a direct economic impact on the region, currently boosting such activity by more than $1.26 billion annually. The System is a major producer of the region's workforce, as measured by the more than 100,000 alumni living in the area.

Additional information: **www.unt.edu, www.hsc.unt.edu,** and **www.unt.edu/unt-dallas.**

The board is seeking an innovative, recognized leader and pacesetter - with a passion for the mission of higher education - to guide the UNT System to higher levels of achievement and prominence.

The Chancellor, as chief executive officer, is responsible to the board for leading, managing and operating the System administration and for overseeing and fostering its component institutions. Primary duties also include:

- developing key constituencies at the state and national levels, including business and the executive and legislative branches of government;
- ensuring that each member institution has grants, endowments and capital contributions sufficient to rank among the top tier of its peer institutions nationwide; and
- assuming prominent leadership roles in regional and state economic development, and in meeting state goals for college participation/graduation rates, excellence and research (Closing the Gaps: **www.thecb.state .tx.us**).

More information on the University of North Texas System Chancellor search: **www.unt.edu/chancellorsearch.**

Review of submitted applications and credentials will begin immediately and will continue until a new Chancellor is selected. For optimal consideration, materials should be received at the following address no later than March 15, 2002.

R. William (Bill) Funk
Consultant to the UNT System Chancellor Search
2100 McKinney Avenue, Suite 1800
Dallas, Texas 75201
Fax: (214) 954-1849
E-mail: krisha.creal@kornferry.com

AA/EOE/ADA

USF University of South Florida

Founded in 1956, the University of South Florida is a public research university of growing national distinction, serving 36, 000 students in ten colleges on campuses in Tampa, Lakeland, St. Petersburg, and Sarasota/Manatee. It has been classified "Doctoral/Research University-Extensive" by the Carnegie Foundation for the Advancement of Teaching. Reflecting its breadth of graduate and research programs, *USF* is one of three public universities in Florida classified as a Research I institution. With more than 2,000 faculty, *USF* offers baccalaureate degrees in 79 fields, 89 master's and specialist programs, 25 doctoral programs, and the doctor of medicine degree.

The university is currently recruiting for the following faculty positions:

Position Title	*Discipline*	*Deadline:*
Assistant/Associate Professor *(2 positions)*-	Deans Office-Nursing-	OPEN
Assistant Professor *(IT Department Chair)*-	Engineering-	OPEN
Assistant Professor *(2 positions)*-	Engineering/Lakeland Campus-	OPEN
Assistant Professor-	Psychology-	OPEN
Instructional Specialist-	Mental Health Law & Policy-	OPEN
Associate Professor *(Assoc Director)*-	Comparative Medicine-	OPEN
Assistant Professor-	Comparative Medicine-	OPEN
Assistant/Associate Professor-	Otolaryngology-	OPEN
Professor *(Dean)*-	Public Health-	OPEN
Instructor *(Nurse Midwifery)*-	Nursing-	OPEN
Director, Academic Support Services-	Budgets/HR/IT-	OPEN
Assistant In Research-	Child & Family Studies-	03/15/02
Assistant Professor (Athletic Training)-	Physical Ed, Wellness & Sports-	03/15/02
Associate/Full Professor-	Environmental Sci & Policy-	03/15/02
Assistant Professor-	World Language Ed-	03/15/02
Instructor-	Mathematics-	03/15/02
Assistant/Associate Professor *(2 positions)*-	Education/Sarasota Campus-	03/22/02
Instructor-	English/Sarasota Campus-	03/22/02
Instructor-	Psychology/Sarasota Campus-	03/22/02
Instructor-	History/Sarasota Campus-	03/22/02
Assistant Professor-	Criminology-	03/22/02
Assistant/Associate/Professor-	Educational Leadership-	03/22/02
Assistant/Associate/Professor-	Elementary Ed/Lakeland Campus-	03/22/02
Assistant/Associate Professor *(2 positions)*-	Education/Sarasota Campus-	03/22/02
Instructor/Assistant/Associate Professor *(2 positions)*-	Elementary Ed-Lakeland Campus-	03/22/02
Visiting Instructor-	Physical Ed, Wellness & Sports-	03/29/02
Instructor-	Social Work-St. Petersburg Campus-	03/31/02
Full Professor/Director-	Social Work-	03/31/02
Assistant/Associate/Professor-	Dermatology & Cutaneous Surgery-	04/30/02
Assistant Professor *(3 positions)*-	Dermatology & Cutaneous Surgery-	04/30/02
Associate Professor/Professor-	Dermatology & Cutaneous Surgery-	04/30/02

For a description on the above listed positions and additional vacant positions: (1) visit our Employment Services Web site at **http://usfweb.usf.edu/usfpers/vacancy.html.** or (2) contact Equal Opportunity Affairs, **Ferrell@admin.usf.edu.** for faculty positions; or (3) call *USF* job line at **813.974.2879** for staff positions.

USF is an equal opportunity/equal access/affirmative action institution, committed to excellence through diversity in education and employment.

www.usf.edu • 4202 E. Fowler Ave, Tampa, FL 33620

Join the Maricopa Family!

A GREAT PLACE TO WORK!

MARICOPA COMMUNITY COLLEGES

The Maricopa Community Colleges are a fast-growing lifelong learning system with great facilities, full benefits and *glorious weather*.

Job opportunities exist in faculty, management, technology, support staff, facilities, custodial, and other areas.

All employment opportunities are posted online at www.dist.maricopa.edu/hrweb, and for public view at the District Office, Room 226, 2411 W. 14th Street, Tempe, AZ 85281 or 480-731-8444. Applications are required.

The Maricopa Community Colleges are located in the Phoenix, Arizona Metropolitan area.

MCCCD is an affirmative action and equal employment opportunity employer.

harrisburg area
community college

VICE PRESIDENT

STUDENT AFFAIRS AND ENROLLMENT MANAGEMENT

DEAN

MATH, SCIENCE, AND ALLIED HEALTH

WILDWOOD CAMPUS

Established in 1964 as Pennsylvania's first community college, HACC is now a multi-campus institution offering a variety of degree, certificate and diploma programs that prepare students for the job market or continuing studies at a four-year institution. The college also plays a vital role in improving the quality of life in Central Pennsylvania by providing high-quality, low-cost educational opportunities, strengthening the local economy, training the region's workforce, and sharing our cultural and educational resources with the community to enable people to make the most of their potential.

The College's Wildwood Campus is located in Harrisburg; other campuses are located in Lebanon, Lancaster, and Gettysburg. Full- and part-time student enrollment is near 12,000 with 50,000 served in non-credit courses.

The College's priorities emphasize multicultural initiatives, workforce development, a strengthened student-centered learning environment, employee development and collegiality, and quality and consistency of standards.

VICE PRESIDENT, STUDENT SERVICES AND ENROLLMENT MANAGEMENT
PIN 110-279-101

The Vice President for Student Affairs and Enrollment Management reports directly to the President. This administrator is charged with providing vision, leadership, and strategic direction to a college-wide, team-based approach to aggressive enrollment management. Recruitment, retention and student support will be aimed at diverse constituencies ranging from high school students to adults. In addition, the person will oversee a comprehensive retention program designed to help students achieve their goals. Strategies must include assessment tools for measuring recruitment and retention efforts; and a coordinated marketing and communications plan, working with the College's Public Relations Department. Additionally, the person will be expected to collaborate extensively on enrollment management efforts with the academic divisions of the college. The following areas will report to the vice president: recruitment; admissions; financial aid; veterans affairs; registration; counseling and academic advising; career placement and transfer; records; student activities, including minority and multicultural student support; placement testing and learning support, including special needs accommodations; child play center; and physical education facilities and intramural athletics. Requirements include a Master's degree (doctorate preferred); course work must include major emphasis in student personnel services/higher education administration/or enrollment management; five years of administrative level experience in higher education, including two to three years of experience in enrollment management, preferably in a community college; demonstrated knowledge and effectiveness in recruitment, retention and student support services and programs; ability to interpret the enrollment management philosophy and program to the College and community; demonstrated effectiveness of personnel and budget management skills; strong analytical, interpersonal, and communication skills with the ability to address college-wide issues; demonstrated knowledge of information technology applications that support the work of an enrollment services program; experience and understanding of the organizational dynamics involved in a multi-campus or multi-college system; commitment to faculty and staff diversity and demonstrated ability to work effectively with a diverse faculty, staff and student body; and demonstrated commitment of and appreciation for a collaborative work environment that values shared governance and collegiality. Annual salary is between $78,400 and $88,200 based on experience.

DEAN, MATH, SCIENCE, AND ALLIED HEALTH (MSAH)
PIN 110-274-133

Reporting to the Vice President, Instruction and Educational Services (VP), this administrator is responsible for the management and supervision of all operations of MSAH on the Wildwood Campus, for academic matters on the Lancaster, Lebanon, and Gettysburg Campuses, and for direct supervision of the personnel, the programs, the offerings, and other activities operated through or by MSAH. Requires a Master's degree from a regionally accredited institution in a discipline of MSAH; five years of teaching experience in higher education; three years of supervisory/administrative experience in higher education; demonstrated knowledge of and commitment to the community college mission; demonstrated interpersonal skills and ability to establish positive relationships with faculty, staff, and students; demonstrated ability to work effectively with a diverse faculty, staff, and student body; and demonstrated interpersonal skills and ability to establish positive relationships with faculty, staff, and students. Community college teaching and administrative experience preferred. Annual salary is between $61,920 and $69,660 based on experience.

HACC offers an excellent fringe benefits program. Review of applications will begin on **April 1, 2002.** Submit two copies of your letter of interest, unofficial transcripts, and resume to the **Office of Human Resources, Harrisburg Area Community College (Indicate Position Identification Number), One HACC Drive, Harrisburg, PA 17110.**

EOE-M/F/D/V

HACC is an equal opportunity employer and is committed to the diversity of its workforce.

www.hacc.edu

The University of Michigan

Department of Communication Studies

Visiting faculty are needed to teach in the Fall 2002 Semester (September through December) and/or Winter 2003 Semester (January through April). Appointments are possible as Visiting Assistant, Associate, or Full Professor. Full-time appointments carry a teaching load of two courses per semester, plus some service commitments (e.g., counseling). Teaching opportunities include two areas: Area I - processes of mediated communication (courses in social influence and persuasion, media use and reception, communication technologies) and Area II - media, culture, and society (courses in media, culture and society, media and violence, mass communication and identity). Ph.D. or equivalent in appropriate area of research. Ability to instruct courses and conduct research in one or moreareas listed above. Salary is dependent upon qualifications and xperience. Visiting faculty are eligible for participation in the University's liberal benefits plan. Applicants should send a vita, three letters of recommendation, and evidence of teaching effectiveness to: **Chair, Department of Communication Studies, University of Michigan, 2020 Frieze Building 105 S. State Street, Ann Arbor, MI48109-1285.** Evaluation of applicants will begin immediately and continue until the positions are filled.

The University of Michigan is a non-discriminatory/affirmative action employer.

FACULTY

COLUMBIA

COLUMBIA COLLEGE CHICAGO'S JOURNALISM DEPARTMENT seeks a journalist, educator to teach graduate and undergraduate news reporting courses beginning 09/01/02.

This tenure-track faculty member will teach core public affairs reporting news laboratory courses in the department's growing graduate program as well as introductory and mid-level news writing and reporting undergraduate courses; mentor adjunct faculty teaching reporting classes, develop relations with local media and advise students on academic and career matters. Significant public affairs reporting experience and a graduate degree in journalism or relevant field is required. Experience in teaching college journalism courses preferred.

COLUMBIA COLLEGE'S JOURNALISM DEPARTMENT seeks a magazine educator to teach professionally oriented undergraduate courses in the department's growing Magazine Program beginning September 1, 2002.

This tenure-track faculty member will teach magazine writing and editing courses; advise editorial aspects of Echo, the college's student produced magazine and mentor adjunct faculty and advise students on academic and career matters. Significant professional experience writing and editing for magazines and an advanced degree in journalism or another relevant field is required. Experience teaching college-level magazine courses preferred.

Columbia College is a diverse, open admissions, urban institution of 9,500 undergraduate and graduate students emphasizing arts and communications in a liberal education setting. We offer a competitive salary and excellent benefits package. Minority and Women applicants are especially encouraged to apply. Submit curriculum vita, letter of application, and names of three references to:

Journalism Faculty Search
Columbia College Chicago
600 S. Michigan Avenue
Chicago, IL 60605
eoe m/f/d/v

Fayetteville Technical Community College
EMPLOYMENT OPPORTUNITY

Position Vacancy: **SPANISH INSTRUCTOR** (10 Month Contract)
Job #01-85

Date Available: **August 1, 2002**

Duties: Primary duties include classroom teaching of Spanish. Must participate in faculty committees, student advising, and other activities as assigned.

Qualifications: **Minimum Requirement:** Master's degree in Spanish or Master's degree with 18 graduate semester hours in Spanish. **(Applicants not meeting this minimum requirement will not be considered.)**

Preferred Requirement: Teaching experience at the community college level and basic computer skills.

Salary: Based on college salary scale, plus an excellent benefits package.

Application Deadline: April 15, 2002. A completed FTCC application with college transcripts (copies only) must be received in the Human Resources Office by 4 p.m. on this date to be considered.

Posting date: 3/11/02

RETURN COMPLETED APPLICATION TO:
HUMAN RESOURCES OFFICE
FAYETTEVILLE TECHNICAL COMMUNITY COLLEGE
PO BOX 35236, FAYETTEVILLE, NC 28303
Phone: (910) 678-8378 Job Line: (910) 678-8480 Fax: (910) 678-8269
Internet: http://www.faytech.cc.nc.us

AN EQUAL OPPORTUNITY EMPLOYER

AMHERST COLLEGE

ASSISTANT/ASSOCIATE DIRECTOR OF ALUMNI AND PARENT PROGRAMS

The Assistant/Associate Director will manage fundraising and programming activities for alumni classes, including the post 50th reunion classes, oversee the Winifred Arms Associates program (widows and widowers of Amherst graduates), and coordinate projects such as student and volunteer phone-a-thons. Level of position to be determined based upon experience.

Program responsibilities for classes include oversight of class notes and In Memory submissions for the Alumni magazine, class events, alumni training weekends, and reunion planning. Fundraising responsibilities consist of implementing annual fund strategies for classes to reach dollar and participation goals, selecting and motivating an extraordinarily active volunteer class agent structure, and organizing leadership gifts efforts. Amherst raises $7 million from approximately 65% of alumni through its Annual Fund - maintenance of this level of support is critical for the College.

Qualifications: the successful candidate will have a strong commitment to the goals of a liberal arts education and to the importance of the College's relationship with its constituencies. He/she should be energetic, able to speak and write clearly and persuasively, and have exceptional organizational, motivational, and interpersonal skills. Outstanding written and verbal communication skills are essential. Attention to detail is important as is considerable initiative and imagination for innovation. Evening and weekend work as well as travel through the year are necessary. Alumni or institutional relations/programs experience preferred; Bachelor's degree required.

Interested candidates should submit a letter of interest, resume, and three references to: **Amherst College, Office of Human Resources, P.O. Box 5000, Amherst, MA 01002-5000.** A review of applications will begin on March 15, 2002 and continue until the position is filled.

Amherst College is an Equal Opportunity/Affirmative Action employer and encourages women, minorities and persons with disabilities to apply.

MILLERSVILLE UNIVERSITY

DIRECTOR OF ACADEMIC ADVISEMENT
Assistant/Associate Professor
Full-Time, Tenure-Track

Qualifications: A minimum of three years of progressive leadership experience in academic advisement, an earned doctorate and a record of teaching, scholarship and service in higher education; strong oral, written and electronic communication skills; the ability to work effectively with a wide range of constituencies in a diverse community, and a successful interview. Preferred qualifications include a working knowledge of database, spreadsheet, presentation and publishing software. Knowledge of automated degree audit systems is highly desirable.

Professional Responsibilities: Assume responsibility for providing leadership for the continuing improvement of the Office of Academic Advisement including:

- The provision of faculty development initiatives designed to enhance advisement services for all University students.
- The delivery of advisement services to students in the undecided program, in collaboration with the director of the Undecided Advising Program.
- Provision of summer staffing and supervision for general education advising during new student orientation.
- Collaboration with the Center for Academic Excellence and other faculty groups in designing and developing new approaches to academic advising.
- The implementation of strategies designed to facilitate academic success.
- Working directly with faculty, advisers and students in assuring an understanding of the general education curriculum and in facilitating student degree audit implementation.
- Supervision of the department secretary, two graduate assistants, and student workers.
- Preparation and monitoring of the advisement center budget.
- Oversight of the office's Website.

The office provides assistance to transfer students, non-degree students, nontraditional students, and students on academic probation in the areas of general education requirements, time management, study skills and the selection and changing of majors.

As a faculty member, the director is expected to pursue on an ongoing basis the continuance of scholarly growth and to provide service to the University.

To Apply; Full consideration will be given to applications received by **April 10, 2002**. Send letter of application, resume, copies of all transcripts and three current letters of recommendation to:

Aida Ceara/Chair, Academic Advisement Search/HO0311
Millersville University, P.O. Box 1002, Millersville, PA 17551-0302
An Equal Opportunity/Affirmative Action Institution
www.millersville.edu

DIRECTOR
DIVISION OF MATHEMATICAL SCIENCES
National Science Foundation, Arlington, VA

NSF's Directorate for Mathematical and Physical Sciences (MPS) seeks candidates for Director of its Division of Mathematical Sciences. The Division supports research and education in mathematics and closely related areas. Information about the Division's activities may be found at: http://www.nsf.gov/mps/divisions/dms/start.htm.

Appointment to this Senior Executive Service position may be on a career basis, or on a 2-to-3 year limited term basis, with a salary range of $125,972 to $138,200. Alternatively, the incumbent may be assigned under Intergovernmental Personnel Act provisions. Announcement S20020068 with position requirements and application procedures, is located on the NSF Home Page at http://www.nsf.gov/home/chart/work.htm#hrm. Applicants may also obtain the announcements by contacting the Executive Personnel and Development Branch on 703-292-8755 (Hearing impaired individuals may call TDD 703-292-8044). Applications must be received by 15 May 2002.

NSF is an equal opportunity employer committed to employing a highly qualified staff reflecting the diversity of our nation.

Montgomery County Community College

DEAN, WEST CAMPUS

Montgomery County Community College invites applications and nominations for the position of Dean, West Campus. The College seeks an innovative and energetic leader for the West Campus, located in Pottstown, PA. The campus, in its sixth year, enrolls approximately 2300 credit students annually. The successful candidate will have a management style that is collaborative, consultative and inclusive. The Dean will work closely with Vice-President for Academic Affairs and Provost and other College Officers, and is responsible for the overall management of the College's West Campus, including development of a schedule of credit and non-credit offerings to meet the needs of students and businesses within the greater Pottstown area. The Dean will be visionary in providing leadership and campus strategic planning while demonstrating a commitment to diversity and multi-cultural awareness. The successful candidate will possess an earned doctorate degree and at least 5 years successful educational administrative experience, preferable at a community college.

ABOUT MCCC

Montgomery County Community College (MCCC) is a dynamic and growing two-year college located just outside Philadelphia. MCCC serves Montgomery and Chester Counties with campuses in Blue Bell and Pottstown, Pennsylvania. MCCC offers 70 degree and certificate programs, has dual admissions agreements with nine colleges and universities in the region, and transfer agreements with many others. In 2001, MCCC was selected as one of the top "wired" community colleges in the U.S. by Yahoo Internet Life Magazine. Since its founding in 1964, MCCC has awarded 20,000 degrees and certificates, served 250,000 people attending credit and noncredit courses and programs, as well as enlightened and entertained 120,000 people with cultural affairs programs. We believe diversity stimulates innovation and creativity and promote equal access to educational and employment opportunities.

Due to a significant increase in enrollment at both campuses, we are looking to identify dedicated & committed professionals. MCCC seeks involved, skilled individuals as it enriches its educational programs.

WHAT WE OFFER

MCCC offers a competitive salary complemented by an excellent benefit package including employer-paid medical and dental, life and disability insurance and a fully vested pension program.

HOW TO APPLY

Send the following as a single packet: letter of application identifying the position of interest, complete resume/vitae with names and contact information for three professional references. Deadline: March 29, 2002

Montgomery County Community College
Office of Human Resources
340 DeKalb Pike,
Blue Bell, PA 19422
AA/ADA/EOE

www.
MC3.
edu

For complete details on this and other positions, please visit our website http://www.MC3.edu

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MULTICULTURAL/BILINGUAL EDUCATION GENERALIST

Assistant Professor

The Bilingual/Multicultural Education Department (BMED) California State University, Sacramento announces a tenure track position at the assistant professor level. Candidates must have knowledge of multicultural/bilingual education in diverse contexts, ability to teach graduate courses in multicultural/bilingual education theory, academic language assessment, and second language development of non-standard English varieties. University-level teaching and pre-service teacher supervision desirable. Primary duties will include teaching in the elementary bilingual teaching credential program, courses in the bilingual/multicultural elementary and/or secondary teaching credential program, graduate program, and supervision of student teachers. For application procedures visit our website at www.edweb.csus.edu. Screening of applications will begin March 18, 2002. Open until filled. *AA/EO*

Send to:
Harold Murai, Chair Position #88
Bilingual/Multicultural Education Department
6000 J Street, Eureka 435D
Sacramento, CA 95819-6079
(916) 278-5942

LANSING COMMUNITY COLLEGE
Where Success Begins

Program Director

For years LCC has been a recognized leader of community college education in Michigan and in the nation. Our support of technology based health education is second to none. We are also a leader in the implementation of online education in the state.

We are presently seeking applicants for the position of **program director** to lead our radiography program and to help us expand into education for other related imaging and treatment modalities.

A bachelor's degree (masters required by 2006) with three years experience in radiography and two years experience as an instructor in an accredited program is required. ARRT certification and registration in the pertinent discipline is required. We expect that the applicants will feel a commitment to a team environment, diversity, continuous improvement and have an understanding of the community college philosophy.

Send a cover letter, resume and completed application to:

Lansing Community College
8260-Human Resources
Box 40010
Lansing, MI 48901-7210
WWW.LCC.EDU

The University of Texas
Pan American

Dean

College of Science and Engineering

The University of Texas-Pan American (UTPA) invites nominations and applications for the position of Dean of the College of Science and Engineering.

The University is a comprehensive regional university serving the lower Rio Grande Valley, located in Edinburg, Texas. The university is in close proximity to Mexico and South Padre Island, home of the university's Coastal Studies Laboratory. UTPA is the fifth largest component of The University of Texas System and the 10th largest public university in Texas. Enrollment numbers consist of 13,700 students, 85% of whom are Hispanic and many are first-generation college students.

The College of Science and Engineering is one of six colleges at UTPA. The College has Departments of Biology, Chemistry, Computer Science, Engineering, Mathematics, and Physics and Geology. Eight Bachelor's and four Master's degrees are offered. Doctoral programs are planned for Biology and other departments, and a School of Engineering and Computer Science is housed within the college. College level research and externally funded activities are ongoing in alternative energy, bioengineering, biomedicine, information technology, high-energy physics, materials exploration, subtropical studies, and mathematics and science teaching. Since 1993, $66 million have been allocated toward the building of 348,000 sq. ft. of new office and laboratory space to support Science and Engineering.

Responsibilities: Provide dynamic, visionary leadership in the college supporting the University's goals to become a Carnegie Research Intensive institution within the decade and assist with the development of a biomedical biotechnology focus for the college. The Dean is also expected to provide an environment for teaching excellence, faculty scholarship and professional service; promote research opportunities for faculty within the college and university. Administrative support and guidance are expected in the areas of curriculum and program development, accreditation, fiscal, personnel, and student program management. The Dean, who reports to the Provost/Vice President for Academic Affairs, has an active role in external fundraising and in the development of institutional policy as a member of the Deans' Council.

Qualifications: An earned doctorate with credentials to qualify for the rank of Professor with an academic appointment in one of the Departments of the College; preference will be given to applicants in Biology, Chemistry, Mathematics or Physics and Geology; five years administrative experience as Department Chair or above; a demonstrated record of excellence in teaching, research, service and external funding; a strong record of leadership and management with a commitment to student access and success; effective communication skills and excellent public relations skills with students, faculty, and other groups including alumni and external community leaders.

Salary: Competitive and commensurate with experience and credentials.

Applicants should submit a letter of interest that addresses the required qualifications, a detailed curriculum vitae, and a list of three references with street and e-mail addresses and phone numbers. Review of applicants will begin March 30 and will continue until position is filled. More information about UTPA is available at www.panam.edu. Please send application materials to **College of Science and Engineering Dean Search, c/o Office of the Provost, The University of Texas-Pan American, 1201 W. University Drive, Edinburg, Texas 78539-2999. (01/02-133)**

COLBY

Colby, a highly selective private liberal arts college of 1800 students located in central Maine, seeks applicants for the following positions:

COORDINATOR OF MULTICULTURAL STUDENT PROGRAMS

The Coordinator of Multicultural Student Programs will serve in the Office of the Dean of Students and will work as an advisor to historically underrepresented student communities. S/he will support the efforts of the Office of Admissions in the recruitment and retention of ALANA and international students; and work in collaboration with deans, faculty advisors and academic support services to support ALANA and international students. The Coordinator will work with students, faculty, and colleagues in administration at Colby, prospective students and their families, alumni, parents, and the POSSE Foundation staff. Duties will also require special projects as assigned. Qualifications include: A Bachelor's degree required; must have a familiarity with the mission and philosophy of selective liberal arts institutions; experience in multicultural programming, coalition building and working with multi-ethnic populations is necessary; must be able to work independently and as a part of a team. The successful candidate must be collaborative, well organized, solution-oriented, and exercise sound judgment; possess excellent interpersonal, oral, and written communication skills; and must enjoy working with students and faculty. The position will have limited travel, and some evening and weekend hours will be required. The Coordinator will report to the Dean of Students and will work with the Associate Deans of Students.

This is a full-time position, with an anticipated starting date of July 2002.

CERTIFIED ATHLETIC TRAINER

(Academic Year Position, beginning late August of 2002)

As a member of the Health Services team, the Athletic Trainer provides first aid and referral to injured athletes; administers rehabilitative treatment; assists in the education of student trainers in the prevention and care of athletic injuries; and travels with the athletic teams. Qualifications include a Bachelor's degree required; three years of previous experience preferred; ability to travel is necessary; must be certified by the National Athletic Trainers Association and eligible for Maine State licensure.

Interested candidates, please specify the position they are applying for and for each send two copies of a letter of application and two copies of a resume with the names and telephone numbers of three references to: **Douglas C. Terp, Associate Vice President for Administration, Colby College, 5500 Mayflower Hill, Waterville, ME 04901-8855.**

To apply electronically, send to: **personnel@colby.edu.** A review of applications will begin immediately and will continue until the positions are filled.

Colby is an Equal Opportunity/Affirmative Action employer. Applications and nominations of women and minorities who would enrich the diversity of the campus community are strongly encouraged.

For more information about the College, please visit the Colby web site: **www.colby.edu.**

MILLERSVILLE
UNIVERSITY

BUSINESS ADMINISTRATION
Assistant/Associate Professor

Full-time, tenure-track beginning August 2002. Major responsibility is to teach undergraduate and graduate courses in Management Information System (MIS) and other management areas.

Preferred: DBA or Ph.D. in Business Administration with emphasis in MIS or other business areas.

Required: All But Dissertation with solid anticipated graduation date, in Business Administration with emphasis in MIS and other management areas. Appointment rank of applicants will be influenced by appropriate experience in teaching, scholarship and industry.

Full consideration will be given to applications received by **3/25/02** or until the position is filled. Send a letter of application, current resume, copies of all graduate and undergraduate transcripts, and three current letters of reference to:

Management/MIS Search/HO0311, Business Administration Department
Millersville University, P.O. Box 1002, Millersville, PA 17551-0302

An Equal Opportunity/Affirmative Action Institution
www.millersville.edu

1001

Advertising on the Internet

should not be the only answer to filling your vacancies

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P.O.Box 68, Paramus, NJ 07652
Phone: 201-587-8800 • Fax: 201-587-9105
Web: http://www.hispanicoutlook.com
E-mail: Outlook@sprintmail.com

United States Department of Agriculture

Executive Director

Chief Executive Officer of non-profit community development corporation responsible for creating and administering rural development and environmental protection programs in the Salinas area. Responsibilities include oversight and administration of daily operations; financial management; fundraising, public relations and board relations.

Qualifications:

- ☐ Masters Degree or equivalent, demonstrated work experience required in management of a nonprofit organization;
- ☐ communication skills in both English and Spanish and experience working with a diversity of environmental and producer groups;
- ☐ demonstrated knowledge and ability to prepare operating and capital budgets, read and interpret financial statements, including balance sheets and income/expense statements and knowledge of fund based accounting procedures;
- ☐ previous management or director experience, including managing and directing staff
- ☐ demonstrated grant writing and fundraising experience

This is a full time position with an excellent benefits package. Interested candidates should send a cover letter, resume, salary requirements, and references to:

ALBA Search Committee
c/o V. Soffa
PO Box 7553
Spreckels, CA 93962-7553
Email inquiries: **vsoffa@hotmail.com**

DARTMOUTH COLLEGE

Assistant Dean, Special Projects

Provides support to the Dean of the Faculty by developing and managing undergraduate research projects, mentoring undergraduates for post-baccalaureate stipends and scholarship competitions, and promoting undergraduate research to alumni groups and other campus offices. Additional duties will include preparation and oversight of budgets related to these activities, writing short promotional pieces on faculty and/or student research, working as a liaison to the Dean of the College office, and some conference organization. Must be organized, flexible and detail-oriented, with excellent writing and interpersonal skills. Experience with word processing, database management and spreadsheet applications. Ability to make sound judgments on behalf of the Dean. Ph.D. with at least three years of experience in a post-secondary institution preferred.

Applications should include a letter of interest, a resume, and the names, addresses and telephone numbers of at least three references. Review of applications will immediately. Applications should be sent to:

Chair, Assistant Dean Search Committee
6045 Wentworth Hall, Room 308
Dartmouth College
Hanover, NH 03755-3526

Dartmouth College is an equal opportunity/affirmative action employer. Women and minorities are encouraged to apply.

Colgate University
Director of Career Services

THE SPELMAN & JOHNSON GROUP

The Institution

Colgate University is a highly selective, coeducational residential liberal arts college of 2,800 undergraduates located in Hamilton, New York. The University is ranked among the top twenty liberal arts colleges in the country.

The Position

Reporting to the Associate Dean of the College, the Director of Career Services is responsible for the overall leadership, direction, coordination, and delivery of career services for students of Colgate University. The Director is responsible for the oversight and coordination of career counseling, career-related workshops and panel discussions, full-time job development and recruiting programs, career fairs, internships, on-campus interviewing, resume referral, graduate school advising, and internal and external outreach and marketing. The Director is responsible for a staff of seven.

Qualifications

A bachelor's degree is required, with an advanced degree highly desirable. The successful candidate will possess a minimum of five years of substantial related experience, ideally in a college or university environment. The position requires demonstrated oral and written communication skills, along with solid presentation and interpersonal skills. Strong leadership, supervisory skills, and the ability to articulate a clear vision for the career services program are essential. Experience with information technology, creating partnerships and networking internally and externally, writing grant proposals, and a passion for working with students is required.

Application and Nomination

To ensure full consideration, applications should be received by March 22, 2002. Nominations of individuals for this position may be sent to the address below. A resume, with an accompanying cover letter, may be submitted by e-mail attachment to **mail@spelmanandjohnson.com** or online at **www.spelmanandjohnson.com.** If you are unable to submit materials electronically, please mail a resume and cover letter to:

The Spelman & Johnson Group
Colgate – Career (HISP)
Martha H. Smiles, Senior Associate
38 Mulberry Street, Box 304, Leeds, MA 01053
Phone: 413-584-7089

Visit Colgate University's website at www.colgate.edu

Colgate University is an Equal Opportunity, Affirmative Action Employer
Developing and sustaining a diverse faculty and staff furthers the University's educational mission.

FLORIDA GULF COAST UNIVERSITY

All information on vacancies & how to apply, visit
www.fgcu.edu
or call the 24-hr jobline @
941-590-1111.
FGCU is an EO/EA/AAI

Over 3,000 faculty & staff positions!

HigherEdJobs.com

www.HigherEdJobs.com

Community College of Rhode Island

The Community College of Rhode Island invites creative, experienced, high energy educational leaders, who are fascinated by the power of the teaching and learning process to make a difference in the lives of students, and who want to help create a new vision for the future of a college, to apply for the position of

VICE PRESIDENT FOR ACADEMIC AFFAIRS.

The Community College of Rhode Island is New England's largest and most dynamic community college, serving approximately 16,000 students on three campuses and at satellite facilities across the state. Under new institutional leadership the College is embarking on several major initiatives, including implementation of a comprehensive developmental education model and the establishment of Student Success Centers on all campuses; reorganization and expansion of the Division of Lifelong Learning; and construction of a fourth campus to serve the EastBay/Aquidneck Island of the state. The three existing campuses, which serve the northern, central and Providence inner city areas of Rhode Island, are all undergoing various degrees of physical expansion/renovation. CCRI offers associate degree programs in over 20 academic and technical career areas, customized workforce training for business and industry, and a full complement of support services and activities for students. The College has a strong placement and transfer record and plays a critical role in advancing the state's economic development initiatives.

Reporting directly to the President, the Vice President is a member of the College's senior management team and is responsible for providing vision with academic and administrative leadership in the areas of educational policy, instructional planning, program review, academic personnel actions, faculty development, and resource planning and allocation. The position also carries responsibility for advancing the College's educational initiatives involving intercollegiate articulation, developmental education and learning resources systems.

The successful candidate will possess and/or be able to demonstrate:

- A participatory leadership style and effectiveness as a team player.
- Success as a change agent and creative problem solver.
- A learner-centered philosophy.
- Strong strategic planning, budget development and assessment and personnel development skills.
- A working knowledge and experience with effective teaching and learning strategies.
- An outcomes orientation with a passion for student success.
- Experience with blending traditional and innovative educational delivery formats.
- Expertise in curriculum development and assessment in changing times.
- A strong sense of integrity and tolerance for differing points of view.
- Excellent oral and written communication skills, as well as a healthy sense of humor.
- An earned doctorate from a regionally accredited institution, significant senior-level academic, administrative and leadership experience serving a diverse student population preferably in a multi-campus, unionized college.

Interested candidates should submit a cover letter (**refer to file #VP1028**) addressing the above qualifications with a resume and at least three current letters of professional reference no later than March 29, 2002, to:

Office of Personnel Services
Community College of Rhode Island
400 East Avenue
Warwick, RI 02886-1807

Any individual with a disability who requires assistance in the application process should contact CCRI at 401-455-6011 prior to the close of the application period.

AN EQUAL OPPORTUNITY/
AFFIRMATIVE ACTION EMPLOYER

FACULTY 2002-2003

Harrisburg Area Community College (HACC) announces tenure-track positions available for 2002-2003. Believing a committed and diverse faculty to be the College's most important resource and teaching and learning its most important mission, the President and Board of Trustees seek to strengthen the institution by filling the full-time faculty positions listed below.

Established in 1964 as Pennsylvania's first community college, HACC is now a multi-campus institution offering a variety of degree, certificate and diploma programs that prepare students for the job market or continuing studies at a four-year institution. The college also plays a vital role in improving the quality of life in Central Pennsylvania by providing high-quality, low-cost educational opportunities, strengthening the local economy, training the region's workforce, and sharing our cultural and educational resources with the community to enable people to make the most of their potential.

The College's Wildwood Campus is located in Harrisburg; other campuses are located in Lebanon, Lancaster, and Gettysburg. Full- and part-time student enrollment is near 12,000 with 50,000 served in non-credit courses.

The College's priorities emphasize multicultural initiatives, workforce development, a strengthened student-centered learning environment, employee development and collegiality, and quality and consistency of standards. The College seeks enthusiastic faculty members who share a commitment to these beliefs and priorities.

TENURE-TRACK FACULTY POSITIONS AVAILABLE

All positions require a related Master's degree as specified in position announcement materials and college teaching experience (unless otherwise indicated), a demonstrated knowledge of and commitment to the community college mission, active involvement in college/division committees and professional development activities; demonstrated interpersonal skills and ability to establish positive relationships with students, staff and faculty; demonstrated ability to work effectively with a diverse faculty, staff and student body; and computer proficiency. **Salaries are between $32,400 and $43,320 for 9 1/2 - month positions and between $40,500 and $54,150 for 12-month positions based on experience and education. All positions and salaries are pending Board approval.** Excellent fringe benefits. **Application review begins March 25, 2002.** Position Identification Numbers follow each position title.

AVAILABLE JULY 1, 2002, 12 - MONTH FACULTY POSITIONS

SURGICAL TECHNOLOGY, Wildwood/Lancaster Campuses (110-253-269)
ULTRASOUND, Wildwood Campus (110-254-267)

AVAILABLE AUGUST 19, 2002, 9 1/2 - MONTH FACULTY POSITIONS

LANCASTER CAMPUS – STUDENT POPULATION 2,072

BIOLOGY (110-255-261)
CHEMISTRY (110-256-262)
COMPUTER INFORMATION SYSTEMS/COMPUTER SCIENCE (110-265-227)
DENTAL HYGIENE (110-257-264)
ENGLISH (110-266-224)
ENGLISH AS A SECOND LANGUAGE (110-258-224)
MATHEMATICS (110-267-257)
NURSING (Adult Health) (110-259-261)
NURSING (Pediatrics/Maternal/Child) (110-268-261)

WILDWOOD CAMPUS – STUDENT POPULATION 7,901

BIOLOGY (110-248-261)
CHEMISTRY (110-249-262)
COMPUTER INFORMATION SYSTEMS (110-250-204)
COMPUTER NETWORKING TECHNOLOGY (110-251-205)
ECONOMICS (110-260-284)
ENGLISH (110-261-224)
ENGLISH AS A SECOND LANGUAGE (110-273-224)
HISTORY (110-262-289)
MATHEMATICS (110-252-257)
READING (110-263-235)
SPEECH/MASS COMMUNICATION (
-264-237)

HACC IS AN EQUAL OPPORTUNITY EMPLOYER AND IS COMMITTED TO THE DIVERSITY OF ITS WORKFORCE.

SUBMIT TWO COPIES OF LETTER OF INTEREST, RESUME AND UNOFFICIAL TRANSCRIPTS TO HARRISBURG AREA COMMUNITY COLLEGE, OFFICE OF HUMAN RESOURCES, (INDICATE POSITION IDENTIFICATION NUMBER), ONE HACC DRIVE, HARRISBURG, PA 17110. CHECK

EOE-M/F/D/V

harrisburg area
community college

www.hacc.edu

OAKTON COMMUNITY COLLEGE

DES PLAINES & SKOKIE, IL

Oakton Community College is a caring community of educators dedicated to excellence in teaching and learning. The College is known for its academic innovations, commitment to serving students, solid financial position, and supportive environment for both students and employees. The College is seeking innovative academic leaders who will continue a strong tradition of excellence. We especially encourage applications from candidates who reflect the increasing diversity present in our community and student body, and who will enhance and promote engagement with other cultures. Applicants should be current in using evolving technologies and have a strong interest in non-traditional delivery methodologies. Oakton is located 17 miles from downtown Chicago and has campuses in Des Plaines and Skokie.

We are particularly interested in candidates with commitment to Oakton's core of demonstrable values, outstanding people and communication skills, integrity, clearly articulated vision, a commitment to a multicultural environment, and to the educational needs of our College.

ASSISTANT VICE PRESIDENT FOR ACADEMIC AFFAIRS/DEAN, RAY HARTSTEIN CAMPUS

The Assistant Vice President for Academic Affairs/Dean, Ray Hartstein Campus provides supervision and leadership for curricular and instructional activities of the College and supervises the overall administrative operation of the Ray Hartstein Campus. As Assistant Vice President for Academic Affairs, the individual will be responsible for the evaluation and development of new program and course offerings, supervise and administer special programs and assist the Vice President for Academic Affairs in planning and implementing the academic programs for our College. As Dean of the Ray Hartstein Campus, the individual will develop strategies to address the needs of the faculty and students at the Skokie campus.

The Assistant VP/Dean must have the academic credentials to qualify for a faculty appointment (Master's degree required, Doctorate preferred) and a record of 3-5 years of progressive leadership in an academic environment. The ideal candidate will have a history of exemplary college-level teaching, demonstrable leadership, familiarity with adult education and non-traditional educational delivery systems and trends, and a profound commitment to enhancing the intellectual and educational atmosphere of the College.

DEAN OF THE SOCIAL SCIENCE AND BUSINESS DIVISION

The Dean provides supervision and leadership for 34 full-time faculty, approximately 130 part-time faculty and twenty full and part-time staff. Transfer programs in the division include anthropology, education, psychology, sociology, social science, business, economics, geography, history, and political science. Career programs in the division include accounting; hotel, food and beverage management; human services; law enforcement; marketing; management and supervision; real estate; financial services; international trade; early childhood education; and substance abuse counseling. The Dean manages two auxiliary-funded early childhood demonstration centers.

The Dean must have the academic credentials to qualify for an academic appointment in the division (Master's degree required, Doctorate preferred) and a record of 3-5 years of progressive leadership in an academic environment. The ideal candidate will have a history of exemplary college-level teaching, familiarity with current business issues and trends, a profound commitment to enhancing the intellectual and educational atmosphere of the College, and improvement of both transfer and career programs within the division.

Application materials are available online **(www.oakton.edu)** or by request, by contacting **Human Resources, Oakton Community College, 1600 E. Golf Road, Des Plaines, IL 60016, Phone: 847-635-1675, Fax: 847-635-1764, E-mail: admsearch@oakton.edu.**

Review of applicants for both positions will begin on **April 1, 2002** and continue until the position(s) is filled. The desired starting date is **July 1, 2002.**

Oakton Community College is an equal opportunity employer.

HOPE COLLEGE

HOLLAND, MICHIGAN 49423-3698

Assistant Dean of Multicultural Life

Located in western Michigan, Hope is recognized nationally as a leading Christian liberal arts college.

Responsibilities: Provide visionary leadership within mission of Hope College; establish developmental relationships with students; respond innovatively to issues of diversity; develop and coordinate leadership workshops, seminars, lectures and other activities to respond to student needs, interests, and concerns; create and implement community-based programs; organize multicultural awareness programs; serve as adjunct faculty member.

Qualifications: Earned masters in education or multicultural affairs, proven track record in providing programs and services for multicultural student groups.

Compensation: Comprehensive benefits. Salary is commensurate with experience. Begins July 1, 2002.

Application process: Submit a cover letter, resume, and three references to **Human Resources, Hope College, 265 Columbia Ave., Holland, MI 49423.** Visit our website: **www.hope.edu/student/development.**
Will be interviewing at ACPA and NASPA.

Vice Chancellor for Administration and Finance

Pennsylvania State System of Higher Education

The Pennsylvania State System of Higher Education seeks nominations and applications for the Vice Chancellor for Administration and Finance in the Office of the Chancellor. The vice chancellor reports to the chancellor and carries executive leadership responsibility for administering and managing the administrative and financial affairs of the System. The responsibilities include developing policy and business processes for the chancellor and the System's Board of Governors and providing system-wide leadership and administrative direction for the areas of: financial planning, accounting, reporting and analysis; human resources management and development; procurement management; capital planning and financing; emergency management; treasury operations including cash management, investment programs and commercial banking; physical plant planning and maintenance; security management; and insurance management.

The System. The State System of Higher Education consists of Pennsylvania's 14 publicly owned and accredited universities, four branch campuses, several regional centers, the Educational Resources Group and the McKeever Environmental Learning Center. The System universities offer degrees at the associate, baccalaureate, masters and doctoral levels. With more than 98,000 students, the Pennsylvania State System is the largest provider of higher education in the Commonwealth. Approximately 90% of the universities' students are in-state, and approximately 69% remain in Pennsylvania after graduation.

Qualifications. A Ph.D. or equivalent earned doctoral degree is strongly preferred; a masters degree is required. The successful candidate will have a minimum of seven years of progressive and substantial experience in executive positions, preferably in higher education; experience is expected in financial planning and management, human resources management and development, facilities management, risk management, investment and debt management; exceptional leadership, management and interpersonal skills; excellent written and oral communication skills; analytical skills with excellent abilities for integrating information and data; ability to work effectively as part of a management team; and a commitment to cultural diversity and equal opportunity.

Start Date. July 1, 2002 or as negotiated.

Applications/Nominations. To ensure full consideration, materials should be submitted prior to March 22, 2002. Review of applications will begin immediately and will continue until an appointment is made. Nominations may be made in writing or by phone and should include the name, position, address and telephone number of the nominee. Applications should include a letter addressing how the candidate's experiences match the position requirements, a curriculum vita, and the names, titles, business addresses, and business and home telephone numbers of at least five references.

Confidential requests for information, telephone or written nominations, and application materials should be directed to: **Dr. Peter H. Garland; Office of the Chancellor; Pennsylvania State System of Higher Education; 2986 North Second Street; Harrisburg, Pennsylvania 17110; Telephone: 717-720-4010 and FAX: 717-720-4011.**

More information is available at web site,
http://www.sshechan.edu/jobs.htm

The Pennsylvania State System of Higher Education is an equal opportunity/affirmative action employer and encourages applications from minorities, women, veterans, and persons with disabilities.

DARTON
COLLEGE

Albany, Georgia

The following positions are available August 2002 at Darton College, University System of Georgia.

- ✓ **Biology**
- ✓ **Computer Science/Engineering/Math/Science**
- ✓ **Foreign Language (English, French, German, Japanese, Spanish)**
- ✓ **Learning Support Mathematics Faculty**
- ✓ **Foreign Language Lab Director**

Applications received after April 1, 2002, cannot be guaranteed full consideration. Visit our web Site at http://www.dartnet.peachnet.edu for a complete job description and requirements or contact:

Personnel Office
Darton College
2400 Gillionville Road
Albany, GA 31707-3098

Women and minorities are encouraged to apply.
AA/EOI

FRESNO PACIFIC UNIVERSITY

"The *SCHOOL OF PROFESSIONAL STUDIES* of Fresno Pacific University seeks full-time faculty for two positions: *Associate Dean, Center for Degree Completion and Associate Dean, Center for Professional Development*. The COLLEGE of Fresno Pacific University seeks a full-time Math faculty. See descriptions and qualifications at:
http://www. fresno.edu,
http://HigherEdJobs.com,
http://cccu.org, http://jobs@chronicle.com "

San José/Evergreen Community College District

Faculty Openings - FULL TIME
Accounting, Articulation/Gen. Couns., English, History, Nursing Education, Physics, Web Dev. & Programming

Management Opportunity - Director of Admissions & Records

For Applications & Job Descriptions,
Visit our web site @ www.sjeccd.cc.ca.us
Email, sjeccdhr@sjeccd.cc.ca.us or
call (408) 270-6406

Quinsigamond Community College

Quinsigamond Community College

Get There With Us.

To apply: Position description and application procedures are listed on the Quinsigamond Community College web site, www.qcc.mass.edu. Application review will begin on March 15, 2002, and the position will remain open until filled. Applications may be mailed to: **William Daring, Director of Human Resources, Quinsigamond Community College, 670 West Boylston St., Worcester, MA 01606-2092. Fax: (508) 854-4390 or E-mailed to cyndye@qcc.mass.edu**

Quinsigamond Community College is an equal opportunity employer where diversity is everybody's business.

As Quinsigamond Community College gears up to meet an aggressive agenda of change for its 13,000 credit and non-credit students, we are recruiting a team of energetic men and women who are passionate about teaching and learning, integrative and expansive in their thinking, and eager to assume the challenge of moving the college's ambitious agenda forward.

Quinsigamond Community College invites applications and nominations for the position of:

Vice President of Administrative Services

This Vice President's position reports directly to the President, serves as a member of her cabinet, and is responsible for the direction of all business functions, including the collection, custody, investment, disbursement and accounting of all funds of the college; development and oversight of annual capital, operation and trust fund budgets; development and supervision of financial reporting systems; management of physical plant maintenance and operation; inventory control; the development, direction and supervision of administrative and academic technology; planning and direction of auxiliary services, including purchasing, bookstore, cafeteria, mail, and telephone services; maintaining liaisons with the Fiscal Officer of the Board of Higher Education, State and Independent Auditors, Comptroller, Executive Office of Administration and Finance and the Division of Capital Asset Management.

Minimum qualifications for the Vice President's position include a Master's Degree in Accounting, Business Administration, Management or a related discipline, as well as 8-10 years of progressively responsible fiscal or administrative management experience. Salary is competitive and commensurate with education and experience. Comprehensive benefit package awaits the successful applicant.

www.qcc.mass.edu

University of Hartford

Vice President for Student Affairs

The University of Hartford invites applications for the position of Vice President for Student Affairs and Dean of Students. The Vice President reports directly to the President, serves as one of the President's senior officers, collaborates closely with the Office of the Provost, and is involved in all major policy decisions of the University. The successful candidate will provide leadership in the development and oversight of all student affairs programs and services supporting the institution's strong student-centered mission, have knowledge of current issues and practices in student affairs, significant experience in formulating budgets and policies to support student life outside the classroom, and a demonstrated ability to lead and supervise staff.

Currently reporting to the Vice President are: Associate Dean of Students and Director of Center for Community Services, Assistant Dean of Students and Director of Multicultural Programs, Assistant Dean of Students and Director of Student Services, Director of Residential Life, Director of Counseling and Personal Development, Director of Career Center, Director of the Student Union and Judicial Process, Director of Women's Center, Director of Health Services, and Campus Ministries.

Candidates must have at minimum: a master's degree, 7 years of experience in student affairs, experience overseeing residential life operations, experience in crisis intervention and management, and demonstrated ability to work with a diverse student body and constituent groups that include faculty, staff, alumni, parents, regents, and the community. Composed of nine distinctive colleges, the University of Hartford is a comprehensive, independent institution noted for the diversity, breadth and imagination of its academic programs. Further information about the position and the University can be found at www.hartford.edu/jobs. Please e-mail your letter of application, curriculum vitae, and contact information (including titles and e-mail addresses) of five references by March 22 to Provost Donna M. Randall at pmahon@hartford.edu.

EEO/AA/M/F/D/V

BOWLING GREEN STATE UNIVERSITY

Division of Student Affairs

The Division of Student Affairs at Bowling Green State University is seeking professionals for the following key positions:

ASSOCIATE DIRECTOR FOR PROGRAMS AND SERVICES

Re-advertised

Bowling Green State University's Bowen-Thompson Student Union is accepting applications for the position of Associate Director for Programs and Services. The Associate Director for Programs and Services will oversee the development, implementation and assessment for all Student Union initiated programs within the Bowen-Thompson Student Union. This position will provide overall leadership in the department for the marketing of the Bowen-Thompson Student Union. The Associate Director for Programs and Services is responsible for administering the Student Union Art Collection and for the visual arts program including exhibits, displays and placement of artwork throughout the facility. This position serves as a budget administrator and manager for the Bowen-Thompson Student Union along with the Director and Senior Associate Director. Specifically, this position has primary responsibility for the programs, services and marketing components of the budget. The position is responsible for coordinating the hiring and training process for all Bowen-Thompson student employees including graduate assistants and assessment of student employee development and training. This position directly supervises Administrative staff, Classified staff and Graduate Assistants. Minimum qualifications are a Masters degree in College Student Personnel, Higher Education or other related fields. Three years of Higher Education Administration experience with programs and services development and marketing and promotion of programs. Three years supervisory experience. Demonstrated experience working with and balancing a budget. Student Union or Student Activities experience required. First Aid and CPR certifications preferred. The position is a full time administrative staff position. Administrative grade level 16, minimum salary $40,631. Salary is commensurate with education and experience. A full benefit package is available. **(Search S-062).**

PROGRAM COORDINATOR

Re-advertised

Bowling Green State University's Bowen-Thompson Student Union is accepting applications for the position of Program Coordinator. The position minimum qualifications have been modified. Bowling Green State University is accepting applications for the position of Program Coordinator. The Program Coordinator is responsible for the development, implementation and evaluation of Union programs in the Bowen-Thompson Student Union. The Program Coordinator will assist the Associate Director with the development of Union programs within the facility and external to the facility. Minimum qualifications are a Master's degree in college student personnel, higher education or a related field. One year experience in programming in a higher education institution. One year supervisory experience. One year Student Union or student activities experience. The position is a full time administrative staff position, administrative grade level 14, minimum salary $34,702. Salary is commensurate with education and experience. A full benefit package is available. **(Search S-069).**

RESIDENCE HALL DIRECTOR

Bowling Green State University's Office of Residence Life is accepting applications for the position of Residence Hall Director. The Residence Hall Director is responsible for the residential life of an undergraduate residence hall housing between 300 and 850 students. The responsibilities may include the supervision of secretary, graduate hall director, resident advisor staff, and hall security and desk staff; oversight of facility issues; advising of hall government; and the coordination of hall judicial affairs. Minimum qualifications are a Master's degree in College Student Personnel or related field and related assistantship experience. To be successful in this position, the Residence Hall Director must have excellent interpersonal communication, organizational, administrative, and conflict management skills, as well as supervision and crisis intervention experience. In addition, the Residence Hall Director must have a demonstrated desire to live and work in a developmental community setting with diverse individuals and groups. Salary is competitive and commensurate with education and experience, and includes a furnished apartment. Full benefit package available. **(Search S-010).**

Review of applications will begin on April 12, 2002 and will continue until the positions are filled. To apply, please submit a letter of application, resume, and the name, address and telephone number of three professional references to the **Office of Human Resources, 100 College Park Office Bldg., Bowling Green State University, Bowling Green, OH 43403. www.bgsu.edu/offices/ohr.**

BGSU is an EEO/AA employer/educator.

RICHARD STOCKTON COLLEGE OF NEW JERSEY

Faculty Positions - Fall 2002

CRIMINAL JUSTICE, Assistant/Associate Professor, Tenure Track, Fall 2002. Ph.D. in criminal justice or related field to teach undergraduate criminal justice courses and to teach in a proposed criminal justice master's program. Successful candidate will have a strong quantitative background and be able to teach statistics and related courses in the undergraduate and graduate programs. In addition, the candidate should possess proficiency in at least one criminal justice computer software application and the ability to expand the repertoire. At the associate level, candidate should possess quality teaching experience and a demonstrated research and publication record. Salary: $40,340-$51,488.*

ECONOMICS, Visiting Assistant Professor, One-year sabbatical replacement, Fall 2002. Ph.D. in Economics to teach undergraduate courses and possibly graduate courses in economics/business. Successful candidate will have a strong background in teaching undergraduates. Salary: $40,340-$44,375.*

Teaching load is 12 credit hours per semester. Additional duties as expected under collective bargaining agreement, including an expectation of ongoing scholarly activity. All faculty are expected to teach general studies courses. *Salary may be higher depending upon qualifications, experience and increases in the appropriate compensation plan. Screening will continue until position is filled. Send letter of application (indicating position applied for), resume, documentation of completion of degree and three letters of reference to **William C. Jaynes, IV, Dean, Social and Behavioral Sciences, The Richard Stockton College of New Jersey, AA51, PO Box 195, Pomona, NJ 08240.** *Stockton is an AA/EOE. Women and minorities are encouraged to apply.* **R023804**

ASSOCIATE DIRECTOR

HOUSING OPERATIONS

California State Polytechnic University, Pomona invites applications for the position of Associate Director, Housing Operations in the Division of Student Affairs. Cal Poly Pomona, noted for its scenic 1,400-acre campus, is located 30 miles east of downtown Los Angeles. Part of the California State University system, the campus is comprised of approximately 2,000 faculty and staff educating over 18,000. It is one of two polytechnic universities in California and one of six nationally.

The Associate Director, Housing Operations is resp. for the development and delivery of a comprehensive package of services to residence hall students, which incl. personnel matters, marketing & outreach, contract development & management, procurement, accounts receivable, facilities management, custodial services, capital planning, information systems, conference services, budget development and management, and emergency preparedness services.

Master's degree or equivalent AND five years experience in a student housing, educational admin., student services, or a comprehensive operation with high expectations for customer service. Must be able to communicate effectively orally and in writing. Demonstrated exp. with all major areas of the position, including selection, supervision, and evaluation of staff.

The annual starting salary is $58,000 to $67,000 and will be negotiated depending on qualifications. First consideration will be given to complete application packages no later than **April 2, 2002.** The position is opened until filled.

For application and information, please visit our website at
http://www.csupomona.edu/~hrs or call (909) 869-3733 for
application materials. If applying on-line, please refer to **Job #027-SA-02.**

ELGIN COMMUNITY COLLEGE

"To improve people's lives through learning"

Elgin Community College, chartered in 1949, is a comprehensive institution of higher education that provides continuing education, college transfer courses, and Associate degrees to area residents. Located 40 miles northwest of Chicago in the rapidly growing "Fox Valley" region, the College's fall student enrollment was 13,000 and is expected to continue to increase during the next decade, especially in its Hispanic/Latino student population.

The College seeks outstanding applicants who share a commitment to diversity in an environment that values learning, integrity, excellence, fairness, caring, freedom of inquiry, and accountability. ECC faculty and staff enjoy one of the most competitive salary and benefits packages in the Illinois Community College System, which is ranked as one of the best in the Nation.

ANTICIPATED ADMINISTRATIVE VACANCIES

Dean of Learning Resources: (August 1, 2002).

Dean of Liberal Arts and Social Sciences: (July 1, 2002).

ANTICIPATED TENURE-TRACK FACULTY OPENINGS FOR FALL 2002 AND SPRING 2003

- **Biology:** (1 Fall 2002).
- **Chemistry:** (1 Spring 2003).
- **Counselor:** (1 Spring 2003).
- **Economics:** (1 Spring 2003).
- **English:** (1 Fall 2002/2 Spring 2003).
- **Heating, Ventilation, Air Conditioning and Refrigeration:** (1 Fall 2002).
- **Mathematics:** (2 Fall 2002/2 Spring 2003).
- **Nursing Lab Instructor:** (1 Fall 2002).
- **Office Administration Technology:** (1 Fall 2002/1 Spring 2003).
- **Psychology:** (1 Spring 2003).
- **Reading/English:** (1 Fall 2002).
- **Sociology:** (1 Fall 2002).
- **Spanish/French:** (1 Fall 2002).
- **Speech:** (1 Fall 2002).

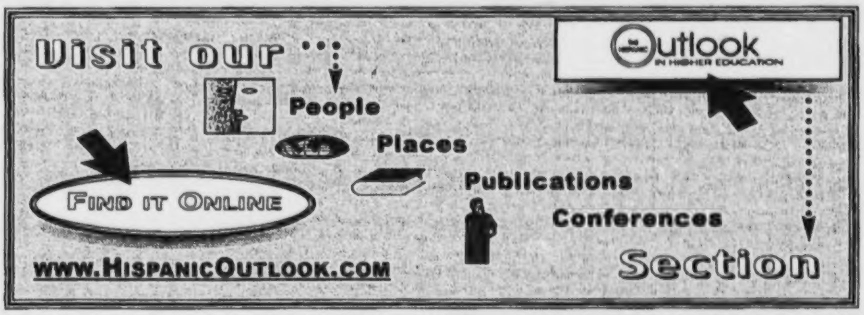
Two-years of college teaching or counseling experience preferred for faculty positions.
Further details regarding these openings may be accessed at www.elgin.edu

Interested applicants should forward a letter of application stating their interest in the position, copies of undergraduate and graduate transcripts (originals required prior to appointment), a copy of their professional vita, including names, addresses, and telephone numbers of three to five references, and an Elgin Community College employment application form.

Employment applications may be downloaded at **www.elgin.edu** or completed at the ECC Office of Human Resources. Applications will be accepted until the position is filled. Initial screening will begin immediately.

Application materials clearly indicating position for which applying should be forwarded to: **C/O: Office of Human Resources, Elgin Community College, 1700 Spartan Drive, Elgin, Illinois 60123-7193.**

Elgin Community College is an Equal Employment/Equal Access Employer committed to increasing the diversity of our workforce. ECC strongly encourages applications from women, members of ethnic minority groups and individuals with disabilities.



PROGRAM COORDINATOR

Student Activities

University of San Diego

Develops, coordinates, administers and facilitates programs for the United Front Multicultural Center. Programs include Human Relations Workshops, Rainbow Educator, Challenging Gate: Bridging Identities. Responsible for marketing and publicizing events. Req'd: Master's degree in college student personnel, education, counseling or a related field. Two years of professional experience in student affairs, minority affairs or a related area preferred. Excellent interpersonal, group advising and student leadership development skills. Submit a letter of interest, resume, USD application (see our website), and contact information for two professional references by April 1, 2002 to: **USD, Human Resources, 5998 Alcalá Park, San Diego, CA 92110-2492. Job #39270.** *EOE*

www.admin.is.sandiego.edu/hr

ASSISTANT PROFESSOR

Deaf Education

Department of Special Education at Hunter College invites applications for a tenure-track faculty position to teach in graduate, masters-level, deaf education program. Will supervise fieldwork; conduct scholarly activities; and participate in the work of the department/college.

Qualifications Include: Earned doctorate in Deaf Education or closely related field. ***Required:*** Knowledge and experience in Deaf/Hard-of-Hearing educational settings and in curriculum development for Deaf/HH across age ranges. College-level teaching preferred. ***Salary:*** $32,703 - $57,049

SEND: CV to: Hunter College, CUNY Department of Special Education 695 Park Avenue, 909 West New York, NY 10021. Attention: Deaf Ed Search Committee (Prof. Kate Garnett, Chairperson; E-mail: kgarnett@hunter.cuny.edu) Please include three references.

The application deadline has been extended. In order to be considered you must make e-mail contact by the closing date: March 15th 2002.

HUNTER
CITY UNIVERSITY OF NEW YORK

Hunter College is an AA/EO/ADA employer and actively seeks applications from minorities and women for this position.

PRESIDENT

The University of Texas Health Center at Tyler

Nominations and applications are invited for the position of President of The University of Texas Health Center at Tyler.

The President of The University of Texas Health Center at Tyler is responsible for the operation of the hospital, faculty practice, and research enterprise. The core mission of the Center is the diagnosis, treatment and prevention of pulmonary diseases, most importantly mycobacterial diseases, of diseases related to environmental hazards, and research, both basic and clinical, related to this core mission. In addition, the university offers cooperative programs in public health with Texas A&M Health Science Center and graduate programs with Stephen F. Austin University. The Center sponsors a family practice residency and an occupational medicine residency, and operates an environmental health and safety institute.

The following fiscal year 2001 statistics indicate the scope of Health Center programs:

- Student Enrollment (with Stephen F. Austin and Texas A&M Health Science Center) - 67
- Full-Time Faculty - 122
- Total Employees - 1,110 (full-time)
- Total Expenditures - $102,101,639
- Total Hospital Admissions - 3,409
- Total Outpatient Clinic Visits - 135,978
- Total Research Budget - $10,338,190

Qualifications for the position include, but are not limited to:

- Impressive achievement in the administration of academic health resources
- An academic background related to the core mission
- A demonstrated ability to articulate the role and needs of a publicly supported, academic health center to all of its public and private constituencies
- A proven commitment to excellence in patient care, hospital management and research and a recognized ability to exercise the sensitivity and leadership skills necessary to work with various constituencies essential to the achievement of excellence.

Nominations and applications should be received no later than March 29, 2002. After that date, the Advisory Committee may request and consider credentials from candidates nominated by other responsible sources. Nominations and applications should be forwarded to:

James C. Guckian, M.D.
Acting Executive Vice Chancellor for Health Affairs
and
Chairman, Advisory Committee for the Selection of a President
The University of Texas System
601 Colorado Street
Austin, Texas 78701-4371

Website: www.uthct.edu

An Equal Opportunity/ Affirmative Action Employer

1007

WE SERVE AND ENRICH ALL OUR COMMUNITIES BY PROVIDING QUALITY EDUCATION AND TRAINING FOR ALL WHO SEEK TO IMPROVE THEIR LIVES THROUGH LEARNING.

OLYMPIC COLLEGE

PRESIDENT

Olympic College is a state-supported community college, located on the Kitsap Peninsula in Bremerton, Washington (just a Ferry ride away from Seattle). The main campus enjoys a unique setting among salt-water inlets and bays with a spectacular view of the Olympic Mountains. The College serves a community of 265,000 people with both transfer and vocational programs. 35 miles SW of Bremerton, our Shelton campus primarily serves the southern part of Mason County where timber and shellfish are the primary industries. An additional campus is planned for Poulsbo, a growing community 22 miles North of Bremerton. Olympic College enjoys a long-standing relationship with local military installations located in the area.

The Board of Trustees seeks an individual with proven skill in inspiring, developing, and encouraging full participation of each member of the organization to maximize their potential and to pursue the mission, vision, and values of the institution. We seek an innovative, visionary, leader who will be a strategic thinker possessing the highest professional standards and personal integrity.

The Board of Trustees invites **applications** from and **nominations** for exceptional candidates with diverse experiences who can provide effective, dynamic, and creative community college leadership.

To apply, submit a letter of application, responding to the qualifications and selection criteria; resume; and contact information for five professional references to: Linda Yerger, Director of Human Resources, Olympic College, 1600 Chester Avenue, Bremerton, Washington 98337. **For complete announcement, visit our web site at www.oc.ctc.edu, e-mail jobs@oc.ctc.edu or call (360) 475-7300** M-F, 8:00 a.m. - 4:30 p.m. PST. For guaranteed consideration, submit applications and nominations on or before March 22, 2002. The position will remain open until filled.

OC is an Equal Opportunity/Affirmative Action Employer committed to building a diverse workforce.

LEARNING ■ GROWTH ■ RELATIONSHIPS
DIVERSITY ■ INTELLECTUAL HONESTY ■ INTEGRITY ■ INNOVATION

HILLSBOROUGH
Community College

Located in the Tampa Bay area on Florida's sunny Gulf coast, Hillsborough Community College (HCC) is a dynamic multi-campus, state-supported Community College accredited by the Southern Association of Colleges and Schools. HCC offers a diverse, multicultural environment dedicated to serving our students and community. The College is particularly interested in receiving applications from a broad spectrum of people, including women, minorities and persons with disabilities.

ACADEMIC DEAN POSITIONS - DALE MABRY CAMPUS

Dean of Associate Science

(Position Number AFCD0021) -

Supervises and coordinates multi-faceted programs in science and technology programs.

Dean of Associate Arts (Humanities and Communications)

(Position Number AFCD0035) -

Supervises and coordinates humanities and communications programs, social and behavioral science programs, the campus learning resource center and preparatory reading, writing and English for Academic Purposes programs.

Dean of Associate Arts (Mathematics and Science)

(Position Number AFCD0034) -

Supervises and coordinates mathematics and science programs.

Positions require Master's degree and minimum of five years related work experience, no substitution of experience for education. View job advertisements and application instructions on HCC website **(www.hcc.cc.fl.us)**. Submit (1) completed HCC employment application (online applications accepted) and (2) copy of academic transcript from regionally accredited institution of higher education showing graduate degree. Applicants may submit resume/supporting documents. All documents must be received in Employment on or before close out date of March 27th, 2002.

www.hcc.cc.fl.us

Director of Academic Services

The Gerald R. Ford School of Public Policy at the University of Michigan invites applications for the position of Director of Academic Services. The Ford School has a student body of 175 in masters degree programs (including a number of joint programs) and Ph.D. programs. It also runs a competitive academic summer program for undergraduate students of color. Responsibilities include: Direct all operational and organizational aspects of the academic services office, including admissions, recruitment, financial, aid, student records, and academic counseling. Establish an organizational plan, policies and procedures to improve the overall operations and effectively serve the student population. Evaluate current processes, programs and activities for effectiveness, and implement change where required. Direct and administer the day-to-day management of the Academic and Student Services office, including the training and development of four professional staff. Utilize appropriate technology to support organizational management. Prepare budgets, review, and monitor expenditures. Develop detailed statistical analyses and reports for operational activities such as admissions and enrollments. Responsible for overseeing recruitment strategies. Serve as liaison with appropriate units both inside and outside the University. Ensure internal practices of academic services office are in compliance with University policies. This position reports directly to the Associate Dean for Academic Affairs, and indirectly to the Dean. The qualified candidate will have a combination of vision and experience in organizing the range of existing student service activities (admissions, financial aid, student records, and academic advising), ability to communicate with and work with many diverse groups, including students, staff, faculty and alumni, ability to promote diversity among students and staff, proven managerial skills in organizing and overseeing staff and in creating effective institutional processes, a team player who works collaboratively with other senior staff, who leads by actions, and builds consensus, knowledge of advanced technologies for communication and organizational management, demonstrated ability to effectively counsel and advise students, excellent oral and written communication skills, and the ability to articulate the vision and program of the School to prospective students. Master's degree preferred, with a minimum of 5 to 10 years of progressive administrative responsibilities in a college or University setting. To apply send resume to **Diana Maly, Assistant to the Dean, Ford School of Public Policy, 440 Lorch Hall, The University of Michigan 48104-1220.** A complete job description and general University of Michigan employment application are available on-line at **www.umich.edu/~jobs**.

Equal Employment Opportunity Employer

Northampton Community College

FACULTY POSITIONS

Northampton Community College is located in Bethlehem, Pennsylvania, and is in close proximity to Philadelphia, New York City and the Pocono Mountains. Northampton is a dynamic, two year institution offering more than 60 career and transfer programs at both our main and Monroe campuses. Currently, approximately 6000 credit and over 15,000 non-credit students are enrolled. We are a learning and student-centered institution with a staff dedicated to providing quality educational opportunities for a diverse student population. We offer a competitive salary and excellent fringe benefits package.

Nominations and applications are now being accepted for the following full-time, tenure track positions:

BIOLOGY

Master's in Molecular Biology required; Ph.D. preferred. Previous college teaching essential. Ability to teach Cellular and Molecular, Human and General Biology. Successful use of instructional technology essential. Interest in student research and international opportunities desirable.

EDUCATION

M.Ed. required; D.Ed. preferred. Proven successful record of college teaching as well as teaching and administration K-12. Knowledge of current practices essential. Current knowledge of PA School Code, special education, K-12 classroom pedagogy, K-12 teacher prep essential. Ability to supervise field experience for students. Interest in international experiences for students desirable. Computer competency expected.

Send letter, resume, unofficial transcripts, and names, addresses and phone numbers of 3 references to **Human Resources, Northampton Community College, 3835 Green Pond Road, Bethlehem, PA 18020,** fax information to **610-861-5070,** or e-mail in MSWord format to **ksiegfried@northampton.edu.** Deadline: April 10, 2001, or until a suitable candidate is identified.

NCC is an Equal Opportunity/Affirmative Action Employer

Assistant/Associate Professor of Special Education Department of Education

St. John Fisher College in Rochester, New York, invites applications at the rank of Assistant/Associate Professor in Special Education. St. John Fisher College is an independent college serving over 2,000 students at a suburban campus. The College currently offers 24 majors and 12 graduate programs.

Rochester, New York, is noted for its excellent symphony orchestra as well for its arts and science museums. Rochester has a high concentration of some of the largest international corporations and has some of the finest hospitals in the nation. Close proximity to the Finger Lakes region and the Adirondack Mountains is another asset to living in Rochester.

The Department of Education is committed to excellence in teacher education. The department values superior teaching, appreciation of diversity and service to the community.

The qualifications for this tenure track position includes:

- Ph.D. or Ed.D. in Special Education from an accredited institution or significant progress toward completion of the doctorate.
- Meaningful training and experience in an additional teaching field (e.g. childhood, adolescence, literacy) desired.
- Three or more years of teaching experience desirable.
- Experience working with diverse populations and in urban areas desirable.
- Public school teaching experience desirable.

This 9-month position entails both graduate and undergraduate teaching. Applicants should submit a cover letter describing their relevant academic interests and backgrounds; a curriculum vitae; evidence of teaching effectiveness; selected reprints of scholarly work; at least three letters of recommendation; and names, addresses, and telephone numbers of additional references who have granted permission for direct contact to the Chair of the Search committee. Position available for September, 2002.

EOE

Application materials should be sent directly to:

Ms. Karen J. Gagie
Director, Human Resources
St. John Fisher College
3690 East Avenue
Rochester, New York 14618
716 385-8427
fax: 716 385-8438
e-mail: kgagie@sjfc.edu

ST. JOHN
FISHER
COLLEGE

WILLIAM PATERSON UNIVERSITY

***Elementary and Early Childhood.** Assistant Professor - Science Education. William Paterson University invites applications for a tenure track position beginning September 1, 2002. Earned doctorate in science education or related field required. Teach courses in science methods to undergraduate and graduate students as well as supervise student teachers. Knowledge of New Jersey Core Curriculum standards; commitment to incorporate multiculturalism and technology in teaching; experience and certification in K-12; and evidence of scholarly achievement required. Send a letter of interest, curriculum vitae and three letters of recommendation to Dr. Ronald Verdicchio, Chairperson, Department of Elementary and Early Childhood Education.*

***Educational Leadership.** Assistant Professor - William Paterson University invites applications for a position beginning September 1, 2002. Earned doctorate in educational leadership or closely related field required. Extensive leadership in K-12 education, including the principalship or above, in New Jersey required. Evidence of successful college/university teaching, exemplary interpersonal skills in working with students, faculty, and school communities; prior public school teaching required. Experience in an urban school setting preferred. Prior supervision experience; appropriate state certifications; evidence of scholarly achievement; demonstrated experience with technology; and a commitment to a comprehensive, field-based program also required. Send a letter of interest, curriculum vitae and three letters of recommendation to Dr. Michael Chirichello, Chairperson, Department of Educational Leadership.*

***Education.** Site Coordinator, University Centers. William Paterson University invites applications for an Instructor/Assistant Professor to teach and coordinate introductory courses in Education at University Centers in Community Colleges as well as on the main campus. Minimum Masters degree in education or related field required. Responsibilities include advising and assisting prospective students of career choices in education, and serving as a liaison with their respective certification departments at the University. Experience teaching in K-12 and in higher education required. Send a letter of interest, resume, and names of three references to Dr. Maureen Gillette, Associate Dean, College of Education, Advisement/Admissions Counselor. Assistant Director, Office of Certification. Minimum Masters degree in education or related field required. Reports to the Director with responsibility to monitor and coordinate applicants to undergraduate certification programs. Exemplary speaking and interpersonal skills in working with students and faculty and experience with databases and word processing required. Knowledge of teacher education and program structures preferred. Send a letter of interest, resume, and names of three references to Dr. Maureen Gillette, Associate Dean, College of Education.*

***Education.** Project Assistant, Paterson (New Jersey) Teachers for Tomorrow. Minimum Bachelor's degree, background in education, required. Paterson Teachers for Tomorrow is a grant-funded project that works with the Future Teachers Clubs in the three high schools in Paterson and with their graduates at the University. The project assistant is responsible for making arrangements for project activities both on campus and with the three schools, and providing support for a cohort of college students planning to become teachers. Ability to work well with high school students and teachers, university faculty, college students and outside constituencies required. Research skills, excellent word processing and Internet search skills required. Experience with spreadsheets preferred. Send a letter of interest, resume, and names of three references to Dr. Maureen Gillette, Associate Dean, College of Education.*

***Environmental Science.** Applications are invited for one tenure-track position at the Assistant Professor level in the Department of Environmental Science and Geography beginning September 1, 2002. Ph.D. is required (ABD considered at the instructor level). The position requires teaching courses in Environmental Science as well as maintaining an active research agenda. Additional responsibilities include acting as liaison with the College of Education. The William Paterson campus is located in the greater New York City area and is adjacent to the High Mountain Preserve and the soon-to-be-completed Rosengren Field Research Station at neighboring Oldham Pond. Send a letter of interest, curriculum vitae and three letters of recommendation to Dr. Karen A. Swanson, Chairperson, Department of Environmental Science and Geography.*

***American Politics and Public Policy.** Assistant Professor. William Paterson University invites applicants for a tenure-track position in American Politics and Public Policy in the Department of Political Science to begin September 1, 2002. Sub-specialties in any of the following fields will be considered: American political economy, health policy, research methodology, domestic urban policy, or ethnic politics. Will teach four courses per semester with alternate assignment time for faculty engaged in productive research. Teaching responsibilities may include a graduate course; the introductory American Politics course, and courses in his or her specialization. Doctorate and evidence of effective teaching and commitment to a solid research agenda required. Send a letter characterizing your philosophy of teaching and research plans and qualifications for the position, a curriculum vita, documentation of teaching effectiveness and scholarly work or potential and three letters of recommendation to Dr. John G. Mason, Chair, Department of Political Science.*

***William Paterson University, Drawer HO, 300 Pompton Road, Wayne, New Jersey 07470.** Review of applications will begin immediately and continue until position is filled. WPUNJ is an affirmative action/equal opportunity employer. Women, minorities, and under-represented groups are encouraged to apply.*

http://www.wpunj.edu

WILLIAM PATERSON UNIVERSITY
WAYNE, NEW JERSEY

Greenville Technical College

Speech, Spanish, Biology Instructors

Greenville Technical College is currently accepting applications for the following full-time instructor positions:

•Speech•
•Spanish•
•Biology•

Positions begin 08/13/02 with classes beginning 08/21/02. Faculty's primary teaching load will be in respective teaching discipline (curriculum courses). Requires Master's degree in the teaching discipline or a related field with 18 graduate semester hours in the teaching discipline. Preference will be given to candidates with previous community college teaching exp. A/D: 04/12/02. Qualified applicants can receive a required GTC application through **www.greenvilletech.com** or by applying in person @ **Greenville Technical College; Human Resources Dept. SC 124; 506 S Pleasantburg Dr., Greenville, SC 29606.** Minorities are encouraged to apply. All application materials (completed GTC app., resume, & student copy of graduate transcript) must be received by 04/12/02 to be considered.

EOE/AA/M/F/D

WESTERN CONNECTICUT STATE UNIVERSITY

Assistant to the Director of Housing & Residence Life/Resident Director

Multiple Openings

WCSU is seeking motivated individuals to serve as Resident Directors beginning in the Fall 2002 semester (anticipated start date: July 1, 2002). The ADHRL/RD position serves as a resource person within the residence halls who counsels, promotes hall programming, maintains a hall environment conducive to learning and individual growth, makes referrals, advises residence hall groups, monitors maintenance requests, recruits, trains, supervises, and evaluates Resident Assistants, Academic Resource Mentors, and Information Desk staffs, and assists with the supervision of up to three building custodians. The ADHRD/RD promotes an atmosphere that is conducive to establishing academic, social and personal growth of the resident student population using WCSU's CULTURE (Creating Undergraduate Learning Through Unique Residential Education) program model. Additionally, the position requires that various delegated duties be assumed within the operation of the Department of Housing & Residence Life. This is a full-time, live-in position.

Qualifications: Relevant experience which would equip the applicant to relate effectively to resident college students and staff. The successful candidate will be proficient in interpersonal relationships; have excellent verbal and written communication skills; and demonstrate the ability to manage multiple responsibilities, supervise staff, and exercise appropriate judgment and decision-making. Must have a valid driver's license and a vehicle available for job-related duties and meetings. A bachelor's degree is required; master's degree is preferred.

Salary: $34,555 annual with a comprehensive benefits package.

Application Process: Send letter of application, resume, and the names and phone numbers of three professional references to: Maribeth Griffin, Associate Director of Housing & Residence Life, Newbury Hall, Western Connecticut State University, 181 White Street, Danbury, CT 06810. Review of materials will begin on April 5, 2002 and the search will remain open until all positions are filled.

Western is an AA/EEO Educator/Employer.
Women and minorities are encouraged to apply.

Eastern Wyoming College

Director of Financial Aid

Eastern Wyoming College is seeking a Director of Financial Aid, responsible for the administration of student financial aid at EWC and its outreach centers. Responsibilities include management of student employment, federal and institutional grant, loan, and scholarship programs, administration of student information system, and development of appropriate procedures for compliance with Title IV student aid regulations.

Master's degree in education administration, business administration or related field is preferred. A Bachelor's degree in business administration, accounting or related field plus related experience will be considered. Prior experience with Colleague database software, college financial aid, and a working knowledge of Title IV student aid programs desirable. Must possess outstanding interpersonal and analytical skills. Range: $40,707 — $42,768. Excellent benefit package.

Interested candidates should send letter of application, resume, three letters of reference, and official graduate and undergraduate transcripts to **Office of Personnel, 3200 West C Street, Torrington, Wyoming 82240.**

EASTERN WYOMING COLLEGE
IS AN AA/EOE

JOHN CARROLL UNIVERSITY

Director of Multicultural Affairs

John Carroll University, Cleveland's Jesuit university, invites applications for the position of Director of Multicultural Affairs. The director, who reports to the Academic Vice President, administers the Office of Multicultural Affairs. The OMA fosters an appreciation of and respect for all cultures through on-campus programs, curricular development, and the recruitment of students, faculty, and staff from historically underrepresented groups. The director interacts with academic departments as well as the Dean of Students in promoting the mission of the OMA and with the Development Office in raising funds for its implementation.

For the successful candidate, a Ph.D. or its equivalent is preferred; M.A. considered. Significant administrative and/or other experience with students from historically underrepresented groups desirable. Competitive salary.

Applications should include a letter of interest, resume with names and contact information for at least three references, and academic transcripts. All materials should be sent to: **Multicultural Affairs Search, Human Resources, John Carroll University, University Heights, OH 44118.** Review of files will begin March 22, 2002, and continue until the position is filled.

John Carroll University is an Affirmative Action/Equal Opportunity Employer.

COLUMBIA

EDUCATIONAL STUDIES FACULTY

COLUMBIA COLLEGE CHICAGO seeks applicants for a tenure-track appointment in the Educational Studies Department to begin September 1, 2002. Applications will be accepted until May 15, 2002.

Responsibilities include teaching and advising graduate-level students, who are seeking initial teacher certification in the State of Illinois; teaching methods and materials courses in the areas of reading and language arts, English-as-a-second-language, and teaching English language learners; some school-site supervisory duties and coordinate outreach efforts to school districts. A doctoral degree is preferred. Consideration will be given to ABD's. Candidates should have a teaching experience at both the K-12 and the university level.

Columbia College Chicago is a diverse, open admissions, urban institution of 9,500 undergraduate and graduate students, emphasizing arts and communication in a liberal education setting. The Graduate School has approximately 500 students and selectively admits students to its ten programs. We offer a competitive salary and excellent benefits package. Minority and women applicants are especially encouraged to apply. Send cover letter with teaching/learning philosophy; current curriculum vita; names, addresses, and telephone numbers of three references to:

Ava Belisle-Chatterjee, Chair
Educational Studies Search Committee
Columbia College Chicago
600 S. Michigan Avenue
Chicago, IL 60605
eoe m/f/d/v

DIRECTOR OF FACILITY PLANNING
University of Toledo

This position provides direct leadership for facilities master planning, capital planning, project programming, space allocation and access control for the University of Toledo Campus and its satellite facilities which encompasses approximately 5,000,000 square feet and 450 acres. Prospective applicants should have eight years of experience in planning and programming renovation and construction projects and five years experience in capital planning or master planning. A Bachelor's degree in Architecture, Urban Planning, or related field is required; an advanced degree is preferred. Applications received by April 1, 2002 will receive full consideration, but the position will remain open until filled. Submit cover letter (include position title and job #953), resume, and the names and telephone numbers of three professional references to: The University of Toledo, Human Resources Department, Toledo, OH 43606-3390; Fax: 419/530-1490; e-mail: acarder2@utnet.utoledo.edu. Please use only one method of application. The University of Toledo is an Equal Access, Equal Opportunity, Affirmative Action Employer and Educator.

THE UNIVERSITY OF TOLEDO

Mott Community College

Associate Dean of Business

Mott Community College, located in Southeast Michigan, is currently seeking applicants for the position of Associate Dean of Business. This academic leadership position is responsible for insuring high quality instruction and services, along with maintaining and increasing student enrollment in the division's programs. The successful candidate will provide leadership to the faculty in curriculum development and delivery and in achieving community outreach. The Associate Dean also oversees the scheduling of courses, the budget and the daily operations of the division.

Qualified candidates must possess the following:

- Master's Degree, from a regionally accredited (CHEA) institution, in a discipline taught in the Business Division, or in curriculum development with a concentration in a discipline taught in the Business Division.
- Demonstrable record of leadership and professional community involvement.
- At least two years of teaching experience in a regionally accredited (CHEA) educational institution, preferably in a community college.
- Knowledge of standard instructional practice in curriculum design, development and delivery.
- At least one year of experience in curriculum administration.
- At least one year of supervisory experience in an instructional environment.
- Two years of private sector work experience.
- The ability to communicate effectively with students.

If qualified and interested in joining a progressive educational institution, please submit letter of interest, resume and college transcripts to:

Mott Community College
Human Resources - CM 1024
1401 East Court Street
Flint, MI 48503
Fax (810) 762-0595
Email: Resume@mcc.edu

Mott Community College is an AA/EEO Employer.
The successful candidate must submit to a drug test and background check for employment.

Swarthmore College, a small, highly selective liberal arts college, seeks an experienced professional for the position of:

ASSISTANT DEAN/DIRECTOR, INTERCULTURAL CENTER

Swarthmore College invites applications and nominations for the position of Assistant Dean/Director, Intercultural Center. Reporting to the Associate Dean for Multicultural Education, this position provides leadership for the College's comprehensive effort to achieve a culturally pluralistic campus by fostering the education of the Intercultural Center members and the wider community about cultural, ethnic, class, gender, and sexual orientation differences. Tasks performed with a high level of autonomy include: facilitating the development of strategic planning for the IC and working closely with the Center's students to implement programs; advising and counseling students, both in educational and personal matters; supervising interns, advisors to student groups, and an administrative assistant; and serving on a variety of standing and ad hoc Dean's Office and campus wide committees. Master's degree required; Doctorate preferred, preferably in an academic discipline. An informed knowledge through academic study and/or cultural identity of Asian Pacific Islander, Latino, Native American, and/or Lesbian, Gay, Bisexual history, culture and world view is highly desirable. Must have excellent communication, mediation, and consultative skills; and an understanding of the intellectual, emotional, and social and political development of undergraduate students. Applicants for this position must be available for some evening and weekend activities.

Interested applicants should submit a letter of interest, resume, and three references no later than March 22nd to:

HR Department
500 College Avenue,
Swarthmore, PA 19081,
Fax: (610) 690-2040

Swarthmore College is an equal opportunity employer committed to excellence through diversity.

SWARTHMORE

visit us at: www.swarthmore.edu

MILLERSVILLE UNIVERSITY

WELLNESS AND SPORT SCIENCES
Two Assistant Professor Positions
Full-Time Tenure-Track
Beginning August 2002

The Department of Wellness and Sport Sciences is part of the School of Education and comprised of fourteen (14) faculty members. The Department offers an M.Ed. in Sport Management, an Athletic Coaching minor and general education courses. The position may include the opportunity to teach graduate courses in Sport Management; courses that could be taught include Accounting and Athletic Management, Sport Marketing, Moral and Ethical Issues in Sport and Analyzing Performance in Sport. The M.Ed. is a thirty-six (36) hour program including an internship requirement and a written comprehensive examination. The opportunity may exist to teach courses in the Athletic Coaching minor including Psycho-Social Foundations of Sport, Kinesiological and Physiological Foundations of Coaching, Theory and Techniques of Coaching (ASEP) and First Aid (ARC). The eighteen (18) credit Athletic Coaching minor is designed to develop coaches for men's and women's sports. The positions include teaching the three (3) credit general education course, Wellness: Concepts for Health and Fitness with laboratories and activities. Successful candidates will be qualified to teach the Wellness general education course. All students are required to pass three (3) credits in Wellness to qualify for an undergraduate degree.

Required: ABD in Health, Physical Education, Sport Sciences or related fields (completed doctorate by November 1, 2004); experience in, or academic preparation for teaching Wellness; evidence of ability to work cooperatively with colleagues; evidence of ability to conduct scholarly activities; successful interview and teaching demonstration.

Preferred: Completed doctorate; experience in advising and teaching Wellness at the college or university level; experience in, or academic preparation for teaching in the exercise or sport science fields; experience in multicultural settings; evidence of ability to use instructional technology.

Full consideration will be given to applications received by **March 25, 2002.** Send letter summarizing qualifications, vitae, copy of all transcripts, and names, addresses and telephone numbers of three current references to:

Dr. Abdelhadi Halawa, Search Committee Chairperson/HO0311
Department of Wellness and Sport Sciences, Pucillo Gym - Room 116
Millersville University, P.O. Box 1002, Millersville, PA 17551-0302

An Equal Opportunity/Affirmative Action Institution
www.millersville.edu

Montgomery County Community College

DEAN OF WORKFORCE DEVELOPMENT AND CONTINUING EDUCATION

Montgomery County Community College invites applications and nominations for the position of Dean of Workforce Development and Continuing Education. Workforce development and continuing education is a priority area for the College and it is anticipated to grow rapidly over the next several years. The Dean of Workforce Development and Continuing Education will lead, manage the planning, development, coordination, evaluation, and promotion of all workforce and continuing education programs for both the Central and West campuses. Program areas include computer certifications, public safety, professional development, business and industry training, youth and senior programs. The successful candidate will hold a Master's Degree in an appropriate field and will have an established record of success in leading new program development, as well as success in team-building, strategic planning and revenue development within a corporate business environment and/or higher education.

ABOUT MCCC

Montgomery County Community College (MCCC) is a dynamic and growing two-year college located just outside Philadelphia. MCCC serves Montgomery and Chester Counties with campuses in Blue Bell and Pottstown, Pennsylvania. MCCC offers 76 degree and certificate programs, has dual admissions agreements with nine colleges and universities in the region, and transfer agreements with many others. In 2001, MCCC was selected as one of the top "wired" community colleges in the U.S. by Yahoo Internet Life Magazine. Since its founding in 1964, MCCC has awarded 20,000 degrees and certificates, served 250,000 people attending credit and noncredit courses and programs, as well as enlightened and entertained 120,000 people with cultural affairs programs. We believe diversity stimulates innovation and creativity and promote equal access to educational and employment opportunities.

Due to a significant increase in enrollment at both campuses, we are looking to identify dedicated & committed professionals. MCCC seeks involved, skilled individuals as it enriches its educational programs.

WHAT WE OFFER

MCCC offers a competitive salary complemented by an excellent benefit package including employer-paid medical and dental, life and disability insurance and a fully vested pension program.

HOW TO APPLY

Send the following as a single packet: letter of application identifying the position of interest, complete resume/vitae with names and contact information for three professional references. Deadline: March 29, 2002

Montgomery County Community College
Office of Human Resources
340 DeKalb Pike,
Blue Bell, PA 19422
AA/ADA/EOE

www.
MC3.
edu

For complete details on this and other positions, please visit our website http://www.MC3.edu

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COMMUNITY COLLEGES OF SPOKANE

Community Colleges of Spokane invites applications for the following tenure track faculty positions to begin September 11, 2002:

Position	Review Begins
Computer Science Instructor-SFCC	March 13, 2002
Computing Instructor-SFCC	March 13, 2002
Counselor-IEL	March 12, 2002
Fine Arts Instructor-SFCC	March 26, 2002
Fine Arts Instructor-Sculpture & 3-D Design	April 16, 2002*
Mathematics Instructor-SCC	March 6, 2002
Physics Instructor-SCC	March 7, 2002
Reading Instructor-SFCC	March 27, 2002

***Position to start 1/2/03. All other will begin 9/11/02.**

Requires Masters in discipline. Salary $38,506 - $54,912 for a 175-day annual contract. For position details, qualification requirements, and official application, contact Human Resources Office, Community Colleges of Spokane, 501 N. Riverpoint Blvd, MS 1004, P.O. Box 6000, Spokane, WA 99217-6000 at (509) 434-5040, TTY (509) 434-5059 or access our Website at http://ccs.spokane.cc.wa.us.

AA/EOE

Education

EARLY CHILDHOOD LEARNING CENTER COORDINATOR

New Jersey City University is currently recruiting for an Early Childhood Learning Center Coordinator. Within the Division of Student Affairs, the Coordinator reports to the Dean of Students and is responsible for developing the curriculum for the Center as well as the administration and supervision of the facility. This includes activities to ensure the Center meets all Licensure requirements.

Responsibilities include assessing the progress of every enrolled child, and supervising/coordinating training programs for teachers, staff and student assistants. The selected candidate will also prepare and supervise the Center's budget and maintain records for the Center and each child.

Qualified applicants will possess a Master's Degree in Early Childhood Education, a minimum of three (3) years teaching experience in Early Childhood Education and a minimum of one (1) year experience in the administration and supervision of an Early Childhood Learning facility. Demonstrated leadership ability and excellent communication and interpersonal skills are also required.

Employment Date: September 1, 2002
Salary Range: $38,417 - $57,642

Application Deadline: March 20, 2002. Interested candidates, please forward a letter of application and a current resume to:

Dr. Joanne Juncker, Chairperson
Early Childhood Learning Center Search Committee
New Jersey City University, 2039 Kennedy Boulevard
Professional Studies - 329, Jersey City, NJ 07305

NEW JERSEY CITY UNIVERSITY

For more details and/or to apply online, visit our website at
www.njcu.edu.
Click on Employment Opportunities

New Jersey City University is an Equal Opportunity Employer

UNIVERSITY OF MARYLAND EASTERN SHORE
PRESIDENT

The University community and Board of Regents of the University System of Maryland invite applications and nominations for the position of President of the University of Maryland Eastern Shore (UMES). UMES is one of 13 campuses in the University System of Maryland. UMES is a historically black, land-grant university on the rural Eastern Shore, and offers associate, baccalaureate, graduate, and professional programs through the Schools of Agriculture and Natural Sciences, Arts and Professions, Business and Technology, and Graduate Studies and Research. UMES offers 33 undergraduate, 9 masters level, and 3 doctoral programs. UMES is classified as a Masters I Institution and is a member of the National Association of State Universities and Land-Grant Colleges (NASULGC).

Princess Anne, Maryland is listed in the National Register of historic places and boasts a long, proud history that is dearly cherished by its citizens. Carefully preserved Federal and Victorian houses line the graceful streets, underscoring the sense of pride and commitment found throughout the community of Princess Anne. There are many attractive residential areas, including newer and older homes, within easy driving distance of the University. Princess Anne has a population of approximately 2,500 and is less than four hours from Washington, DC; Philadelphia, Pennsylvania; Annapolis, Maryland; and New York. The location offers old world charm and large city advantages.

The President of UMES is the chief operating officer and is accountable to the Chancellor of the University System of Maryland and its Board of Regents. The President is responsible for the preparation and administration of academic, personnel, fiscal, and student life policies for the institution. The President is also responsible for advancing the interests of the University by working effectively with city, county, and state government leaders; alumni and foundation support groups; system colleagues; and business and industry.

The ideal candidate will have an understanding of and commitment to the mission of UMES. Additionally, it is preferred that the candidate will have successful senior leadership experience in a complex liberal arts institution and comprehensive understanding of resource development, personnel, fundraising, budget planning, application of budget to university planning, and setting priorities. An advanced degree with an earned doctorate is preferred. Other experiences relevant to higher education will be considered. For further information see: **(http://www.umes.edu).**

For best consideration, materials should be submitted prior to March 22, 2002. Review of applications will begin immediately and will continue until an appointment is made. Application materials should include a letter addressing how the candidate's experiences match the position requirements; a curriculum vita; and the names, title, email and business addresses, and business and home telephone numbers of at least five references, which include faculty, administrators, students, and community leaders. Submission of materials as an MS Word attachment is strongly encouraged. Individuals wishing to nominate candidates for the position should submit a letter of nomination, including the name, position, address, and telephone number of the nominee. Confidential requests for information, written nominations, and application materials should be directed to:

Jan Greenwood, Ph.D., Vice President
A.T. Kearney, Inc.
UMES Presidential Search
333 John Carlyle Street
Alexandria, Virginia 22314
Fax: 703-519-0391
Email: greenwoodteam@atkearney.com

The University of Maryland Eastern Shore is an equal opportunity employer

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BAYLOR
UNIVERSITY

Social Work Faculty Positions

Baylor University invites applications for two lecturer positions that are funded for 3 years, beginning August 2002. Baylor University is a private university with 14,000 students composed of a College of Arts and Sciences, a graduate school, and eight professional schools. The BSW and MSW programs are fully accredited by the Council on Social Work Education through the year 2003. The mission of the school is the preparation of social workers for professional practice in a variety of public and private practice contexts, including religious organizations and faith communities. The theme is "building community."

Applicants should possess the following:

- The M.S.W. degree from a CSWE-accredited program
- Two years of post-master's experience
- A doctorate in social work or related field is preferred
- A commitment to collaboration with the community and its agencies, including religious organizations and faith communities
- Enthusiasm for the mission of this program

Faculty will teach at both the undergraduate and graduate levels. Preference will be given to applicants with teaching experience.

A curriculum vita, graduate transcript, and three letters of reference should be sent to **Preston M. Dyer, Ph.D., LMSW-ACP, Chair, Search Committee, School of Social Work, PO Box 97320, Baylor University, Waco, TX 76798-7320. Phone: 254-710-6230; Fax: 254-710-6455. Email: Preston_Dyer@baylor.edu.** Review of applications begins February 15, 2002 and will continue until both positions are filled. To ensure full consideration of your application, your application should be completed by May 1, 2002.

Baylor University is a Baptist university affiliated with the Baptist General Convention of Texas. As an Affirmative Action/Equal Opportunity Employer, Baylor encourages minorities, women, veterans, and persons with disabilities to apply.

Eastern Michigan University
Human Resources Positions

Human Resources Representative/Compensation Programs, Posting #APBF0206- Administer Human Resources programs and activities for assigned Human Resource functional areas and/or operating units/divisions involving a high level of professional knowledge and independent action. Consult to hiring authorities on Human Resource related issues/problems, and ensure accurate and timely processing of personnel actions within established University policy, procedure and guidelines. Utilizes professional skills and knowledge to analyze operational practices and recommend changes based on legal, regulatory and/or best practices knowledge. **Qualifications:** Knowledge and skills in critical thinking/problem solving, data analysis, written and interpersonal business communications, and basic principles of business organization and administration, typically acquired through a Bachelor's degree in Business Administration, Human Resource Management, or related behavioral science field is required. Two years of increasingly responsible and varied personnel/human resource experience is also necessary. Personal computing skills, including working knowledge of word processing and statistical and database management software applications (Knowledge of Excel, Access, Reportsmith, and Word Perfect) and excellent written and interpersonal communication skills are desirable.

Director, Employee Relations, Posting # APBF0207- The Director will develop and implement collective bargaining program for Eastern Michigan University including negotiating memorandum of understanding (MOU), interpreting and administering MOU, and representing management in grievance procedure and arbitration. Ensure adherence to laws, regulations and contracts through consultation with legal staff. **Qualifications:** The position requires knowledge of and experience in labor and employee relations, organizational behavior and administration, typically acquired through a Bachelor's degree in a pertinent major, and at least ten years' progressively more responsible management experience in a related field. An advanced degree in employment law, labor and industrial relations or business administration is preferred. The position also requires competence in software applications relating to human resources, including but not limited to Microsoft Office products and employment-focused specialized products for data management. Must demonstrate strong analytical, interpersonal, positive employee relations and organizational skills. The ability to cope with conflicting points of view, function under pressure and demonstrate discretion, integrity and fairness are required. Experience working in both a union and non-union environment is desirable.

About the University: Eastern Michigan University, located in Ypsilanti, Michigan, is a comprehensive metropolitan university that was founded by the state legislature in 1849. The fifth largest University in Michigan with an enrollment exceeding 23,000, EMU offers more than 200 graduate and undergraduate programs. The University is located in southeastern Michigan, 10 minutes from Ann Arbor home to The University of Michigan, 30 miles west of Detroit, industrial and business hub of the Great Lakes; and an equal distance to the south is Toledo, northernmost city on the Ohio border.

We offer competitive salaries and an excellent, comprehensive benefits package including medical/dental coverage for the employee, spouse and dependent, life insurance, long-term disability insurance, paid holidays, educational assistance and retirement plan, plus generous vacation accruals and sick day allowance.

Application review will begin on February 25, 2002. Applicants should identify the position of interest and note posting number. Send a letter, resume and the names, addresses and phone numbers of at least three references to: **Susan Patalan, Director, Employment & Recruiting, Posting #__________, Employment Services, 204 Bowen, Eastern Michigan University, Ypsilanti, MI 48197. Materials may also be faxed to 734.487.7995.**

Eastern Michigan University is an
Equal Opportunity Employer
www.emich.edu

1013

ASU

ARIZONA STATE UNIVERSITY

Dean

College of Architecture and Environmental Design

ARIZONA STATE UNIVERSITY seeks a Dean of the College of Architecture and Environmental Design on the main campus in Tempe. The College consists of three Schools: Architecture, Design, and Planning and Landscape Architecture. The Herberger Center for Design Excellence is the publishing arm of the College. The College offers a complete spectrum of design, architecture, and planning courses at all levels, from undergraduate to doctorate. All of the professional programs - graphic design, industrial design, interior design, architecture, landscape architecture, and planning - are fully accredited by the appropriate national accrediting agencies, and research degrees are available at both master and doctoral levels; the college also offers an undergraduate degree in housing and urban development. The faculty in each discipline have been widely recognized for their achievements in teaching, research, scholarship, and creative practice.

Responsibilities include budget, planning, development, personnel, student academic affairs, faculty development, promotion of research, and planning and implementation of degree programs. Responsibilities also include providing academic and administrative leadership, enhancing diversity, and promoting multidisciplinary and interdisciplinary activities. Further responsibilities include working with faculty, both through the administrative structure and faculty governance system, and working effectively with public and private constituencies outside the University. The Dean reports directly to the Senior Vice President and Provost.

QUALIFICATIONS

REQUIRED - An academic and/or professional record that merits appointment as a professor with tenure. A demonstrated commitment to excellence in research and/or creative activity and quality undergraduate and graduate instruction. Relevant administrative experience, preferably in a major research university. Demonstrated understanding of research, instructional, and service needs of a College of Architecture and Environmental Design.

DESIRED - Demonstrated leadership, organizational and management skills; effectiveness in written communications; proficiency in budgeting and resource management; fund raising/development experience; demonstrated commitment to the enhancement of diversity; and demonstrated ability to work effectively with external communities. Demonstrated knowledge and experience across the academic disciplines of the college; ability to work effectively in shared governance with faculty, staff, students, administrators; commitment to team administration; ability to support group objectives.

ARIZONA STATE, a forward-looking member of the PAC-10, ranks among the first-rate research universities in the country and in the top 20 in the number of National Merit Scholars. It is comprised of twelve colleges: Architecture and Environmental Design, Business, Education, Engineering and Applied Sciences, Extended Education, Fine Arts, Graduate College, Honors College, Law, Liberal Arts and Sciences, Nursing and Public Programs. Current enrollment exceeds 54,000 students, 10,000 of whom pursue graduate studies. Of the total, 24% of the students come from out-of-state and 20% are minorities. Its attractive, modern campus boasts excellent resources, including a leading research library system, extensive computing facilities and support, state-of-the-art research laboratories, and outstanding facilities for the visual and performing arts. Tempe, a nationally recognized college town, is part of the metropolitan Phoenix area. By design, the university is fully engaged in the life of this cosmopolitan, culturally diverse community of nearly three million people.

NOMINATIONS AND APPLICATIONS must be mailed or emailed to:

J. Robert Wills
bob.wills@asu.edu
College of Architecture and Environmental Design Dean Search Committee
Office of the Senior Vice President and Provost
Arizona State University
P.O. Box 872803
Tempe, AZ 85287-2803

Applications must include a curriculum vitae, a letter that highlights important qualifications and the basis of interest in the position, and the names and contact information (including email if possible) of five references who are qualified to comment on scholarship, teaching, and administrative ability. APPLICATION MATERIALS WILL BE HELD IN CONFIDENCE AND NO REFERENCES WILL BE CONTACTED WITHOUT APPROVAL OF THE CANDIDATE.

The deadline for receipt of applications is March 25, 2002. Applications will be accepted after the deadline and reviewed on a weekly cycle as necessary until the position is filled. The preferred starting date is July 1, 2002, but the date is negotiable. The salary is competitive.

Arizona State University is an Equal Opportunity, Affirmative Action Employer

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DARTMOUTH COLLEGE

Research Grant Managers, Arts & Sciences Administration

We seek highly motivated, independent individuals to provide grant management support to faculty members in the Arts and Sciences. Responsibilities center on providing financial management and compliance assistance to holders and applicants for sponsored research projects including monitoring project expenses, reconciling accounts, preparing reports, coordinating human resource actions, assisting in proposal submission, and assisting in budget development and oversight. The managers report to the Associate Dean/Chief Operations Officer of the Faculty of Arts and Sciences and will work in partnership with the Grants and Contracts Office.

The ideal candidates will have well-developed verbal and written communication skills. Organizational skills and the ability to prioritize multiple projects to fit deadlines are absolutely necessary. Candidates should be self-starters who can work independently or in teams with a variety of academic and administrative colleagues. The successful candidate must be able to work with multiple PI's under deadline pressure and must possess the ability to interpret and apply research administration and accounting policies and procedures.

This position requires five to seven years' experience in the full range of grant and contract management and accounting in an educational setting; or a Bachelor's degree in business administration or science; or the equivalent.

Please send resume and letter of interest to: **Kate R. Soule, Director of Budget and Fiscal Affairs, Faculty of Arts & Sciences, Dartmouth College, 6045 Wentworth Hall, Room 311 Hanover, NH 03755 or electronically to Kate.Soule@dartmouth.edu. Please find out more about Dartmouth College at www.dartmouth.edu. The search committee will begin reviewing applications on March 15, 2002.**

Dartmouth College is an Equal Opportunity/Affirmative Action employer. Women and minorities are encouraged to apply.

Foothill-De Anza Community College District

Management Vacancies

- Dean, Language Arts

Faculty Vacancies

- Head Basketball Coach/PE Instructor
- Biology Instructor (4 Positions)
- English Instructor
- Mathematics Instructor (3 Positions)
- English as a Second Language Instructor
- Pharmacy Technology Instructor
- Economics Instructor
- EMT/Paramedic Instructor/Director
- High Tech Training Specialist/Instructor
- Librarian
- International Counselor-Special Programs Liaison
- Physics Instructor
- Chemistry Instructor

For application materials contact:

Foothill-De Anza Community College District
Employment Services
12345 El Monte Road
Los Altos Hills, California 94022
650-949-6217, employment@fhda.edu, www.fhda.edu

WILLIAM PATERSON UNIVERSITY

William Paterson University is a comprehensive public institution of higher learning, committed to promoting student success, academic excellence, and community outreach with opportunities for lifelong learning. Members of the faculty are highly distinguished and diverse teachers and scholars, many of whom are recipients of prestigious awards and grants from the Fulbright Council (24 scholars), the Guggenheim Foundation, the National Endowment for the Humanities, the National Institutes of Health, the National Science Foundation and the American Philosophical Society. Featuring nationally renowned academic programs, the University maintains a low student:faculty ratio (12:1) and small class size (21) for its 30 undergraduate and 18 graduate degree programs, supported by state-of-the-art information and communications technology. The University enrolls 10,000 students from across the country and from over 40 foreign nations. William Paterson University is situated on a beautiful suburban campus in Wayne, New Jersey, twenty miles west of New York City.

Resident Director 2 Positions

The Resident Director is a full-time, twelve-month, live-in professional position in the Department of Residence Life. Based on a commitment to student development theory, the Resident Director supervises a staff of 6-12 undergraduate Resident Assistants along with student office assistants, and administers the physical and personal aspects of a residence hall area housing approximately 250-500 students. The Resident Director serves on various student life committees, and coordinates a comprehensive educational programming effort in his/her hall area. Reports directly to the Area Coordinator, and works with that person in the execution of his/her job responsibilities. The Resident Director is expected to be available three to four evenings a week.

Bachelor's degree and one (1) year experience above the undergraduate level in residence hall administration in a college or university setting required. Master's degree in Student Personnel/Counseling or related area and experience in residence hall administration in a college or university setting one year above the undergraduate level strongly preferred.

The successful candidate should possess supervisory skills; knowledge of facilities management; experience as a hearing officer; strong interpersonal, organizational, and oral/written communication skills.

Starting salary is $29,509. The position offers a comprehensive benefits package including tuition waiver for dependent children after one year of full-time employment.

*Please forward letter of application, resume, and list of three references to: **Kathleen P. Hallissey, Assistant Director, Department of Residence Life, Drawer HO, William Paterson University, 300 Pompton Road, Wayne, NJ 07470**. Additional information about the University can be found at **http://www.wpunj.edu**. Review of applications will commence immediately and continue until the position is filled. William Paterson University is an Equal Opportunity Institution Committed to Diversity.*

WILLIAM PATERSON UNIVERSITY
WAYNE, NEW JERSEY

Brigham Young University

Department of Communications

Broadcast Journalism Faculty Position

Brigham Young University's Department of Communications is accepting applications for a professional track faculty position in broadcast journalism, with an emphasis in newsgathering, writing, and production.

The ideal candidate will have ten years experience in professional broadcast news operations. Special consideration will be given to candidates with strong academic credentials and teaching experience. The rank and salary for this tenure-track position will be commensurate with the experience and qualifications of the successful candidate.

Responsibilities include teaching courses in news writing, reporting and news production and assisting with the production of student newscasts. Inasmuch as this department operates a converged newsroom, any print or online journalism expertise will be useful. Professional track faculty are also expected to pursue a vigorous agenda of professional development that contributes to the goals of the department and the mentoring of the students.

The Department of Communications has approximately 1100 majors and pre-majors with emphases in print and broadcast journalism, advertising/marketing communications, public relations, and communications studies. BYU operates the award-winning PBS station KBYU-TV, PRI-affiliated radio station KBYU-FM, a community cable TV channel, and satellite channel BYUTV. These facilities offer students valuable on-air production experience in a professional setting.

Adherence to high standards of ethical conduct and to rules of behavior of the sponsoring institution, The Church of Jesus Christ of Latter-day Saints, is required. BYU is an equal opportunity employer. Preference is given to LDS applicants.

Review of candidates will begin March 30, 2002. Send letter of application and resume or curriculum vita to: Michael K. Perkins, Chair, Department of Communications, E-509 HFAC, Brigham Young University, Provo, UT 84602. Questions should be addressed to: **Brad L. Rawlins, Broadcast Search Committee Chair, Department of Communications, E-509 HFAC, Brigham Young University, Provo, UT 84602** or by phone at **(801) 378-1697**, fax to **(801) 378-6016** or e-mail to **brawlins@byu.edu.**

GRINNELL COLLEGE

Office of Admission

Founded in 1846, Grinnell College enrolls approximately 1,425 undergraduate students from every state, including the District of Columbia, and 50 foreign countries. The College's primary mission is to provide students with a broad, deep, and life-enhancing education that fosters professional success, personal growth, and social responsibility. Grinnell offers an exceptional, rigorous, comprehensive, and opportunity-rich educational experience, which has, at its heart, one-on-one interactions between students, faculty, alumni, and staff. Grinnell is consistently ranked among the top national, selective liberal arts colleges. Grinnell's endowment and alumni giving rank among the top 5 and top 20, respectively, of all colleges and universities in the nation. Additional information can be found at the college's web site **<www.grinnell.edu>**.

Assistant Dean/ Associate Dean of Admission Coordinator of Multicultural Admission

Develops, implements, and monitors a comprehensive recruitment plan designed to attract and retain an academically talented and diverse student body. Advises the Dean, serves as liaison to the Office of Multicultural Affairs and student multicultural groups. Travels to high schools/college fairs, corresponding with and interviewing prospective students, reviews applications for admission, and other projects as assigned. Travel includes outreach to community-based organizations and agencies. Bachelor's degree required with three or more years of experience in admission, graduate work in higher education, and proficiency in Spanish are preferred.

Admission Counselor/ Assistant Dean of Admission

Participates in the full range of admission responsibilities: traveling 4-6 weeks to high schools/college fairs, correspondence, interviewing prospective students, reviewing applications, and assuming other projects as assigned. Additional responsibilities may include the strategic deployment of electronic technology, including management of the admission web site, and coordination of admission publications. Bachelor's degree required.

All applicants should possess well-developed communication and organizational skills, and the ability to articulate the value of a liberal arts and science education. A valid driver's license is required. To be assured of consideration, submit a letter of application and a resume, including a list of three employment references to:

Office of Human Resources
Grinnell College
Grinnell, IA 50112-1690
or send e-mail to **HR@grinnell.edu**
or fax to **641-269-4885** by March 22, 2002.

EOE

Grinnell
College

UMASS

SCHOOL OF EDUCATION

The School of Education invites nominations and applications for faculty positions beginning September 1, 2002. The School of Education is an NCATE-approved comprehensive professional school providing specialized preparation in diverse areas of education. The School offers graduate programs leading to the degrees of Master of Education (M.Ed.), Doctor of Education (Ed.D.), and, in School Psychology, Doctor of Philosophy (Ph.D.). It also awards a Certificate of Advanced Graduate Study (C.A.G.S.). As part of a research-oriented, land-grant institution, the School of Education recognizes its responsibility to offer programs that prepare educational scholars to contribute to educational theory, policy and research; and programs that prepare educational practitioners for roles in public education. Our approach is shaped by our fundamental commitment to social justice and diversity and by our belief in the essential importance of national and international perspectives as we advance education in the Commonwealth as a model for the nation.

EDUCATIONAL ADMINISTRATION - ASSISTANT OR ASSOCIATE PROFESSOR

Qualifications: earned doctorate in Education or a related social science discipline with application to educational settings; established publications record or strong indication of promise; and ability to work effectively with graduate students of diverse cultures and backgrounds and with practitioners in the field of administration and teaching. Strong preference for candidates with experience as a K-12 educational administrator. ***Responsibilities:*** conduct research, teach graduate courses, and engage in outreach related to aspects of K-12 administration and leadership preparation. Relevant expertise for this position would be in areas such as: roles and responsibilities of principals and superintendents; accountability; educational policy, analysis and evaluation; decision-making for school systems; staff development; educational reform and equity; and educational finance. ***Requisition # R15584.*** Title commensurate with qualifications.

EDUCATIONAL ADMINISTRATION – LECTURER

Qualifications: earned doctorate in Education or a related social science discipline with application to educational settings; substantial experience as a K-12 educational administrator, and ability to work effectively with graduate students of diverse cultures and backgrounds and with practitioners in the field of administration and teaching. ***Responsibilities:*** teach graduate courses and engage in outreach related to aspects of K-12 administration and leadership preparation. Relevant expertise for this position would be in areas such as: roles and responsibilities of principals and superintendents; accountability; educational policy, analysis and evaluation; decision-making for school systems; staff development; educational reform and equity; and educational finance. ***Requisition #R16454.***

LITERACY EDUCATION – ASSISTANT PROFESSOR

Qualifications: doctorate in literacy education or closely related area; scholarship and research based on sociocultural theories of literacy and a commitment to conducting research in natural settings; expertise in areas of reading and writing education necessary to support introductory and advanced level graduate courses for K-12 teachers and reading/language arts specialists, experience teaching reading and writing in schools; experience in bilingual/multicultural settings; experience in graduate-level teaching or in-service staff development and grant-writing preferred. ***Responsibilities:*** conduct research and publish in the area of literacy education; teach reading and writing/literacy courses at the doctoral and master's level; supervise practicum students for certification as reading specialists. ***Requisition # R15583.***

SCHOOL COUNSELOR EDUCATION – ASSISTANT PROFESSOR

Qualifications: completed doctorate in Counselor Education or Counseling Psychology; preference to those with demonstrated training and experience in secondary school counseling. Must demonstrate a strong interest and potential to collaborate with the doctoral faculty and students in the Social Justice Education concentration. Knowledge and skills in K-12 school counselor training is required. ***Responsibilities:*** responsible for the 5-12 certification level program activities; develop a nationally recognized program of research and scholarship; teach in the career development domain, while also contributing to the academic and personal/social development student competency areas; and supervise student practicum experiences and research skill development. ***Requisition # R15579.***

SCHOOL COUNSELOR EDUCATION – LECTURER

Qualifications: completed doctorate in Counselor Education or Counseling Psychology; demonstrated training and experience in secondary school counseling. Must demonstrate a strong interest and potential to collaborate with the doctoral faculty and students in the Social Justice Education concentration. Knowledge and skills in K-12 school counselor training is required. ***Responsibilities:*** responsible for the 5-12 certification level program activities; teach in the career development domain, while also contributing to the academic and personal/social development student competency areas; and supervise student practicum experiences and research skill development. ***Requisition #R16455.***

Interested applicants should send a curriculum vitae, letter of application, three letters of reference, transcripts, and samples of written work to: Search Committee Chair, (appropriate requisition number and position) c/o Cindy Hamel, School of Education, 130 Furcolo Hall, University of Massachusetts, Amherst, MA 01003-3010. For more information about these positions and the School of Education at the University of Massachusetts Amherst, please visit our website at www.umass.edu/education.

Review of candidates will begin immediately, and will continue until a qualified candidate is identified. Salary commensurate with qualifications. Final appointment is contingent upon the availability of funds.

The University of Massachusetts is an Affirmative Action/Equal Opportunity Employer.
Women and members of minority groups are encouraged to apply.

CHABOT-LAS POSITAS COMMUNITY COLLEGE DISTRICT

We're accepting applications for management positions at Chabot College, Hayward, California. The application deadline date is April 11, 2002. The salary range is $92,256 - $109,572/annually. Employment will begin as soon as possible. For a complete job description visit our website at www.clpccd.cc.ca.us

VICE PRESIDENT
ACADEMIC SERVICES

VICE PRESIDENT
STUDENT SERVICES

For application materials please contact:
Chabot-Las Positas Community College District • Office of Human Resources 7011 Koll Center Parkway, Suite 200 • Pleasanton, CA 94566
Phone: (925) 485-5236 • **24 Hour Job Line: (925) 485-5200**
Email: hr@clpccd.cc.ca.us

EOE

ASU ARIZONA STATE UNIVERSITY WEST

CHAIR
Department of Life Sciences

The College of Arts and Sciences at Arizona State University West invites applications for the position of Chair of the Department of Life Sciences.

The chair reports directly to the Dean and represents the interests of the department to the college dean, university administration, and external community. The chair will be actively engaged in the recruitment of a diverse student population, the development of community-based partnerships, and the securing of external research funds to support faculty research and undergraduate programs. Other areas of responsibility include budget planning and maintenance, personnel decisions, and faculty and program development.

QUALIFICATIONS REQUIRED:

PhD in relevant discipline and record of research, teaching, and service that merits appointment as a Professor with tenure. Experience working in an interdisciplinary/multidisciplinary environment and developing undergraduate curricula and programs. Demonstrated commitment to working with a diverse student population. Experience evaluating faculty for promotion and tenure.

QUALIFICATIONS DESIRED:

Record of service as a department chair or equivalent administrative position. Budget experience. Experience developing external grants to support undergraduate program development and participating in community-based undergraduate research; experience developing articulation agreements with other institutions. Demonstrated effective communication skills. Demonstrated commitment to mentoring faculty.

APPLICATION DEADLINE:

April 1, 2002, and the 15th and 1st of every month thereafter until position is filled.

APPLICATION PROCEDURE:

Send (1) letter of application that includes a description of professional background and goals, (2) statement of teaching philosophy and experience, (3) description of current and future research plans that emphasizes participation of undergraduates, (4) curriculum vitae with contact information, including telephone number and e-mail address, (5) minimum of three letters of reference . All correspondence should be sent to:

Office of the Dean
College of Arts and Sciences
attn: Brian Richardson
Mail Code 3051
Arizona State University West
PO Box 37100, Phoenix, AZ 85069-7100

WE CANNOT ACCEPT ELECTRONIC APPLICATIONS.

GENERAL INFORMATION:

The Life Sciences department at Arizona State University West emphasizes hands-on experience for undergraduates in faculty research laboratories and internships in private sector and government organizations. We are committed to recruiting and retaining students and faculty from groups that have historically been underrepresented in biology. Most of our majors plan careers in biomedicine, and our courses blend biomedical and comparative perspectives. We have ongoing teaching and research collaborations with biomedical research facilities, medical colleges, and state and federal wildlife agencies.

Dean, Extended Learning Services

UCSB University of California, Santa Barbara

The University of California, Santa Barbara, invites applications and nominations for the position of Dean of Extended Learning Services (ELS). ELS consists of UCSB Extension and Off Campus Studies (OCS). UCSB Extension is self-supporting, with annual enrollments of about 12,000 in its Domestic and International Programs. OCS offers degree programs in Santa Barbara and Ventura to the general public.

The Dean has administrative, fiscal and strategic responsibility for all ELS activities. UCSB seeks a Dean of ELS with strong managerial, analytical, strategic and entrepreneurial skills and experience, who can effectively communicate with the campus community and build on UCSB's academic excellence and research leadership.

Successful candidates must work effectively with students, staff, faculty, university administrators, faculty governance bodies, the local community and the private sector. It is essential that candidates seeking this position have considerable experience with budgets, university administration and higher education revenues generating programs, and have a record of scholarly achievement appropriate for an academic appointment within the University of California. Candidates with expertise in technology-intensive learning environments and with vision about technological change and education are especially encouraged to apply.

Salary will be commensurate with qualifications, background, and experience.
Applications should include a curriculum vitae, a statement of interest, and the names and addresses of three references. Please send to:

Chair, Search Committee for the Dean of Extended Learning Services
C/O Patricia Sheppard
Academic Personnel
University of California
Santa Barbara, CA 93106

Visit the web site at www.unex.ucsb.edu for more information about UCSB Extended Learning Services. To view a more detailed version of this advertisement, please see **http://www.acadpers.ucsb.edu/positions/listings/Jan31-dean-ad.htm**

Screening will begin March 15, 2002 and will continue until the position is filled.

The University of California, Santa Barbara is an Equal Opportunity, Affirmative Action Employer.

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THE UNIVERSITY OF
ARIZONA.
TUCSON ARIZONA

Associate Director
(Marketing)

Coordinate, plan & implement market strategies for Office of Admissions & New Student Enrollment. Full description & qualifications at **www.hr.arizona.edu**

Submit cover letter w/ quals (#20947), resume, & 3 references (name, address & phone #) to **Human Resources, 888 N Euclid #114, PO Box 210158, Tucson AZ 85721.** Review is ongoing & continues until filled.

The University of Arizona is an EEO/A Employer-M/W/D/V.

University of California, Santa Cruz

Colleges Nine and Ten searching for Coordinators for Residential Education (CRE) and a College Programs Coordinator (CPC). CRE position FT, live-in, includes community building; RA supervision; student conduct; multicultural programming; advising student groups. CRE Job #02-02-18. CPC position FT, develops and implements theme-related, multicultural, and social programs. Responsible for recruitment/outreach events and College orientation and graduation. CPC Job #02-02-19 Experience related to the Colleges' themes (International and Global Perspectives or Social Justice and Community) is desired for both positions. Masters degree in student affairs or related field preferred; $37,500; benefits. Starts 7/2002.

Selected candidate for each position will be fingerprinted.

TO APPLY: (You must submit application materials reflecting the job number.) All positions are open until filled. Initial review date 3/22/02. Send apps/resumes to **102 Communications Bldg. Santa Cruz, CA 95064**. Visit our web site at **http://www2.ucsc.edu/hr/employme.htm** for a copy of full job posting.

AA/ADA/EEOE.

University Psychologist

The Center for Counseling and Student Development at Northeastern University seeks a psychologist for general counseling duties. Supervises graduate students-in-training. Special responsibility for programming and consultation with various diverse student groups on campus. Ability to counsel in another language an asset. Doctorate in Clinical or Counseling Psychology required. Must be a Massachusetts licensed practitioner or licensable within two years of employment. Strong multicultural counseling skills in working with a diverse student population. Prior related work experience in a university/college counseling center and in providing counseling services to students of color is strongly preferred.

Please send resume to Diane Hansen, Ph.D., 302 Ell Building, Northeastern University, Boston, MA 02115; fax number (617) 373-4142. Northeastern University is an Equal Opportunity/Affirmative Action, Title IX Employer.

HUDSON COUNTY COMMUNITY COLLEGE
168 Sip Avenue, Jersey City, NJ 07306

ENGLISH AS A SECOND LANGUAGE INSTRUCTOR

Full-time tenure track position. Teach ESL courses such as reading, grammar, writing, listening and speaking. Familiarity with CAI and language laboratories is desirable. Candidates must be native English speakers or have near native proficiency, and must have a master's degree in TESOL or Applied Linguistics.

Send applications to: **John Shinnick, Director, Department of Human Resources, 26 Journal Square, 14th Floor, Jersey City, NJ 07306**

Governors State University

UNIVERSITY PROFESSOR OF SCHOOL COUNSELING

Governors State University seeks nominations and applications for an entry-level tenure-track faculty position of University Professor of School Counseling. The Counseling Program is CACREP accredited and has the following tracks: School, Community, and Marriage and Family Counseling. The successful candidate will join an active and nationally renowned faculty to teach, supervise, and advise students and engage in research and service activity. ***Preferred Qualifications:*** A doctorate in counselor education from a CACREP accredited program. ABD's will be considered; experience as a school counselor or related school background; demonstrated record of professional service, including presentations and publications in counseling; teaching/supervision experience in higher education; experience working with students from diverse populations and backgrounds. This position is available August 15, 2002. Review of applications will begin immediately and continue until the position is filled. Applicants should send a letter of interest addressing qualifications and area of expertise, a current vitae and the names addresses and telephone numbers of three professional references to: **Julia Yang, Co-chairperson; School Counseling Search Committee; Division of Psychology and Counseling; Governors State University; University Park, IL 60466.**

For more information, visit the Governors State web page at www.govst.edu or the Divisions' webpage at http://www/govst.edu/users/gpsyc/PandC.htm

Governors State University, an affirmative action/equal opportunity employer, is committed to achieving excellence through diversity. The University encourages applications from women, persons with disabilities and ethnic racial minorities.

www.govst.edu

Eastern Michigan University

Student Affairs Positions

The Division of Student Affairs at Eastern Michigan University is currently accepting applications for the following positions:

Coordinator, First-Year Mentor Program, Posting # PTSA0213- The Coordinator will develop and manage a mentor program for first year students making it a component of the University's retention program which comprises other student support activities. **Qualifications:** Knowledge and skills in program development and administration typically acquired through the completion of a graduate degree in College Student Personnel, Guidance and Counseling, Higher Education Administration, or related field is required. Excellent organizational and interpersonal skills, the ability to manage and coordinate multiple tasks, solve complex programs, and manage and develop student staff is necessary. Demonstrated competency with personal computers is required. Competency with database management, web page management and Internet use is desirable.

Coordinator, Commuter Programs, Posting #PTSA0214-The Coordinator will develop and manage comprehensive programs and services for commuter students, and manage the Commuter Center and Information Desk activities. **Qualifications:** Knowledge and skills in program development and administration, typically acquired through the completion of a graduate degree in College Student Personnel, Guidance and Counseling, Higher Education Administration, or a related field, are necessary.
At least one year of student development and/or student activities management experience is required.
Excellent interpersonal skills, ability to perform and coordinate multiple tasks, solve complex problems, and to manage and develop student staff is necessary. Excellent oral and written communication skills as well as excellent organizational skills are necessary. Knowledge or experience in commuter student and union programs, services, advocacy and research is desirable.

Coordinator, Orientation Programs, Posting # PTSA0215-The Coordinator will develop and manage orientation programs for new freshman, transfer students and non-traditional students. **Qualifications:** Knowledge and skills in program development and administration, typically acquired through the completion of a graduate degree in College Student Personnel, Guidance and Counseling, Higher Education Administration, or a related field, are necessary. At least one year of student development and/or student activities management experience is required. Excellent interpersonal skills, ability to perform and coordinate multiple tasks, solve complex problems, and to manage and develop student staff are necessary.
Excellent oral and written communication skills are necessary. Excellent organizational skills are necessary. Knowledge or experience in commuter student and union programs, services, advocacy and research is desirable.

Director, Access Services, Posting #APSA0204-The Director will develop and administer programs that provide services and accommodations to disabled persons, consistent with legal requirements and the University's mission and goals. **Qualifications:** Knowledge and skills in program planning, organization, communication, counseling, and administration typically acquired through completion of a Master's Degree in rehabilitation, counseling, psychology, college student counseling, or higher education administration, or a related field, is required. Five years of experience working with programs for disabled students are required. Certification as a rehabilitation counselor or licensure as a counselor is preferred.

About the University: Eastern Michigan University, located in Ypsilanti, Michigan, is a comprehensive metropolitan university that was founded by the state legislature in 1849. The fifth largest University in Michigan with an enrollment exceeding 23,000, EMU offers more than 200 graduate and undergraduate programs. The University is located in southeastern Michigan, 10 minutes from Ann Arbor home to The University of Michigan, 30 miles west of Detroit, industrial and business hub of the Great Lakes; and an equal distance to the south is Toledo, northernmost city on the Ohio border.

We offer competitive salaries and an excellent, comprehensive benefits package including medical/dental coverage for the employee, spouse and dependent, life insurance, long-term disability insurance, paid holidays, educational assistance and retirement plan, plus generous vacation accruals and sick day allowance.

Application deadline will be Friday, March 22, 2002. Applicants should identify the position of interest and note posting number. Send a letter, resume and the names, addresses and phone numbers of at least three references to: **Susan Patalan, Director, Employment & Recruiting, Posting #______________, Employment Services, 204 Bowen, Eastern Michigan University, Ypsilanti, MI 48197.** Materials may also be faxed to 734.487.7995.

Eastern Michigan University is an Equal Opportunity Employer

www.emich.edu

A passion to lead

The **Los Rios Community College District** seeks highly skilled, innovative & motivated administrators and faculty to join one of the finest community college districts in the nation. The District includes American River College, Cosumnes River College, Folsom Lake College and Sacramento City College. We offer excellent salaries, benefits, and an ideal location noted for quality living. For applications, visit our website, or call (916) 568-3112. EOE

Management

Dean II, Communication, Visual, Performing Arts, 3/25/02
Dean II, Physical Education and Athletics, 3/25/02

Faculty Positions, Full-Time, Tenure Track

Aeronautics, 3/21/02
Anthropology, 3/14/02
Art (2 positions), 4/11/02
Automotive Technology, 3/21/02
Business (2 positions), 3/19/02
Campus Life Coordinator, 4/23/02
Cooperative Work Experience, 4/2/02
ECE (2 positions), 4/25/02
History (2 positions), 4/4/02
Humanities, 3/26/02
Humanities/Philosophy, 3/26/02
Learning Skills, 4/23/02
Librarian (3 positions), 3/28/02
Music, 4/18/02
Physical Ed, 3/28/02
Physical Therapist, 4/18/02
Political Science, 4/2/02
Sign Language Studies (2 positions), 4/16/02
Sociology (4 positions), 3/12/02
Theater Arts, 4/9/02
Welding, 3/26/02

Applications are now available on-line! www.do.losrios.cc.ca.us

LOS RIOS COMMUNITY COLLEGE DISTRICT

Job Opportunities

CALIFORNIA STATE UNIVERSITY, MONTEREY BAY

California State University Monterey Bay is distinctive in serving the diverse people of California, especially the working class and historically underserved. CSUMB is committed to a multilingual, multicultural, intellectual community enabling students, faculty and staff to cross institutional boundaries for innovative instruction, broadly defined scholarly and creative activity, and coordinated community service.

Dean for the College of Science and Technology
Job#MB2002-EB838
The College supports four Institutes (academic departments): Communication Science and Technology; Earth Systems Science, and Policy; Mathematical Sciences and Applications; and Teledramatic Arts and Technology.

Dean for the College of Arts and Humanities
Job#MB2002-EB839
The College supports six Institutes (academic departments): Human Communication (integrated Humanities), Visual and Public Art, Music and Performing Arts, Global Studies, Social and Behavioral Sciences, and World Languages and Cultures.

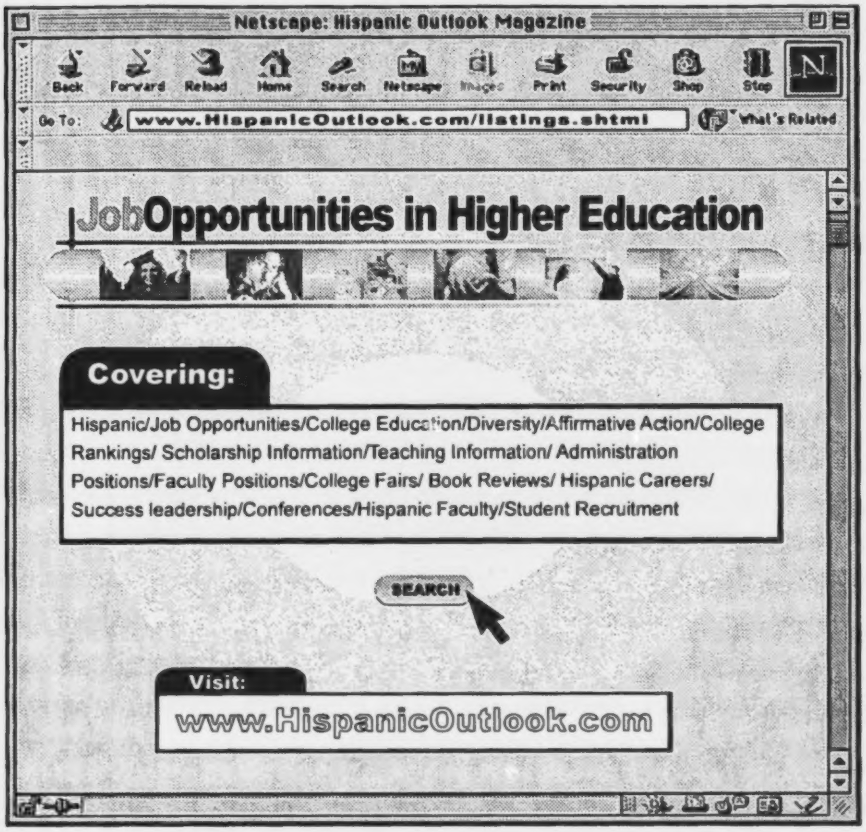
Director of Employment and Equal Opportunity Programs
Job#MB2002-EC840
Develops, implements, & administers programs for the University that demonstrate its commitment to diversity.

Director of Public Safety/Chief of Police
Job#MB2002-EC841
Responsible for directing a comprehensive law enforcement program: patrol, crime prevention, investigations, confidential law enforcement information management, and liaison with external public safety agencies.

To review the required application process and complete vacancy announcements for these and other currently open positions visit CSUMB at http://jobs.csumb.edu or call 831/582-3337; or visit (M-F, 8-5 pm):

CSUMB University Human Resources
100 Campus Center • Seaside, CA 93955-8001

EOE



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Visit:

www.HispanicOutlook.com

UNIVERSITY OF Miami

FINANCIAL AID ADVISOR

The University of Miami in Coral Gables, Florida, seeks applicants for a full-time Financial Aid Advisor position in the Office of Financial Assistance Services. Responsibilities include counseling students and parents in financial aid matters, performing need analysis reviews and recalculations, processing student loans and performing verification. Qualifications include minimum 1-year customer service experience, a Bachelor's degree (Master's degree preferred), on-line systems experience and excellent interpersonal/communication skills. Financial aid experience is preferred.

This entry-level administrative position will be filled as soon as possible.

Interested candidates should send a cover letter, resume, college transcripts and at least three references.

Mail, fax, or email all information to:

Thomas Judge
Associate Director
Office of Financial Assistance Services
P O Box 248187
Coral Gables, FL 33124-5240
Fax (305) 284-4082
tjudge@miami.edu

VCU
Virginia Commonwealth University

Psychologist/Clinical Mental Health Professional

Virginia Commonwealth University (VCU) seeks a Psychologist/Clinical Mental Health Professional to join the staff of University Counseling Services in the Division of Student Affairs. This position entails working closely with graduate, professional and undergraduate students on the Medical College of Virginia campus at VCU to address their unique psychological needs. General duties include intake assessment, individual psychotherapy, group psychotherapy, crisis work, trainee supervision, outreach, and consultation with university faculty and staff. In addition, preference will be given to individuals with expertise in one or more of the following areas: eating disorders, psychological assessment, and/or experience working with multicultural student populations. This position also includes two evenings of office hours per week.

An earned doctorate in Psychology or related field or a master's degree in Social Work is preferred. State license must be obtained within one year of employment. Successful applicants must have completed a supervised internship or work equivalent experience in a university counseling center or related professional setting.

University Counseling Services has an APA-accredited intern training program. The multidisciplinary staff of UCS includes eight full-time clinicians and a graduate training staff drawing from the disciplines of psychology, social work, rehabilitation counseling, pastoral counseling, and psychiatry. VCU is a growing urban university of 25,000 located on two campuses in the capital city of Richmond, VA.

Review begins April 20, 2002 and will continue until position is filled. Salary is commensurate with experience and includes a comprehensive benefits package. To apply, send a letter of interest, three letters of reference, and current vita to: **Dr. Jihad Aziz, Virginia Commonwealth University, University Counseling Services, P.O. Box 842525, University Student Commons, 907 Floyd Ave., Richmond, VA 23284-2525.**

For additional information about Virginia Commonwealth University and UCS, visit our web site at **http://www.students.vcu.edu/counsel/**. Virginia Commonwealth University is an equal employment/affirmative action employer. Women, minorities, and persons with disabilities are encouraged to apply.

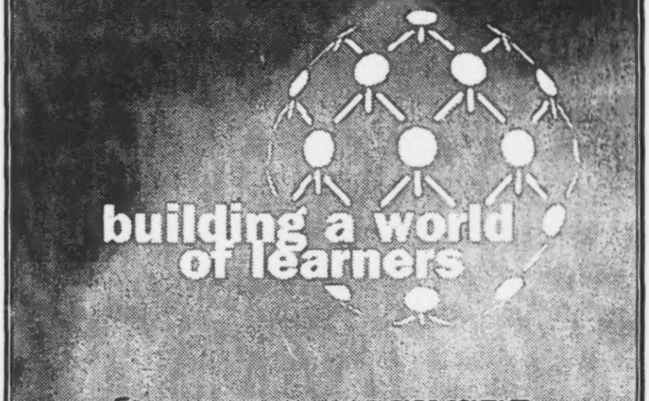
American Association of Community Colleges

Seattle, Washington

Annual Convention

April 20-23, 2002
Washington State Convention & Trade Center

WWW.AACC.NCHE.EDU

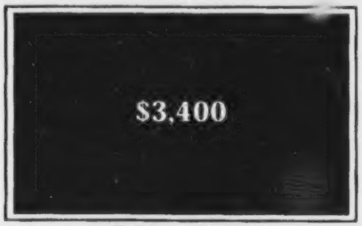

building a world of learners

FOR MORE INFORMATION PLEASE CONTACT:

Suanne Raman/ Academic Marketplace Manager
Phone: (425) 636-1640 Fax: (425) 822-1000
E-mail:sraman@mra-services.com

HISPANIC OUTLOOK 2002 RATE CARD

SUGGESTED AD SIZES



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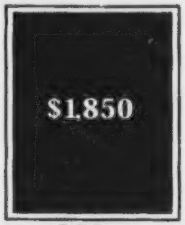

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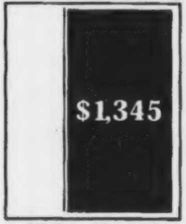

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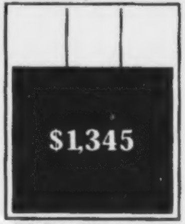

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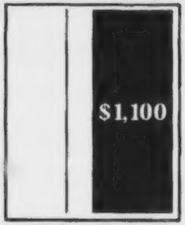

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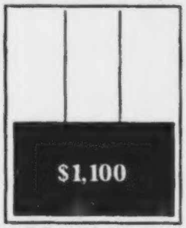

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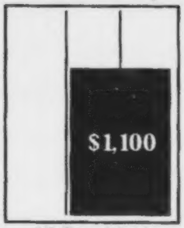

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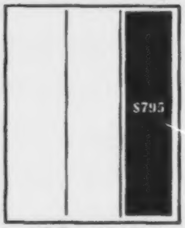

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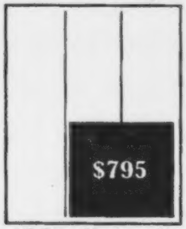

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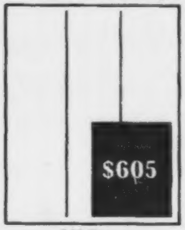

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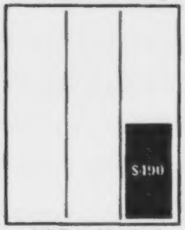

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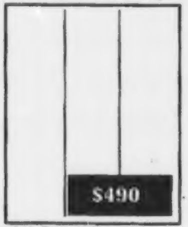

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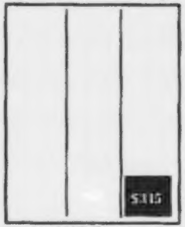

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MECHANICAL REQUIREMENTS

TRIM SIZE: 8.375"w X 10.875"d
LIVE AREA: 7.5"w X 9.75"d
BIND METHOD: Saddle Stitched
KIND OF PRINTING: Two Color Web
PAPER STOCK: 70 lb. opaque

PUBLICATION DATES AND DEADLINES

Space reservations are suggested to assure placement in the issue of your choice. Advertisers with space reservations will receive priority over others sending materials received by the closing date. **No cancellations or changes will be accepted after closing dates.** Refer to schedule for deadlines.

CLOSING DATES

Issue Date	*Closing Date*	
April 8	March 19	**Graduate School Issue**
April 22	April 2	
May 6	April 16	* **Top 100 Colleges for Hispanics**
May 20	April 30	
June 3	May 14	* **Health Professions Issue**
June 17	May 28	
July 1	June 11	**Sports Issue**
July 15	June 25	
July 29	July 9	
August 12	July 23	**The Arts Issue**
August 26	Aug. 6	
September 9	Aug. 20	
September 23	Sept. 3	**Volume 12 Editorial Index**

READERSHIP

HO's readership is primarily composed of progressive decision-makers in academia and in public and private sectors. As educators and administrators, they represent higher education's most dynamic thinkers. As executives in public or private enterprise, they signify a broadening interest and desire to diversify the workplace. As counselors and professionals in community-based organizations, they are influential advisors to students on career development and other areas of service. *HO*'s readers value multiculturalism and its significance in a global economy. The publication's circulation is **28,000**.

In addition to the primary circulation, *HO* is distributed at major educational meetings and conferences and government agencies and is mailed to community-based groups.

HOW TO PLACE ADVERTISEMENTS

By Mail—All materials should be sent to:
Hispanic Outlook in Higher Education; Display Advertising;
210 Route 4 East; Paramus, NJ 07652

By E-Mail—**outlook@sprintmail.com**

By Fax—Transmit to (201) 587-9105 seven days a week.

To Confirm—Call (201) 587-8800 (x102 or x106)
Monday - Friday, 9 a.m. to 6 p.m., EST, to confirm receipt of your advertisement.

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¡PUNTO FINAL!

ENGINEERING PLUS LEADERSHIP EQUALS FULFILLMENT

Carlos Smith, professor of chemical engineering at the University of South Florida.

For the last 29 years, I have been teaching chemical engineering at the University of South Florida. Before that, I worked in industry for five years. As a university professor, I have continued dealing with industry as much as possible. If I had to do it all over again, I would not change anything.

My experience has convinced me that there are two main reasons for a college education. The first is to be knowledgeable in something that we enjoy and that enables us to work professionally and make a decent living.

The second reason for a college education is to develop one's leadership skills. For me, this reason is not only as important as the first, but it is the one that will be most useful in our professional life.

Once a student graduates from college, he or she has gone through a filter and possesses the basic knowledge to build a professional career. Companies know this quite well, and during the interview process, they will usually not test the technical knowledge but rather look for what other skills the student brings. The specific skill that most companies are looking for is leadership or its potential.

Leadership indicates that a person knows how to communicate and work with other people. How do we develop these leadership skills? Universities provide many opportunities to do so. There are all kinds of societies–social, academic, and professional. Students need to know that these societies are there not only to provide a venue to socialize but also to help them develop the leadership skills that will be so important later on in their professional lives.

I very seriously tell my chemical engineering students that I do not want to see any of them studying at all times to make a 3.8 GPA. It is far better, in the long run, to make a 3.3 GPA and be able to go out with friends on weekends and socialize. We learn and develop our skills in these "get-togethers."

We also tell our students that they will be working with many other people who are not college graduates. And that the lack of a degree does not mean that these other people are less capable. They might, in fact, be better parents, better sons, better daughters, etc., and they might even be more intelligent. A college degree will open some doors for us, but sometime other people who have not had the advantage of a college career find other routes to success, and we must respect that.

Now, to obtain an engineering degree and be a good engineer takes commitment. I tell my students they don't have to have the best grades in high school or even in college, but they do have to be committed to their goals and willing to work hard. Engineering is also fun, although some people might think the contrary. Every engineering faculty member will tell you that the most important thing we do is to teach our students how to think.

Engineering is also a good place to start one's career path–does this sound like an Army recruiting slogan? Many of our students use engineering to branch into other fields, such as medicine, law, or business. Two of my students went into divinity school after chemical engineering, and they are preachers today! Most often, however, engineers end up in management, even without a business degree.

For Hispanics, engineering presents a superb opportunity. As we well know, the world continues to shrink, and boundaries between countries are coming down; examples are NAFTA and the European Union. This new world requires a workforce that is accepting of other cultures and able to communicate with others. Thus, it brings enormous opportunities to Hispanics in this country, and especially to Hispanic engineers. I should be more specific and say: ***enormous opportunities to Hispanic engineers who speak Spanish***.

Hispanics who can communicate in Spanish have a natural facility to deal successfully with other cultures. American companies realize the tremendous market that lies in Latin America and are opening those markets. Most companies coming to USF to recruit engineers are interested in Hispanic students who can communicate in Spanish.

I have tried in simple words to express my excitement about college and engineering. Fortunately, we live in a country that promotes success and helps us to fulfill our goals. Let us not let our students waste this opportunity. ***Que Dios los bendiga, y buena suerte!***

If interested in submitting a ¡Punto Final! "think piece," please e-mail us at sloutlook@aol.com for guidelines.

THE HISPANIC Outlook IN HIGHER EDUCATION

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HISPANIC OUTLOOK ○ 03/11/2002

MARCH 25, 2002 • $3.75 http://www.HispanicOutlook.com VOLUME 12 • NUMBER 12

THE HISPANIC Outlook IN HIGHER EDUCATION

Solidifying Academic Retention

Hispanic College Fund National Education Association Playwright Luis Avalos

Full-Time Tenure Track Faculty Openings for Fall-2002

Fact: City Colleges of Chicago (CCC) is one of the largest community college systems in the nation.

Fact: City Colleges of Chicago has some of the highest-rated academic programs in the nation.

Fact: We are looking to hire faculty who want to join a dynamic college district.

Fact: CCC faculty have some of the best benefits in the nation.

Fact: This is a perfect opportunity for a professional who enjoys working in a diverse, urban community.

Candidates must possess a minimum of a Master's Degree and relevant teaching experience in the field. For technical fields, a Bachelors Degree, professional certificate and/or licensure required. Must demonstrate excellence in teaching, commitment to integrating new technologies in the learning process, and the ability to inspire, motivate and empower students to succeed.

Seeking faculty in the following disciplines:

Art-Ceramics • Biology • Child Development • CIS / Computer Science • Criminal Justice Digital Multi-Media Design • English • Foreign Language / ESL • History Humanities / Fine Arts • Latin American Studies • Librarians Math • Music • Nursing Philosophy • Political Science • Social Sciences / Education

For employment consideration, please submit curriculum vitae, letter of interest, college transcripts and three letters of recommendation to: Faculty Search Committee, Human Resources Department, City Colleges of Chicago, 226 W. Jackson Blvd. 12th Floor, Chicago, IL 60606. Fax 312-553-2905 or email: jobs@ccc.edu.

Chicago residency is required within 6 months of hire for full-time employees.
The City Colleges of Chicago is an equal opportunity, affirmative action employer.

If you are at a level of excellence in your field and believe in education, please call us.

City Colleges of Chicago

312-553-3300
www.ccc.edu

Richard J. Daley College
Kennedy-King College
Malcolm X College
Olive-Harvey College
Harry S. Truman College
Harold Washington College
Wilbur Wright College

George Mason University

Director of Student Academic Affairs and Advising

George Mason University invites applications and nominations for the position of Director for Student Academic Affairs and Advising, and exciting new position integrating two established offices to better serve students.

George Mason University is a dynamic teaching and research university in the Virginia suburbs of Washington, D.C. Half of its 25,000 students are full time, forty percent are graduate students, a quarter are minority students, and fifteen percent live on campus. Further information about the university can be found at **www.gmu.edu.**

The Director reports to the Vice Provost for Academic Affairs. Responsibilities include:

- Supervise academic advising of all undeclared students, as well as students with special advising needs, such as those changing majors; Build and maintain advising partnerships with academic units, Faculty Senate and University Career Services; Initiate ongoing assessment of University, college, and departmental advising structures and retention efforts.
- Build and maintain partnerships with academic and service units to offer university transition courses across the institution; Oversee the initiation of extra-curricular experiences related to student transition issues as well as exclusive opportunities for University Scholars.
- Support and coordinate the recruitment, selection, and training of student peer advisors and supplemental instructors; Supervise and support the academic ombudsman.
- Actively participate in University retention efforts, providing analysis and leadership on initiatives where appropriate.

Qualifications: Advanced degree (doctorate strongly preferred, and preferably in a relevant discipline); record of at least five years of progressively responsible experience in advising/counseling; experience in administration and/or teaching (both preferred); proven leadership and track record of student focused success within a comprehensive university with a diverse population, including documented efforts implementing retention initiatives to serve diverse students; knowledge of student development theory; proven managerial and facilitation skills for supervision of professional staff and creative use of information technology; outstanding interpersonal, oral, and written communication skills; creativity, high energy, flexibility, and a sense of humor.

Additional responsibilities and qualifications are included in the position announcement

First consideration will be given to applications received by April 15, 2002, with the search continuing until the position is filled. Interested candidates should submit a letter of application, curriculum vitae, and names of at least three professional references to:

Director of Student Academic Affairs and
Advising Search Committee
c/o Andrew Flagel
Dean of Admissions and Enrollment Development
George Mason University
4400 University Drive, MS 3A4
Fairfax, VA 22030-4444

George Mason University is an Equal Opportunity, Affirmative Action Employer. The University offers a competitive salary and benefit package. Applications from and nominations of women and minority candidates are strongly encouraged.

Upcoming Issues

Our 11th year covering Minority Issues

Top 100 Colleges for Hispanics

May 6th

Ad Deadline April 16th

Health Professions Issue

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CONTRIBUTORS: Isis Artze, Marilyn Gilroy, Juan José Gutiérrez, Lee M. Penyak, Diana Saenger, Jeff Simmons, Jay Steele, Karen E. Thuermer

LETTERS TO THE EDITOR: **Commentaries or Questions should be addressed to:**

The Hispanic Outlook in Higher Education
210 Route 4 East, Suite 310
Paramus, NJ 07652

All correspondence should include author's full name, address, and phone number.

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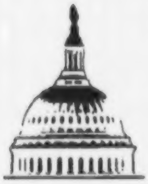

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Most wired university in the United States

FYI...FYI...FYI... ㉞

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¡PUNTO FINAL! back cover

Retention and Achievement in Hispanic-Serving Institutions

Cover Photo Courtesy of: George Mason University

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Esquina Editorial

Facing Success

Amid the challenges students and higher education face in the form of financial issues–low-income or an institutional funding dearth–a lack of ethnic and cultural sensitivity, testing inequities, the dropout rate, etc., are many success stories.

This issue features several academic feats. They are not, however, entirely feel-good stories as they reflect hardship and obstacles overcome–the road to success is generally not a smooth one. The experiences herein may leave you with a smile.

The acclaimed actor, director, playwright Luis Avalos shares his journey. While his parents had other plans for him, perhaps in a field offering more security, Avalos' work ethic, his drive for excellence, and mentors along the way pointed him in the right direction. Avalos has credits on television shows such as "Barney Miller" and "Kojak", a slew of feature films, and in theater as actor, writer, and director, not to mention his yearly production of "Paquito's Christmas".

Another piece, on CSU-Long Beach graduate Verónica López, depicts how determination and perseverance led this young woman to her current status. López received her bachelor's degree in Spanish translation, with a minor in criminal justice, at the school's College of Liberal Arts in just two-and-a-half years. ¡Bravo!

On the institutional front, George Mason University boasts some success of its own, with its Early Identification Program (EIP), an innovative, multiyear, college preparatory program for middle and high school students from traditionally underrepresented populations.

Then, we move to the Hispanic College Fund's coup in raising scholarship money by setting up the Hispanic College Fund Football Classic, which successfully combined the all-American game with raising the awareness of the ever-growing Hispanic population. The scholarships are targeted to Hispanic students who plan to complete an undergraduate college degree in business or a technology-related major.

All these positive experiences provide the necessary fuel for more higher education institutions and students to generate and hail their own academic victories.

Alexandra

Letters To HO

Dear *HO*,

Readers of your article, "Some Doors Open, Others Close for Undocumented Students: Changes in N.Y., California, Texas, Nebraska" (Jan. 28, 2002), might appreciate knowing that the Supreme Court of the State of New York (New York County) issued a decision on Thursday, Feb. 7, dismissing in its entirety the challenge to the University's policy of charging undocumented and out-of-status students non-resident tuition. Justice William Wetzel ruled that CUNY's obligation to comply with federal law "cannot be trivialized as optional" and that University officials were authorized to and acted rationally to bring CUNY into compliance.

Chancellor Matthew Goldstein has publicly stated his strong support of legislative remedies inherent in bills introduced by New York state Assemblymen Peter Rivera and Adriano Espaillat, to allow undocumented and out-of-status students who attended and graduated from New York state high schools to pay in-state tuition rates. CUNY is providing hardship deferrals to assist affected students. The Chancellor has also asked all CUNY colleges to make available scholarship funds from their foundations to help current students impacted by the policy, particularly those who are close to graduation. CUNY continues to welcome and encourage immigrants to pursue their educational goals at a University deeply proud of its long-standing tradition of hospitality to international students.

Best Wishes.

Sincerely,
Jay Hershenson
Vice Chancellor, CUNY

A CAPITOL VIEW

Distance Education Harder on Women

BY GUSTAVO A. MELLANDER

American higher education is always changing, growing. Recently, the rough but at times exciting adventure of distance learning has captured the imagination of virtually every college campus in America.

Some administrators view it as a panacea. They argue it will save money, since classrooms are not needed and students can be served by adjunct (read: less expensive) teachers and packaged programs. Others see it as a wonderful opportunity to serve students who would not come to the campus in any fashion except through distance learning.

Recent research indicates they are wrong. Most quality distance-learning classes are not inexpensive, many have not "made money," and their maintenance obligations can be extensive and costly. And, surprisingly, many of those who signed up for distance-learning classes live in the college dorms.

The Feds

Distance learning clearly has great potential and will be around for the foreseeable future. The federal government certainly thinks so and is quite supportive. According to a recent Department of Education report, enrollments in distance-education classes more than doubled in three years, increasing from 753,640 in the 1994-95 school year to 1,632,350 in 1997-98. That rapid growth is expected to continue.

U.S. Secretary of Education Rod Paige has also announced the selection of 10 new projects under the Distance Education Demonstration Program, which tests new ways of helping students finance their distance-education studies.

"This administration wants to make sure that no one is left behind when it comes to access to higher education and training," Paige said. "Distance education enables countless Americans to reach their academic goals without the restrictions of time and place that make it difficult for people like working parents, rural students, and students with disabilities to get a college education."

AAUW Study

Is there more to be learned? Could there be an unexpected gender barrier? The respected American Association of University Women has just released a report that may rock the perceptions of many. It concludes that women who take distance-education courses face substantially more hurdles than do men.

The report, cleverly titled *The Third Shift*, says distance-education classes often add another layer to a woman's workday. Women, given their other obligations, are forced to find time for a "third shift" of work. They carve out study time and online classes early in the morning or late at night, in the free time between the first shift of a full-time job and the second shift of homemaking or taking care of children.

Women, the majority of online learners, face many other challenges men don't. Many choose distance education because it allows them to stay home with children, and thereby offsets costs for daycare or babysitters. But distance-education classes can be just as expensive as traditional college courses and may include hidden costs, such as expensive technology and subscriptions to online services. College loans frequently do not pay for part-time instruction and don't always account for the extra expenses.

The Third Shift

The Third Shift also notes that many people think women use a few select distance-education courses to advance or to change their careers. That is misleading, for nearly a third of the women interviewed for the report were seeking first degrees. Many older women said they opted for distance-learning courses because they felt out of place in the younger environment of a traditional classroom. Others considered themselves "lifelong learners" and relish the opportunity to continue their lifelong interests without encountering the bureaucracy that characterizes many colleges.

The notion of a "third shift" obviously does not apply to all women in distance education, but for many the findings are true. Many women who pursue distance education are busy working and taking care of a family in addition to carrying a course load. They are highly motivated and committed. The government and our colleges must be flexible to help them.

Government Regulations and Waivers

The government has already recognized that a number of current statutory and regulatory provisions limit the growth of distance-education programs and federal financial aid to students. To address that, the Distance Education Demonstration Program has been developed. To begin with, a small number of colleges and universities have received waivers from one or more of these requirements in order to give their students greater access to federal financial aid.

In addition, some of the participating programs are testing new models for delivering federal financial aid to their distance-education students. For instance, the program provides waivers from two legislative provisions:

1. **Percentage of Distance-Learning Classes**–the statutory rule that currently bars institutions that enroll 50 percent or more of their students in distance-education programs or that offer 50 percent or more of their courses via distance education are barred from participation in federal student aid programs. That rule will be waived and the waiver will not only open up student participation, but will allow currently participating institutions to significantly expand their distance education programs.
2. **Academic Year** –the statutory rule that requires that an academic year provide a minimum of 30 weeks of instruction will be waived. This waiver will permit qualified students who complete an equivalent amount of work in a shorter period of time to receive a full year's worth of aid for their educational expenses. It will also simplify the administration of federal student aid for schools that do not offer instruction in traditional academic terms such as semesters.

Waivers will also be granted for other regulations, and will allow institutions to, for example, award credit to students based on achievement of competencies, and share courses among consortium members.

The pilot projects are expected to continue through the 2003-04 academic year. The changes are very important and could change the face of distance learning. They bear monitoring.

Dr. Mellander is a professor at George Mason University.

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IT'S A FAMILY AFFAIR

George Mason University

EARLY
IDENTIFICATION
PROGRAM

High Demand for Early ID Program at George Mason

BY INÉS PINTO ALICEA

Yanny Lozano Brown had thought about college as a youngster, but no one else in her family had a college degree, and her mother was struggling to keep Yanny, her brother, and sister afloat as she worked three jobs and raised them alone.

Brown's interest in college did not go unnoticed, however. A school counselor recommended her to George Mason University's (Va.) Early Identification Program (EIP), which was honored in 1998 by then-President Bill Clinton as one of the top 18 programs in the country promoting partnerships between colleges and middle or junior high schools in low-income communities.

The EIP is an innovative, multiyear college preparatory program for middle and high school students from traditionally underrepresented populations. The EIP goal is to encourage these students to select and persist in a pre-college program and prepare and support them for college.

"We select students who might not otherwise consider enrolling in a pre-college curriculum," said Hortensia Cadenas, the EIP director since 1989.

Brown, who graduated from George Mason University (GMU) in 1997 and now works as a program manager in the product development area of Nextel, said she is where she is in her life because of the program.

"They provided a lot of encouragement, guidance, and support," said Brown, whose sister also successfully completed the program and graduated from college. "I thought college was something that was farfetched for me. EIP made it possible."

Brown said the program creates a family-like atmosphere, with representatives continually checking up on students and their families to monitor the students' grades, provide field trips, offer academic assistance, assist with tutoring and mentoring, and plan special activities. Many of the parents of the children who entered in the EIP were not familiar with all of the opportunities and avenues available for youngsters to attend college and get college financial aid. Brown said her mother was no exception, so the EIP was instrumental in instilling a college-going culture in her family.

"My mother wanted us to focus on our education and not work, so she worked a lot," said Brown. "I think she thinks now that it paid off."

GMU and the Fairfax County Area II Public Schools developed the Early Identification Program in 1987 as a summer academy to increase the number of minority students who enter college. Partnerships were formed with Arlington County Public Schools in 1988, Prince William County Public Schools in 1992, and Falls Church City Public Schools in 1998. Over the years, the EIP program has grown to include more school districts and students in northern Virginia, expanded to start one year earlier, with eighth- graders, and added a summer session at GMU's Prince William Campus. The eighth-graders just participate in the weekend events and weekly tutoring until they become rising ninth-graders, when they are invited to participate in the summer sessions.

The program has expanded its tutoring sessions and now offers year-round activities, family classes, technology curriculum, and sessions on applying for financial aid and writing essays for college applications, said Cadenas. The demand by other school districts to be partners has also grown. But Cadenas said that for now, she is limited by space and money and can not expand further. Other partners in the program include Booz Allen and Hamilton, Mobil Corporation, NationsBank, and Crestar Bank.

Cadenas attributes the strong demand for the EIP program to the large growth of low-income and immigrant families in northern Virginia and the inability of the area's schools to fully meet the needs of so many new students in the system at once. Cadenas said she knows the schools are doing their best, but she said many students are not getting the attention they need at an early age and are simply being pushed through the system, with "watered down curricula" in a number of schools.

"I have become a stronger teacher due to the collegiality and professionalism of the EIP staff," said María Zúñiga, a math teacher with the EIP program since 1988 and a teacher at Woodbridge Senior High School in Woodbridge, Va. "The collaboration and teaching that transpires when teachers from different counties work together in establishing common goals is unimaginable. It does not matter if you are a student, tutor, teacher, supervisor, director, or staff member, everyone learns from this program."

GMU's Early Identification Program selects minority students with academic potential and provides year-round tutoring and other support throughout high school. It features a mandatory three-week summer academy prior to ninth grade that is taught on the GMU campus in Fairfax by a staff of 14 outstanding high school teachers, university professors, and local businessmen and women. In 2001, 230 students participated in the Fairfax summer program, and 114 were involved in the Prince William summer program. In addition, the program accepted 120 rising eighth-graders into the program.

Hortensia Cadenas, Early Identification Program director

"The younger we start with the students, the more success we'll have because they have more time to prepare for college," said Cadenas.

The summer session gives the students a preview of what they will learn in the coming school year so they are more confident in their academic pursuits during the school year and they get better grades. During the summer academic enrichment program, students work on special projects in English, science, math, and computer technology, as well as projects that encourage them to be active class participants and to think in new and different ways.

EIP students are held to a strict code of conduct during the summer academy. They are required to report to class on time; attendance is closely monitored; classroom behavior is subject to rules and consideration; and respect for others is enforced.

During the school year, GMU students hold tutorial sessions after school at local high schools and at the University. The students participate in cultural and other events on and off campus as well as a career day, SAT preparations, library tours, field trips, and workshops on strengthening the family.

The four-week "Strengthening the Family" course is offered to parents and students and is designed to help parents develop better communication skills, more effective methods of discipline, and a greater awareness of the dynamics at work within their own families, resulting in a more fulfilling and loving relationship among family members.

"It's the most important thing we do," she said of the course, which is taught by a psychologist.

Cadenas said the family class is often one of the most important because often the parents have limited proficiency in English and rely on the children to conduct the family's business. This can cause dysfunction in the family because it forces the child to take the leadership role away from the parent.

Some of the children spend time being raised by other family members in their home country as their parent works in the United States, raising money to bring the rest of the family to the new country. Once reunited, the youngster and the parent must rebuild their relationships, and conflicts often arise over cultural expectations and discipline, problems which she said the family course addresses.

"If we want the students to be successful, we must reach out to the parents," said Cadenas. "We also must educate the parents about the educational system here, explain the true value of a college education, and empower them to help us. It's important for them to understand that if you have a college education, you have more choices in life, and their future can be so much better if they prepare for college."

But Cadenas said she disagrees with naysayers who argue that Latino parents are unwilling to participate in their child's education. The parents in the EIP program are active participants. It's simply a matter of explaining what is expected of them and how the child and the family will benefit in the long run from preparing for college at a young age, she said.

Upon entering the program, parents and students sign a contract specifying parental and student responsibilities regarding attendance, academic effort, and parent participation over the next four years. The parental contract is maintained through regular correspondence, workshops, and an active Parent Council.

Presently, 340 middle and secondary students are enrolled in Mason's Early Identification Program. Since 1987, of those who completed four years in the program, 95 percent went on to college. The program has graduated 10 classes. More than 300 students have gone to a college or university and about 100 of them have enrolled at

Upon entering, parents and students sign a contract specifying parental and student responsibilities regarding attendance, academic effort, and parent participation over the next four years.

GMU. Overall, the program enjoys a 71 percent retention rate among its students.

About 52 percent of the students are African American, 40 percent are Hispanic, and 8 percent are from other backgrounds. Many in the program are the first generation entering college and come from single-parent families with limited incomes and/or from limited English proficient families. Cadenas said many of the parents of the EIP students work two to three jobs and struggle to put food on the table each day.

"We have high hopes for these students," Cadenas said. "We are thrilled to have them in the program and look forward to working with them."

Once done with the program, GMU guarantees admission to the students and offers four full-tuition scholarships each year to EIP graduates. Many of the EIP students receive other forms of financial aid, said Cadenas, adding that a number of corporations have given money so the program can offer scholarships to its graduates. The program generates a great deal of loyalty from corporate sponsors, families, teachers, and participants alike. Many EIP graduates, like Brown, later assist the program in different capacities, including tutoring and giving speeches about the program.

For Zúñiga, the opportunity to participate in the EIP was her chance to give back to the community, particularly since she too had benefited from a partnership between K-12 school and a college as a youngster. Back in the early '70s, she was involved in the Upward Bound Program at Southern Methodist University in Dallas, Texas. Her work with the program has not only made her a better teacher, but has fulfilled her personally as well, she said.

"To see the faces of the parents and students from the first graduating class for the EIP was the most rewarding experience," said Zúñiga. "These feelings continue to be reinforced every June with yet another graduating class."

Brown said that after spending four summer sessions at the GMU campus, she felt comfortable in a college environment and in dealing with faculty, administrators, and students.

"It was a great experience," said Brown. "It's such an effective program."

EIP's selection process begins at the local intermediate schools. Teachers and counselors are asked to nominate students who are not achieving their potential but who have the ability to succeed in a postsecondary institutions despite uneven academic achievement and/or the presence of socio-economic factors that may adversely affect them. Students and parents are then invited to attend an information meeting. At that time, the program is explained and applications are distributed. Parents and students understand that they will have to sign the contract pledging long-term commitment to the program, if accepted.

A selection committee composed of GMU faculty, partner school staff, and members of the community review the applications for grades, recommendations, answers to essay questions, and family circumstances. The committee then makes its recommendations for acceptance.

In May, the new class is welcomed and the students are invited to attend a retreat at Hemlock Overlook, a GMU outdoor facility, where the students from the different schools become acquainted with each other and participate in activities designed to promote leadership skills and build mutual trust.

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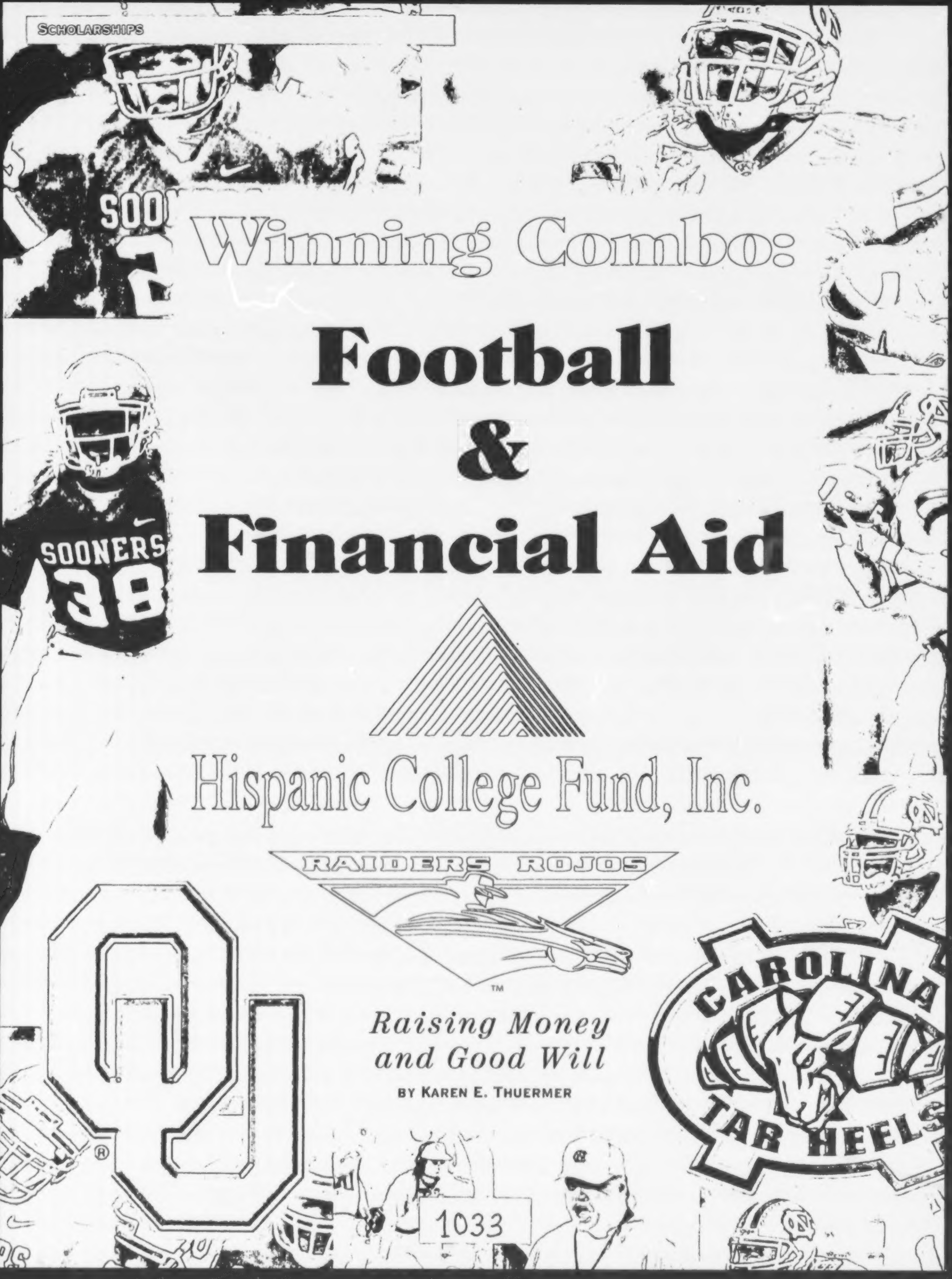
Consideration of applications will begin on March 29 and will continue until the position is filled. Rank and salary based on qualifications. Send letter of application, vita, graduate transcripts, three letters of recommendation, and the names and current phone numbers of at least three references to **Eric Johnson, Dean, College of Liberal Arts, Dakota State University, Madison, SD 57042-1799; FAX: (605) 256-5021; e-mail: Eric.Johnson@dsu.edu.** *EOE*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Winning Combo:

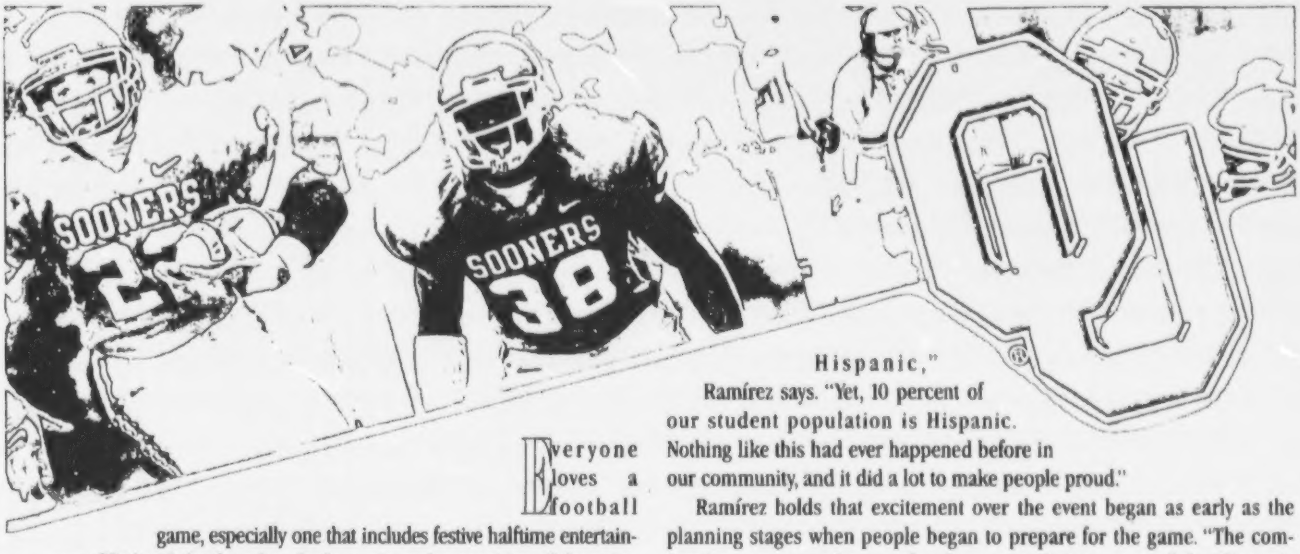
Football & Financial Aid

Hispanic College Fund, Inc.

RAIDERS ROJOS ™

Raising Money and Good Will

BY KAREN E. THUERMER



Everyone loves a football game, especially one that includes festive halftime entertainment filled with bright colors, lively music, and recognition of deserving students. The Hispanic College Fund, Inc., based in Washington, D.C., has found a way to combine the love of this all-American game with raising the awareness of the ever-growing Hispanic population.

The purpose of the organization is to award scholarships to talented Hispanic students who want to pursue a career in business. The scholarships target Hispanic students who plan to complete an undergraduate college degree in business or a technology-related major.

The Hispanic College Fund has dubbed the event the Hispanic College Fund Football Classic. Two such Classics have taken place so far–both with raging success. The first was held in the year 2000 in Lubbock, Texas, during the Texas Tech vs. New Mexico game. The second was at the game between the defending champion Oklahoma Sooners and the University of North Carolina Tar Heels, Norman, Okla., in August. The Classic has become an annual event.

Both Football Classics did more than place the Hispanic College Fund in the forefront of spectators attending those two games. Not only did a portion of the sales of the football tickets benefit the Hispanic College Fund. They created a fun-filled special event that spanned three days of festivities, and did much to bring awareness to the Hispanic population.

Janie Landin Ramírez, director of Community & Multicultural Affairs with the Texas Tech University System, recalls the Texas Tech vs. New Mexico Classic fondly.

"The event had a monumental impact" on the university and on the Latino community, she says. "Not only did the event serve as a kick off to the Raiders Rojos National Alumni Chapter, it brought incredible pride to our Hispanic population. People are still talking about the event today!"

Prior to the Football Classic, the alumni had never been involved at Texas Tech. "We have 25,000 members, out of which only about 50 are Hispanic," Ramírez says. "Yet, 10 percent of our student population is Hispanic. Nothing like this had ever happened before in our community, and it did a lot to make people proud."

Ramírez holds that excitement over the event began as early as the planning stages when people began to prepare for the game. "The community came together to plan how to embrace more of the Hispanic population," she says. "One thing that happened was we found sponsors that bought tickets by the hundreds. The stands were packed the day of the game with children and families that had never before been to a football game."

Overall, activities spanned three days. Among the many events that centered around the Classic was a luncheon held in conjunction with the Hispanic College Fund Football Classic officials and the Raiders Rojos National Alumni, a chapter of the Texas Tech Ex Students Association. The purpose of the luncheon was to outline the activities and benefits of the Hispanic College Fund and to raise money for scholarships to benefit students within the Texas Tech University System. The keynote speaker was Dr. Antonio Flores, President of the Hispanic Association of Colleges and Universities.

To help foster excitement, the Hispanic Advisory Committee came up with the theme "If You Can Dream it, You Can Live it!" The Committee, appointed by then-Texas Tech Chancellor John T. Montford, also spearheaded a campaign that raised hundreds of thousands of dollars for Hispanic College Fund scholarships benefiting Hispanic students not only attending Texas Tech but also universities and colleges across the country.

As Montford said then, "The Texas Tech Red Raiders and the New Mexico Lobos did more than play a game of football on Aug. 26. They helped raise the hopes and dreams of many Hispanic children and their families."

The goal of the fund-raiser and a similar event held by the alumni chapter paid special tribute to "Señor Sack," Gabe Rivera, an Hispanic All-American football player, for all his contributions to Texas Tech, and presented him with a new team jersey bearing his old number, 69. Amaris García, 8 year-old poster child for the Football Classic ad campaign, also addressed the audience: "I have been coming to Texas Tech all my life. I went with my

The Hispanic College Fund became the first national Hispanic organization to obtain affiliate membership with the NCAA.

Hispanic College Fund dancers

mommy to class and to take tests. I think that every kid should have a chance to go to college. I want to be a doctor when I grow up, but first I want to be a Texas Tech cheerleader." She delighted the audience with a cheer of, "Go Raiders Rojos!"

Amaris García embraced the premise that Hispanics should begin thinking about education when they are young.

But culminating all of the excitement was the football game itself. The campus came alive with excitement as families enjoyed the pre-game festivities at Raider Alley that included live entertainment by a local Tejano group Impacto, and Mariachi Festival, from San Antonio. Halftime activities included a spectacular Ballet Folklorico dance performance that put 100 dancers on the field, and recognition of local scholarship recipients. Dancers were joined on the field by 200 elementary students from the Lubbock Independent School District waving Red Raider flags and sporting shirts with the new Texas Tech logo.

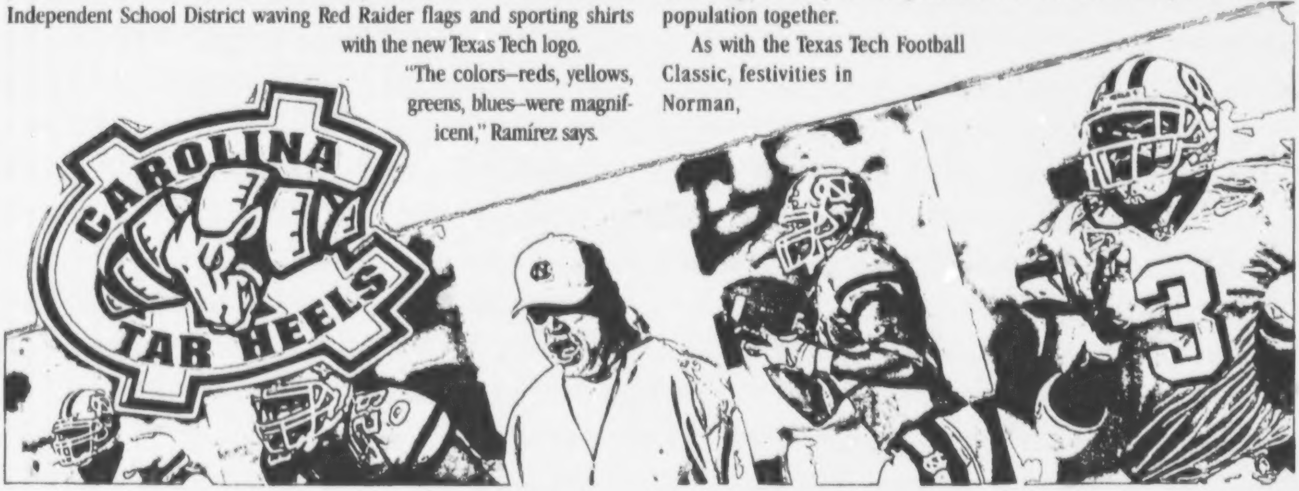
"The colors–reds, yellows, greens, blues–were magnificent," Ramírez says.

Matt Trantham, director of promotions at the athletic department of the University of Oklahoma, tells a similar tale about the second annual Hispanic College Fund Football Classic held at his university and played with the rival University of North Carolina. He describes what became the world's largest piñata, built and created for the Football Classic to add to the excitement and awareness of the Hispanic population and Hispanic College Fund.

"The piñata would have truly been the world's largest if it weren't for some alterations we had to do to it because of strong winds," he recalls. "But it was in the shape of a football with the logo of both football teams and the Hispanic College Fund on it."

Constructing the piñata in a nearby airport hanger offered a wonderful opportunity to bring members of the community and student population together.

As with the Texas Tech Football Classic, festivities in Norman,



Okla., spread over three days. On Thursday, a festival with music, crafts, and food indigenous to the Hispanic culture was held at a campus mall. The University of Oklahoma held a Friday luncheon. In attendance were Hispanic College Fund representatives, the University of Oklahoma college president, and others who addressed the local Hispanic population about the importance of Hispanics to the student body. Then came the climax, the Saturday football game.

To carry out the Hispanic theme, sombreros were placed on each of the 10,000 seats for the student population so that each fan could don the Mexican headdress.

"Imagine a stadium of 10,000 students all wearing sombreros," Trantham says. Adding to the color was the huge piñata and Hispanic festivities during halftime.

Proceeds for the event came from corporate sponsorships, ticket sales, and the various events.

Reflecting back, everyone involved in the Football Classics recalls the events fondly and stresses not only how they raised money for the worthy cause, but that they successfully brought communities together to embrace the Hispanic culture.

Chairman Dario O. Márquez and Trustee Fernando Barrueta presenting the championship trophy to the University of Oklahoma Sooners

Idalia M. Peña, acting director of the Hispanic College Fund, comments on how the idea for the Football Classic came about. "It was the result of promotion networks among collegians working with us to get different universities involved in the Fund," she says.

On April 21, 1999, the Hispanic College Fund became the first national Hispanic organization to obtain affiliate membership with the National Collegiate Athletic Association (NCAA). Consequently, universities find corporations to sponsor the game.

"We do the additional work to lend our name and make known the cause, that being the awareness of financial aid for Hispanic students so that they can attend college," Peña says. "We want to bring to light the fact that America depends on cultural diversity and that this fastest growing segment of the American population, the Hispanics, have a great deal to offer."

Proceeds from the Football Classic benefit not only the Hispanic College Fund but also the participating universities. As increasing numbers of businesses and corporations realize that many Hispanic students are not pursuing a higher education, more are interested in finding ways to respond to the challenge set forth by the Hispanic College Fund. What makes such a fund even more appealing is that 100 percent of corporate contributions goes directly to scholarships for Hispanic students.

The second Football Classic raised around $700,000, an amount that, according to Peña, was the largest amount ever raised by a fund-raiser at the University of Oklahoma.

"I found that companies want to be recognized in this environment. They want title sponsorships, ads, and to see their names on the stadium and score boards," she says.

The Hispanic College Fund awards qualifying Hispanic students' scholarships based on their financial need. "The amount can be anywhere from $1,000 to $5,000 per year," Peña states. The scholarship money is restricted to tuition and fees.

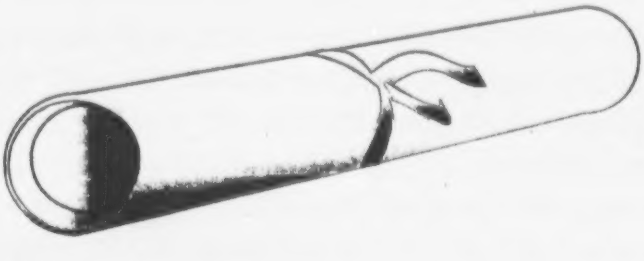
"We have found that most Hispanic students qualify since 60 percent of the students who apply come from homes with below median household incomes," she says.

The Fund has been awarding scholarships since 1993, and each year it strives to increase the number given. In 2001, there were 208, with more planned for this year.

The Football Classic is just one way in which the organization can raise awareness of the good it does. "When we did the first event at Texas Tech, we had no idea how successful it would be or if we should have big expectations," says Peña. "Not a lot of people in Texas may have heard of our organization. But the turnout was great–a huge success, better than we could have imagined!"

What brings Peña and others the greatest joy is the confidence the event has placed in the hearts of many young Hispanics.

The Honor Roll



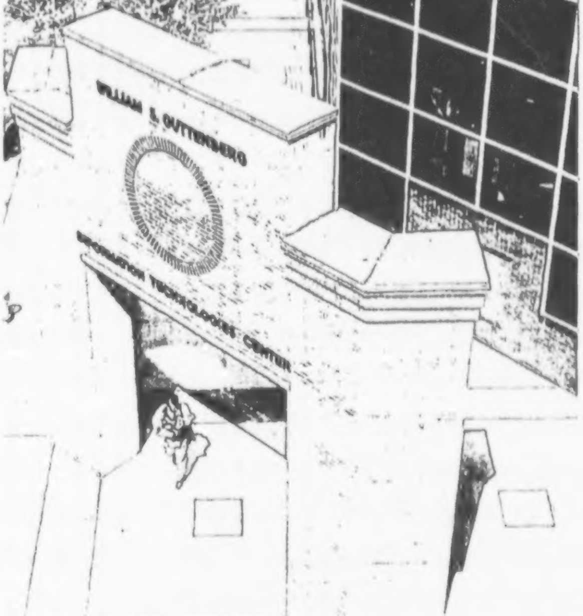
New Jersey Institute of Technology

Most Wired University in the U.S.

BY ROGER A. DEITZ

Saul K. Fenster has served as president of New Jersey Institute of Technology for the past 23 years. After nearly a quarter of a century at the helm, the president announced his retirement for the summer of 2002.

Dr. Fenster is credited with transforming a small engineering school into Newark's nationally known public research university of today.



New Jersey Institute of Technology

"It's a propitious time to retire," says Fenster. "The University is now nationally ranked, fiscally sound, and is about to launch a huge construction program." This past July, NJIT broke ground for an $83 million campus complex designed by the international architectural firm Gwathmey Siegel & Associates Architects. The president continues, "The stage is set for the next phase of robust university growth. It's always sad to leave, but I'm optimistic. The events of the past weeks have only strengthened my deeply held feelings of affection for this magnificent university community."

When Saul Fenster, a mechanical engineer, was named the school's sixth president in 1978, NJIT was a modest commuter school with no residence halls. This fall, the University enrolled 5,600 undergraduates and 3,200 graduate students. It has grown under Fenster's watch from a significant engineering college and a new school of architecture to a comprehensive university comprised of six colleges. The list includes Newark College of Engineering, New Jersey School of Architecture, College of Science and Liberal Arts, School of Management, Albert Dorman Honors College, and the new College of Computing Sciences.

In 1979, President Fenster opened the University's first residence hall, which was also the first residence hall at any institution of higher learning in the city of Newark. Today, more than 50 percent of the freshman class choses to live on campus. During his tenure, Fenster would oversee the building of a new structure on the University campus nearly every year, a growth process which more than doubled NJIT's physical size. Endowments have risen from $3.2 million in 1992 to $53 million in 2001.

The University not only grew in size during the Fenster presidency, but also in quality and diversity. From a relatively modest proportion of underrepresented minorities enrolled two decades ago, NJIT now ranks seventh in student diversity among national universities by *U.S. News and World Report* and in the top 10 percent in graduat-

Saul K. Fenster, NJIT president

Honor Roll Facts in Brief

INSTITUTION
New Jersey Institute of Technology

LOCATION
University Heights
Newark, NJ 07102-1982
(973) 596-3000

NJIT
New Jersey Institute of Technology

ESTABLISHED
1881

ENROLLMENT
8,862 total (715 are Hispanic)

DEGREE OFFERINGS
Bachelor's
Master's
Doctorate

ANNUAL TUITION AND FEES
$6,158 (in-state, undergraduates)

FACULTY
418 (four Hispanic)

SEVERAL DEGREE PROGRAMS
Biomedical Engineering
Computer Science
Management
Professional and Technical Communication
Science, Technology and Society

NOTABLE HISPANIC-SERVING ORGANIZATIONS
Hispanic Organization of Students in Technology
Society of Hispanic Professional Engineers

INTERNET ADDRESS
www.njit.edu

ing minority engineers, according to NACME, the National Action Council for Minorities in Engineering.

President Fenster tells *The Hispanic Outlook*, "It is important to emphasize fuller participation by members of groups underrepresented in the field of science, math, engineering, and technology, especially women and minorities. I say this for two fundamental reasons: first, fuller participation is a simple matter of equity. In light of the long history of social inequities, attempts to deal with the effects of economic and educational disadvantage are desirable on purely moral grounds. Beyond that, however, America's future depends to a large extent on our ability to assure an adequate supply of well-prepared professionals, people who can keep our corporations at the cutting edge and provide leadership in a global economy. The nation needs more such people, and will find them only if previously underrepresented populations participate." President Fenster concludes, "The confluence of a compelling moral imperative with the human resource needs of the 21st century constitutes a powerful mandate to higher education."

Of the total enrollment of 8,862 students, 715 are Hispanic Americans and 588 of those Hispanics are enrolled among the 5,698 undergraduates. African Americans account for 822 of the total student population and Asian Americans, 1,701. Non-U.S. students number 1,611.

The moral imperative and the human resource needs of which president Fenster speaks have long been at the center of the school's drive to serve the community. NJIT was founded in 1881 as Newark Technical School, a tuition-free school to support local industries. This was during the industrial revolution, when the city of Newark was a thriving factory town. An act of the New Jersey state Legislature drew up a contest to determine which municipality would be home to the state's urgently needed technical school. The challenge was straightforward. The state would stake "at least $3,000 and not more than $5,000" and the municipality that matched the state's investment would earn the right to establish the new school.

The Newark Board of Trade, along with the Newark City Council, launched a successful campaign that involved industrialists and other private citizens in the project.

Newark Technical School opened its doors in 1884. The first 88 students met in a rented building at 21 West Park Street. The roster of students included machinists, draftsmen, carpenters, printers, electricians, and clerks. They studied algebra, geometry, trigonometry, chemistry, physics, and drawing. From those seminal days, NJIT's programs have always provided a broad-based foundation to prepare students for success in the workplace.

Science and technology have been the driving forces for the University's development. As time went by, the institution anticipated and responded to change by expanding its curriculum and mission. In 1919, the University established baccalaureate programs in various engineering fields and by 1920 was renamed Newark College of Engineering. New Jersey School of Architecture was added in 1973. By 1975, NJIT offered a broad range of undergraduate and graduate degrees, including architecture, engineering, computer science, management, and other science-oriented programs. All of these programs included significant research and public service components with the goal of providing an academic environment that fosters intellectual depth and breadth, as well as social responsibility.

Today, continuing a fourfold mission of instruction, research, economic development, and public service, NJIT is among the leading comprehensive technological universities in the nation. Its enrollment makes it the largest technological university in the New York metropolitan region. Just 20 minutes from Manhattan, the University's state-of-the-art facilities occupy more than 2,000,000 square feet on a 45-acre campus in Newark, and on the 125-acre Technology and Engineering campus in Mount Laurel shared with Burlington County College. NJIT also has a solar observatory in Big Bear California.

With robust Extension and Distance Education programs, NJIT's degree and non-degree programs are available throughout the state and world. On the subject of computers and access to computer networks, according to *Yahoo! Internet Life* magazine, NJIT has been "America's most wired public university" for three consecutive years. Responding to the growth of information technology, and the interest students have today in this career area, NJIT established the College of Computing Sciences in July 2001. The new College is committed to "the pursuit of excellence in the disciplines of computer science and information systems at the undergraduate and graduate levels" and becomes the largest undergraduate computer science program in the state of New Jersey. The Albert Dorman Honors College, the first honors college in New Jersey, provides a stimulating learning environment, with scholarship incentives for some 400 of NJIT's brightest and best-prepared students. Those enrolled pursue majors offered by the University's other colleges through special honors courses. Other features include a special lounge and computer center, colloquium series, guaranteed housing, and special accelerated degree programs.

NJIT students are enrolled in 76 programs–18 doctoral, 38 master's, and 30 bachelor's programs. 1,900 degrees are awarded annually. NJIT students have provided an estimated 70,000 hours of community service over the past five years. Some 4,000 students are enrolled in continuing professional education programs. Distance education includes five complete degree programs, nine graduate certificates, and 150 courses, plus extension programs, customized corporate training, and extension sites.

There are 418 full-time faculty members; four are Hispanic. The student to faculty ratio is 13-to-1 and 89 percent of the faculty hold doctorate degrees while 98 percent have the highest academic degree attainable in their field. The institution awards 1,900 degrees annually. It is estimated that greater than one-in-four engineers in New Jersey is an NJIT graduate.

NJIT is home to more than 20 state-of-the-art research centers. Expenditures for research are approximately $42 million annually. The scope includes commercial and public policy applications, and a broad spectrum of economic development and public activities, as well as research in state, federal, and industrial areas. Major funding for instructional and research programs is obtained from leading corporations, foundations, and governmental agencies, including the National Science Foundation, U.S. Department of Defense, Environmental Protection Agency, U.S. Department of Transportation, N.J. Commission on Science and Technology, and the N.J. Department of Environmental Protection.

NJIT's Enterprise Development Center (EDC) accelerates the successful development of entrepreneurial companies through an array of business support resources and services, developed or orchestrated by EDC management. This helps new companies to create jobs, revitalize neighborhoods, and commercialize new technologies while strengthening local and national economies. Other outreach programs of NJIT serve more than 4,500 elementary and secondary school students and teachers annually through an array of pre-college programs. NJIT has been helping K-12 level students achieve excellence in science, engineering, mathematics, and technology for three decades, the goal being to prepare them for study in these fields and to close the achievement gap that often separates children in affluent communities from those in poorer communities. NJIT reports it is a gap caused not by ability but by a lack of expectations and opportunities.

In this age of unprecedented technological change, where high educational expectations are not only a matter of equity but a requirement of the global economy, NJIT has seen fit to accelerate efforts for the success of all students. Dr. Fenster concludes, "As technology and science continue to transform our economy, our society, and our very way of life, we at NJIT have focused our energies on designing a new technological university to meet the demands of our emerging 21st century."

What Race Problem?

Latin America's Smoke Screen

BY JAY STEELE

José Morales, assistant professor of Latin American, Caribbean, and Latino studies at New Jersey City University, tells it like it is. Each summer, he travels to Puerto Rico to visit his grandmother. His parents were born there, and he was raised there, but he makes no effort to sugarcoat what goes on there. In direct contrast to most people living in or hailing from Latin America, José Morales quickly attests to a glaring racial problem.

Many people living in the United States are only aware of the racial problems here. According to Morales, Latin Americans want it this way. "We go out of our way to deny it, but it is very visible how they discriminate against Blacks and Indians in Latin America," he says. "Historically, there's great pride that we are a mixture of different races. We're African, we're European, we're Indian, but that doesn't mean there's no racism."

According to Morales, Latin Americans say, "We're all one. We're all Peruvian. We're all Brazilians. We're all Colombians." But if you are Black or Indian, says Morales, it makes a whopping difference.

Interestingly enough, Latin American countries acquired the first slaves brought over from Africa. Currently, Black populations are basically segregated in provinces, according to Morales, with the majority living in poverty, and he says that there is no concerted effort to assist them.

Unbeknownst to many, Brazil hosts the world's second largest concentration of Black people (Nigeria has the largest). According to Brazil's Institute for Applied Economic Research, Blacks are 45 percent of the Brazilian population, but account for 64 percent of the poor and 69 percent of the grossly poor.

"Here in Brazil, there is no racial hatred," says Joaquim Barbosa Gomes, an activist who likens the current situation in Brazil to that of the United States in the 1950s. "There is a subtle discrimination, and it is as violent as hatred because people know they are discriminated against, but they cannot react." Gomes contends that employers avoided hiring Blacks by including in their job advertisements a demand for "good appearance," a code for light-skinned applicants only. This practice was recently halted, but replaced with a new form of discriminatory code. Now, companies seek workers who live "close to the job." Most Blacks today live in the distant, impoverished suburbs, far from the major cities, which offer the most jobs. Gomes, along with Ivanir dos Santos and some others, is currently fighting for affirmative action programs in this part of the world.

Morales is ecstatic about developments such as this. He says that although there are not enough, people are beginning to shed light on the shroud of this veiled problem. He explains that it is an ongoing process, with different organizations attempting to divulge the scope of the situation to the government. He calls it an exciting time, comparable to civil rights movements that have taken place in the United States. Morales says the problem has been denied far too long and that it is about time that new history books are being written. This new history is currently being compiled in many books now being published. Despite this, he warns that the effects of hundreds of years of enslavement of Blacks in Latin America (which ended in most Latin American countries around 1870, but not until 1888 in Brazil) will take a long time to dissipate.

Joaquim Barbosa Gomes with his son Felipe

Indians struggle in Latin America as well. Morales says they are discriminated against everywhere and "terrorized" in some places. In Guatemala, they are being denied housing and education and even killed for their land.

Morales recalls that while growing up, he enjoyed viewing "F-Troop," a TV comedy. But as an adult, he looks at reruns of the show, which portrayed Indians as moronic, and says, "This is not funny." Although Mexico hosts a gargantuan Indian population, Indians are generally not shown on television. If they do appear, he says, they are uneducated and ill-spoken.

In addition, he says that we can see evidence of Latin Americans' discriminatory practices by turning on the Spanish channel in the United States. Morales says, "I guarantee you won't see Black or Indian people on Spanish television."

While he admits you might see a token Black or Indian, he explains that this is not at all indicative of the racial make-up of Latin America. He says, "The impression you get when watching Spanish television is that there are no Black or Indian people in Latin America." He explains that Latin American soap operas cast few, if any, Black or Indian characters, and that if they do make an appearance, they are portrayed stereotypically (as a maid or a gardener). In addition, Morales asserts that Blacks and Indians are virtually excluded in other forms of Latin American media, in academia, in medical schools, in law schools, and various other institutions and organizations.

Arturo Schomberg

Morales does not recall learning anything about the history of other races in school in Puerto Rico. He says that any knowledge he garnered about other races came from his family. This changed when he came to attend college in the United States. "Arturo Schomberg opened up a door for me," says Morales. "Why do people in Puerto Rico never talk about him?"

Schomberg was born in Puerto Rico in 1874 and raised there. As the son of a Black woman and a German man, he wondered why he was not taught anything about his African roots in school. He was given the impression that Blacks had no history. In 1891, he relocated to New York and dedicated his life to the study of the history of Blacks in the Americas.

Morales is fascinated with this man because

aida Hernández, *Untitled,* 1998. Ink on Paper.

Arturo Schomberg

Rigoberta Menchú

Roberto Clemente

the center that Schomberg founded, the Schomberg Center for Research in Black Culture, provided Morales' rudimentary foundation in the history of races in Latin America. Like Schomberg, Morales had an appetite to learn about the other races in Latin America that are basically excluded from the Latin American school curricula.

The Schomberg Center is a national research library that is part of the New York Public Library. It is dedicated to providing information about the history of Black people in all different parts of the world and has accumulated five million items pertaining to Black history. The Center provides services and programs throughout the United States and the world.

Rigoberta Menchú

While Schomberg was a pioneer in the study of Black history in Latin America, Rigoberta Menchú was and is a major figure in exposing the mistreatment of Indians throughout the history of Latin America. She was born in 1959 in Guatemala and raised there. She did not attend school, and while young lost many friends and siblings, who died of unsafe labor conditions and extreme poverty. When she grew up, she joined a civil rights group to protest the abuse of Indians in her homeland. The government responded to this group by attempting to hunt them down and kill them. She hid in Mexico, like thousands of other refugees from Guatemala, and eventually started to give lectures to the world about the living conditions afforded Indians in Guatemala.

In 1982, she wrote a book (*Me Llamo Rigoberta Menchú y Asi Nació La Concienca*) that made her a renowned symbol of the vile ways in which certain groups of people are abused in the world. Her book detailed the murder of her mother, father, and brother in Guatemala. In 1992, Menchú won the Nobel Peace Prize for her untiring devotion to the promotion of civil rights for Indian people. After receiving the prize, she returned to her homeland and continued her crusade for change. In 1998, she published a second book, *Rigoberta: Le Nieta de los Mayas*.

Roberto Clemente

Professional baseball player Roberto Clemente was another inspiration for ostracized people in Latin America. Black and raised in Puerto Rico, he became quite a role model for Puerto Ricans. According to Morales, Clemente went out of his way to identify himself as a Black Puerto Rican.

Clemente became the first Latino player elected to the Baseball Hall of Fame and the second player ever to appear on a United States postage stamp. He was an incredible athlete who helped the Pittsburgh Pirates capture two World Series championships. Tragically, his life and career were cut short when in December of 1972, he died in an airplane crash while bringing aid to earthquake victims in Nicaragua. Morales recalls his mother reacting to Clemente's death by declaring, "Puerto Rico has lost its son."

Heads in the Sand

Morales maintains that the race issue can be volatile because many Latin American people are in denial, and claim that the poverty of Latin American Blacks and Indians is not due to race.

"Let's get our heads out of the sand," he snaps. "Of course it is because of their race." Morales reveals that in Latin America people also deny that they are Black or Indian to avoid the wealth of problems they could incur as a result.

According to Morales, *mestizos* (Indian and Latino) and mulattoes (Black and Latino) are often spared the mistreatment suffered by Blacks and Indians in Latin America. Regarded basically as Whites in Latin America, when mulattoes and mestizos come to the U.S., says Morales, they are labeled as Black or Indian. Though Latin Americans may vehemently deny a racial bias, says Morales, the more European one looks, the higher one is regarded by society. He believes this explains why many recent immigrants from Latin American countries marked both "White" and "Other" in the most recent U.S. Census.

Black and Indian people have played a tremendous role in shaping music and culture, despite not being treated as equals, according to Morales. He notes that the degree in which Blacks and Indians are mistreated varies from place to place, in Latin America and in the United States.

Morales continues to follow the plodding path towards racial progress in Latin America from his post at New Jersey City University in Jersey City, N.J. He laments the time it has taken for the racial problem in Latin America to be examined, but is happy that "inroads are starting to be made." Morales hopes that future generations of kids growing up in Latin America will possess knowledge of the history of other races and will witness more equal treatment. He also hopes that, unlike him, they will not have to wait until college to learn about the history of Black and Indian populations living in Latin America.

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The Amazing Ms. López

Graduates Early, and with a 3.9 GPA

BY JEFF SIMMONS

Verónica López doesn't seem to shy away from a challenge. In fact, she faces it head on. Poised to step up to the front of a classroom, she considered all of the opportunities that lay ahead–whether she'd best serve kindergarteners, or instruct high school teenagers.

The 21-year-old student at California State University in Long Beach then chose a route that so many others would avoid: she decided that middle school would be the right place for her when she starts her student-teaching semester this fall.

"In the case of middle school students, there is a misconception that they are the worst group to teach," says López. "I think they are actually the ones that need the most help and the most guidance....they are just starting to grow up, and they are in between.

"Somebody once told me they are in between dependence and independence, so they are not always sure about what to do."

But she is. And even though the budding teacher has altered her career track, and is only about to embark on her post-collegiate life, she is sure she does not want to slow down, and sure that she wants to take matters into her own hands.

"I like challenges," she announces.

And she has faced many, with a grace under pressure that school officials say has inspired her colleagues, and the officials themselves.

Last May, López received her bachelor's degree in Spanish translation, with a minor in criminal justice, at the school's College of Liberal Arts.

That benchmark was noteworthy because, amid nationwide reports of students taking up to six years to earn a bachelor's degree, López had finished her undergraduate studies in just two and a half years. Officials branded López's story an "anomaly."

López made a distinct impression on campus, even before she walked into a classroom. Kathy Allan, an administrative assistant in the Single Subject Credential Office, recalls López walking into her office after experiencing a common registration problem.

"They were starting summer school, and it was the first day of registration, and everybody was down there in line waiting forever, for hours, and then once they got to the front of the line, they found out they needed signatures, approvals, before they could get into classes," Allan says.

"All of the students would come up here irritated, but when the same thing happened to Veronica, she came up here and was so nice about it," Allan says. "I was like, 'aren't you even mad about it?' And she said 'No, it's okay. It's alright.'"

Allan expects that easygoing demeanor will help López go far. "She was a really nice person. There are not a lot of people who are that easygoing and, at the same time, hard workers. Not only did she get her degree in a short period of time, but she's done all of her requirements for her credentials, too."

The school touted the López success, even sent out a news release about her accomplishments.

Looking back on her studies, she says, it all seems like a blur. So much of her life has been spent in school, and in recent years, it was all by choice.

López was raised in Mexico, uprooted at age 13, and transplanted to Long Beach with her two sisters and three brothers.

She was in eighth grade already, and a stellar student. Moving to a new country and into a new atmosphere didn't daunt her, even though she had limited English-speaking skills.

López concedes there may have been some educational growing pains, but the simple fact is that she liked being in the classroom, and that was all she needed to thrive.

"I was lucky because I was placed in a bilingual program, so I understood everything, and it wasn't hard for me because of that," she says, "and because I have always liked school, it wasn't difficult at all."

Plus, her parents had always been encouraging. She recalls the constant advice, the assistance

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when she needed it, and the mantra that hard work would breed success and a good career. Her college-educated parents ensured that all of their charges remained in school.

López says she always worked hard, was always a good student. She craved to learn and had a desire to succeed. "I believed in myself, and that's all you need, to believe in yourself," she says, then quickly chirps, "and do all the work."

She had to adjust to new learning techniques, ones that she enjoyed much more here than in her hometown.

"As I look back, I realize that classes in Mexico required a lot more memorization than understanding. Even now, when I take math courses, I understand the concepts that I didn't understand back then."

She soared in math and struggled in history. She recalls spending a lot of time studying indoors, while friends were playing outside. When she was drawn outdoors, it was to broaden her reach, to help others, not herself.

At age 14, she began working in a Sunday school program as a teacher's aide. She would spend Sundays traipsing to the Covenant Presbyterian Church in Long Beach to help younger students.

López also began to tutor her classmates at Woodrow Wilson High School in math after school.

She recalls the thrill of taking the knowledge she acquired in class and helping others to understand too. "I liked it when I got to practice first what I had learned, and when they understood the concepts," she says. "I really enjoyed the smiles on their faces, and when they enjoyed what they were doing."

Her work was stellar in the classroom and after school as well. She was the founder and president of Grupo Latino Juvenil, a community service group to help Spanish-speaking residents. The group provided a variety of volunteer services. She was a member of the President's Student Advisory Council and the International Culture Club.

During her high school years, López also earned state certification as a domestic violence counselor. She volunteered in shelters that housed women who had been abused. That experience, she says, taught her much about personal relations. "It gave me so much experience," she says.

She went on to become valedictorian of the Class of 1998 and already had charted her future plans. There was no debate about what she would do next. She admired her older siblings who pursued college. Two of her older brothers studied accounting.

But López wasn't sure where she wanted to attend college. She felt it would open many doors to a brighter future. She considered Brigham Young University in Utah. But then California State spread a financial doormat outside the college gates–a President's Scholarship.

López at CSU

López entered California State as a freshman in fall 1998, already ahead of many of her classmates. She came armed with 20 units of Advanced Placement credit. The coursework, she says, was much easier than in high school, not as rigid.

"High school was tougher than college because in high school I had taken a number of Advanced Placement courses and had homework every day. In college, we would meet once or twice a week, and I would have more time to do the homework," she says.

López not only took that first semester in stride, she completed 20 units of coursework every semester, to graduate early. Summer and winter breaks were not used for getaways; they were spent in class.

She told her classmates that she loved to study and hated being bored. And that time on campus was not boring. The environment helped her be productive.

Pictured from l. to r.: Verónica López, Flor Leticia López, Estela López, Luis Alberto López, Felipe de Jesús, Guadalupe López and Jesús Felipe López

"It's great," she says. "I like the fact that it is very small, and they provide a lot of services for students. Everyone is really kind and helpful. I like the school and the fact they are very flexible; they let you do whatever you want. They allowed me to take the courses I wanted and finish in two and a half years."

By the time she entered her last semester, she was poised to graduate early, and with a 3.9 GPA.

López officially completed her undergraduate studies on Dec. 15, 2000, the last day of finals for the fall 2000 semester.

"The way she works is really impressive," says Allan. The López drive, she observes, "seems to come from herself. She decides she wants something, and she just does it. She goes on and does things for others as well. She's really just a good person."

López, too, paints a rosy picture but admits there have been difficulties, teachers who didn't always seem to have a student's best interests at heart.

"It was hard sometimes with some teachers. I have had some very bad experiences with them. The classes were too tough, and teachers were mean. I had one teacher who was so mean to me, but I actually learned a lot in her class."

But, she states, "After all of that, it has been worth it."

Room for Change

López says she makes enough room to change course, if her interests shift. That's what happened after she completed her undergraduate studies. She didn't spend the next few months resting on her laurels. She already had set her sights on a master's degree in Spanish linguistics and literature (and by midyear was nearly halfway there) when teaching caught her eye. She had been working toward a single-subject teaching credential in Spanish, so the change wasn't dramatic.

López, who turns 22 in August, sidetracked her master's work (but, she notes, only for a while) so she could earn her teaching credential.

"It was all of a sudden I decided to start teaching," López says. "I was in the classroom for a master's degree, and I realized that it didn't appeal to me anymore. I was learning a lot, but it seemed that everything was just going to be stored in my brain, and in some way or another I have always been in a school teaching or helping, and I like teaching.

"I like the fact that you are helping somebody learn, and I love it when you see that they get it. It's that moment that is special, and also because you deal with people, and I love being around people, especially students who look up to teachers."

There wasn't any one teacher that inspired her. She says she took away valuable lessons from many of those who were at the head of her classes, qualities she hopes to embrace, too. One of the most important to her was the confidence that her instructors inspired.

"There were so many I admired," she says, "and that's why I am going to teach. They trusted me and believed in me, and that's what made the difference."

López isn't sure where her assignment will land her, though she hopes it will be near her family's Long Beach home

But her current dream is to instruct students in mathematics. She is qualified to teach Spanish to students in sixth through 12th grade, and math to students in kindergarten through ninth grade. And this spring, she is back taking courses toward a master's degree.

López, who has an infectious, playful laugh, says she doesn't plan to slow down anytime soon. She doesn't worry about burning out, though she does predict working with middle school students will require not just hard work, but perseverance and dedication.

The most challenging aspect, she believes, will be maintaining order in the classroom. "It might be managing the class, stopping any discipline problems," she says. "But that challenge will make the class very interesting, to get their attention. The other challenge is to be a person who they can feel comfortable approaching to ask for help, personal or academic."

Younger students have often asked her for advice, whether they should attend college or stay in school. She is quick to extend motherly advice, a guiding hand. "I say to them that if they are almost done with whatever they are doing, finish that first," she says. "They might want to take a break, but if they are almost done, at least they can do something with whatever degree they have."

Asked what advice she would offer about success, she ponders the question for a moment. "I would say to them that they should see what they really want in life. College is not made for everybody. First, they should find out what they really want, and if they really want college, they should go.

"Some people see me as a role model. They have told me the reason why they are in college is because they got to know me, and I had helped them make that decision. I have a friend who graduated as her class valedictorian, and she said she did it because I had graduated as valedictorian."

Researching Student Benefits of Diversity

And Cultivating Democracy

BY ISIS ARTZE

What role does university life play in sustaining our nation's democracy? And, in an increasingly diverse country where most new jobs will require a college degree, what skills will students need to become engaged citizens?

These are just two of the many loaded questions tackled by the "Diverse Democracy Project," an extensive study currently underway in 10 public U.S. universities.

Spearheaded by Dr. Sylvia Hurtado, associate professor, Center for the Study of Higher and Post-secondary Education at the University of Michigan, the endeavor seeks to understand the link between diversity and university learning. It explores how colleges are creating diverse learning environments and actively preparing students to live and work in an increasingly complex and diverse democracy.

The project is being funded with a three-year grant of nearly $800,000 from the U.S. Department of Education, Office of Educational Research and Improvement, and has the endorsement of the American Association for Higher Education, the Association of American Colleges and Universities, and the American Council on Education.

Hurtado says one motivation for the project was her disappointment with political leadership with respect to issues of diversity. "Higher education is responsible for producing future leaders who can negotiate despite religious and racial differences to solve social problems," she says.

Dr. Sylvia Hurtado, Center for the Study of Higher and Postsecondary Education at the University of Michigan

Arturo Sierra, director of the college enrichment program at the University of New Mexico (one of the participating institutions) agrees.

"Higher education is responsible for educating the future leaders of our country," he says. "The mission of higher education, ever since Harvard [was founded], has been to train leaders, in their case the clergy; and it's still the mission of higher education to educate leaders in every field."

Many colleges have embraced this task, developing a wide range of diversity initiatives, including community service learning programs, facilitated intergroup dialogues, and a variety of curricular initiatives, says Hurtado.

"However, we have yet to understand how students develop cognitive, social, and democratic skills through campus initiatives and informal interactions with diverse peers during their college experience," she says.

That's what the Diverse Democracy Project hopes to discover.

Hurtado became aware of the dearth of such research during the recent affirmative action lawsuit filed against the University of Michigan (U-M). The University argued it had acted lawfully in taking race and ethnicity into account in its admissions program in order to achieve the educational benefits of a diverse student body.

A substantial portion of the University's defense was in the form of research demonstrating this educational value.

"We had learned a lot from our analysis for the affirmative action case," says Hurtado. "We had learned from all existing data how diversity fosters democracy."

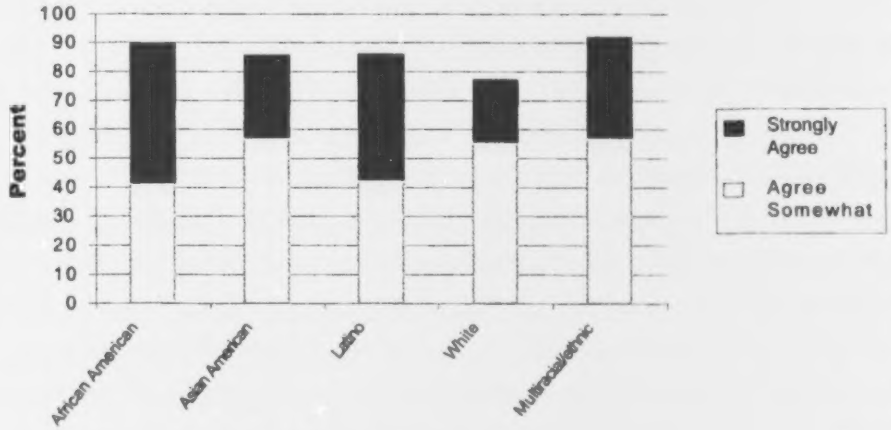
For instance, a study conducted by U-M Psychology Professor Patricia Gurin found that college students who experience the most racial and ethnic diversity in classrooms and during interactions on campus become better learners and more effective citizens.

"A racially and ethnically diverse university student body has far-ranging and significant benefits for all students," Gurin concluded. "In fact, patterns of racial segregation and separation historically rooted in our national life can be broken by diversity experiences in higher education.

"This is precisely why the diversity of the student body is essential to fulfilling higher education's mission to enhance learning and encourage democratic outcomes and values."

Objectives

The idea behind the Diverse Democracy Project is unquestionably linked to this lawsuit, but "it intends to move beyond the current affirmative action controversy to provide action and discussion about the types



Enhancing student ability to live in a multicultural society is part of a university's mission

SOURCE: University of Massachusetts Amherst • February 2001

of education that will be necessary for citizenship in a diverse society with a common destiny," says Hurtado.

Another project goal, she says, is to create an awareness that issues of campus diversity and civic engagement are inter-linked. "Conversation has separated diversity and civic engagement," she says, "but the two are ends of the same spectrum." Students are single entities, she explains, and their experiences with diversity are directly tied to their civic involvement.

Ximena Zúñiga, associate professor of education at the University of Massachusetts-Amherst, affirms the importance of such an extensive research study. "I wear a research hat," she says, "and am a firm believer in using research to influence policy."

Zúñiga, who has conducted research on diversity in education for more than 15 years, says there are purely intellectual as well as civic reasons behind the project.

More importantly, she adds, "even when we [researchers] do similar work, we don't examine the long-term effects of initiatives," indicating the significance of the Diverse Democracy Project's long-term scope.

Another distinguishing project feature, says Zúñiga, is that "it evaluates the impact of diverse peer interaction on a number of different outcomes: cognitive, effective, citizenship–not just on one outcome, which is more common in this type of research."

When deciding which universities would participate, Hurtado chose 10 that "share a commitment to diversity and civic engagement," she says. Aside from this commonality, the participants differ in size, type, and racial composition–reflective of populations in different regions of the country. Their diversity ranges from 4 percent to 90 percent students of color, but Hurtado assures that "even the least diverse are universities that want to do more."

PARTICIPATING INSTITUTIONS

Arizona State University
Norfolk State University
University of California-Los Angeles
University of Maryland
University of Massachusetts-Amherst
University of Michigan
University of Minnesota
University of New Mexico
University of Vermont
University of Washington

They are: Arizona State, Norfolk State, UCLA, UMASS-Amherst, and the University of Maryland, Michigan, Minnesota, New Mexico, Vermont, and Washington.

A Hispanic-serving institution and a historically Black institution were deliberately included, Hurtado says, because of their distinctive environments. In fact, each institution's one-of-a-kind characteristics are essential to the project.

Zúñiga highlights the University of Massachusetts-Amherst's student composition. Comprised of many first-generation, immigrant, and bilingual students, the student body is similar to that of many West Coast colleges, she says; but UMass-Amherst differentiates itself with a great number of Caribbean students, many of whom are both African American and Hispanic.

The University curriculum has also included diversity courses for more than a decade, three will be monitored as part of the project, Zúñiga adds; as well as a living/learning residence hall where students can cohabit with diverse peers.

Sierra says the University of New Mexico brings to the project its tremendously diverse student population. Approximately one-third of the student body population of 23,700 is of Hispanic descent, and minorities constitute nearly half the undergraduate student body of 15,900.

The procedure takes varying forms, says Hurtado: "We will use different methods to collect information including a longitudinal survey of students which will track their college experience, several focused classroom-based studies, and student focus groups."

At the project's inception in 2000, research began with taking inventory of campus practices, and first-year students voluntarily completed a survey that inquired about their experiences with diversity. Questions included: During high school, how often did you study with someone from a different racial/ethnic group? Rate your ability to work cooperatively with diverse people. How often do you discuss racial/ethnic issues? How important is a racially and ethnically diverse student body?

Graphs include herein illustrate several responses from University of Massachusetts-Amherst students.

The research continues with frequent campus site visits, and, every year, representatives from all 10 participating institutions meet to compare notes.

University faculty and administrators also meet independently to discuss the project. Sierra says he and his peers have held many meetings with central administration, as well as interviews with student groups and with students who are really engaged in diversity and civic issues.

Preliminary Conclusions

The results are already helping institutions take action. For instance, UNM is developing a plan to address first-year students' appeal for structured activities that foster interaction between different groups, says Sierra.

One potential solution: educational leadership retreats to be scheduled every month, he says. These would entail a small group of 10 students of different races and cultures leaving campus for a few days. "They would even have to cook for each other," says Sierra. "Perhaps the African American students can make breakfast one day, and the Hispanic student can make lunch, and the Native American can make dinner, and so on."

The results also indicate that students "want to learn about different cultures," he says, which means UNM may need to make changes in its curriculum. The division of student affairs now encourages students to take classes about different cultures.

Hurtado says one preliminary finding, in particular, caught her attention. Some students who were raised in predominantly White neighborhoods said they had a high rate of getting along with people of other backgrounds.

"On the one hand, it demonstrates a will" to get along with others, she says, "but they don't have the experience; and the more you learn how complex a group's social system is, the more you realize it takes work."

What other conclusions does Hurtado anticipate? "Institutions will have to create safe environments for discussion, programs to cross bridges and facilitate interaction," she says. "It's easy for students to fall into what's familiar."

Hurtado and her colleagues have just put together a typology of diversity initiatives from the participating institutions. They don't know yet which of these work and which work better than others, but disseminating this knowledge is an invaluable project goal.

This holds true within single institutions as well, says Zúñiga. "The campus team at UMass-Amherst disseminates the data collected to university faculty," she says. "It's a chain of events."

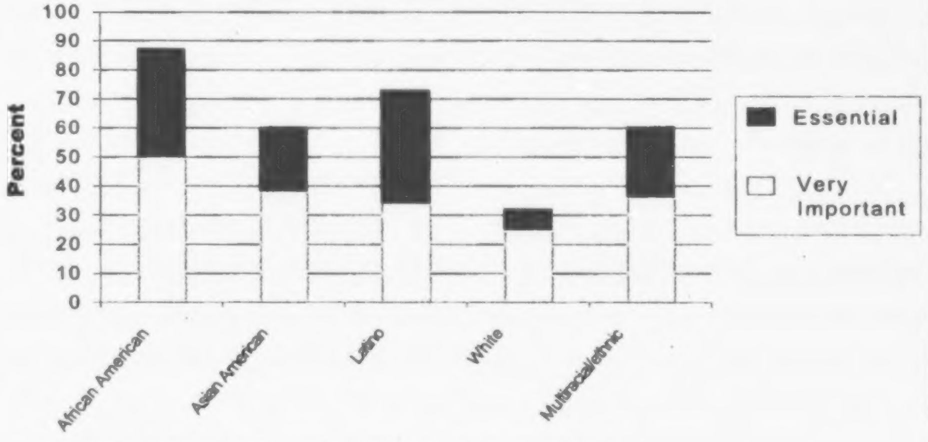
At the end of the two-year period (which Hurtado hopes to extend to five or six years, if the funding is available), "we'll have learned quite a bit about the experiences they've had and how they've changed as a result of them," Hurtado says.

"We expect that each campus will be able to utilize student data in future planning activities and share promising practices that may serve as a model for other institutions across the country," she adds.

Sierra identifies the project's impact on the national level: "Diversity is not a very popular subject across the country," he says. "The pendulum has swung the other way in terms of affirmative action."

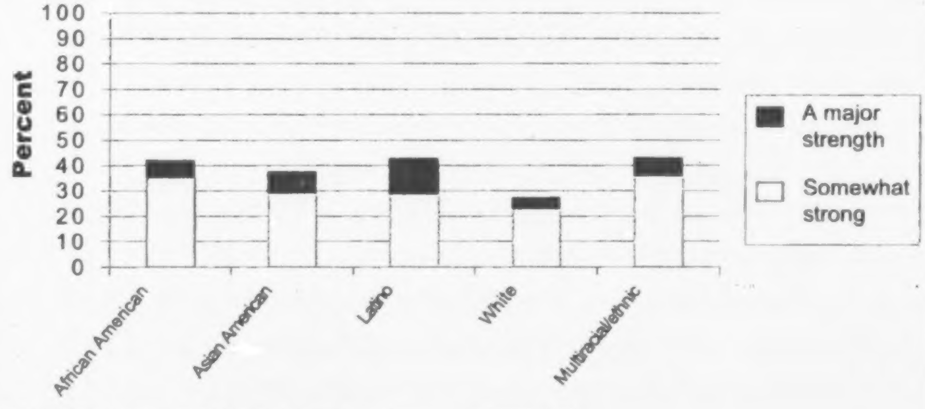
The Diverse Democracy Project, he says, "has allowed the discussion to continue about issues of diversity.

HO will publish the results of the Diverse Democracy Project as they become available. Visit the project's Web site for more information: www.umich.edu/~divdemo/.



How important is a racially and ethnically diverse student body

SOURCE: University of Massachusetts Amherst • February 2001



Rate your knowledge about the cultural background of others

SOURCE: University of Massachusetts Amherst • February 2001

NATIONAL EDUCATION ASSOCIATION

Recruiting the Next Generation of Teachers

Minorities and Mid-Career Applicants Sought in Uphill Battle

BY MARILYN GILROY

Where will the next generation of teachers come from?

Some of the nation's prominent education organizations are in the midst of intensive efforts to answer that question. The scramble is on to recruit more than two million individuals needed in coming years to replace the large cohort of retiring teachers.

The task is complicated by two additional factors: an even bigger shortage in the supply of minority teachers, and new measures that call for better qualified teachers. Given these conditions, most experts agree that it will take a wealth of incentives to meet America's teacher crisis.

No matter what recruitment strategies are adopted, education leaders say that addressing inequity in the racial/ethnic composition of the teacher workforce must be part of the plan. Even with all of the efforts to attract minorities in the last few years, the statistics on teacher diversity are woefully lopsided.

The Alliance for Equity in Higher Education reports that while nearly 40 percent of U.S. elementary and secondary school students are members of racial or ethnic minorities, nine out of 10 teachers are White. According to U.S. Department of Commerce data, by the year 2035, the number of minority students will climb past 50 percent.

But the faces in front of the classroom won't even come close to matching student demographics. Only 14 percent of teachers are racial/ethnic minorities and some project that the number will decline. The National Education Association (NEA) reports that 40 percent of America's schools have no minority teachers at all.

Susan Moore Johnson, professor at HGSE and director of the "Next Generation of Teachers" project

These numbers are not just a problem for urban areas. The suburbs have changed also and even largely White communities know that diversity in the teaching ranks is a plus for everyone. But many of the nation's school districts still report that their teaching staffs are 95 percent White.

The NEA held a summit last November to formulate initiatives designed to successfully reverse this lack of diversity. Organized around the theme of "Losing Ground: The Crisis of Diversity in America's Teaching Force," the NEA joined with several organizations, including the American Council on Education, Recruiting New Teachers, Inc., and the American Association of Colleges for Teacher Education, a Washington-based group representing 750 colleges and universities that prepare teachers. There were also representatives from foundations, and local, state, and federal departments of education.

Joseph Aguerrebere, deputy director at the Ford Foundation, described the Foundation's commitment to addressing the shortage of minority teachers. He and others at the summit reinforced the principle that minority teachers contribute positively to the performance of today's diverse students.

"We have a body of evidence that suggests that teachers of color can make a difference in achievement of students of color," he said. "That evidence needs to be strengthened, and those outside education–economists and public policy folks–should be brought to the conversation."

Even where the student population is a White majority, there are still reasons to actively recruit minority teachers. As one Asian middle school teacher from a wealthy suburban district said, "I think it sends a message to the town, to the parents, to the students, that we value teachers of other backgrounds. If there are no minority teachers, it sends a powerful message that they aren't capable of teaching or that they are not accepted as people who can teach White, middle class students."

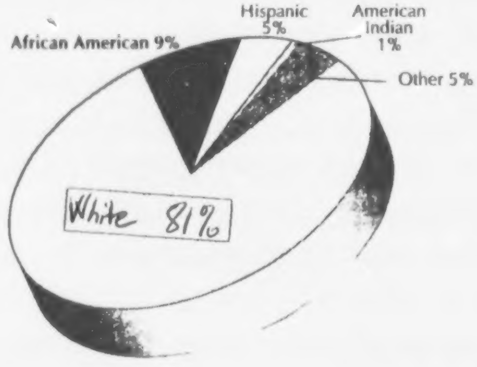
What can be done to increase the supply of minority teachers?

The NEA summit leaders, panelists, and keynote speakers suggested a variety of ideas and reinforced some that have been successful. For example, the NEA Black Caucus encourages minorities to pursue a career in teaching through the Minority Teacher Recruitment Project (MTRP), begun in 1988. Teachers in participating schools design activities to sustain interest in teaching among seventh- and eighth-grade students who have expressed a desire to learn more about the field. These activities include campus tours, career days, and providing opportunities for students to tutor and act as teacher assistants.

The NEA's High School Teacher/Mentor Program has identified more than 6,000 minority students in various schools who are interested in preparing to be teachers. School systems and university personnel provide training for teacher/mentors selected from various high schools. Mentors encourage students to make plans for attending college and provide information about entrance requirements. Students are brought to area universities for workshops and presentations specifically geared to their needs.

Programs such as this have been responsible for the small increase in minority teachers–from 8 percent in the 1990s to 14 percent today. But panelists at the summit advocated that much more needs to be done, including supporting teacher preparation institutions that add diversity to the teaching force.

Enrollment in Teacher Education Programs By Race and Ethnicity



NOTE: "Other" includes Asian, international and nonresident students, as well as those classified as "other." Numbers may not add up to 100 percent because of rounding.

SOURCE: American Association of Colleges for Teacher Education, 1999.

Minority-serving institutions produce nearly half of all minority holders of teaching degrees, yet they have been chronically underfunded, according to the Alliance for Equity in Higher Education, which represents a coalition of 320 historically Black, Hispanic-serving, and tribal colleges.

"Financial resources for minority-serving institutions must be improved," said Alliance member Antonio Flores, president of the Hispanic Association of Colleges and Universities. "We must invest more in educating teachers of color or run the risk of widening the racial, cultural, and economic gaps that endanger our collective future." Last year, the Alliance asked for $100 million for "model" minority teacher programs at their institutions.

Alliance members and participants at the NEA summit also debated how recently enacted teacher quality measures would impact diversity. States have continued to pass new laws upgrading testing, licensure, and continuing education requirements for teachers. Federal funding may be linked to how well students in teacher training programs perform on tests.

According to the NEA, trying to reconcile the increasing demand for quality teachers with a shortage that finds school administrators literally searching for "warm bodies" to fill classrooms is problematic. Some argue that it may even reduce the pool of minority candidates.

The Alliance has issued a report criticizing the use of "onerous single pass-rate measures" to judge the strength of teacher preparation programs. The pressure to produce students with high pass rates, it contends, is forcing some minority-serving institutions to deny admission to students who have not performed well on SAT tests but ultimately could be effective teachers.

However, Sharon Robinson of Educational Testing Service said tests could be part of the solution to the minority teacher recruitment problem.

"The issue of licensure tests can't be avoided in trying to have a both diverse and highly qualified teaching workforce. These tests ensure that those who have succeeded in becoming licensed have basic knowledge in subject and pedagogy.

"Students deserve content-knowledgeable teachers, especially those historically disenfranchised groups; tests are a measure to signal a minimal standard of quality. We have not yet met the point that all students have access to fully qualified teachers. Licensure tests are important to ensure students have good teachers."

Although the debate over the effects of teacher quality standards will continue, the NEA summit produced other suggestions on fueling the pipeline with more minority teacher candidates. Several presenters recommended that stronger links be developed between community colleges, where many minorities begin their education, and universities with teacher-training programs. These collaborations could ensure that pre-education majors at two-year colleges are able to transfer and succeed at senior institutions.

Others point out the need to increase underrepresented minorities in leadership and public school administrative positions so that they will support teacher recruitment and retention.

While no one suggests that minority statistics will improve overnight, almost all agree that these strategies will put schools in a better position to achieve more diversity.

But many say that is just one part of the solution in the race to expand the applicant pool.

The Alternative Route

Part of the answer to the teacher shortage may come from programs that allow individuals to join the teaching profession at various points in their career via new paths of entry. Often called "alternative routes," these programs are succeeding in attracting a new pool of teachers.

In New Jersey, nearly one-half of the new teachers for the 2001-2002 school year came from another profession. Last year, the average age of the mid-career entrants was 33, with almost 25 percent older than 40. Nineteen percent participated in alternative certification rather than traditional education programs.

The Harvard Graduate School of Education (HGSE), in a multiyear research project called the "Next Generation of Teachers," which explores how best to attract, support, and retain high-quality teachers in the public schools, is now studying these alternative programs.

"New teachers today do not fit the stereotypical image of 22-year-olds embarking upon their first careers after graduating from university education programs," said Susan Moore Johnson, a professor at HGSE and director of the project. "Given the crisis-level teacher shortage that many districts are already experiencing, we need to provide the support and opportunities necessary to keep this diverse group of individuals in the classroom, teaching effectively."

"The whole concept of a career has changed for young people," said Johnson, who began her career teaching high school in 1967. She recalls that women and minorities had fewer career opportunities. Now many professions offer salaries almost twice those of first-year teachers, and opportunities for growth and career mobility.

With teaching often underpaid, compared to other professional jobs, and the lack of opportunities for professional growth, what can be done to attract people to teaching?

Educational leaders say that states will have to find ways to streamline the qualification process and increase the financial rewards of choosing to teach. For instance, Massachusetts recently expanded its Signing Bonus Program, which offers successful candidates both a lump sum bonus and the chance to become quickly certified through a six-week summer training program.

Teacher Retention

While such strategies may increase the supply of new teachers to schools, they provide no assurance of keeping them there, an important element in improving the long-term picture. Even when teachers are successfully recruited, approximately 20 percent leave the profession in the first three years. The Harvard project has pinpointed mentoring as a key ingredient in improving teacher retention.

In an article in *Harvard Education Research Online*, Susan Johnson said, "While states and districts can assume responsibility for increasing pay, reducing or altering entry requirements, or creating career ladders, such initiatives will ultimately make little difference if a teacher is dissatisfied with teaching."

Research shows that too many schools provide little orientation and follow-up support, leaving teachers feeling isolated in the process. In other words, new teachers need much more encouragement and direction than schools currently provide.

"When schools don't pay attention to new teachers," said Johnson, "there is a real possibility that they will become bankers."

Mentoring programs often give a career boost to all who participate.

"When experienced teachers work together with new teachers and when there's a well-planned mentoring system, experienced teachers and new teachers do better," said Johnson.

And producing good, talented teachers is what everyone agrees is the most pressing need.

"However much new teachers may differ from the past generation," said Johnson, "they are similar in that they care about their students, and they want to succeed and make a difference."

Director

Institute for Systems Research

http://www.isr.umd.edu

Applications and nominations are invited for the position of Director of the Institute for Systems Research (ISR). The Director provides both academic and administrative leadership for the ISR and reports directly to the Dean of the A. James Clark School of Engineering. ISR was established by a National Science Foundation grant in 1985 as one of the six original Engineering Research Centers. It is now a regularly budgeted research institute. It is a joint activity involving six colleges at UM. ISR has 43 joint appointment faculty and 260 graduate students engaged in research on intelligent control, signal processing and communications, manufacturing and transportation systems, and information technology through 14 labs. ISR has active programs in cross-disciplinary education, and university/industrial liaison, and offers an M.S. program in Systems Engineering. Annual revenues currently exceed $15M.

Candidates should have earned a doctorate and be eligible for senior faculty appointment in one of the participating departments. It is expected that the new Director will provide the intellectual leadership to identify important new research directions, coordinate emerging programmatic opportunities with faculty interests and organize efforts to develop project funding from government and industry. Applications should include a Curriculum Vitae and the names, addresses, and telephone numbers of at least four references. For best consideration, nominations and applications should be received by May 1, 2002. Send to:

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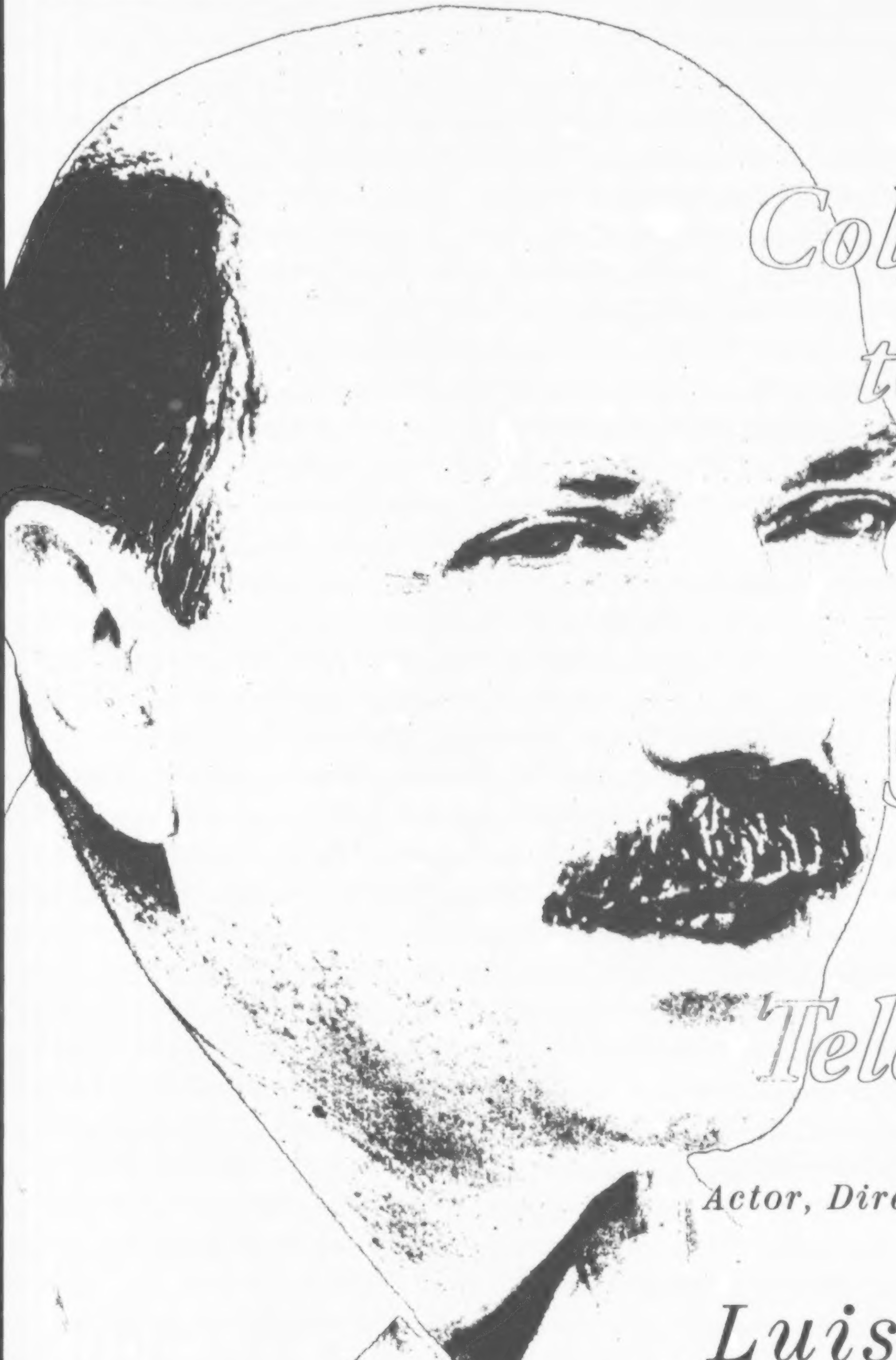

From Columbia to NYU to Stage, Screen, and Television

Actor, Director, Playwright Luis Avalos

BY DIANA SAENGER

Every year, thousands of Latinos wish to become actors. Some only hope for it, others try for it, and, more and more, the ones who really go the extra mile–make it.

Such is the case with actor, playwright, and director Luis Avalos, who left his homeland of Cuba in 1947 and developed his dream to become an actor in the United States. A professional in his craft, in December Avalos directed his play "Paquito's Christmas" for the eighth year in a row at the Doolittle Theater in Hollywood.

Many good young actors have filled the lead role over the years, but Avalos was particularly pleased when Plácido Domingo's grandson Dominic had the title role for four years.

"Two years ago, Plácido invited me to present the show at the Eisenhower Theater at Kennedy Center in Washington, D.C., and it broke records," said Avalos, "which made me very proud. This season was also the first time we had the musical in Spanish and English, and the children really loved it."

Wanting to please his audience has always been a desire of Avalos. He's appeared in feature films, television shows and movies and in theater both on and off Broadway.

"*Knowing another language has made it possible for me to direct in Mexico and work in Spain and Venezuela.*"

LUIS AVALOS

Looking back, Avalos admits that education was a key player in his success. He grew up in New York City, where he attended Power Memorial Academy. In 1964, Avalos worked in the summer stock company of Columbia University, where an actor and director approached him and told him to apply to the School for the Performing Arts at New York University. "I told him I couldn't afford that school, and that's when he told me about scholarships," said Avalos, who earned 11 scholarships at Power Memorial, which did not even have a drama department. "I was in an oratory program, which used dramatic interoperation, and the scholarships were given for oratory drama work."

During his three years at NYU, Avalos made other significant advances in his academic endeavors. "Fortunately, I did very well," he said. "I was in the top 3 percent in the SATs in math and English." Between his passion for the arts and his commitment to do well in other subjects, too, made for a very busy schedule.

"In the mornings, we had to take academic courses–anything from art appreciation to anthropology, and from 1 p.m. to 6 p.m., we had acting classes focusing on circus, improvisation, mime, fencing, dance, acting, and voice. Then from 8 p.m. to 10 p.m. we had rehearsals for plays."

"The good thing about a heavy schedule at school," he said, "is that when I graduated, the real world was easier."

Passion and dedication to one's art are often only the beginning to achieving success. Avalos credits many of his teachers with steering him in the right direction. "Peter Kass, my acting coach, was wonderful, as well as acting coaches Mel Shapiro and Lloyd Richards. Nora Dunfee Clark, my speech teacher; Christian Linkletter, my voice teacher; and Omar Shapli, my improvisation teacher, among others, were truly great."

Avalos explained that the students and instructors got together every three months to see who needed work on what and then were put into groups. "It was great because you could concentrate on what you needed," he said. "It wasn't a one-on-one relationship, but it wasn't a whole classroom either. One day we would focus on one person and then on another day someone different. We learned from the director giving us notes, and I remember once when one of the students was distracted, the director said, 'It's important to pay attention because some time it might apply to you.' In an individual way it applies to oneself, so in that situation, you learned to listen."

Avalos was a member of the first graduating class, in 1969.

Learning to listen might have escaped Avalos growing up. His father, a worker in a liquid sugar plant, and his mother, a garment worker, wanted more for their only child. "They hoped I would become a dentist. They didn't want me to be an actor–or *artista*, in my language." Avalos noted that the Spanish word "denotes something beyond an actor, more in the realm of a matinee idol than a character actor, which is what I am."

What his parents didn't realize at the time is that their hard work ethic instilled in Avalos the drive to become a success at what he wanted most. "They taught me to study hard, do the best I could, and pursue my dream. When I was offered scholarships for acting, they thought if I could get an education that way, then go ahead."

After school, Avalos moved quickly but quietly into showbiz. His first appearances on the television shows "Barney Miller" and "Kojak" were the start of a long line of Latino character performances. A big break came when he landed a role as a regular on "The Electric Company", a witty show aimed at children who had been raised on "Sesame Street" and were ready for something targeting a somewhat older audience. Produced for six seasons in the '70s, with reruns in the '80s, "The Electric Company" was honored with an Emmy in its 1972-73 season, and was enjoyed by children and adults for such innovations as its soap opera parody, "Love of Chair," and football star Rosie Grier demonstrating his needlework and singing "It's Alright to Cry."

In addition to starring in many TV shows, Avalos landed roles in feature films, most recently "Love Stinks", in 1999, and has earned accolades in theater as an actor, writer, and director.

"I've always been fortunate to work," he said, "but it's not the same for other Latinos or ethnic actors who might say, 'that's fine for him to say because he works.' There is a tremendous amount of talent out there, and I think Latinos are still underrepresented in the trade."

Avalos believes this imbalance can be overcome. "It's important to put oneself out there. The entertainment business is so subjective, and it varies from individual to individual, but one really has to work hard and hope that the talent is recognized. The typecasting and non-consideration for roles, such as women as doctors or police officers, or traditional jobs in terms of color or gender, is fading. It's about appreciation of the culture and as an appreciation of each other. We're coming together, I think, more and more, as the numbers of Latino performers increases.

"There's a feeling that it behooves casting agents to hire Latino talent because we represent more and more of the population."

His first appearances on the television shows "Barney Miller" and "Kojak" were the start of a long line of Latino character performances.

What advice would Avalos offer to new Latino actors looking for work?

"To do theater and to get legs and stand on their feet. Read. It's an intrinsic part of being an actor. So many actors focus on the screen and don't connect the work with reading. They think it's only a visual form. But when you go in to audition, the more words, concepts, and ideas you are familiar with, the better off you are. The more skills an actor has, the better. And languages!

"Knowing another language has made it possible for me to direct in Mexico and work in Spain and Venezuela. Study the craft, whether it's in school or even in the small theater. And even if an actor doesn't get the part, the act of audition helps him or her grow."

Avalos has turned the tables on the casting process as he and a casting agent now have to cast his yearly production of "Paquito's Christmas".

"It's so much tougher than I had imagined," he admitted. "There's more talent out there than you realize, and you can't have everybody in the play, so it's difficult. People in the play have to sing, act, and dance, and you want the best of all of them, so it's not easy."

What inspired Avalos to write "Paquito's Christmas"?

"Without neglecting the part of being an actor, because no matter how much someone acts, they don't act all the time, I needed to write. So I went back to a personal experience and sent the idea about a boy who learns the true meaning of Christmas to someone with a friend who had a show. He liked it and asked me to write it. I did and initially the story was in Spanish. Then someone called me from New York and said why don't you write it as a play."

The yearly project takes an enormous amount of time. "Directing is very tedious," he said. "I don't leave the theater until 1 in the morning, and I must be back by 9 the next morning."

Avalos has written another play he hopes will soon see the stage lights. ""Not With My Rosie" is about a family with a daughter who has just discovered boys and a son who wants to be an actor. Her parents–they don't know which is worse." Is this based on more personal experiences? "Somewhat," Avalos said with a laugh. "There's a character called Angustia, which translated in English means anguish. She is very bright and says the whole world is a soap opera. When my mom, who is 83 and loves soap operas, read the play, she said 'That's me, isn't it?'"

Now that he is a director and playwright, will Avalos give up acting?

"No. I love acting and getting on the set. It's the proverbial mother's milk to me. I was recently a returning character as Father Mario on ShowTime's "Resurrection Boulevard", and I played the president of Panama in ShowTime's "Noriega"–two very different people." "Resurrection Boulevard" relates the individual trials, tribulations, tragedies, and triumphs of a Mexican-American family in East Los Angeles, Calif.

What does Avalos feel is one of the most significant distinctions of his career? "Not many people can say this, but I am proud to say that acting is the only thing I've ever done to make a living."

Reclaiming Lost Hope

Latina Professor Challenges Racism and Alienation

BY MICHELLE ADAM

As assistant professor of counseling at Cleveland State University, Rose M. Quiñones-Del Valle makes one specific point very clear to her students. "Race is an issue and it impacts who we are," she tells them.

It's not a statement commonly heard in counseling classes throughout Ohio. But for Quiñones-Del Valle, who teaches master's-level counseling to school counselors and those working in social service agencies, it's par for the course. All of her classes are taught with cross-cultural emphasis.

"I try to infuse into my students, and try to get them to understand, the differences in the cognitive styles of their people or their students. I teach them about differences and similarities and how the culture and a person's worldview impacts on their personality and how that impacts on coping in the environment. The person's inability to feel connected to the society and environment because of racism or discrimination, or coming from whatever worldview they are coming from, impacts on the person's ability to cope successfully. We need to be cognizant of that," she said.

Teaching from a multicultural perspective "isn't common," admits Quiñones-Del Valle. "I think people try. But culturally competent counseling and teaching is not commonplace in our society or education system," most especially in Northeast Ohio where, she said, there are only three Latino counselors.

As for Latino professors, "We are almost non-existent in Ohio. Someone else has got to do the work, so I teach others to do it, non-Spanish speaking people."

It is through multicultural counseling that Quiñones-Del Valle believes we are best able to address the needs of this multiethnic society–to see beyond the Eurocentric, linear view of people and their issues. For example, students within counseling classes are often taught to look at the nonverbal cues in order to read the present state of a client. However, cues in one culture are not necessarily the equivalent in another. Take, for instance, eye contact. Your typical American is taught to look at another person's eyes while talking. For Latinos, the opposite is required when addressing an authority figure. The end result, however, is that counselors in schools and in agencies may misdiagnose a client based on a limited set of cues.

CSU Cleveland State University

Rose Quiñones-Del Valle, Ph.D., visiting professor, College of Education, Cleveland State University

From a Eurocentric perspective, this may seem like addressing the icing on the cake. But for Quiñones-Del Valle and many others like her–who have seen the fallout in their own lives and those of their clients–it is central to understanding and addressing the needs of modern-day America.

"I try to empower my students to go outside themselves to help their clients," she said. "The best route is to empower them so they can find ways to make changes. Education helps tremendously because then people learn new ways to cope, learn new ways to help other people."

Quiñones-Del Valle's teaching comes from her own personal experience growing up as a Puerto Rican in Ohio. She and her family moved to Youngstown, Ohio, from Puerto Rico when she was 6. Already speaking Spanish, she became fluent in English by the fourth grade, but never did feel at home within this country's public school system.

"I came to the realization that not only was English a foreign language to me, but that my ethnicity was not embraced by the dominant culture."

"Going to school was some of my nightmares," she said. "We were struck by teachers for speaking Spanish to other students. We were forbidden to speak Spanish."

While Quiñones-Del Valle lived inside what she deemed "a little microcosm of a Latino world" –attending a predominantly Puerto Rican, Spanish-speaking parish and living within her tightly knit Latino community–she confronted racism and alienation early on in her predominantly Anglo school. From her office at Cleveland State University, she recalled her experience of falling in love with an Irish-American boy in the sixth grade, but having his parents tell him that they couldn't be friends because she was Puerto Rican. That was just one example of the blatant racism she experienced growing up.

Today, as a counselor and professor of counseling in the department of education at CSU, Quiñones-Del Valle addresses issues of coping that she says is all too familiar with from her nightmare experiences growing up. "I remember consciously saying in my mind that I would never let anyone know how much I hurt," she said, recalling her decision to survive her situation at approximately age 9. "I became a champion speller and an avid reader. I would read everything that was available in the school library. I was such an avid reader that I was reading several grades ahead of myself. I retreated in that way in order to cope. It was my secret. People assumed that I was just this little Puerto Rican girl, not smart like all the other kids. And it was my secret to shine whenever I wanted to. I was an overachiever."

While for some, coping with a situation may push them to run or hide, or forget to dream, as she has witnessed among many Latinos dropping out of school, Quiñones-Del Valle was all about excelling and achieving far beyond what was expected of her. In the sixth grade, she taught herself how to read French, followed by Italian and Portuguese. "Languages came easy to me. I also knew that was a key, that knowing languages was power. Since I couldn't express myself, I retreated into learning about languages," she said.

Her ambition and determination to learn have served Quiñones-Del Valle extremely well to this day. She has taught at CSU since 1998 and currently holds a Ph.D. in philosophy from Kent State University. She received her M.S.Ed. in Community Counseling from Youngstown State University in Ohio in 1987.

"My family expected me to go to college," she said. "How we were going to fund it was a different story."

Quiñones-Del Valle's reality back then appears much different than that of many Latino high school students in Ohio today. According to an article in Cleveland's *Plain Dealer* in October of 2000, in the '98-'99 school year, 48 percent of all Hispanics in Ohio left before graduating. Today, in Cleveland, said Quiñones-Del Valle, that dropout rate is 68 percent. She was quoted in the newspaper as likening the dropout rate to "educational suicide." "We are going to die as a people," she said in the article. "We are going to become a drain in our community. We need to have an education."

As a student, Quiñones-Del Valle switched her major "four or five times." Ultimately majoring in history, with a focus on Meso-American affairs, and a minor in secondary education, she imagined herself becoming a curator, or a teacher in the public schools. But, after graduating from Youngstown State University and working as a substitute teacher in the schools, she was dismayed by the politics in play.

"I wanted to help other people. I wanted to change the environment," said Quiñones-Del Valle, who soon opted to embark on further studies in the field of social work. "I think the systems are dysfunctional. I think people, by and large, are struggling to live out their lives and follow the American dream. I don't think many people are able to grasp it. And if you are a member of a particular minority group, our society is set up in such a way that all minorities are always fighting for the same crumbs. The welfare system is dehumanizing. I wanted to try to better other people's ways of coping with their environment so they could impact it."

After completing degree requirements for a major in social work, Quiñones-Del Valle worked as a medical social worker for seven years, followed by private practice. While pursuing her Ph.D. in 1994, she began teaching graduate-level counseling classes at Youngstown State University, and also taught procedures in counseling, practicums, and multicultural counseling at Kent State University, where she was pursuing a doctorate. The focus of her Ph.D. was the relationship between the worldviews and coping styles of Puerto Rican women. "What I found was that women who identified with their culture had better coping mechanisms than those that were totally assimilated," she said of her dissertation work.

Today, Quiñones-Del Valle teaches full-time at CSU and continues a part-time counseling practice, within which she works predominately with Latino clients. She wanted "to help form bridges because I didn't see that we had a pluralistic society in any area."

Reflecting on the state of affairs of her clients and being Latino, she said, "That wall is still there. My clients are still having to deal with issues of racism and discrimination. The inability to access social services oftentimes is an issue. I try to convey this to my students. This is what is going on. It isn't paranoia. I want you to go visit it. Don't just say, 'I don't want to go there because it isn't the counseling issue.' Yes it is. Go there. Race is an issue. It impacts on who we are and what we can avail ourselves of."

As an assistant professor in academia–and as one of very few Latinos in the local profession–Quiñones-Del Valle has personally seen the walls of racism as well. "As a professor, I am still challenged as to my competence. The wall says to me, 'What are you doing here? You're out of place,'" she said.

"I have actually had students say, 'I think Dr. Quiñones is alright even though she's Hispanic.'" Quiñones-Del Valle added, "I have students that love me and love my style. I am an acculturated Latina woman, and I know my stuff. I'm grounded, and I know who I am."

To challenge her own students, who are primarily White, Quiñones-Del Valle asks them to look closely at themselves. "They have to challenge their own values and beliefs and the stereotypes associated with that, the ones our society has put upon us as we develop. It's a shedding of the stereotypical descriptions of people and other cultures," she said. "This is an intense style and format. The intensity comes from the students themselves.

"The students need to look at themselves and their background and how they were taught. But at least they are getting a rounded view of what their clients will be like."

Some of those clients that her own students work with are Latino students–students who are among the many dropping out of school in Ohio. Others are clients of mixed backgrounds who are in need of social services, yet have counselors who are limited by financial cutbacks. "My students' hearts are in it, but they wish they could do more," said Quiñones-Del Valle.

Recognizing the severity of problems facing Latino students specifically, Quiñones-Del Valle and several other Latino teachers at CSU, along with the school's Office for Minority Affairs, have begun to bring 100 young Latino students onto campus every fall in order to speak to them and offer them support and hope.

Quiñones-Del Valle and the two other Latino teachers at CSU are also planning to adopt several high schools next year, and specifically mentor teachers and teachers' aides in addressing the Latino dropout problem. "The community is looking for us to do this," she said. "And morally, it is a responsibility that we all feel as Latino professors."

Recently, Quiñones-Del Valle conducted research in order to observe the effects of high school dropout rates on higher education. She discovered that the greatest challenge facing the universities in Ohio is the retention of students from the first to second year. She also noticed that Latinos are receiving higher numbers of associate's degrees rather than four-year degrees.

"I believe there's a lack of support. We are not involving families in the higher education process," she said.

What Quiñones-Del Valle has especially discovered among the younger Latinos who drop out of school is also that "the kids have stopped dreaming. They have stopped believing that they are capable of realizing their dreams. That's the suicide. That's the death," she said. "Our society cannot survive without its people being fully educated. And if our society isn't invested in all the people it has, and it allows any particular group of people to die, ultimately it is the death of that society."

As one who teaches others to help those who have lost hope, Quiñones-Del Valle can only try to show people ways of coping and bringing back their dreams. "Having my cultural beginnings and my beliefs has helped me," she said.

As we spoke, Quiñones-Del Valle made note that the day of our interview was the Fiesta de Guadalupe, a day to celebrate the saint who reminds others "not to worry, to persevere."

"Sometimes we lose sight of that," said Quiñones-Del Valle. "I need to see that spark again, to help people get back to their original dream."

FYI...

The Hispanic Outlook In Higher Education www.hispanicoutlook.com March 25, 2002

Hispanic College Fund Scholarship Applications Online

WASHINGTON, D.C.

The Hispanic College Fund (HCF) recently announced that applications for college scholarships are available on its Web site, www.hispanicfund.org. Early reports indicate that there was a dramatic response from Hispanic students within the first week that online applications became available.

The Hispanic College Fund awards scholarships to talented Hispanic students who plan to complete an undergraduate college degree in business or technology. Founded in the nation's capital in 1993, HCF has awarded more than $1.3 million in scholarships to Hispanic students throughout the country.

Given the current economic situation, hundreds of thousands of students are seeking help to finance their college education. In response to this need, HCF expects to receive more applications this year than ever before. Operating with a small staff and tight budget, the Fund decided it needed to utilize it business and technology prowess.

Since Dec. 1, students have been able to complete their applications on the Fund's Web site and electronically transmit the applications directly into the Fund's database. This solution is faster than requesting an application by mail and hand writing or typewriting the forms and essays. For HCF, it is an efficient way of managing growth in the volume of applications the staff must process each year, and the associated costs.

Hispanic students interested in applying for a scholarship from the Hispanic College Fund need to submit their applications by April 15, 2002. More information can be obtained at www.hispanicfund.org or by calling 1-800-644-4223.

The Fund used the Embark platform, a product of The Princeton Review, to design the technology for the online applications, and funded the project through MasterCard International.

Education Week: Education Department's Title IX Gender-Equity Rules Challenged

BETHESDA, Md.

According to *Education Week*, the National Wrestling Coaches Association and organizations representing students and alumni at three universities filed a lawsuit claiming that the U.S. Department of Education has instilled discrimination against men's sports teams into its interpretation of the federal Title IX law.

The suit alleges that a 1996 rule by the Education Department was adopted illegally and is unconstitutional–a rule that in part says that schools must count actual athletes, not spots available on teams, to prove gender equity.

The plaintiffs say that to comply with the rule, some schools have been forced to cut men's sports teams to ensure proportionate numbers of male and female athletes.

Forcing "a male athlete off a team or cutting an entire men's team solely because not enough female athletes have an interest in athletics is gender discrimination per se–with absolutely no corresponding benefit to women," the lawsuit charges, according to *Education Week*.

The plaintiffs include students and alumni from Bucknell University (Pa.) and groups representing wrestling teams eliminated or downgraded at Marquette University (Wis.) and Yale University (Conn.).

Although a spokesperson told *Education Week* that the Education Department does not comment on pending litigation, some women's groups did contend that the lawsuit is unfounded and could undermine what they regard as a much-needed antidiscrimination law.

Some men's teams have suffered because schools simply have chosen to spend more money on teams seen as popular moneymakers rather than keeping teams that do not bring in profits or large crowds, officials of the National Women's Sports Foundation maintain.

Donna Lopiano, the Foundation's executive director, released a statement that said a university's decision to cut a team is "a competitive-status decision that may result in less men's or women's teams, not a decision that discriminates on the basis of gender."

The suit specifically targets the Education Department and its 1996 regulation.

It does not challenge Title IX of the Education Amendments of 1972, passed by Congress to ensure that schools and colleges receiving federal funds were giving equal educational and athletic opportunities to both men and women. Many individual lawsuits have been unsuccessfully brought against the universities that cut men's teams.

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NACE: Fewer Employers Offering Signing Bonuses to New College Graduates

BETHLEHEM, Pa.

For the past several years, many new college graduates have received signing bonuses from employers eager to hire them. The class of 2001-02, already faced with fewer job prospects, is a lot less likely to get such an incentive.

This year, 36.7 percent of employers plan to offer signing bonuses to new college hires, down from 55.3 percent a year ago, according to the *Job Outlook 2002 Update*, a report published by the National Association of Colleges and Employers (NACE).

"Given that employers expect to hire 20 percent fewer graduates compared to last year, it's not surprising that they are less inclined to give signing bonuses," said Camille Luckenbaugh, NACE's employment information manager. "A year or two ago, when there were more jobs than graduates to go around, many employers made signing bonuses part of their recruitment package."

By region, the report found that employers in the West are least likely to offer signing bonuses this year. Only 25 percent plans to do so, down from 62.2 percent last year.

By type of employer, the report reveals that federal agencies and financial services firms are most likely to offer signing bonuses to new college hires this year; computer software development companies and engineering/surveying firms, least likely.

In July 2001, NACE surveyed its employer members regarding their hiring plans for 2001-02; 27 percent, or 439 employers, responded. In December 2001, NACE resurveyed 413 respondents about their hiring intentions for 2001-02; 237 employers, or 57.4 percent, responded. Their responses are the basis for the *Job Outlook 2002 Update*.

Student Debt Rises, But Loans Remain Affordable, ACE Data Shows

WASHINGTON, D.C.

The median student loan debt incurred by degree recipients continued to rise during the 1990s, but the monthly payments continue to be affordable for most students, according to an analysis of student debt by the Center for Policy Analysis of the American Council on Education (ACE).

ACE Issue Brief: Student Borrowing in the 1990s, which details the growth in student loans, is based on new data from the National Postsecondary Student Aid Study conducted by the National Center for Education Statistics.

While more than 60 percent of bachelor's degree recipients graduate with some federal student loan debt, the monthly payments on the median loan amounts are $179 at public institutions and $200 at private institutions, analysts concluded. Median student loan debt at public institutions increased from $10,342 to $15,375 between 1995 and 2000. Debt at private institutions rose from $13,983 to $17,250 during the same period.

"Student loans continue to be an affordable method to finance higher education," said Jacqueline King, director of the ACE Center for Policy Analysis. "Many students still either do not borrow at all or graduate with manageable amounts of student loan debt."

The U.S. Census Bureau reports that the average annual income of all bachelor's degree recipients, age 18 to 24, was $32,100 in 2000. The median student loan payment reported in the new data is equivalent to roughly 7 percent of monthly gross income of $2,675, below the 8 percent threshold that many in the lending community consider manageable, the report concludes.

Annual student loan volume rose from $35.4 billion in 1998 to $37.5 billion in 2000 while the number of loans made annually rose from 8.8 million to 9.4 million. These modest growth rates contrast with 50 percent growth rates in 1993 and 1994, which occurred after Congress broadened eligibility, raised annual loan limits, and created an unsubsidized student loan program open to all students. Between 1990 and 2000, student loan volume rose from $16.4 billion to $37.5 billion, while the number of loans made annually rose from 4.5 million to 9.4 million.

Perhaps the most dramatic growth has been in the use of federal student loan programs by bachelor's degree students from families with income of $100,000 or more. In 1992-93, only 8.2 percent of these students graduated with a student loan. In 1999-2000, 44.3 percent graduated with loans and the median amount borrowed had risen from $4,097 to $15,267.

People-Places-Publications-Conferences

PEOPLE & PLACES

Lamar Doctoral Student Makes History

Yolanda Rodríguez became the nation's first Hispanic deaf woman to earn a doctorate in deaf education, according to a Lamar University (Texas) spokesperson.

Rodríguez, having completed her degree in deaf studies/deaf education at Lamar, will be joining Puerto Rico's Department of Education. She will become supervisor of deaf education, serving as an advocate and role model.

Rodríguez received a bachelor's degree in special education from the University of Puerto Rico-Río Piedras and taught deaf children for the next 14 years. She then went back to the University and earned a master's, having studied the history of the island's own sign language, a language that, according to Rodríguez, had not been studied scientifically. After receiving a teaching honor, she enrolled at Lamar, where she helped develop teaching aids on CD-ROM and video. She plans to prepare similar materials for Puerto Rico's own sign language and deaf culture. She also plans to develop workshops for teachers and parents as well as programs to take to South America.

Rodríguez received support for her studies through a U.S. Department of Education grant, "Movers and Shakers and Policy-Makers: Training Doctoral Level Leaders for Deaf Education." The Education Department continues to address underrepresentation by providing opportunities for deaf persons of color and deaf women.

Excelsior Awarded $1 Million

EXCELSIOR COLLEGE

Excelsior College (N.Y.), one of the nation's oldest and largest distance learning institutions, received a $1 million grant for development of a distance learning criminal justice program that will enable those working in law enforcement and related fields to incorporate prior work completed in police academies, correctional academies, and the U.S. military into college credit toward an associate's or bachelor's degree in criminal justice. Degrees are provided through highly flexible yet academically rigorous self-paced programs.

Reps. Michael R. McNulty and John E. Sweeney and Sens. Hillary Rodham Clinton and Charles E. Schumer were instrumental in helping the College obtain funding.

National Hispanic University Purchases 11-Acre Campus

Dr. B. Roberto Cruz, president, The National Hispanic University (Calif.), signed the final documents that sealed the $5 million purchase of an 11-acre campus, a former elementary school site in San José, from the Mt. Pleasant School District.

"After 20 years of offering its educational programs from leased premises, the University has achieved its goal of establishing a permanent home in the heart of the thriving and dynamic Hispanic community of San José," said Cruz.

The National Hispanic University was founded in 1981 in Oakland, its administrative offices housed in a two-room building and classes offered in the evenings in classrooms borrowed from local corporate supporters who had training facilities in the city. The headquarters moved in 1986 to San José, which has one of the largest Hispanic communities in the Southwest.

Cal State Long Beach Receives $1.3 Million

The California State University-Long Beach Center for Language Minority Education and Research (CLMER) was granted a $1.3 million contract from the Los Angeles Unified School District (LAUSD) to evaluate the district's English Language and Intensive Literacy Program (ELILP). The Center brought a team of researchers into LAUSD, the second largest school district in the nation, with the highest number of English Language Learners, to evaluate the progress of ELILP.

CLMER helped local districts and schools put ELILP into operation and measure its effectiveness by facilitating data collection, analysis, preparation of various instruments and reports, and writing, preparing, and disseminating a final report. LAUSD chose CLMER because of its interdisciplinary, collaborative programs focused on issues that impact linguistic minorities.

Mercy Names Paredes to Board

Mercy College (N.Y.) appointed Raymund A. Paredes to its board of trustees. Paredes is the director of Creativity & Culture at The Rockefeller Foundation, where he oversees grant-making activities in the arts and humanities.

Paredes was associate vice chancellor of academic development at the University of California-Los Angeles (UCLA) and chair of its César Chávez Center for Chicano Studies. He was also special assistant to the president of the UC system on K-12 and community college outreach efforts intended to improve access to higher education for students from educationally disadvantaged communities.

Paredes, who served in the U.S. Army for two years, holds a bachelor's degree in English and a doctorate in American civilization from the University of Texas (UT)-Austin. He researches Mexican-American literature and culture, and has written and edited journals and books on the subject. He is also a consultant on Latino education for the Univisión television network.

Nellie Mae Hosts Affirmative Admissions Symposium

Nellie Mae Education Foundation President and CEO Dr. Blenda J.

BEST COPY AVAILABLE

Wilson was joined by education and business leaders at a symposium launching a report on the state of affirmative admissions at New England colleges and universities. The report, ***Diversity Among Equals–Educational Opportunity and the State of Affirmative Admissions in New England***, compiled by the Center for Education Policy and the Massachusetts Institute for Social and Economic Research at the University of Massachusetts-Amherst, examined how New England institutions practice affirmative admissions to achieve diverse campuses. The symposium defined the issue of admissions and addressed key findings in the report.

The report found that while the number of minorities in New England institutions has increased, minority students are still underrepresented, and the pool of qualified students must be expanded. It also found that schools are not lowering the standards to admit students of color, meaning that the minority students attending four-year colleges and universities in the region are qualified and meet the same standards as all other students offered admissions.

St. John's Inaugurates Balkcom

St. John's College (N.M.) held an inaugural event for its president, John E. Balkcom, named to the post in November 2000.

Balkcom, who had been on the board of visitors and governors at St. John's, was adjunct professor of economics at the University of Chicago Graduate School of Business.

He had participated in the St. John's Summer Classics books program and enrolled in its Graduate School, receiving a master's degree in liberal arts along with his daughter, Rachel, whom he'd encouraged to enroll in the program. He holds a bachelor's in philosophy from Princeton University and a master's in finance and economics from the University of Chicago.

UNM Receives NASA Grant

The University of New Mexico (UNM) School of Engineering's Center for Intelligent Systems Engineering received a $200,000 supplemental grant from NASA to fund minority research assistants and to purchase a master robot for cooperative robotics research.

The grant will permit four additional minority research assistants to join the seven master students and three doctoral students already at the Center, which encourages minority students to go to graduate school and develop projects for NASA. The master robot to be purchased is a mobile base station that coordinates the operation of cooperating robots.

NASA, which has supported research efforts at UNM since 1995, granted $1 million to the Center for 2001-2002.

NYC Tech Latina Named Chemistry Scholar

New York City Technical College sophomore Angelica Bravo was named an American Chemical Society (ACS) Scholar, one of 200 students nationwide to receive a $1,000 scholarship and admittance into the ACS mentor program.

Two years ago, Bravo came to the United States from Venezuela, bringing with her an avid interest in chemistry, which she had studied at the technical high school in her homeland. She improved her English at a school in her community and then spent one year in the CUNY Language Immersion Program at City Tech, where she bettered her English. At age 24, she is on her way to receiving an associate's degree in chemical technology at City Tech and plans to go on for a doctorate and work in a pharmaceutical, medical, or cosmetic laboratory.

Bravo is to be mentored by City Tech faculty member Tony Nicolas and work in his lab, researching the synthesis of compounds with anticancer, antibiotic, and anti-microbiotic properties.

Raritan Valley Receives Aventis Grant For Math, Sciences, and Nursing

Raritan Valley Community College (N.J.) received a $100,000 three-year grant from Aventis Pharmaceuticals for the College's Galileo Project, an initiative to develop strategies for increasing the knowledge and interest of students and teachers in math and science. The grant will support activities that create networks for collaborations between the College, K-12 schools, and corporations and businesses in Central New Jersey. These activities include a symposium, career expo, and youth enrichment programs.

Aventis offered a $25,000 three-year grant to fund nursing scholarships for Raritan students interested in home health care professions, a growing need in the changing health care environment.

CU-Denver Educator Part of NBA-Denver/Latino Dialogue

University of Colorado (CU)-Denver educator Estevan Flores was part of a winter meeting between representatives of the NBA's Denver Nuggets organization and the Denver Latino community, at which time Hall of Famer Dan Issel, the Nuggets' then-head coach, apologized for directing a racial slur at a fan of Hispanic descent.

Flores, sociologist, executive director of the Latino/a Research and Policy Center at CU-Denver, and co-chairman of Denver's Latino Campaign for Education, said in an article published in the *Rocky Mountain News* that the meeting was a first step in building a bridge between the team and the community, and that the Nuggets have taken seriously the recommendation to create a Latino Advisory Council.

Prior to the December meeting, the League of United Latin American Citizens had expressed disappointment that Issel hadn't apologized specifically to the Hispanic community. Issel, a popular player with the Nuggets, resigned two weeks later.

NCLR Partners With Allstate

The National Council of La Raza (NCLR) announced a partnership with Allstate Insurance Company. Allstate invested $2.5 million in the Raza Development Fund (RDF), which claims to be the nation's largest Hispanic community development financial institution, providing loans to Hispanic community-based organizations that serve more than 35 million Hispanics annually.

RDF, a wholly owned subsidiary of NCLR, established about five years ago, had already approved 44 loans totaling more than $12 million to NCLR affiliates to build affordable housing, purchase community facilities such as charter schools and Head Start centers, and maintain operating lines of credit.

New Haven Names Engineering Dean

The University of New Haven (Conn.) named Dr. Zulma Toro-Ramos dean of the School of Engineering. Toro-Ramos, an industrial engineer and specialist in ergonomics, is former chancellor of the University of Puerto Rico-Mayaguez. She also headed the University of Puerto Rico School of Engineering.

Toro-Ramos is working as both a professor and administrator at New Haven. She is teaching in the Executive Master of Science in Engineering Management program, which has a unique curriculum shaped to the roles of those who seek, or have risen to, senior management positions in technology and engineering environments.

Toro-Ramos earned her doctorate from Georgia Institute of Technology.

MEChA Celebrates UTEP Takeover

Members and alumni of MEChA (el Movimiento Estudiantil de Chicanos de Aztlán) at the University of Texas-El Paso (UTEP) celebrated the 30th anniversary of the 1971 "Take Over" of the UTEP administration building with a dinner, art exhibit, and live entertainment.

MEChA members demanding a change in the academic system and a higher quality of education for Chicanos organized the 1971 protest. By taking over the building, linking themselves together, and not permitting entry or exit, MEChA members succeeded in making changes at UTEP. A Chicano studies program was launched soon after and the group was responsible for creating the UTEP Tutoring and Learning Center.

Columbia Launches Urban Educators Program

Teachers College and Columbia University (N.Y.) created a program that annually prepares 15-25 Columbia graduates to become New York public middle school teachers in Harlem and Washington Heights. The program, Columbia Urban Educators (CUE) at Teachers College, includes a tuition-free master's degree from Teachers College, funded by the NYC Board of Education, Teachers College, and AmeriCorps.

"The children of Harlem and Washington Heights both need and deserve the highest quality teachers our nation can provide," said Teachers College President Arthur Levine. "CUE at Teachers College will bring some of the University's most enthusiastic graduates into the classroom, where they will play an integral part in the enrichment of young minds."

CUE participants have the opportunity to become fully paid and certified New York City public middle school teachers. They receive a beginning teacher's salary and benefits and have mentors in their schools during the first year, after which they commit to two more years of teaching in Districts 5 and 6 of the New York City public schools.

North Florida Hosts Hispanic Symposium

The University of North Florida's (UNF) Hispanic Council hosted its first large event, the Hispanic Symposium, featuring Oscar Arias, Nobel laureate and former president of Costa Rica. The Hispanic Council was established at UNF to promote Hispanic culture within the University and to serve as mentors to Hispanic students. Dr. José Angeles (pictured), founder and president of the Hispanic Council, said that they were very pleased with the response the symposium received and that the Council intends to keep up the high level of activity.

The symposium featured roundtable discussions: "Old and New Forms of Colonialism," "The Future of Hispanic Communities in the U.S.; Health and Social Issues," and "The Representation of Hispanics in the Popular Media." Panelists came from both the campus and the greater Jacksonville community.

Texas Woman's Ranks High in Teacher's Education

Texas Woman's University (TWU) is the only public university in Texas ranked in the top 25 percent among teacher education programs in Texas, according to a report issued by U.S. Secretary of Education Rod Paige. Title II of the Higher Education Act requires that the Department of Education annually file three reports on the quality of teacher preparation. The Department derives the rankings from student performance on state-mandated tests.

San Antonio Alumnus Wins AACC Award

Internationally renowned artist Jesse Treviño will be awarded a 2002 Outstanding Alumni Award from the American Association of Community Colleges at its annual conference April 22 in Seattle. Treviño was nominated by San Antonio College (Texas) President Vern Loland.

An artist since age 6, Treviño lost his right hand in battle during the Vietnam War. He studied from 1969-71 at San Antonio College, where he relearned how to paint, continuing at Our Lady of the Lake University and the University of Texas-San Antonio. His painting "Mis Hermanos," a portrait of his brothers, hangs in the permanent collection of the Smithsonian National Museum of American Art in Washington, D.C., and his nine-story ceramic tile mural "Spirit of Healing" garnered him widespread fame. He has been working on another outdoor tile mural, "Our Lady of the Guadalupe Velador," for the Guadalupe Cultural Arts Center.

NJCU Receives HUD Revitalization Grant

New Jersey City University (NJCU) received a $386,624 grant from the U.S. Department of Housing and Urban Development's Community Outreach Partnership Centers Program (COPC) for a revitalization effort in the Lafayette/Morris Canal redevelopment district of Jersey City. The grant will enable NJCU to help the community with the COPC BUILDS Jersey City project, which addresses leadership, crime prevention, economic development, safety, and infrastructure improvement.

Through COPC BUILDS, NJCU has partnered with the Jersey City Police Department to identify strategies for improving police/community relations and building the research skills of residents. It has led to an NJCU partnership with the state of NJ and local businesses, from which arose NJCU's Small Business Development Center, which hosts business seminars and supports entrepreneurial endeavors.

Carnegie Foundation Award to Jacksonville Professor

In Florida, Dr. June Main of Jacksonville University (JU) was named 2001 Florida Professor of the Year by the Carnegie Foundation for the Advancement of Teaching. As founder of the University's master's program in integrated learning with educational technology, Main becomes the fourth JU faculty member to receive a major teaching honor from Carnegie in the past 12 years.

In her nearly 30-year career in education, Main has sought ways to improve teaching so students can learn with a depth of understanding of everyday life. She created a curriculum and designed a state-of-the-art educational technology lab, and obtained an Eisenhower grant to fund teacher scholarships and workshops and provide technology and software for Justina Elementary School, JU's professional development magnet school.

Main has written several books and articles and presents her findings at national and international teaching and technology workshops and conferences. She holds a bachelor's degree in elementary education, master's in elementary education and educational leadership, and a doctorate in curriculum and instruction.

Polytechnic Earns Educators of Distinction Award

Polytechnic University (N.Y.) won the 2001 Educators of Distinction Award from *Saludos Hispanos* -Saludos.com, a career and education magazine-Web site for bilingual Hispanics. The award is given to an institution that demonstrates a commitment to the success of Hispanics in higher education.

"We are proud to have received this award and the recognition that our university is committed to educational excellence on behalf of Hispanic students," said Polytechnic President Dr. David C. Chang.

Illinois Wesleyan and Drake Professors Write Book on Race in College Sports

Illinois Wesleyan University Assistant Professor of Anthropology Charles Fruehling Springwood (pictured) has co-authored the book *Beyond the Cheers: Race as Spectacle in College Sport* (SUNY Press) with C. Richard King, assistant professor of anthropology at Drake University (Iowa). The book offers a history, ethnography, and social critique of racial spectacles in intercollegiate athletics, including the controversy over mascots, and the half-time performances, commercialized stagings, media coverage, public panics, and political protests driven by a range of contradictory meanings and exploitative practices.

Springwood and King also co-edited *Team Spirits*, which examines the use and abuse of Native American mascots and the emotional debate surrounding the offensive images used by high schools, colleges, and professional sports teams.

Springwood, a Phi Beta Kappa graduate of Purdue University, has a master's degree and doctorate in anthropology from the University of Illinois, Urbana-Champaign. He is a member of the American Anthropological Association and the Society for Cultural Anthropology.

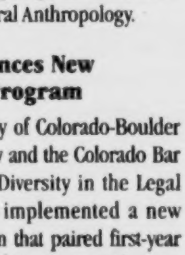
CU-Boulder Announces New Minority Mentor Program

The University of Colorado-Boulder School of Law and the Colorado Bar Association Diversity in the Legal Profession Committee implemented a new minority mentor program that paired first-year minority law students at the University with experienced attorneys. The program aims to give the students a professional introduction to the profession, promote the values of cultural diversity, assist with transition into practice, and provide networking opportunities in the legal profession.

Attorney mentors were trained at the Colorado Bar Association. A grant from Lawyers for One America provided funding to develop the program.

Briseño Joins Faculty at St. Mary's

Alex Briseño, former San Antonio city manager, became professor of public service in residence at St. Mary's University.



"My perspective as a practitioner can offer a practical dimension," said Briseño, who now teaches the graduate course "Urban Political Institutions and Processes" and mentors four graduate students in public administration. "It will be exciting to be a resource for students who pursue careers in public administration, by sharing applied skills and experiences from the trenches."

As the city's chief executive officer, Briseño managed the administration of a full-service municipal government as directed by City Council on a budget of $1.2 billion, with 12,000 city department employees in a community of more than 1.1 million people. Prior to that, he was a captain in the U.S. Army. He earned a four-year ROTC scholarship to Texas A&M University out of high school and transferred to Trinity University (Texas) to earn a bachelor's degree in economics as a distinguished military graduate, and a master's in urban studies.

News from Miami-Dade

- All three Miami-Dade Community College (M-DCC) student newspapers, *The Catalyst*, *The Metropolis*, and *The Falcon Times*, were recognized for excellence at a statewide competition during the 42nd annual conference of the Florida Community College Press Association. The M-DCC papers won 18 awards.
- The M-DCC women's volleyball team captured the 2001 national volleyball championship by defeating Lee College of Texas, the Lady Sharks' second national title in the last three years and their sixth altogether. They also have won 12 straight state titles. Luren Baylon was named tournament MVP; Sara Joya, Keylin Napky, and Baylon received all-tournament honors; and head coach Ilida Medero was named National Coach of the Year, for the fourth time.
- M-DCC's InterAmerican Campus (IAC) received a combined $20,000 from Eastern National Bank and the Miami-Dade Community College Foundation, Inc., to create a scholarship endowment for students in the campus' visual arts program. Eastern National Bank has been very committed to the visual arts program at IAC not only through its financial generosity but also through its hosting of art exhibitions by IAC students.

Cal State San Marcos Begins Two-Year Latino Study

The California State University-San Marcos National Latino Research Center (NLRC) began a two-year study of domestic violence among Latinas in North San Diego County. The Latina Vida project, a joint project between NLRC and the North County Health Services, is funded by the National Institute of Justice.

One project goal is to assess the differences between three groups: Latinas born outside the U.S. and not currently employed in the seasonal/temporal labor force, Latinas born inside the U.S. and not currently employed in the seasonal/temporal labor force, and Latinas born in or outside the U.S. and currently employed in the seasonal/temporal labor force. The study findings will be made available to health care organizations and agencies to better assist San Diego County's growing Latino population.

Fernando Soriano, associate professor of development at Cal State San Marcos, and Andrea Hazen, research scientist with the Child Development Center at the San Diego Children's Hospital, are the study's principal investigators.

Yakima Valley Provides Grants for Child and Family Outreach

Yakima Valley Community College (Wash.) received a two-year grant of $397,766 from the U.S Department of Housing and Urban Development to help Hispanic-serving colleges and universities expand their role and effectiveness in addressing local community development needs. With these funds, the College will create two family resource centers offering family, parenting, literacy, computing, and educational resources and training. Collaborating agencies will offer their services to the centers.

Yakima Valley also received a "Child Care Access Means Parents in School" grant from the U.S. Department of Education, enabling the College to support its low-income parent-students through the provision of campus-based child-care services.

CSUN Sends 46 to Study Abroad

Forty-six California State University-Northridge (CSUN) students were selected to study abroad this year through CSU's International Programs. The program helps CSU students develop their communication skills and international understanding by providing qualified students an affordable opportunity to continue their studies abroad for a full year while earning academic credit. The program is affiliated with more than 70 colleges and universities in 17 countries.

"The study-abroad experience really helps students mature, and it gives them independence," said Marta Rezvani-López, CSUN's student exchange and study abroad advisor. "Their participation sets them apart from the rest of the student population."

This year, more than 500 CSU students are participating in the program.

Rochester's NTID Continues to Improve Deaf Education

The National Technical Institute for the Deaf (NTID) at Rochester Institute of Technology (N.Y.) was awarded two grants through the National Science Foundation's Program for Persons with Disabilities to develop resources and educational strategies for deaf students in science, mathematics, engineering, and technology.

The first grant, $199,000, is for NTID's "Clearinghouse on Mathematics, Engineering, Technology, and Science (COMETS): A Comprehensive Resource in the Education of Deaf Students." COMETS aims to establish a network connecting deaf students, teachers, parents, and support providers through a centralized Web site so that participants can exchange information on educational methods.

The second grant, $430,000, helps the Classroom of the Sea project, focused on communication access. It identifies scientific terminology important to teaching marine science and then develops prototypes of technical signs in the context of American Sign Language.

Cal State San Bernardino Honors Professors Committed to Diversity

California State University-San Bernardino (CSUSB) honored four faculty members who have worked to make the campus one that accommodates and celebrates the "variety of the human experience," during the CSUSB Diversity Awards Reception.

Since its inception in 1995-96, the Diversity Awards have honored staff, administrators, students, departments, and community members for their contributions. The University strives to promote an atmosphere that includes knowledge and values from many cultures in the curriculum and extracurricular life of the campus community. Said Milton Clark, co-chairman of the University Diversity Committee, "We don't simply talk about diversity. We embody it in every way."

The 2000-2001 recipients are, pictured (l. to r.): Stuart Sumida, professor of biology; Leonie Sutherland, assistant professor of nursing; Anna Wilson, professor of nursing; and Elisa Valdez, professor of sociology; along with CSUSB President Albert Karnig, and Clark.

Texas A&M-Corpus Christi Receives "Star Award"

Texas A&M University-Corpus Christi was one of five Texas institutions honored at the first annual Texas Higher Education Star Awards from the Texas Higher Education Coordinating Board for its unique first-year learning communities program. Eighty-eight programs or activities by Texas higher education institutions, organizations, or groups submitted applications for the honor, recognizing institutions and programs making exemplary contributions to the state's "Closing the (Educational) Gaps" plan.

The Corpus Christi learning communities program enrolls first-year students into clusters of three-to-four courses. Each cluster includes two small classes in which the same group of students is enrolled: a first-year writing course and a first-year seminar course. It is designed to help students make successful transitions from the high school level to the university level. Reports have found that students in the program receive higher grades in those courses, have lower course withdrawal rates, and make significant improvements in the areas of critical thinking, note-taking, writing, and teamwork.

Incarnate Word Student Beats Odds for Degree in Journalism

Jason P. Olivarri's struggles began at 18 months, when his father left his mother to remarry, forcing her to raise two boys on her own. At age 3, he was diagnosed with attention deficit disorder and an anxiety disorder and was later told by a psychologist that his dream of becoming a journalist was unrealistic.

Olivarri, who never gave up on his dream, recently graduated from the University of the Incarnate Word (Texas) with a bachelor's degree in communication arts. Even more remarkable, he graduated with honors, having been on the dean's list for all but one semester, and was inducted into Alpha Lambda Delta and Alpha Chi honor societies.

He held positions as circulation manager and co-editor of the school newspaper, *LOGOS*, interned at a local television station, and has worked for San Antonio's only bilingual newspaper, *La Prensa*.

He is now working on his master's.

Mt. Hood Receives Student Aid Grants

The Mt. Hood Community College (Ore.) Foundation received more than $31,000 in recent gifts for student scholarships and programs.

The Oregon Community Foundation's Fleck Family Fund and the U.S. Bank awarded funding for Mt. Hood's Transitions program, which enables qualified single parents, homemakers, and low-wage earners, to make the transition to college as they acquire education to achieve new career goals. It provides career planning, college preparation, counseling, tutoring, academic scholarships and child care. The program now includes *Transiciones*, which provides transition classes in Spanish for Hispanic participants.

The Northwest Motorsports Association, the J. Frank Schmidt Family Charitable Foundation, and Howard and Colleen Moen made additional contributions.

Rutgers-Newark to Research E-Business Border Solutions

Rutgers University-Newark (N.J.) Professor of Political Science Rey Koslowski received a grant from SAP America, Inc., for research on "E-Business Solutions to Border Control Challenges." Koslowski is an expert on international immigration trends.

In the study, Koslowski examines the consequences of increased security procedures and analyzes e-business solutions to manage the constant flow of people and goods without choking off international trade and travel. His research focuses on interagency data cross-checking, data mining for historical comparison and for detecting anomalies, and possible resource planning and e-business solutions.

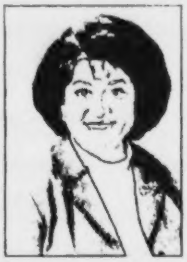
Koslowski is the author of *Migrants and Citizens: Demographic Change in the European State System* (Cornell University Press, 2000), which looks at the historic trends of European migration and the recent impact of globalization on these trends.

Grand Valley's Remarkable Football Season Has Bittersweet Ending

The Grand Valley State University (Mich.) football team celebrated its best season in school history, despite a 17-14 loss to the University of North Dakota in the NCAA Division II championship game.

Grand Valley entered the final game of the season with a 13-0 record, the best of any school in the nation, but time ran out on the Lakers when North Dakota scored the winning touchdown with 29 seconds remaining. It was GVSU's first trip to a national championship game.

Pasadena City Elects Trustees



In California, the Pasadena City College board of trustees elected two new members to the board, Consuelo Rey Castro and Geoffrey L. Baum.

Castro (pictured) is an assistant professor of political science at East Los Angeles College and chair of the College's social science department. She has an associate's degree from Santa Barbara City College, and a bachelor's in political science and master's in public administration from Loyola Marymount University. She has been on the board of the San Gabriel Valley chapter of the Labor Council for Latin American Advancement. She is president of the Faculty Guild and a member of the Academic Senate of East L.A. College. She was chief negotiator in developing a contract for teachers within the nine-campus Los Angeles Community College District.

Baum is the director of public affairs at the Annenberg School of Communication at the University of Southern California (USC). He has a bachelor's in economics and literature from Claremont McKenna College and a master's in journalism from USC.

Maricopa Latinos Raise Funds for Scholarships

Members of the Maricopa Chapter of the Arizona Association of Chicanos in Higher Education (AACHE) announced that the Association has raised more than $100,000 in contributions for Chicano, Hispanic, and Latino student scholarships, and leaders say that's just the beginning.

To understand that success, say AACHE leaders, one needs to understand Chicano, Hispanic, and Latino cultures. "We are committed to doing whatever we can to help our students succeed," says AACHE member Adolfo Gamez of Estrella Mountain Community College.

While AACHE's primary mission is to provide educational support, the group also has vested philanthropic interests. The success of past fund-raising events combined with its strong volunteer base, enthusiasm, and commitment make it very likely that AACHE will continue its successful fund raising.

Latina Helps City Tech Win Design Award

Priska Díaz was part of a New York City Technical College design team that recently won four gold and two bronze medals for excellence in graphic design and outstanding achievement in communications in the 2001 Medallion Awards regional competition, sponsored by the National Council for Marketing & Public Relations. City Tech competed against 11 institutions, winning gold medals for the College's 2001 Viewbook, a poster series promoting an on-campus blood drive, a print ad appearing in the Brooklyn Cyclones Yearbook, and a multifaceted package of materials and a colorful screen saver that were part of a marketing campaign used for student recruitment and other purposes. The bronze medals were for illustrated posters and other designs using computer-generated photography.

Díaz, an illustrator, graphic designer, and graduate of the communications design program at City Tech, also helped the College win awards from the Art Directors Club. A native of Peru, she teamed up with Dominick Sarica, executive director of image and visual communication, and graphic designer Alberto Vargas to win the awards.

Pictured (l. to r.): Díaz; Richard J. Pokrass, NCMPR District I director; and Sarica.

Augsburg Sponsors Seminar in Mexico

The Augsburg College (Minn.) Center for Global Education is sponsoring an eight-day professional development seminar in Mexico designed to help educators from a variety of disciplines explore the relationship of education to responsible global citizenship. The travel seminar will have participants make numerous field trips and interact with a diverse cross-section of the society in and around Cuernavaca, Mexico, with focus on the poor, the indigenous, and women. Direct encounters and dialogue with local people will be complemented by social analysis and group reflection that may be helpful in transforming traditional classrooms into active learning communities.

Dr. Orval Gingerich, associate dean of international programs at Augsburg, in coordination with the Mexico faculty and staff of the Center for Global Education, is facilitating the program, scheduled to take place in June. For more information, call the Center for Global Education at 1-800-299-8889.

AAHE Hosts Anniversary Conference

The American Association for Higher Education hosted its 10th Anniversary Conference on Faculty Roles and Rewards, "Knowledge for What?: The Engaged Scholar." Dr. Cornel West, professor of Afro-American studies and philosophy of religion at Harvard University, provided the keynote address, "The Public Intellectual, Social Crises, and the Changing Role of Faculty."

Over the past decade, the Forum has created an enduring role as a leader in the exploration of issues surrounding the many facets of scholarly excellence, the changing role of faculty, and the faculty/campus relationship. More than 1,300 administrators, faculty, and staff from colleges and universities from across the U.S. attended the event, which included more than 100 sessions coordinated into seven tracks including: The Scholarship of Engagement, The Faculty Role in Community Partnerships, and Laying the Foundation for a Democratic Society.

PUBLICATIONS

Succeeding in America: Lessons from Immigrants Who Achieved the American Dream

By Leticia Gallares-Japzon

Succeeding in
AMERICA
Lessons from Immigrants Who Achieved the American Dream

Based on interviews with dozens of successful immigrants, *Succeeding in America* explores the principles and techniques used by immigrants to overcome all manner of obstacles and become highly successful citizens of the United States.

2001. 220 pgs. ISBN 1-928791-20-4. $16.95 paper. TeamCom. (800) 243-0138.

Student Movements for Multiculturalism: Changing the Curricular Color Line in Higher Education

By David Yamane

David Yamane explores efforts by students and others to address racism and racial inequality in higher education. He shows that the progress of multicultural curricula in higher education, like progress toward racial justice in American life, has not come without struggle.

2001. 193 pgs. ISBN 0-8010-6588-3. $36.95 cloth. Johns Hopkins University Press. (800) 537-5467.

The Experimental College

By Alexander Meiklejohn

The Experimental College

First published in 1932, *The Experimental College* is the record of a radical experiment in university education established at the University of Wisconsin-Madison in 1927 by educational theorist Alexander Meiklejohn. The "Experimental College" itself was to be a small, intensive, residence-based program within the larger university that provided a core curriculum of liberal education for the first two years of college.

2001. 421 pgs. ISBN 0-299-17244-9. $24.95 paper. University of Wisconsin Press. (800) 621-2736.

We Are All Equal: Student Culture and Identity at a Mexican Secondary School, 1988-1998

By Bradley A. U. Levinson

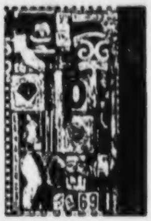
WE ARE ALL EQUAL

In this, the first full-length ethnography of a Mexican secondary school available in English, Bradley Levinson observes student life at a provincial Mexican junior high school. The book draws on poignant and illuminating interviews.

2001. 433 pgs. ISBN 0-8223-2699-X. $23.95 paper. Duke University Press. (888) 651-0122.

The Wounded Heart: Writing on Cherríe Moraga

By Yvonne Yarbro-Bejarano



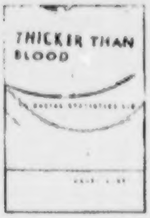
In her work as poet, essayist, editor, dramatist, and public intellectual, Chicana lesbian writer Cherríe Moraga has been extremely influential in current debates on culture and identity as an ongoing, open-ended process. This first study of Moraga's works focuses on her writing of the body and related practices of sex, desire, and pleasure.

2001. 232 pgs. ISBN 0-292-79608-0. $19.95 paper. University of Texas Press. (800) 252-3206.

Thicker than Blood: How Racial Statistics Lie

By Tukufu Zuberi

In our complex and multicultural society, racial identity is often as much a matter of family background, economic opportunity, and geographic location as it is determined by skin color or hair texture. In this timely, hard-hitting volume, Tukufu Zuberi offers a concise account of the development of the idea of race and the birth of social statistics.



2001. 232 pgs. ISBN 0-8166-3908-6. $24.95 cloth. University of Minnesota Press. (800) 621-2736.

Kathy Vargas: Photographs, 1971-2000

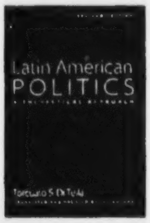
Essay by Lucy Lippard

This full-color volume catalogs nationally and internationally recognized artist Kathy Vargas' first major retrospective, which opened at the Marion Koogler McNay Art Museum in San Antonio, Texas. Introduction by MaLin Wilson-Powell. Foreword by William J. Chiego.

2001. 112 pgs. ISBN 0-91667-45-1. $29.95 paper. University of Texas Press. (800) 252-3206.

Latin American Politics: A Theoretical Approach

By Torcuato S. Di Tella



Focused on the prerequisites for democracy in society and the role of the popular classes in social change, this updated translation of Torcuato Di Tella's 1990 *Latin American Politics: A Theoretical Framework* formulates theories based on the writings of Montesquieu, Burke, de Tocqueville, Marx, Weber, and Durkheim and tests them against crucial events in Latin American history.

2001. 301 pgs. ISBN 0-292-71613-3. $19.95 paper. University of Texas Press. (800) 252-3206.

Chicano Folklore: A Guide to the Folktales, Traditions, Rituals and Religious Practices of Mexicán-Americans

By Rafaela G. Castro

The first reference book to focus wholly on the subject of understanding Chicano folklore (the customs, rituals, and traditional cultural forms that Mexican-Americans share), replete with interesting facts about Mexican-American culture.

CHICANO
FOLKLORE
MEXICAN-AMERICANS

2001. 308 pgs. ISBN 0-19-514639-5. $17.95 paper. Oxford University Press. (800) 451-7556.

The Selected Poems of Miguel Hernández

Ted Genoways, ed.

In the Spanish-speaking world, Miguel Hernández is regarded as one of the most important poets of the 20th century. Sentenced to death by Francisco Franco's totalitarian regime, complete and accurate versions of his work were difficult to obtain for nearly 50 years. Now, Ted Genoway makes Hernández's extraordinary *oeuvre* available in an authoritative bilingual edition. Foreword by Robert Bly.

2001. 416 pgs. ISBN 0-226-32773-6. $25.00 cloth. University of Chicago Press. (800) 621-2736.

Painting on the Page: Interartistic Approaches to Modern Hispanic Texts

By Rosemary Geisdorfer Feal and Carlos Feal

Painting on the Page devises strategies that combine psychoanalysis, feminism, semiotics, and philosophy to examine late 19th- and 20th-century Spanish and Spanish-American literature in relation to painting and to larger questions of art and literary history.

2001. 341 pgs. ISBN 0-7914-2604-1. $19.95 paper. SUNY Press. (800) 666-2211.

Mexican Americans and Health: ¡Sana! ¡Sana!

By Adela de la Torre and Antonio Estrada

Mexican Americans and Health
¡Sana! ¡Sana!

Two Mexican studies professors discuss the health status of Mexican-Americans relative to the rest of the U.S. population, interweaving current statistics, accessible interpretation, and the voices of everyday people to provide a comprehensive introduction useful to anyone interested in health care.

2001. 157 pgs. ISBN 0-8165-1976-5. $14.95 paper. University of Arizona Press. (800) 426-3797.

Open Gate: An Anthology of Haitian Creole Poetry

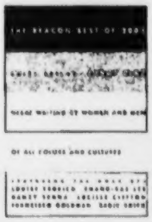
Paul Laraque and Jack Hirschman, eds.

Open Gate is the first bilingual collection of modern Haitian Creole poetry available to English readers. It provides a stunning look into Haitian culture, addressing a wide range of subjects–love, hardship, nature, vitality, and the political repression endemic in Haiti.

2001. 240 pgs. ISBN 1-880684-75-6. $15.95 paper. Curbstone Press. (860) 423-5110.

The Beacon Best of 2001: Great Writing by Women and Men of All Colors and Cultures

Junot Díaz, ed.



The Beacon Best of 2001 continues its tradition of offering the most stimulating and eclectic collection of short fiction, creative nonfiction, and poetry. It boasts deeply compassionate stories that explore the widening gap between our day-to-day experiences and what we too often read or see elsewhere.

2001. 188 pgs. ISBN 0-8070-6240-5. $28.50 cloth. Beacon Press. (800) 225-3362.

The Results Fieldbook: Practical Strategies from Dramatically Improved Schools

By Mike Schmoker

THE RESULTS FIELDBOOK

The Results Fieldbook describes in abundant detail how five school systems overcame obstacles and achieved exceptional results for all their students.

2001. 150 pgs. ISBN 0-87120-521-1. $24.95 paper. ASCD. (800) 933-ASCD.

CONFERENCES

National Conference on Diversity in Teaching and Learning in American Higher Education

April 3-6

The Center for the Study of Diversity in Teaching and Learning in Higher Education presents its 2002 conference, with the theme "Undergraduate Education: The Real Deal." Dr. Carlos E. Cortés, professor emeritus of history at the University of California-Riverside, will be the keynote speaker. At the Claremont Hotel, Berkeley, Calif.

Contact: (408) 864-8309/8993; fax, (408) 864-5412; Web site, www.TeachLearn.fhda.edu

National Resource Center "First Year of College" Conference

April 4

"The First Year of College: Assessing What We Value" is presented by the National Resource Center for The First-Year Experience & Students in Transition, in cooperation with the University of South Carolina, Distance Education and Instructional Support. Panelists will advise on assessment strategies and tools that include what to do with assessment information once it's available. A teleconference, live and interactive via satellite.

Contact: (803) 777-6029; fax, (803) 777-4699; e-mail, fyeconf@gwm.sc.edu; Web site, www.sc.edu/fye

13th International Conference on College Teaching and Learning

April 9-13

Presented by Florida Community College-Jacksonville and The Center for the Advancement of Teaching and Learning, this event will emphasize research and practice in teaching and learning–with focus on uses of innovative learning strategies and advanced technologies in online learning and the face-to-face classroom. At the Adam's Mark Hotel, Jacksonville, Fla.

Contact: Jack Chambers, (904) 632-3231, or Jeana Davis, (904) 632-3088; fax, (904) 632-3289; e-mail, jchamber@fccj.org or jmdavis@fccj.org; Web site, www.teachlearn.org

AACRAO 88th Annual Meeting

April 14-17

The American Association of Collegiate Registrars and Admissions Officers' goal is to foster professional development by providing guidelines and voluntary standards for best practices in records management, admissions, enrollment management, administrative information technology, and student services. At the Minneapolis Convention Center, Minneapolis, Minn.

Contact: Christine Garner, (425) 636-1640; e-mail, cgarner@mra-services.com; Web site, www.aacrao.org

NACADA Northwest Regional Conference

April 17-19

The National Academic Advising Association (NACADA), with the theme "Creating Harmony Through Diversity and Communication," will emphasize exemplary ways in which academic advisement addresses the issues of communication and diversity at higher education institutions. At Westin Salishan Lodge and Golf Resort, Gleneden Beach, Ore.

Contact: NACADA, (785) 532-5717; e-mail, nacada@ksu.edu; Web site, www.nacada.ksu.edu

NCTM 80th Annual Meeting

April 21-24

The 2002 meeting of the National Council of Teachers of Mathematics, with the theme "Realizing the Vision of School Mathematics," will offer many discussions and publications focusing on professional development, promote the teaching and learning of mathematics, and provide an opportunity to network with more than 18,000 math educators. In Las Vegas, Nev.

Contact: (703) 620-9840; fax, (703) 476-2970; e-mail, annlmtg@nctm.org; Web site, www.nctm.org

NACADA Mid-Atlantic Regional Conference

April 24-26

Advisors help students reach their destinations more efficiently, safely, and comfortably. The destinations are more conceptual than geographical–meeting departmental requirements, obtaining internships, registering for courses, graduating, etc. "Reach the Beach: Advising the Journey" is the theme of this conference of the National Academic Advising Association (NACADA). At the Clarion Resort Fountainbleau Hotel, Ocean City, Md.

Contact: NACADA, (785) 532-5717; e-mail, nacada@ksu.edu; Web site, www.nacada.ksu.edu

National Resource Center "Changing Mosaic" Conference

April 25

"The Changing Mosaic: Designing Successful Experiences for the New American College Student" is presented by the National Resource Center for The First-Year Experience & Students in Transition in cooperation with the University of South Carolina, Distance Education and Instructional Support. With the 2000 Census as a backdrop, four respected scholars will lead a timely discussion on the changing face, and attitude, of America's new college student. A teleconference, live and interactive via satellite.

Contact: (803) 777-6029; fax, (803) 777-4699; e-mail, fyeconf@gwm.sc.edu; Web site, www.sc.edu/fye

NACADA Great Lakes Regional Conference

April 25-27

The theme of this conference of the National Academic Advising Association (NACADA) is "Race for Excellence," which reflects a holistic approach to the work of academic advising for students and advisors. Program sessions will focus on both the personal and professional development of advisors. At Indiana University-Purdue University Indianapolis, Ind.

Contact: NACADA, (785) 532-5717; e-mail, nacada@ksu.edu; Web site, www.nacada.ksu.edu

ACUTA Spring Seminars

April 28-May 1

ACUTA, the Association for Telecommunications Professionals in Higher Education, is hosting its spring seminars. The two main topics to be discussed are Managing Campus Infrastructures and Telemanagement Trends. Representatives from 150 college campuses are expected to attend. In Philadelphia, Pa.

Contact: Pat Scott, (859) 278-3338 ext. 21, or Kellie Bowman, (859) 278-3338 ext. 22; e-mail, pscott@acuta.org or kbowman@acuta.org; Web site, www.acuta.org

Cuban American National Council Conference

May 1-3

The Cuban American National Council, Inc., is holding its 11th biennial national conference, with the theme "Hispanics and Information Technology." At Disney's Contemporary Resort, Orlando, Fla.

Contact: (305) 642-3484, ext. 104; fax, (305) 642-9122; e-mail, info@cnc.org; Web site, www.cnc.org

NACADA North Central Regional Conference

May 2-3

This National Academic Advising Association (NACADA) conference, with the theme "Voices of our Communities," will be hosted by White Earth Tribal and Community College, Leech Lake Tribal College, Fond duLac Tribal and Community College, Sinte Gleska University, Minnesota State University-Moorhead, and the University of Minnesota. At the Shooting Star Casino and Event Center, Manohmen, Minn.

Contact: NACADA, (785) 532-5717; e-mail, nacada@ksu.edu; Web site, www.nacada.ksu.edu

ASPIRA's Fourth Annual Latino Education Conference

May 5-7

Dr. Robert Gabrys, chief of education for the National Aeronautics and Space Administration (NASA), will be the keynote speaker at the Fourth Annual Latino Education Conference, cosponsored by the ASPIRA National Association, the National Education Association (NEA), and the New Jersey Education Association. The theme of the conference will be "Dialog on Technology: Digital Tools for the Latino Student." At Bally's Park Place Hotel, Atlantic City, N.J.

Web site: www.aspira.org

24th Annual NISOD International Conference on Teaching & Leadership Excellence

May 26-29

Sponsored by the National Institute for Staff & Organizational Development, University of Texas at Austin, this event features exemplary practices and programs in almost 300 workshops, seminars, and roundtable sessions; offers in-depth descriptions and demonstrations of successful initiatives; and provides an opportunity to experience the latest and best instructional and organizational tools. At the Austin Convention Center, Austin, Texas.

Contact: (512) 471-7545; fax, (512) 471-9426; e-mail, info@nisod.org; Web site, www.NISOD.org

NAHJ 20th Annual Convention

June 12-15

This year's convention of the National Association of Hispanic Journalists (NAHJ), with the theme "Strength in Numbers: *20 años en la lucha*," will feature more than 1,500 media professionals and journalism students. The future of media in the new media lab; computer-assisted reporting; skills building workshops and forums; constructive one-on-one critiques; and advanced techniques in videography, photojournalism, and graphics design are just some of the offerings. In San Diego, Calif.

Contact: (888) 346-NAHJ; Web site, www.nahj.org

CHANCELLOR

West Valley-Mission Community College District

Responsibilities: CEO of multi-campus district; Reports to a locally elected Board of Trustees; Plans, organizes & evaluates district resources, programs & services; Assess potential enrollment growth & service area development based on community needs. Qualifications: MS degree from an accredited institution required, doctorate preferred; Successful administrative experience at senior level; An innovator with a global view of education; Effective communicator, skillful manager & builder of positive relationships between the colleges and the community.

For application materials, contact: Francine Carcciolo, Human Resources.
West Valley-Mission CCD, 14000 Fruitvale Ave., Saratoga, CA
95070-5698, (408) 741-2131. FAX (408) 867-9059.

Email: francine_caracciolo@wvmccd.cc.ca.us.

Website: www.wvmccd.cc.ca.us/wvmccd/hr

Completed applications must received by April 19, 2002. EOE

MISSION COLLEGE

USF
UNIVERSITY of SAN FRANCISCO

Vice-President for University Life

Chief Student Affairs Officer

The University of San Francisco is looking for a leader of imagination, energy and vision to spearhead the redesign and implementation of mission-driven student development and services. The Vice President for University Life (Chief Student Affairs Officer) at the University of San Francisco (USF) should have an understanding of and commitment to Jesuit, Catholic education. Applicants should have the academic credentials that are appropriate for a faculty appointment in one of the schools or colleges of the university and leadership experience in student affairs. The VPUL will be a member of the President's cabinet, University Leadership team and Provost's council and report to either the Provost or the President.

The University is currently reviewing its organizational structures in order to offer students more of a seamless learning experience that better integrates curricular and co-curricular learning. The University is completing a twelve-month planning process that will result in a report for the closer integration of academics and student affairs. The VPUL will be responsible for refining and implementing that report in collaboration with faculty, students and staff. The VPUL will be expected to work together with the President, Provost, Vice Presidents, Deans and Directors to create a campus culture that actively supports and advances USF's mission of educating "leaders who will fashion a more humane and just world."

General Scope of Position:
The Vice-President serves as the Senior Student Affairs Officer for the University. The Vice-President will coordinate the efforts of University Ministry, Multicultural and International Student Services, Learning Communities, Career Services, Residential Life and Housing, Judicial Affairs, University Center, Recreation Sports, Health Education, off-campus student Health Clinic, Counseling Center, Student Activities, and ASUSF (undergraduate student government).

Review of applications will begin March 30 and continue until the position is filled.

Application Procedures:
For a complete job description and requirement, please visit our web page @ **www.usfca.edu/hr.** Applicants should send a current c.v., a cover letter addressing their qualifications and their vision of an integrated student experience in higher education, as well as the names and addresses of three references. Send these materials to **Gary Kaplan and Associates, Executive Search Consultants, 201 S. Lake Avenue, Ste. 600, Pasadena, CA 91101, Attention: Stacey Meyer,** or email: smeyer@gkasearch.com, **phone: (909) 585-8979.**

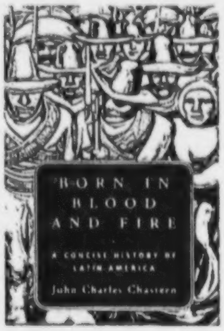
AA/EEO/ADA

Book Review

By Lee M. Penyak

***Born in Blood and Fire: A Concise History of Latin America*, by John Charles Chasteen.** 352 pages. New York & London: W.W. Norton & Company (1-800-458-6515), 2001. ISBN 0-393-05048-3. $26.95 cloth.

University students usually find Latin American textbooks daunting and dull, perhaps because of the one-damn-thing-after-another format typically applied to its political history. I was anxious to read John Charles Chasteen's new and concise history from conquest to the present, especially given the deserved success of his anthology (with Joseph S. Tulchin, 1994) on modern Latin America. I also hoped to find a new text for my own classes that was well written and conceived, and appropriate for college-level instruction. Unfortunately, *Born in Blood and Fire* misses the mark.



Chapter one ("First Stop, the Present") is especially disappointing. The author's intention to be informal is undermined in this contradictory, repetitive, and simplistic introduction. We are told, for example, "Today many Latin Americans live and work in circumstances not so different from those of middle-class people in the United States." Later in that same paragraph, however, we are informed that "the vast majority of Latin Americans" cannot afford typical middle-class gadgets. After mentioning that "African, European, and indigenous American people did not come together on neutral terms, like various pedestrians arriving simultaneously at a bus stop," Chasteen tips off the reader to "Get ready for the blood and fire." Other chapters contain poorly written phrases and bizarre commentary. One sentence reads: "So the Brazilian economy remained in all ways less: poorer, smaller…and more loosely governed." A fragment notes: "Cuzco, the Inca capital was called, meaning 'the navel of the universe.'" Silly sentences abound, such as "Parts of [Iberia] are as green as Ireland (very green, indeed)" and "a newer plantation crop, coffee (an excellent accompaniment to dessert!), now competed with sugar."

Writing a text is a courageous enterprise, and any sweeping treatment of history is likely to generate differences of opinion. Some of mine follow Chasteen's direct quotes:

(p. 37) "Isabel was above all a Catholic monarch." (Historians frequently grapple with the three G's of conquest: God, gold, and glory. But it is hard to believe that Isabella or Ferdinand put more emphasis on the first, despite their recognition as the "Catholic Kings.")

(p. 53) "Calamitous, repeated epidemics during the 1500s, comparable in severity to the Black Death of medieval Europe…." (Densely populated parts of Europe, such as Florence, might have lost one-half to one-third of their inhabitants, but even these areas cannot begin to compare with the loss of 90 percent of the entire indigenous population of the New World.)

(p. 56) "The people of Tenochtitlan cannot have been surprised to see Spanish conquerors level the Aztec Great Pyramid and construct their cathedral on practically the same spot." (They were shocked. Mesoamerican peoples shared a basic understanding of the cosmos and a respect for the pantheon of gods. Inca leaders subjugated conquered peoples, but also incorporated their gods. It is one thing to build a pyramid on top of another culture's temple, and quite another to smash to smithereens every symbol and remembrance of a religious tradition.)

(p. 86) "The dozen or so new caste names never really gained everyday currency." (Scribes carefully noted caste distinctions in the 18th century, and people used these terms to describe themselves and their neighbors.)

(pp. 100, 102) "In truth, Hidalgo had more in common with most Peninsulars, his social peers, than with his indigenous parishioners." [Morelos fares better in part because] "his main goals were clear: an end to slavery, to the caste system, and to the tribute paid by indigenous people." (While Morelos was a superior military strategist, there is no reason to suspect that Hidalgo did not identify with his non-social, indigenous peers. Hidalgo abolished slavery and tribute payments in his 1810 revolutionary government in Guadalajara.)

(p. 147) "The Mexican government had made a major mistake when, soon after independence, it allowed slave-holding U.S. southerners to settle in Texas." (The Mexican government allowed Austin to settle Texas with Catholic families that promised to uphold Mexican law; instead, he arrived with mostly Protestant families that continuously manipulated Mexican law concerning slavery.)

The last third of the book, on the 20th century, reads well and lives up to the author's goal to present complex themes in a concise manner. Chasteen presents convincing analyses of positivism, import-substitution industrialization, populism, nationalism, militarism, and dictatorship. Of particular merit are his sections on U.S. intervention in Central America, the Cuban Revolution, the Cold War, and neo-liberalism. Perhaps this book could be used in courses that require a general overview of Latin American history before delving into more specific topics. Texts by Keen/Haynes (2000), Burkholder/Johnson (1998), Clayton/Conniff (1999), and Skidmore/Smith (2000) still remain better options for comprehensive classes in Latin American history at the university level.

Dr. Penyak is an assistant professor of Latin American history at the University of Scranton.

If interested in submitting a book review, please e-mail us at outlook@aol.com for Book Reviewers' Guidelines.

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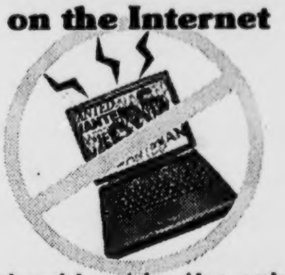

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The University of Minnesota is an equal opportunity educator and employer.

USF University of South Florida

Founded in 1956, the University of South Florida is a public research university of growing national distinction, serving 36, 000 students in ten colleges on campuses in Tampa, Lakeland, St. Petersburg, and Sarasota/Manatee. It has been classified "Doctoral/Research University-Extensive" by the Carnegie Foundation for the Advancement of Teaching. Reflecting its breadth of graduate and research programs, *USF* is one of three public universities in Florida classified as a Research I institution. With more than 2,000 faculty, *USF* offers baccalaureate degrees in 79 fields, 89 master's and specialist programs, 25 doctoral programs, and the doctor of medicine degree.

The university is currently recruiting for the following faculty positions:

Position Title	*Discipline*	*Deadline:*
Assistant/Associate Professor *(2 positions)*-	Deans Office-Nursing-	OPEN
Assistant Professor *(IT Department Chair)*-	Engineering-	OPEN
Assistant Professor *(2 positions)*-	Engineering/Lakeland Campus-	OPEN
Assistant Professor-	Psychology-	OPEN
Instructional Specialist-	Mental Health Law & Policy-	OPEN
Associate Professor *(Assoc Director)*-	Comparative Medicine-	OPEN
Assistant Professor-	Comparative Medicine-	OPEN
Assistant/Associate Professor-	Otolaryngology-	OPEN
Professor *(Dean)*-	Public Health-	OPEN
Instructor *(Nurse Midwifery)*-	Nursing-	OPEN
Director, Academic Support Services-	Budgets/HR/IT-	OPEN
Assistant/Associate Professor-	Neurology-	OPEN
Assistant/Associate Professor-	Pharmacology -	OPEN
Assistant/Associate Professor-	Anesthesiology -	OPEN
Assistant/Associate/Professor-	Radiology -	OPEN
Associate/Assistant In Research *(3 positions)*-	Physical Therapy-	OPEN
Associate Professor/Professor *(2 positions)*-	Computer Sci & Engineering-	OPEN
Professor *(Chair/Assoc VP/Assoc Ctr Dir)*-	Interdisciplinary Oncology Prg-	OPEN
Visiting Associate/Assistant Professor-	Engineering Info Systems-	OPEN
Visiting Instructor-	Physical Ed, Wellness & Sports-	03/29/02
Assistant In Education-	Leadership Development-	03/29/02
Instructor-	Secondary Education-	03/29/02
Visiting Assistant Professor-	Psychological & Social Foundations	03/29-02
Instructor-	Social Work-St. Petersburg Campus-	03/31/02
Full Professor/Director-	Social Work-	03/31/02
Assistant/Associate Professor-	Pediatrics -	04/05/02
Assistant/Associate Professor-	Leadership Dev/St Petersburg -	04/05/02
Assistant Librarian-	Library/Sarasota Campus-	04/15/02
Associate Librarian-	Library/Sarasota Campus-	04/15/02
Assistant In Education-	Secondary Education-	04/24/02
Assistant/Associate/Professor-	Dermatology & Cutaneous Surgery-	04/30/02
Assistant Professor *(3 positions)*-	Dermatology & Cutaneous Surgery-	04/30/02
Associate Professor/Professor-	Dermatology & Cutaneous Surgery-	04/30/02

For a description on the above listed positions and additional vacant positions: (1) visit our Employment Services Web site at **http://usfweb.usf.edu/usfpers/vacancy.html.** or (2) contact Equal Opportunity Affairs, **Ferrell@admin.usf.edu.** for faculty positions; or (3) call *USF* job line at **813.974.2879** for staff positions.

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WESTERN OREGON UNIVERSITY

The Oregon State Board of Higher Education invites nominations and applications for the position of President of Western Oregon University. The President, the chief executive officer of the University, serves under the general direction of the Chancellor according to policy set by the Board. The appointment will be effective Summer 2002.

Western Oregon University is committed to educating the whole person, and seeks a visionary leader to maintain and enhance the traditions of this institution.

QUALIFICATIONS

- An earned doctorate or other comparable terminal degree; record of scholarly research, creative work, or professional distinction; and faculty experience.
- A strong belief in the importance of a liberal education and a commitment to education programs at all levels.
- A record of progressively responsible and effective leadership in senior-level management.
- The necessary vision and presence to advance the University's pursuit of excellence and innovation.
- Demonstrated record of leadership and community building.
- Ability to maintain positive relationships for the University and to pomote the institution by effectively interacting with students, faculty, staff, alumni, business leaders, legislators, the media and the broader community.
- A demonstrated commitment to and experience in shared governance.
- The ability to lead and manage active partnerships with state and local government.
- Ability to promote excellence in teaching, learning, service and scholarly/creative endeavors.
- Demonstrated ability and experience in attracting external funding.
- Demonstrated commitment to multiculturalism and diversity in the curriculum and all aspects relevant to the University teaching, administration, and culture, as well as achievement in affirmative action and equal educational and employment opportunities.
- Experience forming collaborative relationships with community colleges and independent universities, with school districts, and other educational institutions.
- Experience with the role of technology in higher education.

APPLICATIONS

To assure full consideration, nominations and applications should be received by April 10, 2002. All material should be addressed to:

Roger Bassett, Chair
Presidential Search Committee
Western Oregon University
345 N. Monmouth Avenue
Monmouth, OR 97361
Phone: 503-838-8216
Fax: 503-838-8600
For more information, visit www.wou.edu

The Oregon University System is an Equal Opportunity and Affirmative Action employer. Women, minorities, and members of underrepresented groups are encouraged to apply.

ACT 101
Academic Advisor/Instructor

Slippery Rock University is seeking applicants for a tenure-track position in the Department of Academic Services at the Instructor rank beginning August 2002.

With the state-funded ACT 101 Program providing access and opportunity to a diverse population of university students meeting grant guidelines, duties for this position include: providing structured academic advisement and advocacy of ACT 101 Program students; coordinating ACT 101 Peer Helping Program; assisting in the administration of ACT 101 programming (PDE standards, student recruitment, recognition, retention); teaching first-year studies seminar; and other faculty responsibilities as assigned.

Requirements Include: Master's degree in student personnel, counseling, or a related field; two years of higher education academic advising; experience facilitating academic support programs; demonstrated ability to apply assessment strategies to programming efforts; perceived ability to work productively with students and colleagues; demonstrated organizational, verbal and written communication skills; successful performance in an on-campus interview. Higher education teaching experience, computer literacy, and experience in coordination of peer helping services preferred.

Send letter of interest, resume, graduate and undergraduate transcripts (official transcripts will be needed before hiring) and the names, addresses, and phone numbers of three current references to:

SlipperyRock University of Pennsylvania

Ms. Deb Mariacher, Search Chairperson
Department of Academic Services, ACT 101 Program
106 Bailey Library
Slippery Rock University
Slippery Rock, PA 16057
FAX: 724/738-4497
E-mail: deborah.mariacher@sru.edu

Review of applications will begin **April 26, 2002** and continue until position is filled.

AA/EOE

SCHOOL OF MEDICINE UC DAVIS

University of California Davis School of Medicine
Opportunities in Pharmacology and Genomics

The UC Davis School of Medicine, Department of Medical Pharmacology and Toxicology invites applications for three (3) tenure-track faculty positions. The positions will build on ongoing recruitments in the new UC Davis School of Medicine Membrane Biology Program, UC Davis Genome Center, and UC Davis Center for Neuroscience. We seek individuals who use molecular genetic, genomic or proteomic approaches to answer fundamental questions about membrane proteins, including but not limited to ion channels, transporters and receptors, as a basis for identifying new drug targets. Successful candidates will participate in developing an internationally recognized research program bridging pharmacology, genomics, and membrane biology. Faculty members will have access to state-of-the-art core genomics research facilities and small-animal imaging capabilities in the Genome Center.

Priority will be given to candidates at the Assistant or Associate level whose record of innovative research and commitment to teaching demonstrate their potential as leaders in their fields.

The positions require an M.D., Ph.D., or equivalent. They will be open until filled, but for full consideration applications should be complete by January 31, 2003. Applicants should send a curriculum vitae, up to three representative reprints, a synopsis of research interests and plans, a summary of teaching experience/philosophy and should arrange for three to five letters of reference to be sent to: **Dr. Ann C. Bonham, Chair, c/o Office of Research, School of Medicine, University of California, Davis East Health Sciences Drive, Davis, CA 95616-8536.**

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DEAN, MARY BLACK SCHOOL OF NURSING

The University of South Carolina Spartanburg is seeking a dynamic health-care professional to lead its nursing school into an exciting new period of its rich history. That leader will oversee the planned launch of a BSN program at an additional site at the innovative University Center, Greenville; direct the projected relocation of the School, at mid-decade, to the Health Education Center, a showpiece facility on a beautifully-landscaped campus, and forge and maintain productive relationships with area health-care institutions and leaders.

The Mary Black School of Nursing, around which USCS was built, is accredited by the National League for Nursing Accrediting Commission and currently has more than 500 declared nursing majors and 24 full-time faculty as it enters its new phase of growth in nursing education. USCS offers the associate and baccalaureate degrees in nursing, including a growing distance-education BSN program.

USCS is a comprehensive public university and a senior institution of the University of South Carolina. It is a metropolitan university, meeting the needs of surrounding cities and their connecting corridors and populations. The University enrolls about 4,000 students and has 174 full-time faculty.

Spartanburg is part of a metropolitan area with a population of over 962,000. The city is in the upstate region of South Carolina, an hour's drive from the Blue Ridge Mountains and three hours from the coast. Spartanburg is home to two major health-care facilities with more than 860 beds. The region has the highest per capita international investment in the country; it is a center of business and industrial development in the state.

The dean reports to the Executive Vice Chancellor for Academic Affairs. The successful candidate must have a doctorate in nursing or a related field. Salary will be commensurate with qualifications and experience. The review of applications will begin March 22, 2002, and continue until suitable candidates are identified and the position is filled. Additional information about the University and the Mary Black School of Nursing is available at www.uscs.edu. The position description is available there by selecting Human Resources. To apply, send a letter of application addressing interest and the qualifications for the position bulleted on the web site; a resume or curriculum vitae, transcripts, at least three current letters of reference, including one reference addressing work with community agencies, to Nursing Search Committee, Office of Academic Affairs, University of South Carolina Spartanburg, 800 University Way, Spartanburg, SC 29303.

USCS is committed to affirmative action, equal opportunity and institutional diversity.

PRESIDENT

KUTZTOWN UNIVERSITY OF PENNSYLVANIA

SEARCH EXTENDED

Established in 1866, Kutztown University of Pennsylvania is a public comprehensive Master's I institution serving over 8,000 students. Located in the borough of Kutztown, it is within 20 minutes of Allentown/Bethlehem and Reading, and 60 minutes from the greater Philadelphia metropolitan area.

The Kutztown Council of Trustees and the Pennsylvania Board of Governors for the State System of Higher Education seek a new president. Dr. David E. McFarland is retiring after 13 successful years as the CEO of the University. Top candidates will receive a number of materials on the institution and the State System. The executive search profile is posted on the University's web site: www.kutztown.edu and search counsel's web site: www.rhperry-registry.com. To be considered, candidates should address the challenges and qualifications listed in the profile in a letter and send by courier four copies of the letter, CV, and the names of three references. Screening for the position will begin immediately and continue until successful completion. Please contact:

DR. ALLEN E. KOENIG, SENIOR CONSULTANT
R. H. PERRY & ASSOCIATES
2607 31ST STREET, NW • WASHINGTON, DC 20008
(614) 798-0538 • akoenig@columbus.rr.com

Kutztown University of Pennsylvania is an Affirmative Action, Equal Opportunity employer, member of the PA State System of Higher Education and actively solicits applications from women and minority candidates.

DUKE UNIVERSITY

Assistant Vice President, Campus Life

Division of Student Affairs

One of the nation's premier universities, Duke University, located in Durham NC, is known internationally for its teaching and research, and for the quality of its faculty and student body. The University enrolls a nationally and internationally diverse undergraduate student body of more than 6200 and a graduate student population of nearly 5000. Approximately 85% of students come from outside North Carolina; nearly 35% are students of color. About 40% of undergraduates receive need-based financial aid.

The mission of the Division of Student Affairs is to promote and enrich students' education through teaching, mentoring, advising, and counseling by way of ongoing direct contact with students in their every day lives. Student Affairs staff educate students in community living, social intelligence and responsibility, ethical behavior, citizenship skills and social justice, appreciation of the arts, leadership skills; coping with adversity, health and wellness, diversity, and adaptive skills for living. The Assistant Vice President (AVP) for Campus Life is a new position created to provide leadership, vision, and administrative oversight for development and implementation of the following areas: student organizations and advising; event advising; multicultural programming; support services for international students and scholars; student leadership programs; and community service. The AVP oversees and promotes student identity-based centers, including the Women's Center, Center for LGBT Life, Mary Lou Williams Center for Black Culture, Center for Multi-cultural Affairs, and International House. The AVP also oversees the Freeman Center for Jewish Life, a support corporation of the University. Reporting to the Vice President for Student Affairs, the AVP supervises 8 department heads and a staff of approximately 40 people.

The successful candidate will possess strong leadership skills and significant management experience; demonstrate the ability to foster and manage relationships and work collaboratively. S/he will have an understanding of and commitment to diversity and experience working with an ethnically diverse student population in a highly selective university environment. A minimum of ten years experience in the development and implementation of student activities, student leadership programs, or other involvement programs in a university setting; previous membership on a divisional leadership team is required; experience in a research university is preferred. An advanced degree in a relevant discipline is required, a doctorate preferred.

Duke University is strongly committed to Affirmative Action and Equal Opportunity and encourages qualified women and members of minority groups to apply.

For further information contact:
Kim M. Morrisson, Ph.D., Managing Director
Esther Collet, Vice President
and Senior Associate
The Diversified Search Companies
2005 Market Street, Suite 3300
Philadelphia, PA 19103
Tel: 215-656-3579 or
email: ecollet@divsearch.com

1071

DEPARTMENT OF FOREIGN LANGUAGE ASSISTANT PROFESSOR

East Stroudsburg University is seeking applications for a full-time, continuing Assistant Professor of Spanish (tenure track) with specialization in Spanish-American Literature to begin in Fall 2002.

Responsibilities: Teach all levels of Spanish language, literature and culture; advise students and participate in department and university governance. Strong commitment to undergraduate teaching and program development is essential. Teaching load is four courses (three preparations) per semester.

Requirements: Ph.D in Spanish required at time of employment; native or near-native fluency in Spanish and English, as well as experience living or studying in a Spanish-speaking country; and a minimum of three years successful teaching of Spanish at the college level. Final determination will be based upon successful interview, which may include a teaching demonstration. Ability to integrate current educational technology into language instruction is preferred. All candidates must furnish proof of eligibility to work in the U.S. upon appointment.

Submit letter of application, curriculum vitae, three recent letters of recommendation (please include phone numbers of individuals providing the references), evidence of successful teaching of Spanish at the undergraduate level, and graduate and undergraduate transcripts by April 8, 2002 to: Dr. Ralph M. Vitello, Chair, Spanish Search, East Stroudsburg University, Department of Foreign Languages, East Stroudsburg University, East Stroudsburg, PA 18301.

ESU is an equal opportunity employer.
Minorities and women are strongly encouraged to apply.

Visit our homepage at www.esu.edu

University of North Texas

College of Business Administration

Faculty Positions within the Department of Management available Fall 2002

ASSISTANT PROFESSOR - HUMAN RESOURCE MANAGEMENT AND ORGANIZATIONAL BEHAVIOR

Description:
A tenure track position in HR/OB to teach courses primarily in the areas of compensation and labor relations at the undergraduate and graduate levels.

Requirements:
Candidates must have a Ph.D. in HR and/or OB. In addition to possessing exceptional teaching skills, candidates must be willing to develop a record of scholarly activity and to participate in service-related activities.

ASSISTANT PROFESSOR - OPERATIONS MANAGEMENT

Description:
This tenure track faculty position requires a teaching interest and basic research emphasis in operations management, purchasing management, or related field.

Requirements:
Candidates must have a Ph.D. in Operations Management, Purchasing Management, or related field. Industry and teaching experience is preferred. Candidates are expected to develop a record of scholarly activity and must have an aptitude for teaching and be willing to assist with committee assignments.

Send application with curriculum vitae to:
Dr. Lynn Johnson, Chair, Department of Management, P.O. Box 305429, Denton, TX 76203-5429; 940-565-3140; johnsonl@unt.edu; www.coba.unt.edu/mgmt

UNT is an AA/ADA/EOE

BRYANT COLLEGE

ASSISTANT/ASSOCIATE PROFESSOR OF MANAGEMENT

Bryant College invites applications for a tenure-track position in the Department of Management at the Assistant/Associate Professor level beginning Fall 2002. Associate level may be considered with a minimum of five years of teaching experience and an excellent record of research publications. Applicants for the Assistant level should have an earned doctoral degree or anticipation of the completion of the dissertation prior to August 2002 as well as demonstrated excellence in teaching and research potential consistent with the requirements of an AACSB accredited school.

Primary teaching responsibilities will be in the areas of organizational behavior and human resource management. Ability to cover courses in areas such as teamwork, negotiation, compensation, and/or other more specialized areas is also desirable.

Applicants should submit (1) a letter of application, indicating specific areas of teaching and research interests, (2) a current vita, (3) a list of references, and (4) an example of recent scholarly work to: **Human Resources Office, Position # 237, Bryant College, 1150 Douglas Pike, Smithfield, RI 02917.** Inquiries should be made to Lori Coakley, Management Department Chair at lcoakley @bryant.edu. Application review will begin immediately and continue until the position is filled.

Bryant College offers degrees in business, applied psychology, communication, and computer information systems and technology, and is accredited by AACSB International at both the graduate and undergraduate levels in business programs. The Bryant College campus is located 20 minutes northwest of Providence and one hour from Boston. The College serves approximately 3,000 undergraduate students and also has MBA, MSA, MSIS, and MST graduate programs.

Bryant College is an Equal Opportunity/Affirmative Action Employer, dedicated to diversifying its faculty. Individuals from underrepresented groups are strongly encouraged to apply. Bryant College offers a competitive salary and benefits package, and a warm, collegial atmosphere.

MILLERSVILLE UNIVERSITY

INSTRUCTOR DEVELOPMENTAL STUDIES Upward Bound Program

This position is a federally funded, grant supported, full-time temporary faculty appointment as Skills Development Coordinator in the Upward Bound Program, with renewal based on grant funding and successful job performance. As a University instructor, requirements in the areas of teacher education, school and community service are incumbent in the job responsibilities.

The Skills Development Coordinator is responsible to assist in the planning and implementation of the instructional component of the Upward Bound Program; serves as a liaison with University faculty and target high school personnel to monitor the academic progress of program students; maintains updated records and submits annual reports on students' progress; plans, recommends, and coordinates the implementation of the program's academic achievement focus; supervises, trains, and evaluates student support staff; assists Upward Bound Director in the areas of student recruitment, planning, and evaluation; teaches assigned Upward Bound courses; and identifies and promotes Upward Bound achievers.

Qualifications: An earned Master's Degree in Education, Counseling, Psychology or related field with preference of additional Post-Master's credits; three years minimum experience working with students in a post-secondary or high school setting; demonstrated record of (1) commitment to the recruitment and retention of a diversified student body, (2) involvement in student and program development activities, (3) interpersonal and communications skills with the ability to communicate effectively with various University constituents, (4) successful teaching and/or workshop presentations at the collegiate or secondary level, and (5) an understanding of and/or experience in curriculum development; and a successful interview and teaching demonstration.

Full consideration will be given to applications received by **April 5, 2002**. Send letter of application, curriculum vitae/resume, copies of all transcripts, and the names, addresses and phone numbers of three references to:

Upward Bound Program/HO0325, Millersville University
P.O. Box 1002, Millersville, PA 17551-0302

An Equal Opportunity/Affirmative Action Institution
www.millersville.edu

BRIDGEWATER
STATE COLLEGE

Associate Director of Athletics for Recreational Facilities

Full-time, APA Unit position. Responsible for managing all recreational and sport facilities on campus. Requirements: bachelor's degree in physical education, recreation, sports administration, human performance or related discipline (master's degree preferred). A minimum of 5 years' progressively responsible experience in the administration of athletics and recreational facilities and/or programs. Preferred: supervision and/or management of intramural/recreational sports facilities/programs and/or management of fitness club facilities and/or programs.

To apply, submit letter of interest, resume and five professional references to: **Human Resources, Bridgewater State College, Bridgewater, MA 02325.** *Review will begin immediately and continue until position is filled. BSC is an Equal Opportunity Employer that actively seeks to increase the diversity of its workforce.*

BSC
BRIDGEWATER
STATE COLLEGE

www.bridgew.edu

REFERENCE LIBRARIAN/ HEALTH PROFESSIONS LIBRARY
Instructor or Assistant Professor

Reporting to Head, Health Professions Library at Hunter College's Brookdale campus, provides reference service, online searching, library instruction, and collection development; participates in website content development; serves as faculty liaison with one or more health sciences departments; assists patrons in the use of OPAC, CD-ROM's, online services, and the Internet/WWW; develops instructional publications in various formats; supervises the computer lab.

Qualifications: *Required:* **Instructor:** M.L.S., or its equivalent from an ALA-accredited library school. **Assistant Professor:** M.L.S., or its equivalent from an ALA-accredited library school, and an additional Master's degree or Doctorate. ***Highly desirable:*** Experience in academic or health sciences reference, electronic resources, online searching, bibliographic instruction, and collection development; subject degree in one of the health sciences; excellent communication and interpersonal skills; ability to meet requirements for promotion and tenure. **Salary: Instructor:** $29,997 - $48,282; **Assistant Professor:** $32,703 - $57,049, commensurate with qualifications and experience. Liberal fringe benefits. 35-hour, 5-day work week, including some evening and/or weekend hours.

Position is available July 1, 2002. Review of applications will continue until the position is filled. Send resume and names (with addresses, telephone, fax numbers, email addresses) of at least three current references to: **Dr. Louise S. Sherby, Chief Librarian Hunter College Libraries 695 Park Avenue New York, NY 10021.** EOE/AA/ADA/IRCA

HUNTER
CITY UNIVERSITY OF NEW YORK

ASSOCIATE DEAN FOR RESEARCH

COLUMBIA UNIVERSITY
IN THE CITY OF NEW YORK

SCHOOL OF SOCIAL WORK

Nominations and applications are invited for the Associate Dean for Research at Columbia University School of Social Work.

The Associate Dean for Research will provide leadership to the School in developing and overseeing an infrastructure for faculty development in the areas of research and scholarship. Responsibilities will include, but are not limited to:

- consultation to faculty members regarding the development of scholarly research agendas;
- identification of appropriate funding opportunities and assistance with proposal development, critique, and submission;
- development of a faculty mentoring system, workshops, and seminars; and,
- facilitation of interdisciplinary research collaborations.

The successful candidate must have nationally or internationally recognized research and publications consistent with appointment to tenure; experience in mentoring social work faculty in the development of research projects and the procurement of governmental and foundation grants; and strong administrative and supervisory skills. Strong preference will be accorded to candidates with a master's and/or doctoral degree in social work. Minority and women candidates are especially urged to apply.

Nominations and applications should be forwarded to:

Sheila B. Kamerman, Interim Dean
COLUMBIA UNIVERSITY SCHOOL OF SOCIAL WORK
622 West 113th Street, New York, NY 10025

Although nominations and applications will be accepted until the position is filled, those submitted early are best assured of receiving full consideration.

Columbia University is an affirmative action/equal opportunity employer

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The University of Texas
Pan American

ETHNOMUSICOLOGY LECTURER POSITION

The University of Texas-Pan American seeks applicants for a Lecturer position in Ethnomusicology. Appointment effective September, 2002. Completed doctorate by May, 2002 required. Primary responsibilities include teaching Foundations of Ethnomusicology, and other Ethnomusicological Seminars in Music and Culture at the undergraduate and graduate levels. Undergraduate and graduate studio teaching also needed and desired in the areas of percussion, voice, or double reeds. Screening begins immediately; applications accepted until the position is filled. Include letter of application, resume, official transcript, and three recent letters of reference. Women and minorities are encouraged to apply. Send applications to:

Dr. Dahlia Guerra, Chair, Music Department, Ethnomusicology Position Search Committee,
University of Texas-Pan American, 1201 W. University Drive, Edinburg, TX 78539.
Tel: 956-381-3471, FAX: 956-381-3472, E-mail: guerrad@panam.edu. (F01/02-73)

Yale University
School of Nursing

Faculty Appointment
Health Services Research

The Yale School of Nursing (YSN) seeks to appoint a faculty member in the area of health services research. The incumbent will teach in the School's graduate programs and will advance an independent program of research in the area of health services analysis. As a key member of the YSN research community, the faculty member will have multiple opportunities for collaboration with existing research efforts as well as involvement in the School's ongoing and developing clinical practice activities in nursing. The incumbent will join a strong and growing community of Health Services Researchers at Yale University. As a member of the faculty, the appointee will be expected to contribute to teaching, service and scholarship at YSN.

The Yale School of Nursing is the oldest academic nursing school in the United States. Founded in 1923, the School is a national leader in clinical nursing education and clinical nursing research. Mission driven to improve the health care of all people, the institution has a long-standing commitment to clinical practice. Over half of the 62 faculty are jointly appointed to clinical services. Consistent with all the professional schools at Yale, the School of Nursing's programs in nursing are all graduate programs. Three programs of study are offered: The Graduate Entry Pre-specialty Program in Nursing is an entry level program for college graduates, who complete the Master's in Nursing Science (MSN) degree in three years. The MSN program is open to RNs with a bachelor's degree. In 1994, YSN opened its Doctor of Nursing Science (DNSc) Degree. The master's program is accredited by NLNAC and CCNE.

YSN is home to three Centers: The Center of Health Policy and Ethics, the Center for Excellence in Chronic Illness Care and a newly funded NIH Exploratory Center, the Center for Self-Management Interventions in At Risk Populations. A highly productive research environment, YSN is ranked 12th by US News and World Report (2000) and ranked 12th in total dollars distributed by the National Institutes of Health to schools of nursing.

Successful candidates will have a record of exemplary teaching and scholarship. A doctoral degree is required. Faculty rank and salary are commensurate with experience.

Yale School of Nursing is an affirmative action/equal opportunity employer. Members of minority groups are encouraged to apply. Position available: July 2002.
Application review begins March 1st. Open until filled.

Send letter of interest and resume to **Kathleen Knafl, PhD, Chair, HSR Search Committee, Yale School of Nursing, 100 Church Street South, P.O. Box 9740, New Haven, CT 06536-0740, or e-mail kathleen.knafl@yale.edu.**

DEVELOPMENT OFFICER

Actors Studio Drama School, an academic division of New School University, seeks a creative leader to spearhead all aspects of development, including individual gifts, board relations, special events and corporate and foundation relations. Excellent written and verbal communication and organizational skills are required, as is an understanding of, and experience with the needs of higher education, gift cultivation and solicitation. Reporting to the Director of Professional Development, the Development Officer will establish the development office at the Actors Studio Drama School in accordance with the strategic plan approved by the Dean. Requirements: Advanced degree and arts background preferred. At least four years in development, and/or planned giving. Strong leadership and team building skills. Excellent benefits. Send resume and cover letter by April 12, 2002 to: Office of Human Resources, Attn: Search #22019, New School University, 80 Fifth Avenue, 4th floor New York, NY 10011. AA/EOE.

New School University

Director of Residence Life

Boston College seeks a visionary leader for the position of Director of Residential Life. Founded in 1863, Boston College is one of twenty-eight Jesuit colleges and universities in the United States. It has an enrollment of over 14,000 students and consists of eleven schools, colleges, and institutes offering thirteen degree programs and one certification program. Deeply rooted in the Catholic and Jesuit tradition, Boston College seeks a professional who can provide leadership to ensure that the programming and management of the department supports the values and mission of the University. The Office of Residential Life provides accommodations ranging from traditional residence halls to contemporary apartments for 6,400 undergraduates on two campuses. Located only a few miles from metro Boston, the College is situated on a 110-acre site in Chestnut Hill, Massachusetts with a second residential campus located just over a mile away in Newton, Massachusetts.

Reporting to the Vice President for Student Affairs, the Director is one of ten directors in the Division of Student Affairs. The Director is responsible for overseeing the Office of Residential Life, with a professional staff of 30 and 140 paraprofessionals within a system of 30 residence complexes. The Director manages a budget of $37 million and is responsible for the administrative operations and student development programming of the office. The Director provides oversight and supervision to a variety of areas including staffing, room assignments, support services, educational programming, summer conference programs, off-campus housing department, bus transportation and renovation/construction planning. The successful candidate will have a vision that is based on a student development model with an understanding of student formation and the desire to build a positive sense of community that supports the academic mission of the institution. The ability to communicate this vision to a wide variety of constituents is essential.

A Master's degree is required; a Doctorate is preferred. Extensive experience in the administration of a large residential housing system with an emphasis on residential education, operations and construction is necessary. Strong management and staff development skills, experience in budgeting and analysis, and experience in the development of programs and staff will be important in the consideration of the new director, as is a demonstrated commitment to diversity. Boston College is committed to its mission in the Catholic and Jesuit tradition and the successful candidate must be able to support this mission by providing leadership to the department.

For more information, visit the Boston College website at www.bc.edu

A review of applications will begin on April 5, 2002. Nominations of individuals for this position may be made at the address below. A resume, with an accompanying cover letter, may be submitted by e-mail attachment to **mail@spelmanandjohnson.com** or **www.spelmanandjohnson.com**. If you are unable to submit materials electronically, please mail a resume and cover letter to: **The Spelman & Johnson Group, Boston College - Residence Life, Ellen Heffernan, Managing Vice President, 38 Mulberry Street, Box 304, Leeds, MA 01053; Phone: 413-584-7089.**

Boston College is an Equal Opportunity/Affirmative Action employer.

BOSTON COLLEGE

A Jesuit, Catholic University

WRITING CENTER DIRECTOR

Ten-month per year administrative position with the expectation of teaching one course per year in the Department of Interdisciplinary Writing and the possibility of summer work with incoming students, beginning August 1, 2002.

Required qualifications: MA, MFA or ABD/PhD in Rhetoric & Composition or related field, with work experience in a writing center. Experience teaching writing preferred. Secondary qualifications of special interest: computer skills, theoretical background in ethnic language studies, ESL training.

Colgate University is a highly selective, undergraduate liberal arts college located in rural New York. Send letter of application, resume, and arrange to have three letters of recommendation sent to M.F. Darby, Chair, **Dept. of Interdisciplinary Writing, Colgate University, 13 Oak Drive, Hamilton, NY, 13346.** Review of applications will begin March 25, 2002, and continue until the position is filled. A representative from the dept. will meet with interested candidates at the International Writing Centers Association (IWCA) conference in Savannah, Georgia, April 11-13, 2002.

Equal Opportunity/Affirmative Action Employer.
Minorities and women encouraged to apply.

California State University
Dominguez Hills

Director, Human Resources Management

California State University, Dominguez Hills is looking for a Director of Human Resources Management.

Under the administrative guidance of the Vice President for Administration and Finance, the Director has the authority and responsibility for administration of the Human Resources Management unit. In this capacity, the incumbent directs the management of a comprehensive, fully operating, and integrated human resource management program which includes the following major components: Recruitment, Selection and Employment, Classification and Salary Administration, Employee and Labor Relations, Benefits Administration, Employee and Organizational Development, and Employee Assistance. The position requires considerable skill and ability in finding solutions to a broad range of administrative and managerial problems of both a division and campuswide scope, in developing and reaching organizational goals, formulating policy and programs, and the ability to obtain favorable results often under difficult or adverse circumstances.

For detailed information or for an application, please see our web site **www.csudh.edu/Human_res/hrhome.htm**, or contact the CSU Dominguez Hills' Human Resources Management Department at (310) 243-3771.

Position open until filled. Review of applications will begin March 25, 2002. Send applications and letters of reference to: Justine Bell Waters, Search Committee Chair, CSU Dominguez Hills, 1000 E. Victoria St., ERC Building Room G-503, Carson, California 90747, (310) 243-3304. Please refer to recruitment #02-09.

EQUAL OPPORTUNITY / AFFIRMATIVE ACTION / ADA EMPLOYER

www.csudh.edu

ROGER WILLIAMS
UNIVERSITY
RALPH R. PAPITTO
SCHOOL OF LAW

DEAN

At the direction of the President, Dr. Roy J. Nirschel and with the support of the Board of Trustees, Roger Williams University invites applications and nominations for the position of Dean of the Ralph R. Papitto School of Law.

The Dean is the chief academic and executive officer of the School and reports directly to the President. The Dean is responsible for the overall leadership and management of the School including the quality of the academic program; curricular development; faculty recruitment and development; strategic planning; fund raising; alumni relations; and budget and staff management. The Dean encourages and supports excellence in the faculty, students and staff and facilitates interaction between the law school, legal community, and other components of the University.

The qualified individual will have superior academic qualifications holding a J.D. from an ABA accredited school and significant administrative background in legal education. He/she will have experience developing faculty and programs with an outstanding teaching record. As dean of the only law school in the State of Rhode Island, the successful candidate must be prepared to assume a position of community leadership and must possess the interpersonal skills to enhance support for the law school among the various constituencies interested in its progress.

Candidates must include a letter of interest, curriculum vitae, and five references. Formal review of candidates will begin immediately and continue until a dean is appointed. Submit application materials to: **The Office of Human Resources, Dean Ref# HO36, Roger Williams University, One Old Ferry Road, Bristol, RI 02809.**

Equal Opportunity/Affirmative Action/Americans with Disabilities Act Employer with a strong commitment to diversity. Roger Williams University does not discriminate on the basis of gender, handicap, race, age, color, sexual orientation, political affiliation, marital status, national origin, or religion. We encourage all qualified men and women to apply.

www.rwu.edu

Connecticut's Community Colleges are seeking graduate students interested in Administrative or Teaching Fellowships through the

Connecticut
Community
Colleges

▶ Minority Fellowship Program

- Experience the excitement and challenges of the two-year college sector where 50% of the nation's undergraduates begin their higher education
- Gain valuable professional experience
- Enhance the ethnic, racial, and intellectual diversity that the colleges seek to promote. (Emphasis will be placed on increasing the participation of African American and Hispanic applicants in the program).
- Serve as a role model for students
- Develop professional relationships in your field
- Earn financial support for your educational expenses: $3,000 per semester

The selected candidates should be currently enrolled at least in the second year of a graduate program. All candidates should be in good academic standing, willing to spend 6 hours per week in classroom-related activities or in a structured administrative setting under the direction of a mentor. These individuals will be involved in faculty and staff meetings, Minority Fellowship Orientation, and will assume increased responsibilities as the Fellowship year progresses.

For further information contact: Kenneth G. Armstrong, System Officer for Equity and Diversity Awareness, Connecticut Community Colleges, Board of Trustees, 61 Woodland Street, Hartford, CT 06105, (860) 725-6606.

The Board of Trustees is an affirmative action/equal opportunity employer. M/F.

Education That Works For A Lifetime

GEORGIA PERIMETER COLLEGE

The following tenure-track position is available for 2002-03. The position requires at least a Master's degree with a minimum of 18 semester or 30 quarter hours of graduate credit in the teaching field. College teaching experience and demonstrated knowledge of instructional technology is strongly preferred.

History

Position # 03-18.

Full range of History courses on the two-year college level. (World Civilization 1500 A.D. to Present, U.S. History I and II)

Salary placement is commensurate with education and experience, entry-level salary is $33,232. The starting date is 8/12/02. The College reserves the right to extend search, or in the event of budget restrictions, not offer position advertised. Application deadline: 4/12/02.

For your application to be considered, applicants should reference position number (#03-18) and send the following as a single packet: (1) letter of interest, (2) resume, (3) unofficial copy of graduate transcript(s), and (4) list of five professional references (names, addresses, e-mail addresses, and telephone numbers to:

Georgia Perimeter College
Attn: Judy Chastonay
3251 Panthersville Road
Decatur, GA 30034
Fax: 404-244-5774

For more information on Georgia Perimeter College, please visit our web site at:

www.gpc.peachnet.edu

MIAMI UNIVERSITY

ASSISTANT PROFESSOR AND ASSOCIATE DEGREE PROGRAM COORDINATOR

(Tenure-Track)

Miami University Middletown

Teach courses in pre-K associated degree program; coordinate, develop and supervise field-based program experiences; recruit and advise students; provide service to campus, partner schools and child-care centers; engage in productive scholarly activities appropriate for a regional campus.

Requires: earned doctorate in education with emphasis on pre-school or primary; ABDs considered but doctorate must be completed by the time of appointment. Preference given to candidates with child-care center management or teaching experience with children ages 3-8; teaching in pre-K or early childhood programs at college level.

Submit a letter of application detailing interest and qualifications, a curriculum vita and three current letters of reference to: **Dr. Garry Bowyer, Miami University Middletown, 4200 East University Boulevard, Middletown, OH 45042.**

Application screening begins March 1 and continues until position is filled.

EQUAL OPPORTUNITY IN EDUCATION AND EMPLOYMENT

Miami University's report, *Campus Crime and Safety* is available at **www.muohio.edu/righttoknow**. A hard copy may be obtained by contacting the Personnel Office.

Visit our Web site at:
www.MUOhio.edu

Gallaudet University, the world's only liberal arts university for Deaf students, has faculty positions for the fall of 2002 in the College of Liberal Arts & Sciences, and Technologies pending adequate funding:

GALLAUDET UNIVERSITY FACULTY POSITIONS

ART
GOVERNMENT AND HISTORY
SOCIOLOGY

For complete job announcements, position requirements, and application deadlines, go to:
http://af.gallaudet.edu/po/personnel.html

Or, write to the appropriate department chairperson at:

GALLAUDET UNIVERSITY
800 Florida Avenue, N.E.
Washington, D.C. 20002-3695

EQUAL OPPORTUNITY,
AFFIRMATIVE ACTION EMPLOYER
Qualified women, persons with disabilities and minority candidates are encouraged to apply.

Heidelberg College

PRESIDENT

Heidelberg College, a liberal arts college with a proud tradition of excellence in education spanning more than 150 years invites nominations and applications for the position of president to take office in Summer 2002 or as soon thereafter as possible.

Founded in 1850, Heidelberg offers 30 majors in the liberal arts disciplines as well as pre-professional programs at the undergraduate level. Masters level programs are also offered in education, counseling, and business administration. The college currently enrolls approximately 1000 students in its traditional undergraduate programs, an additional 300 non-traditional undergraduates in its weekend and evening programs and 200 graduate students. The enrollment has increased steadily in the past several years and plans call for further growth over the next five to ten years.

The college is a closely-knit and very supportive community and prides itself in the high quality of faculty-student interaction both inside and outside the classroom. Heidelberg faculty and staff view themselves as mentors to their students and take this responsibility very seriously. The college values and seeks to preserve its historic relationship with the United Church of Christ.

Heidelberg's endowment is approximately $30 million and plans are in place to increase this amount along with plans for substantial additions to the campus' physical plant. New facilities or major renovations are planned for the natural sciences, music and student recreation.

The college is located in Tiffin, Ohio a community of 20,000 in northwest Ohio and is within a one and one-half hour drive of Cleveland, Columbus and Toledo.

The college invites the interest of those who would provide visionary leadership at a time of transformational change. The next president must believe deeply in the value of the liberal arts experience, be a warm, articulate, passionate advocate for the mission and purposes of Heidelberg College who can communicate and interact effectively with a broad range of internal and external constituencies. Moreover the next president is expected to lead an aggressive capital funds campaign.

The Presidential Search Committee will begin to review candidates in mid March 2002 and continue until an appointment is made. Nominations and expressions of interest, which will be treated in confidence, should be sent to:

Mr. Roger McManus, Chair
Presidential Search Committee
Heidelberg College
Tiffin, OH 44883

Harold M. Kolenbrander of the Academic Search Consultation Service is assisting the search committee. Inquiries may be made to him at 513-233-2676.

Heidelberg College is an equal opportunity/affirmative action employer. It actively seeks and encourages nominations of and expressions of interest from women and underrepresented populations.

Hamilton

Executive Director For Diversity

As part of its commitment to diversity, Hamilton College has created this new position. The Executive Director for Diversity will report directly to the President and will assume administrative duties related to affirmative action and equal opportunity, lead the coordination of all diversity initiatives, communicate the College's commitment to diversity, promote the recruitment and retention of diverse faculty, students, and employees, and guide the development and implementation of strategic planning for diversity. For additional information, visit: http://www.hamilton.edu/college/personnel/

The ideal candidate will have five years of experience with diversity programs, either in an educational, non-profit or corporate setting; success in improving the diversity in one or more institutions, organizations, or associations; experience with affirmative action regulations and diversity issues confronting higher education; credibility and experience with diverse communities; and a Master's degree or commensurate experience. Submit a letter of application, resume, and the names, addresses, and phone numbers of at least three professional references to **Sarah Steele, Director of Personnel, Hamilton College, 198 College Hill Road, Clinton, NY 13323.** Review of candidates will begin immediately and continue until the position is filled.

Hamilton College is an Affirmative Action, Equal Opportunity employer and encourages diversity in all areas of the campus community.

AZUSA PACIFIC UNIVERSITY

Special Assistant for University Diversity

The Special Assistant for University Diversity is the primary change-agent, advisor, and resource person for diversity issues at Azusa Pacific University. The Special Assistant also conducts ongoing assessment on global diversity at the university and identifies and implements institutional change that will advance campus diversity.

Minimum Qualifications: Master's degree in education/higher education, intercultural/ethnic studies, psychology, sociology, or related field. Doctorate preferred. Five years as a professional in higher education or related field.

For more information and detailed descriptions, please visit www.apu.edu.

THE UNIVERSITY
Azusa Pacific is a Christian, coeducational, university accredited by the Western Association of Schools and Colleges, offering more then 40 areas of undergraduate study, 20 master's degrees, and 3 doctorates. As an evangelical Christian institution, Azusa Pacific affirms the supremacy of Christ in all areas of life and expects its employees to model Christian values in their Christian faith verbally and in writing.

APPLICATION PROCEDURE
Applicants should submit a letter describing qualifications and interest for the position; curriculum vitae; a statement of Christian faith; and names, addresses, and phone numbers of five references to Michael Whyte, Ph.D., Associate Provost, 901 E. Alosta Ave., PO Box 7000, Azusa, CA 91702-7000, (626) 812-3015, mwhyte@apu.edu. All positions open until filled.

Azusa Pacific University does not discriminate on the basis of race, color, national origin, gender, age, disability, or status as a veteran in any of its policies, practices, or procedures. Women and minorities are encouraged to apply.

SETON HALL UNIVERSITY

1856

Seton Hall University, the oldest and one of the largest Diocesan universities in the nation, invites applications for the position of:

DIRECTOR OF FINANCIAL RESOURCE MANAGEMENT

The Director is responsible for overseeing and managing all of the operational aspects of the Office of Financial Resource Management. The broad range of responsibilities includes authorizing the awarding and disbursement of approximately $25 million of financial aid funds from institutional, federal, state, and privately endorsed sources, advising students on the availability of funds and the application process, providing counsel on debt management, and delivering aid in a timely, accurate and legal manner. The Director provides direction and leadership for the Office of Financial Resource Management to include funds management, systems development, audits and program reviews, personnel issues, budgets, and office policies and procedures. The Director works closely with admissions and other colleagues to meet enrollment management objectives and maintain a high level of student service.

Candidate should possess a graduate or professional degree and at least five years experience as a financial aid administrator. The successful candidate must possess excellent analytical abilities, significant operational and financial management skills, and the skills to effectively manage an automated financial aid organization. The Director must demonstrate effective written, oral, and interpersonal skills, as well as a strong commitment to quality student service. Applicants must possess an understanding of and a willingness to support the Seton Hall University Catholic Mission.

Applicants should send a letter of application accompanied by their resumé. Applications will be accepted until the position is filled. Please send to:

SETON HALL UNIVERSITY
Human Resources
400 South Orange Ave., South Orange, NJ 07079
Visit our Website at http://law.shu.edu

Seton Hall University is an Equal Opportunity/Affirmative Action Employer

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Coming Up!

Top 100 Colleges for Hispanics

May 6th *Ad Deadline April 16th*

Education

CCBC
The Community College
of Baltimore County

Faculty Positions Essex Campus

(Anticipated start date: August 2002)

Computer Information Systems (2002/031, 2002/032, 2002/033
Faculty, Environmental Science (2002/034)
Faculty, Mathematics (2002/035)
Academic Division Dean (2001/068R)

Review of application materials will begin March 18, 2002 and will continue until the position is filled. Please visit our web site for more details at www.ccbc.cc.md.us. EEO/AA Employer Women and Minorities are encouraged to apply.

YORK COLLEGE

City University of New York

COORDINATOR OF THE PHYSICIAN ASSISTANT PROGRAM

Associate Professor

Duties: Direct a newly developed Physician Assistant Program with professional vision and academic leadership. Successful candidate will be responsible for program administration and development, securing professional accreditation, coordination of programmatic arrangements with affiliate hospitals, teaching undergraduate courses, selecting and developing faculty and staff, conducting research, student advisement, curriculum development, grant writing and participating in departmental and college committees and activities.

Qualifications: Master's degree in one of the relevant fields, appropriate specialized experience and professional licensure, registration or certification to meet qualifications to practice in the Physician Assistant field in New York State; a record of scholarship, college-level teaching and service in the field are required. Ph.D., Ed.D. or Sc.D. preferred. Must be able to work and communicate effectively with students, faculty, external organizations and a diverse community; and demonstrate experience with program development; grantsmanship; teaching effectiveness; and the ability to publish in peer review journals.

Salary: commensurate with experience and salary history. **Closing Date: Open until filled. To apply, send cover letter with CV and the names, addresses and telephone numbers of three (3) references to:** CODE: PA, Ms. Kimberly Smith, Office of Faculty and Staff Relations, York College/CUNY- Room 2H05, 94-20 Guy R. Brewer Blvd., Jamaica, NY 11451 Fax: 718-262-2717. AA/EOE/ADA/IRCA

PORTLAND STATE UNIVERSITY

POSITION VACANCY

Tenure track position in IR, open rank, starting September 2002. Fields: IR theories, security affairs, and international organizations. Ph.D. required by September 1, 2002. Review of applicants will begin April 15, 2002. Send letter of application, curriculum vitae, graduate transcripts, writing sample, teaching evaluations, and three letters of recommendation to: **Birol Yesilada, Search Committee Chair, Division of Political Science, P.O. Box 751, Portland State University-PS, Portland, OR 97207-0751**. *PSU is an AA/EO institution and in keeping with the President's diversity initiative, welcomes applications from diverse candidates and candidates who support diversity.*

yesilada@pdx.edu
www.upa.pdx.edu/polisci

Assistant Professor, French

The Department of Foreign Languages & Literature at Plattsburgh State University of New York invites applications for a full-time, tenure-track position for Fall 2002.

Applications from women and minority candidates are especially welcome. Plattsburgh State University is an affirmative action, equal opportunity employer.

For more information, please visit our website.

Plattsburgh
STATE UNIVERSITY OF NEW YORK
www.plattsburgh.edu/hr/

OSWEGO
STATE UNIVERSITY OF NEW YORK

OFFICE OF LEARNING SERVICES POSITIONS

The Office of Learning Services of the State University of New York at Oswego is seeking candidates to fill three 12-month positions. SUNY Oswego is a comprehensive academic institution with a competitive student body of 6,800 undergraduate and 1,000 graduate students being served through the College of Arts & Sciences, School of Education and the School of Business. The 200-acre campus is located on the shores of Lake Ontario, north of Syracuse and east of Rochester. The city of Oswego and the surrounding population total 35,000.

The Office of Learning Services (OLS) is a twelve member staff of teaching and counseling professionals who provide a comprehensive system of academic and personal support services for nearly 900 students admitted to the College through special criteria, including the Educational Opportunity Program. Each staff member participates in program development and assessment efforts, assists in the preparation of the OLS Freshman Conference, collaborates in the production of the OLS newsletter, and participates in a variety of internal and campus-wide committees. Professional activities require occasional evening and weekend assignments.

LEARNING SPECIALIST

The Learning Specialist position is a full time, twelve-month position eligible for continuing appointment reporting to the Coordinator of the Learning Center. The successful candidate will teach sections of EDU 101: Learning Strategies for College Level Learners and related courses and will recruit, hire and supervise student tutors in some specific disciplines and assist within other administrative aspects of the tutoring program, including program evaluation. The Learning Specialist will devise a variety of modes for meeting student learning needs within OLS and campus-wide and coordinate their delivery. Emphasis will also be on developing workshops for faculty and staff relating to students learning issues. Candidates will be required to teach a demonstration class relevant to EDU 101 and should contact our office for a syllabus.

Required qualifications include: Master's Degree with at least one year of college level experience, including teaching courses similar to EDU 101; working with diverse populations of students; and possession of excellent written, oral and interpersonal skills.

Preferred qualifications include: Experience working collaboratively with campus colleagues; knowledge of learner-centered educational methodologies and assessment; and a record of working with innovative service approaches, including supervision of their delivery.

WRITING SPECIALIST

The Writing Specialist is a full-time, twelve-month employee in a position eligible for continuing appointment. The duties of the successful candidate will include teaching composition or related courses; assisting the Coordinator of the OLS Writing Center in the training, hiring, and supervision of peer tutors; tutoring writing in all disciplines and at all levels; working collectively with staff in OLS, as well as other campus offices, on programmatic concerns involving OLS and other students; and creating/implementing writing workshops for the campus community. Candidates will be required to teach a demonstration class in basic composition skills.

Required qualifications include: Master's Degree in English, composition or related field. Experience working with at-risk and special admissions students in a multicultural setting; tutoring/teaching experience in writing and/or related fields; and possession of excellent written, oral and interpersonal skills are essential.

Preferred qualifications include: Teaching experience in writing and/or related fields at the college level; assisting students with disabilities; and experience with writing across the curriculum.

ACADEMIC PLANNING COUNSELOR WITH EMPHASIS ON NATIVE AMERICAN STUDIES

The Academic Planning Counselor (APC) position is a full time, twelve-month position eligible for continuing appointment and reports to the Coordinator of Academic Planning Center. The responsibilities of the APC position will focus on services to Native American students admitted to the college, including assisting with recruitment. The successful candidate will work as part of a team of APC's who are responsible for group and individual counseling/advisement for first and second year high-risk students admitted to the college. Other duties will include working in conjunction with the college admissions office and appropriate Native communities in identifying eligible students, working in collaboration with other OLS staff in areas of general programming and teaching sections of the College Orientation and Success course. Candidates will be required to teach a demonstration class relevant to a College Orientation and Success course.

Required qualifications include: Master's Degree in counseling, student services, education or related field; at least two (2) years experience with high risk or Native American students in a variety of educational settings; strong communication skills are essential.

Preferred qualifications include: Experience working collaboratively with campus colleagues; knowledge of and experience with admissions procedures and with federal, state and agency funding courses; evidence of ability to work independently.

FOR ALL POSITIONS: Regular SUNY benefits accompany the position with salary commensurate with education and experience. Send letters of application, résumé, official transcripts, and three letters of recommendation to:

Kathy Syrell, Office of Learning Services, SUNY Oswego
200 Swetman Hall, Oswego, New York 13126

Review of applications will begin April 15, 2002 and will continue until the positions are filled. OLS seeks to appoint individuals who reflect the diverse population of its students.

SUNY Oswego is an Affirmative Action Employer

THE STATE UNIVERSITY OF NEW JERSEY
RUTGERS
NEWARK

DEAN

COLLEGE OF NURSING

Rutgers, The State University of New Jersey, invites nominations and applications for the position of Dean of the College of Nursing.

The office of the Dean is located on the Newark Campus. The College of Nursing offers baccalaureate, master's and doctoral programs. The CCNE-accredited baccalaureate (BS) and master's programs (MS) have an enrollment of over 650 students. The undergraduate program with 400 students is offered on the Newark and New Brunswick campuses. The master's program with 250 students is offered on both the Newark and Camden campuses with clinical options in advanced practice nursing in Adult Health, Community Health, Acute Care, Pediatric, Women's Health, Family Health, and Psychiatric-Mental Health Nursing. The doctoral program (PhD) has an enrollment of 40 students and is offered on the Newark campus. There are currently 40 faculty on three campuses. The College enjoys excellent support within the university and nursing communities.

The Rutgers-Newark campus is located within Newark's University Heights District, along with four other major institutions of higher education. Newark is not only New Jersey's largest city, but a major college town as well, with more than 30,000 students. Only fifteen minutes from Manhattan, Newark is part of the New York metropolitan area, and the campus reflects the excitement of this flourishing urban region. The campus has the distinction of having being named America's Most Diverse National University Campus by *U.S. News & World Report*.

Desired Qualifications: The successful candidate must hold a doctorate and be eligible for tenure in the college. Prior academic administrative experience is preferred. Applicants should possess strong interpersonal, leadership, and organizational skills. A record of scholarly achievement and resource development, experience in curriculum planning, and an ability to work and communicate with students, faculty, university personnel, and community leaders are essential. The ideal candidate will also be capable of fostering interdisciplinary collegiality and will strive to be a statewide leader for the profession. The capacity to attract external funding and to function in a diverse urban environment is also desired.

The review of candidates will commence March 15, 2002. Applications should include a curriculum vitae and five references including names, addresses and phone numbers. Nominations and applications should be sent to:

Professor Nancy Redeker, Chair
College of Nursing Dean Search Committee
Office of the Provost
Rutgers-Newark
123 Washington Street
Newark, New Jersey 07102
Fax: 973-353-1048

An Affirmative Action, Equal Opportunity Employer

DALLAS COUNTY COMMUNITY COLLEGE DISTRICT

DEAN, RESOURCE AND COMMUNITY DEVELOPMENT

(Position No. 040203436) $52,404/Min. Annual Salary. Responsible for identifying external funding sources and developing and maintaining a positive relationship with same. Develops information base, participates in grant writing activities, maintains official document(s) files, coordinates compliance, supervises periodic reporting activities and actively solicits funds from a variety of sources. Participates in community functions that will enhance the effectiveness and overall development of the college. **REQUIREMENTS:** Master's degree and six years of experience in administering grants to include research, writing proposals, management/administration of grants and monitoring/reporting on-going grants. Supervisory experience necessary. Official transcripts will be required. **For Information call Eastfield College (972) 860-7630.**

EXECUTIVE VICE PRESIDENT/ACADEMIC & STUDENT AFFAIRS

(Position No. 050203008) $64,884/Min. Annual Salary. A senior level administrator responsible for providing leadership in a team-based environment which includes credit and non-credit student instruction, contract training, distance education, service learning and learning communities, library services, college learning center and segments of student development. Requires critical expertise in planning, budgeting, and coordination of college activities. Provides leadership in the design, strategies for implementation, and evaluation of all related activities in the areas of the teaching and learning of students and assigned areas of student leadership and development. Areas include, but are not limited to: current and new instructional development and curriculum revision, the identification and integration of non-instructional student support activities appropriate to the college community and strategic direction, the design and delivery of instruction and training to varied audiences. Performs other duties as assigned. **REQUIREMENTS:** Doctorate Degree plus two years of experience as an upper level administrator in a community college or Master's Degree and four years of experience as an administrator in a community college. Additional five years of experience in higher education that includes a minimum of one year of full-time teaching experience. Demonstrated experience in program and curriculum design and development. **For Information call El Centro College (214) 860-2064.**

Deadline for all applications (electronic/non-electronic) is 5:00 p.m. on 03/29/2002

AN EQUAL OPPORTUNITY AFFIRMATIVE ACTION EMPLOYER

Visit our website at: ***http://www.dcccd.edu***

Instructor/Asst. Professor

Corning Community College is accepting applications for the following tenure track Instructor/Asst. Professor positions for the 2002-2003 academic year:

Computer & Information Science - Requires knowledge of and experience in PC operating systems, application packages, Internet, microcomputer architecture and maintenance, and one or more of the following: Visual BASIC, C++, JAVA, ORACLE. Bachelor's degree in computer-related field required, Masters degree preferred.

Computer & Information Science/Network Technology - Requires knowledge of and experience in networking, internetworking, telecommunications, web development, and one or more of the following: Visual BASIC, C++, JAVA, ORACLE. Bachelor's degree in computer-related field required, Masters degree preferred.

Accounting - Requires strong financial accounting background to teach courses in systems, finance, taxes, computer software application, and general business. Master's degree required, preferably with concentration in accounting/finance. Certification in an accounting field desirable.

Nurse Education - Provide classroom instruction and oversee students' clinical experience at Elmira Psychiatric Center and other locations. Requirements include: Master's degree in nursing with concentration in mental health, clinical experience in a psychiatric setting, and current NYS license. Position will begin January 2003.

Health, Physical Education and Recreation - Teach a variety of health and wellness courses. Master's degree in health education required. Familiarity with on-line course presentation desirable.

Teaching experience at college level preferred. All positions include responsibilities for course/curriculum development and student advisement. Salary commensurate with education and experience. Excellent benefits package. Submit cover letter, resume, transcripts, and the names and telephone numbers of three professional references by April 12, 2002 to:

Director of Human Resources, Corning Community College, One Academic Drive, Corning, NY 14830

AA/EOE

corning community college

NYIT

NEW YORK INSTITUTE OF TECHNOLOGY

An independent senior comprehensive college with campuses on Long Island and in Manhattan providing undergraduate, graduate and professional education to approximately 10,000 students. NYIT seeks applicants for the following anticipated fall 2002 positions; application deadline is April 5, 2002. All are tenure track except as noted.

SCHOOL OF EDUCATION AND PROFESSIONAL SERVICES

INSTRUCTIONAL TECHNOLOGY. Associate/Full Professor. Teach graduate and undergraduate courses and lead research program on pedagogical, institutional and other support structures required to optimize student learning via various forms of instructional technology. Doctorate, distinguished record of teaching and scholarly achievement to warrant appointment at the associate or full professor rank required.

EDUCATIONAL FOUNDATIONS. Assistant/Associate Professor. Teach graduate and undergraduate courses. Doctorate, demonstrated strengths in information/instructional technology, instructional applications of the Internet, experience with the integration of technology in instruction, evidence of excellent teaching skills and scholarly productivity required.

EDUCATIONAL PSYCHOLOGY. Assistant/Associate Professor. Teach graduate and undergraduate courses in research methods, human growth, special education and the psychology of technology-mediated learning. Doctorate in educational psychology, evidence of excellent teaching skills and scholarly productivity required.

SCIENCE EDUCATION. Assistant/Associate Professor. Teach graduate and undergraduate science method and content courses, supervise field placements. Doctorate, evidence of strong teaching skills, scholarly productivity, and familiarity with NYSED-MST and National Society of Science Teachers standards, proficiency in application of instructional technology required.

SOCIAL STUDIES EDUCATION. Assistant Professor (tenure track or visiting). Teach graduate and undergraduate social studies and methods courses, supervise field placements. Doctorate, strong background in teaching American or world history/social studies curriculum and methods, evidence of scholarly productivity, proficiency in application of instructional technology required.

Contact: Dean Helen Greene (e-mail hgreene@nyit.edu)

NYIT is an AA/EEO institution www.nyit.edu

State University of New York
College at Cortland

Executive Director Auxiliary Services Corporation

The Executive Director of the State University of New York College at Cortland's Auxiliary Services Corporation under policy direction of its Board of Directors, organizes, evaluates, and directs the business affairs of the Corporation including administrative, fiscal, operational, long-range planning and personnel management. The Director works closely with managers in formulating procedures, complying with State directives, budgeting, planning and meeting operational needs.

The successful candidate will have: a bachelor's degree, preferably in a business-related area; should have at least five years of corporate experience in an upper-level managerial position, including familiarity with: budget development and implementation, corporate insurance plans, and personnel benefits; experience with computerized accounting systems and have strong communication and interpersonal skills. Preferred qualifications: auxiliary operations experience in a higher education setting; knowledge of NYS business and tax laws; an understanding of book store and food service operations and contracts; and experience in a collective bargaining environment.

Application review will begin April 1, 2002 and will continue until the position is filled. Send vita and letter of application, including names, addresses and telephone numbers of three personal references to: **Dr. Antoinette Tiburzi, President A.S.C. Board of Directors, SUNY Cortland, P.O. Box 2000, 404 Miller Building, Cortland, NY 13045**

AA/EEO/ADA employer

1079

DEAN OF STUDENTS

University of Wisconsin-Madison

As a senior member of the management team for the Division of Student Affairs, the dean of students advocates for student needs and advises the vice chancellor for student affairs, provost and chancellor on effective institutional responses to improve campus climate, welcome and orient new students, and provide support services for students. The dean has a leadership role in fostering the creation and maintenance of a multicultural and diverse institution that honors and celebrates the diversity of the student population and encourages the success of all students.

The university relies on the dean and his/her staff to provide important urgent response and problem solving services to students and to other staff and faculty working with students. These include responding to individual and group crisis and emergency situations; assisting students with administrative problems; educating students about university policies, procedures, and institutional resources; advising other staff and faculty who are attempting to help students solve problems; providing mediation and other informal interventions to resolve conflicts; helping clarify faculty, staff and student roles and responsibilities; and assisting students to resolve conflicts themselves through thoughtful self-advocacy.

The dean provides leadership in strategic planning for each of the Office of the Dean of Student (DOS) programs and is ultimately responsible for the direction, content, budgeting and delivery of their services and programs to ensure that they are effective and keep pace with the rapidly changing nature of student services. The dean supervises, mentors, and designs professional development opportunities for DOS staff and facilitates collaborations and relationships among student affairs/services, students, academic programs, faculty, and staff.

Please refer to these URLs for information about UW-Madison:
http://www.wisc.edu http://chronicle.com/jobs/profiles/3964.htm

Principal duties: With a budget of $2.1 million and 40 staff members, the dean of students reports to the vice chancellor for student affairs and provides leadership in administering a comprehensive range of programs and services designed to support student success at the University of Wisconsin-Madison. Program units reporting to the dean include: International Student Services, Multicultural Student Center, McBurney Disability Resource Center, Student Organization Office, and Orientation Programs. The dean also supervises and directs staff who provide: diversity education services; advising to the UW Madison student government association (Associated Students of Madison); administrative direction for the budgeting and expenditure of $4.5 million student (allocable) fees used to support student government and a wide variety of student initiated service programs; coordination of response to lesbian, gay, bisexual and transgender concerns; support for victims of sexual assault; and administration of the academic and non-academic student misconduct code.

Qualifications: Major requirements for this position include demonstrated ability to respond to students' needs effectively and compassionately; the ability to work effectively with individuals and groups from a variety of cultural, personal, and social orientations; and a commitment to shared governance with faculty, staff and students. Candidates should possess a proven record in program development, strategic planning, administration, financial management, and the supervision of professional staff in a higher education setting; have the ability and commitment to maintain and improve the quality of undergraduate and graduate student services; have completed a master's degree in educational administration, counseling, or other pertinent field (Ph.D. is desired); and preferably at least seven years of progressively responsible administrative experience in student affairs, student services, academic affairs, or related area. The successful candidate will possess excellent interpersonal, conflict resolution, crisis response, and communication skills.

Applications and nominations must be received by 1 April 2002 to ensure consideration. Later applications and nominations may also be considered. The committee particularly encourages applications and nominations of women and persons of underrepresented groups. Applicants should include a current resume or curriculum vita and a cover letter that addresses how their strengths match the qualifications for the position, and what they see as challenges and opportunities of the position, as well as the names and addresses of five references. Candidates will be informed before references are contacted. Please note that under Wisconsin statutes the names of nominees and applicants who explicitly request confidentiality will not be made public. However, the university is required to release the names of the finalists who will be interviewed by the vice chancellor for student affairs. Submit applications and nominations to:

Dean of Students Search and Screen Committee
University of Wisconsin-Madison
500 Lincoln Drive, 133 Bascom Hall
Madison, WI 53706
(608) 262-1677
Fax: (608) 265-7806

The University of Wisconsin-Madison is an Equal Opportunity, Affirmative Action Employer.

THE UNIVERSITY
of
WISCONSIN
MADISON

Queens College, CUNY

DEAN OF EDUCATION

Queens College of the City University of New York invites applications and nominations for the position of Dean, Division of Education. We seek an energetic and visionary candidate to lead the Division in a period of great challenge and opportunity. Serving the most diverse county in the New York area and the nation, Queens College is committed to providing an outstanding education to its students and to preparing teachers to meet the challenges of the urban environment.

The Dean reports to the Provost and serves as chief administrative officer for the Division, which comprises three departments: Elementary & Early Childhood Education, Secondary Education & Youth Services, and Educational & Community Programs, which includes programs in Administration & Supervision, Counselor Education, Literacy Education, School Psychology, and Special Education. The Dean is also responsible for fostering collaboration with other academic divisions of the College and with the Graduate School of the City University of New York to help initiate a new doctoral program with a focus on urban school leadership.

Candidates should have: distinguished record of scholarship/teaching qualifying them for appointment as full professor in one of the departments of the Division; significant administrative experience, preferably as a dean or department chair; strong evidence of leadership ability; experience with grants/ fundraising and working with public schools and their communities; and record of commitment to public higher education in an urban environment. Competitive salary based on experience. Excellent benefits. Review of applications will begin 4/15/02 and continue until position is filled. Position available 9/1/02. Send nominations or letters of interest with CV and names of 5 references to: Office of the Academic Senate, Box NYT, Queens College, Flushing, NY 11367-1597. For more information visit www.qc.edu. AA/EOE/ADA

Director, Center for the Study of Canada

Plattsburgh State University of New York seeks qualified candidates for the full-time, 12-month position of Director of the Center for the Study of Canada. The Center supports one of the leading undergraduate programs in Canadian Studies in the U.S. and is internationally known for its publications, conferences and symposia, and teacher education and outreach activities.

Qualifications: Ph.D.; record of excellence in teaching and research in Canadian content area; excellent oral and written skills in English; successful experience in developing and administering grants; record of administrative success and supervisory experience; superior interpersonal skills in relating to various constituencies; experience dealing with government officials, business people, and cultural figures in Canada, the U.S., and beyond are required. Excellent written and oral skills in French will be highly regarded.

Responsibilities include: Seeking and obtaining external funding to support Center activities; facilitating and supporting Canadian-oriented research, teaching, and service activities of PSUNY faculty, staff, and students; initiation and implementation of Canadian-themed and Canadian content programs and conferences; publishing and distribution of educational materials on Canada; building new relationships between PSUNY and Canadian universities, businesses, cultural institutions, and government agencies, as well as nurturing those previously established.

Applications from women and minority candidates are especially welcomed. Plattsburgh State University of New York is an affirmative action, equal opportunity employer.

Salary: Commensurate with experience and credentials, with excellent benefits.

Review of applications begins immediately and continues until position is filled. Please submit cover letter, resume, and the names, addresses and telephone numbers of three references to: **Chair, Search Committee (PJ# 2677-808)**, c/o Human Resources, Plattsburgh State University of New York, 101 Broad Street, Plattsburgh, NY 12901-2681. Fax: (518) 564-5060.

Plattsburgh
STATE UNIVERSITY OF NEW YORK
www.plattsburgh.edu/hr/

ADMINISTRATIVE

PALOMAR COLLEGE
Founded 1946
Educational Excellence

A Tradition of Teaching Excellence for over a Half Century!

Located in San Marcos, CA, Palomar College is just 30 miles north of downtown San Diego and 10 miles away from the beach. With an enrollment of over 31,000 full/part time students, we are the largest community college in San Diego County. Thousands of courses in over one hundred fields of study are offered. We are accepting applications for the following senior level administrative positions:

- **Instructional Dean:** **Media, Business and Community Services**
- **Instructional Dean:** **Career and Technical Education**
- **Instructional Dean:** **Human Arts and Sciences**

Deadline: April 12, 2002

Read/download complete position announcements and applications via our website:

www.palomar.edu/HR

or call our 24-hour application request line:
760.644.1150, x4182
Email questions to: palomarjobs@palomar.edu
Fax:760.761.3530
TDD:760.744.7671

EOE

RESIDENCE LIFE COORDINATOR

CAL POLY POMONA UNIVERSITY
$2,003-$2,597
(position includes an on-campus, furnished apartment and reduced meal plan)

The Residence Life Coordinator will serve as on of six live-in residence life staff, and will assist in selecting, training and leading six student Resident Advisors; provide staff development and leadership training; assist with hiring, training, and daily work of 4-6 student desk assistants; meet with residents regarding roommate, emotional and academic concerns; and assist with facilitating administrative operations of the residence hall (room assignments, desk coverage, etc.).

Requires one year of exp. in the direction and coordination of group activities. Graduation from or current enrollment in a Student Affairs Master's Degree and exp. in developing and implementing an integrated multicultural perspective in educational, cultural, social programs and activities desirable.

For application and information, please visit our website at http://www.csupomona.edu/~hrs or call (909) 869-3733 for application materials.

Refer to job #036-SA-01

Yale University
School of Nursing

Associate Dean Clinical Affairs

The Yale School of Nursing (YSN) seeks to appoint its first Associate Dean for Clinical Affairs. The incumbent will lead the School in the development of an innovative model faculty practice and the policies and operations that support its success within the School of Nursing. The Associate Dean for Clinical Affairs will be an active member of the larger University community, shaping relationships with community-based providers who employ faculty appointees and who provide training sites for YSN students. As a member of the faculty, the Associate Dean for Clinical Affairs is expected to contribute to teaching, service and scholarship at YSN.

The Yale School of Nursing is the oldest academic nursing school in the United States. Founded in 1923, the School is a national leader in clinical nursing education and clinical nursing research. Mission driven to improve the health care of all people, the institution has a long-standing commitment to clinical practice. Over half of the 62 faculty are jointly appointed to clinical services. Consistent with all the professional schools at Yale, the School of Nursing's programs in nursing are all graduate programs. Three programs of study are offered: The Graduate Entry Pre-specialty Program in Nursing is an entry level program for college graduates, who complete the Masters in Nursing Science (MSN) degree in three years. The MSN program is open to RNs with a bachelor's degree. In 1994, YSN opened its Doctor of Nursing Science (DNSc) Degree. The master's program is accredited by NLNAC and CCNE.

YSN is home to three Centers: The Center of Health Policy and Ethics, the Center for Excellence in Chronic Illness Care and a newly funded NIH Exploratory Center, the Center for Self-Management Interventions in At Risk Populations. A highly productive research environment, YSN is ranked 12th by US News and World Report (2000) and ranked 12th in total dollars distributed by the National Institutes of Health to schools of nursing.

Successful candidates will have a record of successful and recent involvement in designing, implementing and evaluating clinical services utilizing advanced practice nurses. Scholarship related to practice development and implementation is desirable. A master's degree is required; doctoral degree preferred. Faculty rank and salary are commensurate with experience.

Yale School of Nursing is an affirmative action/equal opportunity employer. Members of minority groups are encouraged to apply. Position available: July 2002.
Application review begins March 1st. Open until filled.

Send letter of interest and resume to **Catherine Gilliss, Dean, YSN, 100 Church Street South, P.O. Box 9740, New Haven, CT 06536-0740, or e-mail: Catherine.Gilliss@yale.edu**

Northeastern
UNIVERSITY

Provost and Senior Vice President for Academic Affairs

Northeastern University invites applications and nominations for the position of Provost and Senior Vice President for Academic Affairs.

Located in Boston, Northeastern University is a private doctoral/research extensive university deeply rooted in its urban community and with a strong tradition of cooperative education. Building on its rich history, the university is committed to an ambitious agenda of innovation and excellence in education and research.

Within its six colleges and law school, Northeastern University provides 82 undergraduate majors and over 80 graduate programs, including doctoral programs in 24 areas. It serves a diverse student body of approximately 13,500 full-time undergraduate students, 4,200 full and part-time graduate students, and 9,500 students in evening part-time and non-degree programs.

The Provost reports to the President of the University and is its chief academic officer with responsibility for all educational and research activities of the colleges, schools, and academic units. The new Provost must be an individual with superb academic and administrative credentials possessing an earned doctorate or its equivalent and the credentials to merit appointment as a full professor in an academic unit. The Provost should have a demonstrated record of academic leadership and the vision and vitality to guide Northeastern's academic enterprise as it moves forward to increased national prominence.

Salary and benefits are highly competitive and commensurate with qualifications. Letters of application should be accompanied by a detailed resume. The position will be available in July 2002. Search process will remain open until a successful candidate is appointed. Letters of nomination, applications and inquiries should be sent to: Jerry H. Baker, Baker-Parker and Associates, Inc., Five Concourse Parkway, Suite 2440, Atlanta, GA 30328.

Northeastern University is an Equal Opportunity, Affirmative Action Educational Institution and Employer, Title IX University

http://www.neu.edu

Director - University Women's Center

Reporting to the Office of the Provost, this individual will develop and direct Case Western Reserve University's new Women's Center. Responsibilities include program development, facilitating research and teaching on women's issues, and working in collaboration with other university constituencies to address the concerns of women and gender. This position provides an exciting opportunity to lead a committed team in establishing a comprehensive Women's Center that will:

- Create a collaborative climate to assist students, faculty, and staff to engage in research, scholarship, and dialogue in all fields that impinge on women and gender;
- Develop, with Women's Studies, lively, inclusive, and engaging programs;
- Mentor women throughout campus by developing and maintaining strategic networks with renowned researchers and scholars, CWRU alumnae/i, community professionals, and advocates;
- Advocate for professional development of faculty and staff concerning affirmative action and equal opportunity issues;
- Promote lifespan/human development of students, faculty and staff.

Applicants should have a doctorate (or equivalent terminal degree); and experience with issues of gender, ethnicity/culture, and class. Applicants with a strong record of research and teaching may be eligible for a tenure track faculty position in an appropriate department. Candidates with an interest in gender and science/engineering are particularly encouraged to apply.

For full consideration complete application should be received by April 15, 2002. Search remains open until position is filled. Qualified candidates should send a letter of interest, curriculum vitae, and contact information for three references to:

Elizabeth Jaszczak, Department of Human Resources
(Job #1972)
CASE WESTERN RESERVE UNIVERSITY
10900 Euclid Avenue, Cleveland, OH 44106-7047
Email: eaj@po.cwru.edu

CWRU

CWRU (http://www.cwru.edu) is the largest private research university in Ohio, with broadly based strengths in engineering, medicine, nursing, and dentistry; humanities and social sciences; mathematics and natural sciences; law; management; and social work.

In employment as in education, CWRU is committed to affirmative action and equal opportunity and encourages applications from women, people of color, and individuals with disabilities.

VASSAR COLLEGE

CAREER COUNSELOR/ ASSISTANT DIRECTOR

Vassar College, a four-year private liberal arts college, with approximately 2250 students, located in Poughkeepsie, NY, is receiving applications for the position of Career Counselor/Assistant Director of Career Development.

Primary responsibilities include but are not limited to: Coordinate office outreach and programming targeted at first through third year students; manage non-credit internship and other internship and career exploration programs and resources; work closely with academic departments, student organizations and other campus administrative departments on programming efforts; provide career counseling and workshops, with a special focus on underclass students; assist with the management of career-related programs; oversee office publicity.

Preferred qualifications include a master's degree in counseling, higher education or closely related field and experience providing career services to a liberal arts college population; strong outreach, presentation, and organizational skills; good computer skills, including knowledge of relevant software packages and internet resources.

Apply by April 15, 2002 for full consideration. Submit letter of application, résumé, statement of candidate's view of the role of career development programming in a liberal arts setting and three current references to: **Clare D. Graham, Director, Office of Career Development, Box 7, Vassar College, Poughkeepsie, NY 12604-0007 or electronically to cdgraham@vassar.edu.**

Vassar College is an Equal Opportunity /Affirmative Action Employer.

Washtenaw Community College

Excellence in Education Through Teaching – Full Time Faculty Positions

Once in awhile you find a place where you can immerse yourself in academic pursuit, enjoy the diversity of an international population, and feel invigorated by an area rich in cultural and athletic events. That place is Washtenaw Community College, located in picturesque and popular Ann Arbor, Michigan.

Washtenaw Community College is a two-year institution dedicated to student, community and staff achievement. As an established center for higher education, WCC attracts faculty from across the country. With our opportunities for teaching success, the faculty who join us, stay with us. As a leader in both transfer and occupational programs, WCC has some of the finest instructional facilities in the country. We offer a compensation package that is second-to-none, and a 35-year history that has always been forward thinking and financially sound. WCC has always been a vanguard in education.

Positions to be filled:

- Academic Skills/Reading
- Psychology/Sociology
- Business
- Chemistry
- Computer Studies
- Communications/Speech
- Culinary Arts
- Electronics
- English/Writing
- Heating, Ventilation, Air-Conditioning, and Refridgeration
- Mathematics
- Social Sciences
- Educational
- Psychology/Education

For employment consideration please submit letter of interest, curriculum vitae/resume, all college transcripts (student copies acceptable), and two letters of recommendation to:

Washtenaw Community College, Office of Human Resources Management
4800 E. Huron River Dr., P.O. Box D-1, Room BEB 120, Ann Arbor, MI 48106

For departmental minimum requirements, please see our Web site at www.wccnet.org/jobs or telephone 734/973-3497 or the job hotline at 734/973-3510.

Anticipated date of appointment is for fall semester 2002.

CV/resume review begins April 1, 2002.

Washtenaw Community College is an Equal Opportunity Employer and does not discriminate on the basis of race, sex, color, religion, national origin, age, disability, height, weight, marital status or veteran status in provision of its educational programs and services or in employment opportunities or benefits.

Director, Physical Planning

This position is responsible for administering the preparation of plans that advance the aesthetics and functionality of the campus, the evaluation and selection of sites for new facilities, and the preparation of environmental analyses to ensure conformance with CEQA and NEPA. This entails a wide range of activities, including long range land use planning and documentation, campus neighborhood plans and related design guidelines, site analysis, preparation of policies related to campus environment, preparation of Regental documents, public presentations and overall management of the Physical Planning department.

The ideal candidate will be progressively responsible and possess extensive experience in physical planning, facilities planning, environmental analysis, statistical and visual analysis, and public administration. Extensive knowledge of and experience with urban, regional and state-wide physical and environmental planning as well as a graduate degree in Planning, Architecture, or related field and bachelor's degree in related field are required. Additional experience could replace specific educational background.

For details, please visit: **http://joblink.ucsd.edu**

Please submit resume, referencing job #26703, to: resume@ucsd.edu or UCSD Human Resources, 9500 Gilman Drive, La Jolla, CA 92093-0967. EEO/AAE.

University of California
San Diego

UCSD. Make an educated choice.

WILLAMETTE UNIVERSITY

THE FIRST UNIVERSITY IN THE WEST

Vice President for Financial Affairs and Treasurer

Willamette University, the first university in the West, is a private liberal arts college with graduate programs in law, management and education. Willamette's reputation as a lively and challenging university is built on over 160 years of experience preparing students for successful professional and personal lives. Willamette maintains a strong institutional commitment to diversity and strives to recruit, hire and retain candidates from communities of color and ethnic groups.

CONTACT INFORMATION: Review of nominations and applications begins April 8 and those received by that date will be given priority. Nominations and applications will be considered until the position is filled. Send a cover letter, resume and contact information for three references to: Financial Affairs Search, President M. Lee Pelton, Willamette University, 900 State Street, Salem, OR 97301. More information: www.willamette.edu/dept/hr.

THE VICE PRESIDENT IS THE CHIEF FINANCIAL OFFICER and treasurer of the University and is a member of the President's senior administrative cabinet. The Vice President's responsibilities include developing and monitoring the operating and capital budgets; developing and implementing financial plans; oversight of financial records and investments, including the endowment; acting as liaison and staff for several Board of Trustee committees; strategic management of campus planning and facilities; and supervision of risk management, human resources, and several administrative services functions.

THE UNIVERSITY'S STRONG COMMITMENT to the development of resources and facilities provides the new Vice President with a wonderful foundation on which to build long-term objectives.

CANDIDATES WILL POSSESS superior analytic, leadership and communication skills; the ability to think strategically and creatively; aptitude for financial planning and budgeting; have ten years experience in financial management of complex institutions including five years at senior level; knowledge of university finance and accounting; and ability to interact positively and professionally with campus constituents, trustees, and the public.

A COMBINATION OF EDUCATION, TRAINING OR EXPERIENCE that provides the knowledge, skills and abilities to perform the essential functions of the position is required. Strong preference will be given to applicants with a master's degree in a related discipline.

LOCATED NEAR THE PORTLAND METROPOLITAN AREA, the Pacific Ocean, the Cascade Mountains and adjacent to the Oregon State Capitol, Willamette University provides significant access to governmental resources and ample cultural and recreational opportunities.

LANSING COMMUNITY COLLEGE
Where Success Begins

Faculty Member, Economics

Master's Degree in Economics or related area required Ph.D. desired. Teaching experience in Economics required. Experience with curriculum development, program review and assessment of student outcomes desired. Send letter of application, resume and completed application form (call 517/483-9753 to obtain form) to **8041 - Human Resources, P.O. Box 40010, Lansing Community College, Lansing, MI 48901-7210.**

EOE

Health Resources Director

DARTMOUTH COLLEGE

Requirements: Ph.D. or Master's degree in related field with minimum of 3-5 years' experience working with College level alcohol and other drug education/prevention, previous supervisory experience. **Preferred:** experience in social norms programming. Send cover letter, résumé and three letters of recommendation:

John Turco, M.D., Dartmouth College Health Service, 7 Rope Ferry Road, Hanover, NH 03755

EOE

UNIVERSITY of IOWA
HEALTH CARE

DEAN, COLLEGE OF MEDICINE

The University of Iowa seeks candidates for the position of Dean of the College of Medicine. Responsibilities of the Dean include faculty recruitment and appointments; educational, clinical and research programs, admission and placement of students; student affairs, fiscal planning and management, short term and strategic planning, space and equipment utilization, philanthropic outreach and other activities that affect educational, research, and professional service within the College. The Dean reports to the Vice President for Statewide Health Services, is spokesperson for the faculty of the College, and represents the College in interactions with practitioners throughout the state. The Dean reports to the Provost for academic evaluation of faculty appointments, promotion and tenure decisions.

The College of Medicine is consistently among the top ten public medical schools in National Institutes of Health funding and is part of a major research university. The working relationship between the College of Medicine and the University of Iowa Hospitals and Clinics is uniquely successful and is described as University of Iowa Health Care. The two entities work cooperatively in partnership to fulfill their complementary missions of teaching, patient care and research. The College is part of a vibrant Health Sciences campus that includes colleges of Pharmacy, Nursing, Dentistry and Public Health. The Dean must be able to effectively interact with and be willing to cooperate/collaborate with the other four health sciences colleges and their representatives. The College is also closely affiliated with an adjacent, comprehensive Department of Veterans Affairs Medical Center.

Candidates should possess an M.D., Ph.D., or both, have a distinguished record of teaching, research, and service in a medically-related field and qualify for senior academic rank in the College of Medicine. The successful candidate must have a demonstrated capacity to foster an environment in which excellent teaching and scholarship can flourish. The University of Iowa College of Medicine has a history of excellence in basic and patient-oriented biomedical research, delivery of tertiary medical care as well as the development and promotion of clinical programs in a state which relies heavily on rural, primary care physicians.

The Search Committee seeks candidates who have a record of innovative and effective administrative leadership; possess strong advocacy skills; expect and enjoy interaction with students; and who have a commitment to increasing diversity among students, staff and faculty. A demonstrated knowledge of fiscal management within the complex, changing health care field is essential. A record of productive interaction with representatives of business and industry, community and state leaders, legislators, and officials at all governmental levels is highly desirable.

The Search Committee will accept nominations and applications until the position is filled. The Committee is particularly interested in identifying minority and women candidates. Applications should include curriculum vitae and the names, addresses, and telephone numbers of five references. Please send nominations or applications to:

Dr. Francois Abboud
Chair, Search Committee for the Dean
College of Medicine
200 CMAB
The University of Iowa
Iowa City, IA 52242

The University of Iowa is an equal opportunity and affirmative action employer.

COLBY

Colby, a highly selective private liberal arts college of 1800 students located in central Maine, seeks applicants for the following position:

CAREER COUNSELOR

Employee will be responsible for carrying out the normal range of career services work, with an emphasis on counseling and programming. This is a temporary position, lasting 10 months, beginning in mid-August 2002 and ending in mid-June 2003. Qualifications include: a Bachelor's degree is required, a Master's degree in a related field is preferred; a strong commitment to an education in a small liberal arts college is necessary; knowledge of job search process and familiarity with career development theory; excellent interpersonal and communication skills required; and computer proficiency is necessary.

Interested candidates, please send two copies of a letter of application and two copies of a resume with the names and telephone numbers of three references, to: **Douglas C. Terp, Associate Vice President for Administration, Colby College, 5500 Mayflower Hill, Waterville, ME 04901-8855.**

To apply electronically, send to: personnel@colby.edu. A review of applications will begin immediately and will continue until the position is filled.

Colby is an Equal Opportunity/Affirmative Action employer. Applications and nominations of women and minorities who would enrich the diversity of the campus community are strongly encouraged.

For more information about the College, please visit the Colby web site: **www.colby.edu.**

FACULTY

NURSING INSTRUCTOR

Mott Community College seeks innovative Nursing Instructor interested in providing instruction in nursing theory and clinical practice to a diverse student population within the Practical and Associate Degree Nursing Programs. This full-time position will utilize various innovative teaching/learning methodologies. This position requires a Masters Degree in Nursing, 3 years relevant clinical experience and a current Michigan Licensure as a Registered Nurse. **Additional Desirable Qualifications:** Teaching experience at community college level; excellent written and verbal communication skills; excellent human relations skills.

If interested, please send a letter of interest, resume, transcripts, copy of MI Nursing License and 3 letters of reference to:

Mott Community College
c/o Nursing Faculty
Human Resources CM 1024
1401 E. Court Street
Flint, MI 48503

Email resume to Resume@mcc.edu

Mott Community College

Mott is an AA/EEO Employer. Candidates must submit to a drug test and background check for employment. For more details, please visit our website at www.mcc.edu.

AREA COORDINATOR

CAL POLY POMONA UNIVERSITY
$3,142-4,236 per month

The Area Coordinator will provide staff development and leadership to 5-6 Resident Advisors & 4-8 Student Assistants; serve as counselor & mediator in University Residence halls; develop & implement a major residence life program component; and coordinate administrative operations of the hall.

BA/BS (MA preferred) in related field AND 2 years professional exp. in one of the student services program areas. Exp. developing and implementing an integrated multicultural perspective in education, cultural, and social programs & activities of a university housing dept are desirable. (This position includes a reduced rate on-campus, furnished apartment and meal plan).

For application and information, please visit our website at http://www.csupomona.edu/~hrs or call (909) 869-3733 for application materials.

Refer to job #035-SA-02.

ROBERT WOOD JOHNSON MEDICAL SCHOOL

UMDNJ - Robert Wood Johnson Medical School - Eric B. Chandler Health Center has the following positions available:

DENTIST (02PS9979)

Must be licensed to practice dentistry (DDS or DMD) in the state of New Jersey and have two (2) years in the practice of dentistry. Bilingual skills (English/Spanish) strongly desired.

DENTAL ASSISTANTS

(2 OPENINGS - 01PS8450/02PS9822)
Must be a graduate of an accredited Dental Assisting program and certified as a Dental Assistant in the state of New Jersey. Valid Dental Radiological Technology license issued by the New Jersey Department of Environmental Protection. Experience as a Dental Assistant preferred. Evening and Saturday morning hours required on a rotational basis. Bilingual skills (English/Spanish) strongly preferred.

Interested parties may apply in person at our Human Resources office located at 335 George Street, New Brunswick, NJ. To request an application, candidates may call the **UMDNJ Job Hotline at (732) 235-9400** and follow the voice mail instructions. Please mail applications to **UMDNJ - Dept. of Human Resources, 335 Liberty Plaza, P.O. Box 2688, New Brunswick, NJ 08903-2688**

UMDNJ is an AA/EO Employer. Visit our website at www.umdnj.edu.

UMDNJ
ROBERT WOOD JOHNSON MEDICAL SCHOOL

UNIVERSITY OF DENVER

Director of the School of Engineering & Computer Science

The University of Denver, the oldest independent university in the Rocky Mountain West, invites nominations & applications for the position of Director of its newly created School of Engineering and Computer Science within the division of Natural Sciences, Mathematics & Engineering. The University's goal is to fill the position by Sept. 1, 2002, although the exact start date is negotiable. Candidates with a Ph.D. in computer science with a bachelor's degree in engineering are preferred, other degree combinations will be considered. Applicants lacking terminal degrees, but whose careers have attained the highest levels of distinction in business and industry, are also encouraged to apply. A distinguished record of industrial accomplishments and/or distinguished record of scholarly productivity that merits appointment as a tenured full or associate professor are expected. Please visit www.du.edu/NSME to obtain a full job description including responsibilities and qualifications. Send applications (including letter of interest, vita, teaching evaluations & 5 letters of rec.) to **Mike Wirth, School of Engineering & Computer Science Search, University of Denver, 2490 S. Gaylord, Denver, CO 80208 (mwirth@du.edu).** Review of applications will begin on April 15, 2002 and continue until an appointment is made. The University of Denver **(www.du.edu)** is committed to enhancing the diversity of its faculty and staff and encourages applications particularly from women, people of color, people with disabilities, and veterans.

The University of Denver is an EEO/AA Employer.

BEST COPY AVAILABLE

AUBURN UNIVERSITY

Faculty Positions

Established in 1856, Auburn University is one of the South's premier land-grant institutions. Accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award Bachelor's, First Professional, Master's, Educational Specialist, and Doctor's degrees, Auburn University has over 1,100 faculty and enrolls approximately 22,000 students from all fifty states and nearly one-hundred countries. The University is widely recognized for the quality of its graduate and undergraduate educational programs, the effectiveness of its research and outreach programs, and the innovative use of information technology. You are invited to visit the University's web site at www.auburn.edu to learn more about the University, its vision and mission, and to take a virtual tour of the campus.

Recruitment for faculty positions is most often at the tenure-track Assistant Professor level, although those with faculty experience at other institutions may be recruited at the Associate Professor level. These are usually 9-month appointments, with an opportunity for summer employment. Several units also offer 12-month non-tenure-track positions as Clinical Assistant Professors and Research Assistant Professors. Limited term appointments as Interns, Residents, and Postdoctoral Fellows may be available in some units. Visiting faculty appointments are often available in some units.

Each of the University's colleges and schools has its own web site, which includes information about its departments and programs and faculty positions available within each unit. The areas of recruitment listed below may not include all available positions. You are encouraged to visit the college or school web site which includes your discipline to determine position availability and the requirements for those positions.

COLLEGE OF AGRICULTURE
www.ag.auburn.edu
Natural resources and environmental economics, agricultural economics, and aquaculture systems.

COLLEGE OF ARCHITECTURE, DESIGN AND CONSTRUCTION
www.cadc.auburn.edu
Building science, architecture, and industrial design.

COLLEGE OF BUSINESS
www.business.auburn.edu
Accountancy, economics, finance, management, management information systems, and marketing.

COLLEGE OF EDUCATION
www.auburn.edu/academic/education
Health and human performance teacher education, business and office education, early childhood education, music education, elementary social studies education, science education, and counseling psychology.

SAMUEL GINN COLLEGE OF ENGINEERING
www.eng.auburn.edu
Construction engineering, information technology, wireless engineering, modeling and simulation, and vehicle propulsion.

SCHOOL OF FORESTRY AND WILDLIFE SCIENCES
www.forestry.auburn.edu
Forest policy and economics, forest engineering and operations.

COLLEGE OF HUMAN SCIENCES
www.humsci.auburn.edu
Interior design.

COLLEGE OF LIBERAL ARTS
www.frontpage.auburn.edu/cla
Graphic design, public relations, clinical psychology, experimental psychology, Spanish, dance, theatre directing, philosophy, and social work.

SCHOOL OF NURSING
www.auburn.edu/academic/nursing
Adult health.

JAMES I. HARRISON SCHOOL OF PHARMACY
www.pharmacy.auburn.edu
Pharmacology and pharmacy practice.

COLLEGE OF SCIENCES AND MATHEMATICS
www.auburn.edu/academic/science_math
Biochemistry, solid state experimental physics, experimental plasma physics, statistics, marine biology, microbiology, and developmental genetics.

COLLEGE OF VETERINARY MEDICINE
www.vetmed.auburn.edu
Department Head and Professor, Clinical Sciences, and Department Head and Professor, Anatomy, Physiology & Pharmacology. Gross anatomy, pathology, microbiology, small animal surgery, equine surgery, equine internal medicine, small animal internal medicine, anaesthesiology, field services, theriogenology, dermatology.

UNIVERSITY LIBRARIES
www.lib.auburn.edu

GRADUATE SCHOOL
www.grad.auburn.edu

Auburn University is committed to diversity among its administrators, faculty, staff, and students. The University is an equal opportunity educational institution and employer, holding that every person has worth as an individual and is entitled to dignity and respect. It is the policy of Auburn University to provide educational and employment opportunities without regard to race, color, national origin, religion, gender, age, disability, veteran status, or sexual preference.

ITHACA COLLEGE

The Department of Politics has an opening for a full-time two-year position (possibly renewable) in Latin American and Latino/Latina Politics. We are interested in candidates whose work is broadly comparative, opens up new ways of thinking about Latin American politics, locating it both inside/outside the US, and which focuses on such issues as new democratizations, social and indigenous movements, immigration/transborder relations, and political-economies in an era of globalization. Preference will be given to candidates who have teaching experience and have completed their Ph.D.

Please send a cv, transcript, three letters of recommendation, teaching evaluations, and writing sample to **Asma Barlas, Chair, Department of Politics, Ithaca College, Ithaca, NY 14850.** Screening of applications will begin immediately and will continue until the position is filled. *Ithaca College is an Equal Opportunity/ Affirmative Action Employer. Members of underrepresented groups (including people of color, persons with disabilities, Vietnam veterans and women) are encouraged to apply.*

Tarrant County College District

Accepting Applications

24-hour telephone listing of current vacancies at

(817) 515-JOBS

or visit our
Career Opportunities and online job application at

http://www.tccd.net

to apply.

Tarrant County College is an Equal Opportunity Institution that provides educational and employment opportunities on the basis of merit and without discrimination because of race, color, religion, sex, age, national origin, veteran status, or disability.

Executive Director of Human Resources

Plattsburgh State University is a moderate-sized (6000 students) comprehensive college, part of the State University of New York system. Located in an attractive corner of upstate New York on the shore of Lake Champlain, the College is a one-hour drive from Lake Placid, Burlington, VT, and the cosmopolitan area of Montreal.

The State University of New York at Plattsburgh invites applications for the position of Executive Director of Human Resources. A service-oriented leader is desired to manage the effective delivery of human resource services to college staff, faculty, managers and senior administrators. The position, which oversees the operation of a seven-member HR office, reports directly to the Vice President for Business Affairs and is the President's designee for executing union negotiated agreements.

Additional information on the college and the position can be found at
www.plattsburgh.edu and
www.plattsburgh.edu/hr/professional.cfm.

Plattsburgh
STATE UNIVERSITY OF NEW YORK
www.plattsburgh.edu/hr/

DEAN

COLLEGE OF NATURAL RESOURCES

The University of Minnesota invites applications and nominations for the position of Dean of the College of Natural Resources. The Dean is the chief executive officer of the College of Natural Resources and an associate director of the Minnesota Agricultural Experiment Station. The Dean leads and manages the college, and serves as the principal spokesperson for the college within the University and to external audiences. The successful candidate must have the ability to provide innovative leadership to the college and to work effectively with a multidisciplinary faculty, a diverse student body, the faculties in related academic departments, and the private and public sectors.

Candidates must have an earned doctoral degree (or an equivalent advanced degree); experience in broad natural resource management, policy or conservation issues (e.g., forestry, forest products, paper science, fisheries and wildlife biology, conservation biology, ecology or other related resource programs); demonstrated record of related accomplishments, including administrative or leadership experience; academic experience, preferably in higher education; excellent interpersonal and communication skills; experience working with various constituencies; and a demonstrated record and commitment to promoting diversity.

The anticipated starting date for this position is September 1, 2002. Applications will be reviewed beginning May 1, 2002, but will be accepted until the position is filled. Applications and nominations should be sent to:

Dean Search Committee
College of Natural Resources • University of Minnesota
235 Natural Resources Administration
2003 Upper Buford Circle • St. Paul, MN 55108
Phone: (612) 624-4250 • Fax: (612) 624-8701
E-mail: b-berw@umn.edu

UNIVERSITY OF MINNESOTA

The University of Minnesota is an Equal Opportunity Educator and Employer

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AGNES SCOTT COLLEGE

THE WORLD FOR WOMEN

TWO VISITING FACULTY POSITIONS IN EDUCATION

The Department of Education at Agnes Scott College invites applications for two two-year positions, which may lead to tenure track appointments. One appointment will preferably be at the level of associate or full professor and will include service as Director of Teacher Education. This candidate should be familiar with NCATE standards. In one position, preference will be given to candidates with a background in P-12 math or science, the other will be in early childhood education. For both positions, candidates should be able to teach a wide range of courses that contribute to the training of excellent teachers in a liberal arts environment. Positions begin August 2002. An earned doctorate is required. Review of applications will begin April 1 and will continue until the positions are filled. For inquiries call 404-471-6201 or e-mail mlewin@agnesscott.edu. Send letter of application, CV, personal statement, and names, addresses, phone numbers and e-mail addresses of three references to Dr. Myrtle Lewin, Agnes Scott College, 141 East College Avenue, Decatur, GA 30030-3797.

Agnes Scott College is a highly selective, independent, liberal arts college for women in the Atlanta area with an enrollment of 900 students and a student-faculty ratio of 10:1. You are invited to visit our Web site at http://www.agnesscott.edu for further information on the department, the position and the College.

Agnes Scott College does not discriminate on the basis of sex, race, color, religion, national origin, age, sexual orientation or disability in its employment. Agnes Scott College has a strong commitment to diversity and urges members of underrepresented groups to apply.

An Equal Opportunity Employer

CENTRAL MICHIGAN
UNIVERSITY

Provost/Executive Vice President

Central Michigan University invites applications and nominations for the position of Provost/Executive Vice President. CMU seeks an exceptional leader with a strong record of academic accomplishment to serve as the university's chief academic officer and executive vice president. The successful candidate will play a key leadership role in CMU's drive to move to its next level as a national-caliber learning and research university.

CMU serves more than 28,000 students enrolled in over 200 academic programs at the baccalaureate, master's, and doctoral levels. Recognized for outstanding individual programs in a range of disciplines, CMU seeks to further emphasize excellence in teaching, learning, and research at all three program levels. It also intends to further develop its role and programs in applied research and technology transfer. CMU competes at the Division I-A level in athletics and is located in Mt. Pleasant, situated in the heart of Michigan.

Reporting directly to the president, this position provides leadership in the planning, development, assessment, and implementation of all academic and related programs and services. The successful candidate will motivate a university-wide team at all levels; promote the university's core values; possess a high level of energy and function effectively in a fast-paced environment; and be accessible and respond appropriately to the aspirations and concerns of students, faculty and staff of a doctoral/research-intensive public university with 60 off-campus locations.

Qualifications: an earned doctorate from an accredited institution; demonstrated record of outstanding scholarship and teaching; tenurable at the rank of full professor; demonstrated ability to manage a complex academic organization and work effectively with colleagues across divisions; substantial executive and fiscal management experience; demonstrated success as a creative leader and in generating external resources; demonstrated understanding of the role of emerging technologies; excellent communication skills; strong commitment to diversity; an understanding of academic and student services administration.

Information for Applicants. Review of applications and nominations will begin immediately and will continue until an appointment is made. Individuals wishing to nominate candidates for the position should submit a letter of nomination, including the name, position, address and telephone number of the nominee.

Interested candidates should submit a letter of application, a current resume, and the names and telephone numbers of five references, who may include faculty, students, administrators, Trustees, or others as appropriate. *Applicants and nominators are strongly encouraged to submit their materials by email and Word attachments.*

Nominations and applications should be sent to:

Chuck Bunting
Vice President
A.T. Kearney Executive Search
333 John Carlyle Street
Alexandria, VA 22314
Fax: 703 519 0391
E-mail: charles.bunting@atkearney.com or
stephen.leo@atkearney.com

Questions also may be directed to Chuck Bunting at: **charles.bunting@atkearney.com, and 703-739-4630;** or Stephen Leo at: **stephen.leo@atkearney.com, and 703-739-4631.**

For more information on Central Michigan University and this position, please refer to the website: www.cmich.edu/president/provost-search.html.

CMU, an AA/EO institution, is strongly and actively committed to increasing diversity within its community (see www.cmich.edu/aaeo/).

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COORDINATOR FOR GREEK LIFE PROGRAMS

Center for Student Involvement and Leadership

The Greek community at The University of Arizona consists of a group of diversified men and women belonging to 43 different fraternities and sororities. Serve as resource and administrative liaison for chapter officers, members, advisors, and alumni of University recognized Greek lettered organizations, providing primary support to governing body officers, and facilitating training and other interventions that enhance the success of each group and promote leadership development.

Required qualifications include a Master's degree in Student Personnel Administration, Higher Education Administration, Counseling, or a directly related field; two years of paraprofessional or professional work experience in Greek Life; experience in developing, implementing, and evaluating programs specifically designed for social fraternities and sororities; and demonstrated knowledge of national fraternity and sorority policies and procedures, and national trends in fraternity and sororities as it pertains to legal issues and programming. Salary range: $30,000-$35,000 plus outstanding UA benefits. For full details and qualifications, see posting at www.hr.arizona.edu

To apply, please submit a cover letter, resume, and the names and contact information for three references to **Human Resources, The University of Arizona, 888 N. Euclid #114, PO Box 210158, Tuscon AZ 85721-0158.** Review of materials will begin April 5, 2002 and will continue until position is filled.

The University of Arizona is an EEO/AA Employer-M/W/D/V.

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The following tenure-track position is available for 2002-03. The position requires at least a Master's degree with a minimum of 18 semester or 30 quarter hours of graduate credit in the teaching field of Business Information Systems (IS) or related field with additional educational background (18 semester/30 quarter hours of graduate credit) in Computer Science related coursework preferred. College teaching experience and demonstrated knowledge of instructional technology is strongly preferred.

Business Information Systems

Position # 03-22.

Teach business related Information Systems (IS) courses with the ability to teach introductory Computer Science courses preferred.

Salary placement is commensurate with education and experience, entry-level salary is $35,888. The starting date is 8/12/02. The College reserves the right to extend search, or in the event of budget restrictions, not offer position advertised. Application deadline: 4/26/02.

For your application to be considered, applicants should reference position number (#03-22) and send the following as a single packet: (1) letter of interest, (2) resume, (3) unofficial copy of graduate transcript(s), and (4) list of five professional references (names, addresses, e-mail addresses, and telephone numbers to:

Georgia Perimeter College
Attn: Judy Chestonay
3251 Panthersville Road
Decatur, GA 30034
Fax: 404-244-5774

For more information on Georgia Perimeter College,
please visit our web site at:
www.gpc.peachnet.edu

Community Colleges of Spokane, Spokane Community College invites applications for the following tenure track faculty positions:

COMMUNITY COLLEGES OF SPOKANE

Position	Review Begins
Natural Resources Instructor	April 3, 2002**
Nursing Instructor	April 9, 2002*
Water Resources Instructor	April 3, 2002**

*Position to start 6/24/02. **Position to start 9/11/02.

Nursing Instructor requires Master's and Natural/Water Resources Instructors requires Bachelor's in field. Salary $38,506-$54,912 for a 175-day annual contract. For position details, qualification requirements, and official application, contact Human Resources Office, Community Colleges of Spokane, 501 N. Riverpoint Blvd, MS 1004, P.O. Box 6000, Spokane, WA 99217-6000 at (509) 434-5040, TTY (509) 434-5059 or access our Website at http://ccs.spokane.cc.wa.us. *AA/EOE*

The College Board

AP Central Site Manager

The College Board is a national nonprofit membership association dedicated to preparing, inspiring, and connecting students to college and opportunity. Founded in 1900, the association is composed of more than 4,200 schools, colleges, universities, and other educational organizations. AP Central, the official online home for the Advanced Placement Program, is a new and growing resource for teachers, administrators and faculty who are involved or interested in the AP Program. Since its launch in December 2001, over 30,000 users have registered to the site, http://apcentral.collegeboard.com.

The Site Manager will direct all aspects of AP Central as an integral component to a K-12 Professional Development strategy, with lead responsibility as product manager for AP Central Web site. Position includes managing all daily operations for editorial and technical functioning of site and performing a variety of program management tasks related to K-12 Professional Development. A Bachelors Degree and at least 5 years of related work experience and academic web site management is required. This position is based in New York, NY. The College Board offers an excellent benefits package, including tuition reimbursement. EOE

Reply to: The College Board attn: Human Resources
45 Columbus Avenue, New York, NY 10023
hr@collegeboard.org, or fax 212-713-8277

UMR

VACANCY ANNOUNCEMENT

The Department of History and Political Science at the University of Missouri-Rolla invites applications for a tenure-track assistant professorship to begin Fall Semester 2002 to replace a retiring department member. Candidates must have a specialization in the history of technology and/or the history of science as well as the ability to teach survey Western Civilization I & II courses. The ideal candidate will be able to offer upper division courses in the history of science, the history of technology and European history. Candidates must have the Ph. D. no later than August 2002 and must provide evidence of excellence in teaching and scholarship. Send letter of application, c.v., transcript, three letters of reference, and evidence of teaching effectiveness and scholarly potential to **Human Resource Services, #R50161, University of Missouri-Rolla, 1870 Miner Circle, 1202 North Bishop Building, Rolla, MO 65409-1050.** The review of applications will begin on April 15, 2002, and continue until the position is filled.

UMR is an AA/EEO employer.
Females, minorities and persons with disabilities are encouraged to apply.

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PROVOST AND VICE PRESIDENT FOR ACADEMIC AFFAIRS

The Provost reports to the President and is the College's chief academic officer, with responsibility for enhancing the overall academic life of the institution. The Deans of Hunter's School of Arts and Sciences, Education, Health Professions, and Social Work report to the Provost. In addition, the Chief Librarian, Director of Research Administration, other academic support services, as well as the Hunter College Campus Schools, and centers/institutes report to the Provost.

Hunter College, the largest of the senior colleges in The City University of New York system with an enrollment of approximately 20,000, including more than 4000 graduate students, is a comprehensive institution, offering a wide range of baccalaureate and master's degree programs in more than thirty academic departments and professional schools, as well as participating in the Ph.D. program of The City University of New York. Hunter has long been a leader within its academic mission and a Provost is sought who will continue that academic leadership by developing new and innovative programs as well as instituting programs and policies leading to academic reform and change.

Qualifications: Candidates must have a strong commitment to the goals of urban, public higher education in a multi-cultural, multi-racial environment and have the scholarly accomplishments commensurate with the rank of a tenured full professor. Further criteria include: successful administrative and teaching experience at the collegiate level; experience with funded research; an understanding of the strengths and limitations of new teaching and research technologies; demonstrated ability to work effectively with faculty, students, and staff in fostering academic change and growth; a commitment to graduate and professional education within the liberal arts context; willingness to plan and participate in the College's on-going private fund-raising efforts; an appreciation of the importance of a liberal arts education and the undergraduate missions; and knowledge and appreciation of the complexities facing a comprehensive college in the 21st Century.

Review of nominations and applications will begin immediately and will continue until an appointment is made.

Salary commensurate with experience. Send Applications and Nominations to: **Charles E. Hayes, Director of Human Resources, Hunter College 695 Park Avenue, E1502 New York, NY 10021; Fax: 212-772-4329; E-mail: charles.hayes@hunter.cuny.edu**

HUNTER
CITY UNIVERSITY OF NEW YORK

Hunter College is an AA/EO/ADA employer and actively seeks applications from minorities and women for this position.

San Francisco State University

Faculty Position in International Business College of Business

The Department of International Business is accepting applications for a full-time, tenure-track, assistant professor. The position requires graduate and undergraduate teaching, student advising and service to the department in curriculum and program development. Candidates are sought with expertise in a functional area of Business, and who may be interested in teaching business capstone seminars from an international perspective at the graduate and undergraduate level. Other specializations of interest include international entrepreneurship, privatization, or expertise in a geographical region such as Europe, Latin America, or the Pacific Rim.

The appointment date is Fall 2002 and the application closing date is March 15, 2002 (or until position is filled).

Please send your vita, letter of application, and supporting evidence in hard copies via postal services to:

Dr. Joel D. Nicholson,
Chair of Search Committee
College of Business
San Francisco State University
1600 Holloway Ave.
San Francisco, CA 94132

Please see web page for further information:
http://www.sfsu.edu/~ib

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Office of Research Administration

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University of Houston-Clear Lake
Office of Human Resources
Job #02-2110
2700 Bay Area Blvd.
Houston, TX 77058
http://www.cl.uh.edu/hr/02-2110.htm

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Mott Community College
Human Resources, CM 1024
1401 E. Court Street
Flint, MI 48503
Fax (810) 762-0595

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¡PUNTO FINAL!

RETENTION AND ACHIEVEMENT IN HISPANIC-SERVING INSTITUTIONS

Dr. Juan José Gutiérrez, currently interim director of the Faculty Mentoring Program at CSU Monterey Bay, where he has taught in the Social and Behavioral Sciences Center for four years, holds a Ph.D. in anthropology from UC-Santa Barbara.

Last graduation at California State University-Monterey Bay, I experienced one of those instances that make it all worthwhile. After the ceremony, a student approached me with his family and said, "I want to thank you....I would not have finished without your support. Do you know, Professor, where I would be today without your support?" Alejandro is a former gang member, so we knew where he would be. As I reminded him that his achievement was due to his hard work and determination, I couldn't but smile and feel inside a tremendous sense of pride in my work.

If you are an educator, I am sure you can relate to my experience. Most educators engage in mentoring every year. And every year that dedication makes the difference for students–but particularly for students like Alejandro.

CSU-Monterey Bay, founded in 1995 in a military base conversion project, was designed to serve the state's diverse population, especially the working-class and the historically under-educated and low-income populations. Because of this commitment, many students arrive at the campus with serious deficiencies, underprepared even for required lower-division courses in math, writing, technology, and science. Almost half require remediation in English, and more than 70 percent, in math.

For the Latino/Latina students, the numbers are even more somber: up to 77 percent require remediation in English; up to 85 percent, in math. As these incoming students face challenging courses in their majors, they become overwhelmed and drop either the classes most difficult for them, or the University altogether. Only 62 percent reach their junior year.

Our challenge is clear: to provide a systematic support network for retention of and achievement by our students.

Faculty and peer mentoring and expanded academic support services, rather than remedial work, have been identified as the most important strategies to follow. The literature supports the contention that systematic mentoring is perhaps the most effective intervention in student success. The key, I believe, is to turn mentoring–an often spontaneous and voluntary activity occurring between caring faculty and eager students–into a systematic and institutionally supported practice.

The Faculty Mentor Program at CSUMB targets three primary student groups most "at-risk": entering first-time Equal Opportunity Program (EOP) students, especially Summer Bridge participants and other special admit students; EOP students transferring from community colleges; and migrant students in need of academic support in math and English. The philosophy of the program is that if the University succeeds in retaining these students, the impact on overall retention of the larger student body will be positive.

Mentoring is not an isolated activity but part of a comprehensive university-wide system of support, including academic advising; academic skills development; writing, math, and English development support programs, and more.

As we implement this support infrastructure at CSUMB, we ask ourselves about the role of the mentor. I believe, with Freire, that the fundamental task of the mentor is a liberatory one.

Alexander González, president of CSU-San Marcos, wrote in these pages not long ago that the mentors' role is not to work with their students so that they become their replicas. Their work is to *believe* in their students' own ability to achieve and be successful. Mentoring is not a remedial practice but a systematic and proactive approach to promoting student retention and success.

We are not in the business of patching deficiencies: we are in the business of helping people understand the extraordinary things they can do because of who they are, and to provide some direction.

There is a good array of examples of quality in faculty mentoring programs, some especially tailored to Latino/Latina students, and the CSU System has distinguished itself with excellent practices. Particularly important for Hispanic-serving institutions is to mentor students of the working class and the historically under-educated and low-income populations, and to mentor systematically. This involves the institutional recognition of the voluntary practice of mentoring that takes place, and building it from that into a culture of mentoring–an environment in which mentoring is expected, promoted, assessed, and valued as central to the practice of the institution. This is valid for any university, but especially for institutions such as CSU-Monterey Bay, whose role is not only to educate well, but to educate well those who have not been as privileged. *¡Si se puede!*

If interested in submitting a ¡Punto Final! "think piece," please e-mail us at sloutlook@aol.com for guidelines.

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- To increase the presence of Latina/o faculty in seminaries, schools of theology, and universities.
- To help identify and prepare highly trained educators and leaders who can articulate, model, and help teach values and ideas that will inform and make an impact in our Latino faith communities and communities in general.

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Address for Information and Application.
Hispanic Theological Initiative; 12 Library Place; Princeton, NJ 08540;
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CONTRIBUTORS: Isis Artze, Marilyn Gilroy, Jennifer Gonzales, Kellie B. Gormly, Gina Guerriero, Rubén G. Mendoza, Mike Scott, Alexandra Salas Rojas, Sara Martínez Tucker

LETTERS TO THE EDITOR: **Commentaries or Questions should be addressed to:**

The Hispanic Outlook in Higher Education
210 Route 4 East, Suite 310
Paramus, NJ 07652

All correspondence should include author's full name, address, and phone number.

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From time to time, *The Hispanic Outlook in Higher Education* will publish articles dealing with controversial issues. The views expressed herein are those of the authors and/or those interviewed and may not reflect the official policy of the magazine. *The Hispanic Outlook in Higher Education* neither agrees nor disagrees with those ideas expressed, and no endorsement of those views should be inferred unless specifically identified as officially endorsed by Hispanic Outlook in Higher Education.

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The Hispanic Outlook, P.O.Box 68, Paramus, New Jersey 07652

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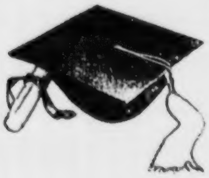
UC Researcher Alejandro Acevedo-Gutiérrez is named Hispanic Scientist of the Year for his inspirational work.



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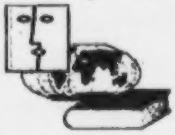

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¡PUNTO FINAL! back cover

A Need for Change

Cover Photo of Sara Martínez Tucker: Courtesy of the Hispanic Scholarship Fund

Esquina Editorial

Post Graduation

Decisions, decisions, decisions. No sooner have some students earned their degree and have had it laminated for display, when many of them begin to toy with the idea of graduate school–that is, if they have not already applied prior to donning their caps and gowns.

However, for some students it's not all that simple. Making a living is a priority, so getting a jumpstart on a salary-earning position is pivotal. Afterall, student loans must be repaid, and adulthood responsibilities wait in the wings. Juggling grad school and work is doable but not an appealing or easy endeavor, and not everyone can afford to postpone entering the job market several more years.

Our cover story discusses some of the challenges and questions raised by Hispanics considering grad school. It offers suggestions about deciding on a program, selecting a school, the application process, financial aid, scholarships and more.

Another story offers a perspective of a Harvard graduate, on how planning and enrolling in a graduate program can be one of the biggest personal and financial investment decisions ever…. It is.

The pursuit of higher education should be a fundamental component of one's personal portfolio. The return on investment is invaluable.

Saludos

Alexandra

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A CAPITOL VIEW

Graduate Students: A Glimpse

BY GUSTAVO A. MELLANDER

As we prepare to graduate another class of students, one can not help but think what lies ahead for them.

How many will go on to graduate school? How many will succeed? And, given the thrust of this publication, what about Hispanics? What happens to them after they receive their baccalaureates?

If the past is prologue, as many claim, we have a government report, *Life After College*, to study. Hispanics are not broken down that often, but for the entire population, we read that five years after receiving their undergraduate degrees a healthy 89 percent of those individuals were employed.

Further education was still an important part of their lives since some 18 percent were still enrolled, seeking an advanced degree. Thirteen percent were working while attending graduate school while 5 percent were not. The remaining 6 percent were neither working nor studying. Females are about twice as likely as males to be in this latter situation.

Educational Expectations

Such a percentage breakdown is surprisingly in keeping with their educational plans when they received their baccalaureate degrees. At that time, a full 85 percent reported that they expected to earn a graduate or first-professional degree sometime in the future. In contrast, 100 years ago, less than 10 percent of undergraduates planned to pursue graduate education.

In 1993, female graduates were more likely than male graduates to have advanced degree expectations (87 percent versus 83 percent). By 1997, however, the difference had diminished, and they were about equally likely to expect to earn an advanced degree (73 percent of females and 71 percent of males).

In 1997, Black and Hispanic graduates were more likely than White graduates to expect to earn an advanced degree (85 percent and 79 percent versus 70 percent, respectively). Advanced degree expectations dropped more for Whites (15 percentage points) between 1993 and 1997 than for Blacks (4 percentage points).

Changes in graduates' advanced degree expectations differed depending on their original degree expectations. The percentage of bachelor's degree recipients who expected to earn a master's degree as their highest degree decreased slightly between 1993 and 1997 (from 58 percent to 54 percent), while the percentage expecting to complete a doctoral degree declined sharply (from 21 percent to 12 percent). The percentage expecting to earn a first-professional degree was similar in both years (about 6 percent).

Students' performance in college was positively associated with applying, being accepted, and enrolling. Graduates with cumulative grade point averages of 3.5 or above at their baccalaureate institution were at least twice as likely as those with GPAs under 2.5 to apply, and about three times as likely to enroll. Among the 50 percent of graduates with GPAs of 3.5 or above who applied for admission to a graduate or first-professional program, 91 percent were accepted. Eighty-three percent of those who were accepted enrolled.

Graduate and First-Professional Education

Most enrollment by 1997 was at the master's level. Of the 30 percent of the 1992-93 bachelor's degree recipients who had enrolled in an advanced degree program by 1997, about three-quarters were pursuing a master's degree (10 percent sought an MBA and 66 percent worked on other master's degrees). Another 14 percent was enrolled in first-professional degree programs, and 10 percent was in doctoral programs.

Men and women were equally likely to enroll in graduate or first-professional programs, but gender differences in the types of degrees pursued were pronounced. Three-quarters of enrolled women were in a master's degree program other than an MBA, compared with about half (54 percent) of enrolled men. Men were twice as likely as women to enroll in an MBA program (14 percent versus 6 percent).

Education and MBAs

Education and business were the most popular, chosen by 22 and 18 percent, respectively, of the 1992-93 bachelor's degree recipients enrolled in an advanced degree program by 1997. About one-third (31 percent) of students enrolled in a master's program other than an MBA were in education.

Enrollment patterns varied markedly. In April 1997, 94 percent of those working on a first-professional or doctoral degree were enrolled full time. In contrast, a majority of non-MBA master's students (59 percent) were enrolled part time.

About two-thirds of MBA students attended part time. About three-quarters (77 percent) of all MBA students attended classes on weeknights. Of those who enrolled for an advanced degree or certificate at any time since earning a bachelor's degree, 71 percent of doctoral students, 56 percent of MBA students, and 32 percent of non-MBA master's students were enrolled in 1997. The rest had either completed their degree or left without completing.

Doctoral Studies

Of doctoral students who enrolled within a year of earning their bachelor's degree, 57 percent had not completed their coursework by 1997, and 46 percent had not taken their exams. However, the majority (59 percent) had started on their thesis. Just over one-half (56 percent) of 1992-93 bachelor's degree recipients who pursued an advanced degree received some type of financial aid to help pay for their education. Fifty-three percent of students in first-professional programs received loans but no grants, compared with 18 percent to 25 percent of students in other programs.

Doctoral students were the most likely to receive an aid package that included grants and no loans (28 percent versus 5 percent to 12 percent for students in other degree programs). MBA seekers were the most likely to receive only employer benefits (18 percent versus no more than 4 percent for students in other degree programs).

Matters have certainly changed since data was collected for this study. Nonetheless, it is a useful guideline. For more details see: U.S. Department of Education. Life After College: A Descriptive Summary of 1992-93 Bachelor's Degree Recipients in 1997, Washington DC.

Dr. Mellander is a professor at George Mason University.

Pursuing Graduate School: Tips for Navigating the Process

by Sara Martínez Tucker

Sara Martínez Tucker is president and chief executive officer of the Hispanic Scholarship Fund, a national nonprofit organization with the mission to advance college education among Hispanic Americans. She also is a member of the Board of Directors of the Student Loan Marketing Association (SLMA), the wholly owned government-sponsored enterprise subsidiary of USA Education, Inc., widely known as Sallie Mae; and is a founding board member of the National Center for Educational Accountability.

A highly competitive job market and an unemployment rate of more than 5 percent have led many job seekers to focus on graduate school as an alternative. Even though graduate school candidates have successfully navigated the college application process in the past, they face new challenges, which include deciding among the more than 1,800 graduate schools available in the United States. In addition, many students may be balancing other responsibilities–families, existing debt, and more.

From our experience with helping students, we have learned that through an understanding of the process, thorough research, and preparation, students can determine the best school that meets their needs and will help achieve their career goals. Often one of the best ways to begin assessing graduate school options is to figure out what the motivation and expectations are for earning a graduate degree.

Motivations and Expectations

Each individual has different motivations for going to graduate school, such as moving a career to the next level or increasing a person's worth. The premium in lifetime earnings for a bachelor's degree over a high school degree is $500,000 for Latinos and $400,000 for Latinas. The premium for a Hispanic with a professional degree is $1.7 million–more than a 200 percent increase over a lifetime.

In addition to the monetary benefits, a student should weigh the pros and cons of pursuing a graduate degree, to make sure expectations are met. Having an advanced degree can make you more competitive in the job market, increase your skills and knowledge in your area of interest, provide increased job satisfaction, and flexibility in your chosen career. The benefits are numerous, but make sure to take a step back and determine if the timing is right.

The Opening Questions

If you're not sure whether graduate school is the best option, ask a mentor or someone experienced in your field for his/her opinion. However, you can begin by asking yourself the following questions:

- Will the degree help advance my career?
- Will the degree help if I want to change careers?
- Do I have the desire to continue or go back to school?
- Is a graduate degree required or an advantage in the career that I have chosen?
- Am I willing to make the sacrifices that going to graduate school may entail (for example, lower income or less free time)?

Examinations, Applications, and Preparation

Once you're sure the decision to attend graduate school is the right one, remember, it is never too early to start collecting information to make an informed decision about which school to attend, and never too early to begin preparing for the application process. As a part of the nation's leading Hispanic educational organization, one that has awarded more than 10,000 graduate school scholarships in its 27-year history, and as someone who successfully earned an MBA, following are a few tips to help navigate the graduate school application process:

- **Selecting the Right School.** To help save time and increase the opportunity of attending the right school, students should develop a list of three to seven graduate schools they find compelling. Create this list by looking at admission requirements, location, student population, cost, the school's strengths and offerings within your areas of interest, and the career path you expect to take. An excellent source for obtaining general information on graduate programs is the *Peterson's Guide* series. If possible, try to schedule a visit to the campus and/or speak with alumni of these schools. The Hispanic Scholarship Fund currently has Scholar Chapters at some of the country's leading institutions, such as Harvard University. The chapter members can share information, advice, and experiences related to their specific campus. Also, get advice from those within the profession you are currently in or want to break into, as they may know the schools that have the best curricula for the field.

- **Entrance Exams.** Graduate school entrance exams include the Graduate Record Examinations (GRE) for almost any field of study except law, business, or medicine, the Law School Admission Test (LSAT), the Graduate Management Admission Test (GMAT) for an MBA, and the Medical College Admission Test (MCAT). Many graduate programs are placing less weight on test scores and are looking at the student's overall application package to judge potential success for their program. Even so, the admissions exam is still required by many graduate programs. If you have test-taking anxiety, a preparation course may help you, such as those offered by Kaplan and Princeton Review. Many universities offer low-cost preparation courses for students and alumni.
- **Application Process.** Applying to graduate school can be a lengthy process. Because there are many different materials to gather, it's important to plan ahead. For most graduate schools, the application requires that you send in letters of recommendation, a personal essay, and undergraduate transcripts and test scores. Allow enough time for recommendation letters to be developed and for transcripts to be processed and sent. Also, keep in mind that some graduate programs, such as MBA programs, require hands-on work experience before applying to school. For these applications, you must submit a résumé as well. When you are finally ready to mail the application, make sure that all of the pieces are included and check to see if you signed the application form.
- **Deadlines.** Know the application deadline for each selected graduate school. You should begin the application process no later than a year before you plan to start graduate school. Many students who have had graduate school in mind for most of their undergraduate careers start much earlier. Develop a detailed timeline, outlining all of the pieces of an application to complete per the deadlines of each graduate school of interest. Note that each school will have its own schedule, so it is the responsibility of the student to be aware of the important dates.
- **Financial Aid.** When seeking financial aid, students should request the Free Application for Federal Student Aid (FAFSA) from the financial aid administrator's office. The FAFSA is the single most important part of a financial aid application, and for most federal student aid programs, it is the only form needed. However, for a Federal Family Education Loan (FFEL), Stafford Loan, or Direct or FFEL Plus (Parent Loans for Undergraduate Students) Loan, students will need to complete additional forms, which can be requested from the school. Students also should consider other types of federal financial aid, such as low-interest loans like the Federal Perkins Loans and the Federal Work-Study Program, which provides jobs for students with financial needs. In addition, students can benefit from the Lifetime Learning Credit, a tax credit equal up to 20 percent of a family's tuition expenses.
- **Scholarships.** The key to securing scholarships is to start early, search diligently, and review criteria and deadlines carefully. A few Web sites, such as www.fastweb.com and www.hsf.net, provide free scholarship searches and/or links to other scholarship sites. There are financial resources available for Hispanic students that have yet to be tapped into, but it may require a little digging and research on your part. There are financial awards such as fellowships and teaching and research assistantships available to finance a graduate education.

Every year, universities across the country receive thousands of applications, making the process very competitive. The best approach is to be prepared, research specific programs of interest, and remember to take into consideration your own personal needs and desires–family, friends, work, current financial status, and other responsibilities–to decide whether or not a program is right for you.

RESOURCES FOR GRADUATE SCHOOL APPLICANTS

Fellowships
RAND Graduate School Fellowship
Doctoral Fellowships
1700 Main St.
P.O. Box 2138
Santa Monica, CA 90407-2138
www.rgs.edu

Paul and Daisy Soros Fellowships for New Americans
400 W. 59th St.
New York, NY 10019
212/547-6926
http://www.pdsoros.org

American Association of University Women
Career Development Grants
1111 16th St. N.W.
Washington, DC 20036
319/337-1716
http://www.aauw.org/3000/fdnfelgra.html

Graduate Assistance in Areas of National Need
U.S. Department of Education
400 Maryland Ave. S.W.
Washington, DC 20202
202/502-7700
OPE_GAANN_program@ed.gov

Consortium for Graduate Study in Management
200 S. Hanley Road, Ste. 1102
St. Louis, MO 63105
314/935-5614

Resources
Project 1000
c/o Graduate College
Arizona State University
P.O. Box 871003
Tempe, AZ 85287-1003
800/327-4893

The Hispanic National Bar Association
Education Committee
P.O. Box 20663
Cathedral Finance Station
New York, NY 10025
212/772-5754

Association of American Medical Colleges
Project 3000 by 2000
2450 North St. N.W.
Washington, DC 20037-1126
202/828-0400

Medical College Admission Test (MCAT)
P.O. Box 4056
Iowa City, IA 52243
319/337-1357

Graduate School Entrance Exams
Information about testing dates, testing centers, registration fees, registration deadlines, and general information about graduate school tests can be found on the following Web sites:

- www.ets.org
- www.gradview.com
- www.gre.org
- www.lsat.com
- www.gmat.com
- www.toefl.com
- www.kaptest.com
- www.princetonreview.com

Early Love of Learning Leads to Success

TEXAS WOMAN'S
UNIVERSITY

Professor a Strong Force in Bilingual Education

by Kellie B. Gormly of Texas Woman's University

Dr Rudy Rodríguez doesn't just feel for the hundreds of children impacted by his bilingual teacher education programs at Texas Woman's University. He understands them, from firsthand experience.

The native of Corpus Christi, Texas, grew up in a family that spoke only Spanish. Rodríguez recalls the difficulty he encountered in the 1950s trying to adjust to an English-speaking environment, particularly in school.

"There were many implicit and explicit reminders that we were part of the outside group–that we just didn't belong or fit in with the mental pattern of mainstream America or the institutional mindset," recalled Rodríguez, who now has a son, two daughters, and three grandchildren with his wife, Rosemary.

Many of Rodríguez's Spanish-speaking classmates dropped out of school because trying to fit in was too difficult.

"There was a major investment of emotional energy, trying to assimilate those characteristics acceptable to the majority in an attempt to fit in," he said, "while at the same time trying to hold on to those important cultural values learned at home."

Today, Rodríguez, a professor at TWU in Denton, Texas, since 1975, oversees several programs geared toward helping at-risk children and training students who want to become teachers in bilingual and ESL programs.

"Quality educator preparation programs beget quality programs for children," said Rodríguez. "It is that basic belief that has driven my work over the years. It is important that persons in my position feel a sense of passion for what they do and an urgency to do what is right because of the scope and severity of the need."

Rodríguez is part of the Department of Teacher Education at TWU, said to be the premier bilingual teacher education institution in North Texas.

This school year, Rodríguez led efforts to obtain $1.2 million for his department in grants aimed toward making a significant impact on bilingual education programs in the Dallas-Fort Worth area's more than 60 school districts, which enroll more than 750,000 students. In the Dallas Independent School District alone, the largest district in the area, about 32 percent of more than 164,500 students are limited English proficient.

Some of that grant funding is earmarked for the GEAR UP program, which targets at-risk teens, from three Dallas schools–W.E. Greiner Middle School, W.H. Adamson High School, and Sunset High School–for a variety of academic support services.

TWU administrators praise Rodríguez for his efforts in obtaining grants and his reputation in his field.

"Rudy Rodríguez has had phenomenal success at writing grants that have brought large numbers of dollars to TWU over the years for bilingual teacher education programs," said Dr. Wilkes Berry, TWU's associate provost. "You mention the name Rudy Rodríguez in the state or the region to anyone who's involved in teacher education, and everyone knows Rudy."

Students who work with Rodríguez praise him for his mentoring qualities.

"I really appreciate the fact that he's allowed me to learn so much," said María Carrillo, coordinator of the Future Bilingual Educators Summer Camp, a program created from Rodríguez's grant money. "He takes care of us too; I think he looks out for us."

Bilingual Education Programs

About $750,000 of this year's grant money from the U.S. Department of Education is earmarked for training future bilingual teachers and administrators. Rodríguez said the need for bilingual education teachers in Dallas-Fort Worth area schools is immediate and severe. In 2000, for instance, the Dallas Independent School District reported a need of 302 bilingual early childhood education certified teachers. District officials also said they needed 98 teachers with the required credentials to teach in bilingual special education.

Because of the teacher shortage, many schools have no choice but to hire instructors who are not certified in bilingual education, Rodríguez said.

"We simply cannot keep pace with the demand," said Rodríguez, who earned his Ph.D. in educational administration from the University of New Mexico. "Students who complete our program have no trouble in securing teacher positions."

An additional $32,000, which came from the Kellogg Foundation, in cooperation with the Intercultural Development Research Association, funds Project Alianza. This program identifies teachers living in the Dallas-Fort Worth area who are certified to teach in Mexico and interested in teaching in American public schools.

"We are helping teachers validate their credentials to teach here," said Rodríguez, who was a 1981 Fulbright Scholar and a 1991 American Council on Education Fellow. Officials with Project Alianza, now in its second year, have located about 10 teachers who fit the criteria.

"We are helping teachers validate their credentials to teach here," said Dr. Rudy Rodríguez, a 1981 Fulbright scholar and a 1991 American Council on Education fellow.

GEAR UP

A five-year, $1.4 million grant administered by Rodríguez has put TWU's GEAR UP program for mentoring at-risk teenagers in three low-income Dallas schools. GEAR UP (Gaining Early Awareness and Readiness for Undergraduate Programs) is a national effort that targets low-income seventh graders for mentorship and academic assistance through high school graduation.

The program, in its third year at TWU, emphasizes preparation for college, which many students don't consider a possibility before becoming involved in GEAR UP.

"Our motto is, 'College is not an option, but an expectation,'" said Gus Cedillo, coordinator of TWU's GEAR UP program, which received $376,660 this year.

TWU's program involves participants, who come from a low-income Oak Cliff section of Dallas, in a two-day camp each summer at which they focus on math, science, and language while they live in dorms.

"We try to simulate the college experience as much as possible for the students," Rodríguez said. "We're working very hard to drive home the message that college is possible."

Cedillo said GEAR UP has a significant impact on participants' self-esteem.

"They begin to see the preconceived notion they have about going to school being chipped away," he said. "They walk out of here with a renewed spirit, and self-confidence."

TACHE

Rodríguez recently expanded his influence in the Hispanic collegiate community by assuming the 2001-2002 presidency of the Texas Association of Chicanos in Higher Education (TACHE). The organization was founded more than a quarter century ago as a professional association of college and university faculty, staff, and administrators to advocate for equitable Hispanic representation in Texas colleges and universities.

The organization's aim is to improve educational and employment opportunities for Hispanics in higher education, a mission Rodríguez is proud to fulfill.

"I feel honored in being chosen by my colleagues for this position and look forward to the task of helping TACHE achieve its primary mission– to promote program excellence and foster greater diversity in Texas colleges and universities," he said.

MILANO GRADUATE SCHOOL

Preparing Creative Thinkers

Finding Market-Based Solutions to Difficult Social Issues

by
Marilyn Gilroy

> ***"We are teaching students how to manage in a public and private arena from a social policy, social justice point of view," said Blakely.***

Private financial markets with wealthy investors and distressed communities with pressing social problems may seem miles apart, but New School University is trying to bridge the gap. The goal of this endeavor is no less than finding market-based solutions to difficult social issues plaguing many of our urban and ethnic communities. These efforts require skilled negotiators who are knowledgeable in the ways of finance yet effective in working with community-based organizations.

That's where the New School's Milano Graduate School of Management and Urban Policy comes in. Using its New York City location as a "learning laboratory," the Milano Graduate School has begun a fellows program to develop minority leaders with expertise in community finance and global capital markets. Dean Edward J. Blakely, a national authority on urban planning, heads the graduate school and the fellows program.

"We are teaching students how to manage in a public and private arena from a social policy, social justice point of view," said Blakely. "We teach our students how to solve problems with money but keep to the agenda of helping people."

Take low-income housing, for example. Students at the school are taught how to manage affordable housing issues with a perspective that is different from the usual isolated course in real estate.

"We teach students how to finance housing, how to get low-income people into it, and how to deal with related cultural and community issues that surround it," said Blakely. "These are not separate ideas covered in separate courses. They are studied together."

This holistic approach to the study of community economic development has another unique aspect. Milano students are required to participate in an international field experience that is incorporated within a course structure. But, as Blakely explains, this is not just a sophisticated field trip.

"Again, we take a domestic U.S. issue like low-income housing, and we go to another country and look at how they have handled the problem and what lessons we can learn from that country in providing housing in the United States," he said. Milano students have visited countries as diverse as Germany, the Dominican Republic, England, Argentina, Canada, and Mexico in search of models to study.

Through this curricular structure, Milano students receive, both in the classroom and via internships and field study, a firm grounding in global finance and an introduction to capital market strategies for low-income communities.

In the end, the Milano Graduate School hopes to train management professionals who are committed to advancing the vital role institutions play in invigorating and strengthening society, and who will work at urban centers around the world. The School holds as its special responsibility the development of leaders who will stimulate an improved quality of life in cities such as New York.

It is a focus that differentiates the Milano Graduate School from other schools of management.

"Our approach is quite distinctive from that of other schools," said Blakely. "We are not a social sciences school, and we are not an MBA school. We weave aspects of finance, social issues, and politics and look at how it affects people and places."

The mission of The Robert J. Milano Graduate School of Management and Urban Policy is consistent with the New School's tradition as an innovative urban university. Committed to enabling its students to respond effectively to the problems of today, the School and its faculty encourage students to think creatively about progressive social, economic, and political change. Free from "narrow academic traditionalism," students pursue Master of Science degrees in fields of critical importance to urban areas.

The philosophy and thinking behind the program goes like this: urban areas are now seen as "emerging markets," and viewed by the private sector as a target for new economic opportunity. But most inner city community development organizations lack the financial talent essential to building businesses and capturing necessary wealth.

"Our people tend to go to work for community development organizations such as faith-based organizations, small foundations, and charitable organizations," said Blakely. "These organizations have discovered that they need new kinds of staff as they attempt to become a part of economic development."

Blakely cites the example of churches, which now sponsor housing projects such as assisted living or a senior citizen complex. Or ethnic organizations, such as those in the Puerto Rican community, which hire Milano graduates because they know how to manage a project by looking at the bottom line.

"Many advocacy organizations like the Urban League have been going through the transition to policy organizations," said Blakely. "They are looking for people who can help them build economic development programs."

The Milano Graduate School enrolls about 500 students in its various management and policy programs. More than half are women, and 40 percent come from underrepresented groups.

A select group of its students, designated as "fellows," are especially trained in capital markets and community finance. Milano fellows receive a full two-year tuition scholarship and dormitory housing. They will go to work for some of the bigger finance corporations that are interested in supporting community projects.

"Take Goldman, Sachs, the investment house that has an urban venture fund," said Blakely. "They are just one of the bond agencies that can put together a funding package for these community ventures. The investors are already there.

"Quite frankly, there are billions of dollars earmarked for social investments from the big firms, and there aren't enough projects. There's more money than there are investments. So our students go to work for Goldman, Sachs and look for investment opportunities for that fund."

Sometimes, says Blakely, Milano graduates might be on the other side of the equation, putting together investment products for a community group. For example, an Indian tribe on a reservation might have some land and want to start an agricultural project.

"This is a good prospect for a social investment fund, so a company like Bear Stearns may want to invest in them. They represent people who might want to risk some capital helping Native Americans, but they can't put their money to work until somebody puts together an investment package," said Blakely. "And our students know how to approach the New York finance houses to get the money."

The Milano graduate students and fellows receive multifaceted training through a program that includes three complementary components: academic, research, and practical field experience. They participate in the newly created Finance Lab, where they engage in various research projects related to the financial aspects of community development programs. The Lab helps bridge the gap between private capital markets and local community-based organizations, which do not often speak the same language and consequently suffer miscommunications and misunderstandings.

Participants in the Lab help the two sectors come together by hosting roundtables, conferences, and events that help both sides explore mutually beneficial projects. The basic question is: How can we get private capital and the public community to work together so that social issues become business opportunities of economic development? The Advisory Board for the Finance Lab is comprised of

"When we select students as Milano fellows, they can enter as college seniors and complete their undergraduate requirements through the Milano Graduate School."

EDWARD J. BLAKELY
DEAN, MILANO GRADUATE SCHOOL,
NEW SCHOOL UNIVERSITY

Wall Street and community development executives.

Much of Milano's current structure and curriculum emphasis is a result of the vision and energy of Dr. Blakely, who was appointed dean of the school and professor in the Urban program in 1999. Blakely had been dean and Lusk Professor of Planning and Development at the School of Urban Planning and Development of the University of Southern California. His track record included extensive administrative experience and scholarship.

Blakely was renowned as a successful practitioner of strategic planning, financing, real estate development, and urban community project management. He built the University-Oakland Metropolitan Forum at the University of California at Berkeley into the nation's largest university-community partnership.

He is the author of *Fortress America: Gated Communities in the United States* and co-authored *Separate Societies: Poverty and Inequality in U.S. Cities*.

Although he spent much of his professional life in California, Blakely feels that New York City is the best place in the world for students to learn. His vision for the Milano School was inspired by the resources and opportunities that New York offers.

"The students who want to study culture and urban change couldn't find a better place than New York. There has never been a city in the world that is as diverse as New York. What a place to learn!" he said.

"You're going to be a much more effective person in Kansas once you have worked with various groups such as Hispanics and Muslims. You have a certain sensitivity to working with all different groups that you can only get in New York."

Blakely points out what demographers have predicted–the nation is going to look more and more like New York in the future. But right now, he says, even areas like Los Angeles aren't as diverse as New York.

"That means that New York also has the diversity of problems that come with that–large and small problems. Whatever scale you want to work on, you can probably find it in New York. And you don't just have one institution working on the problems."

Milano students have visited countries as diverse as Germany, the Dominican Republic, England, Argentina, Canada, and Mexico in search of models to study.

Blakely says that the New York area offers many examples of how the management of organizations is a blur of public and private styles.

"Look at the Port Authority. It's public but it's run like a private business. Many hospitals are also public but run like a private business. Airports are public businesses, but they run like the private sector with restaurants, hotels, and stores," he said.

"Our program is really taking advantage of the current national and global trends of the merger of the public and private sector."

Blakely is proud that students of the Milano program are being recruited for some of the newer enterprises. One recent graduate is now director of the AOL-Time Warner Foundation. Other students come from countries such as Armenia to study and then return home to run a local foundation. But the school also draws many students from New York City.

"People come to the New School because they are out there working in the city but want to get the education to be even more effective," said Blakely.

That built-in pool of students has enabled the Graduate School's fellows program, which started last September, to enroll seven participants in its first year. Their tuition and expenses are being covered by organizations such as Goldman, Sachs and Chase Bank.

Blakely wants to keep the fellows program small because of the way it functions.

"We don't want to have more than 20 students as fellows," he said. "These students are not just taking courses, they act as a group and are their own cohort. They are a team, working on projects together and doing internships, coming together to compare notes. You cannot do that in a big group."

Recruiting these special students is a task in which Blakely is heavily involved. It is a challenge to find the right students, but there are special incentives for those interested in enrolling in the Milano Graduate School. Blakely mentioned an upcoming trip to Stanford where he would be talking to undergraduates about the fellows program.

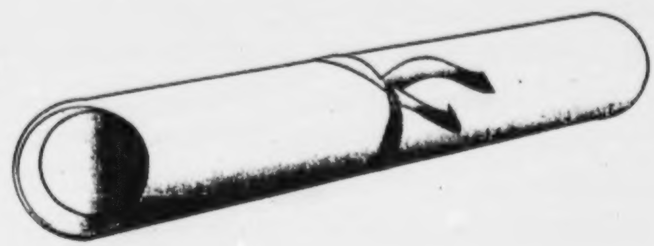
"When we select students as Milano fellows, they can enter graduate school as college seniors and complete their undergraduate requirements through the Milano Graduate School," he said.

Upon completion of certain courses, students will be granted credit toward graduation at their home institutions and be given a year of credits toward the Milano Graduate Degree in Urban Policy with a concentration in Community Economic Development. This approach means that Milano fellows will be ready to take on professional roles only one year after their official graduation date from their undergraduate college.

Working with the fellows is one of the most exciting and rewarding parts of his job, says Blakely, in part because the students are so committed to using their education to find solutions to difficult problems.

"This kind of work requires a trained person who can think creatively," he said. "And that's what our people do–they tend to go out and create things."

The Honor Roll



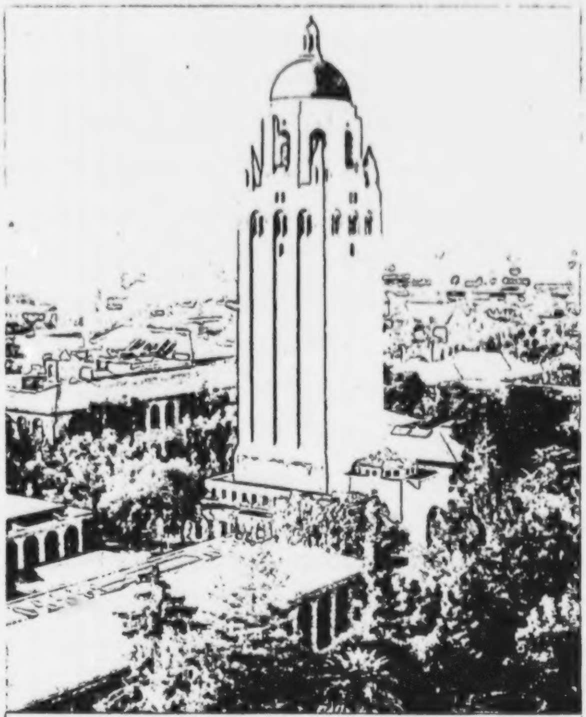
Stanford University

New Emphasis on Faculty Diversity

BY ROGER A. DEITZ

Stanford University (Calif.) President John Hennessy can easily list the reasons his institution is among the most distinguished in the nation.

"First," he notes, "Stanford's faculty is superb and committed to the search for, and communication of, new knowledge. Their research initiatives have helped launch, for instance, the biotechnology and information revolutions. Second: Our students are equally extraordinary, distinguished by their initiative, love of learning, and commitment to the larger world. Third: Stanford's commitment to undergraduate education is virtually unrivaled among research universities. Stanford offers undergraduates opportunities to work closely with senior faculty in small-class settings from their very first days on campus."



Hoover Tower at Stanford University

The president points out that Stanford has a commitment to the humanities that dates back to the first days of the University. "We offer abundant opportunities for creative pursuit of intellectual passions through, for instance, undergraduate research and independent honors study with senior faculty," Hennessy adds.

"Stanford's breadth–in both academic and extracurricular activities–provides ample opportunities for students to discover their intellectual and personal passions. Our reach is international and includes nine overseas campuses in Berlin, Buenos Aires, Florence, Kyoto, Moscow, Oxford, Paris, Puebla, and Santiago."

Each year, about 400 undergraduates spend from one quarter to a year in Stanford Study Centers. A number spend time in overseas programs managed by other universities as well. The programs offer introductory courses taught by Stanford faculty. There also are opportunities for more advanced research.

"Through more than two dozen research centers and institutes, Stanford attracts visiting scholars and world leaders who help us understand the most pressing issues of the day.

"Stanford's pioneering spirit, which can be traced to our founders and our Western location, encourages boldness in everything we do, from the classroom to the laboratory to the athletic field. And finally: Stanford's extraordinary campus, with its extensive collection of outdoor art, quadrangles, historic and modern, and many contemplative corners, is conducive to intellectual journeys of all kinds."

Leland and Jane Stanford founded Stanford University on Nov. 11,

John Hennessy, Stanford University president

Honor Roll Facts in Brief

INSTITUTION
Stanford University

LOCATION
Office of Undergraduate Admissions
520 Lasuen Mall, Old Union 232
Stanford, California 94305-3005
(650) 723-2091

ESTABLISHED
1885

ENROLLMENT
14,219 total (701 undergraduate and 407 graduate Hispanic/Latino students)

DEGREE OFFERINGS
Bachelor's
Master's
Doctorate

ANNUAL TUITION AND FEES
$25,917

FACULTY
1,671 (50 are Hispanic/Latino)

SEVERAL DEGREE PROGRAMS
Biological Science
Chicano/a Studies
Geophysics
Latin American Studies
Sociology

NOTABLE HISPANIC-SERVING ORGANIZATIONS
Latino Students Association
Chicano/Latino Graduate Students
Stanford Latino Law Students Association

INTERNET ADDRESS
www.stanford.edu

1885, in memory of their only son, Leland, Jr., who died of typhoid fever at 15. Within weeks of his 1884 death, the Stanfords determined that, because they no longer could do anything for their own child, they would use their wealth to do something for "other people's" children. They decided to create a great university that from the outset was untraditional...coeducational at a time when most private universities were all-male, nondenominational when most were associated with religious organizations, and avowedly practical, producing "cultured and useful citizens" when most were concerned only with the former.

Stanford opened on Oct. 1, 1891. From the start, it was co-educational and provided graduate as well as undergraduate instruction. It is noteworthy to observe that since Stanford's inception, research has been stressed along with teaching.

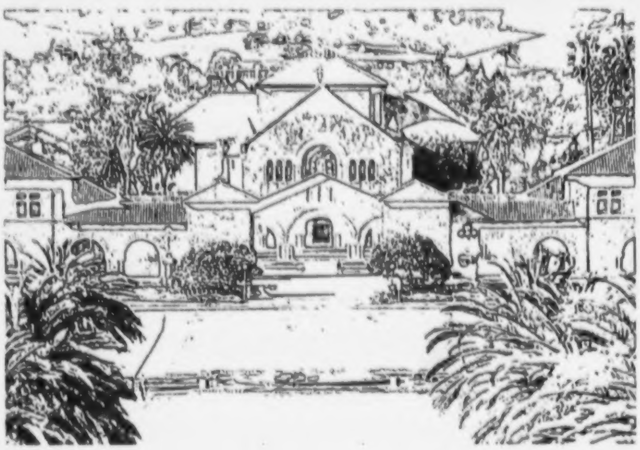
The fortune Leland Stanford bestowed on the University had been amassed first by supplying provisions to the '49ers mining for California gold and later as one of the "Big Four," whose Central Pacific Railroad laid tracks eastward to meet the Union Pacific and complete the transcontinental railway. When the University opened its doors in 1891, 37 students were registered in graduate standing at Stanford. Their first year of instruction represented the first opportunity for graduate study on the West Coast. Today, about half of Stanford's students are pursuing post-baccalaureate degrees in the seven schools of Business, Earth Sciences, Education, Engineering, Humanities and Sciences, Law, and Medicine.

Stanford's excellence across a wide spectrum of graduate studies was reflected in the 1996 report of the National Research Council. In peer rankings published by the Council once per decade, Stanford had 32 programs ranked in the top 10 by discipline.

Included in the original grant to the new University was Stanford's more than 8,000-acre Palo Alto Stock Farm for the breeding and training of trotting horses and thoroughbred stock, 35 miles south of the family's San Francisco residence. The campus still carries the nickname, "The Farm." Under the direction of Frederick Law Olmstead, the famed landscape architect who created New York's Central Park, and Charles Allerton Coolidge, a 26-year-old who designed the buildings, the Farm's open fields became the site of arcades and quadrangles. Total Stanford University acreage includes 8,180 acres (12.8 square miles) in San Mateo and Santa Clara Counties, Stanford's original grant of land from its benefactor, and lands acquired throughout the years.

The 1,800-acre central campus includes the Quad and other classroom buildings, laboratories, and libraries. There are associated residence halls, the golf course, athletic facilities, the Stanford Linear Accelerator Center, and faculty-staff housing subdivisions. Housing utilizes 900 acres, with 4,680 acres sited for open space and light use and 800 acres in commercial use.

Outside the main campus center, much of Stanford land is rural, with ecosystems ranging from working farms and pasture land to the 1,189-acre Jasper Ridge Biological Preserve set aside for biological studies and used exclusively for research in population biology, ecology, plant physiology, and anthropology.



Established in 1892, the Hopkins Marine Station in Pacific Grove is the oldest marine laboratory on the Pacific Coast and the second oldest in the United States. It is situated on 10 acres of picturesque, rocky headland called Cabrillo Point, overlooking Monterey Bay. The station, a division of Stanford's Biological Sciences Department, has earned an international reputation for its teaching and research. Its program is primarily for research and graduate study, but there are special classes for undergraduates.

Approximately a third of all undergraduates participate in the Overseas Studies programs offered at the University, most spending time at one of Stanford's overseas centers. Students and alumni consistently rank this as among their most rewarding educational experiences.

The undergraduate student body is quite diverse in terms of ethnicity, economic background, and geographic origin. The 1999-2000 freshman class (class of 2003) includes 8 percent African American students, 8 percent Mexican-Americans, 2 percent Native Americans, and 24 percent Asian Americans, with 5 percent international students. The overall breakdown for the 1999-2000 year of a total of 14,219 students (6,594 undergraduates and 7,625 graduate students) included 701 undergraduate Hispanic and 407 graduate Hispanic students. Stanford has 1,671 tenure-line faculty, senior fellows and center fellows at specified policy centers and institutes. Fifty-six percent of the faculty are tenured, and faculty at Stanford are expected to be among the best in their fields. There are 314 faculty members appointed to endowed chairs.

Twenty-three Stanford faculty won the Nobel Prize since the University's founding and 17 Nobel laureates are currently counted among the community of scholars, along with four Pulitzer Prize winners and many other distinguished recognized scholars.

To the issue of diversity, Stanford's board of trustees endorsed a most significant statement on faculty diversity in December of 2001. Originally read aloud to the Faculty Senate (May of 2001) by President Hennessy, and endorsed by Provost John Etchemendy, the joint statement reiterated steps the University has taken to recruit women and minorities, while announcing several new initiatives toward promoting diversity in the faculty ranks. These include the establishment of advisory committees to monitor the University's progress in this area. "We felt that our adopting it would give further encouragement to the work," noted board of trustees Chair Isaac Stein. In the document, President Hennessy says that for many years Stanford University has had a commitment to enhancing the diversity of its faculty. He stresses this commitment is based, first and foremost, on the belief that, "a more diverse faculty enhances the breadth, depth, and quality of our research and teaching by increasing the variety of experiences, perspectives, and scholarly interests among the faculty." The statement went on to profess, "A diverse faculty also provides a variety of role models and mentors for our increasingly diverse student population, which helps us to attract, retain, and graduate such populations more successfully."

The statement on diversity outlines steps Stanford has taken or plans to take in order to attract a more diverse set of job applicants. It also emphasizes Stanford's continuing "commitment to increasing the diversity of our faculty and to providing access to equal opportunities to all faculty independent of gender, race, or ethnicity.

"Faculty searches are obliged to make extra effort to seek out qualified women and minority candidates and to evaluate such candidates," reads the text. "It is the obligation of the search committee to demonstrate that a search has made a determined effort to locate and consider women and minority candidates. This obligation must be taken especially seriously for senior appointments where active outreach to potential candidates is required as part of the search process. Department chairs and deans have the responsibility to make sure that these obligations have been fulfilled."

Stanford would make use of incentive funds and billets to encourage the appointment of candidates who would diversify the faculty, such as women and minorities, in fields where they continue to be underrepresented.

"Our goals are twofold," observes President Hennessy, "first we want to encourage the normal process of diversification, which should occur as a byproduct of outreach during searches. Second, we hope to accelerate this process by encouraging departments and schools to take advantage of opportunities to appoint additional equally qualified candidates from underrepresented groups who are identified during searches but who (for reasons such as their area of specialization) may not be the first choice of the search committee. This second mechanism is especially important in fields where the small pool of available candidates means that opportunistic approaches are important."

UC Researcher Alejandro Acevedo-Gutiérrez Named Hispanic Scientist of the Year

by Inés Pinto Alicea

Alejandro Acevedo-Gutiérrez was born and raised in Mexico City, far from any ocean. But a love for the outdoors and for animals, and parents who encouraged reading and exploration, led him down an unlikely yet rewarding path–a career in marine biology.

Acevedo-Gutiérrez was recently named the National Hispanic Scientist of the Year. The award, which recognizes the Hispanic scientist who has made the greatest contribution toward public understanding of science and motivating Hispanic youths' interest in science, was offered for the first time this year by The Museum of Science and Industry (MOSI) in Tampa, Fla.

"I am truly honored to receive this award," said Acevedo-Gutiérrez, 38 and senior aquatic educator and research associate at the California Academy of Sciences. "Great strides have been made in bringing Hispanics and other minorities into the sciences, but there is still so much to do."

Indeed, there is still much to do. The need for scientists and educators who can motivate Hispanic youths is reflected in the findings of a National Science Foundation report titled ***Women, Minorities, and Persons with Disabilities in Science and Engineering: 2000.***

The report shows that despite significant gains, Hispanics continue to pursue careers and education in science at lower levels than many other groups. It states that during the '90s, less than 1 percent of Hispanics aged 20-24 earned bachelor's degrees in science and engineering. In contrast, approximately 4 percent of Asians and 2.5 percent of Whites of the same age earned such degrees.

"Studies throughout the country show that Hispanic boys and girls nationally drop out of high school and college at a far greater rate than any other group of boys and girls," said MOSI President Wit Ostrenko. "Hispanic children have a particularly difficult time with science and math. MOSI feels that it is important to recruit and provide Hispanic role models who will help shape Hispanic children's decisions about higher education. Since Hispanic heritage in Tampa dates back to the 1870s, and since the Hispanic population in Florida has grown 70 percent in the last 10 years, we felt that MOSI and Tampa were a natural impetus for this award."

Awardee Alejandro Acevedo-Gutiérrez speaking at the MOSI gala

Acevedo-Gutiérrez received the award Oct. 20 at a MOSI gala. It was a crystal prism, donated by Tiffany's, and emblazoned with the MOSI logo.

MOSI, a not-for-profit educational institution, is the largest science center in the southeastern United States, with more than 450 interactive activities and home of the only IMAX Dome Theater in Florida. The award gala was well received by the community and helped the museum boost its outreach efforts to the Latino community. The Museum had been screening IMAX movies in Spanish, and the awards gala was one more step toward building ties to Tampa's Latinos, said Maruchi Azorin, a member of the MOSI national board of directors who chaired the event.

Azorin said the award gala is to become an annual event for MOSI, and noted that awardee Acevedo-Gutiérrez had been named to the MOSI national board.

"I just like to share what I do," said Acevedo-Gutiérrez. "I don't intend to convert anyone. I never try to tell people 'you have to be a scientist.' I just think that when you share your passion and your enthusiasm, it's a way for people to hear your message. They feed on your enthusiasm."

Acevedo-Gutiérrez was featured in the Academy Award nominated IMAX documentary "Dolphins," released in 2001. His research centers on the ecology and conservation of marine life and the behavioral ecology of marine mammals such as dolphins. An accomplished speaker, he has traveled across the country teaching and encouraging students to pursue education and to get involved in science and conservation. In 2000, he visited more than 50 public schools in nearly 20 states.

"He is a tremendous, wonderful, and positive role model," said Azorin, who also has served on the mayor of Tampa's Hispanic Advisory Council for seven years. "He is extremely accomplished and the kind of role model you want young people to model after."

The proceeds from the National Hispanic Scientist Award Gala funded scholarships for five Hispanic children to participate in MOSI's YES! (Youth Enriched by Science), said Azorin. This program offers young people in grades 7-12 and college students multiyear training opportunities and paid employment. Museum staff serve as mentors to train the youth in museum operations, science demonstrations, and public speaking. Established in 1992, the program was designed to help at-risk youth develop and progress in a supportive peer-group environment. The focus of the program is to help increase their self-esteem and self-confidence by providing intellectual challenges, vocational skills, employment experience, and other related opportunities for individual accomplishments and personal development.

MOSI's education staff became acquainted with Acevedo-Gutiérrez in October 2000 when he presented a "Dolphin Days" program to 1,500 elementary, middle, and high school students in conjunction with the IMAX film "Dolphins."

Acevedo-Gutiérrez receiving a mayoral proclamation from Tampa City Council Chairman Charlie Miranda

"It was heartwarming to see how the students responded to Alejandro," said Ostrenko. "It was particularly moving because many of the kids come from migrant worker families, and it gave them a glimpse at what is possible if they stay in school."

Acevedo-Gutiérrez also met with and lectured to nearly 2,000 students during his visit to Tampa for the award gala. He spent two hours with students at Eckerd College, two hours with students at the University of South Florida, and a full day with more than 1,500 Hispanic schoolchildren.

Acevedo-Gutiérrez cherishes the idea of being a role model in the Latino community because he knows young people need older people who encourage them and support them in their endeavors, much as he was supported as a youngster.

"We need to present a future for them," said Acevedo-Gutiérrez. "My goal is to work with a lot of Hispanic kids. While I still like to be involved in research, I'm very happy teaching. I like to talk about science."

Although not trained as an educator, Acevedo-Gutiérrez said he has found it easy and rewarding to connect with young people. He simply listens a lot, tries to find a common language through which to connect with them, and shares his own experiences and the path he took to get to this point in his career. When he revisits schools where he has given presentations in the past, he often meets with the youngsters, and from their talks, he sees that his visits have made a difference in their lives, with many sharing a newfound enthusiasm for studying science.

He has found a variety of ways to connect, including, for example, using lots of pictures, employing expansive hand gestures, and playing games with young children. In one game that he uses for his presentations, he invites young children to participate in a game of musical chairs to illustrate the dangers facing marine life. He tells the children that they represent abalone and that their chairs represent sea urchins since abalone often hide in the sea urchins. Then he assigns a student with the role of fisherman and others to the role of predators. As the game advances and the chairs are removed from the game, the children begin to understand what is happening to the marine life.

Acevedo-Gutiérrez, a native of Mexico, received his Ph.D. from Texas A&M University and completed postgraduate work at the University of California, Santa Cruz, where he is currently a research fellow. In 1997, he successfully defended his doctoral dissertation on the feeding behavior of dolphins and their interactions with sharks off the Cocos Islands, Costa Rica. He received his Licenciatura en Biología Marina (the equivalent of a Bachelor of Science degree in marine biology) from the Universidad Autónoma de Baja California Sur.

For the past 16 years, he has studied marine mammals in Mexico, Peru, New Zealand, Argentina, Costa Rica, and the United States. As a postdoctoral researcher at UC-Santa Cruz, Acevedo-Gutiérrez was involved in studies on the effects of changes in the ocean and climate on the food supply, feeding behavior, and numbers of endangered blue whales and fin whales and on the functions of low-frequency sounds in these whales. He is a mentor to four Latino students at the California Academy of Sciences, students who are doing internships in science. He also volunteers his time to the nonprofit Island Conservation and Ecology Group, which studies and restores island habitats.

The California Academy of Sciences, an international center for scientific and environmental research and education, is at the forefront of efforts to understand and protect the diversity of the earth's living things. The Academy's mission is to explore and explain the natural world through scientific research and education.

The Academy has a research staff of 30 Ph.D.-level scientists supported by more than 100 research and field associates and 300 fellows–who launch dozens of expeditions each year to explore the natural world and discover more about our planet. It has eight scientific research departments in the fields of anthropology, aquatic biology, botany, entomology, geology, herpetology, ichthyology, invertebrate zoology, mammalogy, and ornithology.

The Academy of Sciences is a nonprofit educational and research institution and includes Steinhart Aquarium, Morrison Planetarium, and the Natural History Museum, all under one roof in Golden Gate Park. In addition to the exhibits on the public floor, the Academy regularly schedules special lectures and holds classes for adults and children.

Choosing a Graduate Program

Savvy and candid advice from a Harvard grad

by Gina Guerriero

Gina Guerriero, who has an M.Ed. from Harvard, also worked at Harvard in student services and in an office that reviewed and monitored student/doctoral work at the Graduate School of Education.

One of the biggest investment decisions that you may ever make is whether to enroll in a graduate program at a university or college. We typically think of this investment only in financial terms, however, when you are considering applying to a graduate school, especially a doctoral program, you also must consider the large amount of time and energy that you will dedicate to obtaining your degree.

Knowing what to expect *prior* to applying for or accepting a position in any doctoral program saves valuable resources and prevents great disappointments.

Whereas pursuing an undergraduate degree after high school is often common and a certainty, graduate school is still a life choice, and, unlike some undergraduate applicants whose decision of where to attend may hang on factors such as distance from home, average daily temperature, and number of parties held per week, the decision of where to attend graduate school depends on factors such as cost, faculty, campus culture, and field of study.

By far, the most considered factor in a graduate school decision is cost. Half of all graduate students finance their education solely by themselves. This creates an interesting paradox. Since graduate school is an expensive undertaking, potential applicants commonly seek spots at Ivy League or "big name" universities thinking that a degree from one of these well-known universities guarantees peak future earning power. While a new graduate degree may elevate their earning power in the short term, these students fail to conduct a cost-benefit analysis to determine whether this raised income will offset the amount of debt they will accrue after they have enrolled.

According to the most recent study conducted by the National Center for Education Statistics on financing a graduate education, the average amount borrowed by master's degree students in 1995 was $20,000. Doctoral students borrowed slightly more. This gives you an idea of how much borrowing you may have to do to obtain your degree, and you can expect those numbers to have risen significantly in the last six years. (Many universities provide this information to potential applicants.)

Further, studying at an Ivy League school has other implications. For example, tuition at private institutions is more expensive than at public universities. In 1995, the average cost for a master's student enrolled at a private university or college was $25,500. This is considerably higher than the public school counterpart, who paid only $15,000.

At private universities, competition for university monies is stiff (this can be the case at public institutions as well). Consequently, you may be largely on your own when financing your graduate degree. When you factor in that many of these universities are located in expensive cities where housing is pricey, transportation expensive, and the cost of living is high, the price tag is considerable. On the other hand, other universities may have the advantage of more funding, cheaper housing and food, and, in certain areas, the support of the community, which means student prices, discounts, and other compensations.

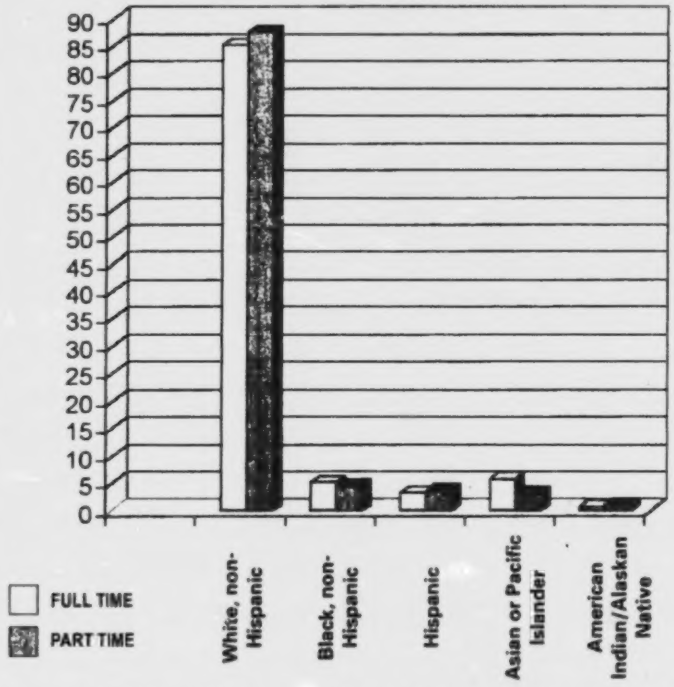
Contemplating a doctoral program requires extra care in planning and calculation. Unlike master's degrees that typically require one or two years of study, the average doctoral student is enrolled for four to seven years. Most universities have some kind of reduced tuition schedule for doctoral students (e.g., minimum two years at the full-time tuition rate, one year at half that rate, then the tuition cost dwindles to a relatively paltry maintenance fee), but the overall cost is still hefty. Regardless of whether you choose to work during your degree, for at least some period of time, you will not be earning income. The resulting debt can be considerable.

Therefore, it is essential to know that resources for graduate students are far more conditional and restricted than those for undergraduates. University financial aid offices do their best, but frequently they are unable to meet the needs of all graduate students accepted. When examining a university, find out what financial resources are available and how they are distributed and how long those resources have been (and will be) in place.

Federal financial aid programs, though mostly stable, do end or change, as does private sponsorship. If you are considering a doctoral program, please avoid the untenable position of discovering midway through your program that funding has dried up and you now must scramble to put something together. Keep in mind, too, that government subsidized loans, i.e., Stafford Loans, have a lending cap. If you are still carrying debt from your undergraduate degree, you may find that you reach that ceiling quickly.

If you are coming from a successful career in which you are accustomed to a certain lifestyle, you may find that attending graduate school is a big adjustment. To prevent aftershock, decide now what experiences or items you could not do without and make sure that the institution to which you apply allows you to afford them or supplies you with them. For example, you may only feel happy or healthy when you are able to exercise in a gym replete with the latest equipment. If your university lacks the necessary facilities and you have to join a private gym, this adds considerably to your monthly outgoings, even at student rates. Many potential students overlook the importance of the simple things that keep their life working, happy, meaningful, and balanced. When feeling deprived of these experiences or things, some graduate students become disheartened and unhappy and, as a result, their studies–the reason that they are there in the first place–suffer.

Distribution of Faculty by Full/Part-time and Race-Ethnicity



(Source: U.S. Department of Education. National Center for Education Statistics. *Background Characteristics, Work Activities, and Compensation of Faculty and Institutional Staff in Postsecondary Institutions: Fall 1998.* NCES 2001-152 by Linda J. Zimbler, Washington, D.C., 2001**)**

Faculty

Many potential graduate students choose a university program because they wish to be taught by or work with a specific faculty member. On its own, this is not an adequate reason to study at a particular university; however, it is a vital tile in the graduate school mosaic and calls for thorough investigation.

Some faculty members enjoy a kind of celebrity status. People all over the world seek out these faculty members, and they, therefore, trot about the globe–yes, even during the academic year–lecturing and researching. Daydreaming of working side-by-side with a particular brilliant researcher, author, teacher, scholar, scientist, or whomever, uncovering lost civilizations or solving long-standing world problems, is important because it inspires you in your *own* work, but the truth is that this kind of relationship–while we all hate to admit it–rarely has the opportunity to develop. This is *not* to say that you will not have revelatory moments or a warm and supportive kinship with your chosen faculty member, but it does mean that you should consider carefully choosing a university solely based on the hope to work with some brilliant scholar.

This truth is especially relevant if your chosen one is a member of any particular cultural group. Why? Many of these scholars are working feverishly to obtain tenure–rightfully so. Tenure leads to critical faculty positions on committees, such as those that oversee faculty hiring, and provides job security. These tenured faculty members have less fear about voicing their opinions, which is a critical factor in changing and shifting university culture. Also, there are so few of them (see Table 1).

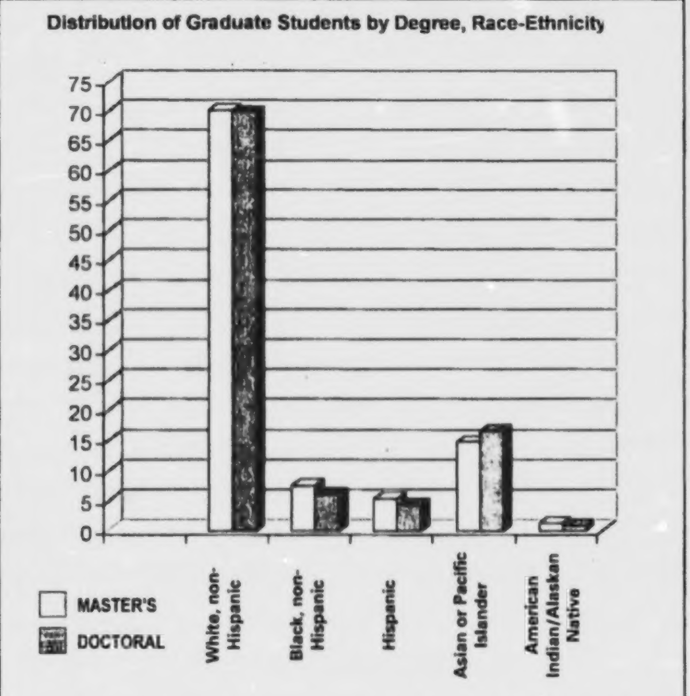
Further, since there are so few in the ranks, universities enthusiastically show off these faculty members at every function you can think of, from recruiting new students and faculty to raising money for specialized projects and new chairs. And, lastly, you are not the only student wanting to be the chosen one's right-hand man or woman. Do not let all this discourage you, though. Get smart and arm yourself with the facts. Find out the faculty-to-student ratio. (This is usually published on the university's fact sheet.) Find out how easy it is to make an appointment with your chosen one by attempting to make one. Meet with him or her to see if it feels like a good fit. Does the person top the list of faculty with the largest number of advisees? Has your chosen one already met his or her quota of advisees? Find out which is that person's priority, master's or doctoral students?

Get clear on your own priorities and interests. Make sure that you elevate your own very real needs over the "celebrity factor" of a faculty member. This is not meant to discourage you from pursuing your dream to work with your chosen one; your dream just may need a reality check.

University Culture

As academia becomes more of a political arena and less of an ivory tower, university culture jumps higher on the list of factors to consider when selecting a place of study. No matter what, find a place where you can be comfortable. This is especially true if you hold strong political or social beliefs. Any educational experience should challenge you and your view of the world; however, there should be balance. It drains your energy to be in a place that feels unfriendly or uncomfortable.

Though campuses are beginning to change, educational institutions are notoriously slow to reflect the reality of the rest of the world. Since students are heavily invested financially in their university, they begin, quite naturally, to feel invested in their university as a community. Usually, it begins by wanting to have a voice in how things operate on campus. This ranges from complaining to colleagues at Starbucks to writing lengthy letters to the dean to organizing and participating in pickets or sit-ins. Increasingly, students of color dedicate time to humanizing and sensitizing institutions because of their small numbers on campuses (see Table 2). Though this is a noble pursuit, some students get so caught up in effecting change that it seeps into every aspect of their life as a student. They no longer focus on their studies, and activism leads to unanticipated outcomes. Be true to yourself. Stand up for and act on your beliefs, but please consider this: ultimately, the best demonstration of your beliefs is to finish your degree (and be counted by statisticians, see Table 2), and the quickest path to change may be your own position on the faculty.


Distribution of Graduate Students by Degree, Race-Ethnicity

(**Source:** U.S. Department of Education. National Center for Education Statistics. *Student Financing of Graduate and First Professional Education, 1995-96, with Profiles of Students in Selected Degree Programs.* NCES 98-093. By Susan P. Choy and Ron Moskovitz. Project Officer: Andrew G. Malizio, Washington, D.C., 1998)

> ***As academia becomes more of a political arena and less of an ivory tower, university culture jumps higher on the list of factors to consider when selecting a place of study.***

The Work Itself

Of course, let us not forget that you do plan to research some looming question of importance while you are at graduate school, so in addition to considering cost, faculty, and campus culture, find universities that have notable departments and programs for the kind of work that you want to do. Your chosen faculty member might be the only one working on your prized idea, but there may be a university that has a team of not-so-well-known faculty which has dedicated resources and a network of researchers and interested parties. Locate reference books on university programs and research academic journals in your desired field of study or visit sites such as www.petersons.com. Also, ask your undergraduate professors to help you find faculty and university institutes or centers dedicated to your area of interest.

The Things We Forget to Think About

Finally, imagine what daily life would be like at your top three choices:

Will you really like living in a town where the majority of people are between the ages of 18-26?

Would you prefer to take the undergraduate approach and study by the ocean, in another country, or in a place you have always wanted to live?

Think about what you like about the community you now live in. Do you think you can duplicate what makes it special elsewhere?

What kind of life changes may occur while you are in graduate school (i.e., marriage, children, aging parents, career changes, etc.) and will your place of study support you in those changes?

Finally:

Remember this is a large financial expense, but it is also an expenditure of your energy. Would you rather that energy be applied elsewhere?

What has been written is advice, not for you to give up your dream; rather, it is just a gentle reminder to know thyself so you can be peaceful while you dream.

Inching Toward Nonviolent Solutions

Peace-Building Professor at Notre Dame and Eastern Mennonite Universities

by Michelle Adam

In the late 1970s, when John Paul Lederach began his undergraduate work in peace studies, he was one of a few in a field that lay at the fringes of academia. Today, as a professor of peace building, and as a hands-on mediator of worldwide conflict, he is among a much larger group of people who make up this field of study.

"When I wanted to get an undergraduate major, you could count on one hand the places you could study individual courses, much less full blown majors in this field," said Lederach. "A large number of universities across the globe now have majors at an undergraduate level, and specialized courses, if not master's and doctoral degrees, in conflict resolution, alternative dispute resolution, and negotiation studies.

"You almost can't go into any of the major social science divisions where these courses don't appear. You have a huge increase in the number of institutes oriented in the range of topics we work with. If you go into the bookstore, you will find whole sections dedicated to things like negotiation and handling conflict. I think this is where we're headed in the future."

John Paul Lederach

The topic of conflict resolution and peace building has especially taken center stage since the events of Sept. 11, although for Lederach and others it had been receiving growing attention in the academic setting and beyond in years prior to this. Several of the institutions within which Lederach now teaches established programs of study in peace-building studies during the past decades. The University of Notre Dame opened the Joan B. Kroc Institute for International Peace Studies in 1986. Eastern Mennonite University in Harrisonburg, Va. began its Conflict Transformation Program in 1994.

Lederach is currently a professor of international peace building at the Joan B. Kroc Institute for International Peace Studies and a distinguished scholar at Eastern Mennonite University's Conflict Transformation Program. He was the founding director of CTP when it first opened its doors in 1994.

Lederach's own interest in peace building began with the earlier influence of the Mennonite church in his life.

"I come from a church background that is one of historically pacifist churches. Early on, that influenced me a lot," said Lederach. "This brought me into peace studies at a small Mennonite college," he said. "The whole field of conflict transformation was a kind of hands-on work that I could get involved in at virtually every level of life."

The Mennonite church is said to have roughly a million adherents worldwide. Lederach's grandparents, he said, were the first Mennonites to move to the Texas/Mexico border area, which they did in the 1940s. Consequently, his mother grew up bilingual in South Texas, then moved to Oregon, where Lederach was raised. "We always had a slew of people in our house. We had this exposure to groups of migrant workers. Because my mother could speak Spanish, we had a connection to a lot of the Spanish-speaking people, and I always felt a connection to the migrant kids in school," he said.

The migrant workers that Lederach encountered growing up were the first of many Spanish-speaking natives that he would come to know throughout his career. During his college and pre-college years, he worked on field assignments for the Mennonite Board of Missions in Spain, as well as in Belgium. It was here that he learned Spanish. He used his Spanish during his doctoral studies at the University of Colorado in the mid-to-late '80s, and after completing his degree, which was in sociology, with a concentration on social conflict, used them again during his work in Central and South America.

Lederach's most extensive work in the area was in Nicaragua, where he worked among local people and organizations, as well as on the Conciliation Commission mediating between the indigenous East Coast Resistance Movement, Yatama, and the Sandinista Government, resulting in successful signed accords in the late 1980s. In the early 1990s, he worked as a consultant for the American Friends Service Committee in the design of Economic Forum discussions and Community Reintegration Training Efforts under the Salvadoran Peace Plan. In addition, he became a consultant for the peace-building design for the Organization of American States in Guatemala, and a consultant for the Ministry of Interior, the president's office, and the public defender's office in Bogota, Colombia.

"My Latin American experience has enriched how I have thought about the process of mediation," said Lederach. Among the "intriguing things that taught me an enormous amount in Latin America," he said, were the "different cultural realities of a third party."

Within his experience in mediation and training, Lederach has spent the past 20 years throughout South America and the world addressing areas characterized by extensive violence and warfare. Based on his formative training, the job of a mediator was that of a neutral and impartial third party who helps local and political entities get through a conflict. What Lederach learned in South America, however, and has since brought to the rest of his work, is the idea of a third party being chosen from within the community of conflict, someone or several people who are trusted from both divided communities to come up with a solution to the problem at hand.

"The approach of using an outsider often has the weakness that people are in and out of settings for a shorter time frame. The process of change and working at even the formal level of the peace process often requires a much longer term commitment. With the *confianza*-based model, it's about building teams of people that are recognized and trusted within their particular groups, who can link across to respected individuals in the other group, forming a web of people who can engage in peace-building activities. This is used throughout Africa and Latin America," said Lederach.

Three Spanish concepts that Lederach has come to rely on in peace-building efforts are *Confianza, Cuello, and Coyuntura. Confianza*, meaning relying on trust to bring about transformation of conflict; *Cuello*, having to do with connections that become resources for mobilizing change ("The Latino idea that we are a part of a larger connection and an extended family beyond the individual 'I'"); and *Coyuntura*, being able to read into and sense what the moment in time is about, and seeing what the past and the present mean in the evolution of change.

Beyond Latin America, Lederach has offered his services in Africa, Asia, and Europe. Among a plethora of projects, he has worked for peace in Somalia and Kenya, helped with conciliatory work in Northern Ireland and within the Basque conflict in Spain, and worked as a consultant on the national peace process in the Philippines.

"I've learned how complex it is to make the shift between war and peace," said Lederach. "It takes a lot of dedication and an enormous personal commitment to make things work."

Academic Work

Commitment and dedication are some of Lederach's strengths in academia as well. When he returned from living in Latin America in the early 1990s, Lederach felt the desire to bridge his hands-on experience with the classroom.

"I've always been intrigued with developing a greater academic understanding. I felt more at home if I could have a foot in an academic setting and a foot in a practice-related initiative," said Lederach.

He began teaching conflict studies and sociology at Eastern Mennonite University in 1990. In 1994, when EMU created its Conflict Transformation Program, of which Lederach served as director, interest in peace-building studies was already growing.

"What I began to see was that people were demanding more and more training in conflict transformation and peace building," said Lederach. "There weren't a lot of places where you could get that accomplished at the level that I felt was needed." Much of the available training, he said, came in workshops or seminars of a few days or at most a week.

"When you are looking at responding to violent conflict, and particularly warfare and long-term structural conflict," he said, "the complexity of things we are dealing with requires you to give a very interdisciplinary understanding of things that are happening at different levels within that setting, that go well beyond a short-term training session."

The EMU program began as a master's program, providing people with rigorous study as well as a practical foundation for work in and out of the field. Today, the program also offers a summer intensive of 15 courses across two months, and attracts people already working in the field from 20 to 25 different countries.

In 2001, Lederach became a professor of international peace building at the Kroc Institute, Notre Dame, which also attracts students from throughout the globe to its peace studies. Each year, the school selects 20 international students, including Latin American students and Hispanics, to study at the campus for one year.

As a practitioner, Lederach's role is to bring his experience to their theory-based programs. He provides the tools with which students apply their theories to hands-on situations. They in turn develop programs for peace building, which they take back to their countries.

At the Kroc Institute, every year Lederach has several students from Colombia who return there to work on human rights and with women in areas affected by war. One Nicaraguan student conceptualized and then, back home, helped initiate a training program that brings ex-contra and ex-Sandinista soldiers together to help create new networks of peace and enterprise that deal with postwar conflicts. Several of Lederach's students have worked on U.S./Mexico border issues, focusing on immigration law and its affects on the undocumented.

"The Latin American students bring a very strong orientation toward issues of justice and human rights. This has also been the case with a number of the Hispanics from the United States. They come often from a very strong advocacy background, with a respect for minorities and increasing the capacity to gain access to social and political processes," said Lederach.

From his students, Lederach sees firsthand the commitment they have to transforming conflict across the globe, and it gives him hope. What inspires him as well is the courage of the people living within war-torn places.

"Having worked for 20 years in a lot of these settings, you get an enormous amount of inspiration from these people, who live through these intense periods of social division and violence and yet have the courage to go on and make things work and keep reaching out to other people. That is the source of the hope," he said. "The mass media don't pick up the stories of how people in their everyday lives are reaching out to people on the other side and engaging in peace building, a reconciliation. Despite the worst of conditions, you still find these unbelievable people engaged in trying to make their communities a better place."

In the wake of Sept. 11, Lederach found himself between Colombia, Guatemala, and Harrisonburg, Va., writing a traveling essay on the events that ripped America's heart open. He suggested emphatically that, as with any conflict, it is important to understand the root of the anger, rather than merely dismissing it as evil, and to pursue a sustainable peace process in the Palestinian/Israeli conflict, among other suggestions.

Since the events of last fall, the Middle East has seen an escalation of violence. Despite this, Lederach's experience leads him to feeling hopeful: "For the first time in a while, we are seeing an increased recognition that, as a global community, we have to figure out and better understand how we are linked and interdependent with each other, and that we need to create much stronger coalitions of mutual understanding and cooperation in order to address where all this has come from."

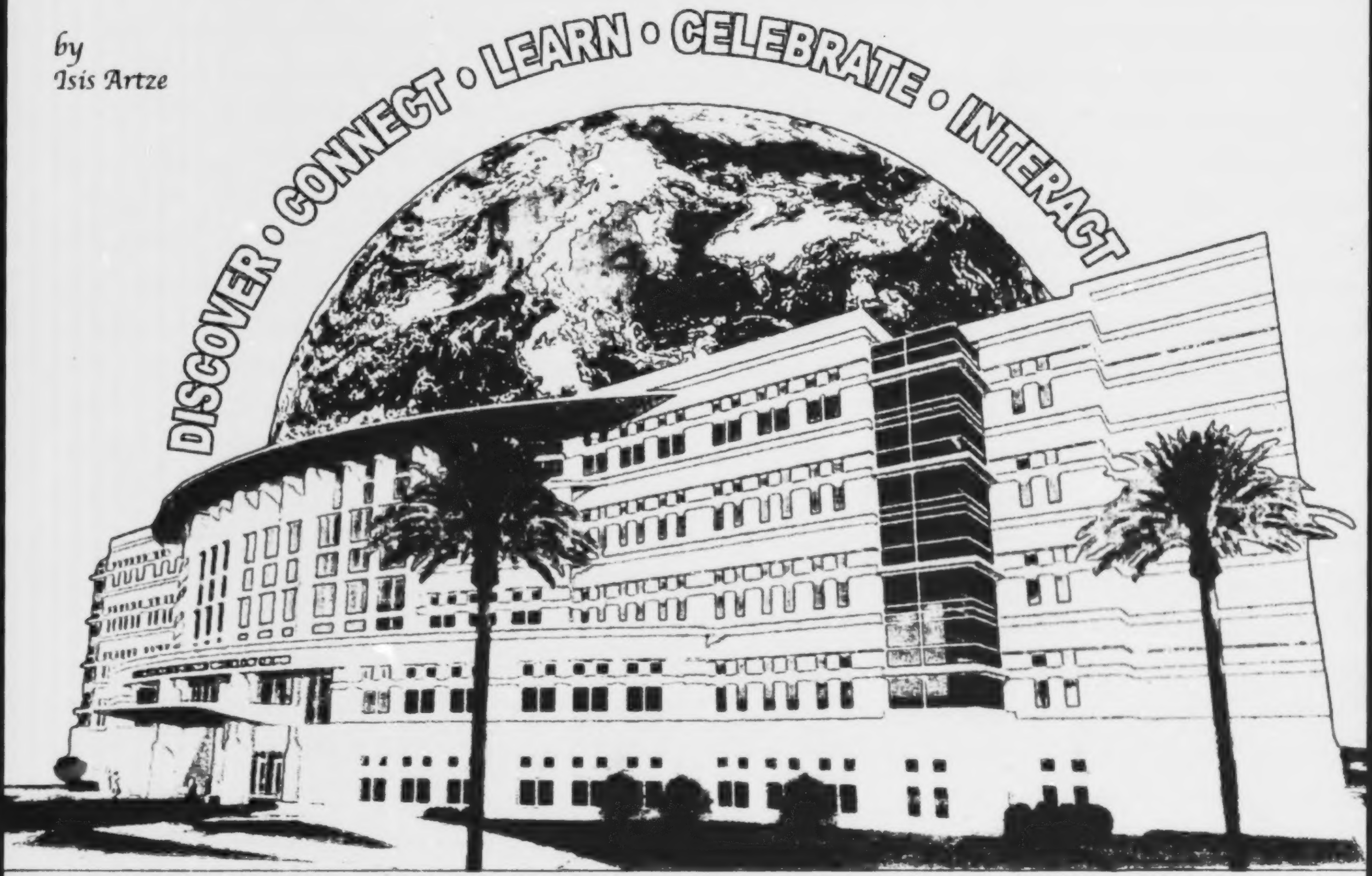
While long-term conflict and war seem always to have been part of world history, Lederach has witnessed change in our methods of addressing issues.

"My sense is that little by little we are increasing new ways of thinking and doing, and the world is seeing itself as a set of interdependent communities. We are increasingly understanding that the security of one community has to do with the well-being of another community," he said.

"We are in a process of slowly but surely finding a way as a global community to increase our capacity to respond to conflict in nonviolent and constructive ways and to decrease the almost-complete reliance on formalized and organized violence as the way we handle our biggest conflicts." HO

Nova Southeastern University Opens Florida's Largest Library

by
Isis Artze


DISCOVER • CONNECT • LEARN • CELEBRATE • INTERACT

Dec. 7, 2001, was a landmark day in the history of Nova Southeastern University, in Fort Lauderdale, Fl. On that day, it opened the doors of its Library, Research, and Information Technology Center to its students and to the entire Broward County community. And the public wasn't just invited for the inaugural celebration; it's their library too.

This is perhaps the building's most groundbreaking feature. It's a joint-use facility to be employed and enjoyed by Nova students and Broward County residents alike. Made possible by the University and the Broward County Board of County Commissioners, it may be the only partnership of its kind between a private university and its community.

It's also Florida's largest library, and all aspects of this five-story, 325,000 square-foot building are state of the art and one of a kind.

The project was the brainchild of Donald E. Riggs, vice president for information services and University librarian since 1997, and Samuel F. Morrison, director of the Broward County Library System. Five years ago, they conjured up the idea of a joint library facility of this magnitude. "When I came to Nova in 1997, I knew the University was going to have to build a new library," says Riggs, "and I knew Broward County has an excellent record for joint projects."

Ray Ferrero, Jr., NSU president, was largely responsible for the planning and completion of this extraordinary endeavor. "I thought it had merit, and I should make it a university priority," he says. "I'm always interested in more ways in which our university can collaborate with private and public sector businesses to make things better for the community."

Riggs insists the Broward County Board of County Commissioners was equally imperative to the project's completion: It was possible "thanks to our president and the Broward County Board of County Commissioners," which, he says, "voted 7 to 0 on the concept, and 7 to 0 on the agreement."

The Broward County Board of County Commissioners funded half of the building's $43 million construction costs.

"As far as we know, this is the first private university-public library cooperative in the U.S.," says Morrison. Riggs echoes this belief and says the project's many innovative features made it well suited for Nova: "The fact that this is the first partnership [of its kind] is very fitting for Nova because of our innovative approach to things, such as distance learning."

Morrison assures that all parties benefit from this collaboration. "Nova was going to build a library in any case," he says, "and Broward County residents would benefit from having access to databases and university-level collections." Because construction costs were shared, there were great savings to the public, Morrison says.

Ferrero agrees wholeheartedly, calling it a "win-win" project and detailing the benefits to the University: "We were able to create a library larger than what was originally planned, five stories as opposed to three," he says. "For the students," he continues, "it's a world-class library, which is essential because the library is the focal point for a university community, both geographically and of intellectual endeavors."

"Reading is FUNdamental" at NSU's Library, Research, and Information Technology Center

Riggs adds one last but significant, advantage to the community. Since the building is owned and operated by the University, it's open 100 hours a week, substantially more than regular public libraries, that are open 70 hours per week.

What's inside?

How many books? On opening day, the library housed more than 200,000 volumes. But there is a ton of room for expansion. Maximum capacity is 1.4 million volumes.

Another of the library's distinguishing characteristics is that it was tailor-made for its users. On a practical level, the facility is, as they say, "user-friendly," or, as Riggs puts it, "It's an intensely human library."

"We've designed the building for the user," he says, and adds that visiting administrators from other libraries applaud its organization and want to mimic some of its features.

The facility's content, too, was selected with Nova students and the Broward County community in mind. "There is a significantly Hispanic bent to the content," says Ferrero, which is consistent with Ft. Lauderdale's unique demographics and Nova's student body population: 23 percent of the University's undergraduate student body and 12 percent of its graduate students are Hispanic.

"Within five miles of Nova's campus," says Riggs, "19 percent of the County is Hispanic."

The building also houses 20 electronic classrooms, or e-classrooms, a concept introduced by Nova in 1985. One of these is a specialty classroom designed for children under 12; another is a "Knowledge Navigation Center" where creators of information technology can have their latest hardware and software tested by students, faculty members, and community users; and yet another is a "Classroom of the Future," designated to explore leading-edge, technology-driven teaching methods to serve students training for teaching careers.

Each standard e-classroom includes individual workspaces equipped with a flat-screen, state-of-the-art Dell computer, an ISDN line for desktop compressed video, modem access for all stations, and large, overhead hanging monitors.

"The electronic classrooms are designed to erase the traditional boundaries of learning," says Riggs, who is also vice president for information services. "Through compressed video conferencing, students hailing from faraway countries can participate in live, interactive discussions with their peers, despite the confines of classroom walls."

All library-card holders have access to a wireless laptop computer, as well as to hundreds of databases. And teachers have access to a "smart podium," which contains computing equipment that enables them to directly control the dual projectors, the VCR/monitor audio system, and use of other peripherals within the classroom.

The facility houses, too, a center for cultural arts, which includes a 500-seat auditorium with high-tech lighting, audio, and acoustics to accommodate professional theatrical productions, and a satellite-downlink for viewing broadcast and transmitted productions. The venue can be used by the University and the community for musical, dance, and theater performances, as well as for folk art and public media events.

Broward County wasted no time in taking advantage of this facility. In January, it was the site of the Jason Project. Approximately 3,000 Broward County students in grades three through nine attended a live interactive broadcast from Seward and Portage, Alaska.

The program explored the regions around the North and South Poles, examining glaciers, sea ice, the culture of the Alaskan natives, marine mammals, global climate changes, and more. Students not only watched the researchers in the Arctic, Antarctic, and sub-Arctic regions, but also "conversed" with them via interactive television and computers.

In addition to the theater, the facility includes a museum-quality exhibit hall—second stage for the cultural arts. The 2,000 square-foot space offers a showcase for art, painting, photography, and sculpture, as well as interactive exhibits and special collections such as rare books. Computers in the hall provide more detailed information about the art showcased.

As if that weren't enough, users can enjoy the Connections Café and have access to 1,000 user seats with Internet access, 700 computer workstations, a children's reading area and a story room, a music listening room, and many study and meeting rooms.

Naturally, it will take time to determine how the University and the community at large react to the joint-use facility, but all signs point to a harmonious and mutually profitable experience. "When I ask students and the community, they generally say something like 'awesome' and 'unbelievable'," says Riggs; "they have so much pride."

On opening day, Nova's Library, Research, and Information Technology Center circulated more materials than the University's former library circulated during an average week; and, already, 3,000 Broward County residents have obtained their library cards.

Role Models

Gloria Sosa and Israel Cuéllar

Two gifted academics now helping other hispanics

by Mike Scott

Gloria Sosa has set many challenges for herself, ranging from establishing a private counseling practice, to finishing a doctoral degree, to leading an extensive community outreach program for young Hispanics in the Greater Detroit metropolitan area.

Sosa, though, is equal to all of those challenges. Her role as director of the office of equity at Oakland University in Rochester, Mich., has already brought many accolades.

She has led the efforts of the Oakland University Trustee Academic Success (OUTAS) program. This program has seen a paradigm shift from the traditional approach of serving minority students by keeping them tied academically and socially to their racial or ethnic peer group to a progressive approach that creates a satisfying, positive learning environment for a racially and culturally diverse critical mass of high-achieving student leaders.

This is accomplished by offering a broad range of support services to ensure that core academic experiences are reinforced and personal and social transitions to college are successful.

"We have a tiny Hispanic student population, but the University has done a wonderful job of pushing us to recruit and retain more students of color across all minorities," said Sosa, a 1983 graduate of Michigan State University, where she earned a bachelor's degree in psychology. "Whatever we can do for a student prior to his or her coming to the University to stress the importance of education is a key, so we are doing a lot of outreach programs in the community."

"We have a tiny Hispanic student population, but the University has done a wonderful job of pushing us to recruit and retain more students of color across all minorities," said Gloria Sosa.

This includes hosting Hispanic and other minority students for College Day, Career Day, and for weekend visits to the largely commuter-based campus 25 miles north of Detroit.

The OUTAS program, administered by the office of equity, focuses on several major elements necessary to retain and graduate students: financial assistance, psychological, academic and social support, and career exploration.

Sliding scale scholarships of $1,000 to $3,000 per academic year are awarded to a diverse cohort group of entering first-year students, and are renewed annually for students who perform well academically.

Components of the program are based on principles of counseling, student development, student retention, and academic theory. As many as 30 students per year are recruited to the OUTAS program from the University's admitted student pool, based on a minimum GPA of 3.0. Candidates who have demonstrated leadership skills in high school and who have financial need are given priority consideration. Candidates are interviewed by telephone; the candidate is advised regarding the support services offered, and must agree to comply with all scholarship requirements.

From the outset, students are not courted so much as they are challenged to succeed; they must maintain at least a 2.5 cumulative grade point average and full-time student status (12 credit hours) to remain part of the program, said Sosa.

The OUTAS program was awarded the Michigan Counseling Association's Diversity Award 2000. The award honors a person, organization, agency, or governmental unit for making significant contributions to the recognition or enhancement of human diversity through a research article, program, or service. Oakland University is moving toward its goal of increasing the recruitment, retention, and graduation of a richly diverse student body as a direct result of the OUTAS program.

Beyond OUTAS, Sosa has also worked closely with the on-campus Hispanic student organization ¡Suerza!, which promotes Hispanic and Latino culture to the University's general society. Sosa said that some Hispanic students at Oakland are not in tune with their culture and background and she feels this is an important part of the college experience.

"Members of ¡Suerza! feel a need to associate more with people of their own culture on campus," said Sosa.

In addition to working on a doctorate in counseling (she holds a master's in the same field from Oakland), Sosa works with adolescent Hispanic males in the Detroit area, stressing the importance of education. This philosophy is what brought Sosa into the world of higher education following more than 15 years in the retail sector, including the last several years owning a sporting goods store in nearby Lake Orion.

"I worked in the foster care system with children, but for now, I don't want to leave higher education," she said. "I want to promote the importance of education for several different groups, and certainly Hispanics."

Sosa already is well on her way to the goal of having a private counseling practice.

She gives the same piece of advice to any student she comes across at Oakland who may have doubts about his or her ability to cope in today's modern world.

"You have to have pride in yourself," Sosa said. "I always tell students they shouldn't sell themselves short.

"We need to trust our instinct," she said, and not let society or the media "make decisions for us."

* * *

Israel Cuéllar seeks to bring a high standard of education to the Latino society, a goal that was shared by Samora.

A box of books, an unusual allergic condition, and the willingness to study and work have all helped make Israel Cuéllar, Ph.D. what he is today.

Cuéllar is director of the Julian Samora Research Institute at Michigan State University in East Lansing, Mich. Named after one of the most highly regarded and decorated Mexican-American scholars of the past 100 years, the Institute's aim is the betterment of Latinos in the Midwest.

This includes finding ways to improve the huge disparities that exist for Latin Americans in the areas of substance and alcohol abuse, imprisonments, mental disorders, diseases such as diabetes, and work conditions. But Cuéllar, also a professor of psychology at the University of Texas-Pan American, teaching one online class per semester, feels education is the key area in which advances can be made in these societal concerns.

"I think it is good for Latinos to become contributing members of our society, and there is no question that strengthening the Latino population will strengthen the country," said Cuéllar.

Education plays a vital role in these deficiencies, says Cuéllar. Although more Latinos are attending college and graduate schools, the percentages are moving very slowly in a positive direction. Cuéllar said in some areas, less than 50 percent of Latino high school students are graduating within four years.

Young Hispanics of college age make up 15 percent of the U.S. population, but only 10 percent of college enrollment nationwide, according to information released in 2000 by the White House Initiative on Educational Excellence for Hispanic Americans.

"I believe there are ways of meeting a middle ground between a higher-quality education and the pressures that go along with that," said Cuéllar, adding that Latinos should take a cue from the importance many Asians place on education. "You have to develop a love for learning."

For Cuéllar, a native of Laredo, Texas, that love was developed early in life. He recalls a time in high school when his favorite subject was biology. He then developed an interest in psychology, an interest traced back to a rare affliction known as itopic dermatitis, which caused Cuéllar to be allergic to his own perspiration. The condition caused him to break out in large hives that were the subject of adolescent jokes and unkind looks.

"I struggled with these issues of why I was being treated differently. It transcended that sense of being different from everyone else. I think I was motivated to succeed in school because of that, and it made me want to find out why people act in certain ways."

Cuéllar went on to the U.S. Army, where he was training for the Vietnam War when his allergy landed him in a hospital and made him unfit for combat.

"They advised me to go to college and get an air-conditioned job. Largely because of that, I was the first person in my family to get bachelor's, master's, and Ph.D. degrees," he said. "The rash seemed to be a burden, but it turned out to be fortunate."

Also in high school, Cuéllar's interest in reading was piqued when older brother Ariel brought home a box of used books ranging from science and philosophical works to novels and short stories. It is because of this experience that Cuéllar tries to teach his students to read more before, during, and after college.

"I do think reading is a key," said Cuéllar. "If people can't absorb what they read, they will have a difficult time getting through college."

Armed with a thirst for knowledge, Cuéllar paid his own way through college at North Texas State University, where he earned his first two degrees in psychology by 1972. Despite being virtually the only Latino in his field at the school, he excelled before enrolling in the doctorate program at Texas-Pan American. He is the author of nearly 50 studies, papers, and books. He has been employed in childhood development, youth services, consultant work, and bicultural psychology.

From 1984 through 1992, Cuéllar had his own private practice in Texas and is a member of 10 professional and cultural associations, including the Division for the Study of Ethnic Minorities and the US-Mexico Border Health Association. Prior to his current position, Dr. Cuéllar, for 16 years, provided rural mental health services to residents of Starr County, arguably the poorest county and the county with the highest percentage of Hispanics (97.5 percent) in the U.S.

His areas of expertise outside of teaching include mental health, multicultural psychology, acculturation, and community health. Cuéllar developed the Acculturation Rating Scale for Mexican-Americans–II (ARSMA-II), a paradigmatic measure for assigning degree of multicultural integration in persons living in multicultural contexts.

But what Cuéllar enjoys the most is his role as an educator. He tells students that they are born into a story but that they have the ability to take control of the destiny that results from that story. In addition, he suggests students consider a career that will bring them fulfillment and happiness, not merely a larger paycheck and the material goods that come with higher pay.

"I would have never made it through college if the opportunities that tempt students today would have been around," said Cuéllar. "Young people need to postpone owning that new car. They need to do without (fancy) clothes, music, and some parties. They can easily get into debt in college through credit cards, and then they have to drop out of college and work a job just to help get themselves out of debt."

Cuéllar never had to worry about getting into debt in college, he was more worried about paying for college. For him, education was a stimulus to not only achieving a high status in his profession but to prove himself to those children who had teased him as a youth about his skin condition. Most importantly, it proved to him that none of those physical ailments mattered.

"Growing up, I was one of many Hispanics in school, and then when I went to college, I was clearly in the minority," said Cuéllar. "That was a challenge, but it was one that I had to face, and I learned a lot about people from all different types of cultures. I learned they weren't that much different from me."

This is a brand of psychology that students at UTPA won't find in a textbook. Most recently, Cuéllar served as editor, along with Dr. Freddy A. Paniagua, of the *Handbook of Multicultural Mental Health: Assessment and Treatment of Diverse Populations*, published by Academic Press, in 2000. Yet he downplays his own achievements, preferring to talk about life lessons. He accepts his role as an educator and perhaps even a mentor to Hispanic students, many of whom are the first in their families to attend a higher education institute.

Cuéllar seeks to bring a high standard of education to the Latino society, a goal that was shared by Samora. As a sociologist who mentored many Hispanic students now experts in the field, Samora played a role in making education a higher priority for many students. He also started several political organizations designed to better the Hispanic life. Hence he became the Institute's namesake.

"Life can be difficult," said Cuéllar regarding the college experience. "There are many challenges, but if a person takes control of his destiny, things can change for the better."

Destiny indeed lies in the hands of the individual. Israel Cuéllar knows this. He faced his destiny many times over the years, and has come out a winner every time.

Cuéllar can be reached at *cuellar@msu.edu*.

JULIAN SAMORA RESEARCH INSTITUTE

The Julian Samora Research Institute is committed to the generation, more specifically, institute activities include: transmission, and application of knowledge to serve the needs of Latino communities in the Midwest. To this end, it has organized a number of publication initiatives to facilitate the timely dissemination of current research and information relevant to Latinos, all of which are available to the public.

Its Working Papers Series was initiated in 1989 to provide a mechanism for the systematic dissemination of public policy-oriented research on issues affecting Latinos in the U.S. as a whole and the Midwest, in particular. The series publishes reports of empirical studies, theoretical analyses, and policy discussions that address the changing role of Latinos in relation to economic, political, religious, education, and social institutions.

Its Occasional Papers Series features policy-oriented papers presented at Michigan State University by scholars in the area of Latino issues. And the Institute Research Reports Series publishes monograph length reports of original empirical research on Latinos in the Midwest, conducted by the Institute's research associates and funded by grants to the Institute.

Institute activities include:

- Generation of a program of research and evaluation to illuminate the social, economic, educational, and political condition of Latino communities;
- Transmission of the research findings to academic institutions, government officials, community leaders and private sector executives, through publications, convening public policy seminars, workshops, and private consultations;
- Provision of technical expertise and support to Latino communities for the purpose of developing policy responses to local problems;
- Development of Hispanic human capital, including leadership development, empowerment, and education.

Current research/outreach initiatives target economic development, education, and families and neighborhoods. The Institute is also working to develop a database that can serve as a resource on and for Hispanics.

The Institute can be reached by calling (517) 432-1317.

AIPT's International On-the-Job Training

by *Alexandra Salas Rojas*

The reality of a global marketplace gives priority to a qualified international workforce with ethnic sensitivities and knowledge of cultural protocols useful to business. These traits can be easily achieved through on-the-job training.

The Association for International Practical Training (AIPT), Columbia, Md., has provided career development cultural exchanges since its first run in 1950, when 37 American students left the U.S. to apply their engineering skills in jobs abroad, while 28 U.S. employers welcomed 30 international students to short-term training assignments.

Jorge Restrepo, associate director, communications, marketing, and strategic development, AIPT, shares the goal of this organization. "We feel that encouraging more Americans, Hispanic and Non-Hispanic, to go abroad is very important for their careers and for the country. An international work experience is one of the most valuable career boosters a person can have. It offers an exciting opportunity to see the world and network with peers from other places, and, most important, it is the best way to learn how others around the world go about the chosen field of endeavor."

In 1948, Massachusetts Institute of Technology (MIT) then-President Dr. Karl Compton, MIT board of trustees, and Earl Eames, a graduating senior in chemical engineering, active in student government, conceived this idea as a way in which MIT could join the cooperative international drive to rebuild war-torn Europe. They formed the U.S. chapter of the newly created International Association for Exchange of Students for Technical Experience (IAESTE). By 1980, the organization had grown beyond the technical fields and established professional programs, becoming the Association for International Practical Training (AIPT). According to AIPT, since its inception, the organization has arranged more than 45,000 exchanges.

Jorge Restrepo

In 2001, AIPT had 4,674 new program starts, a 12 percent increase over 2000. Of these, says Restrepo, 4,387 involved people from 81 foreign countries coming to the United States, while 287 Americans traveled outside the U.S.

The total number of trainees received in the U.S. in 2000 was 3,942. The male-female ratio was 2,388 to 1,554. The ages ranged from 18 years to 59.

Two hundred forty-four U.S. trainees went abroad in 2000. Country destinations totaled 27. The male-female ratio was 131-113. Age range, 19-40.

Companies interested in sponsoring foreign nationals must ensure that these international students and professionals obtain a J-1 visa, a cultural exchange visa, issued by the U.S. Department of State, which allows U.S.-based training for up to 18 months. There are 12 J-1 visa categories, each with a specific purpose and set of regulations: student, trainee, teacher, professor, international visitor, alien physician, government visitor, research scholar, short-term scholar, specialist, camp counselor, and summer travel/work.

Because J-1 visa regulations prohibit companies from replacing American workers, as it is a training visa, there is no cap on the number that can be issued. AIPT has scheduled seminars on J-1 visas around the country throughout the year.

The key to the program, says Restrepo, is professional development. "Participants learn about their profession in that country. It helps them see things in different ways. It's important to have an international experience because people need to operate in a global setting and have to learn how to work in teams."

Restrepo adds that when someone has not had prior interaction or contact with people from different parts of the world, they don't realize the implications of lacking that experience. "You tend to make different assumptions and have different ways of looking at things."

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Other benefits of the program include advancing career prospects, improving language skills, completing educational degree requirements, and learning more about the host culture. For businesses, the perks of the participation are just as valuable. According to AIPT, it gives American companies international exposure; it can serve as a cost-effective way for a small operation to train an individual who could later represent the company in the overseas market; it can be used as a recruiting tool and to bring a multicultural setting to the office.

The top 10 countries sending trainees to the U.S. are Canada, Germany, the U.K., France, Japan, India, China, Romania, Switzerland, and Brazil. Restrepo notes, "We also have a strong interest growing in Latin American countries." The top 10 U.S. cities hosting J-1 visa trainees are Orlando, Fla.; New York, NY; Houston, Texas; Seattle, Wash.; Colorado Springs, Colo.; San Francisco, Calif.; Boston, Mass.; Chicago, Ill.; San José, Calif.; and Washington, D.C.

While the majority of participants are inbound, seeking an American experience, AIPT has an outbound program component. "We currently have a renewed effort to increase the number of Americans going overseas, and we hope to grow the number through development of tools that assist individuals in preparing for an international experience such as our new Web tool to assess cultural values as part of their preparation for going abroad."

The top 10 countries receiving U.S. trainees are the U.K., France, Switzerland, Germany, Denmark, the Netherlands, Spain, Mexico, Austria, and Japan.

"We offer placement assistance for students in technical fields through the IAESTE (International Association for Exchange of Students for Technical Experience) network, of which AIPT is the U.S. representative. We are also now growing our capacity to offer placement assistance to recent graduates as well. We are actively promoting AIPT internationally to raise job offers for Americans in other fields including business, IT, and hospitality. We currently have many internship offers for Americans to go to Chile and Brazil, and can also arrange work permits to France, Switzerland, Germany, and 10 other countries."

AIPT does not track ethnicity, but Restrepo notes that approximately 10 percent of the American participants have Hispanic last names.

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AIPT Programs

Prearranged training programs are designed for companies that have already chosen a trainee or will find one without AIPT's assistance. Training can take place in the U.S. or with the company's international offices. Trainees may come from any country with which the U.S. has diplomatic relations. They must be at least 18 years old. Training programs can last up to 18 months and can take place in all industry fields except flight training, performing arts, and clinical medical care.

Technical Training Programs offer international internships in architecture, agricultural science and forestry, computer science, engineering, horticulture, mathematics, and natural and physical sciences.

PINPOINT is a placement service that helps companies identify trainees who have registered profiles on the online database. AIPT pre-screens all potential candidates.

Companies that have participated in AIPT run the industry gamut–media, retail, hospitality, financial services, travel and tourism, pharmaceutical, and education. Employer and alumni participants include ABC News International, Amazon.com, Coca Cola Company, Guess?, Inc., JP Morgan, Microsoft, Procter & Gamble, Walt Disney World, and Yale University.

No matter in which direction participants are heading, to or from the U.S., the benefits of an international experience and exposure are invaluable. Says Restrepo, "It helps gain greater insights and a competitive advantage that will accelerate one's career potential."

For more information visit the AIPT Web site, http://www.aipt.org; or call 410-997-2200.

Top 10 training fields in the U.S.

1. Hospitality
2. Computer Science/hardware
3. Culinary Arts
4. Business Administration/Management
5. Electrical Industry
6. Engineering (unspecified)
7. Marketing
8. Human Care/social services
9. Financial services/accounting
10. General research

Top 10 training fields for Americans abroad

1. Mechanical engineering
2. Economics
3. Architecture
4. Electrical engineering
5. Computer science
6. Financial services
7. Teaching
8. Industrial engineering
9. Law
10. Culinary arts

FYI...

The Hispanic Outlook In Higher Education www.hispanicoutlook.com April 08, 2002

NCLR Addresses Hispanic Health Disparities

WASHINGTON, D.C.

The National Council of La Raza's (NCLR) Institute for Hispanic Health (IHH), committed to reducing the morbidity and mortality rates associated with cardiovascular disease, is implementing the Salud para Su Corazón-NCLR Project, which is expected to produce cross-cutting health benefits for people with other chronic diseases such as diabetes and associated risk factors such as obesity. By reducing these health risks in Hispanic communities through prevention programs, IHH and its affiliates hope to elevate the quality of life of Hispanic Americans and reduce the burden on the healthcare system.

NCLR's newsletter, *AGENDA*, recently highlighted operations at the Escondido Community Health Center, Escondido, Calif., where *promotores de salud*, or lay health educators, employed three types of interventions to implement IHH's cardiovascular program: one-on-one interviews; single-session classes; and class series. Single-session class presentations featured such topics as increasing physical activity, reducing salt consumption, reducing meal portions, and learning about cholesterol numbers, and offered cooking demonstrations. The class series incorporated videos, flip chart, and pamphlets along with the *Tarjeta de Salud Familiar* (The Family Card) to assess heart disease risk factors for family members. These series saw an increase in the number of husbands involved in *promotores*' activities, which gave the spouses a better view of mothers' and wives' roles as community advocates for health.

AGENDA also mentioned Hands Across Cultures, Española, N.M., where *promotores de salud* visited residences, worked with patients from Las Clínicas del Norte, and conducted presentations for their Hispanic community on how to lead a healthy lifestyle. During residential and clinical visits, *promotores* screened residents for high blood pressure, high blood sugar, and high cholesterol.

Another community-based program profiled in *AGENDA* is Centro San Bonifacio, Chicago, Ill. *Promotores de salud* there worked with families facing the health problems of high blood pressure, high cholesterol, and obesity. *Promotores* taught community members how to improve their cooking and physical activity habits to prevent further risk of heart disease, conducted weekly aerobics classes, and spread the word on important health issues via television, school, community center, and health fair appearances.

NACE Survey Offers Job-Search Advice to Graduating College Students

BETHLEHEM, Pa.

To conduct a successful job search, graduating college students may want to act on the advice of employers that recruit new graduates: start early, acquire relevant experience, and research employers before interviewing with them.

The employers offered those recommendations as respondents to *Job Outlook 2002*, a survey conducted by the National Association of Colleges and Employers (NACE).

"Students who follow the advice of employers are in a better position to meet employer expectations," says Marilyn F. Mackes, NACE executive director. "It gives them a distinct advantage in a job market that has gotten tighter this year."

Employers offer these specifics for college job seekers:

- Start early. Do not put off your job search until the last minute. Because fewer jobs are available, there is more competition for them. Get a jump-start using the resources available through your campus career center. The center's staff can help you to articulate your strengths and identify opportunities where you can put your skills to work.
- Do your research. Prior to an interview, gather information about an employer through company brochures and Web sites, information sessions, alumni networks, and the like. By taking the time to learn about an organization, you will be better prepared to ask and answer questions. This indicates to an employer that you have a genuine interest in the position and the organization.
- Get experience. Employers look for candidates who have gained real-world experience through summer employment, work-study programs, and internships or cooperative education programs. Experience that is directly related to the position you are applying for will greatly improve your chances of getting a job offer.

Job Outlook is an annual forecast of the hiring intentions of employers as they relate to new college graduates. Each year, NACE surveys its employer members about hiring plans and other employment-related issues. For *Job Outlook 2002*, NACE surveyed 1,803 members; 457, or 25 percent, responded.

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ACE: Americans Give High Marks to Colleges and Universities, But Continue to Overestimate Price

WASHINGTON, D.C.

Americans believe that the nation's colleges and universities provide a high-quality education and serve as an economic engine for their home states, according to findings of a national survey released by the American Council on Education (ACE). However, the public believes that future state budget cuts could threaten the educational quality of institutions and limit the economic benefits they provide.

"States should take into account all of the resources and contributions offered by their public institutions as well as their private colleges," said ACE President David Ward. "Some states provide students with financial aid to attend either type of institution."

The survey shows that Americans continue to place a high value on a college education, as 77 percent of those surveyed believe a college education is more important today than it was 10 years ago. Moreover, those surveyed believe that public colleges and universities offer a quality education and a good value for the money. Eighty-three percent believe public institutions in their states offer a "very good value" or "somewhat good value" for the money. Seven out of 10 (70 percent) rate the quality of education at public colleges and universities as "excellent" or "good" and nearly eight out of 10 (76 percent) rated the quality of private institutions as "excellent" or "good."

In addition, the study reveals that Americans recognize the tremendous economic benefits that public institutions provide. Nearly 90 percent of those surveyed feel that it is "very important" (76 percent) or "fairly important" (13 percent) to have good public colleges and universities in order to have a well-trained workforce in a state. Other economic benefits of good public institutions cited include enabling states to be technologically competitive (85 percent); enhancing research and technology in a state (85 percent); and creating jobs (83 percent).

Respondents also understand the direct connection between state budgets and the financial stability of public colleges and universities. They express "a great deal" of concern that cuts in state funding could result in a decline in the quality of education at institutions (77 percent), reduce financial aid (64 percent), or result in fewer classes and majors offered (52 percent).

AAUW Aligns with National Organization of Disability

WASHINGTON, D.C.

The American Association of University Women (AAUW) is one of 34 non-disability groups that work with the National Partnership Program to promote the full participation of people with disabilities. Through this collaboration, each year one or more AAUW branches or states can receive up to $1,000 for outstanding disability programs or projects. The program is sponsored by the National Organization of Disability (NOD), with Aetna U.S. Healthcare funding the award.

The cash award is designed to assist the branch-state in continuing its efforts to address and support members, community allies, or the general public with quality of life and inclusiveness issues affecting people with disabilities.

Here are some program ideas for AAUW branch-states:

- Develop an alliance with a disability organization.
- Help implement a disability organization's action project to reach women and girls, as well as all people, with disabilities.
- Advocate for disability rights at the local or state level.
- Conduct a community forum to educate the public on issues that face people with disabilities.

NOD, in its 2002 State of the Union, said, "Anyone with a disability perspective who travels abroad returns impressed by the way America is, in many ways, the world leader in access, opportunity, and inclusion for people with disabilities. Much progress has been made, and many walls of exclusion have been leveled. People with disabilities celebrate the progress of this nation, and also remain dedicated to the vision of a day when all people, no matter how they are born or what conditions they acquire, will be full and equal participants in American life."

To win up to $1,000 for a disability action project, AAUW branch-state leaders must submit their application, postmarked by April 20, 2002, to: American Association of University Women, Program Department, 1111 Sixteenth St. N.W., Washington, D.C. 20036. For more information, contact AAUW's Program Department at (202) 785-7712 or program@aauw.org.

People-Places-Publications-Conferences

PEOPLE & PLACES

Barrueta Heads Hispanic College Fund

J. Fernando Barrueta has joined the Hispanic College Fund (HCF) as president and CEO. In accepting the post, Barrueta expressed excitement about the organization's future and confidence in his ability to expand the Fund's capacity and profile on a national level.

Barrueta, at his firm Barrueta & Associates, initiated an aggressive outreach and recruitment effort to bring minorities into the real estate industry, hiring women and some of the first African American real estate brokers in Washington, D.C.

Founded in 1993, HCF has awarded scholarships to more than 800 Latino students seeking a college education in disciplines leading to careers in business or technology.

Corpus Christi Receives $550,000 Grant

The Texas A&M University-Corpus Christi College of Education was awarded a $550,000 grant by the Department of Health and Human Services to expand a program designed to aid families.

The Family Place program delivers comprehensive training, outreach, and counseling to families at the College's Early Childhood Development Center located in the Texas Coastal Bend community. The grant will continue support for existing seminars, workshops, and counseling services and launch several new programs. These new programs include: filial therapy, drawing families together by creating deeper connections; a weekly Family Night Out; the STAR (Strive for Abstinence and Recover) program, focused on finding healthy alternatives to substance abuse; a camp to assist young mothers with parenting skills and vocational awareness; and an annual professional development conference.

Mt. SAC Elects Board Leaders

In California, Dr. Manuel Baca was elected president of the Mt. San Antonio College (Mt. SAC) board of trustees for a one-year term, and Gayle Pacheco was elected vice president. Both have been on the Mt. SAC board since 1999.

Baca, a business management/business law professor at Rio Hondo College, has worked in higher education for more than 25 years. He has a bachelor's degree and master's from California State University-Fullerton and a doctorate from the University of Southern California.

Pacheco is president of her own manufacturing business and a member of several institutions at Mt. SAC. She holds a bachelor's from the University of Redlands and a law degree from Western State University.

CUNY Receives New York Life Grant

The City University of New York (CUNY) received a $500,000 grant from the New York Life Foundation to support the participation of 25 minority students in CUNY's new Honors College: University Scholars Program.

The program is designed to support academically talented students in an intensive undergraduate experience, shaped by the resources of CUNY and the city of New York. Participants receive full tuition and engage in faculty-designed curricula, with hands-on training, access to technology, mentors, internships, a cultural passport for entry into the riches of New York City, and an academic expense account.

The University Scholars Program also integrates cross-campus team projects related to seminars administered by the Honors College. These projects give participants the opportunity to study with CUNY's most distinguished faculty, including those in graduate and professional schools.

Cal State Fullerton President Elected to HACU Governing Board

The Hispanic Association of Colleges and Universities (HACU) elected California State University-Fullerton President Milton A. Gordon to a three-year term on its governing board.

HACU is a national organization representing more than 200 colleges and universities that promotes the development of member colleges and universities, and improves access to and the quality of postsecondary educational opportunities for Hispanic students. It also assists business, industry, and government through the development and sharing of information, resources, and expertise. Member schools collectively enroll two-thirds of all Hispanics in higher education.

South Texas College of Law Receives $10 Million Gift

South Texas College of Law's board of directors voted to place a $10 million gift from the late Fred Parks in the school's endowment. Parks, a prominent Houston attorney and entrepreneur who graduated from South Texas in 1937, left the generous gift to the College in his will. He passed away in October.

The College plans to provide numerous new student scholarships and endowed professorships with the gift, all in the name of Parks. In 1999, the College named its new law library after Parks in honor of the generous donation he made to the campaign to build the facility.

New Mexico Tech President Wins Leadership Award

The University of New Mexico Alumni Association named New Mexico Institute of Mining and Technology President Daniel H. López the recipient of its 2002 Bernard S. Rodey Award, which recognizes individuals who have devoted an unusual amount of time

in a leadership capacity and whose efforts have contributed significantly to the field of education.

López was appointed president of New Mexico Tech in 1993. He earned his bachelor's degree, master's, and doctorate, all in political science, at the University of New Mexico.

Southwestern School of Law Receives $1 Million Appropriation

The Southwestern University School of Law (Calif.) was appropriated $1 million through the Department of Commerce, Justice, State, the Judiciary and Related Agencies Appropriations Act, for construction of a high-tech courtroom.

The Julian Dixon Courtroom and Advocacy Center will better prepare law students for increasingly high-tech litigation, advocacy, and dispute resolution. It will be the most technologically advanced courtroom and advocacy center in the western United States. The facility will also provide Southwestern, which serves a significant populace of minority law students, with a community resource for jurists and lawyers and a model for court administrators, judges, and practicing attorneys.

The Center was named in honor of Julian Dixon, a 1967 graduate of Southwestern and 22-year member of the U.S. House of Representatives. He died last November.

Cal State Northridge Appoints Castillo Dean of Health

California State University-Northridge (CSUN) named Dr. Helen Castillo dean of the College of Health and Human Development. The former dean of the College of Health Sciences and Human Services at the University of Texas (UT)-Pan American has more than 25 years experience in higher education, hospital administration, and nursing.

Castillo taught at UT-El Paso and was chair of the nursing program there. She initiated several collaborative programs between UT-Pan American and other Texas institutions during her tenure and performed research studies on the impact of NAFTA, the North American Free Trade Agreement, on health care in the U.S. and Mexico.

CSUN's College of Health and Human Services, which has more than 3,400 students, includes the departments of child development, communication disorders and sciences, family environmental sciences, health sciences, kinesiology and leisure studies, and recreation.

Baltimore City Community College Reaches Fund-Raising Goal

The state of Maryland will match the $400,000 raised by the Baltimore City Community College (BCCC) fund-raising campaign.

Through Maryland's Innovative Partnerships for Technology Program (IPT), the state matches dollar-for-dollar up to $400,000 in technology donations for hardware, software, and cash supporting infrastructure, teaching systems student support services and administration. BCCC President James D. Tschechtelin said, "New resources acquired through IPT donations will substantially enhance the College's ability to provide cutting-edge technology in instruction."

De la Rocha New Social Science Dean at Ventura

Ventura College (Calif.) President Larry A. Calderón announced that Ismael de la Rocha, chair of the department of social science and behavioral science, was promoted to dean of social science.

A long-time administrator at the College, de la Rocha (pictured) held positions as a department facilitator, coordinator of the College's evening program, and coordinator for the Maestro Bilingüe Program, which trains bilingual teachers.

De la Rocha earned his bachelor's degree and master's in history from the University of California-Santa Barbara, specializing in the history of Mexico, the U.S., and Latin America. He taught at California State University-Northridge, California Lutheran University, and in Cuba and Mexico as part of the Ventura College International Education Program. He is also involved in several Hispanic community and campus organizations.

Texas Woman's Health Studies Ranks 2nd Nationally

The Texas Woman's University doctoral health studies program ranked second nationally in a recent survey of recommended practices, according to the National Association of Graduate-Professional Students.

Surveys, funded by the Alfred P. Sloan Foundation, had to be submitted by more than 10 students completing a doctoral program in order for a school to be ranked. Rankings were based on the average of the "recommended practices" score the universities received on the survey, excluding "overall satisfaction." The score included information for prospective students, preparation for a broad range of careers, teaching and teaching assistant preparation, professional development, career guidance and placement services, controlling time to degree, mentoring, and program climate.

Texas Woman's missed out on first place by one point.

Houston-Downtown Recognized for Pre-College Program

The University of Houston-Downtown (UHD) was one of four Texas institutions to receive the Star Award from the Texas Higher Education Coordinating Board for "bridging the gap" to higher education.

Gov. Rich Perry presented the award to administrators of UHD's Jesse H. Jones Academic Institute for answering his challenge of putting a college degree into the hands of more Texans. The Institute has done this by providing a pre-collegiate program to about 400 Jefferson Davis High School students from a largely Hispanic community near the campus. Participants attend a two-year summer institute and enroll in college preparatory classes in high school. They receive a four-year renewable $1,000 scholarship for college, matched by UHD if they attend the University. Since 1990, more than 4,200 students have participated in the Jesse

H. Jones program. More than 100 of these scholars are currently enrolled at UHD.

Pictured: UHD President Max Castillo (l.) and Gov. Perry (r.).

Maricopa Tech Center a National Model

The Maricopa Advanced Technology Education Center (MATEC), part of the Maricopa County Community College District (Ariz.), was cited by the Corporate and Foundation Alliance (CFA) for its exemplary efforts to improve teaching and learning in science, technology, engineering, and mathematics at the undergraduate level.

MATEC addresses workforce demands made by the semiconductor manufacturing industry and better prepares technicians to succeed in this rapidly changing high technology field. The Center has created more than 40 curriculum modules–utilizing a first-of-its-kind CD-ROM/Internet hybrid delivery system–to provide cutting edge materials to faculty members at 54 different educational organizations. These materials help prepare a growing number of students for employment in high-tech fields.

Jersey City Museum Selects Chair

Ofelia García, dean of the College of Arts and Communication at William Paterson University (N.J.), was elected chair of the Jersey City Museum's board of trustees.

García, who joined the board in 2000, has an extensive background in arts and education. Prior to her position at William Paterson, she was president of Rosemont College and the Atlanta College of Art. She was executive director of The Print Center, a not-for-profit gallery and organization; national president of the Women's Caucus for Art; and a member of numerous boards, including those of the College Art Association and the American Council on Education. She has been serving on the board of Haverford College and the national board of Catholics for Free Choice.

García received a bachelor's degree at Manhattanville College and a master's at the Boston Museum School at Tufts University.

USA Funds Awards National Scholarship Groups

One of the nation's leading education-loan guarantors, USA Funds, awarded $100,000 each to the American Indian College Fund, the Hispanic Scholarship Fund, and the United Negro College Fund, three national scholarship organizations.

According to William R. Neale, chairman of the USA Funds board of trustees, the contributions were made in response to findings of the Advisory Committee on Student Financial Assistance report *Access Denied*. It found that members of ethnic minority groups will make up a large part of the future growth in the college-going population and warned of a possible crisis in higher education, due in part to a projected influx of academically qualified but financial-needy-students.

The USA Funds national scholarship program targets students from families with household incomes of less than $35,000 with up to half of its proceeds going to minority and physically disabled students.

USC Administrator a Graduate of HOPE Institute

Sonia Rodríguez, educational consultant and senior administrator for the University of Southern California (USC) program in American studies and ethnicity, was among 32 professional Latinas to recently graduate from the HOPE (Hispanas Organized for Political Equality) Leadership Institute. HOPE helps Latinas develop a network of support to create changes in health, education, and economic development programs that benefit the quality of life for Hispanics in California.

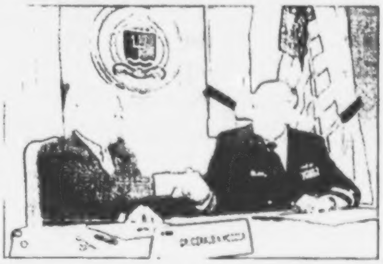
Rodríguez, born and raised in East Los Angeles and the first in her family to attend college, graduated with a bachelor's degree in communications from USC. She is the founder of Edúcate Educational Consulting, a firm dedicated to helping college counselors, parents, and students discover the many educational opportunities available to them, such as financial aid.

Penn State Publishes Study on Low-Income Students and College

A Pennsylvania State University study concluded that public policy aimed at helping low-income students succeed in college must include not only financial aid, but also a wide-reaching, multifaceted preparation program beginning as early as elementary school.

The study *Swimming Against the Tide: The Poor in American Higher Education*, published by the College Entrance Examination Board, was conducted by a team from the Penn State Center for the Study of Higher Education. The researchers reported that low-income students come from cultures in which access to and planning for an education is more difficult and going off to college can create a great psychological break in the family tradition. They also noticed that, despite the fact that the $64.1 billion set aside for financial aid to students from all socioeconomic levels has enhanced opportunities for students to attend college, class disparities still clearly persist. The researchers believe a tightly knit, long-term partnership is required between the federal government, state agencies, colleges and universities, schoolteachers and administrators, and parents and students across the K-16 spectrum to remedy the situation.

University of Maryland Signs Agreement with Naval War College



University of Maryland University College (UMUC) and the U.S. Naval War College (R.I.) established an agreement enabling U.S. Navy officers to earn a new online Master of Science in management–naval operations and national security degree at UMUC.

The partnership allows officers currently enrolled in the War College non-resident program and officers who have already completed the program to earn the new UMUC degree as long as they can complete the necessary coursework in seven years. Students will transfer 18 credits from three core courses at the War College and complete seven more UMUC management courses. After completion, those wishing to pursue a master's degree in business administration online may do so by taking three additional courses.

Pictured: UMUC President Gerald Heeger (l.) shakes hands with Rear Adm. Rodney P. Rempt (r.), president of the Naval War College.

News from Miami-Dade

- The Hispanic Business Group of the Greater Miami Chamber of Commerce presented Miami-Dade Community College (M-DCC) with the Non-Hispanic Business Award for its activity within the Hispanic community. The Florida college was recognized for maintaining a certain number of Hispanic employees in its offices, including top management and board members, and for contributing to the advancement of Hispanics.
- Florida's first lady, Columba Bush, toured the New World School of the Arts on M-DCC's Wolfson Campus. Known as the "First Lady of the Arts" because of her interest in the visual and performing arts, Bush visited students, sat in on art classes, spoke with staff and administrators, and attended a performance.
- M-DCC received a grant from the Hispanic Educational Telecommunications System (HETS) to develop online courses for its interactive Web site. With headquarters at the University of Puerto Rico, HETS offers economic incentives to qualified member institutions willing to develop online courses and training modules. The HETS grant enables M-DCC to develop five online courses.

Santa Barbara City Names Transfer Achievement Leader

Santa Barbara City College (SBCC) in California named Lydia Aguirre coordinator of TAP, its Transfer Achievement Program, a comprehensive support program designed to help underrepresented students transfer to four-year colleges and universities.

Aguirre worked part-time in the TAP office while attending SBCC, where she received an associate's degree in anthropology and liberal studies. She also participated in the SBCC single-parent support program and in the CalWORKS work-study program. She earned a bachelor's in sociology from California State University-Northridge and is currently pursuing a master's in counseling and guidance at California Lutheran University.

Columbia Offering Fellowships in Arts Journalism

The Columbia University (N.Y.) Graduate School of Journalism is offering residential fellowships through its National Arts Journalism Program (NAJP). The NAJP, funded by the Pew Charitable Trusts, administers nine-month academic fellowships for mid-career reporters, critics, and editors working actively in arts and cultural journalism as well as three-month senior fellowships for arts journalists of national distinction working on books and other projects.

The mid-career fellowships carry a $40,000 stipend for the academic year, and senior fellows receive a stipend on a base of $10,000 per month. Selected mid-career candidates undertake a yearlong research project on a topic of interest to arts journalists or the broader field of arts and culture supervised by the NAJP.

California Wellness Foundation Announces Peace Prize Recipients

The California Wellness Foundation announced the winners of its 2001 California Peace Prize. Brian Contreras, Joan Cuadra, and Constance Rice each received the Peace Prize award and a $25,000 gift in recognition of their work to prevent violence.

Contreras founded the 2nd Chance Youth & Family Services program to combat the rise of gang violence in Salinas, Calif. The program encourages youth to take alternative paths away from gang violence and become good community-minded individuals.

Cuadra helps bring peace to immigrant farmworking communities by developing culturally sensitive and low-literacy materials and services on the effects of domestic violence and substance abuse on families in the Central Valley. She also coordinated community education programs on pesticide safety and domestic violence.

Rice has worked to advance peace efforts in underserved Los Angeles communities. She co-founded The Advancement Project, a public policy and legal action group that has helped with cease-fire agreements and truces between Los Angeles gangs and the Sheriff's Department.

ACE Continues to Promote Diversity

The need for business and education leaders to work collectively to ensure equal access to higher education for all students was the highlight of a speech made by Ohio State University President William E. Kirwan during the American Council on Education's (ACE) "Educating All of One Nation" conference. Kirwan's speech noted that with the nation's population becoming increasingly diverse and the knowledge-based economy expanding, students of color are not making significant strides in educational attainment. He warned that if the inequities in elementary and secondary education resources and financial aid are not corrected, the country could face a serious shortage of qualified workers.

Four higher education officials received the first ACE Reginald Wilson Awards, created to recognize officials who have contributed to efforts to improve opportunities and achievement for persons of color. Reginald Wilson, a nationally recognized scholar on diversity who in 1998 became ACE's senior scholar emeritus, was one of four award recipients. The others were Jewel Plummer Cobb, president emerita of California State University-Fullerton; James J. Duderstadt, president emeritus and professor of science and engineering at the University of Michigan; and Alfredo G. de los Santos Jr., research professor at Arizona State University-Tempe.

Rockland Appoints Affirmative Action Officer

Photo © C. Fournier Photo

Sylvia Miranda, assistant professor of pluralism and diversity at Rockland Community College (RCC) in New York, was named the College's affirmative action officer. She is heading a program designed to increase the diversity of its faculty and prevent discrimination in hiring practices.

Due to the multicultural nature of the RCC student body, the College felt it important to expand faculty diversity. Miranda will write an affirmative action plan, arrange diversity workshops and training sessions, revise the search methods for new employees, and ensure compliance with all relevant legislation.

Miranda was affirmative action officer at Bronx Community College and affirmative action director for the City University of New York, where she trained officers at 19 other campuses. She holds a bachelor's degree from Hunter College and master's degrees from Teachers College, Columbia University.

Newark Universities Fuel City's Resurgence

CHEN The four public institutions of higher learning in Newark, N.J., if viewed as a business, would be a $1.1 billion corporation with more than 11,800 employees, $480 million in payrolls, and 26,000 students, according to a report issued by the Council for Higher Education in Newark (CHEN).

The *CHEN Economic Impact Report 2000* says that the four institutions which comprise CHEN–Essex County College, New Jersey Institute of Technology, Rutgers University-Newark, and the University of Medicine and Dentistry of New Jersey–spend several billions of dollars educating students and continue to propel the city's renaissance.

The report states that the institutions constitute one of the biggest employers in Newark and create many other jobs around the state. They vitalize the city, invigorate the University Heights neighborhood with developments and capital improvements, and make Newark a better city in which to live, learn, and work.

Cal State Long Beach Senior Receives Prestigious Scholarship

California State University-Long Beach senior political science major Gladis Molina was one of 34 Hispanic students across the United States to receive a $5,000 undergraduate scholarship from the Congressional Hispanic Caucus Institute (CHCI).

A first-generation college student, Molina is a three-year member of the Cal State Long Beach Learning Alliance and has been active in the Political Science Association and the Model United Nations Delegation. She is also an after-school "homework helper" for Long Beach Library Services and an undergraduate assistant for the University's political science department.

CHCI is a nonprofit, nonpartisan institute designed to provide Latino students with the tools and resources they need to succeed in higher education and dedicated to developing the next generation of Latino leaders.

Wal-Mart Contributes $60,000 to Hispanic Education

WAL★MART Wal-Mart Stores, Inc., through its "Good.Works" initiative, contributed $50,000 to the Hispanic Association of Colleges and Universities (HACU) and $10,000 to the League of United Latin American Citizens (LULAC) National Educational Services Center to support the national scholarship programs of both organizations.

"As the largest private employer of Hispanics in the nation, Wal-Mart has supported the mission of both HACU and LULAC for several years, as these organizations' objectives are compatible with Wal-Mart's emphasis of supporting local and national education programs at all levels," said José R. Gómez, senior manager, corporate affairs for Wal-Mart Stores, Inc.

HACU helps improve the access and education opportunities of more than 280 colleges and universities around the country, home to more than two-thirds of all Hispanics in college. LULAC National Educational Service Centers work to advance educational opportunities for Hispanic Americans through developing and implementing effective programs in Hispanic communities.

Daley College Hispanic Composer Praised

For the past 97 years, the noise of passing trains has accompanied concerts at the Ravinia Festival held just outside Chicago, Ill.

Photo © Chicago Tribune

In recognition of this long-term relationship, Dr. Ricardo Lorenz, Richard J. Daley College instructor of music, was commissioned to write and conduct the symphonic piece "En tren va Chango." Performed at the festival by the Chicago Symphony Orchestra, the piece was heralded as "exhilarating" by music critic John Von Rhein, who noted that the "adrenaline rush of primal Latin rhythm deserves to find its way into the symphonic pops repertoire."

Born in Venezuela, Lorenz's first commission was an overture, performed by the Venezuelan Symphony Orchestra, commemorating the death of Simón Bolívar. Since then he has been commissioned by several countries and won numerous prizes, awards, and honors. He received his doctorate at the University of Chicago.

NAHJ Members Recount Sept. 11 Experiences

Noticias, "The Publication of the National Association of Hispanic Journalists" (NAHJ), ran a series of interviews with NAHJ members and Latino journalists, discussing how they are dealing with the aftermath of Sept. 11.

Rose Arce, CNN producer and NAHJ Region 2 director, was in her downtown Manhattan apartment when she heard the explosion at the World Trade Center. She raced to the scene and from a terrace two blocks away watched the towers collapse and people jump to their deaths. "I am still very much traumatized to see so many people die so quickly," Arce told *Noticias*, which reports that she eventually spoke with a counselor and recommends others do the same. Arce said that the events strengthened her resolve as a journalist.

Patricia Pedraza, senior producer, CNN en Español, told *Noticias* that she was half-a-block away from the World Trade Center when the first tower collapsed. She worked marathon days following Sept. 11, interviewing people in grief. After a few days, said Pedraza, "I had to take what ended up being a short-term medical leave to get help and the appropriate counseling because I really went into a tailspin." She said she felt guilty, not being able to cover one of the biggest stories in our nation's history. Pedraza told *Noticias* that, since then, colleagues have come to her to help them process what happened. She is now comforted that she was able to help others.

Ricky Flores, photographer, *Journal News* in White Plains, N.Y., received a lot of attention for his photo of three firemen raising the U.S. flag amidst the ruins, though a similar photo received even more. "It has been pretty much a roller coaster ride," Flores told *Noticias*. "I was fighting these incredible bouts of depression. Some of it was ill-defined; some of it was really clear." The *Journal News* provided Flores with a counselor, with whom he discussed his bouts of anxiety and panic. He now recognizes that there is a real need for people to talk about these issues with someone, "even if it is not with a professional counselor or therapist."

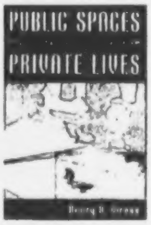
Robert Ortega, reporter, *New York Daily News*, was in the Bronx, covering the New York

City mayoral primaries and the campaign of Democratic candidate Fernando Ferrer, when he heard on the radio that the first plane crashed into the towers. He raced to the scene and, although he did not want to get too close to ground zero, interviewed people on the streets, many with eyes fixed on the still remaining tower and people jumping from the building. "I started shaking a lot, trembling like a leaf," said Ortega. But, it was two months later, while covering the funeral of a man killed in the crash of the Dominican-bound American Airlines flight, that Ortega broke down. "I cried like a baby," he said. Both the World Trade Center tragedy and the crash of the Dominican-bound flight have reinforced his commitment to journalism, he said.

PUBLICATIONS

Public Spaces, Private Lives: Beyond the Culture of Cynicism

By Henry A. Giroux



In an era when the American public regards politics cynically, this book shows how and why citizens must reclaim an influence on the public institutions and policies that shape their lives. It argues for a new language of hope and democratic public participation. Afterword by Douglas Kellner.

2001. 224 pgs. ISBN 0-7245-1553-2. $24.95 cloth. Roman & Littlefield. (800) 462-6420.

Mesoamerican Healers

Brad R. Huber and Alan R. Sandstrom, eds.

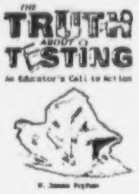
MESOAMERICAN HEALERS

Responding to the healing practices of Mesoamerica, from traditional folk medicine to westernized biomedicine, the essays in this book offer a comprehensive, state of the art survey of Mesoamerican healers and medicinal practices in Mexico and Guatemala.

2001. 408 pgs. ISBN 0-292-73456-5. $24.95 paper. University of Texas Press. (800) 252-3206.

The Truth about Testing: An Educator's Call to Action

By W. James Popham



W. James Popham explores what he considers the absurdity and the serious destructive consequences of today's standardized testing programs. He shows what he believes these tests really measure and why they should never be used to evaluate school quality or teacher ability.

2001. 167 pgs. ISBN 0-87120-523-8. $23.95 paper. ASCD. (800) 933-ASCD.

Cuban Festivals: A Century of Afro-Cuban Culture

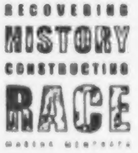
Judith Bettelheim, ed.

In this invaluable anthology of Afro-Cuban festivals, the secular rituals and celebrations intrinsic to popular Cuban culture are brought to life. It includes the first English translation of the celebrated article "Afro-Cuban Festivals," by Fernando Ortiz.

2001. 260 pgs. ISBN 1-55876-244-2. $22.95 paper. Markus Wiener. (609) 921-7686.

Recovering History, Constructing Race: The Indian, Black, and White Roots of Mexican Americans

By Martha Menchaca



The history of Mexican-Americans is a history of the intermingling of races–Indian, White, and Black. Asserting the centrality of race in Mexican-American history, Martha Menchaca offers the first interpretive racial history of Mexican-Americans focused on racial foundations and race relations, from pre-Hispanic times to the present.

2001. 389 pgs. ISBN 0-292-75254-7. $24.95 paper. University of Texas Press. (800) 252-3206.

In the Shadows of State and Capital: The United Fruit Company, Popular Struggle, and Agrarian Restructuring in Ecuador, 1900-1995

By Steve Striffler

In the Shadows of State and Capital tells the story of how Ecuadorian peasants gained and then lost control of the banana industry. It looks at the quintessential form of 20th-century U.S. imperialism in the region–the banana industry and, in particular, the United Fruit Company (Chiquita), and how popular struggle brought transformation and change.

2001. 242 pgs. ISBN 0-8223-2863-1. $18.95 paper. Duke University Press. (888) 651-0122.

The Creation of the Future: The Role of the American University

By Frank H.T. Rhodes

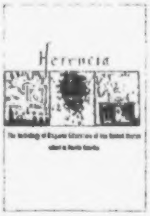
CREATION of the FUTURE

Focusing on American research universities, Frank Rhodes makes the case that American universities are an irreplaceable resource, and a national and international treasure whose value must be preserved through judicial renewal and reform. He discusses where the research university is today, how it got there, and where it must go.

2001 265 pgs. ISBN 0-8014-3937-X. $29.95 cloth. Cornell University Press. (800) 666-2211.

Herencia: The Anthology of Hispanic Literature of the United States

Nicolás Kanellos, ed.



A major anthology of Hispanic writing in the United States, ranging from the early Spanish explorers to the present day, *Herencia* is the product of a 10-year project involving hundreds of scholars nationwide. It is a comprehensive literary collection, spanning more than three centuries, including writers from all the major Hispanic communities.

2001. 644 pgs. ISBN 0-19-513824-4. $35.00 cloth. Oxford University Press. (800) 451-7556.

Getting the Web: Understanding the Nature and Meaning of the Internet

By Jeanne M. Follman

Getting the
WEB

Written for the general reader yet precise in its technical content, *Getting the Web* is a great starting point for students, educators, businesses, and individuals who want to "get" the Web.

2001. 176 pgs. ISBN 0-9679456-9-0. $14.95 paper. Duomo Press. (800) 888-4741.

Picturing Tropical Nature

By Nancy Leys Stepan

Nancy Leys Stepan reflects on the work of several 19th- and 20th-century scientists and artists as she tries to remedy some of the most persistent misrepresentations of the tropics and its people–specifically Argentina, Mexico, and Brazil.

2001. 283 pgs. ISBN 0-8014-3881-0. $35.00 cloth. Cornell University Press. (800) 666-2211.

Many publications featured in this section are available through amazon.com.

CONFERENCES

13th International Conference on College Teaching and Learning

April 9-13

Presented by Florida Community College-Jacksonville and The Center for the Advancement of Teaching and Learning, this event will emphasize research and practice in teaching and learning–with focus on uses of innovative learning strategies and advanced technologies in online learning and the face-to-face classroom. At the Adam's Mark Hotel, Jacksonville, Fla.

Contact: Jack Chambers, (904) 632-3231, or Jeana Davis, (904) 632-3088; fax, (904) 632-3289; e-mail, jchamber@fccj.org or jmdavis@fccj.org; Web site, www.teachlearn.org

AACRAO 88th Annual Meeting

April 14-17

The American Association of Collegiate Registrars and Admissions Officers' goal is to foster professional development by providing guidelines and voluntary standards for best practices in records management, admissions, enrollment management, administrative information technology, and student services. At the Minneapolis Convention Center, Minneapolis, Minn.

Contact: Christine Garner, (425) 636-1640; e-mail, cgarner@mra-services.com; Web site, www.aacrao.org

NACADA Northwest Regional Conference

April 17-19

The National Academic Advising Association (NACADA), with the theme "Creating Harmony Through Diversity and Communication," will emphasize exemplary ways in which academic advisement addresses the issues of communication and diversity at higher education institutions. At Westin Salishan Lodge and Golf Resort, Gleneden Beach, Ore.

Contact: NACADA, (785) 532-5717; e-mail, nacada@ksu.edu; Web site, www.nacada.ksu.edu

NCTM 80th Annual Meeting

April 21-24

The 2002 meeting of the National Council of Teachers of Mathematics, with the theme "Realizing the Vision of School Mathematics," will offer many discussions and publications focusing on professional development, promote the teaching and learning of mathematics, and provide an opportunity to network with more than 18,000 math educators. In Las Vegas, Nev.

Contact: (703) 620-9840; fax, (703) 476-2970; e-mail, annlmtg@nctm.org; Web site, www.nctm.org

NACADA Mid-Atlantic Regional Conference

April 24-26

Advisors help students reach their destinations more efficiently, safely, and comfortably. The destinations are more conceptual than geographical–meeting departmental requirements, obtaining internships, registering for courses, graduating, etc. "Reach the Beach: Advising the Journey" is the theme of this conference of the National Academic Advising Association (NACADA). At the Clarion Resort Fountainbleau Hotel, Ocean City, Md.

Contact: NACADA, (785) 532-5717; e-mail, nacada@ksu.edu; Web site, www.nacada.ksu.edu

National Resource Center "Changing Mosaic" Conference

April 25

"The Changing Mosaic: Designing Successful Experiences for the New American College Student" is presented by the National Resource Center for The First-Year Experience & Students in Transition in cooperation with the University of South Carolina, Distance Education and Instructional Support. With the 2000 Census as a backdrop, four respected scholars will lead a timely discussion on the changing face, and attitude, of America's new college student. A teleconference, live and interactive via satellite.

Contact: (803) 777-6029; fax, (803) 777-4699; e-mail, fyeconf@gwm.sc.edu; Web site, www.sc.edu/fye

NACADA Great Lakes Regional Conference

April 25-27

The theme of this conference of the National Academic Advising Association (NACADA) is "Race for Excellence," which reflects a holistic approach to the work of academic advising for students and advisors. Program sessions will focus on both the personal and professional development of advisors. At Indiana University-Purdue University Indianapolis, Ind.

Contact: NACADA, (785) 532-5717; e-mail, nacada@ksu.edu; Web site, www.nacada.ksu.edu

ACUTA Spring Seminars

April 28-May 1

ACUTA, the Association for Telecommunications Professionals in Higher Education, is hosting its spring seminars. The two main topics to be discussed are Managing Campus Infrastructures and Telemanagement Trends. Representatives from 150 college campuses are expected to attend. In Philadelphia, Pa.

Contact: Pat Scott, (859) 278-3338 ext. 21, or Kellie Bowman, (859) 278-3338 ext. 22; e-mail, pscott@acuta.org or kbowman@acuta.org; Web site, www.acuta.org

Cuban American National Council Conference

May 1-3

The Cuban American National Council, Inc., is holding its 11th biennial national conference, with the theme "Hispanics and Information Technology." At Disney's Contemporary Resort, Orlando, Fla.

Contact: (305) 642-3484, ext. 104; fax, (305) 642-9122; e-mail, info@cnc.org; Web site, www.cnc.org

NACADA North Central Regional Conference

May 2-3

This National Academic Advising Association (NACADA) conference, with the theme "Voices of our Communities," will be hosted by White Earth Tribal and Community College, Leech Lake Tribal College, Fond duLac Tribal and Community College, Sinte Gleska University, Minnesota State University-Moorhead, and the University of Minnesota. At the Shooting Star Casino and Event Center, Manohmen, Minn.

Contact: NACADA, (785) 532-5717; e-mail, nacada@ksu.edu; Web site, www.nacada.ksu.edu

ASPIRA's Fourth Annual Latino Education Conference

May 5-7

Dr. Robert Gabrys, chief of education for the National Aeronautics and Space Administration (NASA), will be the keynote speaker at the Fourth Annual Latino Education Conference, cosponsored by the ASPIRA National Association, the National Education Association (NEA), and the New Jersey Education Association. The theme of the conference will be "Dialog on Technology: Digital Tools for the Latino Student." At Bally's Park Place Hotel, Atlantic City, N.J.

Web site: www.aspira.org

24th Annual NISOD International Conference on Teaching & Leadership Excellence

May 26-29

Sponsored by the National Institute for Staff & Organizational Development, University of Texas at Austin, this event features exemplary practices and programs in almost 300 workshops, seminars, and roundtable sessions; offers in-depth descriptions and demonstrations of successful initiatives; and provides an opportunity to experience the latest and best instructional and organizational tools. At the Austin Convention Center, Austin, Texas.

Contact: (512) 471-7545; fax, (512) 471-9426; e-mail, info@nisod.org; Web site, www.NISOD.org

NAHJ 20th Annual Convention

June 12-15

This year's convention of the National Association of Hispanic Journalists (NAHJ), with the theme "Strength in Numbers: 20 *años en la lucha*," will feature more than 1,500 media professionals and journalism students. The future of media in the New Media Lab; Computer-assisted reporting; Skills building workshops and forums; Constructive one-on-one critiques; and Advanced techniques in videography, photojournalism, and graphics design are just some of the offerings. In San Diego, Calif.

Contact: (888) 346-NAHJ; Web site, www.nahj.org

PBL 2002

June 16-20

"PBL 2002: A Pathway to Better Learning," an international conference on Problem-Based Learning in higher education, will bring together experienced PBL faculty so that they can share their insights with one another, as well as support those who are interested in using this method of learning for the first time. At the Baltimore Convention Center, Baltimore, Md.

Contact: (302) 831-3474; fax, (302) 831-4919; e-mail, pbl2002@udel.edu

NEH Summer Institute for College and University Teachers

June 17-July 19

"Hispanic Gendering of the Americas: Beyond Cultural and Geographical Boundaries" is a five-week, interdisciplinary summer institute for 25 college and university teachers on the role of women in Latin America and on the Hispanic-Latina culture that was created as women crossed borders into the United States in the 20th century. Teachers of history, literature, humanities, gender or women's studies, multicultural studies, social studies, and Hispanic literatures and cultures are especially encouraged to apply. At Arizona State University.

Contact: Patricia Harris, (480) 965-0636; e-mail, institute2002@asu.edu; Web site, www.asu.edu/clas/history/institute2002

ACE Leadership Programs for Department and Division Chairs and Deans

June 18-21

The American Council on Education presents a unique series of programs specifically designed for department and division chairs–the people responsible for leading the units where change takes place in higher education institutions. In Washington, D.C.

Contact: (202) 939-9343; fax, (202) 785-8056; Web site, www.acenet.edu

AAHE 2002 Assessment Conference

June 20-23

The theme of this conference of the American Association for Higher Education is "Assessment: A Shared Commitment." Pre-conference workshops will be held June 19. At the Boston Marriott Hotel Copley Place, Boston, Mass.

Contact: (202) 293-6440; fax, (202) 293-0073; Web site, www.aahe.org

2002 Taos Summer Writers' Conference

July 13-19

This year's University of New Mexico Taos Summer Writers' Conference will include writing workshops in memoir, scene writing, autobiographical fiction, comedy, and nature writing. Tuition support has been increased to offer five merit-based scholarships and one D.H. Lawrence Fellowship. In Taos, N.M.

Contact: Sharon Oard Warner, (505) 277-6248; e-mail, taosconf@unm.edu; Web site, www.unm.edu/~taosconf

2002 NCLR Annual Conference

July 20-24

Now in its 25th year, the National Council of La Raza Annual Conference, an important event in the Hispanic community, attracts more than 18,000 participants, bringing together some of the nation's foremost government officials, business and community leaders, and entertainers. In Miami Beach, Fla.

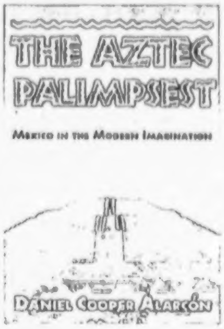
Web site: www.nclr.org

Book Review

By Rubén G. Mendoza

***The Aztec Palimpsest: Mexico in the Modern Imagination*, by Daniel Cooper Alarcón.** 224 pages. Tucson: The University of Arizona Press, 1997. ISBN: 0-8165-1656-1. $20.95 paper.

I happened upon Daniel Cooper Alarcón's *The Aztec Palimpsest: Mexico in the Modern Imagination* at the bookstore of the Chicago Museum of Natural History last year, and didn't know quite what to make of the book, its title, or its placement in the Native American Studies section. My initial ambivalence soon translated into a reawakened curiosity about self-image and Chicano cultural identity, then into engagement and introspection about Mexicanness and the Chicano experience as understood through the writings of Daniel Cooper Alarcón.



Like the film *Traffic*, which portrayed Mexico through sepia-toned and ghosted imagery, Cooper Alarcón presents Mexico as a cultural palimpsest or ensemble of layered images and meanings produced by its diverse peoples and cultures. His use of the concept of the palimpsest to recognize Mexico as a layered landscape of contested meanings and representations is one of the more ingenious literary devices used of late to contemplate Mexican culture and society and, by extension, Chicano cultural identity.

The author notes that Mexico is as much a cultural and historical concept as it is a social reality, one subjected to subordination, manipulation, and transformation since long before the Aztecs. His use of the metaphor of the movable stage backdrop to signify literary and media images or tropes of Mexico and its culture helps us understand how Mexico's identity has been altered, replaced, substituted, transformed, and used to differing ends by Mexican nationalists, Chicano activists, novelists, cinematographers, historians, anthropologists, government officials, tour promoters, and many, many others.

Particularly significant is Cooper Alarcón's beautifully crafted reassessment of the often contentious but interwoven narratives that constitute the landscape of Mexican history and identity, cultural nationalism, and historiography.

The book's introduction acknowledges the significance of roles played by marginal or colonized peoples who participate in the production of discourses about themselves. In this instance, the Mexican people play a critical role in that interaction that results in the formulation of new and ever-changing images of Mexico and Mexicanness. The author acknowledges the production of Mexicanness for the non-Mexican audience as a major source of images for the representation of Mexico.

Cooper Alarcón then delves into Aztlán and Chicano cultural identity, and posits ideas that both reinforce and question the narrative of Aztlán–the Aztec place of origin–as the hearth of Chicano ideological origins and unity.

Here he advances some of his most brilliant interpretations and insights. And it is here that the metaphor of the palimpsest presents itself as a powerful analytical tool for understanding: (a) Mexicanness as "a series of interdependent erasures and superimpositions," (b) the complex and transcultural character of colonial discourse, and (c) Chicano cultural identity itself.

He explores the paradoxical nature of Aztlán in terms of both its pre-Columbian origins and its rebirth within the context of the Chicano movement. He argues that multiple interpretations of the Aztlán myth produced an irreconcilable complexity that could not be resolved by those within the Chicano movement who originally believed that the myth provided a basis for unity through common ancestral origins. Clearly, the inherent diversity within the Chicano community itself was not taken into account in the program to make Aztlán the "linchpin" of the Chicano movement. Cooper Alarcón argues instead that it is, in fact, the very diversity or "mestizaje" of the Chicano community, as well as "shared claims to different regions" of the ancestral homeland, that make cultural and political unification even remotely possible.

A most satisfying aspect of this narrative centers on the way in which Chicano writers have portrayed themselves in the context of the contested territory of Mexico and Mexicanness. While it is made patently clear that Anglo-American narratives of the past sought political ends via the literary debasement of the Mexican people, contemporary Chicano and Latino narratives betray a diversity of ambivalent and conflict-ridden characterizations of themselves and their Mexican counterparts.

Ultimately, the author accomplishes something akin to a distillation of the primary Chicano/Latino literary traditions and genres by reviewing the works of José Antonio Villareal (*Pocho*), Rudolfo Anaya (*Heart of Aztlán*), Gary Soto (*Living Up the Street*), Richard Rodríguez (*Days of Obligation*), and Sandra Cisneros (*Woman Hollering Creek*). His brilliant analysis of tourist narratives and propaganda is equally insightful, and ingeniously crafted to appeal to those whose interests lie squarely within the realm and study of the human condition.

We are left to wonder about the extent to which our own preconceptions and beliefs about Mexico, Mexicanness, and Chicanismo are themselves artifacts and projections of earlier myths and narratives of Mexico and Mexicanness, borne of the contested terrain of the modern imagination.

Dr. Mendoza is a professor and institute director of archaeology and social science at California State University-Monterey Bay. He obtained his doctorate in anthropology at the University of Arizona in 1992, with a specialization in Mesoamerican studies, and is currently conducting archaeological excavations at the Hispanic colonial mission of San Juan Bautista, California.

If interested in submitting a book review, please e-mail us at outlook@aol.com for Book Reviewers' Guidelines.

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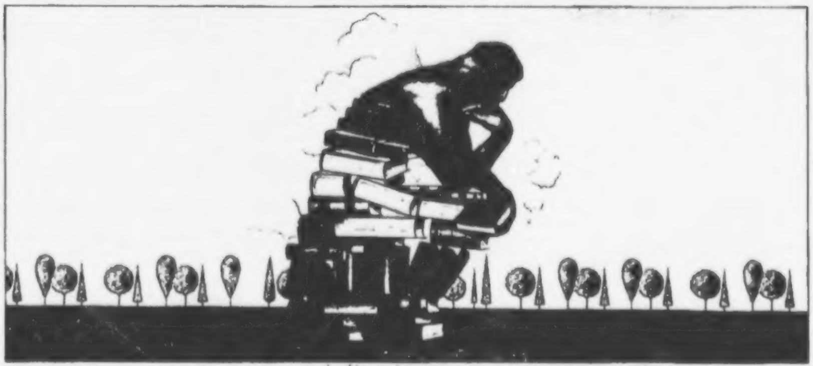

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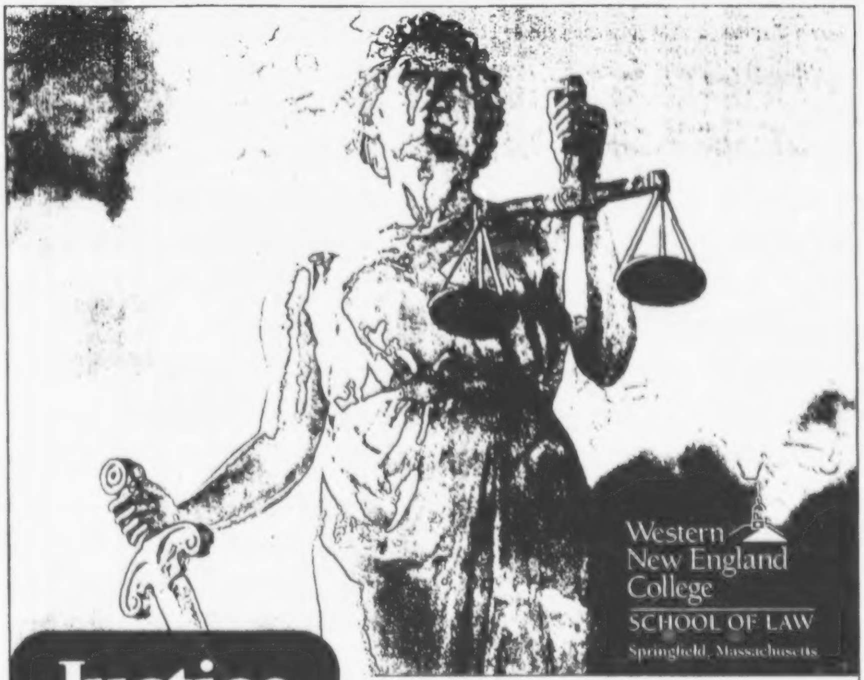

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CALIFORNIA INSTITUTE OF TECHNOLOGY

Associate Dean/Director of The Office for Multicultural Education and Student Affairs

The California Institute of Technology is an independent, privately supported university in Pasadena, California offering education at both undergraduate and graduate levels. It is one of the world's major research centers in science and engineering.

The Associate Dean/Director will provide strong leadership for the Office that is responsible for creating and sustaining a supportive campus environment that is conducive to the intellectual, scientific and professional achievement of excellence at Caltech for underrepresented minority undergraduate and graduate students. The Associate Dean/Director will develop and oversee programs that improve retention, achievement, and graduation rates and student satisfaction for underrepresented-minority undergraduate and graduate students; supervise the on-campus components of minority outreach programs, including high school summer science programs, and oversee a comprehensive undergraduate high achievement program.

Primary duties and responsibilities: administer the Office for Multicultural Education and Student Affairs and its programs, including the Caltech/Irvine Scholars Program for undergraduate students and outreach programs for high school students; provide academic guidance and personal support for minority students, including advising, study sessions, mentoring programs, seminars and workshops; collect and analyze data on minority student academic progress and identify and respond to retention problems and needs; serve as Institute liaison with national multicultural organizations and with parallel programs at other colleges and universities; collaborate with the Admissions Office in outreach and secondary school relations efforts by developing and implementing programs that offer pre-college underrepresented students educationally enriching interaction with Caltech faculty and students; further implement a high achievement program that provides academic support, research experience, and mentoring relationships with faculty; collaborate with Development to assist in generating program funding; offer leadership and partnership with other administrators, faculty, students, alumni, and friends of Caltech to recognize and strengthen the climate for diversity at the Institute; and, to offer opportunities for minority students to develop their academic, social, and career potential.

Requirements for the position include: extensive experience in administering and managing a department for multicultural student affairs in higher education; a knowledge of minority student's issues in higher education and issues facing minority students in science; a demonstrated ability to connect with students of diverse backgrounds and to collaborate effectively with other staff and faculty; the ability to provide academic, personal and career support for entering and current students concentrating on scientific subjects. Experience with high achievement programs and demonstrated ability to assess, design and implement effective programs and policies that address issues of diversity in higher education are highly desirable. Demonstrated success in leading and promoting a strong commitment to diversity programs and issues. Master's degree required, Ph.D preferred.

Resumes should not be submitted via email. Please send a statement of interest, resume, and the names, addresses and phone numbers of three references to:

Dr. Sharyn Slavin Miller, Search Committee
Assistant Vice President for Student Affairs
California Institute of Technology
MC 108-31
Pasadena, CA 91125
Application Deadline: Monday, April 15, 2002
For inquiries only, email msasearch@caltech.edu
http://cit.hr.caltech.edu/Jobs-HTML/Jobs-2002/STA_3906.htm

Caltech is an Affirmative Action/Equal Opportunity employer. Women, minorities, veterans, and disabled persons are encouraged to apply.

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Student Hui-Ling Hung

Professor Mary Ann McGrath and student Kara Eiseman

GSB alumni Marshall Brown and Rick Rusin

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USF University of South Florida

Founded in 1956, the University of South Florida is a public research university of growing national distinction, serving 36, 000 students in ten colleges on campuses in Tampa, Lakeland, St. Petersburg, and Sarasota/Manatee. It has been classified "Doctoral/Research University-Extensive" by the Carnegie Foundation for the Advancement of Teaching. Reflecting its breadth of graduate and research programs, *USF* is one of three public universities in Florida classified as a Research I institution. With more than 2,000 faculty, *USF* offers baccalaureate degrees in 79 fields, 89 master's and specialist programs, 25 doctoral programs, and the doctor of medicine degree.

The university is currently recruiting for the following faculty positions:

Position Title	*Discipline*	*Deadline:*
Assistant/Associate Professor *(2 positions)*-	Deans Office-Nursing-	OPEN
Assistant Professor *(IT Department Chair)*-	Engineering-	OPEN
Assistant Professor *(2 positions)*-	Engineering/Lakeland Campus-	OPEN
Assistant Professor-	Psychology-	OPEN
Instructional Specialist-	Mental Health Law & Policy-	OPEN
Associate Professor *(Assoc Director)*-	Comparative Medicine-	OPEN
Assistant Professor-	Comparative Medicine-	OPEN
Assistant/Associate Professor-	Otolaryngology-	OPEN
Professor *(Dean)*-	Public Health-	OPEN
Instructor *(Nurse Midwifery)*-	Nursing-	OPEN
Instructor-	Nursing-	OPEN
Assistant/Associate Professor-	Neurology-	OPEN
Assistant/Associate Professor-	Pharmacology -	OPEN
Assistant/Associate Professor-	Anesthesiology -	OPEN
Assistant/Associate/Professor-	Radiology -	OPEN
Assistant/Associate/Professor *(4 positions)*-	Radiology -	OPEN
Associate/Assistant In Research *(3 positions)*-	Physical Therapy-	OPEN
Coordinator of Instructional Design-	Nursing-	OPEN
Associate Professor/Professor *(2 positions)*-	Computer Sci & Engineering-	OPEN
Professor *(Chair/Assoc VP/Assoc Ctr Dir)*-	Interdisciplinary Oncology Prg-	OPEN
Visiting Associate/Assistant Professor-	Engineering Info Systems-	OPEN
Assistant/Associate/Professor-	Interdisciplinary Oncology Prg-	OPEN
Assistant Professor-	Interdisciplinary Oncology Prg-	OPEN
Director, Academic Support Services-	Budgets/HR/IT-	OPEN
Inspector General *(Director)*	Audit & Compliance Svcs-	OPEN
Assistant Librarian-	Library/Sarasota Campus-	04/15/02
Associate Librarian-	Library/Sarasota Campus-	04/15/02
Associate Professor/Professor-	Special Education-	04/22/02
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Assistant/Associate/Professor-	Dermatology & Cutaneous Surgery-	04/30/02
Assistant Professor *(3 positions)*-	Dermatology & Cutaneous Surgery-	04/30/02
Associate Professor/Professor-	Dermatology & Cutaneous Surgery-	04/30/02
Assistant Professor-	Pediatrics-	04/30/02
Assistant Professor-	Lung Transplantation Pulmonologist	06/15/02
Assistant/Associate Professor-	Gastroenterology/Esophagology-	07/31/02

For a description on the above listed positions and additional vacant positions: (1) visit our Employment Services Web site at **http://usfweb.usf.edu/usfpers/vacancy.html**. or (2) contact Equal Opportunity Affairs, **Ferrell@admin.usf.edu**. for faculty positions; or (3) call *USF* job line at **813.974.2879** for staff positions.

USF is an equal opportunity/equal access/affirmative action institution, committed to excellence through diversity in education and employment.

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Florida State UNIVERSITY

Associate Vice President for Student Affairs

Position # 53141

Announcement at

http://www.fsu.edu/Jobs/

Wesley Theological Seminary

Wesley Theological Seminary in Washington, DC is seeking applications for the position of Director of a newly-established Center for Church Leadership. Candidates must: be recognized in the field of church leadership studies; have experience working with seminary faculty; have served in the pastoral ministry; and have the skills and experience to both raise funds and build programs. A Ph.D. or a D.Min. is preferred. Qualified applicants should send a resume to **Douglass Lewis, President, Wesley Theological Seminary, 4500 Massachusetts Ave., NW, Washington, DC 20016.** Deadline for applications: **April 15, 2002.**

AZUSA PACIFIC UNIVERSITY

Special Assistant for University Diversity

The Special Assistant for University Diversity is the primary change-agent, advisor, and resource person for diversity issues at Azusa Pacific University. The Special Assistant also conducts ongoing assessment on global diversity at the university and identifies and implements institutional change that will advance campus diversity.

Minimum Qualifications: Master's degree in education/higher education, intercultural/ethnic studies, psychology, sociology, or related field. Doctorate preferred. Five years as a professional in higher education or related field.

For more information and detailed descriptions, please visit www.apu.edu.

THE UNIVERSITY
Azusa Pacific is a Christian, coeducational, university accredited by the Western Association of Schools and Colleges, offering more then 40 areas of undergraduate study, 20 master's degrees, and 3 doctorates. As an evangelical Christian institution, Azusa Pacific affirms the supremacy of Christ in all areas of life and expects its employees to model Christian values in their Christian faith verbally and in writing.

APPLICATION PROCEDURE
Applicants should submit a letter describing qualifications and interest for the position; curriculum vitae; a statement of Christian faith; and names, addresses, and phone numbers of five references to Michael Whyte, Ph.D., Associate Provost, 901 E. Alosta Ave., PO Box 7000, Azusa, CA 91702-7000, (626) 812-3015, mwhyte@apu.edu. All positions open until filled.

Azusa Pacific University does not discriminate on the basis of race, color, national origin, gender, age, disability, or status as a veteran in any of its policies, practices, or procedures. Women and minorities are encouraged to apply.

SENIOR ADVISOR, OFFICE OF INTEGRATIVE ACTIVITIES

NATIONAL SCIENCE FOUNDATION

Arlington, VA 22230

NSF's Office of Integrative Activities (OIA) seeks candidates for its Senior Advisor to the OIA Director position. The incumbent provides leadership and oversight for mission-critical NSF-wide programs and oversight of the Congressionally mandated Committee on Equal Opportunity in Science and Engineering while acting as the Executive Secretary.

Appointment to this Senior Executive Service position will be on a career basis with a salary range of $125,972 to $138,200. Announcement S20020086-C is posted on the NSF Home Page at **www.nsf.gov/jobs**. The announcement includes position requirements and application procedures. Applicants may also obtain the announcements by contacting the Executive Personnel and Development Branch on 703-292-8755 (Hearing impaired individuals may call TDD 703-292-8044). Applications must be received by April 12, 2002.

NSF is an Equal Opportunity Employer.

EASTERN NEW MEXICO UNIVERSITY-ROSWELL

Job Announcements

ENMU-R

POSITION: Dean, Administrative Services
LOCATION: ENMU-Roswell
SALARY: $76,249
CLOSING DATE: Open Until Applications Reviewed

CHARACTERISTIC DUTIES & RESPONSIBILITIES: Responsible for the administration of the business affairs of the Roswell campus, which includes the Business Office, Computer Center, Payroll, Physical Plant, Food Services, Bookstore, and Police Department. Functional responsibility exists for fiscal affairs, liaison with the commission on Higher Education, and the administration of building programs for the fiscal budget, facilities, capital outlay, and long range planning. Serves on the Administrative Team and other task forces, councils, and committees as needed. Reports to the Provost, ENMU-Roswell on an Administrative At-Will contract.

MINIMUM QUALIFICATIONS: CPA or Master's degree in accounting required. MBA also preferred. Experience in automated financial reporting as it relates to internal and external accounting controls and reports required. Five years of relevant executive experience in fiscal management required. Comparable experience in higher education is preferred.

TO APPLY: A complete employment packet for this position is available at the Department of Human Resources at ENMU-Roswell, P.O. Box 6000, Roswell, NM 88202-6000. Phone inquiries can also be made at (505) 624-7412.

ENMU-Roswell reserves the right to cancel, change or close any advertised position at any time. The decision to do so will be based upon the needs of the University and the final determination will rest with the Provost.

New Mexico is an open record state: Therefore it is the policy of the University to reveal to the public the identities of the applicants for whom interviews are scheduled.

ENMU-Roswell is an EEO/AA/ADA Employer

UIC

ASSOCIATE DIRECTOR

UIC PAVILION

FUNDING: NON-STATE The University of Illinois at Chicago is seeking an Associate Director for the UIC Pavilion, a 10,000-seat multi-purpose arena. The UIC Pavilion is located on campus and is approximately five minutes from downtown Chicago. Events held in the arena include UIC Men's and Women's Basketball and Women's Volleyball, major concerts, family shows, trade shows, and religious and community events.

The Associate Director will be responsible for exercising authority in major supervision and policy-making activities related to the operation of the Pavilion. The Associate Director will oversee event operations, bookings, and daily support of facility operations and assist with promotions, marketing, sponsorship, budgets, and related activities. The position will supervise full and part-time staff representing administration, box office, program acquisition, building operations, and will assume operational responsibility of the Pavilion in the absence of the Director.

Candidates must possess superior written and verbal skills, and show demonstrated ability to supervise and motivate employees. Candidates must meet the following minimum requirements; Bachelor's degree required, Master's degree preferred, preferably in management/business/administration/operation, with three years experience in management of a multipurpose arena with a minimum of 7,000 seats.

For fullest consideration, application/resumes must be received by April 22, 2002. Start date: A.S.A.P.

Send a letter of application and resume to:

Shaune Williamson-Sissac, Search Coordinator
University of Illinois at Chicago
Auxiliaries Employment
703 CCC M/C 117
750 S. Halsted Street
Chicago, Illinois 60607

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SETON HALL UNIVERSITY

1 8 5 6

Seton Hall University, founded in 1856, is a Roman Catholic institution affiliated with the Archdiocese of Newark. The main campus is in suburban South Orange, New Jersey, fourteen miles from Manhattan. The University enrolls 9,000 students (4,300 Full time undergraduates) in nine schools and colleges: Arts and Sciences, Business, Education and Human Services, Diplomacy and International Relations, Nursing, Theology, Law (located in Newark), Graduate Medical Education and University College (Continuing Education). Seton Hall is a doctoral intensive University with one half of its enrollments on the graduate/ professional level and is currently ranked in Tier II by US News and World Report.

Seton Hall University invites applications for the position of:

DEAN, COLLEGE OF ARTS AND SCIENCES

The Dean is the Chief Academic Officer and provides leadership and supervision for all academic programs in the college, administers the academic budget, and reports to the Provost. As a member of the Provost's cabinet, the Dean advises the Provost on matters relating to the college's faculty and students.

Candidates must qualify for senior rank in one of the disciplines represented in the college and possess an outstanding record of teaching and scholarly achievement. The Dean must be an experienced administrator, an agent for innovation in undergraduate and graduate education and a strong leader with the ability to envision and implement academic missions. He or she should possess a comprehensive understanding of Catholic higher education, be conversant with teaching/learning technology, and exhibit effective interpersonal skills. The successful candidate will be a strong leader who can inspire a diverse faculty and student body and communicate well with alumni and other external constituencies.

The preferred submission date for applications is April 15, 2002, however the search will remain open until the position is filled. Review of applications will begin immediately with the goal of filling the position by July 15, 2002. Women and minorities are especially encouraged to apply. Salary is competitive. Applications including a cover letter, statement of administrative/academic philosophy, and a current curriculum vitae which includes the names, phone numbers and E-mail addresses of at least three references should be sent to:

Human Resources, Job Code: A-02032126
Search for Dean
College of Arts and Sciences

SETON HALL UNIVERSITY
400 South Orange Avenue
South Orange, NJ 07079

Visit our web site at **www.shu.edu**

Seton Hall University is an Equal Opportunity/ Affirmative Action Employer

STATE UNIVERSITY OF NEW YORK - MARITIME COLLEGE

Provost & Vice President of Academic Affairs

The State University of New York (SUNY) Maritime College is seeking a Provost and Vice President of Academic Affairs. This opening represents an outstanding opportunity for a leader with proven success in academic administration, strategic planning, and curriculum design. The Maritime College is looking for a distinguished academic administrator who shares the College's commitment to its mission of maritime education, liberal arts and sciences as well as professional and graduate education.

Chartered in 1874, the SUNY Maritime College is the nation's oldest maritime college. Maritime College is located on a 55 acre scenic waterfront property in New York City at Fort Schuyler on the Throggs Neck peninsula where the East River meets Long Island Sound. It prepares students for careers in Merchant Marines, complex engineering systems, business challenges of a global economy, and significant marine environment careers in the US Military.

SUNY Maritime College seeks an individual who will provide leadership in matters that relate to the faculty, the quality of academic programs, and the student academic life. The Provost will develop and evaluate policies, strategic plans and academic goals, and be responsible for the recruitment, appointment, and assessment of faculty. The Maritime College seeks a person who will work with the President, faculty and the members of the University system to implement strategic direction for a specialized college functioning in a rapidly changing social, technological, and economic environment.

The ideal candidate will have significant experience in effective planning and decision-making in curriculum and budgetary matters. This individual will have successful experience leading academic and administrative personnel. In addition, the ideal candidate will have a proven track record of developing and implementing initiatives designed to recruit and retain a diverse group of faculty. The Provost will have a demonstrated ability to establish positive relationships with faculty, staff, students, and other members of the SUNY Maritime community. Leading candidates will have appropriate academic credentials which include an earned doctorate, or its equivalent.

Korn/Ferry International is assisting SUNY Maritime College in the search and invites confidential inquiries to **Nancy Cook, Managing Director, or Brian Moorhouse, Senior Associate (Email: sunymaritime@kornferry.com; Fax: 215-568-9911).** Nominations should include addresses, telephone numbers, and e-mail addresses. Applicants, which will be held in confidence, should include a current resume and letter explaining relevant qualifications and be directed to: **Nancy Cook, Managing Director, Korn/Ferry International, 1835 Market Street, Suite 2626, Philadelphia, PA 19103.**

The State University of New York Maritime College is an equal opportunity, affirmative action employer and encourages the applications of women and minorities.

STATE UNIVERSITY OF NEW YORK COLLEGE AT BROCKPORT

DIRECTOR OF LIBRARY SERVICES

The College invites applications for this 12-month administrative position with academic rank appropriate to credentials. Reporting to the Provost through the Associate Vice-President for Information Technology Services, the Director of Library Services provides leadership and direction of planning, budgeting, development and administration of Library Services. The Director is responsible for overseeing all operations of the Library, ensuring quality services to students and faculty, integrating library services and technology and promoting the library as a center for student learning, scholarship and information literacy.

Required Qualifications:

- Master's in library science from an ALA-accredited institution.
- Minimum of 7 years successful, progressively responsible experience in an academic library.
- A record of outstanding leadership ability and evidence of administrative experience including fiscal and personnel management.
- Excellent interpersonal skills with the ability to work collegially with various constituents and the ability to work effectively in a culturally diverse environment.
- Excellent written and oral communication skills.
- Credentials necessary to qualify for the academic rank of Librarian at SUNY Brockport.
- Evidence of successful experience in library program design, development and performance assessment.
- Significant knowledge and experience with information technologies, automated library systems, and networking.

Preferred Qualifications:

- Demonstrated success in grant writing and external fund raising.
- Supervisory experience within a collective bargaining environment.
- Experience in library renovation projects.
- Experience in collection development priorities.
- Experience with collaborative/joint library or college ventures or agreements.

Salary range: $76,000-86,000. **Anticipated appointment:** July 1, 2002.

Submit letter of application addressing required qualifications, vita/resume, transcript of highest degree earned and the names and contact information for five references to: Mr. Terry Hooper, Faculty/Staff Recruitment Office, SUNY College at Brockport, 409 Allen Administration Building, 350 New Campus Drive, Brockport, New York 14420-2995. Electronic applications accepted at: nprell@brockport.edu. Additional information: 585/395-2109. **Beginning review date: April 8, 2002. Applications will be accepted until position is filled. Nominated individuals will be invited to apply.**

SUNY Brockport is an AA/EEO employer.
www.brockport.edu

CHAPMAN UNIVERSITY

Associate Deans
University College

Chapman University, a selective, independent, comprehensive university located in Orange County, California, with a distinguished history of offering programs to non-traditional students at off-campus locations since 1958, is seeking three associate deans for University College, which administers the off-campus programs. Fifteen campuses, located in California, Arizona and Washington State, offer a wide range of undergraduate and graduate programs to more than 6000 students.

The positions are effective 7/1/02. Salary: competitive based on credentials and experience. The positions report to the Dean of the University College.

Two of the AD positions are located in and responsible for one of two regions: the Southern Region with campuses in Coachella Valley, Irvine, Los Angeles, Moreno Valley and San Diego; and the Central Region with campuses in: Antelope Valley, Hanford, Ontario, Santa Maria and Victor Valley. Several of these campuses have multiple sites, including on-site locations at Air Force, Marine and Navy installations. We expect the Southern AD to be based in Irvine or LA and the Central AD to be based in Antelope Valley or Ontario.

The third Associate Dean position is located in the Office of the Dean, University College, on the Chapman University main campus. This AD is responsible for assessment and accreditation issues, oversight of academic and student services generally, and academic leadership of all CUC degree and credential programs.

For more detailed job descriptions, see
http://www.chapman.edu/univcoll/admopenings/

Successful candidates will possess the following qualifications:

- Earned doctorate with successful full-time university teaching experience
- Successful academic and administrative experience, including evidence of enrollment, fiscal management and academic assessment
- Commitment to providing high quality education and services
- Experience in coordinating and developing multiple programs
- Ability to promote and manage change in a collegial, shared governance environment
- Experience in working with adult learners in a multi-campus structure
- Commitment to faculty and staff development
- Excellent interpersonal, communication, and conflict resolution skills
- Understanding of the evolving role of higher education, including the use of technology
- Ability to adjust to a broad range of clientele with varied needs
- Willingness to travel frequently

Submit cover letter, curriculum vita, and the names of five references with addresses (including e-mail) and telephone numbers to: **Dr. Dennis R. DeLong, Dean, University College, Chapman University, One University Drive, Orange, CA 92866.** Please indicate position preference(s). E-mail applications with attachments in Microsoft Word format are encouraged to: champa@chapman.edu. Application review begins immediately and continues until positions are filled.

Chapman University values diversity and is committed to providing equal career opportunities to all individuals.

For additional information see Chapman's web site at
http://www.chapman.edu/.

KINGSBOROUGH

COMMUNITY COLLEGE

ANTICIPATED VACANCIES
DEPARTMENT OF STUDENT DEVELOPMENT

INSTRUCTOR /COUNSELOR- STUDENT DEVELOPMENT (PVN #: FY - 1313)

POSITION: Instructor to serve as Counselor for the Department of Student Development, Freshman Year Experience, as Counselor to the Early Childhood Education/ Educational Studies Curriculum.

QUALIFICATIONS: Earned Master's Degree in counseling, guidance or other related discipline required. At least two years relevant prior work experience required.

DUTIES: Responsible for delivering New Student Orientation; staffing Advisement Center for Liberal Arts students; for providing academic, career and personal counseling to all new students not in Special Programs as well as to Early Childhood Education/Educational Studies students in the form of in-depth intake interviews, short and long range goal development, follow-up and outreach; recruitment of Program students; planning and providing enrollment management services; teaching up to 3 sections of a Freshman Orientation course.

LECTURER/COORDINATOR - SUPPLEMENTAL INSTRUCTION SEARCH REOPENED (PVN #: FY - 1314)

POSITION: Lecturer in the Department of Student Development, Coordinator of Supplemental Instruction, for the College Discovery/Bilingual Program.

QUALIFICATIONS: Earned Master's Degree in counseling, guidance or other related discipline required. At least two years experience working with a diverse college student population required. Experience providing supplemental instruction preferred.

DUTIES: Supervises adjunct faculty and graduate interns who serve as Supplemental Instruction Facilitators in the areas of English, Math Sciences and Computer Technology. Recruit and train staff; develop and maintain educational and support services for students; participate in the collaborative linkage of counseling and supplemental instruction services; collect and maintain data, files, records and reports for program assessment. Liaison with the English Writing Center, Math Workshop, Special Services, Bilingual Counseling and academic departments. Teaching Student Development courses. Registration advisement; advisor to student organizations; participation in individual and group conferences with instructional staff to assess student academic progress. Assists in writing grant proposals. Delivers New Student Orientation.

INSTRUCTOR/COUNSELING COORDINATOR- FRESHMAN YEAR EXPERIENCE SEARCH REOPENED (PVN #: FY-1315)

POSITION: Instructor, Counseling Coordinator of the Freshman Year Experience Program in the Department of Student Development.

QUALIFICATIONS: Earned Master's Degree in counseling, guidance or other related discipline required. At least two years experience working with a diverse college student population required. Teaching experience preferred.

DUTIES: Coordinates delivery of counseling services to freshmen. Provides academic, personal and career counseling to all freshmen. Schedules all Freshman Year Experience events; delivers New Student Orientation; teaches Freshman Orientation courses; schedules Freshman Year Experience counselors for the Advisement Center. Organizes and supervises all Freshman Year workshops and seminars; provides academic, transfer and career training to all full-time and adjunct counselors in the Freshman Year Experience Program. Coordinates all professional development activities. Serves as a resource for all counselors within the Department of Student Services.

INSTRUCTOR/COUNSELOR FOR COLLEGE DISCOVERY PROGRAM (PVN #: FY - 1317)

POSITION: Instructor in the Department of Student Development to serve as Counselor for the College Discovery Program.

QUALIFICATIONS: Doctoral program candidacy in Counseling, Social Work or related discipline required; at least two years prior experience working with at-risk college Students; teaching and counseling experience in a college setting; evidence of scholarly activity desirable.

DUTIES: Provide academic, financial and personal counseling to a case load of program students in the form of in-depth intake interview, short and long term goal development, follow-up and outreach; teach freshman orientation; assist students in classes; conduct scheduled, goal-oriented group counseling sessions; assist program director with administrative duties; student advisement, committee participation and scholarly activity required.

SALARY: Commensurate with qualifications and experience.

CLOSING DATE: Open until filled. Review of applications to begin on 04/15/02.

Please refer to PVN # and send resume to: Provost Stuart Suss, Office of Academic Affairs, Kingsborough Community College, 2001 Oriental Blvd., Brooklyn, New York 11235

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E-mail: Outlook@sprintmail.com

UNIVERSITY OF CALIFORNIA, DAVIS

Director of Ceremonies and Events

University Relations
$52,700 - $96,800

The Director is a senior-level manager who conceptualizes, designs, and produces a strategic plan for campus events and programs designed to promote the University and its goals to key constituents. The Director will play a key role in strategizing events as the University embarks on a comprehensive fundraising campaign.

Qualified candidates should have five years of successful experience in creatively planning and executing complex, high visibility events in a comparable environment. Knowledge of the university environment, ability to work effectively with different campus units, and knowledge of donor/prospect constituency and rules of etiquette desired. Open until filled.

Please send your resume to:
Dean Gualco
HR Manager, University Relations
One Shields Avenue, Davis, CA 95616
Phone: 530-757-3342 • Fax: 530-757-3042
Email: ddgualco@ucdavis.edu

AA/EEO

EXCELSIOR COLLEGE.

Vice President for Academic Affairs

Excelsior College, a private, independently chartered institution and recognized leader in the field of alternative higher education, seeks applicants for the position of Vice President for Academic Affairs. The College provides a highly flexible and cost-effective means for working adults to earn accredited college degrees. A staff of 250+ currently serves approximately 18,000 enrolled students worldwide.

Located in Albany, the Capital of New York State, the College is part of a metropolitan area, which includes Troy, Schenectady, and Saratoga Springs, with a population of approximately 800,000. The Capital District is surrounded by mountain ranges and lakes and offers a safe and pleasant environment. Cultural events and sporting activities are readily available in this area, as well as in Boston, New York City, and Montreal, which are within a short driving distance.

The Vice President for Academic Affairs serves as the College's chief academic officer and has broad responsibility for the planning, development, and administration of the full range of the College's education programs and services in fulfillment of the College's mission. The Vice President for Academic Affairs identifies emerging needs, measuring them against the mission of the institution and evaluating the resources needed to address them in an effective and efficient manner. The Vice President for Academic Affairs creates the academic vision and implements the academic mission of the College and works as a consensus builder, academic entrepreneur, and energetic leader as the College seeks to respond to the goals and aspirations of its students and other stakeholders.

RESPONSIBILITY AND AUTHORITY

Academic integrity:

- Selects and evaluates the leadership of the Schools of Liberal Arts, Nursing, Business, and Technology, and the Offices of Assessment and Learning Services, as well as key leadership positions within the College.
- Chairs the Academic Affairs Council and ensures diversity within Academic Affairs Division.
- Approves appointment of all faculty members.
- Supports the Excelsior College Board of Trustees.
- Monitors education law at State and Federal level to ensure compliance.

Expansion:

- Assesses academic program and develops a plan for growth and relevance.
- Demonstrates creativity and an entrepreneurial approach in curriculum development.
- Participates in securing funding for academic programs.
- Represents the College at state, national, and international levels.
- Builds alliances with external organizations to further the College's mission.
- Manages the development and implementation of the research plan for academic programs.

Student Success:

- Ensures that the outcomes assessment framework used to measure student preparedness and sets performance targets for student retention.
- Ensures academic excellence, a climate of collegiality, and a student-centered academic environment.

Student Satisfaction:

- Assures the integrity and consistency of the academic advising program.
- Assists staff in meeting institutional performance standards and leads effort to implement technological solutions for improving.

Business Results:

- Serves as second officer of the College.
- Provides leadership in planning, budgeting, and organizational development efforts.
- Assures a culture of evidence and an environment of continuous improvement.
- Manages the budget of the Academic Affairs Division.
- Provides leadership to accreditation efforts.

QUALIFICATIONS

Earned doctorate; educational leader; experience working with programs that serve adult learners; demonstrated support for and commitment to higher education, including distance learning and flexible academic processes; demonstrated knowledge and experience with outcomes assessment; strong record of academic and administrative accomplishments; skilled collaborator and consensus builder; excellent communication skills.

Formerly known as Regents College, Excelsior College offers competitive compensation plus a comprehensive fringe benefit package. For confidential consideration, please send applications, nominations, and/or inquiries to:

Human Resources
Excelsior College
7 Columbia Circle
Albany, New York 12203

EOE/M/F/D/V

www.excelsior.edu

FULL TIME POSITIONS (SEARCHES REOPENED)

JOIN THE FACULTY OF THE PREMIER COMMUNITY COLLEGE IN THE NATION

NURSING

Classroom & Clinical teaching of Medical-Surgical Nursing. MA/MS in Nursing/clinical specialization, 15 related credits beyond MA/MS + 5 yrs appropriate teaching exp. and/or professional exp. & NY State RN License req. for Asst. Prof.; MA/MS in Nursing/clinical specialization, NYS RN License & teaching exp. and/or professional exp. for Instructor. Exp. with instructional technology a plus. Vac.#873-2. Closing date: 5/17/02.

Classroom & Clinical teaching of Pediatric Nursing. MA/MS in Nursing/clinical specialization, 15 related credits beyond MA/MS + 5 yrs. appropriate teaching exp. and/or professional exp. + NYS RN License req. for Asst. Prof.; MA/MS in Nursing/clinical specialization, NYS RN License & teaching exp. and/or professional exp. for Instructor. Exp. with instructional technology a plus. Vac.#880-2. Closing Date: 5/17/02

BUSINESS MANAGEMENT

Teach Courses in Business Organization and Administration, Marketing, Finance and Business Math. Exp. in business and college teaching req. Interest in grantsmanship and program development a plus. Ph.D. req. for Asst. Prof.; MA req. for Instructor. Vac.#821-5. Closing Date: 5/17/02.

HISTORY

Teach range of survey courses in history incl. U.S. History, Western and World Civilization. Ph.D. req. for Asst. Prof., MA for Instructor. PhD or ABD pref. Min. 3 yrs. of college teaching exp. req. Knowledge of instructional technologies an asset. Vac.#875-2. Closing Date: 5/17/02.

HEALTH EDUCATION

Teach range of Health Education courses incl. Nutrition, Stress Management, and Consumer Health. MA req. for Instructor; Ph.D. for Asst. Prof. College teaching exp., knowledge of curriculum development, exp. in health promotion and innovative teaching methods are essential. Ph.D. pref. Exp. with instructional technology a plus. Vac.#876-2. Closing Date: 5/17/02.

PARAMEDIC PROGRAM

Teach and coordinate full range of EMT and Paramedic courses, in a NY State Department of Health approved and nationally accredited paramedic program. Req. certifications include NYS CIC, NYC CLI, NYS Paramedic, NYC REMAC Paramedic, ACLS & BCLS Instructor, and PALS certified. Req. a min. 3 yrs. of paramedic CIC exp. in both entry and refresher programs, and exp. with national accreditation program req. MA and 3 yrs. teaching exp. Req. for Instructor. MA plus NYS certified paramedic plus 8 yrs. exp. Req. for Asst. or/Assoc. Prof. Vac.#841-5. Closing Date: 5/17/02.

BIOLOGY

Teach courses in anatomy and physiology, microbiology, biology. Curriculum development, college and professional activities expected. MA/MS req. for Instructor. Ph.D. in biology req. for Asst. Prof. Ph.D. pref. College teaching exp. req. Expertise in physiology or microbiology pref. Vac.#893-2. Closing Date: 5/17/02.

PHYSICS & ASTRONOMY

Teach courses in astronomy (non-majors) and Physics (liberal arts and science majors). Astronomy course and lab development; coordinate multiple sections. Participate in college and professional activities. MA/MS req. for Instructor. Ph.D. req. for Asst. Prof. Ph.D. pref. College teaching exp. req. Vac.#890-2. Closing Date: 5/17/02.

ELECTRICAL ENGINEERING & PHYSICS

Teach circuits/switching and logic systems physics. Participate in curriculum and lab development, college and professional activities. Seek outside funding for engineering program. MA/MS req. for Instructor. Ph.D. req. for Asst. Prof. Ph.D. pref. College teaching exp. req. Vac.#891-2. Closing Date: 5/17/02.

ENGLISH

Teach developmental writing, composition and literature. Participate in college and professional activities. MA req. for Instructor. Ph.D. req. for Asst. Prof. Ph.D. pref. Exp. teaching writing and literature to non-traditional urban college students pref. Knowledge of composition/rhetoric computer based instruction desirable. Vac.#886-2. Closing Date: 5/17/02.

SPEECH

Teach fundamentals of speech and speech electives such as Interpersonal Communications, Voice and Diction, and Introduction to Mass Media. MA in Speech, Communications or Theatre req. for Instructor. Ph.D. in Speech, Communications or Theatre req. for Asst. Prof. Student-centered, multi-cultural orientation, at least 2 yrs. college teaching exp. in diverse urban environment pref. Vac.#888-2. Closing Date: 5/17/02

CORPORATE & CABLE COMMUNICATIONS

Classroom instruction in Corporate & Cable Communication courses in remote production and video editing. Ability to teach courses in Television Studio Production, Television Lighting, Budgeting, Teleconferencing and Multi-media programming and Design desirable. MA req. for Instructor. Appropriate MA plus 4 yrs. full-time professional exp. plus appropriate contributions to the field in either production, direction, management of video communications or hands-on instruction in industrial video technology or Ph.D. req. for Asst. Prof. Working knowledge of broadcast, cable and industrial practice an asset. Ability to use graphics software desirable. Prior college teaching pref. Vac.#894-2. Closing Date: 5/17/02.

COLLEGE LAB TECHNICIANS

MATHEMATICS

Responsible for running calculus and statistics labs. Assist instructors and students in using software. Train and supervise tutors. Maintain networks of Macintosh and IBM compatible computers. H.S. diploma or GED and 4 yrs. exp. in related field req. BA/BS pref. Proficiency in statistics/calculus and exp. with Macintosh and IBM platforms essential. Ability to work well with others a must. Vac.#887-2. Closing Date: 4/12/02.

NURSING (RN for Techniques/Media Laboratory)

Responsible for complete functioning of lab; prepares the lab for the classroom instruction/independent student practice; maintain records of student independent practice; assists nursing faculty in demonstration of basic nursing skills; conducts tutorials; orders and makes available equipment, media, & instructional materials; supervises College Work-Study students; maintains records for payroll. H.S. diploma or GED and 4 yrs. related nursing exp. as an RN or A.A.S. in nursing and 2 yrs. clinical nursing exp. or BA/BS in nursing req. NYS RN License. BA/BS and clinical exp. pref. Exp. in instructional technology or willingness to learn essential. Vac.#881-2. Closing Date: 4/12/02.

ESL (ESL Laboratory Coordinator)

Supervise student ESL lab. Train faculty and students in computer use. Hire, train and supervise tutors and student aides. Write grant reports. Tutor as necessary. H.S. diploma or GED and 4 yrs. related exp. or BA in TESOL req. MA in TESOL or related field pref. Knowledge of CAI, ESL teaching and/or tutoring administration exp. pref. Vac.#885-2. Closing Date: 4/12/02.

SCIENCE

Maintain Biology labs; set-up anatomy and physiology, microbiology labs; assist in chemistry and physics labs. H.S. Diploma or GED req. and 4 yrs. related exp. or BA/BS in biology pref. Vac.#892-2. Closing Date: 4/12/02.

SALARY:	**Instructor:**	**$25,897/A - $48,254/A**
	Assistant Professor:	**$32,703/A - $57,049/A**
	Associate Professor:	**$42,616/A - $68,174/A (841-5)**
	CLT:	**$25,346/A - $39,829/A**

THE SEARCH WILL BEGIN IMMEDIATELY AND CONCLUDE WHEN ALL POSITIONS HAVE BEEN FILLED.

REFER TO THE ABOVE BMCC VACANCY # AND SEND TWO (2) RESUMES ALONG WITH TWO (2) COVER LETTERS TO:

Office of Human Resources
Search Committee (Vacancy # as above)
Borough of Manhattan Community College/CUNY
199 Chambers Street, New York, N.Y. 10007

AN EQUAL OPPORTUNITY/AFFIRMATIVE ACTION/AMERICAN DISABILITY ACT EMPLOYER/IRCA VERIFICATION REQUIRED-NO PHONE CALLS, PLEASE

For Positions At The College Visit Our Website: www.bmcc.cuny.edu

Buffalo State

State University of New York

Student Personnel Administration Assistant Professor

Buffalo State will receive applications for an anticipated opening for a tenure-track assistant professor, Educational Foundations Department, to begin August 2002. Salary is competitive with excellent benefits package.

Responsibilities: Teach courses in student personnel administration. Research and scholarly publications in student affairs also required for continuing appointment. Contribute to operation of department, including but not limited to advising students, procuring external grants, curriculum development, active engagement in community and professional service, serving on department and college committees.

Required Qualifications: Earned doctorate with significant experience in student affairs/counseling/organizational studies/policy studies. Experience teaching in a college student affairs program; ability to work with a diverse student population.

Preferred Qualifications: Experience that includes college financial management, curriculum development, personnel management, and program assessment and evaluation. Experience teaching adults via interactive technologies. Experience or potential involvement at regional and/or national level in relevant professional organizations and student affairs organizations such as ACPA, NASPA, APA, etc. Experience developing institutes and training opportunities. Evidence of appropriate scholarly ability; evidence of involvement in community service activities.

Review of applications will begin March 15, 2002 and continue until the position is filled. Send detailed letter of application and and 3 letters of reference (hard copy only) addressing required and preferred qualifications and curriculum vitae to: Dr. Frederick Howe, Professor and Chair, EDF Personnel Committee, SPA Recruitment, Buffalo State College, Bacon Hall 312B, 1300 Elmwood Ave., Buffalo, NY 14222-1095. For more information about the college, visit www.buffalostate.edu.

Buffalo State is the largest four-year comprehensive college in the State University of New York (SUNY) system. The campus is located in the museum district of Buffalo, the second largest city in New York State. The Educational Foundations Department currently has 18 full-time faculty members.

Buffalo State is an affirmative action/equal opportunity employer and encourages applications from women, racial/ethnic minorities, persons with disabilities, and Vietnam-era veterans.

George Mason University

Health, Fitness And Recreation Resources
ASSISTANT PROFESSOR EXERCISE SCIENCE

George Mason University, Manassas, Virginia. The Department of Health, Fitness and Recreation Resources has a 9-month tenure track faculty opening, beginning August 2002. Responsibilities include, but are not limited to providing expertise in Exercise Physiology and related disciplines; teaching undergraduate and graduate courses; work with colleagues in further developing the Human Performance Research Laboratory; advise students; serve on departmental, college and university committees; maintain an active line of research in area of expertise; contribute to the profession; develop partnerships with public (federal, regional and local) and private agencies. **Qualifications include:** an earned doctorate in Exercise Physiology or closely related field focusing on human performance research; a demonstrated record of teaching excellence; a developed and focused program of research and scholarly activity; publications in refereed journals coupled with the ability to secure external funds; and professional service and practical experience. Rank is listed as Assistant Professor. Salary is commensurate with qualifications and experience.

To apply, send a letter of application, current vitae and three letters of reference to:

Dr. Robert O. Ruhling, Chair, Search Committee
Department of Health, Fitness and Recreation Resources
MSN 4E5
George Mason University
10900 University boulevard
Manassas VA 20110-2203

For further information, contact **Dr. Ruhling at (703) 993-20[illegible]1 (voice); (703) 993-2025 (facsimile); or e-mail: rruhling@gmu.edu.** Deadline: Application screening begins **May 1, 2002.**

AA/EEO

DAKOTA STATE
UNIVERSITY

Health and Fitness-Wellness Management

Dakota State University is accepting applications and nominations for a full-time, tenure-track faculty position for an assistant or associate professor in Health, Physical Education, and Fitness-Wellness Management programs beginning **August, 2002.** Applicants must have an earned doctorate (ABD considered) in Health, Physical Education, Exercise Science, Health Promotions, or a related field. Teaching experience with technology is desired. Responsibilities include teaching, internship supervision, student advisement, curriculum and program development, committee work, service to the university and community, and scholarly activity. Coaching opportunities may be available.

Dakota State University offers faculty and students access to a uniquely sophisticated computer environment, providing an unparalleled opportunity to advance innovative practices, particularly in integrating computer technology into instruction. The College of Education is developing a faculty reflecting cultural diversity and is strongly committed to the recruitment, hiring, and retention of minorities. We urge individuals from underrepresented groups to apply.

DSU is located in Madison, South Dakota, approximately 50 miles northwest of Sioux Falls in the southern lakes region of the state. The Madison area offers a healthy community, excellent schools and abundant recreational activities. Information regarding DSU and the Fitness-Wellness program may be found at **www.dsu.edu.**

Position is open until filled **(August, 2002).** To be assured of full consideration, all materials must be received by **April 15, 2002.** Rank and salary commensurate with qualifications and experience. Submit a letter of application, resume, and the name, address, and phone numbers of three references to **Dr. Judy Dittman, Chair, Fitness-Wellness Management Search, HPEW Department, Dakota State University; Madison, SD 57042-1799**; phone: 605-256-5047, TDD 1-800-877-1113; Fax: 605-256-5138; or **Judy.Dittman@dsu.edu..**

Applicants with disabilities are invited to identify any necessary accommodations required in the application process. EOE

IOWA STATE UNIVERSITY

Associate Dean of Students and Director of Minority Student Affairs

Iowa State University, aspiring to be the best land-grant university in the nation, is seeking candidates who can provide vision and leadership for a new cluster of student services. The successful candidate will be responsible for the Office of Minority Student Affairs, which develops and implements scholarship programs, policies and services that promote academic success of students of color; the Hixson Opportunity Award program for students who have faced personal and/or financial hardship; the Academic Success Center, which develops and coordinates learning support services; and the Student Support Services program, federally funded to retain at-risk college students. The successful candidate will be expected to further the university's national reputation for innovative student-centered programs. This position is responsible for the Dean of Students Office in the dean's absence.

More than 26,000 students are enrolled in Iowa State's colleges of liberal arts and sciences, engineering, business, agriculture, education, design, family and consumer sciences, veterinary medicine and the graduate college. Iowa State is ranked among the top 50 public universities in the nation by *U.S. News and World Report* and ranks fourth in the nation in the number of freshman National Hispanic Scholars. To learn more about Iowa State, visit www.iastate.edu. Iowa State is located in Ames, Iowa, a community of 50,000, recognized for its exceptional quality of life.

Required qualifications for this position are a master's degree in college student personnel, counseling, higher education or a related field and a broad base of knowledge of university operations. A minimum of three years' experience is required in program management in a student support service area, specifically working with minority student programs, and broadly working with students in a university setting. Also required is management experience in supervising staff and budgeting. Preferred qualifications are a Ph.D/Ed.D. degree and grant writing experience.

Send letter of application; résumé; and names, addresses and phone numbers of three professional references to Dr. Derrick Rollins, Iowa State University, 1010 Student Services Building, Ames, Iowa 50011-2222. Review of applications will begin April 22. Proposed start date is July 1, 2002.

Iowa State University is an EO/AA employer.

MADONNA UNIVERSITY

VICE PRESIDENT FOR UNIVERSITY ADVANCEMENT

Madonna University is seeking an experienced development professional to serve as Vice President for University Advancement. This individual reports directly to the President and is responsible for administering resource development programs including capital and annual campaigns, planned giving, public relations, alumni relations, foundations and corporate programs, and preparation of non-academic grant proposals.

Madonna University is a Catholic, Franciscan institution of higher education enrolling approximately 4,000 students. Located in Livonia, Michigan, a western suburb of metropolitan Detroit, the University serves a diverse student body on campus as well as at outreach sites across the state and internationally.

Successful candidates will possess five years of experience in a leadership position in University advancement and excellent communication and interpersonal skills. A bachelor's degree is required, advanced degree preferred.

Applications and nominations should be sent to:

Office of Human Resources
MADONNA UNIVERSITY
36600 Schoolcraft Road, Livonia, MI 48150
e-mail: cfredrickson@madonna.edu
Telephone: 734/432-5673

Application packets should include cover letter (including salary requirements), resume, and the names of three recommenders, who may be contacted by telephone or e-mail.

Madonna University is an Equal Opportunity Employer.

UIC

DIRECTOR

UIC PAVILION

FUNDING: NON-STATE The University of Illinois at Chicago is looking for a dynamic individual with excellent management and communication skills to be the new director of the UIC Pavilion.

The University of Illinois at Chicago, the largest institution of higher education in the Chicago area, has a powerful mission. UIC is quickly gaining national recognition for excellence in research, teaching, and public service.

The UIC Pavilion is a 10,000-seat arena, which has undergone a $6.5 million renovation, and is located in a dynamic neighborhood five minutes from the Chicago Loop. The Pavilion provides vital support for the University's NCAA Division I athletic programs, campus and community-based activities, public entertainment, and exhibition.

The ideal candidate will have extensive and demonstrated experience in diverse event programming, financial and business management, staff development, facilities management, box office operations, and security operations. The candidate must possess superior verbal and written skills, exercise creative abilities and provide staff leadership.

To be considered for this position requires at least seven years of progressive experience in the direct management of an arena, preferably in an academic setting. A Bachelor's degree is required; a Master's degree is preferred.

The salary is competitive and will be negotiated and based on qualifications and experience. The position offers an excellent benefit package and a tuition waiver.

Candidates must submit a letter of interest, a resume, and a brief (one-page) summary of the applicant's philosophy on the role of an arena at a university by April 22, 2002. Start date: A.S.A.P.

Send a letter of application and resume to:

Shauno Williamson-Sissac, Search Coordinator
University of Illinois at Chicago
Auxiliaries Employment
703 CCC M/C 117
750 S. Halsted Street
Chicago, Illinois 60607

Proud of its diverse population and commitment to multiculturalism,
UIC is an Affirmative Action, Equal Opportunity employer.

FLORIDA BOARD OF EDUCATION

LEADERSHIP OPPORTUNITY

Florida is in the midst of sweeping education reorganization. Florida's entire education system is being transformed into a new seamless K-20 system; breaking new ground by uniting heretofore separate delivery systems of public schools, community colleges, and universities under one governance board. These newly developed relationships offer new and exciting opportunities to (1) develop policy in a cohesive and strategic manner, (2) work collaboratively with all education sectors, (3) allocate resources according to K-20 priorities, and (4) deliver important education services cooperatively and effectively.

The Florida Board of Education invites nominations and applications for the position of Chancellor of Division of Colleges and Universities. The successful candidate must possess significant demonstrated and proven effective leadership experience, preferably in a college or university setting or a high level position with an education related organization. Applicants must have distinguished themselves in higher education policy, administration, or management. Master's degree required; doctorate or other terminal degree preferred.

For best consideration, application materials should be received prior to April 26, 2002. Review of applications will begin immediately and continue until an appointment is made. Application materials should include a letter addressing how the candidate's experience matches the position requirements, a curriculum vita, and the names, title, email and business addresses, business and home telephone numbers of at least five references, which include faculty, administrators, students, and community leaders. Submission of materials as an MS Word attachment is strongly encouraged. Individuals wishing to nominate candidates for the position should submit a letter of nomination, including the name, position, address, and telephone number of the nominee. Requests for information, written nominations, and application materials should be directed to:

Jan Greenwood, Ph.D.,
Vice President
A.T. Kearney, Inc.
Division of Colleges and Universities Search
333 John Carlyle Street
Alexandria, Virginia 22314
greenwoodteam@atkearney.com
Fax: 703-519-0391

Salary is competitive and dependent upon experience and qualifications. The Florida Board of Education embraces diversity and equal opportunity. The state of Florida is subject to "The Sunshine Law" http://legal.firn.edu/sunshine/faq.html; this provides for public meetings and public records for all governmental agencies.

SETON HALL UNIVERSITY
1856

Seton Hall University School of Law, located in Newark, New Jersey, is seeking an experienced professional for the position of:

DIRECTOR OF FINANCIAL RESOURCE MANAGEMENT

The Director is responsible for overseeing and managing all of the operational aspects of the Office of Financial Resource Management. The broad range of responsibilities includes authorizing the awarding and disbursement of approximately $25 million of financial aid funds from institutional, federal, state, and privately endorsed sources, advising students on the availability of funds and the application process, providing counsel on debt management, and delivering aid in a timely, accurate and legal manner. The Director provides direction and leadership for the Office of Financial Resource Management to include funds management, systems development, audits and program reviews, personnel issues, budgets, and office policies and procedures. The Director works closely with admissions and other colleagues to meet enrollment management objectives and maintain a high level of student service.

Candidate should possess a graduate or professional degree and at least five years experience as a financial aid administrator. The successful candidate must possess excellent analytical abilities, significant operational and financial management skills, and the skills to effectively manage an automated financial aid organization. The Director must demonstrate effective written, oral, and interpersonal skills, as well as a strong commitment to quality student service. Applicants must possess an understanding of and a willingness to support the Seton Hall University Catholic Mission.

Applicants should send a letter of application accompanied by their resume. Applications will be accepted until the position is filled. Please send to:

SETON HALL UNIVERSITY LAW SCHOOL
Job Code: A-02032125
William D. Perez
Dean of Admissions and Financial Resource Management
One Newark Center, Newark, NJ 07102-5210
Visit our Website at http://law.shu.edu

Seton Hall University is an Equal Opportunity/Affirmative Action Employer

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Coming Up!
TOP 100 Colleges for Hispanics
May 6th *Ad Deadline April 16th*

The Metropolitan State College *of* Denver

Please visit our website for Faculty and Administrative employment opportunities.

Go to www.mscd.edu
click on "Employment"

Sign up on-line to receive position announcements directly via E-mail.

The Metropolitan State College *of* Denver
is an Equal Opportunity Employer

STATE UNIVERSITY OF NEW YORK
NEW PALTZ

ADMINISTRATIVE VACANCIES

SUNY New Paltz currently seeks applicants for administrative vacancies, including but not limited to **Vice President of Student Affairs, Dean of Fine and Performing Arts** and **Director of Institutional Research.**

Please refer to **www.newpaltz.edu/hr** for further detailed application information.

SUNY New Paltz is an AA/EOE/ADA employer

CAPITAL Community COLLEGE

Announcement of Position Openings
10-MONTH, TENURE-TRACK POSITIONS

ASSISTANT PROFESSOR OF NURSING

MINIMUM QUALIFICATIONS: Master's degree in Nursing. Current Connecticut RN Licensure, four years experience in nursing and two years teaching. Previous community college experience in nursing programs desirable.

MINIMUM SALARY: $42,611 approximate annual.

INSTRUCTOR - ENGLISH (2 POSITIONS)

MINIMUM QUALIFICATIONS: Master's degree in English required and two years of community college teaching desirable. Applicants should be able to demonstrate an interest and expertise in the following areas: teaching composition and developmental writing; teaching using team and interdisciplinary approaches; participation in multimedia instructional techniques (which might include Distance Learning). He/she should be committed to the mission of a comprehensive community college with an urban, non-traditional, multi-cultural student population.

INSTRUCTOR - MATHEMATICS (2 POSITIONS)

MINIMUM QUALIFICATIONS: Master's degree in Mathematics, required and two years of community college teaching desirable. Applicants should possess demonstrated expertise in basic, fundamental, and intermediate levels of Algebra, as well as Probability and Statistics, Pre-Calculus, Calculus, and Trigonometry. Applicants should be committed to the mission of a comprehensive community college with an urban, non-traditional, multicultural student population.

INSTRUCTOR - COMPUTER INFORMATION SYSTEMS

MINIMUM QUALIFICATIONS: Master's degree in Computer Information Systems or related field required and two years of college teaching and relevant work experience desirable. Experience to include A+, N+, PC Hardware, JAVA Programming, JAVA Scripting, and Web Technologies. A+ and MOUS Certification preferred.

MINIMUM SALARY: $39,455 approximate annual.

APPLICATION PROCEDURE: Send letter of intent, resume, transcripts and three references to:

Mr. R. I. Fisher
Director of Human Resources
Capital Community College
61 Woodland Street
Hartford, Connecticut 06105

APPLICATION DEADLINE: Letter of application must be postmarked no later than April 17, 2002.

Applicants who do not meet the minimum qualifications are encouraged to put in writing exactly how their experience has prepared them for the responsibilities of this position and by providing appropriate references. Exceptions to the degree requirements may be made for compelling reasons.

Capital Community College is an Affirmative Action/Equal Opportunity Employer M/F. Protected group members are strongly encouraged to apply.

Assistant/Associate Professors
(Two Faculty Positions)

School of Family Studies
University of Connecticut

The School of Family Studies at the University of Connecticut seeks to fill two positions: One at the Assistant or Associate Professor level at the West Hartford Campus **(Search #02A395)**, and one at the Assistant or Associate Professor level at the Waterbury Campus **(Search #02A392)**. These positions are part of a new initiative to bring the Family Studies major to the UConn Tri-Campus (comprised of the Hartford, Waterbury and Torrington campuses). Faculty responsibilities and prerogatives are equivalent to appointments at the main (Storrs) campus; both positions include involvement in the development of the new initiative with the Waterbury position providing primary leadership in this area. The School of Family Studies is an interdisciplinary social and behavioral science unit with a large undergraduate program, strong graduate and professional programs, and distinguished outreach and service.

Minimum requirements: Ph.D. or equivalent in Family Studies, Psychology, Sociology, Anthropology, Political Science, Social Work, or a related discipline, with a scholarly focus on families and human development; evidence of commitment to undergraduate teaching; and a record or promise of outstanding empirical scholarship. Individuals meeting these requirements with a strong background in Cooperative Extension or in a non-academic setting and an interest in focusing on teaching and research are encouraged to apply. Specialties of particular interest include: policy; family development and dynamics; urban issues; diverse populations and conditions; children, youth and families at risk; and service delivery. Duties are expected to begin August 2002. The positions will be full-time, tenure-track, based at the Tri-Campus with a strong tie to the Storrs campus.

Please send cover letter (indicating which position is of interest), curriculum vitae, representative publications, and names, addresses, and telephone numbers of three potential references to: **Dean Charles M. Super, School of Family Studies, University of Connecticut, 348 Mansfield Road, Unit 2058, Storrs, CT 06269-2058** Screening of applicants will begin March 11, 2002 and continue until positions are filled. The University of Connecticut actively solicits applications from minorities, women, and people with disabilities. **(Search #'s 02A392, 02A395)**

University of Connecticut

John Jay College of Criminal Justice
The City University of New York

announces (2) faculty positions for Fall 2002
(subject to financial ability)

John Jay College of Criminal Justice seeks faculty with a demonstrated record of prior teaching and scholarship, who may participate in both graduate and undergraduate education. For appointment as Lecturer, master's degree required; ABD and teaching experience preferred. Salary commensurate with experience.

Department of Physical Education and Athletics
Lecturer and Head Women's Volleyball Coach

Teach undergraduate classes in physical education including fitness, health and stress management and coach women's volleyball.

Department of Puerto Rican/Latin American Studies
Assistant/Associate Professor

Candidate in the social sciences specializing in the Caribbean and Latin American regions and respective communities in the United States, with specific expertise and experience in the Dominican Republic and with Dominicans in the United States.

Please send letter of application, curriculum vitae, publications and/or writing samples, and three references, etc., to respective department chairpersons at: **John Jay College of Criminal Justice, CUNY, 899 Tenth Avenue, New York, NY 10019. Deadline: April 26, 2002**

John Jay College has a strong institutional commitment to the principle of diversity. In that, we are particularly interested in receiving applications from a broad spectrum of individuals, including women and underrepresented groups. Reasonable accommodations will be provided to persons with disabilities upon request.

AA/EEO/ADA/IRCA Employer

EXCELSIOR COLLEGE.

Dean of Business and Technology

Excelsior College, a private, independently chartered institution and recognized leader in the field of alternative higher education, seeks applicants for the position of Dean of Business and Technology. The College provides a highly flexible and cost-effective means for working adults to earn accredited college degrees. A staff of 250+ currently serves approximately 18,000 enrolled students worldwide.

Located in Albany, the Capital of New York State, the College is part of a metropolitan area, which includes Troy, Schenectady, and Saratoga Springs, with a population of approximately 800,000. The Capital District is surrounded by mountain ranges and lakes and offers a safe and pleasant environment. Cultural events and sporting activities are readily available in this area, as well as in Boston, New York City, and Montreal, which are within a short driving distance.

The Dean of Business and Technology chairs the Business Faculty and Technology Faculty and provides academic leadership for the undergraduate and graduate degrees, monitors the curriculum, and recommends policy changes. Additional responsibilities include assisting in the development of new academic programs, implementing quality initiatives for the academic programs, and building strategic alliances with business and industry.

DUTIES AND RESPONSIBILITIES

Expansion:

- Identify new areas for programs in Business and Technology
- Document new program proposals and steer them through external approving bodies
- Identify new sources of credit for students to use to complete degrees
- Develop and implement a significant outreach program for business and industry, resulting in new ventures and program growth
- Represent the College in new business proposals to US and international corporations
- Enhance the profile of the College through speaking at relevant conferences and fairs

Student Success and Satisfaction

- Evaluate academic programs and conduct research to support the College's Outcomes Assessment Framework
- Serve on Academic Affairs Council and assist in developing and monitoring academic policies
- Provide leadership to staff to proactively deliver quality service to students

Business Results

- Serve as an officer of the College in strategic planning and budgeting
- Coordinate the ABET accreditation process

QUALIFICATIONS

Earned doctorate in a relevant field, demonstrated leadership and management skills; 3-5 years experience in an educational environment; demonstrated excellence in written and oral communication; ability to work with diverse constituencies and staff; demonstrated commitment to nontraditional education of adults; experience in curriculum development and evaluation; higher education teaching experience; experience developing alliances with corporate constituencies.

Formerly known as Regents College, Excelsior College offers competitive compensation plus a comprehensive fringe benefit package. For confidential consideration, please send applications, nominations, and/or inquiries to:

Human Resources
Excelsior College
7 Columbia Circle
Albany, New York 12203
EOE/M/F/D/V
www.excelsior.edu

ASSOCIATE DEAN FOR CONTINUING STUDIES AND DIRECTOR OF STRATEGIC ALLIANCES

Rider University seeks applications for the position of Associate Dean for Continuing Studies and Director of Strategic Alliances. Rider University, which was founded in 1865, is located in Lawrenceville and Princeton, New Jersey. Both campuses are an easy rail and interstate highway commute to Philadelphia and New York. It is a private institution offering baccalaureate and master's degrees in a wide variety of academic disciplines. Rider is consistently rated in the top tier of northern regional universities in the annual "Best Colleges" edition of *U.S. News and World Report*. The Associate Dean is the chief administrator of the College of Continuing Studies and reports to the Associate Provost.

The successful applicant will lead a five-member staff, serving approximately 800 part-time, non-traditional undergraduate students. As Associate Dean of Continuing Studies, s/he will guide development of innovative programming and academic student services for the College. As Director of Strategic Alliances, s/he will identify and develop educational outreach and partnership programs with corporations and institutions located along the Philadelphia-Trenton-New York corridor. The successful applicant must have knowledge of the external environment for these activities, including the regional market, and will be expected to develop awareness of the programs of competing institutions.

A doctorate is preferred but candidates with significant relevant experience plus other appropriate academic credentials, such as an MBA, are encouraged to apply. Experience in higher education (particularly continuing education) and an understanding of instructional technologies and student service needs are desired. Salary commensurate with experience.

A letter of application detailing qualifications for the position, a vitae, salary requirements, and the names of three references should be sent to **Dr. James Ottavio Castagnera, Associate Provost, c/o Department of Human Resources, Rider University, 2083 Lawrenceville Road, Lawrenceville, NJ 08648.** The search committee will begin evaluating applications on April 15, 2002. Rider University is an Equal Opportunity/Affirmative Action employer and genuinely seeks a diverse applicant pool.

Rider University

Visit Rider on the Internet:
www.rider.edu

Iona College, New Rochelle, NY

EDUCATION FACULTY

School of Arts & Science

Iona College, a diverse community of learners and scholars dedicated to academic excellence in the tradition of the Christian Brothers and American Catholic higher education and an equal opportunity employer, seeks applicants for two full time positions of Assistant/ Associate Professor in the Education Department.

- **ASSISTANT/ASSOCIATE PROFESSOR IN READING AND LANGUAGE ARTS**
- **ASSISTANT/ASSOCIATE PROFESSOR IN MATHEMATICS EDUCATION**

Qualifications include an earned doctorate (ABD at the dissertation level considered), teaching experience in a classroom setting, and a research agenda. NCATE experience desirable.

Responsibilities include teaching graduate and undergraduate courses in the day and evening programs on two campuses and providing academic advisement.

Applications will be accepted until April 22, 2002. Interested applicants should send a CV and a letter of application, including a personal statement of one's teaching philosophy to:

Lucy Murphy, PhD, OP Chair
Education Department

IONA

715 North Ave., New Rochelle, NY 10801

Hofstra University
Dean of Graduate Admissions

THE SPELMAN & JOHNSON GROUP

The Institution

Founded in 1935, Hofstra University is located in the Village of Hempstead, Long Island, New York, on 240 beautifully maintained acres. The University enrolls 8,000 undergraduate and 4,000 graduate students and offers more than 200 degree specializations in its seven Colleges and Schools. The University awards bachelors, masters, and doctoral degrees as well as the juris doctor degree.

The Position

Reporting to the Provost and Senior Vice President for Academic Affairs, the Dean is responsible for the administration and management of the Office of Graduate Admissions. Responsibilities include developing and implementing a comprehensive graduate recruitment plan and managing the daily operations of the graduate admissions office. The Dean oversees all recruiting efforts and the processing of applications, and assists in the development of all publications and the graduate website. The Dean of Graduate Admissions provides leadership and staff supervision, manages the budget for the office, and works closely with academic deans and graduate program coordinators in defining enrollment goals.

Qualifications

The successful candidate will preferably possess a graduate degree and at least seven years of progressive experience in admissions and enrollment. Successful experience in the development, implementation, and evaluation of recruitment strategies, including the utilization of research and information technologies, strategic planning, and comprehensive work with student information systems is required. Demonstrated success in meeting enrollment goals with both traditional and non-traditional age populations is essential. Success in developing and maintaining collaborative relationships across the institution in support of student recruitment, strong management skills, a high level of energy, and excellent oral and written communication skills are expected.

Application and Nomination

To ensure full consideration, applications should be received by May 10, 2002. Nominations of individuals for this position may be sent to the address below. A resume, with an accompanying cover letter, may be submitted by e-mail attachment to **mail@spelmanandjohnson.com** or online at **www.spelmanandjohnson.com.** If you are unable to submit materials electronically, please mail a resume and cover letter to:

The Spelman & Johnson Group
Hofstra University – Admissions (HISP)
Martha H. Smiles, Senior Associate
38 Mulberry Street, Box 304, Leeds, MA 01053
Phone: 413-584-7089

Visit Hofstra University's website at www.hofstra.edu

Hofstra University is an Equal Opportunity, Affirmative Action Employer and encourages the applications of women and minorities.

YORK COLLEGE
City University of New York

DIRECTOR OF FINANCIAL AID
(Higher Education Officer)

DUTIES: The Director of Financial Aid has fiduciary responsibility for financial aid programs administered by the College. The Director is responsible for the overall processing and coordination of all financial aid to students, provides leadership in sustaining current and initiating new programs and services for students, and ensures that student awards are equitable and in compliance with CUNY, Federal, State and City regulations.

The Financial Aid Office awards approximately $15 million annually to York College students through the following programs: PELL, SEOG, PERKINS, Direct Loans, CWS, TAP, APTS, SEEK, and CUSTA. Responsibilities include the implementation of appropriate technology to enhance services to students and families; and the preparation of forms, reports, and statistics for the Division of Enrollment Management and Student Development, CUNY, USDE, NYSHESC and other agencies.

QUALIFICATIONS: Minimum of a baccalaureate degree and eight years of related experience; demonstrated management and budgetary skills; knowledge of Federal/State policies and procedures relating to the awarding of financial aid, including experience in needs analysis, packaging, verification, satisfactory progress criteria, and federal funds returns required. The successful candidate will have a commitment to and experience working with a diverse community, and excellent communications, presentation and PC skills. Advanced degree a plus.

SALARY: $52,898 to $86,619, commensurate with salary history and experience.

To apply, send cover letter, resume and the names, addresses, and telephone numbers of three (3) references by 4/17/02 to:

CODE: FINDIR
Office of Faculty and Staff Relations - Rm 2H05
York College/CUNY, 94-20 Guy R. Brewer Blvd.
Jamaica, NY 11451, Fax: 718-262-2717

AA/EO/ADA/IRCA Employer

The Eighteenth Annual Status Report on Minorities in Higher Education presents:

The latest data on the progress of African Americans, American Indians, Asian Americans, and Hispanics in postsecondary education.

Widely recognized as the national source of information on current trends and issues related to minorities in higher education, this annual study summarizes high school completion and college participation rates, college enrollments by race/ethnicity, educational attainment, and degrees conferred by field of study and race/ethnicity.

Data are collected from a wide range of sources, including the Bureau of the Census, the National Research Council, the National Collegiate Athletic Association, the U.S. Department of Education, the National Center for Education Statistics, and the American Council on Education. More than 50 charts, tables, and graphs document patterns in high school completion rates, college participation rates, college enrollment figures, and the awarding of degrees by race/ethnicity, gender, as well as employment trends in higher education.

Order your copy of the *Eighteenth Annual Status Report* by calling 301-632-6757.
The cost of the report is $24.95, plus shipping and handling.

ACE
American Council on Education

UNIVERSITY OF CALIFORNIA AT DAVIS

OFFICE OF GRADUATE STUDIES
DIRECTOR OF GRADUATE STUDENT SUPPORT

$4,000 - $5,400 Monthly - Excellent Benefits

The Office of Graduate Studies provides the administrative support necessary to assist over 3,300 students registered in more than 80 academic graduate programs. Graduate Studies is responsible for awarding over $25 million annually in the form of fellowships; stipends; grants; and tuition and fee remissions. The incumbent will act as the unit's representative in day-to-day contacts with the Dean of Graduate Studies, students, academic program staff and other university administrative units that handle various aspects of graduate student support. This person is responsible for performing financial analysis to be used for planning future student support needs.

Required application. at **http://hr.ucdavis.edu/emp** or call (530) 752-7520, TDD (530) 752-7140. Send to:

HR Administration Building, One Shields Ave.
Davis CA 95616-8707

EOE.

GRAND VALLEY STATE UNIVERSITY

Director of Alumni Relations

Grand Valley State University invites applications and nominations for the position of Director of Alumni Relations and Executive Director of the Alumni Association. The Director is responsible for maintaining and enhancing the relationship that the University has with its alumni, overall leadership and management of the University's alumni activities, and reports directly to the Vice President for Development. The Director is also responsible for the function of the Alumni House and Visitor Center to insure that it operates efficiently and is a resource for the alumni, as well as, the University Community.

Grand Valley is a four-year comprehensive regional university with an enrollment of 19,762. The university's main campus is on a 900-acre site in Allendale located fourteen miles west of Grand Rapids, Michigan (second largest city in the state) with additional campuses in Grand Rapids and Holland and regional centers in Muskegon and Traverse City. Since its founding, the university has awarded more than 44,000 bachelor's and master's degrees.

Qualifications: Bachelor's degree required, master's preferred. Understanding and commitment to the mission of higher education and Grand Valley State University. Experience in higher education, alumni relations, or related field preferred. Demonstrated experience in successful event planning; developing innovative programs; successful senior level experience; strong leadership and supervisory experience. Must have strong organizational, technology, and written and oral communications skills. Ability to manage multiple projects, work with diverse public and increase chapters and chapter involvement. Willingness and ability to travel and work extended hours. For a full description and detailed qualifications, see our website at www.gvsu.edu/hro. Salary is competitive and commensurate with experience.

Send a letter of application which specifically addresses how skills, education and experience relate to this position, resume, three professional references and a writing sample (letter of invitation to alumni to a campus event) to: **Director of Alumni Relations Search Committee, Tammy Momber, University Development, 202-C DeVos, Grand Valley State University, 401 W. Fulton, Grand Rapids, MI 49504-6431.** Application materials must be postmarked by May 6, 2002.

Grand Valley State University is an affirmative action, equal opportunity institution.

Clovis Community College

CCC announces search for

Instructor in Nursing

Position to begin August 19, 2002
Salary Range: $34,155 - $36,252

Job Duties: As a member of a nursing faculty team, the instructor will provide instruction leading to LPN certification, Certificate of Completion, RN certification, and an Associate Degree. Provide theory instruction and supervise students in clinical settings. Participate in orientations, committee functions, in-service, and professional development activities. Perform other duties as assigned

Essential Functions: Prepare and present classroom instructional units, supervise student clinical rotations, and evaluate student performance. Participate with members of the nursing faculty in curriculum development and revision, coordinating an advisory committee program, and general operations of the nursing program. Fulfill all functions of a faculty member, including those related to teaching, faculty service, student academic achievement assessment, and professional development.

Minimum Qualifications: A Bachelor's degree in Nursing and two years recent professional experience as a licensed RN is required. A Master of Science in Nursing degree is preferred. Teaching experience in a community college or technical school is also preferred.

A candidate employed without the Master of Science in Nursing degree will be required to demonstrate progress toward attainment of the degree, as arranged with the Department Chair and Vice President for Educational Services.

This is a 9-month faculty contract. Compensation is issued over a 12-month period.

Application deadline is April 12, 2002. See our web site at www.clovis.cc.nm.us
CCC is an equal employment opportunity institution & adheres to the ADA guidelines. For more information, contact the Personnel Office at 505-769-4033 or personnel@clovis.cc.nm.us

Application Process: Applicants should submit a resume, transcripts, and at least three letters of reference to: Personnel Office, Clovis Community College, 417 Schepps Blvd., Clovis, NM 88101-8381.

The College – Clovis Community College is a modern comprehensive community college offering lower division courses, occupational-technical education, adult and continuing education and community services.

DAKOTA STATE
dsu
UNIVERSITY

Curriculum and Instruction Faculty

Dakota State University is accepting applications and nominations for a full-time, tenure track faculty position for an assistant/associate professor in curriculum and instruction to begin August of 2002. Applicants must have an earned doctorate in education (ABD considered) and expertise in social studies education and instructional technology, K-12 teaching experience, and success in scholarly activity and research. Responsibilities include teaching, supervising field experiences, student advisement, curriculum and program development, committee work, service to the university and community, and scholarly activity. Rank and salary commensurate with qualifications and experience.

The College of Education is developing a faculty reflecting cultural diversity and is strongly committed to recruitment, hiring, and retention of minorities. We urge individuals from underrepresented groups to apply. DSU offers faculty and students access to a uniquely sophisticated computer environment, providing an unparalleled opportunity to advance innovative practices in teacher education, particularly in integrating computer technology into instruction. DSU is located in Madison, South Dakota, 50 miles northwest of Sioux Falls in the southern lakes region of the state. Madison offers a healthy community, excellent schools and abundant recreational activities. For more information on DSU and COE: www.dsu.edu.

Position is open until filled, but to be assured of full consideration, all materials must be received by April 30, 2002. Submit letter of application, resume, and the name, address, and phone numbers of three references to **Chair, C&I Search, College of Education, Dakota State University; Madison, SD 57042-1799; phone: 605-256-5177; TDD 1-800-877-1113; Fax: 605-256-7300; or Trish.Killion@dsu.edu.**

Applicants with disabilities are invited to identify any necessary accommodations required in the application process. EOE

THE KNOWLES CHAIR FOR PRACTICE-ORIENTED EDUCATION

NORTHEASTERN UNIVERSITY | BOSTON, MASSACHUSETTS

Northeastern University is currently seeking applications and nominations from leaders in the field of practice-oriented education for the position of Knowles Chair and Professor. This position will serve as the anchor for the new Center for the Study of Practice-Oriented Education at Northeastern and will chart a vigorous research agenda.

Northeastern University, a private research institution located in Boston and founded in 1898, is a world leader in practice-oriented education. Building on its flagship cooperative education program, Northeastern links classroom learning with workplace experience and integrates professional preparation with study in the liberal arts and sciences. It has a long history of preparing students for the professional workplace.

In strengthening its position as a top-ranked national university, Northeastern is seeking to mold twenty-first century practice-oriented education to create a stellar research and learning environment for students and faculty, and the new center will be critical to this effort.

The Center for the Study of Practice-Oriented Education will serve as the premier research entity for the University and will produce significant research on the natural connections between work and learning. The new chair will plan center policy and set a rigorous scholarly and empirical agenda.

The ideal candidate for the Knowles Chair will have the following characteristics:

- The capacity to develop the center and lead the University in practice-oriented education
- Strong academic credentials, including a doctorate or commensurate professional experience and an established scholarly record as a researcher in fields including (but not limited to) cognitive science, situated learning theory, human systems, experiential education, and applied cognitive-science research and learning theory
- Potential for charting a robust practice-oriented research agenda for the center and for the University
- Proven administrative ability, and the interpersonal and communication skills to develop the reputation of the center and nurture interest and research in practice-oriented education among Northeastern faculty
- A proven record in garnering research grants at the individual and institutional level
- An interest and ability, with appropriate University support, to launch a high-quality, peer-edited journal on practice-oriented learning and to plan and host conferences, symposia, and workshops on the subject

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Northeastern University enrolls approximately 19,000 full- and part-time undergraduate and 4,500 graduate and professional students, and offers a variety of curricula through seven undergraduate colleges, nine professional schools, a significant part-time undergraduate division, and a number of continuing and special education programs and institutes.

The search is currently under way. To receive consideration, please submit cover letter and resume immediately to: Knowles Chair Search, Office of the Provost, 112 Hayden Hall, Northeastern University, 360 Huntington Ave., Boston, MA 02115

Northeastern University is an Equal Opportunity/Affirmative Action Title IX Employer.

For further information, please contact Lansing & Associates at 781.237.1754 or lansing@attbi.com.

Northeastern
UNIVERSITY

MILLERSVILLE
UNIVERSITY

COUNSELING CENTER PSYCHOLOGIST

Full-time, tenure-track position at Assistant Professor rank, beginning August 2002. Duties include individual counseling, crisis intervention, outreach programming, group counseling, and scholarly work/research. The Center for Counseling and Human Development is committed to serving a diverse student population.

Required: Doctorate in Counseling or Clinical Psychology or related field; PA Psychology license or license eligibility within two years of hire (post-doctoral supervision provided); counseling and crisis intervention experience with traditional college-age population; counseling experience with diverse client populations; and a successful interview and case conference presentation.

Preferred: University counseling center experience.

Full consideration will be given to applications received by **May 29, 2002**. Send letter of application addressing qualifications, curriculum vitae, copies of all transcripts and three current letters of recommendation to: **Dr. Daniel F. O'Neill, Search Committee Chair, Counseling and Human Development/HO0408, Lyle Hall, Millersville University, P.O. Box 1002, Millersville, PA 17551-0302.**

An Equal Opportunity/Affirmative Action Institution
www.millersville.edu

University of Missouri-St. Louis
Founding Dean
College of Fine Arts and Communication

The newly-created College of Fine Arts and Communication at the University of Missouri-St. Louis includes degree programs in the Departments of Art and Art History, Communication, and Music. The College also includes a reactivated Department of Theatre and Dance. A $50 million Performing Arts Center that includes 1600-seat and 300-seat auditoriums will be completed in early 2003, greatly enhancing the vitality of the arts on campus and in the St. Louis region.

The Dean serves as the chief academic and administrative officer of the College, which employs 90 full-time faculty and enrolls approximately 850 undergraduate and graduate students. The Dean reports to the Vice Chancellor for Academic Affairs of the University of Missouri-St. Louis. The successful candidate for this position will hold a terminal degree and have a background of successful administrative experience. The candidate shall have a record of professional and academic accomplishment sufficient to qualify for appointment at the rank of full professor with tenure in one of the disciplines of the College. The founding Dean is expected to provide visionary leadership and to work collaboratively with faculty and the campus administration to foster excellent teaching, creative artistic production and scholarship, and mutually beneficial community partnerships. The Dean will have a commitment to promoting and embracing diversity. Other responsibilities include resource development, program development and evaluation, and budget and personnel management.

The University of Missouri-St. Louis is the largest university in the St. Louis region (population 2.6 million), and with current enrollments exceeding 15,000 students ranks as the third largest university in Missouri. As a metropolitan Land Grant and doctoral degree granting institution, the University offers a wide array of degree programs (18 graduate certificate programs; 30 master's degree programs; and 12 doctoral degree programs). Since 1995, the University has added more than 30 endowed professorships to the campus, and most are linked with cultural, scientific, and educational institutions in the region. UM-St. Louis is one of four institutions in the University of Missouri System.

Applications and letters of nomination should explain in detail how the applicant or nominee meets the qualifications specified in this announcement. Applicants should submit a detailed cover letter and Curriculum Vita. Candidates are encouraged to send application materials electronically to:

Dr. E. Louis Lankford
Des Lee Foundation Endowed Professor
in Art Education and
Chair, College of Fine Arts and
Communication Dean Search Committee
213 Fine Arts Building
University of Missouri-St. Louis
8001 Natural Bridge Road
St. Louis, MO 63121-4499
COFACDS@umsl.edu

The review of applications will begin on April 1 and will continue until the position is filled. Salary will be competitive and commensurate with qualifications and experience.

A complete job description for this position appears at the Academic Affairs website of the University home page.

The University of Missouri-St. Louis is an affirmative action, equal opportunity employer committed to excellence through diversity.

Benerd School of Education
UNIVERSITY OF THE PACIFIC
3601 Pacific Avenue
Stockton, CA 95211

Six Tenure-Track Faculty Positions
in 2002-03 at Assistant/Associate Rank

READING AND LANGUAGE ARTS
TEACHING ENGLISH AS A SECOND LANGUAGE
SOCIAL STUDIES EDUCATION
MATH AND SCIENCE EDUCATION
TEACHING ENGLISH AS A SECOND LANGUAGE
EDUCATIONAL/HIGHER EDUCATION ADMINISTRATION
SCHOOL PSYCHOLOGY

See www.uop.edu/education for complete position descriptions, contact persons, and application procedures.

The University is an equal opportunity/affirmative action employer encouraging excellence through diversity.

The Benerd School of Education offers credential and/or degree programs at Master's, Ed.S., and Ed.D. or Ph.D. levels for teachers, curriculum specialists, school administrators, and school psychologists. All credential programs in the School are fully accredited by the California Commission on Teacher Credentialing, and the University of the Pacific was the first institution in California whose professional education programs were nationally accredited by NCATE through the doctoral level.

The Graduate School
Office of *ALANA Student Affairs
116 Linton Hall
Michigan State University
East Lansing, MI 48824-1044
(517) 353-3262

Michigan State University values and encourages ALANA applicants for Graduate School Admission and Fellowship Opportunities. Please visit our website at: **http://grad.msu.edu/**, where you will be able to visit the colleges and departments that you have an interest in, apply online for graduate study, and find valuable information on funding, campus/community resources, as well as housing information, and much more.

For specific information on ALANA graduate resources at Michigan State University, please visit our website at: **http://grad.msu.edu/alana.htm**

*ALANA is an acronym for African American, Latino(a)/Chicano(a), Asian American and Native American

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E. Desmond Lee Collaborative in Experiential and Family Education at the University of Missouri–St. Louis in Cooperation with Forest Park Forever

The Division of Continuing Education and Outreach at the University of Missouri–St. Louis is seeking applications and nominations for the director of the newly established E. Desmond Lee Collaborative in Experiential and Family Education with Forest Park Forever. Forest Park is one of the nation's largest public parks.

The city of St. Louis and Forest Park Forever, a not-for-profit organization, have formed a public/private partnership and have undertaken the restoration of the park to its original beauty and role in the community.

The director of the Collaborative will be an expert in experiential/outdoor education and will develop credit and noncredit programs for parents and children, teachers, and the general public utilizing the resources of Forest Park. The director will also teach in the UM–St. Louis College of Education. The review of applications will begin on April 15, 2002, and will continue until the position is filled.

For more information on the position and candidate requirements, contact Dave Klostermann, interim dean of Continuing Education and Outreach, at 314-516-5915 or e-mail davek@umsl.edu.

University of Missouri St. Louis

The University of Missouri-St. Louis is an affirmative action, equal opportunity employer committed to excellence through diversity.

ROGER WILLIAMS
UNIVERSITY

DIRECTOR, MULTICULTURAL AFFAIRS

Roger Williams University, Division of Student Affairs, is conducting a search for a full-time Director of Multicultural Affairs. The Director will report to the Dean of Student Affairs and chief student affairs officer. She/he will be a member of the Dean's Head Staff consisting of: Counseling, Health Services, Intercollegiate Athletics, Recreation, Campus Programs, Judicial Affairs, Orientation, Commuter Center, Career Services, Housing, Residence Life, International Students, Spiritual Life, Women's Center and Multicultural Affairs.

The Director will join the University at an exciting time as we work towards fulfilling the vision of our new president, Dr. Roy J. Nirschel. Dr. Nirschel has challenged the University community to double our student population from global and/or diverse backgrounds by 2007. The Director will be an integral part of this major initiative.

The Director of Multicultural Affairs will be responsible for developing, implementing and overseeing student diversity programs. This position serves as an advisor to minority students and student groups and will work to ensure the success and retention of all multicultural students. She/he will work closely with the Office of Admissions in the recruitment of minority students. The Director will be housed in our new Intercultural Center along with the Director of International Students with whom she/he will work to develop a team approach addressing the needs of our diverse student population. Duties will also include the management of several grants that fund a social and academic support program for local minority high school students.

The ideal candidate will have the demonstrated ability, experience and skills to support and enhance the overall quality of life for RWU minority students; sensitivity to the issues confronting minority students; strong organizational skills; and experience in diversity programming, leadership development and budget management. A Master's degree and at least 4-6 years' related experience are required.

Salary commensurate with qualifications and experience and includes a superior benefit package.

To apply send cover letter, resume and list of three professional references to: ***Office of Human Resources, Ref.#HO38, Director of Multicultural Affairs, Roger Williams University, One Old Ferry Road, Bristol, RI 02809.***

Equal Opportunity/Affirmative Action/Americans with Disabilities Act Employer with a strong commitment to diversity. Roger Williams University does not discriminate on the basis of gender, handicap, race, age, color, sexual orientation, political affiliation, marital status, national origin or religion. We encourage all qualified men and women to apply.

www.rwu.edu

UNIVERSITY AT
Albany
STATE UNIVERSITY OF NEW YORK

DEAN
SCHOOL OF INFORMATION SCIENCE AND POLICY

The University at Albany invites applications and nominations for the position of Dean of the School of Information Science and Policy. The Dean reports directly to the Provost and Vice President for Academic Affairs of the University and is the School's chief academic and executive officer. The Dean will provide the leadership and vision to advance innovative multidisciplinary programs within and outside the University, and to build the school to be a centerpiece of the University in the 21st century.

Established in 1844, the University at Albany is the oldest state-chartered public institution of higher education in New York. Through its eight degree-granting schools and colleges, the University offers bachelor's degrees in more than 100 fields of study, master's degrees in 82 areas, and doctoral degrees in 38 fields.

The School of Information Science and Policy was founded in 1926, and has its origins in the New York State Library School established by Melvil Dewey. The School offers a rapidly growing interdisciplinary undergraduate program in information science; an ALA-accredited M.S. in information science with several concentrations; combined masters programs with the History and English departments, and a post-masters program leading to a Certificate of Advanced Study. The School is also the home of the multidisciplinary Ph.D. program in information science involving faculty from throughout the University. The School has broad support to assume an expanded mission within the University as recommended by the Provost's Advisory Committee on Information Science.

The successful candidate will have demonstrated commitment to the emerging field of information science and its multidisciplinary nature, and a record of vision and leadership. The Dean will have a distinguished academic or professional record, appreciation for teaching and scholarship, an entrepreneurial approach to development of partnerships and resources, and the personal qualities to deal successfully and sensitively with issues of faculty governance.

Initial screening of applications will begin April 15, 2002. The position will remain open until filled. The anticipated starting date is September 1, 2002. Applications or nominations should include a letter discussing relevant experiences/accomplishments, and a curriculum vitae. Materials should be directed, in confidence, to: ISP Search Committee, c/o Dr. Richard A. Highfield, Chair of the Search Committee, and Dean, School of Business, BA 364, University at Albany, Albany, NY 12222

Or by email to: ISPDean@albany.edu

Additional information is available at http://www.albany.edu/sisp/deansrch
THE UNIVERSITY AT ALBANY IS AN EE / AA / IRCA / ADA EMPLOYER

RIBGHE

COMMISSIONER OF HIGHER EDUCATION
RHODE ISLAND

The Rhode Island Board of Governors for Higher Education (RIBGHE) invites nominations and applications for the Commissioner of Higher Education.

The Board of Governors was created through legislation in 1981 and is responsible for governing the three state institutions of higher education: the University of Rhode Island, Rhode Island College, and the Community College of Rhode Island. Each institution is headed by a president who is the chief administrative and executive officer of that institution.

The Commissioner provides overall leadership for higher education in the state, including the Rhode Island Office of Higher Education, the administrative and research arm of RIBGHE.

Recent accomplishments include an increase in funding from the state legislature, the development of coordinated academic plans of the three institutions mentioned above, and significant initiatives for technology in higher education.

The role of the Board of Governors includes the adoption of policies for public institutions of higher education, fostering cooperation with the independent institutions of higher education, regulating the proprietary schools, and advancing the cohesiveness and interdependency of the system of higher education.

The full position description can be found at the Rhode Island Board of Governors Web site: www.ribghe.org.

Nominations and applications will be reviewed immediately and will continue until the position is filled. Please submit materials to the following address:

Board of Governors for Higher Education
Francis X. Flaherty, Search Committee Chair
P. O. Box 9144
Providence, RI 02940-9144

Or submit materials via email to:
flaherty@etal.uri.edu

If you have any questions, please contact Sandra Lanni at 401-222-6560, Ext. 111.

The Board of Governors is an Equal Opportunity, Affirmative Action Employer.

Reasonable accommodations will be made for persons with disabilities who can perform the essential functions of the position.

VICE PRESIDENT FOR GOVERNMENT, COMMUNITY AND PUBLIC AFFAIRS

JOHNS HOPKINS UNIVERSITY

Baltimore, Maryland

The Johns Hopkins University, an international center for undergraduate and graduate study, research and medical care, is a privately endowed, coeducation institution based in Baltimore, with facilities throughout the Baltimore-Washington area and abroad. The Johns Hopkins Hospital has been ranked the nation's best hospital for the past eleven consecutive years by U.S. News and World Report. The Johns Hopkins institutions rank first among U.S. universities in receipt of federal research and development funds. Together, the Johns Hopkins institutions constitute the largest private employer in the State of Maryland.

Johns Hopkins is seeking a Vice President for Government, Community, and Public Affairs to oversee government relations, community affairs, and communications. Reporting to the President and serving as a member of the President's executive team, and working closely with the CEO of Johns Hopkins Medicine and the President of the Johns Hopkins Hospital and Health System, the Vice President will also work closely with deans, faculty, and senior administrators throughout the University and Health System, to develop strategies to strengthen Johns Hopkins' leadership role in government and community affairs as well as to communicate its academic, research, patient care, professional education and service missions to a wide variety of constituencies. This is a key strategic and managerial role.

The ideal candidate will have demonstrated success in a senior-level public affairs role of comparable complexity in academia, government, or public relations. S/he will have broad experience with federal, state, and local public policy issues, preferably those affecting higher education and/or health care as well as a record of success developing and implementing governmental and community affairs and communications strategies for large, complex, decentralized organizations. S/he will be a seasoned and skillful manager with a record of recruiting and developing a diverse and talented staff and possess a genuine interest in the promotion of higher education, research, medical services and community development and service.

Send résumé and cover letter responding to these challenges to: Barbara Stevens or Sue Gambaccini at Isaacson, Miller, 1275 K Street N.W., Suite 1025, Washington, DC 20005 or by email at jhu.2428@imsearch.com. Electronic submission of credentials is strongly encouraged. Johns Hopkins is an equal opportunity/affirmative action employer.

SEWARD COUNTY COMMUNITY COLLEGE

RESPIRATORY THERAPY INSTRUCTOR/ CLINICAL COORDINATOR

11-month position, responsibilities include lecture and laboratory classes with primary duties for the content and quality of the clinical phase of the vocational program. Bachelor's degree with a State of Kansas Registered Respiratory Therapist license required. Applicant must have four years as a RRT, with at least two years in clinical respiratory program and two years in a teaching position in an accredited respiratory care program.

Applications reviewed and accepted until position is filled. Start date of July 1. Send letter of interest, resume, transcripts, copy of RRT license, three references with addresses to **Deborah Wellert, Director of Human Resources, PO Box 1137, Liberal KS 67905-1137, 620-629-2621; dwellert@sccc.net.**

Education

CCBC
The Community College
of Baltimore County

National Bellwether Award Winner
A Vanguard Learning College

Job Line: 410-869-7150;
TTY: 410 869-7151

See current job postings at:
www.ccbc.cc.md.us.

PACIFIC OAKS COLLEGE

Core Faculty Position in Teacher Education

Come join a dynamic, closely-knit faculty in a well-established and ambitious Teacher Education Program.

Pacific Oaks is an independent institution of learning influenced by its Quaker heritage and dedicated to principles of social justice, respect for diversity, and the valuing of the uniqueness of each person. We offer undergraduate and graduate degrees in Human Development; a graduate degree in Marriage, Family & Child Counseling, and two teaching credentials: the Multiple Subject Teaching Credential/CLAD emphasis and the Education Specialist Credential in Mild/Moderate Disabilities.

This position is located in Pasadena and will be available July 1, 2002. Core faculty are responsible for teaching 6-8 courses per year and advising students, in addition to other responsibilities.

Required:

- Master's degree in related field — Ph.D. or Ed.D. preferred.
- Valid California Multiple Subject Teaching Credential/CLAD.
- Recent experience teaching in public elementary schools with diverse settings.
- Experience teaching instructional methods or educational foundations at the college level.

An enthusiastic, organized, and reflective candidate will also have expertise in at least three of the following areas:

- Math and Science
- Cross-Cultural Language and Academic Development
- Field Supervision in culturally and linguistically diverse classrooms
- Special Education
- Reading and Language Arts
- Educational Technology

Please submit a letter of interest, a copy of valid CA credential, and a curriculum vita with the names of three references to: **Faculty Search Committee, c/o Artha Conerly, Pacific Oaks, 5 Westmoreland Place, Pasadena, CA 91103.**

Review of applications will begin **April 5, 2002** and continue until the position is filled.

www.pacificoaks.edu

DEAN OF ACADEMIC SERVICES

SEARCH EXTENDED

The Dean of Academic Services, who serves as the chief academic officer, is responsible for insuring the implementation of policies, procedures and programs that undergird the College's academic programs. Individual will be responsible for and oversee the general supervision of the campus department chairs, academic budgets and ensuring the integrity of the academic programs. The position is a twelve (12) month administrative appointment with rank.

Candidates should possess the following supervisory and managerial abilities:

- Provide leadership for the recruitment, selection and appointment of campus academic personnel.
- Provide the vision and the leadership for the development of campus academic strategic plans, serving College and campus committees as required.
- Be a strong advocate for the professional development of faculty and academic staff.
- Work with the Offices of the Vice President for Academic and Student Affairs, and other offices concerned with maintaining academic standards and records.
- Gain support, cultivate and secure new opportunities from such constituencies as alumni, business and industry, and state and federal agencies.

Qualifications include an earned doctorate or terminal degree from an accredited institution in one of the college's academic disciplines, higher education administration or other appropriate area of specialization.

Minimum of seven (7) years of successful administrative experience at the level of department chair or higher in a college or university, including management of fiscal and personnel resources, academic program evaluation and strategic planning as required. Administrative experience at a two-year college is beneficial. Salary and rank are commensurate with experience. Screening of applicants will begin 05/03/02 and continue until the position is filled.

Applicants should reference position number (#02-189) and send the following as a single packet: (1) letter of interest, (2) resume, (3) unofficial copy of graduate transcripts and (4) the names, addresses and telephone numbers of at least five professional references to:

Judy Chastonay
Georgia Perimeter College
Dept. of Human Resources
3251 Panthersville Road
Decatur, GA 30034
Fax: (404) 244-5774

Georgia Perimeter College.

An AA/EOE/ADA Employer
Georgia is an Open Records State

For more information about Georgia Perimeter College and this specific position, please visit our website at:

www.gpc.edu

WICHITA STATE UNIVERSITY

Program Coordinator

Program Coordinator: Applications are being taken for this position within the department of Student Development and Multicultural Affairs at Wichita State University. The focus of the position is the development and execution of programs and service in the areas of student involvement, leadership, community service, and cultural and gender awareness for the university community.

Located in the largest city in Kansas, population 400,000, WSU is a public urban university with a predominantly commuter enrollment of 15,500.

Required Qualifications for this 12 month position: Master's degree with the emphasis in Student Affairs, Student Personnel, Counseling or related field; significant prior experience in at least one of the following areas: multiculturalism, volunteerism, community building, student activities, leadership training, Greeks or student organizations or student professionals; strong organizational skills and ability to manage multiple priorities; demonstrated successful experience with diverse populations; demonstrated commitment to diversity; strong communication and interpersonal skills.

To receive full consideration applications must be received by 5:00 p.m. April 26, 2002. Screening will continue until the position is filled.

Send resume, letter of application and the names and telephone numbers of three professional references to: **Michael Madecky, Rhatigan Student Center, 1845 N. Fairmount, Wichita State University, Wichita, KS 67260-0056.**

Wichita State University is an EEO/AA Employer

Community Colleges of Spokane, Spokane Community College invites applications for the following tenure track faculty positions:

COMMUNITY COLLEGES OF SPOKANE

Position	Review Begins
Economics/Management Instructor	April 23, 2002
Electrical Instructor	April 11, 2002
Physical Education Instructor/ Head Men's Basketball Coach	April 30, 2002

Econ/Mgt and PE Instructors requires Master's degree in the field and Electrical Instructor requires six years exp. Salary $38,506-$54,912 for a 175-day annual contract. For position details, qualification requirements, and official application, contact Human Resources Office, Community Colleges of Spokane, 501 N. Riverpoint Blvd, MS 1004, P.O. Box 6000, Spokane, WA 99217-6000 at (509) 434-5040, TTY (509) 434-5059 or access our Website at http://ccs.spokane.cc.wa.us. AA/EOE

Social Services

COUNSELOR

Full-Time, Tenure Track

Primary responsibilities include providing individual and group counseling related to educational, career, social and student development issues at campus and extension sites during the day and evening; teaching personal development courses; maintaining liaison contacts within and outside the institution; and advising new and undecided students.

QUALIFICATIONS include a Master's Degree in Counseling, College Student Personnel, or closely related field. For full consideration, applicants must submit a completed application form, current resume, letter of interest, (3) letters of reference and official degree transcripts by April 30, 2002. For application/information, call Human Resources at 847-543-2065, TDD# 847-223-5615, or by e-mail to **personnel@clc.cc.il.us.**

COLLEGE OF LAKE COUNTY
Human Resources
19351 W. Washington Street
Grayslake, IL 60030-1198
EOE/AA/M/F/D/V
www.clc.cc.il.us

Assistant Vice Chancellor for Student Activities
VANDERBILT UNIVERSITY

Assistant Vice Chancellor for Student Activities is a seasoned, student affairs professional with experience in activities planning and production in collaboration with students. Areas of responsibility will include oversight of the Sarratt Student Center's operations and activities, arts programs, the Vanderbilt Programming Board, the Office of Greek Life, and the Office of Student Organizations and Governance. This position is one of five Assistant Vice Chancellor positions that report to the Associate Vice Chancellor for Student Life. Financial management responsibilities include departmental budget and student activities fee oversight.

Candidates will have at least a Master's degree in Higher Education or Student Personnel Administration or a related field. Experience in working with Greek groups is preferred. Experience in events planning and facilities and budget management is required. Demonstrable organizational management and written/oral communication skills are necessary. 7-10 years experience in student affairs work is preferred.

Interested candidates should provide letter, resume, reference list, and sample programming materials or a writing sample. Please reference specific job number and title. Materials can be sent or e-mailed to.

Ms. Joyce Matthews, Recruitment and Staffing,
Human Resource Services, Vanderbilt University,
2525 West End Avenue, Suite 500, Nashville, TN 37203
joyce.matthews@vanderbilt.edu

Priority consideration will be given to applications received by April 19, 2002. Position will remain open until filled.

Vanderbilt University is an Affirmative Action/
Equal Opportunity Employer.

WELLS

ASSISTANT DEAN OF STUDENTS FOR INTERCULTURAL PROGRAMS AND SERVICES

Wells College seeks qualified candidates for the position of Assistant Dean of Students for Intercultural Programs and Services. The Assistant Dean of Students provides leadership for the development of educational, cultural, and social programs that enhance intercultural understanding and foster a campus climate that celebrates and respects the uniqueness of all its members. A member of the Dean of Students Office, the Assistant Dean serves as an advocate for students from diverse racial, cultural and ethnic backgrounds, religious and sexual orientations, and works cooperatively with admissions, faculty, administration, and students to build and strengthen support networks and to increase and retain representation of historically underrepresented groups. Work with Residence Life in fostering learning communities within the residence halls that celebrate diversity, promote respect and civility of discourse, challenge students to grow in their understanding of themselves and others, and encourage free expression of widely varying views. As a generalist within the Dean of Students Office, the Assistant Dean assists with general student concerns, discipline, and is part of the on-call team. Complete job description available upon written request.

REQUIRED KNOWLEDGE, SKILLS, AND ABILITIES:

Demonstrated ability in coordinating programs with other college departments, assessment of programs and the environment, assisting in institutional retention efforts and the cultivation of relationships with students, student organizations and alumnae.

Excellent verbal and written communication skills, computer literate, ability to handle extremely sensitive and confidential matters discreetly, ability to work independently with little supervision, knowledge of budget preparation and thorough knowledge of Wells College policies and procedures.

Applicants are required to posses at least a Master's Degree in College Student Personnel Administration, Educational Administration or related discipline and a minimum of three years professional experience in higher education. The successful candidate must possess outstanding interpersonal and management skills.

Send letter of application, resume and the names and phone numbers of three references to: **Ms. Kit Van Orman, Mgr. Of Human Resources and Business Services, Wells College, PO Box 500, Aurora, NY 13026.** Position will remain open until filled. No phone calls please.

Wells College is and EEO Employer.

EXECUTIVE DIRECTOR
HIGHER EDUCATION SCHOLARSHIP PROGRAM

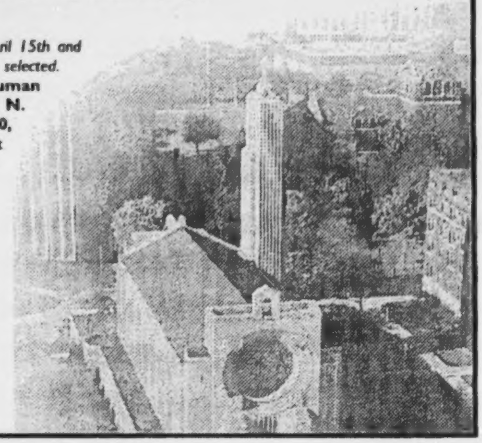
Confidential applications and nominations are now being accepted for the head of a national, major, start-up higher education scholarship program. The Executive Director will be responsible for working with educational institutions throughout the US to administer scholarships and build long-term relationships with recipients. Responsibilities will also include developing and monitoring the program budget and supervising a talented group of professional and support staff. The ideal candidate will have extensive higher education management experience, with a clear interest in and commitment to student development, community service, and reaching a diverse constituency. He/she will have a background in financial aid, admissions, or a related field in higher education and will have experience applying innovative technologies to practical issues in these areas. Applications and nominations should be sent immediately to the following email address: jme1@usa.net.

Vice President for Student Affairs and Dean of Students

Loyola University Chicago is a Jesuit, Catholic institution of higher education and health care. The Vice President for Student Affairs and Dean of Students is the chief student affairs officer for the University's two lakeside campuses in metropolitan Chicago. As a member of the president's cabinet and serving as an officer of the University, the vice president will work closely with the president, deans, board of trustees, and other administrative leaders and is involved in all major policy decisions of the university.

The successful candidate will provide vision and leadership in the development and oversight of all student affairs programs and services, have knowledge of current issues and practices in student affairs, significant experience in formulating budgets and policies to support student life outside the classroom, and a demonstrated ability to lead and supervise staff. Units reporting to the vice president include: athletics, development and diversity, wellness, residence life, and internship and career development. We are seeking a seasoned, creative administrator who is already recognized as a leader and has the ability to embrace and promote the university's Ignatian heritage, Catholic identity, and Jesuit mission. A doctorate or appropriate terminal degree with a minimum of seven years successful administrative experience in student affairs is required. The term of the vice president will begin August 1, 2002.

The Committee will begin reviewing candidates on April 15th and will continue to do so until appropriate individual is selected. Applications should be sent to: **Joan Stasiak, Human Resources, Loyola University Chicago, 6525 N. Sheridan Rd., Granada Centre – Suite 260, Chicago, IL 60626.** For further information about Loyola University Chicago, visit our Web site at **http://www.luc.edu/**



Chicago's Jesuit University
LOYOLA
UNIVERSITY
CHICAGO

An Equal Opportunity Employer/Educator

San José State
UNIVERSITY

Announcement of Position Availability

Director of Student Life Center/Student Affairs

San José State University is California's largest institution of public higher learning. The campus is located on the southern end of San Francisco Bay in downtown San José (population 900,000), hub of the world-famous Silicon Valley high-technology research and development center. The region enjoys an excellent year-round climate and has convenient access to many of California's popular natural, recreational and cultural attractions. SJSU enrolls approximately 27,000 students and is a member of the 23-campus California State University system, the largest public senior higher education system in the nation. Our diverse student body reflects the metropolitan area, and a multicultural student body. More information about San José State University is on the website at http://www.sjsu.edu.

Applications are invited for the position of Director of Student Life Center. The successful applicant will have: a Master's Degree in higher education administration or a closely related field and a minimum of three years progressively responsible experience in student activities. Energetic self-starters who understand leadership development theory and programs, are able to collaborate with staff and offices of varied areas and are enthusiastic about creating learning opportunities for students are sought. Excellent administrative, oral and written communication and general organizational skills which enable several activities to be managed simultaneously are critical. The primary responsibilities include: administration of the student activities, new student orientation and leadership development.

The position is available and must be filled by July 1, 2002. Review of credentials will begin in mid-April.

For complete description/application call (408)924-2266
or visit SJSU's website at www.sjsu.edu/depts/HR/opp.htm.

Search Committee for Director of Student Life
c/o Counseling Services
San José State University
One Washington Square, San José, CA 95192-0035

SJSU does not discriminate on the basis of race, color, religion, national origin, sex, sexual orientation, marital status, pregnancy, age, disability, a disabled veterans or Vietnam Era veterans status. The policy applies to all SJSU student, faculty, and staff programs and activities. Questions regarding this policy should be directed to the Office of Equity and Diversity (408) 924-1115.

PORTLAND STATE UNIVERSITY

Portland State University, a nationally acclaimed leader in community-based learning, serves more than 21,000 students on its campus in the tree-lined South Park Blocks of downtown Portland. Student enrollment at PSU increased by 26% in the last five years and the University anticipates continued enrollment gains in the future. Portland State University seeks experienced, student centered professionals for the following positions in Student Affairs:

Associate Vice Provost for Student Affairs and Enrollment Management

This position plays a key role in the management of student affairs and enrollment management at Portland State University by providing leadership and supervision of various student affairs management staff, and is directly responsible for admissions, maintenance of academic records, and registration functions at Portland State University. The Associate Vice Provost for Student Affairs and Enrollment Management reports to the Vice Provost for Student Affairs. This is a full-time, fixed-term, 12 month appointment and is excluded from the AAUP Bargaining Unit. Minimum qualifications include: Doctorate or Master's degree and 5 years of successful and progressively responsible experience in administration, personnel management, strong verbal and non-verbal communication skills, knowledge of marketing academic programs and services, strong student development experience, customer service, operations management; familiarity with developing technologies and sufficient experience with a college or university to be able to understand the academic environment, relate well to faculty, and articulate effectively the institution's mission and priorities.

Associate Vice Provost for Student Affairs and Dean of Students

Reporting to the Vice Provost for Student Affairs, the Associate Vice Provost and Dean of Students is a senior member of the Student Affairs Leadership team and provides leadership, vision, and strong strategic direction/supervision for the following student affairs areas: student activities, multicultural programs, student recreation, student government, student leadership development, academic affairs partnerships, student legal services, childcare services, and general student affairs programs including judicial affairs, student handbook and directory, and student ambassadors. Specifically, this position directly supervises up to eight professional staff responsible for these program areas and is directly responsible for administering the general student affairs programs and advising the student government, student fee committee. Minimum qualifications include: Doctorate or Master's degree and 7 years of successful and progressively responsible experience in administration, diversity and multicultural development, student personnel management, judicial affairs, student development and leadership, complex budget management, student union/activities operations management; familiarity with developing technologies and the ability to understand the academic environment, relate well to faculty, and articulate effectively the institution's mission and priorities.

Positions will remain open until filled. Application screening will begin on April 10, 2002. Positions will be available August 1, 2002. View complete position descriptions and application procedures at **www.hrc.pdx.edu/jobsavail.htm** or call Jo Lucke at (503) 725-5235.

Portland State University is an Affirmative Action, Equal Opportunity institution and, in keeping with the President's diversity initiative, welcomes applications from diverse candidates and candidates who support diversity.

DIRECTOR OF STUDENT LIFE
University of Illinois at Springfield

The position's primary function is to manage and direct the operations in the Office of Student Life and to provide supervision for the Assistant Director of Student Life, Community Service Coordinator, and Student Newspaper Advisor. The Director of Student Life reports to the Dean of Students.

Duties and responsibilities include managing, developing, and implementing a comprehensive student development program designed to enhance student life and maximize student involvement in campus and community life including activities for both commuting and residential students; providing leadership and consultation to the Student Government Association, Student Activities Committee, The Interclub Council Board (ICCB), and student organizations in efforts to provide social, cultural, and intellectual programs to the campus community; administering the budget and allocating resources of the Student Activity Fee, overseeing the budget and policies governing the allocation and spending of the Office of Student Life, and serving as fiscal officer of departmental and student organization accounts; working in conjunction with the Intramural and Recreation Coordinator to ensure that recreational activities are available to the campus community; collaborating and working cooperatively with all members of the campus community to enhance student life, recruitment, and retention; organizing leadership training, student government retreats, and other student leadership training programs; developing policy and procedures required for the operation of the Office of Student Life; serving as a resource to advisors, SGA officials, student organizations, including facilitating funding requests; and providing financial, statistical, and other reports as needed.

Minimum qualifications: Applicants must possess demonstrated leadership, budgeting, organizational skills, and supervisory experience. Applicant must have excellent interpersonal skills, flexibility, fiscal skills, and an enthusiasm for working with diverse groups of people. Willingness to spend weekend and evening time with students and student groups is required. Applicant must possess an understanding and sensitivity for the cultural, social and recreational needs of residential and commuter students from diverse backgrounds. A minimum of a Master's degree in student personnel services, higher education administration, counseling, or related field and 5 years professional experience with increasing responsibility in a student affairs or college/university setting is required. Familiarity with technology related to student life including computer and web-based programs.

Located in the state capital, the University of Illinois at Springfield is one of three campuses of the University of Illinois. The UIS campus serves approximately 4,000 students in 19 graduate and 20 undergraduate programs. The academic curriculum of the campus emphasizes a strong liberal arts core, an array of professional programs, extensive opportunities in experiential education, and a broad engagement in public affairs issues of the day. The campus offers many small classes, substantial student-faculty interaction, and a technology enhanced learning environment. Its diverse student body includes traditional, non-traditional, and international students. Its faculty are committed teachers, active scholars, and professionals in service to society.

Applications and nominations should be sent to:

Chair, Director of Student Life Search Committee
Office of the Dean of Students
SLB 22
University of Illinois at Springfield
P.O. Box 19243
Springfield, IL 62794-9243

Applications should include a vita; a discussion of the candidate's academic and administrative accomplishments and interest in the position; and the names, addresses, and telephone number of five references. Consideration of applications will begin on April 29, 2001 and continue until an appointment is made. The anticipated start date for the appointment is as soon as possible, but at least by July 1, 2002. For more information about the University of Illinois at Springfield, visit our web site at: **www.uis.edu.**

The University of Illinois is an affirmative action/ equal opportunity employer. Persons with disabilities, women and minorities are encouraged to apply.

Director. Office of Volunteer Activities
VANDERBILT UNIVERSITY

The ever-growing Office of Volunteer Activities serves more than 35 student volunteer service organizations, the Service-Learning Task Force, and community partners for the purpose of connecting members of the Vanderbilt campus with community needs. The Director will service existing grants and seek additional grant opportunities that strengthen the partnership between academic service learning and student initiatives in volunteerism for the benefit of the community. Campus and community networking as well as management of the Community Partnership House and staff are important features of this job. This position reports to the Assistant Vice Chancellor for Leadership in the Division of Student Life.

Master's degree and a minimum of five years experience working with non-profit agencies, student volunteer activities, and organizational volunteerism required. Doctorate degree in higher education administration or a related field preferred. The successful candidate will possess strong skills in the areas of team building, organizational development, oral and written communication.

Please apply by April 19, 2002

Please submit resume to:

Joyce Matthews, Recruitment & Staffing
2525 West End Avenue, Suite 500, Nashville, TN 37203
Email: joyce.matthews@vanderbilt.edu

Please reference JAM19340

Vanderbilt is an Affirmative Action/ Equal Opportunity Employer

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Bilingual/ESL Education: Assistant Professor of Bilingual/ESL Education (tenure-track).

Eastern New Mexico University, College of Education

Requirements: earned doctorate (ABD considered), emphasis in Bilingual/ESL education; minimum of three years recent public school teaching experience.

Responsibilities: teach undergraduate and graduate curriculum and instruction education courses on and off-campus; supervise field experiences; participate in university and community service and scholarly activities; and advise students. Submit a letter of application, transcripts, vita, and three current letters of reference to: **Faculty Search (BLED), Office of Personnel, ENMU Station 21, Portales, NM 88130.**

Application review begins April 15; continues until filled Available August 2002. *AA/EO/Title IX Employer.*

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VICE CHANCELLOR FOR STUDENT AFFAIRS

UCLA

Applications and nominations are invited for the position of Vice Chancellor, Student Affairs effective **September 1, 2002.**

The Vice Chancellor, Student Affairs provides overall leadership in addressing the welfare of a highly diverse and dynamic UCLA student body of more than 36,900 students. The Vice Chancellor's office also participates with other UC campuses in addressing systemwide challenges related to student issues, especially in the areas of undergraduate admissions, enrollment management and financial aid. In conjunction with the Graduate School of Education and Information Studies, the Vice Chancellor is responsible for building school-university partnerships engaged specifically in programs for K-12 students and other outreach programs.

The Vice Chancellor exercises delegated authority from the Chancellor in these matters, reports to the Executive Vice Chancellor, and works closely with campus leadership, including the deans and members of the Academic Senate.

The Vice Chancellor has responsibility for the following major areas:

- **Student Academic Services**-Career Center, Financial Aid Office, Registrar's Office, Student Loan Services & Collections, Student Affairs Information & Research Office, Office of Undergraduate Admissions and Relations with Schools.
- **Student & Campus Life**-Center for Student Programming, Dashew International Center for Students & Scholars, Dean of Students, Lesbian, Gay, Bisexual & Transgender Campus Resource Center, Office of Residential Life, Student Legal Services and UCLA Recreation.
- **Student Development & Life**-Arthur Ashe Student Health & Wellness Center, Office for Students with Disabilities, Student Psychological Services and the Center for Women and Men.
- **Outreach**-Early Academic Outreach Program (EAOP), K-12 University Partnerships, and Career Based Outreach Program (CBOP).

The Vice Chancellor, Student Affairs is a member of the Chancellor's Executive Committee, leads a variety of administrative, planning and liaison functions, including improvements in the technological support of student systems, and participates in campuswide deliberations regarding budget and policy, as appropriate.

UCLA seeks candidates with appropriate experiences in a university setting. Candidates who have appropriate academic credentials may qualify for a faculty position. Salary will be commensurate with background and experience.

For additional information, please go to:
http://www.apo.ucla.edu/vc-studentaffairs/

To be ensured full consideration, nominations and applications (to include cover letter and resume) should be sent by **May 1, 2002** to:

VC Student Affairs Search Committee
c/o Alberto Pimentel, Director
Education Practice
AT Kearney, Inc.
500 South Grand Avenue, Suite #1780
Los Angeles, CA 90071
Facsimile: (213) 689-6857
E-mail: alberto.pimentel@atkearney.com

UCLA is an equal opportunity/ affirmative action employer.

Anne Arundel Community College

Students First

Scenic ARNOLD, MARYLAND near the Chesapeake Bay...

ANNE ARUNDEL COMMUNITY COLLEGE is a comprehensive two-year institution located just outside of historic Annapolis with easy access to Baltimore and Washington, DC. Meeting community needs and improving teaching and learning are among our highest priorities and we are strategically positioned to set and surpass new standards of excellence. Guided by principles that emphasize student success, especially in learning, and continuous improvement for a progressive and vital learning community, we envision AACC as a premier learning organization that is in the vanguard of college education. We are committed to attracting and retaining a diverse workforce; we offer competitive salaries with generous benefits in a friendly and welcoming atmosphere. As a consequence, we welcome innovative and collaborative candidates who:

- Integrate learning outcome assessment techniques in instructional planning, curriculum design and teaching activities
- Apply informational technology to the teaching and learning process
- Deliver instruction in a variety of formats in traditional and alternative schedules
- Understand and apply learning organization theory
- Thrive in cross-functional roles
- Seek non-traditional sources of funding
- Make data-driven decisions
- Collaborate in flexible, imaginative problem solving
- Integrate interdisciplinary and global perspectives into their methodology

The college seeks to break the frame that traditionally surrounds faculty assignments. As such, candidates should expect to combine their primary responsibilities with other exciting possibilities, including experiential learning and assessment techniques, curriculum development for synchronous and asynchronous learning, workforce initiatives, community education and extended learning programs, an ambitious array of partnerships, and collaborative activities with K-12 and baccalaureate-granting colleagues. We invite applications for one-year term appointments, beginning August 2002, in the following areas:

CHEMISTRY

Master's degree in Chemistry or related field required. Ability to teach chemistry and general physical science required. Community college teaching or workplace-related experience preferred.

COMMUNICATION ARTS TECHNOLOGY

Master's degree in graphic design, web publishing or related field required. Ability to teach graphic arts, desktop publishing and/or digital video and audio required. Candidate should have the ability to use most of the following: Adobe Illustrator, Photoshop, In Design, QuarkXpres, Sound Forge, Macromedia, Deamweaver and Fireworks. Community college teaching or workplace-related experience preferred.

HUMAN SERVICES/PSYCHOLOGY

Ten-month interdisciplinary faculty position as assistant professor/clinical coordinator. Master's degree in health-related field required. Ability to teach in the areas of health/human services and general psychology required. Multidisciplinary experience, strong research skills and clinical background preferred.

MUSIC

Master's degree in music or music education required. Ability to teach a wide variety of music classes required, including keyboard skills. Ability to lead a vocal or instrumental ensemble desired. Teaching experience preferred.

NURSING

Ten-month nursing faculty positions available in the areas of medical-surgical and psych-mental health nursing. MSN and recent clinical experience required. Teaching experience preferred.

HEALTH AND WELLNESS

Master's degree with a specialty in health promotions and/or health/wellness related fields required. Certified Health Education Specialist with ability to teach health/wellness courses and women's health courses. Three years teaching experience preferred. Community college experience desirable.

PHYSICS

Master's degree in Physics, one of the physical sciences or related field required. Ability to teach physics, general physical science or physical geology required. Community college teaching or workplace-related experience preferred.

To apply, send cover letter, resume, transcripts and application to:

Human Resources
Anne Arundel Community College
101 College Parkway
Arnold, MD 21012

For further information, visit our web site at www.aacc.cc.md.us or call our JOBLINE at 410-777-2516. **To obtain an application, visit our web site or call 410-777-2425.**

ADA/EOE/AA

UNIVERSITY OF WISCONSIN

Whitewater

PROVOST AND VICE CHANCELLOR FOR ACADEMIC AFFAIRS

The University of Wisconsin-Whitewater invites nominations and applications for the position of Provost and Vice Chancellor for Academic Affairs. The Provost and Vice Chancellor for Academic Affairs is the chief academic officer of the university, and is responsible for planning, development, coordination, review and administration of all academic programs.

Qualifications

The qualifications sought in the Provost and Vice Chancellor for Academic Affairs include:

- An earned doctorate and demonstrated experience as a teacher/scholar qualifying the candidate for tenure and professor rank in an academic program.
- Significant experience in administration beyond the department level, including line experience with evidence of progression in increasing responsibility.
- Demonstrated commitment to excellence in teaching, research and service, affirmative action, all aspects of Diversity Plan 2008, shared governance and effective personnel administration.
- Interpersonal skills and cross-cultural competency necessary to work effectively with all constituencies of the campus to establish and achieve the goals of the University.

For full consideration, letters of nomination or application, accompanied by a curriculum vitae, copies of unofficial transcripts and names, addresses and phone numbers of five references (at least one of which is a student) should be received by April 19, 2002; review of applications will continue until position is filled. The preferred start date is July 1, 2002.

Please submit nominations and applications to:

James W. Freer,
Chair, Search and Screen Committee
Provost and Vice Chancellor for Academic Affairs
University of Wisconsin - Whitewater
Whitewater, WI 53190-1790

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JOBS FOR THE FUTURE

Title: **Program Director: Early College Initiative**

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Jobs for the Future is launching a national, multi-year, foundation-funded initiative to assist a network of organizations in establishing early colleges. Early colleges are small schools that accelerate student progress through grades 9-14 and result in both high school and AA degrees. The program director has major responsibility for providing technical assistance to the network of organizations, facilitating peer learning among the partners, and managing communication with them. The program director also participates in the broader JFF agenda of accelerated advancement for low-income youth. This is a position for an experienced professional at mid-career with a history of work in school reform and youth development.

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- Experience in starting up and/or running high schools
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- Demonstrated understanding of the use of technology as an educational tool and a strong commitment to establishing and maintaining schools as a state-of-the-art technology environment
- Knowledge of state and district roles in funding and sustaining
- public education
- Knowledge of K-12 school reform and youth organizations
- Experience in and knowledge of diverse ethnic and racial
- communities in the US
- Experience in public school—higher education partnerships
- Ability to work collaboratively to advance a complex and multifaceted agenda
- Excellent written and oral communication skills [writing sample required]
- Willingness to travel

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Email resumes and writing samples to: humanresources@jff.org or send to:
Mr. Rubin Williams, Director of Human Resources,
Jobs for the Future, 88 Broad Street, 8th Floor, Boston, MA 02110
No phone calls please

ASST. VICE PRESIDENT for INFORMATION TECHNOLOGY

Job # 02-188
Search Reopened

This individual will serve as the Chief Information Officer of the College, reporting to the Executive Vice President. Individual will be responsible for ensuring that the computer systems remain functional, operational and effective in meeting the needs of the college for academic and administrative purposes. Will keep key administrators apprised of developments in computer and other related technology while serving as the College Liaison to the Board of Regents regarding information technology. Responsible for all training and support provided for faculty, staff and students.

Master's degree required, preferably in Computer Science, Business Information Systems or a field of study directly related to information technology. Knowledge of instructional curriculum and trends in Higher Education; demonstrated organizational, communication and human relations skills; ability to provide leadership and build strong team relationships are required. Minimum of 7 years of progressively responsible experience in an information technology environment with at least 5 years experience in upper management required.

Salary is commensurate with education and experience, excellent benefits. Applicants should reference position number (#02-188) and send letter of interest and resume to:

Baker & Parker
Attn: Laurie Wilder
5 Concourse Parkway, Suite 2440
Atlanta, GA 30328
Email: lwilder@bpasearch.com
Phone: 770-804-1996 (ext. 109)
Fax: 770-804-1917

Georgia
Perimeter
College.

For more information about Georgia Perimeter College
and this specific position, please visit our website at:

www.gpc.edu

VANDERBILT UNIVERSITY

Program Coordinator

Vanderbilt University

The Program Coordinator for the Office of Volunteer Activities develops and sustains educational programs for the advancement of leadership and organizational management skills of student leaders and members in volunteer service organizations. The Program Coordinator will assist with advising student organizations in recruitment, programming, activities, and financial management. Connecting students and volunteer needs in community agencies is an important part of the Office of Volunteer Activities' services to campus, as well as to the local community. Campus networking to connect and coordinate academic and extracurricular initiatives in philanthropic and volunteer activities is central to this position. Program planning and production to host campus speakers and student development workshops are also key responsibilities. The Program Coordinator reports to the Director of the Office of Volunteer Activities in the Division of Student Life.

Requirements:
Master's degree in Higher Education or a related field is preferred. A combination of 2-5 years education and experience in the non-profit sector or working with student organizations will be acceptable.

Preferred Education Masters
Please apply by April 19, 2002

Please send resume to:

Joyce Matthews, Recruitment and Staffing,
Human Resource Services,
2525 West End Avenue, Suite 500, Nashville, TN 37203
Email: joyce.matthews@vanderbilt.edu

Please reference: JAM20074

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Governors State University

UNIVERSITY PROFESSOR OF COUNSELING

Governors State University seeks nominations and applications for the entry-level tenure-track position of University Professor of Community Counseling. The Counseling Program is CACREP accredited and has the following tracks: School, Community, and Marriage and Family Counseling. The successful candidate will join an active and nationally renowned faculty to teach, supervise, and advise students and engage in research and service activity. Preferred ***Qualifications:*** A doctorate in counseling from a CACREP or APA accredited program or related field. ABD's will be considered; experience in community mental health and/or social services; demonstrated record of professional service, including presentations and publications in counseling or related field; teaching/clinical supervision experience in higher education; experience working with students from diverse populations and backgrounds. This position is available August 15, 2002. Review of applications will begin immediately and continue until the position is filled. Applicants should send a letter of interest addressing qualifications and area(s) of expertise, a current vitae and the names, addresses, and telephone numbers of three professional references to: **Lonn Wolf, Ph.D., Co-chairperson; Counseling Search Committee; Division of Psychology and Counseling; Governors State University; University Park, IL 60466**. This position is subject to the University budget. AA/EOE

For more information, visit the
Governors State web page at ***www.govst.edu***
or the Divisions' webpage at
http://www/govst.edu/users/gpsyc/PandC.html

www.govst.edu

DIRECTOR OF HOUSING & RESIDENTIAL LIFE

University of Illinois at Springfield

The position's primary function is to be directly responsible for the functioning, supervision, management and administration of the student housing and residential life program. Currently UIS has 20 residential buildings including 19 apartment buildings and one residence hall with a total capacity of 600 beds. The Director of Housing and Residential Life is responsible for the supervision, direction, and training of the professional and support staff including the Assistant Director of Residential Life, Residence Hall and Campus Apartment Directors, as well as civil service and clerical employees of the Housing Office. The Director reports to the Vice Chancellor for Student Affairs.

Duties and responsibilities include facilities management, housing assignments, summer conference programs, administration of the housing behavioral code, policy and procedure development, emergency protocols, administrative budget and financial projections, social and educational programming and activities. Specific responsibilities include directing, supervising, and administering the campus housing program; preparing financial and statistical reports, occupancy projections and rate recommendations as needed; coordinating facilities needs and maintenance programs with physical plant personnel including maintenance, remodeling, and replacement projects for campus housing; developing services and programs to enhance the quality of student life within campus housing and on the campus in general; formulating short- and long-term plans for the development of student housing; collaborating and participating in campus recruitment and retention initiatives; overseeing the night and weekend shuttle van program; managing the housing and residential life budgets; providing residential education and support for students including facilitating living/learning community environment in residence hall; and collaborating with faculty and student support services.

Minimum qualifications: A minimum of a Master's Degree in College Student Personnel or related field with 5 years of full-time, broad-based student housing experience in positions of increasing responsibility with at least 3 years of experience in central administration beyond the Resident Director level. Knowledge of current practices in residential life and housing areas of responsibility including residential student development, safety, and staff training, as well as building construction, financing, and maintenance required. Familiarity with technology related to housing and residential life including computer and web-based programs and security systems. Excellent communications and management skills. Experience in budgeting, planning, and financial management and analysis. Sensitivity to student needs; experience with a diverse student body including both traditional and non-traditional students.

Located in the state capital, the University of Illinois at Springfield is one of three campuses of the University of Illinois. The UIS campus serves approximately 4,000 students in 19 graduate and 20 undergraduate programs. The academic curriculum of the campus emphasizes a strong liberal arts core, an array of professional programs, extensive opportunities in experiential education, and a broad engagement in public affairs issues of the day. The campus offers many small classes, substantial student-faculty interaction, and a technology enhanced learning environment. Its diverse student body includes traditional, non-traditional, and international students. Its faculty are committed teachers, active scholars, and professionals in service to society.

Applications and nominations should be sent to:

Chair, Director of Housing
& Residential Life Search Committee
Office of the Vice Chancellor for Student Affairs
SAB 23
University of Illinois at Springfield
P.O. Box 19243
Springfield, IL 62794-9243

Applications should include a vita; a discussion of the candidate's academic and administrative accomplishments and interest in the position; and the names, addresses, and telephone number of five references. Consideration of applications will begin on April 29, 2001 and continue until an appointment is made. The anticipated start date for the appointment is as soon as possible, but at least by July 1, 2002. For more information about the University of Illinois at Springfield, visit our web site at: **www.uis.edu.**

The University of Illinois is an affirmative action/
equal opportunity employer. Persons with disabilities,
women and minorities are encouraged to apply.

Northeastern
UNIVERSITY

Vice President for Business

Northeastern University invites nominations and applications for the position of **Vice President for Business**.

Located in Boston, Northeastern University is a private research university with a strong tradition of practice-oriented education. The University's six colleges and law school provide over 80 undergraduate majors and a similar number of graduate programs, including 24 doctoral programs, and serves a national student population of more than 13,500 full-time undergraduate students, 4,200 full and part-time graduate students, and 9,500 students in evening part-time and non-degree programs.

The Vice President for Business reports to the Senior Vice President for Administration and Finance. The position oversees the development and maintenance of the University's 67-acre main campus consisting of 71 buildings and over 5 million square feet of space, as well as 5 coordinate campuses. The Vice President leads a major capital construction program that includes the development of new buildings as well as rehabilitation of existing facilities. The Vice President directs a staff of approximately 200 full-time positions and over 500 contract employees. Core responsibilities include: facilities planning, design and construction; plant maintenance and operations; real estate; auxiliary enterprises and other activities. The Vice President works collaboratively with internal and external stakeholders, including students, faculty, community and outside agencies.

Qualifications: A Bachelor's degree is required. An advanced degree or professional credential in a field such as business administration, architecture, urban planning or engineering is desirable as is experience in higher education or similar organization. Demonstrated ability to manage large complex facilities and to lead a diverse, professional staff is essential. Strong planning and project management skills, ability to manage operations and services efficiently, effective decision-making and communications skills are all critical to success in the position.

**Salary and benefits are highly competitive and commensurate with experience. Letters of application should be accompanied by a detailed resume. The position will be available beginning July, 2002. Applications received by April 30, 2002 will be assured full consideration. Applications and inquiries should be sent to:
Kathleen McGloin Tedesco, Office of the Senior Vice President, Administration and Finance, Northeastern University,
360 Huntington Avenue, Boston, MA 02115.**

Northeastern University is an Equal Opportunity, Affirmative Action Educational Institution and Employer, Title IX University

http://www.neu.edu

Dean of Academic Affairs
(two positions).
Los Angeles City College

Responsible for instructional leadership for a portion of college's 30 departments. Reports to the VP of Academic Affairs. Facilitates academic planning, program review, enrollment and fiscal management, faculty hiring & evaluation, and contract compliance. Responsibilities may include contract education, economic development, summer session or winter intersession. Applicants must possess California credential authorizing administrative service at community college level or a master's degree (from accredited college or university), and one year of leadership experience related to administrative assignment. Salary range: $81,445--$104,546. Send letter of interest with current resume, and names, titles, addresses, and phone numbers of 3 references to Jackie Ireland, Vice President of Academic Affairs, LA City College 855 N. Vermont Ave., Los Angeles, CA 90029. Initial screening of records will begin April 16, 2002. Applications will be accepted until the positions are filled.

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UNIVERSITY of ARKANSAS

Residential Area Director
University Housing

The University of Arkansas, Fayetteville, serves as the major center of liberal and professional education as the primary land-grant campus in the state. Campus is located in Fayetteville, a community of more than 50,000 residents situated in the northwestern part of the state.

University Housing is committed to providing a quality living and learning environment that both challenges and support the personal, social, and academic development of our residents and their diverse communities.

RESPONSIBILITIES: The Residential Area Director is responsible for initiating and supporting intentionally structured student programs to aid academic and social development through activities, programs, and faculty interaction that support desired student development, student involvement progression, and student learning outcomes. He/she is responsible for supervision of full-time receptionists, graduate assistants and resident assistants; collateral assignments and other duties as assigned.

MINIMUM QUALIFICATIONS: The formal education equivalent of a bachelor's degree with a major in sociology, public administration, or a related field; plus three years experience in program administration or a related area, including one year in a higher education environment. Other job related education and/or experience might be substituted for all or part of these basic requirements upon approval of the Qualifications Review Committee.

BENEFITS/SALARY: The University of Arkansas offers an excellent benefits package including medical, life, retirement and tuition discount for employees and dependents. Starting salary is $29,500, plus furnished apartment, meals, and professional development funds.

APPLICATION PROCESS: Please send application materials to include a letter of interest, resume and names, titles, addresses and telephone numbers of 3 persons who agree to serve as references to both the Human Resources and Associate Director of Residential Education.

Human Resources
ADMN 222
University of Arkansas
Fayetteville, AR 72701

Florence Johnson,
Associate Director
Residential Education
University Housing
900 Hotz Hall
Fayetteville, AR 72701

CLOSING DATE: Review of applications will begin immediately with the closing date being April 12, 2002.

The University of Arkansas is an equal opportunity/affirmative action institution. Persons hired must have proof of legal authority to work in the United States.

SUMMER 2002

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San José State
UNIVERSITY

Coordinator of MOSAIC: SJSU's Multicultural Center

Applications are invited for the position of Department Coordinator, MOSAIC: SJSU's Multicultural Center. The successful applicant will have: Minimum of three years of professional experience in an area related to multicultural affairs, with an emphasis on student programming or diversity training, at a college or university, preferred. Graduation from a four-year college or university (BA or BS) required, a masters degree in a related field of study is preferred. This position requires the demonstrated ability to establish and maintain cooperative working relationships in a diverse multicultural environment. Excellent administrative, oral and written communication and general organizational skills, which enable several activities to be managed simultaneously, are critical. The primary responsibilities include: monitoring of the Center's budget, programming for multicultural awareness and competency, outreach and public relations, supervision of office staff, and fund development. Each of these areas carries a specific set of responsibilities.

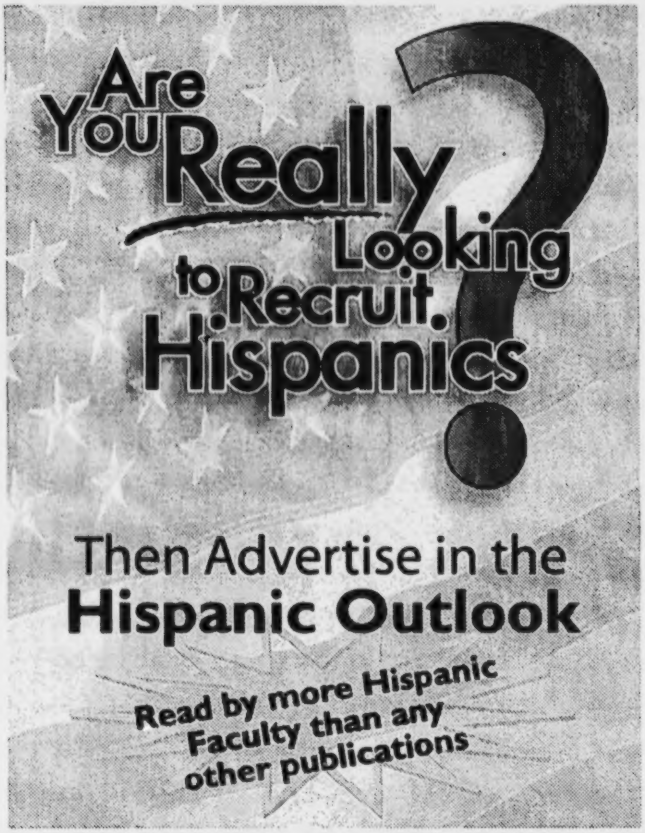
San José State University is California's largest institution of public higher learning. The campus is located on the southern end of San Francisco Bay in downtown San José (population 900,000), hub of the world-famous Silicon Valley high-technology research and development center. The region enjoys an excellent year-round climate and has convenient access to many of California's popular natural, recreational and cultural attractions. SJSU enrolls approximately 27,000 students and is a member of the 23-campus California State University system, the largest public senior higher education system in the nation. Our diverse student body reflects the metropolitan area, and a multicultural student body. More information about San José State University is on the website at http://www.sjsu.edu.

The position is available and must be filled by July 1, 2002. Review of credentials will begin in mid-April.

For complete description/application call (408)924-2266
or visit SJSU's website at www.sjsu.edu/depts/HR/opp.htm.

Search Committee for Department Coordinator, MOSAIC
SJSU's Multicultural Center
San José State University
One Washington Square, San José, CA 95192-0035

SJSU does not discriminate on the basis of race, color, religion, national origin, sex, sexual orientation, marital status, pregnancy, age, disability, a disabled veterans or Vietnam Era veterans status. The policy applies to all SJSU student, faculty, and staff programs and activities. Questions regarding this policy should be directed to the Office of Equity and Diversity (408) 924-1115.



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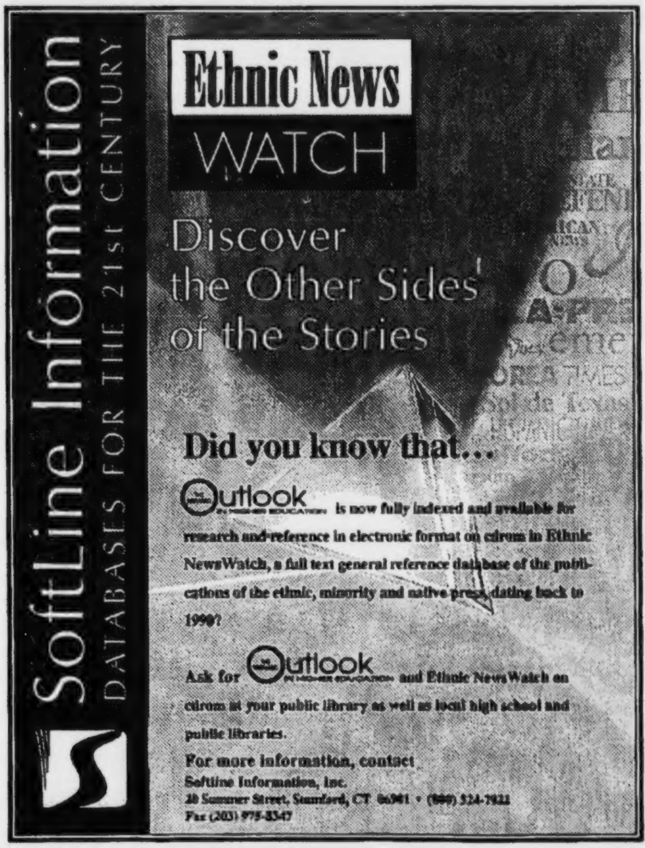

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Space reservations are suggested to assure placement in the issue of your choice. Advertisers with space reservations will receive priority over others sending materials received by the closing date. **No cancellations or changes will be accepted after closing dates.** Refer to schedule for deadlines.

CLOSING DATES

Issue Date	*Closing Date*	
April 8	March 19	**Graduate School Issue**
April 22	April 2	
May 6	April 16	*** Top 100 Colleges for Hispanics**
May 20	April 30	
June 3	May 14	*** Health Professions Issue**
June 17	May 28	
July 1	June 11	**Sports Issue**
July 15	June 25	
July 29	July 9	
August 12	July 23	**The Arts Issue**
August 26	Aug. 6	
September 9	Aug. 20	
September 23	Sept. 3	**Volume 12 Editorial Index**

READERSHIP

HO's readership is primarily composed of progressive decision-makers in academia and in public and private sectors. As educators and administrators, they represent higher education's most dynamic thinkers. As executives in public or private enterprise, they signify a broadening interest and desire to diversify the workplace. As counselors and professionals in community-based organizations, they are influential advisors to students on career development and other areas of service. *HO*'s readers value multiculturalism and its significance in a global economy. The publication's circulation is **28,000**.

In addition to the primary circulation, *HO* is distributed at major educational meetings and conferences and government agencies and is mailed to community-based groups.

HOW TO PLACE ADVERTISEMENTS

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A NEED FOR CHANGE

A graduate of the University of South Florida, Jennifer Gonzales is the Hispanic Admissions Coordinator at the USF Office of Undergraduate Admissions

Colleges and universities traditionally work to make their campuses diverse and accessible to as many people as possible, but their response to Hispanic students falls short in many areas and needs continuing improvement to properly serve this burgeoning population. No ethnic group in the United States is growing as quickly as people of Latin heritage; however, the percentage graduating from college is woefully less than that of the current overall population. The higher education community must reassess the way it serves this group of potential students and find new and better ways to recruit, educate, and prepare Hispanic students for life after college.

Hispanic students traditionally have been recruited to help diversify a college campus. Because people of Hispanic heritage will become the largest American minority population by the year 2010, it might be time to reassess the recruiting of Latino students. Often viewed in the same light as African Americans, Hispanics represent a cross-patch of cultures across multiple continents so varied and diverse that considering them a common culture might no longer be appropriate. The needs of a student born in a Latin American country and entering America for the first time for college are quite different than those of an American-born student whose grandparents entered America decades ago. Funneling all Hispanics through one pigeonhole doesn't respect the unique individuality and diversity of this population.

Because no one in their family attended college, or because they have no role models for whom higher education was attainable, many talented Hispanic students never even consider college as an option. It should be the role of the university or college to reach out to these students, show them the opportunities available, and communicate to them that higher education is available for anyone who qualifies. A package of financial aid, multicultural support services, and leadership/mentoring programs can help low-income Hispanic students have just as great a chance for success in college as any other population. Working with the guidance departments of high schools, university recruiters must reach out to Latino students, must be available to answer any questions that a disbelieving student or family might have, and must develop a personal relationship with families and students to ensure the success of the future student.

Furthermore, additional programs to help meet the needs of students with specific backgrounds within Hispanic culture would be very helpful in the successful adjustment of many students. One example would be programs that help students for whom English isn't a first language while they take the compulsory Freshman Composition classes, which can be scary and intimidating for people who aren't completely fluent in English. Though no special academic preference should be granted, additional tutoring programs to supplement this kind of student can help ensure their success.

A shocking 41 percent of Hispanic families fail to earn enough income to rise above the poverty level. Continuing to develop scholarship programs to help fund education for Latinos should be the role of a university as well. A recent study has shown that no minority values education more than Latinos, but access to that education is often prevented by parents who are unable to help fund college for able students.

Universities and colleges need to reach out to the business community and individual donors to aid in paying for the education of Latino students. Tying scholarship programs to future corporate employment is a great means of achieving a common goal that benefits both student and company. As we move into an era where diverse workplaces are highly valued by corporations and employees, it is clearly in the best interests of corporate America to join in partnerships with higher education. These mutually beneficial relationships also provide the student with a more comfortable work environment after graduation, which can be a key to success after college.

At this time, only 11 percent of Hispanics are attaining college degrees. The key to reversing the cycle of Hispanic poverty is education. It should be the responsibility of our colleges and universities to help educate this growing and dynamic population, and to give it the tools necessary for success in the 21st century.

If interested in submitting a ¡Punto Final! "think piece," please e-mail us at sloutlook@aol.com for guidelines.

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Florida State
UNIVERSITY

COLLEGE OF EDUCATION

The Florida State University is a comprehensive, graduate-research university with a liberal arts base located in Florida's capitol city of Tallahassee. The College of Education has a long and honored history as the second founded College in the University and offers undergraduate and graduate degree programs in 27 fields of study.

The College seeks accomplished, motivated, enthusiastic, and energetic candidates for the following positions.

ASSISTANT IN LEARNING COMMUNITIES

Education Learning Community

(Non Tenure-earning)

The Education Learning Community of the College of Education is seeking applications for an Assistant In Learning Communities to teach introductory coursework on Teaching Diverse Populations and Educational Foundations to first-year college students with a focus on issues of Social Justice, Service Learning, and Learning Communities. The Education Learning Community is one of the new living and learning centers on campus. The learning community model integrates liberal studies' coursework across courses revolving around a central them. Students will live in the same residence hall and courses are taught in classrooms in the hall.

The candidate selected will have a minimum of 3 years classroom teaching experience in the public schools, a Master's degree or higher in an education field, be able to develop integrated thematic units, and have a willingness to collaborate with other instructors.

Please send application package to: Dr Robert Clark, Search Committee Chair, Education Learning Community Program, College of Education, Florida State University, 236 Stone Building, Tallahassee FL 32306-4450. For further information contact Dr Clark at 850-644-6885, fax 850-644-2725, or by email clark@coe.fsu.edu. Applications for this position will close on May 3, 2002.

ASSISTANT PROFESSOR

Science Education

(Tenure-earning)

The Department of Middle and Secondary Education seeks a faculty member in the Science Education Program. The Science Education program is one of six programs located in the Department of Middle and Secondary Education. Degree programs are currently offered in science education at the doctorate, specialist, masters, and baccalaureate levels. The successful candidate will teach graduate and undergraduate courses, establish a program of research, publication, and external funding, supervise graduate research, and advise students.

Qualifications include a doctorate, highly preferred in science education, and significant teaching experience. Preference will be given to candidates who have experience with or demonstrated interest in Professional Development Schools (PDS) and who also have a strong interest in developing a related program of research. Candidates should also have knowledge of how national and state and local science education standards are integrated in science classrooms, demonstrated competency with teaching and learning science inquiry approaches, and the ability to both function as a member of a team and work independently. A record of publication, grants and contracts will be helpful.

Please send application package to Dr Owen Gaede, Chair, Science Education Search Committee, Department of Middle and Secondary Education, College of Education, Florida State University, 209 MCH, Tallahassee, FL 32306-4490. For further information contact Dr Gaede at 850-644-6553, fax 850-644-1880, or by email ogaede@coe.fsu.edu. Applications for this position will close on May 3, 2002.

ASSISTANT IN/ASSOCIATE IN

Educational Leadership/Administration

(Non Tenure-earning)

The Department of Educational Leadership and Policy Studies seeks a faculty member who can assist in the Educational Leadership/Administration program that prepares individuals to assume leadership roles in schools, school districts, Departments of Education and related policy-making agencies. The faculty member will be located at our branch campus in Panama City, 100 miles west of Tallahassee on beautiful North Bay and is only three miles from the Gulf of Mexico. The position will require teaching and service in a program that grants Master's, Specialist, Doctor of Education and Doctor of Philosophy degrees. The program seeks a person with knowledge of instructional leadership and curriculum design and expertise in one or more of the following areas: information management and distance learning technology; charter and alternative schools; teacher recruitment, retention and professional development; and/or collaborative arrangements advancing public education. This position requires competence as a teacher/advisor working with graduate students of varying backgrounds, the ability to work across related disciplines in the College/University; and evidence of commitment to professional development and service to the profession. This faculty member will have responsibility for student advising, teaching and recruitment on the Panama City campus as well as be an integral part of the faculty in Tallahassee. Ethnic diversity is important to us, and we strongly encourage minority and women candidates to apply.

Qualifications include a doctorate with an emphasis in educational administration, evidence of experience and leadership in public education (K-12) and strong interest in, and enthusiasm for, promoting professional development and school renewal at the district and school-site level.

Please send application package to Dr Carolyn Herrington, Chair, Educational Leadership/Administration Search Committee, Department of Educational Leadership and Policy Studies, College of Education, Florida State University, 113 Stone Bldg, Tallahassee, FL 32306-4452. For further information contact Dr Herrington at 850-644-6777, fax 850-644-1258, or by email cherrington@lsi.fsu.edu. Applications for this position will close on May 3, 2002.

ASSISTANT PROFESSOR

Math Education

(Tenure-earning)

The Department of Middle and Secondary Education is seeking a faculty member in the Mathematics Education program whose responsibilities will include teaching a range of content and methods courses for prospective secondary and middle grade teachers as well as course in the gradate program; supervising field experiences and student teaching, service on committees at department, college, and university levels; and collaboration with public schools. Candidates must have a commitment to teacher education, excellence in teaching, and continued scholarly activity. Opportunities are available to participate in ongoing research, initiate new research projects and apply for external funding.

Qualifications include a doctorate in Mathematics Education with a strong graduate mathematics component; documented evidence of accomplishment in teaching, research, and service; at least three years of experience teaching mathematics (middle grades or high school preferred); experience with education technology and multicultural education are highly desirable.

Please send application package to Dr. Elizabeth Jakubowski, Chair, Math Education Search Committee, Department of Middle and Secondary Education, 209 MCH, College of Education, Florida State University, Tallahassee, FL 32306-4490. For further information contact Dr. Jakubowski at (850) 644-6553, fax (850) 644-1880, or by email at ejakubow@coe.fsu.edu. Applications for this position will close on May 3, 2002.

ASSOCIATE/FULL PROFESSOR

Sport Management

(Tenure-earning)

The Department of Sport Management, Recreation Administration and Physical Education seeks a faculty member to teach graduate and undergraduate level courses in Sport Management, mentor masters and doctoral students' research, advise undergraduate and graduate students, contribute to the department and university growth, while serving on selected committees in addition, to a sport administration community of scholars. This person must have an active research agenda with a focus in an appropriate content area of Sport Management.

Qualifications include a doctorate in Sport Administration or related field. College/university teaching experience and evidence of scholarly activity. Some sport business industry experience is preferred. Candidates with college/university experience should have experience directing graduate student research and have a record of scholarly publications that shows a clear research focus.

Please send application package to Dr. E. Newton Jackson, Jr., Chair, Sport Management Search Committee, Department of Sport Management, Recreation Administration and Physical Education, 200 Tully Gym, College of Education, The Florida State University, Tallahassee, FL 32306-4280. For further information, contact Dr. Jackson at 850-644-5773, fax 850-644-0975, or by email at njackson@coe.fsu.edu. Applications for this position will close on May 3, 2002.

ASSISTANT/ASSOCIATE IN

Director of Instructional Support

(Non Tenure-Earning)

The College of Education seeks a faculty member to serve as Director of Instructional Support who will manage the Learning Resource Center (LRC) and Curriculum Resource Center (CRC) . The LRC is a computer laboratory that consists of 3 laboratory classrooms, 1 multi-purpose lab room, approximately 8 multi-media classrooms and 1 Interactive Video Network classroom. The LRC provides over 100 computers, multimedia units, printers, software products, and other computer and electronic equipment services. This center also provides support services for classroom instruction and users. The CRC consists of the print materials housed in the College of Education including reserve materials, periodicals, curriculum materials and videos.

The candidate selected will have an academic appointment to a department in the college and have a teaching assignment in this department. The candidate will operate the various centers, develop and implement policies and procedures, and assist students, faculty members and other staff in research and instruction. This position will require the preparation of operation plans, budget recommendations, personnel documentation and other reports as necessary. The candidate will also participate in state and national professional associations and activities.

Minimum qualifications include a Master's degree or higher in a field within the College of Education. Experience and expertise in classroom instruction is required. Knowledge of personal productivity software, statistical packages and interactive video networks is desired.

Please send application package to: Dr Robert Clark, Search Committee Chair, Director of Instructional Support, College of Education, Florida State University, 236 Stone Building, Tallahassee FL 32306-4450. For further information contact Dr Clark at 850-644-6885, fax 850-644-2725, or by email clark@coe.fsu.edu. Applications for this position will close on May 3, 2002.

Application package should include letter of application documenting interest and qualifications; current vita; and list of names, addresses and telephone numbers of five references who may be contacted (three letters of reference will be required prior to interview), and writing samples. Position will begin no later than August, 2002.

The Florida State University is an equal opportunity, affirmative action employer and women, minorities and individuals with disabilities are strongly encouraged to apply

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CONTRIBUTORS: Marilyn Gilroy, Carolyn Gonzales, Earl G. Ingram, Nelson Sager, Alison P. Martínez, Tony P. Martínez, Alexandra Salas Rojas, Jeff Simmons

LETTERS TO THE EDITOR: **Commentaries or Questions should be addressed to:**
The Hispanic Outlook in Higher Education
210 Route 4 East, Suite 310
Paramus, NJ 07652
All correspondence should include author's full name, address, and phone number.

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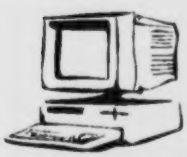

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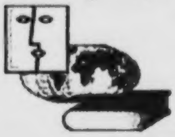

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¡PUNTO FINAL! back cover

A Noisy Silence

Cover Photo: Reies López Tijerina, University of New Mexico

Esquina Editorial

Access to Educcation

recently had the distinct pleasure of attending a lecture along with many distinguished folks in higher education at the AAHE conference in Chicago. The word that came up a lot during the course of the talks was access. Access to funds. Access to opportunity. Access to role models. Access to programs. Access to higher education.

One of the major and most insidious obstacles to access identified is poverty. A student from a poor financial situation, perhaps from a family that is not highly educated, and who is without sustainable role models, is in a bind. Rendered handicapped, incapacitated and further challenged.

According to statistics presented by Dr. Harold L. Hodgkinson, director, Center for Demographic Policy, Institute for Education Leadership, there are 14 million children, newborns to age 18, are living below the poverty level. Of this total, Hispanics represent 36 percent.

While more monies are being allocated for preschool, and HSIs are to receive record-setting funds, the dollars alone can not remedy the ills of this burgeoning community. They must be put to work, agree education leaders, administrators and faculty, via more partnerships, institutional and community programs, mentorship, faculty and curriculum development. And accompanied by predetermined performance measures created to ensure progress. Then we can share with all of academia, our peers and the community at large–how we are making a difference.

Alexandra

Letters To HO

Dear *HO*,

As one of the many Latino activists who have been trying to educate the community at large about the significance of including the term "Latino" when referring to those of us who are from Latin America, I find it disappointing to continue hearing the "Hispanic" term among our own. Please use the proper term of "Hispanic/Latino" when referring to our population. As you know, the "Hispanic" category/term was a product of Richard Nixon's presidency and under the false assumption that we are all Spanish descendants and speak Spanish. Let us honor our Latin American heritage, especially that of our native people.

Venus Gines
e-mail message

Dear Venus,

You bring up an interesting subject, definitely worthy of further discussion. While HO *is dedicated to exploring issues related to Hispanics in higher education, we take pride in the fact that we are an all-inclusive publication. Traditionally we have found "Hispanic" and "Latino" to be generally interchangeable. However, as times change, so do word meanings and perceptions. In no way would we intentionally slight our native Latin American brothers and sisters. Perhaps other readers would like to weigh in with their own opinions?*

Jason Paneque
News Desk Editor

A CAPITOL VIEW

Hispanics Embrace the Internet

BY GUSTAVO A. MELLANDER

Four years ago, only 37 percent of all American households were on the Internet. Today, some 51 percent are connected. Hispanics lagged behind early on. But according to a survey released in Washington by the Pew Internet & American Life Project, half of Hispanic adults use the Internet and e-mail regularly. Further, the online Hispanic population grew 25 percent over a period of 12 months. That dramatic increase is the result of more access and reflects the young people, women, and those from modest-income households who seized the opportunity.

Enthusiastic users

The ongoing survey of the Pew Internet Project shows that Hispanics are "enthusiastic users of the Internet." Some 78 percent say they go online at least three-to-five times a week, and 61 percent of Hispanics with Internet access are online on a typical day. Hispanic Internet users "enjoy using e-mail to sustain and enrich relationships, and they find the Internet a valuable source of information for things like news, financial data, and product information."

Compared to online Anglos, Hispanics with Internet access are more likely to have browsed the Web for fun, listened to music online, downloaded music, played online games, looked for information about books and movies, and sampled audio and video clips.

Hispanics have also gone online for more serious purposes: 61 percent have done school research or job training; 51 percent have sought health and medical information; 50 percent have conducted work-related research; 41 percent have done job hunting; 28 percent have browsed for new places to live.

The Census also reports that 9 out of 10 school-age children (6 to 17 years old) had access to a computer in 2000, with 4 out of 5 using a computer at school and 2 out of 3 with one at home.

Internet use is fast becoming synonymous with computer availability. In 2000, more than 4-in-5 households with computers had at least one member using the Internet at home (44 million households). When the Census Bureau first collected data on Internet use in 1997, fewer than half of the households with computers had someone who was able to go online.

The report measured the influence of the Internet on how people access and use information. Of the total U.S. population, about 1-in-3 adults used e-mail from home in 2000, and nearly 1-in-4 used the Internet to search for information about topics such as business, health, or government services. Nearly 1-in-5 used the Internet to check on news, weather, or sports. And 1-in-8 adults performed job-related tasks using a home Internet connection.

But Hispanics, though moving ahead, are still not on par with non-Hispanics. About 77 percent of White non-Hispanic and 72 percent of Asian and Pacific Islander children lived in households with computers, while only 43 percent of African American children and 37 percent of Hispanic children did.

On a good note, schools have "leveled the playing field" by giving computer access to children who did not have one at home. Computer use at school was closer to equal across various income, race, or ethnic groups than was access at home.

Distance Learning

Other recent studies have indicated that Americans in general are flocking to higher education courses and programs via the Internet. *The Chronicle of Higher Education* has a section devoted to distance learning, and not a week goes by that some college or university does not announce a new distance-learning program.

The American Association of University Women (AAUW) just reported that the majority of online learners are women. Many are stay-at-home mothers who continue their education at home and avoid the cost of babysitters or daycare centers. Many other women go online and study before going to work, early in the morning, or late at night, after having worked all day and completed household duties. That workload has been dubbed the third shift. The AAUW report, also called *The Third Shift*, concludes that instead of having a more relaxed and less stressful experience, these women find themselves pressured and over-burdened for they are indeed working "a third shift."

Further, distance learning is not a financial bargain. Tuition can be just as expensive and students have to invest substantial sums in technology, subscriptions to online services, etc. The financial aid assistance available for on-campus students is not always available for part-time, long distance students.

The Pew findings also note that when money is involved, online Hispanics are not quite as likely as Anglos to have made online purchases or participated in auctions. But they are just as likely to have performed online banking and online stock trading.

- 41 percent of Hispanics and 49 percent of Anglos have bought goods or services online.
- 20 percent of Hispanics and 17 percent of Anglos have done online banking.
- 12 percent of Hispanics and 13 percent of Anglos have bought and sold stocks online.
- 9 percent of Hispanics and 17 percent of Anglos have participated in an online auction.

"One major reason Hispanics are embracing the Internet is its power to enhance users' lives," said Tom Spooner, a research specialist at the Pew Internet Project, and principal author of the report.

For instance, Hispanics with Internet access report it has improved their connection to their families and friends. Some 52 percent of online Hispanics say it has helped them pursue their hobbies; 41 percent say it has improved their ability to get health and medical information; 37 percent say that using the Internet has improved their ability to shop; and 33 percent say the Internet has helped them manage their finances.

A Spanish version of the Pew report's summary of findings is available at: http://www.pewinternet.org/reports/pdfs/PIP_Espanol.pdf

The full report in English can be accessed at: http://www.pewinternet.org/reports/toc.asp?Report=38.

Dr. Mellander is a professor at George Mason University.

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The Tijerina Archive at University of New Mexico

Visionary or Villain?

by Carolyn Gonzales

The name Reies López Tijerina gives rise to a spectrum of responses. Some view him as hero–a visionary who gave new life and blood to the Treaty of Guadalupe Hidalgo. Others revile him, seeing him as the villain who raided the Tierra Amarilla Courthouse in northern New Mexico in 1967. However he's seen, his activism has secured a place in New Mexico's contemporary history.

The University of New Mexico General Library acquired the Reies López Tijerina Papers in 1999. Work began last summer to make them available to researchers who want to understand the man, the cause, and the controversy.

New Mexico Gov. Jerry Apodaca (1975-78) meets with Tijerna

The archive had been secured on Tijerina family land in Coyote, N.M. In 1994, his home and library burned to the ground, his papers the only records remaining. "He wanted them secured so people wouldn't forget his personal history or that of the Alianza, or that he'd put the collection together and protected it for decades," explains Rose Díaz, research historian for the UNM General Library.

Currently residing in Mexico, he made time last summer to work in Albuquerque with Díaz. He helped sort through his personal papers and newspaper clippings, and identified photos from his extensive personal archive and the papers of the Alianza Federal de Mercedes, later called the Alianza Federal de Pueblos Libres, a grassroots land organization founded by Tijerina and his followers in 1963.

The Alianza was based in Albuquerque, N.M. with the primary purpose of restoring land grants in New Mexico and the Southwest that were guaranteed by the 1848 Treaty of Guadalupe Hidalgo.

In the early 1960s, Tijerina's Alianza consisted of those who didn't own land, who were poor, aging, rural Spanish-American immigrants living in the barrios of Albuquerque and Santa Fe. By the mid-1960s, membership had grown and changed to include thousands of Spanish-American small ranchers and village farmers angry with the National Forest Service for forcing them to migrate or get jobs outside of agriculture. State and federal officials wouldn't listen, causing them to become more militant.

Alianza members raided the Tierra Amarilla Courthouse on June 5, 1967. Their intent was to arrest District Attorney Alfonso Sánchez, who had arrested Alianza members trying to attend a meeting in Coyote. A state police officer and a county jailer were shot and wounded during the raid. Tijerina was acquitted in December 1968 of the charges filed against him. He was later tried and convicted of assault and false imprisonment, in November 1969. He went to prison in June 1974 and was paroled in December of the same year. In 1978, New Mexico Governor Jerry Apodaca granted him an executive pardon.

Now in his 70s, Tijerina recalls details from his turbulent past with remarkable clarity. "That's Abrán Sánchez," he says, peering at a 1965 photo. "He heard about the land grant struggle and Tijerina on the radio, and he got up and composed a song–the most beautiful of all the *corridos* [ballads] written."

Throughout the summer, Tijerina systematically went through boxes of photographs. Initially, the staff hoped only to date and identify subjects in each photo. "Reies would tell me remarkable stories associated with each photograph, so we decided to audiotape the sessions," says Díaz, who is also an oral historian.

Among the many memories shared by Tijerina were recollections of his 1968 gubernatorial bid. "Running was against my vision, my mission, but I did it," he says, pointing to a photo taken in Oñate. "We started the campaign there because it was symbolic. It was the first capitol of New Mexico," he says. "Land and water rights were platform issues for Reies' gubernatorial campaign," says Díaz. "His involvement in mainstream politics created an uproar within the Alianza–they viewed it as a sellout. Those outside the Alianza viewed his political aspirations with fear."

Another photo from the same period portrays Tijerina with Muhammad Ali. "He is a good friend of mine," he says with a mischievous grin.

Tijerina peruses a 1965 script from the "Voice of Justice" a radio show that aired daily on KABQ. "The purpose, the objective, the name of the program itself was to show that justice had not been served," he says. The Alianza financed the show, and governmental failure to abide by the Treaty of Guadalupe Hidalgo was the focus of discussion. "It had been signed in the name of God, and it should not be in vain," he adds.

Tijerina said that separating the Alianza from himself would not be possible. "The Alianza grew out of, and represents, my search into how people are treated by those in power," he says. Reflecting on his quest for justice, he says, "We traded justice for food stamps. We accepted powdered milk instead of justice. Matthew 5:5 in the Bible states 'the meek shall inherit the earth.' That's meek enough, I think!" he says mustering the younger, evangelical preacher.

To Tijerina and the Alianza, the American "melting pot" that worked well assimilating European immigrants would not and could not work for the Indo-Hispano or the Mexican of the Southwest. For Tijerina, assimilation was unconscionable. The Alianza realized that the only form of government the Indo-Hispano still had was the Land Grant or merced council. In 1966, Tijerina and 350 Alianza members attempted to reform the San Joaquín del Río Chama Grant by reoccupying a large section of the Carson National Forest. Much as Native Americans retain sovereignty on the reservation, this group wanted to establish sovereignty by defining its territory and borderlands and establishing representational government exercising authority over territory and population. They arrested two park rangers for trespassing, but their plan failed.

Tijerina has kept a daily diary since 1974, and his activities are chronicled on those pages. "I didn't like writing. I only went to school for six months in Texas. My letters were big, ugly, and twisted. It changed over time," he says.

A student, Mario Encinias, traveled to Mexico in 1999 to copy the original diaries from 1974-1996. A copy will be available for research purposes when the collection opens. It is but one of many important facets of this archive.

The collection includes more than 25 newspapers–local, regional, national, and international–that reported on Tijerina, the Alianza, and related stories. Each article had to be identified by source, mounted, and copied from deteriorating newsprint. "More than 20,000 articles from 1938-1993 have been copied thus far," says Díaz.

Muhammad Ali and Tijerina at the Brotherhood Awareness Conference

Tijerina speaks at the Poor People's March in Denver, Colo., in May 1968

The legal files presented a daunting task for Díaz and the project staff–two student assistants, Jacobo Baca and Sandra Martínez, funded by the Center for Regional Studies. Tijerina had five trials with many separate indictments. The FBI also kept an extensive file that Tijerina added to the archive this summer.

"Jacobo has done yeoman's work on reconstructing the entire collection–especially the legal and FBI documents and the Alianza membership files, while Sandra has worked on the 6,000-page diary and reconstituting the Alianza's financial records," says Díaz, who adds that this summer help came from three volunteer high school students, Valerie and Samuel Armijo, St. Pius High School, and Paul Truman, Albuquerque High School. "They contributed 245 hours to assist the team with a variety of critical tasks to help move the collection along," says Díaz.

In addition to coordinating student work and identifying photos with Tijerina, Díaz coordinated assignments of the extensive newspaper archive and compiled the vast correspondence files. Work still to be completed includes creating a database for the Alianza membership–representing 8,000 members, assembling various organizational records from Alianza spin-off groups, compiling information on the 1960s Poor People's Campaign, Alianza Annual Conventions, the National Brotherhood Awareness Conferences, and reviewing the extensive audio and video tapes in the collection.

"We have the task of making this collection usable by researchers–to anticipate their needs. We are very excited about the future research possibilities, however, to make the approximately 100 feet of material publicly accessible will take about two more years. When completed, the research materials will be available through the library's Center for Southwest Research, and the inventory will be included in the Online Archive of New Mexico. The completed archive is the peak of a 35-year relationship between Mr. Tijerina and the University of New Mexico General Library and adds one of New Mexico's most colorful and controversial figures to the collection. Personally and professionally, the opportunity to work with Reies, for me and the students, has been the highlight of the year," says Díaz.

LATINO PRESENCE AT NCORE GROWING AND GROWING

by Michelle Adam

The Southwest Center for Human Relations Study at the University of Oklahoma, and its hallmark annual NCORE, the National Conference on Race and Ethnicity in American Higher Education, tells the story, through its triumphs, of how tremendous good can grow from the mire of conflict and racism.

In the early 1960s, the University of Oklahoma was riddled with racism and discrimination, so much so that the Supreme Court came down on the school, forcing it, under court order, to clean up its act. Out of this state of affairs, and the condition of racism on campuses throughout the country, the Southwest Center was born at the University of Oklahoma. The center's mandate was to devote itself to the study, understanding, and resolution of human conflict, and to promoting understanding and cooperation among people of different racial, ethnic, economic, and religious backgrounds.

Back in 1959, many of the issues of concern were more focused on Black and White relations. The center has since worked to bring together leaders from business, industry, education, labor, the media, and community-based organizations and agencies. It has addressed contemporary human relations issues in education, economic development, employment, economic well-being, housing, public safety, health care, and other critical areas affecting the lives of communities both locally and nationally.

In 1988, the center began to direct much of its efforts toward establishing and organizing NCORE. This annual conference, which began by bringing diverse groups together to share and reflect on the profound demographic and attitudinal changes affecting college campuses, has since become one of the most significant national forums for dialogue and exchange of information as higher-education institutions search for effective strategies to enhance social development, education, positive communication, and cross-cultural understanding in culturally diverse settings.

Larry Medina recalled one of the earlier conferences in 1995. "They didn't warn me as to what I would find. The Hispanic attendees (15 to 20 out of approximately 100) were very unhappy. There was nothing at NCORE that was of interest to them," he said. "Their anger was overwhelming, and they expressed their concerns in a letter. It was a disharmonious conference, and we turned it into a positive."

Larry Medina

Shortly after that conference, Medina and a handful of Latinos gathered to form what today is called the Latino Caucus. They realized that in order to have a number of workshops addressing Latino issues at the conference, it was necessary for this group to submit proposals to NCORE for the upcoming years. "I never imagined that we would accomplish as much as we had accomplished," he said. "NCORE is very vital now as a forum for Hispanic educators."

Anamaria Cobo, director of the University of Pennsylvania Center for Hispanic Excellence, recalled NCORE at its 1995 conference in San Antonio, Texas. "There was a lot of concern that here is a conference that speaks to diversity but doesn't have Latino issues addressed. I was a little appalled that there wasn't much out there," she said.

Within several years, Cobo and Guadalupe Corona took the Caucus under their wings and began creating a more organized structure under which to implement a Latino agenda. By 1999, the Caucus, which began with a handful of Latinos, grew to about 60 members.

As NCORE itself has grown and changed, broadening its scope to include other groups, such as Asian Americans and Native Americans, Latinos have increasingly played a larger role. Attendees have included senior-level administrators, faculty, professional staff, student leaders, and personnel from K-12 school systems, as well as representatives of state and national institutes and organizations and agencies across the country and world.

By the fall of 2000, much had changed. Since its early days, NCORE itself had grown from 300 to nearly 1,800 attendees, and the Latino Caucus was setting its own agenda on the table. Not only were members of the Caucus meeting at the conference to share information and plan their topics of interest, they had also decided to meet and carry out activities throughout the year. Issues such as access to education, recruitment and retention, staff and faculty, mentoring and outreach programs, K-12 preparation, and the inclusion of more Latino history in curricula became top priorities for the Caucus to address for the following conference.

At the time of our last article on NCORE, the

Southwest Center was at a crossroads, seeking a new director to take the helm. Dr. Hisauro Garza, the first Latino to run the center, was selected for this position, and has since been redirecting the center back to its original mission. With an extensive background in research and teaching, Garza has been reorganizing the place so that its work reflects more closely its original mission, which had become limited to NCORE during the past 15 years. "The center was first created to increase the understanding between diverse groups of racial, economic, and religious issues. NCORE is very much a part of it, but we also need to do other things. The center is broader than NCORE," said Garza.

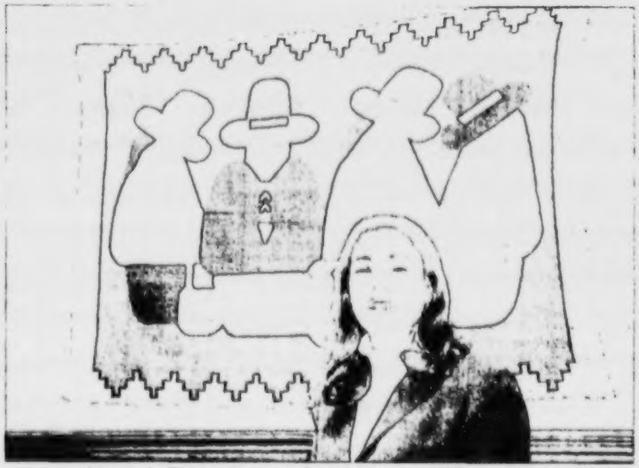
As part of this effort to branch out, Garza has directed the center to conduct conferences on multicultural education and research, and to improve community life. He is currently looking at having the center provide teaching on cross-cultural tolerance, and is considering creating a training program in human relations through the university.

Although Garza's primary focus is to expand the work of the center, he was also privileged to oversee last year's NCORE for the first time. "I loved it," said Garza about the conference. "What sticks out the most is that it's like a shot in the arm. People get motivated and return to the reasons of why they are where they are. This conference had a very good level of producing those kinds of dynamics."

Located in Seattle, Wash., last year's 2001 conference drew 1,781 participants, the largest turnout to date. Of those attending, 14 percent were Hispanic; 25 percent, White; 37 percent, African American; 9 percent, Asian and Pacific Islander; and 3 percent, Native American.

Dr. Hisauro Garza

Raúl Yzaguirre, civil rights leader and president of the National Council of La Raza, was one of four keynote speakers at the 2001 conference. He was joined by Mari Matsuda, an Asian American professor of law at Georgetown University; the world-renowned Nikki Giovanni, an African American poet, writer, commentator, activist and educator; and Sherman Alexie, Jr., prolific and well-known writer of the film "Smoke Signals."



Anamaria Cobo, director of the University of Pennsylvania Center for Hispanic Excellence

Yzaguirre's address, "Abriendo Las Puertas: Access for Latinos to Education," spoke to the importance of affirmative action, and about forms of discrimination and lack of attention to Latinos in the years prior to college. "Discrimination is well, alive, and thriving in this great United States of America," he said in his speech, citing data that outlined the plight of Latinos in reaching for higher education. As Yzaquirre pointed out, Hispanic students are segregated more than before in school and have difficulty accessing Advanced Placement classes that would offer them greater opportunities to get into college. In 1997, only 7.5 percent of AP math students and 6.7 percent of AP science students were Hispanic compared to 72.4 and 72.8 percent respectively for White students.

"In order to improve Latino enrollment in college, we need to deal with leaks in the pipeline prior to this," said Yzaguirre. He cited the fact that since affirmative action was rescinded in the various states, undergraduate admissions among Latinos and African Americans have dropped as much as 40 to 60 percent at certain key schools in a given year. "If they don't like affirmative action, they have a responsibility to come up with something better," he said.

Bringing Latino keynote speakers such as Yzaguirre to the conference, as well as increasing the number of workshops on Latino issues, has been key for the Latino Caucus. The 2001 conference clearly showed the results of this effort. "Last year we had about 20 presentations," said Cobo. "The last two years have been especially instrumental to us."

Latino issues addressed within the hundreds of workshops offered during the three-day conference included access to education, validation of students, building bridges with Puerto Rico, biracial and racial identity, recruitment and retention, curriculum building, and multicultural training. But for many Latinos, including Cobo, the best part of the conference was in meeting others like themselves during Caucus gatherings.

To see the dramatic increase in Latino participation is inspiring, says Cobo. "The highlight is when I walk into a room and see 100 Latinos. It is amazing to see the commitment there. People come back every year because they know we are committed. There is no other conference, in my mind, where we can come and address these issues. We empower people to go back to their campuses with this information."

What truly amazes Cobo is to see the diversity within the Latino group–from college presidents and administrators to all the different races within Latinos–and to be able to network and work together to serve as role models and advocates for each other and the Latino student.

The Caucus has made a special effort to work with students and, in order to do so, created a Latino Student Caucus several years ago. Since then, people like Cobo have been seeking ways to help provide students with the resources they may need to make it through college. As with the past conference, the Caucus has also focused on building bridges with local communities, and members of the group have visited with locals and have invited them to the conferences.

With the success of last year behind her, Cobo now looks forward to this year's. Among the long-term goals the Caucus hopes to address are faculty, administration and staff recruitment, retention and promotion; pipeline projects of K-16 in collaboration with higher-education institutions; support of Latino research by and for Latinos; residency; and higher education access and coalition building. The Caucus will give added attention to the needs of first-generation Latino students. It also plans to begin building a Latino Institute, and ultimately a Latino think-tank, within NCORE. The Institute, which Cobo hopes to have completed by 2003, will provide an umbrella under which Latinos will research issues on Latinos, presenting their results at subsequent conferences.

"The 2002 NCORE Conference will be a historical year for the Latino Caucus as we begin planning and implementing the 2003 Latino Institute," said Cobo. "The Latino Institute will put the Latino Caucus at NCORE on the map as the first national conference to host an Institute of this caliber."

While groups such as the Latino Caucus are looking forward to their unique projects, this next conference overall will focus more closely on building coalitions between the various groups. Said Dr. Garza, "We have seen in the past how we can become compartmentalized. We are trying to create more cross fertilization this year, to see the commonality of issues, causes, and dynamics." And he added, "In post Sept. 11, we need to increase tolerance and understanding. We can do a lot by collaborating and cooperating with other organizations to keep the promise of democracy in this nation."

Raúl Yzaguirre, civil rights leader and president of the National Council of La Raza

The speakers for the 2002 conference, which begins on May 28, include Asian American Dr. Evelyn Du-DeHart, a professor of history and chair of the department of ethnic studies at the University of Colorado ("Color Blind or Color Conscious? Coalition Building in the 21st Century") and African American Dr. Bernice Johnson Reagon, a Distinguished Professor of History at American University and curator emerita at the Smithsonian Institution's National Museum of American History ("Room in the Circle: Joining the World in the New Century").

The 2002 conference will be a culmination of more than 15 years of building bridges on issues of diversity within higher education. And, hopefully, this next conference will offer greater understanding of how coalitions can be formed to effectively address the issues of multiculturalism that plague higher education and society at large.

Said Garza: "I've got a great charge given to me. I'm like a new kid with a truckload of Legos. I'm seeing people doing new and exciting things in making America more inclusive and tolerant than it has been, and we are a central part of that process." HO

EASTERN NEW MEXICO UNIVERSITY-ROSWELL
Job Announcements

POSITION: Dean, Administrative Services
LOCATION: ENMU-Roswell
SALARY: $76,249
CLOSING DATE: Open Until Applications Reviewed

CHARACTERISTIC DUTIES & RESPONSIBILITIES: Responsible for the administration of the business affairs of the Roswell campus, which includes the Business Office, Computer Center, Payroll, Physical Plant, Food Services, Bookstore, and Police Department. Functional responsibility exists for fiscal affairs, liaison with the commission on Higher Education, and the administration of building programs for the fiscal budget, facilities, capital outlay, and long range planning. Serves on the Administrative Team and other task forces, councils, and committees as needed. Reports to the Provost, ENMU-Roswell on an Administrative At-Will contract.
MINIMUM QUALIFICATIONS: CPA or Master's degree in accounting required. MBA also preferred. Experience in automated financial reporting as it relates to internal and external accounting controls and reports required. Five years of relevant executive experience in fiscal management required. Comparable experience in higher education is preferred.
TO APPLY: A complete employment packet for this position is available at the Department of Human Resources at ENMU-Roswell, P.O. Box 6000, Roswell, NM 88202-6000. Phone inquiries can also be made at (505) 624-7412.

ENMU-Roswell reserves the right to cancel, change or close any advertised position at any time. The decision to do so will be based upon the needs of the University and the final determination will rest with the Provost.

New Mexico is an open record state: Therefore it is the policy of the University to reveal to the public the identities of the applicants for whom interviews are scheduled.

ENMU-Roswell is an EEO/AA/ADA Employer

METROPOLITAN
STATE UNIVERSITY

Metropolitan State University, St. Paul/Minneapolis, MN, invites applications and nominations for the following administrative positions.

First College Dean The responsibilities of the First College Dean include providing academic leadership to faculty and staff within the First College (home of the individualized, interdisciplinary Bachelor of Arts degrees and other collaborative programs); overseeing faculty development related to teaching excellence and the development and promotion of innovative approaches to teaching and learning (including experiential and online learning and collaboration with community and technical colleges) and some teaching. Open until filled with application review beginning immediately for an August 1, 2002, appointment or as soon thereafter as possible. For complete description of qualifications and position go to http://db.metrostate.edu/jobs.asp or call (651) 772-7569, TTY users, (651) 772-7687 or e-mail debra.murphy@metrostate.edu

Dean of the College of Professional Studies The College of Professional Studies offers a unique opportunity for the new dean to build a strong college by providing leadership in strengthening undergraduate programs and developing graduate programs in criminal justice, education, human services, law enforcement, nursing, psychology, and social work. The curriculum, student body, faculty and staff reflect the college's commitment to racial/ethnic diversity. Application deadline is September 30, 2002, for an appointment beginning January 2003, or as soon thereafter as possible. For complete description of position and qualifications go to http://db.metrostate.edu/jobs.asp or call (651) 772-7803, TTY users, (651) 772-7687 or e-mail nancy.moritz@metrostate.edu

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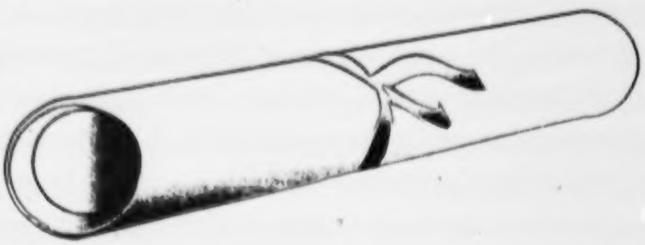
The Honor Roll



Western Illinois University

Student-to-Full-time Faculty Ratio Lowest in State

BY ROGER A. DEITZ

When Western Illinois University President Donald S. Spencer ended his tenure on Dec. 7, 2001, he was the longest serving of the 15 presidents and chancellors of Illinois public universities. He was Western's ninth president since January 1994. As WIU president he focused the University's stated mission of providing the premiere undergraduate education among all public universities in Illinois, in selected disciplines, and far beyond Illinois' borders. It is a mission realized.

Sherman Hall at Western Illinois University

U.S. News and World Report reported last September that Western continues to be ranked in the second tier of master's level universities, including both public and private schools.

"Western's faculty and staff provide a superb undergraduate experience for our students," Spencer remarked, "and WIU ranks high among peer institutions in faculty resources devoted to full-time instruction and has an excellent student-to-faculty ratio of 16-to-1." That student-to-full-time faculty ratio is the lowest of all public universities in Illinois.

Before his retirement, Spencer was recognized by the Mid-Continent Conference with the Commissions's Award of Merit, its most prestigious honor.

Early last month, Carolyn H. Ehlert, chair of the WIU board of trustees, announced the Board's selection of Dr. Alvin Goldfarb as WIU's next president, effective July 1. "He is a proven leader with sensitivity to individual differences, a commitment to teaching, a collaborative management style, and a clear understanding of the issues facing Illinois higher education at this critical time," she said.

Dr. Goldfarb, presently provost and academic vice president at Illinois State University, helped develop its strategic plan and comprehensive fundraising campaign, which has already resulted in a $9 million gift toward a College of Business building.

"Western was attractive to me," Goldfarb said, "because it is an institution with strong student-faculty interaction…a place where people work closely with the students."

Goldfarb earned his Ph.D. in theatre at CUNY, his master's at Hunter, and completed his bachelor's at Queens College. His priorities at WIU will include the design and construction of a performing arts and convocation center on the Macomb campus and developing a plan for WIU's efforts in the Quad Cities."

David R. Taylor, dean of the College of Education and Human Services will serve as interim president until Dr. Goldfarb takes office.

Dr. Goldfarb, Western Illinois University president

Honor Roll Facts in Brief

INSTITUTION
Western Illinois University

LOCATION
Admissions Office
1 University Circle
Macomb, IL 61455-1390
(309) 298-3157

ESTABLISHED
1899

ENROLLMENT
13,089 total (349 Hispanic, 2.6 percent)

DEGREE OFFERINGS
Bachelor's
Master's
Specialist degrees

ANNUAL TUITION AND FEES
$2,982 Undergraduate tuition, $989 Fees

FACULTY
614 Full-time (10 Hispanic)

SEVERAL DEGREE PROGRAMS
Board of Trustees Bachelor of Arts
Communication
Computer Science
Education
Law Enforcement

NOTABLE HISPANIC-SERVING ORGANIZATIONS
Casa Latina
LASO (Latin American Student Organization)
Tradicíon Hispana Dance Troupe

INTERNET ADDRESS
www.wiu.edu

Taylor has been dean of Western's COEHS since 1979. For the past two decades at WIU, he has been actively involved with interactive distance-learning projects and integrating technology into education at all levels of instruction. He has supported Western's participation in a teacher education pilot program, initiated by the Illinois State Board of Education, which places WIU pre-service teachers into field training in diverse educational areas.

WIU's recently completed Centennial Campaign, its first comprehensive capital campaign, generated $24.5 million in private gift support. Before leaving office, President Spencer reported that these gifts had "made possible scholarships for our most promising and talented students; investments in advanced technology and equipment that will connect the entire Western Community in new and more challenging ways to resources throughout the world; and endowments to help faculty members expand their fields and extend the teaching skills necessary to transmit that mastery to the next generation of students."

During 1999-2000, the University celebrated the centennial of its charter with ceremonies which included opening time capsules from the cornerstone of Sherman Hall and the placing of items into and sealing of the Sherman Hall time capsule. Yet, recent world events have made for adjustments. As one of President Taylor's first actions, he had to respond to two separate requests for funding cutbacks ($25 million and $45 million) imposed on Illinois public higher education by Gov. George Ryan to help close a deficit in the state's budget. President Taylor points out: "This deficit is a result of a slumping national economy, the terrorist attacks of Sept. 11, and a shortfall in the state employees' health insurance fund. WIU's share of the FY 2002 budget callback is $2.7 million."

To completely satisfy the first budget callback, reports the president, WIU will rely on a contingency reserve, established to offset an anticipated decline in available tax revenue from the state of Illinois, to cover the institution's share of $741,000. The governor's second request, that the state's public higher education institutions cover a portion of the estimated $110 million shortfall in the state employees' health insurance fund, equates to an additional callback of $1,944,800 for WIU. Taylor adds, "To address this shortfall in the health insurance fund, the president, vice presidents, and deans are developing plans within their divisions to achieve the necessary level of reductions." The president says that layoffs of currently employed full-time faculty and staff are not anticipated.

WIU is a comprehensive, public, four-year, co-educational, residential state-supported school, located in Macomb, a west-central Illinois town of more than 19,000. Established April 24, 1899, as the Western Illinois Normal School by the Illinois General Assembly, it opened its doors on Sept. 23, 1902, serving 525 students. Western has served the regions' residents for more than 100 years, and attracts students from across the state and nation, and around the world. In 1913, Western received full accreditation as a teachers college by the North Central Association of Colleges and Schools. A four-year collegiate program was initiated in 1917, and the school's name became Western Illinois State Teachers College in 1921. The graduate program was established in 1944 and another name change, to Western Illinois State College, followed in 1947. The institution became Western Illinois University in 1957, with enrollment reaching 2,605.

In 1988, WIU's Rock Island Regional Undergraduate Center opened on the campus of Black Hawk College in Moline with an enrollment of 59 students. In 1995, the RIRUC name was changed to Western Illinois Regional Center. The campus sits on more than 1,000 acres and maintains 52 buildings and 10 residence halls. There are 47 undergraduate degree programs from which to choose (63 majors), 35 graduate degree programs, and 13 pre-professional programs. The curriculum includes the humanities, social sciences, fine arts, business, education, and a number of pre-professional and technical degrees.

Sherman Hall

Yearly tuition for in-state students is $2,982 with an additional $989 in university fees. With room and board and health insurance, a year for in-state students might be about $9,104 for those living at school.

Students receive a special four-year cost guarantee. Western will ensure that a student's college years will be a good investment with its guaranteed four-year rate on tuition, fees, and room and board. All new undergraduate students entering the University are automatically included in the plan, which freezes the per-hour rate the student pays for a four-year period, so costs stay the same for each year of study. Western is one of the few universities in the nation, and the only university in Illinois, to offer this guarantee.

More than 70 percent of undergraduate students receive some kind of financial assistance. There are 614 faculty; 10 are Hispanic. About 63 percent of the faculty hold a doctorate or the highest degrees in their fields. With an enrollment of 13,089, 80 percent of students are undergraduate and 20 percent graduate students. Of these, 349 (or 2.6 percent) are Hispanics. Students from 95 Illinois counties, 42 states, and 48 countries are found among the student population. Approximately 10 percent of the population is minority students.

The Learning to Lead Hispanic Institute summer program at Western includes four weeks of on-campus leadership courses and a four-week internship, usually in Washington, D.C. Students attend the National Hispanic Leadership Conference or the National Association of Chicano Studies Conference.

Western's Cross-Cultural Education Program has been honored by the White House Initiative on Educational Excellence for Hispanic Americans for its practices in educating Latinos in the United States. The Hispanic Program for Educational Advancement, Learning to Lead, and Research and Engineering Apprenticeships are part of the Cross-Cultural Education Programs at WIU.

Western Illinois University, in collaboration with Black Hawk College, has implemented the Hispanic Program for Educational Advancement, its primary purpose being to increase access to and success in higher education for Hispanic students enrolled at WIU, WIU-Regional Center, Black Hawk College, and others in the Quad Cities. The Hispanic Program is also designed to improve the retention and graduation rates. This is an academic outreach program that incorporates a multifaceted, home-based education model for providing Hispanic students with both direct and indirect services. Direct services include prescriptive academic advising, tutoring, daycare assistance, an early warning system, and a tracking system. Indirect services include developing academic support programming for students, increasing faculty and staff sensitivity towards the issues surrounding Hispanic students and cross-cultural issues by sponsoring workshops and seminars, and extending advising services to high school and junior high school students. Further, the Hispanic Program plays an active role within the Quad Cities Hispanic community, and emphasizes the importance of family and community support for education.

The Western Illinois University Cross-Cultural and Hispanic Program for Educational Achievement received funding for the 11th consecutive year as part of a $284,000 total awarded to Western for programs that support cultural diversity in the classroom and transform teaching and learning through technology. The grant awards are funded through the Illinois Board of Higher Education Corporation Act (HECA).

Hispanic enrollment at WIU increased 10.4 percent last year. WIU's Casa Latina is a supportive bilingual environment and recreational facility that has its own library of Hispanic cultures. It is the home of the Latin American Student Organization (LASO).

Marisa Rivera-Albert, a Western graduate, manages the Hispanic Program for Educational Advancement and the Learning to Lead Program, and is president of the National Hispana Leadership Institute, a nonprofit organization dedicated to the education and leadership development of Hispanic women. She has 20 years leadership experience, including time at the U.S. Information Agency, and with the U.S. Embassy in Honduras.

Other graduates include Mary Matalin, currently advisor to Vice President Dick Cheney and assistant to President George Bush.

ENLACE

Southwest ENLACE Strengthens K-16 Continuum

by *Tony P. Martínez and Alison P. Martínez*

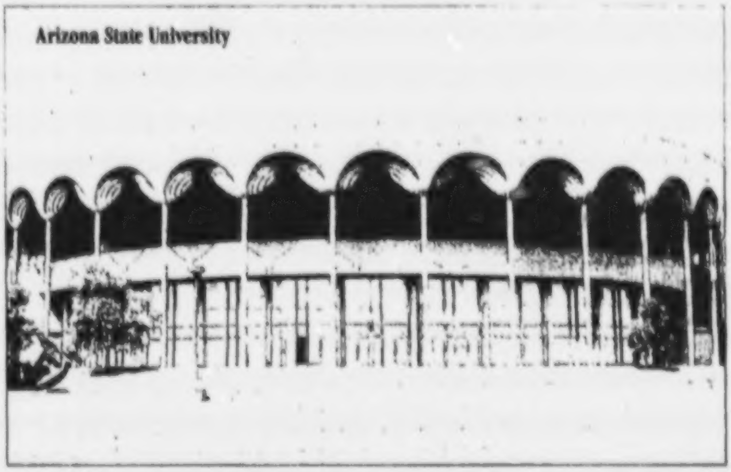
"College helps you to become the person you can become," says one young woman.

"The teachers that help us are the ones that give us the basic skills we need for college, so in college we aren't trying to get the skills we should have gotten in high school," says another.

"We need someone who is involved with the community and who gives encouragement to the students to go to college."

Those quoted are among 80 Hispanic high school students who toured the Santa Fe Community College campus last December with the Northern New Mexico ENLACE Program. ENLACE ("ENgaging LAtino Communities for Education") is a seven-state, five-year, $28 million initiative of the Kellogg Foundation to bring more Hispanic youth up through high school, into college, and to graduation.

December's campus visit turned into a high-energy discussion of admissions, financial aid, service learning, and other aspects of college life, with lots of laughter, singing, and friendly applause. The students observed food preparation in the Culinary Arts laboratory and took part in team-building games at the Physical Fitness facility. "I learned a lot about the college," one boy concluded. His friend added, "I enjoyed learning about the school and the program ENLACE. It can benefit me. The day on campus motivated me to make more contacts about financial aid!"


Arizona State University

The young people's enthusiasm reflects that of Northern New Mexico ENLACE Project Coordinator Ron Martínez. ENLACE offers "an opportunity to create systemic change in our schools, communities, and the lives of students," he declares.

Martínez formerly managed La Jicarita Enterprise Community, a grassroots, community-based organization–now an ENLACE partner–that works for the proper use of land and water and conservation of traditional village life. He left that important work to take on another worthy challenge, raising up young community leaders.

Although Northern New Mexico gets some Latin American immigrants, most of its Hispanic families settled in the area centuries ago. Santa Fe, the "Royal City of the Holy Faith," lies on a plain ringed by mountains dotted with Hispanic villages. Roots of the area's traditions survive, including networks of sharing and a "communal way of doing life," Martínez says. Out of this cultural heritage grows the Northern New Mexico ENLACE leadership development plan, which is inclusive and non-hierarchical, developing multiple leaders among youth, parents, and community organizations–a network of leadership.

Santa Fe Community College is the lead institution in Northern New Mexico ENLACE. Highlands University and Northern New Mexico Community College are partners. Each is working closely with one or more town and village high schools to identify Hispanic youth, both native-born and immigrant, with hitherto unrecognized leadership potential. These are not necessarily the youth already headed for college, but the youth–perhaps average achievers in school–with that spark that makes peers spontaneously follow their lead. ENLACE explains college opportunities and financial aid to these young people and their families. A total of 400 "*enlaceros*" will be enrolled. The goal is college graduation for every one of the 400.

The *enlaceros* become social researchers, Martínez says, mapping the assets of their communities in a place-based, integrated curriculum. Physical assets such as *acequias* (irrigation ditches) and social assets such as acequia management associations are inventoried and their operations studied. Then the program places students where they can contribute their energies and ideas to local community organizations. "We want students to say: because of who I am in this community, I have a voice," Martínez says.

"Mentorship is the mainstay of the program," Martínez emphasizes. Mentorship will reach at least 400 students, as high school students mentor elementary students, and college students mentor the high schoolers, while community and parents mentor all the students. Mentorship gives structure to the person-to-person process that is valued in Hispanic culture.

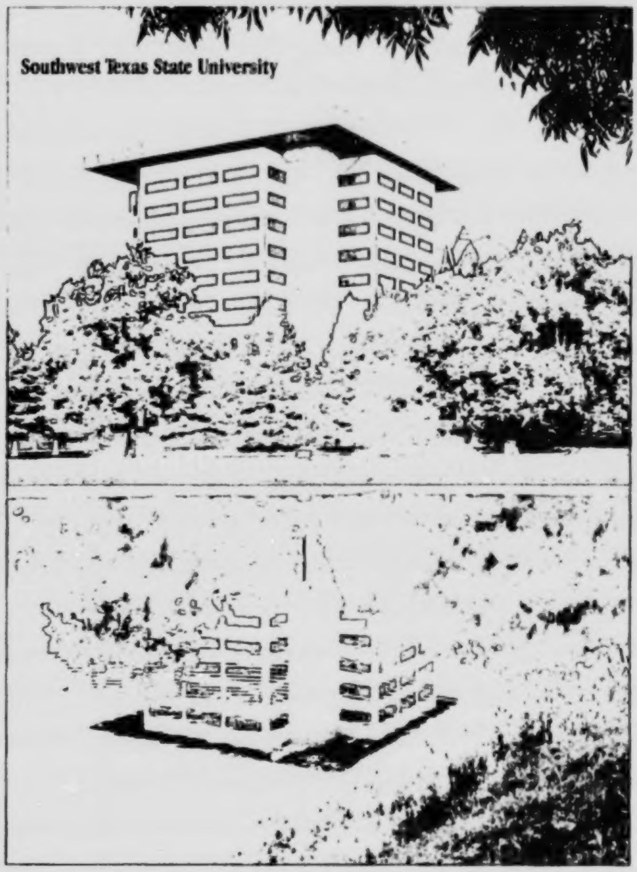
"Collaboration is not alien to us," Martínez says. Indeed, the very structure of the New Mexico program is collaborative.

"Working collaboratively and supporting each other was one of the values we wanted to build," says proposal author Marcie Litzenberg, so the state's Hispanic-serving institutions of higher education approached the Kellogg Foundation in a collaborative rather than a competitive way.

New Mexico's is the only statewide ENLACE project. It offers a rich variety of well-conceived activities at all its sites and is replete with community collaborators.

In Southern New Mexico ENLACE, New Mexico State University is the lead institution, collaborating with Dona Ana Branch Community College, local public school districts, businesses, and community organizations.

The Saber y Hacer ("know and do") curriculum presents college preparatory skills and perspectives in a sequenced curriculum. The seventh grade begins with concepts of what academic achievement is and the formulation of individualized plans. The curriculum goes on to demystify note taking, active listening, asking questions, the financial aid process, letters of recommendation, etc. This is the kind of knowledge that college-educated parents pass on to their children informally, but most *enlaceros* are the first in their families to consider college. In addition to the Saber y Hacer curriculum, ENLACE invites parents to a "Parents' University," where they may upgrade their own academic skills and learn how to support their children's education. Participating school districts are using the arts, Latino literature, high technology, and science to stimulate students' interest and involvement, and strengthen their reading skills.


Southwest Texas State University

The University of New Mexico is the lead institution in Central New Mexico ENLACE, with Albuquerque Public Schools, Albuquerque Technical-Vocational Institute, families, and many nonprofit and business organizations as partners. Karen Sánchez Griego is the project director. Central New Mexico ENLACE has helped families to set up centers at three high schools where they can work together on educational issues. These parents visit the homes of youth at risk of dropping out, letting them know of better options, such as ENLACE's "Educational Access Rooms," available at each of the three high schools. In these rooms, students regain lost credits through tutoring, distance learning, and classroom instruction.

"Research shows that students fare better with teachers who understand their culture," Griego says. A unique feature of the Albuquerque program is its initiative to educate more Hispanic teachers. This year ENLACE provided scholarships, guidance, and encouragement to 15 aspiring Hispanic teachers, people who had already proven their commitment to education and the community through nonprofessional employment with the school district. Their example is expected to encourage more young people to achieve teaching careers.

The Kellogg Legacy

W. K. Kellogg had already worked half a lifetime on behalf of better health and nutrition when, at age 46, he founded the company that was to make him rich and his name a household word. As his wealth grew, Kellogg maintained a simple lifestyle, gave generously to good causes, and set up the Kellogg Foundation, adding $66 million to its endowment in 1934. "Use the money as you please," Kellogg told the foundation officers, "so long as it promotes the health, happiness, and well-being of children. Education offers the greatest opportunity for really improving one generation over another."

In keeping with W. K. Kellogg's ideals, the ENLACE initiative, conceived and funded by the W. K. Kellogg Foundation, aims to strengthen the linkages between levels of education and increase opportunities for Latino students to enter and complete college.

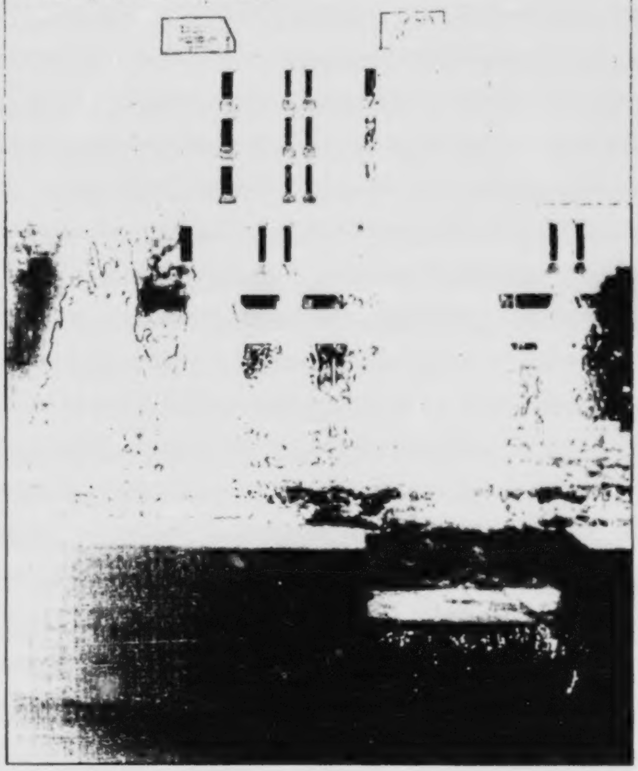
ENLACE itself is a multilevel partnership. As explained by its manager, Intercultural Development Research Association (IDRA), the "initiative is comprised of a collection of projects that have a common goal, objectives, strategies, and support interventions that guide individual projects' work. Each project has its own unique efforts and goals that result from local needs but also inform the work of the broad initiative."

The National Council for Community and Educational Partnerships (NCCEP), a Washington-based nonprofit, provides cluster evaluation. Cluster evaluation is "meta-evaluation," or assessment of the initiative as a whole. NCCEP will develop and implement the conceptual framework used to study the ENLACE initiative. It will examine the totality of events, activities, processes, and outcomes across projects to determine whether the overall objectives and goals of the initiative have been achieved, what lessons have been learned, and what impact ENLACE has made overall.

At ground level, every ENLACE project is itself a network or partnership among institutions of higher learning, community organizations, families, and students. The families and students are not merely clients but actually participants.

At the administrative level, each ENLACE project gets a Kellogg program director. Intercultural Development Research Association, an educational research and development nonprofit in San Antonio, Texas, coordinates technical assistance and networking. IDRA is in touch nationally with many of the organizations cooperating locally with ENLACE projects, such as the Coca-Cola Valued Youth Program and GEAR-UP.

"Our college-prep program is not like an academic boot camp," says Dr. Josué González, director of Metropolitan Phoenix ENLACE. "We demonstrate a how-does-this-work and can-do kind of approach." Arizona State University is the leading institution, in collaboration with South Mountain Community College, Phoenix Union High School District, and Tempe Union High School District. Seventh-graders develop an individualized, step-by-step college-preparation plan in a book with their picture on the cover. Eighth-graders tutor fourth-graders, and the program continues through high school, community college, and into the state university. "We are trying to create well-educated adults out of these students so they can provide service and motivation to others, primarily in their community," Dr. González concludes.



University of Southern Colorado

At the Brownsville (Texas) Independent School District, 97 percent of the students are Hispanic. The Brownsville Alliance for Science Education, an ENLACE project with additional funding from the Houston Endowment, aims to teach science to all 42,000 students. The reasoning is that students who succeed in science often succeed in life. "We start in first grade," says Project Director Dr. Mario Díaz, "with games, hands-on activities, interactive activities, and how-to methods," using Full Option Science System (FOSS) kits. Every fifth-grader attends a simulated space mission at the San Benito Challenger Center. Middle school students go online with working scientists. High schools offer "Physics Olympics" and science fairs. "We are giving students tangible success and contact with other successful students as a means of increasing motivation," Dr. Díaz explains. This project has headquarters in the Science and Engineering Department of the lead institution, the University of Texas Brownsville/Texas Southmost College. This institution itself is a unique partnership between university branch and college–a "community's university," and is retraining teachers for the new science curriculum.

Central/South Texas ENLACE, which covers 47 counties, is initially targeting six school districts and seven high schools. The lead institution is Southwest Texas State University, collaborating with San Antonio's Alamo Community College District, Uvalde's Southwest Texas Junior College, Laredo Community College, and The Victoria College. The theme of this project is health, "augmenting and tying together existing resources," says its director, Dr. Rumaldo Juárez. Central/South Texas ENLACE has borrowed from public health programs the idea of ***promotores***, trained community people who deliver needed information face to face. ENLACE ***promotores*** are educators with bilingual skills, advanced degrees, and deep roots in the community. For example, ***promotora*** Mónica Gutiérrez worked for eight years in tiny Batesville, which maintains a successful pre-kindergarten through eighth-grade school, but buses high school students to Uvalde. Now she is working at Uvalde High School with the same Batesville students she knew as grade-schoolers. "This has allowed me to form a continuum with the students," Gutiérrez explains, "and has helped them to feel comfortable with me and open up and ask for help." She is well-placed and equipped to attack the current disastrous 50 percent dropout rate of Batesville youth at Uvalde High School.

Austin ENLACE Partnership, with headquarters at St. Edward's University (a Catholic college), includes La Iglesia de Nuestra Señora de Dolores, Austin Interfaith Council (representing 30 churches and 17 schools), Austin Latino Alliance, the Austin Independent School District, and the Riverside Campus of Austin Community College. The Austin ENLACE Partnership has slashed the dropout rate at Johnston High School in East Austin from 33 percent to 2 percent in its first year! "The key is the schools' commitment," says Project Director Jorge O. Posadas. "We go to the community and learn from them. The community knows many ways that are best."

Johnston High School targets

CUNY-Lehman College

students at risk of dropping out and recent dropouts. A committee of faculty, parents, and community members, all bilingual, assists the principal in visiting these students and their families at home, listening, and offering information and support. One by one, nearly all the students come back to school.

Nationwide, Hispanic youth have the lowest rate of high school graduation, which creates a paradigm of limited participation in further educational, civic, and economic activities. "Our goal is to create a change in the paradigm in Northern New Mexico," says Marcie Litzenberg, who wrote the New Mexico proposal. She speaks for many ENLACE projects when she says, "We're talking educational reform."

But the point of the initiative is not to bring reform to local participants only. The ENLACE initiative is meant to demonstrate approaches that educators nationwide may emulate and adapt. Kellogg has committed significant funding for networking, sharing, evaluation, communication, and dissemination of collective lessons learned from ENLACE to a broader audience, including teachers, administrators, and policymakers.

"Hispanic youth represent an untapped treasure," says Elisa Martínez Sánchez, project director of Southern New Mexico ENLACE. "Commitment to their educational success is an investment in our future as a nation."

ENLACE Manager

Intercultural Development Research Association
5835 Callaghan Rd. #350
San Antonio, TX 78228
www.idra.org

ENLACE projects cited herein

Northern New Mexico ENLACE
Santa Fe Community College
6401 Richards Ave.
Santa Fe, NM 87508
Ron Martínez
(505) 428-1688

Southern New Mexico ENLACE
New Mexico State University
PO Box 30003, MSC 3AE
Las Cruces, NM 88003
Elisa Martínez Sánchez
(505) 646-7927

Central New Mexico ENLACE
University of New Mexico
Special Programs
Albuquerque, NM 87131
Karen Sánchez Griego
(505) 277-3096

Metropolitan Phoenix ENLACE
Arizona State University
Center for Bilingual Education and Research
PO Box 871511
Tempe, AZ 85287
Dr. Josué González

Brownsville Alliance for Science Education
University of Texas Brownsville/ Texas Southmost College
Physical Sciences and Engineering Dept.
80 Fort Brown Rd.
Brownsville, TX 78520
Dr. Mario Díaz
(956)574-6690

Central/South Texas ENLACE
Southwest Texas State University
College of Health Professions
601 University Dr.
San Marcos, TX 78666
Dr. Rumaldo Juárez
(512) 245-3300

Austin ENLACE Partnership
St. Edward's University
3001 S. Congress Ave.
Austin, TX 78704
Dr. Jorge O. Posadas
(512) 428-1345

More ENLACE projects nationwide

California State University–Fresno
4910 N. Chestnut Ave.
MS OF 123
Fresno, CA 93720
Dr. Tom McClanahan
(559) 278-0840

City University of New York
Hostos Community College
500 Grand Concourse
Bronx, NY 10451
Sandra Ruiz
(718) 518-4295

City University of New York
Lehman College
250 Bedford Park Blvd. West
Bronx, NY 11804
Dr. Ann Johnson
(718) 960-8350

Florida International University
College of Engineering
University Park Campus EAS 2450
Miami, FL 33199
Dr. Gustavo Roig
(305) 348-3700

Miami-Dade Community College
Homestead Campus
500 College Terrace
Homestead, FL 33030
Dr. Nora Hernández Hendrix
(305) 237-5182

Northeastern Illinois University
5500 N. St. Louis Ave.
Chicago, IL 60625
Dr. Santos Rivera
(773) 442-5403

Santa Ana College
1530 W. 17th St.
Santa Ana, CA 92706
Lilia Tanakeyowma
(714)564-6971

University of California–Santa Barbara
5221 Cheadle Hall
Santa Barbara, CA 93106
Joan Magruder
(805) 893-3071

University of South Florida
4202 E. Flower, ADM 214
Tampa, FL 33620
Dr. Catherine Batsche
(813) 974-7196

University of Southern Colorado
2200 Bonforte Blvd.
Pueblo, CO 81001
Dr. Ruben Martínez
(719) 549-2319

Early Admissions On the Rise and Under Fire

Perspectives from Yale, DePauw, Harvard, and FairTest

by Jeff Simmons

It's a pact that many aspiring college students want to forge–an early commitment to attend a prestigious college or university, so they don't have to apply elsewhere. Increasing numbers are said to be applying much earlier and vying for an early spot at their top choice.

Students might view this as the best option among tough competition–the ability to secure a seat at a choice college campus and thereby avoid the scramble for acceptance among a group of higher education institutions weighing far more applications than available seats.

But even though many students and parents view the practice of early admissions as a valuable resource for students, there is a mounting tide of criticism and reluctance to embrace the trend. And, in recent months, it appears that more colleges and universities are struggling over whether to buck the early admissions tide.

"Some people are really prepared to make an early commitment to a school once they've completed a campus visit, and in admissions you are very interested in pushing your own institution," says Madeleine Eagon, vice president for Admission and Financial Aid at DePauw University in Greencastle, Ind.

What You Don't Know About the SAT Can Hurt You!
STANDING UP TO THE SAT
FAIRTEST

> ***"Inner city schools have one guidance counselor for 200 students, and parents who have not been to college. With early decision, a lot of those kids do not get a shot."***
>
> BOB SCHAEFFER, FAIRTEST

"But I am very concerned about student developmental issues. Unfortunately, many students might not be emotionally prepared and ready to make a commitment, but they often feel they have to."

The early admissions process waives the traditional collegiate waiting period by allowing students to apply early–in the fall, before the usual January deadline–and receive acceptance to an institution by December or January, instead of in the spring.

Nowadays, the pace is even quicker because many schools are increasingly employing the Internet to speed up the application process.

According to the College Board, 1.2 million freshmen entered four-year schools in the fall of 2000. Of that number, only a small number, 163,004, applied for early admissions. The College Board found that 464 four-year schools–a fourth of the total–offered some type of early admissions.

That decision-making process, experts say, is exacting even more excruciating pressure on students to make choices about higher education earlier, even when they are still in junior year in high school. The practice has its advantages, they concede, but also has its drawbacks, such as impairing senior-year grades.

The Chronicle of Higher Education recently reported that many prestigious universities now admit 30 percent to 40 percent of their classes with early admissions students, backing up contentions that

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early admissions hysteria is spiraling out of control.

That has recently stirred the pot, prompting a fierce debate over the merits of early admissions, and prompted several institutions to call for an end to the practice, and for others to say they will not continue to follow it.

In December, Yale University President Richard Levin called for an end to early admissions at Yale, and at other elite schools. Yale, like Stanford, Brown, and the University of Virginia, is among those that offer early decision.

Levin made his remarks despite the finding by one study that Yale accepted early decision applications at three times the rate at which officials there accepted regular applicants. *University Wire* reported that Yale admitted 549 students early this academic year, about 42 percent of the class of 2006. That was up from 40 percent the previous year.

Early decision originated as a way to let high-performing students apply early to a school of choice. That process saved the student time, and even made it less stressful, by allowing the student to pursue one school and not spend time pursuing less-desired colleges.

"You might have a one-in-five chance of getting accepted early, instead of a one-in-20 chance," Eagon says.

But critics argue that students should not lock themselves in too early, and that making a premature decision could prevent students from receiving better financial aid packages, scholarships, and better opportunities at other institutions.

Bob Schaeffer, public education director at FairTest, says many colleges opt for early decisions to boost the SAT score average of the incoming class.

"It appears that the kids who apply early tend to be the real academic stars with high grades," Schaeffer says. "If you lock up a substantial number of these students early, you are assured your average scores go up."

Early admission involves two different options.

Some schools, such as Boston College and Georgetown University, offer early action (often called "early notification"). That allows students to send in applications early and receive an early decision, but still have the option to look into other schools that they might not desire as much.

Of the Ivy League schools, Harvard is the only one with a non-binding early action program. The University admitted 1,174 of its 6,126 early action applicants this current academic year.

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That non-binding practice is receiving less criticism than the other option, early decision, where there is an obligation.

Brown University, for instance, switched from early action to early decision last year because officials said they wanted students who wanted their school–first.

The University of Pennsylvania is one school that offers early decision. A look at the statistics provides a window to early opportunity. Of the 3,056 people who applied to Penn early this academic year, 1,033 were accepted (the same number as the previous year). That represents about 50 percent of the class of 2006.

Admissions officers maintain that early decision helps schools recruit an exceptional class of students, and ensure that a majority has selected that institution as their top choice. They also dismiss claims that the practice makes it much easier for the same student to get accepted earlier than later.

One study by three Harvard University professors found that the policy is detrimental to students and the admissions process in general. They concluded that early decision applicants have an advantage equivalent to about 100 more points on the Scholastic Assessment Tests. That study found that Stanford University accepted twice as many early applicants as those who applied later.

The professors–Christopher Avery, Andrew Fairbanks, and Richard Zeckhauser–found that "a greater proportion of applicants is applying and getting accepted earlier, (and) colleges set lower standards for early than regular applicants."

Critics claim that what motivates institutions is purely self-interest. They want students who consider them the best. The practice also sharply improves the institution's record of seeing those who were accepted actually step onto campus grounds. It lessens the chances of fewer students showing up come the start of school–and better turnouts result in better college rankings.

Critics also charge that the practice doesn't employ fairness, no matter how much admissions officers protest that the playing field is still level for all applicants. Critics contend that students who apply later can reduce their odds of admission, especially to Ivy League schools.

College admissions officers maintain that aggressive recruitment campaigns by colleges and universities likely are bringing more non-White applicants to the table earlier. More diverse campuses are the result of more opportunities, and non-

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White students and families realizing that college is more accessible.

The main roadblock, though, for most non-White students–especially Hispanics–still continues to be money, experts said. That puts more pressure on high school counselors to inform students earlier of options, and often that paves the way for early applications–to give students more time to assess options.

Some college experts believe that early admissions can affect diversity because the binding practice can inhibit financially strapped students, often from lower economic neighborhoods, from applying. The practice does not allow them to shop around for better financial aid packages.

"Some schools are thought to not give as big financial aid awards to students who apply early," says Eagon. "They believe, 'If you really want me, you'll come.' That's a suspicion that a lot of high school counselors and families out there have."

"You eliminate the possibility to weigh offers against one another," she adds. "I don't envy high school college counselors. It's really hard to advise people."

DePauw, an undergraduate liberal arts college, enrolls 2,200 students. DePauw received 3,500 applications for the current class, of which 630 entered last fall. Of that number, only 30 had applied for early decision.

"It's hard to say where the trend is because as college becomes increasingly competitive, there are more applications coming in. I think people want to apply early, but the whole notion of making a commitment and not making a commitment is tough."

Eagon maintains at DePauw, there is no advantage to applying early–only the comfort of knowing you already have been accepted somewhere.

"If you can make a commitment early, then do that, but there's not going to be an advantage. You do not get a better merit scholarship and you don't get a better need-based assistance program. We treat every applicant the same regardless of how they apply."

The vast majority of DePauw's applicants ask for early action, or notification. That way, students have more time to mull over other offers and make "more informed" decisions about what is most affordable, Eagon says.

FairTest, a group that maintains much of admissions testing is flawed, argues that early decision tips the level playing field–with Hispanics and African Americans at the low end.

"One of the problems with early decision is it is yet another advantage for kids in the first-rate suburban White schools and selected urban schools, who have guidance counselors and parents who know how to play the admissions game," says FairTest's Schaeffer.

"The Thomas Jefferson High Schools or Martin Luther King Jr. High Schools or George Washington High Schools, inner city high schools, have one guidance counselor for 200 students, and parents who have not been to college. With early decision, a lot of those kids do not get a shot," Schaeffer says.

R. Craig Sautter, editor of *College Bound*, a periodical that tracks admissions trends and issues, disagrees.

In December, Yale University President Richard Levin called for an end to early admissions at Yale and at other elite schools.

"I don't think it's an advantage or disadvantage for Hispanic students," he says. "What's an advantage is if they have good academic credentials, have pretty good test scores. There's always an advantage at many schools because they are looking for a diverse class. Admissions officers want balance."

Sautter added: "A well-prepared Hispanic student has just as good a shot as a well-prepared White student to go to a number of schools. If you start looking for strategies, then any student, particularly a minority student who is applying, may look to early admissions as part of his strategy. If he has outstanding credentials, that might be one piece of the strategy he might try."

It's unclear what percentage of early applicants are African American and Hispanics because students nationwide are not required to disclose their race. And there are no hard and fast figures on how many institutions embrace early admissions policies, but Sautter believes the trend has calmed.

Early admissions practices date back decades. The University of Virginia, for instance, has had an early decision process since the 1950s. Early admissions, Sautter says, has been a gradual trend that took off in the early 1990s, in response to a demographic plunge in the number of traditional students pursuing higher education. College officials also felt the multiple application process was weakening the certainty of many students selecting their schools.

"They didn't know if the applications they were getting were from people who were really interested in them or if their school was just one among a number," Sautter says. "One way to find out if someone is really interested is to start an early admissions program where students, if they are accepted, agree to drop other applications and stay.

"Two things were going on. One is that the colleges wanted to nail their class down. It's less expensive and more productive to have an early admissions program, which brings in large numbers of students."

And, Sautter adds, students also recognized the advantage. "They realized there was a competitive edge by applying early. A student would think, well I want to go to an Ivy League, top-tier school, so maybe this is my way to get my credentials to that school early."

But, he reasoned, it all comes down to performance–that being first in line with your application doesn't mean you're first to win acceptance, unless you are first in performance. "You really do not have a better chance of getting in if you are an early application, unless you are outstanding and have stellar credentials."

Despite the debate, competition for the best and brightest remains fierce. And even if more college officials are openly criticizing the practice, they nevertheless concede that few will abandon a practice that guarantees them well-qualified students.

Among the suggestions proposed is that colleges switch to non-binding early admissions processes.

One admissions director reportedly said that Yale couldn't end its practice, unless others do so as well, and at the same time. Because, experts say, no one wants to lose an advantage that may have its disadvantages but still serves a purpose.

"I think that if the top 10 schools stopped pursuing the strategy, then everyone else would stop doing it–if others stopped," Eagon says. "But if something is working for a school, then it is hard to say that we're going to stop doing it. But it's really something to just think about."

Computer and Information Literacy: Graduation Requirements

by Marilyn Gilroy

Statewide Standards Emerging

Change in the core curriculum on any campus usually sparks passionate debate among academics. Faculty can become adamant in their positions about what mixture of courses should be required for students to graduate.

Remember the controversies over the preponderance of White male-dominated western literature and history that formed the bulk of general education programs? The battles seemed endless as women, minorities, and those advocating a global perspective, fought for a place in the curriculum.

Yet, in the last three years, colleges and universities across the country have been adopting new degree requirements with very little fanfare and even less debate. This trend, known as computer and information literacy, is a much quieter revolution but its inclusion in the academic mainstream is altering the content of programs of study and individual courses. It is also changing the broad-based definition of what it takes to be considered an educated person.

Colleges have always required competency in English, math, and a group of subject areas usually referred to as "general education" or "general studies." But during the last few years, graduation standards have grown to include a computer and information literacy requirement, now considered as one of the basic skills.

Dr. Leora Baron, director, Academy of the Art of Teaching, Florida International University

"If students are to continue to learn throughout their lives, they must be able to access, evaluate, organize, and present information from all of the sources existing in today's information society," said a 1998 report by the Aspen Institute Forum on Communications and Society. The Institute was one of many prestigious and high-level organizations urging schools to address the strong and immediate need for sophisticated information skills. Additional pressure has come from employers, who have now added computer literacy to the fundamental academic knowledge and communications skills that they expect and need in their employees.

On campus, educators who have voiced concern that the sheer volume of information sources has made it difficult for students to analyze the credibility and usefulness of it all have fueled the movement. They complain that many students have "blind faith" in information sources; that is, they know how to find information but have no idea how to evaluate it.

Threasa Wesley, coordinator of instructional services at Northern Kentucky University, says, "We should try to build students' confidence in their ability to question and judge the value, relevancy, accuracy, bias, etc. of information sources." Wesley says that when students delve into the source of information and understand its context, they can make better judgments as to its accuracy and value.

For all of these reasons, states such as Utah, California, and Massachusetts now demand that their public colleges and universities implement requirements for graduation that include the ability to use computers and understand how to access and integrate information found via the Web and electronic resources.

As with previous basic skills mandates, many students come to college already having acquired these skills through high school course work or, in the case of older students, job experience or continuing education requirements. Some possess a certain level of the required skills while others may possess none of them. Therefore, most colleges offer a variety of formats for allowing students to complete the new literacy requirements.

While the terms information and computer literacy can be both vague and complex, many institutions have managed to nail down some specifics that are considered essential.

In Utah, state university students must prove competency in six areas, including the following:

Operating Systems

- Boot up a microcomputer
- Know how to format a disk
- Copy, move, and delete files
- Understand general terminology such as bits, bytes, networks, and viruses

Electronic Mail

- Set up an e-mail account and send and receive e-mail messages
- Send and receive attachments via e-mails

Information Resources

- Use browse and keyword search functions of a library online catalog to find library holdings
- Understand how to use Boolean connectors in a general keyword search
- Download Internet resources from Worldwide Web sites
- Find answers to questions using a Worldwide Web search engine
- Evaluate the quality of information, that is, assess the integrity and legitimacy of the site while determining accuracy or bias of information

Documents and Spreadsheets

- Process documents, including retrieving, editing, and storing
- Insert page numbers, footnotes, and graphics into an existing document
- Change margins, text alignment, line spacing, and tabs
- Change typefaces, as well as boldface and italics, and use a spell checker, online grammar
- Retrieve, modify, save, print, and interpret a graph or chart from data

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Everyone at Utah State University must pass the six CIL examinations that assess these skills. Many students who cannot pass the tests independently enroll in USU 1000–Introduction to Computers and Information Literacy. The course is taught in a media-enhanced classroom where skills are demonstrated via lecture and demonstration. Students then complete assignments in any of the public access labs on campus where they also take the CIL tests. Students may take the test as many times as needed, and there is no time limit for the exams. The grades are P (pass) or F (fail).

In some states, college librarians have been at the forefront of the literacy movement. In Massachusetts, a committee consisting of librarians from all of the University of Massachusetts campuses has developed base-line competencies that UMass graduates should possess when they graduate. The librarians have used the American Library Association definition of information literacy, which revolves around the research process, but they have added the mechanical skills associated with computers to the list of competencies. The committee's recommendations, known as the UMass Information Literacy Project, affect students at all five campuses, including Dartmouth.

Although four-year institutions have led the information literacy movement, community colleges are also jumping on the bandwagon.

"The ability to use computer technology and to evaluate electronic information has become a basic skill for community college students in both academic and occupational programs," wrote Paula Zeszotraski in an article which appeared in *ERIC Digest*.

Zeszotraski surveys information literacy initiatives debated by the Academic Senate for California Community Colleges and the adoption of computer literacy as part of an expanded general education program by the Maryland Community College Technology Council. Institutions such as Tacoma Community College in Washington and Miami-Dade Community College have now implemented computer literacy among the objectives of general education. This fall, Bergen Community College in New Jersey is starting a program that will enable students to fulfill information literacy requirements by enrolling in a one-credit course or taking an existing course, which has been expanded to include technological and information literacy activities.

Although much progress has been made in making college curricula reflect the digital age, one of the stumbling blocks has been that many faculty are still unfamiliar and uncomfortable with technology and underprepared to provide the kind of instruction required to make students information literate.

Bringing Faculty into the Fold

In many cases, computer and information literacy projects aimed at student success have included efforts to encourage faculty to incorporate computer and information skills as part of regular curricular offerings. For example, an Introduction to Philosophy course may feature group and individual assignments in the use of e-mail and Netscape. Other faculty may structure assignments that require students to explain how they identified, searched, and evaluated information as well as how it was integrated into the final project, such as a research paper.

The unique "live" interactive feature of the Internet led one political science professor to create a project in which students collaborated with peers across the country via electronic communication to solve a simulated international crisis running in real time.

Experts say these information literacy initiatives benefit faculty as well as students.

According to Dr. Leora Baron, director of the Academy of the Art of Teaching at Florida International University, faculty members may initially question the value of such initiatives but eventually discover that becoming information literate increases their ability to help students succeed and also expands their own research capabilities.

Baron has been helping full- and part-time faculty at FIU integrate information literacy (IL) into their courses for the last three years. She is a strong believer in the need to weave IL as much as possible into the fabric of teaching and learning.

"We help faculty increase awareness of the need to incorporate IL into everything they do, from course design and syllabus development to the need to focus on process rather than product in student learning," said Baron.

Baron says the experience of engaging faculty in information literacy has been both challenging and rewarding.

"The greatest challenge has been the faculty's lack of knowledge and understanding of key issues such as the difference between information literacy (IL) and computer literacy, its relationship to student performance, and its central role in conducting quality research."

But Baron is enthusiastic when she describes how working with librarians, faculty leaders, and administrators has built momentum among the more than 1,000 full-time FIU faculty.

"We have been able to engage faculty members in IL training for themselves by 'marketing' the workshop partly as an enhancement to their own research skills (for their own scholarship) and partly as a means for improving their students' learning. The IL student training program has been 'marketed' through academic departments following the endorsement of the IL initiative by the Faculty Senate and other academic entities," explained Baron.

Baron says that colleges considering literacy programs must involve all segments of the institution, including technology support personnel, in the discussion and planning. The process serves as a means of educating everyone regarding IL standards but is also a strategy to ensure commitment to the project. And, says Baron, don't forget the adjuncts.

"I am fully convinced that unless adjuncts are integrated into all faculty development activities and are part of the departmental discussion about teaching, learning, curricula, standards, etc., we can not expect the highest quality of instruction," said Baron.

As is the case on most campuses, the 600 adjuncts at FIU teach many of the core courses such as English composition, math, and introductory courses in the sciences and other disciplines. "If we don't make them members of the team, we have only ourselves to blame for any inadequacies our students demonstrate upon reaching upper division courses," said Baron. "At FIU, all faculty development activities are open to adjunct faculty members as they are to full-time faculty; we make no distinctions."

For Baron, and for most educators, the goal and the payoff of all of these efforts are better-educated students equipped to handle today's information environment and possessing a foundation for lifelong learning with technology. She has seen firsthand the difference that teachers can make when they develop ways to help their students be critical thinkers in the use of information.

"When IL training is course-based and is focused on an assignment identified by the instructor, it allows for much more relevance as the students see the immediate benefit," said Baron. "If information literacy skills are embedded in everything students do, the facility with these skills is a growing dynamic–the more you do something, the better you get at doing it."

AMHERST COLLEGE

MANAGER OF ALUMNI & DEVELOPMENT COMMUNICATIONS

This communications professional will manage the College's print and electronic alumni and development communications. Reporting to the Director of Public Affairs, candidate will work closely with colleagues in the Offices of Development and Alumni & Parent Programs to develop and implement an array of materials that support Amherst's nation-leading development efforts.

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Qualifications: Bachelor's Degree in Communications or related field; 2-3 years experience in writing, editing and publications development; demonstrated word processing and computers skills, Word, Excel, HTML and Dreamweaver preferred. Experience with some aspect of fundraising desirable. Candidate should possess excellent organizational, and interpersonal skills. Excellent written and verbal communication skills are essential.

Interested candidates should submit a letter of interest, resume and three references to: **Amherst College, Office of Human Resources, PO Box 5000, Amherst, MA 01002-5000.** Applications will be accepted until the position is filled.

Amherst College is an Equal Opportunity/Affirmative Action employer and encourages women, minorities and persons with disabilities to apply.

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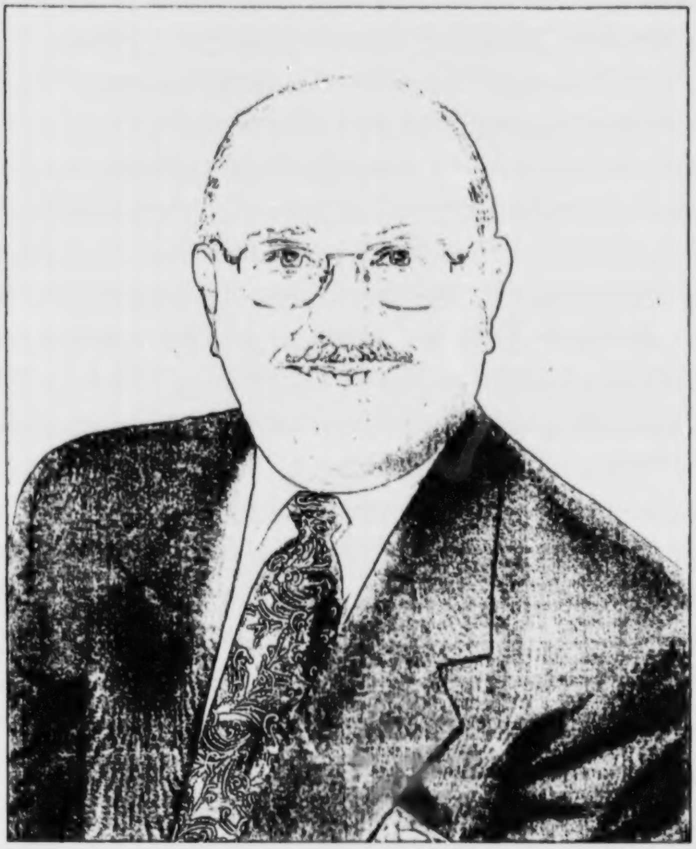
ASSOCIATE/FULL PROFESSOR OF ANIMAL SCIENCE

The Department of Animal Science at the University of Vermont invites applications for a 9 month tenure-track faculty position in the area of mammary gland biology/pathogenesis at the level of Associate or Full Professor. The candidate will be expected to establish a strong, competitively funded, and highly collaborative research program that will complement our established center of excellence in lactation physiology/mammary gland biology (for details, go to **http://asci.uvm.edu**). Individuals with a research focus in pathogenesis, including the areas of immunology, breast cancer, mastitis, or animal health are particularly encouraged to apply. Candidates must have a doctoral degree in Animal or Life Sciences or a related discipline and already have developed a well-funded, productive, and collaborative research program with a strong commitment to teaching and advising undergraduate and graduate students. Evaluation of applications will begin May 1, 2002 and will continue until suitable candidates are identified. Applicants should submit a letter of application, a curriculum vitae, a statement of interests and vision regarding research and teaching, and request three (3) letters of reference be sent to: **Dr. Douglas I. Johnson, Chair, Animal Science Search Committee, c/o Kathy Tatro, Department of Animal Science, The University of Vermont, 570 Main St., 102 Terrill Hall, Burlington, VT 05405, Phone: 802-656-0155; Fax: 802-656-8196; e-mail: ktatro@zoo.uvm.edu.**

The University of Vermont is an equal opportunity, affirmative action employer. Women and members of minority groups are particularly encouraged to apply.



New President Hits the Ground Flying

Embracing the Challenges at Portland Community College

by Inés Pinto Alicea

Jesús "Jess" Carreon had not even finished unpacking his household goods when he jumped on a plane and flew with 1,000 Oregonians to New York as a show of support for the Big Apple just weeks after the deadly Sept. 11 terrorist attacks.

"We went to show that when the family is attacked, we close ranks," said Carreon.

Carreon was still settling into his new job as president of Portland Community College when he decided to participate in the so-called Freedom Flight to New York, to distribute buttons and stickers that said "Oregon Loves New York" and to shake hands and show solidarity with the people there.

The moment was classic Carreon. Though he left a job he loved as president of Rio Hondo Community College District in Whittier, Calif., he quickly embraced Portland and its people to join a cross-country trek on behalf of his newly adopted state.

"It was a very emotional weekend," said Carreon of his trip, which allowed him to meet with Antonio Pérez, president of the Borough of Manhattan Community College, which lost a recently renovated building during the attacks. "What I've gone through as a president," in his different jobs "pales compared to what he has been through."

It is with that same zeal that Carreon became the fourth president of Portland Community College (PCC), the largest postsecondary institution in Oregon, with an annual enrollment of nearly 100,000 students on its three campuses and four workforce training centers. Some 9.7 percent of the students in the 1999-2000 school year were Hispanic. Dan Moriarty, the president of PCC since 1986, retired in late July.

Mike Hereford, PCC board chair and human resources manager for Cascade Steel Rolling Mills Inc. in McMinnville, Ore., said the members of the board couldn't be more pleased that Carreon took the helm with such zest.

"He has identified that he needs to be a very visible player in the community, not just on our issues but on community issues," said Hereford.

Carreon, who took over at the end of July, is excited about his new job and about working with the board, faculty, and staff at PCC. His enthusiasm is evidenced throughout the interview with *The Outlook*.

"I still believe I can make a difference," he told *HO*. "I feel I am at the top of my game."

"I am deeply honored and appreciate the confidence of all of those who were part of the selection process, in particular the board of directors," said Carreon. "Portland is a great place and the college is an outstanding, nationally recognized institution. I'm looking forward to the challenges."

The challenges for Carreon at PCC are many. The metropolitan Portland area grew significantly in population over the last decade to nearly 1.7 million people in 2000 from 900,000 in 1990. The Latino population in the city stands at 8 percent. Growth in population is expected to be an ongoing issue in the coming years. The college is expected to have up to 120,000 students within five years.

"I'm doing a lot of running around," said Carreon. "This is not a job you take if you are a rookie, but this is my third presidency and my

10th year as a president, so there are certain things that come naturally. I'm having a really good time. My job is to take this institution to the next level."

To Carreon, the next level for the College includes developing a long range plan for the College, expanding the College foundation, increasing the grants the College receives, and boosting the partnerships the College has with government, companies, and schools in the area.

The foundation is important to the continuing progress and growth of Portland Community College because it allows the College to take on capital building projects, buy capital equipment, and offer scholarships to its students. Carreon said he approaches the process as a business would, realizing that he can't rely on funds from the state government alone.

"My job is to raise money like Harvard and Stanford have to raise money," Carreon said. "If I rely on state resources, I'm playing Russian roulette. Public resources are finite."

> ***"If I rely on state resources, I'm playing Russian roulette. Public resources are finite."***
>
> PRESIDENT JESÚS CARREON, PCC

PCC is funded primarily by the state's general fund–52 percent of the school's 1999-2000 budget came from the state. The other two main funding sources are local property taxes (18 percent) and tuition (25 percent). In November of 2000, voters approved a $144 million bond to expand facilities across the district, repair aging buildings, and maintain modern technologies.

Carreon is practical about the role of a college in a community, saying that the College must be a key to improving the quality of life in the community by making the workforce more competitive, which in turn creates wealth in the area. While he says a college education is important for the sake of knowledge, he knows that practical experience is a vital component of a college education to make his students competitive. He also is aware of the need to supply employees for a working world that increasingly wants specific training, not necessarily a degree.

So he is focusing effort on making sure the College becomes the major facility for workforce training in the cities and counties surrounding the College. His job is to be certain companies understand that PCC can do the job.

PCC's three main campuses are: Sylvania, on the northern edge of Lake Oswego; Rock Creek, between Beaverton and Hillsboro; and Cascade, in North Portland.

"Degrees do not define a community," he said. "Work defines a community. Community colleges provide people with skills so that they can go out and get a job and support their families and get on with their lives."

Hereford said Carreon has already proved to be a creative manager, able to solve thorny problems, in his short time at the College. Hereford said Carreon should not have any difficulty tackling the challenges that PCC offers even though it is significantly larger in the size of the population it serves than the California college Carreon led prior to joining PCC.

"I think he's great," said Hereford. "He brings fresh perspectives. At Rio Hondo, he demonstrated he could run a complex organization, and organizations have the same complexities whether they have 10,000 people or 100,000 people."

Carreon was superintendent and president of the Rio Hondo Community College District, a two-year institution enrolling more than 15,000 students each semester. In his six-year at Rio Hondo, Carreon initiated, developed, and increased business, education, and government partnerships by 300 percent; improved the delivery of services and programs, which subsequently increased enrollment; and provided the leadership in remodeling the science facilities. In addition, he greatly increased external funding through grant development and the college foundation.

Professional colleagues nominated Carreon for the PCC job. Carreon said that initially he was reluctant and told others it would take a unique opportunity to get him to move. Once he explored Portland and PCC, he changed his mind, and has not had any regrets.

"There are few Latinos," he said, leading "these big institutions, so when these types of opportunities come along, we Latinos must say 'I'm up to the challenge.'"

Karen McKinney, former chair of the PCC board, said, "We are very pleased to be able to attract a person of Dr. Carreon's background, skills, and experience to PCC. I am extremely impressed with Jess. He brings the kind of leadership that Portland Community College will need in the coming years. Dr. Carreon's experience in forming alliances with other educational institutions, business, and government agencies will be a great asset to the college."

Chancellor William Vega of the Coast Community College District in Costa Mesa, Calif., who has known Carreon for nearly 25 years, says Carreon possesses all of the qualities of a successful chief executive and has so much respect for other people that he will be successful at PCC.

"He did an excellent job at Rio Hondo," said Vega. "He left it in much better shape than when he came in. He elevated its visibility not only in the community but in the state. I'm a big fan of his."

Prior to his position as superintendent of the Rio Hondo District, Carreon was president of Ventura College in Ventura, Calif., and before that, assistant superintendent and vice president of instruction at El Camino Community College District in Torrance, Calif.

Carreon also has private sector experience, having managed a family-owned construction business, Carreon Enterprises. But after several years in the business, learning how businesses work, he realized that his true calling was to be in higher education, particularly in community colleges. He has a keen appreciation, saying they are a concept unique to the United States and found nowhere else in the world. Community colleges are, he says, an experiment that worked.

Carreon earned a doctorate in higher education, with a specialization in legal issues, from the University of Southern California; a master's degree in management from the University of California, Irvine; and a bachelor's in history from San Diego State University. He also earned an associate's degree from Grossmont College in El Cajon, Calif.

Carreon was born and raised in San Diego, in a Mexican-American family.

In his spare time, Carreon enjoys being with his wife, Susan. He likes growing roses, surfing, working out, being outdoors, cooking, and spending time with his blended family, which includes four children and six grandchildren.

HOT HOT HOT: Humanities Out There

UC-Irvine Partners with K-12 System to Fill the Pipeline

by Alexandra Salas Rojas

During a recent classroom visit, Julia Lupton, professor of English and comparative literature, University of California-Irvine, and director of HOT, asked a fourth-grade HOT participant what she was doing. "I'm revising my poem," responded the little girl. "What's revising?" asked Lupton. "Revising is when you copy it over," explained the little girl. "Is it correcting?" Lupton prodded further. "No," noted the fourth-grader, "it's much more than that."

HOT stands for Humanities Out There, an educational partnership between UCI's School of Humanities and the Santa Ana Unified School District, in cooperation with UCI's Center for Educational Partnerships and UCI's California History-Social Science Project.

Lupton notes, that recent experience "was very moving to me. Here's a fourth-grader who understands that revising is not about catching spelling errors. It's about bringing your writing and thinking into a new level of articulateness and sharing it with other people. Kids are used to writing being an alienating assignment."

Founded in 1997, HOT reaches more than 1,000 kindergarten through 12th-grade students and their teachers a year. "There is a lot of mobility in the District, so we can't determine how classrooms are constituted from one year to another. There is a chance that students can become exposed to the program more than once," says Lupton.

More than 100 workshops in 37 classrooms are planned for 2001-02. Ninety workshops in 25 classrooms were held last year. More than 400 undergraduate and 45 graduate students have participated as tutors and workshop leaders. Twelve schools served in classrooms ranging from first to 12th grade.

Major areas of programming include creative writing, imagining America, Spanish literature, U.S. history, world history, and world mythology.

Naomi Ayala signing her book

About the Students

The Santa Ana Unified School District (SAUSD) boasts a large Hispanic population–91 percent, many from low-income homes; 85 percent are limited English proficient. Districtwide statistics indicate that the majority of the schools perform poorly on standardized tests.

"The university had to be doing more to encourage students from the community to become college bound, to become part of university. This was after the turning back of affirmative action. That was a big part of it. Our main goal is to increase college enrollment. But other goals have emerged, to engage the university faculty and staff, to encourage undergraduates to become teachers, particularly in school districts that have a need, and to encourage other universities to establish these kinds of partnerships with school districts."

In an article published in *UCI Journal*, Lupton wrote: "Our towns are increasingly divided by economic and educational disparity and deep differences in language and culture. The leisure that Aristotle saw as a precondition for the good life is unevenly distributed, and in the inverse pockets of privilege and unemployment where leisure does appear, it is rarely used for anything resembling philosophy."

Heretofore, "HOT aims to jump-start an ongoing process of productive interchange among diverse members of a cross-school, cross-county, and cross-cultural educational community."

An all-encompassing goal of HOT is to increase college "enrollability" of students from underserved groups by promoting a broad-based, knowledge-driven literacy. The literacy triangle is the nucleus of HOT, designed to help students develop their reading and writing skills through the paired tasks of building a common base of shared cultural knowledge.

Lupton elaborates: "We try to give the kids the real thing. Obviously we adapt it to make it accessible to them. We try to get beyond the textbook where things are overly translated. We present Greek mythology, world history, a lot of documents, primary sources, Meso-American mythology, and poetry."

How the program works

Many UCI undergraduate and graduate students are part of this community service program. Undergrads can receive up to two units of academic credit, and graduate student workshop leaders are employed as graduate student assistant researchers. UCI participants attend weekly training sessions, and workshop leaders facilitate discussion among tutors to develop successful classroom strategies.

"It's during the school day, and meant to supplement what's going in the classroom. It's an enrichment model. The schoolteachers sign up for it and make it possible. Some teachers follow up with the HOT coursework and have kids rewrite assignments, and others see it as an extra to stimulate the students' thinking," says Lupton.

In developing the program, Lupton says, "I was trying to translate college thinking and teaching to K-12 students who don't have older siblings, to make college real, through tutors who are college students and come into the classroom and work with them."

During the first few years, Lupton did much of the actual teaching. "Now it's gotten so big. I do site visits, fund raising, and program design. I'm in the classroom a lot less than I'd like to be."

She adds, "Each workshop has its own ecology. In general, students are really excited to be treated as intellectuals, as people who can think, and become authors of their own writing. They are excited to have conversations. They see it as a special thing."

Humanifest is another component of HOT. It is an online publication to which students submit their work. "An editor responds and comments and then the students revise their work based on comments. In most cases, we publish their work," says Lupton.

According to Lupton, program participants are evenly distributed between elementary and intermediate and high school students. "It's important to start engaging students as young as possible, unless they already have extraordinary discipline and support from their families. We try to get them excited about reading and writing, engaging them as scholars and writers, so there is more of a chance that they will have the skills necessary to take advanced courses later on."

Tracking its graduates is an effort HOT plans to undertake next.

"We have started to get students enrolling to UCI. Several are now here and plan to become active in the program. That's exciting for us. We're starting to create a database to track some information."

An emphasis central to HOT is that writing is integral to life. Says Lupton, "We tell students–you're all going to need to write in any profession you choose."

UNIVERSITY OF CALIFORNIA
IRVINE
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FYI...

The Hispanic Outlook In Higher Education www.hispanicoutlook.com April 22, 2002

Fulbright Offers Lecturing/Research Grants in 140 Countries

WASHINGTON, D.C.

The Fulbright Scholar Program is offering lecturing/research awards in some 140 countries for the 2003-04 academic year.

Opportunities are available not only for college and university faculty and administrators, but also for professionals from business and government, as well as artists, journalists, scientists, lawyers, independent scholars, and many others. There are awards in 37 disciplines and professional fields as well as sub-disciplines such as gender studies and peace studies.

Traditional Fulbright awards are available from two months to an academic year or longer. A new short-term grants program–the Fulbright Senior Specialists Program–offers two-to-six-week grants in several disciplines and fields.

Most but not all Fulbright lecturing assignments are in English. Some 80 percent of the awards are for lecturing.

Application deadlines for 2003-04 awards are:

- **May 1**, for Fulbright Distinguished Chair awards in Europe, Canada, and Russia;
- **August 1**, for Fulbright traditional lecturing and research grants worldwide;
- **November 1**, for the summer German Studies Seminar and for spring/summer seminars in Germany, Korea, and Japan for academic and international education administrators;
- Fulbright Senior Specialists Program has a **rolling deadline**

For more information, contact the Council for International Exchange of Scholars (CIES), 3007 Tilden Street, NW, Suite 5L, Washington, D.C. 20008-3009; (202) 686-7877; e-mail, apprequest@cies.iie.org; Web site, www.cies.org.

The Fulbright Scholar Program is sponsored by the United States Department of State, Bureau of Educational and Cultural Affairs.

No Child Left Behind Plan Becomes Law

WASHINGTON, D.C.

U.S. Secretary of Education Rod Paige joined President Bush for the signing of the *No Child Left Behind Act of 2001*–an historic new law intended to change the culture of the nation's elementary and secondary schools in order to improve student achievement.

"We owe the children of America a good education," said the president. "And today begins a new era, a new time in public education in our country. As of this hour, America's schools will be on a new path of reform and a new path of results."

The *No Child Left Behind Act of 2001*, which passed both houses of Congress by overwhelming bipartisan majorities in December, follows President Bush's yearlong promise to reform education, cited as his foremost domestic policy priority.

"For the first time, federal policies will focus squarely on improving student achievement," said Paige. "For too long, many of our schools did a good job educating some of our children. With this new law, we'll make sure we're providing all of our children with access to a high-quality education."

The new law is claimed to be the most sweeping reform of the Elementary and Secondary Education Act since it was enacted in 1965, giving states and school districts increased local control and flexibility, removing federal red tape and bureaucracy. Under the law, states and school districts are to develop systems of accountability based upon student performance.

Among other provisions, the law will:

- Require states to issue annual report cards on school performance and statewide results, in order to enhance accountability;
- Authorize $400 million to help states design and administer tests in grades three through eight that are aligned with state standards to assess basic skills in reading and math;
- Give parents of children in failing schools the option to transfer their child to a better-performing public or charter school, and–where failure persists–allow federal Title 1 funds to be used to provide supplemental education services (including tutoring, after-school services, and summer school programs);
- Triple the federal funding investment in reading and ensure that teachers are using instructional methods that have been proven to work through *Reading First*; and
- Invest almost $3 billion in improving teacher quality this year alone while asking states to put a highly qualified teacher in every public school classroom by 2005.

. . . FYI

Diversity Pipeline Alliance Wants More Minorities Studying Business

WASHINGTON, D.C.

Despite a robust economy and greater emphasis on business diversity in the 1990s, African American, Hispanic, and Native American undergraduate students "walked away in droves" from earning a business degree in that decade, a new analysis of government statistics shows. The findings are outlined in *The Pipeline Report: The status of minority participation in business education*, released by the Diversity Pipeline Alliance, a coalition of organizations working to attract more minorities to business careers.

Voicing concern over the decline, the Alliance warned that a stepped-up effort is needed to draw more minority undergraduates into studying business. Without it, they said, the impact on corporate diversity will be devastating. While the current recession has slowed hiring in many industries, the group said, it is a critical time to spur new interest in business studies.

Noting that today's students may be two to five years or more from entering the workforce, the report concluded, "The talented individuals that corporate America will want to hire tomorrow are, today, seeds. Seeds must be planted, cultivated, and harvested....The planting and preparation cannot stop because today many companies have all the workers they need. Tomorrow, they will not. But by then, it will be too late to plant seeds."

Looking at the most recent data available, the report found that:

- In 1989, 26 percent of bachelor's degrees earned by African Americans were in business. By 1998, the number had dropped to 21 percent.
- In 1989, 23 percent of bachelor's degrees earned by Hispanics were in business. In 1998, that had declined to 19 percent.
- In 1989, the percentage for Native Americans fell from 21 percent to 16 percent.

"If corporate America was trying to persuade minority undergraduate students in the 1990s that business was a smart career choice, the message was not getting through to enough people," says the report. It found more encouraging news regarding minorities at the graduate level in the 1990s: minority MBA-earners increased at roughly the same pace as minority master's degree holders in all fields. Despite the encouraging news, the report sounds a cautionary note. For the past five years, the percentage of minorities who take the Graduate Management Admission Test (GMAT) has remained at a relatively constant, low rate. GMAT test-taking is considered a leading indicator of future business school enrollment.

HACU Member HSIs Win Record New Fund

SAN ANTONIO, Texas

Congress endorsed a record new $86 million appropriation to HACU (Hispanic Association of Colleges and Universities) member HSIs (Hispanic Serving Institutions) for fiscal year 2002, according to the HACU newsletter *The Voice of Hispanic Higher Education*. The final amount approved by Conference Committee exceeded earlier recommendations by the White House, Senate, and House, signaling a new era of stronger support and funding for Hispanic higher education.

The appropriation under Title V of the Higher Education Act exceeded the $72.5 million recommended by the White House, the $76.5 million recommended by the U.S. Senate, and the $81.5 million recommended by the House of Representatives. The FY 2001 Title V appropriation to HSIs totaled $68.5 million.

HACU sent messages of thanks to members of the Congressional Hispanic Caucus, including its president, U.S. Rep. Silvestre Reyes of Texas, and Education Task Force chair, U.S. Rep. Ruben Hinojosa of Texas; and to members of the Senate HSI Coalition, co-chaired by Sens. Kay Bailey Hutchison of Texas and Jeff Bingaman of New Mexico.

HACU's FY 2002 Legislative Agenda and the pending 2003 Reauthorization of the Higher Education Act were to be the focus of HACU's National Capitol Forum, held recently in Washington, D.C.

For updated HACU news and information, go to the HACU Web site, www.hacu.net.

People-Places-Publications-Conferences

PEOPLE & PLACES

Del Mar Names First Hispanic President

After 67 years, Del Mar College (Texas) appointed its first Hispanic president.

Del Mar's board of regents voted unanimously to elect Dr. Gustavo R. Valádez Ortiz College president. Jacob Muñoz, chair of the presidential search committee, said that Valádez Ortiz has been perceived as a visionary by those who meet him, and that he has the background in governmental relations and community development that the committee preferred.

Valádez Ortiz was the CEO and educational leader for St. Louis Community College-Florissant Valley, responsible for the strategic and operational plans of the campus of 3,500 credit and 8,000 noncredit students. He was also vice president for instruction and student development at Richard J. Daley College and dean of instruction at Hartnell College.

Valádez Ortiz holds a bachelor's degree in mathematics from St. Mary's University in Minnesota, a master's in mathematics from the University of California-San Cruz, a master's in Spanish language and literature from the University of Iowa, and a doctorate in organization and leadership from the University of San Francisco.

Howard Finalizes Anheuser-Busch Endowment, Receives Research Grant

Howard University President H. Patrick Swygert received the balance of a $1 million gift from the Anheuser-Busch Foundation as part of the endowment of the Anheuser-Busch/John E. Jacob Chair in the Howard University School of Business in Washington, D.C.

John E. Jacobs, Howard alumnus and executive vice president and chief communications officer at Anheuser-Busch Companies, Inc., delivered the gift for the first endowed chair in Howard's School of Business, which enables Howard to attract high-profile scholars to the School and create greater visibility for its marketing department.

An interdisciplinary group of Howard scientists received a $750,000 research grant from the Keck Foundation, a philanthropic organization that primarily donates funding to areas of medical research, science, and engineering.

The grant will be used by Howard's Nanotechnology Group, a team of scientists and researchers from disciplines such as chemistry, pharmacy, civil engineering, and electrical engineering, for a nano-scale study (smaller than micro) of how molecules and small organisms identify and respond to each other.

Akron President Appointed to Bush Advisory Council

University of Akron (Ohio) President Luis M. Proenza was appointed by President George W. Bush to the President's Council of Advisors on Science and Technology (PCAST).

Proenza is part of a 22-member group drawn from education, industry, research institutions, and government that will advise the president on matters involving science and technology; help the National Science and Technology Council secure private-sector involvement in activities; and convene ad hoc working groups to provide preliminary information and advice to PCAST.

Proenza has held research and administrative posts at the University of Georgia, University of Alaska-Fairbanks, and Purdue University and in 1992 was appointed by the president to the U.S. Arctic Research Commission. He earned a bachelor's degree at Emory University, a master's at Ohio State University, and a doctorate at the University of Minnesota and is a member of several professional, scholarly, and honorary organizations.

NYU Welcomes Venezuelan President

Hugo Chávez Frías, president of the Bolivarian Republic of Venezuela, delivered a speech, "The Presence of Venezuela in the World," at New York University (NYU).

In 1992, Chávez Frías headed a group of young officers of the armed forces in a rebellion against what they deemed a corrupt and unjust social and political order. He was elected President of Venezuela in 1999, following the adoption of its new constitution, and recently assumed the presidency of the "Group of 77," a United Nations organization devoted to furthering the prosperity of 133 developing nations around the world.

A grant from CITGO, the U.S. affiliate of Venezuelan Petroleum, helped establish an Andrés Bello Chair in Latin American Cultures and Civilizations at NYU's King Juan Carlos I of Spain Center.

Campbellsville Receives Racial Harmony Award

Campbellsville University (Ky.) was one of two Christian universities in the nation to receive the 2002 Racial Harmony Award from the Council for Christian Colleges and Universities (CCCU).

Campbellsville was honored for its total commitment to racial and ethnic harmony and diversity. The Council also recognized the University's trustees, administration, faculty, staff, and student body for "working, each in their own way, toward the goals of cultural diversity, racial and ethnic reconciliation, and institutional change."

The University hosted a series, Campus Dialogues on Race, and presents its annual President's Racial Reconciliation Ministry Award. It supports community and campus events bringing together minority and ethnic groups in the region and provides mentoring programs for minority students to enhance their successes on and off campus.

Oral Roberts University also received the award.

Southern Colorado Selects New President

The University of Southern Colorado selected Ronald Applbaum (pictured) as its new president, effective July 1.

Applbaum is the president of Kean University and former president of Westfield State College. According to Patrick García, presidential search committee chairman, Applbaum was selected for his experience in higher education and outstanding credentials.

In addition to his presidency posts, Applbaum was vice president of academic affairs at the University of Texas-Pan American (UTPA) and was a professor of speech communications at California State University-Long Beach (CSULB) and UTPA. He received a bachelor's degree and a master's in speech communications at CSULB and a doctorate at Pennsylvania State University, also in speech communications.

Eastern Earns University Status

Eastern College is now Eastern University, according to President David R. Black.

The Middle States Association of Colleges and Schools strongly recommended that Eastern consider university status because of its extensive graduate programs and new School of International Leadership and Development. The University offers 46 undergraduate and graduate degree programs in five schools and is very involved globally with graduate centers in Latin America, Asia, Africa, South Asia, China, and the Middle East, as well as in the community, with projects helping Latinos, women, and children, among others.

Said Black, "Universities exist to search for knowledge and truth, to transfer wisdom from one generation to another, and to develop human capital for society. The most important reason has to do with the very society we serve."

$10 Million Promised to Hispanic Youth in Texas

First Lady Laura Bush and Alma Powell joined Joe R. Long and Teresa Lozano Long for the announcement of "The Lozano-Long Promise to Hispanic Texas," a $10 million commitment that will benefit Texas Hispanic youth and make annual grants to charities, schools and universities, and corporations as well as government programs.

Programs selected by the Long Foundation must be located in or targeted at areas or groups with large Hispanic populations and must support the youth of those areas or groups by fulfilling at least one of the five promises of "America's Promise–The Alliance for Youth." These include providing ongoing relationships with caring adults; safe places with structured activities during non-school hours; a healthy start and future; marketable skills through effective education; and/or opportunities to give back through community service.

America's Promise was launched after the 1997 President's Summit for America's Future challenged the country to make children and youth a national priority.

NAHJ Holds Conference at Michigan State

Journalists, students, and recruiters from Illinois, Ohio, Michigan, Wisconsin, and Washington, D.C., gathered at Michigan State University (MSU) for the second annual National Association of Hispanic Journalists (NAHJ) Region 6 conference, "Journalists in the Midwest: Reporting on the 'Latinization' of America's Heartland."

The conference showcased panels on free speech in Latin America, race and ethics in television news, starting a career in journalism, and the challenges of reporting on the Midwest's growing Latino community. Both the American Society of Newspaper Editors and the Investigative Reporters and Editors coordinated panels. NAHJ President Cecilia Alvear and NAHJ Midwestern (Region 6) Director Rosa María Santana gave speeches.

Stephen Lacy, director of MSU's School of Journalism, said the event gave Midwest Latino journalists and students a chance to network with each other and address issues concerning the role of race and ethnicity in communities and the newsroom.

Texas Health Science Center at San Antonio Professor Earns Praise

The Society for Advancement of Chicanos and Native Americans in Science honored Dr. John F. Alderete as one of the best and brightest Hispanic scientists in the country. Alderete, professor of microbiology at the University of Texas Health Science Center at San Antonio, is one of the leading researchers of trichomoniasis, a sexually transmitted infection that affects an estimated 5 million U.S. women annually.

Alderete was honored in an exhibit, "Hispanics in Science and Engineering," at the National Atomic Museum in Albuquerque, N.M. The Museum's Lockheed Martin and Sandia National Laboratories' Hispanic Leadership and Outreach Committee lauded him for his many years of scientific achievements and efforts to promote research careers among young Latinos.

Northeastern Illinois' ENLACE Partnership Launches Summit

Northeastern Illinois University's (NEIU) Chicago ENLACE (Engaging Latino Communities for Education) Partnership hosted a dynamic education summit for the entire family that enabled teenagers to voice their interests and concerns on issues pertaining to education and reform in our schools.

The summit kicked off a national public engagement campaign in conjunction with the new PBS (Public Broadcasting System) documentary series, "Senior Year," a 13-part program chronicling the lives of 15 students during their last year at Fairfax High School in Los Angeles, Calif., one of the most diverse public high schools in America. Participants were treated to an advanced screening of the series. This project together with the summit brought together teens and adults to explore educational issues from the perspective of Illinois youth.

The Chicago ENLACE Partnership–there are 31 partners altogether–was chosen as one of the campaign's national partners because of its commitment to education.

UTSA President Inducted into San Antonio Hall of Fame

President of the University of Texas-San Antonio (UTSA) and San Antonio native Ricardo

Romo was inducted into the San Antonio Sports Hall of Fame.

An accomplished distance runner, Romo, as an undergraduate at the University of Texas-Austin, became the first Texan to run a mile under four minutes, clocking a time of 3 minutes, 58.8 seconds at a meet in 1966. A back injury prevented him from competing in the '68 Olympic Games, so he switched his focus to education. He would go on to earn a master's from Loyola University and a doctorate from the University of California-Los Angeles. In 1999, Romo was installed as UTSA's fifth president, the first Hispanic to hold that position at the University.

Sponsored by the San Antonio Sports Foundation, the city of San Antonio, and *San Antonio Express-News*, the San Antonio Sports Hall of Fame recognizes San Antonians who have made a significant impact in the sports community.

Kean Receives Funding for Diplomacy Studies

To address the emerging need for a larger, more diverse pool of candidates for foreign service positions, Kean University (N.J.) was awarded an $800,000 federal grant to establish an Institute for Foreign Service and Diplomacy and a Global Studies Internship Program. The U.S. Department of Education grant will help students prepare for careers in foreign service and international units of federal agencies by increasing their awareness of these organizations and by funding student internships.

The University will institute a certificate program in diplomacy as an intermediate step to establishing a concentration program either in its Master of Liberal Studies or in its developing Master of Political Science Program. The internships will provide a framework in which students from diverse backgrounds can work with specific departments in the United Nations.

Kean President Ronald L. Applbaum and Provost/Vice President for Academic Affairs Livingston Alexander, along with University trustees, worked with U.S. Sen. Jon Corzine and with U.S. Reps. Michael Ferguson, Robert Menéndez, and Steven Rothman to secure the funding.

Elders Keynotes North Carolina King Celebration

Former U.S. Surgeon Gen. Dr. Joycelyn Elders (pictured) delivered the keynote address "Health Care and Race: The Struggle for Equality Continues," kicking off a weeklong University of North Carolina (UNC) event celebrating the birthday of the Rev. Dr. Martin Luther King Jr.

The event featured an array of activities and speeches commemorating Dr. King, including a Youth Leadership Day and Day for Service, Dr. King Oratorical Contest, Candlelight Vigil and Procession, and the presentation of the 21st annual Martin Luther King Jr. Scholarship, and more.

In 1993, newly elected President Bill Clinton appointed Elders, who had been director of the Arkansas Health Department and a pediatric endocrinologist at the University of Arkansas for Medical Sciences, to be the second woman and first African American U.S. Surgeon General. She resigned in 1994 amid controversy over a remark she made about sex education and returned to the University of Arkansas for Medical Sciences. Dr. Elders retired in 1999 and continues her work as an advocate for the health needs of children and the poor.

Wright State Newspaper Earns "All-American" Rating

The Wright State University (Ohio) weekly student newspaper *The Guardian* earned the "All American" rating in critiques by the Associated Collegiate Press (ACP), receiving marks of distinction for coverage and content, writing and editing, photography and graphics, and leadership. *The Guardian* and its online edition, theguardianonline.com, are produced by an all-student staff. Neutral off-campus judges conduct an in-depth evaluation for the ACP critiques. Campus newspapers are rated in comparison to papers with similar circulation and school enrollment.

Author and scholar Dr. Michael Eric Dyson was the keynote speaker for the Wright State Martin Luther King celebration, hosted by the University's Bolinga Black Cultural Resource Center. Dyson, the current Ida B. Wells-Barnett University professor at DePaul University, is a scholar of African American, religious, and cultural studies, a best-selling author, and a public intellectual. He is also a columnist for the *Chicago Sun-Times* and won the 1992 Award of Excellence for Magazines from the National Association of Black Journalists.

Fresno State Hosts Annual Chicano Youth Conference

California State University-Fresno recently hosted its 29th annual Chicano Youth Conference. The event featured workshops, food, and entertainment under the theme "The Strength of Our Raza within Our Education."

Delivering the keynote address was education activist Sal Castro, organizer of the 1968 East Los Angeles Schools walkout, which protested, among other things, the lack of educational opportunities for Mexican-American students. More than 20,000 students boycotted school for a week in March of that year, and Castro, then a teacher at Lincoln High School, and 13 other organizers were arrested for their involvement. The protest is considered to be among the spark plugs of civil unrest that characterized the era and helped open the doors of higher education for people of color.

Three years after the walkouts, Fresno State established the Chicano Youth Conference, one of the oldest and largest of its kind in the state. The Mexican-American student organization Movimiento Estudiantil Chicano de Aztlán (MEChA) organized the event.

News from Alamo District

- In Texas, the Alamo Community College District (ACCD) announced that San Antonio College students were honored with the Distinguished Delegate to the Model Organization of American States (OAS) award in a simulation competition held at St. Mary's University. The students participated as mock diplomats to Costa Rica in five different committees of the OAS and had to pass resolutions consistent with Costa Rican interests that furthered OAS general objectives.
- The ACCD board of trustees approved the appointment of Lenora Cubello Chapman as the new district treasurer. Cubello Chapman is a certified public accountant and former director of endowments at Trinity University.
- Dr. Patricia Candia recently assumed her duties as the new vice president for student

affairs at ACCD member institution St. Philips College. A former St. Philip's student, Candia began her career there as a tutoring support specialist. She was also the manager of Academic Support Services and director of student activities at the College. She received a bachelor's degree in business administration and a master's in education from the University of Texas-San Antonio and a doctorate in educational human resource development from Texas A&M University-College Station.

Pima District Board Chairman Named Man of the Year

Pima Community College (Ariz.) 2002 board of governors chair Richard Fimbres was named 2001 Man of the Year by the Tucson Metropolitan Chamber of Commerce for his civic involvement.

Photo © Ray Manley Portraits

Fimbres, an employee of the Pima County Sheriff's Department, is national vice president of the Far West Region of the League of United Latin American Citizens (LULAC). He co-founded LULAC's Leadership Institute and the Annual Youth Leadership Conference and was named LULAC's 2001 Man of the Year.

Fimbres is a member of the Arizona Behavioral Planning Council and the University of Arizona's Diversity Action Council. Active in the Tucson High School Alumni Association, the Metropolitan Education Commission, Tucson Pima Arts Council, and the Pima Community College's Hispanic Endowment Fund, he was honored with the Jefferson Award, established by Jacqueline Kennedy Onassis and Sen. Robert Taft, Jr.

Towson Presents Four Honduran Artists

TOWSON UNIVERSITY

Towson University (Md.) presented the "Four Honduran Artists" exhibition at its University Union Art Gallery. The show featured 40 years of rich and diverse art by Hondurans Mario Castillo, Virgilio Guardiola, Xenia Mejía, and Rolando López Tróchez. The works respond to the economic disparities within the country and explore social problems and the development of literary movements that helped vent the anguish over the destruction of civil war.

Honduras has a long history of art production, extending from pre-Columbian times, with the sculpted ruins of the Mayan city of Copán and the painted pottery of the peoples of the Ulúa Valley. This tradition spilled into colonial times, as indigenous Hondurans and foreign artists decorated religious structures. Today's Honduran artists have struggled to give form to their personal vision but have managed to create pieces that are not only socially conscious, but reflect the country's physical beauty, examine its ethnic diversity, and explore the origins and relationships of its complex history.

The first collective exhibition of Honduran art was presented in 1951.

Migration and Globalization Conference Held in Tijuana

Theologians and social scientists from around the world met in Tijuana, Baja California, Mexico, for the first International Conference on Migration and Theology. The "Migration and Religious Experience in the Context of Globalization" conference examined the social, religious, and cultural impacts of migration on a global scale.

Topics of discussion included migration, the social doctrine of the Catholic Church, the rights of migrants, and the role of pastoral counselors working with them.

At the outset of the meeting, Orlando O. Espín (pictured), director of the University of San Diego (Calif.) TransBorder Institute and professor of theology and religious studies, said, "Together, we reflect on the role of religion, as it affects the lives of immigrants and contributes to an understanding of the responses and issues raised by human migrations."

The TransBorder Institute and the Missionaries of St. Charles sponsored the event. Founded in 1996, the Institute encourages communication, exchange, and collaboration to break down the barriers between the peoples who live on both sides of the U.S.-Mexico border.

Cañada Opens University Center

Cañada College officially marked the site of what it says is California's first university center on a community college campus.

According to Cañada President Rosa Pérez, California is expected to experience a 35.8 percent increase in college enrollment by the year 2010, with a large portion of diverse students coming from immigrant families. To avoid the costs of building more university campuses, the three colleges of the San Mateo County Community College District, led by Cañada, where the center is located, collaborated with San Francisco State University to bring university programs to the community college. Thus, the concept of the university center was born. The center allows students to complete their last two years of college on Cañada's campus and earn their bachelor's degree.

California Gov. Gray Davis signed a $1 million bill to help launch the center.

Museum Curator Earns $2.7 Million in Grants

Within the last three years, Joel "Jody" Martin, curator of crustacea at the Natural History Museum of Los Angeles County, has earned seven National Science Foundation (NSF) research grants totaling more than $2.7 million.

The grants support both research projects and outreach initiatives. One grant is funding an innovative interdisciplinary program to develop teaching modules exposing high school students in the Los Angeles region, and elsewhere, to the evolution of arthropods. The program includes talks and demonstrations by curators and scientists, field collecting trips, and Internet tracking of the project's progress.

Another NSF grant awarded to Martin supports "Partnerships to Enhance Expertise in Taxonomy," which helps three students from the University of California-Los Angeles with stipends, academic fees, travel costs, and equipment for up to four years of their graduate studies.

In his 23 years as a scientist, Martin estimates he has worked with more than 30 students at various points in their academic careers.

$1.4 Million Gift Helps Prepare Cal State L.A. Students for Business Leadership

California State University-Los Angeles formed The Gateway to Los Angeles, an innovative partnership between the University and PepsiCo/Frito Lay. The partnership was launched with a check presentation ceremony at Cal State L.A., including a $1.4 million donation to the University's College of Business and Economics and the College of Engineering, Computer Science and Technology by PepsiCo Foundation–the largest cash contribution ever to either College. The gift will be accompanied by significant in-kind contributions from Frito-Lay, including funding for scholarships, internships, and recruitment efforts, over the next four years.

The Gateway to Los Angeles partnership will work to develop well-trained business and technology graduates who will build an inclusive workforce that is the key to the multicultural corporation and a healthy business community. It also will serve to develop model programs to prepare students to become tomorrow's business leaders and entrepreneurs.

Eastern Michigan Professor Receives State Honor

The Carnegie Foundation for the Advancement of Teaching and The Council for Advancement and Support of Education announced that Dr. Bernard O'Connor, assistant dean for the College of Arts and Sciences at Eastern Michigan University (EMU), was named 2001 Michigan Professor of the Year. The political science professor received the same accolade in 1999, making him the second two-time honoree in the competition's 20-year history.

O'Connor, who joined EMU in 1994, teaches diplomacy, mediation, international relations, and law. He also has a reputation in the areas of mediation and dispute resolution, and serves on the state of Michigan's Board of Ethics.

The Carnegie Foundation for the Advancement of Teaching, launched in 1905 by the industrialist Andrew Carnegie, is among the oldest foundations in the nation. The Council for Advancement and Support of Education is one of the largest international associations of educational institutions, representing 44 countries.

L.A. Mayor Briefs Ethnic Media at Cal State Northridge

Los Angeles Mayor James Hahn (pictured) talked about the potential impact of San Fernando Valley secession on the city of Los Angeles during a presentation to Southern California's ethnic media at California State University-Northridge.

Photo © Eduardo Stanley

If San Fernando secedes from Los Angeles, as some would have it, there is a possibility that it would become the third largest city in the state.

"It's very clear that both Mayor Hahn and secession movement leaders see the importance of reaching out to the new Los Angeles–the Los Angeles that reads Spanish-language newspapers, watches Korean television, listens to American radio, and votes on bilingual ballots," said Sandy Close, executive director of New California Media, a statewide network of ethnic media.

Roberto Lovato, one of the event's coordinators and director of the University's Central American studies program, said he found it interesting that the two sides on the secession issue are courting minority voters.

Latino Poet Speaks at LIU-Brooklyn

Renowned Latino poet and writer Piri Thomas read from his works at Long Island University-Brooklyn (N.Y.) as part of the English department's multicultural "Voices of the Rainbow" poetry and fiction reading series.

Thomas, born to Puerto Rican and Cuban parents in New York City's Spanish Harlem in 1928, began his struggle for survival, identity, and recognition at an early age. Overcoming a violent background of drugs, gang warfare, and incarceration, he launched his career as an author in 1967 with his autobiography *Down These Mean Streets*. The book made *el barrio* a household term to millions of non-Spanish-speaking readers. Also an essayist, playwright, and filmmaker, Thomas' work conveys a message of positive self-affirmation, peace, and social justice.

Ballet Concierto de Puerto Rico at Westchester

Westchester Community College (N.Y.) presented the Ballet Concierto de Puerto Rico in a performance of *Carmen* and *Latinissimo*.

The company, known to some as the premier dance troupe of Puerto Rico, recently celebrated its 20th anniversary. Its all-star cast includes some of the world's best dancers, most of them Hispanic, performing an unusually varied repertoire of both contemporary and classic dance. Its signature is "style," with dancers who exude "warmth, generosity, physical power, and precious contact with the audience."

Latinissimo is a combination of contemporary repertory pieces by a variety of Hispanic choreographers and set to popular music by Gloria Estefan, Julio Iglesias, Tito Puente, Ricky Martin, and others.

Prudential Spirit of Community Awards Announced

America's 104 most outstanding youth volunteers–two from each state, the District of Columbia, and Puerto Rico–were named state honorees by The Prudential Spirit of Community Awards, a nationwide program honoring young people for exemplary acts of volunteerism. The awards program, now in its seventh year, is conducted by Prudential Financial in partnership with the National Association of Secondary School Principals.

Each of the 104 state honorees will receive $1,000, an engraved silver medallion, and an all-expense-paid trip to Washington, D.C., in May for several days of national recognition events. Ten of them will be named America's top youth volunteers for 2002 at that time.

Several of this year's state honorees and distinguished finalists are being recognized for volunteer projects relating to the Sept. 11 terrorist attacks; others for providing aid and comfort to the sick or disadvantaged, saving lives through health and safety initiatives, protecting the environment, reaching out to the elderly, teaching and mentoring children, or by serving their communities in other ways. For more information, go to www.prudential.com/community/spirit or http://dsa.principals.org/awards.

Repertorio Español Spring Performances

The touring production company Repertorio Español, New York, N.Y., is presenting a number of shows this spring based on Hispanic heritage and history and addressing issues affecting the

Hispanic community in the United States and Latin America. Performances are in Spanish.

Yerma, *La Casa de Bernarda Alba*, and *Bodas de Sangre* are part of Federico García Lorca's trilogy of rural Spanish tragedy; *Crónica de Una Muerte Anunciada*, by Gabriel García Márquez, features a spectacular wedding, a savage scandal, and a murder to which an entire Latin American town appears to be an accessory; *Vieques*, by Jorge González, is an irreverent comedy set in the 1950s, as the U.S. Navy began its military exercises; *La Gringa*, by Carmen Rivera, portrays a young woman traveling to Puerto Rico to discover her roots; and *Volvió una Noche*, by Eduardo Rovner, part of the Jewish Latin American Festival, juxtaposes the traditional story of interfaith marriage with the Latin American tradition of magic realism.

For more information, call (212) 889-2850 or visit www.repertorio.org.

PUBLICATIONS

Quiché Rebelde: Religious Conversion, Politics, and Ethnic Identity in Guatemala

By Ricardo Falla

A Guatemalan Jesuit priest and anthropologist examines the Catholic Church's missionary work in the Guatemalan *municipio* of San Antonio Ilotenango, Quiché, a self-identified Mayan community. The study shows how the religious conversion process was related to more general processes of cultural change that actually strengthen ethnic identity. Translated by Philip Berryman. Foreword by Richard N. Adams.

2001. 279 pgs. ISBN 0-292-72532-9. $19.95 paper. University of Texas Press. (800) 252-3206.

The Selected Poems of Miguel Hernández: A Bilingual Edition

Ted Genoways, ed

This comprehensive bilingual collection of poems brings to English readers the poetry of one of the 20th century's most important poets in the Spanish-speaking world.

2001. 435 pgs. ISBN 0-226-32773-6. $25.00 cloth. University of Chicago Press. (800) 621-2736.

Disrupting Savagism: Intersecting Chicana/o, Mexican Immigrant, and Native American Struggles for Self-Representation

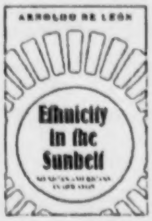
By Arturo J. Aldama

Colonial discourse in the United States has tended to criminalize and depict as savage not only Native Americans but Mexican immigrants, indigenous peoples in Mexico, and Chicanas/os as well. *Disrupting Savagism* reveals how each group has actively attempted to create a social and textual space in which negative discourses are neutralized and rendered ineffective.

2001. 186 pgs. ISBN 0-8223-2748-1. $18.95 paper. Duke University Press. (888) 651-0122.

Ethnicity in the Sunbelt: Mexican Americans in Houston

By Arnoldo De León



Arnoldo De León showcases the urban experience of Sunbelt Mexican-Americans living in Houston, the city that has become known as the "Hispanic mecca of Texas." He focuses on Houston's developing barrios from the 1920s to the present, exploring the issues of acculturation and identity formation across political and social eras.

2001. 288 pgs. ISBN 1-58544-149-X. $17.95 paper. Texas A&M University Press. (800) 826-8911.

Art and Society in a Highland Maya Community: The Altarpiece of Santiago Atitlán

By Allen J. Christenson

This illustrated work chronicles the reconstruction of the central altarpiece of the Maya Church of Tz'utujil-speaking Santiago Atitlán, Guatemala. The book provides a firsthand account of how these modern Mayans have remembered the imagined universe of their ancestors.

2001. 260 pgs. ISBN 0-292-71242-1. $24.95 paper. University of Texas Press. (800) 252-3206.

Cultural Logics & Global Economies: Maya Identity in Thought & Practice

By Edward F. Fischer

Drawing on recent theories from cognitive studies, interpretive ethnography, and political economy, this book presents an innovative synthesis of the local and global factors that have led Guatemala's indigenous Mayan peoples to assert and defend their cultural identity and distinctiveness within the dominant Hispanic society.

2001. 302 pgs. ISBN 0-292-72534-5 $22.95 paper. University of Texas Press. (800) 252-3206.

Fantasmas: Supernatural Stories by Mexican American Writers

Rob Johnson, ed.

Cuentos de fantasma are a popular form of Mexican literature combining fantasy, folktales, and pulp fiction. This first collection of such stories written by a new generation of Mexican-American writers shows how these writers have infused the folktales of the past with a sense of irony, humor, affection, and belief. Introduction by Kathleen Alcalá.

2001. 176 pgs. ISBN 1-931010-02-1. $14.00 paper. Bilingual Press/Editorial Bilingüe. (480) 965-3867.

Classic Hollywood, Classic Whiteness

Daniel Bernardi, ed.

Leading scholars address the ways in which America's attitude about race transformed the production of Hollywood films, in this chronicle of racial stereotypes in Hollywood from the 1920s through the 1960s.

2001. 568 pgs. ISBN 0-8166-3239-1. $24.95 paper. University of Minnesota Press. (800) 621-2736.

Forging Mexico, 1821-1835

By Timothy E. Anna

FORGING
MEXICO
1821-1835

This book identifies and explains the process by which Mexico undertook its transition from colonial subservience to nationhood, beginning with Mexico's independence in 1821.

2001. 366 pgs. ISBN 0-8032-5941-7. $29.95 paper. Bison Books. (800) 755-1105.

Our Voices: Native Stories of Alaska and the Yukon

James Ruppert and John W. Bernet, eds.

Storytelling is a precious, vibrant tradition among the native peoples of the Far North. Collected here are stories from the communities of interior Alaska and the Yukon Territory. These are the tales that the people tell about themselves, their community, and the world which they inhabit.

2001. 388 pgs. ISBN 0-8032-8984-7. $25.00 paper. University of Nebraska Press. (800) 755-1105.

CONFERENCES

NACADA Mid-Atlantic Regional Conference

April 24-26

Advisors help students reach their destinations more efficiently, safely, and comfortably. The destinations are more conceptual than geographical–meeting departmental requirements, obtaining internships, registering for courses, graduating, etc. "Reach the Beach: Advising the Journey" is the theme of this conference of the National Academic Advising Association (NACADA). At the Clarion Resort Fountainbleau Hotel, Ocean City, Md.

Contact: NACADA, (785) 532-5717; e-mail, nacada@ksu.edu; Web site, www.nacada.ksu.edu

National Resource Center "Changing Mosaic" Conference

April 25

"The Changing Mosaic: Designing Successful Experiences for the New American College Student" is presented by the National Resource Center for The First-Year Experience & Students in Transition in cooperation with the University of South Carolina, Distance Education and Instructional Support. With the 2000 Census as a backdrop, four respected scholars will lead a timely discussion on the changing face, and attitude, of America's new college student. A teleconference, live and interactive via satellite.

Contact: (803) 777-6029; fax, (803) 777-4699; e-mail, fyeconf@gwm.sc.edu; Web site, www.sc.edu/fye

NACADA Great Lakes Regional Conference

April 25-27

The theme of this conference of the National Academic Advising Association (NACADA) is "Race for Excellence," which reflects a holistic approach to the work of academic advising for students and advisors. Program sessions will focus on both the personal and professional development of advisors. At Indiana University-Purdue University Indianapolis, Ind.

Contact: NACADA, (785) 532-5717; e-mail, nacada@ksu.edu; Web site, www.nacada.ksu.edu

ACUTA Spring Seminars

April 28-May 1

ACUTA, the Association for Telecommunications Professionals in Higher Education, is hosting its spring seminars. The two main topics to be discussed are Managing Campus Infrastructures and Telemanagement Trends. Representatives from 150 college campuses are expected to attend. In Philadelphia, Pa.

Contact: Pat Scott, (859) 278-3338 ext. 21, or Kellie Bowman, (859) 278-3338 ext. 22; e-mail, pscott@acuta.org or kbowman@acuta.org; Web site, www.acuta.org

Cuban American National Council Conference

May 1-3

The Cuban American National Council, Inc., is holding its 11th biennial national conference, with the theme "Hispanics and Information Technology." At Disney's Contemporary Resort, Orlando, Fla.

Contact: (305) 642-3484, ext. 104; fax, (305) 642-9122; e-mail, info@cnc.org; Web site, www.cnc.org

NACADA North Central Regional Conference

May 2-3

This National Academic Advising Association (NACADA) conference, with the theme "Voices of our Communities," will be hosted by White Earth Tribal and Community College, Leech Lake Tribal College, Fond duLac Tribal and Community College, Sinte Gleska University, Minnesota State University-Moorhead, and the University of Minnesota. At the Shooting Star Casino and Event Center, Manohmen, Minn.

Contact: NACADA, (785) 532-5717; e-mail, nacada@ksu.edu; Web site, www.nacada.ksu.edu

ASPIRA's Fourth Annual Latino Education Conference

May 5-7

Dr. Robert Gabrys, chief of education for the National Aeronautics and Space Administration (NASA), will be the keynote speaker at the Fourth Annual Latino Education Conference, cosponsored by the ASPIRA National Association, the National Education Association (NEA), and the New Jersey Education Association. The theme of the conference will be "Dialog on Technology: Digital Tools for the Latino Student." At Bally's Park Place Hotel, Atlantic City, N.J.

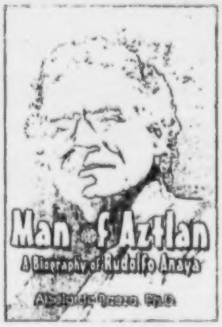
Web site: www.aspira.org

Book Review

By Nelson Sager

***Man of Aztlán: A Biography of Rudolfo Anaya*, by Abelardo Baeza.** Eakin Press, 2001. ISBN 1-57168-564-2. $14.95 paper.

Why substitute reading an author's biography for the pleasure of reading the author's works? Most of us would be hard pressed to find a logical argument that would justify the choice, particularly in the case of an entertaining writer like Rudolfo Anaya. But once having read some of the author's stories, most would agree there is an inherent curiosity in us: we want to know how much of what we've read comes from the author's own experiences and how much from the writer's creative process. Abelardo Baeza's *Man of Aztlán* effectively satisfies those desires and does so in several different ways.



First, it renders the required information concisely. Baeza's work is primarily written for a reader who wants to know who Rudolfo Anaya is and how he developed into one of the primary writers of Chicano literature; how his origins are integral to his writing. Baeza's *implied reader* wants to see how the basic facts of Anaya's life figure in his fiction, poetry, drama, children's stories, and myth. This biography succinctly provides the reader with an understanding of how Anaya's growing up Hispanic in the American Southwest and living most of his life there are woven into the fabric of his works.

This biography makes the man behind the works accessible to Hispanic and non-Hispanic readers alike, no matter their age. The market for this biography might be the secondary school reader, but one does not get the feeling the author is talking down to any of his readers. For Anglo readers, Baeza reinforces what many Hispanic readers readily realize–the centrality of Anaya's culture to his writing–pointing out examples of his culture's integration into plot, character, and setting, parenthetically defining terms and concepts, where necessary. For example, in discussing *Río Grande Fall*, Baeza points out how technique and culture are integral elements of Anaya's plot and action.

Rudolpho Anaya's use of magical realism is paramount in this novel....Sonny Baca finds that he needs to go back in time and find answers to questions that will help him defeat his nemesis. He hears the story of *brujas* (witches) from the *curandera* who speaks of the mountain called "La Malintzi," an extinct volcano. It is there that the *brujas* can transform themselves into their animal forms.

Readers begin to understand how Anaya shapes his works. Like Anaya, Baeza writes in both Spanish and English, shifting back and forth easily between the two languages, not losing readers but educating them.

Perhaps one of the most important accomplishments of Baeza's biography is that it places Anaya in his time–allowing readers to see the overall background against which he was writing each of his works, suggesting answers to significant literary questions. What are some of the concerns of literature of Hispanic culture relative to the overall cultural and political scene in the United States during the past 30 years? Who are the other major authors, concurrent with Anaya, writing in Chicano literature? How do they coalesce with other ethnic and racial authors from the total amalgam of American society and literature during this period? Readers get a sense of placement and fit: Anaya as both American and Chicano man of letters.

Man of Aztlán also allows readers to realize the broad range of literary genres in which Rudolfo Anaya has written. Perhaps he is most well known for his classic novel, *Bless Me, Ultima*. But Baeza's biography makes readers aware that Anaya is a competent writer in many different forms: poetry, detective story, cultural myth, prose essay, short story, drama, and more. This biography invites readers to investigate other works by Anaya, many of which they might not have been aware.

Finally, this text is user-friendly, written in a light, informal style. Its data are chronologically organized and subdivided into shorter sections for ease of access to a particular time in the author's life or comments on a particular work. It ends with a useful list of Anaya's works and a clear vita listing the significant factors in his life thus far. Through the anecdotal comments that Baeza makes, readers become aware that the author has not only studied, written about, and taught the works of Anaya, but has been personally acquainted with Anaya for a number of years as well. There is a sense of immediacy in Baeza's style.

Abelardo Baeza's *Man of Aztlán* does not take us away from the pleasure of reading Rudolfo Anaya's works for very long, but it does reward us for the time that we have spent. We leave its pages with a better realization of just who Rudolfo Anaya is, the broad spectrum of his literary works, the culture that produced him, and a sense of why his works are worth reading.

Nelson Sager, professor of English at Sul Ross State University, teaches narrative theory, poetry, and British literature. He has published critical commentary on the short fiction of John Updike and a number of poems, including "Poem for Anaya" in Man of Aztlán.

If interested in submitting a book review, please e-mail us at outlook@aol.com for Book Reviewers' Guidelines.

Niagara
UNIVERSITY

SUPERVISOR OF STUDENT TEACHERS

Niagara University, a private Catholic institution sponsored by the Vincentian Community, is seeking two full-time Supervisor of Student Teachers (one with elementary certification and one with both secondary and elementary certification) in the Education Department. Qualifications include: a Masters Degree or its equivalent, certification to teach Elementary and/or Secondary Education, and five years of classroom teaching experience in Education. The applicant should be familiar with New York State Standards and regulations and have teaching experience in large urban school districts. Supervisor experience and qualification to teach at the elementary and/or secondary level is needed. Other required qualifications include: knowledge of and skill in teaching students in diverse backgrounds; knowledge of current learning standards for Elementary/Secondary Education; excellent interpersonal, written and verbal communication skills; and a willingness to travel to various schools. A valid driver's license that meets insurance company rules and regulations for underwriting criteria is required.

Interested candidates should submit a resume to the **Director of Human Resources, Niagara University, P. O. Box 1911, Niagara University, NY 14109 before June 25, 2002.**

Niagara University is an equal opportunity/affirmative action employer. Women and minorities are encouraged to apply.

Foothill-De Anza Community College District

Management Vacancies
- Director, Technology Projects/Measure E
- Director, Workforce Development

Faculty Vacancies
- Computer Information Systems
- Biology Instructor
- Economics Instructor
- EMT/Paramedic Instructor
- English as a Second Language Inst.
- High Tech Training Specialist/Inst.
- Men's Basketball Coach/PE Inst.
- Pharmacy Technology Instructor
- Mathematics Instructor
- International Counselor-Spec. Programs
- Physics Instructor
- Dance Instructor
- Librarian

For application materials contact:
Foothill-De Anza Community College District
Employment Services
12345 El Monte Road
Los Altos Hills, California 94022
650-949-6217, employment@fhda.edu
www.fhda.edu

Bloomsburg
UNIVERSITY

Bloomsburg University of Pennsylvania - Office of Multicultural Affairs

Director

AA #08-2-1 Reporting to the Director of the Office of Social Equity in the Office of the President, the Director for the Office of Multicultural Affairs (DOMA) is responsible for the development, implementation and presentation of educational programs and projects that foster cross-cultural dialogue from multiple perspectives at Bloomsburg University of Pennsylvania. The DOMA will, in conjunction with the Director of Social Equity, maintain successful programming through external grant support and develop and administer annual budgets and collaborate with student and faculty advisory boards. The DOMA is expected to interface and build relationships with faculty and staff to support the work of the Multicultural Center, the Center's art gallery and department office including the supervision of undergraduate and graduate staff. This position is also responsible for the supervision and enhancement of two ongoing undergraduate mentoring programs designed to increase the academic success of first generation students and students of color. Some evening and weekend work are a part of this position.

Applicants should possess a Bachelor's degree; three years experience working with and supervising student groups and diverse populations required; a Master's degree and grant writing experience preferred.

Applicants should send an application letter, resume, and the names and contact information of three professional references to **Mr. Kambon Camara, Chair of the Search & Screen Committee, c/o Ms. Lynda Michaels - SSC #157, Bloomsburg University of PA, 400 E. Second Street, Bloomsburg, PA 17815. AA #08-2-1**

To be assured full consideration, all materials should be received by Friday, April 26, 2002. Applications will be received until the position is filled.

Visit our website: **http://www.bloomu.edu/jobs/**

AA/EOE

PRESIDENT

MISSISSIPPI STATE UNIVERSITY

The Board of Trustees of the Mississippi Institutions of Higher Learning announces a nationwide search to recruit a new President for Mississippi State University. The President is the chief executive of, and chief spokesperson for, the University and reports directly to the Board.

Founded in 1878, Mississippi State University is one of the nation's leading Land-Grant, Carnegie Commission 'Doctoral/Research Extensive' institutions. With the main campus located in Starkville, the University also operates an off-campus, degree-granting center in Meridian where both undergraduate and graduate programs are offered. The University enrolls over 16,800 students, employs 4,590 FTE faculty and staff , has an annual operating budget in excess of $420 million.

As reported by the National Science Foundation, Mississippi State ranks 57th in the nation among public universities in total expenditures for research and development. It ranks 5th in the nation in agricultural science research expenditures and 34th in engineering research expenditures. MSU's Engineering Research Center has the 13th most powerful supercomputing cluster at any American university.

The Board seeks nationally recognized candidates who understand and are committed to the role and mission of a major, modern Land-Grant university in the 21st century. The next President will be a person of vision and exceptional character who is dedicated to teaching, research, and service to the citizens of the state of Mississippi. The selected individual will have unquestioned personal and professional integrity, exemplary interpersonal and communication abilities, a passion for the mission of educating and developing students, and an enthusiasm for economic development.

Review of candidate materials will begin immediately and will continue until a new President is selected. To assure optimal consideration, applications and expressions of interest should be submitted prior to May 1 to:

R. William (Bill) Funk
Consultant to the Search Committee and Board
2100 McKinney Avenue, Suite 1800
Dallas, Texas 75201
email: bill.funk@kornferry.com

- Mississippi State University is an equal opportunity/ affirmative action employer -

THE STATE UNIVERSITY OF NEW YORK AT ALFRED

TENURE TRACK TEACHING POSITIONS

School of Management and Engineering Technology

Information Technology *(Three Positions)*

Two (2) positions-Master's degree required in Computer Science, Information Technology or other computer-related field.

One (1) position-Master's degree required. Ph.D. preferred. Industry experience or certification considered a plus.

Computer Imaging and Architecture Engineering Technology

Master of Architecture degree and minimum of five years experience in architecture or related field. Professional registration expected or must be achieved within 3 years after initial appointment.

Electrical Engineering Technology

Master of Science required, Ph.D. preferred in electrical or computer engineering/engineering technology. Also, required current certification in relevant CompTIA, Microsoft, or Cisco instructional areas.

Civil Engineering Technology *(Two Positions)*

One (1) position- Bachelor's and master's degrees required, Ph.D. preferred, in land surveying, geodesy, surveying engineering, or civil engineering with a major in surveying or closely related field. Three (3) years of college-level teaching or three (3) years of industrial experience is preferred. Professional registration as either professional engineer or land surveyor in NYS is expected or must be achieved within (3) years of initial appointment.

One (1) position - Bachelor's in Architecture, Civil Engineering, Construction or related field required. Also required, master's degree in Architecture, Civil, Construction, Engineering or Business. Ph.D. and/or licensure preferred.

Business Technology

Doctoral level degree required in management, law, business or related field. Professional licensure or certification in accounting, financial planning, and/or law is also required.

School of Liberal Arts and Sciences

Mathematics and Physics

Earned doctorate in Physics or Physics Education required plus teaching experience as emphasis is on undergraduate physics courses, not research.

Social and Behavioral Sciences

Earned doctorate in appropriate discipline plus college-level teaching experience. Responsible for undergraduate courses in Western Civilization, Minority Cultures, International Relations and World Cultures.

English and Humanities

Two (2) positions - Ph.D. or ABD (completed by August 2002) in English, literature, or composition and rhetoric plus three years minimum college-level teaching experience.

Starting Fall 2002 Salary is commensurate with qualifications and experience. For full description, see web site: www.alfredstate.edu. Review of letters of interest will begin immediately and continue until position is filled. Send letter of interest with resume, and names, addresses, and telephone numbers of at least three references to:

Director Human Resources
Pioneer Center
SUNY College of Technology at Alfred
Alfred, NY 14802

Equal Opportunity/Affirmative Action Employer. Minorities, women and persons with disebilities are encouraged to apply.

USF University of South Florida

Founded in 1956, the University of South Florida is a public research university of growing national distinction, serving 36, 000 students in ten colleges on campuses in Tampa, Lakeland, St. Petersburg, and Sarasota/Manatee. It has been classified "Doctoral/Research University-Extensive" by the Carnegie Foundation for the Advancement of Teaching. Reflecting its breadth of graduate and research programs, *USF* is one of three public universities in Florida classified as a Research I institution. With more than 2,000 faculty, *USF* offers baccalaureate degrees in 79 fields, 89 master's and specialist programs, 25 doctoral programs, and the doctor of medicine degree.

The university is currently recruiting for the following faculty positions:

Position Title	*Discipline*	*Deadline:*
Assistant/Associate Professor *(2 positions)*-	Deans Office-Nursing-	OPEN
Assistant Professor *(IT Department Chair)*-	Engineering-	OPEN
Assistant Professor *(2 positions)*-	Engineering/Lakeland Campus-	OPEN
Assistant Professor-	Psychology-	OPEN
Instructional Specialist-	Mental Health Law & Policy-	OPEN
Associate Professor *(Assoc Director)*-	Comparative Medicine-	OPEN
Assistant Professor-	Comparative Medicine-	OPEN
Assistant/Associate Professor-	Otolaryngology-	OPEN
Professor *(Dean)*-	Public Health-	OPEN
Instructor *(Nurse Midwifery)*-	Nursing-	OPEN
Instructor-	Nursing-	OPEN
Assistant/Associate Professor-	Neurology-	OPEN
Assistant/Associate Professor-	Pharmacology -	OPEN
Assistant/Associate Professor-	Anesthesiology -	OPEN
Assistant/Associate/Professor-	Radiology -	OPEN
Assistant/Associate/Professor *(4 positions)*-	Radiology -	OPEN
Associate/Assistant In Research *(3 positions)*-	Physical Therapy-	OPEN
Coordinator of Instructional Design-	Nursing-	OPEN
Associate Professor/Professor *(2 positions)*-	Computer Sci & Engineering-	OPEN
Professor *(Chair/Assoc VP/Assoc Ctr Dir)*-	Interdisciplinary Oncology Prg-	OPEN
Visiting Associate/Assistant Professor-	Engineering Info Systems-	OPEN
Assistant/Associate/Professor-	Interdisciplinary Oncology Prg-	OPEN
Assistant Professor-	Interdisciplinary Oncology Prg-	OPEN
Director, Academic Support Services-	Budgets/HR/IT-	OPEN
Inspector General *(Director)*	Audit & Compliance Svcs-	OPEN
Associate Professor/Professor-	Special Education-	04/22/02
Assistant In Education-	Secondary Education-	04/24/02
Assistant/Associate/Professor-	Dermatology & Cutaneous Surgery-	04/30/02
Assistant Professor *(3 positions)*-	Dermatology & Cutaneous Surgery-	04/30/02
Associate Professor/Professor-	Dermatology & Cutaneous Surgery-	04/30/02
Assistant Professor-	Pediatrics-	04/30/02
Assistant In Research *(Transportation Planner)*-	Ctr for Urban Transportation-	04/30/02
Instructor *(2 positions)*-	Childhood Education-	05/15/02
Associate Professor/Professor-	Pediatrics/St. Petersburg Campus-	06/01/02
(Mason Endowed Chair in Pediatric Pulmonology)		
Assistant Professor-	Lung Transplantation Pulmonologist	06/15/02
Assistant/Associate Professor-	Gastroenterology/Esophagology-	07/31/02

For a description on the above listed positions and additional vacant positions: (1) visit our Employment Services Web site at **http://usfweb.usf.edu/usfpers/vacancy.html.** or (2) contact Equal Opportunity Affairs, **Ferrell@admin.usf.edu.** for faculty positions; or (3) call *USF* job line at **813.974.2879** for staff positions.

USF is an equal opportunity/equal access/affirmative action institution, committed to excellence through diversity in education and employment.

www.usf.edu • 4202 E. Fowler Ave, Tampa, FL 33620

The Art Institute of Chicago

The Art Institute of Chicago seeks an individual to assist in the administration of the employee benefits program.

Responsibilities include: counseling employees regarding health and welfare plan issues, assisting in the administration of the retirement programs, conducting employee benefit orientation, administering workers' compensation and participating with other team members on special benefits and human resources projects. Degree and a minimum of 3 years experience in employee benefits or comparable experience in human resources or a related discipline or credits toward a CEBS designation. Ability to interact with benefit providers and to communicate at various levels within the organization. Excellent interpersonal/communication and analytical skills are desired, customer service oriented and a self-starter. Bi-Lingual English/Spanish preferred. Please submit resume and salary requirements to: **MC/722IN, 111 S. Michigan Ave. Chicago, IL 60603, fax: (312) 857-0141or via e-mail aic.jobs@artic.edu**

EOE

FLORIDA GULF COAST UNIVERSITY

All information on vacancies & how to apply, visit
www.fgcu.edu
or call the 24-hr jobline @
941-590-1111.
FGCU is an EO/EA/AAI

New York University

ASSOCIATE DEAN

Gallatin School of Individualized Study

The Gallatin School of Individualized Study seeks an Associate Dean to work closely with and report to the Dean on matters related to academic planning and policy, and on faculty issues. The Associate Dean facilitates the work of the faculty, such as curriculum development, student evaluation, administration of the MA program, faculty searches, and managing the tenure and promotion process. The Associate Dean provides leadership and direction to the Advisement, External Programs, and Faculty Services units, and works closely with Student Services and the Dean's Honor Society. The Associate Dean sits on University-wide committees, represents the Gallatin School and Dean at public functions, maintains cooperative relations with other University units, generates grants to support academic initiatives, and performs other general administrative responsibilities, often in concert with two assistant deans, as assigned by the Dean.

The successful candidate must have:

- A commitment to student-centered learning;
- Full-time college teaching experience, scholarship, and service to the rank of a tenured professor;
- A Ph.D. and at least three years' administrative, supervisory, and budgetary experience at the level of department chair/unit head or above, or an equivalent combination; and
- Excellent verbal and written skills.

The ideal candidate should have:

- Demonstrated ability to generate grants for curricular initiatives; and
- Ability to enhance community cooperation, collegiality, and consensus.

Founded in 1972, Gallatin is an alternative college of 1,100 students within a major research university. Its innovative, nationally recognized B.A. and M.A. programs in individualized study encourage students to develop an integrated, multidisciplinary program of study that combines courses in the various schools of NYU with independent studies, internships, and Gallatin's own interdisciplinary seminars and arts workshops. The School emphasizes excellent teaching, intensive student advisement and mentoring, and a unique combination of program flexibility and academic rigor.

Remuneration for the Associate Dean is competitive and NYU offers excellent benefits. The preferred starting date for this position is August 5, 2002. Review of applications will begin on March 18, 2002 and continue until the position is filled. Applicants should send a letter of interest discussing their academic and administrative accomplishments and philosophy of education along with a current vita and the names and contact for five referees to: **Employment Office, New York University, 7 East 12th Street, New York, NY 10003.** *NYU appreciates all responses, but can only respond to qualified candidates.*

NYU is an Equal Opportunity/Affirmative Action Employer.

Syracuse University

Staff Therapist, Counseling Center

The Syracuse University Counseling Center is recruiting three, full-time, 11-month staff therapists to provide services to a large, diverse undergraduate and graduate population. Responsibilities include: providing short-term individual and group therapy, diagnostic assessment and triage, crisis intervention, outreach, consultation and after-hours on-call services. Also responsible for initiating and implementing special projects and will act as a liaison with other University services and academic departments. Experience/expertise working with a diverse population is desired. Requirements include a Doctorate in clinical/counseling psychology or a Masters degree in social work from a duly accredited program. New York State licensure/state certification or license eligibility in respective profession is required. Three years post-graduate clinical experience is desired. Salary is commensurate with education and experience. Applications will be accepted until the position is filled. Full consideration will be given to those applications received by May 17, 2002. Starting date July 1, 2002 or until the position is filled. Please send a statement of interest, vita and the names and phone numbers of three references via e-mail to: **Search Committee #011304, sujobs@syr.edu or mail to, Syracuse University Office of Human Resources, Skytop Office Building, Syracuse, NY 13244-5300.**

Syracuse University is an AA/EOE

Drake

DRAKE UNIVERSITY

Vice President for Institutional Advancement

DRAKE UNIVERSITY

DES MOINES, IOWA

Drake University seeks nominations and expressions of interest for the position of Vice President for Institutional Advancement. Founded in 1881, Drake is a private, comprehensive university of approximately 5,000 students located in Des Moines, the capital city of Iowa. Drake is committed to the continued development of a diverse learning community integrating liberal arts and five professional schools through a broad range of educational programs and experiences.

The Vice President for Institutional Advancement is the chief development and alumni & parent relations officer for the University. Reporting to the President, the Vice President serves on the President's cabinet with active participation in University planning, policy and budgetary discussions and decisions. Drake is engaged in the implementation of a strategic plan and in the completion of a successful $190 million capital campaign (May 2002). The Vice President will play a critical role in the institutional leadership team and the realization of the University's strategic goals and in the planning for the University's post-campaign advancement strategies. The latter responsibilities will include ensuring that the Institutional Advancement operation is properly staffed, organized, and trained to carry out those strategies.

Drake seeks senior administrative and management experience with proven expertise in the role of institutional advancement in supporting the complex educational mission of a comprehensive University. The ideal candidate will possess exceptional communication and interpersonal skills; be collaborative, open, results driven and flexible. While a demonstrated ability to cultivate and successfully solicit major gifts is essential, the successful candidate must have the knowledge, skills and experience to provide overall management and direction to the advancement operation. A bachelor's degree is required; an advanced degree is preferred. A minimum of ten years of progressive development experience, with documented capital campaign, major gift fundraising, and staff development experience is required. Evidence of continuing education is an asset.

Screening of materials will begin immediately and continue until the position is filled. Nominations and applications should be submitted to the consultants supporting Drake University in this search:

Vice President for Institutional Advancement • Drake University
c/o EDUCATIONAL MANAGEMENT NETWORK/WITT/KIEFFER
98 Old South Road • Nantucket, MA 02554

Requests for a copy of the Position Specification and questions concerning this search may be directed to Nancy A. Martin at 508-228-6700 or Jennifer Koropchak at 630-575-6195 or via e-mail at drake@emnemn.com

Drake University is an Equal Opportunity Employer.

Educational Management Network/Witt/Kieffer

ORANGE COAST COLLEGE

PRESIDENT

The President will serve as advocate for the college and is responsible to the Chancellor and the Board of Trustees for providing leadership and creativity in the development of educational programs, resources and facilities. The successful candidate's professional experience will demonstrate their ability to provide vision and leadership, promote excellence in academic offerings, evaluate and enhance the achievements of the institution, communicate effectively, and implement sound fiscal judgment. Candidate's education and experience will include a Master's degree (or equivalent), three years senior level administrative experience at the collegiate level, college-level classroom teaching experience, and an understanding of diverse academic, socioeconomic, cultural, disability and ethnic backgrounds of community college students. An annual salary of $123,995 plus a monthly mileage allowance of $167 is offered plus a comprehensive benefits package.

To apply, complete a District application for Job #7-O-03 now available on our website: www.cccd.edu, or email your request to jobs@cccd.edu. Please refer to job number when making requests. The closing date for this search is May 22, 2002.

Coast Community College District
1370 Adams Avenue
Costa Mesa, CA 92626
714-438-4713

Equal Opportunity Employer

Virginia Tech

Dean, College of Engineering

Virginia Polytechnic Institute and State University, known as Virginia Tech, invites expressions of interest in, and nominations for, the position of Dean, College of Engineering. Virginia Tech, located in Blacksburg, Virginia, is the senior land grant university in the Commonwealth; approximately 21,000 undergraduates and 6,000 graduate students are enrolled on and off campus. Virginia Tech has set an ambitious goal to increase its stature to become one of the nation's leading research universities. The College of Engineering at Virginia Tech is known throughout the nation for the excellence of its programs in engineering education, research, and outreach. Already highly ranked in various surveys, the College has set a goal to become one of the top ten colleges of engineering in the United States. It encompasses all of the major fields of engineering through its ten departments. The College enrolls nearly 4,800 undergraduates and 1,600 graduate students and is among the largest colleges of engineering in the country. Faculty in the College are engaged in cutting edge research with total research expenditures approaching $100 million.

The Dean of the College of Engineering is expected to:

- advance the vision for the College within the University's broader strategic plan;
- provide entrepreneurial leadership for the growth and development of academic, research, and outreach programs;
- further enhance the diversity of the faculty, staff, researchers, and student body;
- develop and maintain productive relationships with all external constituencies;
- create a climate, organizational structures, and managerial leadership team that will encourage all members of the college community to contribute to its collective goals.

The Dean should have an earned doctorate and distinguished record of scholarly activity that would qualify for appointment at the rank of professor, have demonstrated effective communication and interpersonal skills with the ability to work effectively in collaboration with many constituencies, experience leading or managing a major research program, and demonstrated successful leadership in higher education. It is preferred that the person have an appreciation of the mission of a land grant university, have the ability to advance the research agenda of the University, have demonstrated administrative experience, a record of accomplishment in all issues of diversity, and successful experience in fundraising and development activities. A more detailed position description is available at http://www.provost.vt.edu/.

All correspondence should be directed to the University's executive recruitment consultant: **Jerry H. Baker, Baker-Parker, Inc., Five Concourse Parkway, Suite 2440, Atlanta, GA 30328-6111, 770-804-1996, jbaker@bpasearch.com**

The correspondence should include a letter of interest that addresses the responsibilities and qualifications, a current CV, and the names of three references.

Virginia Tech has a strong commitment to the principle of diversity and, in that spirit, seeks a broad spectrum of candidates including women, minorities, and people with disabilities. Individuals with a disability desiring accommodations in the application process should contact the search consultant.

South Dakota EPSCoR

Director of the South Dakota Center for Biocomplexity Studies

Applications are invited for the newly created position of Director of the South Dakota Center for Biocomplexity Studies.

Background: South Dakota State University, the South Dakota School of Mines and Technology, and the University of South Dakota in collaboration with the EROS Data Center (EDC) are initiating a Center for Biocomplexity Studies with funding from NSF. This Center will be a "Collaboratory" or "Center without Walls" involving several departments on each of the three campuses.

Responsibilities: The Director will work closely with the institutional Research Directors and the EDC in an initiative to blend faculty, resources and personnel into a permanent, integrated, multi-university and multi-disciplinary research center able to achieve significant federal and private funding. The Director of the Center will function as the chief executive officer in charge of the Center and provide leadership in all areas of the Center.

Minimum qualifications: The individual must have an earned doctorate in a scientific field with relevance to biocomplexity. The individual must possess credentials suitable for appointment at the rank of associate professor/professor in an academic department on one of the three campuses. The primary office of the Director of the Center for Biocomplexity Studies will be the university campus whose ongoing research efforts will most effectively support the personal research of the Director. At least three years of administrative experience in a competitive research environment are required. A full list of qualifications and a job description are available at **www.sdepscor.org**

Application Deadline: May 15, 2002 or until a suitable candidate is found.

Application Procedure: Applications should include a letter of introduction and interest in the position, a current vita and the names, addresses and telephone numbers of five professional references. All communications should be addressed to:

CBS Search Committee
South Dakota EPSCoR Office
Shepard Hall, Box 2202
South Dakota State University
Brookings, SD 57007-0896

Voice: (605) 688-6228
FAX: (605) 688-4611

SDSU is an AA/EEO employer and encourages applications from women and minorities. ADA accommodations: 605-688-4504 / TTY 605-688-4394

PRESIDENT

UNIVERSITY OF MISSOURI SYSTEM

President Manuel T. Pacheco, who has served the University with distinction, has announced his retirement. The Board of Curators is announcing a national search to find an exemplary successor.

The University of Missouri System encompasses four outstanding institutions: University of Missouri-Columbia; University of Missouri-Kansas City; University of Missouri-Rolla; University of Missouri-St. Louis; and, University Outreach and Extension Services. With total revenues exceeding $1.6 billion, the University has a combined enrollment of over 56,000 students and employs over 25,000 faculty and staff.

While nominations and applications will be accepted until the position is filled, interested individuals are encouraged to submit resumes and support materials prior to June 1, 2002, to assure optimal consideration.

Please reply in confidence to:

R. William (Bill) Funk
Consultant to the Board
2100 McKinney Avenue, Suite 1800
Dallas, Texas 75201
email: krisha.creal@kornferry.com
fax: 214/954-1849

The University of Missouri System is an equal opportunity, affirmative action employer.
(http://www.system.missouri.edu)

UNIVERSITY OF
WISCONSIN
MADISON

ASSISTANT DEAN

PVL# 41712. Educational Qualifications: Master's Degree Required; Ph.D. Preferred.

Position Availability and Salary: This fulltime position is available July 1, 2002. Salary level is dependent on qualifications with a minimum salary of $72,346. Application and nomination deadline is May 5. For application information and position description contact:

Betty Brattrud, Search and Screen Coordinator
UNIVERSITY OF WISCONSIN-MADISON
B12 Bascom Hall, 500 Lincoln Drive
Madison, WI 53706
Phone: 608/262-4852.
Email: BRATTRUD@FACSTAFF.WISC.EDU

Unless confidentiality is requested in writing, information regarding applicants must be released upon request. Finalist cannot be guaranteed confidentiality.

The University of Wisconsin-Madison is an affirmative action, equal opportunity employer.

Eastern Connecticut State University

DEVELOPMENT OFFICER, ADMINISTRATOR 6

OFFICE OF INSTITUTIONAL ADVANCEMENT

Founded in 1889, the University is the state's public liberal arts institution, with an enrollment of 5,200 students. Eastern is a diverse community of learners and provides opportunities for the pursuit of excellence at every level of academic life.

The Development Officer reports to the Vice President for Institutional Advancement or designee and is responsible for planning and implementing a variety of fund raising programs to increasingly meet fund raising objectives and goals.

The incumbent will work with the Vice President and members of the Institutional Advancement and University staff and volunteers. The Development officer is directly responsible for prospect research, donor relations, grants/proposals, fund raising events, and directly soliciting annual giving, major gifts and all other efforts to increasingly meet fund raising objectives and goals.

Qualifications: Appropriate Bachelor's degree required (Master's preferred) and a minimum of 5 years' direct fund raising experience in a supervisory position, preferably in higher education. The candidate must have significant communications experience - excellent writing and speaking skills. These qualifications may be waived for persons with appropriate alternate experience.

Please forward letter of application, resume and three current letters of references to: **Ms. Suzanne Tirado, Administrative Assistant, Eastern Connecticut State University, 83 Windham Street, Willimantic, CT 06226.**

Eastern is an AA/EEO Employer. Women, members of protected classes and people with disabilities are encouraged to apply.

http://www.easternct.edu/jobs.html

Urban College of Boston: A Two Year College

PRESIDENT

Independent, fully accredited, multi-ethnic non-traditional college with 600 plus students, chartered in 1993, seeks innovative and visionary Chief Executive Officer for institution servicing Boston's inner city adult students. He/she will work closely with the Board of Trustees in shaping the institutional vision of the nation's only college established by an anti-poverty agency and guiding it through the next critical stage of institutional advancement and development. The President will advance the interests of the College by expanding the College's sources of revenue and by continuing to work effectively with leaders of government, business, industry, foundations, the non-profit sector, and other area colleges and universities.

Requirements Include: exceptional ability in fund raising and identifying new sources of revenue; senior level academic/college administration experience; urban/adult higher education experience; strong innovative, management, communication, and collaborative fostering skills. An earned doctorate from an accredited institution and experience in a multi-cultural environment preferred. Minority talent is strongly urged to apply.

Send resumes to: **Harold J. Mezoff, 178 Tremont Street, Boston, MA 02111; Fax: (617) 423-7693.**

UNH

UNIVERSITY OF NEW HAMPSHIRE

Put Balance Into Your Life And Quality Into Your Career

ENDOWED CHAIR IN DEVELOPMENTAL PSYCHOLOGY

The Department of Psychology at UNH invites nominations and applications for the **Dr. Samuel E. Paul Chair in Developmental Psychology.** This position will support and advance teaching, research, and public service in the area of developmental psychology. Any area of human developmental psychology may be considered, as long as the candidate's interests complement the University's growing research and public policy interests in child and adolescent development, families, child welfare, and the role of development within and across communities.

The candidate's background and interests should focus on aspects of development between infancy and the late teenage years. Examples of specialty areas we will consider can be found in a more complete job description located on the UNH website (www.unh.edu/hr/employ/fac/01-fac.htm). The main criteria for selection are a candidate's exemplary record of accomplishment and a level of recognition in the field that befits the position of endowed chair. We seek someone who will not only strengthen the Department of Psychology, but will also make significant contributions to research and public policy endeavors that will be the focus of a new university center currently in development in the area of effective families and communities. The selected candidate will have teaching, research, and service duties within the Department of Psychology. In addition, ample time and resources will be provided in order to meet the University's expectations that the individual filling the position will make connections with other academic and research programs at the University. These programs could include, for example, the Family Research Laboratory, Crimes Against Children Research Center, Child Study and Development Center, Institute on Disability, Department of Family Studies, Justice Works, and Cooperative Extension.

The Department of Psychology has an excellent faculty and a strong Ph.D. program that prepares students for academic positions. Its Preparing Future Faculty program is nationally recognized. Strong faculty research programs provide graduate students the opportunity to develop as research psychologists. Most graduates of the program directly enter an academic position but some complete a post-doctoral experience before seeking employment. The Department's undergraduate program is one of the largest and most established majors at the University, with over 500 majors.

Submit curriculum vitae; selected published works; postal addresses, electronic mail addresses, and phone numbers of five individuals who may be contacted by the search committee as references; and a cover letter describing qualifications for the position. The committee will begin reviewing applications on June 15, 2002, and the search will continue until the position is filled.

UNH is committed to excellence through the diversity of its faculty and staff and encourages women and minorities to apply.

Please submit resume to:

Ms. Donna Hardy, Search Coordinator
Department of Psychology, Conant Hall
University of New Hampshire, Durham, NH 03824

BEST COPY AVAILABLE

VICE PROVOST for ACADEMIC ASSESSMENT and STRATEGIC PLANNING

The University of Toledo

Applications and nominations are invited for the position of Vice Provost for Academic Assessment and Strategic Planning. Appointment is anticipated by July 2002 or sooner.

Position Description: The Vice Provost for Academic Assessment and Strategic Planning provides leadership in (1) the development, implementation, and continuous review of a comprehensive assessment plan linked to strategic planning, (2) working with various University officials to ensure that the specific goals and objectives of the University Strategic Plan are being carried out, and (3) the development and maintenance of an institutional infrastructure for assessment and planning. This position reports directly to the Provost and works in a collaborative manner with all other divisions of the University.

Qualifications: The minimum academic qualification for this position is an earned doctorate. The successful candidate must qualify for a tenure-track appointment in one of the departments of the University. Eligibility for appointment to a tenured position is preferred. The successful candidate must have substantial experience with institutional academic planning and assessment, excellent oral and written communication skills, and experience in communicating the results of complex data analysis and forecasting in easily understood language and graphics. Preference will be given to individuals with both the leadership skills to bring large-scale projects to completion and the team-building abilities to create effective collaborations with various individuals and units across the University.

Institution and Setting: Founded in 1872, The University of Toledo is a state-assisted university in northwest Ohio with an enrollment of approximately 20,000 students, offering Associate's, Bachelor's, Professional and Doctoral degrees. The University is a Carnegie Doctoral/Research – Extensive institution with approximately 1300 full- and part-time faculty. More information on the University is available at the University's website: www.utoledo.edu.

Application Process: Applicants must submit a cover letter describing their qualifications for this position, a comprehensive CV, and contact information for three references. Review of applications will begin April 30, 2002, and continue until the position is filled. Please send materials to: David A. Lindsley, Chair, Search Committee, Vice Provost for Academic Assessment and Strategic Planning, Mail Stop 202, The University of Toledo, Toledo, OH 43606-3390.

THE UNIVERSITY OF TOLEDO

The University of Toledo is an Equal Access, Equal Opportunity, Affirmative Action Employer and Educator. Applications from women, minorities, veterans, and persons with disabilities are encouraged.

Over 3,000
faculty & staff positions!

HigherEdJobs.com

www.HigherEdJobs.com

WELLS

Wells College, a liberal arts college for women in upstate New York, seeks applicants to teach courses in mathematics and computer science during the 2002-2003 academic year. Full time or part-time position possible for sabbatical replacement. Master's degree required; Ph.D. or near Ph.D. and teaching experience highly desirable. Minority applicants are particularly welcome. Candidates should send letter of application, curriculum vita, statement of teaching philosophy, and names, addresses and phone numbers of three references to **Mathematics/Computer Science Search Committee, c/o Dr. Ellen Hall, Dean of the College, Wells College, Aurora, NY 13026.**

http://www.wells.edu/

RICHARD STOCKTON COLLEGE OF NEW JERSEY

INFORMATION SYSTEMS

Inst./Asst./Assoc. Professor, tenure track, beginning September 1, 2002. The successful candidate is expected to be an excellent teacher and to be engaged in scholarly activity. Teaching includes a broad range of undergraduate courses in Information Systems such as Systems Analysis, File Processing, Introduction to Microcomputers, and Operations Research. Candidates for Associate Professor must hold a terminal degree and have considerable experience. Candidates for Assistant Professor must hold a terminal degree. Candidates for Instructor must hold a Master's degree and have an ABD status and be in the latter stages of their dissertation. Salary commensurate with qualifications and experience. If the above requirements are not met, a candidate with a Master's degree could qualify for a 1-year temporary position. Screening begins immediately and will continue until position is filled. To apply, send letter of application, resume and three letters of reference to **Dr. Marc Lowenstein, Interim Dean of Professional Studies, the Richard Stockton College of NJ, AA51, P.O. Box 195, Pomona, NJ 08240.** Visit our Website - **www.stockton.edu**.

Stockton is an AA/EOE.
Women and Minorities are encouraged to apply.
R024399

St. EDWARD'S UNIVERSITY
AUSTIN • TEXAS

Assistant Professor Graphic Design School of Humanities

Tenure track position to begin mid-August, 2002. Doctorate, MFA, or appropriate terminal degree in Graphic Design or related area. Experience in Graphic Design field, traditionally published media as well as web site design strongly preferred. Demonstrated expertise in using computer technology in Graphic Design. Ability to teach courses such as Graphic Design, Typography, Professional Practices for Graphic Designers, Illustration, Digital Imaging, and Multimedia. Review of applications will continue until position is filled. Send cover letter, vita, three current letters of reference, and transcript to

Graphic Design Search Committee
Campus Box 1033
St. Edward's University
3001 S. Congress Avenue
Austin, TX 78704-6489

See www.stedwards.edu/humr/j02039.htm
for all details. *EOE*

Vice President For Academic Affairs

Niagara
UNIVERSITY

Niagara University is an independent, medium-sized Catholic liberal arts institution located in Lewiston, New York, about four miles north of Niagara Falls State Park and a half-hour from Buffalo. Founded by the Vincentians in 1856, it is classified by Carnegie as Master's I and accredited by the Middle States Association of Colleges and Schools. It offers programs of studies in the arts and sciences, business administration, education, and hospitality and tourism management.

The vice president for academic affairs, a member of the president's council and senior academic officer of the university, reports directly to the president. Reporting to the vice president are the deans of the colleges of arts and sciences, business administration, education, and hospitality and tourism management. The associate vice president for academic affairs; the directors of academic support, the Castellani Art Museum, libraries, study abroad, continuing education; and the coordinator of instructional technology also are direct reports.

Review of applications will begin immediately. The university seeks to fill the position by July 1, 2002. Applicants should address the challenges listed in the executive search profile for the position, which may be viewed on either the R.H. Perry & Associates website: **www.rhperry-registry.com**, or on the Niagara University website: **www.niagara.edu**. Fo further information, please contact:

PAUL J. GALLAGHER, SENIOR ASSOCIATE
Tel: 401-635-9925 - Fax: 401-635-9926 - pjgallagher@worldnet.att.net

R. H. PERRY & ASSOCIATES
2607 31 Street, NW – Washington, DC 20008

Niagara University is an equal opportunity institution.

Accounting/Grants

MANAGING ASSISTANT DIRECTOR I (Range 26)

New Jersey City University, located in Jersey City, New Jersey is seeking an Accountant to maintain the various grant programs at the University. The position is responsible for developing and overseeing the financial management of grant funds and provide timely and accurate financial reports. The Grant Accountant will be required to create accounts, set up spending accounts, review budgets, monitor expenditures, meet with Grant Directors and prepare statements for appropriate reviews.

A BA with at least 12 semester hours in Accounting and 3 years experience in Accounting are required. Experience in grants accounting is preferred.

Cut off date for applications: May 7, 2002.

For consideration, please send resume with salary requirements to:

Robert Plaskowsky, Search Committee Chair
New Jersey City University
2039 Kennedy Blvd., Jersey City, NJ 07305

NEW JERSEY
CITY
UNIVER

For more details and/or to apply online, visit our website at:
www.njcu.edu.
Click on Employment Opportunities

Equal Opportunity Employer

UIC

ASSOCIATE DIRECTOR
UIC PAVILION

FUNDING: NON-STATE The University of Illinois at Chicago is seeking an Associate Director for the UIC Pavilion, a 10,000-seat multi-purpose arena. The UIC Pavilion is located on campus and is approximately five minutes from downtown Chicago. Events held in the arena include UIC Men's and Women's Basketball and Women's Volleyball, major concerts, family shows, trade shows, and religious and community events.

The Associate Director will be responsible for exercising authority in major supervision and policy-making activities related to the operation of the Pavilion. The Associate Director will oversee event operations, bookings, and daily support of facility operations and assist with promotions, marketing, sponsorship, budgets, and related activities. The position will supervise full and part-time staff representing administration, box office, program acquisition, building operations, and will assume operational responsibility of the Pavilion in the absence of the Director.

Candidates must possess superior written and verbal skills, and show demonstrated ability to supervise and motivate employees. Candidates must meet the following minimum requirements; Bachelor's degree in marketing/management/business/sports administration with five years of experience in management of a multipurpose arena or in the entertainment/sports profession. Master's degree preferred in marketing/ management/business/sports administration with three years experience in management of a multipurpose arena or in the entertainment/sports profession.

For fullest consideration, application/resumes must be received by May 24, 2002. Start date: A.S.A.P.

Send letter of application and resume to:
Shaune Williamson-Sissac, Search Coordinator
University of Illinois at Chicago
Auxiliaries Employment
703 CCC M/C 117
750 S. Halsted Street
Chicago, Illinois 60607

Proud of its diverse population and commitment to multiculturalism, UIC is an Affirmative Action, Equal Opportunity employer.

AMERICAN UNIVERSITY
WASHINGTON, DC

Legal Writing Position

American University's Washington College of Law seeks applications for a Legal Writing Full-time Position for academic year 2002-2003. This position will report to the Director of Legal Rhetoric and Writing. Details on requirements are below. **(1)** Required qualifications and experience include: J.D. degree or equivalent; demonstrated excellence in legal research and writing skills; strong teamwork, interpersonal and oral and written communication skills; administrative skills and/or experience. **(2)** Additional qualifications and experience include: experience in teaching legal research and writing and/or lawyering skills; legal practice and/or judicial clerkship experience and/or law-related work experience; teaching or training experience and/or qualifications; familiarity with recent scholarship in the legal research and writing/lawyering skills fields; background and/or qualifications in any of Rhetoric, Composition, English Studies, Education, Curriculum Design, ESL, Writing Across the Curriculum; familiarity with computer- or web-based instructional technology; demonstrated potential for scholarship; experience in working in a multidisciplinary team environment. **(3)** Core responsibilities and duties include: Teach legal research and writing in the two-credit, two-semester first-year Legal Rhetoric: Writing and Research Program to approximately 45 students per semester and carry out associated administrative tasks; conduct student conferences; design instructional and assessment material; assess and provide detailed, constructive feedback on student research and writing; work with the Director of Legal Rhetoric and Writing, library faculty, other instructors, adjunct faculty, and student teaching and research assistants and others in developing and delivering a high quality, co-ordinated first-year Legal Rhetoric: Writing and Research program; undertake selected administrative tasks delegated by the Director of Legal Rhetoric and Writing; under the direction of the Director of Legal Rhetoric and Writing, develop training materials and deliver training to Legal Rhetoric: Writing and Research program personnel.

American University and the Washington College of Law are committed to a diverse faculty, staff and student body and encourage the applications of women and minorities. *The American University is an EEO/AA employer.* Appointments will be for the academic year 2002-2003.

All inquiries should be by mail. Applicants should submit a cover letter and resume to: **Office of the Dean, Suite 366, Washington College of Law, American University, 4801 Massachusetts Avenue, N.W.,Washington, D.C. 20016**

Experience

EMORY

Director of Student Conduct & Assistant Dean for Campus Life

Serves as the chief judicial officer in adjudicating alleged violations of the *Undergraduate Code of Conduct* brought to the Office of Student Conduct. Develops judicial policies and procedures within the guidelines established by the *Undergraduate Code of Conduct*. Coordinates efforts with other University departments to investigate judicial cases while maintaining confidentiality. Develops and implements activities to recruit, train, and advise conduct officers and members of the judicial councils. Maintains database records of judicial cases. Serves on the Campus Life Emergency Task Force. Manages the budget for the Office of Student Conduct. May supervise interns. Performs related responsibilities as required.

Minimum Qualifications: A master's degree in student personnel, higher education administration, counseling, or a related field. At least one year of work experience in a student affairs organization including experience as a judicial officer and supervisory experience.

Application Procedure: Review of application materials will begin on April 25, 2002 and continue to May 3, 2002. Submit a cover letter, resume, and the names, addresses, and phone numbers of four references to:

Martin T. Howell
Assistant to the Senior Vice President for Campus Life
Drawer PP
Emory University
Atlanta, GA 30322

Emory University is an EEO/AA Employer.

MT. HOOD
COMMUNITY COLLEGE

Instructor of Literature and Composition

An ideal location for the best of living and learning in the Northwest. Located in Gresham, Oregon, the fourth largest city in Oregon, MHCC is a quick 15 miles from downtown Portland. In addition to a picture-postcard view of Mt. Hood, the main campus boasts vistas of other Cascade mountain peaks, beautiful valleys and rolling farmlands. MHCC is a comprehensive community college dedicated to student learning as the most important outcome. The College affords all people a knowledge-based education, giving them the ability to make life choices; adapt to change; build strong communities; contribute to and derive benefit from the new economy; and become a skilled workforce.

Please visit our College website to learn more about MHCC at www.mhcc.edu.

Mt. Hood Community College invites applications for the following tenure track faculty position:

The Instructor of Literature and Composition will teach 15 credits per quarter in literature and composition; maintain office hours; attend and serve on committees as requested or assigned; and will perform other duties as assigned in association with instructional assignments.
Requires MA in English or Rhetoric, OR MFA or MEd with 24 graduate hours in subject area. Two years of full-time experience teaching English composition at the lower division or community college level OR equivalent part-time experience. Prefer teaching experience in literature and/or humanities courses.
180-day position beginning Fall Term 2002. Salary range is $37,577 - $66,598 (academic year 2002-03).
Open until filled. Screening committee review will begin April 25, 2002. Complete application packets may be accepted until the position is filled, but those received by April 25, 2002 are assured consideration.
To apply contact **Mt. Hood Community College, Human Resources Office, 26000 SE Stark St., Gresham OR 97030. (503) 491-7200, FAX (503) 491-7257, TDD (503) 491-7202, e-mail hr@mhcc.edu**. Application materials are available on the College website: www.mhcc.edu

Mt. Hood is an Equal Opportunity/Affirmative Action Employer.

ITHACA COLLEGE

ROY H. PARK SCHOOL OF COMMUNICATIONS

Department of Cinema and Photography
Position in Photography

The Roy H. Park School of Communications/Cinema and Photography Department at Ithaca College invites applications for a tenure-eligible position at the Assistant Professor level in photography with appointment effective August 15, 2002.

Position Description and Qualifications
Teaching assignments will be across the range of beginning, intermediate and advanced studio photography courses, as well as classes in contemporary photographic issues and the history of photography. Depending on the applicant's areas of specialization, other teaching opportunities may include courses in one or more of the following areas: alternative processes, large format photography, digital photography. The candidate appointed to this position will also act as academic advisor and serve on department, school, and college committees.

M.F.A. in photography is required. An ideal candidate should demonstrate evidence of: **(1)** teaching effectiveness appropriate for an undergraduate program with a mission of teaching the practice, history, and critical consideration of photography in the context of a wider liberal arts curriculum; **(2)** ability to contribute to a program that engages photography in both its traditional and evolving digital modes, and **(3)** a strong commitment to and a primary teaching interest in encouraging photography as a creative practice.

Assistant Professor. Salary competitive, dependent upon experience and qualifications.

Applicants should forward a resume/vita, twenty slides documenting creative work, statement of interest including areas of teaching and professional experience, along with names and telephone numbers of at least three references. If available, also include up to twenty slides of student work. No faxed or electronically transmitted application materials will be accepted. Screening will begin immediately and will continue until the position is filled. Direct applications and inquiries to:

Chair, Photography Search Committee
c/o Barbara Terrell
Cinema and Photography Department
Roy H. Park School of Communications
Ithaca College, Ithaca, NY 14850-7251; (Tel: 607-274-3896)

Ithaca College is an independent, residential, comprehensive college with an undergraduate enrollment of approximately 5,800 students. It is located in the scenic Finger Lakes Region of central New York.

The Roy H. Park School of Communications is one of four professional schools within the College, and enrolls approximately 1,300 students in the majors of three undergraduate departments (Cinema and Photography, Television-Radio, and Organizational Communications, Learning, and Design); a B.S. in journalism, a B.S. in Telecommunications Management, a B.F.A. in Film, Photography, and the Visual Arts, and a B.A. in Media Studies are also offered. The Ithaca College Los Angeles Communications Program offers an internship-based full-semester program to junior and senior communication students. The Graduate Studies program offers a M.S. in Communications. Recent grants and bequests from the Park Foundation and the estate of James B. Pendleton, totaling over $27 million, have positioned the Park School as one of the strongest undergraduate communication programs in the nation and created state-of-the-art support facilities in audio, video, film, photography, multi-media, and telecommunications.

ITHACA COLLEGE IS AN EQUAL OPPORTUNITY/ AFFIRMATIVE ACTION EMPLOYER. MEMBERS OF UNDER-REPRESENTED GROUPS (INCLUDING PEOPLE OF COLOR, PERSONS WITH DISABILITIES, VIETNAM VETERANS, AND WOMEN) ARE ENCOURAGED TO APPLY.

The
UNIVERSITY
of VERMONT

Catalog Librarian

Bailey/Howe Library

Bailey/Howe Memorial Library, University of Vermont, invites applications for the position of Catalog Librarian. The University of Vermont is located in the Champlain Valley between the Adirondack and Green Mountain ranges. It is set on a hill overlooking Lake Champlain and Burlington, Vermont's largest city with population of over 50,000. The student body at UVM is composed of 7,470 undergraduate and 1,053 graduate students.

Bailey/Howe Library's Collections Services Department is looking for a librarian with cataloging experience. The successful candidate will be part of a dedicated department of 6 library faculty and thirty library staff members. In addition to performing original and complex cataloging in a variety of subjects, languages, and formats, the catalog librarian will be expected to participate in planning and policy making within the Collection Management Services Group in the areas of innovative operational uses of library automation in technical services, and evolving management of electronic resources.

The collection of the Bailey/Howe Library consists of 1.2 M volumes, 4,000 print periodical titles and over 10,000 other serial titles, 32,000 audio, film and video titles, and 1,000 current electronic journal titles. The Library receives approximately 12,000-14,000 titles per year though the Yankee shelfready approval and firm order program. More than 20,000 volumes per year are added in-house. Collection Services is responsible for technical services support for three of UVM's four libraries, and collaborates with the technical services operations at the Dana Medical Library.

REQUIRED QUALIFICATIONS. Applicants are required to have an MLS degree from an ALA accredited program or international equivalent; 2 years of library experience with an emphasis in cataloging and technical services; familiarity with and knowledge of the use and application of AACR2 revised, LCSH, LC classification, MARC21 formats and metadata standards, and LC Rule Interpretations; experience with online computer library systems, including OCLC/WorldCat, integrated library systems (e.g., Voyager), Internet applications (e.g., e-mail, WWW), and office applications (Word, WordPerfect, etc.); commitment to professional growth; and, reading knowledge of one or more foreign languages (German preferred).

DESIRED QUALIFICATIONS: Excellent interpersonal and communication skills, demonstrated ability to work effectively and creatively in a changing environment; demonstrated ability to pay attention to detail; academic or research library experience; knowledge of online authority control operations; demonstrated ability to work independently; understanding of the information needs of a research community; and, experience in public services.

POSITION DESCRIPTION: Available at http://bailey.uvm.edu/jobs/cs/catlibrarian_jobdesc.htm

SALARY AND APPLICATION INFORMATION: Appointment will be made at the library faculty rank of instructor or library assistant professor, non-tenure track. Salary is commensurate with experience, not less than $31,500 for this position. Benefit package includes TIAA/CREF or alternate plan, managed health care plan, and 22 days of annual leave. Review of applications begins April 15, 2002 and will continue until the position is filled. Anticipated start date is July 1, 2002. Send letter of application, vita, and names and contact information for three professional references to: **Paul Philbin, Chair, Collections Services Search Committee, Bailey/Howe Library, University of Vermont, Burlington, VT 05405-0036.** *The University of Vermont is an AA/EO employer.*

USF
UNIVERSITY of
SAN FRANCISCO

Director of Admission

The University of San Francisco, Office of Admission seeks a qualified and dynamic individual for the position of Director of Admission. The Director of Admission will work with faculty and administrators of the schools and colleges, as well as other departments in Academic Services, to develop and implement University admission policies and procedures. Review of resumes/applications will begin April 15, 2002. For a complete job description and requirements, please visit our web page @ **http://www.usfca.edu/hr**. Please submit a resume, cover letter addressing your qualifications and vision of the role of an Admission Office in the development of an effective enrollment management effort, as well as the names and addresses of three references to:

University of San Francisco
Search Committee for Director of Admission
c/o Office of Human Resources
2130 Fulton Street, San Francisco, CA 94117

John Jay College
of Criminal Justice
The City University of New York

John Jay College, a senior college of the City University of New York, seeks a

CHIEF ADMINISTRATIVE SUPERINTENDENT

to oversee campus facilities and grounds. Responsibilities include: management, operation and maintenance of all campus buildings and grounds; oversight of department personnel procedures; supervision of skilled trades, custodians and other facility personnel; insuring adherence to pertinent city, state and federal codes and regulations; maintaining HVAC; building service contracts; capital projects and renovations; space inventory and reservation system.

Demonstrated experience with total quality management, customer satisfaction programs, building system technology, strategic planning, reorganization, performance evaluation, problem solving, conflict resolution, and project management strongly preferred.

For minimum qualifications for this position, visit our website at: www.jjay.cuny.edu/humanresource/ or call (212) 237-8512.

Salary: $57,807 - $85,935. Send resumes to:

Mary Colon, Executive Assistant,
Office of the Vice President for
Administrative Affairs, John Jay
College of Criminal Justice,
899 Tenth Avenue, Room 622,
New York, NY 10019.
Deadline: May 6, 2002

AA/EO/ADA/IRCA Employer

UNION INSTITUTE & UNIVERSITY

ASSISTANT DEAN, GRADUATE COLLEGE SCHOOL OF PROFESSIONAL PSYCHOLOGY

Union Institute & University seeks an experienced, self-initiating academician to serve as Assistant Dean of the Graduate College, School of Professional Psychology. The Assistant Dean works as a team member with the Dean of the School of Professional Psychology and others and provides administrative facilitation of the academic programs of the Graduate College including the following functions: Develops and directs a dispersed internship consortium; reviews and evaluates program documents including the dissertation; advises faculty and learners on program policy and procedures; represents the Dean's Office at selected meetings; assists with the daily operation of the Dean's Office; and attends all quarterly University faculty meetings. Assistant Deans are accorded faculty privileges and may work with a limited number of doctoral learners in addition to their administrative duties.

The Assistant Dean should be a person of integrity and imagination, with a discerning critical mind, empathic character, and a good sense of humor. Expectations include an earned doctorate in Clinical Psychology, a psychologist's license, extensive experience as a psychotherapist and a minimum of five years' experience with training and supervision of doctoral-level, clinical-psychology learners. Preference will be given to candidates who have taken an active role in the development of the psychology profession through participating in the governance of a state psychology association, APA, or service on a state licensing board. We are seeking an individual with a commitment to person-centered graduate education and experience working with adult learners, who enjoys organizational development and has functional computer skills, especially in on-line scholarly research.

Union Institute & University is an accredited, independent university offering adult learners the opportunity to design and carry out individualized programs of study across a wide range of academic fields. The Graduate College, School of Professional Psychology has 20 core faculty, over 400 adjunct faculty and 247 learners enrolled in an interdisciplinary doctoral program in clinical psychology. Our offices are located in Cincinnati, Ohio, where the Assistant Dean will be expected to work. Salary is commensurate with experience and qualifications.

Please send nominations and applications to:

Assistant Dean Search Committee
School of Professional Psychology
Human Resources Office
Union Institute & University
440 E. McMillan Street
Cincinnati, OH 45206-1925

Please submit a current vita and the names, addresses and phone numbers of at least five persons from whom we may solicit commentary. Each applicant should submit a cover letter, which indicates how his/her background and educational philosophy constitute specific preparation and suitability for the position.

Union Institute & University is an Affirmative Action/Equal Opportunity Employer.

Full-Time Faculty, Anticipated for Fall, 2002

Houston Community College System (HCCS) an open-admission institution is the nation's second largest singularly-accredited community college. With an enrollment of 53,000 and 71 instructional programs, HCCS is organized into five regional colleges (Central, Northeast, Northwest, Southeast, Southwest, and Central) that serve a culturally, ethnically, and economically diverse student population. HCCS is a leader in workforce development and academic transfer programs, offering associate degrees, technical training and continuing education opportunities.

Houston, the nation's fourth largest city is renowned as the energy capital of the world, a major technology center, site of the Johnson Space Center, and the world's largest medical center. A major port, international airports, and large number of foreign consulates attest to its multicultural character and its importance as an international center. Houston is home to major league sports teams as well as nationally recognized opera, theatre, and fine arts district.

HCCS invites applicants to submit an application package for the following anticipated openings. Positions will be filled as funding is approved.

Academic
- Art
- Biology
- Chemistry
- Counselor
- Dance
- Drama
- Economics
- English
- Government
- History
- Math
- Music
- Philosophy
- Sociology
- Spanish
- Speech

Workforce
- Accounting
- Child Development
- Computer Science Technology
- Culinary
- Emergency Medical Technology
- Fire Protection
- Hotel /Motel Management
- Human Services Technology
- Mfg/Machine Technology
- Nuclear Medicine
- Pharmacy
- Technical Communications
- Vocational Nursing

Developmental
- Developmental English
- Guided Studies
- Intensive English
- Developmental Math

Applicants for **Academic** areas of instruction must have a minimum of a masters degree with 18 graduate semester hours in the teaching discipline or a masters degree in the teaching discipline.

Requirements for **Workforce** faculty are a minimum of an associate degree from an accredited institution coupled with 36 months non-teaching work experience in the related area.

Faculty members who teach in remedial **(Developmental)** programs must hold a baccalaureate degree(or higher) in a discipline related to their teaching area and have either teaching experience in a discipline related to their developmental teaching area or graduate training in remedial education.

A complete application packet consisting of an HCCS employment application and copy of college transcript showing degree conferred is required for consideration. An incomplete application packet will not be accepted or returned. An employment application may be downloaded from the HCCS website at www.hccs.cc.tx.us or to request an application call HCCS Employment Services at (713) 718-8565.

HOUSTON COMMUNITY
COLLEGE SYSTEM

HR Department
P.O. Box 667517
Houston TX 77266-7517

HCCS seeks to provide equal employment/educational opportunities without regard to race, color, religion, national origin, sex, age, or disability.

Education

Director, Diversity & Academic Support (2002/062)
Faculty, Reading (2002/053)
Faculty, Mathematics (2002/064)

CCBC
The Community College
of Baltimore County

National Bellwether Award Winner
A Vanguard Learning College

Job Line: 410-869-7150; TTY: 410 869-7151
See current job postings at:
www.ccbc.cc.md.us.

LANSING
COMMUNITY
COLLEGE
Where Success Begins

Faculty Member, Developmental Writing

Master's Degree in Composition or English or related field required. Applicants must have demonstrated expertise in teaching developmental writing. Additional experience in developmental Reading desirable. Knowledge and experience with writing assessment, curriculum design, and computer instruction are important. Send letter of application, resume, and completed application (call 517/483-9753 to obtain a form) to: **8041 - Human Resources, Lansing Community College, P.O. Box 40010, Lansing, Michigan 48901-7210.** *EOE.*

WELLS

Wells College, a liberal arts college for women in upstate New York, seeks qualified applicants to teach some or all of the following sociology courses during the 2002-2003 academic year: Introductory Sociology and Sociological Theory (fall semester); Research Methods and possibly Social Problems (spring semester). Master's degree required; Ph.D. or near Ph.D. and teaching experience highly desirable. Minority applicants are particularly welcome. Candidates should send letter of application, curriculum vita, statement of teaching philosophy, and names, addresses and phone numbers of three references to **Sociology Search Committee, c/o Dr. Ellen Hall, Dean of the College, Wells College, Aurora, NY 13026.**

http://www.wells.edu/

Executive Vice President
Institute for Extended Learning
Community Colleges of Spokane
Spokane, Washington

COMMUNITY COLLEGES OF SPOKANE

The board of trustees of Washington State Community College District 17 invites applications and nominations for the position of **executive vice president of the Institute for Extended Learning (IEL)**, one of three publicly funded educational institutions comprising Community Colleges of Spokane (CCS) in eastern Washington.

At the IEL, the executive vice president is the chief executive and reports to the district chancellor/chief executive officer. The chancellor reports to a five-member board of trustees appointed by the governor for five-year terms.

The board, along with the chancellor and IEL administrators, faculty and staff, seeks an individual who possesses exceptional personal and leadership qualities, credibility, creativity and pragmatic abilities necessary to lead the college in its quest for academic and community service excellence.

The IEL serves as a third educational delivery unit of CCS, providing off-campus college-credit classes, as well as credit and noncredit continuing and basic education classes in more than 30 school districts, on three American Indian reservations, at Fairchild Air Force Base and in numerous rural communities. IEL programs also are offered through community centers, a variety of business and industrial sites and at state corrections centers.

The IEL served more than 10,261 students (unduplicated state-support head count) in 2000-01.

The IEL uses television, the Internet and interactive video classrooms, along with traditional on-site classroom instruction, to offer programs throughout the city of Spokane, as well as a six-county service area in northeastern Washington.

The IEL also is responsible for: **Adult Basic Education; Business and Industry Training; Community Education; Corrections Education; Early Head Start, Federal Even Start and Spokane County Head Start/Early Childhood Education Assistance Program; Life Skills/Women's Programs; Parent Education/Cooperative Preschools; Partnerships for Rural Improvement; People Accessing Careers and Education; Seniors Program; and Supported Education Enhancing Rehabilitation.**

Application Information

Applicants may request an executive vice presidential search brochure, which includes details about the IEL, its challenges and opportunities, an executive vice presidential profile and application instructions, by contacting: Melody Matthews, IEL Executive Vice President Search Liaison, 501 N. Riverpoint Blvd., MS 1004, PO Box 6000, Spokane, WA 99217-6000.

Telephone: (509) 434-5037 Fax: (509) 434-5055 E-mail: mmatthews@dist.spokane.cc.wa.us

Institute for Extended Learning's Internet address: www.ielhp.spokane.cc.wa.us

Applications and nominations will be accepted until the position is filled. However, since the IEL Executive Vice President Search Committee will begin reviewing applications May 13, 2002, submissions are encouraged prior to that time to ensure consideration.

For additional information, contact: Greg Stevens, CCS Vice Chancellor for Human Resources, 501 N. Riverpoint Blvd. MS 1004, P.O. Box 6000, Spokane, WA 99217-6000

Telephone: (509) 434-5037 Fax: (509) 434-5055 E-mail: gstevens@dist.spokane.cc.wa.us

UNCOVER®
Looking for a back article of
Hispanic Outlook???
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Website: uncweb.carl.org
E-mail: uncover@carlorg
TEL: 1-800-787-7979
FAX: 303-758-5946
Search UnCover

Director Finance and Administration

Responsible for management and oversight on behalf of the Dean for all fiscal, personnel, facilities and technical functions and initiatives of the College of Education. Candidates must possess a minimum of a bachelor's degree. An advanced degree preferred with a concentration in financial management, personnel management or related area. Candidate must possess three years of managerial and fiscal experience. Familiarity with public finance and budgeting, personnel/human resources administration, technical support operations, facilities planning and operation and contract management is required. To Apply Submit a cover letter, current resume and the names and phone numbers of three references to: **Search Committee, Director of Finance and Administration, Dean's Office, College of Education, 3119 Benjamin Building, University of Maryland, College Park, MD 20742.** *EOE/AA.*

UNIVERSITY OF MARYLAND

DEPAUW UNIVERSITY

Coordinator of Science and Technology Internships
361 Degree Initiatives

DePauw University seeks an energetic person to manage most aspects of technology internships for semester-long, winter term and summer experiences on-campus and off-campus for DePauw students. Responsibilities will include developing and maintaining contacts with internship hosts, making site visits, meeting with and advising internship students, keeping hosts and students informed on university expectations and policies, communicating with and distributing information to faculty sponsors, conducting preparatory workshops, managing IT internship data, and developing and conducting an appropriate assessment program. The Coordinator will report to the Coordinator of eLearning Initiatives. A Bachelor's degree, with excellent communication abilities is required. Some travel also required. See www.depauw.edu/admin/hr for a complete job bulletin. Please submit resume, letter of application, and three references to: **Dr. Dennis A. Trinkle, Coordinator of eLearning Initiatives, DePauw University, 713 S. Locust Street, Greencastle, IN 46135.**

DePauw University is an affirmative action, equal opportunity employer and encourages applications from women and members of under-represented groups.

MANAGER, AA/EEO (02PS9860)

You will assist in the planning and implementation of policies and procedures regarding AA/EEO, as well as plan and coordinate activities and programs to support initiatives. In addition you will maintain databases and prepare statistical AA reports as required by federal, state and local compliance agencies.

To qualify you must have a Bachelor's degree in Social Sciences, Business Administration or related field, Master's preferred. Three years of related experience is required, one year in a supervisory role desired. You may substitute additional years experience for the education requirement on a year for year basis. Statistical compilation and analysis experience and/or complaint handling in employment and recruitment experience preferred.

Please send resume, indicating position of interest/posting number to **UMDNJ, Dept. of Human Resources, Liberty Plaza, 335 George Street, PO Box 2688, New Brunswick, NJ 08903-2688.** UMDNJ is an AA/EOE, M/F/D/V, and a member of the University Health System of NJ. Regrettably we can respond only to those chosen for an interview. For more information, **visit www.umdnj.edu/hrweb.**

UMDNJ
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A NOISY SILENCE

Earl G. Ingram is vice president & university equity officer, George Mason University.

Few informed individuals will argue that most discussions about diversity, throughout every stratum of the United States, are motivated by the changing demographics of minorities and women.

Hispanics continue to contribute to the "Browning of America." *Time* magazine mentioned this trend as early as April 1990 when it stated, "In the 21st century, racial and ethnic groups in the United States will outnumber Whites for the first time. The 'Browning of America' will alter everything in society from politics to education to industry, values, and cultures."

America has gradually evolved from a largely White European society to an increasingly diverse society in which people of color represent a growing share of the population.

An affirmative equal opportunity (a.k.a., affirmative action) strategy is essential in educating students for an era in which, at home and abroad, interaction with non-White cultures and non-European cultures will be increasingly more frequent and important than it is now. Some leading educators have said that affirmative action is not just a legal matter, nor just a matter of compliance with state and federal regulations. It is an essential strategy that universities **must** embrace to educate their students to live and work in the 21st century.

Some business leaders have come to view affirmative equal opportunity as a business necessity. Denny's and Texaco have taken a more proactive stand for affirmative action because they recognize that Hispanics will spearhead the next wave of consumer purchasing power. Business leaders understand what this "Browning of America" could mean for their financial bottom line.

By 2020, about one in three Americans will come from a minority background. Given these realities, every university's main goal must be to prepare students for the future in the shortest possible time. Managers of diversity and equal opportunity programs must spend significant time getting universities to understand that they will play a major role in preparing students to live and work as global citizens.

Educational program staff, like instructional faculty members, are responsible, too, for preparing the students for the world after graduation.

As demographics change for minority populations, historically Black colleges will need to share responsibility for educating all minority students, specifically Hispanics, whose numbers will continue to increase in the U.S. through immigration and through the accelerated pace of birth rates over the next several years.

Black institutions, in particular, need to ready themselves for the wave of candidates who will knock on their doors for admission. Many of these individuals will be nontraditional, that is, not African American. Along with the African American demand for enrollment, there will be an accelerated demand by Asian and Hispanic Americans.

Hispanic Americans in higher education, as well as African Americans, must view affirmative equal opportunity efforts as one of several strategies that serve a dual purpose: 1) to enhance institutional diversity, and 2) to prepare students to live and work in a global society.

The predictions in *One Third of A Nation*, published by the U.S. Department of Education and the American Council on Education, might quickly become realities. "America is moving backwards, not forward," it states, "in its efforts to achieve the full participation of minority citizens in the life and prosperity of the nation. In education, employment, income, health, life expectancy, and other basic measures of individual and social well-being, gaps persist."

I agree that if America allows these disparities to continue, the U.S. will inevitably suffer a compromised quality of life, a lower standard of living, and an increase in social conflict. America's ability to compete in world markets will decline, our domestic economy will falter, and our national security could be compromised.

Though I am puzzled about how we can make changes and prepare our students and ourselves for interaction with individuals from various backgrounds, I believe that Hispanic Americans must recognize how crucial they are to solving this puzzle. Hispanic Americans must articulate to the general population that their needs reflect the enlightened self-interest of the country.

Hispanic Americans must remember those persistent gaps. In the long run, the fulfillment of their needs will demonstrate that affirmative equal opportunity actions, particularly in our institutions of higher education, are necessary and of value not only to them but to the country as a whole.

Finally, Hispanics must overcome the noisy silence about their legitimate needs and step into the beginning of the 21st century demanding their rightful share of America's abundance.

If interested in submitting a ¡Punto Final! "think piece," please e-mail us at sloutlook@aol.com for guidelines.

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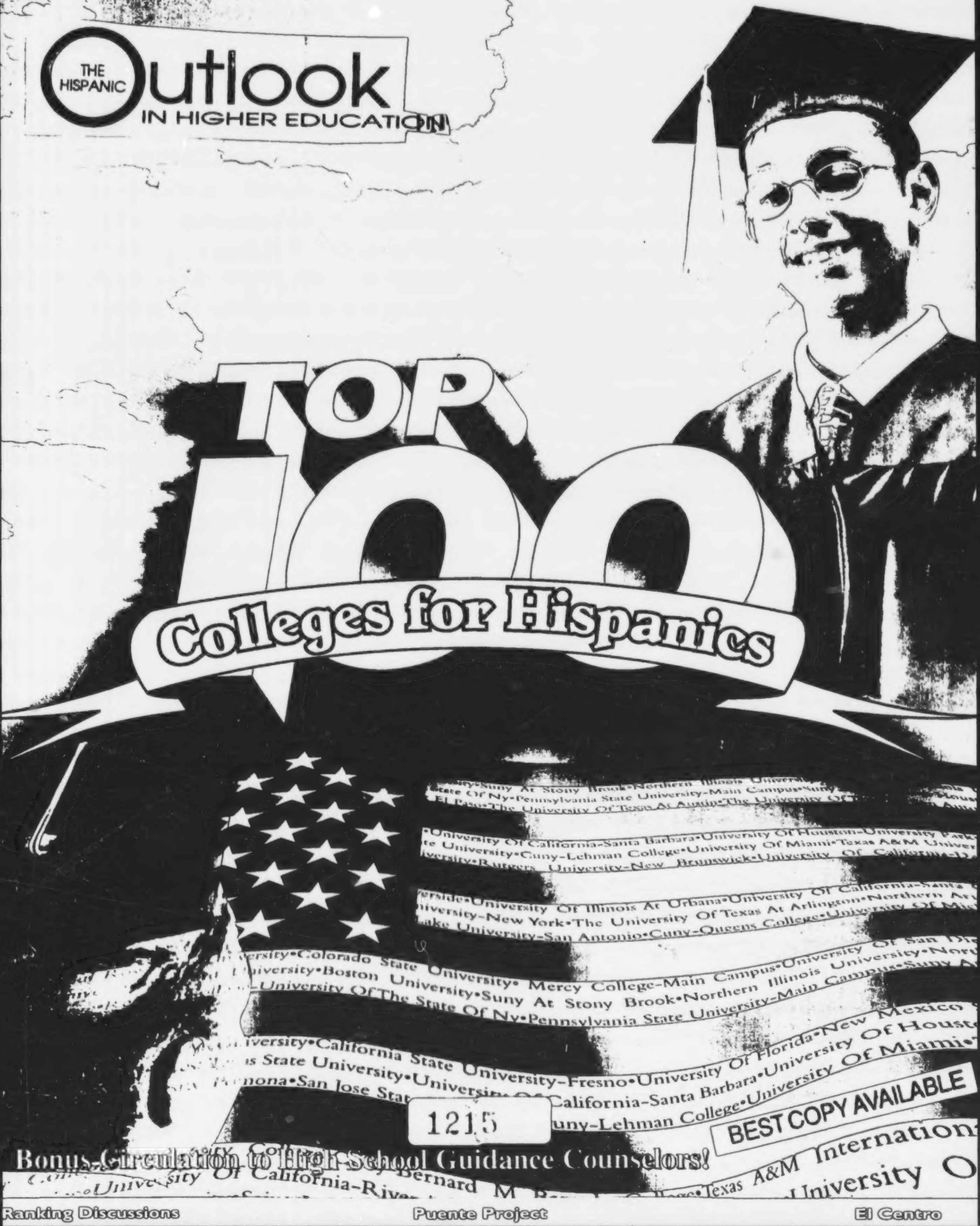
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LETTERS TO THE EDITOR: **Commentaries or Questions should be addressed to:**
The Hispanic Outlook in Higher Education
210 Route 4 East, Suite 310
Paramus, NJ 07652
All correspondence should include author's full name, address, and phone number.

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From time to time, *The Hispanic Outlook in Higher Education* will publish articles dealing with controversial issues. The views expressed herein are those of the authors and/or those interviewed and may not reflect the official policy of the magazine. *The Hispanic Outlook in Higher Education* neither agrees nor disagrees with those ideas expressed, and no endorsement of those views should be inferred unless specifically identified as officially endorsed by Hispanic Outlook in Higher Education.

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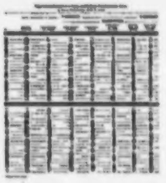

HO*'s annual* Top 100 *rankings are not in dispute, but others are, and new ways are being sought to assess what goes on at colleges and universities across the U.S.*

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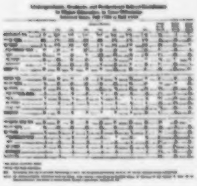

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Born in the civil rights struggles of the '60s, now a thriving satellite of the most diverse university in the Midwest, Northeastern Illinois University

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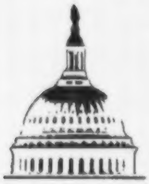

Cozy Cocoons or Higher Education Institutions?

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¡PUNTO FINAL! back cover

Becoming American: A Cautionary Tale

Cover Photo in part from Esperanza

Esquina Editorial

The More Degrees the Better

Every year *The Hispanic Outlook in Higher Education* provides its list of Top 100 colleges and universities for Hispanic students. Compiled by the Department of Education, these rankings are derived based on the largest numbers of degrees awarded to Hispanic graduates by academic discipline, and Hispanic enrollment. Check out which are the leading institutions.

Along the same vein, an article in this issue takes a look at other similar lists and debates their ranking methodologies. Another feature addresses the ongoing deliberation about ACT and SAT tests, and whether these exams serve students well and appropriately assess student achievement and preparedness for college.

Tests and rankings aside, in the end, what we all hope to see are increasing numbers of Latino graduates entering the workforce in professional roles. A recent analysis by the Employment Policy Foundation using data from the Bureau of Labor Statistics 2001 Current Population Survey indicates that postsecondary education plays a determining factor in an individual's earning potential. Advanced degrees yield better paying positions. See here: "A bachelor's degree is worth more than $1.9 million over a 40-year period, while a doctorate or professional degree can be worth more than $2.8 million."

Average annual earnings of an individual with a bachelor's degree amount to $49,344; the annual gain over earnings with no high school diploma is $28,030. A master's degree can translate to average annual earnings of $57,676; annual gain over earnings with no high school diploma is $36,631. Average income for a person with a professional degree or doctorate is $71,573. The annual gain over someone with no high school diploma is $50,258. The message is clear. The numbers speak for themselves.

Hasta la próxima.

Alejandra

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A CAPITOL VIEW

Cozy Cocoons or Higher Education Institutions?

BY GUSTAVO A. MELLANDER

May, or the merry month of May, as they say across the pond, is a pleasant enough month. On Tin Pan Alley, they sing that April showers "bring the flowers that bloom in May." And so it goes. But for those of us who work in the nation's colleges and universities, May brings yet another flood of commencement activities. Tradition is trotted out again with a multitude of programs, practices, ceremonies, and, invariably, a commencement speech. Most, by all accounts, are quickly forgotten.

College types, professors and administrators, tend to be introspective. In an age when even Harvard is worried about an evident lack of academic rigor, grade inflation, and scholarly sloppiness, we have much to contemplate.

We wonder did our students really learn what we tried to teach them? Have they become self-motivating lifelong learners? Have they acquired knowledge or an education? Did we fail to impress the importance of ethics and values? Have our past shortcomings led to our many corporate Enrons and our Washington, D.C., "gate"-of-the month scandal? The perpetrators were, after all, college graduates.

As I ponder all of that and prepare for our upcoming graduation ceremonies, as I search for parting words that would send a meaningful message to my students, I am reminded of Dr. Jacob Neusner.

A few years ago, Dr. Jacob Neusner, professor of religious studies, Brown University, delivered these tart and sobering words to a sea of graduates:

"We the faculty take no pride in our educational achievements with you. We have prepared you for a world that does not exist, indeed, that cannot exist. You have spent four years supposing that failure leaves no record. You have learned at Brown that when your work goes poorly, the painless solution is to drop out. But, starting now, in the world to which you go, failure marks you. Confronting difficulty by quitting leaves you changed. Outside Brown–quitters are no heroes.

"With us, you could argue about why your errors were not errors, why mediocre work really was excellent, why you could take pride in routine and slipshod presentation. Most of you, after all, can look back on honor grades for most of what you have done. So, here grades can have meant little in distinguishing the excellent from the ordinary. But, tomorrow, in the world to which you go, you had best not defend errors but learn from them. You will be ill-advised to demand a raise for what does not deserve it, and abuse those who do not give it.

"For four years we created an altogether forgiving world, in which whatever slight effort you gave was all that was demanded. When you did not keep appointments, we made new ones. When your work came in beyond deadline, we pretended not to care.

"Worse still, when you were boring, we acted as if you were saying something important. When you were garrulous and talked to hear yourself talk, we listened as if it mattered. When you tossed on our desks writing upon which you had not labored, we read it and even responded, as though you earned a response. When you were dull, we pretended you were smart. When you were predictable, unimaginative, and routine, we listened as if to new and wonderful things. When you demanded a free lunch, we served it.

"And, why all this?

"Despite your fantasies, it was not even that we wanted to be liked by you. It was that we did not even want to be bothered, and the easy way out was pretense: smiles and easy B's."

Reflection

Quite a mouthful. I do not write to denigrate Brown. It is a wonderful institution, particularly if Professor Neusner is representative of the faculty. I quote him because I fear that too many of our colleges and universities have indeed opted to be less rigorous. We are not as exacting as we should be.

We don't push our students to excel; getting by is good enough. We try to be popular, we are easy graders, and we are not demanding. Who needs the hassle?

We do, if in so doing we help our students. Aside from knowledge not learned, our students should not be taught inappropriate behavior that will only cripple them in the years ahead.

Parents are not paying tuition nor are students investing what should be productive years to learn false values and reinforce sloppy work habits. Professors have too much regard for their discipline to have it denigrated in such an unworthy fashion.

We should remember that we are the best and perhaps the last chance to help students secure a meaningful education. We don't help them by watering down our curricula. In far too many colleges and universities, we have created cozy cocoons. (You judge your own institution–I'm trying to cope with mine.) Our cocoons do not reflect reality, ergo the ivory tower syndrome is perpetuated. That false view of the academic world doesn't help students. Educational institutions should mirror reality, not create a fantasyland. They are in every sense part of the "real world." A simple enough goal.

Arriving to class on time, being prepared to participate, completing one's assignments correctly and on time, devoting the extra hours to achieve one's very best are important goals to be achieved–for students and for the faculty.

Dr. Mellander is a professor at George Mason University.

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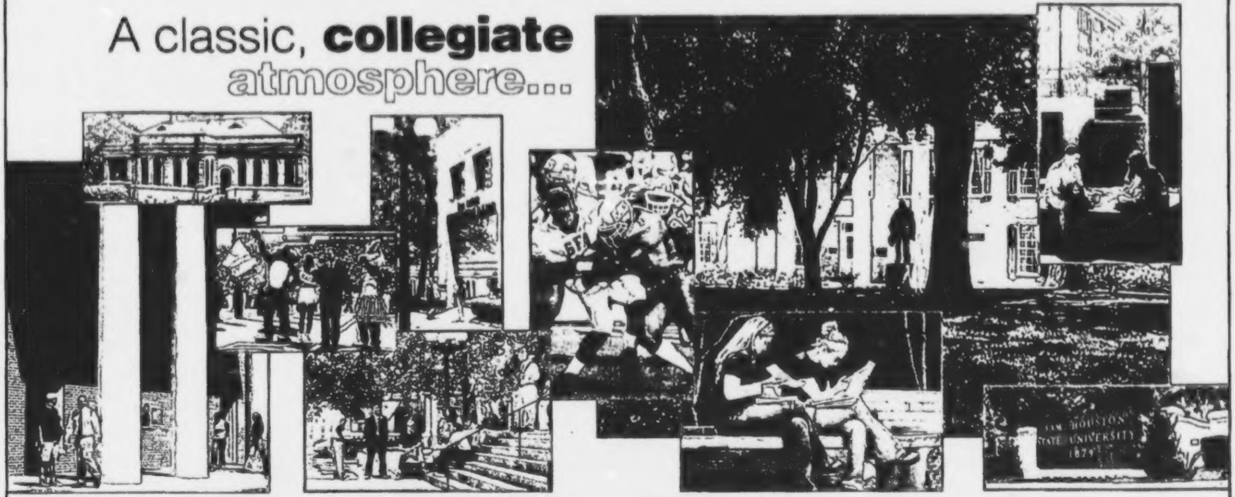

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From the Publisher's Desk

May 6, 2002

Dear Colleagues:

In this issue we pay tribute to the four-year colleges and universities on our Top 100 list–those graduating the largest numbers of Hispanics.

The Top 100 clearly enable our youth to not only enter the race, but to stay the course–through equitable access and, increasingly, through environments of inclusion. For these vital accomplishments, we salute the institutions and those who toil within.

We salute, too, the Hispanic students who, by finding their way to college and making their way to graduation, have proved that they are persistent, intelligent, and focused.

We, the collective we, need to be all that and more as the struggle for equity continues.

A shocking 25 percent of high-achievement, low-income students fail to enroll in college, but only 5 percent of their high-income counterparts. That finding, by economists Michael S. McPherson and Morton Owen Schapiro, reported in a recent *New York Times* editorial, dramatically exposes a landscape of lost opportunities.

Yes, our states have budget crises, and yes, we need heightened homeland security. But the best security for us and for our democratic nation lies in a citizenry trained to compete for jobs in the 21st century and educated in the lessons of history.

Our path is clear. The pressure and search for more support for higher education, from all sources, and for all our youth, must be unceasing.

We are happy to serve you, and wish you ***buena suerte*** as you face the challenges ahead.

Si se puede!

José López-Isa
Publisher

HISPANIC Outlook TOP 100

The bachelor's list includes 17 states. 31 of the Top 100 are in California, 22 in Texas, 9 each in Florida and New York, [illegible] each in Illinois and New Jersey. [illegible] states [illegible]

BACHELOR'S DEGREES awarded to Hispanics

RANK	INSTITUTION NAME	State	All Bachelor's	TOTAL	Males	Females
1	FLORIDA INTERNATIONAL UNIVERSITY	Florida	4,127	2,131	869	1,262
2	THE UNIVERSITY OF TEXAS-PAN AMERICAN	Texas	1,375	1,239	457	782
3	THE UNIVERSITY OF TEXAS AT EL PASO	Texas	1,744	1,217	443	774
4	CALIFORNIA STATE UNIVERSITY-LOS ANGELES	California	2,500	1,089	398	691
5	SAN DIEGO STATE UNIVERSITY	California	5,201	1,072	463	609
6	THE UNIVERSITY OF TEXAS AT AUSTIN	Texas	7,826	1,062	470	592
7	THE UNIVERSITY OF TEXAS AT SAN ANTONIO	Texas	2,454	1,057	464	593
8	UNIVERSITY OF CALIFORNIA-LOS ANGELES	California	6,220	1,003	430	573
9	CALIFORNIA STATE UNIVERSITY-FULLERTON	California	4,522	935	356	579
10	CALIFORNIA STATE UNIVERSITY-LONG BEACH	California	4,158	822	324	498
11	CALIFORNIA STATE UNIVERSITY-NORTHRIDGE	California	3,921	814	288	526
12	UNIVERSITY OF FLORIDA	Florida	7,654	799	396	403
13	TEXAS A&M UNIVERSITY	Texas	7,512	781	409	372
14	CALIFORNIA STATE UNIVERSITY-FRESNO	California	2,833	732	299	433
15	UNIVERSITY OF NEW MEXICO-MAIN CAMPUS	New Mexico	2,723	706	245	461
16	UNIVERSITY OF ARIZONA	Arizona	4,932	695	267	428
17	UNIVERSITY OF CALIFORNIA-BERKELEY	California	6,169	675	274	401
18	NEW MEXICO STATE UNIVERSITY-MAIN CAMPUS	New Mexico	1,830	648	297	351
19	ARIZONA STATE UNIVERSITY-MAIN CAMPUS	Arizona	6,622	640	243	397
20	UNIVERSITY OF HOUSTON-UNIVERSITY PARK	Texas	3,551	630	271	359
21	SOUTHWEST TEXAS STATE UNIVERSITY	Texas	3,421	603	261	342
22	UNIVERSITY OF CALIFORNIA-SANTA BARBARA	California	4,519	595	207	388
23	SAN JOSÉ STATE UNIVERSITY	California	3,956	554	230	324
24	UNIVERSITY OF CENTRAL FLORIDA	Florida	5,417	549	218	331
25	CALIFORNIA STATE UNIVERSITY-SAN BERNARDINO	California	2,176	534	170	364
26	UNIVERSITY OF SOUTHERN CALIFORNIA	California	3,814	525	265	260
27	UNIVERSITY OF MIAMI	Florida	1,740	522	199	323
28	CALIFORNIA STATE POLYTECHNIC UNIVERSITY-POMONA	California	2,585	495	234	261
29	CALIFORNIA STATE UNIVERSITY-DOMÍNGUEZ HILLS	California	1,651	457	152	305
30	UNIVERSITY OF CALIFORNIA-DAVIS	California	4,698	452	168	284
31	TEXAS A&M UNIVERSITY-KINGSVILLE	Texas	695	449	205	244
32	CUNY-HERBERT H. LEHMAN COLLEGE	New York	1,149	446	115	331
33	UNIVERSITY OF SOUTH FLORIDA	Florida	4,733	443	166	277
34	THE UNIVERSITY OF TEXAS AT BROWNSVILLE	Texas	493	441	153	288
35	CALIFORNIA STATE UNIVERSITY-SACRAMENTO	California	3,721	440	160	280
36	UNIVERSITY OF ILLINOIS AT CHICAGO	Illinois	2,928	438	156	282
37	BARRY UNIVERSITY	Florida	1,255	428	119	309
38	SAN FRANCISCO STATE UNIVERSITY	California	3,987	423	154	269
39	CALIFORNIA POLYTECHNIC STATE UNIV-SAN LUIS OBISPO	California	3,545	417	232	185
40	RUTGERS UNIVERSITY-NEW BRUNSWICK	New Jersey	5,601	402	155	247
41	UNIVERSITY OF PHOENIX-SOUTHERN CALIFORNIA CAMPUS	California	3,052	387	159	228
42	UNIVERSITY OF CALIFORNIA-IRVINE	California	3,334	385	151	234
43	UNIVERSITY OF CALIFORNIA-RIVERSIDE	California	1,784	370	140	230
44	CUNY-HUNTER COLLEGE	New York	1,813	362	71	291
45	TEXAS TECH UNIVERSITY	Texas	3,587	354	190	164
46	CUNY-JOHN JAY COLLEGE OF CRIMINAL JUSTICE	New York	1,223	350	121	229
47	CUNY-BERNARD M BARUCH COLLEGE	New York	2,168	345	125	220
48	TEXAS A&M UNIVERSITY-CORPUS CHRISTI	Texas	889	345	122	223
49	FLORIDA STATE UNIVERSITY	Florida	5,342	344	163	181
50	TEXAS A&M INTERNATIONAL UNIVERSITY	Texas	369	343	103	240

Derived from 99-00 data gathered by National Center for Education Statistics, Dept of ED. Based on 97% reporting.

BACHELOR'S DEGREES awarded to Hispanics

RANK	INSTITUTION NAME	State	All Bachelor's	TOTAL	Males	Females
51	NORTHERN ARIZONA UNIVERSITY	Arizona	2,969	329	109	220
52	UNIVERSITY OF CALIFORNIA-SAN DIEGO	California	3,530	319	150	169
53	FLORIDA ATLANTIC UNIVERSITY-BOCA RATON	Florida	3,194	317	103	214
54	CUNY-CITY COLLEGE	New York	1,039	317	123	194
55	ST. MARY'S UNIVERSITY	Texas	513	315	118	197
56	UNIVERSITY OF CALIFORNIA-SANTA CRUZ	California	2,393	314	120	194
57	OUR LADY OF THE LAKE UNIVERSITY-SAN ANTONIO	Texas	429	285	59	226
58	UNIVERSITY OF HOUSTON-DOWNTOWN	Texas	1,155	279	118	161
59	UNIVERSITY OF THE INCARNATE WORD	Texas	554	272	74	198
60	ST. JOHN'S UNIVERSITY-NEW YORK	New York	2,180	270	110	160
61	CALIFORNIA STATE UNIVERSITY-STANISLAUS	California	1,210	268	86	182
62	CUNY-QUEENS COLLEGE	New York	2,058	264	60	204
63	THE UNIVERSITY OF TEXAS AT ARLINGTON	Texas	2,863	256	102	154
64	CALIFORNIA STATE UNIVERSITY-HAYWARD	California	2,277	252	76	176
65	DEPAUL UNIVERSITY	Illinois	2,115	251	89	162
66	UNIVERSITY OF NORTH TEXAS	Texas	3,406	246	115	131
67	NEW YORK UNIVERSITY	New York	3,972	244	88	156
68	UNIVERSITY OF MARYLAND-COLLEGE PARK	Maryland	4,971	242	103	139
69	UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN	Illinois	6,370	241	109	132
70	NATIONAL UNIVERSITY	California	1,352	240	84	156
71	MONTCLAIR STATE UNIVERSITY	New Jersey	1,747	234	80	154
72	CALIFORNIA STATE UNIVERSITY-BAKERSFIELD	California	959	228	60	168
73	METROPOLITAN STATE COLLEGE OF DENVER	Colorado	2,172	226	94	132
74	KEAN UNIVERSITY	New Jersey	1,621	220	74	146
75	BOSTON UNIVERSITY	Massachusetts	3,773	215	77	138
76	LOYOLA MARYMOUNT UNIVERSITY	California	991	214	74	140
77	PARK UNIVERSITY	Missouri	1,908	213	102	111
78	NOVA SOUTHEASTERN UNIVERSITY	Florida	950	212	53	159
79	UNIVERSITY OF MICHIGAN-ANN ARBOR	Michigan	5,603	211	106	105
80	NORTHEASTERN ILLINOIS UNIVERSITY	Illinois	1,039	210	54	156
81	UNIVERSITY OF WASHINGTON-SEATTLE CAMPUS	Washington	6,148	210	98	112
82	UNIVERSITY OF COLORADO AT BOULDER	Colorado	4,734	209	104	105
83	NEW JERSEY CITY UNIVERSITY	New Jersey	901	206	70	136
84	UNIVERSITY OF PHOENIX-ALBUQUERQUE NM CAMPUS	New Mexico	441	206	83	123
85	CALIFORNIA STATE UNIVERSITY-CHICO	California	2,401	204	85	119
86	PENNSYLVANIA STATE UNIVERSITY-MAIN CAMPUS	Pennsylvania	8,981	202	85	117
87	SUL ROSS STATE UNIVERSITY	Texas	365	202	73	129
88	UNIVERSITY OF NEVADA-LAS VEGAS	Nevada	2,594	196	88	108
89	GEORGE MASON UNIVERSITY	Virginia	2,792	189	81	108
90	UNIVERSITY OF MASSACHUSETTS-AMHERST	Massachusetts	4,038	180	81	99
91	UNIVERSITY OF SAN DIEGO	California	1,079	178	52	126
92	STANFORD UNIVERSITY	California	1,737	173	88	85
93	BAYLOR UNIVERSITY	Texas	2,315	172	67	105
94	WAYLAND BAPTIST UNIVERSITY	Texas	1,545	172	103	69
95	RUTGERS UNIVERSITY-NEWARK	New Jersey	995	168	49	119
96	NEW MEXICO HIGHLANDS UNIVERSITY	New Mexico	226	168	23	145
97	COLORADO STATE UNIVERSITY	Colorado	3,621	167	81	86
98	SAM HOUSTON STATE UNIVERSITY	Texas	2,058	165	74	91
99	FORDHAM UNIVERSITY	New York	1,172	164	57	107
100	NORTHERN ILLINOIS UNIVERSITY	Illinois	3,277	155	69	86

HISPANIC Outlook TOP 100

University of Phoenix was ranked No. 68 in 2001 list and is now No. 41. This is a 69.7% increase in graduating Hispanics.

University of Northern Arizona moved from No. 66 in 2001 list to No. 51 now with a 4[illegible]% increase.

DePaul University moved from No. 86 to No. 65 with 37[illegible]% increase.

National University moved from No. 87 to No. 70 with [illegible]% increase.

Montclair State University from No. [illegible] to No. [illegible] with [illegible]% increase.

Top 100 4-Year Colleges by Hispanic Enrollment, with CARNEGIE-CLASSIFICATIONS

RANK	INSTITUTION NAME	Carnegie-Classifications*	Total Hispanics	Males	Females	All Students
1	FLORIDA INTERNATIONAL UNIVERSITY, FL	Doctoral II	16,469	7,325	9,144	31,293
2	THE UNIVERSITY OF TEXAS-PAN AMERICAN, TX	Masters I	10,507	4,374	6,133	12,569
3	THE UNIVERSITY OF TEXAS AT EL PASO, TX	Masters I	9,998	4,370	5,628	14,695
4	CALIFORNIA STATE UNIVERSITY-LOS ANGELES, CA	Masters I	8,886	3,341	5,545	19,783
5	THE UNIVERSITY OF TEXAS AT SAN ANTONIO, TX	Masters I	8,221	3,603	4,618	18,608
6	UNIVERSITY OF NEW MEXICO-MAIN CAMPUS, NM	Research I	6,579	2,650	3,929	24,374
7	SAN DIEGO STATE UNIVERSITY, CA	Doctoral II	6,394	2,523	3,871	31,413
8	CALIFORNIA STATE UNIVERSITY-NORTHRIDGE, CA	Masters I	6,383	2,474	3,909	27,947
9	CALIFORNIA STATE UNIVERSITY-LONG BEACH, CA	Masters I	6,134	2,350	3,784	30,011
10	NEW MEXICO STATE UNIVERSITY-MAIN CAMPUS, NM	Research I	5,987	2,627	3,360	15,449
11	THE UNIVERSITY OF TEXAS AT AUSTIN, TX	Research I	5,912	2,859	3,053	49,009
12	CALIFORNIA STATE UNIVERSITY-FULLERTON, CA	Masters I	5,796	2,180	3,616	27,167
13	UNIVERSITY OF HOUSTON-UNIVERSITY PARK, TX	Research II	5,227	2,356	2,871	32,651
14	UNIVERSITY OF PHOENIX-SOUTHERN CALIFORNIA CAMPUS, CA	Business	4,904	2,192	2,712	21,896
15	CALIFORNIA STATE UNIVERSITY-FRESNO, CA	Masters I	4,869	1,976	2,893	18,321
16	UNIVERSITY OF CALIFORNIA-LOS ANGELES, CA	Research I	4,511	1,970	2,541	36,351
17	UNIVERSITY OF ARIZONA, AZ	Research I	4,415	1,954	2,461	34,326
18	ARIZONA STATE UNIVERSITY-MAIN CAMPUS, AZ	Research I	4,373	1,889	2,484	44,215
19	CUNY-HUNTER COLLEGE, NY	Masters I	4,186	1,058	3,128	20,001
20	UNIVERSITY OF FLORIDA, FL	Research I	4,111	2,025	2,086	43,382
21	SOUTHWEST TEXAS STATE UNIVERSITY, TX	Masters I	3,968	1,849	2,119	21,769
22	CALIFORNIA STATE POLYTECHNIC UNIVERSITY-POMONA, CA	Masters I	3,933	1,995	1,938	18,021
23	TEXAS A&M UNIVERSITY, TX	Research I	3,793	1,972	1,821	43,817
24	SAN JOSÉ STATE UNIVERSITY, CA	Masters I	3,714	1,590	2,124	26,937
25	CUNY-HERBERT H. LEHMAN COLLEGE, NY	Masters I	3,696	985	2,711	9,074
26	CALIFORNIA STATE UNIVERSITY-SAN BERNARDINO, CA	Masters I	3,620	1,218	2,402	14,280
27	CUNY-JOHN JAY COLLEGE OF CRIMINAL JUSTICE, NY	Other Specialized	3,613	1,471	2,142	10,476
28	TEXAS A&M UNIVERSITY-KINGSVILLE, TX	Masters I	3,598	1,714	1,884	5,843
29	CALIFORNIA STATE UNIVERSITY-DOMÍNGUEZ HILLS, CA	Masters I	3,486	1,083	2,403	12,524
30	UNIVERSITY OF MIAMI, FL	Research I	3,435	1,385	2,050	13,715
31	UNIVERSITY OF ILLINOIS AT CHICAGO, IL	Research I	3,333	1,409	1,924	24,610
32	CUNY-CITY COLLEGE, NY	Masters I	3,258	1,351	1,907	10,993
33	SAN FRANCISCO STATE UNIVERSITY, CA	Masters I	3,239	1,281	1,958	27,701
34	UNIVERSITY OF CENTRAL FLORIDA, FL	Doctoral II	3,221	1,385	1,836	31,673
35	UNIVERSITY OF SOUTH FLORIDA, FL	Research II	3,153	1,288	1,865	34,839
36	UNIVERSITY OF SOUTHERN CALIFORNIA, CA	Research I	3,033	1,456	1,577	28,766
37	CALIFORNIA STATE UNIVERSITY-SACRAMENTO, CA	Masters I	2,968	1,230	1,738	24,530
38	CUNY-NEW YORK CITY TECHNICAL COLLEGE, NY	Baccalaureate II	2,840	1,447	1,393	10,871
39	TEXAS A&M INTERNATIONAL UNIVERSITY, TX	Masters I	2,823	1,007	1,816	3,209
40	UNIVERSITY OF HOUSTON-DOWNTOWN, TX	Baccalaureate II	2,818	1,197	1,621	8,712
41	UNIVERSITY OF CALIFORNIA-BERKELEY, CA	Research I	2,809	1,282	1,527	31,347
42	CUNY-BERNARD M. BARUCH COLLEGE, NY	Masters I	2,682	1,038	1,644	15,254
43	NATIONAL UNIVERSITY, CA	Masters I	2,653	1,064	1,589	17,065
44	UNIVERSITY OF CALIFORNIA-SANTA BARBARA, CA	Research I	2,590	1,042	1,548	20,056
45	TEXAS A&M UNIVERSITY-CORPUS CHRISTI, TX	Masters I	2,538	959	1,579	6,604
46	NOVA SOUTHEASTERN UNIVERSITY, FL	Doctoral I	2,527	791	1,736	17,810
47	NORTHEASTERN ILLINOIS UNIVERSITY, IL	Masters I	2,497	792	1,705	10,937
48	THE UNIVERSITY OF TEXAS AT BROWNSVILLE, TX	Masters I	2,431	877	1,554	2,834
49	BARRY UNIVERSITY, FL	Masters I	2,398	730	1,668	7,909
50	RUTGERS UNIVERSITY-NEW BRUNSWICK, NJ	Research I	2,388	999	1,389	35,308

*Based on 1999 criteria.

Top 100 4-Year Colleges by Hispanic Enrollment, with
CARNEGIE-CLASSIFICATIONS

RANK	INSTITUTION NAME	Carnegie-Classifications*	Total Hispanics	Males	Females	All Students
51	TEXAS TECH UNIVERSITY, TX	Research II	2,357	1,284	1,073	24,249
52	FLORIDA STATE UNIVERSITY, FL	Research I	2,353	1,100	1,253	32,878
53	ST. JOHN'S UNIVERSITY-NEW YORK, NY	Doctoral I	2,338	959	1,379	18,478
54	NEW YORK UNIVERSITY, NY	Research I	2,293	865	1,428	37,132
55	MERCY COLLEGE-MAIN CAMPUS, NY	Baccalaureate II	2,292	589	1,703	9,254
56	ST. MARY'S UNIVERSITY, TX	Masters I	2,229	898	1,331	4,065
57	UNIVERSITY OF CALIFORNIA-RIVERSIDE, CA	Research II	2,226	841	1,385	11,600
58	UNIVERSITY OF CALIFORNIA-DAVIS, CA	Research I	2,217	899	1,318	25,092
59	METROPOLITAN STATE COLLEGE OF DENVER, CO	Baccalaureate II	2,212	941	1,271	17,716
60	FLORIDA ATLANTIC UNIVERSITY-BOCA RATON, FL	Doctoral II	2,178	809	1,369	20,126
61	CUNY-QUEENS COLLEGE, NY	Masters I	2,162	667	1,495	15,686
62	UNIVERSITY OF NORTH TEXAS, TX	Doctoral I	2,001	942	1,059	26,493
63	NORTHERN ARIZONA UNIVERSITY, AZ	Doctoral I	1,989	724	1,265	19,981
64	NEW JERSEY CITY UNIVERSITY, NJ	Masters I	1,946	639	1,307	8,024
65	OUR LADY OF THE LAKE UNIVERSITY-SAN ANTONIO, TX	Masters I	1,905	449	1,456	3,564
66	UNIVERSITY OF CALIFORNIA-IRVINE, CA	Research I	1,901	799	1,102	19,277
67	THE UNIVERSITY OF TEXAS AT ARLINGTON, TX	Doctoral I	1,873	840	1,033	19,149
68	KEAN UNIVERSITY, NJ	Masters I	1,825	628	1,197	11,199
69	CALIFORNIA POLYTECHNIC STATE UNIV-SAN LUIS OBISPO, CA	Masters I	1,824	1,028	796	16,470
70	UNIVERSITY OF THE INCARNATE WORD, TX	Masters I	1,815	487	1,328	3,637
71	UNIVERSITY OF CALIFORNIA-SAN DIEGO, CA	Research I	1,794	821	973	19,894
72	UNIVERSITY OF PHOENIX-ALBUQUERQUE NM CAMPUS, NM	Business	1,785	845	940	3,045
73	DEPAUL UNIVERSITY, IL	Doctoral II	1,773	665	1,108	19,549
74	UNIVERSITY OF ILLINOIS AT URBANA, IL	Research I	1,769	902	867	38,851
75	MONTCLAIR STATE UNIVERSITY, NJ	Masters I	1,746	607	1,139	13,285
76	CALIFORNIA STATE UNIVERSITY-BAKERSFIELD, CA	Masters I	1,715	577	1,138	6,210
77	NEW MEXICO HIGHLANDS UNIVERSITY, NM	Masters I	1,700	636	1,064	3,198
78	UNIVERSITY OF NEVADA-LAS VEGAS, NV	Masters I	1,669	694	975	21,820
79	UNIVERSITY OF PHOENIX-PHOENIX CAMPUS, AZ	Business	1,652	727	925	10,044
80	SUL ROSS STATE UNIVERSITY, TX	Masters I	1,534	613	921	2,965
81	CUNY-BROOKLYN COLLEGE, NY	Masters I	1,532	472	1,060	15,057
82	MONROE COLLEGE-MAIN CAMPUS, NY	Baccalaureate II	1,524	428	1,096	3,336
83	CALIFORNIA STATE UNIVERSITY-STANISLAUS, CA	Masters I	1,497	483	1,014	6,489
84	UNIVERSITY OF COLORADO AT BOULDER, CO	Research I	1,490	719	771	28,851
85	UNIVERSITY OF MARYLAND-COLLEGE PARK, MD	Research I	1,440	678	762	32,864
86	UNIVERSITY OF LA VERNE, CA	Doctoral II	1,428	565	863	6,820
87	UNIVERSITY OF MICHIGAN-ANN ARBOR, MI	Research I	1,426	758	668	37,846
88	CALIFORNIA STATE UNIVERSITY-CHICO, CA	Masters I	1,418	632	786	15,261
89	UNIVERSITY OF CALIFORNIA-SANTA CRUZ, CA	Research II	1,400	553	847	11,302
90	CALIFORNIA STATE UNIVERSITY-HAYWARD, CA	Masters I	1,376	460	916	12,667
91	GEORGE MASON UNIVERSITY, VA	Doctoral II	1,371	594	777	24,180
92	COLORADO STATE UNIVERSITY, CO	Research I	1,357	614	743	27,036
93	FORDHAM UNIVERSITY, NY	Doctoral I	1,341	452	889	13,551
94	UNIVERSITY OF SOUTHERN COLORADO, CO	Baccalaureate II	1,259	525	734	5,791
95	RUTGERS UNIVERSITY-NEWARK, NJ	Doctoral II	1,254	510	744	9,221
96	UNIVERSITY OF WASHINGTON-SEATTLE CAMPUS, WA	Research I	1,251	564	687	35,559
97	PURDUE UNIVERSITY-CALUMET CAMPUS, IN	Masters I	1,225	551	674	9,351
98	HARVARD UNIVERSITY, MA	Research I	1,220	585	635	24,214
99	LONG ISLAND UNIVERSITY-BROOKLYN CAMPUS, NY	Masters I	1,199	320	879	8,025
100	BOSTON UNIVERSITY, MA	Research I	1,189	462	727	28,487

HISPANIC Outlook TOP 100

On the master's list, it's California 28, Texas 18, New York 13, and Florida 10. Illinois 5, Arizona and New Mexico 4 each, Massachusetts 5, Co[illegible], [illegible] and Washi[illegible] 2, and [illegible] [illegible]yland, [illegible] North Carolina, New Jersey, Pennsylvania, Virginia, and Wisconsin. In all, 18 states and D.C.

MASTER'S DEGREES awarded to Hispanics

RANK	INSTITUTION NAME	State	All Master's	TOTAL	Males	Females
1	FLORIDA INTERNATIONAL UNIVERSITY	Florida	1,444	552	202	350
2	NOVA SOUTHEASTERN UNIVERSITY	Florida	2,660	369	112	257
3	THE UNIVERSITY OF TEXAS-PAN AMERICAN	Texas	376	263	80	183
4	NATIONAL UNIVERSITY	California	2,090	247	83	164
5	NEW YORK UNIVERSITY	New York	4,959	233	64	169
6	UNIVERSITY OF MIAMI	Florida	1,082	226	120	106
7	WEBSTER UNIVERSITY	Missouri	4,069	204	117	87
8	UNIVERSITY OF SOUTHERN CALIFORNIA	California	2,841	202	82	120
9	NORTHERN ARIZONA UNIVERSITY	Arizona	1,871	200	63	137
10	THE UNIVERSITY OF TEXAS AT AUSTIN	Texas	2,545	193	88	105
11	CALIFORNIA STATE UNIVERSITY-LOS ANGELES	California	843	192	65	127
12	SAN DIEGO STATE UNIVERSITY	California	1,558	185	70	115
13	THE UNIVERSITY OF TEXAS AT EL PASO	Texas	440	183	64	119
14	UNIVERSITY OF CALIFORNIA-LOS ANGELES	California	2,054	171	67	104
15	THE UNIVERSITY OF TEXAS AT SAN ANTONIO	Texas	598	170	58	112
16	BARRY UNIVERSITY	Florida	748	169	27	142
17	CUNY-CITY COLLEGE	New York	657	169	57	112
18	UNIVERSITY OF FLORIDA	Florida	2,138	152	81	71
19	OUR LADY OF THE LAKE UNIVERSITY-SAN ANTONIO	Texas	448	152	44	108
20	TEXAS A&M UNIVERSITY-CORPUS CHRISTI	Texas	415	150	34	116
21	UNIVERSITY OF PHOENIX-ALBUQUERQUE NM CAMPUS	New Mexico	344	147	80	67
22	UNIVERSITY OF NEW MEXICO-MAIN CAMPUS	New Mexico	976	145	54	91
23	CALIFORNIA STATE UNIVERSITY-LONG BEACH	California	1,099	141	50	91
24	HARVARD UNIVERSITY	Massachusetts	2,852	130	56	74
25	UNIVERSITY OF PHOENIX-PHOENIX CAMPUS	Arizona	1,374	127	69	58
26	THE UNIVERSITY OF TEXAS AT BROWNSVILLE	Texas	173	127	38	89
27	ARIZONA STATE UNIVERSITY-MAIN CAMPUS	Arizona	2,207	126	55	71
28	AZUSA PACIFIC UNIVERSITY	California	1,015	126	44	82
29	COLUMBIA UNIVERSITY IN THE CITY OF NEW YORK	New York	3,914	124	37	87
30	CALIFORNIA STATE UNIVERSITY-DOMÍNGUEZ HILLS	California	956	122	40	82
31	CUNY-HUNTER COLLEGE	New York	941	121	25	96
32	NEW MEXICO STATE UNIVERSITY-MAIN CAMPUS	New Mexico	592	118	46	72
33	TEXAS A&M INTERNATIONAL UNIVERSITY	Texas	200	117	39	78
34	TEXAS A&M UNIVERSITY-KINGSVILLE	Texas	310	117	40	77
35	FORDHAM UNIVERSITY	New York	1,827	116	29	87
36	CALIFORNIA STATE UNIVERSITY-FRESNO	California	580	111	30	81
37	UNIVERSITY OF CALIFORNIA-BERKELEY	California	1,636	111	51	60
38	PEPPERDINE UNIVERSITY	California	1,393	109	42	67
39	UNIVERSITY OF HOUSTON-UNIVERSITY PARK	Texas	1,389	109	41	68
40	SAN JOSÉ STATE UNIVERSITY	California	1,414	106	41	65
41	UNIVERSITY OF SOUTH FLORIDA	Florida	1,544	106	46	60
42	STANFORD UNIVERSITY	California	2,040	106	61	45
43	SOUTHWEST TEXAS STATE UNIVERSITY	Texas	776	105	40	65
44	CUNY-HERBERT H. LEHMAN COLLEGE	New York	447	101	20	81
45	UNIVERSITY OF LA VERNE	California	867	99	33	66
46	SUL ROSS STATE UNIVERSITY	Texas	229	97	44	53
47	UNIVERSITY OF PHOENIX-SOUTHERN CALIF. CAMPUS	California	1,241	95	53	42
48	CALIFORNIA STATE UNIVERSITY-NORTHRIDGE	California	857	92	29	63
49	LONG ISLAND UNIVERSITY-BROOKLYN CAMPUS	New York	658	92	20	72
50	CALIFORNIA STATE UNIVERSITY-SAN BERNARDINO	California	685	89	37	52

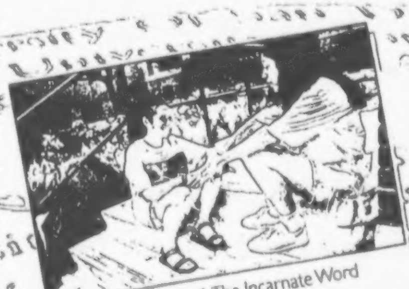
MASTER'S DEGREES awarded to Hispanics

HISPANIC Outlook TOP 100

RANK	INSTITUTION NAME	State	All Master's	TOTAL	Males	Females
51	UNIVERSITY OF MICHIGAN-ANN ARBOR	Michigan	2,783	89	45	44
52	CALIFORNIA STATE UNIVERSITY-FULLERTON	California	889	86	21	65
53	NEW MEXICO HIGHLANDS UNIVERSITY	New Mexico	149	86	18	68
54	SAN FRANCISCO STATE UNIVERSITY	California	1,187	85	27	58
55	CALIFORNIA STATE UNIVERSITY-SACRAMENTO	California	910	77	23	54
56	UNIVERSITY OF ILLINOIS AT CHICAGO	Illinois	1,587	77	21	56
57	ST. JOHN'S UNIVERSITY-NEW YORK	New York	863	77	22	55
58	TEACHERS COLLEGE AT COLUMBIA UNIVERSITY	New York	1,401	77	21	56
59	UNIVERSITY OF ARIZONA	Arizona	1,254	76	29	47
60	CUNY-QUEENS COLLEGE	New York	1,040	76	18	58
61	MERCY COLLEGE-BRONX BRANCH CAMPUS	New York	251	73	15	58
62	DEPAUL UNIVERSITY	Illinois	1,964	71	28	43
63	JOHNS HOPKINS UNIVERSITY	Maryland	2,774	71	34	37
64	GEORGE MASON UNIVERSITY	Virginia	1,915	71	26	45
65	UNIVERSITY OF CENTRAL FLORIDA	Florida	1,280	69	33	36
66	SAINT THOMAS UNIVERSITY	Florida	197	69	25	44
67	GEORGE WASHINGTON UNIVERSITY	DC	2,729	68	30	38
68	FLORIDA STATE UNIVERSITY	Florida	1,400	67	23	44
69	UNIVERSITY OF SAN DIEGO	California	592	65	22	43
70	BOSTON UNIVERSITY	Massachusetts	3,063	65	24	41
71	NATIONAL-LOUIS UNIVERSITY	Illinois	1,808	64	13	51
72	GOLDEN GATE UNIVERSITY-SAN FRANCISCO	California	1,303	63	32	31
73	LOYOLA MARYMOUNT UNIVERSITY	California	389	63	22	41
74	UNIVERSITY OF THE INCARNATE WORD	Texas	218	63	18	45
75	TEXAS A&M UNIVERSITY	Texas	1,388	63	34	29
76	UNIVERSITY OF COLORADO AT DENVER	Colorado	1,517	61	26	35
77	RUTGERS UNIVERSITY-NEW BRUNSWICK	New Jersey	1,403	60	19	41
78	ST. MARY'S UNIVERSITY	Texas	192	60	24	36
79	CHAPMAN UNIVERSITY-ACADEMIC CENTERS	California	821	59	14	45
80	UNIVERSITY OF PENNSYLVANIA	Pennsylvania	2,252	58	32	26
81	ADELPHI UNIVERSITY	New York	1,050	56	12	44
82	UNIVERSITY OF CHICAGO	Illinois	2,126	55	26	29
83	DUKE UNIVERSITY	North Carolina	1,088	55	40	15
84	CENTRAL MICHIGAN UNIVERSITY	Michigan	2,542	54	36	18
85	UNIVERSITY OF ST. THOMAS	Texas	284	54	22	32
86	UNIVERSITY OF WASHINGTON-SEATTLE CAMPUS	Washington	2,021	54	26	28
87	UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN	Illinois	2,281	53	35	18
88	UNIVERSITY OF WISCONSIN-MADISON	Wisconsin	1,744	52	19	33
89	LESLEY UNIVERSITY	Massachusetts	2,304	51	5	46
90	HERITAGE COLLEGE	Washington	307	51	20	31
91	AMERICAN UNIVERSITY	DC	1,310	49	18	31
92	CUNY-BROOKLYN COLLEGE	New York	741	49	6	43
93	LOMA LINDA UNIVERSITY	California	439	48	15	33
94	TEXAS TECH UNIVERSITY	Texas	835	48	22	26
95	CALIFORNIA STATE UNIVERSITY-HAYWARD	California	901	47	18	29
96	CLAREMONT GRADUATE UNIVERSITY	California	406	47	13	34
97	UNIVERSITY OF REDLANDS	California	378	47	29	18
98	EMBRY RIDDLE AERONAUTICAL UNIVERSITY	Florida	1,003	47	41	6
99	UNIVERSITY OF NORTH TEXAS	Texas	1,128	47	16	31
100	UNIVERSITY OF DENVER	Colorado	1,291	46	18	28

University of South Florida

St. John's University


University of The Incarnate Word

HISPANIC Outlook TOP 100

Top 100 for Ph.D.s are spread over 28 states and D.C. California claims 20, N.Y. 13, Texas 9, Florida 8, Illinois 5, Massachusetts [illegible] Georgia, Michigan and Pennsylvania [illegible] all others 2 or 1.

DOCTORAL DEGREES awarded to Hispanics

RANK	INSTITUTION NAME	State	All Doctor's	TOTAL	Males	Females
1	THE UNIVERSITY OF TEXAS AT AUSTIN	Texas	659	47	20	27
2	UNIVERSITY OF CALIFORNIA-LOS ANGELES	California	606	34	20	14
3	TEXAS A&M UNIVERSITY	Texas	490	29	15	14
4	UNIVERSITY OF CALIFORNIA-BERKELEY	California	756	26	15	11
5	UNIVERSITY OF MIAMI	Florida	176	25	2	23
6	STANFORD UNIVERSITY	California	589	24	16	8
7	UNIVERSITY OF MICHIGAN-ANN ARBOR	Michigan	629	20	15	5
8	CARLOS ALBIZU UNIVERSITY-MIAMI CAMPUS	Florida	56	19	2	17
9	HARVARD UNIVERSITY	Massachusetts	602	19	8	11
10	UNIVERSITY OF WISCONSIN-MADISON	Wisconsin	729	19	11	8
11	UNIVERSITY OF CALIFORNIA-IRVINE	California	202	18	10	8
12	UNIVERSITY OF CALIFORNIA-DAVIS	California	357	17	12	5
13	UNIVERSITY OF CALIFORNIA-SAN DIEGO	California	294	17	6	11
14	UNIVERSITY OF NEW MEXICO-MAIN CAMPUS	New Mexico	184	17	4	13
15	NOVA SOUTHEASTERN UNIVERSITY	Florida	587	16	6	10
16	UNIVERSITY OF ARIZONA	Arizona	405	15	9	6
17	OHIO STATE UNIVERSITY-MAIN CAMPUS	Ohio	620	15	5	10
18	PENNSYLVANIA STATE UNIVERSITY-MAIN CAMPUS	Pennsylvania	513	15	10	5
19	UNIVERSITY OF WASHINGTON-SEATTLE CAMPUS	Washington	486	15	9	6
20	UNIVERSITY OF CALIFORNIA-SANTA BARBARA	California	232	14	5	9
21	UNIVERSITY OF SOUTHERN CALIFORNIA	California	481	14	3	11
22	UNIVERSITY OF CALIFORNIA-RIVERSIDE	California	115	13	2	11
23	UNIVERSITY OF COLORADO AT BOULDER	Colorado	266	13	6	7
24	FLORIDA INTERNATIONAL UNIVERSITY	Florida	58	13	9	4
25	UNIVERSITY OF SARASOTA	Florida	171	13	4	9
26	UNIVERSITY OF MARYLAND-COLLEGE PARK	Maryland	461	13	6	7
27	UNIVERSITY OF HOUSTON-UNIVERSITY PARK	Texas	204	13	7	6
28	FLORIDA STATE UNIVERSITY	Florida	263	12	9	3
29	UNIVERSITY OF FLORIDA	Florida	516	12	4	8
30	UNIVERSITY OF SOUTH FLORIDA	Florida	131	12	7	5
31	RUTGERS UNIVERSITY-NEW BRUNSWICK	New Jersey	371	12	4	8
32	CUNY-GRADUATE SCHOOL AND UNIVERSITY CENTER	New York	280	12	5	7
33	CALIFORNIA SCHOOL OF PROFESSIONAL PSYCH-ALAMEDA	California	111	11	3	8
34	UNIVERSITY OF CONNECTICUT	Connecticut	275	11	5	6
35	UNIVERSITY OF MASSACHUSETTS-AMHERST	Massachusetts	276	11	2	9
36	UNIVERSITY OF MINNESOTA-TWIN CITIES	Minnesota	604	11	9	2
37	NEW MEXICO STATE UNIVERSITY-MAIN CAMPUS	New Mexico	76	11	5	6
38	NEW YORK UNIVERSITY	New York	402	11	5	6
39	UNIVERSITY OF VIRGINIA-MAIN CAMPUS	Virginia	343	11	6	5
40	ARIZONA STATE UNIVERSITY-MAIN CAMPUS	Arizona	286	10	7	3
41	SUNY AT ALBANY	New York	155	10	2	8
42	CALIFORNIA SCHOOL OF PROFESSIONAL PSYCH-LA	California	123	9	2	7
43	GEORGE WASHINGTON UNIVERSITY	DC	236	9	2	7
44	UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN	Illinois	597	9	1	8
45	JOHNS HOPKINS UNIVERSITY	Maryland	351	9	4	5
46	CORNELL UNIVERSITY-ENDOWED COLLEGES	New York	280	9	6	3
47	WASHINGTON STATE UNIVERSITY	Washington	118	9	5	4
48	UNIVERSITY OF CHICAGO	Illinois	391	8	3	5
49	LOYOLA UNIVERSITY CHICAGO	Illinois	163	8	1	7
50	NORTHWESTERN UNIVERSITY	Illinois	321	8	5	3

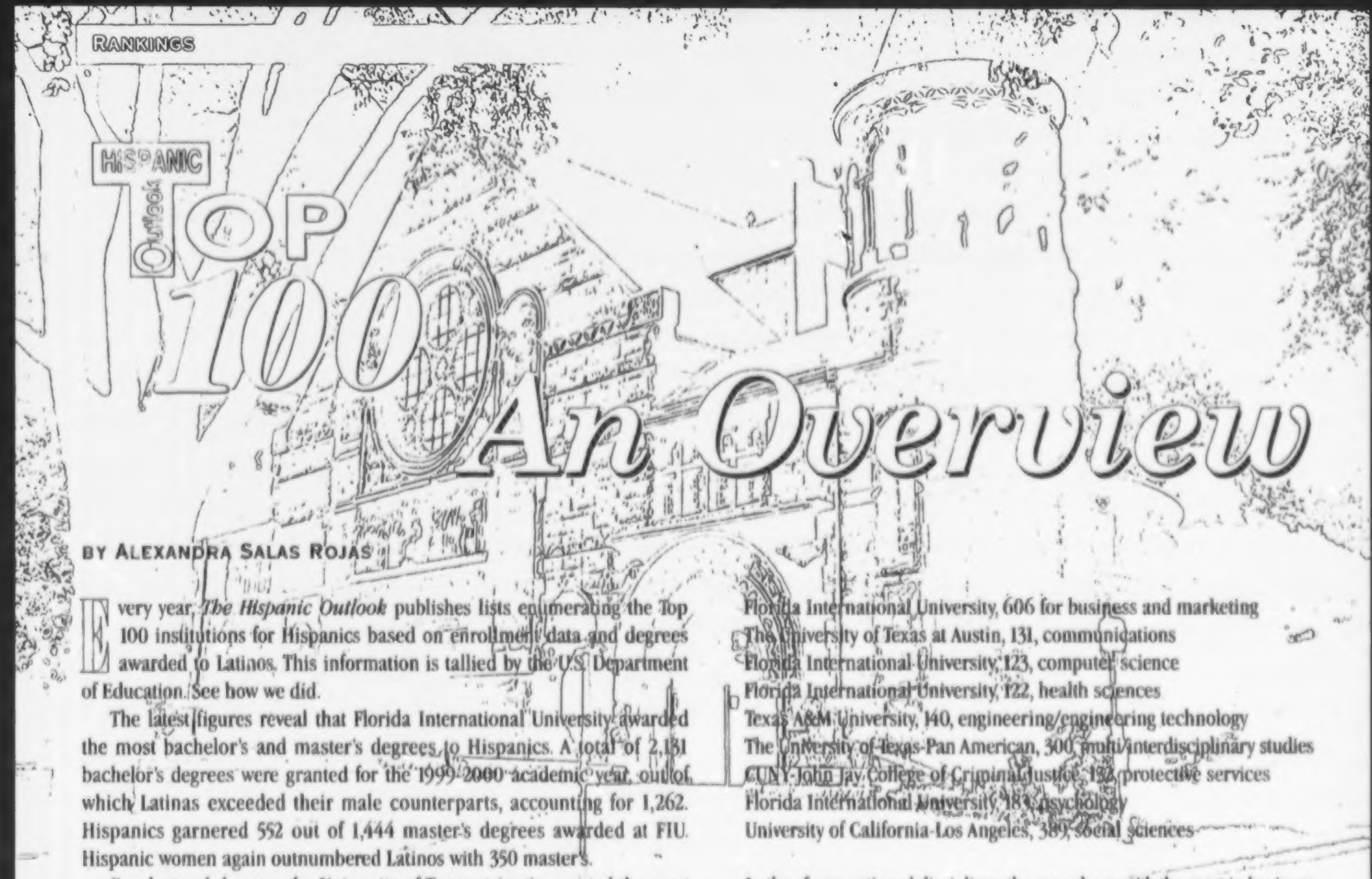
DOCTORAL DEGREES awarded to Hispanics

RANK	INSTITUTION NAME	State	All Doctor's	TOTAL	Males	Females
51	MASSACHUSETTS INSTITUTE OF TECHNOLOGY	Massachusetts	475	8	7	1
52	MICHIGAN STATE UNIVERSITY	Michigan	444	8	4	4
53	COLUMBIA UNIVERSITY IN THE CITY OF NEW YORK	New York	461	8	1	7
54	UNIVERSITY OF PENNSYLVANIA	Pennsylvania	427	8	4	4
55	UNIVERSITY OF CALIFORNIA-SANTA CRUZ	California	90	7	5	2
56	PACIFIC GRADUATE SCHOOL OF PSYCHOLOGY	California	37	7	2	5
57	UNIVERSITY OF GEORGIA	Georgia	352	7	4	3
58	INDIANA UNIVERSITY-BLOOMINGTON	Indiana	409	7	5	2
59	UNIVERSITY OF IOWA	Iowa	317	7	4	3
60	SUNY AT STONY BROOK	New York	244	7	4	3
61	TEACHERS COLLEGE AT COLUMBIA UNIVERSITY	New York	176	7	2	5
62	UNIVERSITY OF SAN FRANCISCO	California	75	6	1	5
63	COLORADO STATE UNIVERSITY	Colorado	180	6	3	3
64	YALE UNIVERSITY	Connecticut	334	6	2	4
65	YESHIVA UNIVERSITY	New York	126	6	1	5
66	TEMPLE UNIVERSITY	Pennsylvania	263	6	2	4
67	RICE UNIVERSITY	Texas	115	6	1	5
68	TEXAS A&M UNIVERSITY-KINGSVILLE	Texas	10	6	3	3
69	NORTHERN ARIZONA UNIVERSITY	Arizona	52	5	3	2
70	THE FIELDING INSTITUTE	California	123	5	2	3
71	UNIVERSITY OF LA VERNE	California	67	5	2	3
72	SAN DIEGO STATE UNIVERSITY	California	32	5	2	3
73	THE WRIGHT INSTITUTE	California	37	5	2	3
74	FORDHAM UNIVERSITY	New York	96	5	1	4
75	SUNY AT BINGHAMTON	New York	100	5	4	1
76	THE UNION INSTITUTE	Ohio	192	5	1	4
77	UNIVERSITY OF OREGON	Oregon	138	5	3	2
78	THE UNIVERSITY OF TEXAS SOUTHWEST MED CTR-DALLAS	Texas	55	5	3	2
79	THE UNIVERSITY OF TEXAS AT EL PASO	Texas	20	5	4	1
80	TEXAS TECH UNIVERSITY	Texas	141	5	2	3
81	THE UNIVERSITY OF TEXAS HEALTH SCIENCE CENTER	Texas	87	5	2	3
82	UNIVERSITY OF UTAH	Utah	215	5	3	2
83	PURDUE UNIVERSITY-MAIN CAMPUS	Indiana	468	5	3	2
84	FULLER THEOLOGICAL SEMINARY IN CALIFORNIA	California	182	4	1	3
85	UNIVERSITY OF SAN DIEGO	California	33	4	0	4
86	WALDEN UNIVERSITY	Minnesota	98	4	1	3
87	UNIVERSITY OF DENVER	Colorado	114	4	2	2
88	EMORY UNIVERSITY	Georgia	160	4	1	3
89	GEORGIA INSTITUTE OF TECHNOLOGY-MAIN CAMPUS	Georgia	230	4	2	2
90	ILLINOIS SCHOOL OF PROFESSIONAL PSYCH.-CHICAGO	Illinois	90	4	1	3
91	UNIVERSITY OF NOTRE DAME	Indiana	147	4	4	0
92	UNIVERSITY OF KANSAS MAIN CAMPUS	Kansas	246	4	2	2
93	TULANE UNIVERSITY OF LOUISIANA	Louisiana	126	4	3	1
94	MASSACHUSETTS SCHOOL OF PROFESSIONAL PSYCH.	Massachusetts	33	4	1	3
95	WAYNE STATE UNIVERSITY	Michigan	222	4	1	3
96	UNIVERSITY OF NEBRASKA AT LINCOLN	Nebraska	251	4	3	1
97	ADELPHI UNIVERSITY	New York	45	4	2	2
98	SUNY AT BUFFALO	New York	303	4	1	3
99	SYRACUSE UNIVERSITY	New York	147	4	1	3
100	UNIVERSITY OF OKLAHOMA NORMAN CAMPUS	Oklahoma	167	4	2	2

HISPANIC Outlook TOP 100

Rutgers University

Of the [illegible] institutions offering a doctoral degree in '97-98, 231 were public and [illegible] were private. The same year, [illegible] institutions offered new bachelor's and [illegible].



HISPANIC Outlook TOP 100 An Overview

BY ALEXANDRA SALAS ROJAS

Every year, *The Hispanic Outlook* publishes lists enumerating the Top 100 institutions for Hispanics based on enrollment data and degrees awarded to Latinos. This information is tallied by the U.S. Department of Education. See how we did.

The latest figures reveal that Florida International University awarded the most bachelor's and master's degrees to Hispanics. A total of 2,181 bachelor's degrees were granted for the 1999-2000 academic year, out of which Latinas exceeded their male counterparts, accounting for 1,262. Hispanics garnered 552 out of 1,444 master's degrees awarded at FIU. Hispanic women again outnumbered Latinos with 350 master's.

For doctoral degrees, the University of Texas at Austin granted the most – 47 out of 659.

The states represented by the Top 100 institutions include Florida, Texas, California, New Mexico, Arizona, New York, Illinois, New Jersey, Colorado, Massachusetts, Missouri, Washington, Pennsylvania, Nevada, and Virginia. California led with 31 institutions and Texas, 22.

The university with the most Hispanic students enrolled with Carnegie classification was Florida International University (Doctoral II), with 16,469 Latinos in all. The University of Texas-Pan American (Masters I) stands at No. 2, with 10,507 Hispanics, followed by the University of Texas at El Paso (Masters I) with 9,998.

In the category of first professional degrees:

New York University awarded the most to Hispanics in dentistry, 21
The University of Houston-University Park, Optometry, 17
The University of Florida, Veterinary Medicine, 10
Life University for Chiropractic Medicine, 30
Barry University, Podiatry, 5
Nova Southeastern University, Pharmacy, 42
The University of Texas, Medical Branch-Galveston, Medicine, 49

The academic majors yielding the most Latinos are business and marketing, communications, computer science, engineering/engineering technology, multi/interdisciplinary studies, health sciences, protective services, psychology, and social sciences.

The leaders in awarding the most bachelor's degrees to Hispanics by academic program are as follows:

Florida International University, 606 for business and marketing
The University of Texas at Austin, 131, communications
Florida International University, 123, computer science
Florida International University, 122, health sciences
Texas A&M University, 140, engineering/engineering technology
The University of Texas-Pan American, 300, multi/interdisciplinary studies
CUNY-John Jay College of Criminal Justice, 132, protective services
Florida International University, 183, psychology
University of California-Los Angeles, 389, social sciences

In the aforementioned disciplines, the men shone with the most in business: Business and marketing at San Diego University, with 108, and at California State University-Fullerton, with 96.

In the computer science category, at seven of the top 10 schools awarding the most bachelor's degrees to Hispanics by academic program, Latino men excelled.

In engineering/engineering technology, Latinos exceeded women at 10 of the 10 schools highlighted–Texas A&M University led this area with 109 Hispanic males and 31 Hispanic women.

The ladies outnumbered their Latino brethren in all of the top 10 schools awarding the most bachelor's degrees to Hispanics in communications, health sciences, psychology, and multi/interdisciplinary studies.

Latinas also exceeded the men in 8 out of the 10 schools for business and marketing; protective services; and seven out of the 10 schools for social sciences.

Latinos are represented as administrators and faculty in the majority of the Top 100 schools, even if they can only be accounted for in the single digits. Out of the Top 100 institutions enrolling the most Hispanics, the following schools employ 40 or more Hispanics:

The University of Miami, 383
The University of Texas at El Paso, 126
New Mexico Highlands University, 81
Florida International University, 72
The University of Texas at Brownsville, 47
New York University, 40

First Professional

DEGREES AWARDED TO HISPANICS

by Academic Program

DENTISTRY

		Hispanic	Male	Female
1	NEW YORK UNIVERSITY	21	19	2
2	UNIVERSITY OF FLORIDA	14	4	10
3	NOVA SOUTHEASTERN UNIVERSITY	12	3	9
4	THE UNIVERSITY OF TEXAS HEALTH SCIENCE-SAN ANTONIO	12	7	5
5	UNIVERSITY OF CALIFORNIA-LOS ANGELES	10	5	5
6	TEMPLE UNIVERSITY	9	8	1
7	TEXAS A&M UNIVERSITY SYSTEM HEALTH SCIENCE CTR	9	4	5
8	MARQUETTE UNIVERSITY	8	5	3
9	UNIVERSITY OF CALIFORNIA-SAN FRANCISCO	7	4	3
10	BOSTON UNIVERSITY	6	3	3

OPTOMETRY

		Hispanic	Male	Female
1	UNIVERSITY OF HOUSTON-UNIVERSITY PARK	17	10	7
2	NOVA SOUTHEASTERN UNIVERSITY	8	2	6
3	NEW ENGLAND COLLEGE OF OPTOMETRY	4	0	4
4	PENNSYLVANIA COLLEGE OF OPTOMETRY	3	1	2
5	SOUTHERN CALIFORNIA COLLEGE OF OPTOMETRY	3	1	2
6	SOUTHERN COLLEGE OF OPTOMETRY	3	0	3
7	UNIVERSITY OF CALIFORNIA-BERKELEY	3	3	0
8	INDIANA UNIVERSITY-BLOOMINGTON	1	1	0
9	PACIFIC UNIVERSITY	1	1	0
10	SUNY/COLLEGE OF OPTOMETRY	1	0	1

VETERINARY MEDICINE

		Hispanic	Male	Female
1	UNIVERSITY OF FLORIDA	10	1	9
2	UNIVERSITY OF CALIFORNIA-DAVIS	9	4	5
3	TEXAS A&M UNIVERSITY	7	1	6
4	TUSKEGEE UNIVERSITY	7	4	3
5	COLORADO STATE UNIVERSITY	4	0	4
6	MICHIGAN STATE UNIVERSITY	4	2	2
7	UNIVERSITY OF WISCONSIN-MADISON	4	2	2
8	CORNELL UNIVERSITY-NY STATE STATUTORY COLLEGES	3	1	2
9	LOUISIANA STATE UNIV & AG & MECH & HEBERT LAWS CTR	3	0	3
10	UNIVERSITY OF PENNSYLVANIA	3	2	1

University of Wisconsin-Madison

CHIROPRACTIC MEDICINE

		Hispanic	Male	Female
1	LIFE UNIVERSITY	30	22	8
2	SOUTHERN CALIFORNIA UNIVERSITY OF HEALTH SCIENCES	13	8	5
3	NEW YORK CHIROPRACTIC COLLEGE	12	7	5
4	PARKER COLLEGE OF CHIROPRACTIC	11	7	4
5	TEXAS CHIROPRACTIC COLLEGE FOUNDATION INC	9	7	2
6	PALMER COLLEGE OF CHIROPRACTIC	7	5	2
7	CLEVELAND CHIROPRACTIC COLLEGE OF LA	6	5	1
8	LIFE CHIROPRACTIC COLLEGE-WEST	5	2	3
9	LOGAN COLLEGE OF CHIROPRACTIC	5	3	2
10	PALMER COLLEGE OF CHIROPRACTIC-WEST	4	3	1

PODIATRY

		Hispanic	Male	Female
1	BARRY UNIVERSITY	5	4	1
2	CALIFORNIA COLLEGE OF PODIATRIC MEDICINE	3	3	0
3	NEW YORK COLLEGE OF PODIATRIC MEDICINE	3	0	3
4	OHIO COLLEGE OF PODIATRIC MEDICINE	2	2	0
5	TEMPLE UNIVERSITY	2	2	0
6	DES MOINES UNIVERSITY-OSTEOPATHIC MEDICAL CENTER	1	1	0
7	DR. WILLIAM SCHOLL COLLEGE OF PODIATRIC	1	1	0

PHARMACY

		Hispanic	Male	Female
1	NOVA SOUTHEASTERN UNIVERSITY	42	12	30
2	UNIVERSITY OF FLORIDA	12	7	5
3	UNIVERSITY OF ILLINOIS AT CHICAGO	10	7	3
4	UNIVERSITY OF NEW MEXICO-MAIN CAMPUS	10	5	5
5	THE UNIVERSITY OF TEXAS AT AUSTIN	8	3	5
6	CREIGHTON UNIVERSITY	6	4	2
7	THE UNIVERSITY OF TEXAS HEALTH SCIENCE-SAN ANTONIO	6	2	4
8	UNIVERSITY OF COLORADO HEALTH SCIENCES CENTER	6	2	4
9	RUTGERS UNIVERSITY-NEW BRUNSWICK	5	2	3
10	TEXAS SOUTHERN UNIVERSITY	5	4	1

MEDICINE (MD)

		Hispanic	Male	Female
1	THE UNIVERSITY OF TEXAS MEDICAL BRANCH-GALVESTON	49	27	22
2	UNIVERSITY OF ILLINOIS AT CHICAGO	40	23	17
3	THE UNIVERSITY OF TEXAS HEALTH SCIENCE CENTER-HOUSTON	36	17	19
4	UNIVERSITY OF MIAMI	30	13	17
5	UNIVERSITY OF CALIFORNIA-LOS ANGELES	29	17	12
6	THE UNIVERSITY OF TEXAS HEALTH SCIENCE-SAN ANTONIO	25	14	11
7	UNIVERSITY OF SOUTHERN CALIFORNIA	24	11	13
8	UNIVERSITY OF MEDICINE AND DENTISTRY OF NEW JERSEY	23	14	9
9	UNIVERSITY OF NEW MEXICO-MAIN CAMPUS	22	11	11
10	UNIVERSITY OF CALIFORNIA-SAN FRANCISCO	17	7	10

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BACHELOR'S DEGREES AWARDED TO HISPANICS

by Academic Program

AGRICULTURE

		Hispanic	Male	Female
1	TEXAS A&M UNIVERSITY	77	44	33
2	CALIFORNIA POLYTECHNIC STATE UNIV-SAN LUIS OBISPO	50	33	17
3	UNIVERSITY OF FLORIDA	48	24	24
4	UNIVERSITY OF CALIFORNIA-DAVIS	42	16	26
5	CORNELL UNIVERSITY-NY STATE STATUTORY COLLEGES	39	21	18
6	NEW MEXICO STATE UNIVERSITY-MAIN CAMPUS	29	23	6
7	TEXAS A&M UNIVERSITY-KINGSVILLE	21	14	7
8	CALIFORNIA STATE UNIVERSITY-FRESNO	19	14	5
9	CALIFORNIA STATE POLYTECHNIC UNIVERSITY-POMONA	18	11	7
10	HUMBOLDT STATE UNIVERSITY	17	12	5

ARCHITECTURE

		Hispanic	Male	Female
1	TEXAS A&M UNIVERSITY	34	21	13
2	CALIFORNIA POLYTECHNIC STATE UNIV-SAN LUIS OBISPO	30	17	13
3	CUNY-CITY COLLEGE	24	13	11
4	UNIVERSITY OF FLORIDA	23	17	6
5	THE UNIVERSITY OF TEXAS AT SAN ANTONIO	23	17	6
6	UNIVERSITY OF HOUSTON-UNIVERSITY PARK	22	14	8
7	UNIVERSITY OF MIAMI	21	8	13
8	CALIFORNIA STATE POLYTECHNIC UNIV-POMONA	19	14	5
9	UNIVERSITY OF CALIFORNIA-BERKELEY	18	9	9
10	UNIVERSITY OF SOUTHERN CALIFORNIA	15	13	2

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University of California, L

AREA STUDIES

		Hispanic	Male	Female
1	UNIVERSITY OF CALIFORNIA-SANTA BARBARA	64	18	46
2	UNIVERSITY OF CALIFORNIA-BERKELEY	61	20	41
3	CALIFORNIA STATE UNIVERSITY-LOS ANGELES	29	8	21
4	UNIVERSITY OF CALIFORNIA-LOS ANGELES	27	10	17
5	CALIFORNIA STATE UNIVERSITY-NORTHRIDGE	21	12	9
6	CALIFORNIA STATE UNIVERSITY-FULLERTON	18	10	8
7	THE UNIVERSITY OF TEXAS AT AUSTIN	18	11	7
8	UNIVERSITY OF CALIFORNIA-DAVIS	17	8	9
9	UNIVERSITY OF CALIFORNIA-SANTA CRUZ	17	3	14
10	THE UNIVERSITY OF TEXAS AT SAN ANTONIO	17	5	12

BIOLOGICAL SCIENCES

		Hispanic	Male	Female
1	THE UNIVERSITY OF TEXAS AT SAN ANTONIO	92	43	49
2	THE UNIVERSITY OF TEXAS-PAN AMERICAN	84	41	43
3	UNIVERSITY OF CALIFORNIA-DAVIS	77	31	46
4	THE UNIVERSITY OF TEXAS AT AUSTIN	72	29	43
5	UNIVERSITY OF CALIFORNIA-LOS ANGELES	67	27	40
6	UNIVERSITY OF CALIFORNIA-SAN DIEGO	60	27	33
7	FLORIDA INTERNATIONAL UNIVERSITY	56	27	29
8	THE UNIVERSITY OF TEXAS AT EL PASO	55	23	32
9	UNIVERSITY OF NEW MEXICO-MAIN CAMPUS	54	19	35
10	UNIVERSITY OF ARIZONA	50	21	29

BUSINESS AND MARKETING

		Hispanic	Male	Female
1	FLORIDA INTERNATIONAL UNIVERSITY	606	264	342
2	UNIVERSITY OF PHOENIX-SOUTHERN CALIFORNIA CAMPUS	355	158	197
3	THE UNIVERSITY OF TEXAS AT SAN ANTONIO	290	138	152
4	THE UNIVERSITY OF TEXAS AT EL PASO	267	128	139
5	CUNY-BERNARD M BARUCH COLLEGE	226	91	135
6	THE UNIVERSITY OF TEXAS-PAN AMERICAN	197	81	116
7	UNIVERSITY OF PHOENIX-ALBUQUERQUE NM CAMPUS	197	83	114
8	SAN DIEGO STATE UNIVERSITY	195	108	87
9	UNIVERSITY OF HOUSTON-UNIVERSITY PARK	186	90	96
10	CALIFORNIA STATE UNIVERSITY-FULLERTON	174	96	78

COMMUNICATIONS

		Hispanic	Male	Female
1	THE UNIVERSITY OF TEXAS AT AUSTIN	131	50	81
2	CALIFORNIA STATE UNIVERSITY-FULLERTON	116	43	73
3	FLORIDA INTERNATIONAL UNIVERSITY	95	20	75
4	UNIVERSITY OF SOUTHERN CALIFORNIA	66	26	40
5	UNIVERSITY OF FLORIDA	66	22	44
6	ARIZONA STATE UNIVERSITY-MAIN CAMPUS	59	13	46
7	UNIVERSITY OF ARIZONA	49	19	30
8	THE UNIVERSITY OF TEXAS AT EL PASO	48	16	32
9	CALIFORNIA STATE UNIVERSITY-NORTHRIDGE	43	19	24
10	UNIVERSITY OF MIAMI	39	8	31

COMPUTER SCIENCE

		Hispanic	Male	Female
1	FLORIDA INTERNATIONAL UNIVERSITY	123	83	40
2	DEVRY INSTITUTE OF TECHNOLOGY	71	49	22
3	CUNY-BERNARD M. BARUCH COLLEGE	58	21	37
4	CUNY-HERBERT H. LEHMAN COLLEGE	36	22	14
5	DEVRY INSTITUTE OF TECHNOLOGY-POMONA	33	25	8
6	DEVRY INSTITUTE OF TECHNOLOGY	32	13	19
7	CALIFORNIA STATE UNIVERSITY-LOS ANGELES	29	20	9
8	NEW MEXICO STATE UNIVERSITY-MAIN CAMPUS	24	15	9
9	MONROE COLLEGE-MAIN CAMPUS	24	12	12
10	ART INSTITUTE OF FORT LAUDERDALE	22	17	5

ENGINEERING/ENGINEERING TECH

		Hispanic	Male	Female
1	TEXAS A&M UNIVERSITY	140	109	31
2	FLORIDA INTERNATIONAL UNIVERSITY	134	110	24
3	CALIFORNIA POLYTECHNIC STATE UNIV-SAN LUIS OBISPO	109	83	26
4	UNIVERSITY OF FLORIDA	97	77	20
5	NEW MEXICO STATE UNIVERSITY-MAIN CAMPUS	95	75	20
6	THE UNIVERSITY OF TEXAS AT AUSTIN	93	72	21
7	THE UNIVERSITY OF TEXAS AT EL PASO	90	72	18
8	ITT TECHNICAL INSTITUTE	84	76	8
9	CALIFORNIA STATE POLYTECHNIC UNIV-POMONA	81	69	12
10	TEXAS A&M UNIVERSITY-KINGSVILLE	75	58	17

ENGLISH/LITERATURE

		Hispanic	Male	Female
1	UNIVERSITY OF CALIFORNIA-LOS ANGELES	81	32	49
2	THE UNIVERSITY OF TEXAS-PAN AMERICAN	73	17	56
3	UNIVERSITY OF CALIFORNIA-BERKELEY	66	22	44
4	FLORIDA INTERNATIONAL UNIVERSITY	59	23	36
5	THE UNIVERSITY OF TEXAS AT AUSTIN	52	21	31
6	CALIFORNIA STATE UNIVERSITY-LOS ANGELES	49	13	36
7	THE UNIVERSITY OF TEXAS AT EL PASO	49	17	32
8	CALIFORNIA STATE UNIVERSITY-LONG BEACH	48	15	33
9	SAN DIEGO STATE UNIVERSITY	47	22	25
10	UNIVERSITY OF NEW MEXICO-MAIN CAMPUS	39	9	30

FOREIGN LANGUAGE

		Hispanic	Male	Female
1	UNIVERSITY OF CALIFORNIA-SANTA BARBARA	73	17	56
2	THE UNIVERSITY OF TEXAS AT AUSTIN	59	16	43
3	THE UNIVERSITY OF TEXAS AT BROWNSVILLE	56	5	51
4	SAN DIEGO STATE UNIVERSITY	49	14	35
5	CALIFORNIA STATE UNIVERSITY-LOS ANGELES	37	9	28
6	THE UNIVERSITY OF TEXAS-PAN AMERICAN	36	14	22
7	UNIVERSITY OF CALIFORNIA-LOS ANGELES	35	9	26
8	CALIFORNIA STATE UNIVERSITY-FULLERTON	31	14	17
9	UNIVERSITY OF ARIZONA	30	4	26
10	UNIVERSITY OF CALIFORNIA-IRVINE	30	10	20

California State University, Fullerton

CUNY-Herbert H. Lehman College

HEALTH SCIENCES

		Hispanic	Male	Female
1	FLORIDA INTERNATIONAL UNIVERSITY	122	34	88
2	THE UNIVERSITY OF TEXAS HEALTH SCIENCE-SAN ANTONIO	114	31	83
3	THE UNIVERSITY OF TEXAS-PAN AMERICAN	105	19	86
4	THE UNIVERSITY OF TEXAS AT EL PASO	94	20	74
5	UNIVERSITY OF NEW MEXICO-MAIN CAMPUS	83	9	74
6	UNIVERSITY OF CENTRAL FLORIDA	69	9	60
7	BARRY UNIVERSITY	62	16	46
8	UNIVERSITY OF MIAMI	56	11	45
9	CUNY-HERBERT H. LEHMAN COLLEGE	55	4	51
10	LOMA LINDA UNIVERSITY	53	13	40

HOME ECONOMICS

		Hispanic	Male	Female
1	UNIVERSITY OF ARIZONA	36	9	27
2	NEW MEXICO STATE UNIVERSITY-MAIN CAMPUS	31	2	29
3	CALIFORNIA STATE UNIVERSITY-LONG BEACH	25	1	24
4	FLORIDA STATE UNIVERSITY	24	2	22
5	THE UNIVERSITY OF TEXAS AT AUSTIN	22	2	20
6	FLORIDA INTERNATIONAL UNIVERSITY	20	3	17
7	CORNELL UNIVERSITY-NY STATE STATUTORY COLLEGES	17	6	11
8	TEXAS TECH UNIVERSITY	17	4	13
9	ARIZONA STATE UNIVERSITY-MAIN CAMPUS	16	2	14
10	SOUTHWEST TEXAS STATE UNIVERSITY	15	0	15

MATHEMATICS

		Hispanic	Male	Female
1	TEXAS A&M UNIVERSITY	45	25	20
2	THE UNIVERSITY OF TEXAS AT BROWNSVILLE	24	8	16
3	THE UNIVERSITY OF TEXAS-PAN AMERICAN	20	12	8
4	THE UNIVERSITY OF TEXAS AT AUSTIN	20	14	6
5	UNIVERSITY OF CALIFORNIA-LOS ANGELES	17	15	2
6	TEXAS A&M INTERNATIONAL UNIVERSITY	12	2	10
7	CALIFORNIA STATE UNIVERSITY-SAN BERNARDINO	10	6	4
8	CALIFORNIA STATE UNIVERSITY-LOS ANGELES	10	5	5
9	FLORIDA INTERNATIONAL UNIVERSITY	10	6	4
10	THE UNIVERSITY OF TEXAS AT SAN ANTONIO	10	7	3

MULTI/INTERDISCIPLINARY STUDIES

		Hispanic	Male	Female
1	THE UNIVERSITY OF TEXAS-PAN AMERICAN	300	30	270
2	THE UNIVERSITY OF TEXAS AT EL PASO	278	29	249
3	THE UNIVERSITY OF TEXAS AT SAN ANTONIO	145	20	125
4	UNIVERSITY OF CALIFORNIA-LOS ANGELES	114	50	64
5	UNIVERSITY OF CALIFORNIA-BERKELEY	92	29	63
6	SUL ROSS STATE UNIVERSITY	91	16	75
7	SOUTHWEST TEXAS STATE UNIVERSITY	90	21	69
8	UNIVERSITY OF MARYLAND-UNIVERSITY COLLEGE	84	42	42
9	TEXAS A&M UNIVERSITY-KINGSVILLE	81	11	70
10	TEXAS A&M UNIVERSITY	76	23	53

The University of Texas-Pan American

PROTECTIVE SERVICES

		Hispanic	Male	Female
1	CUNY-JOHN JAY COLLEGE OF CRIMINAL JUSTICE	132	55	77
2	FLORIDA INTERNATIONAL UNIVERSITY	100	62	38
3	SAN DIEGO STATE UNIVERSITY	98	49	49
4	CALIFORNIA STATE UNIVERSITY-LOS ANGELES	93	56	37
5	THE UNIVERSITY OF TEXAS AT SAN ANTONIO	83	47	36
6	CALIFORNIA STATE UNIVERSITY-LONG BEACH	76	35	41
7	CALIFORNIA STATE UNIVERSITY-FULLERTON	73	36	37
8	THE UNIVERSITY OF TEXAS AT EL PASO	62	27	35
9	CALIFORNIA STATE UNIVERSITY-SACRAMENTO	59	29	30
10	NEW MEXICO STATE UNIVERSITY-MAIN CAMPUS	57	24	33

PSYCHOLOGY

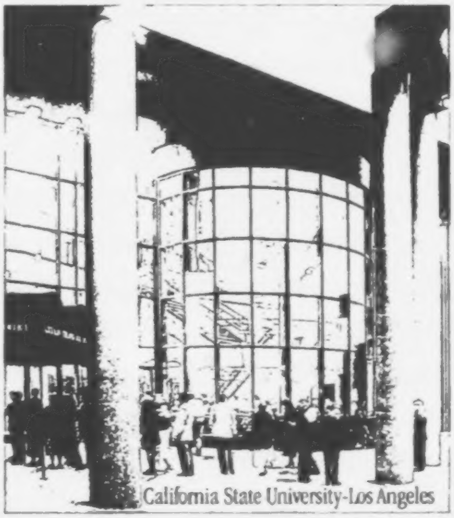
		Hispanic	Male	Female
1	FLORIDA INTERNATIONAL UNIVERSITY	183	33	150
2	UNIVERSITY OF CALIFORNIA-LOS ANGELES	167	56	111
3	SAN DIEGO STATE UNIVERSITY	104	27	77
4	CALIFORNIA STATE UNIVERSITY-LONG BEACH	100	24	76
5	CALIFORNIA STATE UNIVERSITY-LOS ANGELES	99	25	74
6	CUNY-JOHN JAY COLLEGE OF CRIMINAL JUSTICE	85	28	57
7	CUNY-HERBERT H. LEHMAN COLLEGE	81	9	72
8	CALIFORNIA STATE UNIVERSITY-NORTHRIDGE	80	22	58
9	THE UNIVERSITY OF TEXAS AT SAN ANTONIO	79	26	53
10	CUNY-HUNTER COLLEGE	68	6	62

PUBLIC ADMINISTRATION

		Hispanic	Male	Female
1	CALIFORNIA STATE UNIVERSITY-LOS ANGELES	87	16	71
2	SPRINGFIELD COLLEGE	68	13	55
3	FLORIDA INTERNATIONAL UNIVERSITY	62	13	49
4	CUNY-JOHN JAY COLLEGE OF CRIMINAL JUSTICE	60	14	46
5	CALIFORNIA STATE UNIVERSITY-FULLERTON	50	5	45
6	CALIFORNIA STATE UNIVERSITY-FRESNO	49	16	33
7	SAN DIEGO STATE UNIVERSITY	49	14	35
8	THE UNIVERSITY OF TEXAS-PAN AMERICAN	43	6	37
9	BORICUA COLLEGE	40	8	32
10	OUR LADY OF THE LAKE UNIV-SAN ANTONIO	40	4	36

SOCIAL SCIENCES

		Hispanic	Male	Female
1	UNIVERSITY OF CALIFORNIA-LOS ANGELES	389	169	220
2	UNIVERSITY OF CALIFORNIA-BERKELEY	185	86	99
3	THE UNIVERSITY OF TEXAS AT AUSTIN	176	94	82
4	UNIVERSITY OF CALIFORNIA-SANTA BARBARA	161	45	116
5	CALIFORNIA STATE UNIVERSITY-NORTHRIDGE	144	65	79
6	FLORIDA INTERNATIONAL UNIVERSITY	138	82	56
7	SAN DIEGO STATE UNIVERSITY	128	73	55
8	CUNY-HUNTER COLLEGE	115	21	94
9	UNIVERSITY OF CALIFORNIA-IRVINE	113	49	64
10	CUNY-QUEENS COLLEGE	91	20	71


California State University-Los Angeles

VISUAL AND PERFORMING ARTS

		Hispanic	Male	Female
1	THE UNIVERSITY OF TEXAS AT AUSTIN	63	28	35
2	COLUMBIA COLLEGE CHICAGO	51	25	26
3	CALIFORNIA STATE UNIVERSITY-LONG BEACH	49	28	21
4	UNIVERSITY OF CALIFORNIA-SANTA BARBARA	44	13	31
5	THE UNIVERSITY OF TEXAS-PAN AMERICAN	44	26	18
6	UNIVERSITY OF MIAMI	43	25	18
7	UNIVERSITY OF CALIFORNIA-LOS ANGELES	42	20	22
8	SAN FRANCISCO STATE UNIVERSITY	40	25	15
9	UNIVERSITY OF SOUTHERN CALIFORNIA	38	20	18
10	FLORIDA INTERNATIONAL UNIVERSITY	38	16	22

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PUERTO RICO RANKINGS

BACHELOR'S DEGREES

1	UNIVERSITY OF PUERTO RICO-RIO PIEDRAS CAMPUS	2,315
2	UNIVERSITY OF PUERTO RICO-MAYAGUEZ	1,688
3	INTER AMERICAN UNIVERSITY OF PUERTO RICO-METRO	1,322
4	PONTIFICAL CATHOLIC UNIVERSITY OF PUERTO RICO-PONCE	935
5	INTER AMERICAN UNIVERSITY OF PUERTO RICO-SAN GERMAN	641
6	UNIVERSIDAD DEL TURABO	583
7	UNIVERSITY OF PUERTO RICO-HUMACAO	550
8	UNIVERSITY OF PUERTO RICO-CAYEY UNIVERSITY COLLEGE	473
9	UNIVERSITY OF SACRED HEART	470
10	UNIVERSITY OF PUERTO RICO-ARECIBO	458
11	INTER AMERICAN UNIVERSITY OF PUERTO RICO-ARECIBO	437
12	COLEGIO UNIVERSITARIO DEL ESTE	429
13	UNIVERSITY OF PUERTO RICO-BAYAMON	418
14	UNIVERSITY OF PUERTO RICO-CAROLINA REGIONAL COLLEGE	382
15	UNIVERSIDAD METROPOLITANA	361
16	UNIVERSITY OF PUERTO RICO-PONCE	349
17	UNIVERSITY OF PUERTO RICO-MEDICAL SCIENCES CAMPUS	346
18	CARIBBEAN UNIVERSITY-BAYAMON	336
19	INTER AMERICAN UNIVERSITY OF PUERTO RICO-BAYAMON	332
20	INTER AMERICAN UNIVERSITY OF PUERTO RICO-AGUADILLA	328
21	UNIVERSIDAD POLITECNICA DE PUERTO RICO	322
22	INTER AMERICAN UNIVERSITY OF PUERTO RICO-PONCE	283
23	BAYAMON CENTRAL UNIVERSITY	246
24	UNIVERSITY OF PUERTO RICO-AGUADILLA UNIV. COLLEGE	243
25	PONTIFICAL CATHOLIC UNIVERSITY OF PUERTO RICO-MAYAGUEZ	194
26	INTER AMERICAN UNIVERSITY OF PUERTO RICO-GUAYAMA	185
27	AMERICAN UNIV. OF PUERTO RICO	171
28	INTER AMERICAN UNIVERSITY OF PUERTO RICO-FAJARDO	168
29	INTER AMERICAN UNIVERSITY OF PUERTO RICO-BARRANQUITAS	163
30	AMERICAN UNIV. OF PUERTO RICO	124
31	COLUMBIA COLLEGE	119
32	CARIBBEAN UNIVERSITY-VEGA BAJA	112
33	PONTIFICAL CATHOLIC UNIVERSITY OF PUERTO RICO-ARECIBO	89
34	CARIBBEAN UNIVERSITY-CAROLINA	87
35	UNIVERSIDAD ADVENTISTA DE LAS ANTILLAS	83
36	CARIBBEAN UNIVERSITY-PONCE	77
37	UNIVERSITY OF PUERTO RICO-UTUADO	64
38	PONTIFICAL CATHOLIC UNIVERSITY OF PUERTO RICO-GUAYAMA	62
39	ATLANTIC COLLEGE	58
40	ESCUELA DE ARTES PLASTICAS DE PUERTO RICO	37
41	CONSERVATORY OF MUSIC OF PUERTO RICO	28
42	ELECTRONIC DATA PROCESSING COLLEGE OF PUERTO RICO INC	26
43	CARLOS ALBIZU UNIVERSITY	21
44	COLEGIO BIBLICO PENTECOSTAL DE PUERTO RICO	18
45	UNIVERSITY OF PHOENIX-PUERTO RICO CAMPUS	18

MASTER'S DEGREES

1	INTER AMERICAN UNIVERSITY OF PUERTO RICO-METRO	659
2	UNIVERSITY OF PHOENIX-PUERTO RICO CAMPUS	445
3	UNIVERSITY OF PUERTO RICO-RIO PIEDRAS CAMPUS	322
4	INTER AMERICAN UNIVERSITY OF PUERTO RICO-SAN GERMAN	244
5	UNIVERSIDAD DEL TURABO	238
6	UNIVERSITY OF PUERTO RICO-MEDICAL SCIENCES CAMPUS	211
7	UNIVERSITY OF PUERTO RICO-MAYAGUEZ	184
8	PONTIFICAL CATHOLIC UNIVERSITY OF PUERTO RICO-PONCE	164
9	CARIBBEAN UNIVERSITY-PONCE	91
10	UNIVERSIDAD METROPOLITANA	90
11	UNIVERSIDAD POLITECNICA DE PUERTO RICO	83
12	BAYAMON CENTRAL UNIVERSITY	76
13	CARLOS ALBIZU UNIVERSITY	34
14	UNIVERSITY OF SACRED HEART	32
15	CARIBBEAN UNIVERSITY-BAYAMON	25
16	ELECTRONIC DATA PROCESSING COLLEGE OF PUERTO RICO INC	11
17	INTER AMERICAN UNIVERSITY OF PUERTO RICO-ARECIBO	10
18	SEMINARIO EVANGELICO DE PUERTO RICO	2
19	UNIVERSIDAD CENTRAL DEL CARIBE	2

DOCTORAL DEGREES

1	UNIVERSITY OF PUERTO RICO-RIO PIEDRAS CAMPUS	52
2	CARLOS ALBIZU UNIVERSITY	41
3	INTER AMERICAN UNIVERSITY OF PUERTO RICO-METRO	38
4	UNIVERSITY OF PUERTO RICO-MAYAGUEZ	4
5	UNIVERSITY OF PUERTO RICO-MEDICAL SCIENCES CAMPUS	4

HISPANIC Outlook TOP 100

Hispanics represented 3.3 percent of total FT instructional faculty and staff [illegible]

HISPANIC ADMINISTRATORS & FACULTY IN TOP 100

RANK	INSTITUTION NAME		Hispanic	
		Managers	Managers	male
1	FLORIDA INTERNATIONAL UNIVERSITY	224	72	27
2	THE UNIVERSITY OF TEXAS-PAN AMERICAN	66	32	2
3	THE UNIVERSITY OF TEXAS AT EL PASO	289	126	53
4	CALIFORNIA STATE UNIVERSITY-LOS ANGELES	60	8	7
5	THE UNIVERSITY OF TEXAS AT SAN ANTONIO	170	40	18
6	CALIFORNIA STATE UNIVERSITY-NORTHRIDGE	67	5	4
7	SAN DIEGO STATE UNIVERSITY	126	6	5
8	CALIFORNIA STATE UNIVERSITY-LONG BEACH	94	3	0
9	UNIVERSITY OF NEW MEXICO-MAIN CAMPUS	99	24	15
10	CALIFORNIA STATE UNIVERSITY-FULLERTON	68	3	2
11	NEW MEXICO STATE UNIVERSITY-MAIN CAMPUS	39	6	4
12	THE UNIVERSITY OF TEXAS AT AUSTIN	589	42	23
13	CALIFORNIA STATE UNIVERSITY-FRESNO	88	12	8
14	UNIVERSITY OF HOUSTON-UNIVERSITY PARK	66	7	5
15	UNIVERSITY OF PHOENIX-SOUTHERN CALIFORNIA CAMPUS	66	5	2
16	UNIVERSITY OF CALIFORNIA-LOS ANGELES	567	27	8
17	ARIZONA STATE UNIVERSITY-MAIN CAMPUS	220	16	9
18	UNIVERSITY OF ARIZONA	155	11	6
19	CALIFORNIA STATE POLYTECHNIC UNIVERSITY-POMONA	67	9	7
20	SAN JOSÉ STATE UNIVERSITY	117	11	5
21	CUNY-HUNTER COLLEGE	104	14	9
22	UNIVERSITY OF FLORIDA	484	7	3
23	CALIFORNIA STATE UNIVERSITY-SAN BERNARDINO	62	9	6
24	SOUTHWEST TEXAS STATE UNIVERSITY	148	13	10
25	CALIFORNIA STATE UNIVERSITY-DOMÍNGUEZ HILLS	69	5	3
26	TEXAS A&M UNIVERSITY	462	16	8
27	SAN FRANCISCO STATE UNIVERSITY	60	7	6
28	CUNY-HERBERT H. LEHMAN COLLEGE	74	13	9
29	CUNY-JOHN JAY COLLEGE OF CRIMINAL JUSTICE	97	11	5
30	TEXAS A&M UNIVERSITY-KINGSVILLE	50	14	8
31	UNIVERSITY OF MIAMI	1,126	383	105
32	UNIVERSITY OF ILLINOIS AT CHICAGO	756	49	26
33	CALIFORNIA STATE UNIVERSITY-SACRAMENTO	58	4	1
34	CUNY-CITY COLLEGE	116	10	5
35	UNIVERSITY OF CENTRAL FLORIDA	298	14	8
36	UNIVERSITY OF SOUTH FLORIDA	427	23	13
37	MERCY COLLEGE-MAIN CAMPUS	66	4	N/A
38	UNIVERSITY OF CALIFORNIA-BERKELEY	405	24	12
39	UNIVERSITY OF SOUTHERN CALIFORNIA	136	2	2
40	UNIVERSITY OF CALIFORNIA-SANTA BARBARA	167	14	7
41	NEW YORK UNIVERSITY	840	40	18
42	CUNY-NEW YORK CITY TECHNICAL COLLEGE	72	9	6
43	UNIVERSITY OF HOUSTON-DOWNTOWN	40	3	2
44	TEXAS A&M INTERNATIONAL UNIVERSITY	31	14	4
45	NATIONAL UNIVERSITY	17	N/A	N/A
46	CUNY-BERNARD M BARUCH COLLEGE	88	2	1
47	NOVA SOUTHEASTERN UNIVERSITY	186	7	4
48	ST. JOHN'S UNIVERSITY-NEW YORK	412	21	8
49	RUTGERS UNIVERSITY-NEW BRUNSWICK	166	3	0
50	BARRY UNIVERSITY	88	10	3

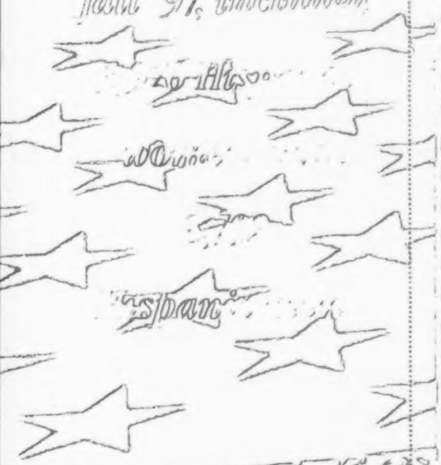
4-YEAR COLLEGES ENROLLING THE MOST HISPANICS

Hispanic female	Hispanic Faculty total	Hispanic Faculty males	Hispanic Faculty females	Hispanic %	Total faculty	Student/Faculty ratio
5	114	68	46	12.9	892	35.0818
10	175	89	86	33.9	526	23.8954
73	94	63	31	19.7	478	30.7427
1	126	79	47	11.7	1,087	18.1996
22	103	69	34	13.4	771	24.1349
1	130	67	63	8.6	1,521	18.3741
1	171	94	77	9.7	1,781	17.6378
3	121	72	49	7.4	1,636	18.3441
9	215	107	108	9.3	2,341	10.4118
1	87	47	40	5.9	1,498	18.1355
2	64	43	21	9.7	658	23.4787
19	137	78	59	4.6	2,996	16.3581
4	91	63	28	8.3	1,110	16.5054
2	54	35	19	5.1	1,079	30.2604
3	93	65	28	3.2	2,908	7.5296
19	234	149	85	5.0	4,744	7.6625
7	118	69	49	6.1	1,941	22.7795
5	108	71	37	4.5	2,424	14.1609
2	58	36	22	5.8	1,007	17.8957
6	96	53	43	6.0	1,622	16.6073
5	92	49	43	7.3	1,278	15.6502
4	107	69	38	3.0	3,604	12.0372
3	59	29	30	7.4	804	17.7612
3	43	26	17	5.2	844	25.7927
2	54	25	29	7.6	712	17.5899
8	81	56	25	4.2	1,954	22.4243
1	88	45	43	5.6	1,586	17.4660
4	77	45	32	11.4	688	13.1890
6	43	22	21	6.0	736	14.2337
6	46	24	22	15.8	300	19.4767
278	355	217	138	15.5	2,303	5.9553
23	146	73	73	3.6	4,045	6.0841
3	85	50	35	6.2	1,376	17.8270
5	73	41	32	7.7	966	11.3799
6	85	43	42	5.0	1,705	18.5765
10	88	48	40	4.2	2,131	16.3487
4	7	4	3	3.9	180	51.4111
12	115	71	44	3.3	3,537	8.8626
0	104	65	39	3.2	3,331	8.6358
7	80	49	31	5.1	1,600	12.5350
22	153	84	69	2.7	5,586	6.6473
3	53	39	14	5.4	989	10.9919
1	28	15	13	6.3	444	19.6216
10	40	21	19	29.6	140	22.9214
N/A	37	22	15	4.9	764	22.3364
1	50	24	26	4.8	1,063	14.3500
3	85	39	46	6.1	1,414	12.5955
13	22	11	11	2.0	1,112	16.6169
3	57	36	21	2.3	2,521	14.0056
7	31	15	16	9.8	320	24.7156

Nine- and ten-month contracts of FT instructional faculty, four-year institutions, '97-98, averaged $29,027 at for- [illegible] *at Publics,* [illegible]

HISPANIC Outlook TOP 100

FT instructional faculty in degree-granting institutions, fall '97, included



HISPANIC ADMINISTRATORS & FACULTY IN TOP 100

RANK	INSTITUTION NAME	Managers	Hispanic managers	Hispanic male
51	TEXAS A&M UNIVERSITY-CORPUS CHRISTI	44	13	6
52	NORTHEASTERN ILLINOIS UNIVERSITY	100	7	3
53	THE UNIVERSITY OF TEXAS AT BROWNSVILLE	76	47	25
54	UNIVERSITY OF CALIFORNIA-DAVIS	303	12	5
55	UNIVERSITY OF CALIFORNIA-RIVERSIDE	138	11	8
56	TEXAS TECH UNIVERSITY	262	16	11
57	FLORIDA STATE UNIVERSITY	449	11	7
58	METROPOLITAN STATE COLLEGE OF DENVER	72	8	5
59	ST. MARY'S UNIVERSITY	51	13	6
60	FLORIDA ATLANTIC UNIVERSITY-BOCA RATON	155	7	3
61	CUNY-QUEENS COLLEGE	101	4	3
62	CALIFORNIA POLYTECHNIC STATE UNIV-SAN LUIS OBISPO	59	4	4
63	UNIVERSITY OF CALIFORNIA-IRVINE	196	9	5
64	UNIVERSITY OF NORTH TEXAS	119	N/A	N/A
65	UNIVERSITY OF CALIFORNIA-SAN DIEGO	324	20	7
66	NORTHERN ARIZONA UNIVERSITY	66	3	1
67	OUR LADY OF THE LAKE UNIVERSITY-SAN ANTONIO	25	4	2
68	NEW JERSEY CITY UNIVERSITY	68	8	5
69	UNIVERSITY OF THE INCARNATE WORD	33	5	5
70	KEAN UNIVERSITY	231	23	11
71	DEPAUL UNIVERSITY	271	12	3
72	THE UNIVERSITY OF TEXAS AT ARLINGTON	175	9	5
73	CALIFORNIA STATE UNIVERSITY-BAKERSFIELD	29	6	5
74	MONTCLAIR STATE UNIVERSITY	98	7	4
75	UNIVERSITY OF ILLINOIS AT URBANA	720	11	6
76	UNIVERSITY OF NEVADA-LAS VEGAS	222	11	7
77	UNIVERSITY OF PHOENIX-ALBUQUERQUE NM CAMPUS	6	N/A	N/A
78	FORDHAM UNIVERSITY	368	27	12
79	NEW MEXICO HIGHLANDS UNIVERSITY	165	81	43
80	CALIFORNIA STATE UNIVERSITY-STANISLAUS	23	2	1
81	UNIVERSITY OF PHOENIX-PHOENIX CAMPUS	42	1	N/A
82	MONROE COLLEGE-MAIN CAMPUS	25	1	N/A
83	CALIFORNIA STATE UNIVERSITY-CHICO	5[illegible]	1	1
84	UNIVERSITY OF CALIFORNIA-SANTA CRUZ	118	9	4
85	CALIFORNIA STATE UNIVERSITY-HAYWARD	58	6	4
86	UNIVERSITY OF COLORADO AT BOULDER	229	12	8
87	UNIVERSITY OF LA VERNE	74	5	1
88	SUL ROSS STATE UNIVERSITY	41	7	5
89	CUNY-BROOKLYN COLLEGE	77	4	2
90	UNIVERSITY OF MICHIGAN-ANN ARBOR	874	12	4
91	UNIVERSITY OF MARYLAND-COLLEGE PARK	223	2	1
92	HARVARD UNIVERSITY	1,669	16	6
93	FASHION INSTITUTE OF TECHNOLOGY	39	2	2
94	SUNY AT STONY BROOK	361	17	4
95	RUTGERS UNIVERSITY-NEWARK	41	1	1
96	COLORADO STATE UNIVERSITY	345	14	4
97	UNIVERSITY OF WASHINGTON-SEATTLE CAMPUS	910	20	7
98	GEORGE MASON UNIVERSITY	288	2	0
99	UNIVERSITY OF SOUTHERN COLORADO	24	5	4
100	BOSTON UNIVERSITY	501	6	5

4-YEAR COLLEGES ENROLLING THE MOST HISPANICS

Hispanic female	Hispanic Faculty			Hispanic %	Total faculty	Student/Faculty ratio
	total	males	females			
7	31	20	11	11.6	270	24.4593
4	28	15	13	7.3	399	27.4110
22	88	52	36	37.9	241	11.7593
7	157	93	64	4.4	3,618	6.9353
3	56	30	26	5.4	1,051	11.0371
5	34	20	14	3.1	1,101	22.0245
4	33	18	15	2.3	1,441	22.8161
3	58	41	17	5.7	1,033	17.1500
7	29	18	11	13.9	210	19.3571
4	59	31	28	4.8	1,260	15.9730
1	51	28	23	3.8	1,334	11.7586
0	51	33	18	5.2	984	16.7378
4	95	57	38	4.5	2,109	9.1404
N/A	31	17	14	3.1	1,034	25.6219
13	103	64	39	3.6	2,879	6.9100
2	42	22	20	4.0	1,076	18.5697
2	46	27	19	17.6	269	13.2491
3	37	18	19	7.1	521	15.4012
N/A	12	7	5	10.0	124	29.3306
12	71	41	30	7.2	1,003	11.1655
9	41	14	27	3.6	1,140	17.1482
4	40	20	20	4.3	945	20.2635
1	41	19	22	10.9	378	16.4286
3	35	18	17	4.1	860	15.4477
5	76	48	28	2.5	3,029	12.8263
4	43	27	16	3.6	1,215	17.9588
N/A	57	43	14	11.5	502	6.0657
15	44	22	22	4.1	1,125	12.0453
38	46	34	12	20.4	239	13.3808
1	36	20	16	9.0	407	15.9435
1	43	20	23	3.0	1,455	6.9031
1	9	6	3	7.9	114	29.2632
0	37	19	18	4.2	892	17.1087
5	63	31	32	6.5	1,012	11.1680
2	45	26	19	6.2	736	17.2106
4	113	64	49	3.9	2,949	9.7833
4	11	6	5	2.0	544	12.5368
2	16	11	5	9.4	170	17.4412
2	46	17	29	4.5	1,028	14.6469
8	98	51	47	2.5	3,881	9.7516
1	60	31	29	1.8	3,314	9.9167
10	42	28	14	1.8	2,330	10.3923
0	30	15	15	3.5	858	12.6492
13	32	19	13	1.8	1,770	10.8130
0	20	11	9	3.2	637	14.4757
10	30	15	15	2.2	1,364	19.8211
13	78	48	30	2.1	3,640	9.7690
2	34	14	20	2.3	1,475	16.3932
1	30	14	16	10.4	289	20.0381
1	73	42	31	2.3	3,234	8.8086

Average base salary of Hispanic FT teaching faculty, fall '92, was $40,843. The range was $39,919 for Blacks to $49,313 for Asians/Pacific Islanders.

Wrangling over Rankings

But Not *HO's* Top 100

by Adalyn Hixson

"A distortion…highly questionable…silly…a tyrannical tool."

These quotes could apply to more than a few scenarios. A debate over Enron/Andersen, perhaps, or ruminations of or about a thesis committee. And most surely to the ubiquitous sweepstakes letters announcing you're a winner.

But the quotes were, in fact, used to describe a well-known magazine's ever-popular rankings of colleges and universities.

The excoriation and subsequent defense of such rankings, which are published by *Time*, *Newsweek*, *Mother Jones*, *Money*, *U.S. News & World Report*, and others, is by now a tradition, one whose drama was heightened last year when a *U.S. News* former employee, Amy Graham, went public in the September *Washington Monthly* with criticism of its emphases and its research methodology.

One complaint was that too much weight was afforded such factors as alumni donations and SAT scores. Also criticized was the value placed on opinions solicited from university presidents, said to be a hefty 25 percent.

Many leading publications held forth on the subject.

"Not always happily, college administrators admit that the rankings influence their application flow, alumni giving, and faculty recruiting," said an Aug. 27 editorial in the *New York Times*.

A *Los Angeles Times* article by Rebecca Trounson and Jeff Gottlieb, Sept. 7, reported that Ronald G. Ehrenberg, director of the Cornell Higher Education Research Institute, "said he found evidence that colleges manipulate the data they report to *U.S. News*." Uh oh. Strategic disinformation in action.

Ehrenberg found that "when colleges improved their rankings, the next year they received more applications, became more selective, the average SAT scores of freshmen improved, and more of those who were accepted decided to attend." Ehrenberg also noted, it said, "that the amount of financial aid the institutions had to give out to attract students declined."

Mark Clayton, writing in the *Christian Science Monitor*, Sept. 11, described college-rankings season as the time when "high school seniors rush to the newsstands to check out the number next to their top pick," "parents buy extra copies of the listings," and "college presidents whose stars are up make demure statements, while their less fortunate counterparts issue pronouncements about "ludicrous" lists that are "bordering on fraud."

Clayton wrote of increased interest nationwide in exploring "how well students learn at different schools," something the existing rankings don't begin to reflect, as Amy Graham had charged, and named a few of the organizations working on potential assessment tools. Cited were Educational Testing Service, Princeton, N.J.; the National Center for Educational Management Systems, Boulder, Colo.; the Rand Council for Aid to Education; the National Center for Public Policy and Higher Education; and research projects at Harvard and Yale.

NSSE, the National Survey of Student Engagement, funded by the Pew Charitable Trusts and administered by Indiana University Center for Postsecondary Research and Planning, was described as "one of the most advanced efforts."

NSSE Survey

George D. Kuh received a grant in 1999 to launch the survey, the 2002 version of which can be sampled at www.collegereport.org, and is well worth viewing. Survey items, says the NSSE Web site, "represent empirically confirmed 'good practices'…[T]hey reflect behaviors by students and institutions that are associated with desired outcomes of college."

All the questions are of interest, but two especially caught the parochial eye of this former adjunct: "How many times have you prepared two or more drafts of a paper before turning it in?" "How often have you come to class without completing readings or assignments?"

Inquiring minds of professors, administrators, development directors, prospective students, parents, guidance counselors, and others are guaranteed to be engaged by NSSE questions and by survey findings. The pilot survey in 1999 drew about 70 colleges and universities as participants. The number has risen and risen and is 370 for spring 2002, a strong indication that institutions are finding it worthwhile.

Kuh maintains that "what students do while there," which NSSE addresses, is what determines the quality of the education received, not tuition nor endowment, nor the number of volumes in the library nor Nobelists on the faculty.

NSSE is cosponsored by The Carnegie Foundation for the Advancement of Teaching and The Pew Forum on Undergraduate Learning. The survey was designed by a national team chaired by Peter Ewell, National Center for Higher Education Management Systems.

The bad news for rankings aficionados is that NSSE won't be publishing any. The only information released by NSSE from the survey is the national findings. These reports are available and accessible via the Internet. Simply typing "NSSE" gets you started.

Kuh has expressed the hope that parents and prospective students will start asking universities for the kind of information revealed by the studies. And that the universities will offer it voluntarily. He speculated, too, that "over time, the institutions will be impelled" to provide it.

The Hispanic Outlook's Top 100

The good news is that NCES, the National Center for Education Statistics, a part of the U.S. Department of Education, still has a Congressional mandate to collect data from bona fide postsecondary institutions, and still has the skill, capacity, and willingness to disseminate that data. They've been at it for about 37 years.

The Hispanic Outlook in Higher Education will continue to publish NCES **rankings, yes rankings**, that reflect which four-year colleges and universities are awarding the most degrees to men and women who self-declare as Hispanic. It does the same for community colleges.

There is nothing arbitrary or subjective about these numbers. Institutions on the Top 100 list are unarguably those where significant numbers of Hispanics attend and from which Hispanics **can** and **do** graduate.

The Hispanic Outlook typically publishes, through the good graces of NCES statisticians, other hard data that it deems of probable interest to the magazine's readers, for instance, Hispanic degree attainment by field and by gender.

The current Top 100 list and related data can be found in this very issue, pages 10 to 27. Is the data a thousand percent accurate and inclusive? No college-educated person would make such a claim.

Well, maybe one moonlighting for a sweepstakes company.

FairTest Claims Ballyhoo Deflects "Tangible Debate" about Testing

ACT and SAT Defend Tests' Relevance

by Jeff Simmons

Last year, the proponents of the Scholastic Assessment Tests trumpeted a major accomplishment in the diversity of those taking part in the annual rite of passage to college. The 1.3 million SAT test-takers who stepped onto college campuses in September included the largest number of minority students in history.

The College Board reported that based on information supplied by students, non-Whites represented more than a third of all test-takers. It also spotlighted a generational achievement, that 364,000 of the student test-takers were first-generation college students.

Meanwhile, those who distribute the SATs chief rival, the ACT Assessment test, exhibited their own celebratory findings: The average ACT composite score held steady for the fifth year, indicating that nearly half of college-bound students maintained scores typically required for admission to the most prestigious schools.

These were achievements that gave both the ACT-creators and SAT-makers and distributors much pleasure. Students were doing well, garnering higher scores than their predecessors.

And, after all, critics had been nipping at their heels every testing season, carping that such assessment testing violates the tenets of fairness and establishes inequitable rules of entry through the golden collegiate gates.

Those behind the SATs say they've gone to great lengths to make sure that the SAT I is a fair test for everyone and that questions are scrutinized to ensure they do not favor any group of students. Scores reflect differences in skills and knowledge, not gender and race, they counter.

Likewise, the creators of ACT offer the same assurances, that the national college admission examination, which consists of 215 multiple-choice questions in Reading, Math, Science Reasoning, and English, is a fair measure of accomplishment. They cite, as testaments to the value of both assessments, the fact that the exams currently are utilized and accepted by virtually all higher-education institutions across the country, including all of the Ivy League schools.

But all of this does not sit well with the omnipresent thorn in the testing industry's side, FairTest. The National Center for Fair and Open Testing has been a staunch critic, arguing that higher education relies unfairly on an imbalanced, inequitable examination system.

"Under the current testing system, kids who already have every opportunity in life get another leg up because the schools they already attend, the coaching companies they can hire, their parents who are more involved in their schools, all help them score higher," says Bob Schaeffer, FairTest's public education director.

Countering the trumpeted successes of the last round of assessment tests, Schaeffer states, "There is very little new news in this year's test scores. If anything, they show how the country has not made much progress in addressing gaps in race and income, and gender."

FairTest on the Attack

Four times a year, FairTest unleashes another torrent against testing: the *FairTest Examiner*, a dozen or so pages of articles flunking assessments and dismissing proponents' statements and the virtues of the exams. Last fall's issue took direct aim at the tests and the companies behind them.

With articles titled "Annual Admissions Test Score Folly," "New SAT I Study Reveals Exam's Limitations," "Test Misuse Blocks Scholarships," and "College Admissions Testing: The Real Beneficiaries," FairTest hopes to awaken a community that relies on testing.

"There are so many motivations," Schaeffer says. "Despite the good intentions of some, testing has become a business in our culture with ample rewards for those who manufacture these products, like any other business.

"Their officials are blind to criticism and will do virtually anything to promote sales." FairTest swings its critical bat and attempts to hobble ACT and SAT each fall. It charges in one article that their statements of success are "inherently fruitless: these exams are fundamentally flawed as college admissions tools, let alone as measures of educational quality."

According to FairTest, "dozens of independent studies" have shown that the SATs and ACT have problems of bias and inaccuracy. Among FairTest's accusations: that test scores are linked to income, with wealthier students performing better than poorer ones; that the tests do not strongly predict first-year college grades; and that the exams poorly predict the college performance of females.

FairTest further claims that scores can be increased through test preparation programs, which are marketed by the manufacturers of the exams themselves, and that college admissions officers and scholarship organizers misuse ACT and SAT results, violating the test-makers' guidelines for proper use.

But all of this, Schaeffer says, is overlooked each season when results are unveiled because organizers trumpet scoring shifts, which are modest at best, and blanket the media with good-news success stories. That, he says, deflects attention from tangible debate about testing improprieties.

"In these cases, race and class are so closely linked in our society that the kids who have the resources and live in wealthier suburban communities can afford more, [the communities] can provide testing and coaching, and those students do better," he says.

"There is a gap between minority groups and Whites that is quite similar with the ACT and the SAT," he says. "In terms of the gender gap, it is narrower with the ACT, in part because the ACT is closer to a class-

2001 COLLEGE BOUND SENIORS TEST SCORES: ACT

ALL TEST-TAKERS	21.0
Gender	
All Males	21.1
All Females	20.9
Ethnicity	
African-American/Black	16.9
American Indian/Alaskan Native	18.8
Caucasian American/White	21.8
Mexican American/Chicano	18.5
Asian American/Pacific Islander	21.7
Puerto Rican/Hispanic	19.4
Other	19.5
Multiracial	21.2
Household Income	
Less than $18,000/year	18.1
$18,000 - $24,000/year	18.9
$24,000 - $30,000/year	19.6
$30,000 - $36,000/year	20.2
$36,000 - $42,000/year	20.6
$42,000 - $50,000/year	21.0
$50,000 - $60,000/year	21.5
$60,000 - $80,000/year	22.0
$80,000 - $100,000/year	22.5
More than $100,000/year	23.4

source: ACT H.S. Profile Report

2001 COLLEGE BOUND SENIORS TEST SCORES: SAT

	Verbal	Math	Total
ALL TEST-TAKERS	506	514	1020
Gender			
Female	502	498	1000
Male	509	533	1042
Ethnicity			
American Indian or Alaskan Native	481	479	960
Asian,Asian Amer., orPacific Islander	501	566	1067
African American or Black	433	426	859
Mexican or Mexican American	451	458	909
Puerto Rican	457	451	908
Other Hispanic or Latino	460	465	925
White	529	531	1060
Other	503	512	1015
Household Income			
Less than $10,000/year	421	443	864
$10,000 - $20,000/year	442	456	898
$20,000 - $30,000/year	468	474	942
$30,000 - $40,000/year	487	489	976
$40,000 - $50,000/year	501	503	1004
$50,000 - $60,000/year	509	512	1011
$60,000 - $70,000/year	516	519	1035
$70,000 - $80,000/year	522	527	1049
$80,000 - $100,000/year	534	540	1074
More than $100,000/year	557	569	1126

source: College Board., College-Board Seniors Nat'l. Report, 2001

room type of test. In general, people recognize the SAT is flawed."

Those are fighting words–words that constantly have organizers of the ACT and SAT on the defensive. They maintain that they have the best of intentions, to help guide students to college by assessing their skills and to help colleges and universities attract students who perform well.

ACT Responds

ACT is a private, not-for-profit organization governed by educators, and, according to its Web site, "committed to providing services at the lowest possible cost." It has publicized considerable improvement over the last decade. For instance, the average national ACT composite score has not declined in the last dozen years, even though the number of students who take the exam has swelled by 30 percent during this time. It has shown steady gains from 1992 to 1997, when it rose from 20.6 to the current level of 21.0 for the group of 2001 college bound seniors.

ACT doesn't hide the disparities in scores though and it notes trouble spots, such as differences among ethnic groups. But FairTest highlights those disparities through its barrage of attacks, noting that while the average national score may be 21.0, it is 21.8 for Whites, and 16.9 for Blacks, 18.5 for Mexican-Americans and Chicanos, and 19.4 for Puerto Rican and other Hispanics.

(There is a similar disparity in SAT scores. The average total score of White students in the 2001 group of College Bound seniors was 1060, while it was 909 for Mexican and Mexican-Americans, 908 for Puerto Ricans, and 925 for students who identified as Other Hispanic or Latino.)

Don Carstensen, vice president of educational services at the Iowa City-based ACT, says: "Individuals are being informed relative to their strengths and their weaknesses. They receive information helpful to their careers, educational planning as it relates to that career objective they've planned for themselves."

"One of the major issues that students confront when they transition to college is accomplishing a constructive fit to a postsecondary institution," he says.

Carstensen maintains that research on student retention suggests that if a student does not make a good connection with a postsecondary institution, the likelihood he or she will drop out is much greater. And that is why assessment testing helps guide them into coursework they are prepared to handle.

Such testing, he adds, can help maneuver them toward specific individuals who can work with them at an institution. "These are two areas that have the greatest impact on students' immediate success at a collegiate setting: getting started with the right coursework and getting connected with a significant adult figure there," Carstensen says.

FairTest Cites UC Study

Depending on how one views it, a University of California study released last year buttressed FairTest's claims about the value of assessment tests in determining first-year college performance.

The four-year study, the *FairTest Examiner* reports, added to "mounting evidence that the SAT I is a poor predictor of success in college." It tracked 80,000 students enrolled in the University of California system, reviewing SAT scores, high school grades, and first-year undergraduate grades.

The SAT I measures verbal and math reasoning abilities. The SAT II: Subject Tests are mainly multiple-choice tests in specific subjects. The Subject Tests measure knowledge or skills in a particular subject and a student's ability to apply that knowledge.

Schaeffer notes that the study found that SAT I scores were the weakest predictor of college performance. Researchers found that socioeconomic status influenced performance on assessment tests and performance during college.

"The California study, and there have been subsequent ones that came out, shows that the SAT I adds virtually no useful information to what an admissions office already has, primarily from high school grades," Schaeffer says. "In the case of California, they found that SAT II scores were more useful, but that high school grades were the most useful and the single best predictor of college grades."

Carstensen differed. "Clearly, admissions tests do predict performance at statistically significant levels, that is, at levels that are helpful to institutions in placing students into course experiences at their appropriate readiness," he says.

"It is not a one-dimensional question that you raise," he adds, "because under some circumstances tests are better predictors than high school grades, and in other circumstances, high school grades are better than test scores."

ACT, like those behind the SATs, stresses that a combination of high school grades and assessment test scores is the best predictor of college performance. "That's the advice we would communicate to colleges in materials," Carstensen says.

The College Board also dismisses the criticism and cites the growing participation of students who take the test as displaying support for their value.

According to The College Board, the 2001 College Bound students reported higher academic aspirations than did students of the past. More than half of all college-bound students plan to pursue master's and doctoral degrees. Its officials also pointed out that scores have significantly increased over the past decade. Average SAT verbal scores for college-bound students increased one point in 2001 to 506, the highest average score in more than a decade. SAT math scores remained at 2000's 30-year high of 514. Since 1991, verbal scores have increased 7 points, while math scores have increased 14 points. This year, more than 20 percent of SAT test-takers achieved a combined verbal and math score of 1200 or higher on the exams, and 587 students scored a perfect 1600.

Even while trumpeting the successes, officials say they are open about the disparities. Gaston Caperton, when announcing the last set of SAT results, conceded that there is still much work ahead to narrow the gap in ethnic and gender results. College Board officials say that score gaps for different racial, ethnic, and socioeconomic groups that show up on the SAT also appear on nearly every measure of achievement, including other standardized tests and classroom grades.

"Seeing the scores increase and seeing our students aim high is exciting," Caperton says. "But there are some troubling realities that must be addressed. Scores for many ethnic and minority groups continue to lag behind. A gender gap, though narrowed, persists. The time to celebrate is still to come–the party shouldn't start until everyone has been invited."

Caperton blamed much of the problem on access to rigorous coursework in secondary schools, saying there is a gap across racial and ethnic groups. College Board surveys filled out by test-takers showed that, for instance, while 49 percent of White students studied physics in high school, only 40 percent of African American students could say the same. Further, while 59 percent of Asian American students reported taking precalculus, only 34 percent of Puerto Ricans reported having taken the course, according to The College Board.

Caperton acknowledged that "urgent steps must be taken to increase the access of minority and low-income students" to better education. "This," he added, "means radically improving curricula, teacher training, and accountability in all schools–elementary through high school."

Many colleges rely heavily on assessment tests because they are a standard way of measuring a student's ability to handle college-level work. But the curricula and grading standards vary widely, and so scores on standardized tests help colleges compare academic achievements with those of students from different schools.

Those behind ACT and the SATs maintain that colleges should review other parts of a student's record–GPAs, extracurricular activities, and essays–before making admission decisions. But FairTest charges that colleges still overwhelmingly embrace assessment tests as key decision-making tools.

"Test scores should be optional when applying," says Schaeffer. "Close to 400 colleges now practice that, and more colleges look at a constellation of factors, including grades and class rank, and the rigor of a high school's curriculum."

"Colleges should also take into account the obstacles that a student might have had to overcome, a family's background, and the student's obligations to the community, honors, and faculty recommendations. And, quite frankly, the college's own mission to build a diverse student body."

Schaeffer adds: "Colleges are trying to build classes with all kinds of diversity, including race and culture and language, and getting away from the test score fixation helps them fulfill that mission."

Yet, testing officials say that colleges utilize multiple criteria, and caution that FairTest's list may include a number of colleges that rely more heavily on assessment test results than FairTest will admit. Carstensen, for one, says colleges "pretty much universally" rely on a number of factors. "It has not been patterned historically, and is not the pattern todav that colleges are making admissions decisions based on a single criterion," he says.

Carstensen wouldn't comment on FairTest's mission, only saying "Obviously FairTest has its own agenda." But Schaeffer is quick to discuss what he views as the agenda of testing firms. He says it all comes down to dollars and cents–profits.

"Certainly, coaching companies profit; the companies profit," Schaeffer says. "They are nonprofit firms, but the heads of the testing companies make very fat salaries, in excess of a quarter million dollars a year."

The *FairTest Examiner* argues that all of the major firms in the country's testing industry are all for-profit companies even though they've established non profit tax exempt arms–"allegedly because of their primarily educational missions."

FairTest reviewed public tax returns from the Educational Testing Service, The College Board, and ACT. College Board revenue, FairTest reports, was $298 million for the fiscal year that ended June 30, 2000, while ETS revenues were $514 million, and ACT revenues were $152 million. FairTest maintains that the firms all pay their top managers "ample" salaries amounting to more than $350,000 each. In one case, a president's salary neared $500,000.

"All of these figures should give pause to educators considering the testing industry's promotional claims about its products' value. Despite their limited utility in the admissions process, the exams certainly perform well for their companies' bottom lines and executives' wallets," FairTest states in the *Examiner*.

Company officials, however, say students come first and foremost.

"We believe it is important to measure skills that students are being taught and learning in a high school setting, skills that are necessary for success in college," Carstensen says. "Our primary objective is to help individuals know what they are ready to learn, and one of the problems individuals face is what they are not ready to learn next."

What has to change, Carstensen says, is the emphasis on the content that schools and colleges determine to be important in the teaching and learning process. Assessment testing has a considerable value, he says, and that is why it adapts to a changing world.

"We go through a very rigorous, systematic process to determine the content specifications for the ACT assessment," Carstensen says. "Our philosophy has not changed, but the assessment has evolved."

PUENTE

Unprecedented, Sustained, and Integral

Founded at Chabot Community College 20 Years Ago

by Inés Pinto Alicea

Mike Trevino doesn't consider himself a stellar student, just a hard worker. But, when Trevino joined an innovative program aimed at addressing the high dropout rate among Latino students, his star soared.

"If you looked at my transcripts in high school, they were not impressive," said Trevino, assistant dean of the Goldman School of Public Policy, University of California at Berkeley. "I didn't know where an education would lead." The Puente Project, he said, "made that connection for me."

The Puente Project is a 20-year-old effort, run jointly by the California Community Colleges and the University of California system, to improve the educational achievement of Latinos by increasing the numbers who enroll in four-year colleges, earn college degrees, and return to the community as mentors and leaders of future generations. The Puente Project does so by combining accelerated writing instruction with intensive academic counseling and mentoring by members of the professional community.

"Puente is a transformative program that reaches into students' hearts and lives," said Mary Forman, a Puente English instructor at Cypress College in Cypress, Calif.

"It offers students not only an education but a clear vision of all the possibilities their future can hold. The program gives students the confidence to follow their dreams and the skills to make their dreams a reality."

Trevino worked long hours in a variety of low-paying jobs during high school and while he pursued an associate's degree at a community college where he grew up. He decided to go back to college when he was denied the opportunity to hold a management position because he did not have a bachelor's degree. He set his sights simply on getting his needed credits to go back and get that job.

Puente students celebrate their graduation from college.

An English teacher recruited him into Puente and gave him much needed academic guidance. He went on to complete a double major at Berkeley in economics and history and later completed a law degree at the University of Washington. Trevino remains active with the organization, speaking to students about the program.

"Because of Puente, I saw my possibilities getting better than simply getting a better paying job," said Trevino. "Puente doesn't cherry pick, and it doesn't reward people who are already going to make it. It's for kids who will work hard but don't know how to get to and through college. I wouldn't be where I am today without Puente."

Puente is open to all students but was started to address the high dropout rate of Mexican-American and Latino students, America's fastest-growing and at the same time most educationally underserved population. Between 1995 and 2010, the Latino population will account for 41 percent of the country's total population growth. In 1995, however, only 4.3 percent of bachelor's degrees were awarded to Latino students.

In California, where Latino students constitute more than one-third all public school students, fewer than 1-in-2, Latino 10th-graders will become eligible for the University of California, according to Puente officials.

Puente has been innovative in a number of ways, particularly in getting the community involved in its efforts. Puente created an unprecedented, sustained, and integral link through which the Latino community can support and participate in the education of its youth. While many projects offer community resources, primarily mentoring, as an adjunct to an educational program, community involvement and mentoring are actually integrated into the academic component of Puente. For example, Puente students conduct extensive interviews with their mentors and prepare papers about their trials and tribulations navigating through higher education and professional lives, and later share their works with their classmates.

Forman said that the one-on-one relationships formed with mentors are tremendously helpful in preparing students for a college career. The program also provides opportunities to explore the richness of the Latino culture and history through field trips and classroom assignments. This and the family environment Puente creates also give the students the support they need to adjust to college and "to utilize resources to ensure their own success," Forman added.

Another innovative aspect is training. Puente pioneered a comprehensive program for preparing teams of English teachers and academic counselors–two disciplines which had not previously collaborated in this way–to work together to integrate the community into a rigorous academic program. Puente teachers and counselors have applied its methods to an estimated 200,000 non-Puente students. Counselors, for example, recruit mentors for the program.

"It didn't take long for people to fall in love with the simplicity of our model," said Felix Galaviz, executive director of the Puente Project. "We've resisted the temptation to do more. We didn't add math or history, for example; we kept our focus on writing as fundamental. That's what keeps Puente strong."

Former Vice President Al Gore congratulates Puente Co-founder Patricia McGrath

Furthermore, at the time when Puente was initiated, most projects for underrepresented students were predicated on a 'deficit' model, an assumption that the students' level of achievement is a function of a deficiency in the student, not in the delivery system, and therefore, requires some form of classroom remediation. Puente's training programs, on the other hand, are predicated on the idea that if students are provided with an academic program that is engaging and respectful of their culture, and with a program supported by their local community, the students will succeed in an academically accelerated, as opposed to remedial, environment.

"There's a strong community in which striving toward college is cool, writing is cool, learning is cool," said Kristin Land, one of two Puente teachers at Tennyson High School in Hayward, Calif. "The program is also unique because the literature focuses around Latino writers, allowing students to study, in depth, the Latino culture and history while examining their own histories. We help students find their own writing voices and teach them to be proud leaders within their communities, following the footsteps of Luis Valdez, Dolores Huerta, and Ernesto Galarza." While 41 percent of non-Hispanic White students go to college, only 22 percent of Hispanic youths go, according to Education= Success, a report co-sponsored in 2000 by HACU, the Hispanic Association of Colleges and Universities, and ETS, the Educational Testing Service.

According to Puente, in 1998, Puente students attended four-year colleges at nearly twice the rate of non-Puente students: 43 percent versus 24 percent.

Puente high school Instructor Bettina López of Mt. Pleasant High School in San José

Many organizational strategies only now gaining widespread recognition were part of the Puente Project design in the early '80s: among those strategies are cross-functional teams, mentoring, and methods for ensuring staff accountability. For example, students in the Puente high school program produce a writing portfolio that includes several genres. Eventually, each piece in the portfolio is scored statewide by two other Puente teachers to ensure that its writing meets statewide standards.

The Puente Project was founded at Chabot Community College in Hayward, Calif., in 1981 by Galaviz and Patricia McGrath, who recently retired. Both were dismayed by the numbers of Latino students they were losing at the campus. McGrath found that high numbers dropped out of her classes after a few weeks, and Galaviz, who was assigned to recruit them from local high schools, had a similar experience. So the two began discussing and studying the problem. They reviewed transcripts of more than 2,000 Chabot students with Spanish surnames. Distinct patterns began to emerge.

First, students were getting stuck in remedial English classes and writing labs, never advancing to transfer-level English classes that would allow them to pursue a four-year school.

"Many of the students rarely completed two books during their high school experience," said Galaviz. "When students don't read, they don't write well. The materials are key to getting students to read and write immediately. It is important to find materials that reflect the students' own story."

Also during their research, the two noted that the students were getting no academic counseling; they would enroll in auto shop class one week and then an advanced math class the next, without an apparent academic plan. Lastly, they realized that most of the students were the first in their families to attend college.

So they devised a model that focused on intensive writing, mentoring, and academic counseling to improve the situation for Latino students at Chabot.

"We didn't expect a 100 percent retention rate from our students, but we knew from the beginning we were onto something important for the students," said Galaviz.

The success of the first-year pilot led to the development of a training program for teams of teachers and counselors who then implemented the program at many other community colleges throughout the state. Students enrolled in the Puente Community College Program take a rigorous two-course English class sequence from a Puente-trained teacher; work closely with a Puente-trained counselor to prepare an academic plan and to stay focused on their goals; and meet regularly with a Puente-trained mentor from the professional community.

To date, 45 community colleges participate in the program. The program continues to grow, with demand coming from schools across the country. But Galaviz said raising the funds is always the challenge. The program is expanding within California to serve more community colleges and high schools and Puente recently added Northern and Southern California regional centers to provide better ongoing support and training to individual sites.

Based on its success with community college students, Puente was awarded private funding in 1993 to pilot the program at selected high schools. Today, 35 high schools in California participate. The high school graduation rate for Puente students is 82 percent versus 58 percent for California's underrepresented students.

Students in the Puente High School Program study with the same Puente-trained teacher for ninth and 10th grades; work closely with a Puente-trained counselor to prepare an academic plan and stay focused on their goals; meet with an adult or peer mentor who has been trained by Puente staff; and attend field trips to college campuses. Parents of Puente students are actively involved in their children's education through parent workshops and other activities.

Kristin Land shared a story about how the Puente students bond over academics and become invested in their classmates' success as much as in their own. She told of how one student, José, who was moving from the area, shared a tearful goodbye with his classmates, Land, and the school's counselor. The students praised him for his poetry, his insightful writing logs about the novel *Rain of Gold* and "his fearless way of speaking his mind in class."

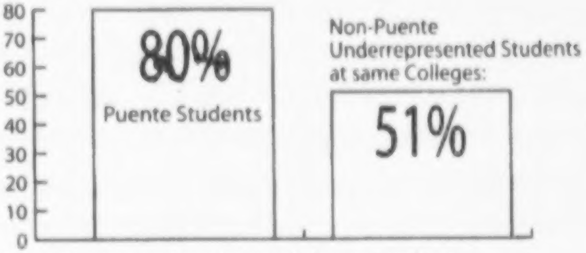
"Puente's family-like structure allows me to develop relationships with all of my students so that I can truly push each individual to achieve his or her best," said Land.

In 1998, Puente was awarded the prestigious Innovations in American Government Award by the Ford Foundation, the John F. Kennedy School of Government at Harvard University, and the Council for Excellence in Government, in recognition of its "innovation, effectiveness, and replicability." Puente was one of only 10 programs chosen from an initial applicant pool of more than 1,400 programs nationwide.

"My involvement with Puente has allowed me to get a greater insight into and appreciation of Latino history and culture," said Forman. "It has also been very rewarding working with students, most of whom are first-generation college students, as I was, and to see their growth and development, not just academically but personally as well."

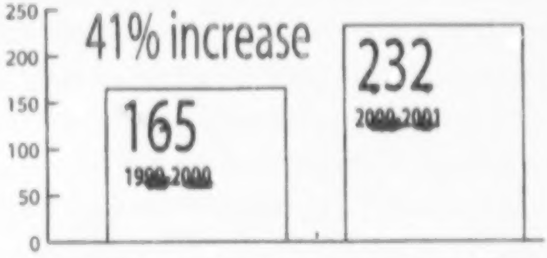
Community College

Completion Rate for Pre-Transfer Level Community College English Class (1996-2000):



Source: California Community Colleges, University of California, the Puente Project

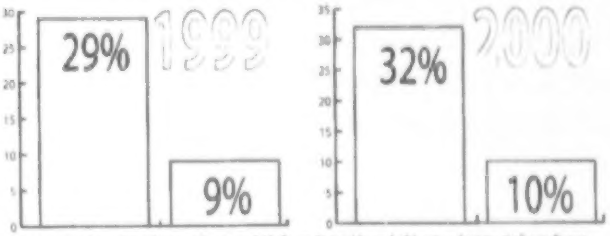
Puente Student Transfers from Community Colleges to Four-year Colleges and Universities



Source: California Community Colleges, National Student Clearinghouse, University of California, the Puente Project

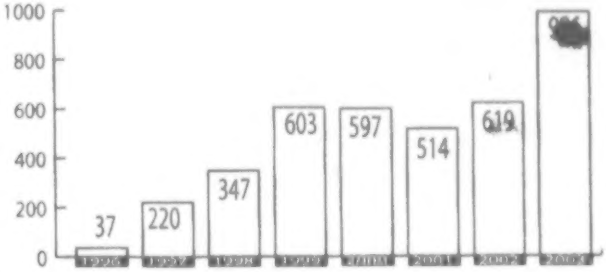
High School

Percentage of California Underrepresented High School Students who Enrolled in UC or CSU the Semester Following Graduation



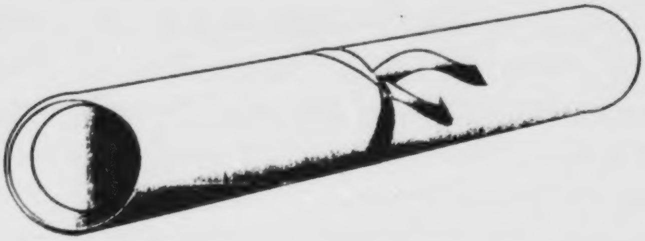
Based on sample population for whom data are available. Source: National Center for Educatiopn Statistics, the Puente Project

Actual and Projected Growth in Number of Puente Graduating High School Seniors



Source: Puente Project

The Honor Roll



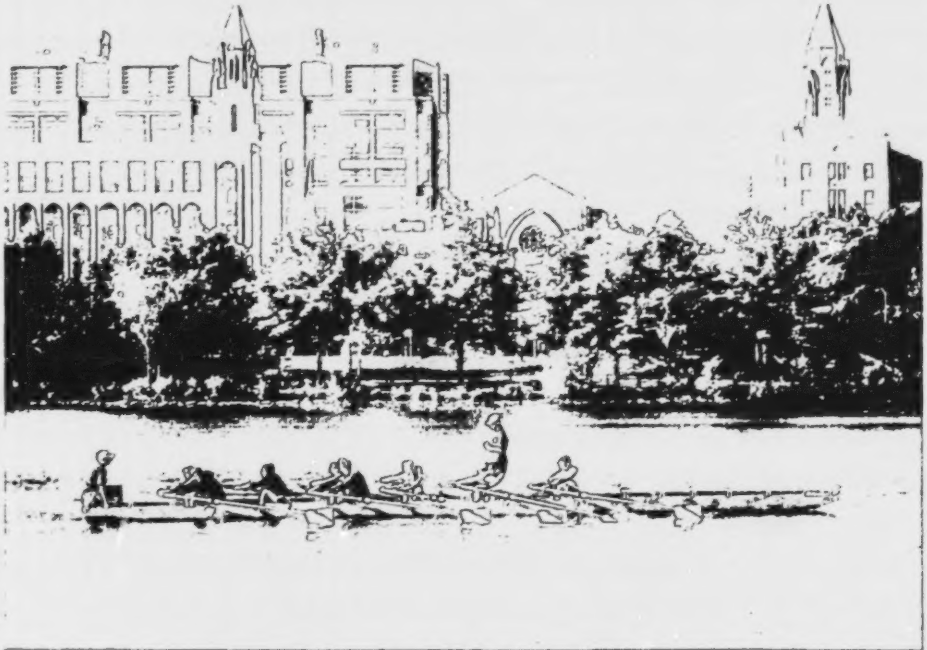
Boston University

Stirring Discontent to Foster Self-Improvement

BY ROGER A. DEITZ

Dr. Jon Westling, president of Boston University, and professor of humanities, maintains "Boston University is a great university, but it is great in no small part because we are self-consciously aware of the need to forge ahead. Our essential tradition here is the tradition of disciplined self-improvement. We stir this discontent amongst our students, and we keep it alive in ourselves and in every aspect of the University."

Rosario Neaves, a sophomore in the College of General Studies, originally from San Antonio, Texas, intends to declare a concentration in public relations in the College of Communications. "What I like most about Boston University," she says, "is the sense of community. When I got here, it didn't seem like a true community. But the more involved I got with my academics, student activities, and hanging out with friends, the more I felt that I really belonged. I started meeting students who were happy to be in college, excited about their work, and open to new ideas and meeting people."



Boston University

Neaves is excited too about an upcoming trip to London with the study abroad program. A peer advisor for the College of General Studies, she will be taking on the roll of coordinator for advisors–about 30 of them. When not studying or attending classes, Neaves has volunteered as an overnight host and student interviewer. She is proud of being chosen a member of "Clues," a program sponsored by the University Resource Center that selects 15 academically accomplished students who are also leaders within the Boston University community.

The word "community" is key. Boston University may be characterized as a complex community within a greater community, and an openly diverse one both on and off campus.

Jon Westling, Boston University president

Honor Roll Facts in Brief

INSTITUTION
Boston University

LOCATION
Office of Admissions
121 Bay State Road
Boston, MA 02215-1700
(617) 353-2300

ESTABLISHED
1839

ENROLLMENT
28,761 total (approximately 5.1 percent Hispanic)

DEGREE OFFERINGS
- Bachelor's
- Master's
- Doctorate
- Various diplomas and certificates

ANNUAL TUITION AND FEES
$25, 872 tuition and estimated $356 in fees

FACULTY
3,277 teaching faculty

SEVERAL DEGREE PROGRAMS
- Journalism
- Latin American Studies
- Organizational Behavior
- Urban Studies and Public Policy

NOTABLE HISPANIC-SERVING ORGANIZATIONS
- Latin American Law Student Association
- Latino Debate Society
- Society for Hispanic Professional Engineers

INTERNET ADDRESS
www.bu.edu

President Westling tells *The Hispanic Outlook*, "From the day of its opening, Boston University has admitted students of every race and religion. We did so at a time when it was uncommon and controversial, but the founders of the University clearly saw that there could be no moral justification for policies of exclusion. Their courage made Boston University the culturally diverse place it is today. Our students hail from every state in the nation and more than 130 countries throughout the world. They bring with them many faiths, and we have created a community that welcomes them all, Protestant, Catholic, Jewish, Muslim, Hindu, Buddhist, and more."

The president continues, "Ohiyesa, better known as Charles Eastman, the first Native American to receive a doctorate in medicine, graduated from Boston University, as did Dr. Solomon Carter Fuller, the nation's first African American psychiatrist. When Dr. Martin Luther King, Jr. received his Ph.D. from Boston University in 1955, he took his place in a long line of individuals who have found that their opportunities for educational advancement at Boston University are unhindered by the color of their skin." The list of distinguished alumni also includes Albert Díaz, the first Hispanic attorney to serve as a Superior Court judge in North Carolina as well as Massachusetts.

The Boston University community of scholars is a large one that resides within the greater Boston community. Enrollment statistics for fall 2000 showed more than 15,305 undergraduates, 10,131 graduate students, and 3,324 non-degree students, for a total of 28,761 enrollees.

BU boasts one of the largest teaching faculties among private universities in the nation, at 3,277. Average class size is 29. The student-to-faculty ratio is 14-to-1. Full-time professors with a Ph.D. or equivalent make up 81 percent of the faculty. There are four Nobel Laureates, 15 Fulbright Scholars, and 11 National Endowment for the Humanities Fellows among them.

Ethnicity among students breaks down to about 2.9 percent African American, 5.1 percent Hispanic, 0.3 percent Native American, and 11.9 percent Asian American. There are 1,159 international students attending. Annual tuition is $25,872 and fees are $356 per year. Approximately 60 percent of the class of 2005 is receiving Boston University grants, the average of which is $16,290. Total need-based grants and merit awards run to $33 million for the class.

BU's 1.2 mile urban Charles River Campus is bordered on one side by the river, giving the Campus a unique feel. That stretch is often called the BU Beach.

The University is one of Boston's largest employers, with 8,171 employees (5,429 on the Charles River Campus; 2,725 on the Medical Campus; and 17 overseas). Through its schools and colleges, the University offers an artist's diploma, an opera certificate, a theatre certificate, one associate's degree, 12 bachelor's, 31 master's, and three certificates of advanced graduate study, as well as six professional degrees (in law, medicine, dentistry, and divinity). BU also offers eight doctorates: Philosophy, Business Administration, Education, Ministry, Music Arts, Science, Science in Dentistry, and Theology.

Boston University students

Now the fourth largest private university in the U.S., BU traces its start to April 1839, when lay and ministerial delegates of the Methodist Episcopal Church, meeting in Boston, decided to found the country's first Methodist seminary. The seminary was established in Newbury, Vt.; transferred to Concord, N.H., in 1847; and to Boston in 1867, when it was chartered anew as the Boston Theological Seminary. Two years later, the Commonwealth of Massachusetts made the officers of the Theological Seminary (Boston businessmen Lee Claflin, Isaac Rich, and Jacob Sleeper) and their associates and successors a "body corporate forever" under the name the Trustees of Boston University. The theological seminary, the first department of the new university, was renamed the School of Theology in 1871.

The University itself was established as a means of promoting "learning, virtue, and piety in the useful and liberal arts and sciences." The founders sought to offer educational opportunities to men and women in "all departments of science and the arts." The School of Law and College of Music were added in 1872, the College of Liberal Arts (now the College of Arts and Sciences) and the School of Medicine in 1873. The medical program began when the University acquired the 25-year-old New England Female Medical College. The School of All Sciences (now the Graduate School of Arts and Sciences) was established in 1874. Much more growth occurred in the 20th century, including The College of Business Administration (now the School of Management) in 1913 and a reestablished School of Nursing in 1946.

In 1989, at the invitation of the Chelsea School Committee, the University accepted the responsibility of managing the Chelsea Public Schools, with the goal of restoring excellence to a school system suffering from the problems that afflict many urban public schools. A University spokesperson estimates that the school district is about two-thirds Hispanic, with other minorities in residence as well, and additional influxes ongoing.

Originally a 10-year, no-fee contract between the city of Chelsea and Boston University, the state Legislature made the partnership legally possible. In 1996, the School Committee asked the University to continue its work in Chelsea for an additional five years, and in July 1997, a five-year contract extension was signed.

The Boston University/Chelsea Partnership is a unique, long-term partnership between a city and a private university. The program aims not just to improve a particular school or program but also to rebuild an entire school system. The success of the partnership establishes a model of school reform that may guide other cities and towns throughout the nation.

"Now in its 13th year," says President Westling, "the partnership has revitalized the school system and restored to the people of Chelsea their confidence in their city's future."

Bringing Hispanics into the higher education pipeline are two successful programs: the Boston High School Scholars Program and Cardinal Medeiros Scholars.

The Boston High School Scholars Program, now in operation more than a quarter of a century, was inaugurated by former president John Silber as part of the University's commitment to the city. The program annually awards four-year, full-time scholarships to seniors graduating from Boston's public high schools. Recipients are selected based on their academic achievement and motivation. In 1999, 45 scholarships were awarded to students from 14 schools. Since 1981, the program has provided more than $47 million in scholarships to more than 800 students.

The Cardinal Medeiros Scholarship Program, founded in 1987, recognizes a select number of outstanding graduating seniors of greater Boston's Archdiocesan high schools. Medeiros Scholars are selected for their academic achievement, demonstrated leadership skills, and contributions to their schools and communities. Boston University's commitment is substantial. Since the program's inception, more than 150 scholarships have been awarded, representing a contribution of nearly $9 million to the Boston area.

The University also has scholarships that assist Boston city employees, Boston public school teachers working with BU student teachers, graduates of Bunker Hill and Roxbury Community Colleges, families of Boston and Brookline firefighters killed in the line of duty, and Brookline and Chelsea high school students.

Florida Universities Training Spanish-Speakers as Journalists

FIU Programs Thriving, and UM Poised to Compete

by Vanessa Rodriguez

Photo courtesy of University of Miami School of Communications

Hispanics are no longer a small minority in this country. The 2000 Census figures prove that. There are 35.3 million Latinos in the United States, making Hispanics our second largest minority. Census 2000 figures show that a 53 percent increase in the number of people of Mexican origin fueled much of the nearly 13 million rise in our Hispanic population between 1990 and 2000.

These numbers are no surprise. The Hispanic culture has grown throughout this country. Latino singers like Ricky Martin, Jennifer López, and Marc Anthony have crossed over to the Anglo market. Television networks have taken notice and have begun investing in Spanish-language television shows to exploit the growing market.

But not everybody is happy. Some experts argue that the Spanish language may be falling victim to its newfound success. Mario Diament, a journalism professor at Florida International University, says Hispanic reporters who study in English are having a tough time competing in the Latino market. "If we want to train journalists that are going to work in a Spanish market," says Diament, "you need to train them in Spanish." Diament adds that employers who work in any Spanish-language industry can't find enough qualified people. This is even more evident in journalism.

The Spanish-language market in the United States is becoming a hot commodity. Spanish-speaking journalists are needed and two universities in the same city are competing to educate them.

Florida International University has emerged as the leader in educating future Hispanic journalists.

The program at FIU is in its sixth year and thriving because, says Diament, "schools in Latin America just weren't doing the job." Although the courses are taught in Spanish, journalism schools base their curriculum on theory, not practice. "The way you do journalism is by practice, not theory. We wanted to train journalists who are going to work in the Spanish market and train them in Spanish."

Professor Diament knows this dilemma all too well. He began his journalism career in 1974 as a reporter for *La Opinión*, a newspaper in Buenos Aires, Argentina. After four years there, he became managing editor. He later went to different newspapers and publications as an international correspondent in Israel and Egypt, then worked as a political columnist for *El Nuevo Herald* in Miami, Fla. But his own reporting career has taken a back seat to his present endeavor, journalism professor at Florida International University.

In 1995, Florida International University started its Master's of Journalism in Spanish. The 36-

1252

credit program teaches students the basics of journalism in the language they hope to work in.

Miami was the perfect place for the inception of such a program because it is home to millions of Hispanics. Its success was proven in the first year. Twenty students from Latin America and the United States enrolled in the program.

"It's been a success not only because of interest but also because graduates were getting jobs," says Diament.

The beauty of the program is that it can be completed in one year. Students need to take 11 courses and complete one project in investigative journalism. For those who work in Latin American countries, the program is ideal because it gives them a hands-on experience in journalism.

"The reason we wanted to do the program in Spanish is because we understood it's a different language. One of the successes we had was understanding how to make the best use of the language."

Diament says the most difficult task for bilingual students is sentence structure. "The requirement is different, the rhythm of a sentence is different. Most students entering journalism at FIU have gotten their education in English, therefore, learning how to gather news and report in Spanish is a challenge."

The program has proven to be successful. Now in its sixth year, the program enrollment has doubled. There are 40 students in the graduate program this year.

Surprisingly, you don't need to live in Miami to enroll. FIU is running a satellite branch in Chihuahua, Mexico. El Instituto Technológico de Monte Rey sponsors the program for its employees. The program started in August of this year. Thirty students take their courses on the weekends. Its grueling and intensive sessions take 10 hours a day. But at the end of one school year, the students can receive a master's degree from the University.

University of Miami

Just a few miles down the road from FIU, Dr. Robert Hosmon, who has been overseeing the University of Miami's journalism program for the better part of the last decade, says the University is hoping to have its own Spanish journalism program in full stride by next year.

"The program is designed for journalists in the early and middle stages of their career," says Hosmon. The idea came from talks with Latin American and Hispanic journalists. All agree there's a need to educate in Spanish, he said.

"In Latin America, most journalism curricula are theoretical. There's virtually no hands-on training. Every time we talk to employers, they say the number of journalists who can work in Latin America with hands-on knowledge is not very large. We need this kind of training to move forward and occupy jobs in the market."

Robert Stahr Hosmon, Ph.D., associate dean & director of development, University of Miami, School of Communication

UM's program is being designed to rival that of its cross-town counterpart.

The master's program taught in Spanish would be a replica of the University of Miami's existing master's program, an intensive 12-month program of academic study designed to develop, through hands-on practice, competitive, high-level newsgathering, reporting, news writing, and news editing skills.

The difference lies in how they are taught. The Spanish curriculum at UM would be taught in two-week increments five times a year. It is designed to allow working journalists to continue their jobs while they pursue a higher degree. Dean Hosmon is overseeing the program's move through the University's approval process.

The proposed program is similar to one the School of Business provides for its students. But the scheduling of courses is unique. Although it's never been done before, Hosmon is confident it will be successful.

Program Director Ileana Oroza agrees but wants to emphasize one point. "This program is not a language program. It's a journalism program."

A lot of people can speak Spanish, she says, but when it comes to published works, not everyone has the writing skills in Spanish. The program will teach the skills to be a journalist, not to speak Spanish. Since the program is designed for the working journalist, there is little flexibility. The program consists of 10 courses plus oral exams. During each two-week interval, the student will complete two courses.

"If you are a Spanish-speaking person who wants to work in a Spanish medium, this is the program for you." Oroza has been there. She has worked at the *Miami Herald* for 22 years. Finding qualified journalists who can perform in Spanish is tough, she says. "This program will be a link to Latin America. This idea fits very nicely into the University's agenda."

The program is now going through the standard university approval process. The University of Miami School of Communication is accredited by the Southern Association of Colleges and Schools and the Accrediting Council on Education in Journalism and Mass Communication.

Journalism students at the University of Miami have already taken a shot at the Spanish media. A half-hour newscast in Spanish began airing on the campus cable TV station this year. Print journalism students will participate in the Miami News Service.

Alejandro Escalona, editor of *Exito!*, a Spanish-language weekly magazine in Chicago, owned and published by the *Chicago Tribune*, is excited about the new program. "I'm ready to go." Escalona applied to the new program in hopes of getting his master's.

"In this day and age, you can make a career in Spanish media, there's a market out there," he says. One reason it attracts professionals

J. Arthur Heise, Ph.D., dean of the School of Journalism and Mass Communication at Florida International University

in the field, he says, is that you don't have to leave your job.

Escalona received a Bachelor of Arts in Spanish literature from Northeastern Illinois University. He enrolled in a master's program in Spanish literature but never finished. A native of Mexico, Escalona worked as a translator before landing his first newspaper job in 1993.

"I'm hoping to get the academic background I don't have. It will help me do a better job."

It is Escalona's belief that the program can begin a journalistic revolution.

"We are constantly looking for qualified people who can write in Spanish but conduct the interviews in English. It's double the work. I cannot hire a reporter from Spain or Mexico who can't speak English or vice versa. Translating the articles gets too expensive."

It's easier to train people in journalism, he says, than to train them to write in Spanish. "That's why this new program at the University of Miami is a great opportunity."

Vanessa Rodríguez is an alumna of the University of Miami, School of Communication, and a freelance writer.

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Student Visas Under Scrutiny

Enrollment Impact? Jury's Still Out

by
Sandra Gardner

> ***Michael Becraft, acting deputy commissioner of the INS, admitted that the foreign student visa process is vulnerable to both inaccurate data and fraud at various stages of the process.***

In the wake of the Sept. 11 terrorist attacks, a combination of anti-immigrant sentiment and tougher immigration policies promises to make life more difficult for international students hoping to study in the U.S., but the jury is still out as to how much of an effect it will have on international student enrollment.

"It's too soon to tell," says Teresa de la Guardia, director of International Student and Scholar Services at the University of Miami. "We're still waiting to see what happens."

Since 1960, the percentage of international students in the U.S. has grown from one-and-a-half percent to 4 percent of total student enrollment, according to the Institute of International Education. Currently, there are more than 500,000 international students studying in the U.S. The top sending nation is China, followed by India, Japan, South Korea, Taiwan, Canada, Indonesia, Thailand, Turkey, and Mexico. International students, who generally pay full tuition, contributed about $12 billion to the U.S. economy last year.

Despite the spiraling numbers of international students, they comprise less than 2 percent of the more than 30 million non-immigrant visitors who entered the U.S. last year. But students have come under increased scrutiny by the administration and Congress after it was discovered that one, or possibly two, of the suspected hijackers in the Sept. 11 terrorist attacks had entered the U.S. on a student visa.

"All foreign students are going to be scrutinized more closely," says Adam Green, a Los Angeles immigration attorney. "It's apparent that the welcoming mat for foreign students around the country is more limited than before Sept. 11."

The U.S. Patriot Act, signed by President George W. Bush in October, implements and appropriates $36.8 million in funds for a foreign student computerized monitoring program, called SEVIS, the Student and Exchange Visitor and Information System. The program, under the auspices of the Immigration and Naturalization Service, will maintain records on all international students in conjunction with academic institutions, beginning in January 2003.

One problem resulting from student monitoring will be the loss of the students' right to privacy, says Dyann DelVecchio, an immigration attorney affiliated with Palmer and Dodge, in Boston.

"The Family Educational Rights Privacy Act protected colleges from having to give the government information about students," says DelVecchio. "The Patriot Act overrides that. A government agency may now get information about students, personal and otherwise."

Another issue is the $95 fee that international students will be charged to help pay for their own monitoring.

NAFSA: Association of International Educators had been a leading opponent of the national foreign student tracking system, calling it an unreasonable barrier to foreign students and an unnecessary reporting burden on academic institutions. After Sept. 11, NAFSA no longer opposed the tracking system but does have objections to the $95 student fee.

"It could hurt the ability of some students and delay their study in the U.S.," says Ursula Oaks, associate director for press relations at NAFSA.

And Greg Leonard, director of the International Students and Scholars Office at Boston University, noted that the student fee could also pose a hardship in some countries where it is extremely difficult to get American dollars.

The idea of computerized foreign student monitoring began to take shape when it was reported that the terrorist who attacked the World Trade Center in 1993 had entered the country on a student visa but had never enrolled in the school he was supposed to be attending. After asking the INS for a list of international students and finding there was none, Louis Freeh, then-director of the Federal Bureau of Investigation, asked for tighter monitoring procedures. In 1996, Congress passed a law that required computerized tracking of students when they received visas, when they entered the country, and when they enrolled in college. The monitoring system, called CIPRIS, Coordinated Interagency Partnership Regulating International Students, which was to take effect in January 2003 and was piloted in 20 schools in 1999-2000, was the predecessor of SEVIS.

Even if a student tracking system had been in place and functioning before Sept. 11, it is doubtful whether it could have targeted Hani Hanjour as a potential terrorist, says Green. Hanjour, a suspected hijacker who entered the U.S. on a student visa, never showed up for classes.

"They would have just found out that he was a dropout, that he didn't go to his classes," says Green. "The question is: what would the INS have done with that information? Maybe a better answer would be: 'If he fits a profile of someone we're concerned about, find him.'"

Another proposal, the Enhanced Border Security and Visa Entry Reform Act, which passed in the House of Representatives and is pending in the Senate, will make it more difficult to get a student visa and puts international students under increased scrutiny. Sen. Dianne Feinstein, D-Calif., a chief sponsor of the Visa Reform Act, had originally called for a suspension of foreign student visas for six months while waiting for the monitoring system to kick in. She backed away from the proposal after higher education groups expressed concerns over the effect this would have on students and academic institutions.

Yet another measure, President Bush's newly created Foreign Terrorist Task Force, orders the secretary of state and the attorney general, working with the secretaries of education, defense, and energy and the director of the Office of Science and Technology, to institute tighter controls and ensure that student visas are being issued appropriately. Recently, the State Department issued a requirement that a visa holder must go back to his or her own country and file a new application in order to update a visa.

"People may no longer use consular posts outside their country to renew their visa," says DelVecchio. "Until recently, if you had a student visa with an expired stamp, you could travel freely if you were only making a short-term visit, for example, to Canada or Mexico, on spring break. You can no longer do that."

Though the administration and Congress cite "thousands" of students living illegally in the U.S. on expired visas as one of the main reasons for tightening up procedures, that is a misconception, says Leonard.

Photo © 1998 Randy H. Goodman

Dyann DelVecchio, immigration attorney, Palmer & Dodge LLP, Boston

"There's nothing wrong with people being here with expired visas," he says. "What makes the difference is their immigration status, which, when that expires, makes it illegal."

A visa is essentially permission to approach the U.S. border. The American consulate in the student's home country provides it. Depending on the reciprocity agreement between that country and the U.S., the visa may be stamped for as little as three or six months. There are three types of nonimmigrant visa categories under which international students are classified: F-1, for those pursuing academic or language studies in INS-approved educational institutions in the U.S.; J-1, for those participating in State Department-approved exchange visitor programs; and M-1, for those studying at vocational, trade, or other non-academic programs at INS-approved institutions.

Once the student arrives at a U.S. port of entry, he or she is issued an I-94 entry/departure form, which determines the length of stay by a U.S. immigration official. The majority of students holding an F-1 visa are admitted into the U.S. for "duration of status," allowing the international student to complete his or her program, including the time in which he or she may choose to pursue additional study beyond the program for which he or she was initially admitted. (For example, four years for a bachelor's degree, followed by an additional three years for a master's degree.) Students coming here for vocational or other non-academic programs are issued a date-specific stamp. The State Department issues eligibility forms and requirements for participating in exchange visitors' programs

A monitoring system for international students is already in place. The academic official responsible for international students is required to maintain records of the program and dates, fields of study, credits completed each semester, and employment on each foreign student enrolled, as required by statute and INS regulation, for the duration of the student's stay in the U.S. By regulation, colleges and universities are required to provide this information to the INS on request.

However, Michael Becraft, acting deputy commissioner of the INS, in testifying before the House Education Committee Subcommittee on 21st Century Competitiveness and Select Education in October, admitted that the foreign student visa process is vulnerable to both inaccurate data and fraud at various stages of the process.

"Although the INS currently maintains limited records on foreign students and is able to access that information on demand, that information is on old technology platforms that are insufficient for today's need for rapid access," he said.

John Keeley, a research associate with the Center for Immigration Studies, a think tank promoting the need for an immigration policy that gives primary concern to the national interest, says that the student visa system has had precious little in enforcement or accountability.

"The student visa category has been abused for some years. Since its inception, foreign nationals could say they're going to study somewhere and go somewhere else. There's no integrity in the system," says Keeley.

Most experts believe that the new immigration policies will affect all international students in general, and that those from countries on the U.S. list of terrorist-sponsored nations will be hit hardest by extra delays in processing student visas. For Latino students, however, other problems are surfacing.

"If you're a citizen from South America but your family originally came from the Middle East, you may be subject to additional clearance when you're trying to get a student visa," says Leonard. "Or if you're from Colombia, and there's a rebel group there that's on the State Department watch list, it could be more difficult."

"We've had a couple of attacks on Hispanics who looked middle-eastern," says Angelo Amador, education policy analyst at MALDEF, the Mexican American Legal Defense and Educational Fund.

A new concern for Latinos living in New York City came in the form of a memo from Frederick P. Schaffer, vice chancellor for legal affairs at CUNY, the City University of New York, on Nov. 5, stating that the University should change its long standing tuition policy. CUNY policy had been to charge all New York state residents in-state tuition, regardless of their immigration status. Schaffer's memo urged all CUNY presidents to start charging undocumented immigrants living in New York state out-of-state tuition in January. Tuition for state residents is $1,250 a semester at CUNY's two-year community colleges and $1,600 at the four-year colleges. Out-of-state tuition is $1,538 a semester for community colleges and $3,400 a semester at four-year colleges.

"The troubling part is that they say it's because they want to follow a federal law passed in 1996, section 505 of the Illegal Immigration Reform and Immigrant Responsibility Act. Our opinion is that section of the law is unconstitutional on Federalism grounds because the issue of education and in-state tuition is a state, not federal, issue," says Amador. "We think it's shameful what CUNY is doing."

"Some international students might perceive a Big Brother atmosphere."

LOUIS CALDERA, VICE CHANCELLOR,
CALIFORNIA STATE UNIVERSITY SYSTEM

Amador noted that California and Texas said that section of the section of the law didn't apply. California and Texas passed legislation permitting undocumented residents to attend the state colleges at an in-state tuition rate; Texas allows commuting Mexican students with financial needs to pay in-state tuition.

"One of the main reasons for the Texas and California laws was that a study showed that not educating those students affected the economy," says Amador.

"These students live in a gray zone," says Louis Caldera, vice chancellor of the California State University System, which includes 23 campuses. "Some will get caught up in this [increased scrutinization]. If you start treating them like internationals with background checks, they'll fear deportation for themselves and their families. They're trying to get an education without running afoul of the rules. Right now, the rules just got harder."

Mexicans comprise the largest increasing student constituency at the University of Texas at El Paso. Most commute from Juárez via the four bridges separating the two cities. Before Sept. 11, crossing times by foot took about 15 minutes, by car, about an hour and a half. Now students stand in line for an hour waiting to be checked, or sit in their cars for two to three hours.

"People are missing classes because the lines are so long," says Nick Zweig, international student advisor at UTEP. "They have to get up earlier and are tired, which affects their class performance."

Tightening up of the visa system may affect the enrollment of Mexican students who don't yet have a visa to cross the border. For 20 years, UTEP has had an InterAmerican program, in which students who don't have much English can take the college entrance test in Spanish and enroll in classes taught in Spanish while they're learning English. Few locations in Mexico conduct this test.

"In order to take the test, most have to cross over," says Zweig. "If they don't have a visa, they can't cross."

Though most experts in education and immigration law don't think that the new U.S. policies regarding immigration will have a major effect on student enrollment, some say the new procedures could create a forbidding atmosphere, which may drive international students away.

"Some international students might perceive a Big Brother atmosphere, feeling they can't travel, can't switch programs or schools without a problem, or might be asked to leave," says Caldera. "If you believe in education, you want the spread of knowledge and understanding throughout the world.

How Do We Stand in Higher Education?

Views from Flores, Gallego, Cutler, and Anderson

by
Michelle Adam

> ***Hispanic graduate students went from 40,000 to 83,000 graduate students in 10 years, an increase of 109.9 percent.***

Each year, The American Council on Education (ACE) seeks to track progress made by minorities in higher education, to gauge how successfully colleges and universities have been in achieving equal opportunity in education for all Americans. Most recently, the nonprofit organization released its ***Eighteenth Annual Status Report, Minorities in Higher Education 2000-2001***.

The report analyzes data on rates of high school completion, college participation, educational attainment, college enrollment, degrees conferred, and trends in higher education employment, by race and ethnicity. ACE has arrived at conclusions within these categories, with the help of data accumulated from such sources as the U.S. Census Bureau's Current Population Reports, the Higher Education General Information and Integrated Postsecondary Education Data System survey reports of the U.S. Department of Education's National Center for Education Statistics, and the U.S. Equal Opportunity Commission.

Findings are varied. While Hispanics mark percentage increases in enrollment and graduation rates in higher education, when compared to Whites and African Americans, Hispanics remain the lowest in actual participation numbers in high school and higher education figures. This may not come as a surprise. What remains a challenge is discerning whether progress indicated is progress at all, or merely the result of increases in a fast-growing population.

To help make sense of this recent report, ***The Hispanic Outlook*** asked researchers and Hispanic leaders for their feedback on the dry numbers. We attempt here to summarize findings, determine what the numbers mean in actual terms, and determine what our response should be.

Looking at the pipeline, ACE summarized its findings on high school completion rates. "Hispanics continue to trail both Whites and African Americans in high school completion. In 1998, Hispanics trailed Whites by more than 20 percentage points and African Americans by more than 13 percentage points in HSC rates."

Looking at increases in the **actual numbers** of Hispanics completing high school over a period of 10 years, the picture could be seen as optimistic. 2.403 million Hispanics students completed high school in 1998, compared to 1.458 million in 1988. But despite this increase in actual numbers, the completion **rate** for Hispanics only grew from 55.2 percent in 1988 to 59.8 percent in 1998. This compares to a completion rate of 73.4 percent for African Americans and 81.6 percent for Whites.

A similar scenario holds true for college enrollment rates for 18- to 24-year-olds. From 1988 to 1998, Hispanics increased from 450,000 to 820,000. Compared to African Americans, who increased only 364,000 during the same time, this could appear a positive sign. But in actual numbers enrolled in 1998, Hispanics remain the lowest of African Americans and Whites, 820,000, compared to 1.116 million for African Americans and 7.541 million for Whites. With these figures, 45.2 percent of Whites were enrolled in college in 1998, 40.6 percent of African Americans, and 34.1 percent of Hispanics (up from only 30.9 percent of Hispanics 10 years earlier).

Rate Hasn't Kept Pace, Says Anderson

Why the significant gap in high school completion and college enrollment rates between the groups despite Hispanic increases in enrollment in both accounts?

Eugene Anderson, research associate in the Office of Minorities in Higher Education at ACE, had the following to say: "The rate of those Hispanics going to college has not kept pace with the increase of the Hispanic population. While Hispanics have had a significant increase in their college-age population, the numbers going to college would have to increase significantly to close the gap. It is not surprising that the gap has not decreased." (In 1988, Hispanics between 18 to 24 years made up 1.642 million. This number increased to 4.014 million in 1998. African Americans went only from 3.568 million to 3.745 during the same time period. Whites decreased from 21.216 million to 20.465 million.

Anderson recognizes that Hispanics, as the only population undergoing a significant population growth and change, are in a unique and challenging situation. We are not only facing issues of educational access and retention, but growing at a rate that adds pressure to the goal of educational parity. Said Anderson, "The Hispanic **rate** has not grown and that is a concern, especially since Hispanics are the largest growing population. For those rates to have moved higher than what they were in 1988, you'd have to have a huge increase in the numbers that completed high school and enrolled in college."

"It is possible," he added, "that the population may increase faster than your interventions to address these issues. Despite all the initiatives in the 1990s, there's still a lot that needs to be done regarding Hispanics."

Despite the challenges, the ACE report does mark improvements for Hispanics and other minority groups and makes clear that Hispanics have made noticeable strides forward. According to the report, "From 1988 to 1998, Hispanics recorded a gain of more than 85 percent in total enrollment in higher education. . . .From 1997 to 1998, Hispanics recorded gains of 5.4 percent in graduate enrollment, 3.2 percent in undergraduate enrollment, and 3.6 percent in professional school enrollment."

Eugene Anderson, research associate in the Office of Minorities in Higher Education at ACE

"That's promising," said Anderson.

Hispanics increased from 40,000 to 83,000 graduate students in 10 years, an increase of 109.9 percent. Despite this growth, however, Hispanic graduate totals still remain only slightly above Native Americans. In 1998, they numbered 83,000, which is about 50,000 less than African Americans and falls far below the 1.25 million Whites.

When it came to actual bachelor degree completion rates, Hispanics increased 120.4 percent in numbers from 1988 to 1998, ending with 65,937 degrees awarded in 1998. However, this figure trailed behind African Americans, Asian Americans, and Whites in actual numbers, despite a huge increase in the Hispanic population of this age category. The same held true for master's and first-professional degrees awarded to Hispanics during this time period.

Richard Cutler, senior research associate for information technology at the Tomás Rivera Policy Institute

Moving Backwards? Asks Flores

Antonio Flores, president of the Hispanic Association of Colleges and Universities and ex-officio member of ACE's Commission on Minorities in Higher Education, gave us his response to the numbers.

"I do see that there are improvements in the numbers, but what does this mean in terms of the context of the nation? The direction we are moving in is the right one, but compared to demographic growth, are we maybe moving backwards?" he asked. "In terms of dropout rates, we still have more than 40 percent of Latinos who enter kindergarten never getting a high school diploma. The schools that Hispanics attend, by and large, are among the poorest schools with the least experienced faculty, with less capacity to teach quality curricula. They don't have the labs, and they don't have the faculty that can offer advanced courses, let alone placement courses. When you put the social, economic, and school variables into context, it doesn't surprise me that we still lag behind African Americans, Asian Americans, and Whites in a major way. Unless we really invest in people at that level, the results are very predictable."

Augustine Gallego, chancellor of the San Diego Community College District and chair of the ACE Board Directors Executive Committee

Antonio R. Flores, president of the Hispanic Association of Colleges and Universities

"My concern is that people who aren't informed enough to see beyond the numbers will think that we are doing great, when in fact the reality is very different," said Flores. "The pipeline is leaking at every point in the continuum. What do we need to do to reverse the pattern of the past and push large numbers of Latinos to succeed at every step of the way–so that society does not end up suffering the consequences of an undereducated community that is now providing one of every three workers joining the American work force."

Immigrant Influx Huge Factor, Says Cutler

When looking at the numbers provided by ACE from such sources as the U.S. Census and other groups, it is also important to take into account the innate challenges encountered when studying a group such as Hispanics, said Richard Cutler, senior research associate for information technology at The Tomás Rivera Policy Institute.

"Studying Latinos is so dynamic. The population changes in the

Undergraduate, Graduate, and Professional School Enrollment in Higher Education, by Race/Ethnicity: Selected Years, Fall 1988 to Fall 1998

(Numbers in Thousands)

	1988	1992	1993	1994	1995	1996	1997	1998	Percent Change 1988–98	Percent Change 1994–98	Percent Change 1997–98
UNDERGRADUATE TOTAL	11,304	12,537	12,323	12,263	12,232	12,327	12,451	12,460	10.2	1.6	0.1
White (non-Hispanic)	8,907	9,387	9,100	8,916	8,806	8,770	8,784	8,720	-2.1	-2.2	-0.7
Total Minority	2,192	2,892	2,955	3,077	3,159	3,282	3,399	3,498	59.6	13.7	2.9
African American (non-Hispanic)	1,039	1,280	1,290	1,317	1,334	1,359	1,398	1,424	37.1	8.1	1.8
Hispanic	631	888	918	968	1,012	1,079	1,126	1,162	84.1	20.0	3.2
Asian American[a]	437	613	634	674	692	718	744	780	78.6	15.7	4.8
American Indian[b]	86	111	113	117	121	127	131	133	54.4	12.9	1.4
Nonresident Alien	205	258	268	269	268	275	268	241	17.7	-10.4	-10.0
GRADUATE TOTAL	1,472	1,669	1,688	1,721	1,732	1,742	1,753	1,768	20.1	2.7	0.8
White (non-Hispanic)	1,153	1,267	1,274	1,287	1,282	1,273	1,262	1,254	8.8	-2.5	-0.6
Total Minority	167	218	232	255	271	286	302	319	90.5	24.8	5.4
African American (non-Hispanic)	77	94	102	111	119	125	132	139	81.4	25.4	5.4
Hispanic	40	55	58	64	68	73	79	83	109.9	29.9	5.4
Asian American[a]	46	62	65	73	76	79	83	87	90.5	20.0	5.4
American Indian[b]	6	7	7	8	8	9	9	10	74.3	20.0	4.2
Nonresident Alien	151	184	182	180	180	183	189	195	28.7	8.5	2.9
PROFESSIONAL SCHOOL TOTAL	267	281	292	295	298	277	298	303	13.2	2.6	1.4
White (non-Hispanic)	223	221	226	224	223	205	220	221	-1.0	-1.4	0.3
Total Minority	39	54	60	64	67	65	70	74	89.6	16.7	5.3
African American (non-Hispanic)	14	18	20	21	21	19	21	23	57.1	8.7	5.1
Hispanic	9	12	13	13	14	13	14	14	54.4	7.2	3.6
Asian American[a]	14	23	25	28	30	30	33	35	143.9	27.1	6.7
American Indian[b]	1	1	2	2	2	2	2	2	98.3	19.7	-4.4
Nonresident Alien	5	6	7	7	7	7	7	7	57.6	5.4	-0.7

[a] Asian American includes Pacific Islanders.

[b] American Indian includes Alaska Natives.

Note: Due to rounding, details may not add to totals. Percent changes for 1988 to 1998 were calculated prior to rounding. Data for fall 1997 have been revised from previously published figures.

Source: U.S. Department of Education, National Center for Education Statistics. *Trends in Enrollment in Higher Education by Racial/Ethnic Category: Fall 1982 through Fall 1992*. Washington, DC: January 1994. U.S. Department of Education, National Center for Education Statistics. *Enrollment in Higher Education*. Washington, DC: 2000.

'90s were so large. There are a lot of dynamics going on to make completion rates almost irrelevant," he said. "The low-completion rates of high school are attributed to the great influx of immigrant Latinos. Much of the 1990s population growth was attributed to immigrants, who attend a bit of high school and then attend the workforce. When you are just looking at the percent of students in a given year, the figures are going to be changing by millions of people coming from another country."

While much of the ACE report focuses on rates of minority enrollment and completion in public schools and institutions, it also looks at degree categories within the various levels of higher education, and at faculty and administration representation, as well as comparing public and independent institutions.

Hispanics obtained the largest gain in the master's level in health professions, a nearly 25 percent increase for 1998, and the greatest increase at the bachelor's level in the biological/life sciences. In actual numbers, Hispanics still lag behind Asian Americans and African Americans in both these categories. Also of note, all groups experienced a dramatic increase in these respective areas between 1989 and 1998.

Hispanics continued to show significantly higher graduation rates at independent institutions than at public ones. Their graduation rate at independent institutions was 68 percent in 1998, and at public colleges and universities, 42 percent. While all ethnic minority groups experienced a similar trend, Hispanics marked the largest difference.

Although intrigued by the results, Flores was quick to point out the difficulty in interpreting this data. His concern is that the public institutions would include figures from community colleges, which enroll a large percentage of Hispanics, and which, by their very nature, attract students who may not be seeking a four-year degree. Also, he said, "By and large, private institutions tend to be more selective." Flores acknowledged that smaller class sizes at private institutions would positively affect retention and graduation, but pointed out that, "you really have to look at all these things together."

The challenge is to see the whole picture. This holds especially true for the ACE report on full-time faculty. On a positive note, the summary states that, "The number of Hispanic full professors increased by more than 18 percent from 1995 to 1997, the largest percentage gain among the four ethnic groups. However, Hispanics in 1997 continued to represent less than 2 percent of all full professors."

Crisis Situation, Says Gallego

Augustine Gallego, chancellor of the San Diego Community College District and chair of the ACE Board of Directors Executive Committee, expressed a sense of optimism with the steady increases and improvements made by Hispanics during the past decade. But, he also warned that there is tremendous work left to be done.

"Unfortunately, we continue to see the lack of improvement in increasing the rates of participation in all levels of higher education for people of color. Hispanics especially have important challenges to face," he said. "The gains have been made in participation, but we've also seen a tremendous Hispanic population gain."

The combination of rapid population growth for Hispanics with participation rates in education that fail to maintain pace is of great concern to Gallego. "I would say we are in a crisis situation," he said. "We need to get to the root of the problem. What are the public schools doing to improve a student's education?" And once a student is admitted into higher education, "what are we doing to ensure that the student is doing well?"

As an administrator of California schools, Gallego is specifically concerned about the Mexican-American population. Although the ACE report does not offer a breakdown of Hispanics into distinct groups, Gallego made clear that "the dropout rates for Mexican-Americans are extremely high. And within the Hispanic category, I am projecting that Mexican-American is the largest cultural group."

> ***"The low-completion rates of high school are attributed to the great influx of immigrant Latinos."***
>
> RICHARD CUTLER, SENIOR RESEARCH ASSOCIATE,
> THE TOMÁS RIVERA POLICY INSTITUTE

Although Gallego serves more than 100,000 students in the San Diego community college system, he knows all too well that without addressing the needs of students prior to college, the numbers entering higher education will be gravely affected. "We need to look at how we are going to make sure that the public schools with the highest concentration of students of color have an equitable distribution of teachers based in their discipline. We find all too often that teachers aren't based out of the discipline they teach," he said. "We need more experienced teachers in areas that make up our communities. Let's see how we can distribute the human resource talent that should be equally distributed throughout the schools."

Gallego has actively worked across lines–with business leaders, community members, politicians, and more–to find ways to address the drastic problems within the educational system. He recognizes the need to strengthen outreach programs to help minority youth in college programs and for communities to lend financial and direct assistance to students in need of tutoring, mentoring, and scholarships.

Gallego's district has been leading a statewide effort by supporting about 30 faculty members who are training teachers in public institutions to help students succeed in algebra. This is part of a move to offer the resources of higher education to K-12 schools.

For Gallego, who has served a total of 12 years as chancellor, "Diversity is an invaluable asset that we as Americans cannot ignore." The ACE report, he said, is the first step in building awareness of the problems we face as a nation in this arena. "We do have a crisis in public education," said Gallego. "This report brings attention to the problem. It will encourage and motivate us to find solutions. It keeps the issues on the table and, hopefully, will help us become more aggressive in finding solutions."

Beyond the report and basic numbers, however, Gallego admits that he sometimes struggles with where the political will is for dramatic changes, in the short run and in the long run. The challenge remains in "getting community leaders, business leaders, educators, politicians to agree that we have a major problem, that we do have a crisis, and that the crisis is a lack of equal representation in our places of business and our campuses," he said.

"The information we really need is how the rest of the community can do something about improving the quality of public schools."

El Centro at the Crossroads

by
Alexandra Salas Rojas

A Vital Entity at NEIU, Most Diverse in the Midwest

Chicago's best kept educational secret is out. Dr. Caleb Rosado made it his priority to unveil the mystery when he took on the directorship of El Centro, Northeastern Illinois University's extension campus located in the heart of Chicago's Latino community.

While the facility's name has changed several times, and it's mission, too, has evolved over the years, its purpose from day one was to serve the needs of the Latino population. This direction came into existence "after the civic disturbances in Chicago in the late 1960s, which pushed for a structural response to the socioeconomic needs of Latinos," states Rosado. "Out of the violence came forth the vision to establish an education center."

El Centro, which celebrated its silver anniversary last year, actually was conceived in 1968, explains Rosado. Initially, El Centro was a storefront operation to teach Latinos English as a second language. "It gave Latinos a chance to learn English and academic skills," he says.

"El Centro now offers a full program of undergraduate courses, academic advising, tutoring, computer skills, counseling, and reading workshops," he continues. "It also offers a graduate curriculum for teachers."

"Our goal here at El Centro is to provide accessible and affordable education in a caring and friendly student-user environment.

"It's not a development center anymore. It is really an extension campus. It's like the community college wing of the Northeastern Illinois University. We teach the general education curriculum for the University, the foundation courses. After two years, students can go to the main campus and take the courses for their major."

NEIU President Dr. Salme H. Steinberg says, "It's tremendously important to people in the Latino community to have a place like El Centro. If you've grown up not having an expectation of higher education, you need a transition of some type to learn. We feel strongly about that."

A Brief History

In the 1960s, Rose Brandzel was NEIU's community service coordinator. In this position, she worked closely with students and, recognizing a need for an English-language center, she inspired the Puerto Rican students at the University to develop one. Rosa Hernández, a student at the time and later the center's first director, teamed up with Brandzel to form Aqui Estoy, which opened its doors in September 1968. Hernández is now the principal of Francisco I Madero Middle School in Chicago.

It wasn't until 1976, when José Acevedo was hired to run the center, that its mission expanded and it became a full-fledged satellite facility of Northeastern Illinois University.

Student Profiles

El Centro serves the non-traditional, part-time, and returning adult students in addition to the traditional first-year and transfer students. Its schedule is ideal for students who need to work during the day and can only attend classes in the evening. However, El Centro also offers some Friday and Saturday morning classes.

El Centro's location at 3119 North Pulaski Road is convenient to many area students. About half of the students are from the main campus, but come to El Centro to be closer to their homes. Students can choose where to take the classes.

Approximately 500 students attend El Centro. The average class size is 19. Seventeen faculty members and seven support staff work at the facility.

"A good number of our students are Latinos, but we have also Middle Eastern, African American, and White students. This diversity is reflective of that on the main campus," notes Rosado.

Undergraduate diversity at NEIU's main campus in 2000 was as follows: 44 percent White, 27 percent Hispanic, 14 percent Asian American, and 13 percent African American.

Steinberg adds, "We are very proud that NEIU is the only four-year HSI in the state of Illinois. It's important for us to be diverse as diversity adds value to education."

According to *U.S. News and World Report*, for the last five years in a row, NEIU, which offers 35 undergraduate and 38 graduate programs, has been designated the most diverse university in the Midwest.

With Latinos emerging as the nation's largest minority population, its problems, too, are escalating, which is where facilities like El Centro come in. Rosado says that Hispanics have the highest high school dropout rate of any group in the country. And Hispanic males fare even worse.

"Seventy-five percent of our students are female, 25 percent are male," a double dilemma, says Rosado. "Men do not value education as much as women do. It's very easy to point fingers. What we need to do is start defining the problem the right way. I'm angry and I've got one string on my guitar. We need to raise the academic level of our Latino community.

"We can blame everybody else for our plight, but the problem is that when you do that you are being disingenuous. Out of that comes another perspective, the concept of empowerment, which raises the question 'how you can help me succeed?' But that is not the way. Empowerment really is the process of enabling people to be self-critical of their biases and ineptitudes so that they can strengthen those and succeed."

Rosado says he tells his students, "If you don't get out of bed, and show up to class on time, there is nothing I can do to help you."

"By the same token, we can come up with the money to build centers, but if nobody shows up, it won't work. We very seldom define empowerment on the basis of self-critical awareness–to identify where we are short. It only works if 'you help me but I have to help myself.'"

Fresia Woznick, administrative assistant, and Dr. Caleb Rosado, director of El Centro

Along the same vein, to enable students to help themselves, Northeastern Illinois University in January announced a partnership with Ronald McDonald House Charities (RMHC)/Hispanic American Commitment to Educational Resources (HACER) Scholarship Program, a high school-to-college scholarship program for Latino students.

"The partnership is designed to increase education opportunities for Latino students by providing financial support," says Steinberg. "Our association with the RMHC/HACER program is another step in the fulfillment of that goal."

Early this year, El Centro and ASPIRA, Inc., a nonprofit organization devoted to education and leadership, established a partnership for the mutual benefit of the Latino youth and adult population of Chicago. The partnership involves the relocation of ASPIRA's alternative high school program, in which 150 students are currently enrolled at Antonio Pantoja High School, to El Centro. The goal of both organizations is "to provide students with an education that will enable them to become successful contributors in American society. ASPIRA's graduates will be able to make a smooth transition to college by going on to pursue a degree from Northeastern."

El Centro Offerings

The decision to offer English-only instruction, except for required language classes, stems from the need to prepare students to compete on the main campus. "As they continue their education, all the classes are taught in English," says Rosado.

Courses at El Centro that fulfill NEIU's General Education Program requirements include offerings in the natural sciences, behavioral and social sciences, and the humanities. El Centro also offers elective courses for students seeking to develop competence in languages, mathematics, reading, and computer and academic skills. Noncredit classes such as lecture series, seminars, and workshops are held throughout the academic year.

El Centro also has a mission to address the needs of working professionals in the field of academia. The Educational Leadership Program within the Department of Educational Leadership and Development offers graduate courses in the evenings from the School Leadership concentration, which leads to a master's degree and Illinois Type 75 certification. This program is an effort to outreach educators working in bilingual schools and programs or teachers with research interests involving Latino communities.

"El Centro exists to help expand the life options of Latinos," emphasizes Rosado. "The vision is to give Latinos options that will enable them to make the right choices at the crossroads of life, where welfare dependency, the illegal economy, low-pay dead-end jobs, and socioeconomic success all intersect.

"We have entered the 21st century ahead of schedule. Latinos were not supposed to be the largest minority population group until 2010-2015. What does this mean? It means nothing if we don't have the quality to back up the quantity."

For more information about El Centro: 773-777-9955, 773-685-1393 (fax).

About Dr. Caleb Rosado

Dr. Caleb Rosado, professor of sociology and director of El Centro, is a human systems and global workforce diversity consultant of some 25 years experience with corporations, universities, schools, government agencies, and community organizations. He is a sociologist, an inspirational motivational speaker, educator, facilitator, and consultant.

Rosado holds a doctorate in sociology from Northwestern University, has published three books plus numerous professional articles, and has taught at several universities. He brings a unique approach to diversity training. It is a value systems approach which enables people to understand the systems of thinking from which emerge much of the conflict between groups in the world today, as well as the solutions to global racial/ethnic/gender divides.

His e-mail address is calebrosado@earthlink.net; Web site: www.rosado.net.

FYI...

The Hispanic Outlook In Higher Education www.hispanicoutlook.com MAY 06, 2002

ACE: NCES Data Summarize Degree Completions

WASHINGTON, D.C.

A recent study by the Department of Education's National Center for Education Statistics summarizes the institutional characteristics of all postsecondary institutions in the U.S. and details the degrees conferred by those institutions in 1999-2000, according to the American Council on Education.

- During the 1999-2000 academic year, nearly 2.4 million degrees were awarded. The majority were bachelor's degrees, 52 percent, more than 1.2 million degrees. Nearly 565,000 associate's degrees were awarded, 457,000 master's degrees, 79,500 first-professional degrees, and 44,800 doctorates.
- White, non-Hispanic students earned 70 percent of all degrees, minority students earned 21 percent, and 9 percent were awarded to non-resident aliens or individuals whose race/ethnicity was unknown.
- The proportion awarded to minority students was highest at the associate's level, 25 percent. They earned 21 percent of bachelor's degrees, 15 percent of master's, 13 percent of doctorates, and 22 percent of first-professional degrees.
- Overall, women earned the majority (57 percent) of all degrees conferred, nearly 60 percent of all associate's degrees; 57 percent of bachelor's degrees, and 58 percent of master's degrees. However, men were awarded the majority of doctoral and first-professional degrees, 56 percent and 55 percent, respectively.
- Business management and administrative services was the most popular field of study for baccalaureate recipients with 20 percent of all bachelor's degrees conferred in this field. The social sciences and history accounted for 10 percent, and education for 9 percent of all bachelor's degrees awarded.
- At the master's level, education (27 percent) and business management and administrative services (24 percent) accounted for more than half of all master's degrees conferred.

SHPE Foundation HONORES Program Under Way

LOS ANGELES, Calif.

NASA and the Society of Hispanic Professional Engineers (SHPE) Foundation have collaborated to implement a scholarship/internship program to benefit underrepresented Hispanic students. With generous NASA funding, the SHPE Foundation set out to find students whose research concentrated in the fields of math, computers, and engineering, as well as life, environmental, and physical sciences. The initial proposal approved by NASA granted $1,070,000 over the five-year course of the program. Each HONORES scholarship provides for 50 percent of the combined cost of tuition, fees, books, and room and board on a continuing basis. If the student qualifies for a Pell grant, the scholarship coverage increases to 75 percent. Students also receive $4,000 stipends for summer research activities, while their respective institutions receive $1,000 per student per year to run their mentoring programs.

HONORES stands for SHPE's Opportunities as NASA's Outstanding Researchers in Engineering and Science. Four Hispanic Serving Institutions agreed to participate: Texas A&M University-Kingsville, University of Turabo (Puerto Rico), Florida International University, and California State University-Fresno. The scholarship is renewable for up to four years or until graduation, whichever comes first, providing students with an opportunity to continue their research with NASA. Thus far the results have been nothing but successful.

SHPE HONORES scholars spend their first year interning at five NASA centers: Glenn Research Center, Cleveland, Ohio; Goddard Space Flight Center, Greenbelt, Md.; Johnson Space Center, Houston, Texas; Langley Research Center, Hampton, Va.; and Stennis Space Center, Mississippi.

At each NASA location, SHPE representatives have distinguished themselves among other summer interns. Scholars at the four participating universities are:

Florida International University–Luis Martínez, Eluid Pérez, Enrique Rivas, Natalie Sabin, and Katheryn Vásquez; University of Turabo–Nahyomy García Figueroa, Víctor Marrero, Yazmin Gómez Cruz, Louis Pérez Padilla, and Cinaris Carrasquillo; Texas A&M University-Kingsville–David Adjai, Luis Cantú, Oscar Soliz, Isaias Aranda, Jr., and Paul Murphy; California State University-Fresno–D'andra Buchanan, Kathleen Gonzales, Nicolyn Hernández, Marlon Lising, and Gustavo Razo.

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The Hispanic Outlook In Higher Education www.hispanicoutlook.com MAY 06, 2002

Pacific Research Institute Says California Teacher Union Contracts Harm Learning Environment

SACRAMENTO, Calif.

The Pacific Research Institute (PRI) has conducted a new study that, it claims, shows that teacher union contracts already control the majority of California classrooms, restrict the ability of elected school boards and principals to manage schools, and harm student achievement.

PRI has publicized its study while, it says, the California Teachers Association seeks to expand union power.

Contract for Failure: The Impact of Collective Bargaining on the Quality of California's Schools examined collective bargaining contracts in 460 of California's 994 school districts, including the 10 largest from San Diego to Sacramento.

According to PRI, contracts were analyzed and scored according to their impact on the ability of teachers to teach, principals to lead, district staff to manage, and on the board to set policy. The study sample represented a cross-section of districts based on size, location, student population, and the affiliation of the union.

PRI says that nearly 75 percent of the contracts received scores showing that the teacher unions wield too much power over areas such as curriculum, teacher evaluation and accountability, and teacher self-governance. PRI's findings include:

- California's 10 largest school districts have more restrictive contracts, including Oakland, Sacramento, Los Angeles, San Diego, San Francisco, San Bernardino, Fresno, Orange, Santa Ana, and San Juan.
- In an average California school district, 85 percent of the district's operating budget is tied to teacher and employee salaries, and collective bargaining contracts. Districts with the most restrictive clauses regarding school and classroom management spend a much higher percentage of their budget on salaries and benefits.
- Districts with no teacher contracts or union representation score higher on the state's student assessment test (SAT-9), including Clovis (the largest school district in Fresno County), Snowline (San Bernardino), and Warner Springs (San Diego County). Teachers in these districts reported high satisfaction with district management.
- Districts with the most favorable scores and most flexible contracts are located almost entirely in northern and central California. Districts with smaller enrollments tend to have no union representation or much more flexible contracts.

"Most collective bargaining contracts cover a lot more than typical employment issues like teacher salaries and benefits, and include everything from curriculum to how teachers are evaluated," said *Contract for Failure* co-author Pamela Riley, associate director of PRI's Center for School Reform. "Our children's education simply should not be negotiable."

NACE: Teaching, Sales among Top 10 Jobs for New College Graduates

BETHLEHEM, Pa.

Management trainee, private accounting, design engineering, and teaching jobs top the list of employment opportunities for new college graduates, according to the winter 2002 issue of *Salary Survey*, published by the National Association of Colleges and Employers (NACE).

"This year's top jobs represent a greater variety of fields than they did a year ago and include occupations such as teaching and sales," says Camille Luckenbaugh, NACE employment information manager. "However, positions in nearly half of the fields are paying lower starting salaries this year, compared to last year. For instance, the average starting salary offer for a position in sales–although it ranks among the top jobs for new graduates–is down by nearly 7 percent."

Salary Survey is a quarterly report of starting salary offers to new college graduates in 70 disciplines at the bachelor's degree level. The survey compiles data from college and university career services offices nationwide. *Salary Survey* is issued in winter, spring, summer, and fall, with the fall issue serving as the year-end report.

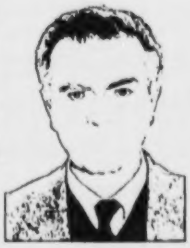
Since 1956, the National Association of Colleges and Employers has provided information about the college market, for career services practitioners who advise students and alumni in career planning and the job-search process, and for human resources professionals who recruit and hire college graduates.

People-Places-Publications-Conferences

PEOPLE & PLACES

Georgetown Professor Named to Bush's Bioethics Council

The White House named Georgetown University (Washington, D.C.) Professor Alfonso Gómez-Lobo one of 17 members of the newly formed President's Council on Bioethics.



Dr. Gómez-Lobo, the Ryan Family Professor of Metaphysics and Moral Philosophy in Georgetown's philosophy department, will serve with 16 leading scientists, doctors, ethicists, social scientists, theologians, and lawyers from around the country to address a range of issues, including embryo and stem-cell research, assisted reproduction, cloning, uses of knowledge and techniques derived from human genetics or the neurosciences, and end-of-life issues.

A native of Chile who has taught at Georgetown since 1977, Gómez-Lobo specializes in Greek philosophy and historiography, the history of ethics, and contemporary natural law theory.

Report on Benefits of Diversity Released in San Diego

San Diego Community College District

Diversity benefits all students on college and university campuses, and the benefits are transferred to the workplace when students enter the labor market, concluded a report developed by a nationwide coalition of top corporate CEOs and college leaders.

Investing in People: Developing All of America's Talent on Campus and in the Workplace warns that the nation faces social and economic crisis unless America succeeds in promoting and taking advantage of ethnic and racial diversity. It also calls on business and educational leaders, policymakers, and the general public to become actively involved in promoting and expanding diversity efforts.

"Education in a diverse environment enhances the creativity, innovation, and problem-solving skills that graduates bring to their jobs," said San Diego Community College District Chancellor Augustine Gallego, quoting from the report.

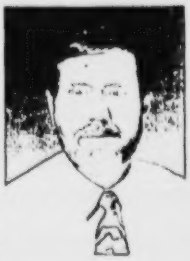
The report is the work of the Diversity Initiative Task Force convened by the Business-Higher Education Forum. The Forum is a partnership of the National Alliance of Business and the American Council on Education.

In the News at Stanford University

- The new Stanford Irvine Institute for Diversity in the Arts, Stanford University (Calif.), was founded to examine questions of diversity, race, and identity through a more creative lens than just Census numbers. "Art can speak to the issues," said Drama Professor Harry Elam, Institute director. "Cartographies of Race: Mapping Race and Space in California," the theme of the Institute's first quarter, set out to examine the intersections of race and space, geographical and cultural, in local communities.
- African American judges participating in a panel on "Judging the Judiciary" spoke of their experiences in a court system that serves minorities but does not fairly represent them. Terry Hatter, a third-generation lawyer and a federal judge in the Central District of California, said, "I believe in diversity. There has been too much hypocrisy in this nation, and we need to face up to it and do something about it."
- The Atlantic Philanthropies granted $5 million to Stanford's John W. Gardner Center for Youth and their Communities to help support the Center's goal of bringing diverse parts of society together to address problems facing the nation's youth.
- National Security Advisor Condoleezza Rice will be the 2002 commencement speaker.

UNT Dean Appointed to Texas Task Force

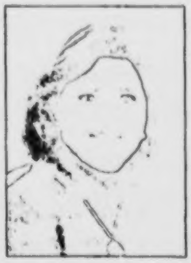
Dr. Fernando Treviño, dean of the School of Public Health at the University of North Texas Health Science Center at Fort Worth, was appointed to the Texas Health Disparities Task Force. The Texas Legislature created the nine-member Task Force to help eliminate inequities in access to health care across the state. The team will consult with the Texas Department of Health to address gaps in health care in multicultural, disadvantaged, and regional populations in Texas.



Treviño, former president of the World Federation of Public Health Associations in Geneva, Switzerland, came to Texas from the post of executive director at the American Public Health Association in Washington, D.C. He was appointed to the Institute of Medicine's Committee on Cancer Research among Minorities and the Medically Underserved to review the status of cancer research affecting minorities in the U.S.

Texas-Permian Basin Hosts Bilingual Conference

Dr. Kathy Escamilla presented a keynote address, "Confessions of a Recovering Monolingual: Why Bilingual Education is Good for Everyone!" at the University of Texas of the Permian Basin's two-day, 11th annual bilingual conference.



The conference explored issues in teaching ESL, technology in the bilingual classroom, and innovations in teaching language. Awards were given to bilingual educators and to parents deemed outstanding in their support of bilingual education.

Escamilla, associate professor of social, multicultural, and bilingual foundations at the University of Colorado (UC)-Boulder, has more than 28 years experience in the field, has written two books on the topic, and was president of the National Association for Bilingual Education. Her projects include research on Spanish-speaking children who perform poorly on English versions of standardized tests while achieving good scores on the Spanish versions, translating theory into practice for bilingual classrooms, and generating scholarships for UC.

News from Miami-Dade

- A student delegation from Florida's Miami-Dade Community College (M-DCC) participated in the annual National Model United Nations assembly in New York. The experience helps students build skills in diplomacy and compromise and gives them a unique insight into the inner workings of the United Nations. Students from each school are assigned a specific country to research and represent at a simulated U.N. conference. This year, M-DCC represented Argentina.
- Eduardo J. Padrón, M-DCC president, and Manuel D. Medina, chairman and CEO of Terremark Worldwide, a leader in providing Internet infrastructure and managed services, signed a cooperative agreement defining the roles of M-DCC's Emerging Technologies Center of the Americas (ETCOTA) and Terremark's Network Access Point of the Americas. They have agreed to work together to increase the educational and employment opportunities in the telecommunications sector through curriculum and program development which addresses industry needs.
- The M-DCC Foundation, Inc. received a grant from Salute to Education, Inc. (STE), a conglomerate of local car dealers committed to improving education. The $20,000 grant will be matched by the Foundation. All M-DCC business students who maintain a 2.5 GPA are eligible to receive a $500 grant from STE. More than 75 students have already received scholarships.

Chávez Staff Supervisor at South Dakota Institute

University of South Dakota (USD) Journalism Professor Ramón Chávez will oversee the teaching staff of the upcoming American Indian Journalism Institute, to be held at USD in June.

The Virginia-based Freedom Forum, a nonpartisan foundation dedicated to free press, free speech, and the spirit of free people, will fully fund and run the academic journalism program for American Indian college students. USD will award four hours of college credit to graduates of the three-week course.

The summer Institute, in its second year, is one of the most significant journalism programs ever directed at American Indian college students, according to Chávez. "The American Indian Journalism Institute will be the first chance for many tribal college students to study journalism," said Chávez. "Their schools typically lack journalism classes and school newspapers, the most common route to journalism careers."

CSU-Stanislaus Receives Governor's Scholarships

Students from California State University (CSU)-Stanislaus preparing for teaching careers received the competitive $20,000 Governor's Teaching Fellowship scholarships.

CSU-Stanislaus students Araceli Aguilar, Lupe Dela Rosa, Alicia Galarza, Lucy Carbajal, Juanita Jiménez, Geraldo Mendoza, René Velasco, and Martin Zepeda were among the 250 recipients selected statewide for the scholarships. All recipients are bilingual.

"We are a campus where a large percentage of our students are the first in their families to go to college," said Dr. Elmano Costa (pictured), teacher education faculty member. "This fellowship recognizes that we have students who work their way to college, but even with the demands of work and school, can compete and be recognized as the best in the state."

Fellowship recipients agree to teach in one of California's low-performing schools as part of Gov. Gray Davis' education program.

Women and Minority Hires and Promotions Up at UNM

The University of New Mexico's (UNM) human resources department released data showing that women and minority candidates were hired in record numbers from November 1999 to October 2001, a majority of them for internal positions. The numbers also show that UNM hiring rates far surpassed the national representation for the same positions at comparable institutions.

For 1999-2000, 31 percent of the administrators hired at UNM were minorities and 57 percent were women; and in 2000-2001, 30 percent were minorities and 61 percent were women. Similarly, the numbers of internal promotions at UNM were 39 percent minorities and 61 percent women in 1999-2000 and 30 percent minorities and 57 percent women in 2000-2001. Data collected by the College and University Personnel Association for the same period showed that 200 doctoral granting institutions nationwide averaged 11.5 percent minority administrative hires and 39 percent female hires.

Academic administrative positions such as deans were not included in the data.

News from Alabama

- The University of Alabama hosted the conference "Race and Place in Global Perspective," part of an ongoing commitment of the College of Arts and Sciences to promote diversity in all areas of University life. The University said that the history department specifically has made a concerted effort to stress excellence and diversity in the study and dissemination of America's historical past.
- Lino Gutiérrez, principal deputy assistant secretary of state, Bureau of Western Hemisphere Affairs, U.S. Department of State, lectured on "U.S. Policy Towards Cuba and the Possibilities for Change," sponsored by the Latin American studies program, department of history, and College of Arts and Sciences. Ambassador Gutiérrez, a native of La Habana, Cuba, has both a bachelor's degree and a master's from the University of Alabama.
- Dr. Paul Dosal, historian with the University of South Florida, gave a speech at Alabama on "Che Guevara and Modern Cuba." Among his writings, Dosal has written a biography of Che Guevara to be published this year by Penn State Press.

UCLA Hosts Legendary Argentine Singer

The University of California-Los Angeles (UCLA) presented renowned Argentine vocalist Mercedes Sosa, the "Voice of Latin America," at the Royce Hall.

A legend to millions, Sosa has performed her songs of hope and justice on five continents. She is one of the originators of the *nueva canción* movement, a style that blends traditional Andean folk rhythms with lyrics addressing political and social concerns. Her songs have been called "protest songs" because they focus on government atrocities throughout South and Central America in the mid-'70s to early '80s. But Sosa has said, "The songs I choose are not protest songs nor testimonial or denunciation songs; they are honest songs."

UCLA Live, an internationally acclaimed performing arts program, brings hundreds of outstanding and provocative artists to Los Angeles each year.

North Florida Welcomes Nobelist Oscar Arias

Nobel laureate Oscar Arias, former president of Costa Rica, delivered a thought-provoking speech at the University of North Florida, outlining an ambitious plan for international peace. His presidential lecture included a five-point plan for peace that included: establishing an International Criminal Court, controlling international arms trade, reducing military spending, opening markets to Third World nations, and increasing foreign aid to the developing world.

"I stand before you tonight as one who believes in peace, not because it is easy, but because it is necessary. It is clear that the alternatives are far worse," said Arias.

Arias placed much of the responsibility for achieving international peace on the U.S. government, stating that in an era of terrorism, the United States can no longer ignore the international community. "Events of Sept. 11 have made it terribly clear that the United States cannot afford to do it alone. It needs the international community," he said.

Nebraska Hosts Diversity Law Day

The University of Nebraska College of Law hosted its annual Diversity Law Day.

Held in February as part of National Minority Law Student Recruitment Month, the program provided information about preparing for law school, the LSAT and the admission process, the Law Library, financing a legal education, and career opportunities.

"We are Nebraska's only public law school and, consequently, we feel strongly that we should serve all segments of the population," said Steven Willborn, College dean. "Diversity at the College helps us to provide a better educational program and, in the long run, it helps to serve the bar and the state."

Scholarship Takes Texas A&M-Kingsville Senior to Paris

Texas A&M University-Kingsville senior Michelle Arevalo (pictured) is the first of its students to win the competitive Benjamin A. Gilman International Scholarship for study abroad. Arevalo, a history and Spanish major with a minor in French, will spend the spring semester and first summer session in Paris.

"This will be a wonderful experience," said Arevalo. "It's scary but exciting."

While in France, Arevalo will take 12 hours of independent study at a language school and will show her level of proficiency in French, taking government exams. She also will maintain an updated Web site for family and friends so that others interested in studying abroad may visualize exactly what goes on.

On her return to the University, Arevalo, who works with Dr. Jacki Thomas and Dr. Dean Ferguson, will give a brown bag lecture on "The Architectural History of Paris."

Arevalo plans to work toward a graduate degree after earning her bachelor's.

Iowa Hosts Women in Law Conference

The Organization for Women Law Students and Staff (OWLSS) held its 26th annual Women in Law Conference at the University of Iowa (UI) College of Law.

Keynoter Adrien Wing, the Bessie Dutton Murray Distinguished Professor of Law at the UI College of Law, presented "Global Critical Race Feminism: Legal Reform for the 21st Century," exploring the plight of women of color in the United States and around the world. Her presentation considered how women attorneys, using legal skills, can assist these and other women.

Students were introduced to the Socratic, or participatory problem-solving style of teaching, during a mock class led by Hillary Sale, UI law professor. Sale, a graduate of Harvard Law School, teaches contracts, corporations, and securities.

The OWLSS annual conference is supported by the UI College of Law and the UI student government.

News from UTPA

- Rudy Beserra, vice president of Corporate Latin Affairs for the Coca-Cola Co., received the University of Texas-Pan American (UTPA) Foundation Hispanic Pioneer Award for dedicated service and commitment to strengthening relationships with the Hispanic community. Beserra, special assistant to then-President Ronald Reagan on Latino and Small Business Affairs, is vice chair of the Congressional Hispanic Caucus Institute and chairman of the Hispanic Scholarship Fund.
- Dr. Maricela Oliva made several presentations at the University Council for Educational Administration conference on behalf of UTPA's Educational Leadership Doctoral Program. In a symposium on educator certification and social justice, she co-presented, with Diana Ramírez, "Building a Ladder for Latino Collegiate Success: Reaching out to K-5 Parents," and was a featured presenter in the Julie Laible Memorial session for students and scholars of color. She chaired a symposium on "Mexican American Collegiate Persistence: Applying Theory to Outcomes at a Hispanic Serving Institution." She also participated in the American Council on Education's Educating One Nation Conference.
- Dr. Helen Castillo, dean at UTPA's College of Health Sciences and Human Services, John Heiden, UTPA Center for Hispanic Resources in Rehabilitation (CHRR) project coordinator, and Dr. Bruce Reed, CHRR project director and Rehabilitative Services Project coordinator, jointly presented "Expanding Opportunities and Options for Hispanic Serving Institutions," at the annual Hispanic Association of Colleges and Universities conference in San Juan, Puerto Rico.

FIT Showcases Latin American Fashion

The designs of celebrated Latin designers Carolina Herrera and Oscar de la Renta as well as those of rising stars such as Isabel Toledo and Narciso Rodríguez were part of a display at the Fashion Institute of Technology's (FIT) first exhibition highlighting the role of Latin American designers in fashion. "Latin American Fashion: Exploring Identities on the New York Runway" at The Museum at FIT showcased more than 80 garments, accessories, and archival photographs by more than 24 celebrity and rising Latin designers.

The exhibition traced Latin influence on fashion through the 20th century and into the 21st. It opened with a survey of prominent Latin American movie stars, entertainers, and women of style, and followed the rise of designers, in the face of prejudice, during the '50s and '60s. It also explored contemporary Latin designers, grouping together works sharing unifying ideas. "Dance" featured an array of costumes associated with Latin American dance, and "Seduction" demonstrated the designers' appreciation of the female form.

De Necochea to Head New Mexico State Student Services

New Mexico State University (NMSU) selected Gladys De Necochea as vice president for student services and dean of students.

De Necochea was vice president for student affairs at California State University-Hayward; associate vice president for student support programs at California State Polytechnic University-Pomona; dean of students at the University of California (UC)-Santa Barbara; and assistant director of the Career Planning and Placement Center at UC-Irvine. She has a doctorate in counseling psychology from UC-Santa Barbara.

In the new post, De Necochea is responsible for admissions, registrar, financial aid, enrollment, athletic eligibility, student orientation programs, student development, counseling, health programs, housing and dining services, and the bookstore. She is also a liaison with the University's branch campuses on student services issues.

Eastern Michigan Pledge Aids Freshmen

Eastern Michigan University (EMU) pledged an additional $1 million to help incoming freshmen, augmenting the $8 million already awarded in gift aid for the fall of 2001.

A significant portion will be committed to the new Merit Plus program, which supplements the state-based Merit Award program and was launched to help offset the increasing costs of attending college. The awards are to be distributed on a sliding scale, based on a student's GPA.

"We want every qualified student who seeks a higher education to be able to pursue their dream," said EMU President Samuel Kirkpatrick.

Grand Valley State Hosts Conference on the Americas

Grand Valley State University (GVSU) in Michigan hosted a day of panel presentations, workshops, films, and art exhibitions on the joys and challenges of feeding the people of the Americas.

The conference, "Food for Thought," organized by GVSU's Latin American studies program, brought together 80 experts on Latino and Latin American life in 16 different sessions which examined the culture, politics, and economics of nutrition in the Western Hemisphere. Cliff Welch, coordinator of the Latin American studies program, said the conference encouraged understanding among different American populations by examining issues related to Latinos in the U.S. and focusing on international relations.

A keynote speech was delivered by Mexico's Lourdes Hernández (pictured), writer of a popular column on Mexican cuisine, "The Public Diary of the Daring Chef." Her house in Mexico City operates as a salon for poetry reading, music, and theatrical performances and counts as one of Mexico's most exclusive restaurants.

The conference also featured a Brazilian dinner and Carnival Masquerade Ball.

Laredo Community Director Elected to Texas Board

Laredo Community College's (Texas) director of financial aid, Rick Moreno, has been elected to the Texas Association of Student Financial Aid Administrators (TASFAA) for a one-year term. Moreno, a former high school teacher, has directed student financial aid services at Laredo Community since 1999.

TASFAA is a professional organization with a diverse membership working to help students obtain the financial resources needed to pursue postsecondary education. It also unites and facilitates communication among its members, sponsors activities within the financial aid community, and promotes the professional development and competence of its members.

Amabisca Elected Treasurer

Eufemia Amabisca, a South Mountain Community College (Ariz.) bilingual education faculty member, was elected treasurer of the Arizona Association for Bilingual Education, the state affiliate of the National Association for Bilingual Education.

News from Cal State Northridge

California State University Northridge

• CSUN's Minority Biomedical Research Support (MBRS) program received two grants totaling more than $6 million to develop biomedical research and enhance research education. The MBRS Research Initiative for Scientific Enhancement and MBRS Support for Continuous Research Excellence grants were awarded by the National Institutes of Health through its National Institute of General Medical Sciences division.

• CSUN received a $380,000 grant from the National Science Foundation to continue research on how children deal with "everyday racial and ethnic discrimination." The chief coordinator of the project, W. David Wakefield, child development professor, said that the project also provides parents, teachers, and professionals with ways to facilitate positive intercultural dialogues and interactions between young people.

• The Joseph Drown Foundation awarded CSUN's Center for Cancer and Developmental Biology $30,000 to continue undergraduate and graduate research on cell adhesion. Several papers published on the Center's basic clinical research have been well-received by researchers across the country.

• CSUN officials dedicated six energy- and money-saving microturbines, a gift from the South Coast Air Quality Management District. The electrical mini-generators also provide an opportunity for upper-level engineering students to get some hands-on experience in studying energy and the environment.

Rutgers-Newark Professor Leads Charge in Teaching Evolution

Judith S. Weis, Rutgers University-Newark (N.J.) biology professor and president of the American Institute of Biological Sciences (AIBS) in Washington, D.C., is leading a nation-

wide effort to defend the theory of evolution in the face of what the Institute views as opposition and indifference from school boards and government entities. Weis believes that the teaching of evolution in America is being diminished and minimized because of the teaching of creationism–a religious belief that different species were created separately by a higher power–and a lack of high schools that teach Darwin's theory of evolution.

Weis and the Institute are working together with the American Geological Institute, the National Association of Biology Teachers, and its 80-plus member organizations to address the political and legislative threats to teaching evolution. She noted that last year alone there were local or statewide efforts in seven states to water down the teaching of evolution, or "balance" it with the teaching of creationism. A national AIBS conference in March, "Evolution: Understanding Life on Earth," focused more attention on the teaching of evolutionary biology in America.

Hard Work at LaGuardia Renews Hope for Dominican Mom

For Josephine Garo, LaGuardia Community College provided a turnaround educational path to a brighter and more stable future. The 41-year-old single mother of three, an immigrant from the Dominican Republic, after six years of public assistance and 15 years of struggle in New York City, completed her education.

"Hard work pays off. Rewards only come after long hours, sleepless nights, and tears," stated Garo, who received her associate's degree from LaGuardia in 1998. "LaGuardia was the educational catalyst in my life."

LaGuardia's Family College and COPE (College Opportunity to Prepare for Employment) program for women on public assistance gave her the start she needed to take control of her life. She was introduced to women in similar situations and encouraged by LaGuardia faculty and administrators in her chosen field of human services. They helped her recognize and build on her strengths. She developed the empathy and acquired the knowledge to help others find solutions to their hard-life experiences.

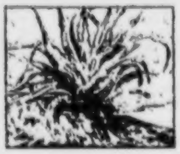
Garo has since received a bachelor's degree from Mercy College. As community coordinator at the Information and Referral Unit of New York City's Department of Aging, Garo is now an advocate for senior citizens.

El Camino Eases Transition from High School

To help create a seamless transition from high school studies to college-level work, El Camino College (Calif.) counselors have made themselves available at nearby high school campuses to answer questions about financial aid, matriculation, and registration. Those students attending El Camino are eased through the transition by College staff from the matriculation office, meeting with counselors and participating in orientation programs that explain general college procedures.

"We try to familiarize students with the services we offer and how those services can help them meet their goals," said Griselda Castro, El Camino educational services adviser.

Aldo Castillo Gallery Exhibits Oscar Romero



The Aldo Castillo Gallery in Illinois, in conjunction with the International Latino Cultural Center of Chicago, presented the exhibition "Oscar Romero: Mexican Art School–A Muralist Painter." The exhibit included paintings and installations. Romero's art is described as vibrant and steeped in mythical and ritual elements from his Latin culture.

The subject matter included bodies of water, niches, figurative elements, still-lifes, and Pre-Columbian ideas in media that included drawings, paintings, frescos, and sculptures inspired in a world of cultural substance and distinction called "border art."

Born into a family of artists, Romero began his artistic endeavors by painting religious frescos as a student in the Infanta Convent. He attended the University of Mexico-San Carlos, absorbing the traditions of famous Mexican muralists such as Siqueros, Orozco, and Rivera. Currently, he resides in Chicago.

DaimlerChrysler Offers Financial Aid Online Resource

DAIMLERCHRYSLER In Michigan, the Chrysler, Jeep, and Dodge brands of DaimlerChrysler are helping Hispanics get into college with an updated annual financial aid online resource.

The 2001-2002 DaimlerChrysler Hispanic Scholarship Web site, www.HispanicScholarship.com, and companion booklet, "On the Road to Higher Education: Guide to Hispanic Financial Aid Opportunities," both include current information on scholarships, fellowships, grants, and other college financial aid programs available to Hispanic undergraduates and graduate students. Students can search the guide's database, view articles on choosing a college, financial aid, and admissions testing, and pick up tips for composing college and scholarship essays, preparing résumés, and writing letters. Spanish-speaking parents can also access a bilingual page on the Web site with advice on helping children stay on track for college.

To order a free copy of the companion guide, while supplies last, contact: DaimlerChrysler Hispanic Scholarship Guide, P.O. Box 3189, Highland Park, MI 48203; (800) 521-0953, from 8 a.m.-5 p.m. EST; or fax, (800) 883-8338.

Queens College Experts Assess Ground Zero

A medical team from the Queens College (N.Y.) Center for the Biology of Natural Systems has been operating a mobile screening unit at Ground Zero, providing medical examinations for clean-up workers in the vicinity of the World Trade Center collapse. The project was initiated in response to concerns about workers without union protection, such as day laborers.

The team, headed by Dr. Steven Markowitz (pictured r., with Vicente Vargas), an occupational medicine expert, epidemiologist, and director of the Center, has been performing medical tests focused on respiratory problems and other targeted health problems. Team members have been administering free physical exams, breathing tests, urinalysis, and blood tests and providing patients with education and a free half-mask respirator with filters.

The initiative has been a joint project of the Queens College Center, City University of New York, Latin American Workers' Project, and the New York Committee for Occupational Safety and Health.

PBS Series Focuses on the "American Family"

PBS began airing a new drama, "American Family," about a Latino family living in East Los Angeles, Calif., which, according to filmmaker Gregory Nava, aims to find the common ground that binds all families.

"This is a great opportunity not only to explore this one family, but to make the non-Latin audience understand that this family is just like their family," said Nava. "The sooner we start telling our stories, the sooner we'll all realize that we are part of the same family."

"American Family" portrays the González family. The central character, Jess González, played by Edward James Olmos (pictured), is the neighborhood barber and family patriarch. The series follows the relationship of Jess and other members of the multigenerational González family, their culture, and their predicaments, which include the intergenerational tensions that arise between Hispanic immigrants and their American-born offspring.

PBS is airing 13 episodes of the series this season, with another nine approved for next season.

Word Magic Software Launches in the U.S.

Word Magic Software, a developer of English-Spanish translation and communications software, has released in the U.S. an updated version of its English-Spanish Interpreter 3.0 (ESI), Translation Dictionary & Tools, Field-Specific Dictionaries (Legal, Business and Finance, Information Technology), and Point and Click Translator.

According to the U.S. Hispanic Chamber of Commerce, 45 percent of U.S. trade is taking place in Latin America and the Caribbean, with most Fortune 500 companies having operations in the region. Given the increased demand for bilingual communications, Word Magic Software is focused on penetrating the U.S. marketplace as a specialist in the global translation and communications industry for English-Spanish communications.

PUBLICATIONS

Racial Revolutions: Antiracism & Indian Resurgence in Brazil

By Jonathan W. Warren

Since the 1970s, there has been a dramatic rise in the Indian population in Brazil as increasing numbers of *pardos* (individuals of mixed African, European, and indigenous decent) have chosen to identify themselves as Indian. This is the first book-length study of racial information in Brazil that centers on "Indianness."

2001. 363 pgs. ISBN 0-8223-2741-4. $21.95 paper. Duke University Press. (888) 651-0211.

Maya Apocalypse: Seventeen Years with the Women of a Yucatan Village

By Felicitas D. Goodman

Noted anthropologist Felicitas D. Goodman spent a part of every year from 1969 to 1986 with the women of a Yucatan Pentecostal congregation. What began as fieldwork to study "glossolalia" (speaking in tongues) led to a deep and lasting friendship. *Maya Apocalypse* records her fieldwork, revealing the lives of these remarkable women.

2001. 567 pgs. ISBN 0-253-21501-3. $24.95 paper. Indiana University Press. (800) 842-6796.

Afro-Cuban Religions

By Miguel Barnet

AFRO-CUBAN
RELIGIONS
MIGUEL BARNET

Miguel Barnet provides a concise guide to the traditions and branches of the African-derived religions that enrich all aspects of Cuba's social, cultural, and everyday life, encompassing all ethnic and social groups. The roles of music and dance as forms of Cuban religious expression are discussed. Translated by Christine Ayorinde.

2001. 160 pgs. ISBN 1-55876-255-8. $16.95 paper. Markus Wiener. (609) 921-1141.

Taíno Revival: Critical Perspectives on Puerto Rican Identity and Cultural Politics

Gabriel Haslip-Viera, ed.

TAINO REVIVAL

This stimulating and timely collection by Puerto Rican activists examines the Taíno revival movement, a grassroots conglomerate of Puerto Ricans and other Latinos who promote or have adopted the culture and pedigree of the pre-Columbian Taíno Indian population of Puerto Rico and the western Caribbean.

2001. 140 pgs. ISBN 1-55876-259-0. $12.95 paper. Markus Wiener. (609) 921-7686.

City of Suspects: Crime in Mexico City, 1900-1931

By Pablo Piccato

Based on previously untapped judicial sources, prisoners' letters, criminological studies, quantitative data, newspapers, and political archives crime, *City of Suspects* explores the multiple dimensions of crime in early 20th-century Mexico City.

2001. 365 pgs. ISBN 0-8223-2747-3. $21.95 paper. Duke University Press. (888) 651-0122.

The Tribute of Blood: Army, Honor, Race, and Nation in Brazil, 1864-1945

By Peter M. Beattie

The Tribute of Blood

This book analyzes the transformation of army recruitment and service in Brazil between 1864-1945, using the history of common foot soldiers to examine the nation building and the social history of Latin America's largest country. It documents how the entrenched conceptions of manhood, honor, race, citizenship, and nation were transformed throughout Brazil.

2001. 390 pgs. ISBN 0-8223-2743-0. $18.95 paper. Duke University Press. (888) 651-0211.

Call Me Magdalena

By Alicia Steimberg

Within the taut framework of a murder mystery, Alicia Steimberg weaves a tale far more concerned with who-is-it than who-dunit. Magdalena conducts us through her tortuous childhood as an Argentine Jew and through her doubts about morality and mortality, the existence of God, and the amorphous nature of identity. Translated by Andrea G. Labinger.

2001. 139 pgs. ISBN 0-8032-9282-1. $16.95 paper. University of Nebraska Press. (800) 755-1105.

The Valedictorian and Other Stories

By S.D. Navarro

The Valedictorian and Other Stories focuses in part on school-age Chicanos and their interactions with Anglo children and adults and in part on the author's adult wartime experiences. The stories explore subtle and at times painful Latino-Anglo relationships with a simple, direct, and emotionally affecting style.

2001. 88 pgs. ISBN 0-927534-5. $10.00 paper. Bilingual Press/Editorial Bilingüe. (480) 965-3867.

How Nancy Jackson Married Kate Wilson and Other Tales of Rebellious Girls and Daring Young Women

By Mark Twain

John Cooley, ed.

Boyhood is the most familiar province of Mark Twain's fiction, but a reader doesn't have to look far to find feminine territory. This special edition brings together the best of Twain's stories about unconventional girls and women, from Eve as she names the animals in Eden to Joan of Arc.

2001. 255 pgs. ISBN 0-8032-9442-5. $16.95 paper. University of Nebraska Press. (800) 755-1105.

Telling to Live: Latina Feminist *Testimonios*

By The Latina Feminist Group

In 1993, a group of Latina feminists began meeting to share life experiences. Together this group of oral historians, activists, literary scholars, poets, ethnographers, and psychologists found a means of grasping the larger political and cultural meanings of their personal experiences. *Telling to Live* is the product of this eight-year encounter.

2001. 378 pgs. ISBN 0-8223-2765-1. $19.95 paper. Duke University Press. (888) 651-0211.

Many publications featured in this section are available through amazon.com.

CONFERENCES

24th Annual NISOD International Conference on Teaching & Leadership Excellence

May 26-29

Sponsored by the National Institute for Staff & Organizational Development, University of Texas at Austin, this event features exemplary practices and programs in almost 300 workshops, seminars, and roundtable sessions; offers in-depth descriptions and demonstrations of successful initiatives; and provides an opportunity to experience the latest and best instructional and organizational tools. At the Austin Convention Center, Austin, Texas.

Contact: (512) 471-7545; fax, (512) 471-9426; e-mail, info@nisod.org; Web site, www.NISOD.org

17th Annual National Multicultural Institute Conference

May 30-June 2

This conference, "Thinking Globally: Broadening the Context of Multicultural Dialogue and Action," aims to create a multicultural environment in which an open, cross-cultural dialogue can occur. Focusing on unique issues professionals face in working with a culturally diverse population, it will offer in-depth diversity training and skills-building. At Hyatt Regency Washington on Capitol Hill, Washington, D.C.

Contact: (202) 483-0700, ext. 227; fax, (202) 483-5233; e-mail, nmci@nmci.org; Web site, www.nmci.org

NAHJ 20th Annual Convention

June 12-15

This year's convention of the National Association of Hispanic Journalists (NAHJ), "Strength in Numbers: 20 *años en la lucha*," will feature more than 1,500 media professionals and journalism students. The future of media in the new media lab; computer-assisted reporting; skills building workshops and forums; constructive one-on-one critiques; and advanced techniques in videography, photojournalism, and graphics design are just some of the offerings. In San Diego, Calif.

Contact: (888) 346-NAHJ; Web site, www.nahj.org

PBL 2002

June 16-20

"PBL 2002: A Pathway to Better Learning," an international conference on Problem-Based Learning in higher education, will bring together experienced PBL faculty to share their insights with one another, as well as support those who are interested in using this method of learning for the first time. At the Baltimore Convention Center, Baltimore, Md.

Contact: (302) 831-3474; fax, (302) 831-4919; e-mail, pbl2002@udel.edu

NEH Summer Institute for College and University Teachers

June 17-July 19

"Hispanic Gendering of the Americas: Beyond Cultural and Geographical Boundaries" is a five-week, interdisciplinary summer institute for 25 college and university teachers on the role of women in Latin America and on the Hispanic-Latina culture that was created as women crossed borders into the United States in the 20th century. Teachers of history, literature, humanities, gender or women's studies, multicultural studies, social studies, and Hispanic literatures and cultures are especially encouraged to apply. At Arizona State University.

Contact: Patricia Harris, (480) 965-0636; e-mail, institute2002@asu.edu; Web site, www.asu.edu/clas/history/institute2002

ACE Leadership Programs for Department and Division Chairs and Deans

June 18-21

The American Council on Education presents a unique series of programs specifically designed for department and division chairs–the people responsible for leading the units where change takes place in higher education institutions. In Washington, D.C.

Contact: (202) 939-9343; fax, (202) 785-8056; Web site, www.acenet.edu

AAHE 2002 Assessment Conference

June 20-23

The theme of this conference of the American Association for Higher Education is "Assessment: A Shared Commitment." Preconference workshops will be held June 19. At the Boston Marriott Hotel Copley Place, Boston, Mass.

Contact: (202) 293-6440; fax, (202) 293-0073; Web site, www.aahe.org

LULAC 73rd Annual National Convention

June 23-29

The League of United Latin American Citizens (LULAC) invites you to participate in its 2002 National Convention & Exposition, "Leading the New Majority: Shaping the Future," a celebration of 73 years of service to the Hispanic community. One of the premier Hispanic gatherings, the LULAC Convention each year draws over 7,000 people including top leaders from government, business, and the Hispanic community. In Houston, Texas.

Contact: LULAC National Office, (202) 833-6130; Web site, www.LULAC.org

2002 Taos Summer Writers' Conference

July 13-19

This year's University of New Mexico Taos Summer Writers' Conference will include writing workshops in memoir, scene writing, autobiographical fiction, comedy, and nature writing. Tuition support has been increased to offer five merit-based scholarships and one D.H. Lawrence Fellowship. In Taos, N.M.

Contact: Sharon Oard Warner, (505) 277-6248; e-mail, taosconf@unm.edu; Web site, www.unm.edu/~taosconf

2002 NCLR Annual Conference

July 20-24

Now in its 25th year, the National Council of La Raza Annual Conference, an important event in the Hispanic community, attracts more than 18,000 participants, bringing together some of the nation's foremost government officials, business and community leaders, and entertainers. In Miami Beach, Fla.

Web site: www.nclr.org

ASPIRA's Third Annual Youth Leadership Convocation

July 25-28

This ASPIRA Convocation will congregate more than 100 youth leaders from throughout the United States and Puerto Rico. Students will engage in debates, forums, and workshops designed to fine-tune their leadership skills. At Tamiment Resort and Conference Center, the Pocono Region, Pa.

Web site: www.aspira.org

NCTE 13th Annual International Umbrella Conference

July 25-28

This year's National Council of Teachers of English International Umbrella Conference, with the theme "Restoring the Passion: Thriving in a Standards Environment," aims to promote holistic teaching, in all its diversity, and to draw holistic teachers together under the whole language umbrella. In Bethesda, Md./Washington, D.C.

Contact: NCTE, (800) 369-6283; fax, (217) 328-9645; e-mail, public_info@ncte.org; Web site, www.ncte.org

AAC&U 4th Biennial Diversity and Learning Conference

October 24-27

The Association of American Colleges and Universities presents "Diversity and Learning: Education for a World Lived in Common." Join a national network of practitioners and researchers to enhance existing campus diversity initiatives and chart the next frontiers of work. At the Hyatt Regency, St. Louis, Mo.

Web site: www.aacu-edu.org

NCTE 92nd Annual Convention

November 21-26

The 2002 National Council of Teachers of English Convention, with the theme "Celebrating the Languages and Literacies of Our Lives," encourages us to define language, literature, and education as we seek to better understand how we define ourselves, each other, our students, their families and communities, and those whom we have yet to meet. In Atlanta, Ga.

Contact: NCTE, (800) 369-6283; fax, (217) 328-9645; e-mail, public_info@ncte.org; Web site, www.ncte.org

Erratum

In a March 11 feature on the Community College Research Center at Teachers College, Columbia, we misspelled the named of Dolores Perin, senior research associate and professor of psychology.

Book Review

By Abelardo Baeza

***Elegy on the Death of César Chávez*, by Rudolfo A. Anaya.** Illustrated by Gaspar Enríquez. 40 pages. Cinco Puntos Press, 2000. ISBN 0-938317-51-2. $16.95 hardcover.

> ***"César is dead,***
> ***And we have wept for him until our eyes are dry,***
> ***Dry as the fields of California that***
> ***He loved so well and now lie fallow..."***

Rudolfo Anaya opens his moving tribute to civil rights activist César Chávez with an elegy written seven years after Chávez's death. In a mood reminiscent of Shelley's "An Elegy Written on the Death of John Keats," Anaya presents a collage of cultural and historic images that combine Quetalcoatl, the legendary Toltec chief of pre-Hispanic times, with a Christian saint, in this case, Our Lady of Guadalupe, patroness of Mexico.

Rudolfo Anaya
Elegy on the Death of César Chávez
Illustrations by Gaspar Enríquez

***"He loved the land, he loved* la gente."** Born in Yuma, Ariz., on March 31, 1927, Chávez later moved to California, quitting school in the eighth grade to work full time in the fields.

"Rise,* mi gente, *rise!" is a central theme of the piece, as Chávez witnesses the injustices suffered by migrant workers. In 1952, he is welcomed by community organizer Fred Ross into the CSO, Community Services Organization. After 10 years of helping Latinos become citizens, campaigning for better living conditions for migrant workers, fighting discrimination and police brutality, and promoting voter registration, Chávez resigns as president of CSO and, with help from his wife, Helen Fabela, and Dolores Huerta, establishes the National Farm Workers Association.

> ***"That was his common chant. Rise and organize***
> ***Build the House of the Workers.***
> ***Build the House of Justice now!"***

In 1965, the 1,200-member NFWA joined a strike against area grape growers begun by the mostly Filipino American members of AWOC, the Agricultural Workers Organizing Committee. The five-year Delano Grape Strike began at this time. ***"I hear the call of a new* Huelga, *I hear the sound of marching feet...*"** echoes the elegy as Anaya calls to mind the 340-mile pilgrimage made by César Chávez and the *huelguistas* to the state capitol in Sacramento.

The United Farm Workers Union, born in a merger of the NFWA and AWOC, declared a strike against the Guimarra Vineyards Corporation, California's largest table-grape growers. The result was an international grape boycott, with millions of Americans supporting La Causa, the farmworkers' cause.

> **"Throughout Aztlán we call the young to gather;**
> **Rise and put aside violence and temptations.**
> **Rise and be swept up by the truth of his deeds,**
> **Rise not against each other, but for each other,**
> **Rise against the oppressors who take your sweat**
> **And labor and sell it cheap."**

In 1968, César Chávez fasted for 25 days to rededicate his movement to nonviolence. U.S. Sen. Robert Kennedy joined 8,000 farmworkers at the mass where Chávez broke his fast. Over the next two years, the boycott continued to attract attention and followers. About 10,000 Central Coast farmworkers reacted when the Salinas Valley growers' decided to sign contracts with the Teamsters Union, an act designed to keep UFW out of California lettuce and vegetable fields. Chávez was arrested and jailed for refusing to stop the boycott. Coretta Scott King and Ethel Kennedy visited him in jail.

In the '70s, with Jerry Brown, governor of California, Chávez pushed the landmark Agricultural Labor Relations Act through the state legislature. In 1978, the UFW called off its boycott of grapes, lettuce, and Gallo wine. By the end of the decade, the UFW won a significant pay raise, and its membership grew to about 45,000.

In the 1980s, Chávez's famous "Grapes of Wrath" campaign called attention to pesticide use and the poisoning of grape workers and their families. In 1988, at age 61, he fasted a record 36 days to protest their use.

Our César has not died!

A year before his death, César Chávez led vineyard walkouts in the Coachella and San Joaquin Valleys that brought the first industry pay raise for grape workers in eight years.

Chávez died in his sleep in San Luis, Ariz., on April 23, 1993. An estimated 40,000 mourners attended the funeral in Delano. A year later, 17,000 farmworkers re-enacted the 1966 pilgrimage to the state capitol, and President Clinton awarded the late leader the Medal of Freedom.

Anaya ends the book with a poignant essay. He states, "There are many ways to honor the spirit of the man. I did it by writing this elegy. We can honor him by dedicating some part of our lives to helping others. Getting an education and serving our families and communities also honors César. So does knowing our history and the accomplishments of our great men and women."

"Rise,* mi gente, *rise!"

*Dr. Baeza is professor of English and Spanish at Sul Ross State University. A Chicano literature specialist, he has published numerous journal and newspaper articles and two books–*Keep Blessing Us, Ultima: A Teaching Guide to Bless Me, Ultima by Rudolfo Anaya *and* Man of Aztlán: A Biography of Rudolfo Anaya, *both published by Eakin Press, Austin, Texas.*

If interested in submitting a book review, please e-mail us at outlook@aol.com for Book Reviewers' Guidelines.

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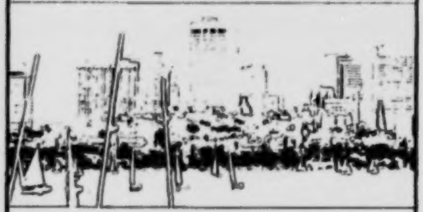

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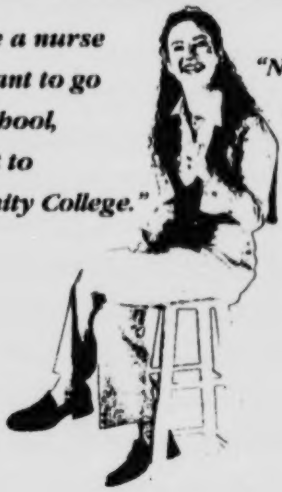

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Director of Admissions, Registration and Records

PSU seeks experienced professional to fill the following position. The Director manages admission evaluation, academic records including student information systems, and registration processes and publications, both print and electronic. Candidate must have extensive successful supervisory experience and thorough knowledge of higher education admissions and records systems. Experience with Banner, DARS and EDI preferred. Complete benefits package. Salary commensurate with experience. Minimum five years' higher education experience in similar position. Master's degree required. Open May 1 until filled. View posting at www.hrc.pdx.edu/jobsavail.htm or contact search coordinator at (503) 725-3404.

Portland State University is an Affirmative Action, Equal Opportunity institution and, in keeping with the President's diversity initiative, welcomes applications from diverse candidates and candidates who support diversity.

1277

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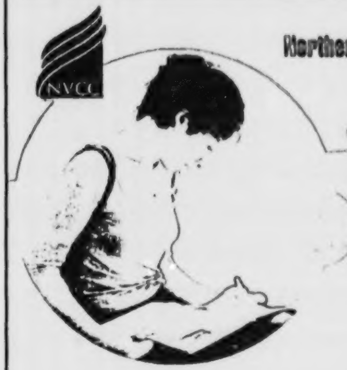
Community focused.

www.nvcc.vccs.edu



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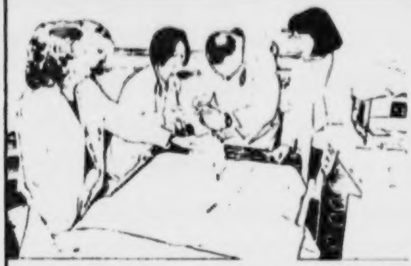


Shape your future in an exciting, creative, nursing education environment.

The University of Cincinnati, College of Nursing has open faculty positions in adult, child/neonatal, community health, psychiatric nursing, and family nurse practitioner. Productive scholars and expert clinicians are desired.

Faculty members in the college strive to be on the cutting edge in education, research, international activities, and health services. Extramurally funded research includes injury and violence, substance abuse, quality of life, cardiovascular health, care-giving, and skin science. The college has a faculty practice corporation. As a unit in the University's Academic Health Sciences Center, which includes the Colleges of Medicine, Pharmacy and Allied Health Sciences, the College of Nursing has many resources for faculty.

The University of Cincinnati, a state institution, supports one of the largest nursing schools in Ohio and offers all types of educational programs for nurses.

Please send your vitae to:
Andrea R. Lindell, DNSc, RN, Dean
College of Nursing, University of Cincinnati
PO Box 210038, Cincinnati, OH 45221-0038
Fax: 513/558-9030

College of Nursing
University of Cincinnati

EASTERN NEW MEXICO UNIVERSITY-ROSWELL

Job Announcements

POSITION:	Dean, Administrative Services
LOCATION:	ENMU-Roswell
SALARY:	$76,249
CLOSING DATE:	Open Until Applications Reviewed

CHARACTERISTIC DUTIES & RESPONSIBILITIES: Responsible for the administration of the business affairs of the Roswell campus, which includes the Business Office, Computer Center, Payroll, Physical Plant, Food Services, Bookstore, and Police Department. Functional responsibility exists for fiscal affairs, liaison with the commission on Higher Education, and the administration of building programs for the fiscal budget, facilities, capital outlay, and long range planning. Serves on the Administrative Team and other task forces, councils, and committees as needed. Reports to the Provost, ENMU-Roswell on an Administrative At-Will contract.

MINIMUM QUALIFICATIONS: CPA or Master's degree in accounting required. MBA also preferred. Experience in automated financial reporting as it relates to internal and external accounting controls and reports required. Five years of relevant executive experience in fiscal management required. Comparable experience in higher education is preferred.

TO APPLY: A complete employment packet for this position is available at the Department of Human Resources at ENMU-Roswell, P.O. Box 6000, Roswell, NM 88202-6000. Phone inquiries can also be made at (505) 624-7412.

ENMU-Roswell reserves the right to cancel, change or close any advertised position at any time. The decision to do so will be based upon the needs of the University and the final determination will rest with the Provost.

New Mexico is an open record state: Therefore it is the policy of the University to reveal to the public the identities of the applicants for whom interviews are scheduled.

ENMU-Roswell is an EEO/AA/ADA Employer

Colorado State University

DEAN OF UNIVERSITY LIBRARIES

COLORADO STATE UNIVERSITY seeks an innovative Dean with demonstrated knowledge of modern research libraries in a university setting and the ability to provide effective leadership in a shared decision-making environment.

Please see University website for full qualifications and responsibilities:

http://jobs.colostate.edu/ or http://lib.colostat.edu

Nominations will be received until July 1, 2002. Applications will be considered until the position is filled; however, completed applications must be postmarked or received electronically by July 15, 2002 for full consideration.

Applications must include a letter of application that speaks specifically to qualifications for the position; current resume; statement of leadership philosophy; names, addresses, phone numbers, FAX numbers, and email addresses of five references. Email to Robert.Hoffert@colostate.edu (preferred method) or send to:

Dean Robert W. Hoffert, Chair
Search Committee for Dean of University Libraries
College of Liberal Arts
Colorado State University
Fort Collins, CO 80523-1701
Fax: 970-491-0528

CSU is an EO/AA employer: 101 Student Services.

CALIFORNIA STATE UNIVERSITY, STANISLAUS

DIRECTOR OF COUNSELING and CAREER SERVICES and INTERNATIONAL STUDENT SERVICES

POSITION: The Director of Counseling and Career Services and International Student Services is a member of the Student Affairs Council and reports directly to the Senior Director of Retention Services within the Division of Student Affairs. The Director is administratively responsible for the provision of services to students, faculty, and staff of the University. Specific programs include the following: Counseling Services, Career Services, Student Employment Services, and International Student Services.

QUALIFICATIONS: Master's degree in counseling, social work, or related field in the human services, or earned doctorate in psychology. Must hold current California licensure with a minimum of three years experience or be California licensed within two years of appointment. Minimum of three years administrative experience required. Administrative experience in a university setting preferred. Each candidate must possess the following:

- Demonstrated clinical competence
- Ability to participate in shared decision-making process
- Leadership ability in developing and maintaining effective collaborative working relationships with students, faculty, staff, and administrators
- Demonstrated experience in campus community outreach programs
- Demonstrated ability to successfully function in a diverse and multicultural environment.
- Strong interpersonal and communication skills

SALARY RANGE: Commensurate with qualifications and experience. This position is part of the CSU Management Personnel Plan and has an excellent benefits package.

APPLICATION: Applicants should submit a letter of intent, current resume, and three letters of recommendation and the names, addresses, and telephone numbers of five professional references to:

California State University, Stanislaus
Attention: Mr. Lee Renner
Chair of Search Committee
801 West Monte Vista
Turlock, CA 95382
Phone: (209) 667-3304

First consideration will be given to candidates who apply by May 15, 2002.

The University is located on a park-like campus in the heart of the Central Valley, in the city of Turlock; it is one of 23 campuses in the California State University system. Current enrollment is 7,062 students. CSU Stanislaus has experienced positive FTE growth in all the past nine years.) CSU Stanislaus offers a high quality, affordable education with the virtues of a private university, offering over 45 baccalaureate and master's programs. On-site and interactive televised instruction is offered in Stockton and at other sites within a six-county region. The University offers a variety of cultural and recreational activities, and is located in easy driving distance of San Francisco, Monterey Bay, Yosemite National Park, and the Wine Country. Housing is affordable. Additional information is available at the University's web site: **www.csustan.edu.**

CSU, Stanislaus is an Equal Opportunity/Affirmative Action/Title IX/section 503-504 employer. Qualified women, minorities and persons with disabilities are encouraged to apply. CSU, Stanislaus hires only individuals lawfully authorized to work in the United States.

USF University of South Florida

Founded in 1956, the University of South Florida is a public research university of growing national distinction, serving 36, 000 students in ten colleges on campuses in Tampa, Lakeland, St. Petersburg, and Sarasota/Manatee. It has been classified "Doctoral/Research University-Extensive" by the Carnegie Foundation for the Advancement of Teaching. Reflecting its breadth of graduate and research programs, *USF* is one of three public universities in Florida classified as a Research I institution. With more than 2,000 faculty, *USF* offers baccalaureate degrees in 79 fields, 89 master's and specialist programs, 25 doctoral programs, and the doctor of medicine degree.

The university is currently recruiting for the following faculty positions:

Position Title	*Discipline*	*Deadline:*
Assistant/Associate Professor *(2 positions)*-	Deans Office-Nursing-	OPEN
Assistant Professor *(IT Department Chair)*-	Engineering-	OPEN
Assistant/Associate Professor-	Pharmacology-	OPEN
Assistant Professor-	Psychology-	OPEN
Instructional Specialist-	Mental Health Law & Policy-	OPEN
Associate Professor *(Assoc Director)*-	Comparative Medicine-	OPEN
Assistant Professor-	Comparative Medicine-	OPEN
Assistant/Associate Professor-	Otolaryngology-	OPEN
Professor *(Dean)*-	Public Health-	OPEN
Instructor *(Nurse Midwifery)*-	Nursing-	OPEN
Instructor-	Nursing-	OPEN
Assistant/Associate Professor-	Neurology-	OPEN
Assistant/Associate Professor-	Pharmacology -	OPEN
Assistant/Associate Professor-	Anesthesiology -	OPEN
Assistant/Associate/Professor-	Radiology -	OPEN
Assistant/Associate/Professor *(4 positions)*-	Radiology -	OPEN
Assistant/Associate/Professor-	Radiology (Breast Radiology)-	OPEN
Associate/Assistant In Research *(3 positions)*-	Physical Therapy-	OPEN
Coordinator of Instructional Design-	Nursing-	OPEN
Associate Professor/Professor *(2 positions)*-	Computer Sci & Engineering-	OPEN
Professor *(Chair/Assoc VP/Assoc Ctr Dir)*-	Interdisciplinary Oncology Prg-	OPEN
Assistant/Associate/Professor-	Interdisciplinary Oncology Prg-	OPEN
Assistant Professor-	Interdisciplinary Oncology Prg-	OPEN
Assistant/Associate/Professor-	Anesthesiology-	OPEN
Assistant Professor/Professor- *(Associate Center Director)*	Lawton & Rhea Chiles Ctr-	OPEN
Inspector General *(Director)*	Audit & Compliance Svcs-	OPEN
Instructor *(2 positions)*-	Childhood Education-	05/15/02
Associate Professor/Professor- *(Mason Endowed Chair in Pediatric Pulmonology)*	Pediatrics/St. Petersburg Campus-	06/01/02
Assistant Professor-	Lung Transplantation Pulmonologist-	06/15/02
Assistant/Associate Professor-	Gastroenterology/Esophagology-	07/31/02

For a description on the above listed positions and additional vacant positions: (1) visit our Employment Services Web site at **http://usfweb.usf.edu/usfpers/vacancy.html.** or (2) contact Equal Opportunity Affairs, **Ferrell@admin.usf.edu.** for faculty positions; or (3) call *USF* job line at **813.974.2879** for staff positions.

USF is an equal opportunity/equal access/affirmative action institution, committed to excellence through diversity in education and employment.

www.usf.edu • 4202 E. Fowler Ave, Tampa, FL 33620

Biology Instructor

(Concentration in Microbiology)
(Position # H095)

GRCC has an opening for a full time Biology Instructor. Detailed information on responsibilities and requirements regarding this position are available at the GRCC website at www.grcc.edu. Prefer either clinical/research experience in microbiology or practical/teaching experience in molecular biology /biotechnology. Master's degree or Ph.D. in the biological sciences OR Master's degree or Ph.D. in a related biological science field with a minimum of 18 graduate credit hours in the biological sciences. Successful teaching experience at the college level for a minimum of one year (full time teaching equivalent); minimum of three years teaching experience and teaching experience at a community college preferred. Hiring Salary Range: $43,710-$46,987. Interested candidates are requested to submit a cover letter including the position number H095, resume, copies of their unofficial transcripts, and three professional reference letters by May 24, 2002, to Human Resources, Grand Rapids Community College, 143 Bostwick NE, Grand Rapids, MI 49503-3295 or fax 616-234-3907.

Grand Rapids Community College is an equal opportunity employer.

FLORIDA GULFCOAST UNIVERSITY

All information on vacancies & how to apply, visit
www.fgcu.edu
or call the 24-hr jobline @
941-590-1111.
FGCU is an EO/EA/AAI

POSITION ANNOUNCEMENT

Assistant Professor in Landscape Ecology

Department of Agronomy and Range Science
University of California, Davis

TITLE: Assistant Professor in Landscape Ecology in the Agricultural Experiment Station

LOCATION: University of California, Davis, CA

RESPONSIBILITIES: The successful candidate's research will focus on the ecology and management of California rangelands (grassland, shrublands, woodlands, meadows, riparian areas, and deserts) using science to address important issues of California's landscape with emphasis on spatial characteristics as appropriate. Additionally, there are international opportunities for landscape level research on production dynamics and environmental aspects of grazing systems, especially in Africa and Eurasia. A successful candidate's research on the landscape should be capable of advancing the understandings of landscape level processes, solving problems of land use, and advancing the science of spatial analysis for the understanding of landscapes. A demonstrated capacity to conduct high quality ecological research at the community or landscape level, have strong skills in the analysis of spatial information and ability to teach undergraduate and graduate students are requirements. It is anticipated that he/she will collaborate with other scientists at UC Davis, Cooperative Extension specialists, farm advisors and researchers from other universities and agencies to address the Mission of the College. The successful candidate will be expected to develop undergraduate courses including comparative ecology of range ecosystems, analysis and monitoring of rangeland ecosystems or rangeland planning. The candidate will assist in teaching other undergraduate and graduate courses. The successful candidate will be expected to participate in departmental, College, and Division committees and with state, regional and national organizations that address landscape issues.

QUALIFICATIONS: Ph.D. or equivalent level of experience in ecology, range science or related fields.

SALARY: Commensurate with qualifications and experience.

TO APPLY: Review of applications will begin on June 1, 2002. Position to remain open until filled. Applicants should submit curriculum vita, undergraduate transcripts (if within 5 years of degree) and graduate transcripts, statement of research and teaching experience, list of publications and reprints of up to five publications, and the names and addresses of up to 5-8 persons familiar with the applicant's qualifications to:

Dr. Kevin Rice, Chair, Search Committee
Department of Agronomy and Range Science
University of California
One Shields Avenue
Davis, CA 95616-8515
Telephone: (530) 752-8529 / FAX: (530) 752-4361
E-mail: bllerol@ucdavis.edu

The University of California, Davis, and the Department of Agronomy and Range Science are interested in candidates who are committed to the highest standards of scholarship and professional activities, and to the development of a campus climate that supports equality and diversity. The University of California is an affirmative action/equal opportunity employer.

VIRGINIA MILITARY INSTITUTE

Superintendent

(President of the College)

The Virginia Military Institute, a Carnegie Baccalaureate I co-educational institution, ranked first among public national liberal arts colleges by *U.S. News and World Report*, is seeking a new leader at a dynamic and exciting period in the institution's life. Major General Josiah Bunting, III, is completing a distinguished record as Superintendent. VMI has a long established tradition of academic distinction and instilling within its cadets a commitment to public service and a life lived with integrity. The VMI concept of the Citizen-Soldier, who values ethical behavior in one's personal and professional life, and service to the country in times of need, could not be more in harmony with the country's needs today. The Institute is financially strong, enjoying the highest endowment per student of any public college in the nation.

The Board of Visitors of the Virginia Military Institute invites applications and nominations from the educational, military, corporate, and public service sectors for the position of Superintendent (President of the College). The Superintendent is the chief executive officer of the Institute, reporting directly to the Board of Visitors.

Founded in 1839 as the nation's first state military college, VMI is a state-supported, co-educational, four-year undergraduate college that provides a nationally ranked academic program offered within a comprehensive military, physical and moral-ethical framework. Cadets pursue the B.S. or the B.A. in fourteen disciplines in engineering, sciences and the liberal arts.

VMI is now aggressively implementing a strategic plan intended to establish VMI as a premier small college in the nation, one possessing an international reputation for academic excellence and unequalled in producing educated and honorable citizen-leaders. *Reveille*, an ambitious and extremely successful capital campaign initiated in 2000, has in two years raised $155 million toward a goal of $175 million in support of VMI's pursuit of institutional excellence.

The members of the Corps of Cadets, more than 1300 strong, live in the VMI Barracks. All subscribe to an honor code that is administered by the cadets themselves. Cadets wear the historic gray uniform, and their daily life follows the traditions and rules of the Institute. Each cadet participates in a Reserve Officer Training Corps (ROTC) program offered by the Army, Navy, Marine Corps, or Air Force, and an increasing number of graduating cadets (now at 40%) receive commissions in the armed forces.

The successful candidate for Superintendent will be an inspirational, energetic and proven leader who possesses a clear vision of VMI's purpose and place in the 21st Century, a strong commitment to the values of a liberal education and to public higher education, experience in strategic planning, management, financial matters, government relations, human resources development, fund raising, and refined communication skills. The ability to communicate VMI's mission to a variety of constituencies both within and without the Institute is an extremely important attribute. Understanding the challenges and demands of higher education, military experience, and a proven record of leadership are especially valued credentials. As cadet life is designed to instill in each VMI graduate a lifelong concept of integrity, devotion to duty, self-discipline and self-reliance, the successful candidate must demonstrate personal commitment to these values. Compensation is competitive and includes historic quarters on the grounds of the Institute.

The Search Committee will begin reviewing materials immediately and will continue until the position is filled. Nominations, inquiries, applications (to include a letter of interest and resume), and the names, addresses, telephone and email addresses of five references should be directed, in confidence, to:

Mr. Samuel B. Witt. III, Chairman, Superintendent Search Committee
ATTN: Colonel Edwin L. Dooley, Jr., Secretary
Superintendent's Office,
Virginia Military Institute,
Lexington, VA 24450
DooleyEL@mail.VMI.edu

VMI is being assisted in this search by
Ann Hayes Die, Ph.D., Vice President, A.T. Kearney Education Practice
333 John Carlyle Street, Alexandria, VA 22314, Telephone: 703-739-4626
ann.die@atkearney.com

Electronic submissions to Col. Dooley (MS Word format) are particularly encouraged. For more information about VMI, please consult our website: **www.vmi.edu**

VMI is an Affirmative Action, Equal Employment Opportunity Employer

MT. SAN ANTONIO COLLEGE

PRESIDENT

The Board of Trustees of **Mt. San Antonio College** (Mt. SAC) invites applications and nominations for the position of President.

The President is responsible for all operations of the college and assures that the college is administered in accordance with the policies adopted by the Board of Trustees. The President provides leadership and advocacy for the college in keeping with the college mission of supporting and promoting student learning and student success. The President oversees the programs and activities; maintains community, legislative, and college relations; provides leadership for strategic planning; and assures institutional fiscal integrity and responsibility.

The successful candidate is expected to make a long-term commitment to the college in order to develop and implement a common vision developed through shared governance processes in the best interests of all students and staff. The ideal candidate will be an innovative, energetic, and proven leader and must thoroughly understand the role of a large comprehensive community college and the dynamics of the communities it serves. Mt. SAC strives to be regarded as one of the premier community colleges in the nation. We are viewed as the leader in community college teaching, programs, and services.

As a premier community college, Mt. SAC provides access to quality, focusing on student success within a climate of integrity and respect. Mt. SAC earns this reputation by consistently exceeding the expectations of students, staff, and community.

- **Largest of CA's 108 community colleges**
- **421 acre "park-like" campus setting with a wildlife sanctuary and farm pastures**
- **Over 40,000 student body and growing at an average of 3% per year**
- **17 new fully funded building projects scheduled over the next 10 years**
- **Offers over 100 certificate programs and over 90 Associate in Science Degree majors**
- **Nationally ranked Forensics, Flying, and Mock Trial teams as well as nationally recognized Choral and Jazz Music programs**
- **Conference and state champ. athletic teams**
- **Home of the world renown Mt. SAC Relays track and field event**
- **Conveniently located in the heart of So. Cal., 23 miles east of the L.A. Civic Center**
- **Major theater, music, and sports venues as well as mountain and ocean resorts are only an hour away**

Applications and nominations may be accepted until the position is filled. However, the presidential search committee will begin reviewing applications on or about May 15, 2002. Submission of applications is strongly encouraged prior to that time.

For confidential telephone inquiries about the position, contact **Dr. Al Fernandez, Search Consultant, at (805) 650-2546 or e-mail: ccss@sbcglobal.net.** Submit completed applications and nominations to: **Presidential Search Committee, Mt. San Antonio College, PO Box 1535, Walnut, CA 91788-1535.**

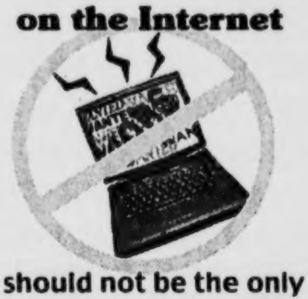
access to quality

MT. SAN ANTONIO COLLEGE

www.mtsac.edu

Mt. San Antonio College is an equal opportunity employer.

Advertising on the Internet



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OSWEGO

ASSISTANT PROFESSOR OF SPANISH

Department of Modern Languages & Literatures
http://www.oswego.edu

Full-time visiting position beginning in August 2002, pending budgetary approval. Ph.D. in hand preferred, advanced ABD considered. We seek a candidate with specialization in Latin America and/or Peninsular literature, culture and civilization. In addition to teaching responsibilities, the successful applicant will assume the role of computer-based language lab director and coordinator of technology-enhanced instruction in modern languages. The applicant must have native/near native fluency in Spanish, proficiency in English, and qualifications to teach all undergraduate levels of Spanish and courses in Latin American and Peninsular literature, culture and civilization, and a willingness to contribute to programs in Languages and International Trade, and Languages Across the Curriculum. Proficiency in French is highly desirable. A willingness to participate in service activities is also expected. Reference will be given to a candidate with demonstrated excellence in teaching and promise of strong scholarship. Familiarity with ACTFL proficiency guidelines is desirable, as are expertise in business Spanish and the latest teaching technologies.

Send complete dossier, including CV, transcript, and 3 letters of recommendation to:

Professor Tracy Lewis
Department of Modern Languages & Literatures
SUNY Oswego, Oswego, NY 13126

Interviews will be conducted upon receipt of applications until position is filled. Women and minorities are encouraged to apply.

SUNY Oswego is an Affirmative Action Employer

Over 3,000 faculty & staff positions!

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www.HigherEdJobs.com

Education

CCBC
The Community College of Baltimore County

National Bellwether Award Winner
A Vanguard Learning College

Director of Development (2002/060)

Job Line: 410-869-7150;
TTY: 410 869-7151

See current job postings at:
www.ccbc.cc.md.us.

SUL ROSS STATE UNIVERSITY, Alpine Campus
invites applications for the following Faculty and Staff positions:

Assistant Professor of Bilingual Education/ESL
Assistant Professor of Political Science
Assistant or Associate Professor of Industrial Technology
Lecturer in Reading/Academic Center for Excellence
Lecturer in Mathematics/Academic Center for Excellence
Lecturer in Writing/Academic Center for Excellence
Lecturer or Assistant Professor of Spanish
Visiting Faculty in Mathematics
Visiting Faculty in Psychology

* * * * *

Campus Activities Coordinator
Recruiting and Admissions Director
Grounds Maintenance Superintendent
Heating & Refrigeration Mechanic
Librarian (Position pending)
Rodeo Coach
Utilities Maintenance Superintendent

The following Faculty and Staff positions are available at the SRSU/Rio Grande Campuses at Del Rio, Eagle Pass, and Uvalde:

Assistant Professor of Criminal Justice

* * * * *

Academic Support Services Director
Business Development Specialist
Field Experience Coordinator
Institutional Research & Effectiveness Director
Student Affairs Director

To request an application or announcement contact **Sul Ross State University, Human Resources, Box C-13, Alpine, TX 79832. (915) 837-8058.** To view complete announcements and information regarding Sul Ross State University visit our website at **www.sulross.edu.** Sul Ross is a member of the Texas State University System. *EEO/AAE.*

George Mason University

GRADUATE SCHOOL OF EDUCATION

Special Education (tenure-line, rank open)

Specialists in ED/LD, severe, and/or assistive technology needed to join a core group of nationally prominent senior scholars in special education and human disabilities. Responsibilities include teaching and advising at the Master's and doctoral levels, securing external funding, conducting and disseminating research, and collaborating with other GSE faculty in model programs integrating general and special education. Earned doctorate in special education or related field and two years experience working with children and youth with disabilities required. Qualifications in more than one are of expertise, university teaching experience, and an established or very promising research funding/publication record desirable.

Applicants should send a letter of interest highlighting their qualifications, a current vita, and the names, addresses, and telephone numbers of three persons who can serve as references upon request. Inquiries and application materials should be addressed to: **Jeffrey Gorrell, Dean, MSN 2F1, Graduate School of Education, George Mason University, 4400 University Drive, Fairfax, VA 22030-4444.** Review of applications will begin on May 24, 2002 and will continue until the positions are filled.

AA/EEO

UNIVERSITY OF MISSOURI-ST. LOUIS

The University of Missouri-St. Louis seeks applicants for two positions in a newly-created Department of Theatre, one of four departments in the College of Fine Arts and Communication. A $52 million Performing Arts Center is scheduled to open in the spring of 2003. Position 1) Director of Theater. Develop student theatrical opportunities on the campus; collaborate with and provide artistic directorial support for productions with other campus performance units. Develop and teach courses in the areas of directing, acting, musical theatre production, movement/dance, design, etc., according to expertise. Position 2) Technical Director/Designer. Develop student theatrical opportunities on the campus; collaborate with and provide technical support for productions with other campus performance units. Develop and teach courses in the areas of theatrical design (stagecraft, lighting, scenic design, costuming, etc.), according to expertise.

Qualifications: Experience in directing and/or technical theatre in a professional and/or academic setting. MFA or Ph.D. required. Experience in musical theatre highly desirable. One of the positions may be hired at the Assistant or Associate Professor rank, the other will be hired at the Assistant Professor rank; full-time, tenure track, salary dependent upon experience. Appointment to commence August 15, 2002 or January 1, 2003 depending on candidates' availability. Letter of application must be accompanied by a curriculum vita, three letters of recommendation or placement file, and graduate and undergraduate transcripts. No videotapes or other supportive materials at this time. Screening begins April 29, 2002; positions open until filled. Contact: **James Richards, Chair, Theatre Search Committee, c/o Department of Music, University of Missouri-St. Louis, 8001 Natural Bridge Rd., St. Louis, MO 63121-4499.** E-mail submission of application materials is encouraged **(JamesRichards@umsl.edu).**

AA/EOE, the University of Missouri-St. Louis is an committed to excellence through diversity.

THE SARKISIAN CHAIR

ENDOWED CHAIR IN FINANCIAL SERVICES

Bryant College is pleased to announce the establishment of the Sarkisian Chair in Financial Services. This prestigious position will:

Teach in the Financial Services area; serve as a resource and mentor for faculty and student research; continue to pursue high quality research and stay in the forefront of the developments that affect the industry. Candidate must have a strong technology orientation and will facilitate the Bryant College Trading Room (Financial Services Lab) and the Department of Finance to offer innovative experiential learning activities to the students and members of the broader community.

The candidate will be familiar with current financial services issues and be highly regarded in both the academic and corporate communities. Appropriate academic credentials include an earned doctorate in finance, insurance, banking, investments or a related financial services discipline. An exemplary record of teaching, research, and service suitable for appointment as an associate or full professor in an AACSB accredited school is required. The initial appointment is for three years with possible extension. The person directly reports to the Vice President for Academic Affairs.

Founded in 1863, Bryant College, a student-centered college, is AACSB accredited at both the graduate and undergraduate levels and, therefore, has research and service expectations consistent with other AACSB schools. Situated on a beautiful 400-acre residential campus less than one hour from Boston and 20 minutes from Providence. Bryant enrolls 2700 undergraduate and 500 graduate students served by a faculty of approximately 200. The College offers a Bachelor of Science in Business Administration, a Bachelor of Arts in Liberal Studies, a Master of Business Administration, a Master of Science in Taxation, and a Master of Science in Accounting. New programs include a Bachelor of Science in Information Technology and Master of Science in Information Systems.

Salary commensurate with experience and qualifications, and includes support for research and professional development. Benefits are AACSB competitive. Bryant College is an Equal Employment Opportunity/Affirmative Action Employer and an institution committed to diversifying its staff. Women and individuals from underrepresented groups are strongly encouraged to apply.

Letters of interest indicating position applied for, a curriculum vitae, and two references should be sent to **Human Resources - Position # THO 244, Bryant College, 1150 Douglas Pike, Smithfield, RI 02917-1284.** Inquiries should be made to Dr. W. Dayle Nattress at dnattres@leonardo.bryant.edu. Review of applications will begin immediately and continue until the position is filled.

AMHERST COLLEGE

FIVE COLLEGE LIBRARY DEPOSITORY PROJECT MANAGER

The Five College Librarians Council of Five Colleges, Inc. (Amherst, Hampshire, Mount Holyoke and Smith Colleges and the University of Massachusetts Amherst) invites applications for a grant-funded project to establish and manage a Five College Library Depository.

Reporting to the Librarian of Amherst College, and under the direction of the Five College Librarians, the Project Director will direct a project to establish a Five College Library Depository, an off-site shelving facility for the Five College Libraries. The Project Manager will be responsible for the organization, management and services of the Depository. The Depository, scheduled to open in late 2002, will initially hold about 500,000 volumes in 10,000 sq. feet of space. For the first three years of operation, staffing for the Depository will consist of a full-time project manager plus 2 FTE staff members. After three years, staffing will be reduced to a half-time project manager plus 1.5 FTE staff.

Qualifications: Bachelors Degree and MLS from an accredited institution; minimum of 3 years of professional project coordination and/or management and supervisory experience; evidence of ability to manage complex assignments successfully and to meet established deadlines; ability to work both independently and collaboratively and to interact effectively with faculty and staff; experience with III or a comparable integrated library system; experience with current technologies such as scanning, electronic storage and delivery; mastery of standard office computing programs.

Salary: $40,000

Review of applications will begin immediately and will continue until the position is filled. Send letter of interest, resume, and the names and addresses of three references to:

Lorna Peterson / Executive Director
Five Colleges, Inc. • 97 Spring Street • Amherst, MA 01002

Information about the Five College Consortium is available at
www.fivecolleges.edu

Amherst College is an Equal Opportunity/Affirmative Action employer and encourages women, minorities and persons with disabilities to apply

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KUTZTOWN UNIVERSITY
OF PENNSYLVANIA

RESIDENCE COORDINATOR
(Two Vacancies)

Kutztown University enrolls approximately 8,200 students in graduate and undergraduate programs. The University is located in the borough of Kutztown in a charming rural setting, but is within 20 minutes driving time of the diverse metropolitan areas Allentown/Bethlehem and Reading, and within 60 minutes of the Philadelphia metropolitan area. The University is very interested in hiring employees who have had extensive experience with diverse populations.

The Housing and Residence Life Team at Kutztown University is seeking an energetic individual for the entry-level position of Residence Coordinator. Position responsibilities include, but are not limited to, management, staff development, hall council advisement, housing processes, educational discipline, and programming. Direct responsibility for one hall and oversees graduate resident directors(s) in other(s). Live-in (furnished apt.), Bachelors Degree required, Masters preferred. Starting salary is $30,592 with full benefits. Successful interview and demonstration of ability are requisite qualifications. **Review of resumes will begin May 17, 2002 and continue until position is filled. Please forward cover letter, resume, and three letters or recommendation to Department of Human Resources, Residence Coordinator Search, P.O. Box 730, Kutztown, PA 19530.**

Kutztown University is an AA/EOE/member of the PA State System of Higher Education and actively solicits applications from women and minority candidates.

For more information about employment opportunities, visit our website at:
www.kutztown.edu/employment

POSITION ANNOUNCEMENT

Assistant Restoration Ecology Specialist

Department of Agronomy and Range Science
University of California, Davis

TITLE: Assistant Restoration Ecology Specialist in Cooperative Extension

LOCATION: University of California, Davis, CA

RESPONSIBILITIES: The successful candidate's extension education and applied research will contribute information that aids in the restoration of disturbed agricultural, range and wild lands. The successful candidate will be expected to provide leadership for planning and coordination of statewide extension education and information transfer programs related to restoration ecology and facilitate coordination of county extension advisors and work group activities. The candidate will prepare and evaluate education materials, such as publications, newsletters, slide sets, videotapes, and computer software to extend subject matter information to the public sector. The successful candidate will be expected to conduct applied research activities related to restoration ecology. Possible research topics include: 1. development and testing of restoration practices, materials, and techniques; 2. selection, development and testing of plant materials for revegetation; and 3. determination of site characteristics that define restoration potential. The candidate will participate in graduate education activities as a member or chairperson for thesis and dissertation committees for graduate students in Agronomy, Ecology and other disciplinary fields. The successful candidate will be expected to participate in Department, College, and Division committees, with state, regional and national organizations that address restoration ecology issues, and contribute to other public outreach activities as needed.

QUALIFICATIONS: Ph.D. or equivalent level of experience in ecology, range science or related fields.

SALARY: Commensurate with qualifications and experience.

TO APPLY: Review of applications will begin on June 1, 2002. Position to remain open until filled. Applicants should submit curriculum vita, undergraduate transcripts (if within 5 years of degree) and graduate transcripts, statement of research and teaching experience, list of publications and reprints of up to five publications, and the names and addresses of up to 5-8 persons familiar with the applicant's qualifications to:

Dr. Kenneth W. Tate, Chair, Search Committee
Department of Agronomy and Range Science
University of California
One Shields Avenue
Davis, CA 95616-8515
Telephone: (530) 754-8988 / FAX: (530) 752-4361
E-mail: kwtate@ucdavis.edu

The University of California, Davis, and the Department of Agronomy and Range Science are interested in candidates who are committed to the highest standards of scholarship and professional activities, and to the development of a campus climate that supports equality and diversity. The University of California is an affirmative action/equal opportunity employer.

UNIVERSITY OF MINNESOTA

Vice President for University Services

The University of Minnesota is a multi-campus system, serving some 55,000 undergraduate, graduate, and professional students and offering degrees in more than 370 fields of study. The University is one of the state's largest employers, with an annual budget of some $1.8 billion.

The University's campuses are varied, from the Twin Cities campus, which serves as the state's only research university, as well as its land grant institution; to the University of Minnesota at Morris, a premier public liberal arts college; to the University of Minnesota-Crookston, a polytechnic institution internationally recognized for its use of technology; to the University of Minnesota-Duluth, a highly renowned regional university located on the shore of Lake Superior.

The University was ranked as one of the top three public research universities in the country in a recent study and has highly ranked programs in chemical engineering, mechanical engineering, economics, forestry, applied mathematics, pharmacy, public health and other fields. In fiscal year 2001, sponsored research at the University topped more than $400 million.

The University invites applications and nominations for the position of Vice President for University Services. The Vice President reports to the President and has management responsibilities for a broad range of operations, including Facilities Management (including major building and construction activities), Campus Health and Safety, Public Safety, Auxiliary Services (including housing, food service, book stores, parking and transportation), and Northrop Auditorium. These divisions include approximately 3,000 employees and a budget of $1 billion ($250 million in operating budget and $750 million in capital construction responsibilities). The Vice President's position is a 100%-time, 12-month academic administrative appointment and is appointed by and serves at the pleasure of the President.

The Vice President is charged to:

- be committed, philosophically and operationally, to delivering quality services in an efficient manner while being sensitive and responsive to the service needs of the entire University and the concerns of external constituencies and neighborhoods;
- provide a high level of customer satisfaction and success for all users and providers of business operations functions within University Services;
- create a positive work environment incorporating the University's commitment to equal opportunity and diversity in hiring, retention, and promotion of employees and empowering employees to use their full range of talents and abilities;
- advance the University's renewed commitment to strengthening the security of operations and the safety of the University community;
- play a leadership role in the continuous improvement of the University's facilities and operations including physical access to facilities and accessibility in other services;
- provide leadership in managing, planning, constructing, and maintaining the physical facilities of the University;
- work effectively and consult widely with faculty, staff, and students of the University, the Board of Regents, the state legislature, the executive branch of the state government, other civic bodies, and the community at large;
- provide leadership at the institutional level while integrating the diverse components of the various operations functions with a sense of service to the institution's stakeholders;
- respond to short-term concerns while developing long-range strategies consistent with academic and financial strategies and ensuring integration of institutional priorities.

The extent to which a candidate can translate this charge into effective action will be of great importance in selecting the Vice President for University Services.

The ideal candidate will have a baccalaureate degree in hand at the time of application and at least eight years of previous experience as a senior executive in a complex organization. A portion of this experience must include responsibility for significant business operations. It is critical that the Vice President understands the role of operations in a major teaching and research setting and demonstrates an understanding of how operations support the educational, research, and outreach missions of the University. Candidates will also have a demonstrated record of implementing principles of affirmative action and equal opportunity and increasing diversity in the workforce.

Desired qualifications include: an advanced degree; knowledge of public finance and operations; experience in building construction and renovation; budgeting and financial skills; professional experience at a public institution of higher education; and skills at making effective presentations to external and internal audiences. Additionally, candidates should have experience managing in a highly unionized environment. The most qualified candidates will have personal qualities that reflect integrity and flexibility, and will be able to document achievement in resolving multiple complex problems in a timely manner.

Salary is commensurate with experience and qualifications.

Applications will be reviewed beginning immediately, and will be accepted until the position is filled. Applications should include a letter expressing interest, a resume, and the addresses, e-mail addresses, and telephone numbers of at least five references. References will not be contacted without the approval of the candidate.

Send to:

Sandra Gardebring, Chair
Vice President for University Services Search Committee
University of Minnesota
6 Morrill Hall
100 Church Street SE
Minneapolis, MN 55455
c/o Sandy Korlath
Email: korla001@umn.edu

The University of Minnesota is being assisted in this search by:

Ann Hayes Die and Shelly Weiss Storbeck
A.T. Kearney Education Practice
333 John Carlyle Street
Alexandria, VA 22314
Phone: 703-739-4624
Fax: 703-518-1733
Email: ann.die@atkearney.com or
shelly.storbeck@atkearney.com

Electronic submissions (MS Word format) are particularly encouraged. For more information visit the University of Minnesota website at: **www.umn.edu.**

The University of Minnesota is committed to the policy that all persons shall have equal access to its programs, facilities, and employment without regard to race, color, creed, religion, national origin, sex, age, marital status, disability, public assistance status, veteran status, or sexual orientation. This material is also available in alternative formats upon request.

TUFTS UNIVERSITY

Department of Romance Languages
Position Available Fall 2003

SENIOR-LEVEL POSITION OF SPANISH IN LATIN AMERICAN LITERATURE AND CULTURE

Senior-level position (Associate Professor or Professor) of Spanish beginning in Fall 2003. Seeking Latin Americanist with specialty open in Latin American literature and culture, with special consideration given to Caribbean literature and culture. Excellence in scholarship and undergraduate teaching. Ability to teach survey and upper-level language courses, as well as courses in specialty. Native or near-native fluency. Salary competitive.

Send letter of application including curriculum vitae, sample of scholarship and complete dossier to **Isabelle Naginski, Chair, Department of Romance Languages, Olin Center, Tufts University, Medford, MA, 02155,** for possible MLA interview in December 2002. Applicants are strongly encouraged to submit complete application by December 1, 2002. This is an extension of the search begun in Fall 2001. Review of applications began in December 2001. It will continue through the Spring and Fall of 2002 until position is filled.

Tufts is an affirmative action/equal opportunity employer. We are committed to increasing the diversity of our faculty. Members of under-represented groups are strongly encouraged to apply.

Iona College, New Rochelle, NY

Full-Time Faculty Opening

ADVERTISING

School of Arts & Science

Iona College, a college in the tradition of the Christian Brothers and American Catholic higher education and an equal opportunity employer, invites applications for a full-time faculty position in the Department of Mass Communication, starting September 2002.

Duties: Teach courses such as introduction to advertising, advertising writing, advertising media and advertising campaigns.

Qualifications: terminal degree

Interested applicants should send a CV, a letter of application, and the names of three references to:

Orly Shachar, Chair
Department of
Mass Communication

IONA

715 North Avenue
New Rochelle, NY 10801

UMDNJ-ROBERT WOOD JOHNSON MEDICAL SCHOOL

The UMDNJ-Robert Wood Johnson Medical School in New Brunswick, New Jersey, seeks candidates for the following position.

CHAIR, DEPARTMENT OF ENVIRONMENTAL AND COMMUNITY MEDICINE

Candidates must be an MD, Ph.D. or equivalent, have a distinguished record of teaching, research and clinical service, and be eligible for licensure in New Jersey. The academic rank will be commensurate with education and experience. The desirable candidate should have demonstrated success in promoting excellent teaching and scholarship, as well as developing and implementing programs.

The Department of Environmental and Community Medicine (DECM) is known nationally and internationally for outstanding educational, research and clinical programs in toxicology, occupational health, exposure measurement and assessment and community health education. In collaboration with faculty from Rutgers University, DECM faculty are major contributors to the outstanding success of the Environmental and Occupational Health Services Institute, a joint institute of UMDNJ-Robert Wood Johnson Medical School and Rutgers University. In addition, DECM faculty have been involved in the formation of numerous graduate programs, and in the development of the new formed School of Public Health at UMDNJ. The impact of the Department of Environmental and Community Medicine on UMDNJ-Robert Wood Johnson Medical School has been substantial. The department has consistently led the school in external research funding, with $12 million in total research funding in FY 2001.

Highly visible basic science and clinical programs in the medical school, as well as outstanding collaborative opportunities with the faculty at Rutgers University constitute excellent resources for growth of environmental and community medicine. In addition, institutes and centers that offer potential for collaboration include the Center for Advanced Biotechnology and Medicine, the Cancer Institute of New Jersey, the Child Health Institute of New Jersey, the Environmental and Occupational Health Sciences Institute and the Gerontological Institute.

Nominations should include a brief statement of the attributes and qualities of the individual which make them ideally suited for this position. Applications should include a curriculum vitae and a brief personal statement. Please send applications to the chair of the search committee.

John B. Kostis, M.D.,
Chair of Search Committee
Professor and Chair,
Department of Medicine
One Robert Wood Johnson Place
New Brunswick, NJ 08903
palmasg@umdnj.edu

UMDNJ is an Affirmative Action/Equal Opportunity Employer. Women and minorities are strongly encouraged to apply. Visit our website at http://www.umdnj.edu

UMDNJ
ROBERT WOOD JOHNSON
MEDICAL SCHOOL

FACULTY OPENINGS

Full-Time, Tenure Track

The College of Lake County is a progressive community college located in Northern Illinois, approximately 45 miles north of Chicago, with a student enrollment in excess of 15,000. Dedicated to excellence in teaching, the College supports and encourages the development of multicultural perspectives, the celebration of diversity, the recognition of different learning styles and a "high tech/high touch" approach to education. Full-time, tenure track positions are available in the following areas for Fall 2002.

Computer Information Systems Instructor

A minimum of a Bachelor's degree and business experience in information systems that includes desktop publishing (plus a willingness to complete a Master's degree) required.

Biology Instructor

A Master's Degree in Biology is required.

Dental Hygiene Instructor

A Bachelor's Degree in Dental Hygiene or a related field, eligible for licensure in the State of Illinois, current clinical work experience (minimum 5 years full-time) required.

Instructional Developer

Master's degree in an academic discipline or program offered at CLC, with additional coursework in curriculum development or instructional design OR a Master's Degree in Instructional Design and/or Instructional Technologies. Teaching experience and faculty development experience in higher education required.

The College seeks candidates who have had multicultural experience and who can demonstrate a commitment to diversity and multiculturalism. For full consideration, applicants must submit a completed application form, current resume, letter of interest, three letters of recommendation, and official transcripts of degrees by May 31, 2002.

For application, contact the Human Resources office via any of the following: **Phone: 847-543-2065; TDD: 847-223-5615; Fax: 847-223-0824 and E-mail: personnel@clc.cc.il.us. We are an Equal Opportunity Employer, dedicated to diversity, which encourages the applications of Women, People of Color, Persons with Disabilities and Veterans. Visit our website at www.clc.cc.il.us/ COLLEGE OF LAKE COUNTY, Human Resources, 19351 W. Washington Street, Grayslake, IL 60030-1198.**

College of Lake County

EOE/AA/M/F/D/V

Benedictine College

(www.benedictine.edu)

Assistant or Associate Professor of Education with emphasis in Special Education. Responsibilities include: directing 4-year undergraduate adaptive-MR teacher preparation program, teaching undergraduate special education courses, advising undergraduate education majors, coordinating and developing programs with preK-16 partnership schools. Opportunity to teach in the Masters in Educational Administration program. M.S. in related special education field required; Ph.D. preferred. Demonstrated expertise in working with special needs at preK-16 levels. Candidates of diversity encouraged to apply. Send letter of application, vitae, and contact information for three references to **Mrs. Carolyn Kurtz, Education Department, Benedictine College, 1020 N. Second St, Atchison, KS 66002.** NCATE accredited. *EOE*

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COLBY COLLEGE

VISITING INSTRUCTOR/ ASSISTANT PROFESSOR OF BIOLOGY

Colby College is seeking a **Geneticist** to fill a one-year position as Visiting Instructor or Assistant Professor of Biology to begin September 2002. Candidates should be ABD or have a Ph.D. in the biological sciences with broad training in genetics. Teaching assignments will include Genetics, and two additional laboratory courses in the candidate's area of expertise. Familiarity with liberal arts colleges, teaching experience, and post-doctoral experience are desirable.

Please submit a letter of application, statement of teaching interests, curriculum vitae, reprints of no more than three publications, undergraduate and graduate transcripts, and three letters of recommendation to: **W. Herbert Wilson, Jr., Chair, Department of Biology, Colby College, 5720 Mayflower Hill, Waterville, Maine 04901, Tel: (207) 872-3432, Email: whwilson@colby.edu. Applications will be reviewed as they are received and will continue until the position is filled.**

Applications and nominations of women and minorities who would enrich the diversity of the campus community are strongly encouraged. For more information about the College, please visit the Colby web site: www.colby.edu.

Our Lady of the Lake University

VICE PRESIDENT FOR INSTITUTIONAL ADVANCEMENT

Our Lady of the Lake University is looking for an outstanding person to lead its advancement program under the direction of new president Tessa Martinez Pollack. The position is available now, and applications and nominations will be accepted until the Vice President is appointed.

Founded in 1895, Our Lady of the Lake University is a comprehensive Catholic university with an enrollment of 3,300. We offer Bachelor's, Master's and doctoral programs on our beautiful, historic campus in San Antonio, and Bachelor's and Master's programs on the campuses of educational partners in Houston and Dallas. The University is committed to perpetuating the values of its founders, the Congregation of Divine Providence, and has a special interest in the education of women and minorities.

Reporting to the President, the Vice President for Institutional Advancement will provide effective and stimulating leadership to the staff in three departments-development, alumni affairs, and marketing and communications-and will assist in the organization and management of a capital campaign. The Vice President will serve on the President's Council, will be an ex-officio member of the Institutional Advancement Committee of the Board of Trustees and the Faculty Assembly, and will annually lead a planning and assessment process for each program and staff member in the Institutional Advancement Division.

The preferred qualifications of the Vice President are: management experience in development, alumni, communications and/or marketing operations; institutional fund raising experience; an understanding of the importance of integrating advancement activities and the ability to build a team for resource development; readiness to give leadership in a capital campaign; outstanding communication and human relations skills; and an earned graduate degree.

Nominations and applications should be addressed to: **VPIA Search Committee, Our Lady of the Lake University, 411 S.W. 24th Street, San Antonio, Texas 78207-4689.** Applications should include a letter of interest that addresses the qualifications, a current resume, and a list of references. Applications will be treated confidentially, and references will not be contacted without the explicit consent of candidates. Interested parties should go to our website **www.ollusa.edu** for further information about the University.

OUR LADY OF THE LAKE UNIVERSITY IS AN EEO/AA ORGANIZATION
WOMEN AND MINORITIES ARE ENCOURAGED TO APPLY

Southwestern University

Academic Services Coordinator

Southwestern University invites applications for the position of Academic Services Coordinator. This is a full-time staff position with full benefits. This position provides supplemental academic advising and support to all students within a faculty advising system, with specific responsibilities for coordinating services for students with disabilities.

The successful candidate will possess a minimum of a Master's degree in student personnel, higher education administration, special education, or related area; two-three years successful experience advising or counseling college undergraduates from diverse populations; commitment to counseling and coaching students to enhance success; knowledge of Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act; experience in reading and interpreting psychoeducational evaluations and other professional documentation in determining appropriate accommodations for students. Additionally, the candidate should demonstrate flexibility, diplomacy, and a willingness to serve all students regardless of classification; strong interpersonal communication skills and political savvy; the ability to work collaboratively with faculty, outside agencies/professionals, and student services staff to support student success; and demonstrated success working with college-age students.

Southwestern University is a selective, undergraduate institution committed to a broad-based liberal arts and sciences education. Affiliated with the United Methodist Church, it has over 1,250 students and a history of stable enrollment. Southwestern's endowment of more than $320 million ranks among the highest per student of undergraduate institutions in the country. The University is located in Georgetown, Texas, 28 miles north of Austin. Visit our web site at **www.southwestern.edu** for a virtual tour of campus.

Southwestern University provides the following BENEFITS for this position: UNIVERSITY-PAID INSURANCE, RETIREMENT, VACATION, SICK TIME, PAID HOLIDAYS, TUITION ASSISTANCE and more!!

Qualified applicants must send cover letter, resume (including salary history and salary expectations), and the names, telephone numbers, and email addresses of three professional references to:

Academic Services Coordinator - Job #10076
Southwestern University
Office of Human Resources
P.O. Box 770
Georgetown, TX, 78627-0770
or FAX: 512-863-1880
or email to calvinj@southwestern.edu

Interviews will be scheduled on a rolling basis until the position is filled. Start date is May 15, 2002 or as soon as possible. Salary is competitive and commensurate with experience. *Southwestern University is an equal opportunity employer and strongly encourages qualified women and minorities to apply. EOE/M/F*

MIT

OMBUDSPERSON

The Office of the President seeks an individual to provide neutral, independent, informal and confidential conflict management resources for members of the MIT community. Will serve individuals and groups—through coaching, mediation and facilitation—with generic solutions and systems changes; advocate for fair, effective conflict management processes and fair administration of processes-not for an individual or any specific outcome; help people develop options for resolving conflict in order to improve processes or to end inappropriate behavior; identify and draw attention to systemic issues that are causing or may cause conflict and make recommendations to address them; and promote improved understanding of conflict management throughout the Institute by teaching conflict resolution skills to individuals and groups. The MIT Ombuds Office adheres to the University and College Ombuds Association and The Ombudsman Association Standards of Practice.

Requirements: seven or more years of experience in conflict management, organizational change, or closely related experience. Knowledge of university environment, experience teaching conflict management skills, specific experience as an organizational ombudsperson or impartial complaint-handler desired; as is experience with scientific and technical professionals, and students and staff with diverse backgrounds. Proven discretion and demonstrated ability in problem-solving, personal communications, presentations, and writing required. Must be able to work as a member of a team. Advanced degree preferred. Application deadline: May 22, 2002.

Interested candidates may apply online at: **web.mit.edu/personnel/www/resume.htm** If you do not have access to the web, a cover letter and resume may be submitted to: **MIT Human Resources, Job No. 02-0306, PO Box 391229, Cambridge, MA 02139-0013.**

MASSACHUSETTS INSTITUTE OF TECHNOLOGY
An Equal Opportunity/Affirmative Action Employer
Non-Smoking Environment
web.mit.edu/personnel/www

ILLINOIS
UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN

Dean
College of Communications

The University of Illinois at Urbana-Champaign invites nominations and applications for Dean of the College of Communications. The College consists of three academic units and a division: Journalism, Advertising, the Institute for Communications Research, and WILL-AM-FM-TV. The College offers undergraduate degrees in journalism, advertising, and media studies; masters degrees in journalism and advertising; and a doctoral degree in communications. The College's three academic units and its administrative functions employ 42 faculty, 7 academic professional employees, and 12 staff employees. WILL-AM-FM-TV employs over 100 people, including 2 with faculty appointments in the division, 60 academic professional employees, and 21 staff employees. WILL-AM-FM-TV has a $6 million annual budget.

The College looks to the dean to provide leadership, vision, and inspiration for faculty, staff, and students. The dean must be an advocate for the interests of the College at the campus and national levels, as well as a responsible steward of the College's resources. Strong preference will be given to candidates with administrative experience in a university, business, or professional setting, or demonstrated potential for such leadership; significant achievements in a related scholarly discipline or professional field; commitment to the mission of the research university, a strong professional program, and teaching excellence; ability to represent the College to its diverse professional communities and alumni; and ability to raise external funds. The dean is expected to protect the journalistic integrity of the broadcast stations. Candidates whose backgrounds are in a university setting should hold a Ph.D. and show a demonstrated appreciation of professional achievement. Candidates whose backgrounds are in a professional setting should demonstrate an appreciation for scholarly achievement and the purposes and distinctive nature of university life. Candidates should show a commitment to equal opportunity.

Full-time, 12-month position; salary competitive; starting date negotiable but January 2003 is preferred. To assure full consideration, applications (including vita) and nominations should be postmarked by May 15, 2002, and sent to:

Ms. Paula Kaufman, Chair
Search Committee for Dean of the College of Communications
c/o Office of the Provost
University of Illinois Urbana-Champaign
Swanlund Administration Building
601 East John Street
Champaign, IL 61820
Attention: Kathleen H. Pecknold
Ph: (217) 333-4523 Fax: (217) 244-5639

Affirmative Action/Equal Opportunity Employer

Berry College

The Campbell School of Business Berry College invites applications for the position of MBA Program Director. The position is a full-time, 12 month administrative position with a preferred appointment date of July 1, 2002. Send vita and 3 references to Office of the Dean, Campbell School of Business, Berry College, P.O. Box 495024, Mt. Berry, GA 30149-5024.

For additional information, see MBA Director Position posted at www.campbell.berry.edu.

Bryn Mawr College and
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June 23 through July 19, 2002

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Phone: (303) 871-6866
Fax: (303) 871-6897
E-mail: bmetzger@du.edu
www.brynmawr.edu/summerinstitute

EMPLOYMENT OPPORTUNITIES

THE UNIVERSITY OF TEXAS AT BROWNSVILLE
and
TEXAS SOUTHMOST COLLEGE

Assistant Professor – C&I, ESL FY 02#75

Assistant Professor in C & I, Specialization in English as a Second Language or Bilingual Education, Early Childhood-4th Certification Program to teach undergraduate and graduate courses in English as Second Language and general teacher education. Advises students, works with EC-4 program team, collaborates with faculty and school district personnel in outreach activities, conducts research, undertake other scholarly work, and participates in service activities. ***This position is contingent upon funding.***

Doctorate degree or ABD in field required. Minimun three years public school teaching experience required, preferably with language minority populations (Spanish/English). Experience in teacher education, and demonstrated record or potential for scholarship and grant initiatives preferred.

Assistant Professor – C&I, Ed. Psychology & ESL FY 02#76

Assistant Professor in C & I, Specialization in Educational Psychology and English as a Second Language or Bilingual Education, Early Childhood-4th Certification Program to teach undergraduate and graduate courses in educational psychology as part of the Pedagogy and Professional Responsibility sequence in the teacher certification programs. May also teach English as Second Language and general teacher education courses as necessary. Advises students, works with EC-4 program team, collaborates with faculty and school district personnel in outreach activities, conducts research, undertake other scholarly work, and participates in service activities. ***This position is contingent upon funding.***

Doctorate degree or ABD in specific field required. Minimum three years public school teaching experience required, preferably with language minority populations (Spanish/English). Experience in teacher education, and demonstrated record or potential for scholarship and grant initiatives preferred.

Assistant Professor – Kinesiology FY 02#102

Teaches undergraduate lecture and activity courses in kinesiology; assists with academic advisement; participates in curricular planning, implementation and evaluation; participates in research/scholarly activities in the field of kinesiology. This is a full-time tenure track position.

Doctorate degree in kinesiology; ABDs in final stage of dissertation considered. Teaching experience preferred. Evidence of scholarly productivity and skills using technology in the field preferred.

Assistant/Associate Professor – Educational Leadership and Research FY 02#103

Teach graduate courses in educational leadership, administration and research; advises students; supervises internships and field experiences; serves on committees; collaborates with school district personnel; conducts scholarly activities.

Doctorate degree or ABD in educational leadership/administration with related background in research or program evaluation required. Demonstrated success as a public school teacher and administrator; demonstrated record or potential for scholarly activity, research and teaching in a university setting preferred. Experience and interest in using emerging models and technologies in support of teaching and learning. Ability to communicate effectively at all levels with varied constituencies important. Experience working with Spanish/English language minority student populations highly desirable.

Applications will be reviewed upon receipt and continue until the positions are filled. Please submit a letter of interest, curriculum vitae, copies of official transcripts (a copy is acceptable for applying), and a list of five references with name, address, and telephone number to:

Human Resources
The University of Texas at Brownsville
and Texas Southmost College
80 Fort Brown
Brownsville, Texas 78520
1-800-544-8208 / (956) 544-8205 / Fax (956) 982-0175
For more information, visit our web site at www.utb.edu

UTB/TSC does not discriminate on the basis of gender, race, color, religion, national origin, disability, age or veteran status. Women and minorities are encouraged to apply. UTB/TSC is a "Smoke-Free" Institution.

How Easy Can It Get?
E-Mail us your ads at:
Outlook@sprintmail.com
and visit our Website at http://www.HispanicOutlook.com

Vice Provost for International and U.S.-Mexico Border Programs

New Mexico State University invites applications for the position of Vice Provost for International and U.S.-Mexico Border Programs. New Mexico State University is the state's land-grant institution located in southern New Mexico, and is one of 152 universities on the Carnegie Foundation's list of Doctoral/Research Universities-Extensive level, a Title III Minority Institution, and a member of the Hispanic Association of Colleges and Universities. New Mexico State University serves a multi-cultural student population of more than 23,100 students on five campuses. New Mexico State University is committed to continued expansion and development of its broad range of international programs.

This position reports to the Provost, and is responsible for providing energetic leadership for the development, implementation, and coordination of international programs and service for the university system. This Vice Provost will work with deans, faculty, staff and research institutes to provide university-wide coordination of international programs including exchanges, joint academic and research initiatives, and existing U.S.-Mexico and Latin American activities. The Vice Provost will actively pursue new opportunities to develop international programs while expanding the university's focus on the U.S.-Mexico Border region.

Candidates must have a doctoral degree from an accredited institution of higher education, and have academic experience and qualifications meriting a tenured or tenure-track appointment in an academic department of the University. The position is a yearly twelve-month appointment with a competitive salary and benefits package.

The candidate must possess administrative experience in a college or university affiliated with international activities. Candidates must have a successful record in obtaining external funding including, but not limited to, grants and contracts from governmental and/or non-governmental organizations. In addition, the candidate should demonstrate the ability to facilitate participation by students, faculty and staff in international education and research. Applicants should be professionally competent in at least one language other than English (Spanish preferred) and be willing to travel internationally. Applicants are required to have had considerable international professional experience.

Screening of applications will begin mid-May and continue until the position is filled. Offer of employment is contingent upon verification of individual's eligibility for employment in the United States.

Nominations, letters of application with curriculum vitae, and names and telephone numbers of three persons prepared to write letters of reference should be sent to:

Ms. Nancy A. Oretskin, J.D., Chair
Search Committee, Vice Provost for International
& U.S.-Mexico Border Programs
New Mexico State University
Box 30001 MSC 3CRC
Las Cruces, New Mexico 88003
(505) 646-1850
(505) 646-1092 (Fax)
Email: noretski@nmsu.edu

New Mexico State University is an equal opportunity/affirmative action employer.

For more information about New Mexico State University, visit the Web site at:
www.nmsu.edu

SENIOR DEAN OF STUDENT SERVICES

Salary: $7,567 - $9,244/mo

The Colleges of Contra Costa, located in the beautiful San Francisco Bay Area, offer easy access to abundant educational, cultural, athletic, and outdoor opportunities. Our colleges are a microcosm of the great bay area, with a rare blend of students from diverse cultural, ethnic, and socio-economic backgrounds.

Contra Costa Community College District has an immediate opening at Los Medanos College in Pittsburg, California.

The Senior Dean of Student Services, (Chief Student Services Officer), is responsible for the day to day management, development and evaluation of The Student Services Unit. Must possess leadership, vision and the ability to manage developing programs. The successful candidate will have the ability to direct complex management activities in the areas of student and support services and possess in-depth knowledge of information system technology to support assigned divisions.

Requires masters degree and three years of full-time management experience overseeing instructional, student and/or support services programs in an institution of higher education.

Download complete job application and information from www.4cd.net or send self-addressed envelope to Department 1HR, CCCCD, 500 Court St., Martinez, California 94553. Application. Deadline 6/14/02. EOE.

The Colleges of Contra Costa

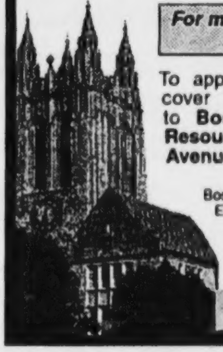
pathways to success

Associate Dean

Graduate School of Arts and Sciences

We are seeking an outstanding leader to oversee the daily administration of the Graduate School of Arts and Sciences which supports 1100 graduate students pursuing doctoral and master's degrees in 18 programs and departments. You will be involved with managing $12 million in institutional financial aid programs and budgets, developing and implementing policies and procedures, and counseling students.

The qualified professional will have a PhD, graduate teaching and advisory experience, and a background in academic administration. You must be familiar with national graduate education issues in the arts and sciences and be proficient working with quantitative data. Highly effective management and interpersonal skills are essential. Expected start date is July 1, 2002. We offer a competitive salary commensurate with qualifications and experience. Faculty rank will be considered as appropriate.



For more information and to apply online, visit: www.bc.edu/bcjobs

To apply by mail, please send 2 copies of a cover letter and resume, referencing 3822b, to **Boston College, Department of Human Resources, More Hall 315, 140 Commonwealth Avenue, Chestnut Hill, MA 02467.**

Boston College is an Affirmative Action/Equal Opportunity Employer.

BOSTON COLLEGE

A Jesuit, Catholic University

Head of Information Literacy Programs/Reference Librarian

Colgate University's library faculty seeks an energetic and imaginative colleague to lead our dynamic curriculum-based information literacy programs. Responsibilities: Teach in a variety of settings; work with librarians and academic faculty to plan, develop, promote, and assess information literacy curricula; collaborate with technologists to assist faculty in using technology to develop innovative approaches to learning and teaching; and establish a continuing education program for Colgate's librarians. Other duties include reference desk (includes evening and weekend shifts), liaison to one or more academic departments, collection development for designated subject areas, and participation in library and university governance. This is full time, twelve month, non-tenured position with faculty status. Reports to the Head of Public Services, supervises 13 FTE librarians, and coordinates the instruction efforts of all librarians. Required: ALA-accredited MLS. Minimum of 3 years recent experience and a strong record of achievement in providing curriculum-based library instruction and reference services in an academic environment. Knowledge and understanding of the fundamentals of library user education and current practices. Evidence of an ability to teach effectively in a variety of contexts. Demonstrated talents for leadership and planning. Excellent interpersonal, oral, and written communication skills.

Colgate University is a highly selective liberal arts college in Central New York. Full position description and additional information:

http://exlibris.colgate.edu/staff/pos/HIL/default.html

Review of applications begins on May 28th and will continue until the position is filled. Please send a letter of application, resume and contact information for three references to: **Judy Noyes, University Librarian, Everett Needham Case Library, Colgate University, 13 Oak Drive, Hamilton, NY 13346.**

Colgate is an Affirmative Action Equal Opportunity Employer

DEAN OF HUMANITIES AND THE ARTS

The Division of Humanities and the Arts, a unit of the College of Liberal Arts and Sciences at City College, comprises eight academic departments (Art, English, ESL, Foreign Languages and Literatures, History, Media and Communication Arts, Music and Philosophy) and the Rifkind Center for the Humanities. The Division awards undergraduate degrees in Art, English, History, Foreign Languages and Literatures, Media and Communication Arts, Music, Philosophy and Theater as well as various masters of arts degrees.

Candidates should possess distinguished records of scholarship and teaching, significant academic administrative experience and strong leadership qualities and communication skills. The Dean assumes leadership in the management and administration of the Division, curriculum development, program planning, budgeting, and the acquisition of external funding, including intensive fundraising. The Division is responsible for the delivery and administration of a substantial portion of the core curriculum at City College.

Applications must be postmarked no later than **June 1, 2002.** An appointment beginning before the 2002-2003 Academic Year would be desirable.

Applications and nominations should be addressed to:

Chair, Search Committee,
Dean of Humanities and the Arts
Administration Building, Rm 210
The City College of CUNY
Convent Avenue at 138th Street
New York, NY 10031

For more information, please visit the College's website at www.ccny.cuny.edu/positions

The City College of New York, CUNY

An AAEEO/ADA/IRCA Employer

Foothill-De Anza
Community College
District

Management Vacancies

Director, Technology Projects/Measure E
Director, Workforce Development

Faculty Vacancies

Computer Information Systems
Biology Instructor
Economics Instructor
EMT/Paramedic Instructor
English as a Second Language Inst.
High Tech Training Specialist/Inst.
Men's Basketball Coach/PE Inst.
Pharmacy Technology Instructor
Mathematics Instructor
International Counselor-Spec. Programs
Physics Instructor
Dance Instructor
Librarian

Classified Vacancies

Athletic Trainer
Journeyman Carpenter
EOPS Coordinator

For application materials contact:

Foothill-De Anza Community College District
Employment Services
12345 El Monte Rd, Los Altos Hills, CA 94022
650-949-6217, employment@fhda.edu
www.fhda.edu

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Hispanic Outlook

Read by more Hispanic Faculty than any other publications

An ideal setting for your career.

One University, Many Possibilities

Located on 140 waterfront acres in the historic seaport town of Bristol, Rhode Island, Roger Williams University merges the traditional with the innovative to create an academic setting that draws exceptional faculty from the United States and around the world. As a private University, we offer a wide range of liberal arts and sciences majors and programs in architecture, business, education, engineering, historic preservation, justice studies and law. Roger Williams University is one of the fastest growing liberal arts institutions in the country, as well as one of the most ideal places to share knowledge and information, whether you're a Professor, professional or technician. We currently have the following exciting full-time opportunity for the right candidates:

Coordinator of Residence Education

The University invites applications for the full time, twelve-month Coordinator of Residence Education position.

The Coordinator will assume overall responsibility for a specific University housing area; supervise residence assistants; serve as a primary judicial hearing officer for the University's Judicial Office; and assist with summer conferences.

Salary range is $23,000 to $25,000. Competitive benefits package includes a furnished apartment and meal plan.

Qualifications: Bachelor's degree required; Master's degree preferred.

Minimum one year student affairs experience required; previous supervision of student housing is preferred.

Send cover letter, resume and list of three professional references to: **Office of Human Resources, Ref.#HO045 Coordinator of Residence Education, Roger Williams University, One Old Ferry Road, Bristol, RI 02809.**

Equal Opportunity/Affirmative Action/Americans with Disabilities Act Employer with a strong commitment to diversity. Roger Williams University does not discriminate on the basis of gender, handicap, race, age, color, sexual orientation, political affiliation, marital status, national origin, or religion. We encourage all qualified men and women to apply.

ROGER WILLIAMS UNIVERSITY

www.rwu.edu

Francis Marion University

Florence, South Carolina

Assistant Professor of Education/ Coordinator of M.A.T. Program in Learning Disabilities

Position # 02-05. Tenure-track. Ph.D./Ed.D. preferred, with specialty in Learning Disabilities; recent public school experience. Duties include: supervising M.A.T. student teachers, management and advisement, teaching of graduate and undergraduate classes in Special Ed/LD, program assessment. NCATE preparation experience preferred.

Address Application Packet to: **Dr. Gary W. Hanson, Vice President for Administration. Francis Marion University, PO Box 100547, Florence, SC 29501-0547. Fax 843-661-1202.**

Materials Needed for the above position: Letter of interest referencing position #; curriculum vitae, FMU Faculty Application (which can be obtained from: **http://alpha1.fmarion.edu/~HRJOBS/faculty1.htm**); list of three references with phone numbers and addresses; and copies of transcripts (official transcripts will be required of the successful candidate).

Minorities and Women are strongly encouraged to apply. The above position will begin August 2002. Screening of applicants will begin immediately and will continue until position is filled.

Website address: **www.fmarion.edu.**

An affirmative Action/Equal Opportunity Institution

UIC

ASSOCIATE DIRECTOR CAMPUS PROGRAMS

FUNDING: NON-STATE:
The University of Illinois at Chicago is looking for two dynamic individuals to provide direction, administrative policies, and leadership for student programming committees, student organizations, and professional staff. The Associate Director provides administrative leadership and incorporates the Student Learning Imperative Initiative in the programs, services, and leadership opportunities of students.

The University of Illinois at Chicago, the largest institution of higher education in the Chicago area, has a powerful academic mission. UIC has attained significant national recognition for excellence in research, teaching, and public service.

The Campus Programs Department enhances student learning through social, cultural, and educational programs and services. Campus Programs integrates functions of the Campus Unions with Campus Auxiliary Services and Student Affairs to support the mission of UIC.

The ideal candidate must demonstrate effectiveness in leadership of college and/or university students and program professionals. The candidate must possess sound concepts of social and cultural event programming, educational, and student development processes.

To be considered for this position requires at least three years of Campus Union and/or Student Activities programming experience in an administrative capacity. A Bachelor's Degree is required. A Master's Degree is preferred.

The salary is competitive and will be negotiated and based on qualifications and experience. The position offers an excellent benefit package and a tuition waiver.

Candidates must submit a letter of interest and a resume by May 27, 2002 to:

Ms. Patricia Barrera
Campus Auxiliary Services Employment, M/C 117
750 South Halsted Street, Room 703
Chicago, IL 60607

DEAN SCHOOL OF DENTISTRY THE UNIVERSITY OF MICHIGAN - ANN ARBOR

The University of Michigan invites both nominations and applications for the position of Dean of the School of Dentistry. The candidate should be committed to scholarship and have the desire, ability, and vision to further the School of Dentistry's mission in teaching, research, patient care, service, community collaboration and major fundraising. Candidates will also need to possess administrative and managerial skills to lead a school of dentistry in one of the nation's premier research universities.

Nominees and applicants must hold a D.D.S./D.M.D. and/or an advanced degree in a health related science and demonstrate scholarly distinction appropriate for a tenured appointment in the School. As the chief academic, administrative and financial officer of the Dental School, the Dean reports directly to the Provost and Executive Vice President for Academic Affairs.

Nominations and applications will be reviewed immediately and accepted until the position is filled. The University's dedication to excellence is complemented by its commitment to building a culturally diverse academic community. Individuals from under-represented groups are encouraged to apply. Correspondence should be addressed to:

Laurie K. McCauley, D.D.S., Ph.D., Chair: School of Dentistry Dean Search Advisory Committee, 3074 Fleming Administration Building, University of Michigan, Ann Arbor, MI 48109-1340

OR

Jerry H. Baker, Executive Search Consultant, Baker/Parker, Five Concourse Parkway, Suite 2440, Atlanta, GA 30328-6111. Telephone: 770-804-1996; Fax: 770-804-1917. Email may be addressed to jbaker@bpasearch.com

For more information visit our website at **http://www.dent.umich.edu/deansearch/srchcomm.html**

The University of Michigan treats inquiries, nominations, and applications for this position and others in a confidential manner. Applicants should confirm in their letters that they wish their applications to be kept confidential.

The University of Michigan is an Equal Opportunity/Affirmative Action Employer

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PENNSTATE

Shenango

CAMPUS EXECUTIVE OFFICER

Penn State University is seeking an experienced leader with proven business acumen and demonstrated success working within large, complex organizations to serve as Campus Executive Officer (CEO) of the Shenango Campus, one of 12 campuses in the University's Commonwealth College. The CEO is responsible for creating a rich, diverse and safe learning environment and in efficiently employing all campus resources—personnel, facilities, budgets, academic programming—toward this end. The CEO also provides vital leadership for building and nurturing strong relationships with surrounding communities, other College campuses, and University-wide administrative units, and serves as a key advisor to the Dean of the Commonwealth College.

Penn State Shenango is a commuter campus with an enrollment of about 1,000 students. Located in downtown Sharon, Pennsylvania, the 14.5 acre campus is a short two-block walk from the shops and restaurants of the city's central business district. Penn State Shenango offers a variety of degree programs including a master's degree in teaching, baccalaureate degrees in business, human development and family studies, and nursing, and associate degrees in allied health, business and information sciences and technology. Students can also complete the first two years of nearly all of Penn State's 180+ degrees at the Shenango campus and then move on to University Park or another Penn State location to complete their studies. Additional information on the campus is available at Web site: http://www.shenango.psu.edu and on the Commonwealth College at Web site: http://cwchome.psu.edu.

Preferred qualifications include:

- An earned doctorate, college teaching experience, and a record of success as a senior academic administrator or other senior executive.
- Demonstrated leadership skills, vision, and ability to identify and build on the strengths of a successful academic institution.
- Familiarity with the use and implementation of technology in an educational setting.
- Well-developed communication skills and a demonstrated ability to work in an environment of collegiality and shared decision-making.
- Success in building a rich workforce and student community that includes diverse populations.
- Extensive experience in developing collaborative partnerships with community and business leaders to carry out the land grant mission of the University.
- Ability to work collaboratively within a multi-campus system to identify and achieve common goals.

Please submit nominations or a letter of application, resume, and names, addresses (including e-mail), and phone numbers of three professional references to: **Lisa Squire, Director, College Administration and Planning, Commonwealth College, Pos. # H-13141, 111 Old Main, University Park, PA 16802. Applications may also be submitted electronically to lbs5@psu.edu.** Screening of candidates will begin on August 1, 2002, and continue until the position is filled. Anticipated starting date is January 2003.

Penn State is committed to affirmative action, equal opportunity and the diversity of its workforce.

Governors State University

Governors State University (GSU) is seeking applications and nominations for the following full-time, entry-level, tenure track faculty positions.

PSYCHOLOGY FACULTY POSITION

Division of Psychology and Counseling. Responsibilities will include teaching primarily undergraduate courses with occasional graduate-level courses. Our ideal candidate must be willing to teach statistics, research methods and history and systems. The candidate will also teach courses in his/her content area, e.g., clinical psychology, development or cognition and have the ability and willingness to engage students in research. The division has an applied focus. ***Preferred Qualifications:*** Doctorate in Psychology preferred, ABD's will be considered; teaching experience; evidence of a strong commitment to excellence in teaching undergraduates and graduates; evidence of an active research program; experience working with students from diverse populations and backgrounds. The position is available August 15, 2002. The review of applications will begin immediately and continue until the position is filled. Applicants should send a letter of interest addressing qualifications and area(s) of expertise, a current vitae, sample publications, and the names, addresses, and telephone numbers of three professional references to: **Elizabeth Ruiz, Ph.D., Chairperson; Psychology Search Committee; Division of Psychology and Counseling.** *For more information, visit the Divisions' webpage at http://www/govst.edu/users/gpsyc/PandC.html*

COMPUTER SCIENCE FACULTY POSITION

Contribute to established B.S. and M.S. degree programs in computer science. The successful candidate will demonstrate the ability to teach database design, database programming, data communications, networking, and Unix courses at Bachelors and Masters levels. Candidates with a strong background in all areas of computer science will be considered. ***Qualifications:*** Ph.D. in computer science or closely related area is required for eventual tenure. To apply, candidates should send a letter of interest addressing qualifications, teaching philosophy, research interests, a current curriculum vitae which includes identification of teaching/research specialties and three letters of reference to: **Computer Science Search Committee; Division of Science.** This position is subject to budget approval.

ACCOUNTING FACULTY POSITION

College of Business and Public Administration. The College of Business and Public Administration presents strong theoretical and professional programs at the undergraduate and graduate levels which prepare students for careers in business, government, and industry. We are seeking an individual whose scholarly activities are consistent with tenure-track expectations and continued professional development, including research and public service. The successful candidate will teach undergraduate and graduate courses in Accounting. ***Qualifications:*** Ph.D. in Accounting preferred, candidates who are verified ABD's will be considered; ability to teach Managerial Accounting and at least one other accounting area. The position is available August 15, 2002. The review of applications will begin immediately and continue until the position is filled. Applicants should send a letter of interest addressing qualifications, a current vita, and the names, addresses and phone numbers of three references to: **Accounting Search Committee; c/o Ms. Olivia Cooper; College of Business and Public Administration.** This position is subject to budget approval.

MANAGEMENT INFORMATION POSITION

College of Business and Public Administration. Begun in 1999, our BS and MS programs provide the opportunity for study in the areas of Networking, Internet Commerce and Telecommunications. We are seeking an individual whose scholarly activities are consistent with tenure-track expectations and continued professional development, including research and both internal and public service. The successful candidate will teach undergraduate and graduate courses in MIS. ***Qualifications:*** Ph.D. or DBA in Management Information Systems or related field is required (ABD's will be considered); ability to teach at the undergraduate and graduate levels. The position is available for Fall 2002. The review of applications will begin immediately and continue until the position is filled. Applicants should send a letter of interest addressing qualifications, current vitae, and three references to: **MIS Search Committee; c/o Ms. Olivia Cooper; College of Business and Public Administration.** This position is subject to budget approval.

Governors State University – University Park, IL 60466
Visit our web page at: www.govst.edu
AA/EOE

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The Hispanic Outlook
Tel: 201.587.8800 ext. 102 or 106 • Fax: 201.587.9105
E-mail: Outlook@sprintmail.com

THE UNIVERSITY *of* WISCONSIN
MADISON

UW Madison Wisconsin Union

Associate Director and Asst. Director for Social Education

The Wisconsin Union on the UW Madison campus is seeking experienced and motivated professionals to fill two key, executive positions.

Associate Director

Serves as the Union's chief operating officer, responsible for overall planning, management and direction of Union operations and staff. Oversight of contracts, payroll, disbursements, etc. Provide consultation and guidance to unit directors. Member of Union executive committee, Union Council and building association. Ideal candidate will have a minimum of eight years experience in college union management, student personnel administration, educational/university administration, or related experience. Emphasis on fiscal performance analysis and management. Significant supervisory experience and proven track record of operations management in a complex organization a must. Bachelor's required, master's degree preferred.
Salary: $70,857 min.
PVL#: 41733

Asst. Director for Social Education

Responsible for administration, coordination, development and evaluation of WI Union social, educational, cultural and recreational programming. Advisor to student organizations, providing expertise on planning, communication and policies. Member of WI Union executive committee. Minimum of six years experience in college Union programming, student personnel or related area of higher education required, including staff supervision and financial management. Demonstrated interest and understanding of diverse university community intellectual and social concerns. Bachelor's required, master's degree preferred.
Salary: $61,788 min.
PVL#: 41734

For consideration, submit resume by May 31 to:

The Wisconsin Union
PVL # (use number for appropriate position)
800 Langdon Street, Room 408
Madison, WI 53706

For complete position descriptions or questions, call (608)263-5596 or e-mail graffschultz@facstaff.wisc.edu

Note: Unless confidentiality is requested in writing, information regarding the applicants must be released upon request. Finalists cannot be guaranteed confidentiality. A criminal background check will be conducted on finalist prior to offer of employment. The University of Wisconsin is an Equal Opportunity Employer

UIC

COORDINATOR CAMPUS PROGRAMS

FUNDING: NON-STATE:
The University of Illinois at Chicago is looking for five dynamic individuals to provide administrative leadership for student programming committees and student organizations. The Coordinator incorporates the Student Learning Imperative Initiative in the programs, services, and leadership opportunities of students.

The University of Illinois at Chicago, the largest institution of higher education in the Chicago area, has a powerful academic mission. UIC has attained significant national recognition for excellence in research, teaching, and public service.

The Campus Programs Department enhances student learning through social, cultural, and educational programs and services. Campus Programs integrates functions of the Campus Unions with Campus Auxiliary Services and Student Affairs to support the mission of UIC.

The ideal candidate must demonstrate effectiveness in leadership of college and/or university students. The candidate must possess sound concepts of social and cultural event programming, educational, and student development processes.

To be considered for this position requires at least one year of Campus Union and/or Student Activities programming experience in an administrative capacity. A Bachelor's Degree is required. A Master's Degree is preferred.

The salary is competitive and will be negotiated and based on qualifications and experience. The position offers an excellent benefit package and a tuition waiver.

Candidates must submit a letter of interest and a resume by May 27, 2002 to:

Ms. Patricia Barrera
Campus Auxiliary Services Employment, M/C 117
750 South Halsted Street, Room 703
Chicago, IL 60607

The Metropolitan State College *of* Denver

Faculty and Administrative employment opportunities are posted on-line at:

Go to www.mscd.edu

click on "Employment"

Sign up on-line to receive position announcements directly via E-mail.

The Metropolitan State College *of* Denver is an Equal Opportunity Employer.

Pepperdine University

GRADUATE SCHOOL OF EDUCATION AND PSYCHOLOGY

Education Faculty Opening

Two visiting or tenure-track positions are available in the Masters in Education and Teacher Credential Program at the Graduate School of Education and Psychology, Pepperdine University. GSEP is based in Culver City and professors will teach in Culver City, at educational satellite centers in the greater Los Angeles area, and online.

Ideal candidates will:

- Have an Ed.D. or Ph.D. in Education or a related field;
- One position - Have a background in secondary teaching expertise. Knowledge in at least two content areas preferred;
- Second position - Background in K-12 teacher education and reading/literacy training. Educational Psychology and/or research expertise preferred;
- Demonstrate a dedication to hands-on, integrated instruction - not a traditional classroom lecture/ research paper format;
- Have Higher Education teaching experience as well as K-12 teaching experience in one or more of the following subject areas: second language learners (ELL), mathematics, social science, science, research, and/or reading/literacy;
- Have a California Teaching Credential (preferred);
- Demonstrate a commitment to preparing professionals who are committed to providing a quality education for the culturally and linguistically diverse student population;
- Enjoy participating in a collegial, supportive environment that facilitates personal, professional, and organizational growth;
- Be committed to working with a student body of working professionals, who are motivated, high-energy, and dedicated;
- Be current on recent literature, participate in conferences in his or her field of expertise, and participate as a member of major organization(s) in the field;
- Have practical experience in technology-infused learning environments, in school or workplace settings and have online teaching experience using synchronous and asynchronous environments;
- Demonstrate currency in national curriculum standards and K-12 issues in technology policy and practice; and
- Demonstrate knowledge and use of technology applications for Classroom management and instruction.

Pepperdine is a teaching university, where emphasis is placed on successful teaching supported by scholarly activities.

Tenure-track positions are ranked from assistant professor to professor. Rank, salary and benefits are commensurate with experience.

Pepperdine University is a highly selective private university which has built a reputation for a value-based education consistent with the University's Christian heritage and mission. Through interaction in small classes, the school emphasizes faculty-student involvement and the development of the total person.

Initial applicant screenings will begin June 1, 2002.

To apply, please submit a) current curriculum vita, b) letter of application, c) the names, addresses, and telephone numbers of three references from administrators/ faculty/colleagues/ related to K-18 teaching background, d) a statement of faith, and e) a CD-ROM with samples of creative higher education teaching lessons and course syllabi that has web-based instruction, to:

Dr. Terence R. Cannings, Associate Dean Pepperdine University
Graduate School of Education and Psychology
400 Corporate Pointe
Culver City, CA 90230
email: cannings@pepperdine.edu

NO PHONE CALLS PLEASE

Pepperdine University is an Equal Opportunity Employer and does not unlawfully discriminate on the basis of any status or condition protected by applicable federal or state law. Pepperdine is religiously affiliated with the Churches of Christ. It is the purpose of Pepperdine to pursue the very highest employment and academic standards within a context, which celebrates and extends the spiritual and ethical ideals of the Christian faith. While students, faculty, staff, and members of the Board of Regents represent many religious backgrounds, Pepperdine reserves the rights to seek, hire, and promote persons who support the goals and mission of the Institution.

ELGIN COMMUNITY COLLEGE

Elgin Community College, chartered in 1949, is a comprehensive institution of higher education that provides continuing education, college transfer courses, and Associate degrees to area residents. Located 40 miles northwest of Chicago in the rapidly growing "Fox Valley" region, the College's fall student enrollment was 13,000 and is expected to continue to increase during the next decade, especially in its Hispanic/Latino student population.

The College seeks outstanding applicants who share a commitment to diversity in an environment that values learning, integrity, excellence, fairness, caring, freedom of inquiry, and accountability. ECC faculty and staff enjoy one of the most competitive salary and benefits packages in the Illinois Community College System, which is ranked as one of the best in the Nation.

Anticipated Administrative Vacancies
Dean of Learning Resources (August 1, 2002)
Dean of Liberal Arts and Social Sciences (July 1, 2002)

Anticipated Tenure-Track Faculty Openings for Fall 2002 and Spring 2003
Biology (1 Fall 2002)
Chemistry (1 Spring 2003)
Counselor (1 Spring 2003)
Economics (1 Spring 2003)
English (1 Fall 2002/ 2 Spring 2003)
Heating, Ventilation, Air Conditioning and Refrigeration (1 Fall 2002)
Mathematics (2 Fall 2002/ 2 Spring 2003)
Nursing Lab Instructor (1 Fall 2002)
Office Administration Technology (1 Fall 2002/ 1 Spring 2003)
Psychology (1 Spring 2003)
Reading/English (1 Fall 2002)
Sociology (1 Fall 2002)
Spanish (1 Spring 2003)
Speech (1 Fall 2002)

Two-years of college teaching or counseling experience preferred for faculty positions. Further details regarding these openings may be accessed at **www.elgin.edu.**

Interested applicants should forward a letter of application stating their interest in the position, copies of undergraduate and graduate transcripts (originals required prior to appointment), a copy of their professional vita, including names, addresses, and telephone numbers of three to five references, and an Elgin Community College employment application form.

Employment applications may be downloaded at **www.elgin.edu** or completed at the ECC Office of Human Resources. Applications will be accepted until the position is filled. Initial screening will begin immediately.

Application materials clearly indicating position for which applying should be forwarded to:

C/O: Office of Human Resources
Elgin Community College
1700 Spartan Drive
Elgin, Illinois 60123-7193

Elgin Community College is an Equal Employment/Equal Access Employer committed to increasing the diversity of our workforce. ECC strongly encourages applications from women, members of ethnic minority groups and individuals with disabilities.

PALO ALTO COLLEGE

Palo Alto College, one of four colleges in the Alamo Community College District, has new opportunities to join our team. Founded on the belief that education is the central element to improving lives, Palo Alto College remains an institution of high academic standards. It serves a growing student body with an increasingly diverse curriculum that features two-year course plans in the arts and sciences as well as numerous technical-oriented programs. Students can earn certificates or complete the first two years of a four-year degree plan for transfer to a university. Palo Alto College is "the heart of the community," and continues to evolve to meet the needs of its students.

We invite applications for the following positions:

Vice President, Student Affairs (023157HO)

Plans, manages and directs all offices of student services, to include all support services and student activities.

Minimum Requirements: Master's degree (Doctorate preferred) and experience in counseling, student affairs/college administration and/or other areas of student development. Prior progressive experience in various aspects of student affairs at a 2 or 4 year college and experience working with a diverse student population preferred.

Vice President, Academic Affairs (023158HO)

Plans, manages and directs the operation of the areas of Arts and Sciences, Occupational/ Technical Education, Learning Resources, Extended Services, and Program Development.

Minimum Requirements: Master's degree (Doctorate strongly preferred) and substantive experience in college/university administration including supervisory experience and teaching at the college/university level. Supervisory instructional line experience and full-time tenure track teaching experience preferred.

Consideration continues for prior applicants

Must submit the following by the close of business June 7, 2002: letter of interest, comprehensive resume/vitae, three letters of recommendation, and photocopies of transcripts. Incomplete/late packages will not be considered.

Direct Application Packages/Inquiries to:

Employment/Employee Relations Manager
Alamo Community College District
Human Resources Dept.
201 W. Sheridan, San Antonio, Texas 78204
Web: www.accd.edu, Email: emresume@accd.edu
Ph: 210-208-8051, Fax: 210 208-8052

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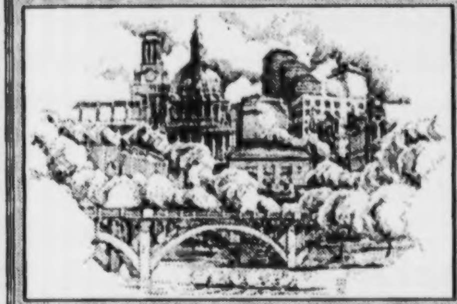

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August 26	Aug. 6	
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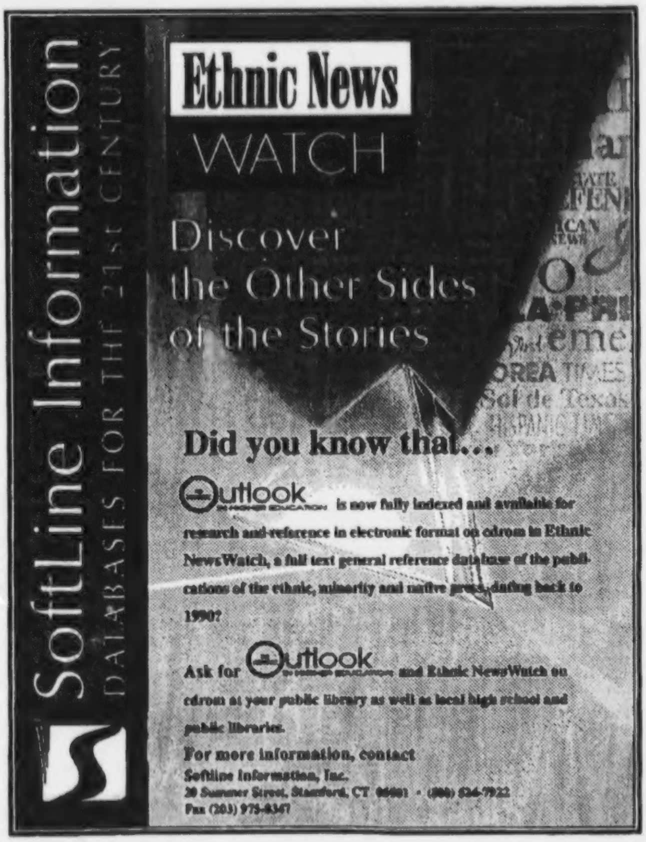

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¡PUNTO FINAL!

BECOMING AMERICAN: A CAUTIONARY TALE

John McKiernan-González is an assistant professor of history at the University of South Florida. His research specialties include Latino studies, the social and cultural history of medicine, and civil rights.

I find it important to demonstrate that Latinos have wrestled with what it means to become an American, and that Latinos have lain on both sides of our anxious present and our storied World War II past. As a historian, my work takes place within someone else's versions of the national past.

World War II is ferociously popular. Films and series such as *Saving Private Ryan*, *Pearl Harbor*, and *Band of Brothers* have a devoted following. Most people separate their family stories from the facts they memorized in their history survey courses. These movies provide a way for audiences to connect their family stories to the national past, to a golden age of American history. Though the audiences are far more diverse than the actors and the roles in them, audiences compensate with a nostalgic belief in a shared national purpose.

Luisa Moreno and Hector García were born in Latin America and came of age in the United States. Their education followed different tracks. Hector García's family settled in South Texas during the height of anti-Mexican terror in the state, during and after the Mexican Revolution. Hector grew to become the only ethnic Mexican graduate of the UT-Galveston medical school, in 1940.

In contrast, Luisa Moreno's Guatemalan parents sent her to the elite Oakland Academy for girls. In 1928, Moreno followed her Mexican husband to the art world of New York City, where he abandoned Luisa and their daughter, age 3. Luisa received her education as a garment worker and AFL organizer from Puerto Rican labor activists in New York, and moved to Tampa.

When the Wagner Act mandated the legal recognition of unions, Luisa joined the CIO in Texas, later moving to California and organizing for UCAPAWA, the first CIO local with a Mexican female majority membership. Drawing on ties developed in New York, Tampa, San Antonio, and California, she helped found El Congreso de Pueblos de Habla Hispana. Both organizations advocated American wages for American work and, like many ethnic New Deal Americans, considered labor conditions a matter of citizenship and civil rights. Fortunately, so did the Congressional majority of the New Deal era.

Hector García followed in this tradition of American rewards for American work. He enlisted in the war and received a medal of honor for his service. On his return, he founded the American G.I. Forum to give voice to a perception that Mexican veterans were being treated as non-White second-class citizens. When the city fathers of Three Rivers refused to permit the burial of Felix Longoria in the town cemetery, the G.I. Forum found a national issue. Lyndon B. Johnson, lamenting "that the prejudice of some Americans extends even beyond life," arranged to have Longoria buried with full honors in Arlington National Cemetery. Hector García's public advocacy propelled him to membership on the Civil Rights Commission, a United Nations ambassadorship, and, in 1984, a presidential medal of freedom.

Luisa Moreno did not fare as well. She retired, married veteran Gray Bemis, and petitioned the INS for U.S. citizenship. However, her political life came under investigation by the Tenney Committee on Un-American Activities. The INS used evidence from the hearing to challenge her eligibility for residency. In the course of the investigation, Luisa Moreno concluded that there was "No constitution for us, who are neither citizens nor persons, but a freakish creation called 'aliens.'" She was voluntarily deported to Guatemala in 1950, eventually settling in Tijuana.

The shift in citizenship between the New Deal and the Cold War transformed the life trajectories of both public intellectuals. Luisa Moreno's political activities helped a generation of ethnic Mexican workers share in expanding federal policies such as Social Security, the WPA, and the Wagner Act. Hector García's efforts helped Latino veterans benefit equally from the G.I. Bill, the largest federal commitment to equal access to the American dream. As the G.I. Bill expanded equal opportunity, Luisa Moreno suffered from the newly military understanding of American citizenship. The INS transformed her organizing efforts in World War II into activities that jeopardized her residency in the United States. As "becoming American" changed throughout the 1940s, these two Latinos were simultaneously brought within and placed outside of American citizenship. Even though Latinos have been new to the United States for the last 150 years, an historian should also tie Latinos within the making of familiar American ideals of inclusion and citizenship.

If interested in submitting a ¡Punto Final! "think piece," please e-mail us at sloutlook@aol.com for guidelines.

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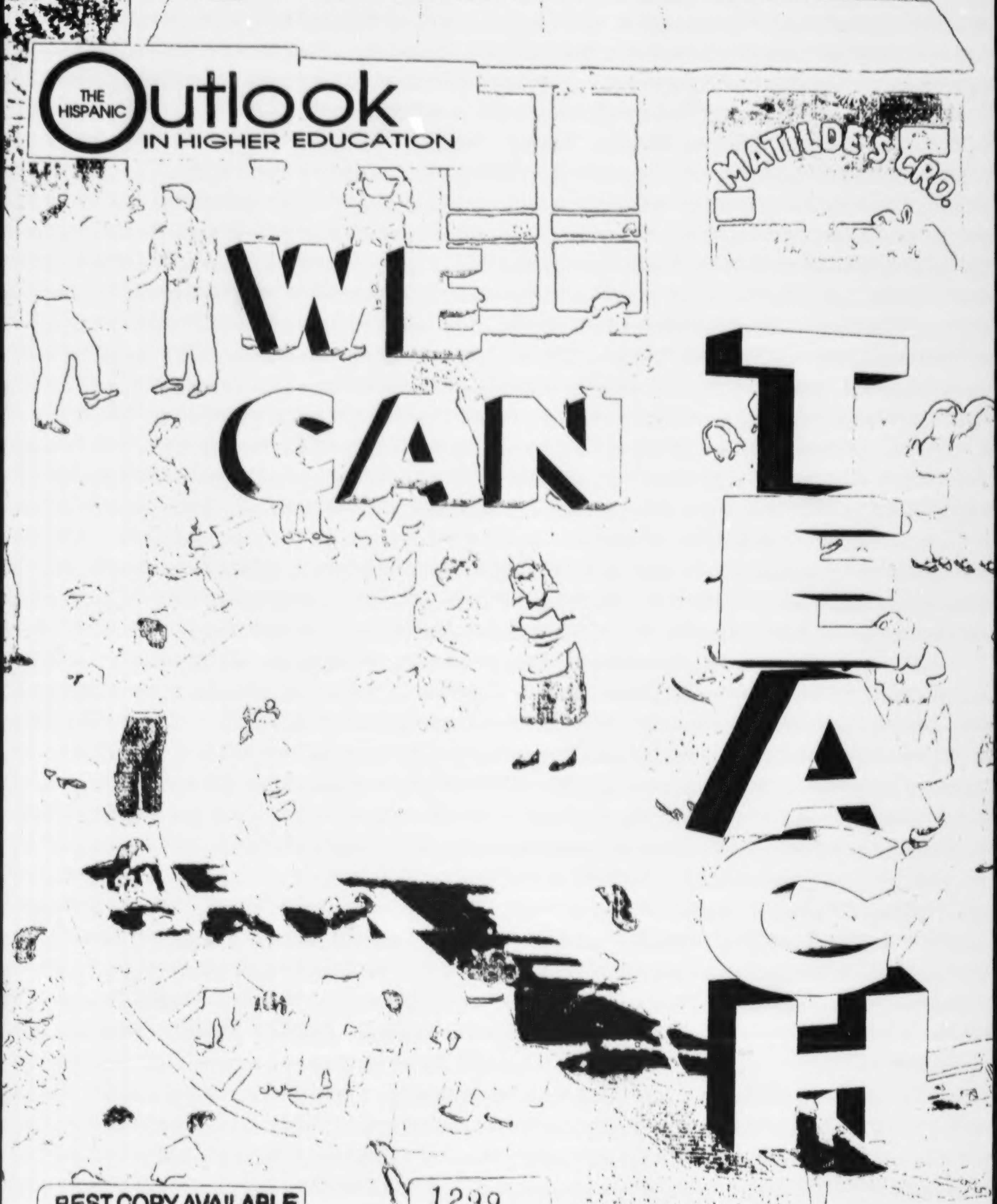
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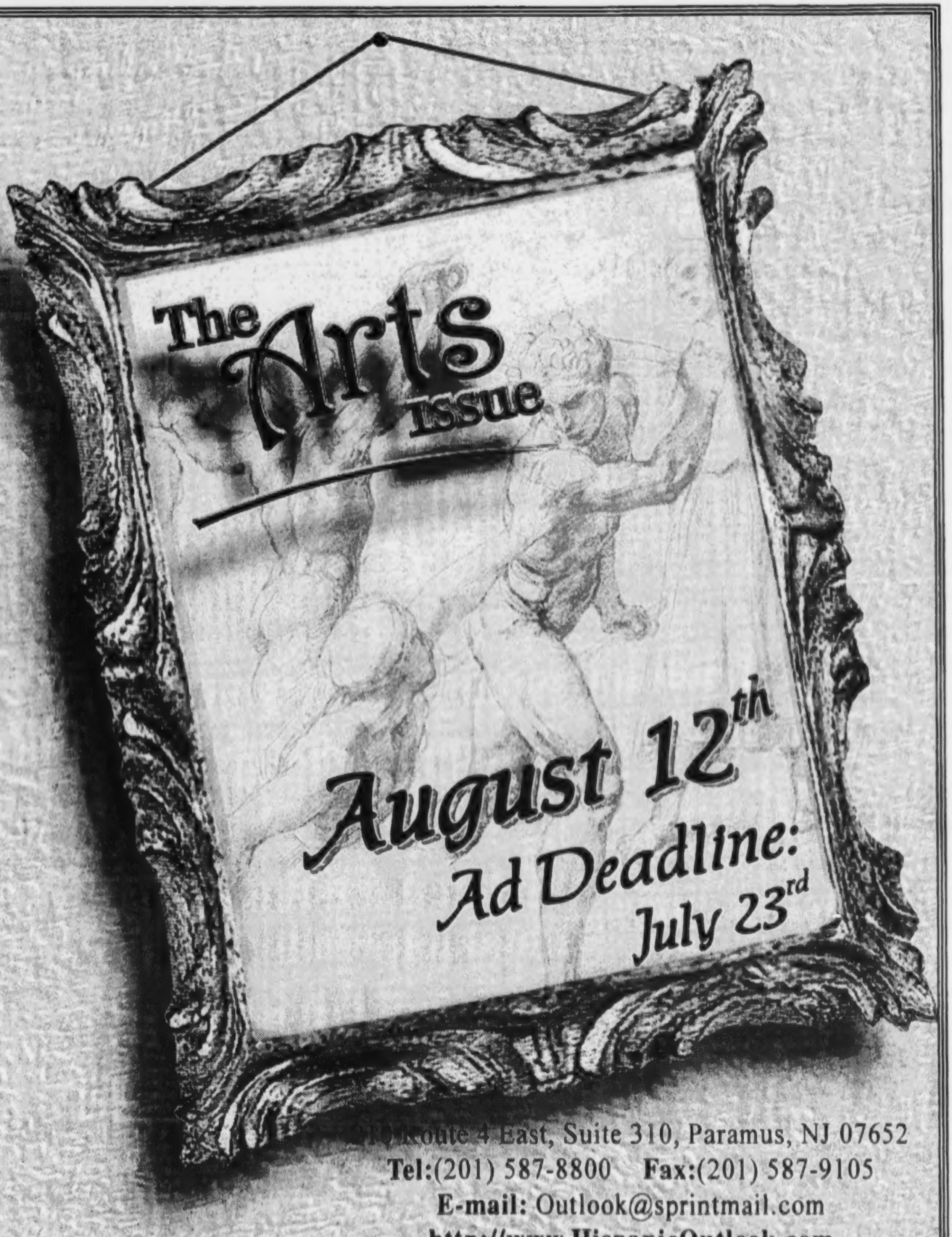
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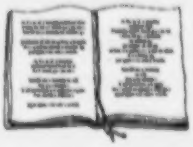

A statistical sampler relevant to the past, present, and future of Hispanics in higher education.

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Strong Public Support for Credentialed Teachers

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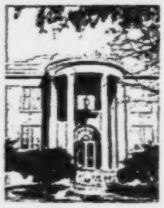

This Texas institution has a thriving master's exchange program with a university across the border.

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¡PUNTO FINAL! back cover

Mexico "Ground Zero"

Cover Photo Courtesy in part by Carmen Lomas Garza, "Cakewalk", 1987

Esquina Editorial

His and Hers

The payoff of pursuing an education is a career with a comfortable salary, benefits, and a retirement nest egg. In the realm of education, positions are available, and the search for qualified teachers continues. Teachers, on the other hand, seek quantified pay. And students, who are an essential component of this triangle, require and covet an education in order to move forward and also have an opportunity to make a successful living.

Along the path from student to professional, education partnerships, enrichment programs, and mentoring relationships help bridge the transition to a fulfilling and flourishing career. This issue features programs and perspectives relevant to those endeavors.

Despite existing projects to narrow gaps in achievement, opportunity, and compensation, recent data reveal how progress is dragging its feet. The gaps persist.

A New Look Through the Glass Ceiling: Where Are the Women? a report commissioned by U.S. representatives Carolyn Maloney (N.Y.) and John Dingell (Mich.) reviewed 10 industries: communications, public administration, business, entertainment, education, retail, finance, hospitals, professional medical services, and other professional services. The bottom line: women continue to earn less than men, and fields where women dominate also pay less. Post graduation, many women are steered toward human resource or "pink collar" positions. Any of this sound familiar? In case any of you had doubts, it is the year 2002.

Seguirémos adelante. Alejandra

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A CAPITOL VIEW

Strong Public Support for Credentialed Teachers

BY GUSTAVO A. MELLANDER

Perhaps influenced by a belief in the importance of teacher competence and equity, Americans expressed significant and increasing support for bold proposals to address teacher quality and recruitment concerns.

More than nine in 10 favor so-called induction programs matching new teachers with successful veteran mentors. Three-quarters or more support attracting new teachers from other fields, providing tax credits to and forgiving student loans of teachers who work in high-poverty schools, and easing pension and seniority portability.

The public also strongly favors, by a 9-to-1 majority, the establishment of a central clearinghouse where people interested in teaching can find jobs anywhere in the country and where school districts can look nationwide to find qualified teachers (89 percent in favor; 9 percent opposed).

Those findings are according to an extensive national poll released in Washington by Recruiting New Teachers, Inc. (RNT) and public opinion analyst Louis Harris.

At the same time, the public strongly rejects shortcuts and quick fixes that put unqualified individuals in teaching positions. For example, 75 percent of Americans oppose licensing individuals with a B.A. but no teacher preparation. And 82 percent oppose lowering state standards to meet the nation's teacher recruitment challenges. Indeed, 76 percent of the American public favors strengthening teacher licensing standards. A higher 88 percent would seek to eliminate the practice of hiring unqualified teachers altogether.

Money Matters

Americans understand the connection between teacher quality and teacher salaries. More than four in 10 believe teachers nationally and in their own communities are "inadequately paid," half again as many as felt that way three years ago. Another third believe teachers are "just adequately paid." To meet the hiring challenge, nearly nine in 10 Americans (88 percent) favor raising teacher salaries, up 10 points since 1998.

More than eight in 10 Americans would encourage a family member to teach if the salary were at least $60,000 per year, and about six in 10 said they would consider teaching themselves for that salary. Money matters, the study concludes. Teaching's intrinsic call to service still attracts many to the profession, but the American people believe teaching should not have to be pursued as a philanthropic act.

More than eight in 10 Americans said they would pay $10 a year more in taxes to help even the disparity between the salaries of teachers and the significantly higher pay of professionals in other fields with similar levels of education. The compensation gap between the average teacher with a master's degree and the average non-teaching professional is $32,000 a year, for example.

Americans have a consistent and informed view of what they should be paying for when it comes to teacher quality. Roughly nine in 10 rated four qualifications as "very important": classroom management, thorough subject matter knowledge, understanding of how children learn, and a solid background in effective teaching methods.

Accountability and Teacher Quality

The public believes that incompetent teachers should be dealt with fairly, but firmly: three in four believe that such teachers should be given more training and opportunities to improve rather than being summarily dismissed. However, fully 85 percent of the public also feels that teachers provided such additional training and development that continue to miss the mark should then be removed.

The public's strong conviction that top national priority must be given to achieving "a fully qualified teacher in every classroom" has an important corollary, the report notes. It is the firm conviction that unqualified teachers can no longer be tolerated and that the practice of hiring unqualified teachers is indefensible. "In the judgment of the American people, this is what accountability should be all about," Harris said.

Power to Change

The focus on education that dominated many of last fall's political campaigns, including the presidential contest, paid off in an unexpected way. While the federal government provides only about 7 percent of the total spending on elementary and secondary education, roughly half of Americans said that Congress and the president have "a great deal of power" in improving public education, ranking them slightly ahead of state legislatures, governors, and local school boards.

The Essential Profession: American Education at the Crossroads summarizes the findings of a comprehensive study designed to gauge Americans' attitudes about teaching, educational opportunity, and school reform. In all, cross-sections of 2,501 adults were surveyed. A cross-section of 1,500 adults nationwide was surveyed in late August and early September 2000, while a cross-section of 1,001 adults was surveyed in California in September 2000.

Both studies employed methodologies ensuring that each household in the universe sampled had an equal chance of being represented. Callbacks were made to attempt to realize completion of the random sample as drawn. The sampling error for the study is plus or minus 2 percent in 95 out of 100 cases.

Recruiting New Teachers, Inc. is a national nonprofit organization formed in 1986 to raise esteem for teaching, expand the pool of prospective teachers, and improve the nation's teacher recruitment and development policies and practices. Based in Belmont, Mass., RNT pursues its goals through innovative public service outreach; action-oriented research; local, state, and national advocacy; networking; technical assistance; and national conferences.

Funding for the study was provided by the Ford Foundation and by Washington Mutual, a company that annually returns 2 percent of its pre-tax earnings to communities through grants, sponsorships, and other assistance, with an emphasis on improving K-12 public education.

For the entire report, go to: www.recruitingteachers.org/news/news051601.html

Dr. Mellander is a professor at George Mason University.

Yale-New Haven Teacher Institute Alive at 25

Enlightens, Engenders, and Energizes

by Jeff Simmons

As they prepare for a 25th anniversary celebration, leaders of the Yale-New Haven Teachers Institute can expect to toast success. Over the last quarter century, the Institute has helped more than 500 teachers improve their instruction techniques. And that, organizers say, has had a ripple effect that is bettering education in the New Haven school system.

"The overall purpose of the Institute is to help teachers acquire more knowledge of the subjects they teach and to help them develop curriculum materials to introduce what they've learned in their own classrooms," says James R. Vivian, director of the Institute.

"We really urge teachers to make this kind of experience a regular part of their personal lives, and complete the Institute more than once. We want them to be involved as often as they wish and are able to."

The Yale-New Haven Teachers Institute was founded in 1978 as a partnership between Yale University and the New Haven Public Schools to strengthen teaching and learning in area schools. Yale faculty members and schoolteachers work together. The premise: teachers get a say in the direction the Institute takes over the course of the year.

"We ask teachers to tell us the topics we should offer, what seminars will help them increase their preparation, and to develop material that will generate student interest," Vivian says. "They identify what's important."

The Institute is an interschool and interdisciplinary forum, and public school teachers work among themselves to devise a curriculum. Each participant is considered an Institute Fellow, and fashions a curriculum unit that can be used the next academic year.

"It keeps you connected with the academic world," says Abie Benítez, a curriculum and staff developer for the Columbus Family Academy in New Haven. "You continue to develop better as a person, and you continue to learn new things and understand content and subject areas better."

According to Institute leaders, studies have shown that teachers leave better prepared in their disciplines, with lifted morale and higher expectations of students. They also maintain the experience has prompted disillusioned teachers to keep on teaching in New Haven. Teachers add that the curriculum units the fellows develop are used extensively at their schools.

In 1990, the Institute became the first program of its type to be permanently established as a function of Yale University. And in 1998, it launched a national initiative to show that its approach can be employed in similar university-school partnerships across the country.

"We are very deeply committed to the Institute's work in New Haven," Vivian says. "We very much hope that over the next 12 years we can assist with the establishment of other institutes in many additional states around the country. But do this in a way that can strengthen and not diminish our work here in New Haven."

The Institute is actually comprised of a small staff, but a large web of professors and faculty who conduct the program over the course of the year. Six or so seminars unfold each year, in addition to lectures and other events.

Guiding the direction of each year's work is a University Council on the Institute, a presidentially appointed body of Yale faculty members that acts as a course-of-study committee. It also helps the Institute to certify Fellows' work to institutions where teachers may be pursuing advanced degrees.

The Council advises the Yale president on the Institute and on its ties to schools locally and across the country. Roberto González-Echevarria was appointed by Yale's president as co-chair of the Council, a post he holds currently. A Sterling Professor of Hispanic and Comparative Literatures at Yale, he has led a number of Institute seminars.

"They have been taken away from teaching and are able to go back to a college environment and consider a given topic with a dedication and depth. There is no time during the academic year to do this, given the enormous workload these people have," says González-Echevarria, who also chairs Yale's Department of Spanish and Portuguese. "They leave here with a sense of optimism," he says, "that this has improved them intellectually, even spiritually. Beyond that, there is a tremendous benefit for the students, who are going to benefit from the expertise that these teachers have acquired."

"I think it's extremely important for them," he says. González-Echevarria had personal reasons for becoming wedded to the program. He grew up in a home of teachers and realized early on the value of broadening his knowledge.

"I feel a great deal of commitment to it because my parents were high school teachers in Florida. I know how much it would have meant for them to have something like this available," he says. "When I teach the seminars, I enjoy them tremendously. It's a very eager audience. I have given the seminars in both English and Spanish for teachers, and I have always had a very positive feeling about the whole thing."

"The proof that this is working," he adds, "is that it is extending nationwide. That is one of the things that is needed in this country–to upgrade the quality of education and make people in great institutions available to the community."

Vivian says the Institute's work improves the academic rigor of basic school courses in the humanities, and that students thereby perform better. The Institute has offered, for instance, seminars in the humanities to increase understanding of American history, culture, and literature. Fifty New Haven public school teachers in the humanities took part in those seminars.

Over the past 25 years, there have been a number of seminars on Hispanic topics. In recent years alone, seminars included Women Writers in Latin America, Art and Identity in Mexico, Ethnicity and Descent in American Literature and Art, and 20th Century Latin American Writing.

The Process

About 15 teachers in each school district also serve as points of contact with the Institute, communicating regularly with its representatives. For every New Haven school, teachers represent their colleagues in planning, organizing, and conducting the program.

Vivian says this lets all teachers have a direct role in designing the Institute to meet their own needs and the needs of their students. In many instances, Institute representatives work throughout the year within their respective schools.

Each fall, the Institute canvasses the teachers to determine the topics of interest. Once the topics are selected, the Institute must find the appropriate professors and faculty to lead the seminars. In January, they circulate descriptions of the seminars to the schools, and then pore through teachers' applications.

"It's a self-fulfilling process," Vivian says. "While the seminars may be revitalizing for them and of strong personal interest to the teachers, our emphasis is on the experience that they have had to strengthen teaching and learning."

Teachers who want to become a fellow of the Institute must attend all talks and seminars, research seminar subjects and unit topics, prepare a curriculum unit, and submit a written evaluation of the program. They become members of the Yale community for one year and are allowed to use the school's libraries and other resources. Once they complete their work, each receives a $1,000 honorarium and four continuing education units. They also can petition for certification of their course of study.

Once the teachers select the topics, the Institute must find the appropriate professors and faculty to lead the seminars.

Benítez, now working on a dual language program, says the Institute allowed her to step out of her elementary classroom setting and figure out a better way to reach her student charges.

"One of the things that happens once you start working with children is you tend to focus a lot just on that level you are teaching," she says. "If you are teaching at a third-grade level, your emphasis is on looking for materials and information at that level. The Institute allows you to look at material from an adult standpoint and then adjust the material to the level that you are teaching. Then you have to find creative ways to go to that level where your children are at and then bring them to the point you want to bring them to."

"It actually allowed me to grow as an individual and as a teacher."

Benítez says the Institute also has posted its work on the Internet–so that it can help educate teachers across the globe. "A teacher in Japan may be using my curriculum now," she says. "That global access was exciting to me." The Institute's curricula and other resources are on line at a Web site–www.yale.edu/ynhdi/curriculum/units–that contains all units teachers have written since 1978.

Benítez was a guidance counselor at a middle school last year, in a co-teaching situation. She helped children with self-esteem development in a language arts program, and had visited the Institute to take a course on ethnicity in American Literature and the Arts. She says she is in awe of the experience and teaching skills displayed by the Yale professors leading the seminars.

"One of the things I found really amazing was the vast knowledge the professor at Yale had on an array of groups. It wasn't just that he knew about one place, but we were able to read from Native American literature, Mexican-American literature, Japanese literature. He brought in films and works that otherwise would have taken me years to do the research on just to be able to create the curriculum I did.

"But because I took this seminar, I learned how to do the research for a specific type of literature or a specific type of film. I also learned how to present it to my students so it will be not only a challenging experience, but a fun experience." Since then, she has moved to the academy, and into a position from which she wants to craft a curriculum unit to teach students about their responsibilities to the environment. "So I will start with a unit for the kindergarten on how their consumption of food creates garbage," she says.

Benítez is now about to take an environmental course from the Forestry Department, the first time she's taken a science course since an introductory class during her undergraduate studies. "So I am really looking forward to this," she says.

The program receives major grants from the DeWitt Wallace-Reader's Digest Fund and the National Endowment for the Humanities. The New Haven school system also earmarks some funding.

Using some of the grant monies, the Institute is now working to establish other Institutes in Pittsburgh, Houston, Albuquerque, and Santa Ana, California. However, the Institute has undertaken an initiative to raise permanent funding and donations from foundations, corporations, and private sponsors.

Vivian says the core mission of the program has not changed over time: teachers and professors and faculty working together to improve how teachers teach and improve how students learn. "What we do in New Haven is our fundamental commitment and the source of experience that we will share with other cities," Vivian says.

Benítez sings the program's praises, saying she hopes it is duplicated across the country. "It's an empowering experience," she says. "It's really very much a teacher-involved process." HO

UCLA's SMARTS Aimed at Engineering Pipeline

Preps Talented Urban Adolescents

by Inés Pinto Alicea

Enrique Báez, a senior studying mechanical engineering, tutors at a local elementary school.

Last summer, every afternoon for six weeks, Los Angeles adolescents aged 13 to 17 from urban schools built gliders as they learned about airlift, projectile motion, and other concepts of flight in a program sponsored by the University of California-Los Angeles to boost the numbers of minorities pursuing math, science, and engineering degrees.

More than 50 students entering ninth grade through 12th grade received a first-class introduction to the world of engineering in this rigorous enrichment program, called SMARTS, which stands for Science, Mathematics Achievement, and Research Training for Students. SMARTS offers math and science enrichment, faculty-guided, laboratory-based summer research activities, and SAT preparation, with industry/parent involvement.

The L.A. adolescents discovered what it is like to study engineering and science at a university, working with faculty and students at the Henry Samueli School of Engineering and Applied Science at UCLA. Participants slept in campus residence halls, met corporate executives from leading technology companies, and performed hands-on experiments. They also studied intensively such topics as algebra, geometry, and trigonometry. Last summer's big project: design, build, and successfully fly a miniature glider.

After the six-week summer session, students meet with SMARTS representatives six Saturdays in the fall and six in the spring to maintain and build math, science, and engineering skills and discuss SAT preparation, career guidance, applying for financial aid, writing personal essays for college applications, and academic requirements for college. The Saturday sessions are designed to "promote and continue the college-going culture," said SMARTS officials. In addition, SMARTS offers industry-sponsored career activities, family involvement, and student incentive awards.

"We want to get students poised to pursue engineering, math, and science at a university," said Linda Robertson, associate director of the University's Center for Excellence in Engineering and Diversity (CEED), the umbrella group that runs SMARTS. The CEED mission is to create public/private K-20 partnerships to increase opportunities for urban, educationally disadvantaged, and underrepresented students to achieve through the pre-college math/science and undergraduate and graduate engineering curricula.

The Center actively recruits from Los Angeles' urban schools, where four out of five students are minorities. CEED Director Rick Ainsworth said SMARTS aims to boost the numbers of college-going children from those ethnic groups that typically are a small part of the student body on California campuses, namely, African Americans, Hispanics, and Native Americans. By reaching out to a younger age, the University hopes to mitigate the negative effects of California's Proposition 209 on the recruitment of diverse students. These young people have limited access to competitive universities such as UCLA, in part because science and math are not always taught rigorously at an early age.

SMARTS gives them many of the math and science skills needed for more advanced courses at their home high school, such as Advanced Placement or Honors programs. In SMARTS, they are also exposed to minority instructors who have succeeded in math, science, and engineering fields and are role models for their career pursuits. Many of the SMARTS instructors are college students of color.

The program seems to be working. According to Ainsworth, some 90 percent of the students who have participated in SMARTS go on to four-year colleges.

The Henry Samueli School of Engineering enrolled 3,847 undergraduate and graduate students in fall 2000, of whom 5 percent were Hispanic. Total UCLA enrollment was 36,890 and 9.3 percent of its graduates were Hispanic.

More than 260 undergraduate engineering students are involved with CEED. Some lead summer classes in programs like SMARTS. Others travel to local schools and help teachers in their math and science classes. Still others mentor arriving first-year students.

Enrique Báez, a senior studying mechanical engineering, tutors at a local elementary school. Báez said he knows he is making an impact on the youngsters, particularly after he has missed a session and they ask him

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why he did not meet with them. Most, like Báez, see their involvement as a rewarding experience that helps them to evaluate their own career plans.

"As a Latino, I think that it's important to be involved in these programs since they provide the Latino community with an advantage amidst all the challenges and obstacles that we face," said Báez. "The CEED program provides one with the tools and motivation to face the many challenges that can arise throughout one's academic career. I feel that it is my responsibility to help those who intend to pursue similar paths. I simply can't ignore those in my community who don't have the resources or even the encouragement at school or at home to better themselves and their future."

The objective, say CEED administrators, is to engender a sense of community and acceptance within young minority students, to convince them that pursuing a university degree in engineering or the sciences is an option for them. For Báez, that sense of community or "family environment" made all of the difference when the time came for him to choose a university. By meeting students involved in CEED, he decided that the interest they expressed in him as a prospective student was a strong reason for him to choose UCLA over other schools he considered. Báez is also active in UCLA's Society of Latino Engineers and Scientists.

CEED programs adopt the view that the sooner children are inspired to learn math and science, the greater their opportunities to excel in engineering at the college level. Universities like UCLA benefit as well.

"We are creating a larger pool of high-caliber students for admission to our engineering programs," said Stephen Jacobsen, associate dean of academic and student affairs at the school. "We believe strongly in these CEED programs. That's why we invest the time with these students not just in the summer, but all year round. We're looking to the future."

SMARTS was initiated in 1988 as a three-year program with a grant from the Hewlett Family Foundation. Currently, it is supported by MESA, the Mathematics, Engineering and Science Achievement program; LABI, the Los Angeles Basin Initiative; and the Hughes Medical Institute. SMARTS's overall goal is to increase the number of high-potential urban students entering the 11th and 12th grades who are interested in and prepared to pursue engineering, science, and other technical fields as undergraduates.

"By focusing on leadership, team building, and other values to raise confidence, we want to awaken a sense of one's potential and to encourage planning for the future," said Ainsworth.

Rick Ainsworth, director of CEED,
UCLA's Center for Excellence in Engineering and Diversity

It takes "academic courage," said Ainsworth, for a young person to believe that a future in engineering or another science-related field is possible when so few people with similar backgrounds make it that far. SMARTS makes that future appear more realistic. "Our Center offers a conduit, as close to a guarantee as we can give. It's a welcome mat where only a solid wall existed before," said Ainsworth.

Students live at the campus the last week of the summer session to finalize their projects, learn about making presentations, and learn about computer programs, such as Power Point, that could improve the quality of their presentations.

"This is one of the only leading edge, immersion-style programs that can give students a first-class experience in math and science that goes beyond what they are getting in their schools," said Ainsworth.

Students interested in applying must provide a teacher's recommendation, an essay on their interest in math, science, or engineering, and a copy of their school grades. Their parents also must commit to show up four times during the course of the six weeks, be present for the awards and orientation ceremonies, and take part in a collaborative project. Ainsworth said parental support for the program is vital and must be unwavering, particularly when the students come home to complain about its rigorous nature.

The Center also offers a more intensive program for 10th- and 11th-graders who have exhibited a particularly strong interest in research. An introduction to the scientific process and lab-based investigations is provided through the Research Apprentice Program sponsored by faculty and graduate research mentors in engineering. Students learn about such topics as instrumentation, protocols, and measurements.

The Center's MESA program reaches out to 26 middle and high schools in two school districts by providing training for 52 teachers to carry out activities in all three areas. The teachers are given a $2,000 stipend for the training and activities they lead at their schools.

Báez has been a judge at middle and high school MESA day events and a speaker and tour guide for students and teachers from the MESA schools who visit UCLA, and said the CEED experiences helped him build his own leadership and professional skills.

"As a CEED student, I feel that by the time I graduate, I will have an advantage over other engineering graduates," said Báez, citing the skills and knowledge he'd gained through many workshops, activities, and events that exposed him to the professional world.

Social Analysis
Journalism
Bridging
Literature

U of Rochester Professor Unveils the Chronistas

by Michelle Adam

Jorge Luis Borges, Julio Cortázar, and Mario Vargas Llosa are familiar names to those studying Latin American literature in academia. They also represent voices of increasing familiarity within our mainstream literary market. But behind these big names is a plethora of Latin American writers working within genres that move beyond straight fiction, and whose talent is being unveiled by academicians.

One such unveiler is Beth Jörgensen, associate professor of Spanish at the University of Rochester in New York. During the past several decades, she has joined other professors in a specific effort to unravel and bring to light the writings of Latin American authors who have paid special attention to society's marginalized.

While these writers have swayed between fiction and nonfiction, what has especially drawn Jörgensen's attention are the nonfiction narratives, specifically literary journalists known as chronicle writers, in Mexico and beyond.

By chronicles, Jörgensen refers to writing that is "conceived on the battlefields and in the streets, in the plazas and at the theaters…a hybrid form of writing that crosses multiple discursive boundaries." Chronicle writers, "chronistas," provide essays for mainstream newspapers and publications on a given social event or political situation, and give voice to the fringes within a given society. The chronicles, therefore, bridge journalism, social analysis, and literature, and in so doing, bring to light the social issues and people whose lives would typically be forgotten.

"What draws me to the chronicle is that there is something about the writing that presents itself as nonfiction and this is very appealing," said Jörgensen. "We still need to know something about the world. We need to feel we have real access to these things that happen in our lives. The chronicle has the quality of taking very seriously people and events that have occurred and trying to give a textural form to them."

Jörgensen began writing about chronistas when she started her graduate dissertation on the Mexican writer Elena Poniatowska in the early 1980s. Since then, she has followed other authors of this genre and recently co-edited a book on the contemporary Mexican chronicle, which will be published this spring. Entitled *The Contemporary Mexican Chronicle: Theoretical Perspectives on the Liminal Genre*, and edited by Ignacio Corona and Jörgensen, this book will include short essays by chronicle writers in Mexico on their interpretation of the genre and viewpoints of Jörgensen and others.

"This will be the first book in the United States dedicated entirely to the chronicle. The academic community has been very slow in picking up on this literature. There's very little scholarship on this," said Jörgensen. "Within the profession of literary studies–with the exception of the autobiography–most of the nonfiction is paid little attention. Yet the public out there reads a lot of nonfiction."

The Contemporary Mexican Chronicle will include such writers as Carlos Monsiváis, Dante Medina, Rossana Reguillo, José Joaquín, Vicente Leñero, Juan Villoro and Elena Poniatowska. These works will give readers a view of the last century, addressing such elements as the Revolution of 1910, debutante balls, political campaigns, natural disasters, government corruption, protest movements, crimes, and scenes from everyday life.

Jörgensen began her studies reading the works of the classical Latin American writers, and recalls an undergraduate Spanish literature course at Oberlin College. "That is what hooked me," she said. "I had always enjoyed reading, and once I was able to appreciate the nuances of the literature in Spanish, I found this exciting. There was the added benefit of being able to read across cultures in significant ways."

Jörgensen specifically recounted the impression left on her by Mexican writer Juan Rolfo. "I was thinking at the time, 'Wow. Mexican literature must be something if they have this guy.'"

Jörgensen would soon encounter another Mexican writer who became the subject of her dissertation and a book during her graduate studies at the University of Wisconsin at Madison. She first met Elena Poniatowska when the writer visited her school in 1979 and decided shortly after that to follow her life story.

"There was so little written about women writers at that time," said Jörgensen. "What I liked about her is that she had been a journalist from early on but had simultaneously taught fiction. She was a pioneering woman journalist in Mexico, and her status as a groundbreaking figure in Mexico interested me."

In her book, *The Writing of Elena Poniatowksa*, published in 1994, Jörgensen wrote: "In her forty-year career as a journalist, novelist, short story writer, and essayist, Elena Poniatowska has earned wide recognition as one of Latin America's most original and productive authors. Some of her texts chronicle such collective public events as the 1968 Mexican student movement, a hunger strike by mothers of the 'disappeared,' and the 1985 earthquake in Mexico City, while others reconstruct individual life stories in biographical, testimonial, and epistolary form....Elena Poniatowska's journalistic specialty is the interview, a genre that she has transformed within Mexico....The details of Elena Poniatowska's privileged, European-oriented upbringing do not predict her present stature as a mature chronicler of recent Mexican history and culture."

Jörgensen saw in Poniatowska someone who gave voice to the fringes through her chronicles, and someone who struggled for justice while setting a precedent for future women journalists to follow.

"She made a deliberate decision to write stories from the perspective of people that are usually marginalized and excluded from other sources. Elena is a very important part of that in Mexico," said Jörgensen. "Elena and a couple of others were very important for a younger generation of journalists who started to be more active in the late '60s and '70s. Elena was a kind of groundbreaker. She was the first with that kind of national profile–the first who really developed the interview genre in a certain way that had her stamp on it. She was the first woman ever to win the national prize for journalism."

Jörgensen's work with Poniatowska opened up doors to further studies into nonfiction works, specifically, to the testimonial writing–works in which an outside observer brings unheard voices to light through interviews and writings. Especially fascinating to Jörgensen were the stories of Benita Galeana, a woman of the lower class who wrote about her own life, whereas others wrote about the marginalized from the outside.

Elena Poniatowska, renowned chronista

Beth Jörgensen, associate professor of Spanish at the University of Rochester in New York

Galeana, a longtime militant in the Mexican Communist Party, was an exception in her time. Unschooled, she taught herself how to write by typewriter. Her autobiography, *Benita*, was published by the Communist party in 1940. Galeana tells of growing up in poverty in rural Guerrero, Mexico, in the early 1900s, from about 3 to age 36.

Benita is still relatively unknown and barely studied despite new editions of her book in the 1970s, followed by an English translation that appeared in the United States in 1994.

"It was such a unique example of life-writing by a woman without literary skills. She literally typed it out, letter by letter, phonetically, the way she would have spoken. I certainly don't know any like it in Mexico," said Jörgensen, who has published work on Galeana in *the Latin American Literary Review*.

Jörgensen visited Galeana, who recently passed away, in the summer of '94, at Galeana's home in Mexico City. "She was 90 at the time. She was quite fearless. She had this amazingly strong personality," said Jörgensen. "I was struck by how courageous she was and the kind of determination she had to make a change in this world. She made Mexicans aware of the kind of experience that didn't have expression."

Throughout her work, Jörgensen has given special attention to the works of women such as Galeana and Poniatowska, who represent the earlier voices addressing women's issues and concerns of the marginalized in South American society.

Other women writers of the '40s and '50s include Rosario Castellanos, a groundbreaker in published Mexican literature, essays, and poetry, and Elena Garvo, who was married to Octavio Paz and produced great works of literature in the 1950s.

Jörgensen said of Castellanos: "During her lifetime, she didn't begin to get the attention back then that she does now." As for Garvo, "She wrote some amazing fiction in the '50s and nobody paid any attention to it for the longest time. She didn't get nearly the recognition of a Fuentes, but now people are interested in it."

Others of significance in Mexico include Nellie Campoverde and Margo Glanz. Campoverde, choreographer and director of the National School of Dance in Mexico City, wrote two novels in the late '30s and '40s. The books read more like memoirs, giving sketches of a child's view of the Mexican Revolution. While her works have been resurrected in the past 10 years, said Jörgensen, "the books that she wrote about the revolution often weren't mentioned when people talked about literature on the revolution. She died a forgotten woman."

Born in Mexico in 1930 to Jewish Ukrainian parents, Margo Glanz produced more than 15 books of essays, two novels, and various articles. Her works are those of a literary critic, writings on the process of literature itself.

Women writers who followed these earlier pioneers, and have become well known today, are Christina Pacheco and Alma Guillermoprieto. Pacheco, who has published her encounters and sketches of everyday people, hosts a radio call-in show on topical issues and conducts television interviews with people on the street. "She, too, is similar to Elena in the kind of attention she pays, particularly to the stories and the voices of people who are living at the margins of society," said Jörgensen.

The Mexican writer Guillermoprieto, an award-winning journalist, author, and staff writer for *The New Yorker*, has lived in Colombia and Nicaragua and published books on the culture and complex politics of Latin America.

Benita Galeana

All of these women have joined a long tradition of fiction, literary journalism, and critique that for the longest time was dominated by men.

"Women, compared to earlier male journalists, tended to use the interview more and to pay more attention to the voices of other social subjects who, like themselves, would feel marginalized," said Jörgensen. "They paid more attention to women, to poor people, and to the ethnically marginalized. Men now have to pay more attention to women's issues because of the work of earlier women."

"A lot of chronicles from earlier in the century focused on culture itself," Jörgensen said. The men "would write about what was going on in the theater or the world of the arts. There were also chronicles of a male writer telling his experience of life in the city. There was a real interest in Mexico City as a phenomenon. And in the novels, too, the novels of the Mexican Revolution did not have female protagonists. They were very secondary, even though women did participate in the revolution in many ways. Today, however, that has changed. Increasingly, you have women and men writing about women and men."

While Jörgensen has written about and lectured on other Latin American writers– groundbreaking women such as the Argentinian writer Luisa Valenzuela and Puerto Rico's Rosario Ferré–she has focused much of her attention on the literary journalists of Mexico. It is here that she has come to know the many voices and social concerns that represent the Mexican culture.

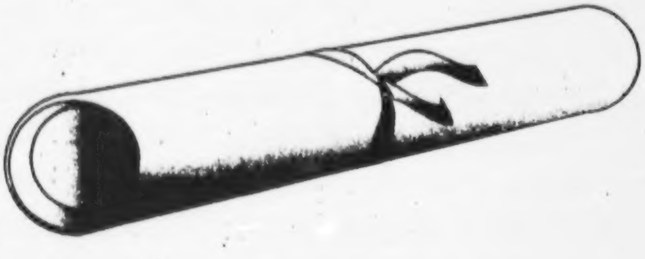
Through Mexican and Latin American chronicles and literary journalism, Jörgensen has also been able to teach her students about cultures that exist beyond the classroom. "My students start to get certain kinds of insights into third world countries, into different social milieus, and economic divisions. They are also looking at a culture where the important influences of religion and ethnic groups are quite different than our own mix here. There is going to be more evidence of indigenous symbols and culture remaining vital," said Jörgensen.

"The work helps break down stereotypes that we grow up with about Mexico, Puerto Rico, or Argentina and gives us new perspectives on how to look at the mainstream news in our culture. It's an opportunity to look at our own society and the ways we try to build buffers between ourselves and what we perceive as violent zones in our own society.

"Personally, it has given me a different way of looking at my own society. Traveling and reading this material and meeting people and talking to them not only helps me to better understand where they are coming from, it helps me to better understand where I am coming from.

"For me, one of the goals of living is to have as rich and varied an experience as possible. I value complexity and ambiguity and all this work adds that value in a very big way."

The Honor Roll



Sul Ross State University

Far West Texas Reaching Across the Border

BY ROGER A. DEITZ

In the *Texas Times*, Dan Rather of CBS News called Sul Ross State University "Possibly the most underrated little university west of the Mississippi." *Outdoor Magazine* characterized the Alpine, Texas, area as "One of the best places to live in the United States," with *Texas Monthly* adding, "This is open-sky country, with stirring sunrises and sunsets..." *Sports Illustrated* dubbed the University's Kokemot Field "One of the best collegiate baseball parks in the United States."

PETE P. GALLEGO CENTER

Pete P. Gallego Center at Sul Ross State University

All well and good, but this school really shines in its diverse, multicultural educational programs and student body, its growth and development. So, why is this academic gem such a well-kept secret?

The answer is that it is not a secret throughout the community it serves.

Dr. R. Vic Morgan, president of Sul Ross, joined the faculty in 1975 as a mathematics professor. In 1979, he was named director of the Division of Science, in 1985, executive assistant to the president, and in November 1989, acting president.

Morgan was selected Sul Ross' 10th president by the Texas State University System Board of Regents on August 30, 1990. During his tenure, Sul Ross has experienced extensive growth financially and in its facilities. The University's endowment fund has grown to more than $7 million, creating many new scholarships. Recent construction projects total more than $30 million, including the newly finished Pete P. Gallego Center.

"The Sul Ross experience," observes Morgan, "continually draws from the diverse cultural heritage of the Big Bend region. Sul Ross State University is many things to many people and will continue to change the lives of those who chose to be part of the University. We are proud of our heritage and traditions because we know that each person who studies, works, supports, or visits leaves a mark which influences our future."

It is certainly true that, like its namesake, Lawrence Sullivan Ross, Civil War hero, Texas Ranger, governor of Texas, and president of Texas A&M University, Sul Ross State University has provided distinguished leadership in serving the higher education needs of West Texas for more than 80 years.

Sul Ross opened for classes in 1920 as a state-supported Normal School for Teachers, but since then its mission has realized continuous growth and development. The school was created in 1917, by an act of the 35th Legislature of Texas, to prepare teachers for the schools of West Texas. In 1921, the mission was expanded to provide the course work and general academic requirements equivalent to two years of

R. Vic Morgan, Sul Ross State University president

Honor Roll Facts in Brief

INSTITUTION
Sul Ross State University

LOCATION
PO Box C - 114
Alpine, Texas 79832
(915) 837-8011

ESTABLISHED
1917

ENROLLMENT
Approximately 2,000 (44.3 percent Hispanic)

DEGREE OFFERINGS
Master's
Bachelor's
Associate's
Certificates

ANNUAL TUITION AND FEES
$2,792 for Texas residents

FACULTY
141 total (14 are Hispanic)

SEVERAL DEGREE PROGRAMS
Business Management
Criminal Justice
Environmental Science
Mexican American Studies
Pre-Veterinary Medicine

NOTABLE HISPANIC-SERVING ORGANIZATIONS
Los Tertulianos
Phi Sigma Iota
Sul Ross Ballet Folklorico de las Americas

INTERNET ADDRESS
www.sulross.edu

college, with a name change two years later to Sul Ross State Teachers College. At this time, course work was added leading to baccalaureate degrees in liberal arts disciplines. Master's degree studies were added in 1930. The name was changed to Sul Ross State College in 1949 and to Sul Ross State University in 1969, to reflect its broadening mission.

Sul Ross University Río Grande College, with campuses in Del Río, Eagle Pass, and Uvalde, was established in 1973, offering junior, senior and graduate work in selected programs. The University's main campus, Alpine, is the primary institution of higher learning in the Big Bend region of Southwest Texas and serves an 18-county area. The school's Río Grande College provides educational programs for a 13-county region of Southwest Texas not served by any other senior-level institution.

Sul Ross has three major functions: teaching, research, and public service. The University "provides an atmosphere conducive to the free exchange of ideas, the fostering of an appreciation of diversity, and the development of professionalism among all its participants." Total enrollment numbers about 3,000 students.

Recent capital projects include a new University Center, renovation and expansion of the Wildenthal Library, conversion of the Ferguson residence hall to an Academic Center of Excellence, construction of the Gallego Multi-purpose Center and renovation of the existing Graves-Pierce Center to a recreational sports facility.

Sul Ross State University currently offers more than 60 academic programs at the bachelor's, master's, associate, certificate, and pre-professional level. Areas of study include business, agriculture, liberal arts, fine arts, education, criminal justice, science, pre-medicine, pre-law, pre-engineering, vocational nursing, and industrial technology. In 1999, Sul Ross the Southern Association of Colleges and Schools reaffirmed its accreditation for a 10-year period.

Approximately 2,000 students are enrolled at Sul Ross' main campus, situated in the Davis Mountains, on the side of Hancock Mountain, overlooking Alpine and the surrounding valley. The campus comprises 600 acres, including the University Ranch. One hundred acres are landscaped.

By ethnicity, 50 percent of the student enrollment is White, and 44.3 percent, Hispanic–a group rapidly growing in size. African Americans make up 3.8 percent; Asians, 0.6 percent; Native Americans, 0.4 percent; and International students, 0.8 percent. There are 141 faculty, 87 male and 54 female, with 14 Hispanics (11 male and 3 female) among them. The average undergraduate class size is 20, and the student-to-faculty ratio is 16-to-1.

Annual undergraduate tuition and fees for 2001-2001 are estimated to be $2,792 for Texas residents. Ninety percent of the undergraduate students attending Sul Ross receive some sort of financial aid. SRSU is a member of the Texas State University System.

A program in Mexican American studies began granting a bachelor of arts degree at Sul Ross in the fall of 1999. The program was designed to meet the needs of students preparing for careers serving Mexican-American constituencies, including public and business administration, marketing, public relations, government, and minority affairs. Graduates of the program are better prepared to work in an international or multicultural environment. Students also are prepared for graduate and advanced professional studies.

"This degree is a broad-based program with course work from several departments," reports Dr. David Cockrum, vice president for academic affairs. He notes its potential appeal to a good number of students "who desire a general academic degree program."

Dr. Abelardo Baeza, Sul Ross professor of English and Spanish, was selected as director of the Mexican American studies program, with four new courses added to the curriculum to fill the needs of enrolled students.

Francois Fine Arts building

The Spanish Program, for undergraduates and *en español*, provides classes for both native and non-native speakers, as well as curriculum ranging from grammar and composition to literary and cultural studies.

Because of the University's geographic proximity to the border regions of El Paso/Juárez and Presidio/Ojinaga, the Department of Languages and Literature, via the Spanish Program, offers classes and trips focusing on many aspects of Mexican literature and culture. Course offerings include The Life and Works of Carlos Fuentes, Mexican Folktales, and Colonial Literature of Mexico.

Because the demand for qualified bilingual individuals is evident in numerous professions, students can obtain secondary teaching certification while completing a B.A. in Spanish, or they may prepare for careers in such fields as law enforcement, business, or social services.

The Chihuahua Master's Exchange Program is an innovative and fast-growing program at Sul Ross, "instituted by the Business Administration Department in the summer of 1998 between SRSU faculty and students in Mexico." Participants in this program are considered Sul Ross students on track to receive a Sul Ross master's degree in business. Using the great support, facilities, and equipment of the Universidad Autónoma de Chihuahua, the program has grown from eight students in 1998 to a current enrollment of 33. The thrust of the program is geared for Twin Plant (Maquilas) corporate managers in Chihuahua. Bringing the classroom to these managers (demands on their time makes traveling across the border to Texas difficult) is part of what makes the program unique. Classes meet on the Chihuahua Business School campus alternate weekends for a total of five weekends of study. The last weekend of class takes place on the Sul Ross campus in Alpine. The program is self-funded, and the business school must do its own recruiting, and set tuition to cover all expenses.

As the city of Chihuahua grows, the demand from business professionals who have access to higher learning increases, especially among those who must deal with American parent companies. American business degrees and business classes taught in English are much sought after, presenting Sul Ross with an opportunity to foster better relations with Mexico. "This program has truly been a win-win project for both SRSU and the program participants," says Rob Matthews, chairman of the Sul Ross business administration department. "The department continues to generate a substantial amount of goodwill for Sul Ross as a result of this endeavor. As graduates of this program migrate to other areas of Mexico due to employment relocations, they will serve as ambassadors of SRSU. As a result, the success of this program will enable other academic areas to more easily establish programs and relationships with their counterparts in Mexico."

Last August, 3,500 people attended the dedication of the new multipurpose sports/event center, now bearing the name of Texas state representative and 1982 Sul Ross graduate Pete P. Gallego. The new facility will be home to Sul Ross basketball and volleyball teams, and will host concerts, graduations, and other special events. The Gallego Center will seat over 3,000 spectators for sporting events and up to 3,900 for other activities. The Center boasts armchair seating for nearly 1,000 on the main floor and more than 2,000 fixed armchair seats on the second floor. Athletic offices, training rooms, dressing rooms, visitor and official locker rooms, storage and mechanical room and a 1,700-square-foot meeting room will be housed on the first floor. The second floor will include the Sul Ross Hall of Honor and concession stands.

At the dedication, Gallego modestly gave credit to others, saying, "I am humbled, awed, and honored. I stand here as living proof that dreams really do come true."

"Today is not about Pete Gallego," he said, "Today is about the day after tomorrow, next year, and the year after that. Today is about students in far West Texas. Today is a celebration of education and a celebration of a guarantee for a better future. Your chances get better if you help and work together."

Latinos by the Numbers

A Statistical Sampler

by Adalyn Hixson

Numbers rarely tell the whole story and often tell the wrong story. They sometimes offer the proverbial safety, but danger can lurk there too.

Numbers are subject to errors human, mechanical, and electronic, and to manipulation, for reasons theoretical, political, and sometimes financial.

Despite their imperfections and the malevolent or ignorant uses to which they may be put, we need them. We rely on them. They are central to our evaluation and assessment of all manner of things.

We've assembled here a sampling of largely numeric information relevant to the past, present, and future of Hispanics in higher education. Much of it is derived from data provided by talented statisticians at the National Center for Education Statistics, several of whom we work with and admire greatly, and by those at the U.S. Census Bureau, whom we don't know but do appreciate.

How Many Hispanics?

Hispanics are 12.5 percent of the U.S. population. That's 35.3 million, up 13 million since 1990.

In 1998, Hispanics 18 to 24, the traditional college ages, numbered 4,014 million, up from 1,642 million in 1988.

Where?

In 2000, Latinos were the largest minority in 23 states, among them:

New Mexico, 42 percent; California, 32 percent; Texas, 32 percent; Arizona, 25 percent; Nevada, 20 percent; Colorado, 17 percent; Florida, 17 percent; New York, 15 percent; New Jersey, 13 percent.

¿Hablan Español?

In 1999, Hispanics were 14 percent of all K-12 students. More than half spoke mostly English at home. Nearly nine out of 10 of those whose mothers were born in the U.S. did so. One in four spoke mostly Spanish at home. Seventeen percent spoke both.

K-5 students were more likely to speak mostly Spanish at home, those in high school far less so.

The Federal Department of Education budget reflects $460 million for English Language Acquisition in 2001 and projected $665 million for 2002 and 2003. Census 2000 workers encountered more than 360 languages, everything from Amharic and Armenian to Urdu and Yiddish.

High School Completion

The estimated U.S. Hispanic high school completion rate for 2000 is 64.1 percent. The estimate for all groups for 2000 is 86.5 percent. Hispanic high school completion was 55.2 percent in 1988 and 59.8 percent in 1998. The 1998 rate for Whites was 73.4 percent.

Completers are those 18- to 24-year-olds who have a high school credential. The population of reference is the 18- to 24-year-old population that is no longer in high school.

Nearly 75,000 of this year's graduating seniors are undocumented students.

Drop-Outs

The national rate is 9 percent, for Hispanics, 28.6 percent. The figures include GED earners.

State figures for '97-98 ranged from 5 percent in Wisconsin to 17 percent in Arizona and Nevada.

Drop-outs are those 16- to 24-year-olds who do not have a high school credential. The population of reference is all those aged 16-24.

Hispanic College Enrollment

Hispanic enrollment in higher education, undergrad and graduate, increased 85 percent between '88 and '98.

In 1998, Hispanics were 1,316,616 of a total enrollment of 14,791,224, or 8.9 percent. Currently, Hispanics are 14.5 percent of the traditional college-age population. By 2005, they will represent 22 percent of that population.

By 2005, Hispanics are expected to be the largest college-going minority, accounting for approximately one in six undergraduates on campus.

Persistence

A study of educational attainment checked in spring 1994 to see where students were who'd entered college in '89-90. Of the Hispanics, 18.7 percent were still enrolled, but didn't yet have a degree; 36.3 percent were not enrolled, and had no degree; 15.7 percent had earned a certificate; 11.5 percent held an associate's degree; and 17.8 percent held a bachelor's degree. Within the study, the group with the highest number of bachelor's degrees was Asian, at 34.8 percent, but even they showed 25.6 percent as having left without a degree or certificate.

Between '97 and '98, the graduation rates for Hispanics rose 3 percentage points, to 48 percent. The rate for Asian Americans was 66 percent, for American Indians and African Americans, 37 percent.

Hispanic Family Income

14.3 percent of urban Hispanic adults have annual household incomes of $50,000 or more–a higher percentage than that of Whites. Half a million Hispanics, 85 percent of them U.S. citizens, in the 1,700 or so colonias along the Texas border, live on wages averaging $6,000 a year.

More than 40 percent of Hispanic undergrads qualify as "low-income."

Cost of College

The College Board reported an average annual cost at a public four-year college in the 2000-2001 academic year of $11,338 and for a private four-year school, $24,946, including direct and indirect costs.

NAICU member's tuition for 2000-2001 ranged from zero to $26,799, for an average of $13,688. Families "with the greatest need" pay an average of 26 percent of the schools' published tuition.

State Aid to Higher Education

As of January 25, 40 states had reported budget shortfalls, including several in which Hispanics are the largest minority and several in which Hispanics are a big group by any standard.

California reported a $12.4 billion shortfall; Arizona, $1.6 billion; Florida, $1.3 billion; New York, $3 billion; New Jersey, $2.4 billion; Virginia, $1.3 billion; Colorado, a mere $385 million. New Mexico, Nevada, and Texas did not report a shortfall.

According to NASBO, tuition and fees at Chapel Hill, N.C., rose nearly 40 percent since 1999, "mostly…faculty salaries," but trustees said they had "little choice but to bump tuition up again." The state's reported shortfall was $700-900 million.

Maryland projected a rise at public institutions of up to 5.5 percent.

In April, New Jersey's Rowan University proposed what amounts to a 19 percent hike–15 percent in tuition, 10 percent in fees, and a new facilities fee of $300. All this takes Rowan's total, without room and board, from the current $5779 to $6882.

Federal Aid to Higher Education

Spending on education for FY 2002 represented only 2.3 percent of the federal budget. Of that 2.3 percent, 36.7 percent went for postsecondary education.

The U.S. Department of Education has 4,710 employees, 10 regional and 11 field offices. Its 2002 spending was $47.6 billion.

Federal Aid to Undergrads

Following survey results reflect the percentages of undergrads receiving government aid:

Federal aid of any kind	39.1 percent
Federal aid grants	23.1
Federal aid loans	27.9
Federal Work Study	4.1
PLUS Loans to parents	2.9
Institutional Aid	15.4
State Aid	16.1

For '99-00, Pell Grants totaled $7,326,000,000 and went to 3,810,000 recipients, with individual grants averaging $1,922.

Work Study stood at $1,044,000,000 and went to 930,000 students, averaging $1,123 each.

These sums were dwarfed by the amounts extended as repayable loans, private and government. The highest levels of borrowing in three academic years studied by NCES–'89-90, '92-93, and '95-96–were among students at private for-profit institutions, which charged relatively high tuition and enrolled large proportions of low-income students.

Hispanic Student Borrowing

An NCES/NPSAS sampling of graduating seniors at four-year institutions in 1999-2000 showed cumulative federal borrowing for undergraduate study by those "Hispanic or Latino" to be $14,525 at public institutions and $14,981 at private not-for-profits. PLUS loans not included, nor loans from family nor credit card balances.

These figures were, respectively, $1,721 and $3,348 less than federal loans accumulated by non-Hispanic, non-Latino students.

Hispanic-Serving Institutions

Ten out of 20 of the top producers of future Hispanic Ph.Ds were Hispanic-Serving Institutions. An HSI is a nonprofit, accredited college, university, or system with Hispanic student enrollment at least 25 percent of the total. HSIs were awarded $68.5 million for 2001, up from $12 million in federal funds in 1995. The OMB Web site shows HSIs budgeted for $86 million in 2002 and $89 million in 2003.

HACU, the Hispanic Association of Colleges and Universities, a chief advocate for HSIs, reported 179 HSI members located in 11 states and Puerto Rico–Arizona (8), California (53), Colorado (6), Florida (13), Illinois (6), Kansas (1), New Jersey (6), New Mexico (15), New York (11), Texas (35), and Washington (1) and Puerto Rico (29).

All Colleges and Universities

Our public institutions include 1,069 two-year and 612 four-year schools. Private nonprofits number 164 two-year and 1,531 four-year. Private for-profits include 480 two-year and 192 four-year.

Most Hispanics enroll initially in two-year institutions. Most attend close to home, as do 79 percent of all enrollees just out of high school.

NAICU reports that in '95-96, an estimated 41.6 percent of Hispanic students at private schools received an undergraduate degree in four years, and 23.8 percent at state four-year schools. For Whites, 68.2 percent at private, 36.7 percent at public.

National Merit Scholars

National Merit Scholars are graduating seniors judged to have the greatest potential for success in rigorous academic studies. Twelve of the 50 colleges enrolling the most of them are also on *The Hispanic Outlook* Top 100 list for having granted the largest numbers of bachelor's degrees to Hispanics in '99-00.

They are UC-Berkeley and UT-Austin, both with 245 Merit Scholars, Stanford (209), University of Florida (166), U of Southern California (148), Texas A&M (142), NYU (130), Arizona State (119), UCLA (84), Boston U (57), UC San Diego (52), University of Michigan at Ann Arbor (45), and University of Washington, (43).

Thirty-eight of the 50 are on the *HO* Top 100 list for largest numbers of bachelor's, master's, and/or doctorates to Hispanics in '99-00.

Students qualify as National Merit Scholars based on academic records, test scores on the PSAT/ NMSQT, and extracurricular activities. The highest scorers in each state are designated semifinalists and represent less than 1 percent of the state's graduating class.

Among public universities, a total of 148 schools enrolled 3,496 new National Merit Scholars in 2000-01.

ACT and SAT Scores

In 2000, students overall averaged 21.0 on the ACT, which is scored from one to 36, and averaged a composite score of 1019 on the SAT, each section of which is scored on a scale of 200 to 800.

Among Hispanics taking the ACT, Mexican-Americans averaged 18.5,

Educational Attainment

In March 2000, the educational attainment of Hispanics 25 and up was as follows: less than 9th grade, 27.3 percent; 9th to 12th and no diploma, 15.7 percent; high school grad, 27.9 percent; some college or associate's degree, 18.5 percent; bachelor's degree, 7.3 percent; advanced degree, 3.3 percent.

	Less Than 9th Grade	9-12 w/o Diploma	H.S. Grad.	Some College Assoc. Dgr.	Bachelor's Degree	Advanced Degree	
Mexican American	32.3	16.8	26.4	17.7	5.1	1.8	10,625,000
Puerto Rican	17.5	18.1	29.5	21.9	8.6	4.4	1,612,000
Cuban	18.1	8.9	33.0	17.0	13.9	9.2	965,000
Central and South American	22.3	13.4	29.5	17.5	11.8	5.6	2,768,000
Other Hispanic	15.1	13.3	32.3	24.8	8.9	5.6	1,180,000
Non-Hispanic	4.7	8.2	33.7	26.1	18.1	9.1	158,080,000

Kean Univer

In 2000, Latinos were the largest minority in 23 states, among them: New Mexico, 42 percent; California, 32 percent; Texas, 32 percent; Arizona, 25 percent; Nevada, 20 percent; Colorado, 17 percent; Florida, 17 percent; New York, 15 percent; New Jersey, 13 percent.

Puerto Rican, Cuban, and other Hispanics averaged 19.4, both averages down 0.1 from the previous year.

For the SAT, 2000, Verbal section, Mexican-American test-takers scored 453, and on the Mathematical, 460, the latter score up four points from the prior year. Puerto Rican test-takers scored 456 on Verbal, up one point, and 451 on Mathematical, up four points. "Other" Hispanics averaged 461 on Verbal, up two points, and 467 on Mathematical, up three points. All groups experienced increases in Mathematical except American Indians, who remained the same.

Hispanics as Full-Time Faculty

For 1997, NCES reported 5,796 Hispanic women and 8,792 Hispanic men had posts as full-time faculty at degree-granting institutions–14,588 Hispanics of a total of 568,719, 5.1 percent.

At the professor level, there were 2,921 Hispanic men and 797 Hispanic women. Hispanic associate professors included 1,891 men and 1,088 women.

EEOC reports on FT faculty showed total Hispanics at 7,247 in 1981 and 11,424 in 1991.

Degrees Conferred

In 1999-2000, nearly 2.4 million degrees were conferred overall–1.2 million bachelor's. 565,000 associate's, 457,000 master's, 79,500 first professional, and 44,800 doctorates.

70 percent of all went to White non-Hispanic students, 21 percent to minorities, 9 percent to nonresident aliens or individuals whose race/ethnicity was unknown.

Men were awarded the majority of doctoral and first-professional degrees, 56 percent and 55 percent.

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The Importance of Mentoring Relationships in Academia

Particularly for Women and Minorities

by
Angela Provitera McGlynn

I believe that for women and minority students, having a mentor may mean the difference between successfully completing a degree or not.

I suppose that most of us who have completed various degrees in higher education can point to the faculty members who took a special interest in our academic progress and promise.

For me, there were many who motivated me to do well, and a few who greatly influenced my choice of psychology as a major. College teaching started to look like an appealing career choice as a result of wanting to emulate some of these influential role models. In some sense, all teaching faculty are mentors to all their students.

Mentoring students in a more formal way, that is, creating special relationships between students and certain faculty members, is a tried and true strategy that seems to contribute to the academic progress of students afforded such an opportunity. The results of mentoring programs at various types of institutions, at undergraduate and graduate levels, suggest that all students might benefit from having mentors.

I believe that for women and minority students, having a mentor may mean the difference between successfully completing a degree or not.

Mentoring women and minorities may help these students feel more included and accepted in the academic community.

In previous *HO* articles (7/25/97 & 8/27/97), I have described the literature on the "chilly classroom climate" phenomenon. More than 20 years of research has documented the differential treatment of students in classes ranging from grade school through graduate school education.

Hall and Sandler (1982) wrote the first comprehensive report on differential treatment of men and women in the college classroom. The term "chilly classroom climate" was coined to describe the classroom atmosphere for many women in colleges and universities. Hall and Sandler's research found myriad gender inequities, some of them small and, at first glance, trivial, and some quite profound. Even the small inequities, when taken together, created an environment for women that at the least was not hospitable, and at its worst, hostile. The term "micro-inequities" was coined by Mary Rowe (1977) of MIT to describe the many small and subtle ways in which people are treated differently in the classroom because of their gender, race/ethnicity, sexual orientation, class, or age. While most of the research has been conducted on differential treatment of women, these other groups of students have been considered "outsider" groups in academia as well.

Certainly, the advances made by women in completing college degrees have been impressive. According to a new report, *Professional women and minorities*, published by the Commission on Professionals in Science and Technology (CPST), nearly twice as many women earn undergraduate degrees in fields that were almost exclusively male 30 years ago–science and engineering fields. Using the CPST Report, Deborah Smith (2000) reports that women earned about one quarter of science and engineering degrees in 1967. By 1997, women were earning 48 percent of the degrees in these disciplines. In 1997, in the natural sciences, including physical sciences, mathematics, computer science, and environmental and life sciences, women earned 37 percent of all bachelor's degrees. At the master's degree level, women again have made great strides. However, in the science and engineering fields, women are still in the minority of degree recipients. At the doctoral level, the gap widens between men and women.

The CPST Report also showed that the gains made by African Americans, Hispanics, and Native Americans have lagged behind women's gains. The gains made by these minority groups at the undergraduate level translate into even smaller gains at the graduate school level. The report further states that women and minorities comprise an even smaller proportion of the science and engineering workforce than they do of degree recipients.

Looking at undergraduate degree completion rates in all fields, minority women did not fare as well as women in general, particularly Latinas, who have the lowest college completion rates of any group of minority women. About 20 percent of young Latinas leave high school by age 17, a rate higher than the dropout rate for Hispanic males and also higher than that of any other group of females. According to a new study, *Latinas in School*, published by AAUW, Hispanic girls are also the least likely group to return to school after a time out.

In previous *HO* articles (10/8/01, 3/26/99, 2/13/98, & 7/25/97), I have discussed the multiple causes of these alarmingly high dropout rates, and suggested strategies to improve college retention rates of Hispanic women. There is certainly evidence that Latinas have received less positive reinforcement and encouragement from family, teachers, and counselors to pursue higher education than have White female students. In 1997, I suggested some key strategies for colleges to employ to improve retention rates for Hispanic women.

Among the strategies proposed were the following:

- Provide role models and mentors for Hispanic females throughout their school experience.
- Establish mentoring programs for Hispanic women in college.
- Bring successful, dynamic Hispanic women on campus to give college-wide lectures.
- Develop support groups and study groups for Hispanic women students.

Here, I would like to stress that having a mentor in college and in graduate school can be a critical variable for women and minority student success. Theoretically, any faculty member with a feminist consciousness and multicultural understanding and sensitivity should be able to mentor any student. The reality of the academic world might necessitate the use of student-mentor pairs that are diverse, since women and minority faculty members are often spread thin serving on multiple committees. At the graduate school level, in particular, women and minorities are often pressured to be on every committee and decision-making body.

Schlegel (2000) reports that many educators don't believe that the gender of the mentor is a critical factor to student success. Dr. Beverly Greene, professor of psychology at St. John's University in New York, believes that the important point is to have a mentor–period. She herself had a female and a male mentor and found that both were significant in furthering her career. Greene says that her male mentor helped her to develop a culturally sensitive model of psychodynamic clinical practice. Her female mentor encouraged her to develop her teaching skills and pushed her to write and to publish. The latter led her to an academic career, one she says she would never have pursued without that encouragement.

Other research seems to support the view that gender of the mentor is not critical. Dr. Faith-Anne Dohm, of Fairfield University, surveyed women in clinical psychology with regard to whether they continued to do research after receiving their doctorates. Dohm found that women students who had mentors during graduate school were twice as likely to continue doing research after receiving their degrees, regardless of the gender of their mentors.

On the other side of this issue is Carol William's research that shows that while women can have supportive mentoring relationships with men, they seem to want female mentors. They particularly want women mentors who are willing to share their personal sides.

From my perspective, the greater the similarity in terms of gender and ethnicity between student and faculty-mentor, the greater the chances for the relationship to be beneficial for the student. Female students may need female faculty mentors who can serve as role models for how to juggle school, careers, and family responsibilities. Minority students in general may need to connect with minority faculty mentors who have been successful in academia to empower them to do the same.

Dr. Lucia Gilbert's research at the University of Texas found that female graduate students, more than male students, rated the same-sex mentor's lifestyle and values as highly important to their own professional development. Additionally, Gilbert suggests that women students working with female mentors may provide an important antidote to some women's socialization to please and defer to men. There is also the larger likelihood that female students will experience a greater sense of equality with a female mentor rather than an unequal power relationship.

Dr. Ruth Striegel-Moore, professor of psychology at Wesleyan University, points out that at the graduate school level, female mentors can be important in showing that professional success can be achieved by nontraditional career trajectories (Schlegel, 2000). Women graduate students are often trying to juggle so many balls in the air, they need to see that it is possible to continue their education and pursue their careers despite the obstacles in their paths. They need role models to show them the many possible ways for them to achieve their goals and to encourage them to do so.

Retention literature has shown that one of the most significant contributing factors to student persistence to a degree in college is whether the student feels a sense of belonging at an institution. Does the student feel a sense of community and connectedness? Does the student feel included in the curriculum and welcomed in the classroom? The role of the sense of belonging is an important one in student success. For many women and minorities, this sense of belonging may be more difficult to achieve. This is probably truer at some institutions and in some disciplines than others, for example, science, math, and engineering. While mentoring may be a good idea for all students, I see it as critical for minorities and women.

Here are some of the ways in which mentoring may benefit minorities and women in college and in graduate school:

- Greater chance through mentoring of creating a sense of connection to an institution.
- Mentors may serve as role models for academic and career success.
- Mentors may provide students with a sense of acceptance, affirmation, and validation.
- Mentors may serve as coaches, and may help students with networking on campus and in their career pursuits.
- Mentors may help women in particular to learn how to navigate their academic and career goals, and combine these with their personal and family lives.

If we want to improve degree completion rates of minorities and women at both the undergraduate and graduate levels, and enhance their chances for career success, then establishing mentoring programs on our campuses is a critical avenue.

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Search Committees and Latinos: The Absent Alliance

Latinos and Internal Colonialism in Academia

by Roberto Haro

The rapid population increase of Latinos in the United States and updated information continually released by the U.S. Bureau of the Census indicating that this community is now the largest ethnic minority in the country should be of critical importance to policymakers and leaders in American education. After all, reliable demographic data provided by respected population experts in the Bureau of the Census, and elsewhere, reveal that Latino students, particularly West of the Mississippi River, are becoming a significant part of the college age cohort. In states like Texas, New Mexico, Arizona, Colorado, and California they are, or soon will be, the majority of high school graduates. However, they continue to lag in access to four-year colleges, especially selective ones, and far too many who attend two-year colleges never enroll in a transfer program and complete more than a terminal program. Consequently, Latinos and Native Americans continue to be the most underrepresented students in American higher education. Related to this situation is the very limited representation of Latinos as senior faculty at two- and four-year colleges and universities, and as academic executives at these institutions.

During the previous decade, two studies documented the challenges Latinos encounter as applicants for presidencies and academic vice presidencies (AVP), while a third examined the career mobility of Chicano administrators in colleges and universities of the Southwest. The results of the author's first study, completed in 1994, were published in *The Leaning Ivory Tower* (ed. by R. V. Padilla and R. C. Chávez. Albany, NY: State University of New York Press, 1995). The study revealed that key decision-makers in the selection process for presidents and AVPs (provosts) expected higher standards of qualifications and experience for Latinos than for other ethnic/racial groups.

The nonchalant attitude of leading educational organizations regarding the minuscule number of Latinas and Latinos in academic leadership roles in American colleges is surprising. Also puzzling is why groups such as the American Council on Education (ACE), the Association of Governing Board (AGB), the National Association of Independent Colleges and Universities (NAICU), the National Association of State Universities and Land Grant Colleges (NASULGC), the National Council of La Raza (NCLR), and the Hispanic Association of Colleges and Universities (HACU), to name but a few, have not done much, if anything, to encourage or support research about the progress, or lack of it, of Latinos in becoming college and university presidents.

ACE, to its credit, does publish statistics and information regarding the appointment of women and minorities to presidencies on a fairly regular basis. However, some national groups have challenged its data. For example, the aggregated ACE statistics on college presidents indicated that Latinos had increased their representation as president over the last eight years. Yet, when the data are disaggregated by type of institution, the majority of Latino presidents are at two-year colleges. They are virtually absent among the ranks of presidents at selective private liberal arts colleges and research universities.

Major foundations such as Carnegie, Ford, Mellon, Rockefeller, and the Pew Charitable Trusts, again to name but a few, have yet to consider supporting any systematic investigations that will explore this phenomenon. This begins to appear like the kind of colonialism that the British fostered in India, where all leadership roles were reserved for Whites.

The survey done in the early 1990s on Latinos and executive selection in higher education (published in *The Leaning Ivory Tower*, 1995) used a structured questionnaire and personal interviews to determine the level of academic preparation, experience, personal characteristic, management style, etc., desired by decisionmakers in the appointment of an academic vice president (provost) or president. The results revealed significant biases against Latino candidates on the part of mainly White faculty (male and female), administrators, and trustees. No matter how well-prepared Latinos might have been, the standards by which they were measured were always greater than for White males, and even White females. Since that time, very little has appeared in the professional literature about the challenges Latinos encounter in searching for academic vice presidencies and presidencies. Again, this reinforces the "benign neglect" syndrome that Sen. Moynihan and other scholars used to describe White indifference to the problems faced by minorities in attaining leadership roles.

Because of the persistent challenges Latinos encounter in becoming college and university presidents, I did a follow-up study to the one done in the early 1990s. The new study was begun in 1997 and completed in 1999. However, the current study included something different–interviews with sitting Latino presidents or academic vice presidents, including a few who had to step down from such roles, several through no fault of their own. It was not a large study, 25 institutions and 120 personal interviews. No doubt some academic colleagues will try to dismiss the study because of its small sample, or because it used two research methodologies to gather data. Academics are that way. Instead of addressing a "hot button issue" directly, they niggle about procedure as a sanitized way to avoid dealing with unpleasant results. A copy of this study will appear in a forthcoming book by Professor David Leon.

What did the recent study reveal? There continues to be a process of passing over talented and qualified Latinos for leadership roles at selective liberal arts colleges and major research universities. Why?

The reasons are numerous, but devolve to two major themes: a lack of confidence in Latinos for leadership roles; and a higher standard of preparation and performance than for White males and females, and even African Americans. White faculty, particularly at the most selective institutions, expect "more" in the way of academic preparation and accomplishments from Latinos than other ethnic/racial groups, or White women. Trustees and influential alumni continue to harbor reservations about the leadership qualifications and potential of Latinos.

Unless "brand name" search firms develop a better track record of identifying and helping to place Latinos in executive roles, they should not be recommended or used.

ROBERTO HARO

Type, Background, Style, and the Interview

In the screening process used to identify a president or academic vice president at selective four-year liberal arts colleges or research universities, some questionable patterns surfaced, four of which deserve mention. First is the "type" of individual the institution seeks. Second is the desired experiential background of the ideal candidate. Third is the "style" of the candidate. And fourth, is the impression that results from the all-important interview.

What is meant by type? Many of the decisionmakers in the selection of a new president or academic vice president were glib about stating they wanted a particular kind of leader. Words such as tall, distinguished looking, well-dressed, impeccably groomed, surfaced with great regularity. A trustee at a highly selective liberal arts campus said, "Look at the pictures of our previous presidents. Now that's what I want for this college." As I studied the photographs, they were all White males. After compiling the data about "type" and analyzing it, the ideal picture of a president in the mind of decisionmakers at too many selective institutions is a distinguished looking, gray-haired, White man, standing about six feet tall and dressed in a designer suit. To be sure, some institutions would settle for shorter White men, and even a White female, as long as they had impeccable academic credentials and membership in the most important networks.

Next, the level and caliber of experiential background was used frequently to screen out many Latinos. To be competitive, Latinos needed a Ph.D. from one of the top 21 universities in this country. Even then, faculty would carp about lack of post-doctoral study, or that the post-doc was not of the caliber desired. David Riesman at Harvard University was fond of saying that without a Ph.D. from a top research university, the pathway to leadership roles at such institutions would be difficult, if not impossible. In addition, the desired experience of presidential candidates mentioned by those responsible for selecting a new campus leader had to include service as a teaching department head, as an academic dean, and as a provost or academic vice president. Checking the experience of several White males selected as presidents revealed that some had never served as a dean, while a few had been vice presidents for development and external relations (fund raising and corporate/governmental liaison). However, in evaluating Latino candidates, if service in the above roles was not in their background, they were rejected.

The matter of "style" was difficult, but not impossible, to categorize. Decisionmakers wanted people who were celebrants of a particular culture, polished speakers, at ease in any setting, attentive listeners, and calm under stress. A White female vice president at a research university shared with me a hesitation to consider a Latino for the presidency of her campus because he "did not appreciate the Western European tradition and literature." This surprised me because the Latino candidate in question had earned a strong reputation for translating some of the great books of European writers into Spanish! The head of a search committee at a selective liberal arts college had voted against a Latino candidate because he "spoke with an accent," and used a "terminology and pronunciation in his vernacular that did not sound like good English." The Latino in question did have a slight inflection in his voice that resembled a soft Southern drawl, surprisingly not unlike that of President George W. Bush, but with a more polished vocabulary and level of intellectual discourse. This Latino had studied at Oxford and at the University of Paris, and often uses foreign phrases to underscore a point.

Finally, there was the matter of the interview and the impression a candidate makes. No group of candidates, including White women and African Americans, was as rigorously scrutinized as Latinos. For example, a trustee at a two-year college was displeased by the appearance of a Latina candidate for president of the college. She said the Latina was wearing large earrings that appeared "cheap and distracting, reflecting poor taste." The earrings in question were family heirlooms handed down for three generations. At a different two-year college, a trustee indicated she spoke against a Latina candidate because the woman "was overweight, and her blouse was too tight around the bust line." In both cases, a highly subjective and prejudicial evaluation worked to undermine the candidacy of highly qualified Latinas. These developments when aggregated present a tapestry containing subtle strands of biases against Latino candidates. But there are other equally troublesome matters that also pose serious challenges for Latinos seeking leadership roles at selective American colleges and universities.

National Networks Tend to Support White Males

Two important sources of information and support needed by a successful candidate for a presidency are inclusion in a national network that can influence decisionmakers, and becoming known to the larger executive search firms frequently retained to either monitor some part of the process or retained in a key role in finding suitable candidates and then providing input significant to the final decision. The national networks that exist are, for the most part, informal ones whose members are active in the American Council on Education (ACE), the American Association of Colleges (AAC), the American Association of Universities (AAU), the National Association of State Universities and Land Grant Colleges, NASULGC, and American Association of State Colleges and Universities (AASCU).

Members of these networks often provide verbal support for a candidate of choice that may be solicited by persons with an official role in the search process, or volunteered through telephone or personal contacts with one or more of the decisionmakers, especially among the board of trustees, at the target campus. Most members of these informal networks are White males, and not surprisingly, they tend to nominate or support other White males. There are informal networks that actively encourage the appointment of women, particularly White females, to leadership roles. ACE has had an effort that places the names of women in nomination for leadership roles in American colleges and universities, and provides other kinds of support for females. Latino participation and influence in any of these networks is slight or nonexistent. There are no informal national networks specifically designed to help Latino candidates for leadership roles in higher education.

The "brand name" executive search firms are often called upon to help selective colleges and universities identify suitable candidates for leadership roles on their campuses. But some limitations here are quite problematic. The first involves the limited knowledge about Latinos that many senior level people have at "brand name"–and most often used–executive search firms. One of the senior officers at a large search firm could not differentiate between domestic-born Latinos, continuing to believe that "one Latino is as good as another!" This officer had solicited the application of a Spanish surnamed, naturalized person for a leadership role at an institution with a large and rapidly increasing Mexican-American student population. The faculty, some of Mexican origin and others sensitive to the difference, tested the candidate about this matter and found a serious disconnect because of comments made that the culture of Spain was superior to that of Mexico.

Then there is the problem of "overreach" on the part of "Hispanic experts." Several executive search firms, realizing the prudence of having a "Hispanic expert" as a consultant, have identified and retained such advisors. However, many of these experts have a narrow range of experience in higher education. Take, for example, a Latino community college executive with no experience whatsoever at four-year liberal arts colleges, or major research universities. This "expert" was used to identify "suitable Latino candidates" for a four-year liberal arts campus, and at a research university. None of the Latinos suggested by this person survived the initial screening at both institutions.

Another error often committed by executive search firms involves calling institutions that have just completed a successful search to inquire if a Latino candidate had been one of the top finalists. That Latino is then contacted and asked to be a candidate for a similar opening at a different institution. What happens is that people at the campus searching for an executive call around to find out about Latino X. Invariably, they learn that X was a candidate for the same position at ABC college. Then the process of learning why X had not been selected unfolds, often resulting in X either failing to make the list of top candidates, or worse, becoming a finalist for any of several reasons and then not being selected. One of the Latino senior level executives interviewed referred to this as "the cycle of rejection syndrome."

One other example is worth noting. Two search firms engaged the services of an East Coast Hispanic female of Caribbean ancestry as an expert to help them identify suitable candidates for leadership roles at research universities in the Southwest. This Hispanic female never worked at a research university or served as a tenured faculty. In both searches, the Latino candidates she provided were unable to pass the initial screenings conducted by committees that were mainly populated by tenured senior faculty. Reliance on this type of expertise is little more than a prescription for failure.

In the appointment process for leaders at selective institutions, once the list of applicants has been narrowed to the top five or six, the modus operandi changes from learning the positive to accentuating the negative. By this, I mean that most selection committees look first for ways to eliminate finalists they consider less desirable than others. In this respect, anything that causes hesitation on the part of the selection committee, such as latent uncertainties about a Latino's ability to

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manage effectively at a selective institution with a predominantly White faculty and student body, will have a negative impact. Even at institutions experiencing rapid increases in Latino enrollment, highly qualified Latino candidates are victims of hidden biases that often prevent their access to leadership roles.

"I know she's talented, but we have a tradition at [X] university that she may not appreciate," said a trustee about a highly qualified Latina finalist for an academic vice presidency. Or, take the comment made by the chair of the search committee at a research university that rejected a nationally recognized Latino scholar–identified by *The New York Times* and leading scholarly journals as the top researcher in his field–because of "some questions about his academic work." Nonsense. The group supported the appointment of a White woman with a modest research background and less administrative experience than the Latino. An attractive and loyal staff person to an influential university president, she relied on his recommendation and efforts on her behalf, and the pressure brought to bear on the decisionmakers by repeated telephone calls from women leaders at other universities and within the professional associations. Too bad such influence and support is not available to Latinos.

Conversations with Latinos in leadership roles, or those who recently left them, proved informative and at times depressing. "No one ever told me that being a campus leader would be so difficult," said a Latino former vice president, "or that because I was of Mexican blood, my accomplishments and activities as an administrator would always be suspect." This talented Mexican-American academic leader, forced to resign, was remarkably calm and philosophical about the shabby treatment he received at the hands of a group of irresponsible faculty and three intolerant members of the governing board. When asked to comment on what influence, if any, his being a Mexican-American might have had in his ouster, he calmly said, "It did not help that I was of Mexican heritage."

Another Latino leader was simultaneously attacked by older science faculty as "anti-science and anti-research." Their real concern was an effort to reduce the number of teaching hours per week for science faculty only, which the Latino had rejected as inconsistent with state requirements. One of the science faculty spokespersons said, "It was a mistake to appoint an Hispanic without any understanding or appreciation of the sciences." Meanwhile, a few activist Chicano students at this campus were attacking the leader for not hiring Chicano faculty and management personnel. "I couldn't win," he said. "I was either too Mexican, or not enough!"

I would be remiss not to mention the unrealistic aspirations and expectations of some Latinos interested in securing academic leadership roles. Never attending a private liberal arts college, holding a doctorate from a publicly supported university, and having teaching and administrative experience at state universities only, often is not looked on favorably by search committees at selective private liberal arts colleges. And in the case of a Latino, it provides those with reservations about Latinos a useful pretext for not appointing them. One Latino vice president anxious to become a president told me that he had "put in my time as a faculty member, and served in the appropriate positions, and now deserved to become a president!" He needed a reality check.

A Latina who had not worked her way through the faculty ranks, and had served mainly in staff capacities, was applying for the position of president at a four-year private liberal arts college. Her approach was to lobby minority community people to support her candidacy and try to "shame" the board into hiring her because she was a woman and a minority. The board of trustees refused to be intimidated, and she did not get the job.

These are but a few of the disconnects between the career aspirations of Latinas and Latinos who fail to understand the challenges they face in becoming a senior level leader at two- and especially four-year colleges and universities, and the proclivities of decisionmakers at those institutions.

There are some steps that can be taken, immediately, to begin changing the form of internal colonialism that persists among the leadership ranks at American colleges and universities, especially at selective four-year liberal arts and research universities. One limitation of management training programs such as the Harvard Institute for Educational Management (IEM), the ACE Fellows, and, less so, the AASCU Millennium Leadership Initiative, is limited follow-up. These programs should be proactive, rather than reactive or, worse yet, passive, in dealing with governing boards and groups such as the Association of Governing Boards, to encourage the identification, preparation, and mentoring of qualified and suitable Latino candidates for leadership roles.

Active forms of mentorships and advocacy by groups responsible for preparing potential leaders for top jobs in higher education are needed, not excuses. The major foundations need to place a top priority on supporting research to better understand the challenges Latinos encounter in applying for leadership roles. The research must be long-lived, probing the reasons why some leaders are selected for top jobs and why others, especially Latinos, with similar backgrounds and potential are eliminated from consideration.

The foundations can initiate a critical two-step process. The first involves research to identify and begin a discussion of leadership in higher education and the influence college and university presidents can exercise in our society. The second step is the development of a national dialogue about the absence of Latinos in these important roles and why this is detrimental to our society.

Executive search firms need to be more selective than they have been in retaining Latino "experts" to assist them in finding suitable Latino candidates for executive roles on the campus. Unless "brand name" search firms develop a better track record of identifying and helping to place Latinos in executive roles, they should not be recommended or used.

The chancellors and presidents of large, publicly supported university systems should stop paying lip service to diversity, while wringing their hands and blaming the affirmative action backlash for not finding ways to groom and appoint Latinos to academic leadership roles at campuses within their systems. Sooner or later, the growing political clout of Latinos in state legislatures and in statewide elected positions will coerce these systems to find qualified Latinos for executive roles.

Consider the following: There is a direct correlation between the incidence of Latinos appointed to presidencies at publicly supported two-year colleges and the increase in the number of elected Latino members of the board of trustees in these districts. As for the private liberal arts colleges, they represent a unique resource for the education of extremely talented young men and women of every race, creed, religion, and ethnicity. They need to enroll more Latino students, groom them for access to the best graduate programs, and then recruit these new Ph.D.s for faculty teaching roles that will eventually lead to top leadership roles at these private colleges. No sense wasting the potential of a large and rapidly increasing segment of our population.

Most importantly, leaders in American colleges and universities must be aware of the subtle biases and pernicious internal colonialism that works against the promotion to executive roles of Latinos and other underrepresented minorities, and then take positive steps to eliminate these barriers.

Roberto Haro, professor of ethnic studies, San Francisco State University

Grassroots Activism Leads to ILACHE

Keeping an Eye on Access and Equity in Illinois

by Alexandra Salas Rojas

Concern about the impact of Hispanics' unprecedented growth in the U.S. on the educational and professional future of Latinos in the state of Illinois and the nation was the focus of the 10th annual Illinois Latino Council on Higher Education (ILACHE) conference that took place in March at Northeastern Illinois University.

In welcoming this year's participants, Elizabeth Ortiz, president of ILACHE, noted that an all-encompassing goal of the conference is to "form coalitions, find solutions, and begin to formulate a collective Latino education agenda that includes the issues of our community at all levels of the educational pipeline...We must become more politically sophisticated and continue to get our agenda to the decision-making table. Let us find our collective voice and exert pressure for fairness in Latino representation in education throughout the state of Illinois."

That is what ILACHE set out to do, and Ortiz reported that is exactly what took place.

"We set some precedents. The conference was a little different this time, as we looked at building coalitions, national and statewide.

"We believe that it's not just about discussing the problems but offering solutions. We came up with recommendations which will be the basis for a policy paper next year."

Dr. Salme H. Steinberg, president of Northeastern Illinois University, also addressed the attendees. "ILACHE is a regional conference in Illinois designed to support Hispanics in higher education, and every year it brings a prominent speaker to address students, faculty, and staff. I feel we have an obligation as a leader. And we are proud to serve as host to this conference."

Said Ortiz, "Northeastern Illinois University rolled out the red carpet. We've been there for the last two years. We like to stay in Chicago." The city draws people from all over, she said.

Steinberg concurred. "We have the good fortune of being in Chicago, which is going to attract all sorts of people. For this reason, we have been able to recruit faculty from all different [ethnic] groups. This is important for our students."

The theme of this year's conference was "Building Coalitions for Change: "Developing a Latino Education Agenda for the 21st Century." The conference gathered 225 people, said Ortiz, educators from preschool to college. "We were right on with our mission. What's helped us is that we also have a student component to the conference."

Elizabeth Ortiz, president of ILACHE

Sarita E. Brown, founding president and CEO of the Hispanic Scholarship Fund Institute (HSFI), was the keynote speaker. During her address, she shared some eye-opening statistics and HSFI's goal to double the rate of Hispanics earning a bachelor's degree. According to the RAND report, from which she quoted, Hispanics currently lead the growth of the college-bound population. The percentage of Hispanics (25-29 years old) holding bachelor's in 1998 exceeded 10 percent. The goal is to double that by 2010.

Conference plenary speaker Estela R. López, Ph.D, currently vice chancellor of the Connecticut State University System, received the ILACHE Leadership Award, recognized for her illustrious career in education. One of her most recent efforts involved securing for Northeastern Illinois University, where she served as provost and vice president of academic affairs, a $1.5 million four-year grant from the Kellogg Foundation to address Latinos' educational success.

The conference agenda featured policy-focused panels, professional development workshops, and forums to promote discussion and networking opportunities for educators and students.

Roundtable discussions allowed participants to brainstorm and draft solutions, recommendations, and best practices for the following areas:

- Strengthening the pipeline (K-12)
- Navigating the higher education pipeline (13 and beyond)
- Increasing the Latino workforce in higher education
- Latino Student Survival: Coping Strategies to be Successful at Colleges/Universities

The strategies penned at these working roundtables will be a part of a final paper ILACHE plans to prepare.

The conference also offered a professional track comprised of workshops on résumé writing and interviewing skills for career enhancement, networking, and other strategies for getting ahead in academe, and community involvement through service learning.

Student-specific sessions covered college financing and financial aid, and the basics of selecting and applying to college.

A presentation by Douglass Day, senior associate director, Grants Administration, Illinois Board of Higher Education, focused on underrepresented groups. The main points were strengthening the pipeline and increasing the Latino workforce in higher education.

Of every 100 kindergartners tracked, 62 percent of Latinos are high school grads, 29 percent have some college experience and 6 percent have a bachelor's degree.

Of 10th-graders in Illinois enrolled in a college preparatory track: 23 percent were Latino; 26 percent, Black; 42 percent, Asian; and 34 percent, White.

Of Illinois public school students completing the college preparatory core, 30 percent were Black; 58 percent, Asian; 31 percent, Latino; and 52 percent, White.

Percentage of classes in poverty high schools taught by underqualified teachers:

	High poverty	Low poverty
Math	40 percent	28 percent
English	31 percent	19 percent
Science	20 percent	14 percent

Latino percentage of enrollment, by level:

9.1 percent associate's
7.1 percent bachelor's
3.7 percent master's
3.1 percent doctoral

Six-year graduation rates of Illinois Public School university freshmen:

56 percent all students graduate in six years
29 percent of Black students
39 percent of Latino students

How ILACHE Began

In 1986, at a meeting held at the Roberto Clemente Community Academy to explain new undergraduate admissions at the University of Illinois, more than 1,000 parents, students, and community members beseeched the University of Illinois, chanting "Open the Doors of U of I." Their intent was to drive home the point that the community was systematically denied access to higher education.

A series of meetings on the issues of Hispanic student access and retention followed. They led to the creation of the report *Declining Minority Access to Higher Education.*

Dr. Salme Steinberg, president of Northeastern Illinois University

On June 30, 1987, the Illinois Senate Joint Resolution 72 created a Joint Committee on Minority Access to Higher Education. Its main function was to analyze the Chicago public schools' college preparation program and course offerings and their relationship to the proposed undergraduate admissions changes. The committee was co-chaired by Illinois Sen. Miguel del Valle. Public hearings were held from November 1987 through December 1988, and a final report was produced.

CACHE (Community Advisory Committee on Higher Education), which changed its name to ILACHE in 1993, was formed that year as a direct result of those activities.

Since its inception, ILACHE has served as a forum and a platform for dialogue on issues of higher education. It is an independent advocacy group for Latinos in higher education in the areas of access and equity as related to employment, admissions, and legislation in the state of Illinois. Its goals are to promote understanding and to advocate on behalf of the needs of the Illinois Latino population in regard to higher education; and to provide a statewide forum for Latino and non-Latino educators and community persons with a professional and/or personal commitment to Latino issues in higher education.

According to Ortiz, "We have approximately 200 paid members, and a database of 700 Latino professionals in the state of Illinois. Our board is diverse–from public and private institutions and community colleges."

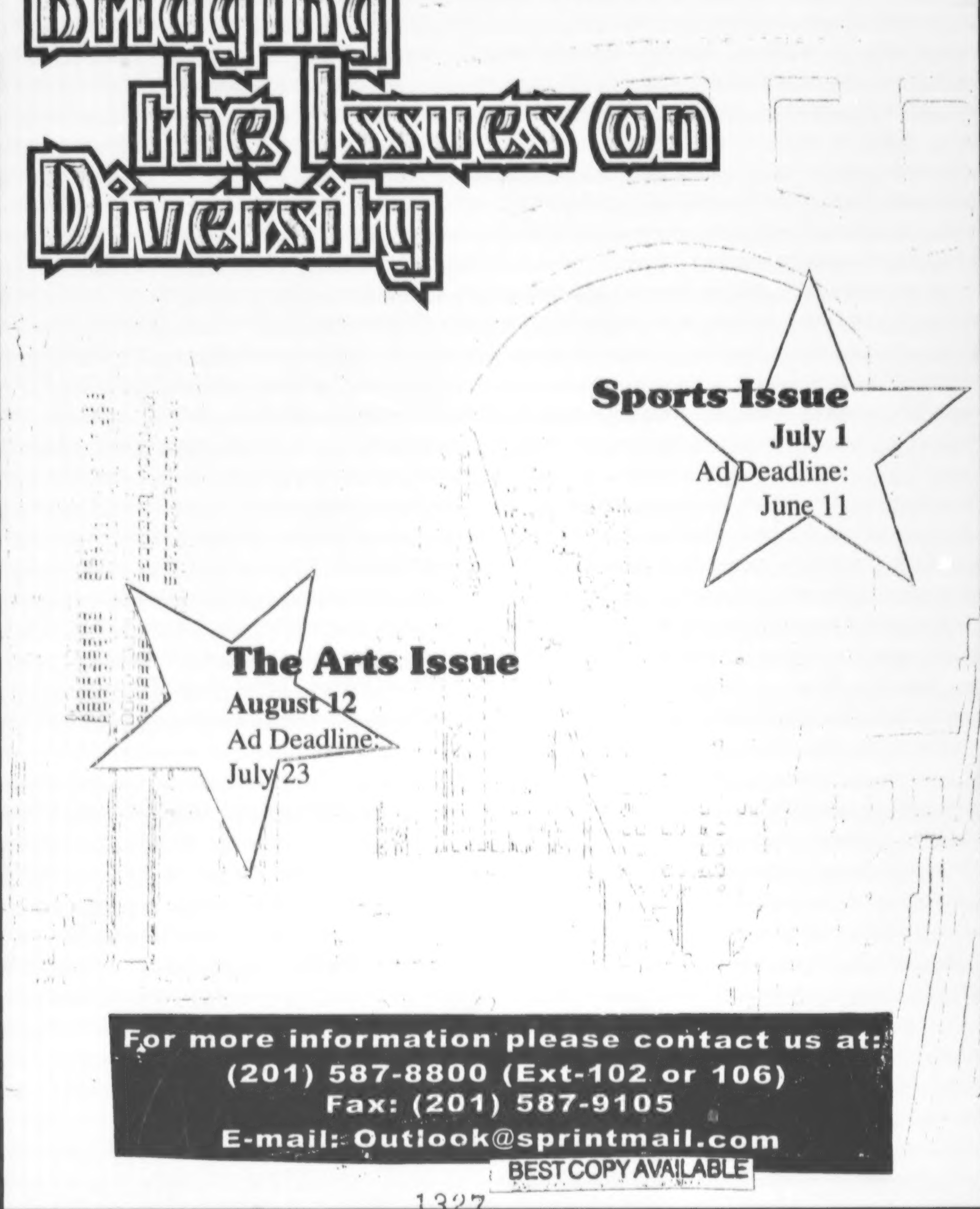
ILACHE's executive board represents diversity throughout the state of Illinois–Nereida Avendano, Western Illinois University; Bertha Isabel Arias, Joliet Junior College; Robert Hernández, Illinois Math and Science Academy; Daniel López Jr., Lake Forest College; Jorge A. Nieves, Prairie State College; José Perales and Leonard Ramírez from the University of Illinois-Chicago; Lizzette Richardson, Malcolm X. College; Miriam Rivera, Northeastern Illinois University; and Xavier Romano, Knox College.

Plans for the future include the creation of a leadership consortium, said Ortiz. "We're all working on Latino issues, but we want to see what we can do together, and ILACHE wants to be the point contact."

ILACHE's President

Elizabeth Ortiz, president of the Illinois Council on Latinos in Higher Education (ILACHE) is currently the director of the Affirmative Action and Diversity Resources program at Northern Illinois University. She has worked on diversity initiatives and provided personal, academic, and career counseling for minority students. She also has worked extensively on issues of higher education and on Latino issues for the last 17 years.

Ortiz is vice president of the Illinois Association for Hispanic State Employees (IAHSE).



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FYI...

ACT to Award Helpers of At-Risk Students

IOWA CITY, Iowa

Organizations that strive to help at-risk students succeed in education and careers are eligible for awards that could improve their services. The ACT Awards Program helps projects, studies, and programs that aim to empower individuals whose life circumstances and environments could hinder their educational and career goals, according to Richard J. Noeth, ACT director of policy research.

ACT will offer four to six awards each year, with a total value of $50,000. Awards are for one-year periods and generally will be in the form of ACT programs, services, consultation, and resources.

Now in its second year, the program seeks proposals for three types of activities: Demonstration Programs serving the education-planning and/or career-planning needs of at-risk students; Research Studies designed to give information about challenges in planning their education or careers; and Evaluation Projects that gauge effectiveness of education-planning or career-planning programs, projects, and activities for at-risk students.

The ACT Awards Program began in 2001. Last year's recipients were:

- The Weld County High School Diploma Program, based at Aims Community College (Colo.). The program assists individuals whose life circumstances have prevented them from attaining a high school diploma.
- Linking Instruction and Assessment through the Curriculum, a program at North Lawndale College Preparatory Charter High School (Ill.), aids in developing curriculum design.
- Quality Education New Jersey, a focus group that helps at-risk students.
- The Career Connection, in Pennsylvania, helps students with career exploration, planning, and self-knowledge.

ACT is an independent, not-for-profit organization that serves millions of people in high schools, colleges, professional associations, businesses, and government agencies with programs and services that help people achieve education and career goals.

Western Universities Sign $8 Million in CollegisEduprise Contracts

MAITLAND, Fla.

Growth in the demand for technology management and strategic services highlights a series of agreements among CollegisEduprise and several Southwest and Western colleges and universities.

CollegisEduprise, a provider of comprehensive technology services to higher education, signed distinct contracts with Claremont Graduate University (CGU) and West Hills Community College District in California, Northern Arizona University, and the Washington Board for Community and Technical Colleges, an agency of the state government.

The partnerships, led by a five-year technology management agreement with CGU, combine for well over $8 million in revenues for the corporation and will deliver infrastructure support, strategic guidance, and virtual campus management to schools in the Southwest and Pacific Coast regions.

Claremont, home of the Peter F. Drucker Graduate School of Management, includes seven academic schools and two departments dedicated to graduate study. It is just east of Los Angeles.

"Our mission is education," said Anne Weaver Hart, CGU provost and vice president for academic affairs at CGU. "Technological advancements, better communication, and improved workflow and study are ways of achieving that mission. That's what this investment is all about."

West Hills Community College District, which has campuses in California's economically depressed San Joaquín Valley, will receive strategic services and infrastructure support to buoy an ambitious distance-learning plan.

The agreement with the Washington state board includes the integration, hosting, and help desk services to support both Blackboard and WebCT course management systems. Additionally, CollegisEduprise provides strategic assistance in the development of Washington Online/Virtual Campus, a statewide Web-based online and distance-learning hub.

Northern Arizona University (NAU), based in Flagstaff, selected CollegisEduprise to assess its current capabilities and use of technology in instruction. CollegisEduprise will help NAU leverage past and current investments in technology to enhance future educational opportunities and efficiencies.

...FYI

The Hispanic Outlook in Higher Education www.hispanicoutlook.com May 20, 2002

Education Week: State School Systems Must Value Student Diversity

BETHESDA, Md.

A report by a national group representing state boards says that state school boards have a greater responsibility than ever to create school systems that value student diversity and hold all students to high standards, according to an article in *Education Week*.

A More Perfect Union: Building an Education System That Embraces All Children, a report released by the National Association of State Boards of Education, based in Alexandria, Va., challenges state education leaders to create a "culturally competent education system that raises expectations, respects multicultural perspectives, and protects students from intolerance and hate crimes.

The report notes that 20 percent of the nation's school-age population speaks a language other than English at home, and more than a third are students of color.

California, Texas, and other states where no ethnic or racial group constitutes a majority reflect how the nation will look in the near future.

The 48-page report, says *Education Week*, declares that state boards must address the disproportionate number of students of color in special education, and reverse a system that often teams students who are the most in need academically with the least effective teachers.

Claibourne Smith, chair of the committee that produced the report and a member of the Delaware State Board of Education, said that in an age of globalization, in which understanding diversity is a business necessity, state school boards must play a critical role in working with policymakers, local education officials, and teachers to make sure that all students have an opportunity to succeed.

The report recommends that states adopt high-quality academic standards for all students, write school curricula that foster the ability to succeed in a diverse world, acknowledge diverse learning styles, ensure a qualified teacher for all students, and provide extra help to students and schools in need, says *Education Week*.

State Department, OAS, and LASPAU Establish Ecology Initiative

CAMBRIDGE, Mass.

The U. S. Department of State's Bureau of Educational and Cultural Affairs, the Organization of American States' Inter-American Agency for Cooperation and Development (IACD), and LASPAU announced a new program to address the need for increased numbers of environmental scientists and policymakers in the Americas. The Fulbright-OAS Ecology Initiative will offer 20 grants per year to individuals from research centers, academic institutions, and nongovernmental organizations throughout Latin America, the Caribbean, and Canada for interdisciplinary environmental study at the master's and doctoral level at U.S. universities.

Helena Finn, acting assistant secretary of state for educational and cultural affairs, noted, "This is a tremendously meaningful occasion for us, as it is the very first time that the State Department's Bureau of Educational and Cultural Affairs has joined in partnership with a major international organization to amplify the reach of the Fulbright Program.

L. Ronald Scheman, director general of IACD, and Ned Strong, executive director of LASPAU, commented on the importance of the agreement as a way to address economic inequity and the resulting pressures that lead to environmental problems. Nations throughout the world are challenged to create and implement sustainable development policies and practices. One of the bottlenecks to achieving this goal in Latin America and the Caribbean is a severe deficit in environmental scientists and policymakers, a deficit that will be addressed by the Fulbright–OAS Ecology Initiative.

The initiative emerged from the Amazon Basin Scholarship Program and the Caribbean and Central American Ecology Program, which together have enabled 117 environmental professionals to examine multidisciplinary approaches to sustainable development in the region. The programs were launched in 1991 with support from the Fulbright Program, the Ford Foundation, and the Charles Stewart Mott Foundation.

LASPAU: Academic and Professional Programs for the Americas, Inc., is a nonprofit organization affiliated with Harvard University and governed by an independent, inter-American board of trustees. LASPAU designs, develops, and implements academic and professional exchange programs on behalf of individuals and institutions in the United States, Canada, Latin America, and the Caribbean.

People-Places-Publications-Conferences

PEOPLE & PLACES

Norfolk State Hosts Multicultural Reception

Norfolk State University (NSU) in Virginia hosted a multicultural reception celebrating diversity. Author David Lamb gave a talk, "Do Platanos Go Wit' Collard Greens?" based on his first novel of the same name, and led a discussion of relationships between the African American and Latino cultures. NSU academic departments, administrative offices, and student organizations were on hand to provide information and answer questions about the University.

While attending law school, Lamb, a native of Queens, N.Y., became disenchanted with articles he read about the hip-hop and African American cultures, and this led to his fiction writing. He teaches a course on hip-hop at John Jay College of the City University of New York, exploring themes which include the sociological implications of "thug life," the relationship between faith, hip-hop and gender conflict, and the image of women in hip-hop culture.

Blanton Exhibition Explores Time in American, Latin American Art

The Jack S. Blanton Museum of Art at the University of Texas-Austin presents "time/frame," part two of an exhibition exploring the ways in which 20th-century artists have questioned, interpreted, and reflected temporality in their art. Featuring more than 50 works created from 1967 to the present, "time/frame" juxtaposes, for the first time, paintings, sculptures, photo-based works, and multimedia installations by leading international contemporary artists. Artworks are drawn primarily from the Blanton's renowned collections of American and Latin American art, and the exhibition features a number of recent acquisitions, never before displayed, by many of today's most influential artists.

"time/frame" is on view through July 14. For information on education programs related to "time/frame," call (512) 471-7023 or visit the Web site, www.blantonmuseum.org.

Arkansas Receives Historic $300 Million Gift

The University of Arkansas announced that it has received a commitment for a $300 million gift from the Walton Family Charitable Support Foundation, established by the heirs of Sam M. Walton, who founded Wal-Mart Stores, Inc.

Rob Walton, corporate board chair, is a 1966 graduate of the University and co-chair of the learning institution's Campaign for the Twenty-First Century.

"This unprecedented generosity from the Walton Family will…position us to serve as a powerful engine of economic development and cultural change for the entire state," said University of Arkansas Chancellor John A. White. "This gift will allow the University of Arkansas to realize its vision as a nationally competitive, student-centered research university serving Arkansas and the world."

The commitment is the largest private gift to a public university, according to *The Chronicle of Higher Education*. In 2001, William T. Coleman III, chair of BEA Systems, Inc., and his wife Claudia committed $250 million worth of stock to the University of Colorado. It also ranks as the fifth largest ever made to an American university, public or private. Tops is the $600 million gift to the California Institute of Technology from Gordon Moore, perennial chair of the Intel Corporation, and his wife Betty.

Cal State L.A. Announces Outstanding Professors

California State University-Los Angeles named its 2000-2001 Outstanding Professors. Honorees were professors: Raymond García, chemistry and biochemistry; Darlene Michener, curriculum and instruction; Ruben Quintero, English; and Ira Sommers, criminal justice. The awards are made primarily for excellence in teaching, but significant achievements are expected in scholarly inquiry or creativity, professional activities, and service to the campus and community.

Carlos Gutiérrez (pictured), professor of chemistry and biochemistry, received the President's Distinguished Professor Award, which recognizes superlative teaching and exceptional commitment to students as well as professional accomplishments and services. Only those previously selected as Outstanding Professors are eligible. In 20-plus years at Cal State L.A., Gutiérrez has mentored more than 180 students through National Institutes of Health-funded programs or as a faculty participant in other projects, such as the National Science Foundation-sponsored Research Improvement in Minority Institutions and Research Experiences for Undergraduates programs.

Education Department Awards Central Connecticut $1 Million

The U.S. Department of Education awarded Central Connecticut State University (CCSU) a highly coveted three-year grant in excess of $1 million. Known as the PT3 (Preparing Tomorrow's Teachers to Use Technology) award, the grant will enable CCSU's School of Education and Professional Studies to train future pre-collegiate teachers to make effective use of educational technologies in their classrooms.

"This will help make it possible for Connecticut school children to take advantage of the many forms of learning that educational technology offers, and we believe it will help to reduce the digital divide in some of the state's highest-need public schools," said Dr. Richard L. Judd, CCSU president.

CCSU expects that its Professional Development Schools, which often serve high numbers of historically underserved and underrepresented students with limited access to computer technology, and its Center for Innovation in Teaching and Technology will help support the PT3 project.

Tennessee Names Shumaker 21st President

Dr. John W. Shumaker was unanimously elected the 21st president of the University of Tennessee (UT).

Shumaker comes to UT after serving as the University of Louisville's president since 1995. He began his academic career at Ohio State University, leaving in 1977 to become dean of humanities and fine arts, and then vice president for academic planning and development, at the State University of New York at Albany. In 1987, he was elected president of Central Connecticut State University.

Shumaker has a bachelor's degree from the University of Pittsburgh and master's and doctoral degrees in classical studies from the University of Pennsylvania.

Lehman Dean Honored As Fellow of the Linnean Society of London

Dr. Joseph W. Rachlin, dean of natural and social sciences at Lehman College (N.Y.), was formally inducted as a fellow of the Linnean Society of London, the world's oldest continuously active biological society.

Founded in 1788, the Society takes its name from the 18th-century Swedish naturalist Carl Linnaeus, whose botanical and zoological collections have been in its keeping for more than 175 years.

In 1999, Rachlin prepared a newly edited electronic version of the original joint Darwin-Wallace paper "On Natural Selection" that had been presented before the Society on July 1, 1858. The paper outlined the new ideas on evolution that would ultimately revolutionize the world of biology. Rachlin prepared his version of the historic paper, with permission from the Linnean Society, for use in his course on evolution, and the paper was hosted last year on the Linnean Society's Web site.

Rachlin, a professor of biological sciences, is a member of the IACERE (Inter-American Comparative Ecosystem & Regional Economies) Team of the Americas Center on Science and Society of the CUNY Graduate Center. He collaborates with other scientists from the U.S., Mexico, and Chile in a comparative approach to estuarine studies.

Columbia College Chicago Receives $200,000 for Minority Mentoring

Columbia College Chicago (Ill.) will establish an ambitious new mentoring program for minority students, thanks to a $200,000 award in the annual spending bill for the U.S. Department of Education.

Columbia's minority enrollment of 34 percent is said to be the largest of any arts and communications college in the country. *U.S. News & World Report*, in its 2001 edition of "America's Best Colleges," ranked Columbia as the most diverse private institution among 123 regional Midwest colleges and universities.

Under the three-year program, every new undergraduate African American, Latino, and Asian American student will be paired with a mentor who is an advanced student or a faculty or staff member. The mentor will help the student determine educational goals, negotiate the college experience, utilize student services, and develop bonds to the Columbia community.

The funds will be used to hire a coordinator who will train mentors, manage their success, and arrange special events for students and mentors. Mentors who are advanced students will receive a nominal stipend. The new program will be housed in the College's Freshman Center.

Auburn Encourages Minorities in Human Sciences

"Research Careers in the Developmental and Human Sciences: Enhancing Diversity through Mentoring and Collaboration," a faculty-led workshop at Auburn University's (Ala.) College of Human Sciences, focused on identifying and mentoring junior faculty and graduate students who are planning research careers in the human and developmental sciences.

James Jones, professor of psychology at the University of Delaware and director of the minority fellowship program at the American Psychological Association, gave a keynote address, "What We Know Is Linked to Who We Are: The Function of Human Diversity in the Human Sciences and the Need for a Diversity Academy."

Gregory Pettit, alumni professor in the Department of Human Development and Family Studies at Auburn, and Brian Vaughn, human sciences professor of child development, planned and coordinated the workshop.

Rodríguez Becomes Vice Chair of Kean Board

Kean University (N.J.) elected Dr. Vivian Rodríguez vice chair of the board of trustees.

A trustee since 1998, Rodríguez has significant experience as an educator and administrator for the city of Elizabeth, N.J. She is a specialist in language literacy and learning, co-author of the text *Language Minority Students in the Mainstream Classroom*, principal of Rikers Elementary School in Livingston, N.J., and an adjunct professor in the Department of Education at Fairleigh Dickinson University in Madison, N.J.

Kean President Ronald L. Applbaum said that Rodríguez's "involvement in multicultural organizations provides a link to the surrounding community," which enables her to communicate their needs, and which leads to enhanced services by the University.

News from UTSA

- The University of Texas-San Antonio (UTSA) received a $1 million gift from the George W. Brackenridge Foundation to establish the Sue E. Denman Distinguished Chair in American Literature in the College of Liberal and Fine Arts. The chair will support UTSA's proposed new doctoral program in English. "This gift does much to foster UTSA's evolution into a tier-one institution in the state of Texas," said Ricardo Romo, UTSA president.
- The Hispanic Association of Colleges and Universities (HACU) selected more interns from UTSA, 16, than from any other university on the mainland to participate in last year's summer internship program. It was a record year for HACU internships, with 628 students placed with federal agencies and private corporations nationwide. Since 1999, 41 UTSA students have interned through HACU.
- UTSA received a one-year $150,117 grant from the Rockefeller Foundation to study the city's "transnationals"–U.S.-born Mexican-American residents and Mexican immigrants who maintain a strong ethnic cultural bond with Mexico while also living in the U.S.. UTSA faculty and students will spend time in the community con-

ducting life history interviews across all socioeconomic levels, with generations of families when possible. Their findings will be incorporated into new theoretical models of the way a city with strong dual cultures is formed.

Florida Center Spotlights Race Relations

The University of Florida Frederic G. Levin College of Law held the Third Annual Conference of the Center for the Study of Race and Race Relations, with the theme "Race and Race Relations: Perspectives and Recommendations."

The Center is an interdisciplinary academic institution that explores issues of race and race relations, and promotes racial tolerance and understanding, interracial dispute resolution, racial equality, and racial healing.

It seeks to achieve its mission through research/development and promotion of projects that influence policies on racial issues as offered by the University of Florida and the Levin College of Law, and by regional, state, national, and international organizations. It also develops, encourages, and sponsors projects and course offerings to enhance students' understanding of racism, social inequality, and the law.

Hunter Hosts Symposium: "The State of Organizing in Latino Communities"

The Hunter College School of Social Work hosted a City University of New York symposium, "The State of Organizing in Latino Communities Post Sept. 11th: Challenges and Issues," sponsored by the Latina/o Community Organizing Network/Red de Organizadores Comunitarios, along with the Centro de Estudios Puertorriqueños.

The Network, whose mission is to serve as a support and resource exchange for community organizers of Puerto Rican, Caribbean, and Latino descent, sees a need for continued dialogue between community organizers who come from both academia and the learning laboratories of local communities, to enable each to learn from the other's successes and challenges.

The symposium featured a panel discussing the overall impact of the Sept. 11 tragedy on the Latino community and organizing in New York City.

Cal State San Bernardino Addresses Human Rights, Education Issues

Joan Garcés, internationally acclaimed human rights attorney who wrote the legal briefs to bring former Chilean dictator Gen. Augusto Pinochet to trial in Spain for human rights abuses, gave a presentation at California State University-San Bernardino. A Spanish economist, lawyer, and political scientist who served on Chilean President Salvador Allende's cabinet before Gen. Pinochet's takeover, Garcés has over the past 25 years written books, articles, and lectures analyzing the background of the Allende government and the circumstances that led to its fall. The University's Cross Cultural Center, the International Institute, Latin American studies, the departments of sociology and communication studies, AKB, international student services, and Phi Beta Delta sponsored the event.

San Bernardino Professor Enrique Murillo is overseeing the launching and editing of a new journal directed at educational issues affecting Latinos, the *Journal of Latinos and Education*. As Latinos continue to influence American thought and culture, one area is still lacking–a forum for scholars and writers to analyze, critique, discuss, and disseminate ideas on educational issues affecting the Latino community, says Murillo. The journal also will serve as a catalyst for education in general.

Puget Sound Theme Year Explores Migration

This year mark's the University of Puget Sound's (Wash.) 11th Diversity Theme Year, a program which highlights issues of identity and cultural awareness, strengthens student affinity groups and coalitions, and gives visibility to many groups that are a distinct minority on campus. The 2001-02 theme is "Exploring the Cultures of the Americas: Tradition, Migration, and Celebration."

Major features of the theme years have been lecturers, arts events, and student programs. Selection of activities is led primarily by student leaders and programmers, in collaboration with interested staff and faculty.

In the News at Duke

- Duke University (N.C.) will receive a $25 million gift to encourage $50 million in additional support for endowed faculty positions and academic resources, reported President Nannerl O. Keohane. The gift from Peter and Ginny Nicholas, 1964 Duke graduates, is timed to coincide with the last two years of the Campaign for Duke, announced by the board of trustees in 1998. The Campaign, which helps underwrite the costs of implementing academic priorities and includes funds for 72 new professorships, has raised more than $1.7 billion.
- The Black and Latino MBA Organization at Duke's Fuqua School of Business hosted "Value-Driven Strategies for Success," a business conference exploring routes to professional development for minorities. One highlight was the executive roundtable discussion "Business in the Post-Dot-Com Era."
- Duke hosted five former U.S. secretaries of education–Lamar Alexander, William Bennett, Lauro F. Cavazos, Shirley M. Hufstedler, and Richard W. Riley–during an "Education Leadership Summit," moderated by former North Carolina Gov. James B. Hunt, Jr. The panel examined teacher shortages, achievement gaps, school vouchers, and standardized testing.

Old Westbury Professor Wins King Memorial Award

Dr. Robert M. Hoyte, a distinguished teaching professor in chemistry and physics at the State University of New York College at Old Westbury, was honored with the Rev. Dr. Martin Luther King, Jr., Memorial Award by the First Baptist Church of Riverhead.

Hoyte was recognized for his work over 22 years in initiating and developing successful research and training programs at the College designed to encourage underrepresented minority students to pursue careers in the biomedical sciences.

At Old Westbury, Hoyte directs the Minority Biomedical Research Support (MBRS) and the Minority Access to Research Careers (MARC) programs, which collectively have provided tuition support, stipends or salaries, on- and off-campus laboratory research experiences, and other enrichment activities to more than 110 students. Approximately 87 percent of the participating students have earned bachelor's degrees and about one-third has received, or continues to pursue, doctoral degrees.

Arkansas Professor Looks West for Lessons in Racial Diversity

When Americans think about history and race, their focus often turns to the South. But as president of the Western History Association, a

University of Arkansas professor hopes to turn people's attention to the West, where issues of ethnicity and power have not been so black and white.

"Recently, because of social and demographic changes in this country, we've begun to think of race more like the rest of the world does, more in terms of ethnicity," says Elliott West, distinguished professor of history. "Few people realize that's the way we used to view it. It wasn't until the Civil War that the issue got divided into black and white."

As the United States acquired more and more western territory, it also acquired a population more diverse than the rest of the nation. Hispanics, Asians, new tribes of American Indians–all became part of the American quilt, whether they wanted to or not. As a result, people in the West confronted complex questions about integration, human rights, and social tolerance long before such issues became critical in other parts of the country.

West authored the book *The Contested Plains*, which was nominated for a Pulitzer.

Amherst Exhibits Mexican Folk Art

The Mead Art Museum at Amherst College (Mass.) recently presented "Casa Mañana: The Morrow Collection of Mexican Popular Arts," an exhibition celebrating the collection of Mexican folk art assembled by Dwight W. Morrow (Amherst College Class of 1895) and his wife Elizabeth Cutter (Smith College Class of 1896) during Morrow's tenure as U.S. ambassador to Mexico in the late 1920s. Highlights included rare lacquered trays and boxes from the Mexican states of Guerrero and Michoacán, ceramics from Puebla, Oaxaca, Jalisco, and Guanajuato, and textiles from Mexico, Zacatecas, and Coahuila.

The collection is one of the most important in the U.S. The Morrows, among the vanguard of early collectors of Mexican folk art, purchased most of these objects for Casa Mañana, their weekend residence in the resort town of Cuernavaca. Morrow also commissioned a mural by Mexico's leading artist, Diego Rivera. The Morrows believed that Mexico's visual arts would complement political and economic negotiations and facilitate greater understanding across the border.

Recinos Joins SMU Perkins School of Theology

Harold J. Recinos was named professor of church and society at the Perkins School of Theology at Southern Methodist University (Texas). He is a former professor of theology, culture, and urban ministry at Wesley Theological Seminary in Washington, D.C.

Recinos presented the Perkins faculty lecture, "Urban Ministry in the American City: National Identity, Difference, and the Gospel in the Public Square," at its annual Ministers Week in February.

Growing up on the streets of the Bronx in New York, Recinos' ministry and teaching explores and addresses life and faith at the margins of society. An ordained United Methodist minister, Recinos served a Latino parish, Church of All Nations, on the Lower East Side of Manhattan for seven years and worked in community development for The United Methodist board of global ministries.

In the News At M-DCC

- To reveal one of the most common methods by which talk shows boost their ratings–paying actors to portray ordinary people–15 students from Prometeo, Miami-Dade Community College's (M-DCC) Hispanic theater group, role-played as guests on the popular Latin American talk show "Cristina." For more than 30 years, the Florida college's Wolfson Campus theater group has fostered the growth of actors, directors, technicians, and playwrights.
- ABC's Peter Jennings put the spotlight on M-DCC when he moderated a "Town Meeting with Peter Jennings," broadcast to South Florida from the Wolfson Campus. Hot topics included charges of racial bias in the media, post-Sept. 11 news coverage, balancing First Amendment rights against national security, media portrayal of minorities, a call to reduce the number of crime stories, and doubts about objectivity in news reporting.
- Author Nat Chediak, musical producer and film director Jorge Ulla, and *Washington Post* correspondent Fernando González were panelists at M-DCC to discuss the history of Latin jazz and the new book *¡Caliente! Una Historia del jazz Latino (Hot! A history of Latin Jazz)*, by Luc Delannoy.
- M-DCC President Dr. Eduardo J. Padrón; board of trustees members Armando Bucelo and Helen Aguirre; and Charles García, Florida Board of Education, visited Panamanian President Mireya Moscoso to initiate a program of educational and cultural agreements between M-DCC and Panamanian institutions.
- M-DCC entered into a transfer agreement with Drexel University in Pennsylvania. Qualifying business, engineering, information science, nursing, and allied health students will be able to enter Drexel with third-year status

Northern Colorado-State Farm Partnership to Benefit Minorities

The University of Northern Colorado's (UNC) office of multicultural affairs and State Farm Insurance have formed a partnership to provide recruitment, retention, and job preparation for students at the University. The partnership marks the largest single corporate gift benefiting minority students at UNC. State Farm's gift includes a $75,000 cash donation and a pilot program providing eight internships for UNC students.

UNC welcomed Tony Montoya, the University's new assistant vice president for multicultural affairs. Montoya, prior to coming to UNC in January, was an assistant dean at Metropolitan State College of Denver.

Georgia Perimeter Lab Assistant Presents Poetry

Gelia Dolcimascolo, instructional support services writing lab assistant for Georgia Perimeter College's Dunwoody Campus and facilitator of The Writers' Circle critique group, published five poems each in two separate anthologies: *The Art of Music: A Collection of Writings, Vol. 1* (Piano Press), and *The Awakenings Review, Vol. 1, No. 2* (The Awakenings Project and the University of Chicago Center for Psychiatric Rehabilitation). Her poem "Timely Assistance" was published in the college magazine *The Chronicle*.

Dolcimascolo, who won a first-place award for "One Sister and a Piano" in *The Art of Music*, recently held a poetry workshop at the Atlanta Jewish Community Center.

State Approves North Alabama ESL Program

The state of Alabama Board of Education, chaired by Gov. Don Siegelman, unanimously approved for the University of North Alabama (UNA) a new certification program in ESL, the only such offering in the state.

Dr. Fred Hattabaugh, dean of UNA's nationally accredited College of Education, said, "This innovative program reflects the changing demographics of the Shoals region as well as the southeastern United States. The program will serve as an additional certification for those choosing to assist schools and classrooms with children who are learning English for the first time."

Northwest Alabama has had a tremendous immigration of Spanish-speaking people in the past few years. Also, the Shoals has a racially and culturally diverse population that, according to UNA, was attracted to the area by industrial plants, the Tennessee Valley Authority, the International Fertilizer Development Center, and the Muscle Shoals recording industry. UNA's student population has changed in the last 10 years, with more than 30 countries being represented in the student body.

News from Hawaii-Manoa

- The Center on Aging at the University of Hawaii (UH)-Manoa was awarded more than $524,964 to continue its ongoing efforts to improve end-of-life care. Two new grant programs recognize the commitment of community caregivers, healthcare professionals, and administrators to change the way we care for the dying.
- Researchers at the Kewalo Marine Laboratory, part of the Pacific Biomedical Research Center of UH-Manoa, and at the University of Iowa College of Medicine will draw on their unique expertise to study the similarities between a luminous squid infection and chronic infections in humans such as a lung infection in a person with cystic fibrosis. The investigation will be funded by a three-year, $2 million grant from the W.M. Keck Foundation.
- The University of Hawaii at Manoa's Center on Disability Studies was awarded a $2.5 million grant from the Rehabilitation Services Administration of the U.S. Department of Education to establish the National Technical Assistance Center for Asian Americans and Pacific Islanders with Disabilities. Asian Americans and Pacific Islanders are one of the fastest growing minorities in the U.S. The Census Bureau reports a 57 percent increase in this group's population from 1990 to 1999, proportionately more than almost any other minority group in the country.

Former Citrus Student Fulfilling a Dream

Costa Rican native Jairo Barreda offers the following words of inspiration to anyone considering transferring from a community college to a prestigious four-year school: "Never give up, keep dreaming, and work hard."

Barreda, after moving to the U.S. from Costa Rica in time to complete his last two years of high school, attended classes judiciously at Citrus College in California with the far-off goal of someday getting accepted to the University of California-Los Angeles (UCLA). After repeatedly seeking advice from the Citrus Career and Transfer Center, working and studying hard in pursuit of an Associate of Arts degree in foreign languages, and making the dean's list five out of six semesters at Citrus, Barreda was accepted to UCLA.

"I really feel pursuing my Bachelor of Arts is just the beginning. I now realize that a master's and doctorate are within my grasp," says Barreda, who offers a piece of advice for potential transfer students. Prioritize.

"Time management skills may not seem important to you now, but they'll make or break you in the future. Going to a school like UCLA is an opportunity and a privilege, and if you don't realize that, then you'll never get there."

NASA's Glenn Research Center Dedicates Laboratory

Students in Winston-Salem, N.C., will soon be using the latest computer software and hardware to discover the world of science and technology, including learning how to design an aircraft and plot its flight or taking a virtual trip to the International Space Station.

NASA's Glenn Research Center in Cleveland, Ohio, in partnership with Winston-Salem State University, dedicated an Aerospace Education Laboratory, which is part of the University's new Science, Engineering, Mathematics, and Aerospace Academy Program.

"The young people who participate in this program will be the engineers, researchers, and computer experts of tomorrow," said John Hairston, Jr., director of external programs at Glenn. "The goal of this program is to inspire them to excel in the areas of math, science, and technology, so they may reach their full potential."

UNM Library Program Expands Latin American Initiative

The University of New Mexico (UNM) General Library's newly instituted program Division of Iberian and Latin American Resources and Services (DILARES) is designed to expand and deepen its relationships and alliances with the campus and local community as well as with national and international institutions and centers.

"The UNM General Library has one of the top 10 largest academic research library collections of Latin American and Iberian material in the United States," says Carolyn Mountain (pictured), DILARES program manager, a 20-year employee of UNM. Born in Chile, she came to the U.S. when she was 6 years old and has retained a deep interest in Latin American studies. She was previously the Latin American economics and business specialist in Parish Memorial Library, a position she retains quarter-time.

With many University groups, programs, and divisions engaged in some aspect of Latin American studies, DILARES is coordinating its program to the courses, classes, and instruction taking place across campus. "We are also beginning to establish relationships with New Mexico communities, museums, and institutions statewide," says Mountain, noting discussions are under way with divisions within the National Hispanic Cultural Center and the Cervantes Institute.

Nuyorican Poet Performs at Union

Willie Perdomo, Nuyorican Poets Café Grand Slam Champion, performed with the Tino Derado Quartet at Union County College (N.J.). The New York-based Perdomo, whose acclaimed work was collected in the recently published *Where a Nickel Costs a Dime*, creates powerful literary work that combines be-bop and hip-hop influences. His work has frequently been compared to that of Langston Hughes.

Perdomo's work has been included in a variety of popular anthologies, including *Boricuas: An Anthology of Puerto Rican Writing* and *Listen Up!–A Spoken Word Anthology*. He was honored with a New York Foundation for the Arts Fiction Fellowship.

Pianist, accordionist, and composer Derado is a graduate of the Berklee College of Music and the New School.

Pace Hosts Latino College Expo

The 12th Annual Latino College Expo was held recently at Pace University's Manhattan Campus in New York.

Latino College Expo, Inc. targets all youth, with an emphasis on Latinos, by providing an array of specialized services that will elevate their educational aspirations. The Latino College Expo has served more than 7,000 students, with an average of 800-1,000 students attending each year.

CUNY Extends Tuition Deferral for Undocumented Students

Citing proposed legislation in Albany, N.Y., Matthew Goldstein, chancellor of the City University of New York (CUNY), announced that undocumented and out-of-status students will be able to defer final tuition payments for the 2002 spring semester until May 31.

The chancellor announced the tuition deferral plan at a March board of trustees meeting following joint sponsorship in the Senate and Assembly of a bill that would restore in-state tuition rates for these CUNY students.

If no legislative remedy is forthcoming prior to the expiration of the deferral program on May 31, students will be required to pay the non-resident rates.

Northern Colorado Students Raise Awareness of Cultural Stereotypes

An intramural basketball team at the University of Northern Colorado (UNC) has adopted the nickname "The Fighting Whites" or "The Fightin' Whities." The moniker is in part a response to a nearby high school sports team whose name is the "Reds" and whose mascot is an American Indian wearing a loincloth.

"We are not promoting any race here, especially not White extremists," said Solomon Little Owl, team member and leader of UNC's Native American Student Services. "We are promoting education and awareness."

Charlie Cuny, the Fighting Whites' founder and a member of the Ogala Lakota Nation, worked with other students to open a nonprofit account, obtain a copyright, and secure a printing deal for T-shirts, which are now in high demand. Profits from the shirts, available at www.cafepress.com/fightinwhite/, will go to the Fighting Whites Scholarship Fund, Inc., a nonprofit supporting the education of Native American students.

A UNC spokesperson said that the University can not stop the team from making the shirts as long as they are not directly associated with UNC in any way.

Wells Fargo Pledges $3 Million to Nevada Higher Education

The Wells Fargo Nevada Foundation recently announced it will donate $3 million or more to the eight institutions of the University and Community College System of Nevada (UCCSN).

"The Foundation has always been a valued community partner and this gift will allow us to help even more students with the life-changing power of education," said UCCSN board of regents chair Thalia Dondero.

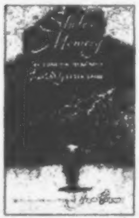
Each year, UCCSN institutions will submit proposals for programs in need of funding to the Wells Fargo Nevada Foundation.

Laura Schulte, chair/president and CEO of Wells Fargo Bank Nevada, N.A., also announced that the Foundation will dedicate a minimum of $5,000 annually to each of UCCSN's four community colleges and will increase the scholarship program to $100,000 per year.

PUBLICATIONS

In a State of Memory

By Tununa Mercado

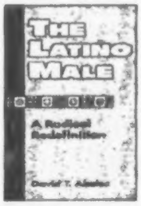


This novelistic memoir explores the effects of a woman's transition into a life of exile: the splintering of her identity, the difficulties of incorporating herself into a host country, her physical illness, and the haunting memory of her past and those she left behind.

2001. 157 pgs. ISBN 0-8032-8369-9. $15.00 paper. University of Nebraska Press. (800) 755-1105.

The Latino Male: A Radical Redefinition

By David T. Abalos

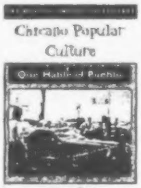


Latino males are one of the fastest-growing cultural groups in the United States today. But what does it mean to be a Latino male today? This work redefines the traditional stories of the "macho" as the pride in self that allows Latino men to choose new roles–as faithful lover, as political innovator, as archetypal guide.

2001. 221 pgs. ISBN 1-55587-934-9. $19.95 paper. Lynne Rienner. (303) 444-6684.

Chicano Popular Culture: Que Hable el Pueblo

By Charles M. Tatum



This short book can serve as a primer for anyone interested in Chicano popular culture. It describes topics ranging from music and literature to religious traditions and car shows.

2001. 212 pgs. ISBN 0-8165-1983-8. $14.95 paper. University of Arizona Press. (800) 426-3797.

After Revolution: Mapping Gender and Cultural Politics in Neoliberal Nicaragua

By Florence E. Babb

REVOLUTION

This ethnographic portrayal of the times after Nicaragua's Sandinista Revolution explores how the nation's least powerful citizens have fared in the years since the revolution, as neoliberal governments have rolled back state-supported reforms and introduced measures to promote a market-driven economy.

2001. 314 pgs. ISBN 0-292-70900-5. $24.95 paper. University of Texas Press. (800) 252-3206.

Behind the Mexican Mountains

By Robert Zingg

Howard Campbell, John Peterson, and David Carmichael, eds.

This colorful account provides a compelling description of the landscape, people, traditions, language, and archaeology of the Tarahumara region in Mexico, one of the least acculturated indigenous societies in North America. Based on the 1930 fieldwork of anthropologists Robert Zingg and Wendell Bennett.

2001. 360 pgs. ISBN 0-292-79809-1. $24.95 paper. University of Texas Press. (800) 252-3206.

Aztlán: A Journal of Chicano Studies, Vol. 26, No. 1

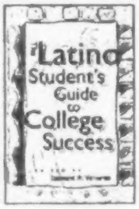
Chon A. Noriega, ed.

Aztlán is an interdisciplinary, refereed journal dedicated to scholarly research relevant to or informed by the Chicano experience. Published twice yearly, *Aztlán*, is the premier journal of Chicano studies.

2001. 267 pgs. ISSN 0005-2604. $12.50 paper. UCLA Chicano Studies Research Center Publications. (310) 825-2642.

The Latino Student's Guide to College Success

Leonard A. Valverde, ed.

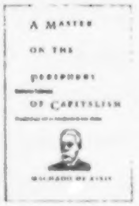


Recognizing the importance of a college degree in being successful in the United States, Latinos are pursuing higher education in greater numbers. This helpful guide, written by Latino education experts, provides solid up-to-date advice directed specifically to Latinos contemplating, preparing for, or already in the higher education setting.

2002. 212 pgs. ISBN 0-313-31960-X. $25.00 paper. Greenwood Press. (800) 225-5800.

A Master on the Periphery of Capitalism

By Roberto Schwarz

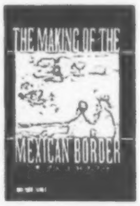


This translation of Roberto Schwarz's renowned study of the work of Brazilian novelist Machado de Assis provides literary and cultural analysis of Machado's *The Posthumous Memoirs of Brás Cubas*, published in 1880. It argues that Machado's successful vanguard narrative reflected the Brazilian owner class–one of the many class divisions of 19th-century Brazil–and its peculiar status in both national and international contexts. Translated from the original Portuguese by John Gledson.

2002. 194 pgs. ISBN 0-8223-2239-0. $18.95 paper. Duke University Press. (888) 651-0122.

The Making of the Mexican Border: The State, Capitalism, and Society in Nuevo León, 1848-1910

By Juan Mora-Torres



This insightful history of the Mexican state of Nuevo León explores how the processes of economic integration, policing of boundaries, and the flow of workers from south to north, and of capital from north to south, transformed northern Mexico into a region with distinct features that set it apart from Mexico's interior.

2001. 360 pgs. ISBN 0-292-75255-5. $23.95 paper. University of Texas Press. (800) 252 3206.

Classic Period Mixtequilla, Veracruz, Mexico: Diachronic Inferences from Residential Investigations

Barbara L. Stark, ed.

With artifact illustrations, detailed descriptions and data tables, Arizona State University Professor of Anthropology Barbara Stark discusses her excavations at several sites in the Mixtequilla region and presents new archaeological insights into the important but poorly studied Classic period of the Mexican Gulf Coast. Published by the Institute for Mesoamerican Studies at the University of Albany (N.Y.).

2000. 411 pgs. ISBN 0-942041-17-8. $45.00 paper. University of Texas Press. (800) 252-3206.

CONFERENCES

24th Annual NISOD International Conference on Teaching & Leadership Excellence

May 26-29

Sponsored by the National Institute for Staff & Organizational Development, University of Texas at Austin, this event features exemplary practices and programs in almost 300 workshops, seminars, and roundtable sessions; offers in-depth descriptions and demonstrations of successful initiatives; and provides an opportunity to experience the latest and best instructional and organizational tools. At the Austin Convention Center, Austin, Texas.

Contact: (512) 471-7545; fax, (512) 471-9426; e-mail, info@nisod.org; Web site, www.NISOD.org

17th Annual National Multicultural Institute Conference

May 30-June 2

This conference, "Thinking Globally: Broadening the Context of Multicultural Dialogue and Action," aims to create a multicultural environment in which an open, cross-cultural dialogue can occur. Focusing on unique issues professionals face in working with a culturally diverse population, it will offer in-depth diversity training and skills-building. At Hyatt Regency Washington on Capitol Hill, Washington, D.C.

Contact: (202) 483-0700, ext. 227; fax, (202) 483-5233; e-mail nmci@nmci.org; Web site, www.nmci.org

NAHJ 20th Annual Convention

June 12-15

This year's convention of the National Association of Hispanic Journalists (NAHJ), "Strength in Numbers: 20 *años en la lucha*," will feature more than 1,500 media professionals and journalism students. The future of media in the new media lab; computer-assisted reporting; skills building workshops and forums; constructive one-on-one critiques; and advanced techniques in videography, photojournalism, and graphics design are just some of the offerings. In San Diego, Calif.

Contact: (888) 346-NAHJ; Web site, www.nahj.org

PBL 2002

June 16-20

"PBL 2002: A Pathway to Better Learning," an international conference on Problem-Based Learning in higher education, will bring together experienced PBL faculty to share their insights with one another, as well as support those who are interested in using this method of learning for the first time. At the Baltimore Convention Center, Baltimore, Md.

Contact: (302) 831-3474; fax, (302) 831-4919; e-mail, pbl2002@udel.edu

NEH Summer Institute for College and University Teachers

June 17-July 19

"Hispanic Gendering of the Americas: Beyond Cultural and Geographical Boundaries" is a five-week, interdisciplinary summer institute for 25 college and university teachers on the role of women in Latin America and on the Hispanic-Latina culture that was created as women crossed borders into the United States in the 20th century. Teachers of history, literature, humanities, gender or women's studies, multicultural studies, social studies, and Hispanic literatures and cultures are especially encouraged to apply. At Arizona State University.

Contact: Patricia Harris, (480) 965-0636; e-mail, institute2002@asu.edu; Web site, www.asu.edu/clas/history/institute2002

ACE Leadership Programs for Department and Division Chairs and Deans

June 18-21

The American Council on Education presents a unique series of programs specifically designed for department and division chairs–the people responsible for leading the units where change takes place in higher education institutions. In Washington, D.C.

Contact: (202) 939-9343; fax, (202) 785-8056; Web site, www.acenet.edu

AAHE 2002 Assessment Conference

June 20-23

The theme of this conference of the American Association for Higher Education is "Assessment: A Shared Commitment." Pre-conference workshops will be held June 19. At the Boston Marriott Hotel Copley Place, Boston, Mass.

Contact: (202) 293-6440; fax, (202) 293-0073; Web site, www.aahe.org

LULAC 73rd Annual National Convention

June 23-29

The League of United Latin American Citizens (LULAC) invites you to participate in its 2002 National Convention & Exposition, "Leading the New Majority: Shaping the Future," a celebration of 73 years of service to the Hispanic community. One of the premier Hispanic gatherings, the LULAC Convention each year draws over 7,000 people including top leaders from government, business, and the Hispanic community. In Houston, Texas.

Contact: LULAC National Office, (202) 833-6130; Web site, www.LULAC.org

2002 Taos Summer Writers' Conference

July 13-19

This year's University of New Mexico Taos Summer Writers' Conference will include writing workshops in memoir, scene writing, autobiographical fiction, comedy, and nature writing. Tuition support has been increased to offer five merit-based scholarships and one D.H. Lawrence Fellowship. In Taos, N.M.

Contact: Sharon Oard Warner, (505) 277-6248; e-mail, taosconf@unm.edu; Web site, www.unm.edu/~taosconf

2002 NCLR Annual Conference

July 20-24

Now in its 25th year, the National Council of La Raza Annual Conference, an important event in the Hispanic community, attracts more than 18,000 participants, bringing together some of the nation's foremost government officials, business and community leaders, and entertainers. In Miami Beach, Fla.

Web site: www.nclr.org

ASPIRA's Third Annual Youth Leadership Convocation

July 25-28

This ASPIRA Convocation will congregate more than 100 youth leaders from throughout the United States and Puerto Rico. Students will engage in debates, forums, and workshops designed to fine-tune their leadership skills. At Tamiment Resort and Conference Center, the Pocono Region, Pa.

Web site: www.aspira.org

NCTE 13th Annual International Umbrella Conference

July 25-28

This year's National Council of Teachers of English International Umbrella Conference, with the theme "Restoring the Passion: Thriving in a Standards Environment," aims to promote holistic teaching, in all its diversity, and to draw holistic teachers together under the whole language umbrella. In Bethesda, Md./Washington, D.C.

Contact: NCTE, (800) 369-6283; fax, (217) 328-9645; e-mail, public_info@ncte.org; Web site, www.ncte.org

AAC&U 4th Biennial Diversity and Learning Conference

October 24-27

The Association of American Colleges and Universities presents "Diversity and Learning: Education for a World Lived in Common." Join a national network of practitioners and researchers to enhance existing campus diversity initiatives and chart the next frontiers of work. At the Hyatt Regency, St. Louis, Mo.

Web site: www.aacu-edu.org

7th Conference of Recovering the U.S. Hispanic Literary Heritage

November 14-17

The theme for this conference, held in conjunction with the American Studies Association's annual meeting, takes its lead from ASA's own conference title, "The Local and The Global." The goal is to present the evolving significance of the "local and the global" for Latinos/as as represented, debated, and contested in writings, documents, histories, diaries, newspapers, and other forms of print culture from the 1500s to 1960. At Westin Galleria and Oaks Hotels, Houston, Texas.

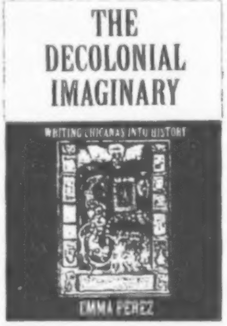
Contact: (713) 743-3128; fax, (713) 743-3142; e-mail, artrec@jetson.uh.edu

Book Review

By Mark Saad Saka

***The Decolonial Imaginary: Writing Chicanas into History*, by Emma Pérez.** 181 pages (includes index). Indiana University Press, 1999. ISBN 0-253-21283-9. $19.99 paper.

In a remarkable interdisciplinary achievement, Emma Pérez synthesizes history, literary criticism, ethnic studies, and gender analysis and presents a hidden voice to the Chicana experience, one that has for too long been relegated to the forgotten corridors of memory. *The Decolonial Imaginary* crosses international, cultural, and sexual boundaries by integrating Chicana historical narratives with theoretical paradigms and methodology borrowed from Michael Foucault, Hayden White, Homi Bhabha, Gloria Anzaldùa, Antonia Casteñeda, and many others. By conceptualizing Chicana history within these theoretical frameworks, she presents new tools for rescuing Chicanas' hidden voices from obscurity and silence, what she describes as "third space feminism."



One of the many strong attributes of this book is how Pérez transcends geographic borders and Western-dominated notions of time by integrating Mexican women's experience with that of Chicanas', creating transnational experiences and identities. I found this a refreshing approach to history and gender studies, which so often situate our historical understandings within a narrow context of time and space. Pérez presents three case studies of "third space feminism," the first of which she describes as *feminism-in-nationalism* in Yucatán's socialist revolution. Between 1915 and 1918, Yucatán's revolutionary cadre created one of Mexico's most radical socialist experiments–allowing working-class and middle-class Mestiza and Mayan women to challenge traditional oppressive gender, race, and class relations, and in many cases pushing the revolutionary claims of Yucatán's socialist government to its limits. By reconstructing the feminist discourse that emerged during this colorful episode of the Mexican Revolution, Pérez demonstrates "third space feminism" within a historical context.

A second case study uses the anarcho-syndicalist Partido Liberal Mexicana (PLM) as a vehicle for uncovering third space feminism. Pérez examines the revolutionary role played by such Chicanas as Sara Estela Ramírez in Laredo and María Talavera in Los Angeles (among others), who contributed to the spreading of revolutionary ideas by working as activists, journalists, and editors of magazines and newspapers, creating a Chicana political and cultural renaissance. The revolutionary actions of Mexican anarchists such as Ricardo Flores Magón opened a space for Chicana feminists to promote third space *feminism-in-internationalism*. Many of these Mexicana/Chicana radicals published an incredible amount of material critical of the Porfirian dictatorship and promoted the Mexican Revolution as a revolution for women. By reconstructing the rhetoric of early Chicana feminism, Pérez recovers a number of lost essays from such anarcho-syndicalist newspapers as *Regeneración*, including "La Mujer Escalava," "Que Luchen," and "La Mujer Obrera Bajo el Burgués." The gendered discourse that emerged from their actions created a particular poetics for the nationalist cause that was internationalist in scope.

The third case study traces the history of Mexicana/Chicana women's social clubs (for example, el Club Feminino Chapultepec) in Houston during the 1920s. Many of these were the outgrowth of Mexican Liberal Clubs that originated in anti-Díaz resistance movements. These clubs thus transcended both Mexico and the United States, creating transnational expressions for third space feminism, forged from the Mexican diaspora. Forgotten Chicanas such as Estela Gómez come alive as they constructed new and modern identities and social consciousness while confronting American racism. Gómez and others sought to expose racism in Houston with a little known "Letter from Chapultepec." The backlash that ensued is shocking considering that a number of Chicanas soon found themselves being investigated by the FBI! Pérez differentiates between immigrant and diasporic studies by placing the concept of a diaspora within a more sophisticated paradigm. Whereas immigrants are often expected to become part of the dominant culture and reject their ancestral homeland, "diasporic subjectivity is always in movement, disrupting, re-creating, and mobile in its representation, converging the past with the present for a new future." The Mexicanas/Tejanas who articulated radical political discourse against seeming overwhelming odds created their own organizations that transcended boundaries. In fact, all seven of the clubs that Pérez uncovers bear bicultural names, thus reinforcing her diasporic subjectivity.

The final section synthesizes many of the book's ideas by a juxtaposition of four Indian/Mestiza/Chicana cultural bodies: La Malinche, the translator and alleged mistress of Cortés; Silent Tongue and Indian woman from 19th century fiction; Delgadina from a Mexican *corrido*; and Selena, the Tex-Mex singer who affirmed Latina/Chicana sexuality and practiced her own form of cultural feminism.

This is an advanced book for an upper-level undergraduate or graduate seminar. It has many applications and could be used in a variety of courses, including women's studies, Chicana/o history, Mexican history, and multicultural studies. The absence of Chicana narratives from most historical narratives is quite irritating, making Pérez's work a welcome contribution to the burgeoning field of Chicana/o studies. Her ability to ground case studies with historical methodology and philosophy makes The *Decolonial Imaginary* a truly important work.

Dr. Saka, a Fulbright scholar, completed his Ph.D. at the University of Houston in 1995. A Mexican specialist, his interests include peasant social movement and agrarian unrest. An American of Arab ancestry, he has taught in the Department of History at Sul Ross State University, Alpine, Texas, since 1995.

If interested in submitting a book review, please e-mail us at outlook@aol.com for Book Reviewers' Guidelines.

University of Missouri-St. Louis
Missouri's Metropolitan
Public Research University

Associate Vice Chancellor for Academic Affairs and Dean of Continuing Education and Outreach

The University of Missouri-St. Louis seeks applications and nominations for the position of Associate Vice Chancellor for Academic Affairs and Dean of Continuing Education and Outreach. This executive leadership position serves as a senior officer for the University.

The Associate Vice Chancellor for Academic Affairs and Dean of Continuing Education and Outreach is the chief administrative officer and intellectual leader of the continuing education/outreach division at the University of Missouri-St Louis.

The preferred candidate will have a background of progressively more responsible leadership experience in continuing education, preferably at a public metropolitan university. The ideal candidate will demonstrate knowledge and skills as a successful manager of fiscal resources; be an outstanding communicator; serve as an advocate for non-traditional students; and work as a collaborator with academic leaders to achieve shared goals and objectives. A doctoral degree is required.

The University of Missouri-St. Louis is the largest university in the St. Louis region (population 2.6 million), and with current enrollments exceeding 15,000 students ranks as the third largest university in Missouri. The Continuing Education and Outreach Program serves over 100,000 students through a variety of non-credit, credit and certificate programs. **(www.umsl.edu)**

The review of applications will begin on June 1 and will continue until the position is filled. Salary will be competitive and commensurate with qualifications and experience. A complete job description for this position appears at the Academic Affairs website of the University home page.

Applications and letters of nomination should explain in detail how the applicant or nominee meets the qualifications specified in this announcement. Applicants should submit a detailed cover letter and Curriculum Vita. Candidates are encouraged to send application materials electronically to:

Dr. Dixie Kohn
Vice Chancellor for University Relations
440 Woods Hall
University of Missouri-St. Louis
8001 Natural Bridge Road
St. Louis, MO 63121-4499
e-mail: deanceout@msx.umsl.edu

The University of Missouri-St. Louis is an affirmative action, equal opportunity employer committed to excellence through diversity.

USF University of South Florida

Founded in 1956, the University of South Florida is a public research university of growing national distinction, serving 36, 000 students in ten colleges on campuses in Tampa, Lakeland, St. Petersburg, and Sarasota/Manatee. It has been classified "Doctoral/Research University-Extensive" by the Carnegie Foundation for the Advancement of Teaching. Reflecting its breadth of graduate and research programs, *USF* is one of three public universities in Florida classified as a Research I institution. With more than 2,000 faculty, *USF* offers baccalaureate degrees in 79 fields, 89 master's and specialist programs, 25 doctoral programs, and the doctor of medicine degree.

The university is currently recruiting for the following faculty positions:

Position Title	*Discipline*	*Deadline:*
Assistant/Associate Professor *(2 positions)*-	Deans Office-Nursing-	OPEN
Assistant Professor-	Psychology-	OPEN
Instructional Specialist-	Mental Health Law & Policy-	OPEN
Associate Professor *(Assoc Director)*-	Comparative Medicine-	OPEN
Assistant Professor-	Comparative Medicine-	OPEN
Assistant/Associate Professor-	Otolaryngology-	OPEN
Professor *(Dean)*-	Public Health-	OPEN
Instructor *(Nurse Midwifery)*-	Nursing-	OPEN
Instructor-	Nursing-	OPEN
Assistant/Associate Professor-	Neurology-	OPEN
Assistant/Associate Professor-	Pharmacology -	OPEN
Assistant/Associate Professor-	Anesthesiology -	OPEN
Assistant/Associate/Professor-	Radiology -	OPEN
Assistant/Associate/Professor *(4 positions)*-	Radiology -	OPEN
Assistant/Associate/Professor-	Radiology (Breast Radiology)-	OPEN
Associate/Assistant In Research *(3 positions)*-	Physical Therapy-	OPEN
Coordinator of Instructional Design-	Nursing-	OPEN
Associate Professor/Professor *(2 positions)*-	Computer Sci & Engineering-	OPEN
Professor *(Chair/Assoc VP/Assoc Ctr Dir)*-	Interdisciplinary Oncology Prg-	OPEN
Assistant/Associate/Professor-	Interdisciplinary Oncology Prg-	OPEN
Assistant Professor-	Interdisciplinary Oncology Prg-	OPEN
Assistant/Associate/Professor-	Anesthesiology-	OPEN
Assistant Professor/Professor- *(Associate Center Director)*	Lawton & Rhea Chiles Ctr-	OPEN
Vice President for Research & Professor-	Office of Research-	OPEN
Inspector General *(Director)*	Audit & Compliance Svcs-	OPEN
Research Assistant Professor *(Implementation Leader)*-	Child & Family Studies-	05/29/02
Research Assistant Professor (*Project Coordinator)*-	Child & Family Studies-	05/29/02
Associate Professor/Professor- *(Mason Endowed Chair in Pediatric Pulmonology)*	Pediatrics/St. Petersburg Campus-	06/01/02
Assistant Professor-	Lung Transplantation Pulmonologist-	06/15/02
Assistant/Associate Professor-	Gastroenterology/Esophagology-	07/31/02

For a description on the above listed positions and additional vacant positions: (1) visit our Employment Services Web site at **http://usfweb.usf.edu/usfpers/vacancy.html.** or (2) contact Equal Opportunity Affairs, **Ferrell@admin.usf.edu.** for faculty positions; or (3) call *USF* job line at **813.974.2879** for staff positions.

USF is an equal opportunity/equal access/affirmative action institution, committed to excellence through diversity in education and employment.

www.usf.edu • 4202 E. Fowler Ave, Tampa, FL 33620

EASTERN NEW MEXICO UNIVERSITY-ROSWELL
Job Announcements

POSITION: **INSTRUCTORS: CRIMINAL JUSTICE & SPANISH**
LOCATION: **ENMU-Roswell**
SALARY: **DOE**
REVIEW OF APPLICATIONS BEGIN JUNE 1, 2002

TENURE TRACK, FULL TIME. MASTERS DEGREE IN DISCIPLINE REQUIRED.

TO APPLY: Submit letter of interest, resume, transcripts, and three professional references with addresses, and telephone numbers to: Human Resources, ENMU-Roswell, P O Box 6000, Roswell, New Mexico 88202-6000. For more information call (505) 624-7412.

ENMU-Roswell reserves the right to cancel, change or close any advertised position at any time. The decision to do so will be based upon the needs of the University and the final determination will rest with the Provost.

ENMU-Roswell is an EEO/AA/ADA Employer

TEMPLE UNIVERSITY

Dean, Tyler School of Art

Temple University invites applications and nominations for the position of Dean of the Tyler School of Art. As one of the nation's most prominent centers for higher education, Temple University has a world-class reputation and an international presence. Founded in 1887 by Dr. Russell H. Conwell, the University was established on the premise that those who have the imagination to dream and the desire to work should also have the opportunity to make their dreams come true. Under the leadership of its eighth President, Dr. David Adamany, Temple is moving confidently to become one of America's premier senior, comprehensive research universities.

The Tyler School of Art, ranked 10th in the nation by *U.S. News & World Report*, enjoys a worldwide reputation for excellence. The School's superior standing is founded on the efforts of a distinguished faculty of artists, scholars, and teachers. More than 70 faculty members represent programs in Architecture, Art and Art Education, Art History, Crafts (Ceramic and Glass, Fibers and Fabric Design, and Jewelry, Metals/CAD-CAM), Foundation Studies, Graphic Arts and Design (Graphic and Interactive Design, Photography, and Printmaking), Painting, Drawing, and Sculpture.

The Dean is responsible for academic, fiscal, and personnel matters within the School. S/He is expected to provide leadership for the School and to foster excellence in teaching, research, performance, and service to the Temple community and beyond.

The Dean will represent the School to external agencies and constituencies and actively participate in the School's fundraising initiatives. S/He will be expected to articulate a common vision for Tyler that transcends individual artistic disciplines and creates unity; lead Tyler in charting a strategic direction; and develop an aggressive strategy to garner the resources necessary to achieve its objectives. The Dean will demonstrate excellent management skills, commitment to the institution's values, and the ability to work collaboratively with a diverse group of faculty and fellow Deans. Candidates for Dean must have a track record of distinction in higher education, art, museum or cultural arts management, or in the practice of one of the particular disciplines represented in Tyler.

Nominations, or a letter of application accompanied by a curriculum vitae and a list of references, should be sent to:

Gerard F. Cattie, Jr., Managing Director
The Diversified Search Companies
One Commerce Square, 2005 Market Street,
Suite 3300, Philadelphia, PA 19103
Gcattie@divsearch.com
215 568-8399 (fax) • 215 656-3576 (phone)

For more information about Temple, please consult its website: www.temple.edu.

Temple University is strongly committed to Affirmative Action and Equal Opportunity and encourages qualified women and members of minority groups to apply.

ROCKHURST
A Jesuit University

DEPARTMENT OF EDUCATION

Assistant Professor of Education Tenure -Track

The Department of Education at Rockhurst University seeks applicants for a tenure-track faculty position. Candidate will teach undergraduate and graduate courses in their area of expertise, supervise field experiences, and engage in scholarship relevant to teacher education. The position also involves advising students, working collaboratively both within and outside the university, and participating in the development of new tracks for the M.Ed. program.

An earned doctorate in education or related field is required. Candidates should have experience working in K-12 schools and demonstrate potential to contribute to the intellectual vitality of the Department of Education through scholarship and service. Experience working with diverse populations is highly desired.

Position Teacher Education - Generalist. The Department seeks a colleague whose academic and professional interests are in the area of teacher education, broadly defined, and who is well grounded in matters pertaining to educational theory and practice. The candidate will teach courses in general methods, curriculum and instruction, educational research, and foundations of education. Expertise in one or more of the following areas is also highly desired: Special education, technology, educational psychology, TESOL, bilingual education, literacy, early childhood, and mathematics.

Rockhurst University, one of the 28 Jesuit colleges and universities in the United States, is located in the cultural and artistic center of the racially and ethnically diverse Kansas City metropolitan area, and consists of 2, 900 students in four academic divisions. The Department of Education, housed in the College of Arts and Sciences, currently offers certification and degree programs in elementary and secondary education. In keeping with its mission, Rockhurst University seeks individuals with a demonstrated commitment to the promotion of diversity.

Review of applicants will begin on June 10, 2002 and continue until the position is filled. Please send letter of interest, curriculum vitae, three letters of recommendation, and samples of recent scholarly work to:

Dr. Debra Pellegrino Smith
Chair, Search Committee
Rockhurst University
1100 Rockhurst Road
Kansas City, Missouri 64110
Phone: (816) 501-4148
Email: debra.smith@rockhurst.edu

Rockhurst University is an equal opportunity employer and encourages applications from women and minorities.

Assistant Professor Position in Nautical Archaeology

The Nautical Archaeology Program of the Department of Anthropology, Texas A&M University, seeks an archaeologist holding a Ph.D. for a tenure-track position at the level of Assistant Professor to begin September 1, 2003. The principal area of specialization sought is in Classical-period seafaring and nautical archaeology, with a secondary expertise in seafaring and nautical archaeology of the Medieval period. Candidates should be able to teach undergraduate lecture courses and graduate seminars, supervise graduate research projects, and conduct fieldwork involving Texas A&M University graduate students. Candidates with developed research programs are especially encouraged to apply. Please send an introductory letter, curriculum vitae, and the names and addresses of three to five references to **Prof. Shelley Wachsmann, Chair, Faculty Search Committee, Nautical Archaeology Program, Anthropology Department, Rm. 107, Texas A&M University, College Station, TX 77843-4352, U.S.A. FAX: (979) 845-6399, TEL. (979) 847-9257, e-mail: swachsmann@tamu.edu.** Applications, including all related materials, must be received no later than December 1, 2002.

Texas A&M University is an equal opportunity employer. Women and minorities are encouraged to apply.

VICE CHANCELLOR, EDUCATIONAL SERVICES & PLANNING

(#1EDA05)

FT, Salary commensurate with experience, 12 mo/yr, District Office, Pleasanton. Close date: 06/13/02. For an application call the Chabot-Las Positas Community College District job line: (925) 485-5200 or e-mail: hr@clpccd.cc.ca.us

EOE

California State University
Channel Islands
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- Coordinator for Disabilities Accommodations Services
- Coordinator of Career Development
- Coordinator for Personal Counseling Services
- Senior Financial Aid Counselor

Apply On Line Only: www.csuci.edu
(805) 437-8490

An EEO Employer

School of Education

Saint Xavier University invites applications for faculty positions in the School of Education. Founded by the Sisters of Mercy in 1846, we serve 4,800 students on two campuses. All positions require an earned Doctorate in Education and experience as a classroom teacher, preferably in a university setting; working knowledge of technology in education; and active participation in professional organizations. Prefer experience using computer-based or distance technologies for teaching.

Reading: Teach undergraduate and graduate courses in processes, instruction, materials, and assessments in reading at both the Chicago and Tinley Park campuses. Collaborate with schools in the supervision of students in clinical settings, advise undergraduate students, and participate on committees. Additional qualifications include a specialization in reading and experience in a K-12 school. Prefer the ability to teach courses in educational research. This is a non-tenure track assistant professional lecturer, under a full-time, one year appointment.

Field Based Master's Program, Teaching and Leadership: Using a field-based model, teach graduate courses in action research, guide students in research projects, visit sites, participate in program and university committees, and actively participate in professional and scholarly activities. Additional qualifications include knowledge of and/or experience using action research, prefer experience in collaborative relations with public, private, urban and suburban schools. This is a full-time tenure track assistant professor position.

Educational Administration and Supervision: Teach graduate and occasional undergraduate courses in educational administration, supervision, foundations, finance, school law and related courses; guide research projects; participate on committees, advise students, and be actively involved in school settings. Requires a specialization in educational administration and supervision. This is a full-time tenure track assistant professor position.

Send a letter of application specifying the position(s) of interest and discussing your educational philosophy, curriculum vitae, three references, and copies of transcripts of all higher education coursework to: **Beverly Gulley, Ph.D., Dean, School of Education, Saint Xavier University, 3700 W. 103rd Street, Chicago, IL 60655. E-mail: gulley@sxu.edu OR Fax: 773-298-3201. Visit our website at www.sxu.edu** EOE

SAINT·XAVIER·UNIVERSITY

CENTRAL MICHIGAN
UNIVERSITY

NOTICE OF FACULTY VACANCY

Teaching Faculty
Department of Educational Administration and Community Leadership

Central Michigan University seeks a teaching faculty member to join an energetic team. Serving more than 27,000 students, Central Michigan University is an innovative doctoral/research-intensive institution recognized for strong undergraduate education and a range of focused graduate programs and research.

Responsibilities:
Teach students pursuing M.A., Ed.S., and/or Ed.D. degrees. Advise and direct theses and dissertations, maintain active involvement in research and scholarship, participate in department and university activities, and help build a higher education/community college leadership concentration.

Qualifications:
- Earned doctorate from an accredited institution in higher education administration or related field.
- Evidence of teaching competency, active research, grantsmanship, and expertise in general higher education administration with an emphasis on the community college.
- Preference for someone who is comfortable and experienced with distance learning methodologies.

Rank and Salary:
Open rank, dependent on experience and qualifications.

Review of applications will begin June 1, 2002 and continue until filled. Please send curriculum vita, narrative addressing listed qualifications, transcripts and 3 professional references to:

Dr. Robert S. Estabrook
Department of Educational Administration and Community Leadership
Ronan Hall 312
Central Michigan University
Mt. Pleasant, MI 48859
(989) 774-3204
(989) 774-4374 fax
robert.s.estabrook@cmich.edu

*CMU, an AA/EO institution is strongly and actively committed to increasing diversity within its community **(see www.cmich.edu/aaeo).***

THE UNIVERSITY
of
WISCONSIN
MADISON

ASSISTANT DEAN & DIRECTOR
COLLEGE OF LETTERS & SCIENCE
UNDERGRADUATE RESEARCH SCHOLARS PROGRAM

PVL #41865. Educational Qualifications: Ph.D. Required. Position Availability and Salary. This fulltime position is available July 1, 2002. Salary level is dependent on qualifications with a minimum salary of $55,010. Application and nomination deadline is May 29. For application information and position description contact:

Betty Brattrud, Search and Screen Coordinator
UNIVERSITY OF WISCONSIN-MADISON
B12 Bascom Hall, 500 Lincoln Drive, Madison, WI 53706
Phone: 608/262-4852. Email: BRATTRUD@FACSTAFF.WISC.EDU
For access to PVL 41865, please see our Human Resource web page at http://www.ohr.wisc.edu

Unless confidentiality is requested in writing, information regarding applicants must be released upon request. Finalist cannot be guaranteed confidentiality.

The University of Wisconsin-Madison is an affirmative action, equal opportunity employer.

NEW YORK CITY TECHNICAL COLLEGE CUNY

New York City Technical College/CUNY announces anticipated tenure track faculty and college laboratory positions for Fall 2002 in the following areas:

FACULTY POSITIONS

SCHOOL OF PROFESSIONAL STUDIES
NURSING
RADIOLOGIC TECHNOLOGY

SCHOOL OF ARTS and SCIENCES
MATHEMATICS
SPEECH
COLLEGE ENGLISH AS A SECOND LANGUAGE

SCHOOL OF TECHNOLOGY AND DESIGN
COMPUTER ENGINEERING TECHNOLOGY (Electromechanical ET)
ADVERTISING DESIGN/ GRAPHIC ARTS
MECHANICAL ENGINEERING TECHNOLOGY
TELECOMMUNICATIONS

COLLEGE LABORATORY TECHNICIAN POSITIONS
ENVIRONMENTAL CONTROL TECHNOLOGY (HVAC)
ELECTRICAL ENGINEERING & TELECOMMUNICATIONS
MECHANICAL/ MANUFACTURING

QUALIFICATIONS:

FACULTY: Most faculty positions require an earned doctorate, research or industry experience and interest and experience in teaching at the college level. In certain technical areas a relevant master's degree and/or professional licenses and experience in the field are required. Expertise in curriculum development using instructional technology and innovative pedagogy are desirable.

COLLEGE LABORATORY TECHNICIAN: Must be a high school graduate with four years of work or experience appropriate to the requirements of the department at a level of competence comparable to that indicated by apprenticeship in the skilled trades, or an associate's degree and a minimum of two years experience in an area appropriate to the duties to be performed, or an appropriate combination of at least four years of education and work experience beyond high school. For more detailed information see our web site at www.NYCTC.CUNY.EDU

ADJUNCT POTIONS ANTICIPATED

New York City Technical College/CUNY is seeking to establish a pool of available candidates for adjunct (part time) teaching positions. **Salary:** Adjunct Lecturer $50.04-$58.98 per hour; Adjunct Assistant Professor $56.75 - $63.80 per hour

Resumes to: **Michelle Harris, Human Resources, New York City Technical College, 300 Jay Street - Namm 321, Brooklyn, NY 11201**

NEW YORK CITY TECHNICAL COLLEGE
The City University of New York
AA/EOE/ADA/IRCA

1341

HILLSBOROUGH
Community College

Located in the Tampa Bay area on Florida's sunny Gulf coast, Hillsborough Community College (HCC) is a dynamic multi-campus, state-supported Community College accredited by the Southern Association of Colleges and Schools. HCC offers a diverse, multicultural environment dedicated to serving our students and community. The College is particularly interested in receiving applications from a broad spectrum of people, including women, minorities and persons with disabilities.

DEAN OF STUDENT SERVICES - YBOR CITY CAMPUS

Position Number AFCD0010 ($54,525 to $90,848 Per Year). Preference given to doctorate degree and substantial experience. Responsible for the supervision, administration and implementation of student support services including academic advising, counseling, admissions/records/registration, student government, testing, student conduct adjudication, career planning and placement, orientation, disabled student services, honors program, and daily activities of financial aid services.

Position requires Master's degree and minimum of five years related work experience, no substitution of experience for education. View full job advertisement and application instructions on HCC website **(www.hcc.cc.fl.us).** Submit (1) completed HCC employment application (online applications accepted) and (2) copy of diploma or academic transcript from regionally accredited institution of higher education showing graduate degree. Applicants may submit resume/supporting documents. All documents must be received on or before close out date of May 29th, 2002.

www.hcc.cc.fl.us

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education

Vice President, *Academic Affairs/ Student Services*

Triton College, a comprehensive community college with an enrollment of 20,000, is actively seeking a qualified professional to serve as the chief academic officer and to provide leadership for all academic and student service areas of the college while promoting and supporting Triton's core values of Integrity, Communication, Excellence, Teamwork, and Service.

Candidates must have a Master's degree in educational administration or other appropriate area (Doctorate preferred) from an accredited institution; minimum of five years related administrative experience with demonstrated success in effective academic leadership, innovation, technology, and human and fiscal resource development and management. Position also requires excellent communication, problem-solving, decision-making, collaboration, and facilitation skills, and a commitment to a diverse educational environment.

This position offers a highly competitive salary and outstanding benefit package, commensurate with qualifications and experience.

Please submit cover letter and resume, with copy of transcripts for highest applicable degree obtained, in confidence to:

Human Resources Office #A-2

Triton College

2000 Fifth Avenue River Grove, IL 60171

Please visit our website at: www.triton.cc.il.us

an affirmative action equal opportunity employer M/F/D/V

An ideal setting for your career.

One University, Many Possibilities

Located on 140 waterfront acres in the historic seaport town of Bristol, Rhode Island, Roger Williams University merges the traditional with the innovative to create an academic setting that draws exceptional faculty from the United States and around the world. As a private University, we offer a wide range of liberal arts and sciences majors and programs in architecture, business, education, engineering, historic preservation, justice studies and law. Roger Williams University is one of the fastest growing liberal arts institutions in the country, as well as one of the most ideal places to share knowledge and information, whether you're a Professor, professional or technician. We currently have the following exciting full-time opportunity for the right candidates:

Assistant Director of Athletics

Roger Williams University is searching for a qualified individual to fill the newly created Assistant Director of Athletics/Senior Women Administrator position. The Assistant Director is responsible for assisting in the administration of women's athletic programs and for ensuring compliance with NCAA rules and regulations. This position will also coach women's basketball including practice and game preparation, recruitment programs, supervise assistant coach and participate in alumni and fundraising programs.

Qualifications include: Bachelor's degree required; Master's degree preferred. A minimum of 3-5 years of intercollegiate coaching and administrative experience. Knowledge of NCAA and its rules, regulations and philosophies. The ability to work with a variety of constituent groups.

To apply send cover letter and resume to: **Roger Williams University, Office of Human Resources, Ref# HO49, Assistant Director of Athletics, One Old Ferry Road, Bristol, RI 02809.**

Equal Opportunity/Affirmative Action/Americans with Disabilities Act Employer with a strong commitment to diversity. Roger Williams University does not discriminate on the basis of gender, handicap, race, age, color, sexual orientation, political affiliation, marital status, national origin, or religion. We encourage all qualified men and women to apply.

ROGER WILLIAMS UNIVERSITY

www.rwu.edu

WICHITA STATE UNIVERSITY

WRITING PROGRAM DIRECTOR/TENURE-TRACK ASSISTANT/ASSOCIATE PROFESSOR

Wichita State University serves a city of 300,000 where the aerospace industry is central. Our 15,000-student university draws many international students mostly to its engineering and business programs and, also, many non-traditional students. At the same time, the English Department offers the only MFA writing program in Kansas. The English Department needs a writing program director able to work with such varied students. Requirements: PhD by time of appointment; teaching experience; evidence of commitment to scholarly publication, a professional interest in composition and rhetoric, familiarity with writing program administration, ability to teach a 2-2 course load and to supervise how composition is taught to our diverse undergraduates, and, successful experience with diverse populations. The latter entails helping our MFA and MA teaching assistants teach composition. For more details about our department go to **las.wichita.edu**, then Academic Units, then English Department. Send letter of application, C.V., and names, addresses, and telephone numbers of five professional references to **Margaret Dawe, Chair, Department of English, Wichita State University, Wichita, KS 67260-0014.** To insure full consideration, complete application must be received by June 15; however, position remains open until filled.

Wichita State University encourages applications from women and persons of color. (AA/EOE).

Grand Rapids
Community
College

CHILD DEVELOPMENT INSTRUCTOR
(Position # H096)

Grand Rapids Community College has an opening for a full time Child Development Instructor in its School of Workforce Development. Detailed information on responsibilities and requirements regarding this position are available at the GRCC website at www.grcc.edu. Masters degree in Early Childhood Education, Child Development, Family Child Ecology plus two years of full-time work experience in the classroom with infants, toddlers, and/or preschoolers in a childcare or preschool setting and two years successful post-secondary teaching experience. Demonstrated expertise in the subject matter. Experience working with non-traditional students from diverse backgrounds and with varying academic skills. Experience in curriculum development and assessment plus minimum of one to two years Community College teaching experience also preferred. Hiring Salary Range: $43,710-$46,987. Interested candidates are requested to submit a cover letter including the position number HO96, resume, copies of their unofficial transcripts, and three professional reference letters by June 26 2002, to **Human Resources, Grand Rapids Community College, 143 Bostwick NE, Grand Rapids, MI 49503-3295 or fax 616-234-3907.**

Grand Rapids Community College
is an equal opportunity employer.

Over 3,000
faculty & staff positions!

HigherEdJobs
.com

www.HigherEdJobs.com

FLORIDA
GULFCOAST
UNIVERSITY

All information on vacancies &
how to apply, visit
www.fgcu.edu
or call the 24-hr jobline @
941-590-1111.
FGCU is an EO/EA/AAI

CENTRAL MICHIGAN
UNIVERSITY

NOTICE OF FACULTY VACANCY

Department Chair/Teaching Faculty (a re-posting)
Department of Educational Administration and Community Leadership

Central Michigan University seeks a department chair/teaching faculty member to join an energetic team. Serving more than 27,000 students, Central Michigan University is an innovative doctoral/research-intensive institution recognized for strong undergraduate education and a range of focused graduate programs and research.

Responsibilities:
Teach students pursuing M.A., Ed.S., and/or Ed.D. degrees. Advise, direct theses and dissertations, maintain active scholarship, and participate in department and university activities. Provide effective leadership and strong advocacy for department at all levels.

Qualifications:
- Earned doctorate from an accredited institution in educational administration or related field
- Evidence of teaching competency, active scholarship, and expertise in one of the following: quantitative research/advanced design, Ed Law, Ed Finance, General Admin
- Effective interpersonal and organizational skills
- Experience in academic innovation and leadership

Rank and Salary:
Associate or Full Professor; dependent on experience and qualifications

Review of applications will begin immediately and continue until filled. Send curriculum vita, narrative addressing listed qualifications, transcripts, 3 professional references, administrative philosophy and brief vision for the department to:

Dr. Robert S. Estabrook
Department of Educational Administration
and Community Leadership
Ronan Hall 312
Central Michigan University
Mt. Pleasant, MI 48859
(989) 774-3204
(989) 774-4374 fax
robert.s.estabrook@cmich.edu

RAMAPO COLLEGE OF NEW JERSEY

Ramapo College of New Jersey is a four-year undergraduate college located in the beautiful foothills of the Ramapo Valley approximately 25 miles northwest of New York City. Established in 1969 as a state-supported, coeducational college of liberal arts, sciences and professional studies, this institution offers an array of undergraduate, graduate, and post baccalaureate programs focused on the four "pillars" of the Ramapo College mission - international, intercultural, interdisciplinary, and experiential education. The College is committed to global education. It is a Fulbright Center and houses the New Jersey Governor's School for International Studies. On-site childcare is available.

Position # 674

COORDINATOR /TRAINER OF THE TEACHER EDUCATION CENTER

JOB DESCRIPTION: The Coordinator/Trainer of the Teacher Education Center for Learning and Instruction has responsibility for preparing training programs to help teacher preparation candidates and practicing teachers to improve and refine instructional skills, develop effective learning activities, and articulate curricula using core content standards.

REQUIREMENTS: Master's degree in education or related field from an accredited college or university. State instructional certificate preferred; teaching experience in a K-12 setting preferred. Superior organizational and interpersonal skills; experience with diverse population; experience in designing learning activities for classroom use and training packages for teachers; ability to develop informative materials for publication; experience identifying educational resources, preparing orders, ordering materials and equipment, and organizing resources that are received.

Interested applicants should submit a letter of interest, vita, and a list of three references to Dr. John Mulhern, Teacher Education Department or email: jmulhern@ramapo.edu. Review of applications will begin immediately, and continue until the position is filled.

Since its beginning, Ramapo College has had in intercultural/ international mission. Please tell us how your background, interest and experience can contribute to this mission, as well as to the specific position for which you are applying. Position offers excellent state benefits.

To request accommodation, call (201) 684-7368. Website: http://www.ramapo.edu

RAMAPO
COLLEGE
OF NEW JERSEY

Attention: Dept 18
505 Ramapo Valley Road, Mahwah, NJ 07430
"New Jersey's Public Liberal Arts College"

Ramapo College is a member of the Council of Public Liberal Arts Colleges (COPLAC), a national alliance of leading liberal arts colleges in the public sector.

EEO/AFFIRMATIVE ACTION

TEMPLE UNIVERSITY

Dean, College of Education

Temple University invites applications and nominations for Dean of the College of Education. As one of the nation's most prominent centers for higher education, Temple University has a world-class reputation and an international presence. Founded in 1887 by Dr. Russell H. Conwell, the University was established on the premise that those who have the imagination to dream and the desire to work should also have the opportunity to make their dreams come true. Under the leadership of its eighth President, Dr. David Adamany, Temple is moving confidently to become one of America's premier senior, comprehensive research universities.

The College of Education, whose graduate programs are ranked 15th in the nation by U.S. News & World Report, is both the largest single educator of teachers in the Philadelphia region and one of the most productive in applied research, educational policy analysis, and assistance to the reform efforts of school systems. The mission of the college is to produce and disseminate knowledge arising from penetrating examination of issues and problems, and to prepare skilled, reflective educators who use scholarly knowledge, systematic inquiry and rigorous research in their professional practice. University leadership has made a strategic commitment to substantially enlarge and enrich the already extensive involvement of the College in lasting improvement of K-12 education in the Philadelphia school system and in related research and efforts of both local and national significance.

The Dean is responsible for academic, fiscal, and personnel matters within the College. S/He is expected to provide leadership for the College and to foster excellence in teaching, research, performance, and service to the Temple community and beyond.

The Dean will represent the College to external agencies and constituencies and actively participate in its fundraising initiatives. S/He will be expected to articulate a common vision that transcends individual disciplines and creates unity; lead the College in charting a strategic direction; and develop an aggressive strategy to garner the resources necessary to achieve its objectives. The Dean will demonstrate excellent management skills, commitment to the institution's values, and the ability to work collaboratively with a diverse group of faculty and fellow Deans. Candidates for Dean must have a track record of distinction in higher education or in the practice of one of the particular disciplines represented in the College of Education.

Nominations, or a letter of application accompanied by a curriculum vitae and a list of references, should be sent to:

Gerard F. Cattie, Jr.
Managing Director
The Diversified Search Companies
One Commerce Square
2005 Market Street, Suite 3300
Philadelphia, PA 19103
Gcattie@divsearch.com
(215) 568-8399 (fax)
(215) 656-3576 (phone)

For more information about Temple, please consult its website: www.temple.edu.

Temple University is strongly committed to Affirmative Action and Equal Opportunity and encourages qualified women and members of minority groups to apply.

Anticipated Vacancy

DIRECTOR OF INSTITUTIONAL RESEARCH

Hunter College seeks a proactive Director to take a lead position in the reorganization of its Institutional Research Office, which designs and conducts studies to inform College policy and decision-making. The work of this office is critical to the development and evaluation of Hunter's initiatives in academic areas, student life and enrollment management. The Director, who will also support and participate in college-wide outcomes assessment activities, will be a key member of Hunter's management team. Responsibilities include:

Create and conduct a research program of longitudinal studies, survey research, outcomes assessment and other policy studies as needed. Prepare analytic reports on research findings and their implications. Manage the creation and updating of large, longitudinal bases.

Manage all research design, data collection and analysis activities. Work with vice presidents, faculty and administrators on outcomes assessment. Supervise research staff.

QUALIFICATIONS: Expertise in statistical techniques from descriptives to multivariate; thorough understanding of research methods; expertise in using SPSS for creation and manipulation of large datasets, working with complex file structures and data analysis; proficiency in MS Windows and Windows-based software (e.g., word processing, spreadsheets); ability to work independently and learn quickly; excellent interpersonal, management and communication skills; graduate degree in a relevant social science discipline (e.g., Psychology, Educational Psychology, Sociology) is desirable. BA/BS required and at least eight (8) years of appropriate experience in the area in which his/her responsibility will lie.

SALARY: $52, 898 - $86, 619

APPLY: Resumes to: **Charles E. Hayes, Director of Human Resources - Hunter College, 695 Park Avenue, E1502 New York, NY 10021 Fax: 212-772-4329; E-mail:** charles.hayes@hunter.cuny.edu

Review of applications will begin on June 6th, 2002

HUNTER
CITY UNIVERSITY OF NEW YORK

Hunter College is an AA/EO/ADA employer and actively seeks applications from minorities and women for this position.

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pbcc

Associate Dean of Academic Affairs

Palm Beach Community College, Florida's first public community college, is a comprehensive two-year institution with four locations serving a large and diverse population in South Florida. We are a premier teaching and learning institution in a highly desirable place to live, and offer a competitive salary and an outstanding benefit package.

The Associate Dean reports to the Campus Dean and has direct supervision of the following programs: Business, Computer Science, Environmental Horticulture Technology, Health, Physical Education, Legal Assisting, Radiography, Respiratory Care, Science, Social Science and various high school dual enrollment programs.

Qualifications: Minimum of a Master's degree and three to five years of progressive administrative experience in higher education with a least two years as a Department Chair or comparable level required. Must have experience supervising faculty, developing academic programs, curriculum, and managing budget. Teaching experience required; demonstrated competency in the use of technology preferred.

Application Closing Date: June 7, 2002. An application package is required and must include a completed employment application and copies of all transcripts. Application packages which are not complete by the application closing date will not be forwarded to the screening committee. To apply for position, please submit resume and letter of intent to:

Office of Human Resources
Palm Beach Community College
4200 Congress Avenue
Lake Worth, FL 33461
Fax: 561-868-3131

Visit our website www.pbcc.cc.fl.us for information and employment application.

Palm Beach Community College is an Affirmative Action, Equal Opportunity, ADA Employer, committed to fostering a diverse academic community among its student body, faculty, and staff.

ST·OLAF
COLLEGE

VICE PRESIDENT FOR COLLEGE RELATIONS

The Vice President for College Relations is a senior officer of the college and reports directly to the President. The VPCR will extend, enhance, deepen, and establish St. Olaf's reputation as a leading liberal arts college of the Church. The VPCR manages all on-and off-campus constituency communications and promotion on behalf of the college and holds final authority for the college's promotional, marketing, and communications efforts; supervises the Division for College Relations; and teams with the other senior staff to effect the general promotion, marketing, and celebration of all aspects of the college and to manage the prudent use of the college's resources in the achievement of its mission.

The Vice President for College Relations has experience in the marketing and management of complex organizations, understands and appreciates a liberal arts college environment, and champions the mission of St. Olaf College, a liberal arts college, rooted in the Gospel, and incorporating a global perspective.

The appointment for this position will be made by **July 1, 2002**.

Applications should be sent to:

Office of the President
Attention: Carol Lysne
1520 St. Olaf Avenue
Northfield, MN 55057-1098
http://www.stolaf.edu/president/events.html

St. Olaf College is a residential, co-educational liberal arts college of the Lutheran Church (ELCA), with about 3000 students, located approximately 35 miles south of Minneapolis/St. Paul. St. Olaf is an affirmative action/equal opportunity employer and actively seeks diversity in its faculty, staff, and student population.

EDUCATION

The Riverside Community College District is located in Riverside, California, 60 miles east of Los Angeles and Southland beaches, near the San Bernardino mountain range and ski resorts, and within an hour's drive of desert resorts. Riverside Community College District has three campuses that serve the educational needs of students within a 450 square mile area. The current enrollment of 31,500 students is distributed at approximately 25% at Moreno Valley Campus, 25% at Norco Campus, and 50% at Riverside City Campus.

Riverside Community College District is seeking outstanding candidates for instructors in the positions of:

- **MUSIC INSTRUCTOR / ORCHESTRA CONDUCTOR**
  Deadline: May 31, 2002
- **AUTO TECHNOLOGY • DEAN OF EDUCATION**
  Deadline: June 7, 2002
- **EMERGENCY MEDICAL PROGRAM • MANUFACTURING**
  Deadline: June 14, 2002

A completed District application form, a cover letter, a current resume or vita, three current professional reference letters, legible copies of transcripts verifying college work and degrees, must be submitted to Human Resources by the deadline listed above – Postmarks Not Accepted!

Additional information and a required District application form can be downloaded from our Website: http://www.rccd.cc.ca.us or obtained by contacting RCCD Human Resources, 4800 Magnolia Avenue, Riverside, CA 92506, Phone: (909) 222-8588.

Education

Vacancy Announcement

New Jersey City University is a diverse University located in Jersey City, New Jersey. We offer over 40 Baccalaureate and Master degree programs and serve 10,000 students. The University offers a complete benefits package including health, dental, prescription and pension; tuition waivers; state of the art fitness center and paid vacations and holidays.

New Jersey City University is recruiting for the following positions:

- **Assistant Dean, College Of Arts & Sciences** (2 positions)
- **Assistant Dean, College Of Education**

NEW JERSEY CITY UNIVERSITY

For more details and/ or to apply online, visit our website at:
www.njcu.edu.
Click on Employment Opportunities.

New Jersey City University is an Equal Opportunity Employer

UNIVERSITY of VIRGINIA

REGIONAL DEVELOPMENT OFFICER

This position will manage the cultivation and solicitation of major gift prospects including the organization and management of regional volunteers within an assigned territory. This position requires three to five years of major gifts experience preferably with a research university or equivalent experience. A bachelor's degree is required and a master's degree or work experience in lieu of a master's degree is required. Desired qualifications include excellent verbal and written communication skills and the ability to travel frequently. Please send cover letter and resume with salary history to: **Yvonne W. Carter, Human Resources Director, University Development Office, University of Virginia, P.O. Box 400807, Charlottesville, VA 22904-4807.** Position will remain open until filled.

The University of Virginia is an Equal Opportunity /Affirmative Action Employer.

EDUCATION

SOLANO

Located half-way between San Francisco and Sacramento invites applications for:

TENURED TRACK
English, Electronics, Reading
Head Women's Volleyball Coach/ Physcial Education

PART-TIME FACULTY
Biology, English, Fire Technology, Learning Disability Specialist, Math, Nursing, Physical Education, Reading, Spanish, U.S. History

Contact: www.solano.cc.ca.us
or (707) 864-7129

EOE

DIRECTOR-GENERAL

ZAMORANO INSTITUTE

Founded in 1943, Zamorano is a leading tropical agriculture and environmental center of higher education in the Western Hemisphere. [Degrees are awarded in agricultural science and production, agribusiness, agroindustry, and socioeconomic development and environment]. With a professional staff of two hundred, an alumni of 5000, an annual income of about 20 million and endowments both in the US and Latin America, the Institution is looking to find only its 10th president in its sixty- year history. The essence of a Zamorano education is Pan Americanism, academic excellence, learning-by-doing, and character and leadership formation. A high percentage of Zamorano's 850 student body, drawn from twenty-three nations, return to their home countries following graduation. Zamorano leaders are found throughout Latin America in development, agribusiness, production agriculture, food technology, conservation, government, and academia.

The successful candidate will be an established educational, business, governmental, or NGO executive able to reconcile the need to consolidate the curriculum modernization accomplished in recent years with the need to set the agenda for the future. The candidate should possess fund-raising capability [and desire], ability to prioritize, and think strategically, persistence, charisma, and gravitas, ability to follow-through and delegate. The next Director will be someone able to demonstrate solid judgment and the ability to win the respect of alumni, faculty, Board, donors, and students.

Zamorano students receive eleven months of instruction a year for four years. A Zamorano education is values-based. Accordingly, Zamorano seeks someone who projects a strong work ethic, honesty, initiative, responsibility, punctuality, and accountability and can preside over a disciplined residential educational experience. Whether teaching, raising money, consulting with the faculty, or while informally involved with students and alumni, the next Director must understand and project what a Zamorano education means: Educating the whole person.

As part of its learning-by-doing academic program, Zamorano directly involves students in Outreach [extension, continuing education, and applied research]. Involvement in these programs both increases the quality of education and makes important direct contributions to poverty alleviation and socioeconomic well-being in the region. In addition, the Institution maintains collaborative relationships with such North American universities as Purdue, Cornell, University of Florida, PinTung University in Taiwan, CATIE, INCAE, and the Swiss College of Agriculture.

Fluency in Spanish and English is a requirement, the successful CEO being a traveling ambassador of Zamorano. An advanced degree in agriculture, conservation, economic development, international agribusiness management or a related degree is essential.

The Director reports to the Board of Trustees. Compensation is dependent on previous earnings, but likely to be in the $90,000 - $125,000 range. Generous benefits including frequent home leave, medical care, retirement, and housing provided. The campus is located in a rural area 40 KM from Tegucigalpa, Honduras. Candidates should expect 30% - 40% travel. Resumes are accepted through August 1, 2002, but the position is high priority and may be filled by July 1. Qualified candidates may expect an in-depth reference check.

Send resumes in English [include a comprehensive cover letter] via E-Mail to Zamorano's search consultant. Please give five [5] references, two being subordinate persons. Describe in your letter why this position fits your career plans, fund- raising and Board management experience, and something about your leadership style. [You will be notified shortly whether your candidacy will go forward].

Dick Irish
LEADERSHIP SEARCH
2674 Five Points Road
Marshall, Virginia 20115
Tel.: 540 364 4320
[No faxes, please]
E-Mail: leadershipsearch@erols.com

Web sites: **leadershipsearch.homestead.com**
or **www.Zamorano.edu.hn**

Hard-copy resumes and cover letters may also be mailed to above address. Phone calls welcomed.

1345

VICE PRESIDENT FOR DEVELOPMENT

AUBURN UNIVERSITY

Auburn, AL

Auburn University seeks a Vice President for Development to lead the university and its supporters in further advancing its comprehensive fundraising programs nationwide.

Founded in 1856, Auburn is one of the South's premier land-grant universities and is ranked among the top 50 public research institutions in the U.S. With an enrollment nearing 30,000, Auburn's two campuses in Auburn and Montgomery, the State capital, serve students from 50 states and over 100 foreign countries in programs that range from animal and dairy science to wireless networking. The university is organized into 12 colleges on the main campus and 5 colleges at Auburn University at Montgomery. With an endowment of $255 million, the university operates on an annual budget of $522 million. Additional information about Auburn University is available at **www.auburn.edu.**

The Vice President supervises a development staff of 50 who raise an average of $36 million annually. The capital campaign, launched in 1990 with a goal of $175 million was completed on schedule with a total exceeding $200 million. A new campaign is planned to begin in 2002 with a significantly larger goal than the last campaign. Auburn enjoys the support of almost 165,000 alumni who are organized in 126 chapters throughout the world. With 35% of its graduates as active members of the Alumni Association, Auburn has one of the highest rates of alumni participation in the nation.

Leading candidates must have 10 years of progressively responsible administrative experience in development and fundraising with a strong background in planning and executing capital campaigns, managing professional staff, and soliciting major gifts. A bachelor's degree is required; an advanced degree is preferred. Appropriate experience and performance can be rewarded with superior compensation. Application screening will begin upon receipt and continue until position is filled. The proposed start date for the position is September 2002.

Auburn University is an Affirmative Action/Equal Opportunity Employer
Women and Minorities are Encouraged to Apply

Korn/Ferry International invites nominations and confidential inquiries. Applications, which should include a resume and letter explaining relevant experience, should be directed to:

John Kuhnle, Managing Director
Korn/Ferry International
900 19th St., NW, Suite 800
Washington, DC 20006
Fax: 202/318-4475
E-Mail (preferred): maryann.herbst@kornferry.com

Education

Intercultural Development Coordinator

Lafayette College is an independent, highly selective, coeducational institution of approximately 2,000 undergraduate students.

The **Intercultural Development Coordinator** is a community development educator who assists with the management, development, and implementation of multicultural programming and education. Specific responsibilities include: providing leadership to student organizations; maintenance of the web site; development of programs that enhance cultural diversity; assisting with exhibits and other special functions; assisting with college-wide recruitment and retention efforts; establishing and maintaining connections with community agencies; providing counseling to students; assisting the housing process; and supporting student residence projects.

Bachelor's degree and the ability to work some evening and weekend hours required. Master's degree, programming experience, training and development in multiculturalism and diversity desired. This position offers a furnished apartment, full meal plan and an excellent benefits package for candidates who choose to reside on campus. Re-appointment will be considered at the end of the initial 10-month appointment.

Interested candidates should submit a letter of interest, resume and three letters of reference to: **Carrie L. Spell, Assistant Dean of Students/ Director of Intercultural Development, Lafayette College, Easton, PA 18042.** The College is an Equal Employment Opportunity employer and encourages applications from women and minorities.

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Master's degree in communication, speech, or a related discipline and experience teaching courses in introductory communication theory/skills and oral communication in the workplace required. Send letter of application, resume, and a completed application (call 517/483-9753 to obtain form) to: **8041 - Human Resources, Lansing Community College, PO Box 40010, Lansing, MI 48901-7210.**

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NOVUM COLLEGIUM FLORIDAE MCMLX

New College of Florida

PRESIDENT

The Search Committee for President of New College of Florida invites inquiries, nominations and applications for the presidency of one of America's most innovative and highly selective liberal arts colleges. We are seeking an exceptional person for an exceptional college in an exceptional location.

New College is the public honors college of the State University System of Florida. The president, who will take office in June 2003, will lead the process of shaping the future of New College by establishing academic, administrative and budgetary policy as the College becomes independent following 26 years as part of the University of South Florida (USF). New College is located on the shores of Sarasota Bay. Sarasota's enviable combination of lifestyle, quality education, rich cultural resources and affordability has earned national praise; *Money* magazine has ranked Sarasota among the top seven places to live in the United States, and described it as the nation's "Best Small City."

The president of New College will work with members of the College community as well as with corporate and community leaders and public officials in shaping the College's future. He or she will lead the College in fulfilling its goals of providing a quality education to students of high ability, pursuing educational innovation, providing programs that allow students to design their educational experience in accordance with their individual interests, and challenging undergraduates to extend the frontiers of knowledge through original research. This is a unique opportunity for a candidate who has strong academic credentials and leadership ability.

Please visit the website at **www.ncf.edu** to learn more about New College of Florida and the expectations for the position. To make a nomination, submit an application, or obtain more information about the position before deciding to become a candidate, please contact **Dr. Jean Dowdall, vice president, A.T.Kearney Executive Search (703 739-4761, or jean.dowdall@atkearney.com) or her associate, Rob Carney (703 739-4635 or rob.carney@atkearney.com).** Searches in public institutions in Florida are covered by policies regarding "government in the sunshine" and public records laws. All materials transmitted to the Search Committee or to the consultants are public records and may be available to the public. Nominations or applications may also be submitted to **Lt. General Rolland V. Heiser, Chair, Presidential Search Committee, 5700 Tamiami Trail, Robertson Hall, Sarasota FL 34243; lblake@sar.usf.edu.** Electronic submission of materials as MSWord attachments is strongly encouraged; candidates will be notified if hard copy is also needed.

Candidates should submit a cover letter describing their interest in and qualifications for the position, a curriculum vitae, and the names and contact information for at least five references. For fullest consideration, materials should be received by June 30, 2002, although the position will remain open until it is filled.

New College of Florida is committed to the principle of equal employment opportunity. Consistent with law and its respect for personal dignity, the College does not discriminate between applicants for employment based on race, color, national origin, religion, age, disability, sex or marital or veteran status.

AMHERST
COLLEGE

ASSOCIATE DIRECTOR OF HUMAN RESOURCES

Amherst College invites applications for the position of Associate Director of Human Resources. Reporting to the Director of Human Resources, the Associate is responsible for coordination of the Human Resources office operations, administration of non-faculty wage and salary programs, performance evaluations, employee relations and non-faculty recruitment. Will also conduct and coordinate staff training and development programs, supervise five employees and perform other administrative duties related to the College's human resources functions.

Bachelors Degree with concentration in Human Resources management plus a minimum of five to eight years experience in compensation, training and employee relations. The successful candidate must have excellent verbal and written communications skills as well as competence in computer technology. The department has recently converted to Datatel, an integrated software system. Excellent managerial skills required.

Amherst College, a private coeducational liberal arts college of approximately 1650 students, 165 faculty and 550 staff employees is located in the Connecticut River Valley in Amherst, MA, and participates with Hampshire, Mount Holyoke, and Smith Colleges and the University of Massachusetts in the Five College Consortium.

Candidates should submit a letter of application and resume including the names of at least three professional references to: **Amherst College, Office of Human Resources, PO Box 5000, Amherst, MA 01002-5000.**

Review of applications will begin July 8, 2002 and be accepted until the position is filled. Amherst College provides a comprehensive benefit plan and an excellent paid leave policy.

Amherst College is an Equal Opportunity/Affirmative Action employer and encourages women, minorities and persons with disabilities to apply.

THE STATE UNIVERSITY OF NEW JERSEY
RUTGERS

President

Rutgers University invites nominations and applications for the position of President. The Presidential Search Committee seeks a recognized and visionary leader with demonstrated commitment to excellence in undergraduate and graduate education; distinguished scholarship and research; proven administrative and fundraising abilities; and the capacity to work effectively with internal and external constituencies.

One of America's leading AAU public research universities, Rutgers is poised for international preeminence. With historic roots as a colonial college (chartered in 1766) and land-grant institution, Rutgers was designated as New Jersey's state university in 1956. It fulfills a three-part mission of instruction, research, and service, and is committed to providing the best undergraduate, graduate, and professional education to a diverse and talented student body of approximately 50,000. The University has 29 degree-granting colleges and schools and 10,000 faculty and staff located on three campuses in Camden, Newark and New Brunswick. The University is committed to supporting superb scholarship and research, and to working closely with private and public sectors to increase the economic and cultural vitality of its host cities, the state and nation.

We are being assisted in this search by the Education Practice of A.T. Kearney, Inc. Nominations and expressions of interest should be submitted, in total confidence, to:

Shelly Weiss Storbeck, Managing Director
A.T. Kearney Education Practice
333 John Carlyle Street,
Alexandria, VA 22314
Telephone: 703-739-4613;
Fax: 703-518-1782
E-mail may be addressed to shelly.storbeck@atkearney.com.

The committee will conduct its screening process during the summer of 2002. For best consideration, please submit materials no later than June 30, 2002. Electronic submissions are particularly encouraged.

Rutgers is a non-discriminatory, affirmative action employer.

Further information about Rutgers, The State University of New Jersey can be found on the website:
www.rutgers.edu.

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HISPANIC OUTLOOK 2002 RATE CARD

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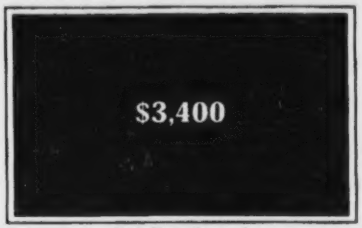

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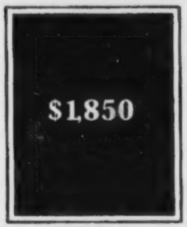

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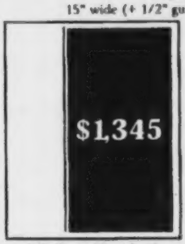

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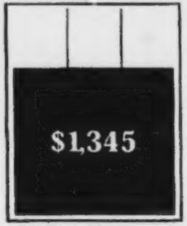

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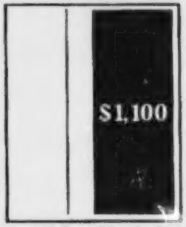

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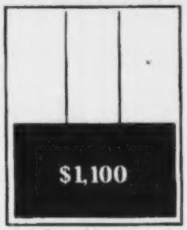

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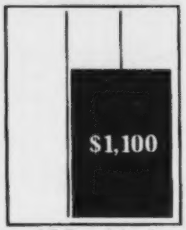

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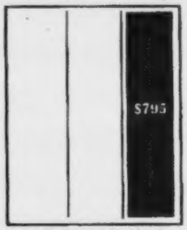

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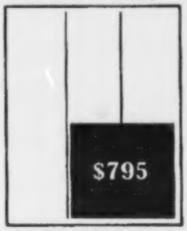

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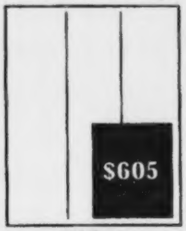

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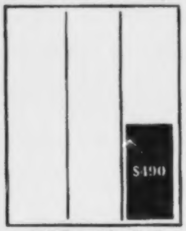

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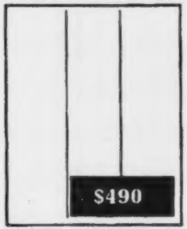

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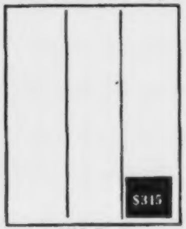

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TRIM SIZE: 8.375"w X 10.875"d
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Space reservations are suggested to assure placement in the issue of your choice. Advertisers with space reservations will receive priority over others sending materials received by the closing date. **No cancellations or changes will be accepted after closing dates.** Refer to schedule for deadlines.

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July 15	June 25	
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August 12	July 23	**The Arts Issue**
August 26	Aug. 6	
September 9	Aug. 20	
September 23	Sept. 3	**Volume 12 Editorial Index**

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HO's readership is primarily composed of progressive decision-makers in academia and in public and private sectors. As educators and administrators, they represent higher education's most dynamic thinkers. As executives in public or private enterprise, they signify a broadening interest and desire to diversify the workplace. As counselors and professionals in community-based organizations, they are influential advisors to students on career development and other areas of service. *HO*'s readers value multiculturalism and its significance in a global economy. The publication's circulation is **28,000**.

In addition to the primary circulation, *HO* is distributed at major educational meetings and conferences and government agencies and is mailed to community-based groups.

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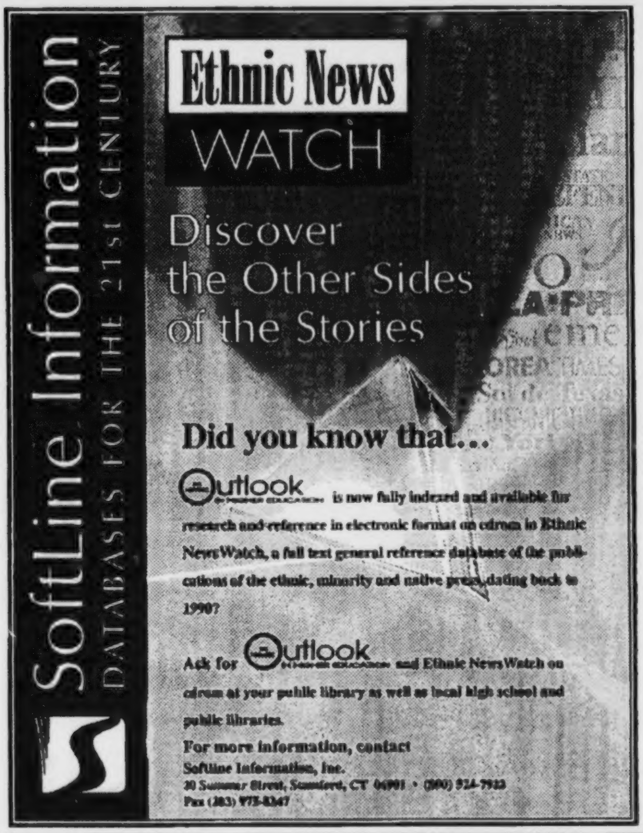
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¡PUNTO FINAL!

MEXICO "GROUND ZERO"

Alberto Huerta, associate professor in the Department of Modern & Classical Languages, University of San Francisco, teaches Indigenous America, Hispanic/Latino Experience in California and the West, Invisible America, and Poetry in San Francisco.

These are three stories in sepia–very much like those 19th-century family portraits that express courage and hope–three vignettes of the ordinary Mexican citizen in the aftermath of 9/11. Each was shared with me on a trip to Mexico.

Abraham's grandparents left war-torn Lebanon and made their fortune in Mexico City. Abraham was privileged and attended the Universidad Ibero-Americana, whose alumni include President Vicente Fox. After graduation, Abraham became the salesperson for heavy industrial machinery from the United States to Mexico. He married a beautiful *güera* from one of Guadalajara's oldest families, and dreamed of transforming Mexico into a self-sufficient industrial nation by purchasing U.S. machinery. He and his bride also had a dream to go to New York.

When the opportunity appeared, they seized the October promotional package for "The Big Apple." Then, 9/11 came. They hesitated. Fear gripped them. They found themselves in a dilemma. Finally, they decided to go. They were very nervous when they arrived at New York's Kennedy Airport. A limo waited for them. Excited, Abraham's wife Patti immediately pulled out the video camera and filmed the handsome car, including the license plates. Patti had put all their cash into her jeans, but the legal documents, airline tickets, and credit cards were in her purse. When they reached their midtown hotel, Patti discovered in horror that she had left her purse in the limo.

They went to the precinct station, where Officer Stevens of the NYPD was very understanding. He asked the distraught couple to make a list of the purse's contents. The video helped. It had recorded the license plates of the limo. Officer Stevens told them not to worry. They would have everything by the afternoon. True to his word, Officer Stevens came to their hotel with the items listed, and with a note from the taxi driver, who happened to be Arab American: "A brother does not steal from a brother. A brother does not hurt a brother." Abraham and Patti's experience of "Ground Zero" was a rewarding and surprisingly happy one.

Ricardo is a young boxer from a mountain town in Nayarit. One day a street scrapper, a Chinese kick-boxer who had married a Mexican, saw Ricardo fighting in the street and offered him the opportunity to get out of poverty. Ricardo had become an orphan over night. His father was gunned down in a business deal gone sour four years ago. His mother died from an appendicitis attack a month before Christmas. She lived too far into the mountains for medical assistance. Ricardo said with a Mexican fatalistic and stoical attitude, "She bore the pain for five days before dying." He promised his mother on her deathbed that he would win for her. He has won all of his fights in Mexico. His last fight was in the United States. He dreams of winning his Golden Gloves in San Francisco one day. And because an athletic U.S. visa is possible for him, he dreams of fighting in Madison Square Garden like his American and Mexican boxing heroes. Asked if he is afraid of going to New York, he stared me right in the eye, saying, "A boxer is a modern-day gladiator who must never fear terror–or the unknown." For him, "Ground Zero" is an invitation to overcome, to reach beyond poverty and misdirected aggression.

Marco Antonio likes to dress like a Mexican *vaquero*, or cowboy. Tall and lean, he wears boots, Mexican *charro* shirts, and a straw sombrero. He likes to think of himself as "a Mexican Clint Eastwood." Up until six months ago, he had worked for five years in California, mostly in construction. His life was simple in the U.S.: work hard and send his mother $200 every two weeks. After work, he and his roommates would "kick it," and watch sports television stations and drink beer. After 9/11, it was discovered that his documents were irregular. He was downsized. With no work, he returned to Mexico. His mother says to him, "You were doing more good for me in the U.S. than here. If you go back, you can save enough to build a room for yourself in the house." Marco Antonio knows it is more difficult now to go the United States, something not easily explained to his aging mother. He is 25, and wonders why he ever went back to Mexico. 9/11 changed his plans.

"Ground Zero" has affected many Mexicans. These three stories of an entrepreneur, a boxer and a *vaquero* are just a few of them.

If interested in submitting a ¡Punto Final! "think piece," please e-mail us at sloutlook@aol.com for guidelines.

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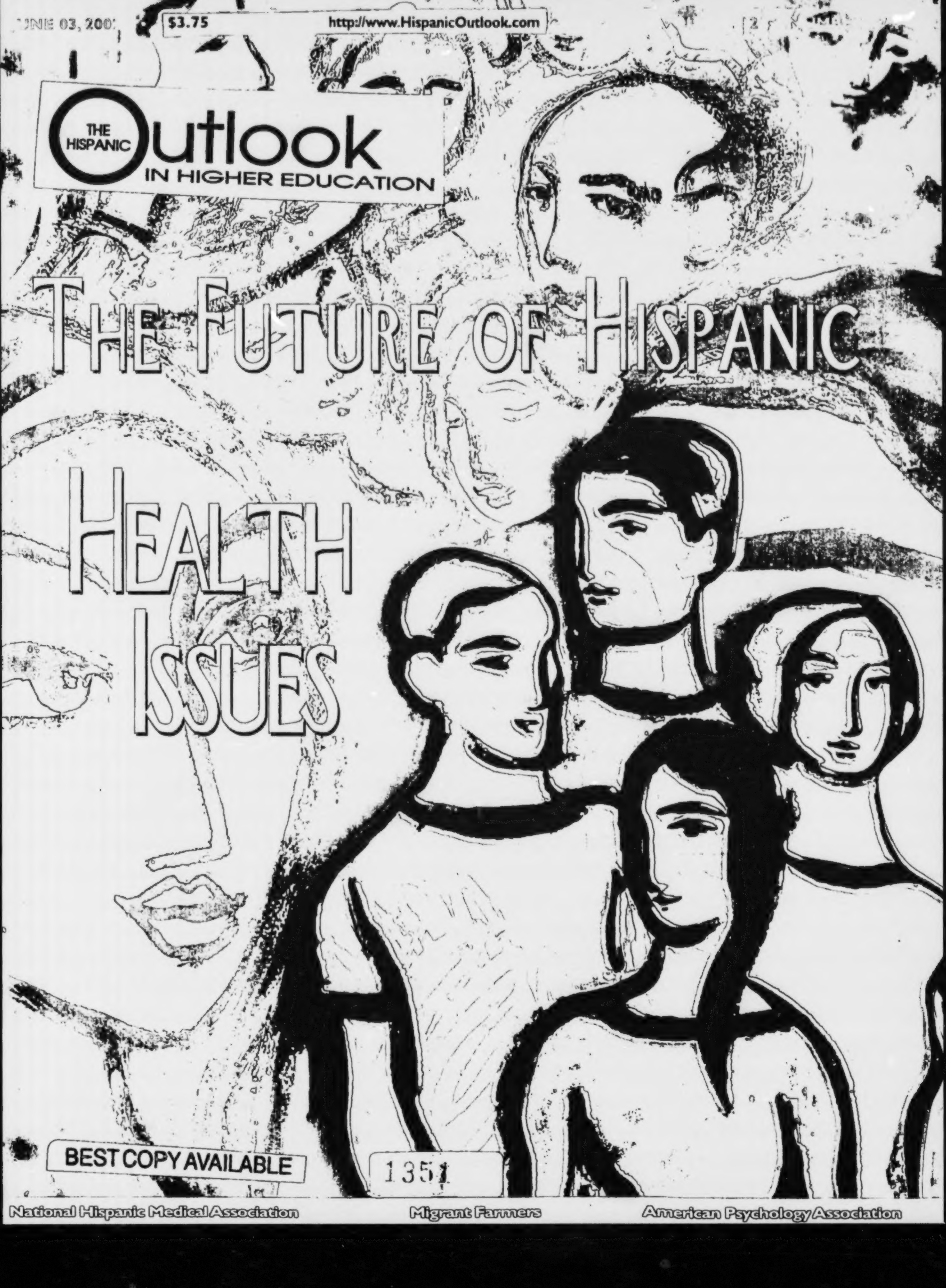

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Responsibilities: Contribute to the planning and implementation of a program of research & development across a broad range of applied measurement issues. Conduct research & development on the diagnosis of academic skills and instructional needs. **Requirements:** Doctoral degree in psychology or applied measurement that includes a strong background in special education; documented interest in research, specifically on the topic of assessing examinees with disabilities. Interest in test validity and fairness issues is especially welcomed. Experience in the area of cognitive psychology is very desirable.

Reading Assessment

Responsibilities: Contribute to the planning and implementation of a program of research and development across a broad range of applied measurement issues that are critical to the development of assessments that are both diagnostic and instructional. Conduct research in the area of acquisition of reading skills and the assessment of these skills. **Requirements:** Doctoral degree in psychology or applied measurement that includes a strong background in reading theory; documented interest in research, specifically on the topic of the acquisition of reading skills. An interest in test validity and fairness issues is especially welcomed. Experience in the area of cognitive psychology is very desirable.

Mathematics Assessment

Responsibilities: Contribute to the planning and implementation of a program of research and development across a broad range of applied measurement issues that are critical to the development of assessments that are both diagnostic and instructional. Conduct research in the area of acquisition of mathematics skills and the assessment of these skills. **Requirements:** Doctoral degree in psychology or applied measurement that includes a strong background in mathematics education. Documented interest in research, specifically on the topic of the acquisition of mathematics skills. An interest in test validity and fairness issues is especially welcomed. Experience in the area of cognitive psychology is very desirable.

Language Assessment

Responsibilities: Develop and validate new kinds of measures, investigate new assessment capabilities, and conduct studies of the role of English Language Assessment (ELA) in classroom contexts. Develop and implement a comprehensive long-term research agenda in ELA. **Requirements:** Doctoral degree in applied linguistics or an allied field, with an emphasis on the assessment of language proficiency. Documented interest in research, specifically on the topic of measuring language proficiency, and expertise in either quantitative or qualitative research methods.

New Constructs

Responsibilities: Conduct research in the area of cognitive, personality, and attitudinal factors such as learning ability, critical reasoning in context, creativity, motivation, teamwork, leadership, practical & emotional intelligence, metacognition, and others. **Requirements:** Doctoral degree in any of a number of areas in psychology, including personality, cognitive, differential, social, educational, counseling, industrial-organizational, or a closely related area. Candidates who lean toward being generalists rather than specialists are encouraged.

Cognitive Aging

Responsibilities: Document changes in cognitive, personality, and attitudinal factors over the life span (e.g., learning ability, critical reasoning in context, creativity, motivation, teamwork, leadership, practical and emotional intelligence, metacognition, and others). Research may be linked to major ETS projects in lifelong learning and adult literacy. This is an exciting chance to launch a research program from the ground up, with an opportunity to connect to other areas of research in cognition, personality, and psychometrics going on at ETS. **Requirements:** Doctoral degree in any of a number of areas in psychology, including cognitive, developmental, differential, social, personality, or educational psychology, adult education, or a closely related area. Candidates who lean toward being generalists, as well as specialists in aging literature, are encouraged. A strong interest in the cognitive aging field as evidenced by publications or a dissertation in this area is very desirable.

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Teaching and Learning Research Center

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LETTERS TO THE EDITOR: **Commentaries or Questions should be addressed to:**
The Hispanic Outlook in Higher Education
210 Route 4 East, Suite 310
Paramus, NJ 07652
All correspondence should include author's full name, address, and phone number.

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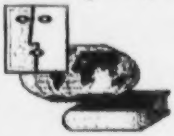

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¡PUNTO FINAL! back cover

The RH Factor: A Key to Latino Student Success

Cover Photo Courtesy of The Henry J. Kaiser Family Foundation

Esquina Editorial

Nuestra Salud

The sciences, particularly careers in health science, offer Latinos infinite opportunities for advancement. With our burgeoning population, not only should it be expected that we will see more Hispanic surnames on office shingles for physicians, therapists, dentists, ophthalmologists, radiologists, endocrinologists, medical researchers and so on, but the need to serve this community is far greater.

This issue speaks to a variety of health-related themes concerning Hispanics. One story brings up a familiar topic–the shortage of Hispanic nursing professionals–and how a number of nursing organizations have pooled resources to accelerate recruitment efforts.

Another feature introduces psychology as an emerging field of study and profession for Latinos. An article about St. Joseph's Children's Hospital shares insights from five Latino doctors who demonstrate how pediatric medicine is another viable choice for Hispanics interested in a medical career. Then there is the story of migrant farmers in the U.S., many of whom are at risk of suffering health problems due to the unavailability or unaffordability of health care.

HO also profiles the National Hispanic Medical Association and its founder, Elena Ríos, who has been inspirational in moving forward the Association's agenda in an effort to serve as a growing resource for policymakers and healthcare providers.

So what does all this mean? There's a demand in health care and properly credentialed Latinos can supply. According to the U.S. Department of Labor's *Occupational Outlook Quarterly* (Winter 2001-02), in 2000, occupations usually requiring postsecondary education from vocational training to first-professional degrees, made up about 28 percent of all jobs, and occupations usually requiring a bachelor's or higher degree are expected to contribute about 6.5 million new jobs by 2010. Furthermore, most employment growth in this category is projected to be among postsecondary teachers, lawyers, and physicians and surgeons, and other health careers.

Tomen nota.

Alejandra

Letters To HO

Ed. note: Reader Venus Ginés recently wrote us, expressing disappointment over the continued use of the "Hispanic" term among our own, preferring, in its place, the term "Hispanic/Latino."

Dear *HO*,

Venus Ginés errs when she insists on using the term "Latino" to describe our people unless she also wishes to include the other groups whose languages are derived from Latin. As any member of the Phi Sigma Iota Romance Language Honorary Society knows, the five-pointed star from latin represents the languages of Italian, Spanish, French, Portuguese, and Romanian, which are derived from latin. All of these language speakers are "latinos." The term we have used for the descendants of the "peninsulares" or, more colorfully, "gachupines," has always been "hispano" since back in the days of "la colonia"; if we want to include our "primos" in the hemisphere, i.e. the Quebequois in Canada, the Haitians, the Cajuns, the Brazilians, the residents of Martinique, etc., then we can use "latino." The term I use many times because it is more descriptive of the bloodlines of our people in New Mexico is the term used by the person on the cover article and picture of this (April 22, 2002) edition, Reies López Tijerina, "indohispano." Nevertheless, despite my mini-treatise, I am sure the argument over "*¿Quién soy?*" will continue long after I have shuffled off this mortal coil just as it existed long before I ever came on the scene.

Sin otro particular del momento, quedo su Atento y Seguro Servidor.

Atentamente,
Juan José Peña, B.A., M.A., Ph.D. candidate,
United States Courts Certified Interpreter,
New Mexico State Courts Certified Interpreter
Albuquerque, N.M.

A CAPITOL VIEW

HIV/AIDS among Hispanics in the U.S.

BY GUSTAVO A. MELLANDER

HIV/AIDS, the horrific 21st century plague, is still with us. Its devastation has been widespread and it doesn't play favorites. We are all vulnerable: straight or gay, drug addicted or not, male or female, young or old. The good news is that it is usually preventable.

Historical Trends

The United States' large and growing Hispanic population is heavily affected by the HIV/AIDS epidemics. In 1999, Hispanics represented 13 percent of the U.S. population (including residents of Puerto Rico), but accounted for 19 percent of the total number of new U.S. AIDS cases reported that year (9,021 of 46,400 cases).

The AIDS incidence rate per 100,000 population (the number of new cases of a disease that occur during a specific time period) among Hispanics in 1999 was 25.6, nearly three times the rate for Whites (7.6) but lower than the rate for African Americans (66.0).

Between 1992 and 1998, the number of persons living with AIDS increased in all groups, as a result of the 1993 expanded AIDS case definition and, more recently, improved survival among those who have benefited from the new combination drug therapies. During that six-year period, the characteristics of persons living with AIDS were changing, reflecting an expansion of the epidemic, particularly in minority populations.

In 1992, 17 percent of those estimated to be living with AIDS were Hispanic, while in 1998, 19 percent were Hispanic. In comparison, non-Hispanic Whites represented 49 percent of people estimated to be living with AIDS in 1992, but only 39 percent in 1998.

Gender Differences

Cumulatively, males account for the largest proportion (81 percent) of AIDS cases reported among Hispanics in the United States, although the proportion of cases among women is rising. Women represent 19 percent of cumulative AIDS cases among Hispanics, but account for 22 percent of cases reported in 1999 alone. Fifty-seven percent of Hispanics reported with AIDS in 1999 were born in the U.S.; of those, 43 percent were born in Puerto Rico.

From the beginning of the epidemic through December 1999, 107,867 Hispanic men have been reported with AIDS in the United States. Of these cases, men who have sex with men represent 43 percent, injection drug users account for 36 percent, and 6 percent of cases were due to heterosexual contact. About 7 percent of cases were among Hispanic men who both had sex with men and injected drugs. Among men born in Puerto Rico, however, injection drug use accounts for a significantly higher proportion of cases than male-male sex.

For adult and adolescent Hispanic women, heterosexual contact accounts for the largest proportion (47 percent) of cumulative AIDS cases, most of which are linked to sex with an injection drug user. Injection drug use accounts for an additional 40 percent of AIDS cases among U.S. Hispanic women.

Better Prevention for Hispanics

As all readers of this column know, Hispanics in the United States include a diverse mixture of ethnic groups and cultures. HIV exposure risks for U.S.-born Hispanics and Hispanics born in other countries vary greatly. Therefore, there is a need for specifically targeted prevention efforts.

While race and ethnicity alone are not risk factors for HIV infection, underlying social and economic conditions (such as language or cultural diversity, higher rates of poverty and substance abuse, or limited access to health care) may increase the risk of infection in some Hispanic American communities.

Transmission related to substance abuse continues to be a significant problem among Hispanics living in the U.S., especially among those of Puerto Rican origin. Studies of HIV prevalence among patients in drug treatment centers find the rates of HIV infection among Hispanics to be significantly higher in some regions of the country, particularly the Northeast and Midwest.

Comprehensive programs for drug users should, it is suggested, provide the information, skills, and support necessary to reduce both injection-related and sexual risks. In addition, HIV prevention and treatment, substance abuse prevention, and sexually transmitted disease treatment and prevention services must be better integrated to take advantage of the multiple opportunities for intervention.

Successful Interventions

It is suggested that prevention messages must be carefully tailored to the affected communities. For instance, Hispanic populations need interventions that (1) are consistent with their values and beliefs and (2) include skills-building activities to facilitate changes in sexual behavior. Further, because the HIV/AIDS epidemic among U.S. Hispanics reflects to a large extent the exposure modes and cultural modes of the individuals' birthplaces, an understanding of these behaviors and differences is important in developing targeted prevention efforts.

To develop that point further, some high-risk behaviors associated with drug abuse (such as use of shooting galleries) may be more predominant among Puerto Rico-born Hispanics than among other Hispanics. Therefore, for these populations, prevention strategies should emphasize (1) preventing and treating substance abuse and (2) decreasing needle sharing and the use of shooting galleries.

For Hispanics born in Mexico, Cuba, and Central and South America, Communicable Disease Center data indicate that male-male sex is the primary mode of HIV transmission. Messages targeted to these populations must be based on an understanding of their cultural attitudes toward homosexuality and bisexuality, which may be different from those of other populations at high risk for infection.

For more information contact:
CDC National Prevention Information Network: P.O. Box 6003,
Rockville, MD 20849-6003,
1-800-458-5231

Dr. Mellander is a professor at George Mason University.

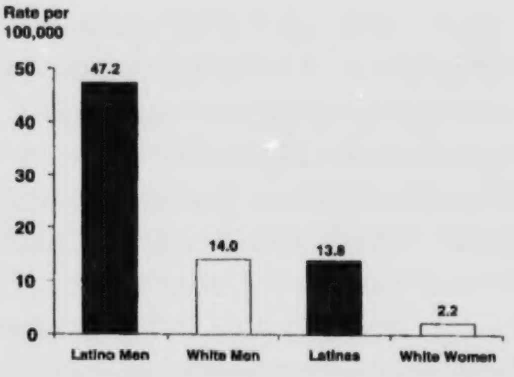
Latinos At Risk of HIV/AIDS

by Pat Hanson

AIDS has been with us for more than 20 years. Forty million people have full blown AIDS globally, with 940,000 cases in the United States, and an estimated 10 times that amount infected with the HIV virus and able to pass it on. Once thought to affect mainly homosexual men and intravenous drug users, today 20 percent of the cases occur in women in this country, a majority of those heterosexually transmitted.

Since the beginning of the epidemic, and to a startlingly greater extent recently, Latinos living in the U.S. have been disproportionately affected by HIV/AIDS. Although they represent 13 percent of the population, they account for 19 percent of AIDS cases reported in 2000: four times more than the AIDS case rate per 100,000 for Whites. One out of five people living with AIDS in this country is Latino.

AIDS Case Rates per 100,000 Population Among Latinos Compared to Whites, by Gender, 2000



Note: Includes reported cases among those 13 years of age and older. White groups do not include those of Hispanic origin.

Source: Centers for Disease Control and Prevention, *HIV/AIDS Surveillance Report, Year End Edition 2000*, Vol. 12, No. 2

Hispanic women have an AIDS case rate more than six times the rate for White women. The fastest growing risk group for HIV is women who contract it heterosexually. Each year since 1990, Latinas have been a progressively increasing share of new reported cases, growing from 15 percent of new HIV infections in 1990 to 23 percent in the year 2000.

During the 1990s, important new advances in the treatment of HIV infection, particularly the advent of antiretroviral drugs, coupled with prevention efforts, led to a decline in the number of new AIDS cases for all racial and ethnic groups, but the decline was not even. AIDS cases among Latinos declined by 56 percent between 1993 and 2000, compared to 72 percent among Whites. Deaths also declined during this period; however, deaths among Latinos with AIDS declined by 61 percent as compared to a 77 percent decline for Whites.

The impact of the AIDS epidemic on Latinos is not uniformly distributed across the country. Case rates among Latinos are highest in the Northeast, with 12 states, the District of Columbia, and Puerto Rico having Latino AIDS case rates greater than the U.S. average. But new figures just released from the California/Tijuana border could change that picture dramatically. Rates of infection from HIV in gay and bisexual men are five times higher than in comparable U.S. cities and men in San Diego and Tijuana were more likely to report that they had engaged in risky sex with women (Perlman, 2002).

"The problem is particularly difficult for migrant farmworkers," bemoaned Kurt Organista, of UC Berkeley's School of Social Work, one of the few researchers who conduct intimate interviews with farm workers. . . . "[S]o many men are arriving in a new culture, living among men, that even if they are not gay, they have left wives and girlfriends back in Mexico, and with high levels of drinking, cadres of sex workers following men in the fields, when drunk at night many turn to sex workers or even risky sex with other men."

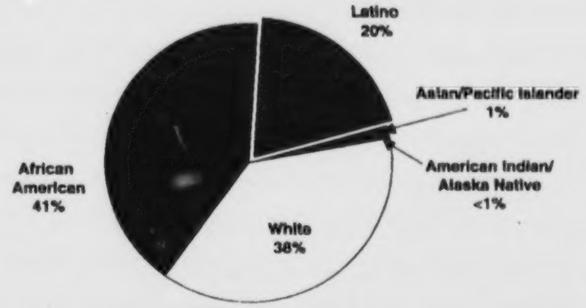
Why is this happening? Aren't HIV prevention efforts working for Latinos?

Few among us can deny they know this life threatening disease is preventable by avoiding unprotected sex and sharing needles. Yet people, especially in Latino communities, continue to practice these behaviors. Why?

In addition to economic disadvantage, language, lack of basic information, and denial of the need to prevent AIDS in their communities, many barriers HIV prevention have been documented to among Latinos. They include conservative cultural values, homophobia, strong traditional gender norms, and a double standard surrounding marriage, with high rates of infidelity and multiple partners. Latinos are more likely than English-speaking men to withhold their HIV-positive status or their sexual orientation from their family members and partners (Mason, et al. 1995; Marin & Gómez, 1999).

Many studies have documented low levels of condom use among Latinas, citing these barriers: inability to get condoms, discomfort and lack of skills

Distribution of People Living with AIDS, by Race/Ethnicity, 1999



Estimated Total= 317,368

Note: White, African American, Asian/Pacific Islander, and American Indian/Alaska Native groups do not include those of Hispanic origin; represents persons estimated to be living with AIDS as of the end of 1999.

Source: Centers for Disease Control and Prevention, *HIV/AIDS Surveillance Report, Year End Edition 2000*, Vol. 12, No. 2.

in discussing condoms with partners, not thinking about condoms when high, belief that a partner did not have AIDS, and plain dislike of condoms (Marin et al. 1993). Culturally specific beliefs and practices such as machismo and negative attitudes toward condoms suggest that violence and coercion may be common encounters for Latinas with their sex partners (Gómez, 1999). Fear of their partner's reaction has kept many women from changing high-risk behaviors (Marin et al. 1999). Eighty-five percent of participants in a study conducted by Peragallo et al. (1998) stated they used condoms less than 50 percent of the time.

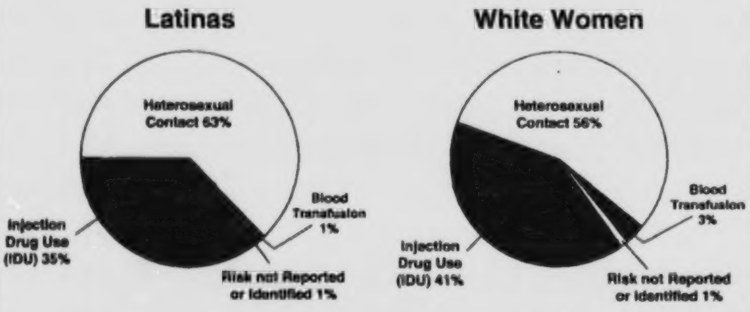
The author of this article conducted 10 confidential in-depth focus groups with Latina women and male farmworkers in Monterey County, Calif. In each, participants drew pictures of what 'people like them' might be thinking and feeling inside but not telling anyone when engaging in risk behaviors for AIDS. (See Sketches pages 11 and 12). Very few of them exhibited shyness during the group interviews. Most participated actively and were extremely receptive to groups such as these that promote AIDS awareness. Latinas claimed ignorance or embarrassment were the reasons for many of their risk behaviors.

Vivid images emerged from their projective drawings of risk behaviors. Needing men for money, marital infidelity, Latino negativity toward condoms, prostitution, ignorance of basic information, and an inability to tell their friends about health risks were recurring themes. A few women in each group revealed frustration with traditional cultural values regarding marriage and economic dependence of women on men, with the majority accepting the status quo. Economic reasons for remaining with traditional cultural values was a recurrent theme.

When probed about condom use, several denied that the Catholic Church was the reason for their not using them; most agreed their partners did not like them (Hanson, 2000).

So, given the difficulties, where are the promising new programs?

Estimated AIDS Cases Among Latinas and White Women, by Exposure Category, 1999



Total = 1,799 **Total = 1,746**

Note: Includes estimated cases diagnosed among those 13 years of age and older, after the reclassification of cases where cause for exposure was not reported or identified; Whites do not include those of Hispanic origin.

Source: Centers for Disease Control and Prevention, *HIV/AIDS Surveillance Report, Year End Edition 2000*, Vol. 12, No. 2.

New programs are taking cultural characteristics such as *familismo*–the importance of the family unit as a source of support, *simpatía*–the importance of polite social relations that shun assertiveness, and *personalismo*–the preference for relationships valuing familiarity and warmth, into account to help Latinos break the silence about sexuality in their communities, and address the factors that can improve their sexual health.

"Every time it gets transmitted is a time for prevention, why not do it now?"

Kurt Organista continued, "Working with women to address the power differential in sexual relationships simply must happen. In most cases, Latinas don't orchestrate the encounters. We need female-focused interventions led by Chicanas that understand the double bind they are in and can 'hook' them by appealing to strong cultural values about motherhood, appealing to them not to pass it on to their children. This will have more power than getting them to protect themselves. Teaching Latinas to be sexually assertive, and to weather negative reaction...that's a very difficult thing."

Finally, broad-based media campaigns bringing awareness to sexual health as a vital issue have begun. Jerry Rivera (http://www.jerryrivera.com), the salsa star, has been involved in CDC's HIV prevention campaign targeting Latino youth.

An innovative yearlong public information campaign uses radio, television, and the Internet. "In spite of being a very, very sensitive issue in Latino communities, they ranked HIV/AIDS as their top personal concern in our market research," said Julia Davis, program officer of the Kaiser Family Foundation's new public education campaign to raise awareness of sexually transmitted diseases and HIV/AIDS. "This is a very complicated issue and can not be addressed with one approach."

Kaiser's multimedia campaign began in December 2001, and is run through Univision, the leading Spanish-language television network, reaching 92 percent of Hispanic households. Christina Saralegui, top-rated TV talk show host, has lent her support to the campaign. She promotes *Enterate*, her

Facts **Fact Sheet**

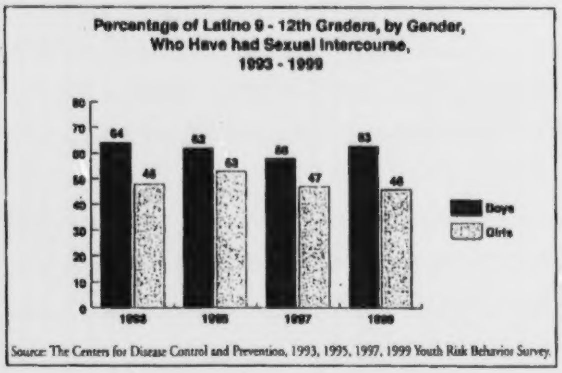
Sexual Health of Young Latinos in the U.S.

Today, close to half of Latino[1] high school students in the U.S. are sexually active, a rate comparable to that among youth overall.[2] Teen pregnancy rates, while declining, remain high among Latinos.[3] HIV/AIDS has also disproportionately impacted the population. Latino teens now account for approximately 20 percent of reported AIDS cases among their age group, while representing 14 percent of the population.[4] Rates for other even more prevalent sexually transmitted diseases (STDs) are also higher among Latinos.[4]

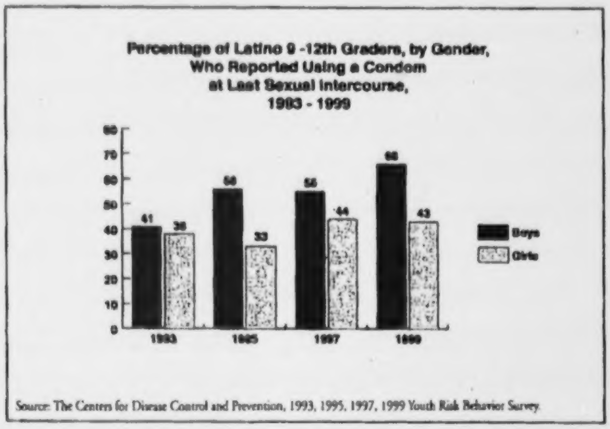
Many young Latinos are concerned and want to know more about sexual health issues, including how to protect themselves against HIV/AIDS. More than half of Latinos age 18-29 (59%) say they are personally worried about becoming infected with HIV and many want more information, including where to go to get tested (60%) and how to talk with a partner (50%).[5]

Teen Sexual Activity

- Forty-five percent of 9-12th grade Latino *females* (Latinas) (45.5%) have had sex, compared with 44.8 percent of white females and 66.9 percent of African American females in the same grades.[6]
- Sixty-three percent of 9-12th grade Latino *males* (62.9%) have had sex, compared with 45.4 percent of white males and 75.7 percent of black males in the same grades.[6]
- About nine percent of Latino 9-12th graders (9.2%) had sex before age 13, compared with 5.5 percent of whites and 20.5 percent of African Americans in the same grades.[2]


Percentage of Latino 9 - 12th Graders, by Gender, Who Have had Sexual Intercourse, 1993 - 1999

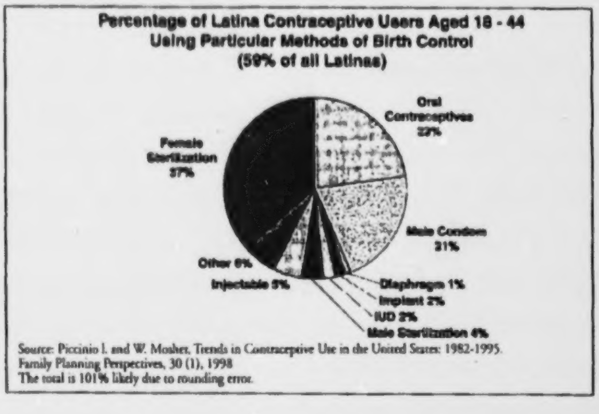
Source: The Centers for Disease Control and Prevention, 1993, 1995, 1997, 1999 Youth Risk Behavior Survey.


Percentage of Latino 9 -12th Graders, by Gender, Who Reported Using a Condom at Last Sexual Intercourse, 1993 - 1999

Source: The Centers for Disease Control and Prevention, 1993, 1995, 1997, 1999 Youth Risk Behavior Survey

Contraceptive Use

- Among currently sexually active[7] 9-12th graders, 55.2 percent of Latinos reported using a condom the last time they had sex, compared with 55 percent of whites and 70 percent of African Americans in the same grades.[2]
- Among currently sexually active[7] 9-12th graders, 7.8 percent of Latinos reported that either they or their partner were using oral contraceptives as a birth control method the last time they had sex, compared with 21 percent of whites and 7.7 percent of African Americans in the same grades.[2]
- Overall, fifty-nine percent (59%) of Latinas aged 15 to 44 use some form of birth control, including sterilization, compared with 66 percent of white females and 62 percent of African American females in the same age group.[8]


Percentage of Latina Contraceptive Users Aged 18 - 44 Using Particular Methods of Birth Control (59% of all Latinas)

Source: Piccinio L and W. Mosher, Trends in Contraceptive Use in the United States: 1982-1995. Family Planning Perspectives, 30 (1), 1998
The total is 101% likely due to rounding error.

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The Henry J. Kaiser Family Foundation, based in Menlo Park, California, is an independent national health care philanthropy and is not associated with Kaiser Permanente or Kaiser Industries.

weekly television and radio programs, and her Web site www.christina online.com. The campaign includes:

- 30-second public service announcements that raise awareness about the risk of STDs and encourage communication;
- A comprehensive sexual health guide called ENTERATE! with basic information and material on talking with partners and health providers about getting tested for HIV and other STDs;
- A toll-free hotline, 1-800-866-Salud, through which callers can get the guide and a listing of services in their local area; and
- On-line resources at www.univision.com (key word enterate!), the No. 1 Spanish-language Web site.

Conclusion

As Latinos are the largest and fastest growing minority group in the U.S., addressing the continuing impact of AIDS on the Latino community is critical. A variety of techniques have brought down Latina teen pregnancy rates, including targeted school sex education, culturally correct outreach programs, and improved access to health services.

Although it might work to move consciousness and begin to change traditional values, we shouldn't have to wait for a Hispanic version of the movie "Philadelphia," starring perhaps Jennifer López and Antonio Banderas, to drive home the devastating impact of HIV on a Latino family.

Following are responses from participants in Focus Groups on "Perceived vs. Real Risk of HIV/AIDS in Monterey County California," Spring 2000, conducted by P. Hanson, *HEALTH MATTERS.*

If you had the power to prevent or solve the problems of HIV/AIDS, what would you do?

"Rid the people of infidelity… both sexes."

Latina, age 35 (6/05/00)

"End drug addiction, and prostitution."

Latina, age 24 (6/05/00)

"I would clean the mind of all humans, because many parents don't educate their children because they don't want to talk about this issue or because they don't care. I would hold dialogue with the children about this, and then their children would then hold dialogue about this, so that then this disease doesn't continue to carry on throughout the world."

Male farmworker, age 32 (6/20/00)

"More communication, especially among partners."

Latina, age 23 (6/05/00)

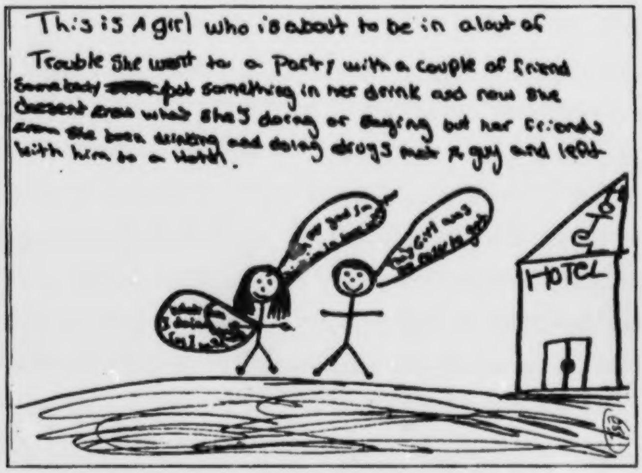
"Put condoms in everyone's purses"

Latina, age 16 (5/31/00)

Following are verbatim descriptions of projective drawings made by Latinas: 'what women 'like them' think as well as feel inside and tell no one' when engaging in risk behaviors for HIV/AIDS. Monterey County, California, Spring 2000, © *HEALTH MATTERS.*

#051 "This girl is going to go have sex with this guy and she went to a party and somebody slipped something into her drink and her friends have been telling her to stop, and she's thinking, 'Oh my God, I think I'm in love with you.' What she's feeling is 'What am I doing here, who am I with?' And the guy says, 'This girl was easy to get.'"

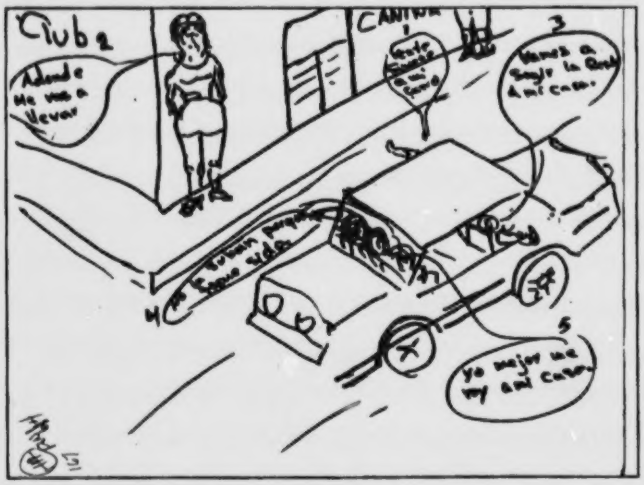
Latina, age 15


This is A girl who is about to be in alout of Trouble She went to a Party with a couple of friend Somebody put something in her drink and now she doesent know what she's doing or saying but her friends seen she been drinking and doing drugs met a guy and left with him to a Hotel.
HOTEL

"There is a woman and she has a lot of men around her. She drinks and she thinks 'I don't care if the men leave me. I am beautiful and can find someone else. I know how to do it, and I don't care what anyone says as long as I am happy.' She feels in the bottom of her heart empty and alone–'I am not happy with myself or any of the men. I wish I found a man who I would be with for the rest of my life.' The factors are the abandonment by her husband, who leaves her alone with her children. She is in the U.S. illegally and doesn't have her status documents. She goes after different men as a manner of survival because they will help her with money so she can buy things for her children."

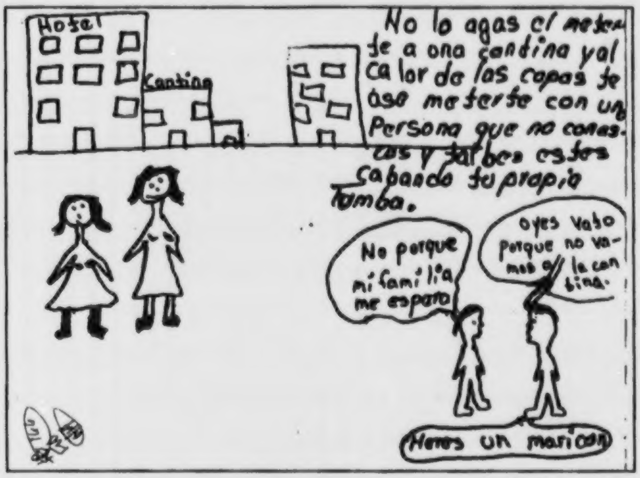
Latina, age 36

Following are verbatim responses describing projective drawings made by male farmworkers in focus groups: what men 'like them' think as well as feel inside and tell no one when engaging in risk behaviors for HIV/AIDS. Monterey County California, Spring 2000, © *HEALTH MATTERS.*


Club 2
Adonde me vas a llevar
CANTINA
1
3
Vamos a ... a mi casa
4
5
yo mejor me voy a mi casa

"In this drawing, there is a club/cantina and there are women outside and a car of men who have been drinking, and the woman shouts and asks, 'where are you taking me?' The man in the driver's seat honks and asks her to come in the car. A passenger says, 'let's go to my house and continue the party,' one of the ones in the back is saying 'no, don't bring her on, she has AIDS.' The other is saying 'I'm better off going home, take me home.'"

Male farm worker, age 38



"I think we all kind of drew the same things. Here there is this couple of friends talking and one says to the other, 'hey *vato* (slang for guy) why don't we go to the cantina?' The other says, 'no my family is waiting for me.'

"The guy then says to the one who didn't want to go, 'you're a maricon' (Spanish word for faggot, a derogatory term for gay men, can mean cry baby). I wrote this little bit because what came to me is: 'don't do it, don't go because in the heat of the drinks can lead you to go with others you don't know, and you can maybe begin to dig your own grave.'"

Male farmworker, age 31

RESOURCES

- Centers for Disease Control (CDC) National AIDS Clearinghouse 1-800-458-5231
- National AIDS Hotline: 1-800-342-AIDS
- Spanish: 1-800-344-SIDA
- CDC Prevention Information Network: 1-800-458-5231 www.cdc.gov/hiv/wad.htm
- Fact Sheets: HIV/AIDS Among Hispanics in the United States http://www.cdc.gov/hiv/pubs/facts/hispanic.htm
- National Library of Medicine–Medline Plus–Health Information http://www.nlm.nih.gov/medlineplus/hispanicamericanhealth.html
- Kaiser Family Foundation: Fact Sheet on Latino Sexual Health www.kff.org or 1-800-656-4533 Sexual Health campaign www.univision.com (key word Enterate!)
- CDC *AIDS ACT NOW HIV PREVENTION* campaign targeting Latino youth. www.xaidsnow.org/alliances.asp

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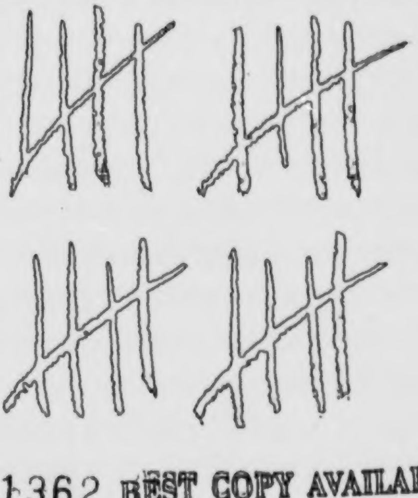


THE CAMPAIGN FOR
Johnson & Johnson
NURSING'S FUTURE

The Nursing Shortage: Fears and Opportunities

Johnson & Johnson Funds Vanderbilt Study; Launches Ad Campaign

Americans are acutely aware of the national nursing shortage, according to a poll released by the Vanderbilt University Medical Center's School of Nursing and Center for Health Services Research.

"We found three in four Americans believe the nursing shortage is a serious health care problem, and people believe it will negatively impact the quality of care they get in the nation's hospitals," said Dr. Peter Buerhaus, associate dean of nursing at Vanderbilt, a leading researcher on the nursing shortage.

The nationwide poll, commissioned by Johnson & Johnson, was conducted with telephone interviews of 1,005 Americans 21 years of age or older by Penn, Schoen & Berland Associates, Inc. of Washington, D.C.

The study not only confirms that Americans are aware of and fear the nursing shortage, but that they overwhelmingly trust, respect, and admire nurses and would encourage relatives and friends to consider a career in nursing. However, a general lack of knowledge of the nursing profession and the opportunities it presents remain significant barriers to nursing recruitment efforts.

The study shows that:

- More than eight in 10 Americans recognize that there is a nursing shortage in this country and that nearly two in three Americans recognize the shortage as either a major problem or a crisis.
- Overwhelmingly, (93 percent) Americans agree (80 percent of them strongly) that the nursing shortage jeopardizes the quality of health care in the United States. Seniors, age 55 and older, are particularly sensitive to the impact of the shortage.
- Three in four Americans are concerned that the nursing shortage could impact their individual health care, and two in three younger Americans (age 18 to 34) experience anxiety over the shortage.

Other key findings of the survey are:

- Nearly all Americans (95 percent) find nurses' opinions on health matters to be credible and overwhelmingly trust, respect, and admire nurses.
- Nearly all Americans (97 percent) view nurses and the nursing profession favorably (76 percent very favorably) and most Americans (91 percent) say nurses play a critical role in the health care system.
- More than eight in 10 Americans–including 78 percent of men–would encourage a loved one to take up a career in nursing. Yet only one male in 10 would consider it for himself.
- More than nine in 10 Americans said they would view it positively (74 percent very positive-

ly) if a family member or close friend told them they were considering a career in nursing. Men (89 percent) are only slightly less likely than women (92 percent) to share this sentiment.

- The care that nurses offer patients is the main reason Americans have considered a career in nursing. One-third of Americans who have considered nursing as a career say the primary reason is because nurses care about people and want to help others.
- Most Americans are unaware that nursing offers career opportunities outside patient care, such as research or hospital management.
- Many have only a cursory knowledge of the differences between the types of nursing professionals, such as licensed practical nurses, registered nurses, and nurse practitioners. In addition, Americans much more strongly associate nurses with care provision, such as critical end-of-life care (74 percent), than they do with functions such as working in laboratories (35 percent), conducting research (32 percent), and writing and revising hospital and clinic policies (30 percent).
- Most Americans have little or no idea how much money nurses earn, and there is little recognition that nursing salaries are competitive with those of other professions.

"The biggest problem is that people are unaware of the array of opportunities and rewards in nursing today," Dr. Buerhaus said. "They are unaware that nursing salaries are very competitive with other professions or that nursing offers career opportunities in health research, hospital management, and family and community health care, in addition to traditional patient care. We need to get these messages out to parents, teachers, counselors, and above all, students at all levels."

The Campaign

Johnson & Johnson has begun a multiyear campaign that includes national advertising to attract more people to nursing in hospitals and extended care facilities, where an acute shortage, expected to triple in coming years, raises health concerns for nearly all Americans.

The campaign, estimated to exceed $20 million over the next three years, was developed with national nursing organizations. It addresses a shortage of registered nurses, now estimated at 126,000 in hospitals, that is projected to increase to more than 400,000 in all health care facilities by 2020. The shortage raises concerns for the future of health care.

"Throughout Johnson & Johnson's history as a major provider of products and services to hospitals, we have always had a special affinity for the nursing profession," said James T. Lenehan, vice chairman of its board of directors.

The Johnson & Johnson ad campaign, estimated to exceed $20 million over the next three years, was developed with national nursing organizations.

"Nursing professionals are the essential link between 'high-tech' and 'high-touch,' and we are determined to help stimulate wider interest in this challenging and rewarding career field."

"We regard nursing as the essence of caring, and it is critical to help resolve the deepening nursing shortage in America," Lenehan said. "Our commitment represents a top corporate priority for Johnson & Johnson–to help resolve the shortage."

Called The Campaign for Nursing's Future, the initiative includes:

- New recruitment brochures, posters, and videos for 20,000 high schools, 1,500 nursing schools, and nursing organizations;
- Scholarship funds for students and nursing faculty and a multicity scholarship fund-raising campaign with hospitals, nursing organizations, and hospital associations;
- A Web site (www.discovernursing.com) about the benefits of a nursing career, featuring searchable links to hundreds of nursing scholarships and more than 1,000 accredited nursing educational programs; and
- A national advertising campaign to celebrate nurses and their contributions, which aired in prime time during the Winter Olympics.

The Campaign will expand to address other areas affecting the nursing profession, including ways to retain nurses in hospitals.

It was developed after reviewing research on the nursing shortage and conferring with experts on the shortage, including nursing organizations, nursing schools, hospitals, and other health care groups. An advisory group of nursing leaders helped develop the Campaign and will help direct its future efforts.

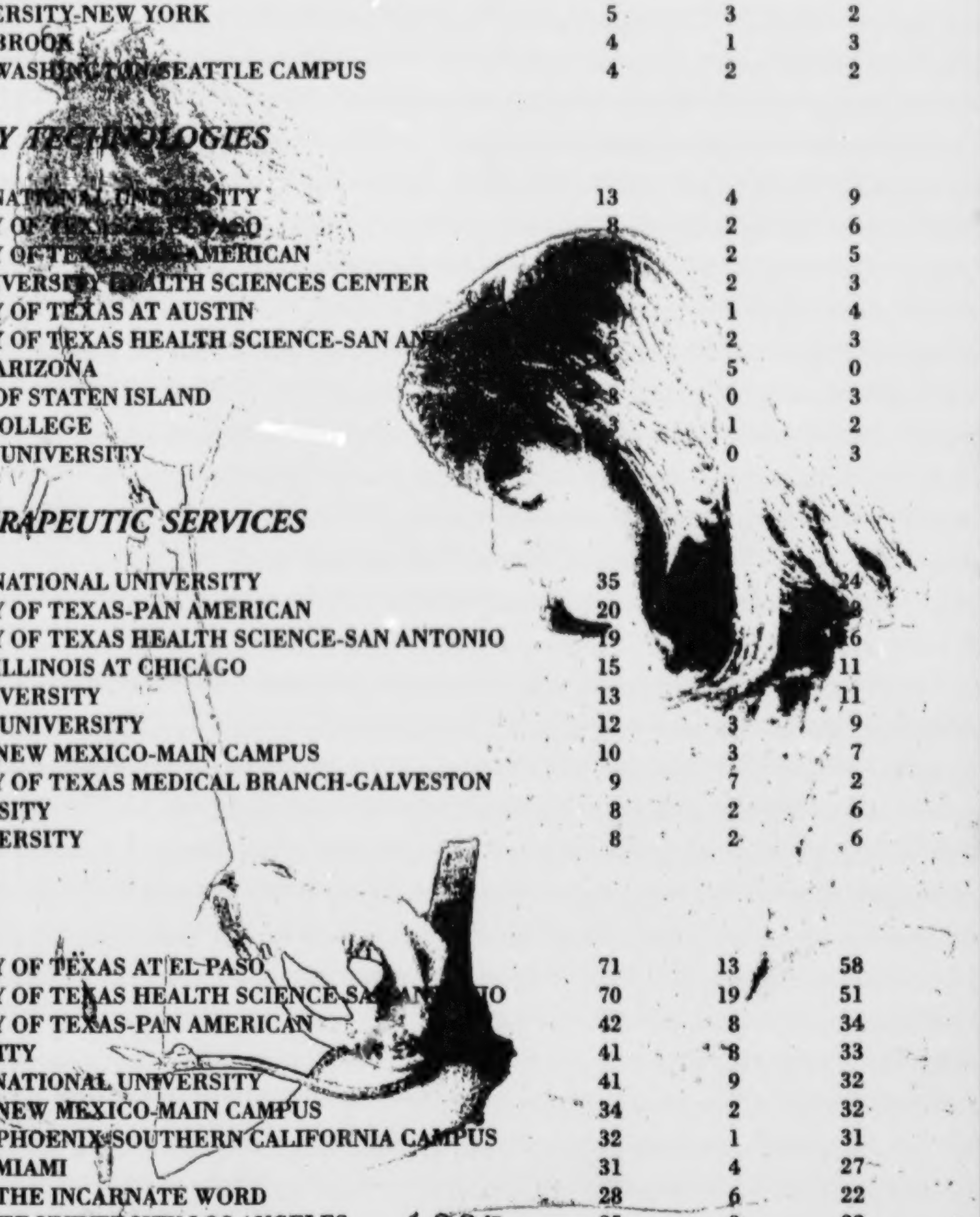
Mary Foley, president of the American Nurses Association and an advisor to the Johnson & Johnson Campaign, said, "Nurses are the face, the hands, and the heart of health care. Their skilled care provides the safety net. Without them, the nation's health care suffers. I've been a nurse for many years and this campaign inspires me. I believe it will help attract the talent we need to revitalize the profession for the years ahead."

Gary Mecklenburg, chairman of the American Hospital Association Workforce Commission, said, "Hospitals are facing an immediate and long-term shortage of caregivers. The shortage of nurses across all disciplines is the largest and arguably the most important dimension of the problem. This campaign will help us close the gap in nursing so our hospitals will be prepared to serve our communities and the growing number of patients in the future."

Johnson & Johnson, with approximately 101,800 employees, says it is the world's most comprehensive and broadly based manufacturer of healthcare products. It also provides related services for the consumer, pharmaceutical, and professional markets. Johnson & Johnson has more than 190 operating companies in 51 countries around the world, selling products in more than 175 countries.

Out of the top colleges awarding the most health-related bachelor's to Hispanics, 12 institutions granted degrees to 10 or more students. Seven universities in the state of Texas are among the top 10. FIU ranked No. 1 in two categories–medical laboratory technologies and rehabilitation/therapeutic services–and No. 5 in nursing.

Latinas surpassed Hispanic male degree earners, particularly in the field of nursing, which garnered the most graduates overall.



HEALTH AND MEDICAL ASSISTANCE

Rank	Institution Name	Total Hispanic Bachelor's	Hispanic males	Hispanic females
1	ROCKY MOUNTAIN COLLEGE	21	7	14
2	THE UNIVERSITY OF TEXAS MEDICAL BRANCH-GALVESTON	13	6	7
3	UNIVERSITY OF SOUTHERN CALIFORNIA	13	5	8
4	UNIVERSITY OF NEBRASKA MEDICAL CENTER	9	7	2
5	CHARLES R. DREW UNIVERSITY OF MEDICINE AND SCIENCE	6	3	3
6	CUNY-CITY COLLEGE	5	3	2
7	MCP HAHNEMANN UNIVERSITY	5	2	3
8	ST. JOHN'S UNIVERSITY-NEW YORK	5	3	2
9	SUNY AT STONY BROOK	4	1	3
10	UNIVERSITY OF WASH[illegible]SEATTLE CAMPUS	4	2	2

MEDICAL LABORATORY TECHNOLOGIES

Rank	Institution Name	Total Hispanic Bachelor's	Hispanic males	Hispanic females
1	FLORIDA INTERNATIONAL UNIVERSITY	13	4	9
2	THE UNIVERSITY OF [illegible] PASO	8	2	6
3	THE UNIVERSITY OF [illegible] AMERICAN	[illegible]	2	5
4	TEXAS TECH UNIVERSITY HEALTH SCIENCES CENTER	[illegible]	2	3
5	THE UNIVERSITY OF TEXAS AT AUSTIN	[illegible]	1	4
6	THE UNIVERSITY OF TEXAS HEALTH SCIENCE-SAN AN[illegible]	5	2	3
7	UNIVERSITY OF ARIZONA	[illegible]	5	0
8	CUNY-COLLEGE OF STATEN ISLAND	3	0	3
9	CUNY-HUNTER COLLEGE	3	1	2
10	JOHNS HOPKINS UNIVERSITY	[illegible]	0	3

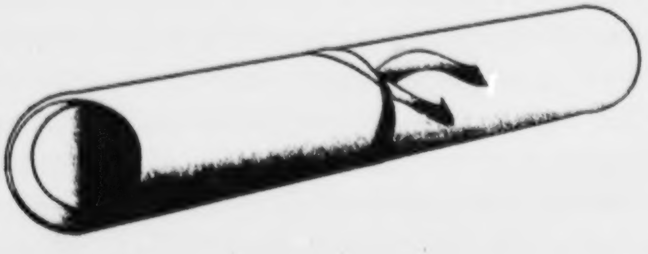
REHABILITATION/THERAPEUTIC SERVICES

Rank	Institution Name	Total Hispanic Bachelor's	Hispanic males	Hispanic females
1	FLORIDA INTERNATIONAL UNIVERSITY	35	[illegible]	24
2	THE UNIVERSITY OF TEXAS-PAN AMERICAN	20	[illegible]	[illegible]
3	THE UNIVERSITY OF TEXAS HEALTH SCIENCE-SAN ANTONIO	19	[illegible]	16
4	UNIVERSITY OF ILLINOIS AT CHICAGO	15	[illegible]	11
5	LOMA LINDA UNIVERSITY	13	[illegible]	11
6	SAN JOSÉ STATE UNIVERSITY	12	3	9
7	UNIVERSITY OF NEW MEXICO-MAIN CAMPUS	10	3	7
8	THE UNIVERSITY OF TEXAS MEDICAL BRANCH-GALVESTON	9	7	2
9	BOSTON UNIVERSITY	8	2	6
10	NEW YORK UNIVERSITY	8	2	6

NURSING

Rank	Institution Name	Total Hispanic Bachelor's	Hispanic males	Hispanic females
1	THE UNIVERSITY OF TEXAS AT EL PASO	71	13	58
2	THE UNIVERSITY OF TEXAS HEALTH SCIENCE-SA[illegible]O	70	19	51
3	THE UNIVERSITY OF TEXAS-PAN AMERICAN	42	8	34
4	BARRY UNIVERSITY	41	8	33
5	FLORIDA INTERNATIONAL UNIVERSITY	41	9	32
6	UNIVERSITY OF NEW MEXICO-MAIN CAMPUS	34	2	32
7	UNIVERSITY OF PHOENIX-SOUTHERN CALIFORNIA CAMPUS	32	1	31
8	UNIVERSITY OF MIAMI	31	4	27
9	UNIVERSITY OF THE INCARNATE WORD	28	6	22
10	CALIFORNIA STATE UNIVERSITY-LOS ANGELES	25	3	22

The Honor Roll



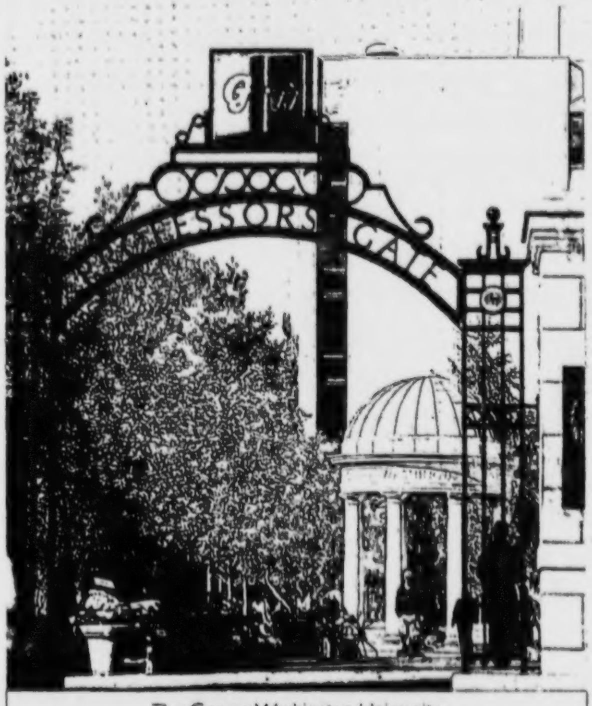
The George Washington University

Rich Resource for the Capital and All Within

BY ROGER A. DEITZ

President Stephen Joel Trachtenberg has led The George Washington University (GW) since Aug. 1, 1988. That's the year he became its 15th president. Before that he was president for 11 years of the University of Hartford in Connecticut.

A professor of public administration, Trachtenberg has written extensively on issues in higher education. He begins a short, local history lesson of GW by recalling that 1912 "was the year the Titanic sank, New Mexico and Arizona became states, Scott set off to explore the South Pole, and for the first time, someone jumped out of a plane with a parachute. Woodrow Wilson became president. All those were widely observed. But in a blue collar industrial neighborhood dotted with breweries, coal yards, stables, and the Washington Gas Light Company's gasworks was another incongruous meeting, less celebrated, between institution and community: a struggling school called The George Washington University rented a building at 2023 G Street, relocated from a stretch of rented houses at 15th and Eye Streets, and established a partnership that would surprise even itself." Now the president says the school is celebrating the 90th anniversary of that partnership, and adds, "We have a lot to celebrate. The central challenge for any university community is how to create partnerships. How can we reconcile our conflicting needs and play off each other's strengths?" President Trachtenberg says his school has succeeded and that the neighborhood helped bring that success.



The George Washington University

"This Foggy Bottom location has helped GW transform itself from a school that might have well closed its doors, to a thriving university, able to attract students and scholars from around the world, lured not only by excellent teachers but also by a ringside seat at every major event of the 20th century, and now the 21st century."

The president explains how The George Washington University has enhanced the Foggy Bottom neighborhood. "Today, offices, townhouses, apartments, businesses, museums, libraries, and classrooms have replaced the breweries, gasworks, and stables. Because at GW we never sought a cloistered university, walled off from our neighbors; we have a campus that opens out onto our streets. Those who live here can sit in our parks, browse the stacks at Gelman Library, go to concerts in Lisner Auditorium, or walk to one of the many nearby restaurants. We have certainly found common ground." The president observes that by being such a university, GW helps to enhance our national capital.

"Washington is now a great city," reflects Trachtenberg, "not only

1366

Stephen Joel Trachtenberg, The George Washington University president

Honor Roll Facts in Brief

INSTITUTION
The George Washington University

LOCATION
Office of Admissions
The George Washington University
Washington, DC 20052
(202) 994-6040

ESTABLISHED
1821

ENROLLMENT
22,184 total (451 Hispanic)

DEGREE OFFERINGS
Doctorate
Master's
Bachelor's

ANNUAL TUITION AND FEES
$26,170

FACULTY
1,032 (169 minority, 21 Hispanic)

SEVERAL DEGREE PROGRAMS
Computer Engineering
Fine Arts
Health Sciences
International Policy and Practice
Medicine

NOTABLE HISPANIC-SERVING ORGANIZATIONS
Global Perspectives Society
Latinos for Progress
Society of Hispanic Professional Engineers

INTERNET ADDRESS
www.gwu.edu

THE GEORGE
WASHINGTON
UNIVERSITY
WASHINGTON DC

because of the laws we pass but because of the way we live, surrounded by outstanding centers of learning and neighborhoods that make many of us want to live nowhere else. The partnership of Foggy Bottom and The George Washington University has helped create both."

The George Washington University actually had its beginning in 1821 as The Columbian College in the District of Columbia. The original site was a 46-acre tract between the present 14th and 15th Streets, extending from Florida Avenue to Columbia Road. The name was changed in 1873 to Columbian University and in 1904 to The George Washington University. By 1918, the University had totally relocated to the Foggy Bottom neighborhood of which President Trachtenberg speaks–between 19th and 24th Streets, south of Pennsylvania Avenue–truly the heart of Washington, D.C.

When GW opened its doors in 1821, it boasted three faculty members, one tutor, and 30 students. The University celebrated its 175th anniversary in 1996. The institution grew out of a desire of the nation's first president. George Washington, as president and as private citizen, urgently insisted upon the establishment of a national university in the federal city. It was his hope that while being instructed in the arts and sciences, students from all parts of the country would acquire the habits of good citizenship, throwing off local prejudices and gaining firsthand knowledge of the practice, as well as theory, of republican government.

Washington left a bequest of 50 shares of The Potomac Company "towards the endowment of a University to be established within the limits of the District of Colombia, under the auspices of the General Government, if that government should incline to extend a fostering hand towards it." The Congress never extended a "fostering hand," The Potomac Company failed, and the bequest became worthless. But, motivated by a missionary urge and the need for a learned clergy, a group of dedicated ministers and laymen sponsored a movement for the establishment of a college in the District of Columbia. Led by the Rev. Luther Rice, they raised funds for the purchase of a site and petitioned Congress for a charter. The charter was eventually granted and approved by President Monroe on Feb. 9, 1821. To safeguard the College's nonsectarian character it provided "That persons of every religious denomination shall be capable of being elected Trustees; nor shall any person, either as President, Professor, Tutor or pupil, be refused admittance into said College, or denied any of the privileges, immunities, or advantages thereof, for or on account of his sentiments in matters of religion."

Today, more than 20,000 undergraduates and graduate students study at the University, of which approximately 8,000 are undergraduate students, 10,000 are graduate and professional students, and 1,600 are non-degree students. Fall 2001 figures show a total student enrollment of 22,184, with undergraduates who included 475 International, 577 African American, 26 Native American, 954 Asian, and 451 Hispanic students (272 males and 179 females). There are 238 female and 225 male Hispanic graduate students. Students come from all 50 states and 139 countries around the world. Of the total full-time faculty of 1,032 for fall 2001, (excluding administrators with faculty rank, deans and associate deans, visiting faculty, and various non-tenure-accruing instructors in the School of Medicine and Health Services), there are 169 minority faculty members. Twenty-one are Hispanic. Annual tuition and fees for new undergraduates for 2001/2002 is $26,170. Room and board brings the total to $35,000.

> ***GW's more than 90 buildings are bordered by the White House, the John F. Kennedy Center for the Performing Arts, the State Department, the World Bank, and many federal agencies, national galleries, and museums.***

Degree programs are offered in the Columbian College of Arts and Sciences, The School of Medicine and Health Sciences, The Law School, and The School of Engineering and Applied Sciences. In addition, degrees may be pursued in The Graduate School of Education and Human Development, The School of Business and Professional Management, The Elliott School of International Affairs, and The School of Public Health.

The more than 90 buildings, including 14 residence halls, are situated on 43 acres bordered by the White House, the John F. Kennedy Center for the Performing Arts, the State Department, and the World Bank, as well as numerous federal agencies, national galleries, and museums. GW's 18-block campus offers up a large slice of city life–art galleries, libraries, gardens and parks, places of worship and more, including some of the finest examples of Washington, D.C., architecture, a mix of the old and the new.

Located about one hour's drive from GW's main campus, the University's campus in Ashburn, Va., offers graduate programs in business, engineering, human resource leadership, information systems technology, and higher education. Certificate courses are also offered in a number of fields. In 1997, GW became affiliated with Mount Vernon College for Women, a 123-year-old institution located in Northwest Washington.

The University's Office of Community Service has calculated that GW faculty, students, and staff dedicated some 76,000 hours of their time to community service placements listed through that office alone. Many departments, especially those that place students in public service internships, reported annual volunteer hours in excess of 18,000.

While The George Washington University is a not-for-profit educational institution, it actually contributes more to the Washington area than many for-profit businesses. GW provides educational, financial, social, medical, and cultural advantages to its community and neighbors. In 1999, direct spending by the University and its students, faculty, staff, visitors, and retirees amounted to an estimated $1,018.2 million. Of this, GW spent $780.5 million, or 76.6 percent, in metropolitan Washington. The total economic impact was $1.3 billion, which represents nearly 1 percent of the metropolitan area's $213.7 billion economy. In the District of Columbia alone, last year, GW contributed $422.9 million to the city's economy–1.3 percent of the private sector's contribution to the District's $50.8 billion economy.

GW students also benefit from the University's financial commitment to students and the community. Altogether in fiscal year 1999, GW devoted some $72 million to student financial aid. President Trachtenberg is strongly committed to the education of Washington, D.C., public high school graduates and introduced initiatives to help Washington graduates, including a $7 million scholarship program (the Stephen Joel Trachtenberg Scholarship Program, named by the University's board of trustees) for graduates of D.C. public high schools.

The University also matches scholarships awarded by the Federal National Mortgage Association (Fannie Mae) to students at the District's H.T. Woodson High School and continues to provide scholarship aid to Washington's Eastern High School students.

A couple of years ago, President Trachtenberg pledged to meet the financial aid needs of some seventh- and eighth-grade students he met during a visit to Washington's Paul Junior High School, provided they meet GW's academic requirements when they are ready for college. The University will bridge the gap between the support these students receive from other aid programs and their financial need, so they can attend GW. The University contributes more financial support to students from District of Columbia public schools than any other university in America. Another important connection between the University and the District of Columbia is the fact that an estimated 53,000 graduates live in the community. Among them are physicians, attorneys, educators, engineers, and public servants who enrich the quality of life and contribute to the economic health of the region.

Pediatric Medicine a Wide Open Career for Hispanics

Insights from a Leading Children's Hospital

by Amelia Duggan

St. Joseph's Children's Hospital, Paterson, N.J., has long been committed to making a healthy childhood a possibility for all children. A mission of the Sisters of Charity of St. Elizabeth, St. Joseph's has extensive inpatient services, with a 38-bed pediatric unit, a 10-bed adolescent unit, neonatal and pediatric intensive care units, and a brand new pediatric emergency room.

The philosophy is one of treating the whole child–of understanding the intricate relationships that exist between their brains and their bodies. Physicians at St. Joseph's collaborate extensively on diagnosis and treatment plans for a patient, and explore all possibilities that may contribute to a child's condition. It is this very approach that has gained St. Joseph's Children's Hospital international recognition for its work in pediatrics.

The success is due primarily to that collaboration of pediatric subspecialists. The diversity of their experience and their commitment to the mission of the hospital has bonded them together as a unique team of doctors who have performed miracles for thousands of children.

Each of the physicians agrees that the medical field is wide open for Hispanic students who wish to pursue this profession. They see that Hispanics are underrepresented within the field of medicine and that many opportunities exist, particularly for bilingual physicians.

Asked why they chose medicine, all of the physicians indicated that there was a life experience as well as an individual that made an impression or inspired them to follow this path. In some cases, they were the sons of physicians and followed in their father's footsteps. In others, they were fascinated by science and by the technical aspects of medicine and this drew them into the profession.

Physicians come to work at St. Joseph's from every part of the world. Among them are a number of Hispanic doctors who have dedicated their careers to helping and healing children. They share their insights about their respective fields and the opportunities that exist for Hispanic students who are considering medicine as a vocation.

Dr. Roberto Nachajon–
Pediatric Pulmonologist

Born and educated in Uruguay, Dr. Roberto Nachajon immigrated to the United States to pursue residency and fellowship opportunities. He did not intend to settle permanently in the U.S., but his career has blossomed here, and he has become a highly respected member of the medical community.

Nachajon was drawn to the Northeast not only because of the renowned medical centers, but also because of the culture that exists in the area. He completed his residency at Beth Israel Medical Center in New York City and his pediatric pulmonary fellowship at Children's Hospital of Philadelphia, both highly prestigious medical institutions with international reputations for excellence.

Nachajon treats newborns and children who suffer from respiratory conditions, including cystic fibrosis, asthma, and obstructive sleep apnea. He follows the progress of premature infants who develop breathing complications or who suffer from short-term apnea. Through the Center for Respiratory and Apnea Disorders, Learning and Evaluation (CRADLE) Program, these children are monitored until they outgrow these conditions or until the conditions are stable. In some cases, the children require oxygen therapy and home respiratory treatments

Nachajon has a gentle demeanor and is very effective at educating parents and children about respiratory conditions and helping them understand their role in treating the symptoms. He is a regular participant in community outreach activities that target "at risk" populations for asthma, particularly in the Hispanic community.

Northern New Jersey boasts a very large and diverse Spanish-speaking population that is in need of education and treatment about the severe consequences of asthma. Through his participation in the Pediatric Asthma Coalition of New Jersey, Nachajon has joined with his colleagues in allergy and immunology as well as pulmonology to develop a statewide clearinghouse for pediatric asthma programs and services. The coalition is a joint venture between the American Lung Association of New Jersey and the New Jersey Thoracic Society, of which Nachajon is a very active member, and was created to ensure that all students have an asthma action plan to help manage the treatment of their condition while in school. He also is a member of the board of the American Lung Association of Northern New Jersey.

Dr. José Salcedo–
Chief of Pediatric Nephrology

Selected as one of the state's best doctors by *New Jersey Magazine*, Dr. José Salcedo has the very difficult job of treating children who are critically ill with kidney disease. As chief of pediatric nephrology, Salcedo treats children who are undergoing dialysis as both inpatients and outpatients. In some cases, he treats children who are awaiting kidney transplants and must endure long therapies as they await their new organs.

For Salcedo, the successes are many. There is great joy in seeing children thrive as they combat and in some cases beat the disease that has plagued their childhood. But also there is sometimes sadness when a child succumbs to the disease or is not a candidate for transplant.

"We revel in our successes," says Salcedo. "But we also hope that we learn from the cases we cannot cure as we perpetually strive to find the best treatments to help children combat renal disease. We continue our research, and we work towards the best practices in the ultimate pursuit of healthy children. We get a little bit smarter about the science of nephrology every day."

Salcedo received his medical training at Guadalajara State University in Mexico. He completed a pediatric residency at the University of Medicine and Dentistry of New Jersey, where he also served as the chief resident for pediatrics. He completed a fellowship in nephrology at Children's Hospital National Medical Center for The George Washington University School of Medicine and Health Sciences in Washington, D.C. He has held numerous faculty appointments in pediatrics at pediatric nephrology at UMDNJ and The George Washington University. Salcedo serves on many boards, including the Nephrology Society of New Jersey, the National Kidney Foundation, the New Jersey Hypertension Society, and as a member of the medical advisory board of La Salud Hispana. He has published numerous articles on renal disease in children, with emphasis on hypertension, metabolic disorders, hemodialysis, and peritoneal dialysis.

A physician who was one of his teachers inspired him.

"There were no physicians in my family to attract me to the medical profession," Salcedo says. "But I had a teacher in medical school who I admired very much and who stimulated me to pursue this career path. He made a lasting impression on me that will stay with me throughout my career."

"Like my colleagues here at St. Joseph's, I believe there are many opportunities for Hispanic students who wish to pursue medicine as their vocation," Salcedo says. "Even if they have been educated internationally, their credentials can be validated, and they will find many exciting and challenging avenues to consider in the practice of medicine. I received my medical training in Mexico, and although there were additional challenges in coming to the United States, I am very pleased at the meaningful and successful career I have enjoyed as a pediatric nephrologist."

Dr. Albert Sanz– Chief of Pediatric Ambulatory Medicine–Medical Director, Great Falls Pediatrics

Dr. Albert Sanz is a firm believer in the importance of giving back to the community. He has dedicated his career to pediatrics, and to the practice of pediatric medicine in the inner city. As the medical director of Great Falls Pediatrics, the pediatric practice sponsored by St. Joseph's Children's Hospital, Sanz is truly in touch with the diverse community of Paterson. Largely Hispanic, but with strong African American and Arab communities, Paterson requires a very broad knowledge of medicine and an understanding of the cultures and customs of many different people.

Dr. Albert Sanz

In addition to his responsibilities at Great Falls, Sanz works closely with the Child Protection and Safety Center that was founded at St. Joseph's in 2000. He works with victims of child sex abuse and as a consultant to the New Jersey Division of Youth and Family Services. He believes that this work, in particular, is important to the health and well being of children in New Jersey.

"This is challenging, emotional, yet highly fulfilling work for me," says Sanz. "I know that it is critical that child victims of sexual abuse be handled very gently and that they receive the comfort, guidance, and medical attention that they need to recover from the trauma. As difficult as it may be at times, I am highly satisfied in my work."

If you visit Great Falls Pediatrics, you can see that Sanz is at ease in this setting and has wonderful relationships with his colleagues and his patients. It's a very busy practice, seeing more than 2,000 patients per month. Despite the volume of patients, there is a wonderful rapport between the children and the clinical staff and no loss of the very personal and tender loving care that has been the trademark of St. Joseph's through the decades.

Sanz reaffirms the importance of working in an inner city and giving something back to the community.

"Practicing in Paterson allows me to share my medical skills with people who really need them, but it also allows me to expand my knowledge by exposure to diverse children with very diverse and unique needs. The international nature of this population results in medical conditions that might never be seen in a suburb. It's both stimulating and fulfilling at the same time."

Sanz was born in Cuba but educated in the United States. He earned his medical degree from Downstate Medical Center, SUNY, and completed his pediatric residency at Montefiore Hospital, Albert Einstein College of Medicine in the Bronx. An attending physician at St. Joseph's Children's Hospital for nearly 25 years, Sanz held a faculty position in pediatrics at Johns Hopkins Hospital in Baltimore.

Dr. Victor Valda– Chief of Pediatric Surgery

Charm, warmth, and passion for his vocation are the best ways to describe Dr. Victor Valda. When you talk with him about his career, he is filled with joy about the simple and in many cases dramatic ways in which he has helped children. Valda has been practicing medicine for 40 years. He is a renowned pediatric surgeon and received international attention when he separated conjoined twins from the Dominican Republic in 2000. He worked closely with a team of surgeons and other clinicians to separate the twin girls, who are now thriving as individuals in their homeland.

Born in Bolivia and the son of a doctor, Valda knew from childhood that he would be a physician. He attended San Francisco Xavier University Medical School in

Bolivia and completed a residency at Clinica Americana in La Paz, Bolivia. He then ventured to the United States, where he completed a number of residencies and fellowships in surgery at Memorial Hospital and Maricopa General Hospital in Phoenix, Ariz., Mount Zion Hospital in San Francisco, Calif., and St. Christopher's Hospital for Children in Philadelphia.

Dr. Luis Marrero examines a premature infant in the Neonatal Intensive Care Unit at St. Joseph's Children's Hospital

Asked why he chose pediatric surgery as his area of specialization, Valda reflects on his training back in Bolivia. He would observe the pediatric surgeons who helped take care of the babies and was very impressed with their skills and their compassion.

"With pediatric surgery, you have to be sure that the procedure you perform will last many years and you must consider the impact your intervention will have on the physical development of the child," Valda says. "In pediatrics, you get to perform a broader spectrum of procedures on the chest, the abdomen, and the lungs. This necessitates a greater range of skills to be consistently effective in removing tumors, correcting congenital anomalies, and other surgical procedures."

Valda believes that there is great opportunity for Hispanics to enter the field of pediatric surgery.

"Currently, approximately 75 percent of pediatric surgery is still performed by surgeons who specialize in adults," Valda says. "There is a great need for more surgeons who specialize in children. And with the growing number of Hispanics in the United States, the demand for bilingual or Spanish-speaking physicians will grow proportionately."

Valda encourages students to consider the field of medicine, particularly surgery. "Working as a physician and helping children is so gratifying," Valda says. "I see the children I helped when they are all grown up, and it is truly remarkable to discover how they have progressed. This is a very fulfilling vocation indeed."

Dr. Luis Marrero–Neonatologist

Dr. Luis Marrero applies great compassion to the often high tech approach to the care of critically ill and premature newborns in the Neonatal Intensive Care Unit. Understanding that medicine is as much an art as it is a science, he brings a very special set of skills to his work at St. Joseph's.

The Neonatal Intensive Care Unit at St. Joseph's cares for more than 900 babies each year. Sometimes the "preemies" weigh less than a pound and are born as many as 16 weeks premature. But the science of neonatology and the treatments that are available for these newborns have resulted in some very impressive outcomes. Not only do these babies survive, they also thrive and achieve much more than might have been expected as recently as five years ago.

Marrero points out that the "science" of neonatology has advanced significantly with the newer technologies and drug therapies that have been introduced in recent years.

"Medicine is in some regards a "high-tech" field," says Marrero. I was always interested in science and technology as a child, as well as medicine, and my discipline of neonatology fulfills both these interests."

Raised and educated in Union City, N.J., a large Cuban community just outside of New York City, Marrero attended Rutgers University, where he completed his undergraduate in biology. He completed his medical training at Guadalajara State University in Mexico and was also a participant in the Fifth Pathway Program at N.Y. Medical College in Valhalla, New York. He completed his pediatric residency at Robert Wood Johnson University Hospital in New Brunswick, N.J., and fellowships in neonatology and infant apnea research at St. Peter's Medical Center in New Brunswick, N.J. Dr. Marrero's research interests include infant apnea and sudden infant death syndrome.

Marrero remembers his childhood and how it was somewhat difficult for him in school because his parents did not speak English and were unable to help him with his studies. He remembers having to work that much harder to be competitive with the students whose parents were native English speakers.

"My parents were successful professionals, but they worked in environments where they did not need English proficiency," Marrero says. "That left me somewhat at a disadvantage because I could not turn to them for help with much of my homework. Even so, I found myself compelled to strive harder, and I am thankful for the competitive spirit they inspired in me."

Marerro feels that his ability to speak Spanish is essential to his success as a physician at St. Joseph's.

"Sometimes I need to explain a baby's condition not only to the parents but to the grandparents," Marrero says. "The parents may speak some English, but the grandparents often don't, and it is highly effective to be able to explain complex medical issues in the native language."

About the Author

Amelia Duggan is director of marketing at St. Joseph's Children's Hospital. She is the mother of five-year-old triplets who were born at St. Joseph's and cared for by many of these physicians.

THE BOUNDLESS ENERGY AND STRATEGIC FOCUS OF Elena Ríos

NHMA Leader Presses for Latino Voice on Health

by Inés Pinto Alicea

When Dr. Elena Ríos set out in 1994 to develop a national organization to represent the interests of 26,000 licensed Hispanic physicians and 1,800 full-time Hispanic medical faculty in the United States, she ran a one-woman organization practically out of a shoebox, said Emilio J. Morante, who works with Ríos.

Morante, an organizational development consultant, speaks with amazement about how much Ríos was able to accomplish alone as she built the National Hispanic Medical Association (NHMA), applying for grants for the programs it operates today, working as its chief financial officer, pulling together Latino health-care providers nationwide, meeting with lawmakers in Congress to strengthen health service delivery to Hispanic communities across the nation, and at the same time, creating the infrastructure to build an effective and functional national organization. That effort alone entailed hiring a nine-person staff, getting office space, creating a board of directors, and myriad other activities.

"She has boundless energy, and she moves from one task to another while maintaining strategic focus," said Morante, brought in by Ríos to help set up the Washington, D.C.-based NHMA and make sure it had a solid foundation. "She got far with very limited resources. The mission is viable. The organization is gaining vitality. She is now surrounding herself with staff so she can go full speed ahead."

When it comes to Hispanics and health care, Ríos said the challenges are many. Few Latinos pursue health professions: 5 percent of physicians, 3 percent are dentists, and fewer than 2 percent of nurses are Latino. But it's not just a matter of the delivery of care but also the lack of medical insurance among Hispanics. She said two out of five Hispanics under the age of 65 do not have medical insurance, which leads to a crisis in care. Often the uninsured end up in emergency rooms rather than get preventative care, and when they are diagnosed with a serious illness, it is often in the later stages of a disease. Moreover, once they are in the final stages of an illness, their quality of life is worse than if they were insured, she said.

The NHMA is trying to address both major issues in a variety of ways, including raising them with lawmakers nationwide. As a rapidly growing national resource based in the nation's capital, NHMA provides policymakers and healthcare providers with expert information and support in strengthening health service delivery to Hispanic communities nationwide.

The organization also has developed programs to improve the cultural competence of all future medical school graduates. It has commissioned case studies on Hispanic health policy issues and plans to publish the first volume as a textbook for graduate level health policy and analysis courses.

The NHMA also has launched several programs to empower those Latinos already in healthcare professions to take on leadership roles, in their communities and at the national level. They include the following:

NHMA Leadership Fellowship Program operated in collaboration with The Robert F. Wagner Graduate School of Public Service at New York University to promote the development of leadership potential among NHMA members who are at least five years past their medical training.

The program emphasizes the knowledge and skills necessary to take a leadership role in health policy development and advocacy at local, state, and national levels on issues of importance to the health of the Hispanic community.

Supported by the Health Resources and Services Administration of the U.S. Department of Health and Human Services, the program trains 20 mid-career Hispanic physicians per year with a one-day orientation at the NHMA Annual Conference, held this year March 22-24 in Washington, a weeklong institute at New York University, and another week in Washington for meetings with lawmakers and faculty members to discuss how to develop and analyze policy and how to influence policy and work with the media. The lectures, panel discussions, and case study discussions are presented by health experts from the federal and state governments, foundations, media, managed care, think tanks, and nonprofit advocacy organizations.

The NHMA Resident Leadership Program is similar, but it provides lectures about policy and academic leadership and career decisionmaking to 20 Latino residents each year. The participants are invited to a one-day orientation at the NHMA annual conference, after which 10 residents go to Sacramento, Calif., and 10 residents go to Albany, N.Y., for a three-day program. The residents meet with governors, representatives, and senators during the program so they learn about leaders in the policy world and see themselves as future leaders. The Health Resources and Services Administration also supports the program.

The NHMA Cultural Competence Curriculum Project was created to provide recommendations for medical education curriculum on cultural competence and Hispanics. The project calls for developing a bibliography and summary of definitions as well as plenary sessions at NHMA conferences.

"The goal of this effort is to develop the knowledge and understanding of skills needed by doctors to improve the quality of care they provide to Hispanic clients," said Ríos.

The NHMA Media Project is a program supported by the National Highway Traffic Safety Administration (NHTSA) of the U.S. Department of Transportation. The effort is designed to develop discussions about Hispanic health, including traffic safety, and to develop relationships with the media. The organization provides training to member physicians for TV and radio interviews, and it maintains a speaker's bureau of Hispanic physicians for NHTSA regional officials and national partners.

The National Hispanic Health Foundation was designed to develop educational, research, and charitable activities to improve Hispanic health. The Foundation, in its early stages, will be housed at the NYU Robert F. Wagner Graduate School of Public Service.

The Clinica Tepati is an NHMA volunteer preceptor site. It is an all-volunteer effort of community doctors, medical students, and undergraduates from the University of California at Davis. It provides free services to the needy in Sacramento, Calif.

Ríos said the organization is also about networking for Latinos in the health profession, and it has developed a resident physician database project, which provides members an opportunity to meet well-established professionals who can provide advice and mentoring relationships in clinical practice, academia, and research areas.

Ríos, 47, knew early on that her love was public policy, but also knew that an advanced degree in medicine would help her pursue her interest in influencing lawmakers. She earned her medical degree at the University of California at Los Angeles School of Medicine in 1987. The medical degree has helped indeed in public policy circles.

In 1993, the Clinton Administration asked her to assist the National Health Care Reform Task Force. She served from 1994 to 1998 as an advisor on regional and minority women's health in the Office of the Secretary for the U.S. Department of Health and Human Services. Active in her native California in a number of Latino health-related efforts, she was drawn to Washington, D.C. and to the idea of Latino physicians and healthcare professionals needing a voice when Antonio Novello, then surgeon general, invited Ríos to one of the first national conferences of Latino physicians. The year was 1991.

"I started meeting other Hispanic doctors and nurses who were interested in coming to the White House and having a voice and an impact in Washington, D.C.," said Ríos. "We decided to form an organization so we could get invited to the table."

Ríos said that to improve Hispanic health, it is important to organize Hispanic physicians and healthcare providers, so their experience and collective knowledge can be shared with lawmakers to create change. Many of those interested eventually formed an advisory board to the newly formed organization. Ríos took on the task of day-to-day operations and start up. She eventually became the organization's president and executive director.

During its first years of operation, NHMA held strategic planning meetings with physicians in five regions of the country, identifying the most critical issues they face and taking steps to define a blueprint of future activities in the five areas: delivery system, medical education, research, policy, and communications.

The NHMA held its first national conference in 1997 and in 2000 secured enough funds to get some office space. It also launched a Web site. More recently, NHMA provided names to the Bush administration of possible candidates for the position of U.S. surgeon general.

"She is one of the leaders in Latino health, and she is making an impact because she is bringing people together for the common goal of improving Latino health," said Ciro V. Sumaya, dean of the School of Rural Public Health and the Cox Endowed Chair at Texas A&M University System's Health Science Center in College Station, Texas.

But Morante and Ríos say the NHMA is at a crossroads and its ability to secure additional resources will define its future.

"The next major challenge is go to the next stage and find partners who are going to support us," said Ríos.

That next stage involves building more partnerships, continuing to listen to concerns that arise among members, and turning to lawmakers and representatives from private organizations to bring change.

Ríos is active in several other Latino organizations. She sits on the board of the National Hispanic Leadership Agenda and co-chairs the Hispanic Health Coalition. She was appointed by former Health and Human Services Secretary Donna Shalala to the advisory panel on Medicare education. In 2000, she was appointed to the American Diabetes Association Latino Advisory Board.

Ríos is also CEO of Hispanic Serving Health Professions Schools Inc., a nonprofit organization that shares management, accounting, and business staff with the NHMA but has a separate governing board. The organization strives to help develop Latino faculty careers and maintains a faculty database. It has 21 medical schools and three public health schools as members. Its goal is to help improve health care for Hispanic patients.

"She's an excellent leader," said Sumaya, who was administrator of the Health Resources and Service Administration under President Bill Clinton. "She has taken on these organizations, maintained them, and is making them survive and thrive. She is persistent. She has kept them going against multiple odds."

Ríos said the secret to keeping up with all her activities is that "you must have priorities," and "you have to work with good people so you can delegate tasks and make sure that things get done."

CONQUERORS OF YELLOW FEVER

Dr. Carlos Juan Finlay, Unsung Hero

by Inés Pinto Alicea

U.S. political and military leaders became alarmed as increasing numbers of soldiers fell ill with an often deadly disease known as yellow fever. The occasion was the U.S. occupation of Cuba after the Spanish-American War. With every war since, soldiers have had to contend not only with the threat of bullets but also diseases that are often foreign to them.

Yellow fever, which caused nausea, jaundice, diarrhea, high fever, and blood in the vomit and stool of its victims, was drastically curtailed after researchers discovered that mosquitoes carried yellow fever, transmitting it through their bites, and that the disease could be controlled by destroying mosquito breeding grounds. Those findings saved countless lives throughout South America, the Caribbean, Africa, and the United States and made it possible for the U.S. to complete the Panama Canal. The findings are also significant today as the U.S. government battles the spread of another mosquito-borne disease, the West Nile virus.

Much of the credit for the discoveries was given to the well-known Walter Reed Commission of 1900, but the Commission proved a hypothesis developed 20 years earlier by a Cuban physician of Scottish and French descent, Carlos Juan Finlay.

In 1881, Finlay had identified *Aëdes aegypti*, the Cuban household mosquito, as the transmitting agent for yellow fever.

"His diligence and practical approach to medicine saved countless lives," said F. Michael Angelo, university archivist and special collections librarian at Thomas Jefferson University in Philadelphia. Finlay was an alum of the University's medical college.

U.S. Gen. Leonard Wood, a physician and military governor of Cuba in 1900, called the confirmation of Finlay's theory one of the greatest steps forward made in medical science. Wood had welcomed eagerly all research on the disease, which often killed its victims within a week. Indeed, during the war, yellow fever, dysentery, and malaria accounted for far more casualties than bullets, and Wood knew that if Americans were to occupy Cuba "until political order was restored," something had to be done to protect them from these deadly diseases. It was estimated that some 900 soldiers died from bullets on the battlefield but that 5,000 died from tropical diseases such as yellow fever, malaria, and dysentery, said Hal Sharp, library assistant in the Department of Historical Collections at the University of Virginia's Claude Moore Health Sciences Library, which has an extensive online exhibit on yellow fever entitled the Philip S. Hench Walter Reed Collection found at (yellowfever.lib.virginia.edu).

Dr. Antonio María Gordon, director of the Finlay Medical Society

The words yellow fever struck fear in people around the world because the disease killed about 10 percent of those who contracted it. French efforts to build the Panama Canal came to a halt in 1889 when workers fell ill with yellow fever and other tropical diseases. Yellow fever also hit Napoleon's garrisons hard. The disease helped convince him to give up hope of an empire in the New World and to sell Louisiana to the United States in 1803.

One of the worst recorded outbreaks occurred in 1793 in Philadelphia. More than 5,000 people died of the deadly fever, said Charles Greifenstein, curator of archives and manuscripts at the College of Physicians of Philadelphia. Refugees from the Caribbean, 2,000 of them, had arrived that year in Philadelphia, and it was believed that they brought the disease with them and spread it to others. City officials at the time attempted to isolate yellow fever patients and clean up the city, which, like many of the time, was far from clean. Philadelphia had inadequate sewage systems, there was no regular garbage pickup, and animals wandered freely through the streets, creating unsanitary conditions for the residents of the city, said Greifenstein.

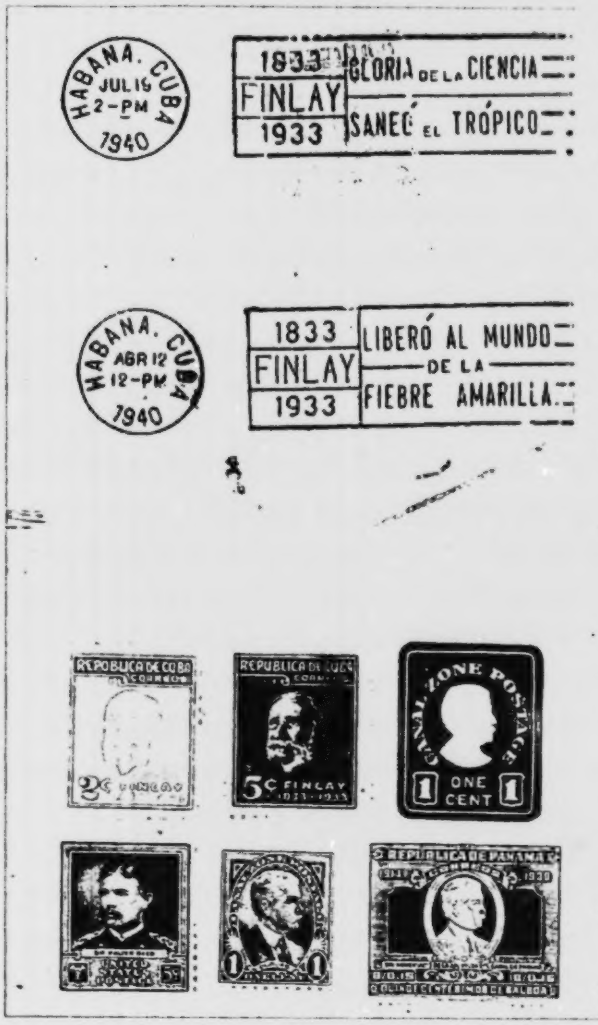
Carlos Juan Finlay

Born on Dec. 3, 1833, in the city of Puerto Principe (now Camaguey), Cuba, Finlay received his education in France and Germany. As a young man, he was plagued with several serious illnesses, including typhoid fever and cholera. After his time in Europe, he attended Jefferson Medical College, from 1853 until his graduation in 1855 at age 22. Angelo said many young men from Latin America who studied at the College at the time came from wealthy fathers, like Finlay, whose father was a well-to-do coffee plantation owner. While at Jefferson, Finlay met S. Weir Mitchell, who became his preceptor, advisor, and friend. When Finlay left Philadelphia, Mitchell presented him with a top-quality binocular microscope, a rarity at the time.

Finlay began his own medical practice in Havana in 1864 and one year later married Miss Adela Shine, of Trinidad. The two had a son, Carlos E. Finlay, later a physician in Cuba. But the elder Finlay was not content just practicing medicine; he also made time for research and study, particularly with regard to yellow fever, producing at least ten papers on the subject between 1865 and 1881.

Because of his interest and expertise, Finlay was among the Cuban scientists chosen to work with the U.S. Yellow Fever Commission of 1879. He was convinced by the commission's results that the germ was present in the walls of blood vessels and concluded that the disease somehow spread from an infected person's vessels directly to another's. Thinking in terms of inoculation, he implicated the mosquito as the carrier. But he could not prove it and struggled to win support for his theory. Unlike Ronald Ross and Patrick Manson, who had demonstrated in 1897 that the *anopheles* mosquito carried malaria, Finlay and his assistant, Claudio Delgado, failed to design an air-tight experiment that might convince the scientific community that a similar connection existed between the *aëdes* mosquito and yellow fever. He was chided by other researchers and nicknamed "the Mosquito Man."

"He pursued a series of experiments over 20 years but wasn't able to convince the scientific community that his theory was correct," said Sharp, adding that Finlay not only wanted to prove his hypothesis but also explore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CARLOS J. FINLAY
1833-1915

The sheet of stamps includes not only Finlay, but Reed, Gorgas, and others. The coin is modeled after a bas-relief of Finlay set into a stone wall at the Camp Lazear memorial at Marianao, on the outskirts of Havana. This was the place where Reed's yellow-fever experiments had taken place, and which was dedicated as a memorial to Cuban-American friendship in 1952.

the possibility of inducing immunity to the disease. "The way he conducted the experiments didn't adequately isolate the participants from the general population to eliminate the possibility of contracting fevers from sources other than his mosquitoes."

After serving as a contract surgeon with the U.S. Army during the 1898 Santiago campaign, in 1899 Finlay joined the U.S. Yellow Fever Board, a precursor to the Reed Commission. He offered his services to Dr. Walter Reed, a U.S. Army major, and his U.S. Army Yellow Fever Commission (aka the Reed Commission) the following year, although he was not an official member of the group. The Commission went to the island as part of the American occupation force in Cuba in the wake of the Spanish-American War. Cuba was widely considered the primary breeding ground for yellow fever in the western hemisphere, so the postwar occupation seemed the perfect opportunity to study and possibly eradicate the disease at its source.

Finlay eagerly explained his views to the members of the Commission. He also shared his findings, his copious notes, records, experimental equipment, and offered to assist in any kind of experiments that might be undertaken. He even provided the Commission with mosquitoes with which they began the experiments that eventually proved his theory that the mosquito was the vector for the yellow fever virus.

Reed wrote in his accounts that the Commission could not have achieved its successes without Finlay. But Angelo noted several probable reasons why Finlay didn't get the credit he deserved, among them his kindly demeanor and the fact that shortly after the public release of the Commission's findings, Reed died of appendicitis, an event which focused public attention on Reed the hero. "Because Finlay was polite and gentlemanly, he was overlooked a lot," said Angelo.

Dr. Antonio María Gordon, director of the Finlay Medical Society in Miami, a nonprofit organization involved in community projects related to public health of Cubans on the island and in the U.S., said he thinks that even though Finlay had written extensively about yellow fever, his work was not widely known. The publication *Index Medicus* did not exist at the time, and although the U.S. Army maintained an index of advances in military medicine, Finlay's work was not listed there either, said Gordon.

Sharp added that he felt political relations between the United States and Latin America also might have kept Finlay from getting more recognition for his efforts.

Finlay closely followed the experiments of the Commission, recognizing freely the incompleteness of his own procedures and admiring the new methods in bacteriological technique. His admiration extended from the work itself to the men who were engaged in it, the members of the Commission, and the men who submitted to the experiments.

Dr. William Gorgas, a U.S. Army colonel and a Commission member, wrote about his impressions of Finlay, calling him "the most lovable man in character and personality."

The findings on yellow fever destroyed the popular notion that the disease spread by direct contact with infected people or "contaminated" objects and focused efforts on the eradication of the aëdes mosquito. Researchers moved quickly to destroy the breeding grounds by spraying oil on open water, which kept the mosquitos away.

There are still reported cases of yellow fever around the world, most in tropical climates. A vaccine was created to prevent people from getting the deadly disease. Still, even with modern treatment, yellow fever kills about 5 percent of the people who get it. That vaccine, however, is taking on more significance today as the U.S. battles another mosquito-transmitted disease called the West Nile virus. The so-called 17D strain of yellow fever virus has been injected into the arms of millions of people to protect them from the deadly disease. Scientists at a biotechnology firm in Massachusetts are using genetic engineering techniques to revamp the 17D virus with a new molecular coating that will protect the immune system from the West Nile virus.

As for Finlay, after his work with the Commission, he went on to become the first director of health of the Republic of Cuba, a position he held from 1902 to 1909, and was nominated for the Nobel Prize. Carlos Juan Finlay died in 1915, at age 82.

While the Reed Commission got much of the credit for eradicating yellow fever, Finlay's contributions have not been forgotten.

Cuba created a commemorative stamp and coin in his honor.

The Pan American Medical Association named Finlay's birthday, Dec. 3, American Medical Day, back in 1933, and it is still celebrated.

Jefferson Medical College awarded Finlay an honorary degree (Doctor of Science) in 1902 and held a centennial symposium in his honor in 1955. In addition, Finlay is one of five Jeffersonians whose names are inscribed on an important campus landmark, the Winged Ox column, dedicated at the university in 1976.

Every two years, the United Nations Educational, Scientific, and Cultural Organization awards the Carlos Juan Finlay Prize for Microbiology, a $5,000 grant and medal, to a scientist. In 2001, the award was given to two Mexican scientists, Drs. Susana López Charreton and Carlos Arias Ortiz, for their work on rotavirus, a virus that leads to acute gastroenteritis in children under 2, resulting in one million deaths per year around the world. The prize is designed to promote research and development in the field of microbiology (including immunology, molecular biology, genetics, etc.) and its applications, by rewarding a person or a group of persons for an outstanding contribution in this field.

NCAA

THE NATIONAL COLLEGIATE ATHLETIC ASSOCIATION

PRESIDENT

The National Collegiate Athletic Association (NCAA), an association of more than 1,200 colleges, universities, athletics conferences and affiliated organizations, is committed to the education, athletics participation and best interests of 360,000 student-athletes. We are dedicated to maintaining the highest standards of quality and professionalism by working together in a diverse environment that promotes respect and communication.

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Five Concourse Parkway, Suite 2440, Atlanta, Georgia 30328
Phone: 770-804-1996 Fax: 770-804-1917. dparker@bpsearch.com

The NCAA is an equal opportunity employer and encourages women, minorities and disabled persons to apply.

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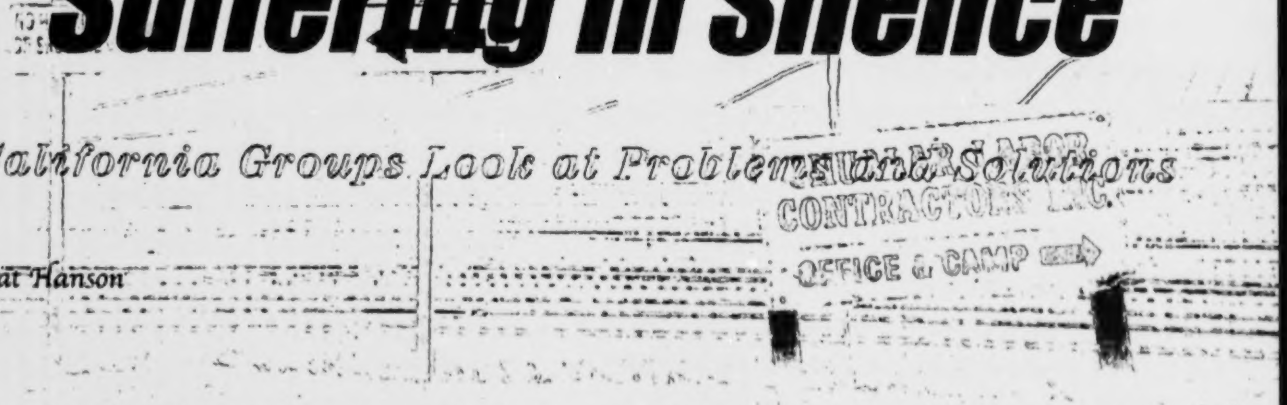
The Wayne Calloway School of Business and Accountancy at Wake Forest University is seeking qualified candidates to fill the recently vacated **F. M. Kirby Chair in Business Excellence.**

Applicants/Nominees for the position should have a demonstrated record of accomplishment as a marketing practitioner and the academic credentials to warrant appointment as a full professor. A strong intellectual ability and enthusiasm to work with highly talented undergraduate students and teach core and elective courses is a must. The Kirby Chairholder must provide strong academic leadership in the marketing field and represent the Calloway School to the business community. Wake Forest University is dedicated to the pursuit of excellence in the liberal arts and professional education. Both the Calloway School and Wake Forest University are nationally ranked institutions characterized by excellent faculty, students, and facilities. Wake Forest University administers all educational and employment activities without discrimination because of race, color, religion, sex, age, national origin, disability, sexual orientation, marital or veteran status. Interested individuals should send a detailed vita/resume to:

The Kirby Search Committee
The Wayne Calloway School
of Business and Accountancy
Wake Forest University
Box 7285 Reynolda Station
Winston-Salem, NC 27109-7285

While the position will remain open until filled, the committee will begin reviewing candidates in August 2002.

Migrant Farmers "Suffering in Silence"



California Groups Look at Problems and Solutions

by Pat Hanson

Imagine a job that frequently pays you and your co-workers less than the minimum wage, requires backbreaking labor under the hot sun in windy fields, includes daily exposure to dangerous chemicals, and keeps you away from your family and children for months at a time, often living in squalid unsanitary housing. When and if you do get injured or sick, you have no health insurance, and find that state and federal programs for low-income workers don't cover single men without children. This is the plight of an estimated 700,000 California agricultural workers, and another estimated three million nationwide.

Migrant and seasonal farmworkers are an indispensable asset in the $28 billion U.S. fruit and vegetable industry. Those in the human labor force that provides us our daily food place themselves and their families at risk of a range of chronic health problems, infectious diseases, respiratory ailments, skin cancer, alcoholism, addiction, and even HIV/AIDS in order to do just that. And studies show that the problems get worse the longer migrant workers are acculturated in America.

What are the emerging health issues?

Up until the 1990s, there was a notable paucity of both federal and privately funded research on health problems of migrant workers. Three recent major studies have begun to paint a dire picture of the state of migrant health.

Suffering in Silence: A Report on the Health of California's Agricultural Workers details the nation's first comprehensive, statewide survey of the health of hired agricultural workers, The California Agricultural Worker Health Survey (CAWHS), conducted in 1999. Funded by the California Endowment, this sobering large scale study reports findings from both interviews and physical examinations of 971 randomly selected farmworkers in six regions of California, the state that produces 50 percent of the nation's vegetables, and 40 percent of its fruits.

The report concludes that the risks for heart disease, stroke, asthma, and diabetes are strikingly high for a group comprised of young men who would normally be in peak physical condition.

"It is a tragedy and more than a little ironic that the labor force that is responsible for producing such a great abundance of healthy food in California should itself be suffering from the effects of inadequate diet," said Don Villarejo, principal investigator.

Most of the sample were young (median age 34), married, Mexican men who had little formal education (63 percent had completed six or fewer years of school) and earning very low annual incomes, averaging between $7,500 and $9,999. Ninety-six percent said they are Mexican, Hispanic, or Latino origin. Highlights are startling:

- Nearly one in five subjects had two of three risk factors for chronic disease: high serum cholesterol, high blood pressure, or obesity.
- Close to one-third had never been to a doctor in their lives.
- Seventy-five percent had no health insurance, and only 7 percent were covered by any of the various government-funded programs intended to serve low-income groups.
- Both male and female subjects showed evidence of iron deficiency anemia about four times greater than a similar cohort of comparable groups of U.S. men and women.
- Half of the women and two-thirds of the men had never been to a dentist.
- Clinical dental examinations startlingly demonstrated that one-third of the men had at least one decayed tooth, and four out of 10 female subjects had at least one broken or missing tooth.
- Nearly one in five experienced a workplace injury that led to a workers compensation payment; but only one worker in three was aware of this type of insurance.

A 2001 18-month study (also funded by the California Endowment), the Bi-national Health Survey (BHS), involved a detailed survey and extensive observations in the field of current and former U.S. farmworkers, as well as healthcare professionals in Mexico and the United States. Since it focused on workers who had returned to Mexico, as well as those at work currently, it provided vital information on how they coped with the vast healthcare challenges they've faced over time.

The BHS found many barriers to access and fragmented services.

Migratory farmworkers who do seek care in both the U.S. and Mexico receive treatments intermittently and in an uncoordinated fashion, from a wide variety of service providers on both sides of the border, leading to difficulty in follow-up treatment and chances for prevention.

Chronic diseases were the most prevalent type of illness reported by BHS respondents, whose serious health conditions often go undiagnosed until symptoms become unbearable, or they medicate themselves. One in four respondents reported having asthma, diabetes, arthritis, high blood pressure, heart disease, or thyroid illness.

A November 2001 report conducted by the state, Cancer Incidence in the United Farm Workers of America, 1987-1997, published in the November issue of the *American Journal of Industrial Medicine*, found 69 percent more reports of stomach cancers, 59 percent more reports of leukemia, and higher rates of skin and brain cancers in agricultural workers than other Latinos in California.

Also, according to the study, the farmworkers were diagnosed at a later stage than most of the state's Latinos. Since many of these cancers are treatable, this is an indictment of the health care and education available to farmworkers. Doug Blaylock, the United Farm Workers medical plan administrator, blames pesticide use for these rates, but authors of the study are conducting further research to examine what specific pesticides were used and length of exposure, before they agree that a direct relationship exists.

Farmworker exposure to pesticides and potential threats to health are probably the most documented and regulated aspects of agricultural occupational health, yet enforcement of OSHA standards is not uniform, and most research on pesticides tracks exposure to a single chemical, not the effects of multiple pesticides, in combination with plant pollens, molds, dust, wind, and other respiratory irritants. Skin problems are extremely common, caused by plants that scratch the skin, exposure to chemicals, and allergic reactions (Villarejo, 1999).

Billboard of a farmer

It is often not acceptable for Latinos to admit mental health problems. One of the first studies of the prevalence of classifiable mental disorders in rural and urban Mexican-American adults in Fresno and Los Angeles counties found Mexican immigrants had about one-half the prevalence rates of major psychiatric disorders of either U.S.-born Mexican-Americans or other Americans.

The stressors associated with migrant workers lifestyle predispose them to a variety of mental health problems: anxiety, depression, substance abuse, and violence, yet because it is not acceptable to admit such difficulties, little is known about the prevalence of these problems. Yet, in a recent confidential interview study on housing and health issues in Monterey County, María Juriato stated that the No. 1 health concern was depression and anxiety.

And finally, the lifestyle of many migrant farmworkers leads to heavy drinking and sex practices that put them at high risk of AIDS. Kurt Organista, of UC Berkeley's School of Social Work, one of the few researchers focusing on HIV/AIDS in farmworkers, said, "Follow the laborers and HIV/AIDS will follow. Work done by men away from home, for extended periods of time–naturally alcohol use goes up, sex with prostitutes is prevalent, sex with men goes up, and they infect their wives at home. Epidemiologists bemoan the fact that we don't have good HIV prevalence data, but estimate rates of HIV/AIDS doubled between 1994 and 1998, and that HIV rates increase five times as Mexicans immigrate."

Why is this such a problem?

Cultural barriers and language issues act as sometimes insurmountable obstacles to effective care, as do eligibility criteria for Medi-Cal and other government-sponsored programs. The effects of Proposition 187, denying illegal immigrants access to education, social services, and health care, approved by California voters in 1994, but quickly found unconstitutional, still influence farmworkers from seeking care for fear of being deported. Forty-seven percent of BHS study respondents had not seen a doctor in two years, and 58 percent had not seen a dentist during the same period. Fifty-eight percent were uninsured. Despite the poverty of the population, only 19 percent received Medi-Cal benefits. Thirty-eight percent of respondents pay at least part of their medical bills using out-of-pocket cash; 27 percent pay exclusively in cash.

In spite of having spent more than half their adult lives in the U.S., the migrant workers in the BHS study preferred the type of health care they'd gotten used to in Mexico: prompt service with no records kept, quick presumptive diagnoses with few laboratory tests, providers that share their language and cultural background, and immediate receipt of medicines having prompt effects.

Barriers to accessing American medical care not withstanding, for comfort with cultural customs alone, many turn to home remedies, and folk healers or *curanderos* as an alternative. However, U.S. immigrant workers are exposed to new toxins and diseases never before seen and face a need for Western medicine to resolve Western technology-caused illnesses.

What solutions have been tried? What's on the horizon?

While unions have brought about many changes in working conditions in the fields–access to water, bathrooms, and higher pay–few realize that only 25,000 of California's farm laborers, or 3.6 percent, belong to the United Farm Workers (UFW) or the Farm Labor Organizing Committee (FLOC).

The CAWHS found in their statewide random sample that only 17 percent of their subjects' employers offered health insurance, and of those with access to it, only 11 percent took advantage of it because of the prohibitive cost of co-pays. And 75 percent of the farmworkers across the state did not have insurance of any kind.

"Obviously national health insurance would be an answer, but that isn't going to happen in the near future," said Don Villarejo, founder of the 20-year-old not-for-profit California Institute for Rural Studies and principal investigator of CAWHS. "Employers argue they can't afford to offer insurance, and actually that's true. Here's an example; let's do the math. Teamsters Local 890 in Watsonville, with 3,000 workers at Dole, holds the largest union contract in all of U.S. agriculture. They ship the broccoli, cauliflower, and lettuce all over the country. Their union rep recently asked if we could lobby for a mandate to get owners to pay for employee health insurance. Unfortunately, it's not feasible.

"There are 700,000 agricultural workers in California, of which estimates range that from 300,000-500,000 are undocumented. That's still half a million laborers without insurance. The cost of even the most minimal plan per individual for six months would be $200 a month, or $1,200. That's six billion dollars. The entire agricultural industry is a $27 billion business, with wages/employer taxes amounting to $5.5 billion. So literally, the medical insurance bill would double the cost of labor for the owners. We need some other mechanism, and nobody wants to step up to the plate."

Villarejo suggested a tri-partite plan, where workers themselves, employers, and the public sector–through value-added taxes on specific products–contribute to a state-administered insurance pool, such as they do with workers compensation in many states such as Washington. All employers would be required to contribute; workers would have a co-pay for services, and we the public sector would pay in the form of a value-added tax on certain allowed agricultural commodities. This is already done for research and marketing purposes in the almond industry.

Healthcare costs certainly do contribute significantly to the growers' cost to produce a pint of strawberries, and remember, the grower does not get to set his price for that pint of strawberries. What that means is, as health insurance costs or any other costs rise, the grower must reduce costs somewhere else or take a loss. California growers are not subsidized.

SAN BENITO HEALTH FOUNDATION
FAMILIAS SALUDABLES
HEALTHY FAMILIES

Health bus

"For instance, if you pay $1.99 right now for a basket of strawberries, of that, about 15 cents is the labor cost," said Dr. Villarejo. "If you doubled that amount, and paid $2.14 for the same strawberries, that could pay for health insurance. For a $25 bottle of wine at a restaurant, the labor cost is 18 cents. On a head of lettuce, it's a nickel or a dime. By paying just a little more we would be saving lives and contributing to the health and welfare of those who put that very food on our tables. Downstream, we'd be saving even more on future public health expenses. If the elevated rates of obesity, high blood pressure, high serum cholesterol go unchecked, diabetes, renal failure, heart disease will occur that could cost taxpayers millions, to keep people alive until they die. The projected costs of untreated health conditions are astronomical."

What's the hope for the future? Any model projects with promise?

The National Center for Farmworker Health (NCFH) has worked for 20 years to help farmworkers across the nation access affordable health care and facilitate continuity of care for migrating patients. Its 'Call for Health Program' in Texas consists of a nationwide toll-free, bilingual health information and referral service for farmworkers and their families that helps them access Medicaid and CHIP, as well as find immunization, dental care, social services, secondary health care, and health education for both adults and children.

"Partnerships with the private sector may be a way to gather resources to address these pressing problems," said Andrea Kauffold, M.D., director of Call for Health at the NCFH, which gets upwards of 30 calls a day from farmworkers who cannot get care anywhere else. They've linked with K-Mart, Pfizer, and Glaxo-Wellcome to obtain funds and prescription drugs and have gotten physicians to donate services, even surgery, when all other sources have been tried.

María Juriato of Monterey County linked funds from both health and social services to conduct in-depth interviews with migrant laborers. The results led her to seek further funding for a Latino think tank that would be a collaboration between growers, health and social service providers, and the workers themselves, aimed at empowering them to discover new solutions to improve the health status of migrant laborers.

Mexico and California Government Working Together

A new initiative has governments on both sides of the border working together. The just-launched California-Mexico Initiative was founded by the California Institute for Research Policy because access of migrant workers to health-care services is dramatically scarce and inefficient in both Mexico and the U.S. Its mission statement underscores that "the importance of the migrants' contribution to the national economy of the two countries can never be stressed enough; nor can their inalienable human right to health care. This concern has to be faced as a bilateral responsibility."

The Initiative's objective is to coordinate and optimize the availability of health services to migrants and their families beyond the border boundaries. It plans to:

- Crosstrain healthcare delivery specialists and outreach workers or *promotores* with the tools and knowledge they need to encourage preventive care;
- Organize health-related outreach efforts around existing binational organizations in Mexico;
- Train physicians and other providers to guide farmworkers in their use of medical resources, low-income insurance, and preventive practices;
- Further target services to specific diseases to which this population is particularly vulnerable.

The California Endowment has just committed $50 million of new funding to 30 organizations awarded competitive grants to serve farmworkers over a two-year period, and they expect to give more substantial long-term funding after the initial groundwork is done to discover ways to empower the people themselves to get screening and engage in preventive care. The California Wellness Association has also made housing and health issues of migrant laborers a new priority area for funding.

Not only in California, but the nation, it behooves us to reevaluate how to address the unmet health and healthcare needs of agricultural workers. The situation as reported represents a breakdown of our nation's healthcare system. We need vigorous efforts to address conditions in the fields, lack of health insurance coverage, and the shortage of culturally compatible health care and dental providers and facilities close to those in need.

Everyone benefits from farmworkers' labor. They are hardworking people doing the best they can to make a better life for themselves and their children. They are proud of who they are and what they do. Often taken for granted, farmworkers are a tremendous national resource. Next time you have a salad, eat a strawberry, an almond, or an apple, remember that this food has been handpicked. Without the continued health and welfare of these laborers, who remain some of the poorest and unhealthiest groups in America, food would not be as available and affordable as it is today.

National Center for Farmworker Health (NCFH)
www.ncfh.org 1-800-531-5120 Call for Health 1-800-377-9968
United Farm Workers (UFW): ufw.org
Farm Labor Organizing Committee (FLOC) www.floc.com
California-Mexico Health Initiative www.ucop.edu/cprc/bmhi.html
California Institute for Rural Studies www.cirsinc.org
Donvillarejo.com (a repository of articles on migrant labor issues)
The California Endowment www.calendow.org
The California Wellness Foundation www.tcwf.org

GIVE ME YOUR HUNGRY

by Susan Drake

Fields of Courage Remembering César Chávez &
The People Whose Labor Feeds Us
(1999) Many Names Press, 2715 Monterey, Soquel, CA 95073

From across the Mexican border he comes
in a cast-off school bus
or broken down truck
that sometimes dumps him in the desert
before he ever sees work.

If he's lucky,
the labor contractor, *el coyote*, takes him into the lush farm lands of
California of Texas, Arizona, Ohio, New Jersey, Michigan, Washington, Idaho.

He comes with arms to
plant
pluck
he bends
bends
bends
and reaches
for food
he barely has enough money
to buy for himself.

At the end of the day
the contractor's bus takes him far from town
where no one will see
he pays to live in squalor
with the heat–or the wind
slicing the walls of a labor camp.

Without a car to drive into town for movies
the *campesino* plays cards,
Bets on illegal cockfights,
longs for the hug of his wife
the play-filled squeals of his children.

And, if he's lucky
The *patron* won't keep all the money
for the bus ride
for the food
for the bunk.

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Pat Hanson, Ph.D., can be reached at: *Health Matters*, 1823 Wedemeyer Court, Marina, California 93933.

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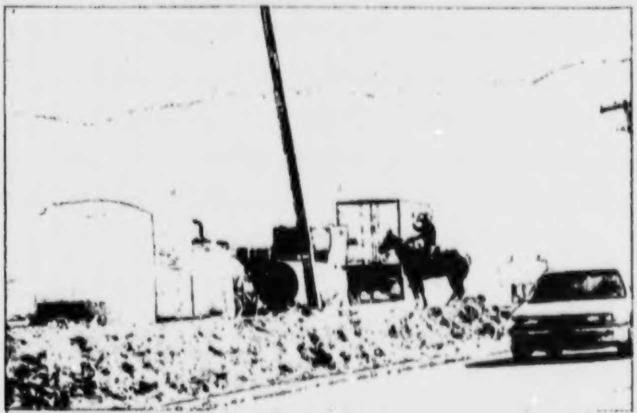

Next time you have a salad, eat a strawberry, an almond, or an apple, remember that this food has been handpicked.

UNIVERSITY of VIRGINIA

VICE PRESIDENT FOR STUDENT AFFAIRS

The University of Virginia invites letters of application, curriculum vitae, and nominations for the position of Vice President for Student Affairs.

The Position: The Vice President for Student Affairs is the senior university officer responsible for student life and student services. The Vice President directs, administers, and oversees most phases of student life at the University of Virginia. The Vice President will provide a broad range of support services and programs outside the formal academic setting. For more information, please visit the Vice President for Student Affairs web site: http://www.virginia.edu/vpsa/.

Qualifications: Candidates should have an understanding of the workings of a major university committed to both teaching and research, and have a demonstrated proficiency in teaching and research sufficient to merit appointment in one of the university's academic departments. Extensive experience as an administrator is essential and the desire to associate with students while dealing with their everyday concerns a necessity.

Successful candidates typically will have the following qualities:

- Intellectual openness, breadth of vision, flexibility, imagination, and excellence in leadership (a sense of humor is also beneficial)
- Significant academic/intellectual achievement (earned doctorate or equivalent)
- Commitment to fostering student self-governance and honor
- Skill in addressing diversity issues and working with multi cultural groups and students of color
- Ability to facilitate significant interaction among students, faculty, and staff
- Outstanding interpersonal and communication skills including diplomacy, tact and patience
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- Experience in supervision, planning, and fiscal management
- Strong commitment to student development and to the education purposes of work in student affairs
- Understanding of the various constituencies with which public institutions must work

Application letters, curriculum vitae, statement of philosophy on student services in the 21st century, and five references will be considered until the position is filled; however responses by **June 14, 2002** are encouraged. For more information visit www.virginia.edu/execvp. Candidates should forward all materials to:

Search Committee, University Staffing, University of Virginia
P.O. Box 400127, Charlottesville, Virginia 22904-4127
For more information contact Frank DiGiacomo at 434-924-4748
or Lea Moore at 434-982-2265

The University of Virginia is an Equal Opportunity/Affirmative Action Employer. Women and members of minority groups are strongly encouraged to apply.

Director of Service-Learning

LOYOLA COLLEGE IN MARYLAND

Loyola College in Maryland, a Catholic Jesuit college, seeks a dynamic and visionary leader for the position of Director of Service-Learning. This person will enhance the development of a ten-year tradition in service-learning, an integral part of the mission of Loyola College.

The qualified applicant will hold an earned master's degree (field open), will have experience in the field of higher education and will possess excellent leadership and administrative skills. A Ph.D. is preferred. He/she will have demonstrated experience in service-learning, community service and social justice, and in working with faculty, students and service providers. The ability to understand and collaborate with a wide variety of community-based agencies serving diverse populations is essential. An understanding and a commitment to Jesuit values and education is required.

Loyola College is a growth-oriented institution; therefore the Director will be responsible for articulating the College's philosophy on service learning both on and off campus as well as for administering the day-to-day operations of the service-learning program.

This position offers competitive salary and benefits. Send curriculum vitae and the names of three professional references to:

Human Resources
Service Learning Search
LOYOLA COLLEGE IN MARYLAND
4501 N. Charles Street
Baltimore, MD 21210-2699

Loyola College is an equal opportunity employer and especially encourages women and minority candidates to apply.

Nurses
for a Healthier Tomorrow

NEEDED:
Nurses with Bachelor's, Master's, and Ph.D.s

35 RN Organizations Join Recruitment Campaign

by
Michelle Adam

In an unprecedented effort to increase the number of nurses nationwide, more than 35 nursing organizations have united behind the Nurses for a Healthier Tomorrow campaign. This ad campaign was launched last October, and has since included print ads as well as public service announcements that have aired more than 2,000 times on 47 stations nationwide.

"It's the first time that nursing organizations have come together across the board to create a campaign," said Dan Mezibov, former public affairs director of the American Association of Colleges of Nursing (AACN). "The nursing shortage is out there and is not projected to get anything but deeper than the current state for the next 20 years. The campaign was formed to open up people's eyes and to help the shortage."

The Bureau of Health Professions of the U.S. Department of Health and Human Services estimates that by 2010 the country will need 1.4 million nurses with a bachelor's in nursing, but will have only 635,000. Of 532,000 nursing jobs requiring a master's or Ph.D., only 250,000 nurses will be able to fill these positions.

> ***Of 532,000 nursing jobs requiring a master's or Ph.D., only 250,000 nurses will be able to fill these positions.***

The shortfall in nursing professionals is attributed to an increase in nurses nearing retirement, a decrease in the overall population of potential students, and enrollment declines, which have, until recently, been in effect for six consecutive years. All of these factors play out during a time in which the demand for nursing staff is on the rise.

While a national campaign for nursing existed in 1989 to 1990, in an effort to increase the number of nursing professionals then, the effort was short-lived and coordinated by one primary nursing organization. Luckily, back then, the nursing shortage "seemed to resolve itself by 1991," said Mezibov. On the other hand, today's crisis seems deeper and more threatening, so much so that nursing organizations, as well as states and schools, are banning together to try to turn the tide.

Kathy Bennison, manager of marketing and partnerships of Sigma Theta Tau International, a 125,000-member national honor society for nursing, recalls the time in 1998 when members of the nursing community first considered the idea of pursuing a campaign. During the next few years, the group grew from a half dozen or so members into a coalition that began fund-raising efforts. The coalition, which today includes such groups as the American Nurses Association and the National Organization for Associate Degree Nursing, began to invite non-nursing groups to the table, such as the American Red Cross.

"It was interesting to see all the different organizations that wanted to be involved in the campaign," said Bennison. "Those involved are still very excited about it."

Coalition's Campaign

Working on a shoestring budget, the coalition launched its advertising campaign. Its public service announcements, sent optimistically to stations throughout the country, include profiles of nurses from all walks of life. Men, minority groups, and nursing professionals outside of your typical "bedside nurse" have been featured.

"It was very important to us to show diversity. It was important to show that anyone can be a nurse," said Robert Rosseter, current director of public affairs at AACN.

While the nursing shortage is a problem across the board, minorities and especially Hispanics are far fewer than the mainstream population within this field. According to the Census Bureau, racial and ethnic minorities represent 28 percent of the population, yet they make up only about 10 percent of the nation's 2.5 million RNs. Hispanics, who comprise about 11.7 percent of the population, represent less than 2 percent of RNs.

In the AACN ***2000-2001 Enrollment and Graduations in Baccalaureate and Graduate Programs in Nursing*** report, 5.2 percent of nurses currently pursuing a bachelor's degree in nursing are of Hispanic background. This percentage has almost doubled in 10 years, since Hispanics represented 2.9 percent of students pursuing a bachelor's in 1991.

Although the increase in Hispanic nursing students is a sign

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that we are moving in the right direction, Hispanic representation in the field remains extremely low. This is even more evident when the number of Hispanic nurses and nursing students is measured against the rapid growth rate of the Hispanic population and the increasing need for bilingual nurses to address this group.

Targeting Hispanics

In an effort to target the Hispanic population within its campaign, the coalition has profiled Aurora Hernández in its ads. Hernández is a nurse with an associate's degree, currently pursuing a bachelor's in the field. Having grown up in Texas as a migrant worker, her goal is ultimately to serve the migrant population.

"Since I was 12 I knew I wanted to be a nurse," said Hernández. She recalled traveling from her home in Texas to work on farms throughout the Midwest, and coming in contact with nurses who took care of migrant workers. "The nurses were very nice. I started thinking that that's not a bad job. I wanted some sort of service-oriented career, and I wanted to work with the Hispanic community," said Hernández. "I thought it was definitely a good opportunity. You get to teach families. I also felt that if you could speak Spanish and understand the migrant lifestyle, you could be a good nurse."

As a child, Hernández witnessed her diabetic father facing language and cultural barriers when visiting local practitioners. "He didn't trust these people, and he felt that they didn't understand his way of life," said Hernández.

While her parents wanted her to get an education, "they couldn't help us get through the college system," said Hernández, noting too that "People didn't encourage us to go beyond high school."

Her sister was then living in Minneapolis, and, after much effort, Hernández entered an associate's degree program in nursing at Minneapolis Community College. She went on to become president of the National Student Nurses Association, the first Hispanic to hold the post in the 50-year-old organization. Her exposure as president led to her nomination as the Hispanic representative in the national nursing campaign.

Today, Hernández plans to complete her bachelor's and then obtain a master's in nursing. Upon graduating, she hopes to work with the migrant population, and also to become a strong political advocate for Hispanics.

Hernández is proud to represent Hispanics for the national nursing campaign but has her own concerns about the effectiveness of the effort among Hispanics. "If the population of Hispanics is rising, you would think that you are going to address that somehow. You have to educate the Hispanic community, and one way to do that is to go on Spanish-speaking media," she said.

While the print and media campaign has only been produced in English, Hernández sees the importance of targeting families such as her own in order to increase the number of Hispanics interested in a career in nursing. She recalls that when she was pursuing her first degree in nursing, her father, who watched only Spanish television stations, knew very little about the field. "If the connection between academia and the parents isn't there, then the parents won't understand it when their daughter comes up to them and says that she wants to go to nursing school," said Hernández.

Recently, Johnson & Johnson embarked on a nursing campaign, with more than $20 million directed toward television and other media spots. However, despite having much larger revenue sources than the Nurses for a Healthier Tomorrow campaign, J & J too has focused only on advertisements in English.

Being Hispanic in the field of nursing can be a lonely road. As a student, Hernández was the only Hispanic in her classes. On the job, she is one of a few who can be called into emergency rooms to help translate for Spanish-speaking patients. While the need is great for more like her in nursing, finances can present a huge hurdle.

Slightly more than 5 percent of nurses currently pursuing a bachelor's degree in nursing are of Hispanic background.

Hernández has had a hard time finding federal scholarship money that goes directly to students pursuing undergraduate degrees in nursing. Yet, the federal government does provide funding to schools, which in turn offer incentives to pull minorities into nursing and health programs. "We are leaving it up to the universities to form programs and recruit students," said Hernández.

HRSA-funded Programs

Through the Nursing Workforce Diversity Program of the U.S. government's Health Resources and Services Administration, specific schools receive grant monies to help recruit and retain minorities in nursing. Some are: University of Arkansas for Medical Sciences; Florida International University; Atlantic Union College, in Massachusetts; University of Incarnate Word, in Texas; University of Nebraska Medical Center College of Nursing; and Washington State University.

HRSA also offers a Nursing Education Loan Repayment program whereby registered nurses are offered substantial assistance to repay educational loans in exchange for service in specific shortage locations.

The Nurses for a Healthier Tomorrow campaign lists further information on its Web site, www.nursesource.org. The Web site has a link to Johnson & Johnson's site, which includes a host of scholarship opportunities for many ethnic groups.

When the Nurses for a Healthier Tomorrow coalition began its campaign, one of its goals was to bring more people to the Web site, and through this medium, teach people about the benefits and opportunities in nursing. In response to the campaign, visits to the site are up 50 percent.

The fact that many more people are visiting the Net to learn about nursing is a good sign of the campaign's success so far. Another reason to applaud, one not clearly due to the campaign, is an increase of 3.7 percent in the fall 2001 enrollment in nursing nationwide–the first increase after a steady six-year decline in nursing enrollment. "That is a very encouraging sign, but we aren't near where we were in 1995," said Rosseter.

The coalition also hoped to improve the image of nursing through its advertisements. This is something Rosseter feels has truly happened. As he said, "Nursing has had a bad rap, but in recent years, respect for nurses has gone sky high. Nursing is a growing field, and there is a lot of opportunity."

The nursing coalition plans to continue its work for at least another three years, and to attract much larger groups of students to nursing. As more nursing organizations join the effort, and more funds become available, Rosseter hopes to work more with high school guidance counselors, and through them improve the image of nursing.

We asked Rosseter if the group would also begin to target more specific populations through its campaign. To this he responded, "We are thinking of translating the ads."

This, it seems, would be the most effective way to bring more Hispanics into the field of nursing.

Drawing Hispanics to the Fertile Field of Psychology

APA Working with 15 Colleges to Recruit Minorities

by Jeff Simmons

The odds seemed to be against allowing Julio I. Rojas to succeed. Growing up in an agricultural community in Immokalee, Fla., Rojas lived among farmworkers, where scraping together enough money to survive was the paramount concern.

"There were not a lot of dreams and aspirations in places like that," says Rojas. He didn't fare well in school, believing he couldn't achieve much and might be locked into the same lifestyle as his ancestors.

"But I always had questions," Rojas says. He questioned human behavior, what makes the mind tick, why people behaved certain ways. "Very early on, I was interested in psychology."

His teachers encouraged him, asking if he ever thought of attending college. "They didn't understand how distant a goal that was for me, even if they encouraged me," he says.

"In my family, we rarely spoke of education. The expectation was to go through school, get a high school diploma, find a job, and get married. Education wasn't in the range of possibilities, at least very early on."

But his mother did sway him to enroll in junior college, which was really the only viable option at the time because his grades were below par. It was then he discovered he could find answers to those nagging questions when he took a psychology class.

"In my family, we rarely spoke of education. The expectation was to go through school, get a high school diploma, find a job, and get married. Education wasn't in the range of possibilities, at least very early on."

"It sparked my curiosity because we asked a lot of questions about people, so I thought I should become a social psychologist," Rojas says.

That was just the beginning of a career. Rojas began to navigate his way through the field of psychology. For him, it has become more than a career choice. It has become an endeavor to help others and to champion a profession not often pursued by other Hispanics.

Rojas currently is a doctoral candidate in the counseling psychology program at the University of Georgia. Under the guidance of his major professor, he has examined the need for underrepresented groups to become faculty members at higher education institutions.

"Initially, I really was here for another reason. I wanted to go back to work in my community, but since I've been involved here, I see this is a need," Rojas says.

Many of his students have a background similar to his own. "Attending college probably seems not to even be in the realm of possibilities. Understanding cultural, political, and social factors impacts those decisions," decisions that he hopes will become clearer to young Hispanics when they realize they can follow in his footsteps. Rojas and other experts maintain that the number of Hispanics who enter the field is woefully low, and that more needs to be done to entice them.

According to the American

Psychological Association (APA), of the more than 83,000 psychologists at the doctoral level who were members of the organization in the year 2000, only about 2.6 percent were of Hispanic origin.

Dr. Paul D. Nelson, the APA's education director, estimates that the figure has not changed much since then.

The APA reports that, according to the most recent data on students for the same time period, 4.8 percent of the full-time students and 5.6 percent of the part-time students entering graduate school overall were of Hispanic origin.

Nelson says the number entering as full-time students in psychology was about three times as great as the number entering graduate school part-time.

Nelson reports too that in the year 2000, about 17 percent of all students entering graduate school were of ethnic minority background. Among that group of students, 25 percent were Hispanic.

Looking at those who step into academic positions, the field is still primarily White. During the same time period, about 9.6 percent of all graduate department faculty in psychology were ethnic minority psychologists. Of the ethnic minority psychologists primarily in academic positions, Nelson estimates that about one-fourth is of Hispanic background.

Nelson isn't warmed by the figures. "I wouldn't celebrate that 2.6 percent are Hispanic. I think we need to have more, certainly," he says, pointing to the radically changed demographics of the American landscape.

"Keep in mind that the fastest growing segment of our multiethnic cultural population is the Spanish-speaking population. When we are talking about psychology, science, and human behavior, that cannot be ignored."

"To have a future population that is broadly represented by Hispanic cultures, we must have representation of those populations within the practicing profession. We are very active in pursuing this."

"Certainly we are better off now than we were 15 years ago," Nelson says. "It's been slow, but we're making progress. I think what's really important is that Hispanic students who may discover an interest in psychology at undergraduate levels come into that level of education increasingly and know they have Hispanic role models, men and women in different fields of psychology."

Inoa Vázquez, who co-authored* The María Paradox, *which is about enculturation and self-esteem and cultural values, calls the low numbers "troublesome." "The fact that there are now more than 35 million Hispanics in the United States, she says, exposes the dire shortage of Hispanic psychologists.

The APA has made a concerted effort to encourage young Hispanics, as well as African Americans and other non-White students, to consider the field. Dr. Bertha Holliday, director of APA's Ethnic Minority Affairs Office, is instrumental in those efforts. "Bertha's office is trying to bring students and faculty into the field," Nelson says.

The APA's Commission on Ethnic Minority Recruitment, Retention, and Training in Psychology found that representation of non-White persons in succeeding levels of psychology's "educational pipeline" dropped after high school. These findings prompted APA to receive a grant from the National Institute for General Medical Sciences in January 1996.

The three-year grant, which initially amounted to $750,000, is titled "Developing Minority Biomedical Talent in Psychology: A Collaborative and System Approach for Strengthening Institutional Capacity for Recruitment, Retention, Training, and Research."

The goal of the effort is to bolster minority involvement in biomedical research careers in psychology, and specifically target areas such as stress, AIDS, neuroscience, pain management, cancer, substance abuse, and others. Under the project, five regional centers were created to bring research and predominantly minority institutions, including community colleges, into the mix.

Each department or program receives $20,000 annually. The efforts involve APA's "pipeline" partnership, and the APA/National Institute for General Medical Sciences Grant Project.

Among the 15 schools taking part have been the University of Maryland, the University of California-Los Angeles, Santa Monica College, Chicago State University, and Florida International University. After the first three years were up, the grant was renewed in the amount of $1.43 million, Holliday says.

"Psychology has been among the most popular undergraduate majors," Nelson says. "Students have all sorts of reasons for being interested in it. I think people are basically interested in human behavior. When you look around society, you see everything–terrorism, poverty, education problems–and any thinking person realizes we're talking about human behavior, psychological issues."

A quarter of a century ago, there were few Hispanic students who completed undergraduate studies, Nelson says. Since then, their numbers have escalated overall, and in the field of psychology. But, he says, that requires much effort: a mix of recruitment efforts, commitment by students, and often, financial assistance.

"This is a field you don't enter just from receiving a bachelor's degree. You have to go on to take a master's degree for some applied fields."

Commitment can pose a troubling obstacle. Experts say that many Hispanic students aren't able to devote up to 11 years of study to complete all of their studies, ending with a doctorate.

"It's still a very low number," says Dr. Carmen Inoa Vázquez, a clinical psychologist who directs professional training and psychological services for multicultural populations at Bellevue Medical Center in Manhattan. "We have to attract more minorities."

Inoa Vázquez, who co-authored *The María Paradox*, which is about enculturation and self-esteem and cultural values, calls the low numbers "troublesome." "The fact that there are now more than 35 million Hispanics in the United States, she says, exposes the dire shortage of Hispanic psychologists.

"There has been a combination of issues," she says. "To begin with, the whole process of going through graduate school is costly."

Inoa Vázquez also points out that elementary, middle, and high schools need to focus more attention on retaining Hispanic students so they at least make it to college. Teachers also need to understand cultural differences, why many young Latinas may want to leave school and not pursue higher studies.

"We need more mentors in graduate school," she adds.

Last year at Bellevue, Inoa Vázquez founded the Multicultural Behavioral Health Institute to combine research and offer support and mentoring to Hispanic students. It helps them complete research and training, and provides supervision so they can become culturally competent.

The hope is that the graduate students will not leave psychology, and will return to universities to teach others and become role models. "There are a number of students that do not stay in the field. They take so long to complete their research and to take steps to become Ph.D.s, whatever degrees they are pursuing," she says.

"Sometimes right after they finish the internship they might go to find a job and have a family, and then completion of a degree is something that becomes less of a reality. I believe if they are helped to complete a degree within a reasonable period of time, helped with mentorships, they will stick with it."

Inoa Vázquez points back to the 1980s, when the National Institute of Mental Health funded training programs to direct more students into the field. She has since tried to continue that locally, at Bellevue, by starting, in 1984, a clinic called the Bellevue Bilingual Treatment Program Clinic.

She used NIMH funds to train three psychologist interns and then to train postdoctoral students. Her students, sometimes as many as 20 trainees, were from varying ethnic backgrounds, and all were trained to become culturally competent.

"The consensus is that we still need more serious efforts to train more Latino psychologists because of the tremendous growth in the population," she says.

Inoa Vázquez was a product of the APA's minority fellowship program, which has provided financial help to non-White students in graduate school. She credits APA with helping to boost the numbers of non-White students entering the field.

As for her, it was her own experience that led her down this road. Inoa Vázquez arrived in America from the Dominican Republic at age 16. She says she almost slipped through the cracks because she was educated in the sciences but didn't know the language. She graduated from James Monroe High School in Bronx, N.Y., with a general diploma, and then became an executive secretary at a business school.

Later on, when the City University of New York system enacted an open enrollment system, she headed to college, and soon after, became interested in pursuing psychology. But there was a personal influence as well.

"I went to see a therapist, and I realized this was something that was very valuable, something where I could help others with the proper training," she says. Inoa Vázquez has been at Bellevue now for two decades.

Angela Ginorio had a similar experience when she took an introductory course in social sciences at the University of Puerto Rico. The instructor was a psychologist, and displayed an infectious enthusiasm.

"For the first time in my life I considered it," she says. "I did it because I really had wanted to be a medical doctor but, like many other young people, found the way chemistry was taught was not conducive to staying in that area. When I think about it, psychology allowed me to address all of the caring aspects of the work without having to deal with the chemistry."

She became a social psychologist in 1979, studying the interactions among individuals and groups, instead of a clinical psychologist where she would have treated individuals who needed help solving problems in their lives.

Ginorio, who is with the Women's Studies Department at the University of Washington, says she noticed early on there were very few Hispanics in social psychology, saying most non-Whites tend to favor clinical or community psychology to work with specific ethnic groups.

"With a degree in psychology, there are so many things you can do, including direct service to people," Ginorio says. "You can be a researcher; you can be an academic; you can be in industry, consulting, or working in human resources," she says.

"I would encourage any Latino to pursue this field because it is an opportunity for us to explore many aspects of human behavior. One of the first talks I gave when I was young was that if you are Latino, the expectation is you will only study Latino issues, and I don't believe that. I think one should be able to study whatever one wants. But I also believe that because of our experiences as Latinos, the kind of issues or concerns we have will be partly shaped by our culture and ethnicity."

"The United States is not prepared to see Hispanics become the primary ethnic group by the year 2025 and possibly the majority group by 2050, and psychology woefully lags behind in addressing this issue," says Dr. Antonio Puente, professor of psychology at the University of North Carolina at Wilmington.

Puente maintains that if 2.6 percent of the membership is Hispanic, then a much smaller percentage are those who have attained fellowship status.

"Ethnic minorities have not turned out in large numbers to pursue our discipline," he says. "I think they have a misunderstanding about what psychology is. They consider it primarily, if not exclusively, a helping profession and in reality it is a variety of things–science, research, teaching, and seeing patients."

Puente maintains that because Hispanics have very close family structures, and ties to the Catholic Church, the role of a psychologist might not be viewed as favorably as by their White Anglo-Saxon counterparts.

Additionally, he says, students might not want to spend close to a dozen years in higher education and then not command a significant, even comfortable, salary. "So in other words," he says, "someone who puts that much effort into medicine might generate more income and more status within the Hispanic community, so why pursue a career that might not seem to have a significant prestige factor or income potential?"

He maintains that one solution would be to raise awareness of psychology at an earlier age, in high school. He also believes that high schools should have trained psychologists teach psychology courses.

In Spain, psychology represents the largest segment of popular college majors, Puente says, so he's scratching his head at why it may be more popular in Spanish-speaking countries but not within the Spanish-speaking community here.

"I think it's up to society to sell it, and society may not only be the general society but the ethnic minority group comprised of Hispanics," says Puente, who is of Cuban descent.

Ultimately, Nelson believes the field doesn't need to be sold because people are always interested in human behavior. He contends that students simply need to be educated on all of the disciplines.

"It isn't simply going out and taking a couple of courses here and there and helping people," he says. "We have to get that point across. There are great opportunities and careers for students of Hispanic background in psychology, and there is going to be an increasing need for bilingual and multicultural psychologists who understand the issues of the population for which they will be working."

José Rojas says he realized that early on. His first job was at a community health center in his hometown, monitoring patients. He stayed at the David Lawrence Community Mental Health Center for seven years.

Once he earned his bachelor's degree, he says his bosses encouraged him to go further, so he worked toward a master's degree. He noticed that there were few Hispanic therapists in his community, and so he pursued a doctorate, so that he could be in a position to influence programs.

Soon after he arrived at the University of Georgia, his world of ideas expanded. He had wanted to return home and become a practitioner, but his professors encouraged him to consider broader goals–examining the need for underrepresented groups to become faculty members in higher education.

He became part of APA's Prepared Future Faculty Initiative, which provided funds to help doctoral students interested in academic careers.

Rojas has since worked with Hispanic youth through mentoring programs, watching their eyes widen with the anticipation of attending college. And now, he does hope to return home, but with an affiliation to a nearby university, so he can help bridge a gap and draw more students into the campus fold.

"I really enjoy learning and enjoy being challenged and just growing," Rojas says. "And I think we grow from our interactions with other individuals. Any opportunity I have to work with any individuals or families is just exciting stuff."

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The Hispanic Outlook In Higher Education www.hispanicoutlook.com June 03, 2002

Urban Institute Reports Unmet Food Needs for Immigrants in New York and Los Angeles

WASHINGTON, D.C.

Despite their strong attachment to the labor force, many immigrants in Los Angeles County and New York City are experiencing substantial unmet need for health care, food assistance, and other social services. This is particularly so for those who are not citizens, and for those who are Limited English Proficient (LEP).

The findings are from a detailed, statistically representative survey of about 3,400 immigrant households conducted by the Urban Institute in New York City and Los Angeles County, home to a quarter of the nation's immigrant populations.

The survey reveals that immigrants who came to the U.S. after August 1996 are poorer than those who arrived before them, and that they face the toughest restrictions on public benefits as a result of welfare reform enacted in 1996. LEP adults, roughly half of working-age immigrants, have especially high levels of poverty and hardship and reduced levels of benefits use.

"These results bear directly on proposals to restore Food Stamp benefits to legal immigrants," notes survey co-director Michael Fix, director of immigration studies at the Urban Institute. "But the results also point to a deeper need–to promote English language acquisition and immigrant integration, as English proficiency clearly is key to immigrant mobility and economic self-sufficiency."

The survey finds that a majority of immigrant adults in New York and Los Angeles are LEP, that LEP adults are poorer than immigrant adults overall, and that food insecurity is twice as high among immigrant LEP families as it is among those that speak English well.

The survey describes the living conditions of about 4.8 million people in Los Angeles County and 3.5 million people in New York City who live in immigrant families (those with at least one foreign-born adult). The survey was conducted in five languages, and unlike other household surveys with large samples, it probed the legal status of the respondents. Adults in the survey came from more than 100 countries.

AMA Calls on NASULGC to End Anheuser-Busch Partnership

CHICAGO, ILL.

The American Medical Association (AMA) program A Matter of Degree: The National Effort to Reduce High-Risk Drinking Among College Students is asking the members of the National Association of State Universities and Land Grant Colleges (NASULGC) to reconsider its ongoing partnership with Anheuser-Busch. A recent product of this liaison was the Anheuser-Busch television advertising campaign that featured member-university mascots promoting safe celebrations during the NCAA Final Four championship playoffs and closed with the Budweiser logo.

"While we support well-intentioned efforts to address the alcohol-fueled violence that occurred last season, this ad campaign is simply another marketing opportunity for the nation's largest brewer to brand themselves with America's youth and normalize the dangerous misperception that alcohol and college go hand-in-hand," said Richard Yoast, Ph.D., director of the program. "We question NASULGC's rationale for partnering with the producer of a product that we know contributes to the majority of alcohol-related problems at their institutions. This ad is little more than a promotion of drinking under the guise of public service."

"Drinking is a serious concern for all university officials and should not be 'normalized' through associations with beloved college symbols during athletic events," Yoast added. "We encourage our colleagues in higher education to develop effective prevention strategies that are not under the influence of those who profit from the sale of alcohol."

Parents of college students agree, according to a recent study by AMA's A Matter of Degree program. Ninety-five percent of parents believe excessive alcohol consumption is a serious threat to their children, and 68 percent noted alcohol advertising and promotions as an important contributing factor.

Additionally, 81 percent would prefer to send their child to a college that had strong policies or programs to deter underage and binge drinking, and 77 percent of voting parents favor banning alcohol advertising in college sports.

According to the Harvard School of Public Health, 44 percent of college students binge drink, and nearly one in four do so frequently, placing themselves and others at risk for alcohol-fueled sexual assault and other violence, vandalism, and academic failure.

...FYI

The Hispanic Outlook In Higher Education www.hispanicoutlook.com June 03, 2002

College Board: NAS/NRC Report Supports Call for Improvements

NEW YORK, N.Y.

The College Board says it welcomes the National Academy of Sciences/National Research Council (NAS/NRC) report *Learning and Understanding: Improving Advanced Study of Mathematics and Science in U.S. High Schools.*

The report's findings reinforce many of the recommendations made by The College Board's Commission on the Future of the Advanced Placement Program, 2001. The Commission convened over a period of 18 months to address the challenges and opportunities facing the AP Program and to make recommendations to guide its growth and development.

Both NAS/NRC and The College Board's Commission report recommend:

- Expanding access to the AP Program in underserved schools and underserved populations while maintaining quality;
- providing extensive support to students for rigorous coursework in the grades prior to AP;
- supporting teachers, schools, and school systems;
- ensuring that current reforms and best practices in teaching and learning are reflected in AP;
- maintaining the content validity and integrity of AP courses and examinations.

"The College Board is aware of many of the challenges mentioned in the National Research Council's report, and we have been and continue to address many of its recommendations," said Lee Jones, vice president for K-12 operations and development, The College Board.

The College Board is dedicated, it says, to expanding access to the AP Program among students in minority-dominant, low-income, and rural school districts. Outreach includes fellowships for teacher professional development, efforts to raise understanding of the benefits of AP among minority students, work with Historically Black Colleges and Universities, Hispanic Serving Institutions, and Tribal Colleges, among many other initiatives.

College Board programs such as Pre-AP and Pacesetter recognize the need to prepare students for challenging coursework before they reach high school, it says.

The College Board claims further that it is and has been addressing the challenges of growing content in AP science classes and reforms in calculus instruction. The NAS/NRC report holds up the Board's strategy and process for revising AP Calculus as a model for how to accomplish necessary science course revisions.

NCLR Sees Missed Opportunity in House Republican Welfare Bill

WASHINGTON, D.C.

The National Council of La Raza (NCLR) says that Republican lawmakers in the House of Representatives have put forth a welfare plan, the Personal Responsibility, Work, and Family Promotion Act of 2002, that would do almost nothing to improve in a meaningful way work opportunities for Hispanic families.

NCLR does agree with lawmakers on the fundamental premise that the nation's primary temporary assistance program to poor families should emphasize moving families into work and strengthening the opportunities of such families to find and keep good-paying jobs.

But, for Latino families specifically, the legislation is notable for what it lacks, says NCLR. To begin with, the Council feels that Republican House lawmakers would take no steps to improve access to the federal Temporary Assistance for Needy Families program or related work opportunity programs for families with legal immigrant parents. The Council says that these lawmakers would continue to bar legal immigrant parents from temporary assistance regardless of their demonstrated work history, contribution to the nation's economy, or the magnitude of their need, simply because they are immigrants–something that clearly fails to acknowledge the practical challenges facing many states.

NCLR points out that since 1990, the nation has undergone sweeping demographic changes. The Latino population has increased almost 60 percent between 1990 and 2000, and much of the increase has taken place in states where the presence of Latinos is relatively new. Moreover, immigrant workers have fueled economies within major states and cities, generating billions of dollars in tax revenue and business activity, making a compelling case for getting such workers who have become unemployed back into the workforce. For precisely this reason, a number of states have decided to help Latino and immigrant families access TANF by providing their own state's funds. As a practical matter, governors on both sides of the aisle have asked Congress to allow them the flexibility to use TANF dollars to cover these families, but House Republicans, says NCLR, have remained obstinate.

People-Places-Publications-Conferences

PEOPLE
&
PLACES

Yale Honors Palmieri as Chubb Fellow

Photo © Joel Meyerowitz

Famed Latin musician Eddie Palmieri received a Chubb Fellowship from Yale University (Conn.). Robert Farris Thompson, master of Timothy Dwight College, honored Palmieri for his contributions to Latino culture and music. The seven-time Grammy winner, virtuoso pianist, and composer treated the University to a performance and symposium.

The Chubb Fellowship is devoted to encouraging and aiding Yale students interested in the operations of government, culture, and public service. Past Chubb Fellows have included Tito Puente, Octavio Paz and Toni Morrison; Presidents George H. Bush, Ronald Reagan, and Jimmy Carter; and journalist Walter Cronkite.

Our Lady of the Lake Selects President

Our Lady of the Lake University (OLLU) in Texas selected Dr. Tessa Martínez Pollack as its seventh president.

Martínez Pollack, who had been presiding over Glendale Community College of the Maricopa County Community College District in Arizona, returns to her hometown of San Antonio and to numerous academic and business associates.

Martínez Pollack was assistant to the president and dean and program developer of occupational education and technology at San Antonio College (SAC), and president of the Medical Center Campus of Miami-Dade Community College.

She has an associate's degree from SAC, an undergraduate degree in journalism from the University of Texas (UT)-Austin, a master's in education and business from UT-San Antonio, and a doctorate in educational administration from UT-Austin.

Gallego an ACE Chair

Augustine Gallego, chancellor of the San Diego Community College District (Calif.), was appointed chair of the American Council on Education's (ACE) board of directors. He is the second community college leader to hold the position at ACE, a national coordinating higher education association with about 1,800 member colleges and universities.

Gallego said he hopes to strengthen partnerships between community colleges and four-year institutions.

Gallego was also appointed to a new National Governors Association taskforce on competitiveness, an initiative designed to help governors develop a skilled workforce through lifelong learning and worker training, strengthening science and technology, and establishing a business climate responsive to new start-ups as well as mature companies. The taskforce consists of 12 governors, three corporate executives, two university presidents, and a representative of labor.

News from South Florida

University of South Florida USF

- The University of South Florida (USF) is offering financial assistance to deserving Hispanic students, compliments of the University's highly successful fund-raising campaign, "Great Achievements/Great Expectations: The Campaign for USF." A portion of the money generated will go toward the Latino Scholars Program, the Honeywell Hispanic Scholars, the Joy and Robert Daugherty Minority Scholarship in Medicine, and the Migrant Worker Scholarships, among other programs.
- USF hired Dr. Louis A Martin-Vega, former director of the National Science Foundation's Engineering Directorate, as dean of the USF College of Engineering. Martin-Vega is committed to making diversity of the faculty, staff, and students a high priority.
- USF recognized Juan Sánchez-Ramos for his efforts in researching stem cells from noncontroversial sources, such as bone marrow and umbilical cord blood, in hopes of developing cell lines to replace damaged nerve cells in the brain. A member of USF's nationally competitive brain repair research team, Sánchez-Ramos holds the Helen Ellis Chair in Parkinson's Disease Research.
- USF robotics expert Dr. Robin Murphy, associate professor of computer science, and three graduate students, Jenn Casper, Mark Micire, and Brian Minten, were called up to assist in the search and rescue efforts at the World Trade Center. The team contributed six shape-shifting search and rescue robots to venture into spaces too small or dangerous for people or dogs. Murphy said that the robotics program was developed in 1995 after the Oklahoma City bombing, but the technology hadn't been used in the field until now.

Marquette Receives $1.5 Million for Mobile Dental Clinics

MARQUETTE UNIVERSITY

The Marquette University (Wis.) School of Dentistry received $1.5 million to establish a mobile dental clinic program. The dental clinics will be located in areas that the School of Dentistry, the state of Wisconsin, and the Wisconsin Dental Association feel will reach the greatest number of underserved patients.

Each clinic will be equipped to accommodate six to eight students and faculty, providing students with a service-learning experience while exposing them to the reward of practicing in underserved communities. The University currently treats more than 15,000 underserved patients each year through both on-campus and off-campus clinics.

Marquette will keep the clinics in place long enough to provide patients with a consistent healthcare resource, regardless of the patient's ability to pay.

Muñoz Selected Vice Chairman of Smithsonian National Board

Henry R. Muñoz III, president and CEO of San Antonio, Texas-based Kell Muñoz

Architects, one of the largest minority-owned architectural firms in Texas, was appointed vice chairman of the Smithsonian National Board. Muñoz is the founding chairman of The Alameda, National Center for Latino Arts and Culture, the first formal affiliate of the Smithsonian Institute.

An award-winning designer, Muñoz has been engaged in the research, development, and exploration of an architecture that expresses the cultural experiences of Latinos in the United States. He is a board member of the Kennedy Center for the Performing Arts, Loyola University of New Orleans, the San Antonio Museum of Art, the Texas Research Park Foundation, and the National Hispanic Foundation for the Arts. He was also the first minority transportation commissioner in Texas.

Washington State Professor Speaks on Multiculturalism

Multiculturalism as a national phenomenon hasn't improved American society significantly, says Washington State University (WSU) English Professor Victor Villanueva, Jr., keynote speaker at the 12th annual convocation of its Office of Multicultural Student Services.

More focus on antibias and antibigotry is needed, he said, in a society in which economic segregation still remains. He noted that White and middle-class flight from the cities relegates African American and Latino students to schools that are poorly funded, resulting in fewer people of color with graduate-level degrees, and fewer teaching in institutions of higher education.

"That there are more people of color in the middle class than ever before, at least economically, has allowed us to be less vigilant–to believe that the system is finally working," said Villanueva, chair of the English Department. "But the cliché that money knows no color is wrong," he said.

Phoenix College President Selects Executive Assistant

Phoenix College (Ariz.) President Dr. Corina Gardea appointed Dr. Jesse D. Mireles (pictured) her executive assistant. Mireles, reassigned from his post as chair of the College's Industrial Technology Department, will assist the president on special projects and work with architects to update College facilities.

Former senior associate dean of instruction at Phoenix, he has worked as an instructor or administrator for 14 years. From 1990–92 he held a similar role, as architect liaison, when the College revised its facilities plan.

Central Missouri State Coordinates Diversity Workshop

Central Missouri State University, in collaboration with the nearby Warrensburg community, coordinated diversity workshops on Hispanic growth and ethnic stereotyping.

Christina Case, major in the Missouri Army National Guard and assistant state equal opportunity officer, presented "Impact of Hispanic Growth." Case, a Desert Storm veteran, is pursuing a doctorate in rural sociology at the University of Missouri-Columbia with a research emphasis on Hispanics in rural Missouri. Many of her recent presentations before state and local officials, university and community groups, have focused on the complexities of mid-Missouri.

Dr. Cornel Pewewardy, assistant professor in the department of teaching and leadership at the University of Kansas-Lawrence, presented "Psychological Impact upon Children's Academic Achievement Caused by Ethnic Stereotyping." Pewewardy teaches graduate and undergraduate courses in Multicultural Education and Education of First Nations Peoples at Kansas and founded two award-winning transformational magnet schools for Native American children.

West Virginia University Hosts Event for Minority Doctoral Candidates

At West Virginia University (WVU), the president's office for social justice, the office of the provost, and the chancellor's office of the higher education policy commission sponsored a colloquium for aspiring minority doctoral students.

According to Jennifer McIntosh, WVU executive officer for social justice, national statistics suggest that minority students tend to have a harder time adjusting to graduate studies. This event helped high-achieving minority undergraduate and graduate students establish mentors and become more familiar with higher education. It also helped them become better acquainted with the many doctoral programs at the University and with the promise of academia.

Minority individuals not enrolled in higher education but considering a career therein were also invited to the event.

UT-Austin Honors Migrant Students

The University of Texas-Austin recognized two exceptional Texas high school seniors who have overcome extraordinary obstacles to get an education.

McAllen Memorial High School seniors Maricela Hernández and Eduardo Olvera were recognized as the 2002 Migrant Students of the Year, chosen from among 1,000 migrant students involved in a program that helps those who must miss several weeks of school in late spring and early fall to work with parents in agricultural fields and seasonal jobs far from home.

Hernández engages in many extracurricular activities and as a community volunteer, despite having to migrate every year with her five siblings to Decatur, Mich., to harvest and plant celery. She was expected to graduate in the top 5 percent of her class as a Texas Scholar.

Olvera migrates every year with his family to Dixon, Calif., where they work harvesting crops and irrigating and cleaning fields. He is a member of the National Honor Society, the Spanish Honor Society, the Jovenes del Futuro Club, and the Migrant Club.

FIU Hosts Cuban-American Studies Conference

Florida International University's (FIU) Cuban Research Institute held its 4th Conference on Cuban and Cuban-American Studies. The event, held every 18 months, convenes scholars, experts, and other individuals from throughout the world who are committed to the study of the Cuban experience.

As the year 2002 marks the centenary of the founding of the Cuban Republic, the four-day conference analyzed the period between 1902 and 2002. Panel topics included literature, cinema, art, social and political issues, and discussion of marginalized segments of the population, including Blacks, transvestites, and the mentally ill. The conference also highlighted the works of Cuban composer and pianist René Touzet and poet Dulce María Loynaz, who have helped define Cuban culture.

UT Health Science Center at San Antonio Appoints Associate Director

Dr. Juan Parra, associate professor of pediatrics at the University of Texas Health Science Center at San Antonio (UTHSC), has been named associate director of the Hispanic Center of Excellence in the UTHSC School of Medicine.

Parra is medical director of the sexual assault nurse examiner program at the CHRISTUS Santa Rosa Children's Hospital, affiliated with the CHRISTUS Santa Rosa Center for Families and Children. He teaches medical students, residents, and practicing physicians how to detect and treat child abuse and neglect. He has studied the incidence of child and adolescent sexual abuse in Bexar County, Texas, and is involved in a study identifying risk factors in severe child physical abuse and abuse-related fatalities.

Parra graduated from the UTHSC School of Medicine in 1985 and completed his residency at UTHSC in 1988. In 1990, he finished his general academic pediatric fellowship, and then earned a master's in public health from the UT Health Science Center at Houston School of Public Health.

Georgia Perimeter Accepts $2 Million in Grants

Georgia Perimeter College (GPC) accepted five grants totaling more than $2 million. Sponsor-funded awards totaled $2,051,920 and in-kind contributions totaled $343,052.

The College received $50,000 in funding from the National Youth Sports Program to provide disadvantaged youth with structured sports and enrichment programs, and two from the U.S. Department of Education– $235,920 for the Child Care Access Means Parents in School program, which provides child-care services for low-income parents in postsecondary education, and $760,000 for a four-year TRIO Student Support Service program, which helps low-income first-generation college students successfully complete postsecondary education.

Georgia Perimeter also received $1 million from the Georgia Department of Transportation to enhance pedestrian, bicycle, and mass transit facilities and education activities. A $9,000 grant from the American Association of Community Colleges benefits the Bridges to Healthy Communities 2005–educating international immigrants and communities and the physically challenged on how to prevent the spread of HIV/AIDS.

NYU's Spain Center Hosts Events

The King Juan Carlos I of Spain Center at New York University hosted several events in both English and Spanish.

The Center featured the symposium "Covarrubias y sus mundos," which brought together Hispanists from various countries and fields to reflect upon Sebastián Covarrubias, author of *Tesoro de la lengua castellana o española*.

Fernando Bouza, Universidad Complutense, Madrid, gave a lecture, "El nuevo mundo de la copia manuscrita. El mundo hispánico de los siglos XVI y SVII y la publicación manuscrita"; and Juan Antonio Frago presented "El español en América."

The Spanish film "Llanto por un bandido" and the French film "Belle de jour" were both part of the "Tribute to Francisco Rabal" film series, curated by Olvido Salazar and cosponsored by the Instituto Cervantes.

María Rosa Menocal, Yale University, gave a lecture, "Writing without Footnotes: The Role of the Medievalist in Contemporary Intellectual Life."

Nancy Farris, University of Pennsylvania, spoke on "No Other Gods: Anti-Idolatry Campaigns in 16th-Century Mexico."

UMBC President Receives Education Award

University of Maryland Baltimore County (UMBC) President Freeman A. Hrabowski III received the 2001 Harold W. McGraw, Jr. Prize in Education, given annually to individuals who have shown an extraordinary commitment to improving education. Hrabowski was chosen for his "unwavering commitment to education excellence and minority achievement, particularly in math and science."

The theme of the award was "Closing the Gap," recognizing individuals who have made raising achievement among underserved students one of their primary goals.

At age 19, Hrabowski graduated from Hampton Institute with high honors in mathematics. By age 24, he had earned a master's degree in mathematics and a doctorate in higher education administration/statistics from the University of Illinois at Urbana-Champaign. His research and publications focus on science and math education, with emphasis on minority participation and performance.

Hrabowski co-authored the books *Beating the Odds* and *Overcoming the Odds*; is a consultant to the National Science Foundation, U.S. Department of Education, and university and school systems nationally; and sits on numerous corporate and civic boards.

UTPA Stresses Engineering, Science, and Bilingual Ed

The University of Texas-Pan American (UTPA), in partnership with the Hispanic Engineer National Achievement Awards Corporation, announced plans for Hispanic Engineering, Science, and Technology Week, to be held Oct. 12-19 during Hispanic Heritage Month. The conference will provide middle and high school students with the opportunity to explore careers in mathematics, science, and engineering, participate in hands-on workshops, and listen to Hispanic role models in the fields of aerospace, computers, and biotechnology.

The UTPA College of Education will participate in the first Bilingual Education Collaborating Alliance (BECA) project funded by the U.S. Department of Education. The project will recruit, train, and certify 85 qualified bilingual and Spanish-proficient professionals, and recent college graduates in fields other than education, to become ESL and bilingual education teachers, which are needed in areas of Central and South Texas.

According to Education Professor Dr. José Ruiz-Escalante, recruits will begin classes this summer and could be teaching in a bilingual classroom by fall 2002. He said that in 2001, UTPA certified 285 bilingual education teachers, making it first in the nation in preparing bilingual teachers.

Urban University Conference Held at CUNY

The New York City Louis Stokes Alliance for Minority Participation in Science (NYC LSAMP) held its 5th Annual Urban University Conference at City University of New York's (CUNY) City College. The conference celebrated 10 years of Alliance activities in the University and included poster sessions by the LSAMP Research Scholars.

Since 1992, NYC LSAMP, a National Science Foundation-CUNY effort to increase the participation of minorities in science, math, engineering, and technology, has worked with CUNY to institutionalize its efforts. The need to encourage minority students to pursue careers in these fields is becoming increasingly important and the conference served as an avenue for minority students to network with minority scientists and industry professionals.

Rice Professor Inducted into Science Hall of Fame

Rice University's Noah Harding Professor of Computational and Applied Mathematics, Richard Tapia, was inducted into the Texas Science Hall of Fame. He was chosen for his contributions to mathematics and education, including the nationally recognized model program he established to produce more women and underrepresented minority doctorates in mathematics. Thirty-one students have received their doctorates under his supervision.

Tapia, director of the Center for Excellence and Equity in Education and associate director of graduate studies for Rice's office of research and graduate studies, is internationally known for his research in the computational and mathematical sciences.

Estrella Mountain Selects Title V Program Director

Estrella Mountain Community College (EMCC) in Arizona announced the appointment of María Reyes as project director for the "Achievement in Mathematics & Sciences" Title V Developing Hispanic Serving Institutions Program. Reyes will provide leadership for the College's five-year U.S. Department of Education grant and will watch over as the program builds upon initiatives already in place.

Reyes spent 10 years with Arizona State University (ASU) as director of the Office of Minority Engineering Program; taught courses in science, mathematics, engineering, and technology; and worked as a project engineer, managing subsurface utility engineering projects throughout Arizona.

Reyes has a master's degree in geo-environmental engineering from ASU.

Grand Valley State Receives Grant to Recruit Minorities

In Michigan, Grand Valley State University (GVSU) has formed an alliance with the Van Andel Research Institute, Grand Rapids Community College (GRCC), and Davenport University's Grand Rapids Area Pre-College Engineering Program to help prevent a shortage of science and engineering professionals nationwide.

A three-year, $500,000 "Bridges to Baccalaureate" grant from the National Institutes of Health and the National Institute of General Medical Sciences will enable the four partners to aid up to 20 minority students interested in biomedical careers in their transition from GRCC to GVSU.

Following completion of their studies, the students will have a variety of career options from which to choose, including biologist, chemist, physicist, and clinical and computer scientist.

News from University of Georgia

- The University of Georgia (UGA) office of institutional diversity recognized a design team of about 30 students, faculty, and staff who created a three-year strategic plan for the office, focusing on recruitment and retention of undergraduate and graduate students from historically underrepresented groups, as well as recruitment and retention of faculty and staff.
- Multicultural studies pioneer and Professor of Ethnic Studies at the University of California-Berkeley Ron Takaki delivered UGA's annual Lothar Tresp Lecture, this year titled "Why Multiculturalism Matters in Modern America." The author is a leading advocate for more inclusiveness of all ethnic cultures in American society.
- Civil rights scholar Maurice C. Daniels, UGA associate professor and director of the master's in social work program, delivered the 17th annual Holmes-Hunter Lecture, which focuses on race relations, Black history, or aspects of higher education with implications for race relations.
- The University's Carl Vinson Institute of Government released the results of last winter's Peach State Poll. The public opinion survey shows that 69 percent of Georgians said their views about immigrants were not influenced by the Sept. 11 attacks; 55 percent of Georgians believed that immigrants settling in the state are taking jobs that no one else wants; and 49 percent did not believe that bilingual education prevents immigrants from learning English. Sixty-two percent of Georgians "completely agreed" with the statement, "Schools should offer special classes so that immigrant children can learn English," and 49 percent believed that immigration to the United States should be decreased.

University of Washington Studies Immigrant Dropouts

A study of 1990 Census data by University of Washington Sociology Professor Charles Hirschman shows that nearly 28 percent of Mexican immigrants ages 15-17 were not enrolled in high school.

The study was based on a sample of more than 39,000 foreign-born children.

"In general, most immigrant teens are doing well in school and only a few foreign-born groups are experiencing problems," said Hirschman.

While children of Asian and Afro-Caribbean descents had shown high enrollment rates, dropout rates among Hispanics from Mexico, Puerto Rico, the Dominican Republic, and Cuba were high. Hirschman attributed this trend to the many Caribbean Hispanic children who end up in metropolitan urban schools where dropout risks are greater.

"The historical image is that immigrants started at the bottom and worked their way up through education and hard work," said Hirschman. "For some European immigrants, it took two to three generations to reach parity with the native-born Americans." He said that, similar to earlier waves of immigrants, most of the new immigrants and their children will be absorbed in the mainstream of American society.

Art Institute of Chicago Establishes Scholarship for Mexican Students

THE SCHOOL OF THE ART INSTITUTE OF CHICAGO

A $110,000 contribution from the Jacques and Natasha Gelman Trust allowed the School of the Art Institute of Chicago (Ill.) to establish an endowed scholarship for Mexican-American art students, enabling them to explore and enhance their talents.

A portion, $10,000, was to be used to create the Jacques and Natasha Gelman Travel and Study Grant. The traveling fellowship is available to students in the School's general body who demonstrate exceptional talent and merit in the field of painting or drawing. A designated fellowship panel selects prospective fellows.

"The Gelman Trust recognizes local Mexican-American students for their talents in the arts," said Tony Jones, president, School of the Art Institute. "A gift such as this that celebrates the Gelman's lives and their love of the arts will help the next generation of Mexican-American artists."

Jacques and Natasha Gelman were highly regarded philanthropists and collectors of modern European and Mexican art.

Mt. SAC Helps Foreign-Trained Health Professionals

Mt. San Antonio College's (Calif.) "Welcome Back: International Health Care Worker Assistance Center" (IHWAC) officially opened in the winter to help foreign-trained physicians, nurses, radiology technicians, respiratory technicians, and other healthcare professionals obtain the credentials necessary to work in the United States. IHWAC helps meet the demand for highly trained professionals in communities that desperately need those with diverse linguistic and cultural competency.

According to IHWAC Interim Director Dr. Jesús Oliva (pictured), hundreds of qualified foreign-trained health professionals experience unnecessary hardships when trying to qualify for healthcare jobs in the U.S.

Students such as Felisa Morales, a Mt. SAC student worker in the College's nursing department, received beneficial resources to prepare her for her licensing exam. Morales completed four years of study in Mexico and worked as a licensed nurse for five years. Her education in Mexico earned her the equivalent of an Associate of Science degree and qualified her to apply for state licensing exams.

Hispanic Law Conference Held at American

The American University Washington College of Law in the District of Columbia hosted the Fifth Annual Hispanic Law Conference, offering law students, faculty, and legal professionals the opportunity to discuss changes within the legal profession and issues affecting the Hispanic community today.

The event, cosponsored by American University Law; the Hispanic Bar Associations of D.C., Maryland, and Virginia; and the Hispanic National Bar Association, featured the annual Diversity Awards Luncheon and a student career fair. The fair provided an open forum for students and practitioners to meet, share experiences in the legal field, and develop personal professional growth strategies.

Cruz Reynoso (pictured), inaugural holder of the University of California, Davis Law School's Boochever and Bird Chair for the Study and Teaching of Freedom and Equality, delivered the keynote address. Former associate justice of the California Supreme Court and Justice on the Third District Court of Appeals, Reynoso is special counsel for the law firm of Kaye Scholer and vice chair of the United States Commission on Civil Rights.

Colección Cisneros in Major Brazilian Exhibition

"Parallels: Brazilian Art of the Second Half of the Twentieth Century in Context–Colección Cisneros," a comprehensive exhibition exploring the development, sources, and historical context of modern Brazilian art, opened at the Museu de Arte Moderna (Museum of Modern Art) in São Paulo, Brazil. Organized by the Fundación Cisneros, a Venezuela-based philanthropic organization dedicated to the future of Latin America, in collaboration with the Museum and Ariel Jiménez, curator at the Colección Cisneros, the exhibition includes more than 100 works dating from the 1940s through the year 2001. The Cisneros collection has one of the finest assemblages of modern Brazilian art outside of Brazil. It is the first time these works have been publicly examined in such depth.

Following its display in São Paulo, the exhibit travels to the Museum of Modern Art in Rio de Janeiro.

M-DCC Fund-Raiser Announces Board Members

Miami-Dade Community College (M-DCC) Foundation, Inc., the Florida school's fund-raising arm, elected five new members to its board of directors. Their responsibilities include securing financial resources and tangible assets and promoting community-wide awareness of M-DCC needs and educational opportunities.

The new directors are Hank Adorno (pictured), attorney; Donald Carlin, businessman and philanthropist; Laura de Oña, attorney; Ana María Fernández Haar (pictured), owner, IAC advertising; and John Hall, banker.

Founded in 1965, the Foundation, Inc. serves as a "Direct-Support" organization of the College by managing more than $40 million in assets and by providing more than $1 million in student scholarships every year.

Trinity Announces New President

Trinity College (Conn.) named Richard H. Hersh its 19th president. Former president of

Hobart and William Smith Colleges, he led the most successful fund-raising campaign in its history, resulting in the opening of a new library, biology/chemistry academic building, and women's athletic facility. Hersh also was vice president for research at the University of Oregon, vice president for academic affairs at the University of New Hampshire, VP for academic affairs and provost at Drake University, and visiting professor at Harvard University and the University of Toronto. He is senior advisor to the Christian A. Johnson Endeavor Foundation and the Council for Aid to Education.

Widely published on the subject of American education, Hersh received bachelor's and master's degrees from Syracuse University and a doctorate from Boston University.

Alaska Anchorage Explores Cuban Culture

The University of Alaska Anchorage (UAA) experienced a taste of Cuba with the visit of two renowned Cuban artists, Marianela Boan and Alejandro Aguilar, and a presentation, "Impressions of Cuba," in which UAA professor Jill Flanders Crosby and dance artist Brian Jeffery shared their experiences of travel and research of dance and ritual in Cuba.

Boan, founder of DanzAbierta, performed two solos, "Fast Food" and "La Gaviota," mixing theater myths and harsh contemporary conflicts. She has created choreography for her own company as well as Danza Contemporanea, the Cuban National Ballet, and for films in Cuba, Canada, and Spain.

Aguilar, a member of the Union of Writers and Artists of Cuba and of the Union of America's Writers, holds a degree in history and international relations from the University of Havana, has published poems, short stories, and two novels, and has contributed works to several anthologies and literary journals.

Fulbright Scholar and TRIO Celebration at U of New Mexico

The University of New Mexico (UNM) Alfonso Ortiz Center for Intercultural Studies announced the professorship of Yolanda Teran (pictured), a 2001-2002 Fulbright Scholar. Teran, a Kichwa Indian from Ecuador, has been teaching classes about Indigenous Ecuadorian cultures through the Native American Studies Department. This is her second Fulbright Scholar appointment.

"My focus is on indigenous peoples, poor people, women, and children," Teran said. "My main goal is to help them learn about health nutrition, education, human rights, and production."

UNM, in association with the New Mexico/West Texas Association of Student Assistance Programs, hosted the first statewide TRIO Day Celebration. TRIO Day was created by concurrent resolution in 1986 by the 99th United States Congress to recognize achievements of the TRIO programs around the nation.

Established in 1965 to ensure equal educational opportunity for low-income, first-generation and disabled Americans and others, TRIO is federally funded under Title IV of the Higher Education Act of 1965.

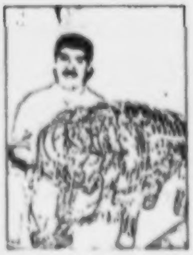
Gonzaga Publishes *Journal of Hate Studies*

The Gonzaga Institute for Action Against Hate published its first annual *Journal of Hate Studies*. Edited by Gonzaga University School of Law (Wash.) Associate Professor George Critchlow, it was published to promote the sharing of interdisciplinary ideas and research relating to the study of hate, where hate comes from, and how to combat it. The first issue was distributed to more than 3,000 colleges, universities, social justice organizations and activists, hate crime monitors, and scholars.

The journal contained essays by authors in the fields of psychology, religious studies, information science and technology, human rights activism, and law. Essays included: "Perpetrators of Genocide: An Explanatory Model of Extraordinary Human Evil," "Christian Identity: An American Heresy," "Hate and the Internet," "Not in Our World," "Vindication of Hate Violence Victims Via Criminal and Civil Adjudications," and "Bibliography of Hate Studies Material."

Lehman Student Captures Second Prize at National Arts Club Exhibit

Agustin González, a senior art major at Lehman College (N.Y.), won second prize in the annual student exhibition at the National Arts Club in Manhattan for his copper-and-steel sculpture, "The Pig Soul."



González, who raised pigs in his native Dominican Republic, referred to the work as something of a self-portrait, representing more than just a physical nature. He has heard women say, "Men are pigs," and believes this to be untrue. According to González, the life-size creation is meant to express the noble qualities of both man and pigs.

González, who works at an elementary school in the Bronx, had only dabbled in art before working with the children at the school. That experience, coupled with the regularity of his working hours, led him to devote more of his free time to artistic creation. He created a similar piece of a six-foot tall flamingo, which is on display in the College's art department.

González won the prize in what was his first competition. Interested buyers have also begun contacting him. He hopes to become a bilingual teacher.

George Fox Program Focuses on Bilingual Educators

A new program at George Fox University in Oregon is helping the state deal with one of its public schools' greatest needs, bilingual educators.

The English to Speakers of Other Languages (ESOL)/Bilingual program allows licensed teachers, or current students working toward their initial teaching licenses, to earn an endorsement to their state teaching license for instructing ESOL. The ESOL/Bilingual endorsement consists of five classes and a practicum experience and helps prepare educators to work with ESOL students.

According to state and national surveys, the need for bilingual educators in Oregon is due to the rise in minority enrollment, particularly among Hispanic students, who comprise one-tenth of the state's public school enrollment. It is estimated that during the 2000-2001 school year, Oregon had 44,000 students with limited or no English skills.

Missouri-Kansas City Junior Faculty Receive NSF Awards

The University of Missouri-Kansas City (UMKC) received nearly $1.3 million in grants from the National Science Foundation (NSF) to promote the research of four assistant or associate professors.

UMKC junior faculty receiving grant funds are: Jeffrey Rydberg-Cox, department of English; Zhonghua Peng, department of chemistry; Kenneth H. Mitchell, computer science telecommunications, the School of Interdisciplinary Computing and Engineering (SICE); and Lee D. Slater, department of geosciences.

Peng and Cory Beard, assistant professor at SICE, each received a Career Award, NSF's most prestigious for junior faculty. NSF gives out between 200 and 300 Career Awards each fiscal year.

PUBLICATIONS

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Before Guadalupe: The Virgin Mary in Early Colonial Nahuatl Literature

By Louise M. Burkhart

The introduction of the Virgin Mary to the Aztecs of Central Mexico has often been linked with the origins of the Mexican devotion to Our Lady of Guadalupe. This penetrating study of Marian devotion as it was preached to the natives of New Spain in the Aztec language provides an insight into the everyday religion of the natives as well as an understanding of the nature of Marian devotion.

2001. 165 pgs. ISBN 0-942041-21-6. $25.00 cloth. University of Texas Press. (800) 252-3206.

El zar de la Droga, la vida y la muerte de un narcotraficante Mexicano

(Spanish)

By Terrence E. Poppa

El Zar de la Droga–druglord–is the true story of the life and death of Mexican drug kingpin Pablo Acosta. It is based on the interviews of some of the principal players in the Acosta drug circuit.

1998. 393 pgs. ISBN 0-9664430-1-2. $14.95 paper. Demand Publications. (888) 622-7311.

Archaeological Mexico: A Traveler's Guide to Ancient Cities and Sacred Sites

By Andrew Coe

ARCHAEOLOGICAL
MEXICO

This archaeological guide combines recent scientific research with practical information to provide an authoritative survey of Mexico's most important historical sites. Intended for travelers, it includes an in-depth look at the history of Mesoamerican culture, background information on excavations, maps, illustrations, and photos.

2001. 469 pgs. ISBN 1-56691-321-7. $21.95 paper. Avalon Travel. (510) 595-3664.

La voz del caimán: Palabras y retratos cubanos

(Spanish)

By Pepe Navarro

Pepe Navarro interviews and photographs 137 Cubans from all walks of life and produces *La voz del caimán*, the voice of the caiman–Cubans saying what they want to say.

2001. 255 pgs. ISBN 84-89396-15-9. $19.95 paper. Blume. (800) 888-4741.

Successful Beginnings for College Teaching: Engaging Your Students from the First Day

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2001. 157 pgs. ISBN 1-891859-38-2. $21.95 paper. Atwood. (888) 242-7101.

Labors Appropriate to Their Sex: Gender, Labor, and Politics in Urban Chile, 1900-1930

By Elizabeth Quay Hutchison

The plight of working women in early 20th-century Chile is addressed in this historical account of the growth of urban manufacturing, which stimulated significant public debate, new legislation, education reform, and social movements directed at women's labor in Chile.

2001. 342 pgs. ISBN 0-8223-2742-2. $21.95 paper. Duke University Press. (888) 651-0122.

Business Spanish Glossary

P.H. Collin and Lourdes Melcion, eds.

This essential pocket-sized glossary contains more than 5,000 business words and

BUSINESS SPANISH GLOSSARY

expressions in both English-to-Spanish and Spanish-to-English formats. It covers a wide range of business topics, including the stock market, international trade, and accounting practice.

1995. 169 pgs. ISBN 0-948549-54-8. $9.95 paper. Peter Collin. (708) 366-9553.

Great Home Runs of the 20th Century

By Rich Westcott

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The home run is the most coveted spectacle in the game of baseball. Moving chronologically, Rich Westcott covers the entire century–from Frank Baker to Sammy Sosa–giving a detailed profile with full accounts, photos, and statistics of the most major of major league homers and the circumstances surrounding them.

2001. 232 pgs. ISBN 1-56639-858-4. $29.50 cloth. Temple University Press. (800) 447-1656.

Many publications featured in this section are available through amazon.com.

CONFERENCES

AAUW National Conference

June 6-8

The American Association of University Women presents "Women in Charge," a national conference for college women student leaders. If you are a college or university woman in a campus or community leadership role or if you have leadership aspirations, take this opportunity to gather the information, skills, and resources you need to meet today's challenges. In Washington, D.C.

Web site: www.aauw.org/9000/nccwsl

NAHJ 20th Annual Convention

June 12-15

This year's convention of the National Association of Hispanic Journalists (NAHJ), "Strength in Numbers: 20 *años en la lucha*," will feature more than 1,500 media professionals and journalism students. The future of media in the new media lab; computer-assisted reporting; skills building workshops and forums; constructive one-on-one critiques; and advanced techniques in videography, photojournalism, and graphics design are just some of the offerings. In San Diego, Calif.

Contact: (888) 346-NAHJ; Web site, www.nahj.org

PBL 2002

June 16-20

"PBL 2002: A Pathway to Better Learning," an international conference on Problem-Based Learning in higher education, will bring together experienced PBL faculty to share their insights with one another, as well as support those who are interested in using this method of learning for the first time. At the Baltimore Convention Center, Baltimore, Md.

Contact: (302) 831-3474; fax, (302) 831-4919; e-mail, pbl2002@udel.edu

NEH Summer Institute for College and University Teachers

June 17-July 19

"Hispanic Gendering of the Americas: Beyond Cultural and Geographical Boundaries" is a five-week, interdisciplinary summer institute for 25 college and university teachers on the role of women in Latin America and on the Hispanic-Latina culture that was created as women crossed borders into the United States in the 20th century. Teachers of history, literature, humanities, gender or women's studies, multicultural studies, social studies, and Hispanic literatures and cultures are especially encouraged to apply. At Arizona State University.

Contact: Patricia Harris, (480) 965-0636; e-mail, institute2002@asu.edu; Web site, www.asu.edu/clas/history/institute2002

ACE Leadership Programs for Department and Division Chairs and Deans

June 18-21

The American Council on Education presents a unique series of programs specifically designed for department and division chairs–the people responsible for leading the units where change takes place in higher education institutions. In Washington, D.C.

Contact: (202) 939-9343; fax, (202) 785-8056; Web site, www.acenet.edu

AAHE 2002 Assessment Conference

June 20-23

The theme of this conference of the American Association for Higher Education is "Assessment: A Shared Commitment." Pre-conference workshops will be held June 19. At the Boston Marriott Hotel Copley Place, Boston, Mass.

Contact: (202) 293-6440; fax, (202) 293-0073; Web site, www.aahe.org

LULAC 73rd Annual National Convention

June 23-29

The League of United Latin American Citizens (LULAC) invites you to participate in its 2002 National Convention & Exposition, "Leading the New Majority: Shaping the Future," a celebration of 73 years of service to the Hispanic community. One of the premier Hispanic gatherings, the LULAC Convention each year draws over 7,000 people, including top leaders from government, business, and the Hispanic community. In Houston, Texas.

Contact: LULAC National Office, (202) 833-6130; Web site, www.LULAC.org

Correction

Jersey City Museum Selects Chair

The wrong photo was published with the April 8 "People & Places" story on the new chair of the Jersey City Museum's board of trustees, Ofelia García, dean of William Paterson University's College of the Arts and Communication (N.J.). Apologies to Dean García (pictured).

Book Review

By Rafael Hernández

***Latin America from Colonization to Globalization*, by Noam Chomsky, in conversation with Heinz Dieterich.** 116 pages. New York: Ocean Press, 1999. ISBN 1-876175-13-3. $12.95 paper.

A gathering of interviews that span 14 years, from 1984 to 1998, this volume contains opinions that will not surprise anybody familiar with the political ideas of Noam Chomsky. Some of these ideas resist the passing of time better than others, and yet the book can still be considered a test of the value of critical thinking since many of the statements expressed several years ago contained "predictions." For instance, discussing NAFTA in 1997, Chomsky held that the agreement was orchestrated so that if Mexico had a "democratic" change in its government and was tempted to exercise more "populist" practices, it at least was locked into a treaty favorable to the big American corporations. Mexico since had a democratic change, and its new government sometimes seems willing to assume populist measures, making us wonder about the effects on NAFTA and about whether Chomsky was right.

Noam
Chomsky
Latin America
From colonization to globalization

Of the predictions, some are holding true, including that of the United States' never being able to invade Central America because there is too much domestic resistance to it. Others seem to have vanished without a trace, e.g., the danger of the population of the industrialized countries becoming politically active or the spreading of revolutionary movements in Latin America following the example of Nicaragua.

But regardless of our position and even if we do not agree with Chomsky, it is always a challenge and a pleasure to engage in this intellectual dialogue with one of the greatest American minds. One problem I have with the book, however, is the curiously partial view that Chomsky seems to have of Latin America. I do not mean to imply that he does not know the region or that he has a secret agenda, but simply that like most leftist intellectuals in the Unites States, he often understands the continent only as a place of irreconcilable Indian/non-Indian relations with a sentimental, even paternalistic view of the Indians, and although at first this seems right since it includes those historically excluded, the problem is that the reality of Latin America is a lot more complex, starting with the fact that mixture of races and cultures, unlike in the United States, is the norm in the Iberian world.

Asked to comment on Carlos Fuentes' idea that Mexico needed more statues of Cortés so that Mexicans could finally get rid of the complex of having being colonized, Chomsky confesses to being puzzled by that statement, particularly since Fuentes is "a descendant of the conquerors." This comment by Chomsky is what most clearly reveals how difficult it is to grasp the complexity of the Iberian cultures without accepting miscegenation as a legitimate way of creating culture. To consider Fuentes or any other "white" Latin American the descendant of the conquerors is as ludicrous as to consider Chomsky himself a descendant of the pilgrims of the Mayflower. Surely we cannot ignore that Peru is not Oklahoma, where Indians were confined to reservations, or that in Bolivia or Guatemala the native populations were "luckier" than the Iroquois who "In the middle of the revolution [were] wiped out" by Washington, as Chomsky himself reminds us. In most Latin American countries, on the contrary, the norm was the *mestizaje*. It is not accurate or fair to assume that in Latin America race is destiny, since assimilation (another way of annihilation, perhaps, and yet not quite) has been traditionally a reality. "No, we are not Indians but we are men of their world. The blood means nothing; the spirit, the ghost of the land moves in the blood, moves the blood," wrote William Carlos Williams in his *In the American Grain*, and I suspect that something similar is what allows Fuentes to say "we were colonized" with no contradiction. And why not? After all, in Mexico, being "Indian" is often more a matter of culture than of ethnicity.

The major theme in the book is the abuse of power and the arrogance and savagery of imperialist United States. It is here where the genius of Chomsky shines best. Only a very honest American critic could compare simultaneously the Unites States with "a fanatic delusional system" such as Khomeini's Iran, Nazi Germany, and indoctrinated Stalinist Russia when discussing the relationship of this nation with the rest of the continent, particularly with Central America and Cuba. The U.S., according to Chomsky, behaves like a terrorist state that relies on cheap victories when dealing with smaller and weaker nations to keep its citizens intoxicated with the feeling of belonging to a powerful nation. And yet, despite his harsh opinions, it is obvious that Chomsky feels sympathy for the tradition of American freedom, but without being naïve since, as he himself reminds us, in a capitalist society, everything is a commodity, "including freedom, and you can have as much as you can purchase."

Rafael Hernández is a professor of Spanish at Southern Connecticut State University. His degrees are from Universidad Autónoma de México, University of California-Santa Barbara, and New York University. His articles have appeared in journals such as Latin American Literary Review *and* Bulletin of Hispanic Studies. *He co-edited a book on the avant-garde in Latin America and Spain.*

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College Liaison, North Star Center for Academic Success & Cultural Affairs

General Summary

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Major Responsibilities

D. Service to students
E. Administrative

Education/Experience

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Houston Community College System, the second largest singularly accredited community college in the nation, seeks an ASSOCIATE VICE CHANCELLOR, COMMUNICATIONS to provide the leadership required in reorganization of the former marketing department at the System level and within five (5) regional colleges. HCCS is anxious to find an outstanding Communications professional to enact the new Strategic Communications plan. HCCS also is engaged in a major initiative to develop itself as a national leader in Student Services through its Learning College Plan.

ASSOCIATE VICE-CHANCELLOR, COMMUNICATIONS

HCCS is located in Houston, Texas, the fourth largest city in the United States. Houston is renowned as the energy capital of the world, as a major technology center, site of the Johnson Space Center, and the world's largest medical center. A major port, international airports, and large number of foreign consulates attest to its multicultural character and its importance as an international center. Houston is home to major league sports teams as well as nationally recognized opera, theatre, fine arts district, and the Houston Livestock Show and Rodeo; the largest rodeo in the world and major scholarship fund raiser of its kind.

Successful candidate must possess a Master's degree from an accredited institution in communications, marketing, advertising, public relations, or a related field. A Bachelor's degree and four (4) years of directly related experience may be substituted for Master's degree. The successful individual must also have a minimum of seven (7) years of related experience in communications, marketing, public relations, or a similar field.

Additional information and position details can be found on our website: www.hccs.cc.tx.us Please refer to JVN# 2458 when inquiring about or applying for this position. Application deadline: June 21, 2002 at 4:30 p.m.

A complete application packet consisting of an HCCS employment application and copy of college transcript showing degree conferred is required for consideration. An incomplete application packet will not be accepted or returned. An employment application may be downloaded from the HCCS website at www.hccs.cc.tx.us or to request an application call HCCS Employment Services at (713) 718-8565.

HOUSTON COMMUNITY COLLEGE SYSTEM

HR Department
P.O. Box 667517
Houston TX 77266-7517

HCCS seeks to provide equal employment/educational opportunities without regard to race, color, religion, national origin, sex, age, or disability.

Director of Student Advising

Columbia Law School seeks individual to design and administer comprehensive programs to meet the academic needs of students, provide individual academic counseling, and serve as the primary liaison for the Law School and the University's Office's of Counseling and Psychological Services, Health and Related Services and Disability Services. BA required, advanced degree in a related field strongly preferred, plus 4 to 6 years of related work experience. Prior experience working in an academic setting, with diverse communities is highly desirable. Must be able to set goals and prioritize multiple tasks while working in a fast paced environment. JD degree, prior experience working with law students, and familiarity with legal education, bar licensing and the practice of law is preferred.

WOMEN AND MINORITIES ARE ESPECIALLY ENCOURAGED TO APPLY.

Pleases send cover letter, resume and salary history to:
Director of Human Resources

Columbia Law School
435 W. 116th Street
New York, NY 10024
FAX: 212-854-7946

Columbia University is an Equal Opportunity Affirmative Action Employer

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EDUCATION

FULL-TIME FACULTY FALL 2002

Mott Community College is committed to providing high quality, accessible and affordable educational opportunities and services that promote individual development and improve the overall quality of life in a multicultural community. Our strength lies in promoting excellence in teaching and eliminating barriers to learning. To assist us in meeting this mission, we are searching for full-time instructors to share their knowledge, expertise and experiences with our students. We anticipate the following needs for the Fall 2002 semester:

- **Sociology Instructor** – Masters Degree in Sociology from an accredited institution. The ideal candidate will show evidence of a diverse and varied coursework background in Sociology. Evidence of the ability to integrate computer applications into teaching. Evidence of a very strong commitment to community college teaching, mission and philosophy.
- **Reading Instructor** – Master's Degree in Reading, including at least sixteen graduate hours in reading theory, plus coursework in cognitive learning theory. Recent teaching experience in working with developmental students and students with learning disabilities. Innovative, flexible, and positive teaching style. Evidence of continuing professional development. Individual teaching philosophy placing emphasis upon student success. Must have a strong commitment to community college teaching.
- **Spanish Instructor** – Master's Degree in Spanish, with teaching experience in ESL. Recent teaching experience. Innovative, flexible, and positive teaching style. Evidence of continuing professional development.

If you are interested in working for an institution that adheres to high standards and quality programs, please submit a letter of interest indicating desired position, a resume, three letters of recommendation and copy of transcripts by June 14, 2002 to:

Mott Community College
Human Resources - CM1024
1401 E. Court Street • Flint, MI 48503
810-762-0595 FAX
Resume@mcc.edu

Mott Community College

Mott is an AA/EEO employer. Selected candidates must submit to a drug test and criminal background check. If applicants have accommodation needs may contact us at (810) 762-0497.

Niagara
UNIVERSITY

ASSISTANT PROFESSOR LITERACY EDUCATION

Niagara University, a private Catholic institution sponsored by the Vincentian Community, has one tenure-track position at the Assistant Professor rank in Literacy Education: literacy instruction at childhood or adolescence levels, and literacy across the various learning standards, for appointment beginning September 2002. The College of Education is NCATE accredited and enrolls over 1000 students in various programs. Requirements for the position include a completed doctoral degree related to the position for which application is made and from an accredited institution, evidence of teaching excellence in K-12 and college settings, ability to perform in a collaborative instructional and scholarly institutional culture, and demonstrated potential for scholarly activity. Additional qualities include any of the following: experience in clinical reading, experience with integrating technology and literacy instruction, experience working with students from culturally diverse backgrounds, and experience in reducing the performance gap among children and youth from urban areas. Promising doctoral degree candidates who will have the degree completed by 8/15/02 are encouraged to apply. Review of applications will begin May 31, 2002, and will continue until the position is filled. Send letter of application, names, addresses and e-mail addresses of those references, and curriculum vitae to: **Dr. Robin Erwin, Chair, Department of Teacher Education, Niagara University, P. O. Box 2042, Niagara University, NY 14109-2042.** *Niagara University is an equal opportunity/affirmative action employer. Women and minorities are encouraged to apply.*

New York University

ASSOCIATE PROVOST FOR ADMISSIONS AND FINANCIAL AID

New York University seeks a seasoned admissions leader to plan and implement all recruiting, admissions, and yield management activities for its seven undergraduate schools. The Associate Provost will work closely with the Deans, the Provost, and the Executive Vice President in setting admissions goals and targets, planning recruiting and marketing strategies for the undergraduate programs, undertaking strategic planning for financial aid policies, developing packaging parameters for new student aid awards, and developing and implementing financial aid budgets for students in each of the undergraduate schools.

Founded in 1831, NYU is the largest private university in the country and is nationally and internationally regarded as an innovator in research, practice and global initiatives. In 2001 the undergraduate enrollment at NYU was 19,028, comprising almost half of the University's total enrollment. The Associate Provost will lead a staff of 55 and report to the Provost of NYU.

The successful candidate must be a leader with strategic vision and substantial experience in admissions and enrollment management, proven managerial skills and a demonstrated ability to work with a diverse constituency in a complex organization. This person must have the capacity to work across the University community, with other senior administrators, faculty members and staff, to realize common institutional goals. A graduate degree is preferred.

Please direct applications to: **Beverly Brady, Isaacson Miller Search, 334 Boylston Street, Boston, MA, 02116**; email: **bbrady@imsearch.com**, fax: **(617)262-6509**. *For more information about NYU, please visit their website: www.nyu.edu.*

New York University is an equal opportunity/affirmative action employer. Members of minority groups and women are encouraged to apply.

WPI

DIRECTOR OF MINORITY AFFAIRS

WPI is conducting a search for a full-time Director of Minority Affairs. The Director serves as the chief resource, advisor and advocate for WPI's underrepresented African American, Hispanic and Native American students. The Director of Minority Affairs will report to the Associate Vice President for Student Affairs/Dean of Students and will serve as a member of the Student Life team. The Director will work collaboratively with other university staff to improve the quality of life of all students and to promote an inclusive campus community.

The Director will facilitate the academic excellence and retention of underrepresented students; develop and coordinate services and programs designed to enhance the social, educational and cultural experience of students of color; provide leadership to underrepresented student organizations; write proposals and grants and assist with fundraising for scholarships and special programs; work closely with the Admissions staff in the recruitment and enrollment of students of color; and serve as a resource to the campus community in developing programs that promote diversity and pluralism.

Master's degree preferred in Student Personnel, Counseling, Higher Education or related field and 5-7 years of demonstrated progressive experience in program planning, academic support services and multicultural services in an educational environment; demonstrated commitment to advocacy and issues related to diversity; strong interpersonal, communication, advising and organizational skills; team player who can interact successfully with minority and majority students.

WPI offers a smoke free environment. Competitive compensation and an excellent benefits package include health insurance, family tuition reimbursement and generous vacations. Interested candidates should submit a cover letter and resume to **Director of Minority Affairs search committee, WPI, Human Resources, 100 Institute Road, Worcester, MA 01609-2280. You may fax your information to 508-831-5715 or email: human-resources@wpi.edu.** For further information visit our website at http://www.wpi.edu/Admin/HR/. *No phone calls please.*

Worcester Polytechnic Institute

To enrich education through diversity.
WPI is an affirmative action, equal opportunity employer.

BALL STATE UNIVERSITY.

Ball State University is located in Muncie, Indiana, on an attractive campus 50 miles northeast of Indianapolis. Approximately 17,500 graduate and undergraduate students enroll in one of seven academic colleges that offer 126 undergraduate programs, 76 master's programs, and 20 doctoral programs. Ball State University strives to be a premier teaching institution offering instruction and scholarly inquiry of high quality within an environment that emphasizes personal attention.

Ball State University encourages all interested applicants to frequently visit the official Ball State University web site at www.bsu.edu where all open positions are listed and described in detail.

Ball State University is an equal opportunity, affirmative action employer and is strongly and actively committed to diversity within its community.

SEARCH EXTENDED

DEAN OF STUDENTS

WICHITA STATE UNIVERSITY

Wichita State University invites nominations and applications for the position of Dean of Students. The Dean of Students reports to the Vice President for Student Affairs and is responsible for student life and related student development programs and services. The Dean of Students serves as a resource for students, parents, and members of the faculty and staff regarding general student life issues.

To be eligible for consideration, a candidate must possess all of the following required qualifications: An earned doctorate; a minimum of five years of broad and progressively responsible student affairs administrative experience; demonstrated ability to lead diverse units within student affairs; evidence of ability to work collaboratively with constituent groups; evidence of excellent oral, written and interpersonal communication skills' demonstrated knowledge of current issues in student affairs; evidence of advocating diversity; and demonstrated successful experience with diverse populations.

For a complete position description, call or email to request a copy. Also, visit the University Human Resources web site (webs.wichita.edu/wsuhr/) or Jobs Link bulletin board (NASPA) at www.naspa.org or StudentAffairs.com bulletin board. Phone 316.978.3023 or email your request to **Loweta.Finlay@wichita.edu**

A review of this information is highly recommended prior to application.

APPLICATION PROCESS

Submit a letter of application and a current resume. The combination of the letter and the resume **must clearly demonstrate** that the candidate meets or exceeds all of the stated qualifications. In addition, submit the names, addresses, phone number and e-mail addresses of three current references. To ensure full consideration all materials must be received by 5:00 p.m. Friday, July 5, 2002.

Materials should be sent to **Dr. James Kelley, Search Chair, Wichita State University, 1845 Fairmount, Wichita, KS 67260-0008.**

The position is currently vacant and will be filled as soon after the search as possible.

Wichita State University is an equal employment opportunity/affirmative action employer.

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Assistant Professor of Science Education

The Natural Science Program within the College of Science and Engineering invites applications for full-time, tenure-track position in Science Education in Biological , Environmental, or Physical Sciences. Loyola Marymount University is a Roman Catholic University that stresses quality education in the Jesuit/Marymount traditions. The successful candidate will teach undergraduate courses in science education for pre-service teachers in elementary and secondary programs, and additional courses in the natural science program as well as within the candidate's discipline depending upon qualifications. The development of an active undergraduate research program and participation in teacher education development are expected and will be supported. An earned doctorate in Science Education or a Ph.D. in a science discipline with expertise/experience in science education is required.

Please submit letter of application, current curriculum vitae, graduate transcripts, statements of teaching and research philosophies, and three letters of reference by June 15 to: **Dr. James Landry, Director, Natural Science Program, Loyola Marymount University, One LMU Drive, MS 8160, Los Angeles, CA 90045-2659.**

Women and minorities are strongly encouraged to apply. Salary is competitive and commensurate with background and experience. LMU is an EEO/AA employer.

LOYOLA MARYMOUNT UNIVERSITY

University of Missouri-Kansas City

Director, Belger Arts Center for Creative Studies

The University of Missouri-Kansas City (UMKC), one of the four campuses of the University of Missouri System, invites applications and nominations for the position of Director for the UMKC Belger Arts Center for Creative Studies. The Director will have the responsibility to develop and implement an innovative center advancing visual and performing arts research and programming initiatives studying innovation and creativity through the arts. The Center houses works of contemporary American artists donated by the John and Maxine Belger Family Foundation, representing the largest single gift of art works to an educational institution in the history of the state. The Director will join UMKC at an unprecedented moment of opportunity in its history. A new era has begun that is taking the University in an exciting direction, defining new standards for higher education.

In advancing the Center's vision, the Director will provide leadership and management expertise in the administration of: disciplinary and interdisciplinary artist and scholar residency programs; a collection and exhibition program of contemporary art in two and three dimensions; traveling programs originating from the Center; curriculum development on- and off-campus with a focus on the arts and the creative process; competitions for innovative projects; and a network of campus, community and global partnerships in the arts. The Director will coordinate renovation or construction of a campus facility housing the administration of the Center, research materials, exhibition and performance spaces and a growing 700+-piece collection, and will be responsible for moving the Center toward accreditation through the American Association of Museums. Fundraising and fiscal responsibility are important components of this position. As a senior-level administrator, the Director will report directly to the Provost. Tenure and rank in an arts-related department may be negotiated pending qualifications and academic history of the chosen candidate. Experience with a variety of arts disciplines and/or management of a permanent art collection, and experience with accreditation procedures is desirable. Salary will be commensurate with qualifications and experience.

The University of Missouri - Kansas City is an equal opportunity employer/educational institution and candidates of all backgrounds are encouraged to apply. Please send C.V. with cover letter in strict confidence to:

Olga Hisle
Office of the Provost
337 Administrative Center
University of Missouri-Kansas City
5100 Rockhill Road
Kansas City, MO 64110-2499

E-mail: HisleO@umkc.edu fax: 816-235-5509
phone: 816-235-1110

UMKC UNIVERSITY OF MISSOURI KANSAS CITY

UMKC is an equal opportunity, affirmative action institution.
www.umkc.edu

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CY-FAIR COLLEGE

A NORTH HARRIS MONTGOMERY COMMUNITY COLLEGE

Imagine

teaching at a college that thrives on teamwork, utilizes the latest technology, is student focused, encourages innovation, and embraces multi-cultural and multi-generational diversity.

Learn more about this opportunity and consider being a part of this new college.

Cy-Fair College, the fifth comprehensive college in the North Harris Montgomery Community College District, will open in fall 2003. We are seeking applications for the first phase of founding faculty and staff. NHMCCD, the fourth largest community college district in Texas, serves the north Houston, Texas region with North Harris, Kingwood, Tomball and Montgomery colleges.

As a comprehensive community college for the 21st century, Cy-Fair College will provide a dynamic environment for life-long learning. With a strong emphasis on responsiveness, innovation, collaboration, and student success, the college will provide a full range of offerings including university transfer courses such as Humanities, Science, Fine Arts, as well as degrees, certificates and workforce development in high demand career areas.

The vision of the college focuses on a strong commitment to preparing students for a changing world, to removing barriers that prevent student success andto providing exceptional service for all students.

Listed below are anticipated full-time faculty positions for Cy-Fair College for the Fall 2003 term. Detailed job descriptions with qualification requirements and information about Cy-Fair College are available at **www.nhmccd.edu** Job reference numbers listed in this ad will cross-reference to the detailed descriptions on the website.

Minimum qualifications in the following areas include a Master's degree in the teaching field or a Master's degree with 18 graduate hours in the teaching field.

Accounting - #80040
Arts - #80041
Associate Degree Nursing - #80042
Biology - #80043
Chemistry - #80044
Drama - #80045
Economics - #80046
English - #80047
Geography - #80048
Geology - #80049
History - #80050
Kinesiology - #80051
Mathematics - #80052
Metal Arts - #80053
Instrumental Music - #80054
Vocal Music - #80055
Psychology - #80056
Philosophy - #80057
Photography - #80058
Physics - #80059
Political Science - #80060
Radiology (Diagnostic Medical Imaging) Director - #80061
Sociology - #80062
Spanish - #80063
Speech - #80064

These professional educational positions are ranked as faculty and require a Master's degree.

Counselor - #80065
Librarian - #80066

Minimum qualifications in the following areas include a Master's degree.

Developmental English - #80067
Developmental Mathematics - #80068
English as a Second Language - #80069

Minimum qualifications in the following areas include a Bachelor's plus appropriate licenses and certifications established by the licensing or accrediting authority and three years of related work experience.

Business - #80070
Interpreter Training (ASL) - #80071
Licensed Vocational Nursing - #80072
Management/Marketing - #80073
Radiology (Diagnostic Medical Imaging) Clinical Coordinator - #80074
TV/Motion Graphics - #80085

The following positions require an Associate's degree plus appropriate licenses and certifications established by the licensing or accrediting authority and three years related work experience. Specific requirements for each position are stated in the detailed vacancy announcement available at **www.nhmccd.edu**.

Computer Information Technology - #80075
Computer Numeric Control/Machining - #80076
CISCO - #80077
Database Administration (Oracle) - #80078
Drafting/Auto CAD - #80079
Electronics - #80080
EMS (Paramedic) - #80081
Fire Science Technology - #80082
Geographic Information Systems - #80083
Graphic Arts/Interactive Media - #80084
Logistics Warehouse Distribution - #80086
Medical Assisting - #80087
Medical Transcription - #80088
Radiology (Diagnostic Medical Imaging) Instructor - #80089
Sonography - #80090
Welding - #80091

For detailed information and access to our online application, please visit our Web site
www.nhmccd.edu

Application process:
Open until filled. Applicants should submit an employment application, a cover letter specifically addressing the qualifications including the job title and reference number; statement of teaching philosophy; resume; names, addresses, and telephone numbers of five job-related references; and copies of transcripts of all college work. Please address the following areas: (1) How you contribute to achieving the community college mission, (2) Instructional qualifications, (3) The methodologies you use to meet the needs of all students in your classes (please address technology, student diversity, learning styles, and collaborative learning in your response), (4) Your experience with courses and/or program development, and (5) Community, K-12 and/or volunteer service. When applying for multiple positions, submit a separate cover letter and application material for each position. Applicants with foreign credentials should submit a US transcript evaluation. Application material may be mailed to **North Harris Montgomery Community College District, Human Resources, 250 N. Sam Houston Parkway East, Houston, TX 77060**, or forwarded electronically to **jobs@nhmccd.edu** or **faxed to 281.260.3186**. Faculty positions are subject to the successful completion of a criminal background check.

AA/EOE

1409

THE UNIVERSITY OF COLORADO SYSTEM

VICE PRESIDENT FOR BUDGET AND FINANCE

The President of the University of Colorado is conducting a search for the position of System Vice President for Budget and Finance. The person appointed to this position will be a key member of the President's Cabinet.

The Vice President for Budget and Finance reports directly to the President and serves as the Chief Financial Officer of the University of Colorado, a comprehensive public research university. The University includes a four-campus system including residential general campuses at Boulder (a member of the American Association of Universities) and Colorado Springs, a modern urban campus in Denver that is not residential, and a health sciences center in Denver that is moving to a new site in Aurora. It has an annual operating budget of approximately $1.4 Billion and an average annual capital budget of approximately $110 Million.

The Vice President's responsibilities include: Primary financial advisor to the President of the University and the Board of Regents; lead staffing responsibility to the President and her Executive Committee for preparing and/or reviewing all CU 2010 financial strategic decision and position papers coming before the Committee; oversight supervision of the development and execution of the University's operating and capital budgets; oversight supervision for the development and execution of accounting and financial management and reporting systems; oversight supervision of the University Treasury and its investment policy and practice and its operating and custodial banking relationships through administrative direction of the University Treasurer; and direct working relationship and board membership with the University Hospital which is a separately incorporated not-for-profit affiliated teaching and research hospital with close ties to the Medical School and is co-located on the University's HSC campus. The vice president has significant working relationships with the four campus chancellors and the campus vice chancellors.

Required qualifications:

- At least five years experience as the CFO, or an officer who has served as the immediate financial subordinate of the CFO, at a research university or campus or equivalent experience in local, state or federal government or in a private corporate setting.
- Proven successful experience in a lead staff or operational capacity to negotiate a substantial financial resolution of material significance to the entities at risk.
- A proven record as a leader who can provide strategic and creative direction to the University while at the same time balancing the resource and funding requirements necessary to achieving its strategic goals.
- A demonstrated ability to make public presentations with a style that evokes the confidence and trust of the audiences.
- A proven ability to negotiate and function effectively in a variety of team settings.

Desirable qualifications:

- Significant experience in working successfully with internal and external audit entities.
- Significant experience representing higher education or similar institution before a central policy and coordinating board (e.g., Colorado Commission on Higher Education).
- Significant experience making public presentations to faculty and staff, governing board, and governmental and private entities (legislative and executive).
- A demonstrated record of leadership in motivating, facilitating and problem solving in complex organizations, including those with multiple sites.
- A record of being able to communicate effectively with media representatives.

Educational qualifications:

Required: BA or BS degree
Desirable: MBA in finance, accounting, or related field or equivalent experience

Salary will be competitive and commensurate with experience.

To apply: Applications and nominations should be accompanied by a cover letter and a resume of education, experience, and personal qualifications. The search committee will begin reviewing applications immediately. Please submit applications to:

Chair, Search Committee
University of Colorado, Box 004 SYS
914 Broadway
Boulder, Colorado 80309-0004
Fax: (303) 492-2674

The University of Colorado is committed to diversity and equality in education and employment.

Questions regarding this position may be addressed to: Chair, Search Committee for Vice President for Budget & Finance (303/492-6201).

A complete position description is located on the University of Colorado's web site at: **http://www.cu.edu/vpbf/position.html**

Georgia Institute of Technology
EMORY UNIVERSITY
SCHOOL OF MEDICINE

CHAIR
THE WALLACE H. COULTER DEPARTMENT OF BIOMEDICAL ENGINEERING GEORGIA INSTITUTE OF TECHNOLOGY COLLEGE OF ENGINEERING AND EMORY UNIVERSITY SCHOOL OF MEDICIN

The College of Engineering at the Georgia Institute of Technology (Georgia Tech) and the School of Medicine at Emory University are seeking nominations and applications from qualified individuals for the position of Chair of The Wallace H. Coulter Department of Biomedical Engineering (BME). The Department is a joint department of both institutions, and the Chair reports directly to the Dean of Engineering at Georgia Tech and the Dean of the School of Medicine at Emory. The Department has space and facilities on both campuses, and offers a range of BME degrees: a Bachelor's degree in BME; Master's and PhD. Degrees in Bioengineering; and a joint Ph.D. degree in Biomedical Engineering that is awarded by Emory and Georgia Tech. The Department is presently at 20 equivalent full time faculty members and is projected to grow to 27 by 2006. Projected student enrollment is 400 undergraduate students and 150 graduate students.

The U.A. Whitaker Building is under construction on the Georgia Tech campus and is projected for completion in July 2003. Until that time, BME programs at Georgia Tech are located in the Bioengineering and Bioscience Building, a facility that opened in 1999. At Emory, the Department is located in the Woodruff Memorial Research Building, and these facilities are undergoing renovation for additional laboratories and faculty offices.

Research themes for the Coulter Department include: cardiovascular biomechanics and biology; cell and tissue engineering; neuroscience/engineering; biomedical imaging; biomedical modeling and computing; and cancer-related technologies. Additional information can be found at www.bme.gatech.edu or www.bme.emory.edu.

Candidates for the position of Chair must have an earned doctoral degree and national/international recognition in their specific discipline(s) with a record of excellence in technical, academic and professional achievements. The Chair is expected to maintain a vigorous research program and to provide academic and administrative leadership. Experience in working in an interdisciplinary engineering/medical environment is critical. Salary and benefits are highly competitive.

Applications and nominations should include a current curriculum vitae and names and addresses of three references. Submit materials addressed to: Roger P. Webb, Ph.D., Ph.D.,Co-Chairman, and R. Wayne Alexander, M.D., Co-Chairman, Biomedical Engineering Search Committee, c/o The Wallace H. Coulter Department of Biomedical Engineering, 315 Ferst Drive, Suite 1122, Atlanta, GA 30332-0535, attn. Ms. Joanne Wheatley. Applications via email to: joanne.wheatley@bme.gatech.edu are encouraged. The BME Search Committee will review applications until the position is filled.

Georgia Institute of Technology and Emory University are Equal Employment Opportunity/Affirmative Action employers. Both universities encourage the application and nomination of qualified minority and female candidates.

ETS *Educational Testing Service*

Part-Time Essay Readers Wanted

Educational Testing Service® is now recruiting qualified faculty to serve as part-time essay readers for the Analytical Writing section of the Graduate Record Examinations® (GRE®) General Test.

Scoring will begin in October 2002. GRE readers should currently teach or have recently taught a college- or university-level course in any field or discipline in which writing and/or critical thinking skills are an important part of their students' course work. They must also have the necessary computer equipment and telephone/Internet connections to score examinees' responses from home or office locations. Applicants who meet the eligibility and technical requirements and successfully complete training and certification will become certified GRE readers and will be scheduled for half- or full-day scoring sessions. New GRE readers will be paid $22.00 per hour; as readers become more experienced, the rate will increase to $26.50 per hour.

For more information, visit
http://www.ets.org/reader/osn/greosn.html
Applications should be submitted as soon as possible.

Educational Testing Service is an Equal Opportunity Employer.

NORTH HARRIS MONTGOMERY
COMMUNITY COLLEGE DISTRICT

President, Montgomery College (NHMCCD)

The North Harris Montgomery Community College District welcomes nominations and applications for the position of President, Montgomery College.

Completed in 1995, Montgomery College is a 250,000 square-foot campus located on 100 acres of pine forest, between The Woodlands and Conroe, TX. Part of the North Harris Montgomery Community College District (NHMCCD), the fastest growing community college district in Texas, Montgomery College has an enrollment of 6000 credit students per semester with projected enrollment growth of up to 50% within five to seven years. In January 2003, the college will add a sixth building to its campus with the completion of an expanded library and more than 30 new classrooms. The college offers more than 30 career programs as well as academic transfer courses, vocational and remedial programs along with corporate and continuing education training and retraining courses. The college meets the needs of a diverse population including rural poor and immigrants, as well as educated professionals, retail and service industries, a rapidly growing high school population and an exciting biotechnology centered Research Forest in The Woodlands. Montgomery College is actively participating in national projects focused on students and learning. This includes the League for Innovation's 21st Century Learning Outcomes Project, involving 16 community and technical colleges from across the country and the Learning College Project. In 2000, the college was featured as a "Showcase College" at the Consortium for Community College Development's Summer Institute.

The position reports to the Chancellor of the District and requires: an earned doctorate from a regionally accredited university; administrative experience at the president, vice-president or dean level at a comprehensive community college or system; experience in providing educational or support services directly to students through teaching, student services, library/learning support, or other areas of professional service where engaging students directly is required.

Qualifications important to the position: Applicants should demonstrate

- Deep commitment to the comprehensive community college and to the fulfillment of the mission by developing and maintaining the highest academic and student service standards;
- Manifest integrity, highest ethical standards, and respect for the dignity and worth for individuals and groups;
- Excellent interpersonal and communication skills, good will, and a sense of humor;
- Understanding, respect, and support for diversity among students, faculty, staff and other constituent groups;
- Strong commitment to innovation and continuous improvement of the quality of all educational programs and services to students; especially through the professional development of the faculty and staff;
- Significant and successful responsibility with budgetary and other financial matters;
- Ability to develop and expand partnerships with businesses, school districts, governmental entities, community organizations, and the general public to meet the educational and workforce needs of the community, as well as build community support for the college and the district;
- Wide-ranging skills and sensitivity needed to be an effective campus leader and a district administrative officer in a multi-college system;
- Expertise in organizational assessment, strategic planning and evaluation, and documentation of institutional effectiveness; knowledge and skills required to provide state-of-the-art technological support systems for students, faculty and staff;
- Personal attributes which help to create and maintain an environment of inclusiveness in planning and decision making.

Application material should include **(1)** a cover letter describing how the requirements and qualifications for the position are met by the applicant, **(2)** a current resume including major career accomplishments and **(3)** the names, addresses, and telephone numbers of four employment-related references. This position is subject to the successful completion of a criminal background check. For detailed information, please visit our Web site **www.nhmccd.edu**

Letters of nomination and application material may be mailed, faxed or forwarded electronically to: Montgomery College President Search, Department of Human Resources, 250 North Sam Houston Parkway East, Houston, TX 77060 or Fax 281-260-3186 or email jobs@nhmccd.edu.

Formal review of applications by the search advisory committee
will begin the week of **June 3**
Application process will remain open until the position is filled.
AA/EOE

TEMPLE
UNIVERSITY

Dean, The College of Liberal Arts

Temple University invites applications and nominations for the position of Dean of the College of Liberal Arts. As one of the nation's most prominent centers for higher education, Temple University has a world-class reputation and an international presence. Founded in 1887 by Dr. Russell H. Conwell, the University was established on the premise that those who have the imagination to dream and the desire to work should also have the opportunity to make their dreams come true. Under the leadership of its eighth President, Dr. David Adamany, Temple is moving confidently to become one of America's premier senior, comprehensive research universities.

CLA provides the cornerstone of Temple's longstanding commitment to train men and women in the methods of logical inquiry, deductive reasoning, and critical analysis, which are so important in today's rapidly changing society. It boasts a distinguished faculty (240 full-time tenured, 90 non tenured/full-time dean's appointments, and 230 adjunct, part-time instructors) whose dedication to teaching and educational innovation is matched by an increasingly strong commitment to scholarship and research. CLA is a major contributor to the University's long-standing urban mission. With the promise of strong support and encouragement from senior leaders, this is a critical and exciting time for the new Dean to revitalize and lead CLA, and to elevate it in the ranks of public higher education.

CLA enrolls 3,150 undergraduate majors and 700 graduate students, and serves more than 6,000 undergraduate students annually. The College's annual budget is more than $32 million with an additional $15 million in external funding. CLA offers 11 Ph.D. programs and several M.A. programs, and plays a key role in the delivery of courses that are part of Temple's well-regarded Core Curriculum. With programs in Humanities, Social Sciences, and Interdisciplinary Studies, CLA's courses incorporate internships, service learning, and co-op opportunities. CLA's 15 Departments include: English; French, German, Italian and Slavic Languages; Greek, Hebrew, and Roman Classics; the Critical Language Center; Spanish and Portuguese; Religion; Philosophy; African American Studies; Psychology; History; Criminal Justice; Sociology; Political Science; Anthropology; and Geography and Urban Studies. In addition, students may choose degree programs from several interdisciplinary study areas and six distinguished research centers associated with the college.

It is a challenging and auspicious time for this well positioned and vibrant college. The new Dean will be expected to establish an environment of support, innovation, and purpose, with the standards necessary to further elevate the strength and stature of CLA's academic programs. The Dean will be an energetic, experienced, entrepreneurial academic administrator with a keen interest in and proven track record of working collaboratively with a diverse group of faculty and fellow Deans. S/He will be responsible for CLA's general academic and administrative management, and for the development of a clear strategy that supports the vision and values of the University. The Dean reports to the Provost and is the leading force in advancing new relationships among faculty, administrators, departments, and other schools and colleges. The Dean will vigorously lead the College's fundraising initiatives and ensure that the college has the necessary resources to support excellence in its programs. S/He must promote high-quality teaching and academic programs while advancing research and service related activities. By drawing on CLA's capacity for change and innovation, the diversity of its students and faculty, and its unique role in one of the world's great academic cities, the Dean will have the opportunity to bring CLA to a position of national leadership while shaping public urban higher education in the 21st century.

The search will continue until the position is filled. Nominations or letter of application, accompanied by a curriculum vitae and list of references, should be sent, preferably via e-mail, to:

Barbara R. Stevens and
Martha S. Eisenberg
Isaacson, Miller
1275 K Street NW, Suite 1025
Washington, DC 20005
E-mail: t.2461@imsearch.com
Fax: (202) 682-1272

For more information about Temple, please consult its website: www.temple.edu.

Temple University is strongly committed to Affirmative Action and Equal Opportunity and encourages qualified women and members of minority groups to apply.

Galveston College

Galveston College, located on Galveston Island, Texas, is seeking applicants for the following positions:

ADMINISTRATIVE POSITIONS	FACULTY POSITIONS
Vice President for Academic Affairs	Physics
Dean of Workforce Education	Spanish
Director of Human Resources	Music
Director of Distance Learning	English

Galveston College provides the citizens of Galveston Island and surrounding region with academic, workforce development, continuing education, and community service programs. Galveston College has proven to be a progressive, dynamic institution of higher education known for its partnerships with businesses and organizations and its commitment to provide a quality learning environment that is student focused.

Compensation and benefits are commensurate with experience. For best consideration apply by June 5, 2002

For more information or to obtain an application packet, you may visit our web site at www.gc.edu or contact our Office of Human Resources at (409) 763-6551, ext. 280

Galveston College is an equal opportunity/affirmative action college in education and employment. It is the policy of Galveston College to provide equal opportunities without regard to age, race, color, religion, national origin, sex, disability or veteran status.

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Asnuntuck Community College

Enfield, Connecticut

Connecticut Community Colleges

Presidential Search

The Board of Trustees invites nominations and applications for the Chief Executive Officer position at Asnuntuck Community College, one of twelve colleges within the state system of two-year, comprehensive community colleges.

Founded in 1972, Asnuntuck serves approximately 1,700 full-time and part-time learners at its Enfield, Connecticut campus. Asnuntuck also plays a strong role in the region's economic and community development through partnerships with area businesses, industries, educational institutions, and community organizations. The college's well-known Precision Manufacturing program was developed to meet the needs of the region's small manufacturers for skilled employees and earned the Team Connecticut award from the Economic Development Association as a major asset to the State's economic and workforce development efforts. To advance the college's position as a valued resource, the Trustees are most interested in candidates with a strong record of academic and administrative achievement who will lead the college, working within a system and through strategic planning, in the development of innovative programs including learning technologies, in advancing resource development, and in enhancing the college's relationship to the communities it serves.

Position announcements may be obtained from, and letters of application addressed to: Marc S. Herzog, Chancellor, Connecticut Community Colleges, 61 Woodland Street, Hartford, CT 06105.

The Connecticut Community Colleges are equal opportunity, affirmative action employers, M/F. Closing date: July 31, 2002.

Education That Works For A Lifetime

COLLEGE PRESIDENT

Jefferson Community College is one of 64 campuses -- and one of 30 community colleges -- which comprise the State University of New York (SUNY) system. Jefferson is the only institution of higher education whose campus is within a 50-mile radius of the city of Watertown and also serves members of the Army's 10th Mountain Division (L.I.) stationed at nearby Fort Drum. Located in Northern New York, near the shores of Lake Ontario and the St. Lawrence River, the College currently serves over 3,800 full and part-time students pursuing credit courses in Liberal Arts, Science and Business for transfer or career programs.

The Board of Trustees seeks an innovative, visionary and courageous leader. The successful candidate will be a person of integrity with the highest professional standards and with an ability to manage change.

The next President will have:

- An understanding and commitment to the comprehensive community college;
- An earned doctorate from an accredited university preferred, master's degree required;
- Successful senior level administrative experience in higher education required;
- Successful educational leadership experience which may include teaching, program development, outcomes assessment and an understanding of how to motivate members of the campus community;
- Demonstrated management skills in resource development, financial management, team building and strategic planning;
- Demonstrated success as an institutional advocate in representing the College's needs in the community and at all levels of government;
- Effective interpersonal and communication skills;
- A successful record of promoting partnerships and building coalitions with various groups such as other higher education institutions, businesses, labor, public schools, community and government organizations;
- Evidence of a working knowledge of the use and implementation of technology in academic and administrative environments;
- A record of interest in and concern for student success and student activities.

To Apply: Send letter of intent, resume, and a response to the stated criteria to:

Karen Carr, Secretary to the Board of Trustees
Jefferson Community College
1220 Coffeen Street, Watertown, New York, 13601

For more information about the college, visit our Website at www.sunyjefferson.edu. Review of applications will begin immediately but cannot be guaranteed after July 8th.

JCC is an EEO/AA institution.

EXECUTIVE DIRECTOR OF INSTITUTIONAL RESEARCH AND INFORMATION MANAGEMENT

EASTERN MICHIGAN UNIVERSITY

Eastern Michigan University is expanding its capacities to effect continuous improvement and an integrated, collaborative, service-oriented institutional research operation. The University invites applications and nominations for the position of Executive Director of Institutional Research and Information Management. The Executive Director provides leadership for a contemporary institutional research office that collects, analyzes, and interprets data about the environment and performance of the University, while exemplifying a collaborative service-oriented philosophy. The scope of responsibilities encompasses directing the institutional research functions and information management activities, including maintaining the official data warehouse and coordinating analyses that support the University's mission, strategic directions, ongoing planning process, measurement of continuous improvement initiatives, and reporting to state and federal agencies. This is a senior management position which is part of the President's Office.

Eastern Michigan University is a comprehensive metropolitan institution offering baccalaureate, masters' and doctoral programs in Arts and Sciences, Business, Education, Health and Human Services, and Technology. The University enrolls 24,500 students and is located in a dynamic, culturally rich community in southeast Michigan.

Qualifications:
Thorough understanding of trends relevant to institutional research and information management offices in higher education and the changing role of universities in the information age. Knowledge and skills in institutional research typically acquired through the completion of an earned doctorate with preparation in program planning and evaluation, research design and statistical analyses. Demonstrated successful and increasingly responsible experience in institutional research and extensive experience working with senior levels of management. Possess strong leadership, communications, service orientation, and team-building skills. Demonstrated leadership in institutional research and information management in a strategic planning and continuous improvement environment. Experience with planning, management, personnel, and budget analysis is necessary. Record of involvement with professional organizations in the institutional research field. Commitment to professional development and to diversity.

Applications and Nominations:
Forward a letter of interest, comprehensive vita/resume and a list of three references (including telephone numbers and e-mail addresses) to: **Dr. Donald M. Loppnow, Assistant to the President for Strategic Planning, Eastern Michigan University, 200 Boone Hall, Ypsilanti, Michigan 48197, Posting #APPR0202.** Applications will be accepted until the position is filled. This position has a starting date as early as July 1, 2002.

Additional information on the University is available at our website www@emich.edu. Eastern Michigan University is an equal opportunity employer. Minorities and women are encouraged to apply.

The College of William & Mary

The College of William & Mary Counseling Center is seeking a full-time counselor, with possibility of a second position, to provide short-term individual psychotherapy, group therapy, crisis intervention services, supervision of graduate student trainees, and outreach activities. The position requires a graduate degree in clinical/counseling psychology or a related field with potential for licensure in Virginia. Experience with college student counseling or expertise in one or more of the following areas is desirable: diversity issues, substance abuse, men's issues, or sexuality and relationships. To apply, please send a cover letter, vita and the names and contact information for three references to **R. Kelly Crace, Ph.D.; Director, Counseling Center; 240 Blow Memorial Hall; College of William & Mary; Williamsburg, VA 23187-8795.** Review will begin on May 24 and will continue until the position is filled.

The College is an EEO/AA employer.

http://www.wm.edu/OSA/counsel/couns.htm

Illinois State University, Normal/Bloomington

The Department of Sociology and Anthropology, has a twelve-month position opening for an Academic Advisor, preferably to begin July 15, 2002. The Academic Advisor will assume primary responsibility in advising Sociology and Anthropology undergraduate majors and minors, promoting the undergraduate program, coordinating independent studies, undergraduate teaching assistants, and internships, maintaining student records, assisting with the development of curricular scheduling, teach a one credit course in "Careers for Sociology Majors", assist in coordinating departmental assessment activities and performing other related departmental administrative duties. Knowledge and skills required include, but are not limited to: ability to communicate effectively in written & oral form; excellent organizational skills; familiarity with characteristics and needs of undergraduate students; and experience working effectively with a variety of campus units and organizations. MA/MS degree required, preferably in Sociology or related field. Salary is competitive.

To receive full consideration, please send a letter of application, resume/vita, and three letters of reference **by June 7, 2002** to: **Chair, Department of Sociology & Anthropology, Campus Box 4660, Illinois State University, Normal, Illinois, 61790-4660.**

Illinois State is an equal opportunity/affirmative action university encouraging diversity.

ROGER WILLIAMS UNIVERSITY

VICE PRESIDENT FOR DEVELOPMENT AND ALUMNI RELATIONS

Roger Williams University is seeking a dynamic, results-oriented vice president for development and alumni relations to continue and increase the progress being made in fundraising and alumni relations under the direction of its new president, Dr. Roy J. Nirschel.

The university is in the quiet phase of a first-ever capital campaign with a goal of $30 million, more than half of which has been pledged. The university is also enjoying its best year even in terms of philanthropic support and grants from state and federal agencies. A new president's advisory council of alumni, parents and corporate leaders has recently been developed with an exceptionally positive relationship and momentum building first meeting. Dr. Edward J. Kavanagh will join the University in June 2002 in the newly created position of Provost and recently George Kolb has joined the University as Director of Intercollegiate Athletics. Moreover, the university has embarked on a first-ever mission-driven strategic plan designed to make Roger Williams one of the premier liberal arts universities in the region. Commensurate with this goal are needs for facilities, technology, scholarship and academic supports.

The new vice president for development and alumni relations will be charged with overseeing the capital campaign, improving alumni relations and alumni participation, increasing major gift solicitations, establishing programs in planned and deferred giving, and motivating and mentoring staff and volunteers.

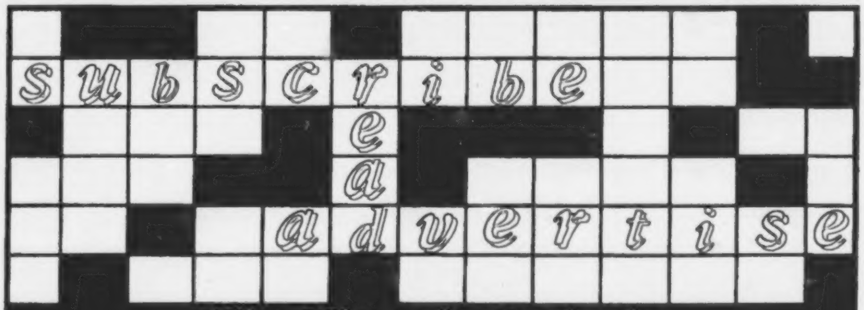
The ideal candidate will have a graduate degree and at least 10 years of measurable success in higher education development. He or she must have excellent organizational and communication skills, extraordinary energy and work ethic, and a bottom line orientation to fundraising.

Located on 140 waterfront acres in the historic seaport town of Bristol, Rhode Island, Roger Williams University merges the traditional with the innovative to create an academic setting that draws exceptional faculty from the United States and around the world. A private University, Roger Williams is one of the most ideal places to share knowledge and information. The University offers an attractive salary, excellent benefits and an outstanding work environment in Bristol, Rhode Island, twenty minutes from Newport and Providence and an hour from Boston.

To apply, send cover letter and resume to: the **Office of Human Resources, Vice President for Development and Alumni Relations, Ref# HO54, Roger Williams University, One Old Ferry Road, Bristol, RI 02809.**

Equal Opportunity/Affirmative Action/Americans with Disabilities Act Employer with a strong commitment to diversity. Roger Williams University does not discriminate on the basis of gender, handicap, race, age, color, sexual orientation, political affiliation, marital status, national origin, or religion. We encourage all qualified men and women to apply.

www.rwu.edu



The Hispanic Outlook

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1413

An ideal setting for your career.

One University, Many Possibilities

Located on 140 waterfront acres in the historic seaport town of Bristol, Rhode Island, Roger Williams University merges the traditional with the innovative to create an academic setting that draws exceptional faculty from the United States and around the world. As a private University, we offer a wide range of liberal arts and sciences majors and programs in architecture, business, education, engineering, historic preservation, justice studies and law. Roger Williams University is one of the fastest growing liberal arts institutions in the country, as well as one of the most ideal places to share knowledge and information, whether you're a Professor, professional or technician. Roger Williams University's Office of Development is enjoying rapid growth and expanding by taking on new initiatives. As a result, two new positions have been created.

Grant Officer Ref# HO53

Reporting direclty to the Director of Corporate, the Grant Officer will identify Foundation and Government Relations, will identify private and public funding sources for faculty directed projects; compose and edit federal and state grant proposals and maintain an ongoing database of possible funding agencies for faculty projects.

Qualifications: a minimum of 5 years' experience in grant seeking; grant management; developing, writing and obtaining grants for federal, state and private sectors; and budget management in an academic environment. Candidate must also have superior organizational and writing skills, a commitment to high performance and teamwork and a proven ability and desire to reach ever-increasing goals. A Bachelor's degree is required; Master's degree preferred.

Development Research Assistant Ref# HO52

The Development Research Assistant is responsible for assisting the Director of Prospect Research in gathering, analyzing, summarizing and recording information on current and prospective donors. This includes proactive and reactive research utilizing on-line resources and printed directories; and prospect management and tracking.

Qualifications: a minimum of 2 years' experience in a fund-raising environment as it relates to prospect/market research, including on-line databases, Internet and printed resources preferably in a college/university environment. Associate's degree required; Bachelor's degree preferred.

Send cover letter, resume and a list of three professional references to: **Office of Human Resources, Roger Williams University, One Old Ferry Road, Bristol, RI 02809.**

Equal Opportunity/Affirmative Action/Americans with Disabilities Act Employer with a strong commitment to diversity. Roger Williams University does not discriminate on the basis of gender, handicap, race, age, color, sexual orientation, political affiliation, marital status, national origin, or religion. We encourage all qualified men and women to apply.

ROGER WILLIAMS UNIVERSITY

www.rwu.edu

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and visit our Website at http://www.HispanicOutlook.com

SAINT JOSEPH'S UNIVERSITY

PRESIDENT

The Board of Trustees of Saint Joseph's University invites inquiries, nominations and applications for the position of president. Located on the western boundary of Philadelphia, Saint Joseph's University is a nationally recognized, private, comprehensive university founded by the Jesuits in 1851. The University is distinguished by its mission and identity as a Catholic and Jesuit university; strong liberal arts core curriculum; respected faculty committed to teaching, research and service; individualized attention to students; and its highly successful students and alumni. Saint Joseph's emphasizes high intellectual achievement, moral discernment reflecting Christian values, and a transforming commitment to social justice. With the recent awarding of a Phi Beta Kappa chapter, Saint Joseph's University has become one of just 132 colleges and universities in the United States to have both a chapter of the most prestigious of all academic honor societies, and accreditation from the Association to Advance Collegiate Schools of Business for its business school and accounting program. Additional information about the University is available on the web site at **www.sju.edu**

The new president will be succeeding Rev. Nicholas S. Rashford, S.J., who is retiring after a highly successful 16-year presidency. The Committee is actively encouraging both lay and Jesuit candidates, with a preference for the selection of a Jesuit. Faithfulness to the mission of Saint Joseph's and its identity as a Catholic, Jesuit university will be an essential element in the selection of the best candidate for the position.

Candidates should provide a letter describing their interest in and qualifications for the position as it is described above, a curriculum vitae, and the names, titles and phone numbers of at least five references. Submission of materials as a Microsoft Word attachment is strongly encouraged; candidates will be notified if they also need to send a printed copy. All inquiries will be held in strictest confidence; references will not be contacted until candidates have been notified. Review of candidates will begin on June 20 and will continue until the position is filled. The term of the new president begins in June 2003.

Requests for information, nominations and applications should be directed to the University's search consultant, Dr. Jean Dowdall, Vice President, A.T. Kearney Executive Search. She can be contacted at **jean.dowdall@atkearney.com** or at (703) 739- 4761, or through her associate, Rob Carney, at **rob.carney@atkearney.com** or at (703) 739-4635. Materials that cannot be sent by email can be mailed to **A.T. Kearney Executive Search at 333 John Carlyle Street, Alexandria VA 22314.**

Saint Joseph's University is an Equal Opportunity Employer.

Auburn University

The Department of Rehabilitation and Special Education, College of Education, is seeking a tenure track position, as a Professor, Associate Professor or Advanced Assistant Professor with a minimum of two years college teaching experience in vocational rehabilitation (counseling and evaluation).

Responsibilities: Teach courses in rehabilitation counseling and vocational evaluation, help develop new thrusts for the program's direction when needed, serve as major professor to master thesis and doctoral students, coordinate CORE rehabilitation counseling accreditation standards, author pre-service and research grants related to rehabilitation, participate in rehabilitation counseling distance education graduate program, conduct and publish research in refereed journals, participate in professional outreach activities, and participate in department, college, and university committees.

Qualifications: Required: Earned doctorate in vocational rehabilitation or rehabilitation counseling, Two years college teaching experience in vocational rehabilitation (counseling and evaluation), Demonstrated experience in college teaching and/or professional training, Demonstrated experience in rehabilitation grant writing, demonstrated experience in rehabilitation research and publication. **Preferred:** Demonstrated experience in rehabilitation program development, Demonstrated experience in rehabilitation outreach activities, Demonstrated experience in professional leadership.

Salary: Competitive

Application: Review of applications will begin **July 15, 2002** and continue until a candidate is recommended for appointment. Applicants vitae, three reference letters, and samples of scholarly work (e.g., dissertation abstract, publications, and professional materials such as video tapes, curricula, and in-service training modules) are to be sent to **Dr. Randall McDaniel, Ed. D., Committee Chair, Rehabilitation and Special Education, 1228 Haley Center, Auburn University, AL 36849, (334) 844-5943; Fax: (334) 844-2080.**

Auburn University is an AA/EOE. Women and members of historically underrepresented racial and ethnic groups encouraged to apply.

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harrisburg area
community college

DIRECTOR, MULTICULTURAL AFFAIRS

Reporting to the Vice President, Student Affairs & Enrollment Management, the Director of Multicultural Affairs will develop and manage activities which promote multiculturalism. Responsibilities include: (1) working with offices responsible for student recruitment, support, retention, and instruction; (2) interacting with community organizations and the Multicultural Advisory Committee; (3) promoting a collegial climate that encourages academic achievement; (4) assisting in the College-wide effort to incorporate cultural diversity in the curriculum and in instruction; and (5) initiating activities which promote the benefits of diversity. Requires a master's degree in counseling, education, humanities, social science or related field; four years of demonstrated effectiveness in planning, developing and implementing programs geared to increasing academic success for students from diverse backgrounds; excellent interpersonal, cross-cultural, organization, and communication skills; ability to articulate the goals, mission, objectives, and program of the college to a wide audience; experience in development and management of budgets; knowledge of and commitment to the mission of a comprehensive community college; understanding of and appreciation for a collaborative work environment that values shared governance and collegiality; commitment to faculty and staff diversity and the demonstrated ability to work effectively with a racially and culturally diverse faculty, staff and student body; ability to utilize computer technology for optimum efficiency. Annual salary is between **$46,690** and **$52,527** based on experience. Submit two copies of your letter of interest, resume, and unofficial transcripts to **Harrisburg Area Community College, Office of Human Resources, PIN 110-310-164, One HACC Drive, Harrisburg, PA 17110.** EOE-M/F/D/V

www.hacc.edu

Education

ADMINISTRATORS

WILLIAM RAINEY HARPER COLLEGE

William Rainey Harper College, a dynamic community college located in Chicago's northwest suburbs, is actively pursuing energetic and innovative candidates for the Administrator positions listed below. The College, situated on a 200-acre campus, enrolls over 25,000 students of all ages, is committed to diversity, and encourages the development of multicultural perspectives.

For responsibilities, requirements, benefit, and salary information, please visit us at **www.harpercollege.edu/jobs/admin.htm** or contact **Human Resources at (847) 925-6216.**

- **Associate Vice President of Academic Affairs**
- **Dean, Life Science/Human Services**
- **Dean, Liberal Arts**
- **Director, Administrative Systems/ Info Technology**
- **Director of Research**
- **Director, Physical Plant**

To be considered, applicants must submit a resume, a personal contribution statement, copies of academic credentials (both undergraduate and graduate transcripts), 3 letters of recommendation and a Harper College application, which will be mailed upon receipt of your resume.

Harper College is reflective of the society in which we live. To that end, we are an Equal Opportunity Employer that encourages applications from women, ethnic minorities and persons with disabilities.

www.harpercollege.edu

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Chicago, IL 60605-1152
phone: (312) 427-8683
www.ushli.com

Northwestern Connecticut Community College

Position: Instructor in Biology, 10-month Tenure-Track Position

Anticipated Starting Date: August 25, 2002

Minimum Qualifications: Master's degree in Biology or closely related field; experience with basic biological and chemical laboratory techniques including those used in biotechnology and a background in multiple areas of the biological sciences preferred; professional experience and one year of college teaching experience preferred; demonstrated ability to respond to and work with multiple constituencies.

Applicants who do not meet the minimum qualifications as stated are encouraged to put in writing precisely how their experience has prepared them for the responsibilities of this position and by providing appropriate references. Exceptions to the degree requirements may be made for compelling reasons.

Responsibilities: Teach a range of courses including but not limited to remedial science, general biology, and microbiology; serve as faculty advisor and meet the duties required of all faculty members.

Minimum Salary: $41,428 approximate annual - excellent fringe benefits.

To apply: Interested persons may apply by sending a cover letter and resume, including the names of at least three (3) references, to: Margot G. Krimmel, Director of Human Resources, Northwestern CT Community College, Park Place East, Winsted, CT 06098.

Application Deadline: Application to be on file by June 14, 2002

Northwestern Connecticut Community College is an Affirmative Action/ Equal Opportunity Employer, M/F. Protected group members are strongly encouraged to apply.

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THE HISPANIC Outlook IN HIGHER EDUCATION

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WWW.HISPANICOUTLOOK.COM

R·I·T ROCHESTER INSTITUTE OF TECHNOLOGY

Director of Libraries

Rochester Institute of Technology seeks nominations and applications for the position of Director of Libraries. The Director will be an experienced information resource expert with a successful track record of proactively implementing new programs and administering quality services using current technologies.

RESPONSIBILITIES:
Strategic and operational planning, resource allocation, technology infrastructure, personnel administration, management of collaborative partnerships, securing of funding The Director of Libraries is the chief administrator of the library.

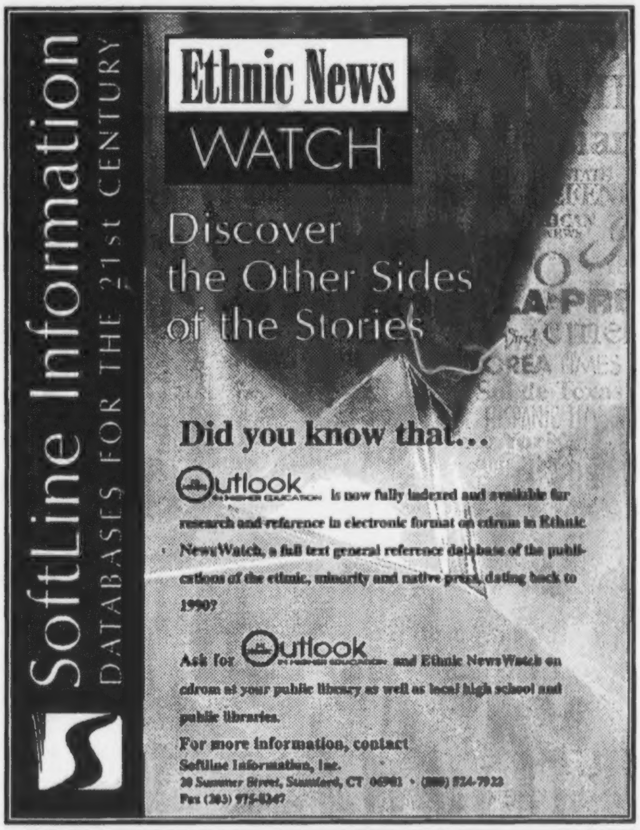
JOB SETTING:
Located in scenic upstate New York, RIT is a nationally respected leader in professional, technical and career-oriented education. The RIT Libraries serve as the campus hub for research and information exchange with a cohesive staff of 44 serving more than 15,000 enrolled full-and part-time undergraduate and graduate students as well as 3,000 faculty and staff. The RIT Libraries include Wallace Library-the main campus facility-and houses two archival library collections-the Melbert B. Cary, Jr. Graphic Arts Collection and the RIT Archives and Special Collections. RIT Libraries have a budget of approximately $4.3 million dollars, house traditional and digital research materials with approximately 350,000 print volumes and access to over 150 electronic databases, and feature over 260 networked public workstations as well as wireless access. Additional information for candidates is available at the *Candidate Information WebSite* **(http://ellie.rit.edu:1236)**

QUALIFICATIONS:
The successful candidate will possess, at minimum, a MLS or MIS degree from an accredited institution. An additional MBA or MS degree in Information Technology is preferred. Absolutely required are excellent communication skills, creativity, vision, a sense of humor and the ability to lead and work effectively with experienced, technology savvy professionals. A record of 6-8 years experience in management of complex information organizations, with 4-6 years experience in a progressive academic institution, is required.

Applications review begins July 1, 2002 but applications will be considered until the position is filled. Resumé, with cover letter and three references, should be submitted electronically to: Linda Lagree **(ljlapo@rit.edu).** Please indicate your source for this job ad. RIT is an EOE/AA employer.

RIT values diversity and encourages minorities and women to apply.

EVAN, 6 AÑOS
Este es el día en que descubrimos el océano.
Y aprendí que las estrellas de mar no cayeron del cielo.
Y mi hermano se rió tanto que se tragó todo el mar.
Este es el día en que nos olvidamos de mi enfermedad.
Si conoces a un niño que tenga una enfermedad que amenace su vida, por favor llámanos al 1-800-722-WISH. Y comparte el poder de un deseo.
MAKE-A-WISH
www.wish.org/espanol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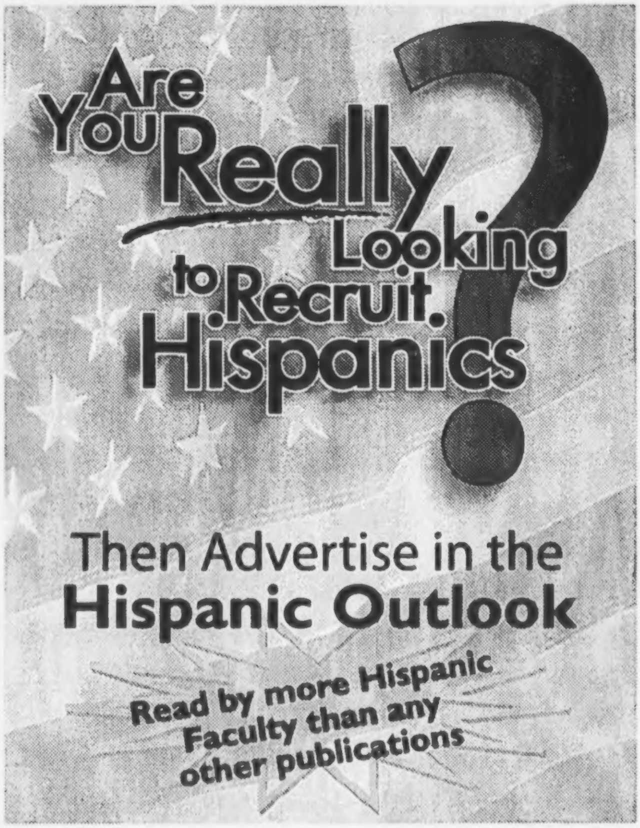
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¡PUNTO FINAL!

THE RH FACTOR: A KEY TO LATINO STUDENT SUCCESS

Catherine Batsche is vice provost for academic affairs at the University of South Florida in Tampa, Florida, and principal investigator of the Hillsborough County Kellogg ENLACE initiative.

Two years ago, our ENLACE (Engaging Latino Communities for Education) partnership conducted focus groups with Latino students to identify factors that influenced their decision to attend our university. When we asked a group of Latino graduate students this question, the unanimous response was "The RH Factor. Definitely, the RH Factor."

I wondered what the Rh blood protein had to do with student selection of a university graduate program. Seeing my puzzled expression, the students laughed and explained. The RH factor referred to **Rod Hale**, coordinator of multicultural graduate programs.

"What did Rod do that he became such a natural part of student folklore?" I asked. "He took special interest in me," each said. When I asked for more information, students told me Rod called all Latino students as soon as he learned they had been admitted to their graduate program. He invited them to campus, arranged for them to attend a graduate class in their field of study, linked them with other Latino students in the program, and introduced them to Latino faculty. After they left campus, he followed up with phone calls and provided additional information as they made their final decision about the choice of university.

Even more impressive was what the students said happened after they enrolled at the University. He stayed in contact with them. He was sincerely interested in these students and followed their progress throughout their graduate program, helped out if that was needed, and encouraged them along the way.

One person made the difference. We heard this in every focus group we held. With high school students, it was one teacher, one counselor, one coach, one principal who believed in a student and encouraged the student to work harder, stay in school, and apply to college. With undergraduate students, it was a faculty member, a more experienced student, a friend, or Donna Parrino, our ENLACE executive director, who was credited with helping students. In each case, one person took an interest, became an advocate, served as a mentor, and made a difference.

We learned a great deal from our students about other factors that facilitated Latino student participation in education: parental expectations; high work ethic; the desire to get a good job to repay parents for their hard work and support; availability of scholarships and financial aid; and learning that college was, indeed, a viable option. All of these factors had a major impact on students' making their way to and through college.

We also learned areas to address to better support Latino students: the need to demystify college and graduate school for first-generation-in-college families; the need to provide more assistance at critical transition points; the importance of addressing cultural and linguistic biases; the need for increased financial assistance; the urgency of encouraging students to take more college prep courses in high school; the significance of providing family support services so students could stay in school and devote more time to studying.

We are addressing these issues as part of our ENLACE project, funded by the W.K. Kellogg Foundation. The University is working with our community partners (the Hispanic Services Council, Hillsborough Community College, and the Hillsborough County School District) to enhance transition services at critical points along the K-20 educational continuum.

To ensure sustainability, we are focusing on policy changes and systemic changes. These are necessary and important steps, but, as we all know, it takes time and patience to accomplish major changes in large systems such as ours.

While we might have to wait a while to experience the positive outcomes of long-term systemic change, we can immediately expand the practice of the RH factor. We know there are many Rod Hales in schools and universities throughout the nation–just not enough. Hopefully, the RH factor anecdote will be helpful to use in encouraging more teachers, parents, faculty, administrators, community volunteers, and students to become mentors and advocates for Latino students.

It just takes one person....

If interested in submitting a ¡Punto Final! "think piece," please e-mail us at sloutlook@aol.com for guidelines.

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CONTRIBUTORS: Tony Cruz, Jaime S. Gómez, Alison P. Martínez, Tony P. Martínez, Antonio Pérez, Alexandra Salas Rojas, Jeff Simmons, Andrew Taylor

LETTERS TO THE EDITOR: **Commentaries or Questions should be addressed to:**
The Hispanic Outlook in Higher Education
210 Route 4 East, Suite 310
Paramus, NJ 07652
All correspondence should include author's full name, address, and phone number.

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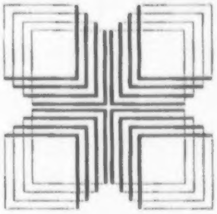
catalyst



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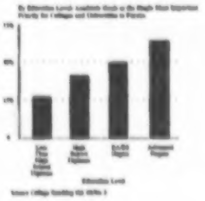

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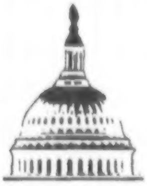

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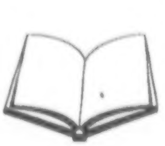

¡PLATO FINAL! **back cover**

Hispanic Community Must Raise the Bar on Academic Achievement

Cover Photo of Mildred García, Berkeley College president

Esquina Editorial

Surpassing Expectations

"I want my children to have a better life and more opportunities than I had" is a phrase uttered many times over by parents. First-generation American children, even those whose parents accomplished secondary and postsecondary education in their respective countries, share this hope. One of the drawbacks first-generation Americans face in pursuing a higher education is not knowing the ropes. It's not a lack of drive or aspiration to go to college and secure the "American dream," but rather, venturing unchartered territory, with little or no guidance, financial stresses, family commitments, and the like that create, sometimes a crippling, resistance. For many Latinos, the shortest distance between two points, the end point being graduation, is not a straight line. The road traveled is winding. Responsibilities juggled, hours stretched, packing as much as possible into one day, and then it starts all over again. But many prevail, and many more are still meandering, but with their eyes on the ball.

Among other topics, this issue features individuals who have surpassed the level of achievement expected of them. Our cover story on Mildred García recounts how she arrived to be the first-generation college grad in her family, and the first Latina president at Berkeley College.

Patricia Vila is another role model, who began her career at Miami-Dade Community College and, after several educational detours, is recognized as an illustrious broadcast journalist at CNN.

Check them out and more inside. *Saludos y esperanza para nuestro futuro.*

Alexandra

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A CAPITOL VIEW

New Group Challenges Public Education System

BY GUSTAVO A. MELLANDER

One of the great pleasures of living in the Washington, D.C., area is attending presentations at the National Press Club. At a recent meeting, I heard that there is a revolution perking about the proper roles of parents and the government in the education of our children.

We all recall a time when parents would blindly and silently accept whatever a teacher said. For a variety of reasons, that began to change decades ago. It's not over yet.

A new national survey released in Washington maintains that nearly 82 percent of all Americans believe that parents–not the government–should be in charge of their children's education. Further, nearly three-quarters of those surveyed believe that competition would improve education in America.

The study was released by Parents In Charge, a national nonprofit organization that encourages a new debate on the problems and possibilities of American education. Spearheading the new initiative is Ted Forstmann, businessman, and cofounder of the Children's Scholarship Fund (CSF).

At the conference held at the National Press Club, Forstmann said, "In America, people are free to make all sorts of decisions in every other area of their lives except education. We are here today because we believe that parents should be in charge of their children's education: deciding where their children go to school, who teaches them, and what they learn."

Joining Forstmann, and representative of the broad-based nonpartisan support for Parents In Charge, were: Joseph Califano, former secretary of health, education, and welfare; Martin Luther King III, president, Southern Christian Leadership Conference; Dr. Guy Doud, former National Teacher of the Year; and Washington, D.C., grandmother Rose Blassingame, who is putting her three grandchildren through private school with assistance from CSF.

"It's time to let education look like the rest of America. The democratic principles of freedom, competition, and choice should be applied to K through 12 education just as they are to our university system, which is the envy of the world," added Forstmann.

American Attitudes

The new study, "American Attitudes on Education," found widespread dissatisfaction with K through 12 education among Americans of all economic, racial, and religious backgrounds.

The study also states that:

- 82 percent believe parents should be able to choose which school their children attend.
- 69 percent believe parents–not the government–should set the standards of education.
- 72 percent believe our educational system would be improved if there were a multitude of providers instead of a government monopoly.
- 72 percent believe schools should be selected for children based on their educational needs, not where they live.
- 76 percent believe that if parents could choose which school their child attends, it would help the child's education.

"The Parents in Charge program may well be one of the most important developments in education in decades. The will of the American people, as demonstrated by the new survey results, clearly is with change," said Joseph Califano.

Parents In Charge plans to launch a public education campaign, and conduct a national tour to explore the problems and possibilities of education with parents and teachers.

Martin Luther King III, president of the Southern Christian Leadership Conference and Parents In Charge board member, said, "Education is the key to freedom and opportunity. We basically have one supplier, the public education system, and it has become a huge bureaucracy. This bureaucracy has to be challenged. Fairness demands that every child, not just the rich, has access to an education that will help them achieve their dreams."

Children's Scholarship Fund

Parents In Charge was established by Forstmann who, in 1998, cofounded the Children's Scholarship Fund with John Walton. CSF has provided more than $170 million for 40,000 nationwide scholarships for low-income families.

More than 1.25 million applicants competed for those 40,000 slots. In some urban areas, close to 40 percent of the qualifying population submitted applications. Forstmann said the demand for these scholarships and the survey results show parents want options in education. "Parents want a better way, but until now, the education debate has been focused too narrowly on the status quo. We plan to change that by painting a vision of the possible–based on freedom, opportunity, and the American dream."

Eleven thousand teachers from across the country, including three former National Teachers of the Year, signed a statement in support of the principles of the Teachers' Advisory Board of the Children's Scholarship Fund. Those principles are:

- That competition would improve fundamental problems with American education by incorporating a broader array of education providers to compete with the government-run system.
- That the educational needs of our children must precede the needs of the system.
- That parents, not government, should have primary authority over their children's education.
- That good teachers deserve recognition and compensation based on performance.
- That American education should use a system in which the best new approaches to teaching and learning can emerge from the marketplace of ideas.

Summing up the event, Guy Doud, 1986 Teacher of the Year, noted: "This display of support further proves that good teachers are professionals and are not afraid to take the same risks and receive the same rewards common to other professionals. Many of my colleagues are willing to accept greater responsibility, even if that comes with greater accountability. Increasing the responsibility of both parent and teacher will only help improve the child's education."

For more information on this initiative, visit http://www.parentsincharge.org

Dr. Mellander is a professor at George Mason University

1st-Generation Student Now President of Berkeley College

by Michelle Adam

When Mildred García became the first president of color of New York and New Jersey's well known business school, Berkeley College, she was in for much more than she bargained for. She took office on Sept. 4 of last year, seven days prior to the Sept. 11 attacks on the World Trade Center.

"I told all my mentors that nothing that they taught me ever really prepared me for something like this–quite an introduction to becoming a new president. We lost about 11 people at the World Trade Center–students, alumni, and the husband of one of our faculty members. There were 90 bomb scares a day, many out of Grand Central, and it affected our campus. We were shaken by what happened," said the New York native.

"I was immediately very visible, especially in New York City. I called people together to have personal counselors on campus for our students and staff. We had very touching memorial services. I was able to talk about the need to pull together as a community."

Luckily for García, the act of pulling together as a community was something she understood well. She arrived at Berkeley with a long history of speaking on behalf of equity in higher education, and with an understanding that we all need to pull together and allow the different groups within our society to succeed. At a lecture that she gave last spring at Brown University, she told her audience: "Our country has to make a commitment to educational equity to ensure pluralism, education, and democracy on college campuses. We still have not leveled the playing field." She cited the low percentage of minority students, faculty, and presidents of universities.

As the first Latina president in Berkeley's 71-year-history, García has become one of few Latina presidents of colleges and universities nationwide. She is also Berkeley's first president to oversee its five campuses, which are located in Manhattan and White Plains, N.Y., and in West Paterson, Waldwick, and Woodbridge, N. J.

Prior to her appointment, three presidents were responsible for overseeing five campuses.

García came to Berkeley from a post as vice provost for academic personnel and tenured professor in the Social and Behavioral Sciences Department at Arizona State University West. She was also associate director of the Hispanic Research Center at ASU, and had been a member of Berkeley's board of trustees for nine years. As a trustee, she pushed for a diverse faculty, and those numbers improved dramatically during her tenure.

García began her presidency on familiar and strong footing. Kevin L. Luing, former president and chair-elect of the board of trustees, said of García: "She has been a pioneer in national efforts to secure opportunities in higher education for students and faculty of color. Berkeley College has one of the most ethnically diverse student populations in the metropolitan area, and Dr. García is committed to serving as a conduit to ensure that students of all ethnicities are challenged to realize their highest academic and career goals."

Berkeley College attracts a diverse student population. "There is not one group that is a majority at Berkeley," said García. The breakdown, she explained, is approximately 30 percent Latino, 30 percent Caucasian, and

30 percent African American, the remaining 10 percent is of other races and groups. It's an aspect of the school that is extremely attractive to García, and a strength of Berkeley that she intends to continue to address as president.

"We are preparing the future leaders," said García. "It's important for people to understand the talents that people bring to the table. Diverse perspectives bring diverse solutions to the table, and thus enrich what is happening on the campus. Diverse people in the classroom create new knowledge, different ways of looking at knowledge, and different ways of teaching. And so it is all an educational process of having campuses go within, see who they are, and see how they are adapting to the new realities."

Nine years ago, when García became acquainted with Berkeley as a new member of the board, she brought in a fresh voice that advocated for a more diverse faculty. "It is one of the things I spoke very strongly on. People on the board understood that it's not only a social and moral imperative. It is also a civic imperative, and it makes the right business sense," she said. "Now faculty has become very diverse. That has definitely changed."

Mildred García with New York State Sen. Hillary Clinton

García has begun to have lunches with faculty and has been elated to see the changes in diversity over the years. She hopes to bring even more, especially within higher administration. She is the only person of color on the president's council, which is made up of vice presidents. While there is diversity in the deanships, "it's not where I want it to be," she said.

As president and overseer of all five campuses, García acts as a kind of chancellor in many ways. Her job is to assure academic excellence for all 4,500 students. "If the student has the passion to get the degree, then we need to do everything necessary for that student to be successful," she said.

"Ensuring that students become the leaders in the community is extremely important to me. And we need to make sure that the curriculum reflects not only the importance of the business world, but understanding the global imperative, the multicultural imperative, and how to work with diverse individuals. Many of our students come from high schools that aren't really diverse. And they come to a campus like ours to learn how to work in a diverse environment. We are that educational laboratory."

Having a varied student body is essential. Its graduates will be entering a business world that increasingly caters to a multicultural consumer. Many of Berkeley's professors are also active in the business world, thus students are taught both the conceptual and practical hands-on perspective of business.

The school is proud of its strong connections with the business community, and offers opportunities for students to participate in internships. Those connections also keep the college current on what the marketplace wants from its potential graduates.

"Our businesses are saying that they want the Berkeley graduate, and our students are extremely diverse. They feel that they are skilled, not only in the skills of their careers, but also in their human relations skills and how to work with others," said García. "Over 90 percent get jobs in the careers in which they study. They have an edge when they go out there. They have the social capital."

While García works on behalf of all students, she has a keen eye on a particular group of students. "There's a passion that I have for first-generation students, underserved students, students that, sometimes, institutions won't even look at because they don't have the background to succeed," she said. "Berkeley is an institution of small classes that understands the importance of honoring and valuing students for their potential. They are realistic and understanding that not only do first-generation students want an education, but they also want to have a professional career at the end of their education."

García's Path

García herself was a first-generation student. Her parents came to Brooklyn from Puerto Rico in the 1940s with five children in hand. García and a younger brother were born in the U.S.

When García turned 14, two years after her father's death, she decided to work with her mother at the local factory. "It was the most horrible yet wonderful experience of my life. It made me realize that without an education, that was what my life was going to be like. That was a turning point for me. From then on, I said that I would never subject myself to working in a place like that."

Her high school guidance counselor told García she "would never make it through college." But García did so, becoming the first and only one in her family to complete undergraduate studies. Not knowing her options, she received an associate's degree in legal secretarial work from New York City Community College. But, with the encouragement of teachers who told her to move beyond her degree, and after working as a legal secretary for several firms, and wondering "why should I do their dirty work?," García opted for a four-year degree in business education.

"The college opened up to me so many different worlds," said García. "As a first-generation student growing up in Brooklyn, you didn't have anyone to talk to. No one in my family had ever gone to college. All I knew was that I loved education and that I wanted a bachelor's degree, and that I was going to go out and save the world." And she added, "The beauty of today is that people who understand first-generation students, and understand that they don't know the options, can sit down with them and show them the wealth and breadth of possibilities out there. That did not happen to the first group of students of color who entered higher education in the '60s and '70s."

Upon graduating from college, García worked as a teacher of business courses at a private Catholic high school outside the city. The commute and the low pay were not appealing. In the fall of 1974, she joined the faculty at LaGuardia Community College (CUNY) in New York, with the understanding that she would pursue a master's while there. García worked toward and received a master's in business education at New York University.

The opportunity of a lifetime opened up when an associate was offered the president's office at Hostos Community College (CUNY), and asked García to become the executive assistant to the president. García eventually accepted, and later moved up to become dean of students at Hostos. She became familiar with the administrative world of higher education and gained an inside view of the president's office.

"I worked with the best team I have ever worked with in my entire life. It was a wonderful part of my career," said García, who then obtained a master's in higher education administration at Columbia University, Teachers College, followed by a doctorate in education from the same school.

Without having planned her next step, García was offered and accepted the post of assistant vice president for academic affairs at Montclair State University in New Jersey, where she was responsible for academic affairs totaling nearly $34 million and for the development of policy on academic personnel matters.

In 1997, García took the posts at Arizona State University West.

"My doors were really opened by people giving me opportunities," said García. "I tell people that when you see someone with potential, you need to take the risk and give people opportunities. Tell them what you expect from them, and you will be pleasantly surprised."

For García, Arizona was "my adventure." Here she had the opportunity to wear two hats, as an administrator and as a teacher. "I have lived this schizophrenic life of being an administrator and loving that because you do have an impact, and loving the teaching and research," she said.

Mildred García with students

G[illegible]rcía with a student on campus

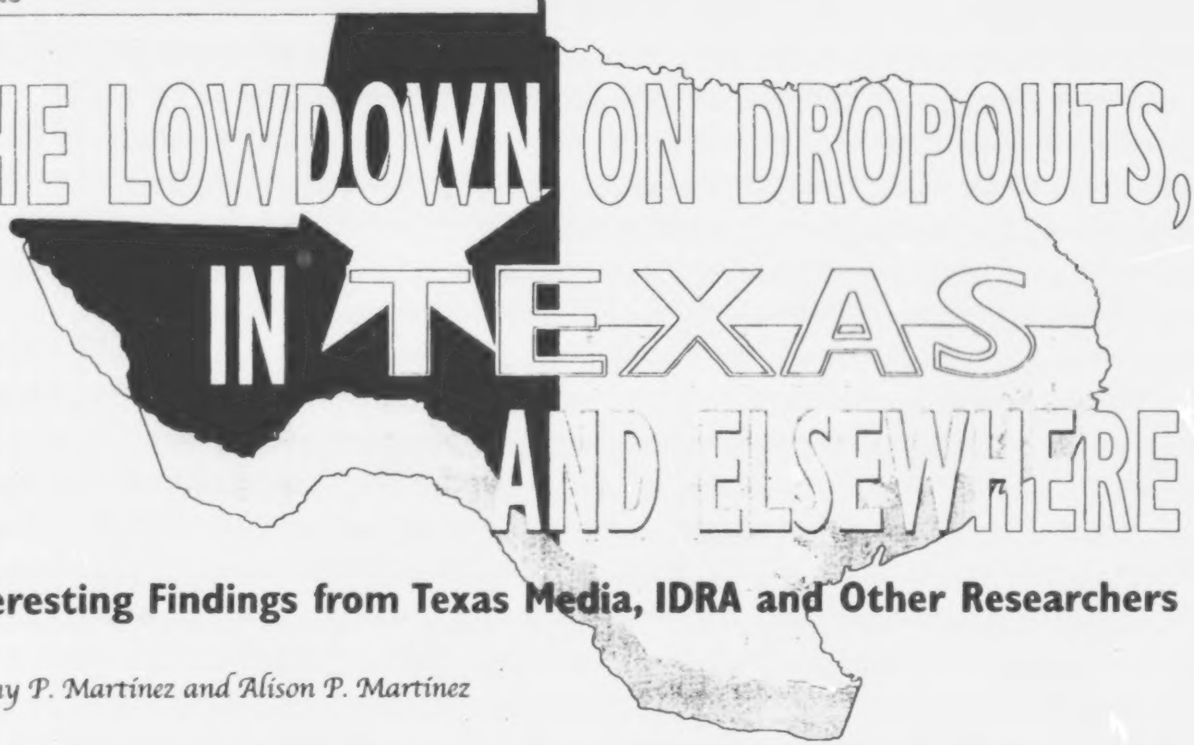
As director of the research center, García engaged in faculty development with Latino professors and also brought together professors to conduct research on diversity. "We raised research money by 50 percent. We looked at things like graduation rates and what we needed to do. We looked at partnerships with K-12 and businesses," she said.

García's work with the center allowed her to conduct research on others like herself. It served as an impetus for much of her writings and national speeches on issues of equity in higher education and its impact on policy and practice. She was selected by the Ford Foundation to be an evaluator for its Campus Diversity Initiative, and her assessments, along with those of three other scholars, were published in the monograph, *Diversity in Higher Education: A Work in Progress*. In 1997, her book *Affirmative Action's Testament of Hope: Strategies for a New Era* was published, followed in 2000 by *Succeeding in an Academic Career*.

While García is a strong advocate for equity and support to the underrepresented, both as president and in her speeches, she recognizes that "there is a group of scholars and practitioners out there working together collaboratively to bring the point forward. It takes so little to make a difference, if people would only learn how to do it," she said. But, she added, "I think we still have far to go."

As president of Berkeley, García hopes to expand its outreach to K-12 schools and communities. For now, inaugurated on April 24 as its first president of color, she is "under the spotlight," setting an example for others of color to follow.

"There are days that I wake up in the morning and wonder how I got here," she said. "I now understand why presidents of color…say it is a very lonely position. It is scary and lonely and exciting all at the same time."



THE LOWDOWN ON DROPOUTS, IN TEXAS AND ELSEWHERE

Interesting Findings from Texas Media, IDRA and Other Researchers

by Tony P. Martinez and Alison P. Martinez

Fifty-two percent of Hispanic youth who start the ninth grade in Texas have not graduated four years later.

This statistic, recently released by IDRA, the Intercultural Development Research Association, a San Antonio nonprofit, is worse now than when IDRA carried out its first state-commissioned study in 1986. The attrition rate for Hispanic high school students in Texas then was "only" 45 percent.

In the intervening 15 years, the state of Texas has made big changes that were supposed to raise educational standards and reduce dropout. The state claims success. The Texas Education Agency (TEA) in its 2001 Comprehensive Annual Report cites "rising scores on the Texas Assessment of Academic Skills (TAAS) tests and declining dropout rates…1.3 percent (down from) 1.6 percent."

Out-of-state observers marvel at the "Texas miracle." But closer observers call the miracle a myth.

Continued studies by IDRA, based on TEA data, indicate that the overall attrition rate has actually increased from 33 percent to 40 percent, with Hispanic students losing ground faster than other ethnic groups. More than 70,000 Hispanic students who had started high school in Texas four years before were missing from graduation ceremonies last year, IDRA reports.

"We've kept the issue before the public," says Roy Johnson, IDRA's director of evaluation research.

The dropout rate reported by TEA for Corpus Christi hit 2.6 percent (twice the state average) The dropout rate reported by IDRA hit 11.1 percent. The *Corpus Christi Caller-Times* called for action in vigorous investigative reports.

The dropout rate estimated for Arlington by LULAC, the League of United Latin American Citizens, climbed toward 30 percent. The resulting public outcry was vividly reported in the *Arlington Star-Telegram*.

The *San Antonio Express-News*, in a four-part series, published its own study of that city's Holmes High School dropout rates. The newspaper found that of 1,053 Holmes High School freshmen who enrolled four years previously, at least 167 (15.9 percent) had dropped out, and 76 more could not be found. State Rep. Domingo García told the *Express News*, "In my opinion, the schools have committed educational fraud by underreporting the numbers of students who have dropped out, especially Hispanic students."

Bob Mong, publisher of *The Dallas Morning News*, commissioned an independent study of dropouts by the nonprofit organization. Just for Kids. This study found "only" about a 20 percent dropout rate, but Mong calls it an epidemic.

"If an infectious disease were causing one in five freshmen not to graduate, we'd be devoting eight pages a day trying to get to the bottom of it," he says. "This is not just an educational problem; it is a societal one. Dropouts represent the wasting of billions of dollars aimed at education, and billions more are lost in future welfare and prison expenditures, unpaid taxes, and forsaken human potential."

Concerned about "the incalculably enormous loss of human potential," as well as the economic impact of dropouts, Mong assigned two reporters, Joshua Benton and Roy Appleton, to the problem and gave them months to delve deep with research and interviews. Then he ran story after story on the dropout crisis. Dallas newspaper readers learned about statistics, causes, effects, and countermeasures, with vivid personal stories to make the numbers less confusing.

And dropout numbers are confusing.

"Dropout rates are a statistician's dream and a policymaker's nightmare," reporter Joshua Benton declares. The Education Trust has called dropout statistics "perhaps the most elusive of all education indicators."

One measure that is especially confusing when applied to the Hispanic population is the high school completion rate because many young Latin Americans come to the United States seeking employment and never enroll in school. They play a part in our economy but do not take part in our educational system. Thus President Clinton's Council of Economic Advisors reported in June 2000 that only about 63 percent of Hispanics ages 25 to 29 had completed high school.

However, the educational attainment of U.S.-born Hispanics has been increasing over time, and about 80 percent of U.S.-born Hispanics ages 25 to 29 have completed high school, according to Council figures. Although 80 percent does not look as bad as 63 percent, 80 percent is not satisfactory. Good jobs now call for advanced training, for which high school completion is a prerequisite. The Council warns, "the success of the American economy over the coming decades depends to a considerable degree on the productivity of a labor force in which Hispanics will play a progressively larger role. Underachievement not only hurts the future prosperity of students themselves, but also reduces the number of individuals in the U.S. labor market prepared to contribute in new economy occupations."

Four Ways to Count Them

Looking at youth who do enter the educational system but leave before completion, there are four basic ways to count them.

The attrition rate is the percentage of entering freshmen who do not graduate on time. For example, if the freshman class numbers 100, but only 60 don caps and gowns four years later, the attrition rate is 40 percent. Adjustments may be made for students moving into and out of the area. Of the four methods, this produces the largest number. IDRA prefers this number, which does not lump GEDs in with diplomas.

The longitudinal dropout rate or, conversely, the completion rate comes closest to what the average citizen means by "dropout," but calculation requires excellent data over at least four successive years. The example above would be adjusted for transfers and retentions, and the GED would count as a high school completion credential. Critics of the Agency's dropout statistics have forced TEA to provide longitudinal dropout and completion rates starting with the 1997-98 school year.

María Robledo Montecel, executive director of IDRA

TEA prefers the annual "event" dropout rate, which is simply the percentage of the year's students who drop out that year. For example, in a class of 100, if five drop out this year, the rate is 5 percent. Note that if 5 percent drop out each year for four years, the graduating class will number only eighty-one, 19 percent smaller than the ninth-grade class. Of all calculations, the annual "event" dropout rate produces the lowest number.

Moreover, because the state's school performance ratings and funding bonuses depend partly on dropout rates, TEA adjusts the annual dropout rate to avoid penalizing schools for dropouts that it judges they "could not be expected to prevent."

When a student leaves, the school district assigns a "leaver code" describing the reason. Some reasons are not counted against the district. At first, "leaver codes" were reasonable in number and significance. For example, a student who dies or a student who gains early admission to college obviously should not be counted as dropouts. But there are 46 leaver codes now, and some are controversial.

According to a December 2000 joint Dropout Study by TEA, the Legislative Budget Board, and the State Auditor's Office, in 1998-99 nearly 33,000 students who said they would transfer to another Texas high school never showed up at the new school. More than 21,000 students gave no reason for leaving school. Other big black holes include paperwork "recovery" of dropouts and the student's stated intention (successful or not) to get a GED.

Many educators are uneasy about the increasing percentage of young people earning GEDs instead of diplomas. Dr. María Robledo Montecel, executive director of IDRA, expresses what many educators and economists believe: "Students who leave school and eventually get GEDs are not high school graduates and do not have the same options in life as high school graduates."

More and more Texas youth are "choosing" the GED, but it may not be a free and informed choice. The Texas "educational accountability" system penalizes schools that keep students who score low on the Texas Assessment of Academic Skills (TAAS.) It does not penalize schools who let students leave, promising to study for the GED. Dr. Walt Haney of Boston College puts it mildly, saying that Texas' relatively lax standards for the GED, combined with its high and arbitrary requirements for diplomas, "can encourage students to drop out of high school before graduation."

TEA also refuses to count as dropouts the 7 percent of high school seniors who pass all required courses but cannot pass the Texas Assessment of Academic Skills, hence do not get diplomas.

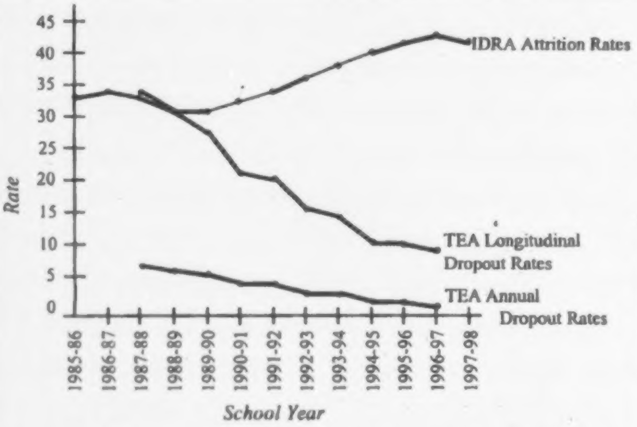
"It's so frustrating," Sen. Gonzalo Barrientos told the *Dallas Morning News*. "There are so many different ways to count."

"This state has suffered from a focus on lowering the dropout numbers as opposed to lowering the number of dropouts," agrees Montecel.

Why Do Students Drop Out?

Why do students drop out? Study after study analyzes school leaver data according to "risk factors"–student characteristics that are supposedly correlated with dropout. Most of these "risk factors" are the familiar concomitants of poverty, not within the control of the educational system: ethnicity, inner-city residence, parental education, father's absence, welfare dependence, pregnancy and parenthood, lack of home ownership, etc. By focusing attention on these kinds of student characteristics, research deflects attention from schools and reduces pressure for schools to change.

Attrition and Dropout Rates



	IDRA Attrition Rates	TEA Long. Dropout Rates	TEA Annual Dropout Rates
1985-86	33	--	–
1986-87	34	--	--
1987-88	33	34.0	6.7
1988-89	31	31.3	6.1
1989-90	31	27.2	5.1
1990-91	*	21.4	3.9
1991-92	34	20.7	3.8
1992-93	36	15.8	2.8
1993-94	*	14.4	2.6
1994-95	40	10.6	1.8
1995-96	42	10.1	1.8
1996-97	43	9.1	1.6
1997-98	42	--	--

** Rates were not calculated for the 1990-91 and 1993-94 school years due to unavailability of data.*

Source: IDRA

Dr. Robert Hauser of the University of Wisconsin studied high school dropouts nationwide using Census data. He found the expected ethnic and socioeconomic correlate. However, when socioeconomic correlates were held steady, he found that "among persons of equivalent social origins, minorities are less likely to dropout than are Whites...differentials in high school dropout [rates] between minority and majority students are primarily a function of family and socioeconomic background...other things being equal, minorities stay in school longer than Whites." Hauser notes that average Hispanic family income declined in real terms from about $17,000 in the 1970s to about $13,300 in the 1990s, making a teenager's wages more important. The high dropout rates of minority and especially Hispanic youth are explained not by low scholastic ability or mysterious cultural factors but by poverty.

Analysis of national data by Mathematica Policy Research, a nonprofit organization in Princeton, N.J., showed that risk factors are weak predictors of dropouts anyway. "Many students with numerous risk factors stayed in school and many with no evident risk factors dropped out."

The best predictor of dropouts in Mathematica's national study was high absenteeism, but even that correctly identified only 16 percent of dropouts. Absenteeism–along with limited English proficiency, low grades, and disciplinary problems–might perhaps be reduced by excellent teaching, insightful counseling, and flexible administration. Of course, due to funding patterns, poor youth are less likely to receive such premium-quality educational services than prosperous youth, who probably need them less.

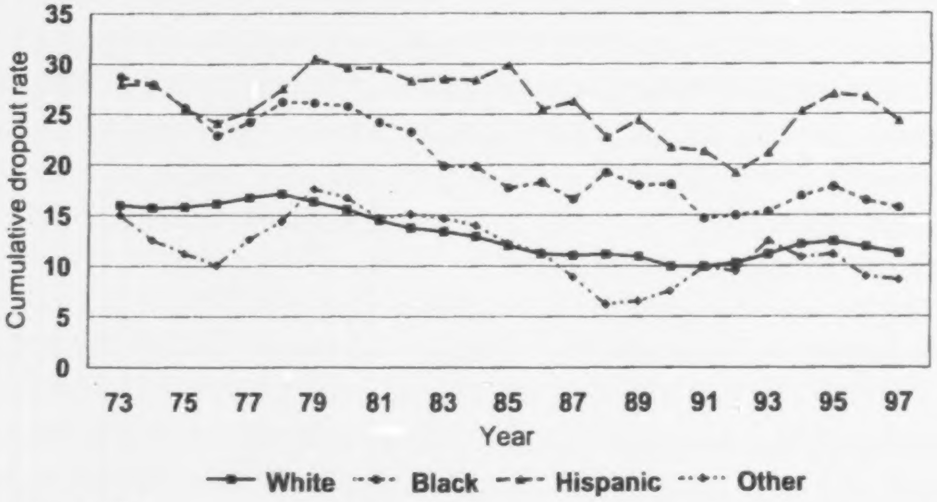
Only one "risk factor" is entirely within the educational system's discretion and control: grade retention. Apparently heedless of the influence on dropouts, Texas is holding more and more students back, especially minority students.

Dr. Uri Treisman of the University of Texas at Austin told the *San Antonio Express-News*, "Grade retention is the greatest predictor of dropping out." The *Express-News* found that 89 percent of Holmes High School dropouts had repeated the ninth grade.

At the same time that Texas began to hold schools accountable for dropouts, the state also increased graduation requirements. Texas students must take the high-stakes Texas Assessment of Academic Skills (TAAS) in 10th grade. Low scores hurt the schools' standing.

Haney discovered that nearly 30 percent of Black and Hispanic ninth-graders are held back in

Cumulative High School Dropout Rate
by Race-Ethnicity: Persons 14 to 24 Years Old, 1973 to 1997



Source: IDRA

Longitudinal Attrition Rates in Texas Public High Schools, 1985-86 to 2000-01

Group	1985-86	1986-87	1987-88	1988-89	1989-90	1991-92	1992-93	1994-95	1995-96	1996-97	1997-98	1998-99	1999-00	2000-01	Change* from 1985-86 to 1997-98
Race-Ethnicity Group															
Native American	45	39	37	47	39	40	39	42	44	43	42	25	43	42	-7%
Asian/Pacific Islander	33	30	28	23	22	21	21	18	18	20	21	19	20	20	-39%
Black	34	38	39	37	38	39	43	50	51	51	49	48	47	46	35%
White	27	26	24	20	19	22	25	30	31	32	31	31	28	27	0%
Hispanic	45	46	49	48	48	48	49	51	53	54	53	53	52	52	16%
Gender															
Male	35	35	35	34	34	37	39	43	45	46	45	45	44	43	23%
Female	32	32	31	29	29	30	33	37	39	40	38	38	36	36	13%
Total	33	34	33	31	31	34	36	40	42	43	42	42	40	40	21%

Figures calculated by IDRA from the Texas Education Agency *Fall Membership Survey* data.
Rates were not calculated for the 1990-91 and 1993-94 school years due to unavailability of data.
**Rounded to nearest whole number.*

Source: IDRA

grade nine. "The grade 9 retention rates in Texas are far in excess of national trends," he declares. Holding these students back delays their taking the TAAS, so it improves the year's average scores. Of course, it also increases students' likelihood of dropping out.

Additionally, between 1994 and 1998, Texas schools nearly doubled the number of students placed in special education and therefore not required to take TAAS. "A substantial portion of the apparent increases in TAAS pass rates in the 1990s are due to such exclusions," Haney believes.

All Texas students must pass the TAAS to get a diploma. Good grades are not enough. Haney studied how the pass-fail standard was set and found it arbitrary and discriminatory. He concludes that "if the intent in setting passing scores…had been discriminatory…so that they would most clearly differentiate between White students and Black/Hispanic students, then the passing scores would have been set just about where the Board of Education did in fact set them."

"Mastery of algebra is a strong indicator of preparation for college, and beginning with the freshman class of 1998, algebra I became a required course for high school students," says TEA's 2001 Comprehensive Report. Only half managed to pass the mandated end-of-course algebra test. Must all students now be college-bound?

Some experienced educators find Texas education policies unworkable, but some refuse to give up.

Salvador Cavazos comes from a long line of educators, born and bred in Texas' Río Grande Valley. "I love the state," he says.

In June 2001, Cavazos became principal of Johnston High School, a dilapidated, demoralized public high school in a largely Hispanic neighborhood of east Austin, Texas. Four principals had come to grief there in just the previous year. The building was in shambles, the athletic teams were losers, the teachers were dispirited, and for any given student, no one even knew what classes were needed to graduate! Students were dropping out at the rate of 200 per year.

Working with superhuman energy on all fronts at once, Cavazos scraped together funds (partly from the Kellogg Foundation's ENLACE program; see *The Hispanic Outlook*, May 6, 2002) to hire experienced counselors who worked all summer auditing credits on file for each student. Now the school knew what classes each returning student needed to take.

Cavazos also scrounged funds to track down missing students, whether in the neighborhood or as far off as California. "They'd exclaim, 'How did you find me?,'" he laughs, "but it worked. Either we confirmed where they were, or we told them, 'hey, this is Texas, we have compulsory enrollment, and you've got to stay in school until you're 18.' So they would come back."

Cavazos added Saturday and evening classes. He revamped the athletic program because "Kids don't want to go to a school whose team never wins."

Now even though the Johnston High School building is still in disarray, and even though the students still fall into multiple risk groups, only 28 students were lost this year.

Cavazos does not believe that ethnicity, poverty, or other factors that put students "at risk" of dropping out determine outcomes. "I don't have a defeatist attitude with Hispanic culture. I believe that all parents want the best for their children. I saw a community and a school that were spiraling down, and I wanted to be part of the solution."

The Honor Roll

Our Lady of the Lake University

Old Values and a New Latina President

BY ROGER A. DEITZ

Tessa Martínez Pollack, Ph.D., grew up only five blocks from Our Lady of the Lake University. "This is a personal and professional dream come true," she said of her appointment in March as the University's seventh president. "I'm coming home to strengthen and build on the one-of-a-kind, values-based education that can be found only at Our Lady of the Lake University."

Our Lady of the Lake University

When tapped for the post, Pollack was president of Glendale Community College of the Maricopa County Community College District of Phoenix, Ariz. "The OLLU presidential search committee is proud to have presented Dr. Pollack to the board as the University's next president," said Michael Edelmann, chair of the committee and a member of the University's board of trustees. "We believe she'll make an outstanding president."

Bruce Flohr, chairman of the board of trustees, added, "Dr. Pollack brings a national perspective to the University and embodies the core qualities of the University committee."

As president of OLLU, Pollack will be returning to her hometown of San Antonio and to her many academic and business associates. The incoming president is a graduate of Our Lady of the Lake High School. She earned an associate's degree from San Antonio College, a bachelor's in journalism from the University of Texas at Austin, a master's from the University of Texas at San Antonio, and a doctorate in educational administration from the University of Texas at Austin. Pollack was president of the Medical Center Campus of the Miami-Dade Community College, in Florida, before accepting the presidency of Glendale five years ago.

Our Lady of the Lake University, founded by the Congregation of Divine Providence, is a coeducational liberal arts institution with an enrollment of more than 3,300. The independent Catholic institution has a mission to provide excellent teaching through traditional and innovative programs; to develop its diverse, intercultural student bodies in Christian, person-centered learning communities; and to graduate individuals who are competent and committed to service.

The main campus is located in San Antonio, with regional campuses in Houston and Dallas. The University offers 57 undergraduate degree programs, 37 master's degree programs, and two doctoral degree programs. OLLU is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools.

Tessa Martínez Pollack, Our Lady of the Lake University president

Honor Roll Facts in Brief

INSTITUTION
Our Lady of the Lake University

LOCATION
Admission and Advisement Center
411 SW 24th Street
San Antonio, Texas 78207-4689
(210) 431-3961

Our Lady of the Lake University

ESTABLISHED
1883

ENROLLMENT
Approximately 3,300 (57 percent Hispanic)

DEGREE OFFERINGS
Two Doctoral Degree Programs
Master's
Bachelor's

ANNUAL TUITION AND FEES
$12,528

FACULTY
124 full-time and 157 part-time

SEVERAL DEGREE PROGRAMS
Communication and Learning Disorders
Mexican-American Studies
Professional Accounting
Religious Studies
Social Work

NOTABLE HISPANIC-SERVING ORGANIZATIONS
Association of Mexican-American Social Workers
College Assistance Migrant Program (CAMP)
Project Student Excellence

INTERNET ADDRESS
www.ollusa.edu

The religious order that founded OLLU was established in the 18th century in Lorraine, France, by John Martin Moye, a parish priest dedicated to the service and education of the poor in the villages. In 1866, Bishop Claude Dubuis, of Galveston, Texas, asked Mother St. Andrew Feltin and Sister Alphonse Boegler to teach the children of the parish and instill Christian values in the classroom. In 1867, the sisters opened the first school in Austin, Texas. Two years later, they moved their congregation to Castroville, Texas. The construction of their convent was completed in 1873. In 1883, the Congregation became incorporated by the state of Texas for the purpose of granting diplomas and degrees. In 1895, Mother Florence Walter relocated the Congregation to San Antonio.

In 1896, at the site of the present campus, Our Lady of the Lake Academy opened as a secondary school for girls. Mother Philothea Thiry provided teacher training and college courses towards accreditation during summer sessions under a charter granted in 1876. This charter covered all the schools operated by the Congregation in Texas and gave the power to grant diplomas and degrees. The charter was amended in 1891 and again in 1900, becoming exclusive for Our Lady of the Lake College in 1911. From 1911 until 1919 the College, approved by the Texas Department of Education, functioned as a two-year institution for women.

In 1923, Our Lady of the Lake College was the first San Antonio institution of higher learning to receive regional accreditation by the Commission on Colleges of the Southern Association of Colleges and Schools. The College joined the Association of American University Women in 1931. Graduate work, introduced in 1942, was the school's only coeducational program, but by 1969, all programs became coeducational. With an expanded mission and the development of a more complex structure, the institution's name was changed to Our Lady of the Lake University of San Antonio in 1975.

Other milestones include the founding of OLLU's Worden School of Social Service in 1942, the oldest in Texas and among the oldest west of the Mississippi. In 1947, the school established a master's of social work program. The Weekend College program began in 1978 as a scheduling alternative for students who could not attend weekday or evening classes to earn degrees. It is offered in San Antonio, Houston, and Dallas with degree programs in eight areas of specialization, and certification programs in criminal justice, violence prevention, and intervention and gerontology.

Our Lady of the Lake's 72-acre campus is located three miles from downtown San Antonio. Internationally renowned architect O'Neil Ford proclaimed the University's gothic buildings "perhaps the most beautiful cluster of buildings in the Southwest." The University community consists of 124 full-time and 157 part-time faculty, about 136 staff members, and approximately 3,300 students, including resident students, day students, and weekend college students in San Antonio, Houston, and Dallas. If the undergraduates from the regular program and the Weekend College are considered together, then 78 percent are women. Sixty-seven percent are Hispanic. Forty-five percent of the graduate student population is Hispanic. Overall, the total student population is 57 percent Hispanic. Graduate students represent about one-third of the University's total enrollment.

> ***A new course of study that began last fall focuses on "the Mexican-American experience–through an analysis of class, race and ethnicity, gender and sexuality, and cultural expression."***

Annual undergraduate tuition is $12,528. Over 90 percent of all full-time undergraduate students at OLLU receive some form of financial assistance. Students from Catholic high schools receive the John Martin Moye grant of $1,600 annually. Students at OLLU experience a true learning community and committed faculty who mentor and advise undergraduate students. With a student-to-faculty ratio of 13:1, students may expect plenty of hands-on training and guidance. Approximately 73 percent of the faculty hold a Ph.D. or terminal degree.

First in her family to go to college is María Y. Moreno, a May 2001 graduate science major from Río Grande City, Texas, who was accepted to Indiana University's graduate program in pharmacology and toxicology. María was a McNair scholar at OLLU. "I came to OLLU thinking I would ultimately pursue graduate school," says Moreno. "The financial aid package was also a big incentive. The encouragement I received through the support programs helped me in my course work and to get over the apprehension of applying for upper-level studies, and my professors helped me develop the skills I needed to enter graduate school."

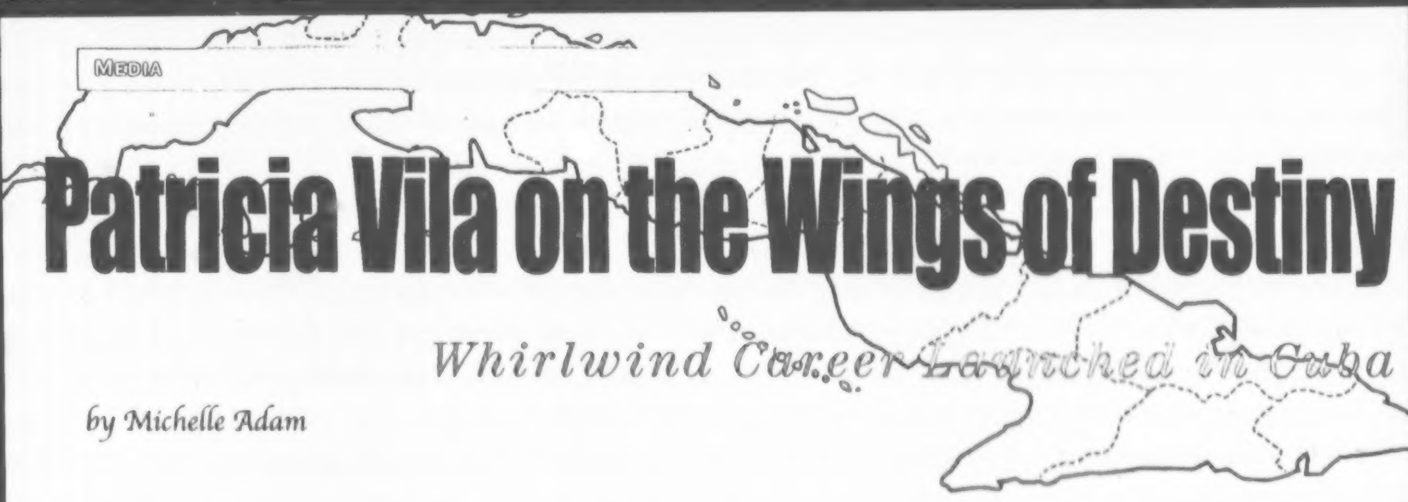
Academic programs are offered by the College of Arts and Sciences and three professional schools: the School of Business, the School of Education and Clinical Studies, and the Worden School of Social Service. Various support services are provided by the divisions of Enrollment Management, Finance and Facilities, Institutional Advancement, and Student Life.

Notable alumni include Veronica Salazar, BA '65, vice president of corporate relations at the *San Antonio Express-News* daily newspaper and member of OLLU's board of trustees, and Cristine Hernández, BA '73, former member of the Texas House of Representatives, the first Hispanic woman elected from Bexar County and the third in the state, and former regional director of the U.S. DHHS in Dallas. Alum Gil Coronado, BA '75, is a retired Air force colonel who served as a member of President Bill Clinton's transition team and is a founder of Hispanic Heritage Month. Coronado was a U.S. member of the Inter-American Defense Board in Washington, D.C., and commanded Terrejon Air Force Base in Madrid, Spain.

A new course of study that began last fall focuses on "the Mexican-American experience–through an analysis of class, race and ethnicity, gender and sexuality, and cultural expression." Leadership development within Mexican-American communities will be given prominence, an emphasis that is an essential part of the mission of OLLU. Students will learn and reflect from a historical and contemporary perspective on the experiences of people of Mexican descent in the context of U.S. society and institutions. The program curriculum also addresses "the continuous flow of immigrants from the neighboring nation of Mexico by including the study of particular aspects of history, culture, and politics as they bear on the Mexican-American community past and present.

The program seeks to help students develop a broad knowledge of the Mexican-American experience and well-rounded understanding of the contemporary interface between Mexican-Americans and American society and of the context within which Mexican Americans can serve in leadership roles. It is said this type of study increases awareness of the Mexican-American culture or the culture of non-Mexican-Americans and should help buttress students' professional work in fields such as cross-cultural education, communications, art, human service delivery, community development, legal services, health services, social welfare, and education.

The interdisciplinary nature of the curriculum also prepares students for a wide range of advanced graduate work and professional training in various fields. Students can earn a bachelor's degree or master's degree in Mexican-American studies or apply this as a minor.



Patricia Vila on the Wings of Destiny

Whirlwind Career Launched in Cuba

by Michelle Adam

The first time Patricia Vila visited the island of Cuba it was as if she were returning on behalf of her parents to the places and family that they left behind during the Cuban Revolution. Although the Cuban-American from Miami had never set eyes on her parent's homeland, she grew up with the stories and culture of the place, and had an unspoken longing to visit the island.

It was "a very emotional trip," said Vila, recounting her shedding of tears with another Cuban-American journalist. "I remember going to his room and crying my eyes out for two or three hours. He said, 'Pati, I feel like I'm seeing a reflection of myself.'"

What made Vila's first journey in 1994 and subsequent trips to Cuba particularly unique is that she returned to her parents' homeland as a television journalist. After graduating from Barry University in Miami Shores with a degree in broadcasting, Vila obtained a job at CNN and begged for the opportunity to visit Cuba as a budding journalist.

"From the beginning, I was saying that if anything happened in Cuba, I want to go," said Vila.

Thirteen months into her job at CNN, during the refugee exodus of August 1994, the opportunity arose. As an entry-level broadcaster, Vila's job was to bring money and equipment to the CNN staff on the island. She also translated, made phone calls, and found stories for her co-workers.

One of Vila's first stops on the island was to visit a family friend, and she recalled how, upon entering their house, they drew the shades and whispered to keep the neighbors from listening in on their conversation. "The whole neighborhood knew that there was somebody there from the United States," she said.

Vila's host talked about the crisis and difficulty in obtaining enough to eat, then opened up her refrigerator, where a lone piece of chicken lay. After visiting and feeling shocked by the stories of desperation that were leading people to build rafts of escape, Vila visited the home of cousins who were strong communist supporters and painted a much rosier picture.

Confused by the mixed stories, Vila set out to discover with her own eyes what was happening.

"I started seeing it myself. I could see people getting on rafts. It was really an unbelievable experience. You didn't know if they were going to make it," she said. "One raft with seven or eight men had the Virgin of Charity on the front of it, and they said, 'hopefully the Virgin will protect us and let us get there safely.' There was another man with his entire family getting on a raft and he had a dove. He had attached a little note to it, and he said, 'I am going to let this dove go and hopefully it is going to make it to my family here to let them know that I had arrived safely.' These people getting on rafts were desperate."

It's not every day that a Cuban-American has the opportunity to visit Cuba as a journalist, and even less so as a 25-year-old, 13 months out of school. But when Vila talks about her career and her work in Cuba and across the globe, it's as if destiny were carrying her on its wings.

Vila and her younger sister were brought up in their Cuban-American household in Miami, Fla. "I was always raised with the influence of being Cuban, but my parents also emphasized being American," said Vila. She grew up hearing stories from her parents about Cuba and leaving their homeland. Her father shared his journey of boarding a plane out of Cuba during the revolution, and being only a child then and crying. Vila's mother came at 14 years old and never saw her father again.

What especially left an indelible mark on Vila, and paved the road for her career as a journalist, was the arrival of 125,000 Cubans by boat in 1980.

"I was 11 in 1980 during the Mariel boatlift. That really marked me," she said. "At that young age, I already knew I wanted to be involved in politics or journalism. I remember watching the TV when that happened, and I couldn't understand why these boat people were coming."

When Vila entered Miami-Dade Community College in her late teens, she became the first in her family to attend college. Although she continued to have an interest in politics and journalism, "I knew how hard journalism was, that many times you have to have a connection." Others in her extended family were working in education, and it seemed a reasonable pursuit.

Despite her efforts at education, however, Vila faced obstacles. "Every road I took to get that education degree–the door would always close," she said. For a while, she attended Florida International University, still pursuing the education degree. But when she enrolled at Barry University, she made a change.

At Barry, she took 15 to 18 credits a semester in broadcasting, worked part-time, and finished her degree in a year and a half. "I loved doing behind-the-scenes work and producing, setting up stories, and doing interviews," said Vila. "I've always been a very curious person. I like to research things and ask people questions."

Unlike students who had been at Barry for four years, Vila didn't have the opportunity to do any internships that could create an entrée in the field. How she obtained an entry-level position at CNN without this experience was serendipitous indeed.

Vila was working part-time in Dadeland Mall's marketing department when she received a call from CNN about information they needed for an upcoming story. At the end of the conversation, Vila asked the caller whether they had any openings at the bureau. The answer was yes, and by that afternoon, she managed an interview. Two weeks later, Vila was offered the position of secretary, with the understanding that this would be a foot in the door and would lead to further work.

"I felt very blessed and very lucky. I had a gut

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feeling about it, and I knew this was the place to be," said Vila. A friend and colleague at CNN later told her how unusual it was that she got her foot in the door. He said to her, "The way you got here, this came from upstairs." Little by little, Vila was given assignments to do interviews and attend photo shoots. Then, 13 months into the job, she was in Cuba.

When Vila came back from Cuba, she was promoted to assistant assignment editor, and within five months was offered a position as assignment editor for the local NBC station. She worked for NBC for a year, decided she didn't want to spend her life covering local news, was hired back by CNN, and was promised a promotion within six months.

What Vila couldn't have expected was a second trip to Cuba in February of 1996, when she returned with a crew and a famous baseball player.

"I knew I had made the right decision when I got to go back to Cuba with Hank Aaron, and two weeks later I got to have dinner with Fidel Castro," she said.

In a book of her experiences in Cuba, one she hoped to publish in the spring, Vila recounts her trip with Hank Aaron, and specifically her excitement and fear of meeting Fidel Castro. She describes her indecision over meeting the man who had "divided my family" and the risk of angering Cuban-Americans and her family in Miami if she did so.

Vila would soon see a lot more of the *comandante*. Less than six months after her trip with the baseball hero, Castro gave permission for CNN to open a bureau in Cuba, the first American bureau in over 30 years, and Vila was offered a part in the making. She became CNN's producer and bureau manager in Cuba, helping open and set up the office, while also producing stories, coordinating crew movements, scheduling assignments, and handling the bureau's accounting. From March 1997 to August 2001, Vila saw her dream of living in Cuba come true.

"If I had to guess, I would say that I was the only Cuban-American that worked on the island," said Vila. "I don't know any Cuban-Americans living in Cuba. I feel like what has happened to me is a one-in-a-million experience."

Asked about the highlights of her life and work in Cuba, Vila cites the opening of the bureau, the Pope's visit, the Elián González crisis, and, of course, visiting with Castro.

Vila had just returned to Cuba from a trip covering the World Trade Organization conference in Seattle, Wash., when, as she put it, "All hell broke loose." The cause: the Elián conflict.

"It was chaos all over the place. From that moment to the day Elián got back, my life was about Elián." There were protests in the streets, and Vila was the only one back in the bureau at the time. "It really took a toll on many people. The Elián story left a big mark. I felt through this whole tragic incident that Elián was carrying 40 years of feelings from both sides of the Florida Straits."

Patricia Vila (pictured far right) and Fidel Castro

Vila recounts in her book her second meeting with Castro. She and her co-workers arrived at his place in bathing suits and bikinis. The CNN crew had been at the beach when they received a call for a spontaneous meeting with Castro. They weren't given enough time to change out of their beach apparel.

Wrote Vila in her manuscript, "I was embarrassed to be standing in Fidel's waiting room so underdressed. It didn't help matters when the man who defied the United States for four decades and outlived a generation of American presidents walked into the room and promptly began to laugh. His laugh was really loud."

After four years in Cuba, and an Edward R. Murrow Award 2000 for her coverage of the Elián González story in Cuba, Vila returned to the United States. One of 12 journalists selected for an excellence in journalism fellowship, Vila attended the University of Michigan, using the opportunity to take classes and work on her book. "That was an incredible experience. There are only three programs like this in the United States," said Vila. While she was the only Hispanic American fellow, the program is always looking for more Latinos to apply, she said.

Although Vila sees Cuba as her destiny, and expects to return in the future, she has traveled throughout the globe to cover international news. In 1996, Vila obtained an exclusive interview with President Fujimori during the Peruvian hostage crisis, and was a unit manager and assistant assignment editor in Port au Prince, Haiti, during the time of the U.S. intervention in 1994. "In Miami, they say that Cuba is the worst place on earth, but Haiti was 1,000 times worse than Cuba," said Vila about Haiti's extreme poverty and other conditions.

Vila visited Germany during a study tour for American journalists in 1996, and last year, Japan, as a journalism fellow. During the current "war on terrorism," she was hired as a producer for NBC in Pakistan for nearly three weeks.

At the time of our interview, Vila was living in Chicago, with her newly wed husband. The 33-year-old journalist had talked about her book on NPR in November, and was endeavoring to complete her written tales of the island. "I want to be able to show people Cuba through my eyes. I feel I can do this in a very objective manner," she said. "As a close Cuban friend of mine said to me one day, 'You have been able to get into the life of Cuba like no other foreigner has been able to do.' I felt like I was the eyes and ears for the world in Cuba."

While living in Cuba and working as a broadcast journalist across the world has been a "blessing," Vila also notes that because of her work, she has missed many holidays with family. Perhaps her biggest gift to her family, however, has been to return to her parents' homeland, and in doing so, giving her parents the chance to visit Cuba for themselves, and helping them bring closure and healing to the events of 40 years ago.

For Vila, who is one of a few Latino broadcast journalists, the gift has been to live out her personal and professional dreams. "I just love what I do," she said. "I'm a different person than I was 10 years ago. I hope I can continue having the successes…"

catalyst:

Advancing Women in Business and the Professions

Latinas Differ in Optimism and Credentials

by Inés Pinto Alicea

Latina corporate leaders say their biggest barriers to professional advancement are not having a mentor and the demands of family commitments, according to a study produced by New York-based Catalyst, a nonprofit research and advisory organization dedicated to advancing women in business and the professions.

Sixty-seven percent of the Latinas surveyed said they had no mentors and Latina corporate leaders reported in far higher numbers than the other minority subgroups that family commitments challenged their opportunities for advancement, according to the study called *Women of Color in Corporate Management: Opportunities and Barriers.*

"The Catalyst organization gave legitimacy to the concerns and needs of multiethnic women and especially Latinas who are struggling with glass ceiling issues," said Linda Higueras, vice president and director of diversity at Wells Fargo in San Francisco. Higueras, who has been involved with Catalyst since 1993, worked on the study. Higueras said she would like to see Catalyst address in the future the profile of the next generation of multiethnic women in a changing global economy and how the benefits of being bilingual and bicultural impact the workplace today and in the future.

Though the study was conducted in 1999 on 1,732 women of color in corporate leadership positions, the organization, which is celebrating its 40th year, has committed itself to disaggregating the data by subgroups and preparing reports in the near future on how each group–Latina, African American, Native American and Asian–fared in the study. Latinas comprised 20 percent of the respondents.

"We realize that generalizing women of color will not maximize the impact of our study," said Sheila W. Wellington, president of Catalyst. Wellington added that the organization is committed to continuing study of women of color, and it always includes women of color on lists it provides to corporations of candidates for their boards of directors.

"The study on women of color identified major barriers to advancement, whether real or perceived, that women face and made businesses aware that they can help overcome these barriers," said Kay Ortega, who was treasurer of the United States and an alternative United Nations representative in the U.N.'s General Assembly under former President Ronald Reagan.

SHEILA W. WELLINGTON

Sheila W. Wellington is the president of Catalyst, the nation's premier, nonprofit research and advisory organization on women's private sector leadership.

One of the first women officers of Yale University, Wellington served as secretary for six years and previously served on the faculty of Yale Medical School and directed two major mental health facilities.

Since Wellington assumed the presidency of Catalyst in 1993, Catalyst has doubled in size, opened a new office in Toronto, and initiated annual measures of women's progress–including that of women of color–in the corporate world. For the past three years, Catalyst has been ranked by the American Institute of Philanthropy as the highest rated nonprofit in the nation focused on women's issues.

Wellington is the author of *Be Your Own Mentor*, published by Random House in February 2001. Drawing on Catalyst know-how, the book details the insights of top working women and acts as a stand-in mentor for women until they find one–or become one themselves. The book is available online at www.amazon.com or at your local bookstore.

A graduate of Wellesley College, Wellington received concurrent master's degrees in public health and in urban studies from Yale. She is married to Harry Wellington, and they are the parents of two grown sons and the grandparents of Max Wellington.

For more information about Catalyst, visit the Web site at www.catalystwomen.org.

catalyst

Advancing women in business.

NEW YORK
120 Wall Street, 5th Floor
New York, NY 10005
tel/ 212-514-7600
fax/ 212-514-8470

TORONTO
110 Yonge Street, 11th Floor
Toronto, Ontario M5C 1T4
tel/ 416-815-7600
fax/ 416-815-7601

Info@catalystwomen.org
www.catalystwomen.org

About Catalyst

Catalyst is the nonprofit research and advisory organization that works to advance women in business. Our dual mission: to enable women to achieve their full professional potential and to help employers capitalize fully on women's talents and abilities.

the knowledge

Research formulates, conducts, and publishes cutting-edge studies and practical guides to the retention, development, and advancement of women. With its extensive knowledge of best practices in women's leadership development and work/life balance, Catalyst knows what works and why, providing the tools to make change.

the partnership

Companies and firms making an annual tax-deductible contribution of $7,500 or more to Catalyst become **Corporate Members**, entitled to resources that help them attract, retain, and advance women:

consultation with Catalyst experts on best practices, policies, or research implications;
previews of Catalyst's research and reduced rates on publications;
invitations to Catalyst events and conferences;
customized use of Catalyst's on-site resource, the Information Center;
subscriptions to Catalyst's monthly, issue-specific newsletter, *Perspective*; and
access to Catalyst resources on a fee-for-service basis: Corporate Board Placement, Advisory Services, and Speakers Bureau.

the solutions

Advisory Services works with leading companies and firms to create custom-tailored, practical programs that recruit, retain, and advance women. Catalyst works with companies to diagnose their current workplace environment for women, develop strategies to enhance women's advancement, and implement workable solutions.

Corporate Board Placement works with corporations to recruit women for their boards of directors. Unique in conducting searches exclusively for women directors since 1977, Catalyst has found the right match for over 200 leading companies.

Catalyst Experts help shape the national discussion about workplace trends and issues affecting working women.

the voice

The Speakers' Bureau offers trusted and authoritative experts to address corporate, professional, and academic audiences on every issue affecting working women.

Events and Conferences gather corporate decision-makers, human resources professionals, individual women, and the media, in both regional and national forums, to discuss Catalyst research findings and develop strategies for success.

The Information Center houses a unique collection of books, periodicals, statistics, government reports, and press coverage of working women, providing efficient, valuable information for Catalyst members, the media, and people who formulate public policy.

the recognition

The Catalyst Award is presented annually to companies and firms with outstanding initiatives that promote women's career development and advancement. 2001 winners: American Express, General Mills, and JPMorgan Chase & Co.

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Among other initial findings regarding Latinas, Wellington said Latina managers tend to earn less than every other subgroup and less than Hispanic men. Moreover, Latinas are not as well represented in the highest paying industries as other minority women. Those industries include durable manufacturing, communications, and utilities. Latinas, instead, are concentrated in the fields of insurance and real estate, she said. Additionally, Latinas tended to have the lowest percentage of college or advanced degrees.

"*The Catalyst organization gave legitimacy to the concerns and needs of multiethnic women, and especially Latinas, who are struggling with glass ceiling issues.*"

LINDA HIGUERAS, VP,
WELLS FARGO IN SAN FRANCISCO

On a positive note, more of the Latina respondents were optimistic about the opportunities available to them at corporations than other subgroups and more Latina respondents did not feel they had to adjust their styles to fit in at a corporate environment.

Wellington said the results of the studies by Catalyst are important because all that is learned is incorporated into the organization's advisory services so that corporations can develop sophisticated programs with measurable results. For example, for women to move up through the corporate ranks, it is important that they get into jobs as line officers–positions that have to do with profit and loss or direct client responsibility.

One study Catalyst conducted found that women only hold 7.3 percent of line positions in corporate America. That finding has helped Catalyst develop ideas of how to bring about change among corporations so more women get line positions. Another example would be using the finding that Latina corporate leaders still feel corporations need to do more on work/family issues–having companies review their work/family policies to assure that they meet employees needs and that employees are able to use them.

"You may have policies on the books, but if people are penalized for using them, then they are not effective," said Wellington, author of the book *Be Your Own Mentor*, published by Random House in 2001, which drew on the Catalyst know-how and details the insights of top working women. The book acts as a stand-in mentor for women until they find one–or become one themselves.

Of the 33 percent of Latinas in the study who had mentors, the majority reported that their mentors were White males. The majority of African American women with mentors reported that those mentors were men of color.

Gina Amaro, director of multinational markets for PR Newswire, said it does not matter, the color or gender of the mentor, but just that the women have a mentor. Amaro said that Wellington, her mentor for several years, has been vital to her career.

"It is critical for women to have a mentor who can teach them the unspoken rules that no one else will teach you." Wellington "equipped me with everything I needed to be successful," she said.

Amaro said she can empathize with the concern expressed by other Latinas over the demands of family commitments. Amaro, who worked with Catalyst while a National Urban Fellow, provides eldercare for her mother and has said eldercare help by her company would ease some of her worries.

"Americans put their families in nursing homes or move away, and they don't seem to have guilt about it," said Amaro. "It's a more independent lifestyle. Latinos can't put their family members in nursing homes. It's just not culturally acceptable."

Catalyst focuses its efforts on enabling women to achieve their full professional potential and to help employers capitalize fully on women's talents and abilities. Their approach includes research, advisory services, corporate board placement, and the Catalyst Award, given yearly to companies implementing new and creative solutions for ensuring women's advancement in the workplace in the 21st century. Corporations make a tax-deductible contribution of $7,500 to Catalyst to become corporate members and then have access to Catalyst's varied services.

Catalyst's research focuses on retention, development, and advancement of women and has resulted in vast knowledge on the best practices in women's leadership, development, and work/life balance. The organization can provide companies with the information on what works and why and the tools to bring about change.

Ortega said the research Catalyst conducts on women is cutting edge work that addresses the issues affecting women in business and going into business. Ortega is a member of the board of directors for Catalyst.

Catalyst's advisory service works with the leading companies to create custom-tailored, practical programs that recruit, retain, and advance women. Catalyst works with companies to diagnose their current workplace environment for women, develop strategies to enhance women's advancement, and implement workable solutions.

Catalyst also has a speakers bureau that provides experts on women's issues for a variety of audiences and sponsors conferences and events to gather corporate decision makers, human resources professionals, women, and the media to discuss its research findings and how to develop strategies for success.

"Organizations must change to adapt to the changing workforce," said Wellington.

Its corporate board placement program helps companies recruit women for their board of directors. Unique in conducting searches exclusively for women directors since 1977, Catalyst has found the right match for more than 200 leading companies.

"Catalyst is fully engaged with the corporate community," said Ortega. "It is a very respected and reputable organization. As the organization grows, it will have even more impact."

For the past three years, the American Institute of Philanthropy has ranked Catalyst as the highest rated nonprofit in the nation focused on women's issues.

In 1993, when Catalyst did its first study of the percentage of women on corporate boards of Fortune 500 companies, it found that women represented 68 percent of the corporate board members. Today, that percentage stands at 87 percent, said Wellington, who prior to assuming the presidency at Catalyst was one of the first women officers of Yale University.

But Catalyst found that at large technology firms, few women hold board seats, an important measure because it is a proxy for women's ability to network and achieve prominent leadership roles within the business world. Catalyst officials said that in a survey they did of Fortune 1000 firms, women held 93 percent of the board seats at computer, software, and networking companies, compared with 109 percent of board seats overall at participating firms.

The organization said women of color fared poorly on boards. Catalyst officials said women of color hold 178 of the 8,941 board seats of the 839 Fortune 1000 companies for which the organization has data. These 178 seats held by women of color comprise just 2 percent of the total board seats among these companies. Of those seats, 30 are held by Latinas.

"Women still have a long way to go," said Ortega. "There is much to be done yet."

Indeed more work needs to be done. The 2000 Catalyst Census of Women Corporate Officers and Top Earners of the Fortune 500 showed that 12.5 percent of corporate officers are women and women represent just 4.1 percent (93 out of 2,255) of top earners. The census also provided data on women of color. The 400 companies that responded to Catalyst's study provided data that showed that women of color account for 1.3 percent of corporate officers and that six women of color corporate officers are top earners.

Among the recommendations Catalyst developed for corporations to advance women of color were the following:

- Demonstrate top-level commitment
- Delineate and articulate the business case
- Establish and monitor accountability
- Communicate
- Measure results
- Recognize and reward successful managers and organizational practices.

Catalyst was founded in 1962 by Felice Schwartz to help women enter the workforce by providing career counseling and placement services, said Catalyst's director of public relations Sonia Ossorio. Later, it evolved into an organization that focused on work/family issues in the corporate world. It also changed its focus from having women themselves change to fit in corporate America to changing the corporate structure so it is more welcoming of women.

THE OHIO STATE UNIVERSITY
COLLEGE OF EDUCATION
SCHOOL OF EDUCATIONAL POLICY AND LEADERSHIP

POSITION: DIRECTOR, The Ohio Collaborative: Research and Policy for Schools, Children, and Families (Open Academic Rank). The Ohio Collaborative is a new research and policy initiative with an administrative center in the College of Education at Ohio State, and affiliated faculty in institutions of higher education throughout Ohio. The purpose of the Ohio Collaborative is to conduct research and policy analysis and assist in policy development that is responsive to Ohio's educational needs.

QUALIFICATIONS: Earned doctorate in education or related field. The candidate should have experience in education research and policy, leadership in a policy community, and success in or potential to secure external funding. Because the Ohio Collaborative is a new organization, the position requires candidates who show initiative and who are self-starters. The statewide nature of the collaboration requires that the candidate will be well connected throughout the state and communicate effectively with a wide variety of stakeholders, including state legislators, educational leaders, and policy researchers nationally. For further information on Ohio State, check the College of Education web-site at **http://www.coe.ohio-state.edu** and the OSU P-12 Project at **http://www.osu.edu/p12/index.html.**

DUTIES: Provide leadership for the establishment of the Ohio Collaborative administrative center at OSU. Develop and foster relationships with an Affiliated Faculty network, school districts, and appropriate governmental agencies at the state and national levels. Teach a reduced course load, advise graduate students interested in education policy matters related to schooling, families, and children, and participate in the life of the School of Educational Policy and Leadership and College of Education. Secure external funding to support policy research and analysis efforts, develop and deliver timely and informative analysis and briefings to legislative and other public agencies on policy issues related to schools, children, and families.

APPLICATION: We will begin reviewing applications after **June 15, 2002** and continue until position is filled. Availability for Fall 2002 with some flexibility. Please submit a letter of application, copy of professional resume, representative publications, and the names and addresses of three referees to:

Dr. Mary O'Sullivan, Associate Dean, 149 Arps Hall, 1945 North High Street, Columbus, OH 43210-1172 or fax to (614) 688-3942.

The Ohio State University is an Equal Opportunity/Affirmative Action Employer.
Women, minorities, veterans and individuals with disabilities are encouraged to apply.

Northeastern
UNIVERSITY

Assistant/Associate Professor of Pharmaceutics

The Department of Pharmaceutical Sciences in the School of Pharmacy, Bouve College of Health Sciences at Northeastern University, is seeking qualified applicants for a tenure-track faculty position at the rank of Assistant or Associate Professor. Northeastern University is a Carnegie II research university located in the heart of Boston. Excellent opportunity for collaboration exists within the Department, University, and the surrounding biomedical community.

The applicant must have a doctoral degree in pharmaceutics or related field and at least two years of post-doctoral experience. The candidate should be able to develop and sustain an independent, externally funded research program to complement the growing institutional initiative in the area of Pharmaceutical Biotechnology. The candidate is expected to conduct research in the field of pharmaceutics, such as pharmacokinetics, formulation development, and delivery. The candidate is required to participate in the teaching of undergraduate and graduate students and, in particular, to provide biopharmaceutics and pharmacokinetics-related instruction to the professional PharmD and graduate students (MS and PhD) in the School of Pharmacy. The candidate must have experience in, or a demonstrated commitment to, achieving and maintaining diversity in the workplace.

The position is open immediately and will remain open until a suitable candidate is identified. Applicants should send a copy of their curriculum vitae, a summary of research activities and plans, and a history of instructional activity. In addition, they should arrange for three letters of recommendation to be mailed to: Mansoor M. Amiji, PhD, RPh, Associate Professor and Search Committee Chair, Department of Pharmaceutical Sciences, School of Pharmacy, Bouve College of Health Sciences, 110 Mugar Life Sciences Building, Boston, MA 02115. E-mail: m.amiji@neu.edu.

Northeastern University is an Equal Opportunity/Affirmative Action, Title IX employer. Minorities, women, and persons with disabilities are strongly encouraged to apply.

www.bouve.neu.edu

Looking Into the Future

Investing in People

by
Jeff Simmons

Support outreach programs that stress the importance of a college education. Examine policies to promote tolerance. Lobby corporate foundations to support diversity efforts.

They are both goals and challenges, three steps advocated to achieve a system of equal opportunity and quality education for all Americans. But they don't just come from educators or business leaders.

In fact, the three measures are among a number promoted by a landmark coalition of top university presidents and corporate CEOs–two groups that joined hands to stress that America needs to take a hard look at itself and start to make improvements.

"The *Investing in People* report represents the first time ever that there has been a strong statement of support and advocacy from both university and business leaders jointly," says Dennis Smith, chairman of the Business-Higher Education Forum.

"There's no question that our workforce is becoming more globalized. We do far more international business. The minority population in this country is growing dramatically, much more rapidly than the White population, and yet a much greater percentage of Whites get baccalaureate degrees than non-Whites." Smith adds: "We need to educate at all levels, from kindergarten through 12th grade and in the university sector, increasing numbers of minority students."

Investing in People: Developing All of America's Talent on Campus and in the Workplace, was published by the Business-Higher Education Forum. It argues that the United States will witness a social and economic crisis unless leaders from all sectors successfully take advantage of ethnic and racial diversity.

It's estimated that by the year 2028, there will be 19 million more jobs than adequately trained workers to fill them–and 40 percent of the people able to fill those jobs will be non-White. The 2000 Census results confirmed much of the Forum's thesis that dramatic change in the country warrants major change in policies and practices.

"The underlying theme is the changing face of America. It's a different country today population-wise than it was five or 10 years ago, from when you and I went to school," says Jack Riehl, the Forum's deputy director.

The report notes that the population in the United States grew more in the last decade than in any previous decade, from 249 million in 1990 to 281.4 million in 2000. During that period, the non-White population ballooned by 35 percent, while the White population grew by only 3.4 percent.

Hispanics and Asian Americans, the report notes, fueled the rapid growth. The Hispanic population rose by 58 percent and the Asian population, by 50 percent. The African American population climbed by 16 percent over that decade.

The authors further note that Hispanics–between now and the year 2050–are expected to represent the largest share of population growth.

The report is the culmination of work by BHEF's Diversity Initiative Task Force, convened in 1999 to examine issues pertaining to diversity in America. The Forum is a partnership of the American Council on Education and the National Alliance of Business.

In the 51-page report, CEOs of leading corporations and presidents of prominent universities pointed out that members of most racial and ethnic groups are failing to make significant educational gains, even as their numbers continue to swell.

The result is that the nation could soon encounter a workforce ill-equipped to handle the skills and knowledge necessary to succeed. Workers would therefore be unable to meet the challenges of a "knowledge-intensive economy."

"Diversity is an invaluable competitive asset that America cannot afford to ignore," Stephen Butler, chairman and chief executive officer of KPMG LLP, said as the report was released. "Demographic trends compel business and higher education to make a conscious investment in the development of the talent and productivity of all citizens."

"Historically, the university system is very Eurocentric, and that may have to change. We have to change how we do things."

JACK RIEHL, DEPUTY DIRECTOR,
BUSINESS-HIGHER EDUCATION FORUM

The authors maintain that corporate, educational, and government leaders, as well as the public, share in the responsibilities to boost opportunities for non-White students. They maintain that first and foremost, leaders must instill the value of college in students at an early age.

The authors contend that students must receive substantial help in preparing for college, assistance in applying for college, and aid in attending–and staying enrolled. If programs don't exist, then create them, the authors say.

"Kids who are coming into the pipeline now are the workforce of today and tomorrow. And to reach those kids, we have to get them into education, K-12, universities, community colleges, and into the workforce," says Riehl.

"Historically, the university system is very Eurocentric, and that may have to change. We have to change how we do things."

"I think that universities need to be creating more programs that introduce young people to the university environment, and, at the same time, businesses have to be reaching into the universities and perhaps down to high schools for cooperative programs and their expansion, and introduce young people to the world of work," he continues. "This is not reinventing the wheel here but what we call 'best practices.'"

Among the other steps recommended by the authors:

- Provide resources to ensure that teachers are prepared to work with a diverse student body.

Riehl says that colleges need to place a greater importance on retaining non-White students once they step onto college grounds. He says that high schools often place a heady emphasis on retention, but those efforts dissipate in higher education.

"High school teachers worry about you and want you to stay on and graduate. High schools work very hard at that. But when you get to the university level, that changes. They don't worry about you the same way as in high school, and a lot of kids still need that nurturing." Adds Dr. Jeremiah Murphy, Business–Higher Education Forum director, "Professors need to be sensitive to different learning styles and backgrounds and methods of preparation."

The report notes that the traditional college-age population will grow by 16 percent between 2000 and 2015, and that of the potential new students, 80 percent will be non-White and nearly half will be Hispanic.

Educational Testing Service indicates that Asian youth will attend college in numbers proportionate to their share of the college-age population, but that African American and Hispanic students will lag behind.

- Review current policies fashioned to foster tolerance, and make sure that they are achieving their goals. Make sure the public is aware of the reviews.
- Advocate that all institutions of higher learning take the whole person into account when making admissions decisions; that is, consider all relevant qualities–not just grades and test scores–in assessing each applicant.

"I think we need to restructure the whole admissions policies system, and take into account the whole person, not just ACT or SAT scores, not just a grade point average, but a whole series of things," Smith says.

- Encourage corporate foundations to offer support for diversity initiatives, and to share programs and their results with their corporate peers.

"If there is a great program going on in the state of Maine, one that hooks youngsters up with the world of work, we want that to be known," says Riehl. That is why the report highlights successful programs, such as the Partnership for Minority Advancement in the Bio-Molecular Sciences in North Carolina; the United Negro College Fund Corporate Scholars Program; the Hispanic Scholarship Fund (HSF); and the Latino Achievement Mentoring Program (LAMP).

- Create state and local coalitions between educational and business leaders to promote discussion and action to achieve diversity.

- Urge policymakers to boost the amount of the Pell Grant to its congressionally authorized annual maximum of $5,800 per student. The 2000-01 maximum Pell Grant per student is $3,750.

"There has been substantial pressure from the educational community for this," Smith says, adding, "There needs to be more need-based aid for all students. We cannot afford a nation where only daughters and sons of well-to-do parents go to college."

Adds David Ward, president of the American Council on Education: "This report sounds an alarm to educators, business leaders, policymakers, and the general public and calls for us to recognize the importance of diversity to our country's well being."

Jerry Murphy says a crucial component of the report was collaboration; university and corporate leaders from across the country gathering to offer their opinions on issues of common concern.

"Frankly, I was a little bit surprised hearing a university voice across the room from all of the prominent institutions," he says. "What emerged clearly is that preparing and managing the growing diversity of the population in this country is a key bottom-line issue for business and education."

"Across the board, the university people said that business leaders were admiring and following their lead because frankly they were more aggressive in trying to ensure that minority students were prepared for and able to get enrolled and succeed in postsecondary education."

Businesses saw diversity as a bottom-line issue, wanting the workforce to mirror the American landscape. "When you are in a learning situation with people of different backgrounds, you are forced to think and articulate positions far more creatively," Murphy says.

Dr. Jeremiah Murphy (pictured center), director, Business-Higher Education Forum

The report offers a litany of statistics to bolster its case that the altered American landscape requires a continental shift in efforts to remedy unequal opportunities. In four states, what is considered a "minority" population is now the majority population.

Between 1972 and 1999, the proportion of Hispanics in the student population increased from 6 to 16 percent, while African Americans increased from 14 to 16 percent and Asian Americans from 1 percent to 5 percent.

And those different students are achieving different levels of academic success. For example, between 1971 and 1998, the race gap in high school completion thinned substantially for Whites and African Americans, with approximately 90 percent of both groups finishing high school in 1998.

However, the report indicates, fewer than two-thirds of Hispanics graduated high school.

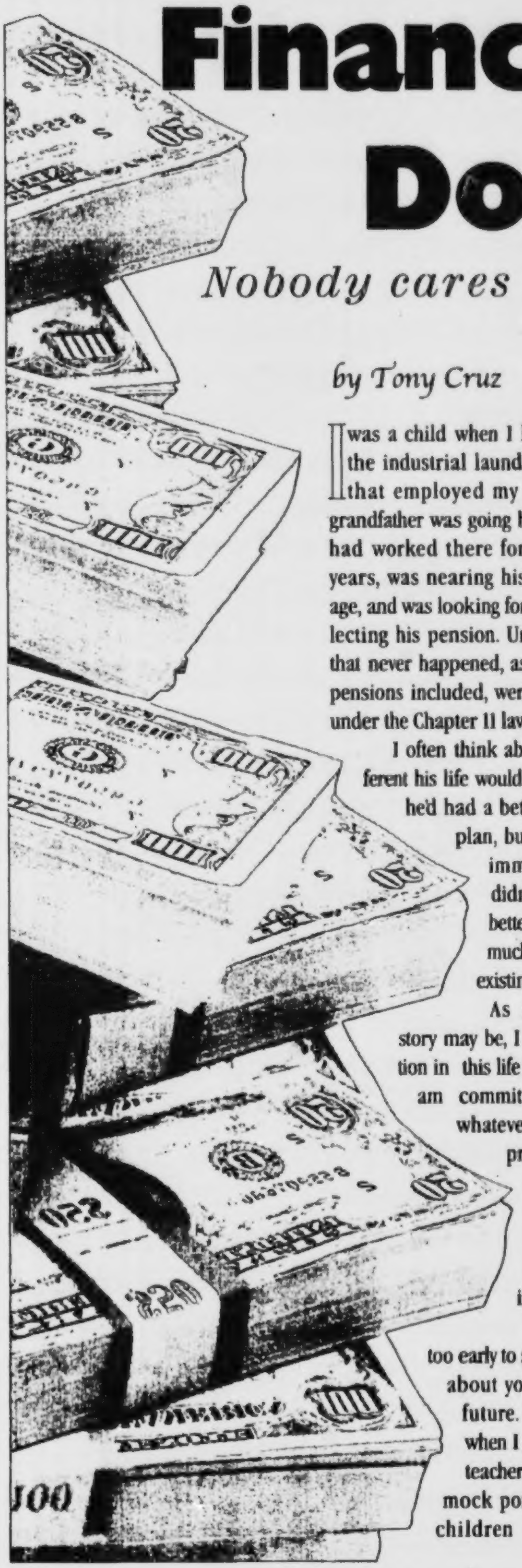
Meanwhile, 28 percent of White students completed a bachelor's degree in 2000, but only 11 percent of Hispanic students did, and only 17 percent of African Americans. And minorities still are woefully behind their White peers in earning undergraduate degrees.

In 1997, 8.8 percent of bachelor's degree recipients in business and management were African Americans. That is much higher than the 6.1 percent rate in 1987. Hispanics, though, accounted for substantially fewer business degrees than their African American classmates, the authors cite.

Robert Jones, president of the National Alliance of Business, pointed to the post-Sept. 11 climate, and the need to bolster the skills of a new workforce. "Diversity is another form of national security," Jones says. "As we fight to eradicate terrorism and maintain safety on our shores, we must protect our economic stability by investing in our most valuable resource–our diverse citizenry."

Experts say that leaders from all sectors must make "sustained" efforts to remedy discrepancies. If successful, they say, the efforts will benefit society, learning, business, and the economy.

"We called it 'Investing in People' because you invest in people. You don't invest in diversity," says Riehl. "Jerry and I both come out of business, and business people want workers who can meet their needs, and in the changing face of America, who is that going to be? Just look around you. It's a wakeup call."



Financial Planning: Do It Yourself!

Nobody cares (about your money) like YOU do

by Tony Cruz

I was a child when I learned that the industrial laundry company that employed my immigrant grandfather was going bankrupt. He had worked there for almost 30 years, was nearing his retirement age, and was looking forward to collecting his pension. Unfortunately, that never happened, as all monies, pensions included, were swallowed under the Chapter 11 laws.

I often think about how different his life would have been if he'd had a better financial plan, but he was an immigrant who didn't know any better. He had too much faith in the existing system.

As sad as the story may be, I find inspiration in this life lesson, and I am committed to doing whatever it takes to prevent something like that happening to me, or anyone willing to listen.

It is never too early to start thinking about your financial future. I am elated when I see stories of teachers who create mock portfolios with children in grade schools. They get involved in the research, products, and the economy. Many have made a lot of [imaginary] money, and they are children! What more does one need to be inspired?

Even if you're presently a student, bombarded with expense and loans, it's not a bad idea to become familiar with a mindset of being financially sound.

Whether you're in college, an executive, or a college professor, I challenge you to take a financial snapshot of your current life. This can be a bit tedious, even somewhat depressing, but it will give you a sense of reality with respect to money.

There are many people who give their money to a broker or a financial planner. Let me clarify that giving your money to a broker or a financial planner is not a financial plan/snapshot. In addition to having a basic understanding of the stock market and other financial vehicles, such as CD's, treasury bonds, IRA's, and mutual funds, it is sitting with pencil and paper and doing some basic–sometimes startling–math.

Becoming financially secure, wealthy, or independent starts with understanding it. Remember–running your life is exactly like running a business. In fact, you are a business. You have revenue–income which you receive in exchange for your time. You have accounts payable, which are bills and maintenance for your home, car, and health. And there are the debt columns, things you purchased on credit, including college loans, car loans, mortgages, and, the most dangerous–credit card expenditures. The latter is what keeps most people from ever attaining their financial goals. The average American is $8,000 in credit card debt.

I am often shocked that many of the people running companies and responsible for the financial health of those companies are often in deep debt themselves. Sadly, our own government, which we look to for guidance and protection, seems to have a problem balancing its checkbook as well. Do you know what the current national debt is?

The good news is that these days there is (excuse the pun) a wealth of useful information available to you. I recommend you start with a book called *The Millionaire Next Door: The Surprising Secrets of the Wealthy* (Longstreet Press, 1996). For this book, Ph.D.s William D. Danko and Thomas J. Stanley spent several years doing quantitative research. They gathered data by interviewing people with a net worth of $1 million or more. You will be shocked by the results.

Another book that may be particularly helpful to Latinos is *The*

Becoming financially secure, wealthy, or independent starts with understanding it.

Latino Guide to Personal Money Management, by Laura Castaneda et al (Bloomberg Press, Princeton, 1990). It is also available in Spanish. *Como Manejar Su Proprio Dinero*. In it, myths regarding Latinos and money are dispelled.

There are two great Web sites to peruse as well. The first is the Motley Fool, http://www.motleyfool.com. This Web site is dedicated to "educate, amuse, and enrich" with respect to personal wealth. It offers important information in non-technical language. The other is NAIC (National Association of Investors Corporation), http://www.better-investing.org. In addition to helpful general information, there is helpful information on investment clubs.

If you're afraid of tackling investing alone, you can always create or join an investment club, where you and your family can collectively get involved. Case in point: P.I.G. (The Parladé Investment Group) is an extended Cuban-American family, located in Miami, whose members meet once a month to learn and discuss the complexities of the stock market. In addition to the financial benefits, the reinforcing of family ties is priceless.

I feel strongly that it is your responsibility to know how, what, and where your money is invested, and who is doing the investing. It's not enough to only be "contributing" to your 401(k) or 403(b). You need to be directly involved in the placement of your money.

If all that is stopping you is fear, I encourage you to pick up a book, visit a Web site, or call a family member to discuss some financial concerns. You don't need to have a degree in finance, nor do you need to spend endless hours studying the market. All you need is a little money, some dedication, and patience.

Tony Cruz is a full-time copy editor at The Hispanic Outlook in Higher Education *magazine. He is also an adjunct professor in ESL at Bergen Community College, and composition & literature at Westchester Community College and Saint Thomas Aquinas College.*

SOUTHERN OREGON UNIVERSITY

Associate Vice President for Human Resources

Applications and nominations are invited for the position of Associate Vice President for Human Resources at Southern Oregon University.

MINIMUM QUALIFICATIONS
Advanced degree in Human Resource or Personnel Administration or Business Administration, strong knowledge of employment law, and a minimum of five years of progressively responsible leadership experience in areas such as human resources administration, human resources development, policy and program development, labor and employee relations, payroll and benefits, classification, salary, strategic planning, and developing a diverse workforce.

A full position description is available on the web at **sou.edu.**

Salary range $63,000-$70,000 commensurate with qualifications and experience. Send letter of application listing accomplishments related to the qualifications contained in the position announcement, current resume, names/phone numbers of three references to: **Chair, HR Search Committee, Office of Administration and Finance, Southern Oregon University, 1250 Siskiyou Blvd., Ashland, OR 97520.**

APPLICATION DEADLINE:
Fax and email applications will not be accepted. Application materials must be received by 5 p.m. June 24, 2002. Review of applicant files begins June 26.

Southern Oregon University is an Affirmative Action/Equal opportunity employer committed to development of an inclusive multicultural community.

HOLLINS UNIVERSITY

Area Coordinator

Hollins University is a distinguished national liberal arts university for undergraduate women, with coed graduate programs. Located in one of the most beautiful areas of Virginia, Hollins is distinctive for having one of the finest English and creative writing programs in the country, a well-established internship program that gives students a jump-start on their careers, and extensive study abroad programs.

Hollins is seeking candidates for the position of Area Coordinator for Housing and Residence Life is responsible for the immediate supervision of a residential area housing between 220 and 325 undergraduate students. The Area Coordinator will directly supervise graduate and undergraduate staff members in their daily tasks. This position works closely with the Student Affairs (Dean of Students, Health and Counseling Services, Athletics, Career Development Center, Chaplain, First-year and Sophomore Programs, Student Activities, and Intercultural Programs), Plant Operations (Facilities, Maintenance, and Custodial), and Enrollment Management areas of the University. The Area Coordinator oversees the administrative operations of 2 - 5 residential facilities within their area of responsibility; works to provide a safe, clean, well-maintained area where academic success and personal growth are promoted; and is available for support and referral as need by students and staff. Specific areas of responsibilities include coordination of Hollins special interest housing and residence hall service learning programs.

Qualifications: Master's degree preferred; two years experience in residence hall staff supervision and leadership, student organization advising, and ability to work with students under varied circumstances. Consideration will be given to an appropriate combination of education and experience.

Please submit letter of application, resume, and the names and phone numbers of three references to: **Hollins University, Dept. Code AC, P.O. Box 9716, Roanoke, VA 24020.** *Hollins University is an Equal Opportunity Employer committed to advancing women and to supporting a diverse community.*

Internationalizing Higher Education

Professors Drawn Mostly by Research Potential

by
Andrew Taylor

For 87 percent of professors wishing to expatriate, the time spent abroad forms a part or perhaps all of a pre-established career plan.

The following feature story was edited by The Hispanic Outlook *to fit the space constraints of the magazine.*

The world of higher education and research has very rapidly and very intensely become international in these last few years. This has developed in three principal ways: an internationalization of students' courses through the multiplication of exchanges between universities; internationalization of teaching contents and of teaching methods; and internationalization of universities' "career paths."

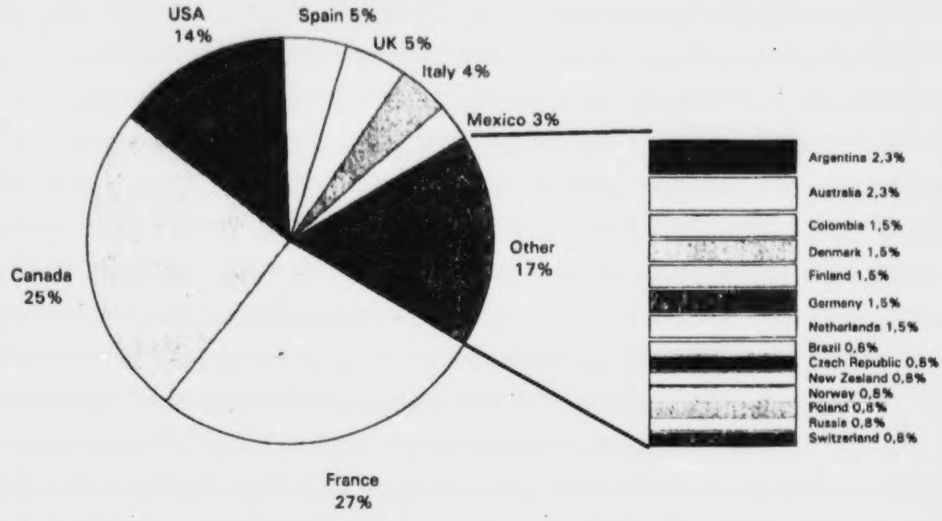
The Noir sur Blanc agency has addressed these trends in three surveys, the third of which is reported herein, *The Internationalization of the Recruitment of Higher Education Professors*.

The survey was guided by two principal objectives: (1) to understand the motivations of the principal protagonists in the recruitment market for higher education professors, which include the universities that recruit the professors and the departments within them that initiate this recruitment, and the professors who envision an international career; and (2) to understand the dynamics of this internationalization, in particular, the larger trends.

The Facts

The facts assembled are in response to a questionnaire sent by e-mail to those responsible for the recruitment of teachers in universities and to the professors themselves. Out of the 3,000 e-mails sent, 150 completed responses were received, representing a return rate of 5 percent.

Factors that might slightly distort the recorded results are as follows:



RESPONDENTS' COUNTRY OF ORIGIN

- The questionnaire itself was written in English and the responses were sent in the same language, which could encourage a certain "self-selection" of professors. Those who do not speak English at all were thus unable to respond. It is important to emphasize that these professors are less and less numerous and that the level of English required to respond was not especially high.
- Next, for reasons of the language used and the material constraints, the responses to the survey, although drawn from a vast number of countries, principally originate from the two continents, Europe and America. (see graph on page 29).

This survey, therefore, underlines the existing interactions between the American and European worlds of higher education.

The third point of the world "triangle", Asia, will be the object of a future survey.

The Ideas

The internationalization of the recruitment and of the careers of higher education professors is a real phenomenon but one which is not always positively perceived by its protagonists, who tend to underestimate its potential. In this particular case, the practices precede the representation.

For professors, the pursuit of a career abroad enters into the framework of a real movement of career management.

It consists, whether abroad for a few years or for a lifetime, of increasing not only one's capital, one's network of relations in the university world and beyond, but of obtaining the most significant resources to conduct research, to be more productive, and to increase one's profile in the field in question.

Potential obstacles faced by professors might be emotional–expatriation is a difficult experience, or administrative–certain countries restrict *de jure* or *de facto* the internationalization of their professors.

For universities, the recruitment of foreign professors is above all a way to address intensified competition between higher education establishments.

In France, nearly 97 percent of higher education professors wish to teach abroad. In Canada, 90 percent; in the U.S., 82 percent.

Status of Internationalization

Only 20 percent of respondents consider that these phenomena are not already "fixed" in practices and representations. For the rest, these phenomena are already a reality (57 percent) or are on the way to becoming one (23 percent).

71.2 percent of professors who responded to the survey have practiced or are in the process of practicing their profession abroad.

The elements that the universities currently consider to be the most important in their strategy are, in descending order, to improve the quality of teaching (45.5 percent), to face international competition (43.2 percent), and to internationalize teaching (36.4 percent).

Seeking foreign professors allows the universities to internationalize teaching (50 percent), to improve the quality of teaching (45.5 percent), and to face international competition (33.3 percent).

The employment of foreign professors also allows universities to find skills that are not available locally and to enrich the academic network of the university in the international sector.

A Desire for Expatriation

The two most valued destinations for higher education professors are the United States and Europe. It has already been noted that Asia is not one of the preferred destinations for European and American professors.

The professors' desire for expatriation varies noticeably depending on their country of origin. This desire is extremely pronounced in France, where nearly 97 percent of higher education professors wish to teach abroad. In Canada, 90 percent; in the U.S., 82 percent. For other European countries, there are too few responses to draw a conclusive result. Out of all of the observed samples, only 10 percent of professors do not wish to practice their profession abroad.

Research a Priority

It is important to understand the motivations of the researchers and the professors–the reasons why time spent abroad is becoming an inevitable step in an academic career.

For the professors, a chief motivation is the significant aid to research provided thanks to time spent abroad, thus improvement of their own position in the academic field of which they are a part.

Thus, 81.3 percent of professors consider the fact that they will have important means for their research at their disposal to be an important or very important motivation for going to teach abroad. There then follows, in descending order, the attraction of the country (77.7 percent), the influence of the establishment (75.7 percent), and its reputation (74.1 percent).

First and foremost, having more significant means to help with their research aids productivity and thus leads to more work being published. The quality and the quantity of publications is a major preoccupation of these professors.

The attraction of the country can be purely "touristic," but it can also exert an attraction to a different academic world. For a professor to understand a different academic world constitutes a "rare resource" of great value in a national academic field.

Finally, for the professors, help with their research and teaching in an influential and reputable establishment are ways of spreading their own academic influence and multiplying the opportunities to communicate the results of their research and to publish them.

The direct financial motivations (salaries) remain secondary since 50.4 percent of the professors questioned declared that they were motivations of little importance. This result is interesting and is extremely revealing. When all is said and done, direct material success is only secondary as a measure of success in an academic world where the influence of ideas is considered more important.

The salaries of higher education professors of an international stature, with different profiles and ages, vary for North America between $40,000 and $80,000 for the majority, with the figure cited most often being $50,000 to $60,000–a large range…and high.

For those who "run" the world's universities, it is not the salary that is important, but the possibility to communicate ideas.

It is necessary to qualify this appreciation according to the country of origin of the professors. Although 44.4 percent of the French consider that salary might be an important motivation, only 37.8 percent of Americans have that opinion. The lure of a more comfortable salary through expatriation is a weaker motivation for North Americans than for Europeans.

One can then put forward the hypothesis that if the search for a more attractive salary is a less important motivation for Americans, it is simply because they know that to come to Europe they must limit their expectations. The question posed in the survey addresses the motivations of expatriation, not the motivations of professors in general.

The preferences of professors revealed through this survey define two principal implications for the universities:

- Firstly, professors give the utmost importance to the conditions that can help their research. Teaching and the conditions in which it takes place appears as secondary in relation to research. This makes it necessary for the universities to agree to important material investments, in particular to those that concern "pure" sciences, but also for human and social sciences (libraries, computing, software licenses…). In some situations, the professors agree to moderate their salary claims in exchange for important investments in infrastructures on the part of the universities.
- Secondly, professors give a particular importance to the influence and to the reputation of the establishment being considered. This implies that universities must not only be effective in terms of research but also make this known. A good but little known establishment is going to have a difficult time attracting the best researchers and professors in the face of competition from other establishments, a situation which can ruin all the efforts and investments agreed for research. Thus, politics of investment in the means of research are only going to pay off if assisted by efficient communication with the world of the discipline involved.

> ***The salaries of professors of international stature vary for North America between $40,000 and $80,000 for the majority, with the figure cited most often being $50,000 to $60,000.***

Emotional and Administrative Barriers

When one asks higher education professors about the reasons that can prevent them from going to teach or to carry out their research abroad, three come to mind: first, family reasons; then, satisfaction with their current institution; and finally, administrative reasons.

78.1 percent of professors responding to this question rated family reasons as rather or very important. The extra comments of professors responding permitted a better understanding of the "family reasons," and as a result we propose to widen this category to "emotional reasons."

One professor wrote: "I am the mother of three children. I will enjoy teaching sometime abroad when they have left home. But changing my way of life, losing contact with my friends, could represent a difficulty."

This example shows us the importance of emotional ties bonding individuals to their country of origin; expatriation signifies concrete difficulties in family order (to find a job for the spouse, for example) but can also signify the end, or at least the weakening, of relationships with friends and family who remain in the country of origin.

After these emotional reasons, the professors underline (48.1 percent) the quality of the establishments in which they already teach. This prompts the thought that internationalization in itself is not a central motivation for professors. Internationalization only has any sense for this group of teaching professionals when it permits the enhancement of the means of research put at their disposition.

The third reason given, administrative barriers (43 percent) can be better, understood through respondents' written commentaries.

Comments from France: "My country lacks information about potential careers abroad. We are absolutely not informed about the possibility of exercising our skills in other countries, according to foreign working systems. That is to say, nothing is done to encourage exchange once you are ready to work in France."

"In France, to pass regularly a year abroad throughout the course of one's teaching career (every five to six years for example) is neither common nor valued, compared to certain northern European countries. The Socrates European program for the mobility of teaching staff, which covers short periods (one or two weeks), or the European Commission's Marie Curie program for the mobility of young researchers, both give a taste of exchange opportunities and enrichment from a time spent abroad. As the person responsible for European affairs at my university, it is clear to me that these programs do not always encourage professors to participate in other academic systems."

Regarding the destination countries, there are legal immigration barriers. An English researcher wrote: "I think that outdated immigration laws and the impossibility of free movement are big obstacles…"

To overcome these barriers, universities could adopt measures to aid the integration of foreign professors and their families and to facilitate the administrative procedures for invited professors by offering them counseling and help.

For the universities, this implies a better development of the necessary structures for arriving professors and, eventually, for their families. In certain countries, universities must seek to influence the public powers that define the administrative and legal framework in which higher education teaching staff evolves.

Four Types of Careers

The internationalization of academic fields offers professors, and researchers, unexpected opportunities in terms of exchanges and the sharing of knowledge.

These opportunities have a *destabilizing effect* on the traditional structures of the evolution of academic careers throughout the world. Internationalization changes the nature of these effects and obliges the universities who wish to internationalize to adapt to a large number of constraints present in the different academic systems.

To leave any given system is to fly in the face of the long-term, set rules and thus be exposed to the risk of neither being totally integrated into one's original system nor into the new "welcoming" system.

Conversely, a presence within two different academic systems can provide a rare resource for allowing rapid success in one of the two systems. Therefore, the internationalization of academic careers presents professors who wish to work abroad with an extremely important choice, very difficult to anticipate, and on which they have little information at their disposal.

It is necessary to understand that the change in the international sector does not represent a simple passing whim for the professors, neither is it based on some vagabond desire profoundly buried in the collective professorial consciousness. It is more a step in the structure of a career, the management of which becomes more and more complex.

Therefore, it is not insignificant to note that for 87 percent of professors wishing to expatriate, the time spent abroad forms a part or perhaps all of a pre-established career plan. Far from stating the obvious, this finding shows that expatriation is more than a simple vacation for professors.

One can identify four types of international relationships among university professors, whether they have or have not already had an experience abroad and whether or not they wish "to expatriate".

Our "typology" is therefore composed of four types of professors.

It should be noted that the international character or otherwise of academic careers does not presuppose in any way the quality of academic ideas. An academic who has a purely local career can easily develop work that has an international influence.

The four types:

- Professors who have a purely local career, have never held a teaching or research experience abroad, and do not wish to expatriate either in the short or long term. They might periodically participate with their colleagues or with work groups in a foreign country; but they are always "sedentary," living only in their country of origin. These professors represent 6 percent of our sample.
- Professors who have an international career but with a local bias. They taught abroad but once back home, did not attempt a new international experience. The time spent abroad was a means of enriching their skills in their field. These are the "travelers" who, even if they have practiced their profession abroad, wish before all else to pursue their careers in their own country. They are 6 percent of the sample.
- Professors who have a potentially international career. These professors have never taught outside of their own country but nevertheless would like to try it either in the short term or long term. They represent 24 percent of the sample. One cannot judge the motivations of these professors by the results of this survey: at the end of their time abroad, will they become totally "internationalized" professors or will they concentrate on their "local" careers? Since their "orientation" is not fully defined, they are "aspiring travelers."
- Professors who have a purely international career. They have worked abroad and would like to continue working abroad. One can consider that frequent expatriation signifies for these professors a membership to many national systems and so justifies their "international" qualification. They represent 64 percent of the sample. Since they are not attached to a particular country, they can be called "nomads."

Expectations: a potential common ground

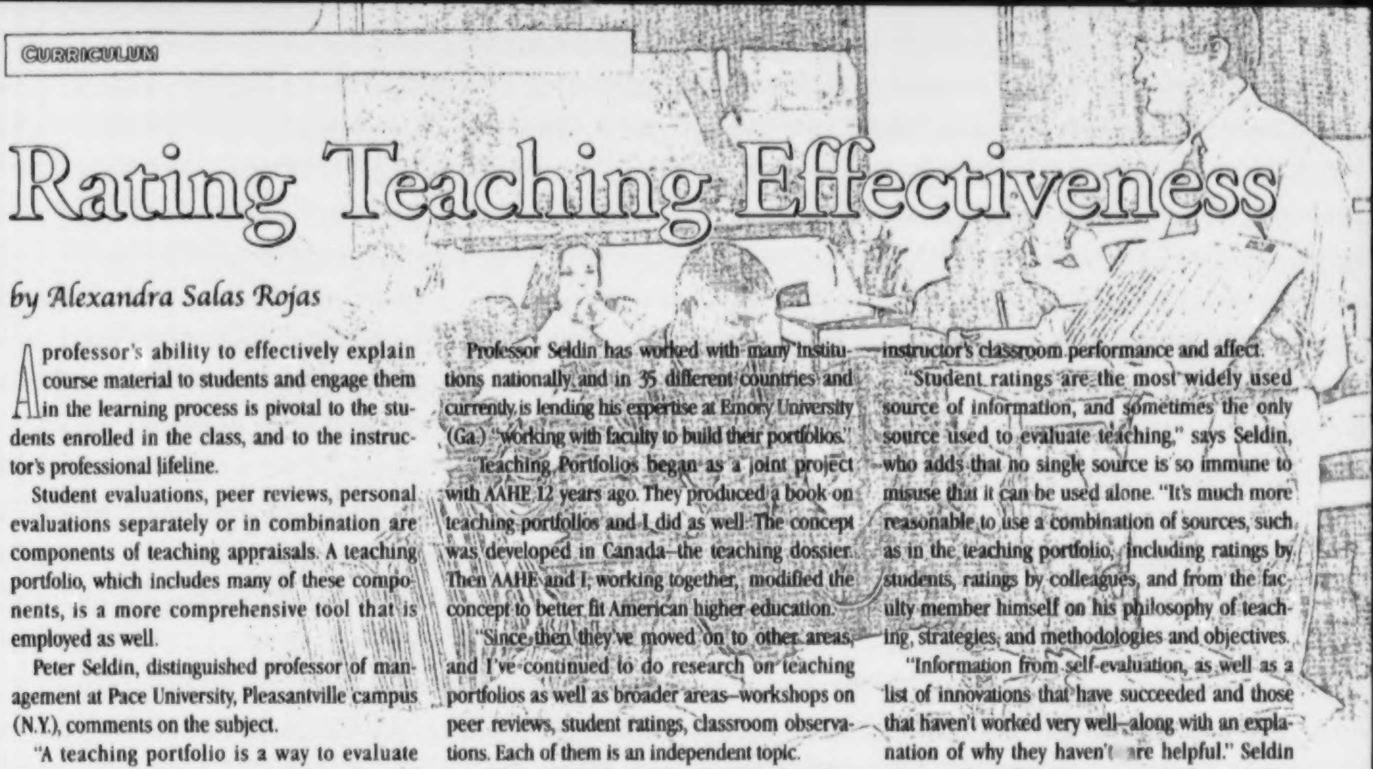
Universities must come to terms with a more intense competition at the international level. It is necessary for them to attract the best students and to increase their funding. For these reasons, the recruitment of foreign professors is a central element to the strategy of international universities. The presence of foreign professors at a university is in some senses the evidence of an international influence, and thus a key element in attracting students who are more and more interested in acquiring an international profile.

In addition, by expanding the network of the university, foreign professors and researchers can also help to improve its reputation, and then attract better students and more funding, which will in turn aid the recruitment of better professors and bring the process full circle.

The "wish" of universities to appeal to foreign professors must involve more significant investments in the means of research, in salaries, and in the means of "welcoming" foreign professors to the institution.

Finally, the expectations of professors and of universities must converge. This concerns the forms of recruitment and the way that the offer meets the demand, which tends to be far from perfect: current recruitment is reliant on contacts and "hearsay." One can be sure that such methods succeed in wasting numerous talented candidates and preventing the establishment of a common ground.

Although the recruitment of better professors and researchers from around the world is becoming a priority for universities, methods used until now have tended to be somewhat "amateur"–based on a fuzzy knowledge of professional and research skills. They seem to be founded more on a rumor than on a systematic study of offer and demand. A revolution of recruitment methods is necessary, today more than ever.



Rating Teaching Effectiveness

by Alexandra Salas Rojas

A professor's ability to effectively explain course material to students and engage them in the learning process is pivotal to the students enrolled in the class, and to the instructor's professional lifeline.

Student evaluations, peer reviews, personal evaluations separately or in combination are components of teaching appraisals. A teaching portfolio, which includes many of these components, is a more comprehensive tool that is employed as well.

Peter Seldin, distinguished professor of management at Pace University, Pleasantville campus (N.Y.), comments on the subject.

"A teaching portfolio is a way to evaluate teaching that includes an array of sources, not just student evaluations. It typically includes information from oneself, such as philosophy and strategies and methodologies, data from peers and students, and also information on student learning samples of student work, papers that students have prepared, in revision form, where a faculty has offered suggestions. It can be a useful tool to evaluate teaching–for improvement purposes or personnel decisions."

Professor Seldin has worked with many institutions nationally and in 35 different countries and currently is lending his expertise at Emory University (Ga.) "working with faculty to build their portfolios."

"Teaching Portfolios began as a joint project with AAHE 12 years ago. They produced a book on teaching portfolios and I did as well. The concept was developed in Canada–the teaching dossier. Then AAHE and I, working together, modified the concept to better fit American higher education.

"Since then they've moved on to other areas, and I've continued to do research on teaching portfolios as well as broader areas–workshops on peer reviews, student ratings, classroom observations. Each of them is an independent topic.

Seldin published a book, *Changing Practices in Evaluating Teaching*, and his articles on teaching portfolios and the use and abuse of student rating appeared in such venues as *The Chronicle of Higher Education* and *The New York Times*.

Which tool is most effective? Professors opine that any one technique is insufficient in gauging teaching effectiveness. A monocular approach doesn't provide the spectrum of suggestion and commentary that would be useful in evaluating an instructor's classroom performance and affect.

"Student ratings are the most widely used source of information, and sometimes the only source used to evaluate teaching," says Seldin, who adds that no single source is so immune to misuse that it can be used alone. "It's much more reasonable to use a combination of sources, such as in the teaching portfolio, including ratings by students, ratings by colleagues, and from the faculty member himself on his philosophy of teaching, strategies, and methodologies and objectives.

"Information from self-evaluation, as well as a list of innovations that have succeeded and those that haven't worked very well–along with an explanation of why they haven't are helpful." Seldin suggests that information on curriculum revision and other teaching efforts should be included too. All of those are part of the teaching portfolio."

When Seldin is not busy in the classroom, he makes rounds talking about teaching portfolios, as a consultant to institutions and as a conference speaker.

"I have spoken at 300-plus institutions and at conferences representing more than 35 countries over the last 30 years."

The evaluation of teaching is not news, but the emphasis placed on the various tools available is. "Things have changed enormously," says Seldin.

"Starting in 1974 and at five-year intervals, I surveyed 600 colleges in the U.S., and I asked them to tell me how they evaluate teaching. So it's the same institutions using the same questions. We have longitudinal data."

"In 1974, student ratings were always used by just 29 percent of colleges for purposes of personnel decisions, tenure, promotion and retention. Currently that statistic is nearly 90 percent, which shows you the huge jump."

One reason, explains Seldin, is that in the 1970s, the movement in higher education viewed students as consumers. This notion gained popularity and consequently lent greater weight to student evaluations.

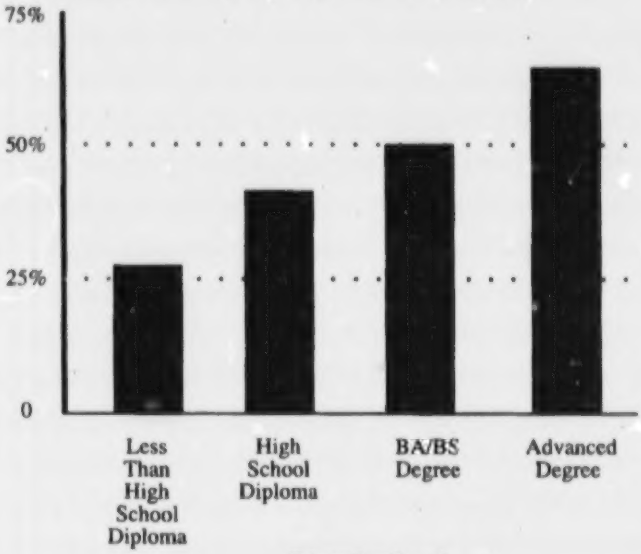
Recently in ***The Chronicle of Higher Education Career Network***, Jill Carroll, an adjunct lecturer in Texas, expanded on this point. "Many commentators in academe say this reality pushes adjuncts to design content of our courses to please the students. You must give the students what they want

Attribute Rating Scale Items

1. Material presented was challenging and stimulating.
2. I was interested in the subject.
3. The instructor displayed enthusiasm in teaching the subject.
4. I felt motivated to do my best work.
5. Examples and illustrations were used effectively.
6. The instructor explained what is expected of students.
7. A clear course outline or syllabus was provided.
8. The instructor clarified material that needed explanation.
9. The subject was presented effectively.
10. The instructor referred to recent applications or developments in this area of study.
11. The instructor related to students in the class in a way that prompted mutual respect.
12. The instructor was available outside the class to individual students for help and/or advice.
13. Evaluation procedures were consistent with the syllabus.
14. The course had relevant assignments and other requirements.
15. The instructor gave helpful feedback on my performance.
16. In-class learning activities and discussion engaged students with subject matter.
17. Outside-of-class assignments contributed to my understanding of the subject matter.
18. Effective textbooks and other materials were used.
19. The knowledge gained in this course will contribute to my present or future career.
20. Overall, this course was worthwhile.

Source: *College Teaching* Vol. 49/No. 3

By Education Level: Academic Goals as the Single Most Important Priority for Colleges and Universities to Pursue.



Source: *College Teaching* Vol. 49/No. 3

or they'll give you bad evaluations....Make it fun and easy and you'll be fine. After all, the students are 'consumers of the education product' and we have to make the customers happy."

However, she continues, "our job is to educate...conventional wisdom suggests we can either choose to keep our content challenging and risk being fired, or compromise our content (and our scholarly integrity) and keep our jobs."

Another reason for the popularity of student evaluations is their quantitative convenience, said Carroll. "Student ratings can be reduced to a number, and too many institutions have gotten comfortable evaluating people in this fashion. It's quick."

William McKeachie, professor of psychology at the University of Michigan, concurs. "It's cheap and easy. You have numbers, and people seem to think that numbers mean something. There is too much of a tendency to look at numbers and not take into account the context. Too much use of norms. Instead of looking at whether students are really learning, you look at a mean score. Here at the University of Michigan over 90 percent of our faculty is rated at excellent, but the norm is that half are below average. People just add up numbers and take the average, and that is considered the norm."

While opinions regarding evaluations vary, McKeachie notes, "... I hope toward more sensible use of them."

Regarding peer evaluations, Seldin offers these statistics.

"In 1974, peer evaluations were used 5 percent of the time. Currently, it's about 42 percent. Nothing is close to student evaluations, probably because peers have to work together and many are reluctant to include negative comments in their evaluations of colleagues."

Another article in *The Chronicle of Higher Education Career Network* by Ted Hipple, professor of theory and practice in teacher education, and Tricia McClam, professor of educational psychology and counseling in the College of Education at the University of Tennessee at Knoxville, quoted a colleague's comment on teaching: "The student evaluation schemes are of little help, and the peer evaluation is of no help at all; we just all say that each other is doing fine. What I want are some specific, usable ideas. I may reject them but I'd like to hear about the techniques–even gimmicks–other professors are using."

As in teaching, proper training is also necessary to perform peer evaluation. Says Seldin, "One needs to be trained to do an observation, for instance. You need to learn what to look for and how to do it. You need to use observation forms with specific guiding questions to help structure the observation. It takes time. When it's done properly, observers even have a pre-observation meeting to learn what the faculty member is going to cover, etc. And typically three days after, they meet with faculty again, this time to review their tentative conclusions and to give the faculty member a chance to respond."

"I believe that when done properly, student feedback can be very useful, as can peer evaluation."

Seldin estimates that in 1990, teaching portfolios were being used in 10 colleges or universities in U.S. "Currently, 12 years later, we estimate that portfolios are being produced in well over 1,500 universities, including colleges of all different levels of prestige and history–missions such as community colleges, historically Black institutions, research institutions, etc. Teaching portfolios are widely embraced across the entire spectrum and in many places such as Hong Kong, Finland, and England, to name a few. It's a worldwide phenomenon."

Peer reviews, not to be confused with classroom observation, which most would agree is an ineffective tool as a sole indicator, can offer a more comprehensive view but again, there are contradictions.

Says McKeachie, "Classroom observations are not realistic. I've done them. You have to make at least five visits to find out what goes on day in and day out. When you have faculty members observing, the teacher is bound to be effective. They are going to put on a better show than usual. Not an effective method of evaluating teaching.

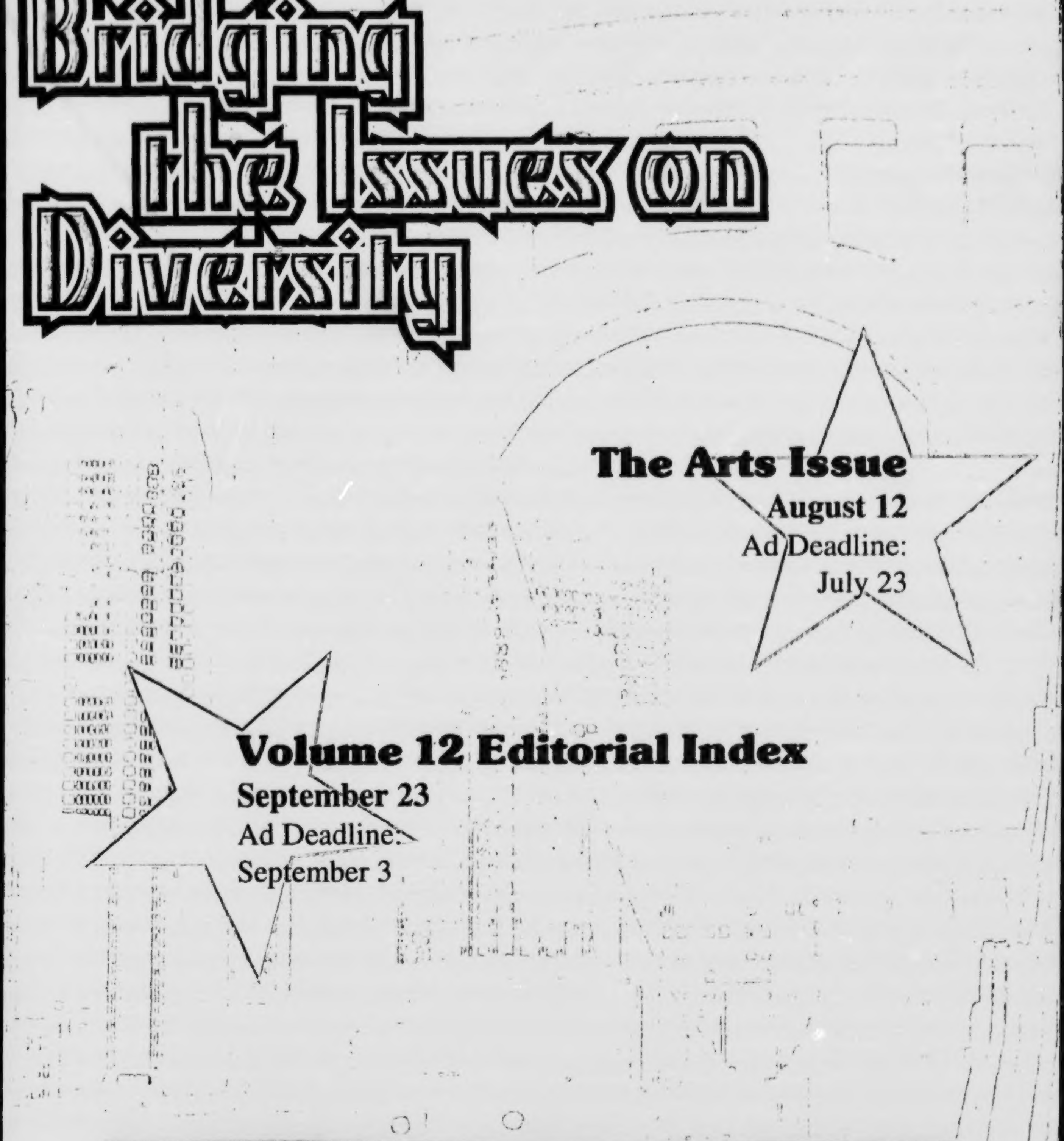
"Peer reviews assist in making the judgment about who gets increases or promotions (tenure, the most critical)." But there is a drawback. "People get on a committee and it's the Bay of Pigs all over again. Nobody wants to look like a softy. When it comes to observing classes, faculty observers may be generous, but once on a committee they tend to be too tough.

"The best evidence is to see how students are learning from exams, papers, syllabi, assignments, examination of what is used for grading."

Seldin states that teaching evaluations are paramount in the development and progress of higher education. "It's a major error to focus on the evaluation of teaching primarily for the purpose of promotion or retention. I believe the more important purpose is the improvement of instruction," he says.

This makes for better teachers, educated students, and a rewarding experience for all those involved in the exchange.

Bridging the Issues on Diversity



The Arts Issue

August 12

Ad Deadline:
July 23

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September 23

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Fax: (201) 587-9105
E-mail: Outlook@sprintmail.com

FYI...

The Hispanic Outlook In Higher Education www.hispanicoutlook.com June 17, 2002

ACE Network for Women Celebrates 25th Year

WASHINGTON, D.C.

A grassroots network that has helped women advance to and succeed in senior-level executive positions in higher education is 25 years old this year. The ACE Office of Women in Higher Education observed the ACE Network's anniversary with a special dinner and awards presentation, during its annual meeting.

Founded in 1977 with a grant from the Carnegie Corp., the ACE Network is a state-based system of interlocking networks focused on identifying and supporting women leaders in higher education.

The dinner event included a speech by Vera King Ferris, president of Stockton State College (N.J.), and presentation of the Donna Shavlik Award to Cynthia Secor, who founded and manages the Summer Institute for Women in Higher Education Administration at Bryn Mawr College (Pa.) and the HERS New England Management Institute for Women in Higher Education at Wellesley College (Mass.). More than 3,000 women have attended the two programs in the past 20 years, gaining skills, confidence, and connections.

Awardee Secor also directs the National Association of Collegiate Women Athletic Administrators/HERS Institute for Administrative Advancement program for women coaches and athletic administrators.

The Donna Shavlik Award recognizes sustained and continuing commitment to women's advancement in higher education nationally, regionally, and at individual campuses, and is named in honor of a leading advocate of women's leadership in higher education and a longtime director of the OWHE.

In her speech, Ferris cited four important U.S. demographic trends that will impact the future and offered women five rules to live by. The key trends included longer life spans, rapid advances in technology, changing demographics, and the feminization of poverty. Ferris' rules to live by were: take advantage of the longer life span and make an impact on society; make sure that technology does not leave women behind; break the second glass ceiling and climb the ladder to CEO; don't allow others to rent space in your head; and keep your life and emotions in balance.

New Cadre of College and University Presidents Selected as Leaders in Alcohol and Other Drug Prevention

NEWTON, Mass.

The U.S. Department of Education's Higher Education Center for Alcohol and Other Drug Prevention announced the expansion of the Presidents Leadership Group, a body of higher education presidents and chancellors who have declared their commitment to student substance abuse prevention. Higher Education officials from 31 campuses representing 22 states have now joined in this effort.

The Presidents Leadership Group (PLG) was originally formed by the Center in 1997, with support from The Robert Wood Johnson Foundation, to bring national attention to alcohol and other drug prevention on college and university campuses. That year, the six-member PLG published an alcohol prevention report urging college presidents to become more active leaders on this issue on their campuses and in their surrounding communities.

The expanded PLG will build upon that work, with members serving as prevention spokespersons, catalysts, and models for other presidents. PLG members will also help further statewide and regional alcohol and other drug prevention efforts, with members adopting leadership roles in existing regional initiatives or taking the lead in states where statewide efforts have not yet taken hold.

"Presidential leadership is a critical component of successful prevention efforts on college and university campuses, and of effective partnerships between these institutions and their surrounding communities," states Center Director William DeJong. "We are looking forward to seeing these presidents serve as change agents in their campus communities, and also as models for other presidents who are looking to take action."

Twenty-six new PLG members were chosen based on their previous leadership and their plans for future leadership in alcohol and other drug prevention. The rigorous selection process required applicants to submit personal statements, letters of support from people within their institution and their surrounding community, and biennial review reports–a federal reporting requirement under the Drug-Free Schools and Campuses Regulations.

The Higher Education Center for Alcohol and Other Drug Prevention offers training, technical assistance, publications, and other information to assist those who want to take an active part in changing the environment in which students make decisions about alcohol and other drug use.

. . . FYI

NACE: College Students Choose Majors Based on Career Interests

BETHLEHEM, Pa.

College students consider a number of factors when deciding on a field of study, but most choose a major because of the type of work it will prepare them to do.

New and prospective graduates revealed the reasons behind their "major decisions" as respondents to the *2002 Graduating Student & Alumni Survey* conducted by the National Association of Colleges and Employers (NACE). The findings appeared in a recent issue of NACE's *Journal of Career Planning & Employment*.

Of the 738 survey respondents, nearly two-thirds (64.8 percent) said they chose a major based on their career interests. Another 15.6 percent claimed that they drifted into their major and 8.4 percent indicated that they based their decision on earning potential. Five percent revealed that they were following an idea of a family member or friend. The remainder (6.2 percent) listed a variety of reasons for choosing a major, from "being good at it" to "getting out of school faster."

By and large, the students appear to have entered college with a specific career in mind. Slightly more than half (51.4 percent) said they had never changed majors. Nearly one-fourth (23.4 percent) had changed majors once, 15.1 percent had changed majors twice, and 10.1 percent had made the switch three or more times.

The National Association of Colleges and Employers is a leading source of information for career services practitioners who advise college students and alumni in career planning and the job-search process and for human resources professionals who recruit and hire college graduates.

College Board to Develop English Language Arts Program for Students in Grades 6-12

NEW YORK, N.Y.

The College Board announced that it received a $2 million grant from the W.K. Kellogg Foundation to develop, over a three-year period, an integrated English language arts system of instruction, assessment, and teacher professional development for grades 6-12.

The system will be designed to increase students' reading, writing, and speaking skills–especially students who are academically at risk, low-income, and students of color. The intent of the program is to ensure that every child gets the language arts preparation and support needed from grade 6 on, to prepare for college and the world of work. This grant follows an October 2001 grant from the GE Fund to create a similar system for mathematics.

"Our experience and expertise in curriculum development, assessment, teacher training, and research, and our network of member schools and colleges, gives The College Board a built-in mechanism for developing and implementing this program," said Lee Jones, vice president, K-12 development and operations, The College Board.

The program will emphasize creating conditions whereby "high standards for all" becomes the norm in every school, and arming educators with the right tools to deliver high-quality instruction to every child, including:

- Instructional materials that reflect national and state language arts standards, and that are aligned with the courses that precede and follow them.
- A set of embedded diagnostic assessments, which teachers can use to develop and refine their instruction.
- A set of end-of-course assessments, based on cognitive research on how students learn to read and write, which will provide schools and districts with information for measuring student achievement, and assessing school and district progress.
- A range of professional development experiences, on-site and Web-based, that correlate with the content and expectations of the instructional materials and the assessments.

The W.K. Kellogg Foundation was established in 1930 "to help people help themselves through the practical application of knowledge and resources to improve the quality of life and that of future generations." Its programming activities center on the common vision of a world in which each person has a sense of worth; accepts responsibility for self, family, community, and societal well-being; and has the capacity to be productive, and to help create nurturing families, responsive institutions, and healthy communities.

To achieve the greatest impact, the Foundation targets its grants towards specific areas, including health; food systems and rural development; youth and education; and philanthropy and volunteerism.

People-Places-Publications-Conferences

PEOPLE
&
PLACES

Florida International Welcomes Nobel Laureate

World-renowned researcher Mario J. Molina was presented with an honorary Doctor of Science degree from Florida International University (FIU), where he lectured on the "Antarctic Ozone Hole: The Global Environmental Consequences of Human Activity." Molina, an Institute Professor at Massachusetts Institute of Technology (MIT), is the only Hispanic to win a Nobel Prize in the sciences.

In 1974, Molina co-authored, with F.S. Rowland, a research article on the threat to the ozone layer from chlorofluorocarbon (CFC) gases used as propellants in spray cans, as refrigerants, and solvents. In 1995, he shared the Nobel Prize in Chemistry with Rowland and P. Crutzen for their work in atmospheric chemistry. He joined MIT's departments of Earth, Atmospheric and Planetary Sciences, and Chemistry in 1989, becoming an Institute Professor in 1997.

Molina has a chemical engineering degree from the Universidad Nacional Autónoma de Mexico, a postgraduate degree from the University of Freiburg, West Germany, and a doctorate in physical chemistry from the University of California-Berkeley.

College Board Receives $8.5 Million from Robert Wood Johnson Foundation

The Robert Wood Johnson Foundation awarded The College Board an $8.5 million grant to design, manage, and operate a national competition for high school students and teachers.

The Young Epidemiology Scholars (YES) competition consists of two programs encouraging students and teachers to take an interest in public health and epidemiology, the science of discovering causes of illness and injury by interpreting patterns of their occurrence in populations.

The first program recognizes teachers who mentor students and teach epidemiological methods. The second, for original student research, is designed to identify and inspire the most talented and creative high school students. This component includes $50,000 college scholarships awarded to two national winners.

Cárdenas to Retire from Maricopa

Dr. Raúl Cárdenas announced his retirement as vice chancellor of student development and community affairs with the Maricopa Community College District (Ariz.). During his 24 years as college president, interim chancellor, and vice chancellor, Cárdenas has been known as a team builder and advocate for diversity with a reputation as a "fair-minded possibility thinker."

Cárdenas was the founding president of South Mountain Community College, where he served for 14 years. He took the helm at Paradise Valley Community College before coming to the District Office as interim chancellor, then vice chancellor. He held positions prior as an elementary, junior high, and high school teacher, a high school vice principal, a community college dean of students in El Paso, Texas, and an assistant vice chancellor for student affairs at the University of California-Berkeley.

He received his bachelor's degree from St. Mary's University, a master's from the University of Texas-El Paso, and doctorate in educational administration personnel from the University of Arizona. He participates in many international, national, state, and local education organizations.

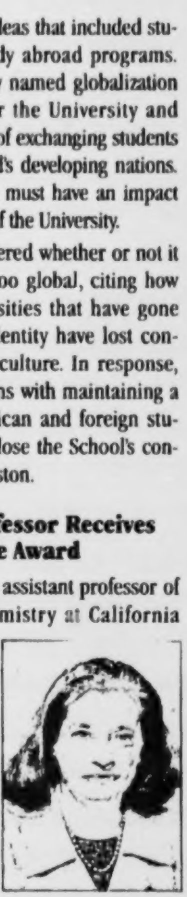
Harvard Law Assesses Globalization in Education

Harvard University (Mass.) President Lawrence H. Summers, Harvard Law School (HLS) Dean Robert C. Clark, and Harvard's Kennedy School of Government (KSG) Dean Joseph S. Nye Jr. were panelists in a recent discussion on globalization in education, part of a class taught by HLS Professor Anne-Marie Slaughter and KSG Professor Roberto Unger.

The panel explored ideas that included student exchange and study abroad programs. Summers has repeatedly named globalization as one of his goals for the University and stressed the importance of exchanging students and ideas with the world's developing nations. He said these exchanges must have an impact on the research agenda of the University.

The panel also pondered whether or not it is possible to become too global, citing how some European universities that have gone completely global in identity have lost connection to their native culture. In response, Nye stressed his concerns with maintaining a balance between American and foreign students at KSG, as not to lose the School's connection to the city of Boston.

CSU-Fullerton Professor Receives Prestigious Science Award



Barbara L. González, assistant professor of chemistry and biochemistry at California State University (CSU)-Fullerton, was selected for a National Science Foundation (NSF) Faculty Early Career Development Award, NSF's most prestigious award for new faculty members.

She was one of 10 in the nation's science education field to be so honored. González will receive a $530,000 NSF research grant designed to aid students in the study of chemistry.

González, who joined CSU-Fullerton in 1999, earned a bachelor's degree from the University of Southern California and a doctorate from the University of California-Los Angeles. Her NSF-funded project will address a major difficulty experienced by students learning chemistry, linking visual mental representations of atoms and molecules to a conceptual understanding of them.

The Faculty Early Career Development Program recognizes, supports, and identifies those most likely to become the academic leaders of the 21st century. It is open to educators who have received a doctorate within the past five years.

Stony Brook Receives $2.5 Million NSF Grant

Stony Brook University (N.Y.), the lead institution of the State University of New York Louis Stokes Alliance for Minority Participation (SUNY LSAMP), was awarded a $2.5 million National Science Foundation (NSF) grant to increase minority bachelor's degrees in science, technology, engineering, and math (STEM).

The funding came in recognition of Alliance accomplishments in the initial phase of the program, an increase of underrepresented minority enrollment in STEM programs by 111 percent and degree completion by 46 percent.

"The Alliance will scale up those programs that work to increase student recruitment and retention and will advance new initiatives to address the greatest challenges to student completion of bachelor's degrees," said Dave Ferguson, project director. Phase II will: advance strategies to help students successfully transfer from community colleges to four year colleges; develop the Center for Inclusive Education on the Stony Brook campus; build more research experiences for SUNY LSAMP undergraduates; and help more students continue on to graduate study and into the professoriate.

NSF Supports Williams' Peacock-López

The National Science Foundation supported the research efforts of Enrique Peacock-López, associate professor of chemistry at Williams College (Mass.), with a $155,000 grant.

The grant funds Peacock-López's project, "A Dynamical Study of Chemical and Biochemical Mechanisms," which expands the department's work in the area of chemical and biochemical reactions, both on surfaces and in solution.

Peacock-López teaches quantum theory, biophysical chemistry, thermodynamics, and the concepts of chemistry among other courses at Williams. He also taught at the University of California (UC)-San Diego and UC-Davis. He has a bachelor's degree from the Universidad Nacional Autónoma de Mexico and a doctorate from UC-San Diego.

Maryland Hosts Groundbreaking EPA Conference

The University of Maryland and the U.S. Environmental Protection Agency (EPA) hosted a groundbreaking conference that may launch a major change in how racial and ethnic diversity are figured in assessing Americans' risk of disease and susceptibility to environmental toxins.

According to the National Institute of Environmental Health Sciences (NIEHS), increasing evidence has shown that the poor are burdened with a disproportionate share of residential and occupational exposure to hazardous substances. The conference "Biological Variability in Children and Implications for Environmental Risk Assessment: New Perspectives on the Roles of Ethnicity, Race, and Gender" brought together scientists working in ethnic and racial biodiversity and risk assessment to find a new model for looking at the American population and assessing their susceptibility to risk.

According to Fatimah Jackson, professor of biological anthropology at Maryland and a conference director, researchers examined the possibilities for new guidelines that take into account heritage, geography, and genetics.

NACME Names UTEP Top Latino Engineer Producer

NACME & UTEP

The National Action Council for Minorities in Engineering (NACME), Inc., named the University of Texas-El Paso (UTEP) the leading university in the nation in producing Latino engineers. UTEP awarded 137 bachelor's degrees in engineering to Latino women and men in 2001.

"As the largest Mexican-American-majority university in the United States, UTEP plays a significant role in preparing the next generation of professionals and future leaders," said UTEP President Diana Natalicio, a member of the NACME board of directors.

According to NACME statistics, UTEP has increased its number of Latino engineering freshmen by at least 10 percent each of the past four years. The state's other big producers, the University of Texas-Austin and Texas A&M University, graduated fewer Latino engineers last year than in 2000.

NYU School of Law Names 14th Dean

Richard Revesz recently succeeded John Sexton as the 14th dean of the New York University (NYU) School of Law. Revesz, the Lawrence King Professor of Law at NYU School of Law, born in Argentina, has been an NYU faculty member for 17 years.

Revesz received a bachelor's degree in civil engineering and public affairs, summa cum laude, from Princeton University; a master's in civil engineering from Massachusetts Institute of Technology; and a juris doctorate from the Yale University Law School, where he was editor-in-chief of the *Yale Law Journal*. He clerked for Wilfred Feinberg of the 2nd U.S. Circuit Court of Appeals, Thurgood Marshall of the U.S. Supreme Court, and was a visiting professor at Yale, Princeton, and Harvard University.

He has published more than 50 articles and books on environmental law and policy and administrative law. He also co-directed NYU's nationally acclaimed study of innovative financial aid mechanisms, which led to a reform in the financial aid practices of the nation's leading law schools.

Tulsa Community President Named "Amigo of the Year"

Tulsa Community College (TCC) President and CEO Dr. Dean VanTrease was selected by the Greater Tulsa Hispanic Chamber of Commerce (GTHCC) as its "Amigo of the Year."

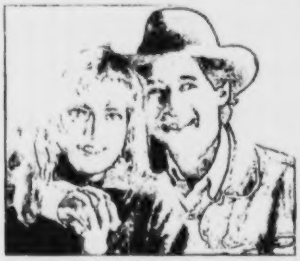
VanTrease was recognized for his support and advancement of Tulsa, Oklahoma's emerging Hispanic community. His actions include establishing a state-certified ESL program at TCC for resident aliens in the Tulsa area–many of whom are Hispanic–the hiring of Hispanics in professional and classified positions to assist TCC's Spanish-speaking students, and supporting TCC faculty and students in participating in cultural and language development programs in Spanish-speaking countries.

VanTrease has made presentations in the U.S. and abroad on global awareness and intercultural education and played a pivotal role in the creation of the Oklahoma Global Education Consortium, the coordinating body among community colleges in the state.

VanTrease has worked with TCC for the past 31 years and was named president in 1989.

South Carolina Presents Costa Rican Duo

One of Costa Rica's best-known music acts, the husband-and-wife team of Juan Carlos Ureña and Jeana Paul-Ureña, performed at the University of South Carolina's School of Music. The concert, "Canciones de la Tierra y el Alma: Contemporary Music from Costa Rica," conveyed the message of improving the world through music.



Widely known throughout Central America, their lyrics send a positive message of love, defense of human rights, social justice, and ecological protection. Their music style combines subtle influences from the places they have lived–Costa Rica, the United States, and Brazil–with Afro-Caribbean rhythms and traditional folk melodies of Central America.

Juan Carlos has represented Costa Rica musically since the age of 17 and pursued graduate music studies in the U.S. He began performing with Jeana while she completed research studies on contemporary women novelists from Central America. She now teaches at Stephen F. Austin State University (Texas). Their albums include "Creo" (2000), "Colores" (1999), "Cuando nadie cree" (1993), "Imaginación" (1991), "Cantata Centroamericana" (1987), and "Hada Luna" (1993) as well as children's music albums.

Purdue University Keeps "Eye on Diversity"

Purdue University (Ind.) celebrated its diversity with "Project Respect: Eye on Diversity," a series of lectures, workshops, performances, and concerts organized by 12 Purdue offices and student organizations.

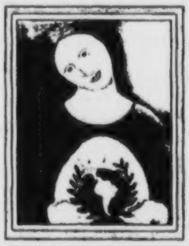
Purdue's Black Cultural Center presented HumanRITE (Human Relations Interactive Theatre Ensemble), an interactive theater workshop designed to prompt discussions based on "heated" scenes dealing with diversity.

Student health and wellness groups welcomed Mohammed Bilal from MTV's "The Real World," who spoke on "Celebrating our Differences," a lecture focusing on size and shape issues, diversity, and the social ills faced by young people today.

Educator Jane Elliott discussed her "blue eyes, brown eyes" discrimination experiment, in which blue-eyed students are given inferior treatment and subjected to acts of discrimination. Used in diversity training, the exercise is designed to force people of the "majority" to experience life as victims based on physical traits in which they have no control.

NHLI and Smithsonian Celebrate Latina Accomplishments

The National Hispana Leadership Institute along with the Smithsonian Center for Latino Initiatives presented "A Latina Celebration," noting the extraordinary accomplishments of Latina visionaries, at the Smithsonian Institution Castle in Washington, D.C.



The distinguished Latina panel featured Linda Chávez-Thompson, executive vice president of the AFL-CIO; Deborah Rosado Shaw, businesswoman and author of *DreamBIG!*; Carmen Lomellin, executive secretary for the Inter-American Commission of Women/OAS; Rosario Marín, U.S. treasurer; Noelia Rodríguez, press secretary to first lady Laura Bush; Claudia Olivos, Chilean artist who designed the poster, "Mensajeras de Paz" (photo © 2002), for the event; and Reps. Ileana Ros-Lehtinen, Lucille Roybal-Allard, Loretta Sánchez, Nydia Velázquez, Hilda Solis, and Grace Napolitano.

The Smithsonian Center for Latino Initiatives also awarded Dr. Antonia C. Novello the James Smithson Bicentennial Medal for her lifelong contributions to youth, women, and American health care.

News from Villanova University

- A group of 15 Villanova University students and faculty traveled to Honduras to continue the construction of the chapel and guest residence facility at Amigos de Jesús (Friends of Jesus), a Catholic orphanage offering refuge for abandoned and abused boys. Work on the 30-foot-by-60-foot concrete structures began last year. Drs. David Dinehart and Shawn Gross, Villanova professors, developed a relationship with the orphanage in 1999 when they took 12 students to the site to construct a 25-foot-tall concrete cross.
- The Fourth Annual Villanova Literary Festival featured award-winning poet Sonia Sánchez, author of *Does Your House Have Lions?*, *Wounded in the House of a Friend*, and *Like the Singing Coming Off the Drums*. Sánchez has lectured at universities all over the world and has received many honors, including the Lucretia Mott Award and the American Book Award.
- Villanova welcomed 32 Chileans from the Ministry of Education and professors and administrators from several Chilean colleges and universities for a glimpse of how faith-based institutions conduct planning and evaluation. The academic and social convergence was coordinated to help Chilean educators gauge how effective its higher education has become in its brief democratic history and to initiate data-driven improvements.

CSUSB Associate Dean Receives Prestigious Award

California State University-San Bernardino (CSUSB) Associate Dean for Undergraduate Studies Tom Rivera has not let his confinement to a wheelchair slow down his work with middle and high school students. For his efforts, *La Prensa Hispana*, an Indio-based bilingual newspaper, honored Rivera with its prestigious "Sol Azteca" International Hispanic Award for his contributions to education and advocacy for minorities and the disabled.

Rivera, who has been at CSUSB since 1972, founded the Inland Empire Future Leaders

Program to thwart the increased dropout rate of Hispanic youth. To date, the program has graduated more than 2,000 participants. He is a volunteer for the San Bernardino YMCA and County Bilingual Task Force and recently became a member of Rolling Start, an advocacy group for people with disabilities.

Rivera received his bachelor's degree, teaching credential, and master's from CSU-Los Angeles, and a doctorate from UCLA.

Utah Hosts Diversity Conference

The University of Utah Graduate School of Social Work presented a multidisciplinary conference that defined and discussed diversity issues. "Ripple Effects: The Power of One" examined diversity initiatives among special populations in education, mental health, the workforce, and criminal and juvenile justice, and the disproportionality of juveniles in the justice system.

Keynote speakers were attorney and Utah Civil Rights Commission Chairman Michael Martínez and state Rep. David Litvack, associate director for the National Conference for Community Justice. In addition, the Graduate School of Social Work presented its first Pete Suazo Social Justice Award for leadership in furthering the cause of social and economic justice.

Youth Refugees of Utah for World Peace, comprised of refugees from more than a dozen countries, described the trauma of being forced from their homelands and discussed how to stop the violence and hatred. Club advisor Ljubica Roth presented "Peace Starts in Our Own Neighborhood," a discussion on immigrants' resettlement challenges.

Columbia's 3rd Annual Latino Alumni Reunion

In New York, more than 250 past graduates and guests of the Latino Alumni Association of Columbia University (LAACU) came together for the group's third annual reunion, a gathering of such size and prestige that it has become the major Latino alumni activity on campus.

LAACU presented its Community Service Award to CNN correspondent and author María Hinojosa (pictured), a graduate of Barnard College. Hinojosa is one of the leading Latina broadcast journalists at a national English-language station.

Also recognized at the event was Carolina González, a graduate of Columbia College and editorial writer with the *New York Daily News*.

Scranton Cultivates Latin American Culture

The University of Scranton (Pa.), building on longstanding connections to Latin America, conducted several public events in celebration of Latin American culture.

The University Art Gallery hosted the exhibition "Rayuela/Hopscotch: Fifteen Contemporary Latin American Artists." Robert Schweitzer, adjunct faculty member of art history at the University and guest curator, lectured on contemporary Latin American art.

The University Players presented Peter Shaffer's "The Royal Hunt of the Sun," a play set in 16th-century Peru, chronicling the battle between the Spanish conquistadors and the Incas.

University students volunteer as tutors to local Latino children, while undergraduate education students have tutored, via the Internet, middle school students at the International School in Río de Janeiro, Brazil, as part of a project directed by Dr. Deborah Lo, associate professor of education. The University also maintains a formal agreement with Universidad del Valle de Atemejac and Ibero-Americana in Mexico to exchange both faculty and students.

López Hobbs on Nevada Board

The University of Nevada, with the help of Nevada Gov. Kenny Guinn, asked Laura López Hobbs to serve on the University's board of regents. As Las Vegas's District 2, Subdistrict B regent, she will work on the board's audit, finance, and planning committees.

Hobbs, a senior manager in Corporate Human Resources for Southwest Gas, said she felt excited when approached by Quinn about the position and is reading as much as she can to get a sense of how the regent's work.

"I think the best thing for me is to jump right in, learn as much as possible, and do the best job I can," Hobbs said.

A lifelong resident of Nevada, Hobbs earned a bachelor's and master's degree from the University of Nevada-Las Vegas. She is married and has a 10-year-old daughter.

L.A. Artists Examine Globalization at Southern California

The University of Southern California (USC) Fisher Gallery showcased the work of 11 contemporary artists whose work explores issues that arise from an increasingly globalized field of vision and experience.

"We are experiencing something different now than the long-existing internalization in the arts," said co-curator Selma Holo. "These artists embody a new and complicated sense of origin. Home is here and elsewhere, and people are hybrid–truly global citizens." Assisting Holo with the show were Max F. Schulz and the USC Museum Studies Class of 2003.

The featured artists were: Uta Barth, Fandra Chang, Miles Coolidge, Allan deSouza, Jacob Hashimoto, Bari Kumar, Dinh Q. Lê, Isabelle Lutterodt, Minoru Ohira, Rubén Ortiz Torres, and Torbjörn Vejvi.

"Global Address" was part of the annual USC Arts Initiative Spring Festival, which this year focused on globalization. The exhibit was accompanied by an interactive Web site presented by USC's Multimedia Literacy Program and featured an art workshop, live music, storytelling, artists' talks, and discussions.

Fresno State Professor Addresses Immigrant Voter Rights

Dr. Jesús Martínez-Saldana, a California State University-Fresno professor, and a delegation of Mexican immigrants residing in the United States headed to Mexico City to discuss with Mexican President Vicente Fox and other top officials the right of Mexicans abroad to vote in Mexican elections.

Martínez-Saldana's intent was to press the issue to the forefront of the Mexican Congress, which has been slow in allowing the right because of delays, political opposition, and false arguments about the expense of the endeavor, despite congressional approval in 1996. The passage of the 1996 reform conditioned the migrant vote to the existence of a new citizen ID card, new voter registry, and a study to decide how the vote would take place. Progress had yet to be made.

According to Martínez-Saldana, a study commissioned by the Federal Electoral

Institute, the autonomous agency that oversaw Mexico's 2000 federal elections, more than 10.7 million Mexican citizens living abroad were legally eligible to vote–representing 15 percent of the Mexican electorate–99 percent of those eligible living in the United States.

Immigrant voting rights activists like Martínez-Saldana demand reforms to allow migrants to vote in congressional elections and to permit them to be elected to Congress.

In the News at Madonna University

- Five students from Madonna University (Mich.) who have demonstrated a financial need while maintaining a GPA of 2.5 or better received scholarships from Latinos de Livonia, Detroit's Latino community outreach service. They are Alyssa Macfarlane, Mary Angott, Carmensita Buentello, Julia Davalos, and María Martínez.
- The Southwest Educational Empowerment Project (SWEEP), a collaboration between Madonna and the Religious of the Sacred Heart–established in 1998 to help women, primarily Latinas, begin or resume their college studies–was aided recently by close to $300,000 in funding. The SWEEP program offers ESL training, opportunities in childcare services, tutoring, transportation, and mentoring courses, which lead to a bachelor's degree in social work, early childhood education, or general education studies.
- The Conrad N. Hilton Foundation awarded a $200,000 grant to establish an endowed scholarship fund for the University's hearing-impaired, disabled, and needy students. The scholarship was named in honor of the late Sr. Mary Francilene Van de Vyver, Madonna's fifth president, to pay tribute to her accomplishments over the past 25 years.

Southern Mississippi Forges Ahead Despite Challenges

Record research collections, record enrollment, unprecedented private gifts, burgeoning construction, outstanding academic achievement, and new opportunities to expand educational programs on the Mississippi Gulf Coast have combined to anchor the University of Southern Mississippi (USM) during turbulent economic times.

While USM has faced an administrative crisis because of a state budget crunch, causing many faculty and staff members to leave for better paying jobs, President Aubrey Lucas came out of retirement to help the school until a permanent replacement for former University President Horace Fleming can be found.

Yet, Southern Miss. faculty were awarded a record $50.1 million-plus in research funding during the previous fiscal year; USM and other state research institutions received $45 million in federal funding for a statewide biomedical research network that will give special attention to minorities; and the state Supreme Court approved USM's plans to expand educational offerings at USM Gulf Coast, enabling it to offer four-year degree programs, an expansion effort previously blocked by state community colleges.

USM also is planning, conducting, and completing nearly $127 million in construction and renovations projects this year, including: a new Student Life Center; a two-story athletic field house and training center; a 383-bed residence hall; and a new International Center that will bring a variety of globally related projects to campus.

Arizona State Welcomes New Dean

Eugene E. García, former dean of the Graduate School of Education at the University of California-Berkeley, was appointed dean of the College of Education at Arizona State University (ASU). From 1980-1987 García taught education and was director of the Bilingual Education Center at the ASU College of Education.

García said he was excited about joining ASU because of the unique challenges facing education in Arizona and the College's opportunity to meet them.

"The real issue in Arizona is its need to prepare the best professional educators to serve the students of Arizona," said García. "The College of Education has demonstrated that it can play a vital role in generating nationally visible research and scholarship and directly addressing this effort," he said.

In addition to his stay at UC-Berkeley, García worked for the U.S. Department of Education, was a professor and dean at the University of California-Santa Cruz, and was co-director of the National Center for Research on Cultural Diversity and Second Language Learning.

News from New Mexico

- University of New Mexico (UNM) Vice President of Student Affairs Eliseo "Cheo" Torres was named chair of the Minority Undergraduate Fellows Program (MUFP) advisory board. MUFP is a program of the National Association of Student Personnel Administrators, which is the voice for student affairs, administration, policy, and practice.
- UNM Professor of English Gary Scharnhorst and Associate Professor of Communications and Journalism Miguel Gandert received Fulbright scholarships. Scharnhorst's fourth Fulbright takes him to a seminar in Germany on "International Migration and National Identities." Gandert's Fulbright takes him to Bolivia for a three-year photography project on the feast day celebrations of the country's Indo-Hispano peoples.
- UNM Regents' Professor of Communication and Journalism Everett M. Rogers was selected as the University's 47th Annual Research Lecturer, the highest honor UNM bestows upon members of its faculty. Rogers was selected by the UNM Research Policy Committee for his "tremendous impact on the field of communications." In receiving the honor, he delivered the public lecture "Applications of the Diffusion Model: Spread and Consequences of the Internet."

CSUN Boasts High International Student Population

California State University-Northridge (CSUN) ranked among the top 20 universities in the nation in the number of students it serves from other countries. According to "Open Doors 2001," an annual national report on international education. CSUN ranked 17th among hundreds of master's level universities for the 2000-2001 school year with 1,081 international students.

"International students make a major contribution to this campus by sharing themselves and their culture," said Shirley Bowens, a CSUN international students advisor. "Learning the differences among different cultures enhances our lives, and I think it also makes us appreciate our own lives."

CSUN's international student population comes from nearly 100 countries, with the largest concentration from Asia. Yet despite a federal crackdown on international student visas, population continues to grow, up 17 percent in 2001.

Kentucky Receives Funding for Latino Healthcare Program

The University of Kentucky, in partnership with the University of Tennessee and Kentucky State University, received support from the U.S. Department of Agriculture to establish a model program to improve access to health care for Spanish-speaking Latinos in Kentucky and Tennessee.

The universities will receive $538,000 over four years to help form and maintain coalitions of healthcare professionals and community leaders, provide training on cultural diversity, and help selected areas receive additional grants to provide quality health care.

The program's goal is to eliminate language barriers, which present problems between patients and doctors in explaining symptoms, asking questions, and filling prescriptions. To address this situation, personnel from the formed coalitions will travel to Mexico for a course in Spanish.

Western Washington Latina Overcomes Adversity

Photo © WWU Public Information

The daughter of migrant farmworkers, Luz González was inspired by the economic hardships of her family to make her childhood vision of becoming a physician a reality. Despite the trouble she and her family faced, González beat the odds and recently graduated from Western Washington University with a double major in biology and Spanish and a minor in chemistry.

The fourth of six children, she and her older brother began picking cherries when she was in the sixth grade to help support the family. Her mother often worked two or three jobs to raise the family and fought leukemia when the family was without health insurance.

"When you're in that situation, the most important thing is to just get by," said González, "but while everyone else saw reasons to quit, all I saw were reasons not to. I hated feeling powerless over my mom's destiny and vowed that I would someday give her the best medical attention."

With medical school in her sights, González is one step closer to fulfilling that vow. This fall, González begins medical school at the University of Washington. She sees herself as a general practitioner helping medically underserved migrant workers.

UNLV Hosts Lecture on Spanish Music

Spanish pianists Alfredo Oyaguez and José Gallego presented a lecture and recital of Spanish music at the University of Nevada-Las Vegas (UNLV), courtesy of the University Forum lecture series and the UNLV music department

A native of Spain, Oyaguez earned a master's degree in music from Yale University and a master's in conducting from the University of California-Santa Barbara (UCSB), where he is pursuing a doctorate in piano performance. He was an associate conductor and general manager of the UCSB Symphony Orchestra and Opera Theater and a lecturer in conducting in UCSB's music department.

Gallego, also of Spain, graduated from the Royal Conservatory of Madrid and studied at Alcala de Henares University. He performs contemporary music and teaches at the Manuel de Falla music school and the Madrid State Conservatory. He also holds a staff accompanist position at the Queen Sofia Music School.

UTSA Names Executive Director of Development

The University of Texas-San Antonio (UTSA) named Sonia Gutiérrez Konradi executive director of development.

Gutiérrez Konradi is an electrical engineer who holds a bachelor's degree from the University of Texas (UT)-Austin and a master's from the University of California-Berkeley. She was director of corporate relations for the College of Engineering at UT-Austin and director of UT-Austin's equal opportunity program for minority students in engineering. She also worked as a hardware and custom-service design engineer for AT&T Bell Laboratories.

Gutiérrez Konradi will oversee a growing UTSA developmental staff, which now includes a developmental officer for five of the University's six colleges. Recent additions to the staff include Paul W. Carter, associate director of development for the College of Engineering, and Tomás Larralde, who assumed fund-raising and developmental duties for the College of Education and Human Development.

North Carolina, Wake Forest Scholars Address Crimes against Hispanics

A team of scholars from the University of North Carolina-Chapel Hill and Wake Forest University examined why Hispanics, whose percentage of the state population grew from 1.2 percent in 1990 to 4.7 percent in 2000, have increasingly become the targets of crime. Supporting the effort was the North Carolina Governor's Crime Commission, Department of Crime Control and Public Safety, the Justice Academy, and the North Carolina Alliance of Latin Law Enforcement, as well as chiefs of police and sheriffs across the state.

Upon conducting extensive interviews with law enforcement officials, social service personnel, and members of North Carolina's Hispanic community, researchers found that Hispanics were the victims of fraud, cheated out of services and pay, failed to report crimes to the police, and were underserved by the state law enforcement. These issues came about mainly because of the language barrier and out of fear.

The study produced educational materials, including Spanish-language brochures, public service announcements, a photographic storybook, and videos to try to reduce such crimes. Recommendations were also made to law enforcement to avoid stereotyping Hispanics, increase visibility in Hispanic neighborhoods, teach crime prevention skills, reassure Hispanics that they need not fear the police, and be patient with the language barrier.

Penn State Study Addresses Immigrant Receptivity

A Pennsylvania State University study has found that native-born Americans from the metropolitan East coast and metro areas of the industrial Midwest are the most welcoming toward immigrants to the United States whereas non-metropolitan Americans from the Middle and South Atlantic states, east-west between the Mississippi River and the Rocky Mountains, and north-south between the Canadian Border and the Gulf of Mexico are the least welcoming.

The study and report, *Warm Welcome, Cool Welcome: Mapping Receptivity Toward Immigrants in the U.S.*, was conducted by Dr. Gordon F. De Jong, distinguished professor of sociology and demography at Penn State, and doctoral candidate Quynh-Giang Tran and appeared in a recent issue of *Population Today*.

According to the report, immigrants receive a warmer welcome in locales containing large immigrant concentrations and are greeted more cordially in places where the population has a higher level of education. Negative attitudes toward immigrants usually occur when they move to small towns or rural areas where citizens have little prior experience interacting with the contemporary immigrant population.

New Posts for Santa Monica Leaders

In California, Santa Monica College (SMC) President Dr. Piedad F. Robertson (pictured l.) was elected to the American Council on Education (ACE) board of directors through 2005. With memberships of more than 1,800 accredited degree-granting colleges and universities, ACE is dedicated to higher education issues and advocacy on behalf of quality higher education programs.

Photo © John Samargis

SMC trustee Dr. Margaret R. Quiñones (pictured r.) has been elected president of the California Community Colleges Latino Trustees Association for a two-year term. She is a former trustee of the Santa Monica-Malibu Unified School District Board, including one year as president.

Yale Holds Conference on Race, Values, and the Law

Yale University Law School (Conn.) held "Race, Values, and the American Legal Process," a scholarly conference honoring the legacy of Law School alumnus Judge A. Leon Higginbotham, Jr., former chief judge of the U.S. Court of Appeals for the Third Circuit and the first African American to be appointed to a federal commission (the Federal Trade Commission).

The conference included many "Race, Values" panel discussions, covering gender and sexuality, the judiciary, the criminal justice system, democracy, the academy, and faith. Participants included civil rights activist Angela Davis, former U.S. Deputy Attorney General Eric Holder, Congresswoman Eleanor Holmes Norton, Councilman Cory Booker of Newark, N.J., former Congressman the Rev. Walter Fauntroy, University of Chicago Professor of Law Tracy Meares, and Yale Law Professor Dan Kahan.

Higginbotham had a celebrated career as a lawyer, teacher, judge, and author. He wrote an award-winning book, was the recipient of more than 60 honorary degrees, and received several distinguished awards. He was public service professor of jurisprudence when he died in 1998.

Notre Dame in the News

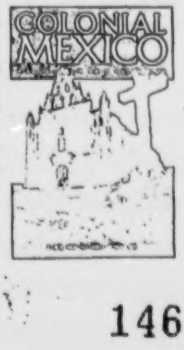
- The University of Notre Dame received a $1 million grant from the Pew Charitable Trusts for the Hispanic Church Research Initiative. The two-year grant will establish a program in Notre Dame's Institute for Latino Studies, examining how religious institutions strengthen Latino communities. Edwin I. Hernández, who received a doctoral degree in sociology from Notre Dame in 1989, will direct the initiative.
- The IBM Corporation's Global Services' Center for e-business Innovation created a Web site for the Notre Dame-based National Consortium for Graduate Degrees for Minorities in Engineering and Science, Inc.–known as the GEM Consortium. The goal is to enhance fellowship opportunities for minority students with special grants to the GEM Consortium, a nonprofit formed in 1976.
- Mexican President Vicente Fox was the principal speaker at Notre Dame's 157th commencement exercises. Fox, the sixth foreign head of state to speak at a Notre Dame commencement ceremony, received an honorary doctor of laws degree from the University.

PUBLICATIONS

Colonial Mexico: A Traveler's Guide to Historic Districts and Towns

By Chicki Mallan and Oz Mallan

This travel companion guides the reader through the rich history of Mexican cities. It focuses on the country's intriguing colonial heritage, revealing each city's people, regional cuisine, and celebrations.

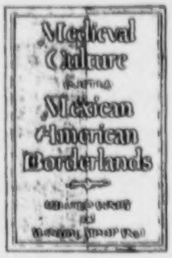


2001. 359 pgs. ISBN 1-56691-320-9. $21.95 paper. Avalon. (510) 595-3664.

Medieval Culture and the Mexican American Borderlands

By Milo Kearney and Manuel Medrano

The authors create a better understanding of the Mexican-American borderlands by exploring the roots of the Anglo and Hispanic societies in the surrounding region. They conclude that many of the foundations for the interaction of Hispanic and Anglo societies were laid by the year 1500.



2002. 240 pgs. ISBN 1-58544-132-5. $34.95 cloth. Texas A&M University Press. (800) 826-8911.

True Tales from Another Mexico: The Lynch Mob, the Popsicle Kings, Chalino, and the Bronx

By Sam Quiñones

Keen observation and astute interviews lead journalist Sam Quiñones on the quest to find the authentic modern Mexico–both in Mexico and the United States. What emerge are some of the most telling truths and central truths about modern Mexico and how it is changing.

2001. 320 pgs. ISBN 0-8263-2296-4. $19.95 paper. University of New Mexico Press. (800) 249-7737.

In Our Own Words: Students' Perspectives on School

Jeffrey Shultz and Alison Cook-Sather, eds.

If education reform is to succeed, it must attend to the perspectives of those most directly affected by schooling but least often consulted about its efficacy–the students. This book features eloquently written perspectives by

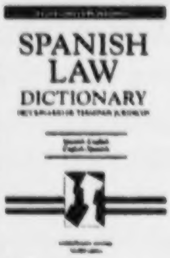
In Our Own Words

students about their experiences and desires for school.

2001. 208 pgs. ISBN 0-8476-9566-2. $21.95 paper. Rowman & Littlefield. (800) 462-6420.

Spanish Law Dictionary

P.H. Collin, Lourdes Melcion, Fernanda Chicharro Bernat, and Elena Martínez Caro, eds.



This up-to-date bilingual dictionary provides accurate translations and comprehensive coverage of more than 50,000 legal terms. Terminology covers American, British, and Spanish law, as well as criminal, civic, commercial, and international law.

2000. 650 pgs. ISBN 1-901659-09-7. $49.95 cloth. Peter Collin. (708) 366-9553.

Reclaiming the Political in Latin American History: Essays from the North

Gilbert M. Joseph, ed.

This collection of scholarly essays revisits Latin American politics–as a theme of historical analysis and a stance for historical practice–to investigate the ways in which power, agency, and Latin American identity have been transformed over the past few decades.

2002. 379 pgs. ISBN 0-8223-2789-9. $19.95 paper. Duke University Press. (888) 651-0122.

Educating Culturally Responsive Teachers: A Coherent Approach

By Ana María Villegas and Tamara Lucas

Educating
Culturally
Responsive
Teachers
A COHERENT APPROACH

Offering a conceptual framework and practical strategies for teacher preparation in schools with increasingly diverse racial and ethnic student populations, this book presents a coherent approach to educating culturally responsive teachers.

2002. 246 pgs. ISBN 0-7914-5240-9. $20.95 paper. SUNY Press. (800) 666-2211.

La caravana de la muerte: Las víctimas de Pinochet

(Spanish)

By Gervasio Sánchez

LA CARAVANA
DE LA
MUERTE

Families of the victims of the "caravan of death" recall the pain, injustice, tortures, and disappearances of loved ones during the 27-year rule of former Chilean dictator Augusto Pinochet.

2001. 95 pgs. ISBN 956-257-027-4. $19.95 paper. Blume. (800) 888-4741.

Batting

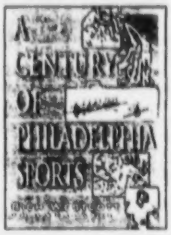
By F.C. Lane

This 1925 classic is a compilation of tips and comments from more than 200 of the best hitters of the early 20th century. It provides fascinating insight into how these men approached their craft and changed the game in that era.

2002. 244 pgs. ISBN 0-970137-86-2. $14.95 paper. University of Nebraska Press. (800) 755-1105.

A Century of Philadelphia Sports

By Rich Westcott



With the use of anecdotes, biographies, and statistics for just about every sport, Rich Westcott creates a comprehensive chronological diary of Philadelphia's contribution to sports.

2001. 376 pgs. ISBN 1-5663-861-4. $50.00 cloth. Temple University Press. (800) 447-1656.

Many publications featured in this section are available through amazon.com.

CONFERENCES

NEH Summer Institute for College and University Teachers

June 17-July 19

"Hispanic Gendering of the Americas: Beyond Cultural and Geographical Boundaries" is a five-week, interdisciplinary summer institute for 25 college and university teachers on the role of women in Latin America and on the Hispanic-Latina culture that was created as women crossed borders into the United States in the 20th century. Teachers of history, literature, humanities, gender or women's studies, multicultural studies, social studies, and Hispanic literatures and cultures are especially encouraged to apply. At Arizona State University.

Contact: Patricia Harris, (480) 965-0636; e-mail, institute2002@asu.edu; Web site, www.asu.edu/clas/history/institute2002

ACE Leadership Programs for Department and Division Chairs and Deans

June 18-21

The American Council on Education presents a unique series of programs specifically designed for department and division chairs–the people responsible for leading the units where change takes place in higher education institutions. In Washington, D.C.

Contact: (202) 939-9343; fax, (202) 785-8056; Web site, www.acenet.edu

AAHE 2002 Assessment Conference

June 20-23

The theme of this conference of the American Association for Higher Education is "Assessment: A Shared Commitment." Pre-conference workshops will be held June 19. At the Boston Marriott Hotel Copley Place, Boston, Mass.

Contact: (202) 293-6440; fax, (202) 293-0073; Web site, www.aahe.org

LULAC 73rd Annual National Convention

June 23-29

The League of United Latin American Citizens (LULAC) invites you to participate in its 2002 National Convention & Exposition, "Leading the New Majority: Shaping the Future," a celebration of 73 years of service to the Hispanic-community. One of the premier Hispanic gatherings, the LULAC Convention each year draws over 7,000 people including top leaders from government, business, and the Hispanic community. In Houston, Texas.

Contact: LULAC National Office, (202) 833-6130; Web site, www.LULAC.org

NACADA's 16th Annual Academic Advising Summer Institute

July 7-12

The National Academic Advising Association (NACADA) is hosting the 16th Annual Academic Advising Summer Institute, an action-oriented, in-depth exploration of the issues and concerns of teams and individuals responsible for all aspects of academic advising. The weeklong Institute utilizes an effective integration of expert group presentations and small group discussions, workshops and topical sessions led by skilled practitioners. The Institute will be held at the Wyndham Hotel in Colorado Springs, Colo.

Contact: NACADA, (785) 532-5717; e-mail, nacada@ksu.edu; Web site, www.nacada.ksu.edu

2002 Taos Summer Writers' Conference

July 13-19

This year's University of New Mexico Taos Summer Writers' Conference will include writing workshops in memoir, scene writing, autobiographical fiction, comedy, and nature writing. Tuition support has been increased to offer five merit-based scholarships and one D.H. Lawrence Fellowship. In Taos, N.M.

Contact: Sharon Oard Warner, (505) 277-6248; e-mail, taosconf@unm.edu; Web site, www.unm.edu/~taosconf

ACUTA 31st Annual Conference and Exhibition

July 14-18

The theme of this year's conference of the Association for Telecommunications Professionals in Higher Education is "Winning Strategies." Approximately 1,000 telecommunications professionals from across the U.S. and Canada and as far away as New Zealand are expected to be in attendance. In Reno/Lake Tahoe, Nev.

Contact: ACUTA, (859) 278-3338

2002 NCLR Annual Conference

July 20-24

Now in its 25th year, the National Council of La Raza Annual Conference, an important event in the Hispanic community, attracts more than 18,000 participants, bringing together some of the nation's foremost government officials, business and community leaders, and entertainers. In Miami Beach, Fla.

Web site: www.nclr.org

ASPIRA's Third Annual Youth Leadership Convocation

July 25-28

This ASPIRA Convocation will congregate more than 100 youth leaders from throughout the United States and Puerto Rico. Students will engage in debates, forums, and workshops designed to fine-tune their leadership skills. At Tamiment Resort and Conference Center, the Pocono Region, Pa.

Web site: www.aspira.org

NCTE 13th Annual International Umbrella Conference

July 25-28

This year's National Council of Teachers of English International Umbrella Conference, with the theme "Restoring the Passion: Thriving in a Standards Environment," aims to promote holistic teaching, in all its diversity, and to draw holistic teachers together under the whole language umbrella. In Bethesda, Md./Washington, D.C.

Contact: NCTE, (800) 369-6283; fax, (217) 328-9645; e-mail, public_info@ncte.org; Web site, www.ncte.org

USHLI 20th Annual Conference

September 19-22

The United States Hispanic Leadership Institute conference, "Leadership for the New America," convenes a unique consortium of corporate, labor, government, university, and nonprofit communities of interest, and participants who are predominantly young, female, and very well educated. One of the nation's premier Hispanic conferences, the event extols unity, spirit, heroes, leadership, and community. At the Hyatt Regency Chicago, Chicago, Ill.

Contact: USHLI, (312) 427-8683; Web site, www.ushli.com

ASCD Conference on Teaching & Learning

October 11-13

The Association for Supervision and Curriculum Development presents "Increasing Student Achievement: Instructional and Leadership Practices That Work." Learn how schools succeed in raising test scores and student achievement in every grade and subject. In New Orleans, La.

Contact: (800) 933-ASCD or (703) 578-9600; Web site, www.ascd.org/trainingopportunities/conferences.html

AAC&U 4th Biennial Diversity and Learning Conference

October 24-27

The Association of American Colleges and Universities presents "Diversity and Learning: Education for a World Lived in Common." Join a national network of practitioners and researchers to enhance existing campus diversity initiatives and chart the next frontiers of work. At the Hyatt Regency, St. Louis, Mo.

Web site: www.aacu-edu.org

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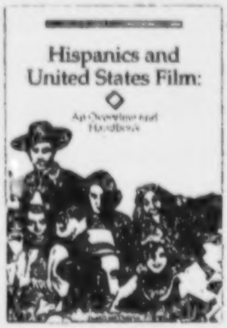
Book Review

By Jaime S. Gómez

Hispanics and United States Film: An Overview and Handbook, by Gary D. Keller. Tucson: Arizona State University, Bilingual Review/Press, 1994. 256 pages. ISBN 0-927534-40-1. $20.00 paper.

Keller introduces his book by stating why he embarked upon his intensive resesarch:

"The general indifference of the United States film industry toward the treatment of Hispanic themes and the presence of Hispanic participants and, to a certain extent, the neglect by those who have done research on this industry have been a source of deep emotions for me and have had a profound impact on my professional life as a scholar over the last decade."



Hispanics and U.S. Films is structured chronologically, beginning around the turn of the century and ending with the present.

It opens with an overview of the ways in which racial and ethnic diversity were represented back when film was rising to power, from the melting-pot to the white-man's-burden philosophies. In early cinema, the depiction of race, ethnicity, and women catered to the dominant group, WASP, at the expense of the "out-groups" of that time–Blacks, Hispanics, Asians, American Indians, Irish, Italians, and Poles.

The story-film became the most popular and profitable, a format that introduced a new opportunity for the denigration of underestimated cultures. Hispanics, Keller adds, were portrayed in these early years of cinema as "men crossing blades and sensual dancers."

The designing of sophisticated editing techniques permitted the changing of the narrative styles based on what Keller calls "the esthetics of illusionism." This convergence, he adds, resulted in longer and more complex films, but the feature film continued the same pattern of minorities depiction. Many of the films, Keller writes, "use nonwhite individuals as the foils or the villains…lambasting a black, Hispanic, Oriental or Indian was hardly going to cause a ripple."

The nickelodeon revolution had an impact on women's liberation. Keller exposes interesting perspectives on how the interaction of sex and race, and sex and class, appealed to the sexuality of men and women, not just men.

Addressing the films of the silent era, Keller separates the Hispanic characters by gender and categorizes them by roles. He categorizes the films by type, providing an extensive documentation of titles and a brief description of each, underlining the portrayal of role and values. He also furnishes a list of Hispanics who figured in movies through 1936, a period in the industry that offered better opportunities for foreigners, including Hispanics, due to three factors: (1) the silent movie era permitted more crossover and hybridization, (2) U.S. insecurity about its artistic status, and (3) an increase in the quantity of films produced. He provides lists of Hispanics for other periods as well.

Approaching the films of the '30s through the '50s, Keller examines the effects of major developments in the production and marketing techniques upon Hispanic protagonists in the film industry. Production began to apply an assembly line methodology; basic conventions were established regarding character, narrative, theme, and style. These became the "Hollywood formula"–its fundamental components being wish-fulfillment and Americanization (Rita Cansino became Rita Hayworth), with the "star" system becoming the most important aspect of film marketing.

Keller argues that President Roosevelt's "Good Neighbor Policy" brought about a significant change in Hollywood's attitude towards Latin America and therefore Hispanics in the film environment. This served as a platform from whence Latin musicals were launched. These stereotyped the Latin world "as lively and musical, characterized by fiestas when not siestas." He recalls some of the most nostalgic Hollywood mementos, with Carmen Miranda and Desi Arnaz as protagonists and with lyrics promoting the idea of alliance between the U.S. and Latin America.

Keller follows his analysis of the Latin American musical with an overview of the "Socially Conscious Film?"–urged by the concern with social conditions and the desire for political change in American society and fostered by the Depression, the war against fascism and any other form of political oppression, and the "idealistic vigor of the post WWII years."

Keller offers documentation on films and characterization after 1960, when the sexual revolution and the civil rights movement converged to make room for numerous changes in the depiction of Hispanics, not always for the better, and to open new opportunities or participation in higher-up positions within the production schemes.

Keller's final chapter explores the emergence of U.S. Hispanic films, emphasizing Chicano films. It presents a variety of Hispanic film genre in the U.S.

Throughout the book he provides lists of Hispanics involved in films in a particular period.

I found this book to be not only an extensive recollection and documentation of the Hispanic role within the U.S. cinema culture but also an academic analysis of how economic, social and political variables interacted, as in a mathematical equation, in order to produce a predictable outcome that would benefit the interests of the cultural majority. Keller has succeeded in providing a well-documented study about Hispanic characterization and performance within the realm of the United States film industry.

Dr. Gómez teaches in the communications department at Eastern Connecticut State University.

If interested in submitting a book review, please e-mail us at outlook@aol.com for Book Reviewers' Guidelines.

Pepperdine University

GRADUATE SCHOOL OF EDUCATION AND PSYCHOLOGY

Education Faculty Opening

Two visiting or tenure-track positions are available in the Masters in Education and Teacher Credential Program at the Graduate School of Education and Psychology, Pepperdine University. GSEP is based in Culver City and professors will teach in Culver City, at educational satellite centers in the greater Los Angeles area, and online.

Ideal candidates will:

- Have an Ed.D. or Ph.D. in Education or a related field;
- One position - Have a background in secondary teaching expertise. Knowledge in at least two content areas preferred;
- Second position - Background in K-12 teacher education and reading/literacy training. Educational Psychology and/or research expertise preferred;
- Demonstrate a dedication to hands-on, integrated instruction - not a traditional classroom lecture/ research paper format;
- Have Higher Education teaching experience as well as K-12 teaching experience in one or more of the following subject areas: second language learners (ELL), mathematics, social science, science, research, and/or reading/literacy;
- Have a California Teaching Credential (preferred);
- Demonstrate a commitment to preparing professionals who are committed to providing a quality education for the culturally and linguistically diverse student population;
- Enjoy participating in a collegial, supportive environment that facilitates personal, professional, and organizational growth;
- Be committed to working with a student body of working professionals, who are motivated, high-energy, and dedicated;
- Be current on recent literature, participate in conferences in his or her field of expertise, and participate as a member of major organization(s) in the field;
- Have practical experience in technology-infused learning environments, in school or workplace settings and have online teaching experience using synchronous and asynchronous environments;
- Demonstrate currency in national curriculum standards and K-12 issues in technology policy and practice; and
- Demonstrate knowledge and use of technology applications for Classroom management and instruction.

Pepperdine is a teaching university, where emphasis is placed on successful teaching supported by scholarly activities.

Tenure-track positions are ranked from assistant professor to professor. Rank, salary and benefits are commensurate with experience.

Pepperdine University is a highly selective private university which has built a reputation for a value-based education consistent with the University□s Christian heritage and mission. Through interaction in small classes, the school emphasizes faculty-student involvement and the development of the total person.

Initial applicant screenings will begin June 2002.

To apply, please submit a) current curriculum vita, b) letter of application, c) the names, addresses, and telephone numbers of three references from administrators/ faculty/colleagues/ related to K-18 teaching background, d) a statement of faith, and e) a CD-ROM with samples of creative higher education teaching lessons and course syllabi that has web-based instruction, to:

Dr. Terence R. Cannings, Associate Dean Pepperdine University
Graduate School of Education and Psychology
400 Corporate Pointe
Culver City, CA 90230
email: cannings@pepperdine.edu

NO PHONE CALLS PLEASE

Pepperdine University is an Equal Opportunity Employer and does not unlawfully discriminate on the basis of any status or condition protected by applicable federal or state law. Pepperdine is religiously affiliated with the Churches of Christ. It is the purpose of Pepperdine to pursue the very highest employment and academic standards within a context, which celebrates and extends the spiritual and ethical ideals of the Christian faith. While students, faculty, staff, and members of the Board of Regents represent many religious backgrounds, Pepperdine reserves the rights to seek, hire, and promote persons who support the goals and mission of the Institution.

DARTMOUTH COLLEGE

DARTMOUTH MEDICAL SCHOOL

DEAN

Dartmouth College invites nominations and applications for the position of Dean of the Medical School.

Dartmouth Medical School was founded in 1797 and enrolls 270 medical students in a four-year program leading to the M.D. degree. There are also 225 graduate students in addition to approximately 300 residents and post-doctoral fellows. The full-time faculty numbers over 900 and extends throughout New England. The faculty is engaged in medical and postgraduate education; conducts research in laboratory, clinical, and population-based sciences; and provides medical care at its principal teaching hospitals, the Mary Hitchcock Memorial Hospital and the White River Junction VA, and in neighboring regions.

As part of the Dartmouth Hitchcock Medical Center, DMS is also part of an expanding regional health care system. The Medical School includes 15 clinical and basic science departments, the Center for the Evaluative Clinical Sciences, the Norris Cotton Cancer Center, the C. Everett Koop Institute and other multidisciplinary programs. Cooperative educational and research programs between Dartmouth College and the Medical School represent unique academic opportunities.

The search committee seeks candidates with distinguished records of accomplishment in research, medical education, and clinical care. Demonstrated ability to be an intellectual and administrative leader is essential. An M.D. or Ph.D. degree is required.

Dartmouth College and the Medical School are committed to increasing representation of women and members of minority groups among its faculty and administration. We particularly encourage nominations of and applications from such candidates.

The search committee will begin reviewing applications in mid-July. Applications must include a curriculum vitae. Please direct inquiries, nominations or applications to

Constance E. Brinckerhoff, Ph.D., co-chair or
Donald L. St. Germain, M.D., co-chair
Dartmouth Medical School Dean Search Committee
P.O. Box 683
Hanover, New Hampshire 03755

Dartmouth College is an Equal Opportunity/Affirmative Action Employer

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Clovis Community College

CCC announces search for

Instructor in Welding

Position to begin August 19, 2002
Entry Salary: $37,610

Essential Functions: Prepare and teach courses in the Welding curriculum to include shop safety, MIG, TIG, ARC welding, metallurgy, and specialized courses. May include evening courses and teaching courses provided for area high school students in the afternoon. May be required to develop and teach specialized curriculum for Workforce Training clientele. Participate in orientation, committees, councils, in-service, student advisement, professional development activities and graduation.

Minimum Qualifications: A Bachelor's degree in Welding/Industrial Arts or 10+ years work experience equivalency; three or more years experience teaching at the community college level; AWS/CWE certification and experience teaching high school level students is preferred. Additional credentials or certificates in vocational education, welding and metal fabrication construction would be beneficial.

This is an 11-month faculty contract teaching Monday through Friday from 7 a.m. to noon.

Application deadline is June 19, 2002. See our web site at www.clovis.edu CCC is an equal employment opportunity institution and adheres to the ADA guidelines. For more information, contact the Personnel Office at 505-769-4033 or personnel@clovis.edu

Application Process: Applicants should submit a resume, transcripts, and at least three letters of reference to: Personnel Office, Clovis Community College, 417 Schepps Blvd., Clovis, NM 88101-8381.

***The College** – Clovis Community College is a modern comprehensive community college offering lower division courses, occupational-technical education, adult and continuing education and community services.*

VACANCY ANNOUNCEMENT

New Jersey City University is a culturally diverse, public, urban institution located in the Greater New York Metropolitan area, and is one of nine state colleges/universities in New Jersey. The University offers undergraduate and graduate programs in the liberal arts and professional studies to over 8,000 students, an extensive cooperative education program, an expanding continuing education program and a significant presence in Distance Education. Faculty number almost 250.

College of Arts and Sciences

ASSISTANT DEAN

(2 positions)

College of Education

ASSISTANT DEAN

Qualifications:

- Demonstrated commitment to furthering the educational aspirations of a diverse student population in an urban environment.
- Significant administrative, supervisory and budgetary experience in higher education.
- Strong potential in grants writing.
- Excellent interpersonal, communication and conflict resolution skills.
- Experience in strategic planning, project management, and program review and evaluation.
- Solid background in program and curriculum development.
- Familiarity with contemporary approaches to effective teaching and instructional technology.
- Understanding of and commitment to the development of an outcomes assessment program.

Candidate must have an earned Doctorate from an accredited institution and substantial teaching and administrative experience at a four-year college. In addition, the candidate for Education must have teaching experience, K-12.

Letters of application addressing the areas of responsibility and resume must be received by July 22, 2002. Starting date is flexible, but must assume responsibilities by September 1, 2002. Materials should be addressed to:

Dean of Arts and Sciences
or Dean of Education
NEW JERSEY CITY UNIVERSITY
2039 Kennedy Boulevard
Jersey City, NJ 07305-1597

For more details
and/or to apply online,
visit our website at:
www.njcu.edu.
Click on
Employment -
Opportunities.

NEW JERSEY
CITY
UNIVERSITY

New Jersey City University is an Equal Opportunity Employer

USF University of South Florida

Founded in 1956, the University of South Florida is a public research university of growing national distinction, serving 36,000 students in ten colleges on campuses in Tampa, Lakeland, St. Petersburg, and Sarasota/Manatee. It has been classified "Doctoral/Research University-Extensive" by the Carnegie Foundation for the Advancement of Teaching. Reflecting its breadth of graduate and research programs, *USF* is one of three public universities in Florida classified as a Research I institution. With more than 2,000 faculty, *USF* offers baccalaureate degrees in 79 fields, 89 master's and specialist programs, 25 doctoral programs, and the doctor of medicine degree.

The university is currently recruiting for the following faculty positions:

Position Title	*Discipline*	*Deadline:*
Assistant/Associate Professor *(2 positions)*-	Deans Office-Nursing-	OPEN
Instructional Specialist-	Mental Health Law & Policy-	OPEN
Associate Professor *(Assoc Director)*-	Comparative Medicine-	OPEN
Assistant Professor-	Comparative Medicine-	OPEN
Assistant/Associate Professor-	Otolaryngology-	OPEN
Professor *(Dean)*-	Public Health-	OPEN
Instructor *(Nurse Midwifery)*-	Nursing-	OPEN
Instructor *(2 positions)*-	Nursing-	OPEN
Assistant/Associate Professor-	Neurology-	OPEN
Assistant/Associate Professor-	Pharmacology -	OPEN
Assistant/Associate Professor-	Anesthesiology -	OPEN
Assistant/Associate/Professor-	Radiology -	OPEN
Assistant/Associate/Professor *(4 positions)*-	Radiology -	OPEN
Assistant/Associate/Professor-	Radiology (Breast Radiology)-	OPEN
Associate/Assistant In Research *(3 positions)*-	Physical Therapy-	OPEN
Coordinator of Instructional Design-	Nursing-	OPEN
Associate Professor/Professor *(2 positions)*-	Computer Sci & Engineering-	OPEN
Professor *(Chair/Assoc VP/Assoc Ctr Dir)*-	Interdisciplinary Oncology Prg-	OPEN
Assistant/Associate/Professor-	Interdisciplinary Oncology Prg-	OPEN
Assistant Professor-	Interdisciplinary Oncology Prg-	OPEN
Assistant Professor/Professor- *(Associate Center Director)*	Lawton & Rhea Chiles Ctr-	OPEN
Vice President for Research & Professor-	Office of Research-	OPEN
Inspector General *(Director)*	Audit & Compliance Svcs-	OPEN
Associate In Technical Assistance-	Mental Hlth Law & Policy-	06/21/02
Research Assistant Professor-	Mental Hlth Law & Policy-	06/21/02
Assistant/Associate Professor-	Finance-Lakeland Campus-	06/24/02
Assistant In Research *(4 positions)* *(Public Transportation Researcher)*	Ctr for Urban Transportation-	06/30/02
Faculty Administrator/Director-	Education-	07/15/02
Assistant/Associate Professor-	Gastroenterology/Esophagology-	07/31/02
Assistant Professor-	Social Work-Lakeland Campus-	07/31/02
Instructor-	Social Work-Lakeland Campus-	07/31/02

For a description on the above listed positions and additional vacant positions: (1) visit our Employment Services Web site at **http://usfweb.usf.edu/usfpers/vacancy.html.** or (2) contact Equal Opportunity Affairs, **Ferrell@admin.usf.edu.** for faculty positions; or (3) call *USF* job line at **813.974.2879** for staff positions.

USF is an equal opportunity/equal access/affirmative action institution, committed to excellence through diversity in education and employment.

www.usf.edu • 4202 E. Fowler Ave, Tampa, FL 33620

PROGRAM DIRECTOR

AMERICAN POLITICAL SCIENCE ASSOCIATION

The American Political Science Association seeks a Program Director to develop and carry out APSA programs relating to professional development and the advancement of the political science community. While specific assignments may vary, activities include working with political science departments, organized sections and related groups, coordinating status and administrative surveys, staffing APSA's status committees and the Committee on Professional Ethics, coordinating diversity initiatives, and overseeing graduate and faculty placement initiatives. Experience in program and budget management, survey research, report writing, and public speaking, a thorough understanding of and appreciation for the political science discipline are required. Experience with international programs in political science is a plus. Applicants should hold a Ph.D. in political science or equivalent. The incumbent reports to the Executive Director. *APSA is an equal opportunity employer and welcomes applications from anyone with the qualifications indicated above.* The salary range for this position is $52,000-$62,000, depending on experience for more information please visit:

http://www.apsanet.org/new/programdirector.cfm

GLAUCOMA

The Storm Eye Institute is seeking a full-time academic faculty member to direct the medical and surgical management of glaucoma patients in an active academic practice. Applicants should be board certified/eligible in Ophthalmology and have completed a glaucoma fellowship. The successful candidate will be expected to participate in the clinical, educational, and research missions of the department. Opportunities exist for active collaboration with several NEI funded projects relating to the pathogenesis and treatment of glaucoma. Academic appointment at the Medical University of South Carolina will be at a level commensurate with the candidate's academic experience. The Medical University of South Carolina is located on the Atlantic coast in Historic Charleston. Individuals should send a letter of interest and curriculum vitae to **Dr. M. Edward Wilson, 167 Ashley Avenue, Department of Ophthalmology, Medical University of South Carolina, Charleston, SC 29425.** *The Medical University of South Carolina is an equal opportunity/affirmative action employer*

Dartmouth College

OFFICE OF INSTITUTIONAL DIVERSITY & EQUITY

Deputy/Associate Director for Equal Opportunity and Affirmative Action Programs

We seek an individual to support the Office's mission to foster inclusiveness and diversity, which are strongly held values of our distinguished institution. Reporting to the Director of Equal Opportunity and Affirmative Action, the Deputy/Associate Director assists the Director in coordinating and monitoring institutional efforts to comply with laws, regulations and internal policies with regard to equal opportunity, affirmative action and diversity, and developing and implementing the goals and principles set forth in Dartmouth's Affirmative Action Plan. Specific responsibilities include: investigating and mediating discrimination and harassment complaints; reviewing recruitment and hiring of administrative employees; preparing data and reports that measure and evaluate the effectiveness of institutional affirmative action programs; providing expertise on laws and regulations pertaining to equal opportunity and affirmative action in higher education; assisting with diversity efforts throughout the institution.

A Master's degree in higher education administration, human relations, public administration, an academic discipline, or the equivalent, or a JD, is required. The position also requires familiarity with affirmative action/equal opportunity law, policy, and processes; highly developed communication, counseling, and mediation skills; and demonstrated ability to work effectively with all constituencies in a diverse institution. We anticipate that the successful candidate will have exceptional interpersonal skills, creativity, ease with differences, and the ability to treat others fairly and respectfully.

Applicants should submit a letter of application including a summary of background and qualifications, accompanied by a curriculum vitae and the names, addresses and phone numbers of three references to: **Connie Cochran, Administrative Coordinator, Office of Institutional Diversity & Equity, Dartmouth College, 6018 McNutt Hall, Hanover, NH 03755 (Connie.Cochran@Dartmouth.edu).**

One of the most diverse institutions of higher education in New England, Dartmouth College is an equal opportunity/affirmative action employer and has a strong commitment to diversity.
In that spirit, we are particularly interested in receiving applications from a broad spectrum of people, including women, persons of color, persons with disabilities, and veterans.
Review of applications is expected to begin in mid June.

Wake Forest University

The Wayne Calloway School of Business and Accountancy invites applications for a tenure-track faculty position in finance, at the assistant or associate level, beginning Fall 2003. The School focuses on undergraduate education, but offers a Master of Science in Accountancy. Teaching responsibilities may include principles, international, capital markets, and other electives. Candidates should send curriculum vitae by November 20, 2002 to the Finance Faculty Search Committee, Wake Forest University, Wayne Calloway School of Business and Accountancy, PO Box 7285 Reynolda Station, Winston-Salem, NC 27109-7285. The review of applications will begin December 1, 2002. Qualified applicants will be interviewed at the American Finance Association meetings in January.

Wake Forest University administers all educational and employment activities without discrimination because of race, color, religion, sex, age, national origin, disability, sexual orientation, marital or veteran status.

EDUCATION

The Riverside Community College District is located in Riverside, California, 60 miles east of Los Angeles and Southland beaches, near the San Bernardino mountain range and ski resorts, and within an hour's drive of desert resorts. Riverside Community College District has three campuses that serve the educational needs of students within a 450 square mile area. The current enrollment of 31,500 students is distributed at approximately 25% at Moreno Valley Campus, 25% at Norco Campus, and 50% at Riverside City Campus.

Riverside Community College District is seeking outstanding candidates for instructors in the positions of:

• COUNSELOR / INSTRUCTOR
Deadline: June 21, 2002

• ASSOCIATE DEAN, ADMISSIONS AND RECORDS
Deadline: June 28, 2002

Non-Tenure track categorically funded positions also available in the disciplines of:

• DSPS COUNSELOR/CAREER DEVELOPMENT SPECIALIST
• WORKFORCE PREPARATIONS COUNSELOR/CASE MANAGER
Deadline: June 21, 2002

• INSTRUCTOR/COORDINATOR, CALWORKS CHILD DEVELOPMENT CAREERS PROJECT
Deadline: June 28, 2002

A completed District application form, a cover letter, a current resume or vita, three current professional reference letters, legible copies of transcripts verifying college work and degrees, must be submitted to Human Resources by the deadline listed above – Postmarks Not Accepted!

Additional information and a required District application form can be downloaded from our Website: http//www.rccd.cc.ca.us or obtained by contacting RCCD Human Resources, 4800 Magnolia Avenue, Riverside, CA 92506, Phone: (909) 222-8588.

USF
UNIVERSITY of SAN FRANCISCO

Government Information/ Reference Librarian Position

USF is accepting applications for the position of Government Information/Reference Librarian. The successful candidate will be responsible for overseeing the library's selective federal depository collection as well as coordinating the collection development of local and international government information.

REQ's: MLS from an ALA-accredited program. Candidates must have at least 2 years of working experience with government information within the past 6 years, preferably at the professional, post-MLS level. Annual salary range is $37,500-$47,800. Librarians are on 12-month appointments.

For complete requirements and job description, please visit our web page **@www.usfca.edu/hr. Review of resumes will begin July 1, 2002 and continue until the position is filled.** To apply send cover letter, resume, name, address and , telephone numbers of 3 references to: **Human Resources, University of San Francisco, 2130 Fulton Street, San Francisco, CA 94117-1080 or email to: resumes@usfca.edu**

EXCELSIOR COLLEGE.

CRIMINAL JUSTICE PROJECT DIRECTOR

Excelsior College, a private, independently chartered institution, and recognized leader in the field of alternative higher education, seeks applicants for the position of Criminal Justice Project Director in the School of Liberal Arts. The College provides a highly flexible and cost-effective means for working adults to earn accredited college degrees. A staff of 250+, currently serves approximately 17,000 enrolled students world-wide.

Located in Albany, NY, the College is part of a metropolitan area which includes Troy, Schenectady, and Saratoga Springs, with a population of approximately 800,000. The Capital District is surrounded by mountain ranges and lakes and offers a safe and pleasant environment. Cultural events and sporting activities are readily available in this area as well as in Boston, New York City, and Montreal which are within a short driving distance.

The Project Director is responsible for the implementation and day-to-day management of a federally funded Grant to Support the Evaluation of Law Enforcement Training for Academic Credit. The grant will allow the College to evaluate training and education programs sponsored by state, city or county law enforcement training agencies and academies. The evaluation process is designed to determine if the training offered by the agency is comparable to college-level education and, if so, assign course titles, course descriptions and credit equivalence. The School of Liberal Arts, where the program will reside, will assist training agencies to prepare for the evaluation process and train criminal justice faculty from around the country to conduct the evaluation. The project will utilize those standards as set forth by the American Council on Education to conduct the evaluations and expects to complete program reviews for at least 30 law enforcement agencies by February 2004, when the current funding will conclude.

RESPONSIBILITIES INCLUDE:

- Manage all aspects of the federally funded grant, including record-keeping, report generation, budget maintenance, and collaboration with involved personnel
- Establish an environment that fosters high involvement for all constituents. Encourage active involvement of all staff, committee members, and faculty evaluators in a collegial decision-making process
- Manage and use technical resources by incorporating the use of technology into program goals and objectives
- Assess and monitor the program by implementing procedures to ensure timely and accurate reporting of data. Also, design appropriate program evaluation instruments in order to assess program strengths and areas for improvement
- Support quality program improvement, and facilitate changes as needed

QUALIFICATIONS:

- Masters degree required, educational background in a social science discipline, such as criminal justice, sociology, psychology preferred
- Administrative, supervisory , and project management experience required
- Excellence in oral and written communication, ability to organize and manage multiple priorities, attention to detail, and initiative
- Experience using microcomputer based applications is required
- General office experience and background in a deadline-oriented job is required
- Ability to travel as required

Interested individuals should submit a letter of application, a resume, salary history, and the names of three professional references. The College offers competitive compensation, plus a comprehensive fringe benefit package. Please submit requested information to:

Excelsior College
Project Director Search
Office of Human Resources
7 Columbia Circle
Albany, NY 12203-5159

Capital District Top Ten Employer
AA/ADA/EOE

AMHERST COLLEGE

Amherst College invites applications for the following positions in the Office of Alumni and Parent Programs. Amherst is a private coeducational liberal arts college of approximately 1650 students, 165 faculty and 550 staff employees. Located in western Massachusetts, Amherst participates with Hampshire, Mount Holyoke, and Smith Colleges and the University of Massachusetts in the Five College Consortium. Candidates should possess a strong commitment to the goals of a liberal arts education and to the importance of Amherst's relationships with its constituencies.

DIRECTOR OF ALUMNI AND PARENT PROGRAMS

We seek an organized and enthusiastic supporter of undergraduate liberal arts education to oversee on- and off-campus alumni and parent programs, and an extensive network of regional Amherst associations. The successful candidate will manage both staff and programs, and provide long-range planning for not only existing alumni and parent programs, but also future programming. The Director will oversee and provide direction for alumni and continuing education, including seminars, and summer programs; develop and implement effective programs for current students; manage class officer communications and projects; and maintain relationships with the other on campus offices which support student and alumni programs, such as the Career Center and the Office of Admission. The Director is a key member of the management team of the Office of Alumni and Parent Programs.

Qualifications: Bachelor's degree required; fundraising and/or alumni experience preferred; strong oral and writing skills, and demonstrated ability to manage/supervise required. Exceptional motivational, organizational, leadership, and interpersonal skills essential.

ASSISTANT/ASSOCIATE DIRECTOR OF ALUMNI AND PARENT PROGRAMS

The successful candidate will develop, design, and maintain on- and off-campus programs with a goal of increasing alumni, parent and student affiliation and support to Amherst College. Responsibilities include developing, implementing, and evaluating Family, Homecoming and Reunion Weekends, as well as Affinity and other programs. Developing resources and printed materials for events; training and supervising staff and student workers and developing strategic plans for the enhancement of the undergraduate programs. The candidate will also recruit, train, and motivate alumni, parents, and student volunteers, and will participate in all programs managed by the Office of Alumni and Parent Programs.

Qualifications: Bachelor's degree required; alumni or institutional relations/programs experience preferred; strong oral and writing skills required. Attention to detail is important as is considerable initiative and imagination for innovation and demonstrated ability to manage/supervise.

DIRECTOR OF 50th REUNION PROGRAMS

Reporting to the Director of Alumni and Parent Programs, the Director is responsible for fundraising and program activity relating to classes in the five year 50th Reunion cycle. Responsibilities include: recruiting, training and communicating with class volunteers, gift acknowledgement, stewardship of donors and volunteers, attendance at review meetings and participation in all Fund activities. Working with the class leadership and Development Officers, this person will identify major gift prospects, and design and implement plans for securing comprehensive gift commitments. This person will also manage an assigned group of 50th Reunion major gifts prospects, support the Reunion planning and volunteer team, and be responsible for general class management.

Qualifications: Bachelor's degree required; minimum 3 years experience in alumni or institutional relations/programs experience required; strong oral and writing skills required. Experience as a Major/Planned Gifts Officer is highly desirable. Exceptional motivational, organizational, and interpersonal skills required.

All positions will require evening and weekend work as well as travel. Inquiries, applications, and nominations should be addressed to: **Office of Human Resources, Amherst College, PO Box 5000, Amherst, MA 01002-5000.** A review of applications will begin on July 22, 2002 and continue until the positions are filled.

Amherst College is an Equal Opportunity/Affirmative Action employer and encourages women, minorities and persons with disabilities to apply.

IOWA STATE UNIVERSITY

Assistant Professor of Industrial Technology

The Department of Industrial Education and Technology seeks an individual with a doctorate in industrial technology, engineering, business, or other technology-related discipline for a tenure track position beginning January 2003. Teach in manufacturing or occupational safety. Maintain an active research program sponsored by external funding. Send application materials, including a clearly articulated research agenda and philosophy of teaching to: **Chair, Department of Industrial Education and Technology, Iowa State University, 114 I. Ed. II, Ames, IA 50011-3130. Call (515) 294-2539,** check our website at **www.educ.iastate.edu/iedt/**, or e-mail **dhouscho@iastate.edu** for additional information. Review of applications begins August 15, 2002.

Iowa State University is an equal opportunity/ affirmative action employer.

Education

CCBC
The Community College
of Baltimore County

National Bellwether Award Winner
A Vanguard Learning College

Sr. Dir.. for Instructional Technology (2002/081)

Job Line: 410-869-7150; TTY: 410 869-7151

See current job postings at:
www.ccbcmd.edu

TUCK
AT DARTMOUTH

SENIOR ASSOCIATE DIRECTOR OF DEVELOPMENT

Tuck School of Business at Dartmouth

The Tuck School of Business at Dartmouth seeks applications and nominations for a Senior Associate Director of Development to help organize and run Tuck's upcoming $110M capital campaign. The Tuck School has an unusually loyal alumni body (over 60% participate in the annual fund every year), successful and generous lead donors, a Dean committed to fund raising, and a local environment with a very high quality of living.

Qualifications include a bachelor's degree with preference for an MBA. Candidates should have 6-8 years of progressively responsible experience in preferably higher education development, with a proven record of successful major gift fund raising; comprehensive campaign experience; ability to motivate and inspire strong individual contributors; excellent written and verbal communication and negotiation skills; and strong interpersonal skills.

Submit cover letter, resume, and salary requirements to: **Elizabeth E. Roberto, Manager, Human Resources, Tuck School of Business at Dartmouth, 100 Tuck Hall, Hanover, NH 03755.**

Review of resumes will begin July 1st.

Dartmouth College is an Equal Opportunity/Affirmative Action employer. Women and minorities are encouraged to apply.

Senior Admission Officer
Req. #2373

Princeton University seeks a Senior Admission Officer to be responsible for: reading and evaluating applications for undergraduate admission; conducting large and small group information sessions on campus for prospective students and their parents; visiting secondary schools, conducting evening programs, and meeting with local Alumni Schools Committees; interpreting University and admission policies and procedures for applicants, parents, guidance counselors, alumni and staff. Performing managerial functions such as developing recruitment strategy, publications, transfer process, liaison with other offices and supervision of staff. At certain times of the year, especially the month of November and the months of January through March, the position requires extended hours and weekends. Travel totaling about five weeks annually is also required.

A bachelor's degree and a driver's license are essential. Tact, diplomacy and discretion are invaluable attributes. Must have ability to relate positively to a variety of personalities, backgrounds, and points of view. Must have ability to exercise discerning judgment while working collegially in a high-pressure, deadline-driven environment. Excellent oral and written communication, reading and public speaking skills required. Previous experience in selective admissions and/or closely related managerial experience required. In addition, the following skills and/or experiences are preferred: an undergraduate experience at Princeton or a similar institution; familiarity with Ivy League or similar institutions; teaching, administrative, or coaching experience at the college or secondary school level; computer proficiency in MS Office and/or Windows environment; knowledge of a second language.

Interested candidates should e-mail resume and cover letter to jobs@princeton.edu with Req. #2373 in the subject line, or send to **Human Resources - Req. #2373, One New South, Princeton University, Princeton, NJ 08544-5264.** NO FAXES, PLEASE.

Princeton University

Princeton University is an equal opportunity, affirmative action employer.

Place your ads in
THE HISPANIC OUTLOOK IN HIGHER EDUCATION

Vacancy Announcement

New Jersey City University is a diverse University located in Jersey City, New Jersey. We offer over 40 Baccalaureate and Master degree programs and service 10,000 students. The University offers a complete benefit package including health, dental, prescription and pension; tuition waivers; state of the art fitness center and paid vacations and holidays.

New Jersey City University is currently recruiting for the following position:

STUDENT SUPPORT SERVICES PROJECT DIRECTOR

Employment Date: August 15, 2002

Application Deadline: June 15, 2002.

Please forward applications/resumes to:

Ms. Lyn Hamlin, Assistant to the Vice President for Student Affairs
New Jersey City University
2039 Kennedy Boulevard
Jersey City, NJ 07305-1597

NEW JERSEY CITY UNIVERSITY

For more details and/or to apply online, visit our website at:
www.njcu.edu.
Click on Employment Opportunities.

New Jersey City University is an Equal Opportunity Employer

Over 3,000 faculty & staff positions!

HigherEdJobs.com

www.HigherEdJobs.com

Visit our web site for current vacancy announcements at: www.plattsburgh.edu/hr

Applications from women and minority candidates are especially welcomed. Plattsburgh State University of New York is an affirmative action, equal opportunity employer.

Plattsburgh
STATE UNIVERSITY OF NEW YORK
www.plattsburgh.edu/hr/

CALL FOR PAPERS

"IMPROVING THE LIVES OF MINORITIES WITH DISABILITIES BY BREAKING DOWN BARRIERS TO DISABILITY AND REHABILITATION RESEARCH"

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This first time national symposium is designed to provide the participants with a synthesis of current and emerging research-based knowledge relating to disability and rehabilitation research. The purpose is to provide opportunities for researchers of disability and rehabilitation issues to present, discuss, and disseminate their latest research results as well as conduct roundtable discussions concerning cogent issues that impact the limited participation of minority researchers and institutions of higher education. In that regard, the topics include the following: (1) innovative research methodologies, (2) best practices in grants management and grant writing, (3) emerging disability and rehabilitation issues, (4) the role of technology as well as math and science in improving the lives of people with disabilities, (5) instructional and individual capacity building initiatives, (6) majority and minority institutional collaborations, and (7) the impact of secondary conditions on disability and aging.

For information about stipends and for a copy of the Call for Papers, contact
Dr. Irvine. E. Epps, Texas Southern University
713-313-7577; or email simmons_dk@tsu.edu
More information can be found at **www.tsu.edu/education/cmtcbdr**

UNIVERSITY OF Miami

Senior Associate Director of Financial Assistance Services

The University of Miami, a private research university located in Coral Gables, Florida, seeks nominations and applications for the position of Senior Associate Director of the Office of Financial Assistance Services within the Division of Enrollments. The Office of Financial Assistance Services is recognized as one of the leaders in the financial aid community, and the division as one of the best models for enrollment management in the country.

Interested individuals must demonstrate knowledge of financial aid, have strong leadership skills, and be comfortable working in an enrollment management environment. Candidates must be proficient in written and oral communication. Additional requirements/skills for this position include: proficiency in PC and mainframe computing environments, spreadsheet and word processing skills, group dynamics, public speaking, and a strong understanding of recruitment and retention theory and practice.

Administratively, this position is responsible for the day-to-day management of the office, including personnel, operations and delivery of financial aid funds, and serves as a liaison and contact for members of the campus and local communities. The position reports to the Director of Financial Assistance Services, who in turn reports to the Vice Provost and Dean of Enrollments.

Candidates must hold a master's degree and have more than five years of financial aid experience in progressively more responsible positions.

Salary is competitive and based on the candidate's qualifications and experience. Submit resume and cover letter to:

James M. Bauer
Director, Office of Financial Assistance Services
University of Miami
P.O. Box 248187
Coral Gables, FL 33124-5240

The University of Miami is an Equal Opportunity/Affirmative Action Employer, a Smoke/Drug Free Work Place and does not discriminate on the basis of race, color, sex, age, disability, veteran status, religion, national origin or sexual orientation. We encourage applications from females, veterans, disabled and minority group applicants.

NSC
NEVADA STATE COLLEGE

NEVADA STATE COLLEGE
PRESIDENTIAL SEARCH

The Board of Regents of the University and Community College System of Nevada (UCCSN) invites inquiries, nominations and applications for the position of president of Nevada State College (NSC). The Regents are simultaneously creating a new institution and establishing a new sector within Nevada higher education (the state college sector, complementing the two universities, four community colleges and one research institute). The new College opens its doors to students in September 2002 and the Regents hope to appoint a new president by that time, or within the 2002-2003 academic year. The presidency of NSC is an extraordinary opportunity for an experienced academic leader to shape the structure and character of a new institution.

Academic programs at Nevada State College will focus on serving the critical state need for teachers and nurses, taking non-traditional and student-centered approaches to education. The interim president has made several administrative and faculty appointments, reserving major personnel decisions for the new president. Classes will initially be held in several area high schools during construction of the NSC campus, which is to be located in a spectacular setting in the foothills overlooking the Las Vegas Valley.

Nevada is one of the fastest growing states in the nation. The state is expected to see a 134-percent increase in the number of students graduating from high school over the next decade, the nation's fastest growth rate. With the lowest college-going rate for high school seniors in the country, Nevada's Regents are committed to providing expanded educational opportunities for a growing population and to support the state's economic growth. The new college will be established in Henderson, the second largest city in the state, located adjacent to Las Vegas. Las Vegas and Henderson are set in the Las Vegas Valley that lies in the Mojave Desert between the spectacular Red Rocks Canyon and the Lake Mead Recreational Area.

The candidate must have an earned doctoral or other appropriate degree from an accredited university, an academic record of scholarship, senior level administrative experience in higher education strongly preferred, and exemplary integrity.

Compensation for the presidency of NSC is competitive and dependent upon experience and qualifications. In addition to the salary, a housing allowance and car allowance are provided.

Inquiries, nominations and applications are invited. Candidates are urged to review the website (www.nevada.edu or www.nsc.nevada.edu) and particularly the institutional profile before preparing their materials. In particular, candidates should note that the search will be carried out under Nevada's "sunshine laws" and the names of candidates who are recommended by the consultant to the Search Committee will be public. We are being assisted in this search by **Jean Dowdall, Ph.D, Vice President, A.T.Kearney Executive Search, at jean.dowdall@atkearney.com, (703) 739-4761,** and her associate **Rob Carney at rob.carney@atkearney.com, (703) 739-4635.** Candidates should submit a cover letter describing their interest in and qualifications for the position, a curriculum vita, and the names and contact information for at least five references to:

Dr. Jean Dowdall, Vice President
A.T. Kearney, Inc.
333 John Carlyle Street
Alexandria, VA 22314.

References will not be contacted until candidates have been notified. For fullest consideration, materials should be received by **June 20, 2002,** although the position will remain open until it is filled. The position is to be filled in September 2002 or as soon thereafter as possible.

The UCCSN is an Equal Opportunity/ Affirmative Action Employer and employs only United States citizens and aliens authorized to work in the United States.

DARTMOUTH COLLEGE

ASSISTANT DIRECTOR - PUBLIC & STUDENT PROGRAMS

NELSON A. ROCKEFELLER CENTER

Initiates and implements diverse co-curricular public and student programs fostering cross-campus dialogue on public policy, social and economic issues. Oversees and facilitates a multidisciplinary leadership program and advises student organizations. Works closely with faculty, administrators and students to promote public service and civic leadership among diverse communities. Bachelor's degree (master's degree highly desirable) and minimum of two years' experience in higher education, non-profit, public affairs or policy environment, or the equivalent. Strong emphasis in diversity and public policy.

Review of applications begins June 24 and continues until the position is filled. Submit resume, cover letter and names of three references to: **Roxanne Waldner, Nelson A. Rockefeller Center, Dartmouth College, 6082 Rockefeller Hall, Hanover, NH 03755.**

Dartmouth College is an Equal Opportunity/Affirmative Action employer. Women and minorities are encouraged to apply.

DEAN, DIVISION OF SOCIAL SCIENCE COLLEGE OF LIBERAL ARTS AND SCIENCE

The Division of Social Science, a unit of the College of Liberal Arts and Science, comprises five academic departments (Anthropology, Economics, Sociology, Political Science, and Psychology). The Division awards undergraduate degrees in Anthropology, Area Studies, Economics, International Studies, Sociology, Political Science, Psychology and Urban Legal Studies, and the MA in Urban Anthropology, Economics, International Relations, Psychology and Sociology.

Candidates should possess a distinguished record of scholarship and teaching, significant academic administrative experience, and strong leadership qualities and communication skills. The Dean assumes leadership in the management and administration of the Division, curriculum development, program planning, budgeting, and the acquisition of external funding, including intensive fundraising. The Dean reports to the Provost and maintains liaisons with other administrators of the College, Federal and State and City agencies, related organizations and associations and community leaders.

Send a letter of interest, CV and the names, address and telephone numbers of three professional references. Nominations should be accompanied by the nominee's CV. Complete applications must be postmarked by July 2, 2002. An appointment beginning before the 2002-2003 Academic Year would be desirable. Additional details at: < www.ccny.cuny.edu/positions> Applications and nominations should be addressed to: **Chairperson, Dean of Social Science Search Committee, Administration Building, Rm 210.**

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ASSISTANT DEAN/ASSOCIATE DEAN, ADMISSIONS

The **Swarthmore College Admissions Office** invites applications for an Assistant Dean/Associate Dean position.

The representative will share in all of the responsibilities involved with the recruitment and selection of diverse, talented undergraduates. General duties include about four weeks of fall travel to high schools and college fairs, application review and evaluation, conducting group information sessions and interviews, and other admission-related projects as assigned. Specific projects will be assigned according to previous background and office needs. Primary responsibility may include coordination of transfer, student of color, or international student recruitment. Knowledge of and enthusiasm for the College's mission and niche in higher education, sensitivity to multicultural issues, and appreciation of differences in secondary school backgrounds are essential. Strong communication skills and ability to work independently and in teams are necessary. Bachelor's degree required, and 4-6 years of experience in admissions is preferred.

Interested candidates should send a letter, resume and three names of references to:

HR Department, Swarthmore College
500 College Avenue,
Swarthmore, PA 19081
Fax: (610) 690-2040

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SWARTHMORE

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USF University of South Florida

The University of South Florida invites nominations and applications for the position of:

Vice President for Research

The University of South Florida invites nominations and applications for the position of Vice President for Research. As the chief research officer of the University, the Vice President reports to the President and is responsible for the administration, service, and promotion of the USF research program, including government, the community, and the University.

Established in 1956, USF has secured national and international respect as a leading research university by achieving the highest classification by the Carnegie Foundation: Doctoral/Research University-Extensive. In FY 2000/01, USF researchers were awarded over $186 million in external funding. With four campuses in the Tampa Bay area, USF has an enrollment of over 37,000 students in 9 colleges and offers baccalaureate degrees in 79 fields, 95 master and specialist programs, and 32 doctoral programs.

USF seeks a visionary leader prepared to guide the University to even greater national and international stature. The Vice President must be committed to fostering excellent research in all fields of scholarly and creative endeavor and have significant administrative experience, demonstrated leadership ability, and an established record of funded research accomplishments. In keeping with USF's strategic goals, the University seeks an individual with a strong commitment to interdisciplinary research and experience in developing research infrastructure and successful partnerships with industry, government, and the community. Applicants must have an earned doctorate and qualify for appointment as a tenured Full Professor.

For additional information about USF Research and this position, see **http://www.research.usf.edu**. Please direct applications and nominations to: **Dr. Louis A. Martin-Vega, Chair, Search Committee for Vice President for Research, University of South Florida 4202 E. Fowler Avenue, ENB118, Tampa, FL 33620**

Applications should include a current curriculum vitae, a list of four references, and a detailed letter describing the candidate's relevant experience and qualifications. Applicant screening will begin on June 30, 2002 and will continue until the position is filled.

The State of Florida has a Public Meeting Law and a Public Records Law and all university searches are conducted under the terms thereof. All meetings of the search committee are publicly announced and conducted. All Documents submitted to the committee are treated as open material with the exception of evaluative documents specific to the performance of the faculty of the State University System of Florida concerning health or disabilities.

The University of South Florida is an equal opportunity, affirmative action, equal access institution. For disability accommodations, contact Linda Federspiel at (813) 974-3787 at least five working days in advance of need.

ETS Educational Testing Service

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Educational Testing Service® is now recruiting qualified faculty to serve as part-time essay readers for the Analytical Writing section of the Graduate Record Examinations® (GRE®) General Test.

Scoring will begin in October 2002. GRE readers should currently teach or have recently taught a college- or university-level course in any field or discipline in which writing and/or critical thinking skills are an important part of their students' course work. They must also have the necessary computer equipment and telephone/Internet connections to score examinees' responses from home or office locations. Applicants who meet the eligibility and technical requirements and successfully complete training and certification will become certified GRE readers and will be scheduled for half- or full-day scoring sessions. New GRE readers will be paid $22.00 per hour; as readers become more experienced, the rate will increase to $26.50 per hour.

For more information, visit
http://www.ets.org/reader/osn/greosn.html

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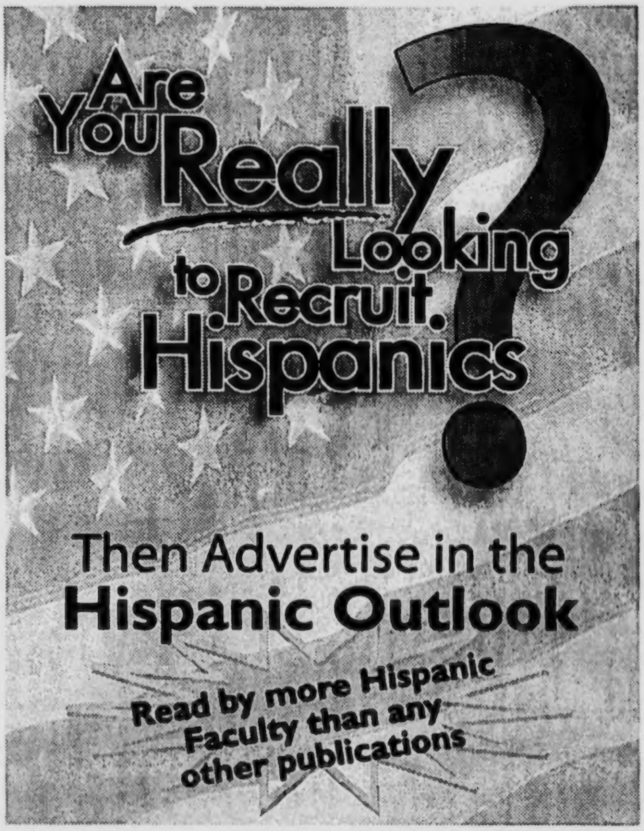
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FLORIDA BOARD OF EDUCATION

CHANCELLOR, DIVISION OF COMMUNITY COLLEGES

Florida is in the midst of sweeping education reorganization. Florida's entire education system is being transformed into a new seamless K-20 system; breaking new ground by uniting heretofore separate delivery systems of public schools, community colleges, and universities under one governance board. These newly developed relationships offer new and exciting opportunities to (1) develop policy in a cohesive and strategic manner, (2) work collaboratively with all education sectors, (3) allocate resources according to K-20 priorities, and (4) deliver important education services cooperatively and effectively.

The Florida Board of Education invites nominations and applications for the position of Chancellor of Division of Community Colleges. The successful candidate must possess significant demonstrated and proven effective leadership experience; preferably with education institutions or a high level position in an education related organization. Applicants must have distinguished themselves in higher education policy, administration or management. Master's degree required; doctorate or other terminal degree preferred.

For best consideration application materials should be received prior to *July 1, 2002*. Review of applications will begin immediately and continue until an appointment is made. Application materials should include a letter addressing how the candidates' experiences match the position requirements, a curriculum vita, and the names, title, email and business addresses, business and home telephone numbers of at least five references, which include faculty, administrators, and community leaders. Submission of materials as an MS Word attachment is strongly encouraged. Individuals wishing to nominate candidates for the position should submit a letter of nomination, including the name, position, address, and telephone number of the nominee. Requests for information, written nominations, and application materials should be directed to:

Jan Greenwood, Ph.D.
Vice President
A.T. Kearney, Inc.
Chancellor, Division of Community Colleges Search
333 John Carlyle Street
Alexandria, Virginia 22314
greenwoodteam@atkearney.com
Fax: 703-519-0391

Salary is competitive and dependent upon experience and qualifications. The Florida Board of Education embraces diversity and equal opportunity. The state of Florida is subject to "The Sunshine Law" **http://legal.firn.edu/sunshine/faq.html** this provides for public meetings and open records for all governmental agencies.

UNIVERSITY OF USI SOUTHERN INDIANA

Program Advisor for Multicultural Center

The University of Southern Indiana is seeking applicants for the position of Program Advisor for the Multicultural Center. The successful candidate will be responsible for the development of a comprehensive diversity education program to meet the needs of the University student community. Assist in planning, organizing, and coordinating cross-cultural and social programs. Develop goals and a strategic plan for the multicultural community and conduct assessment, research, and evaluation. Collaborate with campus offices and agencies to develop programs to meet the needs and specific issues faced by multicultural students. Master's degree in student personnel, counseling and development, higher education, or similar field preferred. Experience in working with diverse populations and demonstrated competency in program development required. Understanding of the cultural, social, educational, and recreational needs of the campus community required. Must possess strong organizational, time management, written and verbal communication skills. Review of applications will begin immediately and continue until the position is filled. Submit a letter of application, resume, and the names, addresses, and phone numbers to three professional references to:

Ms. Pamela Hopson, Director, Multicultural Center
University of Southern Indiana
8600 University Boulevard
Evansville, IN 47712
www.usi.edu
or send by email to humanres@usi.edu

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ROGER WILLIAMS
UNIVERSITY

ASSISTANT DEAN OF SOCIAL SCIENCES

The Feinstein College of Arts and Sciences, the largest teaching unit of the University, has an opening for an Assistant Dean of Social Sciences. Reporting to the Dean, the Assistant Dean has responsibilities in the overall administration and leadership of the school's liberal arts and sciences program. These include serving as division chair for Social Sciences with line responsibility for overseeing the departments of History, Political Science, Psychology and Sociology/Anthropology; and teaching one course per semester in the Division of Social Sciences.

The qualified candidate will have an earned doctorate from an accredited institution, a record of distinguished teaching and three to five years of administrative experience in an institution of higher education. Preference will be given to candidates whose degree is in one of the disciplines of study in the Division.

Salary commensurate with qualifications and experience with a superior benefit package.

Send a letter of interest, CV and three references to: **Office of Human Resources, Ref#HO58, Roger Williams University, One Old Ferry Road, Bristol, Rhode Island 02809.**

Equal Opportunity/Affirmative Action/Americans with Disabilities Act Employer with a strong commitment to diversity. Roger Williams University does not discriminate on the basis of gender, handicap, race, age, color, sexual orientation, political affiliation, marital status, national origin, or religion. We encourage all qualified men and women to apply.

www.rwu.edu

FORT LEWIS COLLEGE

Fort Lewis College (Durango, Colorado) is accepting applications for a Director of Admission (full-time, exempt staff). Targeted start date: September 1. The Director will provide leadership to Admission staff to achieve enrollment targets while enhancing the academic qualifications and cultural diversity of the student body. Some related functions: daily operations of Admission Office, student recruitment programs, training and supervision of 7 staff, budget management, assisting with implementation of comprehensive enrollment management strategy. Requires some extended travel during fall and spring recruiting. See: www.fortlewis.edu - click "Employment Opportunities" for qualifications and application procedure. In order to be given full consideration, applications should be received by July 8.

Women/minorities are encouraged to apply.

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Assistant Dean of the College

Colgate University

The Assistant Dean is a senior member of the student affairs staff and serves as one of six student deans responsible for providing academic, personal and disciplinary advice and counsel to students. Oversees community standards through administration of the Academic Honor Code and the University Student Disciplinary Board. Responsible for managing divisional assessment efforts. The Assistant Dean assumes a wide array of generalist's duties and is involved in divisional planning, goal setting, and crisis management.

Master's degree in appropriate discipline is required. Five or more years of higher education experience with knowledge in the area of judicial affairs desired. An understanding of a small, private, liberal arts college is essential. For further information, visit **http://offices.colgate.edu/hr/.**

To apply, send a letter of interest, resume and names, addresses and phone numbers of three references to: **Colgate University, Human Resources Department, Attn: Assistant Dean of the College Search Committee, 13 Oak Drive, Hamilton, NY 13346. 315-228-7411.** Review of resumes will begin immediately and continue until position is filled.

Colgate University is an Affirmative Action/ Equal Opportunity Employer. Developing and sustaining a diverse faculty and staff furthers the University's educational mission.

Associate Dean for Development and Alumni Affairs

Yale SCHOOL *of* MANAGEMENT
NEW HAVEN, CONNECTICUT

Yale School of Management (Yale SOM) enjoys international prominence and high rankings in business journals. With 400 students, its mission is to educate leaders for business and society. The School prides itself on an educational process that combines rigorous business skills with a broader appreciation for the economic, social and political factors that shape the global environment.

Reporting to the Dean and directing a staff of six professionals plus support staff, the Associate Dean will serve as the chief fundraiser and alumni affairs officer for Yale SOM. In order to achieve its ambitious fund raising goals, Yale SOM's fund raising, under the direction of the Associate Dean, must be creative in approach, reaching out beyond alumni to a greater universe of targeted major individual, corporate and foundation donors. The Associate Dean will serve as a catalyst for the Dean, faculty, staff and Board of Overseers in major gift solicitation efforts.

We seek a seasoned, proven, entrepreneurial development professional able to organize and implement a dynamic fund raising program. Experience will most likely have been gained in an institution of higher education - either within a professional school such as a business or law school or central development office, however, individuals with requisite sales and marketing skills from the corporate sector also will be given consideration. The Associate Dean must be a substantive individual who recognizes the potential of Yale SOM and is attracted to and can be passionate about its mission. He/she must be a strong, self-confident, mature and highly intelligent executive with sound judgment and demonstrated leadership and management skills. The Associate Dean must be a proactive, strategically and results oriented individual.

Requirements: Master's degree and 8-10 years of experience or an equivalent combination of experience and education.

Please respond with cover letter, resume and current compensation information via the mail to: **Ann P. Kern, Managing Director, or Josie Sandler, Senior Associate**
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or via email to: Angelique.Black@KornFerry.com
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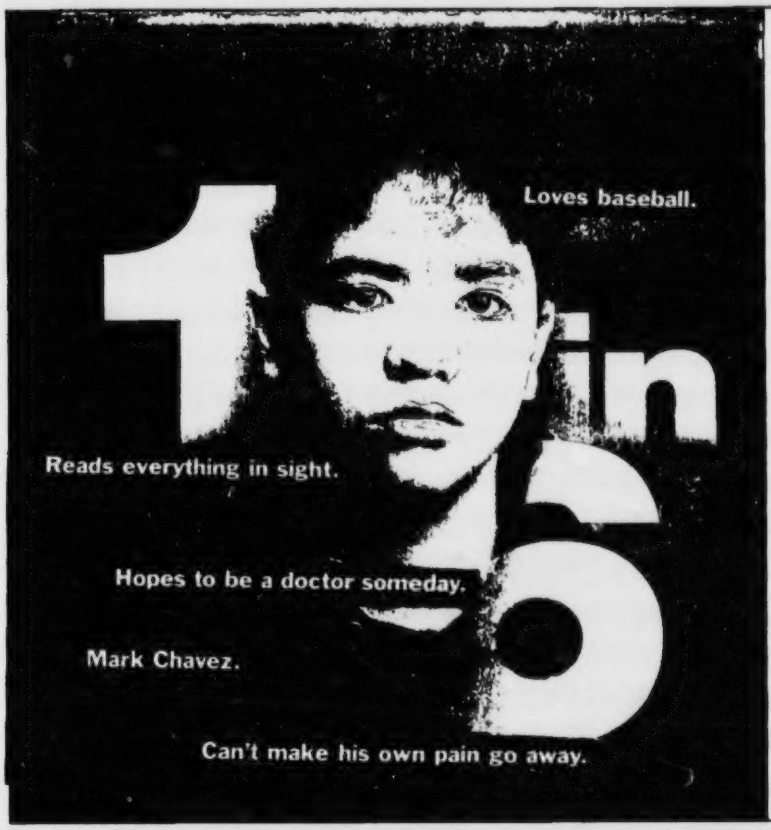
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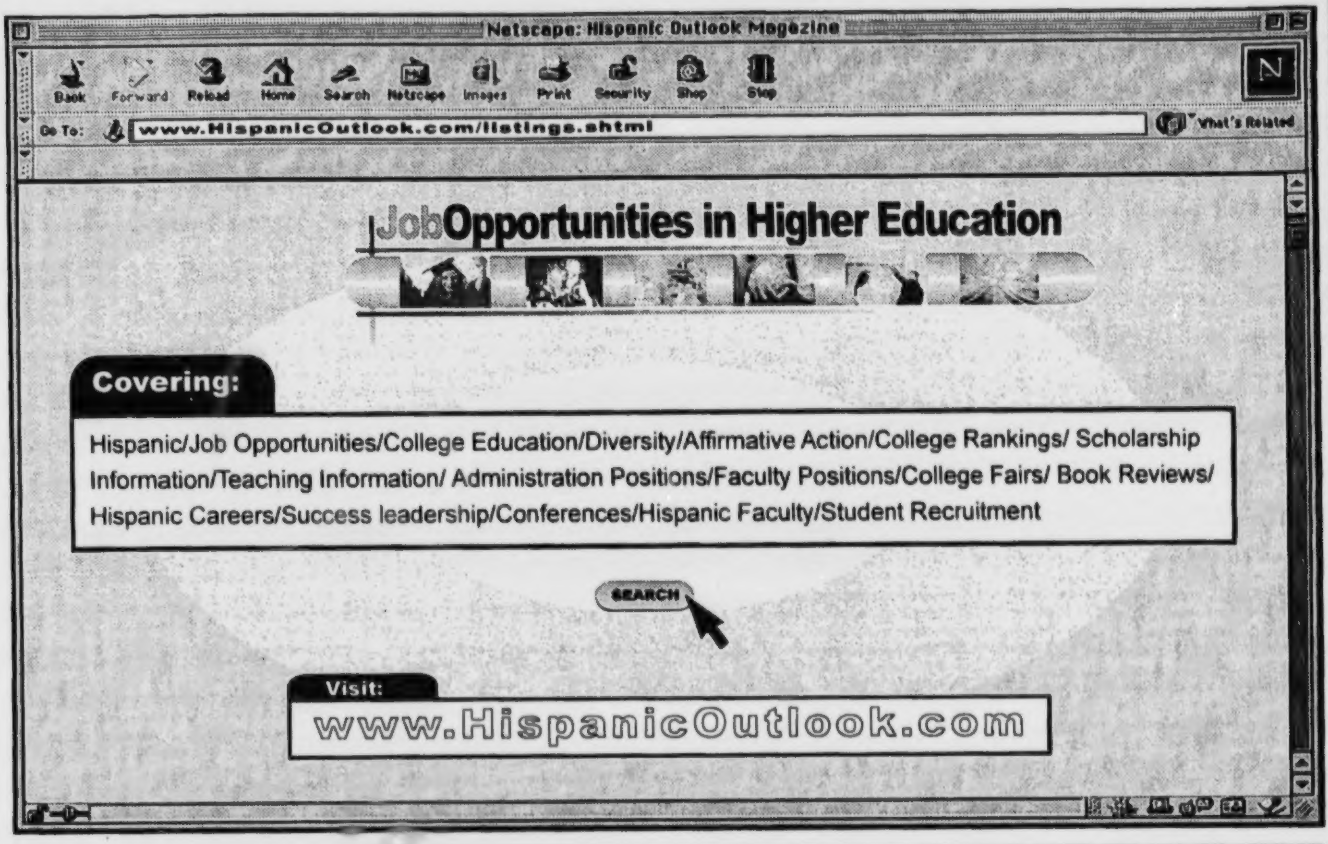
Human, Health and Public Service Division

This position requires a Master's Degree in an area of health sciences, human services, public services, vocational careers studies, or other related area; progressively responsible administrative experience; commitment to diverse/inclusive college environment; demonstrated commitment to principles of affirmative action and equal employment opportunity. Must have at least five years of demonstrated leadership, preferably in higher education. Doctor of Philosophy, Education or related field preferred. Ability to relate well to external constituencies, collegial style of management, demonstrated excellence in teaching, and ability to lead faculty dedicated to high quality education. Knowledge of how to integrate technology-infused instruction, virtual, modular, and /or open entry/open exit instructional delivery modes. Salary range of $80,000 to $90,000. The College is using services of a consultant for this search.

To insure full consideration, qualified candidates must submit a letter of interest in the position including salary requirements and a current resume by June 28, 2002 to:

Hiring Solutions, Inc.
Attn: Kathy Tungate, Search Consultant
1305 S. Washington, Suite 104
Lansing, MI 48910
Fax: (517) 347-1243
Email: apply@hiringsolutionsinc.com
Must complete application form and submit transcripts via www.lcc.edu/hr/applications
Send transcripts to: Lansing Community College
P.O. Box 8041
Lansing, MI 48901
Attn: Ronda
For additional information see our website at www.hiringsolutionsinc.co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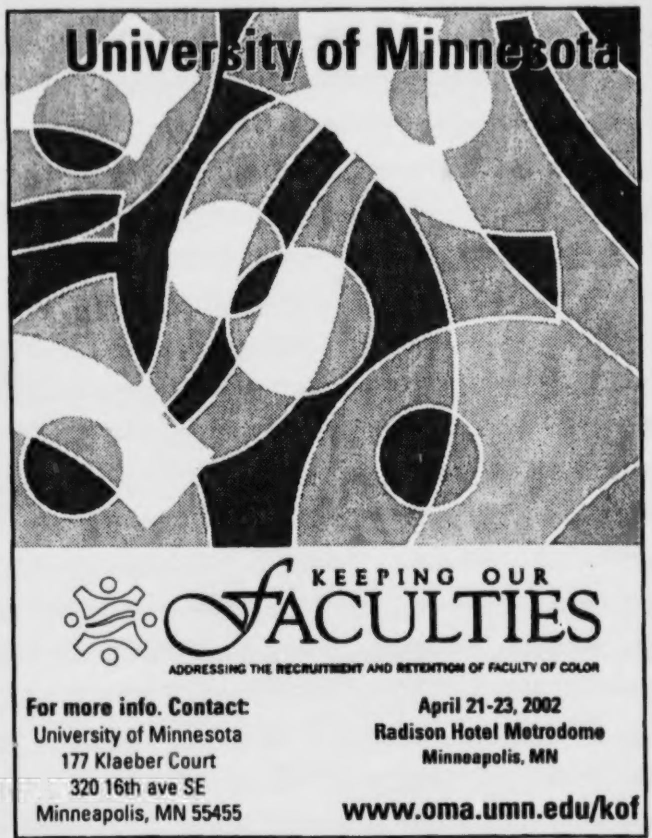
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320 16th ave SE
Minneapolis, MN 55455

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www.oma.umn.edu/kof

Pensacola Junior College

You can get there from here.

PRESIDENTIAL SEARCH

The District Board of Trustees invites applications and nominations for the presidency of Pensacola Junior College. The college is in its fifty-fourth year as a public two-year college with an open-door admissions policy and a comprehensive curriculum serving the counties of Santa Rosa and Escambia, Florida. It is a fully accredited institution under the Commission on Colleges of the Southern Association of Colleges and Schools and has a growing student body of approximately 30,000 unduplicated headcount students, primarily from the counties in its service district.

The next president of PJC must possess an earned doctorate from a regionally accredited university, with at least seven years experience in higher education in instruction and/or administration: three of seven years having been served in a senior level position in a comprehensive community college. In addition, he or she must have experience in the Florida community college system. This individual must also possess detailed knowledge of recent changes in the Florida education governance structure and recent recisions in Florida community college funding.

Nominations and applications are due by close of business July 15, 2002. Faxed materials received on the date will be accepted if mailed copies are postmarked no later that July 15, 2002. The same is true for *e-mail* nominations and applications.

The entire process is subject to the Florida Sunshine Amendment; Article II, Section 8, *Florida Constitution*. Consequently, all materials in the application will be made available to the public on request.

For application materials, contact:

Pensacola Junior College Presidential Search Committee
1000 College Boulevard / Pensacola, FL 32504 / FAX (850) 484-1899
(850) 484-1848
mmcleod@pjc.edu

PJC - An Equal Opportunity Employer
The college encourages the applications and nominations of women and minorities.

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¡PUNTO FINAL!

HISPANIC COMMUNITY MUST RAISE THE BAR ON ACADEMIC ACHIEVEMENT

Antonio Pérez, Ed.D., is president of the Borough of Manhattan Community College/CUNY.

The growth of the Latino population is a significant factor in the coloring of America. The Hispanic population in New York City alone has grown by a staggering 21.1 percent over the past decade.

These realities have profound ramifications. The new arrivals come here hoping to share in the prosperity and opportunity with which our nation has been blessed. To achieve these dreams, they need access to an education that gives them meaningful prospects for success.

We, as educators, must rise to the task. But it is not solely up to us. It has to begin in our own Latino community.

First, there must be a sweeping cultural shift in expectations, a clear recognition that earning a college degree is much more valuable in the long run than today's salary–and can exponentially increase lifetime income.

We have to be more aggressive in getting Latino families to embrace this perspective. Far too often, Hispanic youth have low academic expectations. Yes, there needs to be more equitable distribution of resources K-12 and beyond. But ethnic differences in academic achievement are not due simply to socioeconomic inequities. Even within specific social classes, Asian students tend to outperform White students, who in turn tend to outperform Black and Latino students.

I understand all too well the barriers Hispanic youth are up against. I learned about this painfully as a young man, born in Puerto Rico and raised in Harlem at a time when a university education was not always accessible to minorities and young people from disadvantaged neighborhoods.

I was denied admission to City College, told I was "not college material." I didn't give in. I aspired to rise above the stereotypes.

There are countless others like me who just need the motivation and proper preparation to tear down the walls of mediocrity that confine us.

Foremost, we cannot tolerate any attempt to "dumb down" the curriculum. This means ensuring that Latino students have access to college-preparatory courses in middle and high school. We must expand collaborative efforts such as College Now, a CUNY/NYC dual-enrollment program in which students can take free college-level courses while working toward their high school diploma. If some students don't appear academically ready to do so, then provide them with tutoring and other support services to get them ready, as we do at CUNY.

We expanded the program to middle schools with pre-College Now. Promoting algebra is a piece of the plan, as are tutorials and parental involvement. Summer and weekend immersion programs for incoming students are extremely successful. Our focus is to help students master a basic skill area. Other institutions use this approach to promote minority participation and success in engineering, math, and the sciences.

Colleges need to provide a host of other academic and support services, from ongoing advisement, ESL, and developmental skills instruction to peer and professional mentoring. Hispanic students can benefit, too, from an expansion of programs that combine academic and financial support, such as Out in Two, a BMCC program offering full tuition scholarships as well as a paid mentorship to promising full-time students who demonstrate need. The students sign a contract that they will earn their associate's degree in two years.

College-business partnerships are also an important vehicle toward success. Together, we can insure that students graduate with skills they need to compete in emerging market sectors. In conjunction with Cisco Systems, BMCC operates an academy in the Northern Manhattan Empowerment Zone designed for neighborhood residents, most of whom are Hispanic or African American. We are helping Cisco diversify its workforce while expanding our region's pool of highly skilled technological employees.

Initiatives that raise the consciousness and even the educational levels of parents are tremendously valuable. Weekend programs in which parents are introduced to new modes of instruction in math and the sciences are one example. We offer workshops for parents in basic and advanced mathematics and how to use computers, equipping them to work with their children on academic pursuits, building a stronger connection.

There are other things schools can do and encourage.

Asian students, who outperform other groups of similar socioeconomic background, study in groups, and this style of collaborative learning fosters academic excellence. Hispanic students should emulate this practice of group study. Cooperative learning enhances students' self-esteem and sense of self-efficacy as learners.

There is no single panacea, but the Latino community must raise the bar on academic achievement and must do it now.

If interested in submitting a ¡Punto Final! "think piece," please e-mail us at sloutlook@aol.com for guidelines.

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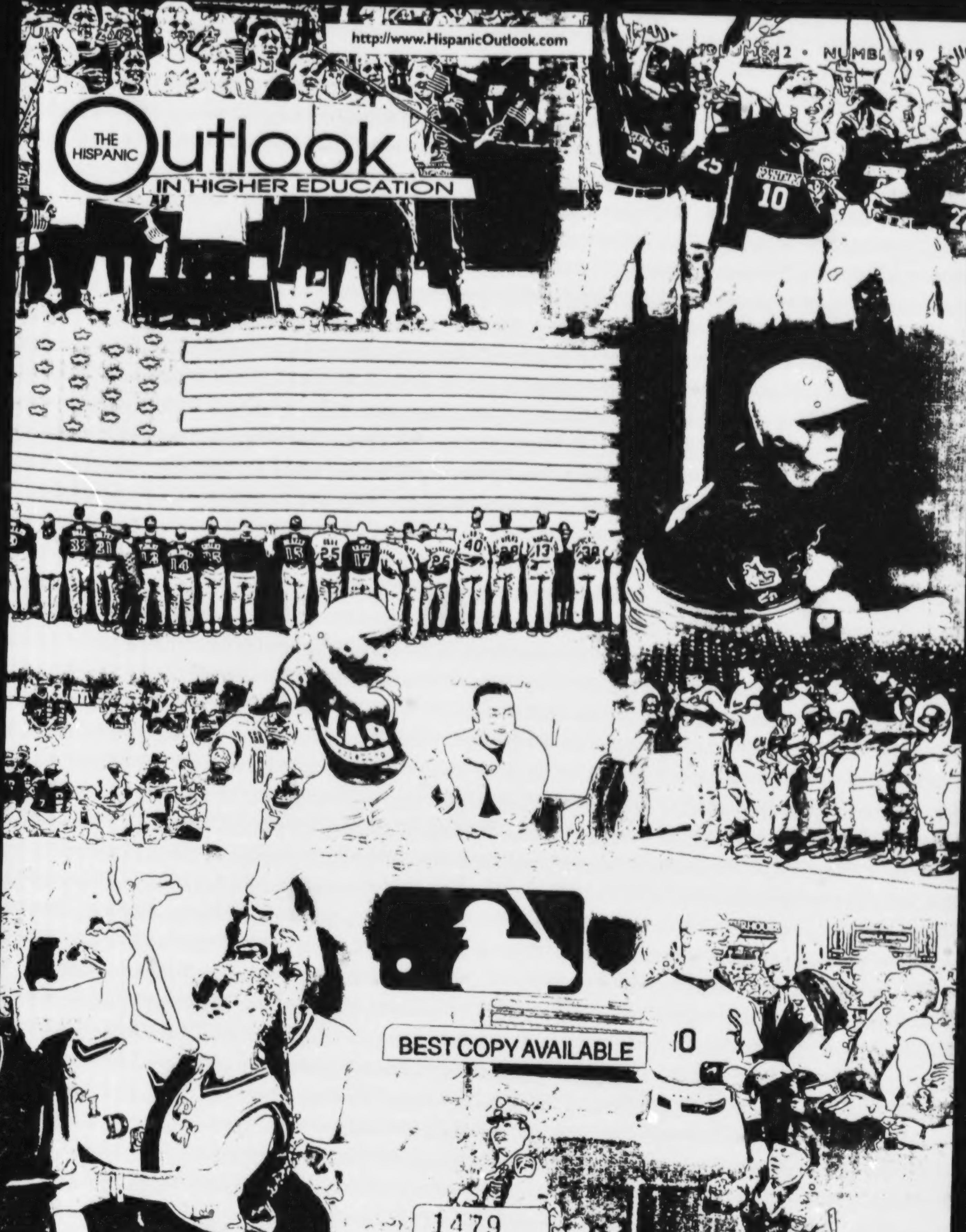

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CONTRIBUTORS: Ed Brennen, Thomas G. Dolan, María Elvira Luna Escudero-Alie, Alexandra Salas Rojas, Carlos Zalaquett

LETTERS TO THE EDITOR: **Commentaries or Questions should be addressed to:**
The Hispanic Outlook in Higher Education
210 Route 4 East, Suite 310
Paramus, NJ 07652
All correspondence should include author's full name, address, and phone number.

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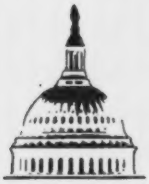

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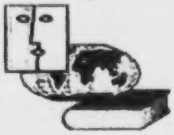

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¡PUNTO FINAL! back cover

"Su nombre es Hoy – His/Her Name is Today"

Cover Photos Courtesy of Major League Baseball

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Living Out Dreams

Sports and academia, odd bedfellows? Not necessarily.

While proponents of sports education and athletics may consider the two a perfect combination, others say college athletics oftentimes hinder a student-athlete's academic prowess. Practices, games, and competitions at some point take precedence over time that should be or could be used to prepare for class, or study for exams.

For some students, athletics gain them access to postsecondary education opportunities, without which they may have had to opt for a local or more affordable institution, postponement, or end up not enrolling at all. It is a ticket into academia, but it comes at a price –sacrifice, hard work, and determination to excel in and outside of the classroom.

This issue features sports and dispels any notion that athletic programs provide shortcuts to education or an easy road to stardom in professional sports. Yes, there are many triumphant high-profile stories, as well as successful pros in training, or unsung heroes in athletic programs, all of whom earned their college degrees.

Check out Joaquín González, a recent University of Miami graduate who exemplifies brain and brawn, among other characteristics, as well as an interview with Olympic medalists Jennifer Rodríguez and Derek Parra, all of whom are living out their dreams.

Bravo,

Alexandra

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A CAPITOL VIEW

Sports, Higher Education, and Society

BY GUSTAVO A. MELLANDER

We are a nation of sports enthusiasts. Most of us feverishly follow several sports a year with varying degrees of fanaticism. Our fervor reaches a passionate pitch during the finals of those sports, i.e., the World Series, the Super Bowl, etc. And America isn't the only country with such an abiding interest in sports. English and Brazilian soccer fans are well known for their enthusiasm. Millions around the world view the World Cup soccer finals every year.

It is not a new phenomenon. Humans have long had a fixation with sports. The Olympics were not invented and forced upon an unwilling public. It was just the opposite. The public's intense interest in a variety of sports was such that leaders were motivated to establish the games. It was a bubble up phenomena.

Today, adolescents and adults the world over are sports enthusiasts. Their devotion is such that we call them fans, a word we take from the word fanatic. Such is the level of their commitment. Hispanics are no different. Their love of baseball and basketball in this country is well documented. Football and boxing have their passionate adherents as well and recent Hispanic immigrants have brought their fast-paced soccer.

When we were younger, many of us tried our hand, or better said–our bodies and minds–at a number of sports. Not achieving star quality, we became lifelong aficionados. Instead of playing baseball, basketball, or golf–to name but a few–we now spend hours on end watching truly gifted athletes ply their trade. We help fund one of the biggest businesses in the country. We glorify athletes; they have become celebrities, highly paid ones at that. Our fascination or some might say; our fixation on sports consumes much of our leisure time. Couch potatoes abound.

Higher Education

In the past, many ethnic groups identified closely with a particular college because representatives of their group dominated a particular sport. There was a built-in fan base. That has not happened with Hispanic athletes. They are not particularly visible on college campuses, not even in Hispanic-serving institutions. Sure, in parts of the Southwest and California there are college teams on which Hispanics predominate, but we have yet to develop a national ethnic-related powerhouse team such as the Irish did at Notre Dame. But that is not a negative. Colleges should exist first and foremost for education, not as a farm system incubating people for professional sports.

Too many lower-income kids, minorities included, are seduced into believing that some back-lot baseball or pick-up basketball experience will catapult them into fame and fortune. Sports are seen as their passport to success, out of the ghetto. That, as we all know, is a cruel hoax. The talented ones might receive college sports scholarships, and for many that is a road to exploitation. With academics playing a distant third fiddle, theirs is a life of work, work, work. They are in boot camp forever. Their practice schedule, playing obligations at home and away, is brutal and leaves them physically and mentally depleted. Even if they wanted to study, they have neither the time nor the energy.

It is not a pretty picture. I know there are exceptions, but they are just that, exceptions. An athletic scholarship in many sports is neither academic nor fair. To add insult to injury, some colleges provide watered down academic programs for their athletes. Many are exploited for their athletic prowess. They are unpaid university employees. Since they are working on a farm team for professional sports, they should at the very least be paid for their time and efforts. Eliminate the pretense that they are college students.

Advantages

That does not mean that athletic programs should disappear from our campuses. They are good, proper, and essential. Healthy habits can be acquired that can serve students all the days of their lives. The ability to work with others, to be focused and disciplined, to practice teamwork, to set goals, to develop strategies and experience leadership opportunities are some of the many advantages of a college-athletic program.

Thanks to Title IX, opportunities for women have to be commensurate with those afforded men. Health education, intermural programs, and low-level competitive programs with similar institutions can provide these useful experiences.

Let us hope that young Hispanics, male and female, will be encouraged and motivated to go to college to study, to secure an education.

Celebrities

One of the problems with sports in our day and age is that our society lionizes athletes in our colleges and in the business/sports world. The record is replete with examples of colleges and universities whose legitimate missions have been wildly distorted because of the glamour and business of "big-time sports." In some institutions, the sports programs are such moneymakers and so much a part of the warp and woof of those institutions that change is virtually impossible. With big money and expansive propaganda, which alumni invariably desire, the corruption continues.

Am I optimistic that this is going to change? That colleges and universities are going to return to their academic roots? No, of course not. Some are too far-gone; others lusting for fame and fortune are on the brink of going "big time." The lure is irresistible.

What I do hope is that those higher education institutions considering bending themselves out of shape hesitate and think about why colleges were founded. Colleges should take steps to place athletics in perspective. First, make student-athletes receive a good education. Second, defuse the celebrity cult as much as possible. Third, sports should be part and parcel of every student's educational experience, not a separate, highly glorified birthright of a few.

Dr. Mellander is a professor at George Mason University.

HO

BASEBALL Cares

Fall 2001

Hispanic Ballplayers Help Their Communities

by Thomas G. Dolan

Baseball is a national pastime far beyond these United States. *Beisbol* is a favorite sport in several Latin American countries too.

Throughout Puerto Rico, the Caribbean Islands, and Central and South America, the warm weather allows for baseball to be played all year long. The tiny town of San Pedro de Marcoris, in the Dominican Republic, is famous for its shortstops, including Alfredo Griffin, Tony Fernández, and José Offerman. In fact, more Major Leaguers come from the Dominican Republic than from any other country in the world, with the exception of the United States. Puerto Rico has long had baseball fever and is home to the Roberto Clemente Sports City Complex.

Hispanic ballplayers are a force in the big leagues, and their high visibility makes them role models both in terms of their athletic feats and their public behavior. But these players also reach out to serve their communities in other ways under Major League Baseball's Baseball Cares, an umbrella program that sponsors a variety of outreach services. Here are a few:

The Roberto Clemente Award

Born in Barrio San Anton in Carolina, Puerto Rico, on Aug. 18, 1934, Robert Clemente was the youngest of four children. Early on, he excelled in track and field. But his real love was baseball.

In 1954, he was the No. 1 draft pick of the

Roberto Clemente

John Hancock PRESENTS

ROBERTO CLEMENTE AWARD

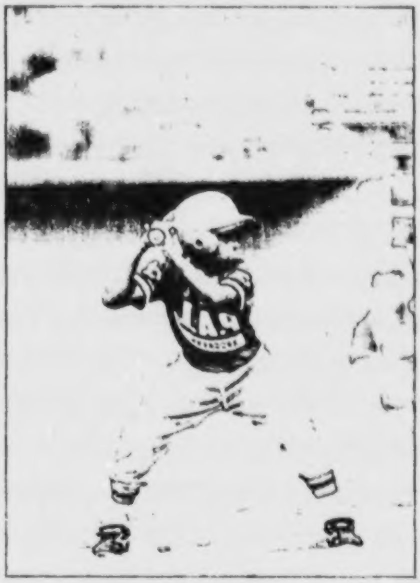
Pittsburgh Pirates, a team he joined in 1955 and with whom he played his entire 18 years of professional baseball. Clemente was the National League batting champion four times, was awarded 12 Gold Gloves, was selected National League MVP in 1966, and was chosen as MVP in the 1971 World Series.

On Sept. 30, 1972, Clemente hit a double to earn his 3,000th Major League hit, placing him in an elite group of baseball greats. No one knew it at the time, but that two-bagger would represent his last regular season hit. That New Year's Eve, Clemente and four others boarded a plane to deliver relief supplies to earthquake-stricken Nicaragua. Shortly after takeoff, the plane exploded and crashed in the Atlantic Ocean. There were no survivors.

Clemente's death shocked the world. The mandatory five-year waiting period for the Hall of Fame was waived. On Aug. 6, 1973, Clemente, who had a lifetime .317 batting average with 240 homers and 1,305 RBIs, was posthumously inducted into the Cooperstown Hall of Fame. He was the first Hispanic player ever elected to that shrine.

Since 1970, his legacy has been perpetuated by Major League Baseball in the form of the Roberto Clemente Award, which recognizes the player who best exemplifies the game of baseball, stressing contribution to the team, sportsmanship, and community involvement.

One of the notable recipients was the Chicago Cubs' Sammy Sosa in 1998. Sosa gives not only to his local Chicago community, but also to his homeland of the Dominican Republic, where he has financed a $1.2 million office/retail building known as "30-30 Plaza." With the building of this facility, Sosa has employed hundreds of local citizens. Back in Chicago, Sosa launched "Sammy Claus," through which he visited five U.S. cities, distributing 7,000 toys to underprivileged children. He also sponsors two RBI (Reviving Baseball in the Inner Cities) teams and frequently speaks to kids about the importance of education.



RBI Baseball

Reviving Baseball in Inner Cities (RBI)

Since its inception in 1989, RBI has grown from a local program for kids in South Central Los Angeles to an international campaign encompassing more than 150 cities and 100,000 players.

The concept was developed by former Major Leaguer, John Young to provide disadvantaged youth an opportunity to learn and enjoy the game of baseball. Young grew up in South Central Los Angeles at a time when the area developed many professional baseball players. By the late 1970s, when Young was working as a Major League scout, he noted a significant decrease in the number of skilled athletes emerging from his childhood home. After some investigation, Young discovered that the majority of kids quit playing baseball between the ages of 13 and 16. The drop-off was due to many factors, including a lack of organization, funding, and community support, as well as an overall deterioration of the social climate.

Young developed a concept for a comprehensive baseball program for 13-16 years olds, and received help from Major League Baseball, as well as the Los Angeles Dodgers and the city of Los Angeles. When it came time to launch RBI, Young had secured equipment for 24 teams. However, at the first tryout, only 11 kids showed up. Gang pressure was considered the primary reason. Young

Sammy Sosa

Chicago Senior Boys-RBI

became involved in the Gang Task Force and was among those instrumental in convincing gangs to back off and allow kids to use the parks for baseball without fear of intimidation. Slowly, the neighborhood began to embrace RBI, and 180 young people participated that first season.

With the baseball component of the program in place, Young worked on the second aspect–getting those same kids interested in school. Although he had developed RBI to replenish the pool of draft-worthy baseball players in South Central L.A., he knew that most American baseball players signed to professional contracts came from college programs. Simply teaching kids to play the game would not be enough. With that in mind, he set a plan in motion to make RBI an academic, as well as athletic, program.

"We wanted to show inner-city kids that baseball is fun and give them the same opportunity as kids in the suburbs," says Young. "Once kids are in the program, we use baseball as the carrot to emphasize academics and community responsibility."

With the help of Santa Monica College, Young created the Academy of Excellence Program, which includes individual tutoring, college and SAT prep courses, and classes in goal setting and time management.

Young had intended to keep the RBI program local for at least five years before launching it nationally. However, due to the success of the L.A. program, other cities quickly followed. The program grew to 38 cities in 1994 and 40 in 1995. Currently, more than 170 leagues in 160 cities worldwide participate. In 1993, the first RBI World Series took place. A total of 378 mostly Hispanic and African American kids from 12 cities participated, with teams from Atlanta winning both divisions. Puerto Rico has often been in the top ranks. In 1994, Puerto Rico walked away with both the junior and senior division crowns, as it did in 1996, with the addition of the girls' softball championship, that division having been put in place a year earlier.

"The RBI program has many benefits," says Spanish-language baseball broadcaster Roberto Clemente Jr., who founded the Pittsburgh RBI program and is involved with the San Juan program. "It keeps kids out of trouble and off the streets, while at the same time teaching them to stay in school. They earn self-esteem and self-respect. The educational components help them realize their potential and work toward receiving college scholarships based not only on athletics, but academics."

Breaking Barriers in Sports, in Life

This is a multicurricular character education program developed by Major League Baseball, the Major League Baseball Player's Trust for Children, and Scholastic Inc. It is designed to teach children, ages 9-14, the values and traits they need to deal with the barriers, obstacles, and challenges in their lives.

BREAKING
BARRIERS
IN SPORTS, IN LIFE
PLAYERS

Using baseball as the metaphor for life, the curriculum is based on the values demonstrated by baseball barrier-breaker Jackie Robinson: determination, commitment, persistence, integrity, justice, teamwork, citizenship, and excellence. The program is directed by Sharon Robinson, director of educational programming at MLB, and the daughter of Jackie Robinson.

Each fall, boxed kits containing the curriculum are mailed to schoolteachers in Major League Baseball cities throughout the country. The kit contains a full-color activity book for each student, a teacher's guide, and "Values in Action," a video that introduces the program to students and teachers and features baseball stars on and off the field. Teachers use the materials throughout the winter and early spring, conducting lessons contained in the curriculum. The baseball-themed curriculum features connections to language arts, social studies, science, math, and art. It also includes an essay contest that encourages children to express themselves creatively by writing about a barrier or obstacle they have faced or are still facing. Three winners from each city win prizes. First-prize winners in each city receive a trip for their classmates, family, and teacher to a Major League game. To date, more than 6,000 students have participated.

By the end of this year, it is expected that the program will have reached more than a million students in all 28 Major League cities. For the first time, a revised version of the program will appear in 10 select minor league markets. A pilot program targeting community-based groups was launched in 2000 at the Harlem branch of RBI. Further distributions on the community level include Newspapers in Education inserts in Denver and Orlando. Future plans include Boys & Girls Clubs, PALs, and after-school programs.

One of Breaking Barriers' most popular components is the personal appearance program. Each spring, players from participating teams join Sharon Robinson to visit schools and share with students their experience with overcoming barriers and obstacles.

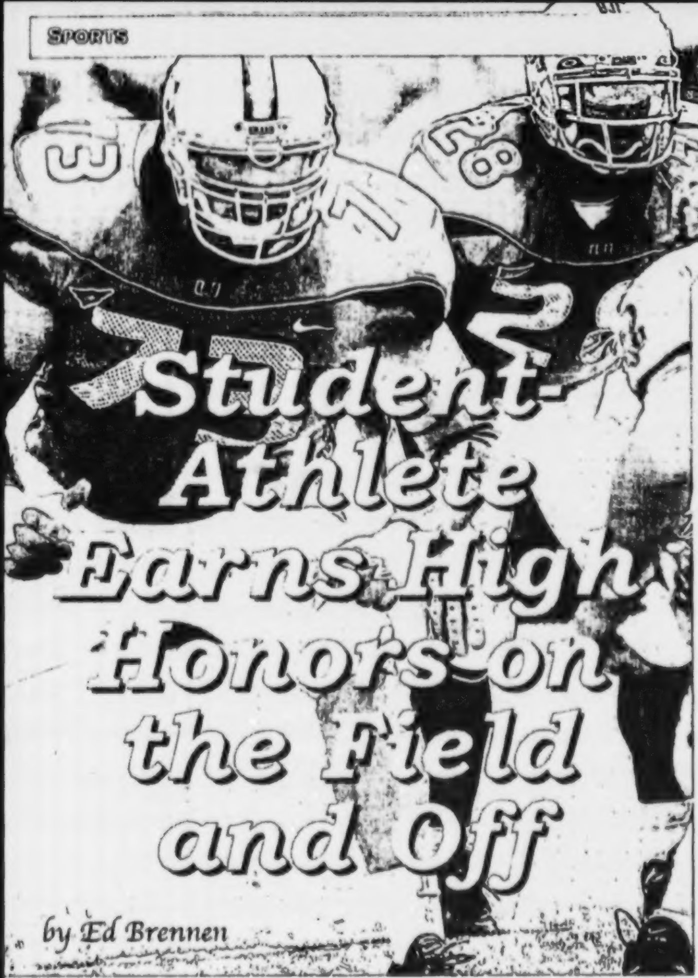
Former MLB first baseman Rico Brogna did not let back pain caused by spinal arthritis stop him from being a productive member of this team. For every run Brogna drove in when he was playing, he donates money to research on this disease.

Chicago White Sox catcher Sandy Alomar, Jr., had a fear of learning another language. "A lot of Latin-American players have fear in their minds when they try to speak English because they're afraid people are going to make fun of them," he says. "It is a very important barrier that we have to break as players. We've got to be fearless. Don't worry about who's making fun of you. Just go out and speak your mind."

The program teaches that education, along with determination, offers the best opportunity to break through economic barriers. The Chicago Cubs' Sammy Sosa grew up poor. When he wasn't selling oranges to help his family, he found time to play baseball, using a folded milk carton as a glove. Today, as one of the game's top home run hitters, he tells kids, "I don't cringe at the pressure of chasing the single season home run record. Pressure is shining shoes and washing windows to support your family in the Dominican Republic. The record is just a number."

UNIVERSITY OF MIAMI

Joaquín González



Student-Athlete Earns High Honors on the Field and Off

by Ed Brennen

It's one thing to play for the best college football team in the country. It's quite another to be one of the best players on the best college football team in the country.

But when you're the best student-athlete as well as one of the best players on the best college football team in the country, well, that's practically unheard of.

But that's exactly the trifecta that 22-year-old Joaquín González accomplished last season at the University of Miami (Fla.). Not only did his Hurricanes go a perfect 11-0 and win the national championship with a 37-14 romp over Nebraska in the Rose Bowl–González picked up just about every accolade imaginable for both his play on the field and his work in the classroom.

Voted a First-Team All-American for the second straight season by the Football Writers Association of America, the 6-foot-5, 292-pound González started all 12 games at left tackle on Miami's dominant offensive line, helping the Hurricanes to their fifth national championship in school history.

While that might be enough for some, even more impressive were the honors bestowed on González the student. Topping that list was the 2001 HealthSouth Draddy Award, also known as the "Academic Heisman," given to the top college football student-athlete in the country.

"That was probably my most proud accomplishment because I didn't understand the magnitude of the award until I actually got back to school," and Hurricanes coach Larry Coker told him, "Hey, that's a really big deal," said González, who received a $25,000 postgraduate scholarship as part of the award, picked up at a ceremony in New York City earlier this year.

ROSE BOWL
2001 NATIONAL CHAMPIONS

"Once I realized the entire background of the award, it really made me feel special that I was even nominated."

González, who is of Cuban descent, might have been surprised by winning the award, but he shouldn't have been. With his list of credentials, he was a shoo-in: dean's list student; three-time Ashe Jr. Sports Scholar Team member; three-time Big East Academic All-Conference selection; and 2000 Iron Arrow inductee–the highest academic honor bestowed upon a student or staff member at Miami. That kind of résumé had González's coach marveling at the balance he struck between the gridiron and the classroom.

"For him to not only achieve excellence academically, but to earn the highest honors on the field as well, that removes any doubt in my mind that he's one of the most amazing people ever to come through our program," said Coker, who took the Hurricanes' reins last season after five years as an assistant coach at the University.

"He may be one of the most exceptional individuals ever to play college football," Coker continued. "I know that's saying a lot, but I think it's deserved. Joaquín's achieved everything he could achieve in college, and not just in football. It's amazing to think what he's done academically, then to add the on-the-field achievements makes for a really outstanding college career."

Most students would jump at the $25,000 postgraduate scholarship that came with the Draddy Award, but not González. He didn't need it. After completing his bachelor's degree in business administration by his junior year, González worked toward his MBA during the fall semester of his senior year, juggling the national championship run with his schoolwork. He wound up just one four-day intensive course short of completing the degree, and planned on wrapping that up in May of this year.

"Since I'm not going to be getting my Ph.D., what I'm going to do is donate the scholarship money toward my school's scholarship fund," said González, who estimated he earned another $20,000-$30,000 in other postgraduate scholarships, which he will donate as well.

Instead of a Ph.D., González is setting out on his first choice of a career path–as an offensive lineman in the National Football League.

Born Sept. 7, 1979, to Joaquín and María González, Joaquín Antonio González grew up in Miami, where he attended Columbus High School. It was there that his reputation as a top-notch student-athlete began to grow, as he was not only team captain and offensive line MVP for the football team, but also Columbus' Student Athlete of the Year following his senior season.

"My parents were always putting a big emphasis on my studies, but I just looked at school as another option," said González, who was named National Young Leader and given the President's Education Award as a senior in high school. "School has just always come easy to me. That's been a way of keeping another option open to me, and I've always taken advantage of that."

Upon graduating from high school, González had a buffet of colleges to choose from. Louisville, Central Florida, Wake Forest, and Oklahoma State all came knocking, as did several Ivy League schools. But González grew up rooting for the Hurricanes, and he wanted to play for his hometown team. The only problem was that the Hurricanes, traditionally one of the top programs in the country, could not offer him a football scholarship. González' solution? He earned a full academic scholarship instead and joined the team as a walk-on his freshman year.

"He's an exceptional person in a number of ways," Coker said. "It's extremely rare to see someone with options–and Joaquín had several great options coming out of high school–take the hard way to achieve a dream. That's what he did by coming here and working his way into a scholarship. He could have gone to an Ivy League school on an academic scholarship, or a number of other schools with an academic scholarship, but he chose to come to Miami and earn a spot on the team."

González red-shirted the 1997 season, working on the scout team and making headway on his degree. By 1998, his official freshman season, he was ready to step right into the Miami offensive line. Not only did he wind up starting, he was named Big East Rookie of the Year, becoming the first offensive lineman in league history to nab the honor. On top of that, he was named to the Big East All-Academic Team, becoming the first Rookie of the Year in league history to make that team as well.

By his sophomore and junior years, he was a mainstay on the Hurricanes' front line, protecting the quarterback brilliantly and opening huge holes for the running backs. The accolades kept pouring in and, for a moment, he considered skipping his senior year of eligibility and entering the NFL draft. After all, he had completed his degree by the end of his junior year, and there wasn't much more to accomplish on a personal level.

"I thought about coming out last year a little bit," he said, but changed his mind after talking with former Hurricanes coach Butch Davis. "I know myself and a lot of these guys really love the University of Miami," González said. "I wanted to come to UM no matter if UM was the best team or the worst team, and I came here when it wasn't popular to come here, in '97. We went 5-6 my first year when I got red-shirted, but a lot of the guys stayed because not only did they want to be around another year to develop themselves and help the University of Miami, they wanted to win a national championship, and to actually see it pay off and to win a national championship.... I tell you, it's a dream. I'm living a dream."

The dream slowly gained momentum during the fall of 2001. As each win piled up, González and the Hurricanes began to realize what they could achieve. At the same time, the challenge to keep up with his studies became greater.

"Out of all the years, this season was kind of tough just because of the pressure that kept on building," González said. "Once you got to 4-0, 5-0, 6-0, then people started actually thinking you could make a run for the championship, and you've got to spend a lot more time in the film room, and you have to spend a lot more time getting ready for games. It kind of put a chokehold on my studies. I've always been good with time management and things like that, but I kind of rested a little bit on my laurels on being a good student and coming up with the good grades at the end. I procrastinated a lot because we had a tough season, and a lot of preparation went into it week in and week out, more than it ever has, just because of the magnitude of the type of season we had."

The season was capped by the Rose Bowl win over Nebraska on Jan. 3, a game that completed an unforgettable scrapbook of memories. "I'll never forget things like the ticker tape parade. I've just been soaking it in little by little," he said. "It's shocking, but I guess it'll set in more when we get those rings." The championship ring, he said, will "be on my hand for the rest of my life."

"Whenever you do things, I think you want to be the best at them, and I think it makes a statement saying you were the national champions because you were the best that year. Nobody can question that or take that away from you, just like that degree you get from school."

And with the perfect season came a newfound level of respect and admiration from the people in his hometown. "I can't believe the recognition we've gotten from the South Florida community," González said. "Everywhere we go, we get recognized. I can't take a step at the mall without someone saying, 'Hey, congratulations!' Not only that, not winning the championship bowl, but the way we did it–we won it with a lot of class, a lot of character; we did things the right way, which makes it that much sweeter."

But if González thought walking on at the University of Miami and winning a national title while earning his MBA was tough, his next step in life may be even tougher. Making it in the NFL is no easy task, even if you're deemed one of the top offensive tackles in the college game.

Heading into the April 20 NFL draft, González was hopeful of being selected. "It just depends on team needs, really," he said. "I think I'm in a great position because offensive lineman isn't a marquee position, but I think out of the offensive lineman, offensive tackles are definitely the highest paid offensive lineman, and they're the highest in need this year. I think a lot of teams need tackles more than they need guards and centers, so I'm in a great position.

"But I'm not really worried about where I get picked as long as I just make a team and stick around a while in the NFL," added González, who acknowledged that he wouldn't mind being drafted by his hometown Miami Dolphins. "I'd love to stay down here in Miami to be honest with you. I've been a Dolphins fan growing up, and obviously that would be my favorite team. But it's a lottery, and you really don't know where you're going to end up. Wherever I do, if it's Miami, I'll be a Dolphins fan. But if I end up with the Jets, I'll become the biggest Jets fan there is. I'm going to be on the team, I expect to win, and all I can offer is hard work, so wherever I go I'll be putting in some hard work."

To prepare for the draft, González hired an agent, Ralph Cindrich, and participated in scouting combines, in which teams from around the league gather to test players in different drills, sprints, and weight lifting. While most college players coming out for the draft have to prepare while still in school, González had the added advantage of being finished with his classes.

"I don't think it would make it a lot harder, but it's more convenient, I think, without classes," he said while preparing in early February. "I think having a couple of classes right now really wouldn't hurt me because right now I wake up, and all I'm really worried about is my diet–making sure I eat the right things–and working out. Most of the time, I'm just playing PlayStation; I have a lot of free time on my hands. But I think it's more convenient because I can focus in on things, and I don't have to worry about, 'Well, I have a test tomorrow.' Though once he's in his workout, he said, "I'm worried about nothing except specifically what I'm doing."

The biggest thing González had to work on heading into the draft was his strength. According to his "Prospect Profile" on the NFL.com Web site, one of his negatives is he "needs to spend time…to add strength."

"Going into the draft, there are always questions on different players, and I think the biggest question on me is my upper-body strength," González said. "People don't think I have a strong upper body. I just have to go into the draft and into the combine and show people.

"People don't have a chance to see you 24-7 or be close to the program, but that's never been a question in my mind, the upper body. I started 49 games at a top Division I school, and strength was never a problem and neither was speed. I have all the intangibles, so it's just a matter of going out there and showcasing them to all 32 teams."

Indeed, González's biggest intangible is what's above his shoulder pads. "I think the biggest thing I bring to a team is my smarts. I'm definitely a smart kid," he said. "I've played 49 collegiate games (a record at Miami), I have a lot of experience under my belt, and I haven't been hurt. I'm a very healthy offensive lineman."

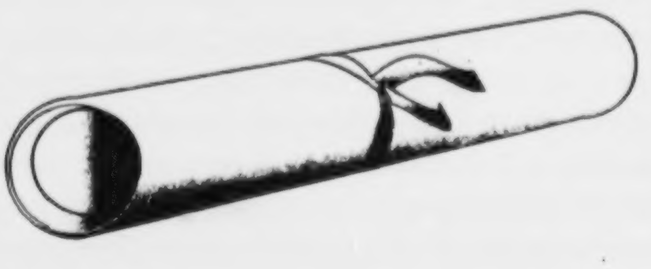
Heading into the draft, teams like to ask players what they would do if they failed at football. González believes he has the perfect response. "I always answer with, 'I've never failed at anything I've done, so I'm not going to start now.' Once I'm satisfied with my years in the NFL, then I'll definitely have my MBA to fall upon. I know I would have invested my money wisely through the years of playing in the NFL, and I'll have options to do different things, whether it be broadcasting or whether it be working in a marketing agency or a marketing field, which I like, or just playing golf every day. I mean, the more options you get, and the smarter you are with your money, the more options you have."

González's college coach, for one, is confident that he'll succeed, no matter the career path. "Joaquín's a living sales pitch for young people today," said Coker, whose Miami team was one of three Florida schools to have stellar seasons (fifth-ranked Florida won the Orange Bowl and 24th-ranked Florida State won the Gator Bowl). "He's really an example of what people are capable of with the right upbringing, the right values, and the intangible qualities that you cannot coach or teach. I mean, he not only graduated early, but he went on to get his MBA quickly at a school that isn't exactly an easy one. I can't say enough about him."

Said González, "It's too good to be true sometimes. You can't sit back too much and admire the things you've done, but you know at times I look back and I go, man, I had a great career at UM. Hopefully, I can continue this in the pros. Now I see the guys still on the team working out for next season, and it feels so strange not to be a part of that. I was part of that for five years, and all of a sudden I'm getting ready for something totally different. It's shocking at first, but I think I'm ready to move on. I've been at UM long enough, and I think it's time for me to take that next step and hopefully succeed in the pros."

It looks like González will have his shot at success. Former Hurricane's coach Butch Davis, now head coach for the NFL's Cleveland Browns, has drafted González as an offensive lineman.

The Honor Roll



The Pennsylvania State University

Boasts Largest Alumni Association in the World

BY ROGER A. DEITZ

Penn State President Graham B. Spanier characterizes change–in the world, the nation, and at his institution–as a challenge and an opportunity for growth. Spanier reports, "As a university, we are an integral part of the success of our nation in this new knowledge economy. We are experiencing our own evolution–some might call it a revolution–as we work to deal with changing demographics, globalization, and the rapid advances in information technologies. The greatest barrier to more effectively integrating technology into our curriculum, business practices, and support services will not be the technology itself, but our attitudes toward it. We have been given a powerful tool that can enhance the teaching and learning process. By embracing new opportunities, while preserving our fundamental purposes, we can thrive during this era of change."

Pennsylvania State University

What will this all do to the nature of Penn State? Dr. Spanier reflects on that very issue. "My great hope is that Penn State will exist as a shining example of tolerance and respect, as a place where diverse cultures, viewpoints, and ideas can come together peacefully and thoughtfully, with an appreciation of why we are all here: to learn, discover, and grow as individuals." There is this added observation about diversity on campus. "Diversity is always important at Penn State," says Spanier, "It is an integral part of the University's mission, and historically, Penn State has taken great strides toward promoting and fostering diversity. All of our students benefit from learning and living in a diverse population such as the one they will experience when they graduate." As to his students who graduate, there is more from Spanier.

"Over the course of our 146-year history, the University has not only been an appealing destination for potential students, but it also has held a special place in the hearts of our alumni. I continue to be deeply moved by the devotion of our more than 403,500 living graduates, who play such an important role in the life of Penn State. For the fourth year in a row, Penn State has been the nation's top university in the number of alumni donors. A total of 71,423 alumni made gifts to the University last year. We continue to have the largest alumni association in the world."

Penn State was chartered by the state Legislature as an agricultural college in 1855, with the first students enrolling in 1859. In 1863, the institution was designated a land-grant college. By an act of Congress, through the land-grant, states were enabled to sell federal land, invest the proceeds, and use the annual income to support colleges that

Graham B. Spanier, Pennsylvania State University president

offered practical studies in agriculture and engineering, this without excluding science or the liberal arts, at a cost affordable to "the industrial classes." Women were first admitted as undergraduates in 1871, and various outreach programs in agriculture were launched in 1892.

The Nittany Lion became the school's mascot in 1904. "Nittany" is a Native American term meaning "single mountain," and Mount Nittany is the lone mountain overlooking the community of State College and the University Park campus. Settlers in the 1700s had adopted this term or a corruption of it. In 1904, students began applying "Nittany" to the kind of mountain lion that once roamed the area, and thus the Nittany Lion mascot was born.

The first study abroad program (Germany) was instituted in 1908 and a Cooperative Extension Service was introduced in 1912. The Graduate School was founded in 1922, and in 1953, The Pennsylvania State College became a "University." In 1967, the school's College of Medicine at the Milton S. Hershey Medical Center admitted its first students. An affiliation with Pennsylvania College of Technology came in 1989, membership in the Big Ten Conference in 1990, and a merger with The Dickinson School of Law in 1997.

Although Penn State is privately incorporated, the Commonwealth of Pennsylvania has historically deemed it a public instrumentality, performing many of the functions of a public university. The 32-member board of trustees includes four ex-officio representatives of the commonwealth and six gubernatorial appointees.

The Main Campus at College Park is only one of the many campuses in the Penn State system. Each year, more than 60 percent of the new students begin their studies at Penn State residential and commuter campuses across the commonwealth. The remaining new students (about 5,500) begin at University Park. There is a Penn State campus within commuting distance of virtually every Pennsylvanian. Penn State first implemented the concept of a multicampus university during the Great Depression of the

Honor Roll Facts in Brief

INSTITUTION
The Pennsylvania State University

LOCATION
Undergraduate Admissions Office
201 Shields Building, Box 3000
University Park, PA 16804-3000
(814) 865-5471

ESTABLISHED
1855

ENROLLMENT
81,704 university-wide (1,902 Hispanics)

DEGREE OFFERINGS
Doctorate
Master's
Bachelor's
Associate's

ANNUAL TUITION AND FEES
$7,054 for first- and second-year undergraduates (Pennsylvania residents)

FACULTY
5,125 full-time (12 percent minority, 74 Hispanic)

SEVERAL DEGREE PROGRAMS
Agricultural and Biological Sciences
Architectural Engineering
Latin American Studies
Health Care Management
Political Science

NOTABLE HISPANIC-SERVING ORGANIZATIONS
Latino Caucus
Latin American Association
Society of Hispanic Professional Engineers

INTERNET ADDRESS
www.psu.edu

1930s, making a college degree "close to home" more affordable. More than half the undergraduates who complete their studies at University Park started their education at another Penn State campus.

Today, Penn State has 17 campuses that offer associate degrees, the first two years of baccalaureate studies, and a select number of four-year programs. In addition, Penn State Erie, The Behrend College, offers baccalaureate degrees in about 30 fields and graduate degrees in engineering and business. Penn State Harrisburg offers upper-division baccalaureate courses in about 30 fields, plus a variety of graduate programs.

Penn State also has four special-mission campuses. These are: Penn State Great Valley, with master's degree programs geared to working professionals; the Pennsylvania College of Technology, with a comprehensive array of certificate and degree programs; the College of Medicine at the Penn State Milton S. Hershey Medical Center; and the Dickinson School of Law.

In 2001-02, Penn State leveraged its $334.8 million state appropriation into a total operating budget of $2.29 billion–nearly seven times the state investment. In other words, for every 15 cents the commonwealth contributed, Penn State generated $1 in total expenditures. Penn State has about 21,000 employees (excluding students) at 24 campus locations statewide and at outreach offices in all 67 counties, and pays $1.2 billion annually in wages, salaries, and benefits. Penn State research generates 14,000 jobs each year, and the University maintains research partnerships with more than 400 companies.

Since its founding a few years ago, the World Campus has attracted $4.5 million in outside funding and last year generated more than 5,000 enrollments from all 50 states and 45 countries.

Penn State employs nearly 5,125 faculty, including 2,872 at the University Park campus. Among the full-time faculty, 638 are African American, Asian American, Hispanic, or members of other ethnic minority groups. There are 74 Hispanic full-time faculty members Universitywide and 47 at University Park. About 32 percent of the total is female. Forty percent have tenure. The University also employs approximately 2,500 part-time instructors.

The University graduated its first international student in 1890, and organized study abroad programs as early as 1908. Today, the University enrolls about 3,900 international students and offers study abroad opportunities through 130 programs in 42 countries. The numbers show 8,869 minority students (10.9 percent). Total enrollment is 81,704 with 40,828 attending University Park. That makes for 34,539 undergraduates at University Park and a total undergraduate population of 70,387. Among these are 1,902 Hispanics throughout the system, 1,672 of them as undergraduates at University Park and another 230 as Hispanic graduate students enrolled at all campuses (100 at University Park, 55 at various other campus locations, 44 at the College of Medicine, and 31 attending Dickinson Law.)

Tuition ranges from $7,054 for resident undergraduates to about $15,544 for non-Pennsylvania resident upper-division undergraduates. It is estimated that room and board might add $5,310; books and supplies another $816; an activity fee of $82 and information technology fee of $260 a year.

Student organizations at the University Park campus include the Latino Caucus, Latin American Association, and Society of Hispanic Professional Engineers. Penn State has 18 registered student organizations whose primary stated purpose is community service. Student groups, together with individual student volunteers, make the most of their University experience by contributing nearly 180,000 hours of local service each academic year.

Penn State students read more than 1.5 million local, regional, and national newspapers this past year, securing the University's position as having the largest newspaper readership program at any university in the nation. "Reading a newspaper each day is perhaps the single most important part of being an informed citizen," says President Spanier. "It is critical that college students develop an understanding of the world they will help shape. Reading a newspaper will help them contribute to their careers, their communities, and their families."

In 1997, at Spanier's suggestion, the University began providing free copies of *The New York Times*, *USA Today*, and a daily paper from the local community to students living in campus residence halls at University Park and eight other campuses. Students living both on- and off-campus can use their regular student ID card to access more than 100 newspaper dispensing machines at 20 Penn State campuses offering undergraduate programs. And for new technology, Penn State was one of the first institutions to develop a virtual university, its World Campus.

Since its founding a few years ago, the World Campus has attracted $4.5 million in outside funding and last year generated more than 5,000 enrollments from all 50 states and from 45 countries. "This is no small feat, considering that of the 4,000 or so two- and four-year colleges in the United States, 70 percent provided online courses last year, a 46 percent rise from two years ago," the president observes. Spanier continues, "More than 660 for-profit institutions are awarding degrees today. Few of these enterprises have the rich interplay of disciplines found at Penn State or the high quality education that we offer. We have worked hard to build the World Campus within the mainstream of the University, and the results have been remarkable." Last year, the World Campus was selected to be on a team of education providers that will offer distance-learning opportunities to an estimated 15,000 soldiers stationed around the world to be on a five-year, $453 million Army University Access Online program. The World Campus also has embarked on new relationships with the Army National Guard and U.S. Coast Guard to deliver college courses anytime, anywhere to those military personnel and their families.

"At the heart of this amazing success is Penn State's unwavering commitment to accessibility and to becoming more engaged with the people we serve," concludes Spanier.

HO Talks with First Hispanic Winter Olympians

Cuban-American Rodríguez and Mexican-American Parra

by Michelle Adam

They grew up on opposite ends of the country. The Cuban-American Jennifer Rodríguez, who began skating–roller skating, that is–at age 4, was born and raised in Miami, Fla., while Mexican-American Derek Parra was reared in San Bernardino, Calif.

While growing up along their respective southern coastlines, each one became a champion in the inline and roller skating world.

Rodríguez, who won three gold medals and two silver in speedskating and one bronze in figure skating in the 1993 World Championships (along with 19 other medals), is the only woman in history to medal in both disciplines at the World Championships in the same year.

Parra, the most decorated athlete in the history of roller skating by 1996, was a three-time national champion, two-time overall World Champion, two-time World record holder, and earned 18 individual gold medals as an inline skater.

Jennifer Rodríguez

Derek Parra

Between the two of them, they had an abundance of medals, but their eyes were on the gold–the Olympic gold.

At the urging of Rodríguez's then boyfriend, now husband and three-time U.S. Olympic speedskater KC Boutiette, Rodríguez switched to the ice in 1996. So did Parra. The rest is history.

Last winter, at Salt Lake City, Utah, Rodríguez and Parra became the first Hispanic Americans to win medals at the Winter Olympics. Parra came in on top with the gold as the world record holder in the 1,500-meter speedskating, and earned the silver in the 5,000 meters. Rodríguez became the first Cuban-American to win an Olympic medal when she took the bronze in the 1,000 meters and the 1,500 meters.

"You are talking about two people who grew up in different parts of the country, but they peak at the same time. A Mexican kid who has no business being an ice skater is growing up in California on wheels, saying 'I want to go to the Olympics.' At the

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OVAL
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UTAH
OVAL
OLYMPIC

Jennifer Rodríguez,
First Cuban-American Winter Olympian

same time, there is a little girl from Miami who is growing up on wheels. Their similarities are obvious. It really is unbelievable that this should happen, that they are both of Hispanic descent and both come from beach communities," said Boutiette. "There is no doubt that there are a number of Hispanic roller skaters who are now saying 'I want to do it.' Kids are shaking their hands and saying 'I'm never going to wash my hands' again."

It's unusual enough for Hispanic Americans to compete in the Winter Olympics, let alone those reared in warm climate areas such as Florida and California. In these places, roller skating is the popular sport and roller rinks are a dime a dozen. But our two Hispanic Olympians, who knew that to compete in the Olympics, they had to switch to ice, have now set the stage for others to follow.

"When I was competing, I wasn't thinking of that," said Parra. "Then to find out that I am the first Hispanic American to win a medal, and have it be the gold, is an incredible honor. It is great for people of my descent to know something like this can be done. It's not a normal thing to have a Mexican-American in the Winter Olympics, especially in speedskating. It shows that anything is possible as long as we put our minds to it and we believe in ourselves."

Parra, the son of a hardworking Mexican-American family, grew up in the predominately Hispanic and African American community of San Bernardino, where "we got by with what we had. All of our family, from my grandfather's generation to my father's to mine, we always worked hard, trying to make the future of our lives better," he said. Parra himself took accelerated classes in high school and graduated early.

"I think education was the most important thing. Sports were an outlet. I liked achieving things, and I prided myself on that. I skated hard, trained hard, and went to school hard," he said.

As an athlete, Parra began playing stickball in front of the house, and then later baseball, until he got hooked by roller skating at age 14. "I always enjoyed skating. I had a passion for it. When I got into speedskating, it was the same," he said. "I felt being able to compete for your country would be incredible. When I was roller skating, I always hoped that it would be in the Olympics. But roller skating never got in. So I was getting older [26 years of age], and I decided to get into ice skating and make the Olympic team that way."

Since 1988, Parra estimates that he has been consistently practicing six days a week in preparation for competitions and the Olympics. He was unable to compete in the 1998 Nagano Olympics due to an entry mixup, but more than made up for lost time with his most recent Olympic silver and gold win.

Rodríguez, whose father, Joe, a graphic artist, moved to Miami from Cuba at age 13, grew up, like Parra, under the influence of a hardworking family.

"I know that my parents and grandparents came with absolutely nothing but the clothes on their backs. Their hard work and discipline has rubbed off on me," she said. "That is what I am most proud of."

While Rodríguez competed in inline and roller skating competitions, and became a three-time world champion by 19, she always juggled her ambitions with school. "My parents were very strict about school. I would do my homework in the car on the way to the rink, which was an hour away. It was difficult," she said.

"I wanted to be an Olympian, but I was in inline skating," she said. "I figured that it wasn't going to happen to me. I thought it was too late to try another sport."

Today, as Rodríguez looks back at her earlier years, she's surprised how far she has come. "If you had told me six years ago that I would have been a double bronze medalist, I would have said, 'yeah, right.' I just loved what I was doing," she said. "I didn't think I was going to get this far–not as quickly as I did."

Only 18 months after moving to the ice, Rodríguez competed in the 1998 Nagano Olympics and placed fourth in the 3,000 meters. It was quite a feat for a woman who was holding on tightly to the edges of the rink for balance when she first set her foot on ice. "She was terrible," said Patrick Quinn, fellow skater and agent for Rodríguez and Parra. "But the next day she came back and you could see improvement, and a week later she was a lot better, and a month later she was really looking great. Her learning curve was so accelerated. It was remarkable to go from what she did to two years later finishing fourth at the Olympics. She is a champion, and I don't say that about every athlete. Jennifer believes so much in her own ability that she wants to be a gold medalist."

Both Rodríguez and Parra had to move away from home to the U.S. team's training headquarters near Milwaukee, Wis., in order to practice on ice. But it was well worth the effort. Said Rodríguez, "It's been very exciting. It's been a dream come true. I hope I will be a trendsetter. I hope I can open the doors for younger kids."

If local and national enthusiasm for their Olympic achievements is any indication of this, then it would be fair to say that Rodríguez and Parra are already setting a trend for young Hispanic and non-Hispanic students to follow. Since their wins in Salt Lake City, the two have been traveling nonstop throughout the United States, speaking to crowds of people, from Hispanic American groups, the elderly and the middle-aged to the young, to sponsors, and

Jennifer Rodríguez,
is "intelligent and believes in herself"

to special organizations.

Of course, the biggest crowds to celebrate the Olympians' success have been in their hometowns in California and Florida.

"There were 10,000 people at Derek's hometown parade just going rock star-Beatles crazy. There was a 65-car parade and Derek was in the last car, and we were going down the main street and there was a Fourth of July feel to it," said Quinn. "He's like a rock star."

For Rodríguez, the same has occurred in her hometown of Miami. "You can't go anywhere here without people knowing about her. She is the first Cuban-American Winter Olympian. The whole community has really gotten behind her. The reactions we are getting from the whole Hispanic community have been fabulous," said Quinn.

At the time of our interview with Rodríguez, she had just finished speaking to a group of schoolchildren, and then was preparing to attend a proclamation from the mayor of Miami in her honor. "As soon as she got there, the kids went crazy," said Quinn. "While the proclamation was intended to attract a couple hundred attendees, the numbers mushroomed beyond a thousand before the event even got off the ground."

"I don't live in Miami any more, so I am away from all the Hispanics, and I don't ever realize how important it is to them until I come home," said Rodríguez, who has moved to Utah. "I see people who have made scrapbooks of all the times I have been in the paper. It's kind of put me in a celebrity spotlight," said Rodríguez. "Everyone is so proud of me. And everyone always adds, 'We are so happy to have somebody from Miami, but we are more proud that you are Cuban. It means so much to everybody. I hope I can open the doors to younger kids and say, 'hey, just because of your background doesn't mean you can't be what you want to be.'"

Derek Parra, Mexican-American

As their agent, Quinn also sees the impact Parra and Rodríguez have made on their community and on youngsters. Parra, he said, "has Latino boys aspiring to be the little guy that could and did." As for Rodríguez, "There are very few Latina role models for girls. And most of them are pop singers, and that isn't always appropriate for a little girl. Jennifer offers a really refreshing change to that," he said. "She is intelligent and believes in herself. It is a message to a ton of girls to believe in yourself, to chase after your goals and be willing to take chances, and that sometimes you have to leave home to make your dreams come true."

For both Rodríguez and Parra, the message isn't necessarily about inspiring other youngsters to achieve Olympic fame. While Rodríguez would love to open an ice rink in Miami and get more young South Floridians to play a part in the Winter Olympics, her advice to kids who want to achieve success is much broader than that. "I think an important thing I tell kids is to be aware of all the opportunities that come your way. It has totally changed my life.

"Always be on the lookout and set goals for yourself and keep pushing forward, whether in sports, school, or a job," she said.

"In everything I did, I sacrificed other things. I sacrificed a lot of my social life. But I wanted to be an athlete and be good in school. You don't get to the top without making sacrifices somewhere. You have to figure out what you want most of all. And it's always possible to do more than you think."

As a youngster, Rodríguez competed in three different world-class level sports and attended school. Now she is a sophomore in college, but has had to put her studies on hold. She and Boutiette married in mid-April, and she is already training for the 2006 Olympics.

As with Rodríguez, Parra also hopes he can "reach kids, of Mexican-American descent or of any ethnic background, and inspire them to challenge themselves." Not certain if he will compete in the next Olympic round, he said, "I think I will continue to speak no matter what." His message is "to definitely believe in yourself, have faith, and challenge yourself to go outside of your comfort zone."

Derek Parra says "go outside your comfort zone"

Parra, who along with wife Tiffany fathered his first child, Mia, two days before the Olympic trials, hopes to eventually go to college, after having relinquished the opportunity to do so earlier in order to compete in skating. "I hope that no one has to do what I had to do. I hope the kids that I am reaching can find better ways to achieve their dreams. To go to school is important. Some kids are able to go through collegiate sports, and have a chance for a scholarship, but I happened to pick a sport that didn't have that," he said.

In the meantime, the image that many may be left with after seeing Parra achieve the gold at the Olympics is that of him carrying his grandfather's American flag around the stadium for the victory lap. His grandfather, Pablo Parra, whose parents came from Mexico, passed away two years ago, but prior to that he kept saying, "I hope I can hold on until 2002. If I don't, just go out and do your best. No matter what, we'd be proud of you."

Rodríguez still has her eye on the gold. "She came into this with so much hype because she finished fourth in 1998. What is this town [Miami] going to be like when double bronze medalist Jennifer Rodríguez goes for gold in 2006?" said Quinn. With unbridled confidence, he added, "She's going to get it."

It seems Rodríguez believes no differently. "It's definitely possible. I was so close this time," she said. "Another four years of hard work and hopefully I'll get the gold."

DREW PROFESSOR A PIONEER IN LATINO THEOLOGY

Provides a Platform for Mujeristas

by
Inés Pinto Alicea

DREW UNIVERSITY

Ada María Isasi-Díaz is a pioneer in a field dominated by White men. Her role in developing the so-called *mujerista* theology is widely acknowledged as an important contribution not to just the field of theology but also to the Latino community.

The professor of ethics and theology at Drew University, Madison, N.J., has written extensively on *mujerista* theology and is considered a leader among Latina theologians for the ideas she has developed based on talks and interviews with grassroots women who she said are feminists but who rile at the term. So to give their feminism the attention it deserved, she developed the term *mujerista*.

Isasi-Díaz defines *mujeristas* as all those Latinas who choose "to struggle against the oppression we suffer in our Latino culture and in the society in which we live precisely because we are women.

"Since the mid-1980s, my main area of interest and research has been the religious practices and understandings of Latinas in the U.S.A. who struggle for liberation," said the 59-year-old. "Providing a platform for their voices is one of the main goals of *mujerista* theology."

Sister Yolanda Tarango, from the Catholic order the Sisters of Charity of the Incarnate Word, teaches Hispanic-Latino theology at the University of the Incarnate Word in San Antonio and has collaborated on a number of projects with Isasi-Díaz. Tarango, said Isasi-Díaz, has been an important advocate for Latinas because she understands that Latinas should be speaking on behalf of Latinas, not Anglo women.

"She has pioneered the whole area of Latina theology," said Tarango, executive director of the Visitation House, a center for women and one that provides transitional housing for the homeless in San Antonio. "By the fact that she is writing and in the academy, she forces the academy to hear alternative voices. Her work is not an ivory tower endeavor. It is based on relationships with women and the everyday experiences of women. It is a theology that is well accepted in feminist circles."

Otto Maduro, a professor of world Christianity at Drew and a longtime friend and colleague of Isasi-Díaz, said her writings, speeches, participation in a variety of theological conferences, and teaching have helped bring much-deserved attention to *mujerista* theology and give it its space in the field of theology.

"She has good relations with feminist theologians, but she felt Latinas needed a reality and identity that differentiated them from White women even if they share many of the same battles," said Maduro.

Isasi-Díaz said a group of Latinas who work in the field of religion and in the churches invented the word *mujerista* and have used it for the past decade instead of using the terms "*Latina feminista*" because it seemed that when the group of Latinas who coined the term *mujerista* approached Latinas across the country about their work, they encountered a great deal of resistance to being called a "feminist."

"Even if this is mainly due to unjust propaganda, the fact is that many Latinas see the feminist movement as being anti-male, anti-family, and licentious," said Isasi-Díaz. "Second, many of the Latinas who have participated in the feminist movement have not found in it an analysis of reality that takes into account the ethnic/racial prejudice we suffer in the U.S.A."

Isasi-Díaz said that in dialogue with Anglo feminists, the Latina leaders in the *mujerista* movement have found it difficult to get the feminists to understand that the Latinas suffer from two types of prejudice–ethnic/racial prejudice and sexism–and that combined, these prejudices reinforce each other to make societal attitudes and practices all the more oppressive for Latinas.

"No matter how much we have tried to influence the feminist movement, they have not taken our Latina perspective seriously," said Isasi-Díaz. "What we say is not recorded as important. This is why we have been little more than an appendage that is considered not valuable."

So, the Latina feminists joined forces and came up with a name for themselves–*mujeristas*–a name that expresses the values, strategies, and the goals for which Latinas struggle. With that, Isasi-Díaz has spent much of her career defining what makes a *mujerista* through interviews and meetings with women.

One of the most important aspects of *mujerista* theology is the pursuit of liberation. Isasi-Díaz explains that Latinas have to liberate themselves first and that if they want to see radical change around them, they too must make radical changes. "*Mujerista* theology enables Latinas to understand how much they have already bought into the prevailing systems in society–including the religious systems–thus internalizing their own oppression," said Isasi-Díaz.

"In theological and religious language, this means that *mujerista* theology assists Latinas in the process of conversion, helping them to see the reality of sin in their lives," said Isasi-Díaz. "Further, it enables them to understand that to resign themselves to what others tell them is their lot and to accept suffering and self-effacement is not necessarily virtuous."

Isasi-Díaz said women often get oppressed when religion becomes institutionalized because men tend to be assigned the positions of honor in churches. But Isasi-Díaz said popular religion, which is a mixture of Roman Catholicism and African religions, and is often practiced at home, is an area where Latinas tend to take leadership positions because women lead the rituals and set up and maintain a home altar.

"Popular religion is very central in the Latino culture," she said.

The third of six sisters and two brothers, Isasi-Díaz was born and raised in La Habana, Cuba, by a family of practicing Catholics who nourished her "concern for the poor and the oppressed and a love of religious practices." Since her father worked in different sugar mills in three different provinces of Cuba, she was able to spend summers experiencing the country and its people.

She left Cuba and became a political refugee in 1960, earning a bachelor's degree in European history from The College of New Rochelle in New York. In the late 1960s, she worked as a missionary for three years in Lima, Peru.

"This experience has marked me for life. I often say that it was there that the poor taught me the gospel message of justice," said Isasi-Díaz. "It was there that I learned to respect and admire the religious understandings and practices of the poor and the oppressed and the importance of their everyday struggles, or of *lo cotidiano* (as she refers to daily struggles in Spanish). It was there that I realized the centrality of solidarity with the poor and the oppressed in the struggle for justice."

She later returned to the states and taught high school for several years before becoming a feminist in 1975 at the first Women's Ordination Conference in Detroit, Mich., where she said she realized that oppression was caused not only by poverty but also by sexism. She worked for the next seven years in the women's movement, focusing on women's oppression in churches, religion, and theology.

Otto Maduro, professor of world Christianity at Drew University

"During this time, I began to understand the interconnections of sexism, ethnic prejudice-racism, and economic oppression-classism."

In 1983, she earned a Master of divinity degree, followed a few years later by a Master of philosophy in theology at Union Theological Seminary in New York, where, in 1990, she also completed a Ph.D. in theology with a concentration in Christian ethics.

"My studies and involvement in the feminist theological movement made me see the need to begin to develop a theology from the perspective of Latinas in the U.S.A.," she said. "Thus, I became an activist-theologian and began to elaborate *mujerista* theology. *Mujeristas* are those of us who struggle for justice for our mothers, grandmothers, aunts, godmothers, *comadres*, daughters, granddaughters, nieces, goddaughters, friends, women-partners, and for ourselves."

In 1991, she joined the faculty at the Theological and Graduate Schools of Drew University, where she continued to elaborate on *mujerista* theology. She has authored and co-

Sister Yolanda Tarango said Isasi-Díaz has been an important advocate for Latinas because she understands that Latinas should be speaking on behalf of Latinas, not Anglo women.

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Seminary Hall

authored a number of books, including: *Hispanic Women: Prophetic Voice in the Church*; *En La Lucha–Elaborating a Mujerista Theology*; *Women of God–Women of the People*; and *Mujerista Theology–A Theology for the 21st Century*.

"Latina women living in the U.S.A. who are keenly aware of how sexism, ethnic prejudice, and economic oppression subjugate them, use the term *mujerista* to refer to themselves and use *mujerista* theology to refer to the explanations of their faith and its role in their struggle for liberation," said Isasi-Díaz, explaining the important role *mujerista* theology plays in giving Latinas a better understanding of how to liberate themselves from the issues that oppress them.

Isasi-Díaz's work extends beyond her writings and the *mujerista* theology. She and Maduro founded the Hispanic Institute of Theology at Drew University to conduct research, launch other projects related to Latino theology and *mujerista* theology, and to recruit more Latinos into the fields of theology and religion. She has been an active leader in the Hispanic Summer Program in religion and theology, which brings 100 Latino religious pastors from different denominations and from around the country together each year for intense study in those areas. The program gives them a chance to meet with other Latino theologians and professors in those fields.

Isasi-Díaz also has served as a mentor and reviewer of applicants for the Hispanic Theological Initiative, funded by the Pew Charitable Trusts to provide scholarships to students pursuing degrees in religion and theology.

Maduro credits Isasi-Díaz with boosting the numbers of Latinos at Drew. In 2001, Maduro said the University had the largest Latino graduating class of any U.S. seminary, with nine students graduating with Master of Divinity degrees. That year, the University also welcomed the largest incoming class of Latinos entering doctoral programs in religion or theology.

"It has been a difficult road, and it is a fragile situation," said Maduro. "The increase of Latino students is mostly due to her. The University says 'that's nice' but I don't know, whether university officials "fully appreciate the significance of the increase in Latino students."

Maduro said that when Isasi-Díaz began her career as a theologian, few Latinos were in the field and the numbers of Latino professors or students at the time were minimal, so bringing more into the fold has been an important goal for her. But Maduro said he is not surprised by her efforts; they are in line with her teachings and her theology.

"A *mujerista* is someone who makes a preferential option for Latina women, for their struggle for liberation," Isasi-Díaz wrote in an explanation of *mujerista* theology. "*Mujeristas* struggle to liberate themselves not as individuals but as members of a Latino community. They work to build bridges among Latinas/os while denouncing sectarianism and divisionary tactics. *Mujeristas* understand that their task is to gather the hopes and expectations of the people about justice and peace."

NCAA®

DIVERSITY PROGRAMS

The number of women and ethnic minority participants continues to rise.

by Alexandra Salas Rojas

The National Collegiate Athletic Association includes 1,200 colleges, universities, and conferences serving the student-athlete. One of its central goals is diversity. NCAA conducts a spectrum of diversity projects.

Gail Dent, assistant director for public relations, says "Although the NCAA is best known for its intercollegiate championships, such as the men's and women's Final Fours in basketball, we also offer programs to students interested in pursuing higher education and/or a career in athletic administration.

"These programs are specifically for women and ethnic minorities, and students do not have to be athletically inclined to apply."

Traditionally, NCAA ethnic data breakdowns feature White, Black, and other minority groups. Numbers for Hispanics and other people of color are small but growing, says Rochelle Collins, director of professional development.

She elaborates on the NCAA diversity initiatives; in which individuals do not have to be current or former student-athletes to participate.

- **Ethnic Minority and Women's Internship Program**–is specifically for women and ethnic minority college graduates who have an interest in a sports administration career.

Headquartered at the NCAA national office, the program provides interns with on-the-job learning experiences and networking opportunities. The one-year internship also serves to increase minority representation in the sports industry.

Says Collins, "Our first intern class started in 1989. We have an 80-85 percent completion rate for our interns, which is the goal of the program. Since the program has operated, we have 11 interns in the office. Each intern is assigned to a department where there is a supervisor and a mentor. All of the interns are involved in professional development. One thing that is unique about our program is that we do provide real learning experiences. We do not use them in support staff or gofer type roles.

"They have an opportunity to interact, get involved in event management, and our interns have a role in the planning and executing of events. The program also provides an intern an opportunity to shadow visit a campus for a week."

Participants also attend conventions and seminars, "so they also have a chance to network and think about belonging to organizations," adds Collins.

"Eighty-eight percent of 109 participants have gone on to employment in athletics, such as the coaching field, and then many transition into administration."

- **Women and Ethnic Minority Postgraduate Scholarships**–this program was established to increase the pool of ethnic minorities and women pursuing degrees in the field of sports administration or a related field, and to provide additional opportunities for women and ethnic minorities interested in higher education. Twelve scholarships, in the amount of $6,000 each, are awarded to individuals of color, and 12 scholarships are awarded to women annually.

"Both of those programs began in 1989 as well," says Collins. "This scholarship is available only to college seniors entering graduate school at NCAA member institutions in the fall.

"Just this year, we are starting to track diversity data. In general, the pool of women applicants has exceeded the male pool. We get the information out to universities equally, and we rely on them to make this information known to their students."

- **Leadership Institute for Ethnic Minority Males**–this NCAA program was designed for athletics administrative staff at NCAA member institutions and conferences. The Institute prepares diverse leaders for senior-level positions in sports through a 14-month leadership training and skills development experience.

It also addresses the critical shortage of senior-level minorities who are involved in athletic programs. The Institute will enhance job-related competencies in selected areas through the completion of four professional development sessions, practical work experiences, and a weeklong intensive workshop. Topics focus on all aspects of management, including human resources, finance, administration, public relations, and marketing.

The Institute is led by a diverse group of recognized leaders in business, higher education, and intercollegiate athletics.

Dent says this is NCAA's most recent program. "It's in its second year and has had a lot of success."

- **NCAA Fellows Leadership Development Program**–it strives to identify minorities and women who aspire to hold positions such as ath-

SOME NCAA STATISTICS

Number of Student-Athletes Participating in NCAA Championships.

Gender	1992-93	%*	1993-94	%*	1994-95	%*	1995-96	%*	1996-97	%*	1997-98	%*	1998-99	%*	1999-00	%*	2000-01	%*
Men	14,091	7.6	14,114	7.5	14,285	7.6	13,814	6.7	13,810	6.9	19,984	9.9	21,640	10.4	24,332	11.7	23,962	11.5
Women	7,813	7.9	9,469	9.2	9,895	9.2	10,203	8.1	10,659	8.2	15,755	11.8	18,652	12.8	19,831	13.5	20,698	13.8
Total	21,904	7.7	23,583	8.1	24,180	8.2	24,017	7.2	24,469	7.4	35,739	10.7	40,292	11.4	44,163	12.4	44,660	12.5

* Percentage of total NCAA student-athletes participating in championship sports.

Source: NCAA Finance Staff.

Student-Athlete Ethnicity Percentages.

Year	Overall						Football			Basketball					
	White		Black		Other		White	Black	Other	White		Black		Other	
	Men	Women	Men	Women	Men	Women				Men	Women	Men	Women	Men	Women
1999-00	71.6	78.1	16.3	9.4	12.1	12.5	63.1	28.1	8.8	52.0	67.7	37.8	22.4	10.2	9.9
2000-01	70.4	77.0	17.2	10.2	12.4	12.8	62.0	30.1	7.9	50.8	65.0	40.0	24.7	9.2	10.3

Source: NCAA Research Staff.

Professional Career Probability (estimated).

Level	Menis Basketball	Womenis Basketball	Football	Baseball	Menis Ice Hockey	Menis Soccer
High School to NCAA	2.9	3.1	5.8	5.6	12.9	5.7
NCAA to Professional	1.3	1.0	2.0	10.5	4.1	1.9
High School to Professional	0.03	0.02	0.09	0.5	0.4	0.08

Source: NCAA Research Staff.

NCAA Scholarships from National Office.

Scholarship	Number Awarded per Year	Amount per Award	Total per Year	Total Awarded to Date
Postgraduate	174	$5,000	$870,000	$13,124,000
Minorities and Women	30	$6,000	$144,000	$2,118,000
Walter Byers	2	$25,000 (over two years)	$50,000	$467,120
Degree Completion	Varies	Varies	$975,000	$9,027,548
Total	N/A	N/A	$2,039,000	$24,736,668

Note: N/A = not applicable.

Source: NCAA Research Staff.

letic directors and conference commissioners, and to involve them in various senior management-level administrative experiences in intercollegiate athletics.

The 18-month program offers academic and practical work experiences that will enable individuals to develop their talents and abilities and to mesh these skills with their aspirations.

It was designed to foster leadership within intercollegiate athletics and demonstrates to participants how athletics interfaces with the total academic experience.

NCAA Fellow participants continue to work at their respective current institutions and each are assigned a mentor who is an NCAA executive, a conference commissioner, and/or an athletic director at a member institution.

"This program is for participants who already have experience and are a step or two away from heading programs themselves. We supplement with seminars and conference work that will help them prepare for the interviewing process and help them acquire more skills that will help them be better prepared. Each fellow receives an executive mentor at another NCAA institution. We want them to have an opportunity to meet, expose them to another institution, and expand their network," says Collins.

About NCAA

One of the organization's functions is to serve as a governance and administrative structure through which member institutions can speak and act on athletic matters at the national level, such as any athletic problem that may cross regional or conference lines.

The NCAA also strives to maintain intercollegiate athletics as an integral part of the educational program, and the athlete as an integral part of the student body.

Some of its services include: enacting legislation to deal with athletic concerns; championship event promotions, statistical compilations of football, basketball, ice hockey, men's and women's lacrosse, and women's softball and volleyball.

The approximate number of student-athletes is as follows:

Division I	148,614
Division II	74,807
Division III	137, 754

Men account for 210,989 in all three divisions; women, 150,186.

Elmhurst College

Assistant Professor

Elmhurst College. The Department of Psychology invites applications for a tenure-track assistant professor position. The candidate must have a Ph. D. in experimental-developmental psychology with an active program of research, area open, but prefer an expertise in tests and measurements. The candidate must be committed to teaching and to involving undergraduates in his/her ongoing research program, advising students, and serving on college committees. Possible opportunity to teach in our I/O Masters program. We are a comprehensive four-year college bringing together liberal arts and professional preparation located sixteen miles west of downtown Chicago. Send letter of interest, vita, three letters of reference, teaching philosophy and evidence of teaching effectiveness by November 1 or until position is filled. Apply to:

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Medical University of South Carolina

Vice President for Academic Affairs and Provost

The Medical University of South Carolina invites nominations and applications for the position of Vice President for Academic Affairs and Provost.

The Vice President for Academic Affairs reports directly to the President with oversight of all academic matters. The position is responsible for the coordination of planning for education and research. The deans of the six colleges and the directors of the academic support units report through this office to the President of the University. In the absence of the President, this individual acts as the chief executive officer.

The Medical University of South Carolina comprising six colleges, Dental Medicine, Graduate Studies, Health Professions, Medicine, Nursing, and Pharmacy, as well as the University Hospital Authority, is a publicly supported, free-standing academic health sciences center. The campus, located in the heart of Charleston, occupies over 65 acres and 90 buildings. The Medical University has an annual operating budget in excess of $1 billion, including more than $125 million in extramurally funded research. The institution and its affiliates employ over 8,000 individuals, including more than 1,200 faculty members. More than 2,300 students are enrolled, with over 500 residents.

Through affiliations and special programs, the Medical University coordinates the health education activities of numerous regional hospitals and provides opportunities for its students to acquire training in various community settings.

Qualifications: The successful candidate must have an advanced degree in the health sciences and demonstrated achievement in a relevant scholarly field. A record of accomplishments in a leadership position at an academic health sciences center is essential. Preference will be given to candidates who demonstrate awareness and appreciation of academic values and an ability to represent the university effectively to both internal and external constituents.

The Vice President for Academic Affairs will be an active leader in the development and advancement of research and educational programs. It is expected that the successful candidate will be a visionary leader who is committed to the ideals of diversity and collegiality. This individual also must value the importance of all six colleges and each unit of the University.

Applicants should submit a current curriculum vitae, the names of three references, and a letter addressing their interest in and suitability for the position. The position is available beginning September 1, 2002. Applications will be accepted until a candidate is chosen.

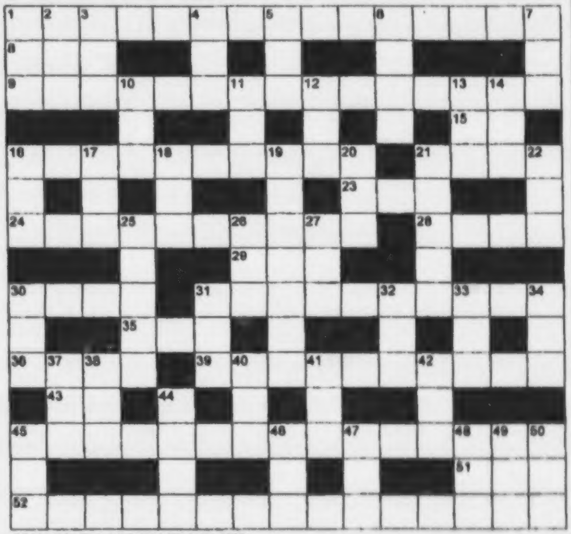
Chair
Search Committee for the Vice President for Academic Affairs
Medical University of South Carolina
P. O. Box 250001
171 Ashley Avenue
Charleston, South Carolina 29425

MUSC IS AN EQUAL OPPORTUNITY/ AFFIRMATIVE ACTION EMPLOYER

Hispanic Outlook Crossword

Across

1 Indy warrior?
8 Spanish eye
9 Sporting pirate
15 Each
16 Hispanic soccer network
21 Soccer world great
23 ___ Dhabi-Arab capital
24 Basketball "Classic" sponsor for Hispanic students
28 Hot Hispanic Phoenix soccer team
29 Voided
30 Diver Mark ___
31 Emperor in the ring?
35 Flightless bird
36 Mexican world cup squad player-first name
39 Midfield for Mexico
43 Padres town
45 Edgar's team-set for the top?
51 Disintegrate
52 Mexican world cup player



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Down

1 Rise of Rome (abbr.) - nothing to do with 31 across!
2 Keep this on the ball!
3 _____ sleigh
4 Add up the score
5 Electric company (abbr.)
6 Skateboard competition take off point
7 Single
10 Argentinian leader
11 Western
12 Plenty
13 Lady born
14 Such Spanish-or Russian chess world champion?
16 Divide the pack
17 Pura Belpre award winner - ___ Ryan
18 Plaything
19 Like a ring
20 Education Action Zone
21 Goes high during a hot game
22 Long time
25 Internet game traps
26 United Nations University
27 ___ Marrero-Cardinals player
30 Relative
31 Could contain water for half time?
32 ___ Cha dance
33 Distress call
34 Fish dish
37 Employ
38 Actress starred with Humphrey Bogart- ___ Lupino
40 Excellent player
41 Intelligence group
42 2002 Junior World Girls skating champion-first name
44 Top player
45 Brother's closest relative?
46 Mine
47 Sanctuary
48 Time period
49 Hot ___ race car
50 Student Training Officer

Puzzle Solution located at end of PPT section

IDAHO STATE UNIVERSITY

OFFICE OF UNIVERSITY ADVANCEMENT
Pocatello, Idaho

POSITION: **Development Officer, College of Pharmacy:** Reports to and works with Vice-President for University Advancement and Dean of the College of Pharmacy; Bachelor's Degree required.

For a complete announcement, including responsibilities, qualifications, salary information, and application instructions see **www.isu.edu/departments/humanr**, or phone 208-282-4828. Fax: 208-282-4976

Idaho State University is an AA/EOE and actively fosters a diverse work force.

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FGCU is an EO/EA/AAI

FYI...

The Hispanic Outlook In Higher Education www.hispanicoutlook.com July 01, 2002

National Center for Public Policy and Higher Education Reports on College Affordability

SAN JOSE, Calif.

At a time when college opportunity is more important to all Americans, college prices are spiraling upward.

The National Center for Public Policy and Higher Education recently released *Losing Ground: A National Status Report on the Affordability of American Higher Education*.

Losing Ground, according to the Center, gives the American public, policy leaders, and the higher education community a clear picture of declining college affordability due to rising tuition, the eroding purchasing power of financial aid, and the increases in the annual costs of providing higher education–increases that continually exceed growth in family income and inflation.

The national report is one of the first to highlight the fact that the biggest tuition increases occur when family income and the economy in general are in their worst shape. The report presents national and state-by-state information on the eroding affordability of American higher education.

The National Center for Public Policy and Higher Education is an independent, nonprofit, nonpartisan organization, not affiliated with any government agency, political party, or college or university. It was established in 1998 with founding grants from The Pew Charitable Trusts and The Atlantic Philanthropies that have supported the initiation and continuation of its programs, including *Measuring Up 2000: The State-by-State Report Card for Higher Education*. The Ford Foundation also has provided core support.

Losing Ground was made possible by specific support from The Ford Foundation and The Pew Charitable Trusts. The statements and views expressed in the report, however, do not necessarily reflect those of its funding organizations, and are solely the responsibility of the Center.

College Board to Drop Score Choice for SAT II Tests in Fall 2002

NEW YORK, N.Y.

At the urging of its member colleges and schools, The College Board is dropping its Score Choice option for SAT II tests in fall 2002. This action is based on a lengthy and close examination of the option's pros and cons, which led to a near-unanimous vote to drop it by the Board's Guidance and Admission Assembly Council. The decision received the general approval of the Board's broader membership during regional meetings in February.

Introduced during the 1993-94 school year to give students greater control over the admissions process, Score Choice allowed students to place their SAT II scores on hold until they had decided which scores to send to colleges, universities, and scholarship agencies that use the scores to assess applicants' knowledge of various high school subjects.

Score Choice was problematic from the start. Members found that it required an inordinate amount of counselor time to explain, encouraged "gamesmanship," and favored students wealthy enough to repeat tests. Many students who chose to "wait and see" later forgot to release their scores and missed admission deadlines.

To alleviate the problems, The College Board revised the instructions, expanded the distribution of its score-release forms, and sent letters to seniors with scores on hold, urging them to release and send their scores if they wanted to use them in the admission process. None of these efforts proved successful.

Students who took the SAT II tests in May and June of this year were still able to use Score Choice, and scores that are currently held in Score Choice will not be affected when the policy is eliminated, but these students must remember to take action to release their scores. Scores for all SAT II tests taken after June 2002 will appear on the score reports that students send to institutions.

The College Board has launched a communications campaign to inform students, schools, and colleges about the change, to make students are aware that nearly all colleges and universities only consider the highest SAT II scores, and to encourage colleges to state their SAT II policies more strongly.

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Salaries Down, Even for In-Demand Grads, Says NACE

BETHLEHEM, Pa.

Despite a 20 percent decrease in their college hiring projections, employers remain interested in graduates in certain fields, according to the spring 2002 issue of *Salary Survey*, a quarterly report by the National Association of Colleges and Employers (NACE). However, the report also reveals that demand for graduates in accounting, computer science, engineering, marketing, and finance does not necessarily increase their earning potential.

"Many graduates are receiving salary offers that are not much higher–or are considerably lower–than they were last year at this time," says Marilyn F. Mackes, NACE executive director.

Accounting and marketing graduates, for example, have posted minimal gains in their salary offers over the last year, but the remaining business disciplines all have seen decreases. Percentage-wise, accounting graduates have posted a 3.2 percent increase over last year, pushing their average offer up to $40,293. However, marketing graduates have seen a minimal 0.7 percent increase to an average offer of $35,374.

Business administration graduates have been less fortunate. Their average offer has dropped 7.1 percent to $35,209, largely due to the dwindling number of consulting positions available. Last year at this time, consulting positions constituted 14 percent of their offers. This year, they are barely over 1 percent. The majority of offers to business administration grads have been for management trainee positions, which carry an average of $31,387 (12 percent lower than the overall average for this discipline).

Logistics/materials management graduates have been the hardest hit of the business disciplines. Their average offer has dropped 12.3 percent to $39,828.

Computer science grads, still among the most sought-after graduates, have experienced a 3.6 percent decrease in their salary offers and now average $50,352, still a very respectable starting salary offer. The economy has been less kind to their counterparts in information sciences and systems. Their average offer now stands at $41,414, a decrease of 7.4 percent over this time last year.

Among engineering disciplines, chemical engineering graduates are averaging $51,254, a hardly noticeable drop of 0.6 percent from a year ago. Electrical engineering grads have posted a much more noticeable decrease of 3.5 percent, dropping their average to $50,387.

Civil engineering grads have posted a small gain of 1.2 percent, bringing up their average offer to $40,848. The average offer of $48,654 for mechanical engineering graduates has barely budged from last year at this time (up 0.1 percent).

Unfortunately, liberal arts graduates haven't been able to escape the poor economy either. As a whole, they're now averaging $28,667, down 5.6 percent from last year, when it was $30,378.

ACE: Freshmen More Politically Liberal Than in Past Years

WASHINGTON, D.C.

More college freshmen identify themselves as politically liberal, according to the results of an annual survey of this nation's high school students entering college.

The American Freshman survey was sponsored by the Higher Education Research Institute at UCLA's Graduate School of Education and Information Studies in association with the American Council on Education (ACE).

This year's survey data show that 29.9 percent of the students surveyed characterized their political views as "liberal" or "far left," the highest percentage in two decades, and substantially higher than the 20.7 percent who consider themselves "conservative" or "far right." The overall percentage of today's "liberal" freshmen increased from 27.7 percent last year, but is still lower than the all-time high of 40.9 percent recorded in 1971. Most students labeled themselves "middle of the road" (49.5 percent, down from 51.9 percent last year).

According to ACE, the tendency toward liberalism among freshmen is also evident in their changing attitudes about social and political issues, including the death penalty and gay rights. A record-high 57.9 percent of this year's freshmen believe that same-sex couples should have the right to legal marital status (compared to 56 percent last year and 50.9 percent in 1997). Thirty-two percent of incoming college students advocate ending capital punishment, an increase from 31.2 percent last year and the highest score since 1980.

People-Places-Publications-Conferences

PEOPLE & PLACES

Northern Illinois Professor Directs Women on the Border Research

Northern Illinois University (NIU) Associate Professor Elvia Arriola is the executive director of the Women on the Border (WOB) research institute, a nonprofit that seeks to advance the education, training, and empowerment of employees in the more than 4,000 *maquiladoras* (sweatshops) located on the U.S.-Mexico border. According to WOB, as of 2000, approximately one million individuals were working in *maquiladoras*.

Arriola, associate professor of gender and the law, domestic violence, and public interest litigation at the NIU College of Law, conducts research seminars on women, law, and the global economy.

A former staff attorney with the National Headquarters of the American Civil Liberties Union and assistant attorney general in the New York State Department of Law, Arriola began her teaching career at the University of Texas-Austin and was a visiting professor at DePaul University and St. Mary's University in Texas. She has a law degree from the University of California-Berkeley and a master's in history from New York University.

Eastern Washington Receives $1 Million Grant for Bilingual Education

Eastern Washington University (EWU) received a five-year $1,088,376 grant to extend the reach of bilingual education to include counselors and staff.

The grant funds EWU's Bilingual Counseling and Support Project, designed to prepare counselors and educational support personnel to provide a full range of educational services for bilingual and immigrant students. Project components include developing a pre-service program for future counselors, an in-service for current counselors, and a training program for school support staff. The program also will redesign undergraduate courses and develop a new graduate program in EWU's Department of Counseling, Educational, and Developmental Psychology to address diversity, says Val Appleton, associate dean of the EWU College of Education and Human Development.

According to Appleton, the project begins in the central Washington schools with Chicano/Latino students, their families, and communities and will extend to other immigrant groups such as those speaking Russian and Hmong, a language spoken by people from Vietnam, Lagos, Thailand, and Southern China.

Calderón Opens Rutgers Hispanic Lecture Series

Puerto Rico Gov. Sila María Calderón opened the inaugural Puerto Rican and Hispanic Caribbean Lecture Series at Rutgers University (N.J.). The lectures featured research, scholarship, and presentations on human and social issues facing the Hispanic Caribbean—Puerto Rico, Cuba, and the Dominican Republic.

Upon delivering her speech, Calderón, the island's first woman governor, was met by a small group of community leaders waving Puerto Rican flags and playing conga drums in protest of the U.S. Navy's bombing exercises on the Puerto Rican island of Vieques. She gave the group a thumb's up before speaking to students, professors, and community members.

Calderón's speech focused on the history of Puerto Rico's relationship with the United States and her support of the Commonwealth system. The end of her speech targeted the continued military exercises on Vieques: "We want the practice stopped as soon as possible."

Texas A&M Biology Program to Target Minority Undergrads

Texas A&M University (TAMU) environmental biology researchers and the Texas Engineering Experiment Station have teamed up to form a mentoring program for minority undergraduates from schools in the TAMU System.

The National Science Foundation's Undergraduate Mentoring in Environmental Biology Program will fund the TAMU project, Undergraduate Training in Ecological and Evolutionary Approaches to Complex Environmental Problems. Institutions with high percentages of minority students, such as Prairie View A&M University, Texas A&M-Corpus Christi, Texas A&M-International, and Texas A&M-Kingsville, will participate.

The project chooses five students per year to work with a faculty mentor from their home institution and spend the summer conducting field and laboratory research. Sophomores and juniors will be heavily recruited so they may continue the mentoring experience through their senior year.

According to the project's principal investigator, Rodney L. Honeycutt, professor of wildlife and fisheries sciences at TAMU, the program may help students to consider graduate school and can increase minority interest in environmental biology.

News from Louisiana State

- Louisiana State University (LSU) presented the play "Don't Walk Barefoot on Broken Glass," written and produced by LSU doctoral student Alexander Tselebrovski. The play, which speaks to all nationalities, balances the traditional and surrealistic views of Spanish poet Federico García Lorca. The consulate general of Spain sponsored the LSU production, which featured a cast of students and teachers from Europe, the United States, India, and Latin America.
- LSU hosted the 2002 Teaching in Higher Education Forum, "The Scholarship of Teaching and the Online Learning Environment: Accelerating the Learning Curve." Faculty and administrators from around the country attended the three-day conference, which addressed technology and its many uses in the classroom.

- Enrique Reyes, assistant professor at the LSU Coastal Ecology Institute, was the guest speaker at a meeting of the Audubon Kiwanis Club of Baton Rouge. He spoke about the serious land-loss problems affecting Louisiana's coast and the economic impact coastal degradation in general is having on the state.

Alvarez Keynotes UNC Literary Festival

Award-winning Dominican author Julia Alvarez headlined appearances by more than 100 writers and performers as keynote speaker of the North Carolina Literary Festival 2002. She discussed how she became an American author, the relationship between oral storytelling and writing, and the influence of culture on both forms of communication.

Born in New York City, Alvarez spent her childhood in the Dominican Republic, returning to the U.S. at age 10. After receiving a master's degree in creative writing from Syracuse University, she traveled America as a "migrant poet," teaching writing workshops. She is well known for her novels, *How the García Girls Lost Their Accents*, winner of the PEN Oakland Award for works presenting a multicultural viewpoint, and *In the Time of Butterflies*, a finalist for the 1995 National Book Critics' Award in fiction.

Alvarez, currently writer-in-residence at Vermont's Middlebury College, supports literacy programs in the Dominican Republic with the profits of her and her husband's organic coffee farm.

San Diego State Celebrates 30th Monty Awards

The San Diego State University (Calif.) Alumni Association's Monty Awards celebrated its 30th anniversary, recognizing distinguished alumni and faculty. The Montys honor faculty and alumni from each of the University's seven academic colleges and the Imperial Valley Campus for their talents, achievements, and contributions to the University and the community.

Among this year's recipients were Isidro Ortiz, professor of Chicana and Chicano studies; Carolina Aubanel de Bustamante, '76 alumna; María Zúñiga, faculty member in the School of Social Work; and Víctor M. Carrillo, '75 & '00 alumnus.

Boston College Honors Memory of Slain Archbishop

Boston College (Mass.) held its 10th annual Archbishop Oscar A. Romero Scholarship award ceremony, honoring a junior who exemplifies Latino cultural traditions and heritage as well as the values and ideals inherent in Romero's life–dedication and sacrifice to community. The award is based on academic record, service on and off the campus, and financial need.

This year's recipient is Gabriel Verdaguer, an Argentinean native majoring in philosophy. Verdaguer has been active in community service, the varsity track and field team, and student government. The scholarship will cover 75 percent of his senior year tuition

On March 24, 1980, a rifleman–some called him a rightist death-squad assassin–killed Archbishop Romero at the altar in El Salvador while he prepared the Eucharist. During his years as a priest and archbishop, Romero had shared in the lives of the poor and took their hopes and sorrows as his own.

USHLI President Completes Postdoctorate

Dr. Juan Andrade, president of the United States Hispanic Leadership Institute (USHLI), recently earned his fifth degree, a postdoctoral Master of Arts in urban life studies from Loyola University of Chicago (Ill.). He was accepted as a Graduate School Fellow and invited to co-teach one of the classes required for the degree, "Race and Gender Politics and Political Economics." His capstone thesis was entitled "From Accommodation to Incorporation: the Transformation of Latino Politics in Chicago 1960-1999."

Andrade earned a bachelor's degree from Howard Payne University, a master's from Antioch, doctorate from Northern Illinois University, and an honorary doctorate in the humanities from Howard Payne, where he is recognized as a distinguished alumnus.

In addition to his presidency at USHLI, Andrade is also a weekly columnist for the *Chicago Sun-Times*.

News from Miami-Dade

- In Florida, Miami-Dade Community College (M-DCC) President Eduardo J. Padrón and Dr. Mark Richard, president of the United Faculty of Miami-Dade Community College Local 4253, American Federation of Teachers of the AFL-CIO, signed a new three-year contract. The M-DCC administration and the faculty negotiating team were said to be fully satisfied with the contract and the bargaining process.
- Five students from the Student Government Association at the Kendall and Wolfson campuses were elected to the Florida Junior/Community Colleges Student Government Association. Edward González, Emerio Díaz, and Alexandra Salvador will serve statewide, and Kimberly Castillo and Harold Silva will serve their district.
- M-DCC and the U.S. Department of Agriculture/Hispanic Association of Colleges and Universities (USDA/HACU) Leadership Group announced the appointment of Willis Collie as a USDA liaison officer based at the College. Collie will work with Hispanic Serving Institutions throughout the U.S. and Puerto Rico, providing Hispanic faculty and students with information on the many opportunities the USDA has to offer the Hispanic community.
- The Microsoft Corporation gave the Terry O'Banion Student Technology Champion Award to M-DCC computer science major Brian Carmenatty. Microsoft created the $5,000 award to promote technology training in the nation's community colleges.

St. Mary's Chair Inducted into Army Officers Hall of Fame

Dr. Ruben Araiza Candia, chair of the department of languages at St. Mary's University (Texas), was inducted into the U.S. Army's 2002 Officer Candidate School (OCS) Hall of Fame, the school's highest honor, for leadership excellence in military and civilian public service.

The eldest of 11 children, Candia joined the Army in 1955 and attended infantry OCS at Fort Benning, Ga., earning a commission as a second lieutenant. He served in command positions at Fort Ord in California, in the Panama Canal Zone, and in Korea and Vietnam. After 27 years, he retired as a lieutenant colonel.

Candia has a bachelor's degree in political science from the University of Nebraska-Omaha, a master's in public administration from the University of Oklahoma, a master's in Spanish language and literature from Middlebury College Graduate School of Spanish in Madrid, and a doctorate in romance languages from the University of New Mexico. He joined St. Mary's in 1977 as chair of the military science department after teaching Spanish, literature, culture, and civilization at the U.S. Military Academy at West Point, N.Y.

Lehman Holds Civil Rights Discussion with La Raza President

Lehman College (N.Y.) welcomed Raúl Yzaguirre, president of the National Council of La Raza, who delivered the College's annual Herbert H. Lehman Lecture. Yzaguirre spoke about "The Latino Civil Rights Movement: What It Means for All Americans Today."

A lifelong community activist and civil rights constituent, Yzaguirre began his career at age 15 when he organized the American G.I. Forum Juniors, an auxiliary of the Hispanic veterans association. After four years in the U.S. Air Force Medical Corps, he earned a bachelor's degree from George Washington University and became a program analyst in the U.S. Office of Economic Opportunity's Migrant Division. A year later, he founded Interstate Research Associates, the nation's first Mexican-American research association.

Yzaguirre was the first Hispanic to receive a Rockefeller Public Service Award for Outstanding Public Service from Princeton University, the first Hispanic to serve on the Executive Committee of the Leadership Conference on Civil Rights, and one of the first Hispanic Fellows of the Institute of Politics at the John F. Kennedy School of Government at Harvard University.

Utah State Hosts Diversity Conference, Welcomes Chicana Novelist

Educators and community members attended this year's two-day Educators for Diversity Conference at Utah State University, to both celebrate diversity and learn how to enhance diversity in schools.

Sandra Buendía and Norma González were keynote speakers. Buendía is alternative language director in the Salt Lake City District. Her department provides professional development, translating/interpreting services, refugee tutoring, language proficiency assessment, and program evaluation and support. González is a professor of bilingual education and socio-linguistics at the University of Utah and co-editor of the text *Classroom Diversity: Connecting Curriculum to Students' Lives*.

Utah State also featured a book reading and signing by acclaimed Chicana novelist and poet Helena María Viramontes. Currently a professor of creative writing at Cornell University, Viramontes' publications include *Under the Feet of Jesus*, *Their Dogs Came With Them*, *The Moths and Other Stories*, and *Chicana Creativity and Criticism*.

Hofstra Symposium Highlights Long Island's Immigrants

Hofstra University (N.Y.) hosted the symposium "The Changing Face of Long Island: New Immigrant Communities from South Asia and Latin America," highlighting the area's challenges and brainstorming strategies for progress, and cosponsored by the American Jewish Committee.

Conference workshops on education, legal matters, housing, and business and employment were comprised of and moderated by leaders and experts in those fields. Reporters who have written about the changing immigrant populations for *Newsday* were part of a panel discussion, and a photo exhibition showcased pictures of Mexican day laborers.

Fairleigh Dickinson Lecture Focuses on Spain's International Role

Ambassador Inocencio Arias, permanent representative of Spain to the United Nations, lectured at Fairleigh Dickinson University (N.J.) on "Spain in Europe and in the United Nations." Arias is a member of the Ambassador's Club, a virtual program of interactive outreach linking a voluntary association of U.N. ambassadors with students from U.S. universities. Fairleigh Dickinson is one of about a half-dozen U.S. universities in this elite group.

During his 30 years with the Ministry of Foreign Affairs, Arias has been a representative of Spain in Bolivia, Algeria, and Portugal, participated in numerous international conferences, and been in the Spanish Delegation for many sessions of the U.N.'s General Assembly.

Arias has held professorships in international relations at the University Complutense and at University Carlos III, both in Madrid, and authored publications on political issues and international relations.

News from University of Richmond

- The University of Richmond (Va.) placed No. 18 nationally in gender equity in *U.S. News & World Report*'s inaugural rankings of college sports programs. The ranking deems Richmond the only Virginia school to make the list and one of the top 20 Division I colleges making progress in providing athletic opportunities for women.
- The University's School of Law hosted a program for minority students interested in attending law school. The "Each One-Reach One" program consisted of discussions by local attorneys, law school faculty, and staff, as well as a "cultural extravaganza" featuring food, music, and historical information.
- The Institute of International Education honored Richmond for innovation in international education, giving the University an honorable mention in the "outstanding faculty program" category for its Faculty Seminars Abroad program. Each year, the Institute, a nonprofit higher education exchange organization made up of 600 member colleges and universities, honors the most outstanding initiatives being conducted by Institute member campuses to increase international learning and global mobility on campus.

Fresno City Tennis Standout a Quiet Leader

Photo © Don Davis

Alonso Medina's first experience on the tennis court was at age 10 with his mother when the two took tennis instructions near his hometown of Hermosillo, Mexico. When an instructor noticed his good stroke, he began taking private lessons, which greatly improved his game. Now Fresno City College's (FCC) top tennis performer, Medina was recently ranked No. 2 in the state of California among community college players.

"He is a quiet leader who plays by example," says Mark Belman, FCC's men's tennis coach. "Alonso works very hard at being the best, and he's a great kid."

After an impressive 2002 season, Medina helped FCC repeat as Central Valley Conference champions, placing the team in a good position to capture the state tournament title. Last year, the team placed second, the highest finish ever for the men's team in the state tournament.

With Division I tennis programs of such universities as New Mexico, Oklahoma, Colorado, and South Carolina interested in his game, Medina believes that there is tennis and education in his future and is excited about what lies ahead.

Central Michigan Hosts Statewide Diversity Conference

Central Michigan University (CMU) hosted this year's Equity in the Classroom XII conference, sponsored by public universities that participate in Michigan's King/Chavez/Parks Initiative. The statewide initiative encourages a greater role in higher education for individuals in underrepresented groups, whether they are students, faculty, or staff.

CMU's Multicultural Educational Center, in support of the theme "Weaving Threads of Color into Higher Education," demonstrated "best practices" in education reform through its GEAR UP project, diversity curriculum, and multicultural training team.

The three-day conference kicked off with diversity training offered through the National Coalition Building Institute (NCBI). CMU's team is the only active NCBI group among state colleges and universities. William B. Harvey, vice president and director of the Office of Minorities in Higher Education at the American Council on Education, gave the opening keynote address. Stanford University educator Claude Steele provided the closing keynote speech, "Stereotype Vulnerability: The Effect of Stereotyping on Academic Success."

New Mexico Advisor Establishes Fund in Sister's Name

Andrés Armijo, senior academic advisor at the University of New Mexico's (UNM) University College and a Spanish instructor, is establishing the Louise Armijo Endowed Memorial Scholarship Fund in of honor his sister who passed away in July 1999. The scholarship benefits students in UNM's theater program, in which she was enrolled.

Louise Armijo (pictured) began pursuing a fine arts degree at UNM in 1980, but moved to California in 1984 to pursue a career in the travel industry. Returning to New Mexico in the late 1990s, hoping to complete her degree, she appeared in many campus productions–"Cabaret," "Grease," "I'm a Fool," and more–and adored children, teaching drama to children of all ages.

Andrés hopes the scholarship will encourage other young artists who drop out and need help to return to school to complete their studies. "The scholarship fund is a tribute to the dreams Louise was not able to fulfill," said Armijo. "I want the fund to honor her and to help other students who may find themselves in the same situation she was and who want to return to school."

South Dakota Preaches Diversity, Respect

The dean's office of the College of Arts and Sciences at the University of South Dakota (USD) sponsored a College Diversity Forum. Panelists presented methods used to successfully diversify their curricula, student population, and faculty, and the challenges and solutions of diversification.

"We need to educate ourselves and our students about the issues confronting those who have been marginalized because of their race, ethnicity, gender, or disability," said Susan Wolfe, acting dean of Arts and Sciences. "It is my hope that this forum contributed toward greater understanding."

The USD senate passed a resolution urging the North Central Conference and the NCAA to ban the use by any member institution's athletic teams of a nickname, mascot, or logo that depicts an ethnic group other than one that has a direct and close tie to the heritage of the institution. The resolution states that institutions that depict an ethnic group that does not have such a tie should use the image only if formally sanctioned by the government or an entity that represents the group.

Pittsburgh Law School Announces Diversity Scholarship

The University of Pittsburgh (Pa.) School of Law, in collaboration with the law firm of Buchanan Ingersoll, established a three-year law school scholarship to help provide the Pittsburgh community with a diverse pool of attorneys.

The Pitt/Buchanan Ingersoll Diversity Scholarship will be granted to one candidate each academic year. By the 2004 school year and each year after, there will be three Pitt/Buchanan Ingersoll Diversity scholars in the Pitt law school. The school's admissions office will recommend qualified prospective students to the selection committee.

"This initiative has the potential to result in a substantial enrichment of the Pittsburgh legal community," said David Herring, dean of the School of Law. "Together, we will be able to create and support a diverse educational environment and professional community.

Syracuse Announces Appointments

Syracuse University (N.Y.) announced several recent appointments.

Tomás A. González, former director of residence life at Alfred University, was named assistant director of Greek Life in the division of student affairs at the University. Working within a five-member team, he will develop and deliver educational initiatives, leadership training, and programs and services for the more than 2,000 members of the University's Greek community.

Sylvia Martínez-Daloia was named project director of the Syracuse University Liberty Partnership Program (SULPP). Formerly director of community relations at Syracuse, she now joins this important outreach to the city of Syracuse. SULPP aims at keeping middle school students in school and increasing their chances of finishing high school.

Former assistant professor at Purdue University Dr. Amardo Rodríguez is now assistant professor of speech communication in Syracuse's College of Visual and Performing Arts. A Howard University doctoral degree recipient, Rodríguez's research has focused on communication and the human condition.

In the News at UT-Austin

- University of Texas (UT)-Austin held a diversity celebration, "One World, One Night, One Celebration," uniting students of various backgrounds, groups, cultures, and ethnicities and recognizing their differences. The program featured live multicultural entertainment and dancing.
- UT-Austin junior Alexandra Chirinos, a business and finance student and native of

Mexico, was awarded a scholarship by the Harry S. Truman Scholarship Foundation. Established by Congress in 1975 in honor of the nation's 33rd president, the Foundation awards scholarships for college students to attend graduate school in preparation for careers in government or public service. Each scholarship provides $30,000.

- For the second consecutive year, *Hispanic Business* ranked the McCombs School of Business and the School of Law at UT-Austin the No. 1 MBA program and law school in the country for Hispanics. The ranking was based on the number of Hispanic students enrolled, percentage of full-time Hispanic faculty members, availability of student support, retention rate, and national reputation.
- The Junior League of Austin, Inc., Hispanic Mother-Daughter program, housed in the UT-Austin School of Social Work, celebrated its 10th anniversary. The college preparatory program for Hispanic females in grades six through 12 provides educational and social support needed for academic and personal success.

Santa Monica Program Retrains Apparel Workers

Santa Monica College (Calif.) launched a $200,000 program to train low-wage employees in computerized knit-ware production. The program seeks to provide the workers with higher pay and increased opportunities in California's large multibillion-dollar apparel and textile industry, which accounts for some 279,000 jobs.

"The apparel industry is the largest manufacturing sector in Los Angeles, but it is facing keen overseas competition and is turning more and more to sophisticated machines that are faster, more accurate, and ultimately lower cost than using unskilled laborers," said Marvin Martínez (pictured), Santa Monica's associate vice president of planning and development. "The challenge the industry is facing is training these employees and providing them the technical skills to operate these machines."

The work-site program offers three classes–teaching operation of the new computerized machines, maintenance and programming, and computerized knit-ware design. As students complete each class, their pay is increased.

William Paterson Study Finds Students Increasingly Tolerant

College students in the United States accept members of other racial and ethnic groups more fully than ever before, despite the country's greater diversity and the aftermath of Sept. 11, says a national survey on race and ethnic attitudes conducted by William Paterson University (N.J.) Professor of Sociology Vincent Parrillo.

Parrillo surveyed 2,916 students from 22 colleges and universities in four regions, East, South, Midwest, and West. The survey asked respondents to rank 30 groups from highest to lowest in terms of their tolerance level for each group. The more an individual was willing to accept a member of another group, the better the group's social distance score.

Responses were fairly similar throughout each region, and the study revealed encouraging news about the country in terms of greater acceptance of diversity. The study also found evidence of what Parrillo calls a "unity syndrome," the bonding of Americans against a common foe, following Sept. 11.

Parrillo feels the social distance survey needs to be conducted several more times in the years ahead to get a clearer picture of how tolerant Americans remain in their ever-growing multiracial, multicultural society.

"Only time will tell how lasting this new spirit is," said Parrillo.

Honoring César Chávez

Institutions of higher learning in California and across the United States continue to celebrate the life of labor and civil rights activist César E. Chávez, founder of the National Farm Workers Association, now the United Farm Workers.

- The University California (UC)-San Diego held a monthlong celebration of his life and achievements. Featured were distinguished guest speakers, organized panels on current labor issues and the status of contemporary social movements, and a citywide essay contest on the meaning of the Chávez legacy.
- California State University-San Marcos, with sponsorship from the Governor's Office on Service and Volunteerism (GO SERV), held a César Chávez Day of Service and Learning, with activities for the campus and community, music and performances, a candlelight vigil, and other tributes.
- Cal State Northridge was awarded more than $111,000 from GO SERV to coordinate an array of health, historical, technological, and cultural events showcasing the efforts of César Chávez.
- Mt. San Antonio College (Calif.) featured guest speaker Julie Chávez Rodríguez, César Chávez's granddaughter, culminating a series of local service and learning projects funded by GO SERV that involved 400 students from eight area K-12 schools.
- Cal State Fullerton, too, received GO SERV support for its César Chávez celebration, which brought elementary school students to campus for a day of activities designed to promote higher learning for area youngsters. Julie Chávez Rodríguez also spoke at this engagement, which featured a musical about César's life.
- Cal State San Bernardino funded special projects involving area children at the San Bernardino County Museum. The César Chávez Family Garden Day, the event's highlight, promoted sustainable agriculture and food security through a special after-school program, which had the children harvest their own crops.

"CHICANO" Comes to the Smithsonian

Actor Cheech Marín's vision of Chicano art and expression has been brought to life in a pair of traveling exhibitions collectively titled "CHICANO"–to be displayed separately at the Smithsonian Institution's Arts and Industries Building.

The first exhibit, "Chicano Visions: American Painters on the Verge," examining the rich artistic heritage and expression of Chicano/a visual artists, is currently on display through Jan. 3, 2003.

The second exhibit, "Chicano Now: American Expressions," is a multimedia presentation offering expressions of cultural style through the eyes of the nation's premier Chicano/a performing and independent film artists. It will run from Oct. 3 to Jan. 3.

Exhibition proceeds will benefit the Hispanic Scholarship Fund.

Stetson Law Hosts Program on Business in Cuba

The Stetson University (Fla.) College of Law sponsored a program on the legal and business strategies that organizations need to consider for doing business in Cuba, should the embargo be lifted.

"Doing Business in Cuba: Preparing for a Post-Castro Cuba" discussed the future of U.S./Cuba relations, the current business environment in Cuba, and a look at how Canadians, Europeans, and Latin Americans conduct business in the communist country.

Former U.S. Congressman Sam M. Gibbons led the group of business speakers with his keynote presentation, "The Importance of Free Trade and the Use of Sanctions."

Renowned Artist Produces Mural at Cal State L.A.

Renowned Cuban artist and muralist Zaida del Río produced a mural for the University-Student Union at California State University-Los Angeles. The mural was sponsored by the University's Latin American studies program, Cross Cultural Resource Center, and Student Union.

Born in Guadalupe, Cuba, del Río's art combines the myth and history of Cuba's many cultures. Trained at Cuba's Escuela de Arte and Instituto Superior de Arte and at the École des Beaux Arts in Paris, she is a known printmaker and textile designer and has illustrated several books.

News from Pepperdine University

- Pepperdine University (Calif.) featured Dr. Luis Lugo, who spoke on "The Diminishing Divide: Religion's Growing Role in American Public Life." Born in Cuba, Lugo earned a doctorate in international relations and Latin American politics at the University of Chicago. He is very involved with the Pew Charitable Trusts, having established the Pew Forum on Religion and Public Life, which he now directs.
- Dr. Molefi Kete Asante, professor of Afro-American studies at Temple University, delivered the presentation "Afrocentricity: Multiculturalism and the Clash of Civilization." Asante received his master's degree at Pepperdine and, prior to his position at Temple, held numerous faculty positions on both the East and West coasts. He also held a visiting faculty position, as a Fulbright scholar, at the Zimbabwe Institute of Mass Communication.
- A report by the Pepperdine School of Public Policy examining ethnic diversity in the San Fernando Valley has found that the once predominately Anglo middle class suburb has become increasingly multiracial, with a population that is more than 50 percent minority. The report, *The Changing Face of the San Fernando Valley*, found that common geography, economy, and middle-class aspirations have unified the diverse region.

Latin Jazz Comes to Pellissippi State

Pellissippi State Technical Community College (Tenn.) featured the Miguel Romero Ensemble during a night of Latin jazz. The Atlanta-based five-piece ensemble performed their acclaimed "Cuban Jazz Funk."

Born in Cuba, pianist/composer Romero arrived in the United States at age 10 and studied at the famed Jazz Mobile in Harlem with jazz greats Max Roach, Freddie Watts, and Sonny Redd. He received a bachelor's degree from Lehman College, studied film scoring and arranging, and taught clinics at Georgia State University and Clark Atlanta University.

The Miguel Romero Ensemble has been performing at Atlanta's Sambuca Jazz Café for the past two years to standing-room-only crowds. Romero himself is part of the Peachstate Jazz Radio Program heard over National Public Radio stations throughout the state; he just released a new CD, "Cuban Jazz Funk," and is working on a national tour.

LaGuardia's Middle College Receives Gates Grant

Middle College High School at LaGuardia Community College (N.Y.) was awarded a $7.6 million grant from the Bill and Melinda Gates Foundation to create small high schools across the nation that allow at-risk youth to receive a combined high school diploma and associate's degree in five years.

Through the Gates Foundation's Early College High School Program, the Middle College High School National Consortium, made up of 24 middle high schools nationwide, will establish eight new small high schools and redesign 12 existing middle college high schools, all of which will be on community college campuses.

The program allows students to complete their high school and associate's degree requirements in five years through a dual enrollment in high school and college-level courses. The purpose of the program is to reduce high school dropout rates while increasing the rates of community college graduates among at-risk youth.

Westminster President Emeritus Passes Away

Westminster College (Pa.) President Emeritus Dr. Oscar E. Remick passed away following a battle with cancer. He was 69.

Photo © 1995 W.J. Penberthy

Remick had a distinguished career in higher education and was a nationally recognized scholar in religion, philosophy, and the arts. He received a bachelor's degree from Eastern College (Pa.), a master's from the University of Pennsylvania, and a doctorate from Boston University. He was also an ordained minister in the Presbyterian Church and received a divinity degree from Eastern Baptist Theological Seminary. He was named president emeritus of Westminster after retiring as the College's president and chancellor. Prior to Westminster, he was president of Alma College, following a professorship at State University of New York College at Fredonia. He was also president of Chautauqua Institution in New York.

Remick was a member of many local, state, and national profit and nonprofit boards and preached at many churches in Pennsylvania

He is survived by his wife Emma and three adult sons.

McDonald's Offers Scholarships to New York Tri-State Students

McDonald's New York tri-state restaurant owners are offering $25,000 in scholarships to local college-bound high school seniors who demonstrate outstanding leadership in community service. Through the new McDonald's "Serve Your Community" scholarship program, local McDonald's owners will award $5,000 scholarships to New York tri-state area students who best express through an essay, how they bring McDonald's mission "to give back to the communities where you live" to life.

The scholarship deadline is July 10. Students can download a McDonald's "Serve Your Community" scholarship application at www.mcdonaldsnymetro.com.

Major League Baseball Cares

Baseball Cares, an umbrella program of Major League Baseball (MLB), named Arizona Diamondbacks pitcher Curt Schilling the winner of the 2001 Roberto Clemente Award. Schilling was honored for his fundraising efforts for ALS (Lou Gehrig's Disease). The award–in honor of Puerto Rican MLB star Roberto Clemente, who died in a plane crash while delivering supplies to earthquake survivors in Nicaragua–is given each year to the MLB player who combines outstanding skills on the field with devoted work in the community.

MLB will hold its 10th annual Reviving Baseball in Inner Cities (RBI) World Series, the championship round of youth baseball and softball, in partnership with the Boys & Girls Clubs of America. The youth outreach program is designed to promote interest in baseball, increase the self-esteem of disadvantaged children, and encourage kids to stay in school. (Read more about Baseball Cares on pg. 8)

Olympic Hero Visits Cal State San Bernardino

Finesse, technique, and endurance are trademarks of a champion, and hometown hero Derek Parra, who embodies all three, relived some of his winning moments as he presented "From San Bernardino to Salt Lake 2002" at California State University-San Bernardino. Associated Students, Inc., and the Cross Cultural Center sponsored his appearance.

Parra, a San Bernardino native, won gold and silver medals as a speedskater at the 2002 Winter Olympic Games in Salt Lake City, Utah. (Read more about Parra on pg. 17)

NASCAR Welcomes First Hispanic Racing Team

NASCAR announced that the Hispanic Racing Team (HRT), the first NASCAR team with Hispanic owners and drivers, plans to run at least five Busch Series races this season, after finally obtaining a primary sponsor.

Longtime CART driver Roberto Guerrero, twice the runner-up at the Indianapolis 500, is driving the HRT entry that is sponsored by CICLON International, a Panama company that produces and distributes an energy drink.

"It's been three long years, a lot of knocking on doors, and a lot of doors slammed in our faces," said Rudy Rodríguez, the team's co-owner.

Rodríguez said plans are to expand to a full Busch schedule in 2003. HRT also hopes to add a second Busch car driven by Jaime Guerrero, the younger brother of Roberto.

NASCAR, the National Association for Stock Car Auto Racing, is widely regarded as one of the fastest-growing professional sports leagues, in terms of fan support, in the U.S.

PUBLICATIONS

Streak: Joe DiMaggio and the Summer of '41

By Michael Seidel

Michael Seidel
Joe DiMaggio and the Summer of '41
Streak

This vivid and poignant story tells of Joltin' Joe DiMaggio's legendary 56-game hitting streak and the last golden summer of baseball before America was engulfed by the maelstrom of World War II. It commemorates a baseball season like no other.

2002. 298 pgs. ISBN 0-8032-9293-7. $15.95 paper. Bison Books. (800) 755-1105.

The Legacy of Vicente Guerrero, Mexico's First Black Indian President

By Theodore G. Vincent

Elected the first Black Indian president of Mexico in 1829, Vicente Guerrero has been called the country's Washington and Lincoln. This revisionist biography of one of Mexico's most important historical figures–the person who issued the decree abolishing slavery–traces the impact of race and ethnicity on Mexico's national identity.

2001. 336 pgs. ISBN 0-8130-2422-6. $55.00 cloth. University Press of Florida. (800) 226-3822.

Song of the Water Saints

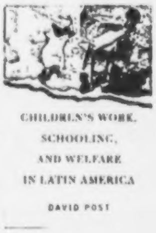
By Nelly Rosario

Nelly Rosario's debut novel follows three generations of headstrong Dominican women. From Santo Domingo in 1916 to the barrios of New York City at the end of the 20th century, she traces the lives and loves of Graciela, Mercedes, and Leila and their shared legacy of relentlessness and longing.

2002. 245 pgs. ISBN 0-375-42087-8. $23.00 cloth. Pantheon. (800) 323-9872.

Children's Work, Schooling, and Welfare in Latin America

By David Post

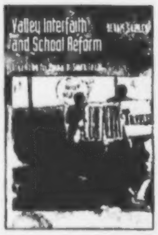


This comparative study of children ages 12-17 from Chile, Mexico, and Peru takes survey data and documents the tendencies of children to become economically active, to remain in school, or to do both.

2002. 284 pgs. ISBN 0-8133-3915-4. $35.00 paper. Westview Press. (800) 386-5656.

Valley Interfaith and School Reform: Organizing for Power in South Texas

By Dennis Shirley

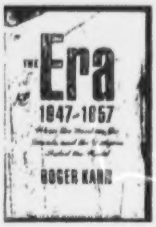


Focused around a case study of three schools benefiting from the reform efforts of a community group called Valley Interfaith, which works to develop community leadership and boost economic development, this book argues that the neighborhood schools can still be a foundation for community engagement and academic achievement.

2002. 175 pgs. ISBN 0-292-77765-5. $16.95 paper. University of Texas Press. (800) 252-3206.

The Era 1947-1957: When the Yankees, the Giants, and the Dodgers Ruled the World

By Roger Kahn



The Era records baseball's golden age, an unforgettable time when the game thrived as America's unrivaled national sport. It begins with Jackie Robinson taking the field as a Brooklyn Dodger, changing major league baseball forever, and ends with the Dodger's relocation to Los Angeles, a move that shook the sport to its roots.

2002. 384 pgs. ISBN 0-8032-7805-5. $17.95 paper. Bison Books. (800) 755-1105.

Charting Caribbean Development

By Anthony Payne and Paul Sutton

An urgent commentary on the experience of Caribbean development in the postcolonial era, this book examines the different national models of development that have been pursued in the last 40 years in Anglophone Caribbean countries such as Jamaica, Trinidad and Tobago, Barbados, and Grenada.

2001. 272 pgs. ISBN 0-8130-2092-1. $55.00 cloth. University Press of Florida. (800) 226 3822.

Reinventing Paulo Freire: A Pedagogy of Love

By Antonia Darder

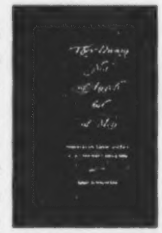
REINVENTING PAULO FREIRE

Brazilian educator Paulo Freire, best known for his work *Pedadogy of the Oppressed*, challenged education plans that contributed to the marginalization of minorities and the poor. His views have left a significant mark on progressive thinkers about education and liberation. This book pays homage to his legacy.

2002. 274 pgs. ISBN 0-8133-3968-5. $27.00 paper. Westview Press. (800) 386-5656.

They Dream Not of Angels but of Men: Homoeroticism, Gender, and Race in Latin American Autobiography

By Robert Richmond Ellis



The author draws upon a diverse group of writers who situate the homoerotic in a variety of contexts, highlighting the ways in which not only male homoeroticism but also male homoerotic practice and gay-male identity are affected by Latin American conceptions of masculinity and femininity, race, and social class.

2002. 244 pgs. ISBN 0-8130-2441-2. $55.00 cloth. University Press of Florida. (800) 226-3822.

Taking in a Game: A History of Baseball in Asia

By Joseph A. Reaves

TAKING IN A GAME

Baseball, long considered America's pastime, has now swept across the globe. Particularly noteworthy is how baseball has taken hold in Asia. This book guides the reader through the history of Asian baseball, how it has developed, the cultures that surround it, and the future of what has become a great Asian game.

2002. 220 pgs. ISBN 0-8032-3943-2. $29.95 cloth. University of Nebraska Press. (800) 755-1105.

CONFERENCES

NACADA Summer Institute

July 7-12

The weeklong National Academic Advising Association Summer Institute is an action-oriented, in-depth exploration of the issues and concerns of teams and individuals responsible for all aspects of academic advising. It utilizes an effective integration of expert group presentations with small group discussions, workshops and topical sessions led by skilled practitioners. At the Wyndham Hotel, Colorado Springs, Colo.

Contact: NACADA executive office, (785) 532-5717; e-mail, nacada@ksu.edu; Web site, www.nacada.ksu.edu

2002 Taos Summer Writers' Conference

July 13-19

This year's University of New Mexico Taos Summer Writers' Conference will include writing workshops in memoir, scene writing, autobiographical fiction, comedy, and nature writing. Tuition support has been increased to offer five merit-based scholarships and one D.H. Lawrence Fellowship. In Taos, N.M.

Contact: Sharon Oard Warner, (505) 277-6248; e-mail, taosconf@unm.edu; Web site, www.unm.edu/~taosconf

ACUTA 31st Annual Conference and Exhibition

July 14-18

The theme of this year's conference of the Association for Telecommunications Professionals in Higher Education is "Winning Strategies." Approximately 1,000 telecommunications professionals from across the U.S. and Canada and as far away as New Zealand are expected to be in attendance. In Reno/Lake Tahoe, Nev.

Contact: ACUTA, (859) 278-3338

2002 NCLR Annual Conference

July 20-24

Now in its 25th year, the National Council of La Raza Annual Conference, an important event in the Hispanic community, attracts more than 18,000 participants, bringing together some of the nation's foremost government officials, business and community leaders, and entertainers. In Miami Beach, Fla.

Web site: www.nclr.org

ASPIRA's Third Annual Youth Leadership Convocation

July 25-28

This ASPIRA Convocation will congregate more than 100 youth leaders from throughout the United States and Puerto Rico. Students will engage in debates, forums, and workshops designed to fine-tune their leadership skills. At Tamiment Resort and Conference Center, the Pocono Region, Pa.

Web site: www.aspira.org

NCEA Conference 2002

July 25-28

Join the National Coalition of Education Activists for "Reclaiming Our Children's Education: Uniting Families, Communities and Schools," four days of workshops, networking, and problem solving for parents, educators, and community activists working for better, more just public schools. Learn about organizing parents, addressing racism and racial dynamics, creating "authentic" collaboration between educators and parents, technology uses, and more. At Milwaukee Area Technical College, Milwaukee, Wis.

Contact: (845) 876-4580; e-mail, Ncea@aol.com

NCTE 13th Annual International Umbrella Conference

July 25-28

This year's National Council of Teachers of English International Umbrella Conference, with the theme "Restoring the Passion: Thriving in a Standards Environment," aims to promote holistic teaching, in all its diversity, and to draw holistic teachers together under the whole language umbrella. In Bethesda, Md./Washington, D.C.

Contact: NCTE, (800) 369-6283; fax, (217) 328-9645; e-mail, public_info@ncte.org; Web site, www.ncte.org

USHLI 20th Annual Conference

September 19-22

The United States Hispanic Leadership Institute conference, "Leadership for the New America," convenes a unique consortium of corporate, labor, government, university, and nonprofit communities of interest, and participants who are predominantly young, female, and very well educated. One of the nation's premier Hispanic conferences, the event extols unity, spirit, heroes, leadership, and community. At the Hyatt Regency Chicago, Chicago, Ill.

Contact: USHLI, (312) 427-8683; Web site, www.ushli.com

ASCD Conference on Teaching & Learning

October 11-13

The Association for Supervision and Curriculum Development presents "Increasing Student Achievement: Instructional and Leadership Practices That Work." Learn how schools succeed in raising test scores and student achievement in every grade and subject. In New Orleans, La.

Contact: (800) 933-ASCD or (703) 578-9600; Web site, www.ascd.org/trainingopportunities/conferences.html

AAC&U 4th Biennial Diversity and Learning Conference

October 24-27

The Association of American Colleges and Universities presents "Diversity and Learning: Education for a World Lived in Common." Join a national network of practitioners and researchers to enhance existing campus diversity initiatives and chart the next frontiers of work. At the Hyatt Regency, St. Louis, Mo.

Web site: www.aacu-edu.org

NCTE 92nd Annual Convention

November 21-26

The 2002 National Council of Teachers of English Convention, with the theme "Celebrating the Languages and Literacies of Our Lives," encourages us to define language, literature, and education as we seek to better understand how we define ourselves, each other, our students, their families and communities, and those whom we have yet to meet. In Atlanta, Ga.

Contact: NCTE, (800) 369-6283; fax, (217) 328-9645; e-mail, public_info@ncte.org; Web site, www.ncte.org

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Reference Librarian

Drew University Library seeks applications for a partner in a collegial Reference and Research Services Department, serving a highly selective student body. The successful candidate, will provide reference service with evening and weekend rotation, perform collection development in sciences and technology, primarily in the Reference Collection, be fully involved in the Library's instructional program,actively contribute to the planning and organization of the overall reference program, as well as to the development of the electronic services of the Library, and will serve as a member of the Library Faculty. Required: An ALA-accredited MLS, strong academic background in sciences or technology, ability to work effectively in a collegial environment, solid interpersonal and communication skills, strong computer skills and knowledge of reference technologies, and commitment to library services. Preferred: 1-2 years experience with academic reference and library instruction, subject master's degree, experience in developing basic instructional web pages. Position begins January 2, 2003. Minimum salary $38,000. Candidates should submit a letter of application and curriculum vitae, along with the names and contact information of three references to: **Jody Caldwell, Chair of Search Committee, Drew University Library, Madison, NJ 07940. E-mail: jcaldwel@drew.edu. A detailed position description is available at: www.depts.drew.edu/lib/position.html. For information about Drew University, visit: www.drew.edu.** ***For fullest consideration, apply by July 1, 2002.*** The Library shares the University's commitment to maintaining a diverse faculty and student body and is an AA/EOE.

MARKETING

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Large urban educational institution seeks an experienced marketing communications professional to head its Office of Marketing and Communications. Develops and implements strategic plan to expand and enhance both internal and external communications. Responsibilities include marketing, market research, advertising, promotion, publications, direct response, public relations, cable television programming, and the College's Web site. Works closely with faculty, administrators, support staff and institution-wide committees. Also serves as an official spokesperson for the College. Candidate must have proven marketing skills to provide direction on execution of College's marketing plan. Candidate must also have strong market research skills, and proven skills to write major College publications. Bachelor's degree required; Master's preferred. Requires five or more years of relevant management and supervisory experience, knowledge and leadership experience in managing comprehensive campaigns and programs. Experience in higher education a plus, but not mandatory. Reports to Vice President for Marketing and Government Relations. Submit cover letter, salary requirements and resume to: **PO Box: 2069, Mail Stop: 02-0856, Philadelphia, PA 19103 by July 13, 2002.** This institution is an affirmative action, equal opportunity and equal access employer. The institution encourages applications from individuals from traditionally under-represented groups. AA/EOE.

1514

Book Review

By María Elvira Luna Escudero-Alie

***Historia íntima de la humanidad*, by Juan Tomás Ávila Laurel.** 31 pages including index. Malabo, Equatorial Guinea: Pángola, 1999.

The young poet Juan Tomás Ávila Laurel received, some months ago, a literary award from the XXXV International Literary Contest "Odón Betanzos," in New York, for his latest book of poems, *Historia íntima de la humanidad*. This versatile poet has also received literary recognitions for his short story "El desmayo de Judas" and for some of his essays and plays. Recently he published two short novels, *Rusia se va a Asamse* (1998) and *La carga* (1999), and he is editor-in-chief of the cultural magazine *El Patio*, published in Malabo, capital of Equatorial Guinea.

Juan Tomás Ávila Laurel
historia íntima
de la
humanidad

Equatorial Guinea, located in western Africa, is comprised of the mainland territory Muni River, and five inhabited islands: Bioko, Corisco, Great Elobey, Small Elobey, and Pagalu (Annabon); the country encompasses an area slightly larger than Maryland. Less than half a million people live in Equatorial Guinea, the only African country where Spanish is the official language.

Equatorial Guinea gained its independence from Spain in 1968.

This young country has already produced important literary figures in addition to Juan Tomás Ávila Laurel. Some of them are Leoncio Evita Enoy (1929), author of the first novel of Equatorial Guinea, *Cuando los combes luchaban* (1953); Raquel Ilombe (1939-1992), with her book of poems *Ceiba* (1978), and a collection of short stories: *Narraciones Guineanas* (1981); Ciríaco Bokesa Napo (1939), author of the book of poems *Voces de Espumas*; María Nsué Angüe (1945), with her novel *Ekomo*; and a talented intellectual and careful reader and admirer of Mario Vargas Llosa, Donato Ndongo-Bidyogo (1950), author of *Historia y tragedia de Guinea Ecuatorial* (1977), *Antología de la literatura guineana* (1984), and the novel *Las tinieblas de tu memoria negra* (1987).

The African literature written in Spanish has followed an evolution that, according to some studies, could be divided into five stages. Ávila Laurel belongs to the fifth stage, called "generation of hope." He is indeed a distinguished and already prolific representative of "la generación de la esperanza."

Ávila Laurel's book of poems shows a deep commitment to and a responsible concern for the future of humanity. The number of poems of *Historia íntima de la humanidad* coincides with Ávila Laurel's age when the book was published, 33. They are, as the title suggests, an overview and a survey of some fundamental moments of universal history. The approach to history is not only from an "African point of view" but from a universal one; rather than being exclusive, it is inclusive, embracing all cultures, beliefs, and ideologies. Ávila Laurel is as objective as he can be in reproducing some meaningful events in the history of the world. One can read these poems as a sort of spiritual chant, or as a social and political critique.

The poems are written in a clear, simple and lucid manner, and exhibit poetic maturity. Ávila Laurel displays in these poems an enormous imagination, and at the same time a true knowledge of history. His poems provide evidence of his avid reading of all kinds of books, including the Bible. Though his language is fluent, and often colloquial, deep thoughts are presented, as well as profound meditations and a body of beliefs that challenge the amazed and enchanted reader insistently.

Ávila Laurel opens his book with an original poem that alludes to Christ, Belgrado, Africa, and the United Nations. The second poem, reminiscent somehow of the famous poems of José Martí celebrating his adored Cuba, describes the pain and the geographically and economically deprived reality of Equatorial Guinea. "Poem III" criticizes democracy and includes current political events along with historic topics. This poem refers to revolution, to Persia, even to anecdotal figures such as Monica Lewinsky.

All the poems are a sort of a march through history in which contemporary and ancient figures such as Mandela, Saddam, Columbus, Scipio Africanus, and Attila, parade in a clever way.

Other topics addressed in the poems include eroticism in "Poem XI," revealing the influence of Pablo Neruda, and, in "Poem XIII, " racism and the alienation of the big cities:

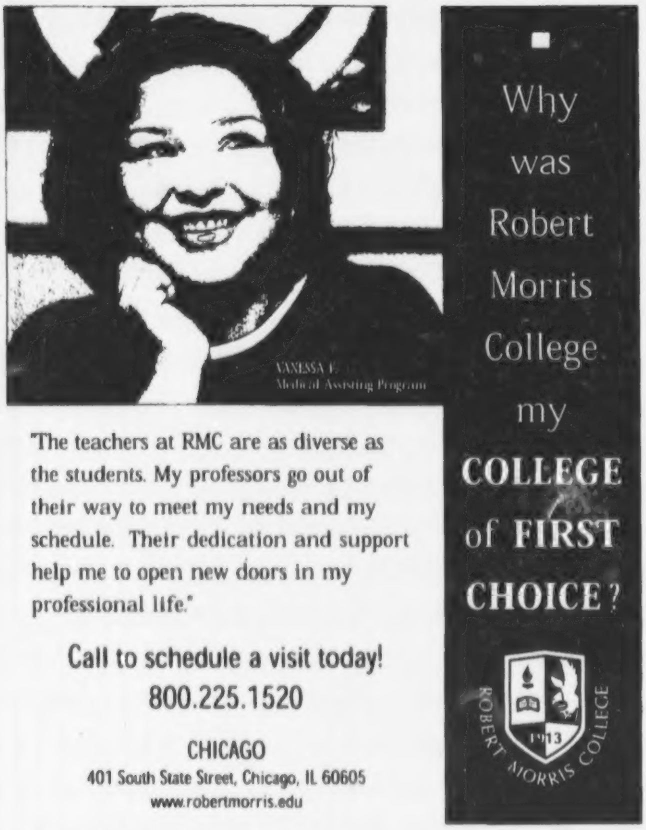
Nueva York llora
su miedo
por salir por la noche
donde mandan
ladrones marginados
en la fiesta de las invasiones.

"Poem XV" criticizes moral inconsistency in a playful tone, which reminds us of Quevedo. "Poem XXV," with echoes of Ernesto Cardenal, is a melancholic prayer, a rebellion against God and a vote for human beings. "Poem X" has a philosophic tone that brings to mind *El sentimiento trágico de la vida*, by Miguel de Unamuno. In this poem, we can perceive the existential anguish of people for their vulnerability and finite nature, and recognize as well the influence of César Vallejo's wonderful and metaphysic poetry.

Ávila Laurel's book is definitely a beautiful and interesting read!

Escudero-Alie, whose current degrees are from La Pontifica Universidad Católica del Perú, is now a Ph.D. candidate at Georgetown University. Her interests include 20th-century Latin American literature and film, and philosophical approaches to literature. She currently teaches at Harvard University.

If interested in submitting a book review, please e-mail us at outlook@aol.com for Book Reviewers' Guidelines.



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Systems Manager, Financial Assistance Services

The University of Miami, a private research university located in Coral Gables, Florida, seeks nominations and applications for the position of Systems Manager of the Office of Financial Assistance Services within the Division of Enrollments. The Office of Financial Assistance Services is recognized as one of the leaders in the financial aid community, and the division as one of the best models for enrollment management in the country.

Interested individuals must demonstrate strong leadership skills, be proficient in written and oral communication, and demonstrate proficiency in PC and mainframe computer skills, including Visual Basic, spreadsheets and word processing. As a user of Sigma Systems' Student Aid Management (SAM) software the office is especially interested in encouraging applicants with mainframe financial aid management software experience.

The Systems Manager coordinates all financial assistance services mainframe and PC production and reporting activity, data exchanges with internal and external entities, system development and documentation, coordinates systems training for new and current staff, and serves as a liaison with the University Information Technology staff The Systems Manager also provides system support to the financial assistance offices of the University's law and medical campuses.

The Systems Manager manages a full time staff of two and student employees. The position currently reports to the Director of Financial Assistance Services, who reports to the Vice Provost and Dean of Enrollment.

Candidates must have a bachelor's degree and at least five years of effective and relevant work experience.

Salary is competitive and based on the candidate's qualifications and experience. Submit resume and cover letter to:

James M. Bauer; Director; Office of Financial Assistance Services;
University of Miami; P O Box 248187; Coral Gables, Fl 33124-5240

The University of Miami is an Equal Opportunity/Affirmative Action Employer, a Smoke/Drug Free Work Place and does not discriminate on the basis of race, color, sex, age, disability, veteran status, religion, national origin or sexual orientation. We encourage applications from females, veterans, disabled and minority group applicants.

DEAN

Health & Social/Behavioral Sciences

The College of DuPage, a large single campus community college with an annual enrollment of 34,000, is situated on a 273-acre campus in Glen Ellyn, Illinois, and located 25 miles west of Chicago in a fast-growing, high-tech area with an increasingly diverse population. We have a full-time, administrative position that reports to the Vice President for Academic Affairs to maintain and develop the educational programs of the newly formed division encompassing the Social & Behavioral Sciences and Health & Human Services. Responsibilities include developing and implementing division goals and objectives with the two associate deans and the division faculty. Additional duties also include but are not limited to reviewing curriculum, staffing needs, and budget management for the division, and resolution of faculty concerns or issues for the division.

A Master's degree in a discipline contained in the division or related field is required. The successful candidate must possess secondary and/or post-secondary teaching experience sufficient to qualify that candidate for a tenure track faculty appointment within the division, and at least three years administrative experience or management experience with an equivalent range of responsibilities. A Doctorate in Higher Education Administration or a Ph.D. within one of the division teaching disciplines is preferred. Relevant clinical or professional experience is also preferred. An equivalent mix of education and experience may be considered.

This position is available July 1, 2002. Starting salaries are competitive and dependent on education and experience. This is a twelve-month assignment. Administrative work at College of DuPage is enhanced and enlivened by the institutional support of innovative teaching and learning methodologies, program development, community outreach and interdivisional collaboration. College of DuPage also offers a generous benefit plan.

To apply, call, write or e-mail for an application. For more information about this and other opportunities, visit our web site at www.cod.edu.

Human Resources
COLLEGE OF DuPAGE
425 Fawell Blvd.
Glen Ellyn, IL 60137
Phone: 630-942-2460
E-mail: cdhumres@cdnet.cod.edu

The College seeks candidates for this position with the demonstrated ability to relate to/or enhance the success of minority populations; equal opportunity employer.

College of DuPage

BOWLING GREEN STATE UNIVERSITY 1910

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Information Technology Services
Bowling Green State University

Full-time position. Sets direction, develops, implements and maintains strategic plan for web use and deployment at BGSU. Special emphasis will be given to web pages used and viewed outside the BGSU community. This position is responsible for all aspects of centralized web activity. Special emphasis will be given to the underlying technologies used to support web applications, i.e. XML, relational database, hosting tools, and site management tools. Individual will work with vendors, committees and University personnel as necessary. Minimum Qualifications: Bachelor's degree in Marketing, Communication, Information Technology or related field. One yr. exp. working with World Wide Web, both in managing a site and applying policy; 2 yrs. exp. in project management; 2 yrs. exp. in policy development; 2 yrs. exp. working with upper levels of management. Salary is commensurate with education and experience. Full benefits package available. Submit letter of application, resume, and names/addresses/ telephone numbers of 3 professional references postmarked by Mon., July 22, 2002, to: **Ofc. of Human Resources (Search V-065), 100 College Park Ofc. Bldg., BGSU, Bowling Green, OH 43403. (http://www.bgsu.edu/offices/ohr) (419) 372-0421.**

BGSU is an AA/EO educator/employer.

Southwestern University

AT GEORGETOWN, TEXAS

DIRECTOR OF PUBLICATIONS

Southwestern University invites applications for the position of Director of Publications. This is a professional, management position, which reports to the Associate Vice President for University Relations in the Office of Institutional Advancement. The Director of Publications is responsible for the production of printed materials and other media that support the advancement of Southwestern University. It is a full-time, 12-month position with benefits.

Responsibilities include, but are not limited to: Conceive, manage, direct, produce, and improve the publications and other media that directly support the strategic objectives of Southwestern University's offices of Development and Admission, as well as establish visibility objectives, including alumni, parents, and other constituents.

Qualifications include:

☐ a baccalaureate degree in English, Communications, Journalism, or the liberal arts;
☐ have at least five years related experience in publications, public relations, communications, or marketing, preferably in a higher education setting;
☐ demonstrate strong skills in writing, editing, graphic design, layout, photography, and proofreading;
☐ demonstrate creativity and initiative;
☐ demonstrate an ability to work with staff, faculty, and students in a higher education setting;
☐ demonstrate an ability to coordinate multiple projects with a variety of deadlines in conjunction with faculty, staff, students, alumni, and friends, as well as with contractors such as graphic designers, photographers, and printers;
☐ possess independence, spirit, and an affable nature; and
☐ understand the mission of a small, selective, private, church-affiliated liberal arts and sciences university.

Southwestern University offers competitive salary and benefits including health, dental, life, long term disability, retirement, 15-paid holidays, three-weeks vacation, sick leave, tuition assistance, access to wellness facilities, and free parking. The University is a selective, undergraduate institution committed to a broad-based liberal arts and sciences education. Affiliated with the United Methodist Church, Southwestern has more than 1,250 students and a history of stable enrollment. The University's endowment of more than $320 million ranks among the highest per student of undergraduate institutions in the country. Southwestern University is located in Georgetown, Texas, 28 miles north of Austin. For more information, visit our web site at www.southwestern.edu.

Interested persons may submit a letter of interest, resume, the names, addresses and phone numbers of three professional references, and salary history and expectation to:

Director of Publications, Job #10083
Southwestern University
Office of Human Resources
P.O. Box 770
Georgetown, TX 78627-0770
or fax to 512-863-1880
or email to hrjobs@southwestern.edu

Resumes will be reviewed immediately and continue until the position is filled. Only application packets which include all requested information listed above will be considered. *Southwestern University is an Equal Opportunity Employer and encourages women and minorities to apply. EOE/M/F.*

USF University of South Florida

Founded in 1956, the University of South Florida is a public research university of growing national distinction, serving 36, 000 students in ten colleges on campuses in Tampa, Lakeland, St. Petersburg, and Sarasota/Manatee. It has been classified "Doctoral/Research University-Extensive" by the Carnegie Foundation for the Advancement of Teaching. Reflecting its breadth of graduate and research programs, *USF* is one of three public universities in Florida classified as a Research I institution. With more than 2,000 faculty, *USF* offers baccalaureate degrees in 79 fields, 89 master's and specialist programs, 25 doctoral programs, and the doctor of medicine degree.

The university is currently recruiting for the following faculty positions:

Position Title	*Discipline*	*Deadline:*
Assistant/Associate Professor *(2 positions)*-	Deans Office-Nursing-	OPEN
Instructional Specialist-	Mental Health Law & Policy-	OPEN
Associate Professor *(Assoc Director)*-	Comparative Medicine-	OPEN
Assistant Professor-	Comparative Medicine-	OPEN
Assistant/Associate Professor-	Otolaryngology-	OPEN
Professor *(Dean)*-	Public Health-	OPEN
Instructor *(Nurse Midwifery)*-	Nursing-	OPEN
Instructor *(2 positions)*-	Nursing-	OPEN
Assistant/Associate Professor-	Neurology-	OPEN
Assistant/Associate Professor-	Pharmacology -	OPEN
Assistant/Associate Professor-	Anesthesiology -	OPEN
Assistant/Associate/Professor-	Radiology -	OPEN
Assistant/Associate/Professor *(4 positions)*-	Radiology -	OPEN
Assistant/Associate/Professor-	Radiology (Breast Radiology)-	OPEN
Associate/Assistant In Research *(3 positions)*-	Physical Therapy-	OPEN
Coordinator of Instructional Design-	Nursing-	OPEN
Associate Professor/Professor *(2 positions)*-	Computer Sci & Engineering-	OPEN
Professor *(Chair/Assoc VP/Assoc Ctr Dir)*-	Interdisciplinary Oncology Prg-	OPEN
Assistant/Associate/Professor-	Interdisciplinary Oncology Prg-	OPEN
Assistant Professor-	Interdisciplinary Oncology Prg-	OPEN
Assistant Professor/Professor- *(Associate Center Director)*	Lawton & Rhea Chiles Ctr-	OPEN
Vice President for Research & Professor-	Office of Research-	OPEN
Inspector General *(Director)*	Audit & Compliance Svcs-	OPEN
Research Associate-	David C. Anchin Center-	07/01/02
Coordinator-	Project Thrust-	07/15/02
Faculty Administrator/Director-	Education-	07/15/02
Assistant/Associate Professor-	Gastroenterology/Esophagology-	07/31/02
Assistant Professor-	Social Work-Lakeland Campus-	07/31/02
Instructor-	Social Work-Lakeland Campus-	07/31/02
Assistant/Associate Professor-	Anesthesiology-	08/30/02

For a description on the above listed positions and additional vacant positions: (1) visit our Employment Services Web site at **http://usfweb.usf.edu/usfpers/vacancy.html.** or (2) contact Equal Opportunity Affairs, **Ferrell@admin.usf.edu.** for faculty positions; or (3) call *USF* job line at **813.974.2879** for staff positions.

USF is an equal opportunity/equal access/affirmative action institution, committed to excellence through diversity in education and employment.

www.usf.edu • 4202 E. Fowler Ave, Tampa, FL 33620

EDUCATION

The Riverside Community College District is seeking to establish a pool of qualified applicants for the following part-time instructor positions for Summer and/or Fall terms:

Astronomy • Dental Technology • Early Childhood Studies • English • ESL
Mathematics • Nursing (Mental Health) • Reading • Spanish • Speech Communication

Positions are open until filled. Applications will be kept for one year and considered for any vacancies that present during that time period.

To request a required District application form, contact:
Riverside Community College District, Human Resources
4800 Magnolia Avenue, Riverside, CA 92506
Phone: (909) 222-8593 - Website: www.rccd.cc.ca.us

A completed District application form, cover letter, current resume or vita, three current professional reference letters, transcripts verifying college coursework and degrees must be submitted to Human Resources. Legible photocopies of transcripts may be submitted; official transcripts required upon employment.

BROWN UNIVERSITY

EXECUTIVE VICE PRESIDENT FOR FINANCE AND ADMINISTRATION

Brown University invites nominations and applications of qualified persons for the position of Executive Vice President for Finance and Administration.

The Executive Vice President for Finance and Administration is responsible for leading and directing essentially all the non-academic operations of the University other than fund-raising, external affairs, and information technology, either directly or through senior staff reports. Responsibilities include all human resources activities and support for managers and staff other than the faculty and professional research staff; all facilities operations and maintenance functions and, working with the Provost and others, planning for new and renovated facilities; all finance and treasury functions of the University, including accounting and other financial record-keeping, the bursar functions, cash and debt management, and purchasing; oversight of the investment process for the University's endowment and other financial assets; risk management; internal auditing; and other administrative functions and groups as assigned by the President. In addition, the Executive Vice President works directly with the President's executive team on issues of strategic planning including the development of appropriate short and long-term financial plans. She/he works with the Provost and other senior officers and the University's Advisory Committee on University Planning (ACUP) to develop budget recommendations each year and to advise the President and the Corporation on other financial planning issues. She/he serves as an important member of the President's executive team and works directly with other members of the senior administration, several Committees of the Corporation and individual Corporation members, managers and staff from throughout the University, faculty, students, and many others who have an interest in or involvement with Brown.

The successful candidate for this position will have substantial experience in a leadership position in a complicated organization, preferably in higher education; will understand the special characteristics of a university and the various groups and processes that must be managed in a university context; will have excellent communications skills, both written and oral, and will be able to interact successfully both with individual members of the community and with large groups; will be inclusive in decision-making and will value the insights and opintons of the many different interested parties in University issues; will have experience in both leading and participating in teams and committees and will know how to draw out and develop the abilities of other managers and staff in a team-oriented environment.

Brown is a University College with a proud tradition of providing a first-rate education for undergraduate, graduate and medical students and supporting faculty who are outstanding teachers and researchers. The University seeks an Executive Vice President who will provide strong support for the administration of the University and its academic mission. A demonstrated record of administrative leadership experience and accomplishment, preferably in a higher education setting, and a strong commitment to the ideals of a liberal education and to promoting institutional diversity are required.

Applications should include a curriculum vitae and a cover letter which describes the candidate's interest in the position. Applications and nominations must be received by July 15, 2002, in order to be assured full consideration, but the search will continue until an Executive Vice President for Finance and Administration is appointed. Nominations and applications should be sent to: **Executive Vice President for Finance and Administration Search Committee, Office of the President, Brown University, Box 1860, Providence, RI 02912.**

An Equal Opportunity/Affirmative Action Employer.

Visit our website at: **www.brown.edu**

Administrative

Director Of Auxiliary Services (Director II)

New Jersey City University is a diverse University located in Jersey City, New Jersey. We offer over 40 Baccalaureate and Master degree programs and serve 10,000 students. The University offers a complete benefits package including health, dental, prescription and pension; tuition waivers; state of the art fitness center and paid vacations and holidays.

We are seeking a dynamic individual with a strong customer service orientation to fill the position of Director of Auxiliary Services. Responsibilities include food service, bookstore, parking, printing, mailroom, vending and other varied areas which involve commencement and ADA services. The successful candidate will also be involved in the University campus card initiative.

Requires a Bachelor's Degree with four years experience in planning, organizing and administering similar business services. A Master's Degree is also required, but equivalent experience may be substituted for this degree.

Application deadline: July 24, 2002.

Interested candidates, please forward a cover letter and resume including salary requirements to:

Robert Piaskowsky, Search Committee Chair
NEW JERSEY CITY UNIVERSITY
2039 Kennedy Blvd., Jersey City, NJ 07309

NEW JERSEY
CITY
UNIVERSITY

For more details and/or to apply online, visit our website at:

www.njcu.edu.

Click on Employment Opportunities.

New Jersey City University is an Equal Opportunity Employer

THE UNIVERSITY
WISCONSIN
MADISON

Associate Vice Chancellor for Facilities Planning & Management

The University of Wisconsin-Madison invites nominations and applications for the position of Associate Vice Chancellor for Facilities Planning & Management.

Qualifications: The Associate Vice Chancellor's position requires a bachelor's degree, an advanced degree in a relevant field is desirable. A minimum of ten years of progressively responsible administrative experience in a large, complex organization is required. Must have strong management and organizational skills, excellent speaking and writing abilities, and interpersonal skills. Other factors to be given special consideration include: high degree of motivation, imagination and interest in serving the needs of the organization; ability to communicate effectively at all levels; an understanding of a university and a complex organizational setting; strong demonstrated capabilities in planning, budgeting, financing and management in the physical facilities area, and ability to use staff and work with committees effectively.

Principal duties:

Policy and Planning - Responsible for providing leadership, guidance and direction in evaluating and meeting the physical facilities needs of the university.

Management - Responsible for coordination and supervision of facilities management activities for the university, including the major areas of facilities planning, budgeting, construction, physical plant maintenance and support services, safety and hazardous materials management, parking and transportation, space management, and energy conservation. Senior directors, reporting to the Associate Vice Chancellor for Facilities Planning and Management, supervise the daily operational activities involving more than one thousand employees.

Liaison and Representation - Represents the university in facilities planning and construction matters with university departments and programs, system administration, local, state and federal government, private sector representatives, and the general public.

General Information: The University of Wisconsin-Madison is a major land-grant university committed to excellence in teaching, research and public service. The main campus area consists of over 900 acres, approximately 12 miles of on-campus streets, 50 miles of pedestrian walks, 8 miles of bikeways, and approximately 12,000 vehicle parking spaces for staff and visitors. Facilities include 350 buildings with nearly 18.5 million gross square feet of space.

Salary is commensurate with qualifications and experience.

Applications Procedure: Applications and nominations should be received by 19 July 2002 to ensure consideration. A letter of application describing interest in the position and how professional experience has prepared applicant for this position should be accompanied by a resume and the names, addresses, and telephone numbers of at least five professional references. A screening committee will be used to evaluate the resumes and select individuals for interviews with the Chancellor, Provost and Vice Chancellor for Administration. Candidates will be informed before references are contacted. Please note that under Wisconsin Statutes the names of nominees and applicants who explicitly request confidentiality will not be made public. Finalists cannot be guaranteed confidentiality. ***Submit applications and nominations to***: Screening Committee, c/o Office of Vice Chancellor for Administration, University of Wisconsin-Madison, Rm. 100 Bascom Hall, 500 Lincoln Drive, Madison, WI 53706 or fax to: (608) 263-7449 or email to: **dford@vc.wisc.edu**

Additional information about the division of Facilities Planning & Management and the University of Wisconsin-Madison can be found at the following websites:

http://www.fpm.wisc.edu/fpm/plist.html
and **http://www.wisc.edu/**

UW-Madison is an AA/EO employer

Education

WAUBONSEE COMMUNITY COLLEGE

BILINGUAL COUNSELOR

Full-Time, Tenure Track Faculty

Waubonsee Community College is seeking candidates for a full-time, tenure track appointment as Bilingual Counselor. Requirements include: Excellent bilingual Spanish/English skills; Master's Degree in Counseling, College Student Personnel Services or related counseling field and a minimum of two years counseling experience, preferably at the community college or university level; experience with career counseling and career assessment instruments; familiarity with technology as it relates to the counseling field is essential and demonstrated ability to enhance the success of diverse student populations.

Waubonsee Community College is a fully accredited community college with a headcount enrollment of 10,000. The college is located 40 miles west of Chicago in one of the fastest growing collar counties on a beautiful 243-acre campus with state-of-the-art facilities and technologies. Waubonsee provides outstanding service to its students and district residents through demonstration of its core values – quality, service, value, innovation and accessibility.

Review of applications will begin as soon as possible and applications will be accepted until the position is filled. To maximize the opportunity for selection, letter of interest, resume, copy of transcript of highest degree earned, and completed college application form should be forwarded to the Office of Human Resources as quickly as possible.

Applications available on-line at
www.waubonsee.edu/employment

Fax: 630-466-5596
Office of Human Resources
WAUBONSEE COMMUNITY COLLEGE
Rte. 47 at Waubonsee Drive, Sugar Grove, IL 60554

Equal Opportunity Employer

NORTHWEST REGIONAL EDUCATIONAL LABORATORY

PROGRAM DIRECTOR

Assessment Program

Northwest Regional Educational Laboratory (NWREL) is a private, non-profit corporation in Portland, Oregon providing educational research and development assistance.

The Program Director will provide leadership and long-range planning for the Assessment Program, one of NWREL's premier programs with an excellent national reputation in the areas of trait-based assessment, performance indicators, and data-based decision making.

REQUIRED QUALIFICATIONS: Earned Doctorate in education or related field with specialized preparation in educational measurement. Ten years' program management experience, including fiscal administration, personnel supervision, federal contract/grant management and resource/proposal development. Five years' experience in research, development, and technical assistance in K-12 student performance assessment and/or appraisal of school improvement efforts at state or district level. Publication in professional journals and/or presentations at conferences on educational assessment. Ability to use PC applications including advanced statistical and psychometric software. Frequent travel required.

Starting salary range: $60,750- $100,040 per annum depending upon skills and experience, plus excellent benefits. Position will be open until filled. Submit resume and letter of application to:

NWREL Human Resources
101 SW Main, Suite 500
Portland, OR 97204

Fax: (503) 275-0660
E-mail: personnel@nwrel.org

Visit our website at http://www.nwrel.org for more information about NWREL and listings of all current vacancies with complete job descriptions.

MARKETING

Writer and Marketing Coordinator

Large urban educational institution seeks an experienced writer and marketing coordinator to join its Office of Marketing and Communications. Responsibilities include researching, writing, and editing of materials for advertising, brochures, multi media, cable television, and Web site. Responsible for planning, managing and coordinating writing of materials, and coordination of college's marketing programs and campaigns. Position requires minimum of three years of writing experience and the minimum of a Bachelor's degree. Candidate must submit writing samples. Experience in education a plus but not mandatory. Reports to Executive Director for Marketing and Communications. Submit cover letter, salary requirements and resume to: **PO Box: 2069, Mail Stop: 02-0856, Philadelphia, PA 19103 by July 13, 2002.** This institution is an affirmative action, equal opportunity and equal access employer. The institution encourages applications from individuals from traditionally under-represented groups. AA/EOE.

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AMHERST COLLEGE

ASSOCIATE TREASURER/ DIRECTOR OF BUDGET

Amherst College is seeking candidates for the position of Associate Treasurer/Director of Budget. The position reports to the Treasurer. The Associate Treasurer is responsible for developing the annual operating budget for the College as well as financial planning and forecasting; the Associate Dean facilitates the Dean of Faculty's Office on budgetary matters.

The responsibilities of the Associate Treasurer will include development of all aspects of the annual operating budget for the College, including salary and benefits, institutional and department non-personnel allocations. The operating budget of the College in the current fiscal year is $93.3 million. The Associate Treasurer will also be responsible for the College's short and long-range financial models, including a microcomputer based modeling program which integrates the operating and capital budgets, financial aid budget, endowment principal and income distribution model, debt financing model and fundraising projections for ten-year periods. In fulfilling these duties, the Associate Treasurer will work closely with the President, the Dean of Faculty, the Academic and Administrative Department Heads, and Human Resources. He or she will provide staff support to the Budget & Finance Committee of the Board of Trustees.

Additional duties include participation in debt issuance and compliance, cash management, coordination of legal and technical support for all College contracts, serving on the College's Committee on Priorities and Resources, and serving on other College committees and task forces as the need arises.

The successful candidate will have an understanding of and a commitment to the central intellectual mission of a selective undergraduate college; a minimum of five to eight years of experience in a broad range of financial matters associated with higher education; and a proven ability to communicate with a broad array of constituencies inside and outside of a multi-faceted institution. An advanced degree or professional credential in a field such as business administration or economics is desirable. Nominations and applications, including a current resume and the names of three references, should be sent to: **Associate Treasurer/Director of Budget Search, Human Resources, Amherst College, PO Box 5000, Amherst MA 01002-5000.** A review of applications will begin July 22, 2002 and continue until the position is filled.

Amherst College is an Equal Opportunity/Affirmative Action employer and encourages women, minorities and persons with disabilities to apply.

HOSTOS COMMUNITY COLLEGE

HEAD TEACHERS

(Two Full Time Positions)

Campus-based Children's Center seeks Head Teachers to work with preschool-age children in a dual language setting. Bachelors or higher degree in Early Childhood Education plus paid teaching experience required. Excellent benefits including medical, sick and annuals days, and 11 paid holidays. Salary commensurate with experience. Code HT Children's Center.

To apply indicate code name of position on envelope and cover letter. In addition, send resume and list of three (3) references to:

Hostos Community College,
Personnel Department, Suite B215,
500 Grand Concourse,
Bronx, New York 10451
or email to: sdavila@hostos.cuny.edu.
For more information, please visit our website at: www.hostos.cuny.edu

An Equal Opportunity/Affirmative Action/IRCA/ADA Employer

Gallaudet University, the world's only liberal arts university for Deaf students, has faculty positions for the fall of 2002 in the College of Liberal Arts & Sciences, and Technologies pending adequate funding:

GALLAUDET UNIVERSITY FACULTY POSITIONS

BIOLOGY
ENGLISH

For complete job announcements, position requirements, and application deadlines, go to:
http://af.gallaudet.edu/po/personnel.html

Or, write to the appropriate department chairperson at:

GALLAUDET UNIVERSITY
800 Florida Avenue, N.E.
Washington, D.C. 20002-3695

EQUAL OPPORTUNITY,
AFFIRMATIVE ACTION EMPLOYER
Qualified women, persons with disabilities and minority candidates are encouraged to apply.

UNIVERSITY of NORTH TEXAS

Vice President for Research and Technology Transfer

The University of North Texas seeks a dynamic enterprise-builder to serve as its Vice President for Research and Technology Transfer. UNT, with an enrollment of 28,000 students, 98 undergraduate programs, 128 masters programs and 47 doctoral programs, is a *Carnegie Doctoral Research – Extensive* University.

The University has recently acquired nearly 300 acres of land in north Denton, which will become the University of North Texas Research Park. Anchoring the research park is a 550,000 sq. ft. building, which will be home to the new College of Engineering.

The Research Park is conceived as a partnership between the University, the City of Denton, and the corporate and entrepreneurial communities of the region. This new venture will strengthen the region's technical base and accelerate UNT's development as a major research university. With the active commitment of the Board of Regents, the campus and community leadership, as well as a growing cadre of distinguished scientists and researchers at the University, the Research Park is well positioned for success as a major engine of economic development for the North Texas region.

The VP for Research and Technology Transfer serves as the chief research officer of the university, promoting the university's mission in the areas of research, original scholarship, and artistic creativity. The VP will also provide the executive and administrative leadership for the Research Park and will be responsible for the development and execution of the Park's strategic plan, management of its operations, and external relations and representation. Reporting to the VP is one associate vice president who provides oversight and support to fulfill state and federal compliance mandates that govern safety and ethical conduct of research and academic scholarship, administer internal resources in support of academic research, provide general support for translating outcomes of research into intellectual property, and manage the pre-award grant development and accounting functions.

The VP position provides a rare opportunity to shape a major new enterprise with potential for distinguished academic achievement, as well as tangible benefit to the North Texas region. The successful candidate will hold a Ph.D. degree, several years of university administrative experience at the dean's level or higher, and a history of working collaboratively with a variety of academic disciplines that transcend traditional administrative units. In addition, the successful candidate will have a substantive understanding of economic development as evidenced by academic degree and/or experience, familiarity with the dynamics of technology commercialization (e.g., incubator operations, entrepreneurship, market feasibility, small business development, patents, licensing), and demonstrated experience in working directly with corporations. Candidates should have evidence of commitment to multicultural research and effective teaching to a diverse student body.

Salary will be commensurate with experience and qualifications. The starting date is September 1, 2002 or as negotiated.

The position is open until filled. Application reviews will begin on July 10. Applicants must include a letter of interest, a curriculum vita, and the names of at least three references. Materials should be sent to:

University of North Texas
Office of the President
Screening Committee: VP for Research and Technology Transfer
P.O. Box 311425
Denton, TX 76203-1425

University of North Texas is an Affirmative Action/Equal Opportunity Employer.

1520

Director Of Accounting

New Jersey City University is a diverse University located in Jersey City, New Jersey. We offer over 40 Baccalaureate and Master degree programs and serve 10,000 students. The University offers a complete benefits package including health, dental, prescription and pension; tuition waivers; state of the art fitness center and paid vacations and holidays.

Overall responsibilities include financial reporting, general accounting, financial systems, cash/treasury management, plant/inventory accounting, and grant accounting functions. Will support various initiatives which will transform the administrative infrastructure of the University including implementation of a PeopleSoft ERP system, a campus card network, an online payment gateway, and a new investment management program.

Specific duties include preparing the University's financial statements; providing internal management reporting; maintaining adequate levels of internal control; coordinating the annual external audit; developing and operating the University's financial system.

Requires a BS/BA Degree with an Accounting major or equivalent and eight years of broad experience in accounting which includes four years in a supervisory capacity. CPA and Master's Degree in a related field are preferred.

***Application deadline:* July 24, 2002.**

Interested candidates, please forward a cover letter and resume including salary requirements to:

Robert Piaskowsky, Search Committee Chair
New Jersey City University
2039 Kennedy Boulevard, Jersey City, NJ 07309

NEW JERSEY
CITY
UNIVERSITY

For more details and/or to apply online, please visit our website at **www.njcu.edu**
Click on Employment Opportunities.

New Jersey City University is an Equal Opportunity Employer

RICHMOND
UNIVERSITY OF RICHMOND
FOUNDED 1830

DEAN
SCHOOL OF LAW

As chief academic and administrative officer of the School of Law, the dean reports directly to the Provost and Vice President for Academic Affairs. For information about the University of Richmond and the School of Law see the position announcement at
http://law.richmond.edu/special/deansearch.htm
and the University's web site at
http://www.richmond.edu/academics

The ideal candidate would have a record of distinction in law school teaching and scholarship commensurate with appointment as a tenured full professor; a history of effective and energetic leadership in relevant areas including faculty and student development, academic program development, and strategic planning; an interest an proven ability to work well with members of an administrative team; a commitment to diversity; and the ability to foster a collegial and collaborative environment among all members of the University. This is a full-time, 12-month appointment with a preferred starting date of July 1, 2003.

Applications should include a letter of interest that relates experience and qualifications to position requirements, curriculum vitae, and complete contact information for 5 references. Please send to:

June Aprille, Provost and VP for Academic Affairs
Mary Heen, Professor of Law
Co-Chairs, Law Dean Search Committee
Maryland Hall, Room 206
University of Richmond, VA 23173

The University of Richmond is an Equal Opportunity Employer

CENTRAL CONNECTICUT STATE UNIVERSITY

Coordinator of Multicultural Affairs and Director of Affirmative Action

Coordinate, develop and implement policies, programs and other initiatives to support the development of a campus climate responsive to and respectful of the diverse cultures and backgrounds of its faculty, staff and students. Manage the University's Affirmative Action plan, including annual preparation of the Plan and the investigation of discrimination complaints.

Successful candidates must have a demonstrated knowledge and understanding of human rights, equal opportunity, rights of people with disabilities, multicultural and diversity issues, a demonstrated ability to read, interpret and apply regulations and applicable non-discrimination laws; a demonstrated ability to coordinate multiple programs; demonstrated sensitivity and concern for the rights of all people within a university setting; a demonstrated ability to promote and lead programs through the efforts of others as well as to speak to and write to a wide variety of constituent and public groups.

Successful candidates must also have six years of professional experience in an affirmative action or equal employment opportunity program including experience in the preparation of affirmative action plans . Must also have a demonstrated ability to develop and maintain constructive relationships with diverse populations, to analyze and solve complex human relations problems. Must have the ability to communicate effectively orally and in writing. Masters degree in a relevant field is also required.

Preferred qualifications include experience in developing multicultural programs, diversity awareness programs and working in a higher education environment. An equivalent combination of credentials and/or experience may also be considered.

Please send your resume and names of three references to **Richard Bachoo , Chair of the Search Committee, Davidson Hall, Central Connecticut State University, New Britain, CT 06050.** Review of applications will begin on **June 28, 2002.**

CCSU aggressively pursues a program of equal employment and education opportunity and affirmative action. Members of all underrepresented groups, women, veterans and persons with disabilities are invited and encouraged to apply.

ASSISTANT DEAN FOR ACADEMIC AFFAIRS

OFFICE OF THE DEAN THE NEW SCHOOL

The New School seeks an academic administrator to assist in managing its degree and adult education programs. Responsibilities include developing and implementing academic policies, preparing materials for student and faculty, coordinating curriculum development, and coordinating faculty appointments. Requirements: strong academic background in the liberal arts, Ph.D. preferred; university administrative and teaching experience; strong organization and computer skills. Excellent benefits package. Send cover letter, curriculum vitae, search #22091, and names of three references to: Mary Donovan, Assistant to the Associate Dean, The New School, 66 West 12th Street, Room 301, New York, NY 10011. The New School is committed to building a diverse community for learning and teaching. AA/ EOE

New School University

1521

Find your birth certificate.
Buy surplus government property.
Send a Presidential birthday greeting.
Contact your representative in Congress.
Get a flag from the Capitol. Protect your privacy.
Buy a Treasury note. See about an FHA mortgage.
Enlist in the military. Check on safe travel abroad.
Start a small business. Get info on immigration laws.
File for Social Security.
Check postage rates.
Find military personnel.
Get help on tax issues.
Reserve a campsite.
Buy Savings Bonds.
Find a Federal job.
Get your passport.
Visit a national park.
Apply for a gov't grant.
Report unsafe products.
Trace your family tree.
Register a trademark.
Get Medicare benefits.
Write the President.
Plan for college.
Buy a HUD home.
File your taxes.
Fly the U.S. flag.

Get the answers you can trust from the Federal Consumer Information Center. You've written to our Pueblo, CO address for years. Now you can call us toll-free for answers to your questions about all kinds of federal government programs, benefits and services.

We'll answer your questions directly or get you to the person who can. Recorded information is also available around the clock.

Now the only question left is how to reach us. Simple. Just call toll-free:

1-800-FED-INFO
(That's 1-800-333-4636)
Monday through Friday 8 a.m. to 8 p.m. Eastern Time
or visit www.pueblo.gsa.gov/call

A public service of this publication and the U.S. General Services Administration's Federal Consumer Information Center

BCCC

Careers Built Here

Baltimore City Community College

Baltimore City Community College (BCCC) is a state-supported, multi-racial, multi-ethnic comprehensive two-year degree granting college with multiple campuses. The mission of the College is to promote and to provide quality, assessable and affordable education to the citizens of Baltimore, while fostering a professional and supportive work environment for BCCC's employees.

Executive Director of Human Resources

Baltimore City Community College is accepting applications for the position of Executive Director of Human Resources. This position serves as a key member of the Administration at the College and reports to the Vice-President for Administration. This is a highly visible and responsible leadership position that involves administering human resources policies, procedures, and programs. In addition to overseeing the human resources' operation, this individual will have the opportunity to implement initiatives that will support a growing and changing environment. The successful candidate should bring an understanding of effective, supportive and healthy organizations and have the capacity to lead many new paradigms and support a positive, quality service climate. This position requires extensive knowledge of the principles and practices of personnel administration, knowledge of sound techniques in all aspects of personnel management, ability to develop long-term plans and programs, and extensive knowledge and experience in Federal and State employment law and regulatory compliance. Specifically, this individual has the primary responsibilities of overseeing the areas of Compensation and Benefits, Recruitment, Training and Development, Collective Bargaining, Performance Evaluation and the overall implementation of all Federal and State statutes and College policies and procedures. The successful candidate will contribute to the overall College strategic plan in fostering collaboration throughout the institution in support of the overall mission of the College.

Education and Work Experience Requirements

- Master's Degree in related field from an accredited college or university with a minimum of ten years of progressively responsible human resources management and leadership experience; with 5 of those ten years in the public sector required.
- Substantial human resources experience in higher education preferred.
- PHR/SPHR Certifications preferred.
- Experience working in a collective bargaining environment preferred.
- Must be able to demonstrate experience and an understanding of the legal and statutory issues related to human resources administration.
- Requires critical thinking and analytical skills, as well as, excellent management and leadership qualities.
- Successful and measurable success with implementation of human resources information technology systems including word processing, data management and presentation package is required.
- Knowledge in professional training and education in human resources operations is essential.
- Must be outgoing and people-oriented with a high level of integrity.

Salary is commensurate with experience.
Respond to Ad No. 0105.

Please forward applications and nominations to:

Baltimore City Community College
Office of Human Resources
2901 Liberty Heights Avenue
Baltimore, Maryland 21215

Application materials may also be sent via e-mail to hr@bccc.state.md.us. Review of applications will continue until the position is filled.

BCCC is an Equal Opportunity/ADA/ Affirmative Action employer.

SDSU SAN DIEGO STATE UNIVERSITY

DEVELOPMENT OFFICER for STUDENT AFFAIRS

San Diego State University, founded in 1897, is one of 23 campuses of the California State University system. SDSU enrolls over 31,000 students and offers 151 Degree Programs. The campus employs approximately 2,050 full-time and part-time faculty members and 1,722 staff. Over 2,800 students live on the campus in University housing.

SDSU is located in San Diego, a vibrant and widely diverse city of over 1.2 million which offers exciting opportunities because of its emerging biotechnology and telecommunications community, its location on the border with Mexico and the Pacific Rim, and its culturally diverse community. Extensive opportunities for recreation, tourism, education and business have drawn a highly educated population. For additional information, please visit SDSU's Web site at **http://www.sdsu.edu**.

SALARY: Commensurate with background, education and experience.

RESPONSIBILITIES: Under the supervision of the Special Assistant for the Vice President of Student Affairs, the Associate Vice President of Development in University Advancement and in collaboration with the Associated Students, the incumbent is responsible for establishing a fund-raising program for the Division of Student Affairs and Associated Students. Duties include: work with leadership team on defining annual and long-term development plans and establishing fund-raising priorities for the respective units and programs; identify, cultivate and solicit major gifts from individuals, corporations, and foundations; advise and assist key university and volunteer leaders in carrying out their responsibilities for major gift identification, cultivation, solicitation and stewardship; manage the Student Affairs development office personnel and activities; represent the University, Student Affairs, and Associated Students to internal and external constituencies; direct the activities of the Student Affairs development team and advisory board, including defining member responsibilities, setting agendas and identifying priorities; gather, summarize and manage data on Student Affairs donor prospects; coordinate with central development programs of prospect management, planned giving, corporate & foundation relations, international programs, and annual giving; coordinate with University Advancement departments as projects and policies require; work with department directors, student leaders and staff within the Division of Student Affairs and Associated Students to gain their support in the development process; oversee the preparation of development support materials, including grant proposals; serve as an active member of University Advancement/Development Cabinets and the Student Affairs leadership team; and coordinate all development activities to ensure they are conducted in accordance with the fundraising policies and procedures of the Campanile Foundation, University Advancement, SDSU and the CSU.

REQUIRED QUALIFICATIONS: Bachelor's degree. A minimum of three years of professional development experience. Exceptional organizational skills with excellent verbal and written communication abilities and outstanding interpersonal skills. Active participation in securing major gifts and the ability to work independently, but in coordination with professional colleagues. Demonstrated ability to make complex decisions, problem solve and practice hands-on management.

PREFERRED QUALIFICATIONS: Advanced degree, capital campaign experience, and fund-raising experience in higher education.

APPLICATION PROCEDURES: Applicants should send a letter of application along with a resume listing three professional references to **San Diego State University, The Center for Human Resources (#1960), San Diego, CA 92182-1625** or email to: **employ@mail.sdsu.edu.** Review of applications will begin Monday, July 1, 2002, and the position will remain open until filled. Applicants with disabilities requiring special application and/or interview arrangements may call (619) 594-4646 or TDD number (619) 594-8075.

SDSU IS AN EQUAL OPPORTUNITY EMPLOYER AND DOES NOT DISCRIMINATE AGAINST PERSONS ON THE BASIS OF RACE, RELIGION, NATIONAL ORIGIN, SEXUAL ORIENTATION, GENDER, MARITAL STATUS, AGE, DISABILITY OR VETERANS STATUS.

Director of Alumni Relations

Elmhurst College

Chicago suburban private college seeks person with management experience in educational alumni or a related field. Major responsibilities include: management of the National Alumni Association Cabinet, volunteers and program, coordination and implementation of special events and development opportunities, participation in committees, membership in special interest organizations, advising and supporting alumni special interest groups. The successful candidate will possess BA/BS degree, excellent organizational, management and communication skills, ability to work independently and cooperatively in a team. To apply send cover letter and resume to **Human Resources, Elmhurst College, 190 Prospect Ave., Elmhurst, IL 60126 or fax to 630/617-3746.** We seek candidates with demonstrated ability to contribute positively to a multicultural campus community.

Northeastern University, nationally recognized for its cooperative education program, is a private, non-sectarian university located in the heart of historic Boston. It is an integral part of the city's thriving educational and cultural life, is dedicated to excellence in research and scholarship, and is highly committed to individual and community needs. Northeastern is dedicated to fostering gender equity, cultural and ethnic diversity among its faculty and staff and is proud of its diverse student/resident population.

Complex Coordinator

Direct responsibility for student development functions and the effective administration of a diverse residential community. The housing population ranges from 750 to 1100 students with 15 to 24 full-time staff members (professional, paraprofessional, and graduate). The primary purpose of this position is to develop and maintain an environment conducive to students' academic success through social and intellectual growth. Responsibilities include behavior management, judicial administration, building and security management, and staff supervision. This live-in position assumes full responsibility for the safety and well-being of the students and the complex. Must be capable of excellent autonomous judgment. Required: Master's degree in College Student Development, Higher Education Administration or a related field; two to five years of experience as a full-time, live-in residence hall professional; excellent written and oral communications skills; effective administrative, supervisory, and organizational skills; experience in conflict mediation and resolution; evidence of excellent decision-making skills.

Assistant Residence Director

Assist in the development and maintenance of a community environment conducive to the personal growth and academic success of resident students. Assist with the operational and administrative functions by managing: facilities issues, programming and events records, staff supervision, student behavior and disciplinary meetings, theme and interest housing development, policy enforcement, crisis intervention, staff meetings, occupancy updates, hall openings and closings, and intercession management. Provide on-campus duty coverage; assist in staff recruitment and selection process. Must have a Bachelor's degree and a minimum of two years' live-in experience as a Resident Assistant, Graduate Assistant, or residence hall-based student government leader in a university setting. Prior leadership experience, effective administration, organizational and communication skills required. The maximum duration for this position is four years.

Candidates for both of these positions must have demonstrated understanding of diverse academic, socioeconomic, cultural, and ethnic backgrounds. These are live-in positions that include a full meal plan, tuition benefits and university health plan.

Please send cover letter, resume and the names of
3 references to: Rosemary Coluoci, Assistant Director,
Northeastern University, 6 Speare Hall, 360 Huntington
Avenue, Boston MA 02115. Please submit by July 19, 2002

Northeastern
UNIVERSITY

THE HISPANIC Outlook IN HIGHER EDUCATION

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WWW.HISPANICOUTLOOK.COM

OHIO UNIVERSITY

MARKETING DEPARTMENT: 2 POSITIONS

The Ohio University Marketing Department invites applications for two tenure track positions to be filled for Fall 2003 at the Assistant/Associate ranks. Historic Ohio University, established in 1804, is located in Athens in the scenic Appalachian foothills overlooking the Hocking River 75 miles southeast of Columbus (please see our virtual tour at **http://www.ohiou.edu**). With a student population of 19,500, Ohio University offers a small-town atmosphere congenial for families, while providing an outstanding cultural community, including theater, art, and music, and easy access to desired urban amenities (Columbus 1.5 hours, Cincinnati 3 hours, and Cleveland 4 hours).

COLLEGE OF BUSINESS/MARKETING DEPARTMENT

The College of Business, an AACSB-accredited school, embraces a teaching mission and encourages all forms of research, with an emphasis on publishable applied research and instructional development. Our 1900 undergraduate and 200 graduate students enjoy a recently renovated building with the latest in classroom, office, and lab technology - all located within a block of the main campus. Marketing, the largest major in the College of Business (over 400), includes ten dynamic and innovative faculty members who are strong teachers and active researchers.

POSITIONS

Required: Candidates must have a Ph.D. (or nearing completion) in marketing from an AACSB-accredited school. Applicants for Associate rank must have a proven research record, and all applicants must have excellent teaching evaluations.

Preferred: We seek teachers who are interested in innovative pedagogical techniques, such as problem-based learning and web-based curriculum delivery. Our teaching needs include, but are not limited to, Marketing Principles, International Marketing, Sales, and Marketing Research. Research needs are broad, and the faculty encourages research partnerships.

Other: Salaries will be competitive and commensurate with qualifications.

Contact: Interes[illegible] candidates should send an application letter and resume, as well as contact informatio[illegible]r three references (names, addresses, e-mail, and phone numbers only) to **Dr. Catherine [illegible]xinn, Chair, Marketing Department, College of Business, Ohio University, Athens, OH 45701** by July 15, 2002.

Ohio University is an Affirmative Action/Equal Opportunity Employer

COLUMBIA UNIVERSITY

Health Sciences Division

Vice President for Budget and Finance

Reporting to the Executive Vice President and Dean of the Faculty of Health Sciences, the Vice President will be the chief financial officer and member of the senior leadership team of the Health Sciences Division. Overseeing a $975 million annual budget, the VP will work with the Deans of the Faculties and senior administrative leaders at both the Morningside and Health Sciences campuses to insure the sound budgeting and financial management of the Division's resources. Oversee the development of capital and annual operating budgets. Develop financial plans in accordance with strategic initiatives in research, education, and patient care. Assume responsibility for compliance and the integrity of financial operations and financial information systems. Establish and maintain effective working relationships with leaders of affiliated hospitals.

Required are an advanced degree and at least fifteen years' financial experience, at least ten of which were at a senior level. Leadership experience in higher education or a comparable complex environment is preferred. The position requires exceptional analytical skills; the ability to establish goals and priorities and present financial and statistical information clearly, articulately, and in context; an ability to negotiate and establish positive working relationships in a collaborative way; an ability to work and communicate effectively in a diverse community.

Send cover letter, résumé, and salary history to:

Trish Shortell
CFO Practice, Senior Associate
Heidrick & Struggles
tshortell@heidrick.com
www.heidrick.com

We take affirmative action toward equal employment opportunity.

PENN

UNIVERSITY of PENNSYLVANIA

DEAN, SCHOOL OF SOCIAL WORK

The University of Pennsylvania invites nominations and applications for the position of Dean of the School of Social Work. The Dean of the School of Social Work is the chief academic and administrative officer for the school, and is responsible for the leadership and oversight of the School's educational, research and service programs, strategic directions, faculty growth and development. The Dean reports to the Provost of the University of Pennsylvania and interacts directly with the President of the University.

Leading candidates for the Deanship will have distinguished records of accomplishment in research and education, value the profession of social work, and will have demonstrated significant leadership skills. Nominees and applicants must demonstrate scholarly distinction appropriate for a tenured appointment in the School.

The search committee will begin reviewing applications by July 1, 2002, although the search will remain open until the position is filled. Applications and nominations, including a curriculum vita, may be forwarded to:

Chair, School of Social Work
Dean Search Committee
Office of the Provost
122 College Hall
Philadelphia, PA 19104-6306

The University of Pennsylvania is an Affirmative Action/ Equal Opportunity Employer. Women and minority candidates are strongly encouraged to apply.

Counselor

Clarion University of Pennsylvania is seeking tenure track Counselor/Assistant Professor for individual/group counseling and outreach programming with college students at IACS accredited center. Doctorate (ABD considered) in clinical/counseling psychology. Completed supervised internship. College counseling center experience preferred. Completion of a successful interview required. Employment August 26, 2002 until May 31, 2003. Salary $43,216 with benefits. Send letter of interest (stating the position applying for), vita, three references and transcripts to **Counselor Search Committee, 148 Egbert Hall, Clarion University, Clarion, PA 16214.** Due date July 12, 2002. For further information see description at **www.clarion.edu**

AA/EOE.

IDAHO STATE UNIVERSITY

OFFICE OF UNIVERSITY ADVANCEMENT

Pocatello, Idaho

POSITION: **Development Officer, College of Arts and Sciences.** Reports to and works with Vice-President for University Advancement and Dean of the College of Arts and Sciences; develops and implements successful models for securing major gifts; establishes and acts on priorities for the solicitation of gifts during annual campaigns; Bachelor's Degree required.

For a complete announcement, including responsibilities, qualifications, salary information, and application instructions, see **www.isu.edu/departments/humanr**, or phone 208-282-4828, fax: 208-282-4976.

Idaho State University is an AA/EOE and actively fosters a diverse work force.

Senior Planner

UCSD Physical Planning

Provide land planning and urban design services to the UCSD campus, supervise the work of consultants, and represent Physical Planning on Capital Improvement Committees to assure conformance with various UCSD plans and policies affecting physical environment. Requires excellent report writing and public speaking skills with the ability to communicate clearly about plans and concepts in architecture, civil and traffic engineering. Prefer a graduate degree in urban planning, architecture or related field, and extensive experience in land use planning, urban design, or landscape architecture. Review of resumes will begin on June 30, 2002 and continue until position is filled.

For more information please visit http://physicalplanning.ucsd.edu/. Competitive salary with exceptional benefits package. Please apply by referencing job # 027457 to: resume@ucsd.edu or mail to:
UCSD Human Resources, 9500 Gilman Drive, La Jolla, CA
92093-0967.
EEO/AAE Employer.

UCSD.
Make an educated choice.

University of California
San Diego

FIELDING
Graduate Institute

FACULTY,

School of Educational Leadership & Change

Many educational programs talk about diversity and transformation. We are living it.

The School of Educational Leadership and Change (ELC) works collaboratively with innovative and conscientious practitioners who are earning their doctorates in education. Over half of our students are Latino, Asian, African-American, and Native-American. Most of our students hold positions of responsibility in colleges, community colleges, K-12 schools, non-profits, and/or district administrations. ELC enables those engaged in teaching and learning to work in their respective communities while simultaneously developing theoretical frameworks and effective leadership skills designed to respond to and confront complex realities and challenges of today and tomorrow. Faculty at Fielding have the unusual opportunity of inventing new forms of higher education using action research, local learning cohorts, semi-annual national sessions, and computer-assisted learning and communication. Faculty live and work throughout the U.S. **We are seeking applicants for two faculty positions.**

Core qualifications include:

- A doctoral degree in education or related field;
- Demonstrated experience and commitment working in diverse multiracial learning communities;
- Demonstrated ability to organize teaching and learning for under-served students;
- Familiarity with education-related literature by authors of varying ethnicities and perspectives.

Desirable additional qualifications:

- Knowledge and experience in bilingual education; or working with special needs children;
- Recent experience in K-12 or community college systems;
- Evidence of scholarly work;
- Experience with collaborative investigation and action;
- Experience mentoring students through distance learning and/or experience mentoring doctoral students through the dissertation process.

Fielding Graduate Institute offers graduate degrees within three schools: Psychology, Human Organization Development and Educational Leadership and Change. It was founded in 1974 and is accredited by the Western Association of Schools and Colleges. Fielding is widely recognized for its leadership in providing advanced professional education for mid-career adults.

Please submit a letter of interest specifically addressing the qualifications above as well as a curriculum vitae, two letters of reference and the names and phone numbers of five references. Fielding Graduate Institute is a global community of scholar-practitioners engaged in graduate education and research to advance individuals, organizations, and society. For additional information, please visit our web site at **www.fielding.edu.**

We will begin our review of applications on July 15, 2002 and will accept applications until the positions are filled. Send materials to: **Fielding Graduate Institute, 2112 Santa Barbara Street, Santa Barbara, CA 93105, ATTN: Chair, Faculty Search Committee - ELC.**

Collaborative learning ~ Multicultural emphasis ~ Distributed community

OCC

ONONDAGA COMMUNITY COLLEGE

The Division of Student Services invites applications for the following position:

DIRECTOR OF STUDENT ENROLLMENT SERVICES

The Director, who reports directly to the Vice President of Student Services, will co-chair the college's Retention Council to create, implement, and monitor an operational plan for the Council that will result in a centralized, comprehensive, and seamless advisement, tracking, and intervention system for all students. In addition, the Director will work with the Retention Council to develop, implement, and co-ordinate a comprehensive series of pre- and post-orientation programs for incoming and returning students.

The Director exercises general supervision over the staff and day-to-day operations of the Center for Advisement and Testing, Center for Academic Achievement, and the Office for Services for Students with Special Needs.

The successful candidate will possess an advanced degree in Higher Education, Counseling, or a related field from a regionally accredited college or university together with significant work experience in developing retention/assessment programs in higher education. Familiarity in developing, implementing, and monitoring a centralized academic advisement and intervention system that incorporates the use of technology to track students' academic progress is strongly desired.

The source of funding for the Director's position is a grant, and continuation of the position is contingent upon continued grant funding.

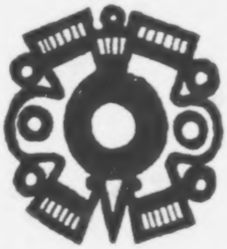
SALARY: The starting salary is $45,079 together with a competitive fringe benefits package.

APPLICATION REVIEW: Begins July 16, 2002 and continues until the position is filled.

TO APPLY: Please submit a current resume covered by a letter of application together with the names, addresses, and telephone numbers of three professional references to: **Office of Human Resources, Onondaga Community College, 4941 Onondaga Road, Syracuse, NY 13215-2099 (attn: Director of Student Enrollment Services).**

OCC is an Affirmative Action/Equal Opportunity employer. Women, people of color, individuals with a disability, veterans, and others who would enrich the diversity of the College are urged to apply.

Families need special people like you.



The Latina/Latino Family Studies specialization, part of Pacific Oaks College Master's in Marriage, Family and Child Counseling (MFCC) program, develops mental health professionals to meet the complex needs of Latina/Latino families.

The first of its kind in the state of California, this program has 45 students currently enrolled in three cohort groups. Each cohort group of 15 students is based on the Comadre-Compadre Model of Learning.

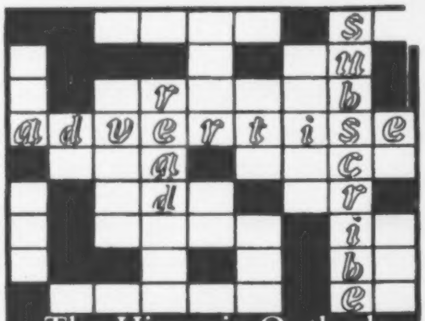
Benefits include:

- A fully-accredited program leading to licensure
- Being a student while working full-time
- Use of our collaborative model, that is respectful of client's values and experience
- Consideration of leadership experience without a B.A. through our Admission by Life Work Experience Program (ABLE)

Classes are held one, three-day weekend a month for three years.

For more information,
visit our website: http://www.pacificoaks.edu;
send us an email: admissions@pacificoaks.edu; or
contact us: Admissions Office, 5 Westmoreland Place, Pasadena, CA 91103; (626) 397-1349 or (800) 684-0900.

PACIFIC OAKS
College and Children's School



The Hispanic Outlook

Tel: 201.587.8800 ext. 102 or 106
Fax: 201.587.9105
E-mail: Outlook@sprintmail.com

CORNELL

PRESIDENT

Cornell University is conducting a nationwide search for a successor to President Hunter R. Rawlings, III who will step down on June 30, 2003 after eight years as President.

The Search Committee invites applications and recommendations for the position, which should be sent to:

Presidential Search Committee
P.O. Box 4688, Ithaca, NY 15852-4688

Cornell University is an Affirmative Action/Equal Opportunity Employer and Educator

www.cornell.edu

ASST. VP OF ACADEMIC AFFAIRS

Responsible for development of master class schedule, new academic program development/assessment, advisory committees, student retention, college catalog/handbooks, adjunct faculty approvals & orientations. Oversee honors, developmental studies & Intern'l Ed programs. Monitor division budget. Provide support to VP of Academic Affairs. MA req'd, Ph.D pref. 5 yrs. exp in higher ed & college teaching exp. reqd. Demonstrated administrative capability & exp. in budget & class schedule development reqd. 12-mo position. Competitive salary. Outstanding benefits. Appl/resume, transcripts & 3 letters of ref. to **Ocean County College, PO Box 2001, Toms River, NJ 08754 by 7/15/02. Fax: (732) 255-0444. Email: Lmorrocco@ocean.cc.nj.us.**

AA/EOE.

IDAHO STATE UNIVERSITY
OFFICE OF UNIVERSITY ADVANCEMENT
Pocatello, Idaho

POSITION: **Development Officer, College of Education:** Reports to and works with Vice-President for University Advancement and Dean of the College of Education; develops and implements successful models for securing major gifts; establishes and acts on priorities for the solicitation of gifts during annual campaigns; Bachelor's Degree required.

For a complete announcement, including responsibilities, qualifications, salary information, and application instructions, see **www.isu.edu.departments/humanr** or phone 208-282-4828. Fax: 208-282-4976.

Idaho State University is an AA/EOE and actively fosters a diverse work force

1526 BEST COPY AVAILABLE

Anne Arundel Community College

Students First

Scenic ARNOLD, MARYLAND near the Chesapeake Bay...

ANNE ARUNDEL COMMUNITY COLLEGE, selected by The National Alliance of Business as the winner of the prestigious Community College of the Year Distinguished Performance Award. Such an honor demonstrates that we are a premier community college in the nation, dedicated to innovative leadership, top-notch programs, faculty, staff and students. AACC is the first Maryland higher education institution to receive such an honor. AACC is a comprehensive two-year institution located just outside of historic Annapolis with easy access to Baltimore and Washington, DC. Meeting community needs and improving teaching and learning are among our highest priorities and we are strategically positioned to set and surpass new standards of excellence. Guided by principles that emphasize student success, especially in learning, and continuous improvement for a progressive and vital learning community, we envision AACC as a premier learning organization that is in the vanguard of college education. We are committed to attracting and retaining a diverse workforce; we offer competitive salaries with generous benefits in a friendly and welcoming atmosphere. We are currently seeking an innovative/collaborative individual for the position of:

Dean of Health Programs, Wellness and Physical Education - This position is responsible for providing leadership and direction for instructional departments including EMT-Paramedic, Human Services, Medical Assisting, Nursing, Physical Therapist Assistant, Physician Assistant, Radiologic Technology, Pharmacy Technician, Therapeutic Massage, and Health, Physical Education and Athletics. The Dean is responsible for accreditation oversight; for monitoring national, regional and local trends to ensure instructional programs address the needs of the public; for developing, implementing and administering administrative policies and procedures; and for coordinating the development and execution of departmental budgets. In addition, the Dean is responsible for administering a program of recruitment, retention, evaluation, supervision and professional development of faculty and staff assigned to the School of Health Programs, Wellness and Physical Education. Qualifications: Master's degree required. Bachelor's or Masters degree in a field of study encompassed within the program responsibilities of the School of Health Programs, Wellness and Physical Education, with a minimum of five years of full time teaching and administrative experience in a post secondary setting required, preferably in a community college. Strong supervisory skills, budget preparation and management and demonstrated success in academic assessment also required.

To apply, send cover letter, resume, and application to:

Human Resources
Anne Arundel Community College
101 College Parkway
Arnold, MD 21012

For further information, visit our web site at www.aacc.cc.md.us or call our JOBLINE at 410-777-2516. **To obtain an application, visit our web site or call 410-777-2425.**

ADA/EOE/AA

PENN
UNIVERSITY of PENNSYLVANIA

DEAN, SCHOOL OF DENTAL MEDICINE

The University of Pennsylvania invites nominations and applications for the position of Dean of the School of Dental Medicine. One of twelve schools in the University, the School of Dental Medicine consistently attracts high quality students and is unique among dental schools for the strength of both its clinical and basic science departments. The School is ranked among the five top dental schools in the United States. The School has a very strong international program and is well known for its expertise in the technology of dental medicine.

The University of Pennsylvania seeks a leader who will enhance and strengthen the mission of the School in teaching and research excellence. The Dean will be responsible for implementing the strategic plan and will direct programmatic, clinical and fiscal goals. The successful candidate will have a substantial history of decisive and innovative leadership and a demonstrated commitment to dental education, clinical care and research. S/he must have the ability to identify and address the challenges facing dental education and provide a vision for the future progress of the School.

Nominees and applicants must hold a D.D.S./D.M.D. or its equivalent and/or an advanced degree in a health related field and demonstrate scholarly distinction appropriate for a tenured appointment in the School.

Send C.V. with cover letter, preferably by email, in strict confidence to:

sflynnhollander@imsearch.com
Sharon M. Flynn Hollander, Isaacson, Miller
1275 K Street, Suite 1025
Washington, D.C. 20005
Phone: 202-216-2271, Fax: 202-337-4046

Affirmative Action / Equal Opportunity Employer

REGIS
UNIVERSITY

ASSOCIATE TO THE PROVOST FOR DIVERSITY

Regis University seeks applications and nominations for the position of Associate to the Provost for Diversity. In collaboration with and responsible to the Provost of Regis University, the Associate for Diversity is charged with building transformative alliances with various University constituencies to achieve a truly diverse community of faculty, staff and students. The Associate for Diversity serves as the primary advisor to the Provost and to the University community on matters related to maintaining and enhancing a diverse campus environment. The Associate works in close collaboration with colleagues responsible for mission development, social justice education, service learning, spirituality programs and disability services.

This individual provides strategic leadership and management in policy development, and in the creation, implementation and operation of programs and systems to achieve University diversity goals. Components of the diversity plan currently include: leadership and systemic change, training, recruitment and retention, development of campus climate, curriculum transformation, and campus-community connections.

EDUCATION AND EXPERIENCE: Doctorate preferred; master's degree required. A minimum of three years experience in multicultural and/or diversity program management is required. Experience in higher education, including collaboration with faculty on issues surrounding diversity in curriculum, is an asset. Previous knowledge and/or experience with Jesuit education or the Ignatian educational traditions is desirable.

IMPORTANT SKILLS AND ABILITIES: Ability to work effectively and collegially with a broad range of internal and external constituencies. Strong leadership and collaborative skills to move a strategic agenda through the university community and create a team approach to cultural change. Ability to think creatively and communicate a vision consistent with University mission. Exceptional problem solving-skills. Advanced competencies in diversity programming: developing trust, skills building, training for diversity goals, identifying resources and outcomes, and developing curriculum. Strong communication skills are required, including interpersonal skills, public speaking, writing, small group facilitation, active listening, and conflict resolution.

At Regis University, the term "diversity" affirms our faith-inspired commitment to build an inclusive community that values the dignity and contributions of all our members. In this community, human differences thrive in a learning environment characterized by the Jesuit traditions of mutual respect and the pursuit of justice. Age, gender, race/ethnicity, class, disability, sexual orientation, religion, and other human differences contribute to the richness and vitality of our living community. We therefore invite and encourage applications from members of historically underrepresented groups.

Starting salary will be commensurate with qualifications and experience. Regis University offers a generous benefit package including tuition for employee, spouse, and eligible dependents. Applicants should submit a letter of interest, curriculum vitae or resume, salary history, list of three professional references, and a personal statement on their approach to and philosophy of diversity advocacy to: **Regis University, Human Resources K-4, 3333 Regis Blvd., Denver, CO 80221-1099** or email resumes@regis.edu. Review of applications will begin immediately and continue until a suitable candidate is selected.

EOE.

Bates College

Two Tenure-Track Psychology Positions

The Department of Psychology at Bates College invites applications for two tenure-track positions at the rank of Assistant Professor, to begin September 2003. One position will emphasize emotions or personality psychology, and the other will emphasize cultural or community psychology. Candidates should hold a Ph.D. in psychology or a related field and be qualified to teach an introductory or statistics course as well as courses in their specialty. The successful candidates will teach five courses per year, supervise student research, and develop an active research program. Bates College is an excellent undergraduate liberal arts college of approximately 1,650 students and 200 faculty members, located in central Maine. The Department of Psychology has nine full-time faculty members and is housed in a beautiful building with extensive laboratory space and equipment. Review of applications begins October 21, 2002, and will continue until the positions are filled. Send letter of application, vitae, three letters of recommendation, undergraduate and graduate transcripts, research and teaching statements, evidence of teaching effectiveness, and reprints to either:

Personality/Emotions Search (#R2449)
or
Cultural/Community Search (#R2450)

c/o Bates College Academic Services
2 Andrews Road, 7 Lane Hall
Lewiston, ME 04240

www.bates.edu

Bates College values a diverse college community and seeks to assure equal opportunity through a continuing and effective Affirmative Action Program.

HISPANIC OUTLOOK 2002

PUBLICATION DATES AND DEADLINES

Space reservations are suggested to assure placement in the issue of your choice. Advertisers with space reservations will receive priority over others sending materials received by the closing date. **No cancellations or changes will be accepted after closing dates.** Refer to schedule for deadlines.

CLOSING DATES

Issue Date	*Closing Date*	
July 15	June 25	
July 29	July 9	
August 12	July 23	**The Arts Issue**
August 26	Aug. 6	
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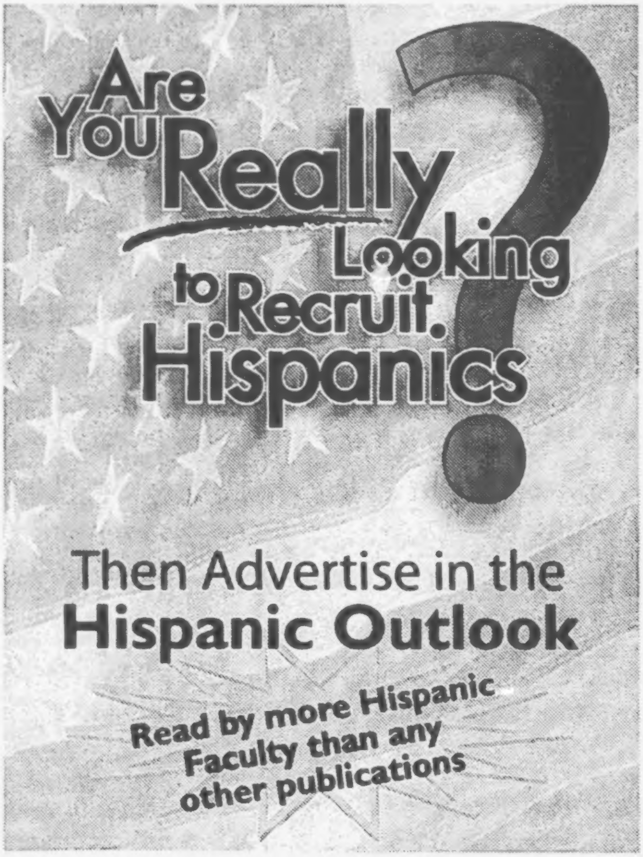
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¡PUNTO FINAL!

"SU NOMBRE ES HOY— HIS/HER NAME IS TODAY"

Carlos Zalaquett is a professor in the Department of Psychological & Social Foundations at the University of South Florida.

The Hispanic/Latino population increased from 22.4 million in 1990 to 35.3 million in 2000, making it the largest minority group in the United States. This unprecedented growth brings with it new possibilities, challenges, and a call for action.

We are a relatively young group, with a median age of 25.9, with more than a third of our population under age 18–both figures about 10 years below the national average.

We are a diverse group, one whose members come from a variety of socioeconomic backgrounds and ancestries. According to President Bush and former President Clinton, we play a substantial role in our country's great history of success, with contributions ranging from the academic and scientific to the military.

Today, we also contribute to the American experience by helping to connect the United States with Hispanic nations to our south, nations that represent the ancestral homeland for many of us. The Hispanic/Latino diversity of ancestral homelands gives us strength suitable for the new global economy. Hispanic and Latin American countries represent an international market of 700 million people, which demonstrates the potential economical impact we can have on the U.S. economy.

It is no wonder the National Alliance of Business values people from diverse backgrounds who can help companies compete and grow in dozens of countries, or that Congress included among its National Education Goals (Goal 3, Objective v, Goals 2000: Educate America Act of 1994) "to substantially increase the percentage of all students that are competent in more than one language." When people argue about the needs of developing a monolingual, English-only society, I feel compelled to ask: Aren't we wasting our nation's language resources?

Of course, the growth of Hispanic/Latinos and our potential economic impact have faced criticism and resentment. Different groups have tried to prevent us from using our language. This is one of our national ironies, that the United States is short on language expertise for international business at a time when many of us are fluent in languages other than English. As a bilingual person, I see myself as language-abled, rather than language-disabled. "*El que sabe dos lenguas vale por dos*!"

We continue facing discrimination and stereotype-based beliefs: *Hispanic/Latino students always experience learning problems in American schools; they have so many problems–language, poverty, low aspirations, and those big families*!! These kinds of generalizations are not always true, but they have the potential to become a self-fulfilling prophecy. Many students have overcome big challenges and have been able to stand and deliver, like the students taught by mathematics teacher Jaime Escalante, or the vice chancellor for academic and student affairs at Texas A&M University, Dr. Leo Sayavedra, who attended first grade at age 11!!

Amid this controversial state of affairs, our children and adolescents continue joining the American classrooms. Most come from poor families. They have the highest school dropout rate in the nation, and some will receive less schooling than their parents did. Moreover, only 10 to 15 percent will be academically qualified to enter state universities. The educational attainment for most of our Hispanic/Latino children and adolescents is in a state of crisis!

I would like to remind all of us, friends and foes, that whether we like it or not, Hispanic/Latino children and youth represent a substantial part of our nation's assets. Their progress and success represent our progress and success as a nation. Their demise and failure represent our demise and failure as a nation.

It is time to set aside our differences. Education is the best means to help Hispanic/Latino students improve and become successful members of our pluralistic society. College/university faculty members can spearhead this effort. We need to find ways to compromise and collaborate to improve the learning environments provided to these students. We need to enrich the knowledge of diversity and multicultural skills of our teachers, and increase school counselors' and psychologists' support of these students. We need to research and showcase evidence-based best practices in teaching these students, to help more teachers develop successful educational programs.

University educators can develop initiatives to ease Hispanic/Latino students' transition from high school to college, create learning communities to help retain these students, facilitate their academic achievement, and increase their possibilities of obtaining a university degree. We need to expose students to models and mentors that speak of Hispanic/Latino success.

Many of the things we want could wait. Our children and youth cannot. Today is when their minds and values are forming. To them, we cannot say, "Tomorrow." Their name is Today!

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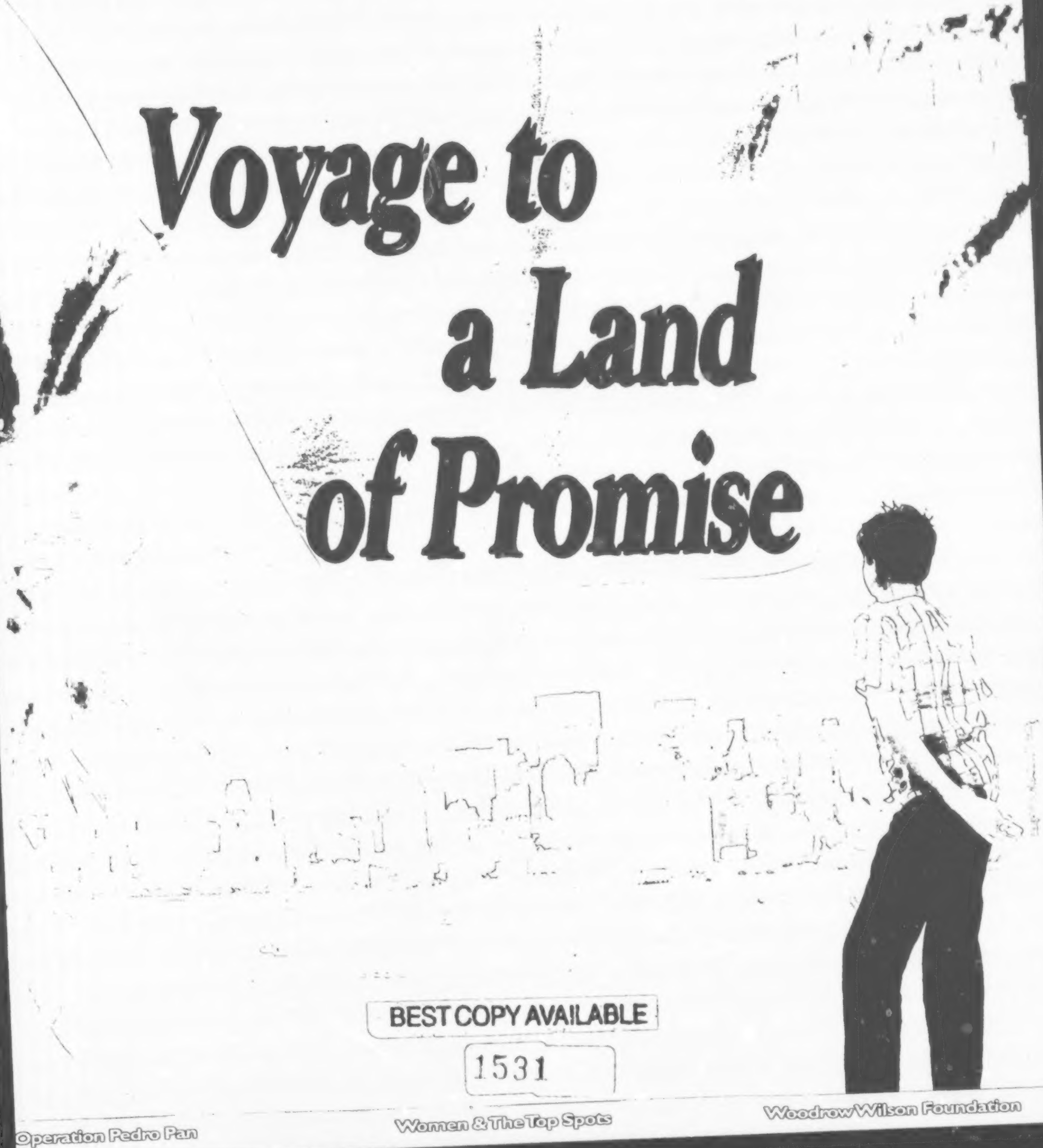

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Operation Pedro Pan

Women & The Top Spots

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LETTERS TO THE EDITOR: **Commentaries or Questions should be addressed to:**

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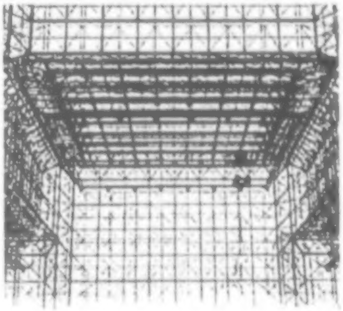

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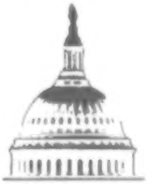

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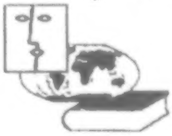

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¡PUNTO FINAL! **back cover**

Our Language(s) and Our Future

Cover Photo in part courtesy of Pedro Pan

Esquina Editorial

Roads to Dream Realization

Seemingly unattainable, risky, or unfathomable challenges can describe the long shot dreams of many individuals who have accomplished goals against odds. Odds that may have deterred them from moving forward and achieving success.

Operation Pedro Pan is one such endeavor that began in 1960 and affected the lives of many individuals, then children, whose parents sought a better life for them. Uncertain whether they would be able to secure freedom and healthier prospects for the entire family unit, many of these heads of households made what practically any parent would consider an unconscionable decision–allowing their children to leave the nest unaccompanied and voyage to a new land in the hope that, whether or not they would one day meet again, life would deal them a better hand. Some families were reunited, and some Pedro Pan children never got to see their parents again. But for many, after much personal sacrifice, dreams of opportunity were indeed realized.

Another article in this issue features how women fare in top education positions, such as the college presidency, how they arrived and how they can continue to strive. Despite advances, particularly by White women, work remains to be done to assist and support women of color who aspire to these positions. According to ACE, over a 12-year-period, from 1986 to 1998, more women than ever before have taken the helm at academic institutions–from 9.5 percent in 1986, to 19.3 percent by 1998.

Onward and upward. *Adelante*

Alexandra

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A CAPITOL VIEW

Drugs: A Lurking Presence

BY GUSTAVO A. MELLANDER

The 1990s began with an increase in the popularity of drugs. During the previous decade, the number of youngsters using drugs declined by nearly half as leaders from government, the media, community, and parents' groups delivered a unified message. It was that drug addiction will harm you. It can destroy your dreams and relationships and even kill you.

Early successes unfortunately led the general public to feel that the problem had abated and was now manageable. Usage began to rise again. A recent study found that four out of 10 10th-graders have tried marijuana.

Very few neighborhoods anywhere in the country are totally free of drugs. That is news to no one. What is disturbing is that drugs are becoming more prevalent among the nation's pre-teenagers.

What to do?

The Partnership for a Drug-Free America, on behalf of the U.S. Department of Education, has developed "Growing Up Drug-Free: A Parent's Guide to Prevention" to address that issue. It includes suggestions on talking with your children effectively about drugs, what to do if you think they might be using drugs, and where to get information and help.

Those of us who grew up during the first wave of drug experimentation knew more about drugs than our parents did. Now we don't know as much about drugs as our children do. And we certainly don't know what it feels like to live in our children's world–a world not only more complex and stressful than it was during our youth, but one with a pervasive drug culture that never existed before. For example, LSD is now marketed to younger children with colorful designs or cartoon characters; needles are no longer a deterrent to heroin use because heroin is available in a form so pure that it can be snorted; children are re-selling prescription drugs as party drugs; cigars, emptied of tobacco and filled with marijuana, provide a heftier toke than reefers; an animal tranquilizer called Ketamine (aka Vitamin K, New Ecstasy, and Breakfast Cereal) is snorted or smoked; underground home laboratories for manufacturing methamphetamine have made this drug much more available for illegal use; and all-night dance parties called raves are characterized by electronic music and the use of drugs such as MDMA or Ecstasy that can cause psychological problems.

Bad habits start early

The anti-drug education our children are getting in school today only begins to counter the street-level "education" they pick up from their peers and popular culture. Drug references can reach them in unexpected places, such as magazine ads and clothing-store dressing rooms where music is piped in. Even though these sights and sounds are not usually promoting drug use, they reinforce a child's impression that use is "normal"–a standard, even expected, part of growing up.

Unfortunately, the perception that drugs are a normal rite of passage has become common even among children in their preteen years. Many parents of 9- to 12-year-olds would be shocked to learn how plentiful–and often free–drugs are in their children's world. The average age at which teens start using tobacco is a little past 12 years old. The average age at which they start drinking alcohol is almost 13. And the average age at which they start smoking marijuana is 14.

Anyone's child

Studies show that many more teens report being offered drugs–and using them–than their parents are willing to believe. When polled, the number of parents who thought their children had tried marijuana–about 20 percent–represented only one-half the number of teens who said they had actually tried it.

Although keeping a child drug-free through these trying years is a great challenge to a parent, no one is in a better position to meet this problem. A study published in the *Journal of the American Medical Association* reported that teenagers who enjoyed feeling close to their families were the least likely to engage in any of the risky behaviors studied, which included drinking and smoking marijuana or cigarettes.

The study covers such important topics as:

- How to carry on a continuing dialogue with your children on the subject of drugs. Talking frequently is essential, and it's important to be clear. While 9 out of 10 parents questioned said that in the past year they had talked to their teens about drugs, only two-thirds of the teens agree.
- Why occasional alcohol, tobacco, or other drug use is a serious matter. Even a child who may get drunk or high on cocaine less than once a month can suffer serious consequences, such as flunking an important test, having a car accident, or a heart attack.
- How to educate ourselves. To talk to our children persuasively, we need to have as much information as they do. This guide provides a working knowledge of common drugs–including effects and symptoms, the latest drug slang, and methods of drug use.

The teen years can be trying for families. It is not always easy to communicate with those you love. But the stakes are high. If teens can navigate these years without drinking, smoking, or taking drugs, chances are that they won't use or abuse these substances as adults. The influence of responsible adults around them can spare children the negative experiences associated with illegal drug use–and even save their lives.

Dr. Mellander is a professor at George Mason University.

HO

OPERATION PEDRO PAN

by
Marilyn Gilroy

Memories and Accolades 40 Years Later

Political upheavals and wars often give rise to heartbreaking circumstances for the children who are trapped therein. The stories of young people caught up in the turmoil of the Middle East and ongoing conflicts in Ireland and Africa often make front-page news. The reports detail the traumatic effects of violence and unrest, often prompting the question: What kind of future will these children have?

It was no different in Cuba in 1960 as Fidel Castro's regime solidified its hold and emerged as a totalitarian government, seizing control of land, property, businesses, and schools and stepping up its campaign against religion. Cuban parents feared for their children, who were slated for indoctrination that was pro-Communist and anti-religion.

This was the backdrop for Operation Pedro Pan, an airlift that brought 14,000 Cuban children to the United States and became the largest child rescue mission ever recorded in the West. The children began arriving the day after Christmas in 1960 and continued to come during the next 22 months.

Father Bryan O. Walsh, director of the Catholic Welfare Bureau (later called Catholic Charities), who was 30 at the time, took up the cause of helping the children journey to the United States. Working with U.S. government officials, he arranged for visa requirements to be waived for the children so that they could fly to Miami and avoid the inevitable political indoctrination that had already begun in Cuba.

It seemed like a compassionate solution and one that was accepted by the Cuban parents who grabbed the chance to send their children to the U.S., even though it meant a temporary separation. Most parents believed that they would be reunited with their children as soon as things became more calm and stable in Cuba.

Unfortunately, many of the children were left stranded in the U.S. when the Cuban missile crisis brought a halt to flights to and from the island. Some of the children, who were scattered in foster homes and other facilities, were not reunited with their parents until they were adults.

Their stories and the story of Monsignor Bryan Walsh, who was honored last November at the 40th Anniversary Academic Convocation of Operation Pedro Pan, at Barry University in Florida, could easily be the subject of a gripping Hollywood screenplay.

"If they were making a movie of this whole episode, the critical scene would be when Walsh is on the phone to Washington, and officials say that they will back the project, but they want to know who will be responsible for the unaccompanied children once they get here," said Tom Severino, an administrator at Barry University. "At that time, there was no way for Father Walsh to get in contact with his superior, the bishop, so he merely replied, 'I will responsible.'"

Walsh had become aware of the plight of the Cuban children in November 1960 when a 15-year-old Cuban exile by the name of Pedro Menéndez showed up at the Catholic Welfare Bureau. Pedro's parents had sent him to Miami, and he had moved from house to house, living temporarily with various relatives, but he finally ended on the doorstep of the bureau, in need of foster care. Walsh realized that there might be many "Pedros" among refugees, and he began to explore the matter of a "safe haven" for Cuban children. He began by contacting government officials who were then a part of President Eisenhower's administration.

At the same time, James Baker, headmaster of Ruston Academy, an American school in Havana, was organizing a network of Cubans and expatriates to help get their children to Miami. In December 1960, Baker and Walsh met to discuss how they could work together. This was the beginning of Operation Pedro Pan. Baker would get the children out of Cuba, and Walsh would provide shelter for those who had no one in the U.S.

When the operation began, the children arrived in very small numbers–two on one flight, four on another. But that trickle grew as the weeks went by, and soon there were more children than there were facilities to care for the minors in Miami.

"Walsh personally drove around Miami trying to find homes that would care for the children," said Severino. "He threw himself into the task and worked tirelessly to secure places for the children."

Eventually, Catholic Charities agencies around the country were asked to provide foster homes and group care homes for the exiles. Ads were placed in various U.S. magazines, and through this network, the children were eventually housed in 100 cities in 35 states.

Despite the scale of Operation Pedro Pan, it remained a low-key event, attracting little attention from the press. Unlike the massive publicity accorded the Elián González affair, Operation Pedro Pan was virtually unknown to most Americans. And that was no accident.

By Walsh's account (Walsh died late last year but left his own written history of the operation) "every effort was made during the entire operation to avoid publicity and to avoid any effort to use it for political propaganda." Walsh's notes indicate that his agency, the Catholic Welfare Bureau, was often criticized by some in Miami's exile community who wanted to use the image of the children for their own purposes. However, this was a humanitarian rescue mission and, as Walsh noted, the U.S. and the church were "simply responding to the needs of parents who were concerned about the religious faith of their children."

History intervened abruptly in October of 1962 when the missile crisis terminated the flights and brought the stark realization that the children might never see their homeland or their parents again. It was a very dark period for participants, who were already homesick and scared.

This unexpected turn of events for Operation Pedro Pan is also the source of lingering controversy.

For years, there has been speculation that the CIA was heavily involved in Pedro Pan and was responsible for a misinformation campaign that frightened parents into fearing the worst and sending their children away. In fact, there are those who believe that the whole Pedro Pan Operation was devised by the CIA in an effort to hurt the Castro regime.

However, those who have investigated and written about Pedro Pan feel that the parents' concerns were real, and the decision to send their kids away was one born of desperation. They point out that these parents saw on a daily basis that people were sent to jail or even executed for defying the new regime. The children who attended schools under the Castro regime were being intensely educated to praise the revolution and reject religion.

Kathlyn Gay, in her book *Leaving Cuba: From Operation Pedro Pan to Elian*, describes the atmosphere in Cuba at the time, stating that the Cuban government had taken over the educational system, requiring the teachers to be "watchdogs."

"The teachers kept a Cumulative Academic Record, documenting student grades and conduct and also 'political integration'–loyalty to the regime as demonstrated through ideological and political activities," writes Gay.

Victor Andres Triay, author of *Fleeing Castro: Operation Pedro Pan and the Cuban Children's Program*, is quite skeptical about putative CIA involvement. Triay, an assistant professor of history at Middlesex Community College in Connecticut, grew up in Miami, the son of Cuban immigrants who came to the United States in 1960.

"In my opinion, to argue that the parents who sent their children on Operation Pedro Pan did so as a result of CIA misinformation is absolutely preposterous," said Triay. "The idea that Operation Pedro Pan was nothing more than a CIA propaganda ploy is the most asinine notion that exists in relation to the operation. Parents who sent their children to the USA on Operation Pedro Pan did so because of what they were seeing with their own eyes."

According to Triay, the conflicting views over Operation Pedro Pan are a microcosm of the general debate over Cuba. There are those, he argues, who will never admit how bad the communist regime was and still is.

"To say Pedro Pan was justified is to admit that the Castro Revolution in fact created conditions that were so extraordinarily bad that regular, middle class people found it necessary to send their children unaccompanied to the USA. Since these ordinary parents did in fact take that step, those individuals who do not wish to face the reality about the Castro regime want to argue that those parents must have somehow been manipulated–and who better for them to cast as the manipulator than the CIA?" said Triay.

Monsignor Bryan Walsh and company

Furthermore, says Triay, the vast majority of Pedro Pan participants do not agree with the theories incriminating the CIA.

"Most of the Pedro Pan veterans I have spoken to, while scarred by the experience, are grateful to their parents and to the people who helped get them out of Cuba. The terms most used are "saved" when referring to their being brought to the USA, and they talk about their parents as having made a "great sacrifice."

What everyone does agree on is that this well-intentioned movement had a dramatic impact on the children who were sent to the U.S. and their families who remained in Cuba. Many can still recall vividly their feelings of anxiety and loneliness.

A visit to one of the Operation Pedro Pan Web sites offers a place for adult Pedro Pans and their families to express their feelings about their childhood memories. The stories, poems, letters, and pictures provide moving accounts from those involved.

"What they went through was horrible, and was something no child should have to experience," said Triay. "They acknowledge, however, that it was the lesser of two evils."

Although the Pedro Pans struggled through their childhood ordeal, many became successful and forged interesting careers. Pedro Pan alumni include Mel Martínez, currently President Bush's HUD secretary.

"The list of successful Pedro Pans is long," said Triay, who has met and interviewed many of them. "They include Eduardo Aguirre, the chairman of the Import/Export Bank of the U.S.; husband and wife singers Willie Chirino and Lissette Álvarez; Armando Codina, South Florida developer (former business parter of Jeb Bush and the first Hispanic board member at GM); and Miami Grand Prix promoter Ralph Sánchez."

Fifty-three of the Pedro Pan alumni gathered to share experiences at the 40th Anniversary at Barry, held last November. A highlight of the conference was a presentation by Sr. and Sra. De Armas, who sent eight children to the United States during the operation. They reflected upon their decision to send their children during the turmoil of 1960-62. Sra. DeArmas spoke of the faith and trust that were involved, not knowing if the family would ever meet again.

There were many special presentations during the convocation. Monsignor Bryan Walsh was honored with the University's first Presidential Faith and Freedom Award for his dedication to the children and families of Operation Pedro Pan. In receiving the award, Walsh reflected on his decision to be a part of the operation.

"My response had to be 'yes,'" he told the gathering. "Who was I to deny the right of those parents to raise their children in freedom?"

Those who knew or worked with Walsh praise him and express no doubt about his humanitarian motives.

"He was an extraordinary man, a true priest," said Triay. "Those who knew him have the highest respect for him. He was active in defending the rights of all oppressed and disadvantaged people. His illustrious, priestly career went well beyond helping the Cuban children."

Monsignor Walsh died in December 2001, shortly after the convocation and before he could fully realize Barry University's project to preserve the Pedro Pan archives and to create a new Immigration Studies Institute.

The archives include many files and photographs which document the lives of the Pedro Pan children as they moved from Catholic Charities to various locations. The materials are now being cataloged and will ultimately be converted to digital format and made available to researchers. That research may provide answers to some of the demographic questions regarding the Pedro Pan children, such as the length of separation from their families and their dispersal into foster homes throughout the country. Barry University will insure the preservation of these documents as well as protect the confidentiality of these materials while they are used for study.

The Institute for Immigration Studies is an outgrowth of the University's commitment to address the many social issues created by immigration in the communities of South Florida. Two years ago, the entire country focused on the compelling political and legal problems related to the Elián González incident. Because of its location, Barry has been involved in the care and education of immigrants, and for this reason, it is raising $3 million to endow an interdisciplinary program in honor of Walsh.

"The institute was created for two purposes–to preserve the archives and create a degree program," said Tom Severino, director of major gifts for Barry.

The institute will train social workers and other professionals in immigration services to better provide care, compassion, and advocacy for new arrivals in the U.S. It is an interdisciplinary program combining the University's academic and field experience from the schools of arts and science, education, and social work. The institute will conduct research on immigration issues and hold conferences and symposia to address problems and add to the understanding and appreciation of this profound social and political phenomenon.

The Monsignor Bryan O. Walsh chair will direct the program and oversee the preservation of the Operation Pedro Pan materials, presently housed within the University archives.

"The establishment of the endowed chair is a tribute to Monsignor Walsh, who personally took care of so many Cuban children," said Severino.

Women and the Top Spots

Report Sizes Up the Situation

by Jeff Simmons

They are considered the 11 keys to success, keys that not only open the doors to opportunity but provide access to a more level playing field. They range from networking to mapping out professional and personal goals. And their motivation: to help women scale the educational ladder of success and not just step into top campus posts, but remain there and thrive.

"We need to concentrate on breaking the barriers," says Claire Van Ummersen, vice president of the American Council on Education and director of its Office of Women in Higher Education.

That's a chief focus of a report published by ACE, entitled *From Where We Sit: Women's Perspectives on the Presidency.*

The report was generated by 13 roundtable discussions among women college and university presidents between October 1998 and August 1999. The sessions were held in New York, Boston, Indianapolis, San Diego, Atlanta, Denver, Dallas, West Palm Beach, Minneapolis, Columbus, and Lansing, Mich.

And they were arranged to determine the status and challenges that face female leaders, and to gauge strides that have been achieved over the years. Organizers wanted to determine what concerns women leaders have, and then fashion a plan to address leadership priorities for current and future presidents.

"I hope that what we are able to accomplish is an increasing awareness among women presidents, first of all, that they are not alone in thinking and reacting to some of the issues that were identified in the report itself," says Van Ummersen.

"They should know that other presidents have faced these issues and have in many cases figured out how to deal with them."

"There are presidents who they can approach, particularly new women presidents who have already experienced these positions and can in fact help them to develop some strategies to deal with them."

Van Ummersen, who coauthored the report with Gladys Brown and Judith Sturnick, is the former president of Cleveland State University, former chancellor of the University System of New Hampshire, and a former vice chancellor of Massachusetts Board of Regents of Higher Education.

Women are becoming more visible at the helm of colleges and universities, but their presence is nevertheless dramatically overshadowed by their male counterparts.

According to the 2000 edition of ACE's The American College President, 25 percent of all newly hired presidents and one-third of the presidents at two-year institutions are women.

Van Ummersen says a look at the long-term changes not only shows overall movement, but exposes areas where work still needs to be done. In 1986, 9.5 percent of all college and university presidents were women. But that jumped to 19.3 percent by 1998.

"That's a big increase over a 12-year period" she says. "I think boards are doing a better job in obtaining a diverse pool of candidates, and I think there is a willingness to accept women, especially at the community college level."

That is where the biggest increases have occurred. Van Ummersen notes that during that same 12-year period the number of women college presidents overseeing two-year institutions rose from 7.9 percent to 22.4 percent. In specialized institutions, such as technical colleges, the margin was slimmer, from 6.6 percent to 14.8 percent.

According to the most recent ACE statistics, of all of the women presidents, 86 percent were White, 8.4 percent were African American, and 4.0 percent were Hispanic. Of the male presidents, 89.3 percent were White, 5.8 percent were African American, and 3.0 percent were Hispanic.

"We need to be more sensitive to the workplace climate issues as they relate to women of color," Van Ummersen says. "We need very much to continue the work that we have been doing in order to assist individuals who want to move into presidencies. I think it is extremely important given the fact that now around 60 percent of

Dr. Dolores Fernández, president of Hostos Community College

the student population is female in our colleges and universities."

"Many of the important issues raised during the roundtable discussions are issues that have been discussed and studied for 25 years," Van Ummersen says. "What is truly interesting is our ability to more accurately articulate the issues." What is needed now, she says, is for women to develop strategies "to help more women master the challenges necessary to reach leadership positions."

The American Council on Education is an association of more than 1,800 accredited colleges and universities and higher education related associations, organizations, and corporations.

The report highlights the 11 "Keys to Success" suggested by roundtable participants, who hailed from all corners of the country and all types of institutions.

At the top of that list, in Van Ummersen's opinion, is finding role models–and not just one mentor. The key is to find mentors at every stage of a career to meet changing needs–and take time to identify and mentor talented women who will become the next generation of higher education leadership.

"That is a point we try to emphasize," Van Ummersen says. "As you advance in your career, what may make sense at one stage may not in another, and a mentor at one point may not be the right person to mentor you in a different set of circumstances."

"You may move from one state to another, or from one institution to another. So you need to be willing to move from one mentor to another, although that does not mean you have to give up on your original mentor," she says.

Also, women should not discount recruiting their male counterparts as role models.

"It's very important to think not only of women as mentors but men as well," she notes. "There are many male presidents, or senior leaders in education, who have mentored women over time, and they have done an excellent job helping to support women and move them into leadership roles."

The other 10 keys cited in the report:

- Don't be afraid to take risks.
- Take the initiative in strategically mapping out professional goals and a career.
- Work with those who want to make change at your institution.
- Continue to develop professional skills and competencies to meet the needs of a changing educational, cultural, and political climate.
- Respect, cultivate, and spend time with your board.
- Create an environment in which people can achieve their best and enjoy the experience.
- Pay attention to your campus culture and periodically read the political signs.
- Remember that you can't do it all. Limit your priorities and stay focused.
- Cultivate a proactive network of "explainers" as well as listeners.
- Constantly renew yourself spiritually; achieve inner peace.

The report struck five themes and concerns broached at each roundtable.

"These were the themes that surfaced at all of the roundtables," Van Ummersen says. "The things that women utilized to be successful, and the areas where they had some of the greatest difficulties."

For one, all presidencies were not considered alike, because of the gender factor. The report highlighted significant differences between male and female presidents. For instance, 90 percent of all male presidents are married, but only 57 percent of women presidents.

Additionally, female presidents are more likely than their male counterparts to serve without a partner's full-time support, even if they are married. Seventy-four percent of female presidents' spouses held paid jobs, compared with only half of male's spouses.

"If you are in a relationship, you have to have someone who is very understanding because it's time-consuming," says Dolores Fernández, president of Hostos Community College in the South Bronx, N.Y. "The demands on a woman are equivalent to those on a man, but it's different in that there is a higher expectation for a woman for some reason. We're just expected to do more."

Those who took part in the roundtables maintained that some challenges encountered by women presidents are more personal in nature, while others are related to changing times and institutions.

Mentoring was the second theme. Both male and female college presidents cited mentoring as pivotal to success. The report's authors write that college presidents and corporate mentors can provide invaluable experience for young faculty and administrators.

But roundtable participants stressed that women must think strategically about their careers and actively seek mentors.

"They all spoke about the importance of having mentors who helped them navigate the paths, if you will, that they need to traverse to get into senior leadership," Van Ummersen says. "Role models are critical and that's true not just for women but minorities. We need more representation of minorities on our faculties and in our administration at colleges and universities."

Another theme is to retain a college or university board's confidence and support. The report found that presidents often assume that the board of trustees or regents that hired them will thus support them. But, according to the report, "Boards are often still uncomfortable with women presidents."

Sharon Caballero, president of San Bernardino Valley College

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That discomfort translates into problems related to differences of style and substance. The authors suggest that women college presidents must achieve regular communication with their boards, because the "burden" of developing a good relationship rests on the presidents' shoulders.

Fernández, who previously was deputy chancellor in the New York City School system, has tried to reach out to all corners of her campus and her city board. But what she finds invaluable is networking with her nearby female counterparts. Besides the 3,500-student Hostos, women lead several other campuses within the City University of New York system.

"We get together and have dinner and share things that are happening on our campuses. Males have their network, and they let us in sometimes, but it's a male network, and I think that is something we have to learn as women: to establish the same type of networking system," she says.

Women presidents also need to realize when they should stay–and when they should leave their posts. The report notes that career longevity ranks higher in importance than sustaining a particular presidency.

> ***The writers note that if a woman accepts a presidency at a troubled institution and is expected to perform miracles, her chances of having a successful tenure are slim.***

"One of the things that happens with women presidents is they tend to be very service oriented, and they feel they need to solve every problem and finish every particular project that they undertake at an institution," Van Ummersen says.

"Sometimes that means they may stay a little too long in a place, and that's not always productive or constructive."

From the moment they step into the president's seat, they should consider staying power and career longevity. The writers note that if a woman accepts a presidency at a troubled institution and is expected to perform miracles, her chances of having a successful tenure are slim.

That means that women presidents must document their challenges and achievements because the way in which they leave office can impair future career opportunities. Women presidents must work harder to ensure that their accomplishments can be recognized.

"The first thing they teach you is that you have to get your own campus to look at you in a different way," says Sharon Caballero, president of San Bernardino Valley College. "Once you make a decision to take a leadership role, your biggest problem often times is having people look at you in a new way so they can see your talent and skills."

Caballero, who five years ago started as the 14,000-student school's first female president in its then-70 year history, has learned about success and failure from leadership conferences and workshops, especially ones from the National Institute for Leadership Development.

"You have to be an inspirational leader, and you have to be very much hands on with folks, with people," she says. "I don't think you can really always do the chain of command, and that same thing was true years ago. Our door has to be open a lot longer hours than our male counterparts'."

She adds one more virtue: "Attention to detail, looking at people and their needs, is what separates the successful woman CEO from the others. It's just a given that women bring a really compassionate, caring part of them. Men do that too, but it's really a trademark of woman CEOs and chancellors."

Van Ummersen agrees that the biggest challenge by far is gaining acceptance. She says women still struggle to break into positions that will eventually lead to presidencies.

"They need these opportunities within institutions," she says. "A number of women are now moving from vice president for advancement or fund raising to become presidents."

There are many reasons why presidents leave, either for a better opportunity or to give more attention to their personal lives. But, the report cautions, many leave amid pressure and friction with boards of trustees. That fact should prompt presidents to consider that the job will evolve over time and that change could signal a need to move on.

The fifth theme broached was second presidencies, how women can succeed the second time around. The authors note that too often, women presidents who fail the first time around do not get back on the horse because of feelings of embarrassment or incompetence.

One roundtable participant pointed out the disparity between the sexes, noting one case where a man who lost three presidencies went to a fourth heading a prestigious institution.

Three years ago, only 18.8 percent of all female presidents were in their second consecutive presidency, while 26.6 percent of male presidents were. Van Ummersen believes the future will bring progress, but slowly. She has noticed a troubling trend of late, that female presidents are being confronted with difficult choices and giving up their seats.

"We have talked with search firms, and they say women are expressing to them they have to make a choice, that they are having to give up too much to serve as presidents," Van Ummersen says. "It puts too much stress on families."

She adds: "That's a growing concern because we are not going to have a robust pool of individuals, so that is an area we will need to do more work on. I also need to look at the changing workplace climate for women. We will need to focus on this much more than we have in the past."

PROMOTING MEXICAN-AMERICAN WOMEN'S COLLEGE RETENTION RATES AND CAREER ASPIRATIONS

by Angela Provitera McGlynn

Among the many wonderful sessions at the International Conference on Teaching and Leadership Excellence, held in Austin, Texas, in May and sponsored by NISOD, the National Institute for Staff and Organizational Development, was a presentation by Dr. Debra Gutiérrez, "Mexican American Women in College: Aspirations, Goals, and Leadership." Gutiérrez is in the Department of Educational Leadership and Policy Studies at the University of Oklahoma.

What prompted her research were bleak demographic findings about Latino(a)'s success. Hispanics, the fastest growing minority in the U.S., have the lowest educational attainment levels. The term "Hispanic" is generic, describing people from different cultural backgrounds. Further analysis shows that Mexican-Americans have the lowest educational attainments of all the peoples we call Hispanic. The intersection of culture and gender expectations makes it even more difficult for female Mexican-Americans to attain a college education.

Gutiérrez did a qualitative study in which she examined the educational and occupational goal-setting issues of Mexican-American females. She hopes that as colleges begin to better understand the experiences of this group, they may develop more effective strategies to help Mexican-American female students reach those goals, as well as encourage their leadership skills.

At Gutiérrez's NISOD presentation, she asked participants to begin by examining what leadership is and what qualities effective leaders possess. Using a collaborative learning model, they then produced a list very similar to Gutiérrez's findings. It was decided that effective leaders: possess excellent communications and people skills; have clarity of vision and goals, follow through, and have contingency plans; are creative, think outside the box, take initiative; have a passion for their work; are supportive, good facilitators, and good delegators of responsibilities; and share power and collaborate.

One of Gutiérrez's beliefs is that leadership qualities can be learned. Therefore, all these skills and abilities can be part of a college education. Her research explores how we can expand the academic community to include first-generation college students, particularly Latinas, and, more particularly, Mexican-American women. She undertook her research realizing that this population is understudied and little understood.

As with many groups of women, Mexican-American women are often juggling their schooling with work and family life. Due to the cultural emphasis on their roles as daughters, wives, and mothers, educational attainment often becomes an uphill struggle. Their frequent lack of preparedness for college work, fostered by K-12 schools that lack the knowledge and are ill-equipped to meet their needs, often puts the Mexican-American female in the "at-risk" student population. This population, often nontraditional students who are the first in their families to attend college, is most likely to attend community colleges because of their affordability and accessibility. Community colleges must, therefore, find new and better ways to help these groups succeed in college and to prepare them for careers.

Gutiérrez' basic research question was: What relationship exists among the socioeconomic, cultural, and educational experiences of Mexican-American women attending a community college in South Texas and their occupational aspirations?

Gutiérrez described difficulties she encountered getting female Mexican-Americans to participate in her study. She asked for an hour of their time for the initial interview, and most women in this population could not afford it. In the pilot study, Gutiérrez made 125 phone calls. From those calls, she was able to make only eight appointments, and only four women showed up. After more publicity, e.g., posting fliers in the lunchroom, the actual study extensively explored the lives of 14 Mexican-American women, all U.S. citizens with either high school diplomas or GEDs. All were first-generation college students though most were second-, third-, and fourth-generation Americans. They self-identified as Mexican-American or as Hispanic; all were from Mexican descendants. All had attended college the previous year—some were still enrolled. Community college was the only college ever attended by 11 of the 14.

Gutiérrez noticed that the women fell into two neat categories: Seven who attended college shortly after high school graduation whom she labeled "Group I." The remaining seven, Group II, were returning students, women who entered college several years after high school.

This case study research involved face-to-face interviews, a demographic questionnaire, and an acculturation instrument known as ARSMA II (Cuellar, Arnold, and Maldonado, 1995), which asks questions related to culture and lifestyle, for example: Are you English-speaking? Are you first-generation American? What do you like to do in your spare time? The demographics questionnaire showed that the study participants lived in a service economy area where unemployment was at 6 percent. Their neighborhood communities had underemployment, low educational attainment levels, and high teenage pregnancy rates.

This group of 14 may not be typical of the female Mexican-American student population not only because of the small sample size, but also because they were volunteers. There may be geographical biases as well. The women were passionate about school, wanted to tell their stories, and wanted to help other women. Their stories are worth listening to since we in the community college sector may learn strategies that would contribute to student success.

Here are some of the findings. Asked why they wanted to attend college, both Group I and II mentioned "job opportunities." There were, however, some differences. The recent grads (Group I) saw college as a next step but were fuzzy about their career goals. The returning women were clearer about their goals because many were responding to life circumstances. One who had become disabled could no longer work at her job and returned to make a career change. Two were victims of domestic abuse, trying to become financially independent. A single mother with four children was trying to get an education to be able to support her family. An older woman in Group II who had already raised her children now wanted to do something for herself. One woman had been taking one or two courses a year over a period of 20 years!

Asked why they had chosen a community college, both groups talked about accessibility in terms of cost, location, and open enrollment. Many were entrenched within their families and tied to their family gender roles. Group I students couldn't leave their family of origins to attend college. Group II women had responsibilities within the families they had created, as well as obligations to their families of origin.

What impressed me most about these in-depth interviews in terms of what we can learn in order to contribute to this population's success (and actually *all* students' chances for success) is that all the women–in both groups–emphasized how important it was for them to have personal attention and encouragement from their teachers!

Gutiérrez found that these Mexican-American female students were ambitious–they wanted big degrees and good jobs. They were equally likely to choose AA/AS and AAS degrees, their choice influenced by their career goals. They seemed to be influenced more by personal role models rather than by professional ones. They had done little research and received little guidance about careers and career preparation. The recent high school graduates relied largely on the media for their perceptions of careers. Students interested in becoming nurses said they had been influenced by the TV program "ER." The goals of the returning students were focused on their immediate life circumstances, the recent high school grads had more diffuse goals and lacked contingency planning. The recent high school grads often defined their goals in terms of lifestyle. They said they wanted a house and a car rather than discussing what it would be like to be a nurse or a lawyer.

Asked about barriers they were facing or had to overcome, Group I talked about financial constraints and both groups talked about the burdens of their family roles. Women in both groups said they either lacked self-confidence or had to overcome a lack of self-confidence. Asked what supports they had, both groups talked about the importance of emotional support. The recent high school grads said they received lots of family support; the returning women said their families were mixed about their return to school. Those with children said their children were ambivalent about their return to school because they were less available.

Over and over, women in both groups said that their teachers were influential in supporting their academic pursuits. Interestingly, recent high school graduates did not anticipate barriers in their future work lives even though they told stories about barriers family members had confronted. Returning students seemed surer of success academically and in their careers than the more tentative recent high school graduates.

Looking at the overall findings, we can conclude that recent high school grads had high aspirations but were uninformed–they didn't have a long-term plan. They were interested in pursuing jobs with good incomes. The returning women not only wanted to earn a decent living wage but were also concerned about making a contribution to society. For both groups, college services were not fully utilized. All the women in this study had low expectations about what the college could provide to help them. They were uninformed about college services and said they had no time to spend at the college apart from their classes. Both groups believed that their family roles had to take priority.

What are the implications of this in-depth case study? Despite the small sample size, I believe Gutiérrez is correct in recognizing that the community college is critical to this population and to other at-risk students. Her findings underscore the value of social and emotional support. Colleges need to examine how encouraging, how supportive, and how accommodating they are to at-risk students. Teachers need to be sensitive to multicultural differences and to create student-centered/learning-centered classrooms. College support staff and faculty members need to help nontraditional students manage their many adult roles. Coleges, and community colleges in particular, must create inclusive, multicultural learning environments. One of the many roles of the community college should be helping students assimilate into the culture of higher education.

What else do these findings suggest about how colleges and teachers can support academic success, leadership qualities, and career focus?

- Teachers need to become coaches and cheerleaders; to develop personal relationships and rapport with their students. (Important for all students but essential for at-risk student success).
- Colleges should use returning students to mentor recent high school graduates.
- Teachers should encourage students to form support networks and study groups.
- Colleges need to do a better job at providing opportunities for students to learn about careers, engage in career assessments, and learn how to prepare to reach their goals.
- Colleges need to provide multicultural role models from diverse careers.

Although their numbers are small, these women's narratives are powerful. What they have to teach those of us in education is quite valuable. If you would like to contact Gutiérrez for further details, you may e-mail her at: daGutiérrez@hotmail.com.

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Angela Provitera McGlynn, a professor of psychology, has taught for 31 years at Mercer County Community College, in N.J. Her latest book is Successful Beginnings for College Teaching: Engaging your students from the first day, *Atwood Publishing, 2001.*

Tutors - Spring 2000

REACHING BACK WITH A HELPING HAND

La Salle's ADP and GEAR UP a Winning Combo

by
Michelle Adam

Many ADP students work with the local middle school kids during their first years of college.

When Yisenia Soto, a student of La Salle University in Philadelphia, tutors a particular local middle school girl, she can't help but laugh. Cyndy, one of several students that Soto tutors at Julia de Burgos Bilingual Magnet Middle School, seems so much like Soto was years ago, back when she attended Julia de Burgos.

"I see in her the determination that I had. I used to be like that," said Soto. "It's wonderful to see that she has a little more than what I had. And by my being there, she has even more than I had growing up."

Soto is one of many La Salle University students who reach back into their communities to mentor middle school students who are so much like they once were. Like Soto, these college students are all from the local area, and many came to La Salle through its Academic Discovery Program, which offers special financial and academic support to high-achieving local students who need monetary aid and who scored poorly on SATs.

About 40 ADP students attend summer courses prior to entering La Salle, followed by tutoring and financial support during each year, and many also return to their old neighborhood through La Salle's GEAR UP program to tutor other students coming up the pipeline.

"At school, I know they are helping me, and then I get to help others. It's a chain that goes down and benefits everyone," said Soto. "I think that for the middle school students to see someone in college has an affect on them. They may choose to go to college. If I'd had someone hang around me, someone I knew went to college, it would have put college in my mind a lot earlier."

While Soto received good grades in middle school and high school, she was like many other students of her Hispanic neighborhood who had no intention to go to college. For her, higher education was outside of her reality, and, because of this, she didn't adequately prepare for SATs and other college preparatory tests. It was only at the urging of her high school teachers that she took the tests and ultimately came to La Salle.

"I didn't know about college until my senior year in high school. Back then, college was a word, but it had no meaning to me. I was the first person in my family to go to college," said Soto. "I thought college was not for me. But my senior year I was pushed a lot. People were saying 'you have to go to college. You are so smart.' It worked. I am in college now."

Soto, who is in her junior year, decided to attend La Salle specifically because of the financial and academic support the school provided through the ADP program.

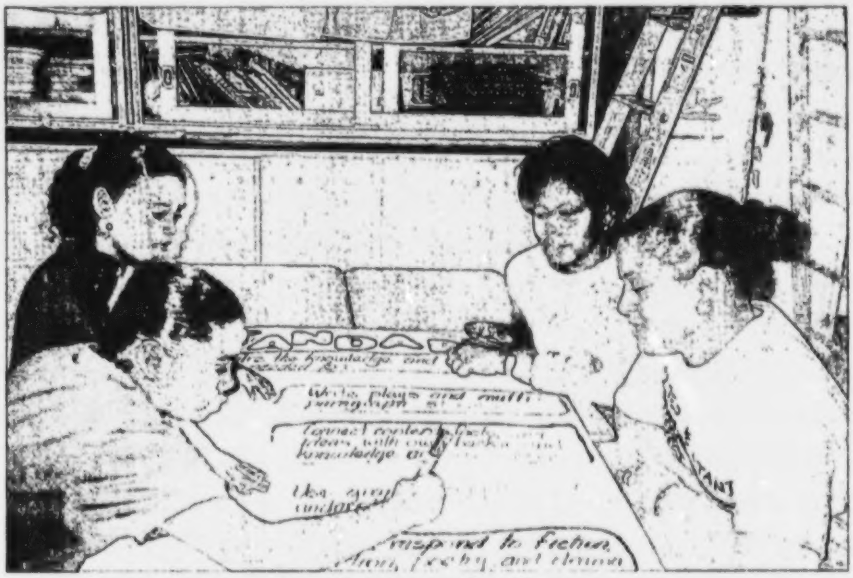
Most of the ADP students are African American and Hispanic. They attend a free seven-week summer intensive program at La Salle prior to entering college. They take courses in math, writing, critical thinking, and study skills, with the aim of becoming adequately prepared for college. ADP students also go on field trips and receive counseling and tutoring.

"We want to make sure, if a student comes to La Salle, that they can do the work," said Bob Miedel, ADP director. "We'll select students that we feel will be able to survive with a little help. These students are eager to do the work and take on the challenge."

Upon completing the summer program, ADP students join other incoming freshmen in their first year of school at La Salle. "By the time they come in the fall, they are scattered around the campus," said Miedel.

While La Salle is a private Catholic institution with a predominately White population, ADP offers a network for students of color to make them feel at home. Within the program, approximately 55 percent of students are African American, 20 percent are Latino, 15 percent are Asian, and 10 percent are White.

As part of ADP, students are mandated to receive two hours of tutoring a week and half an hour with a counselor, and to join once-a-month meetings with the group to take inventory and talk about issues. Staff is also available for any other needs that students have. La Salle also makes sure, through various financial packages, that an annual tuition of $19,740 is fully covered for these students. "We wanted to make sure that they could afford it. It's been successful," said Miedel.



Gear Up students and Roxy Rivera

ADP has been in existence since 1978. Three years ago, Miedel established the local level of the federal GEAR UP program (Gaining Early Awareness and Readiness for Undergraduate Programs). The goal of the program is to get students to think about college early in their lives, and, with this in mind, Miedel wanted to specifically assist the local Latino community of North Philadelphia.

In North Philadelphia, in areas designated empowerment zones, 85 percent of the students come from low-income homes, approximately 32 percent of the high school students are absent on a daily basis, and 76.6 percent of the eighth-grade students from the Edison Cluster (Julia de Burgos is from this cluster) scored below average on the 1998 SAT-9 reading test. At Edison High School, which is the school attended by most Julia de Burgos students, only 27 percent graduate of those who entered as freshmen, and only 14.7 percent continue on to college. Of those who do, many do not return for their second semester.

Miedel chose to make Julia de Burgos a target for La Salle's GEAR UP program because of the tremendous need for mentorship that existed there. Many of the students speak only Spanish (79 percent of the students in the school are Latino), and most have difficulty with reading, writing, math, and science.

While GEAR UP and ADP are two very distinct programs, Miedel saw the benefit of having ADP students provide tutoring at Julia de Burgos.

"I thought this would be good for our students who are from these communities. It's been a good marriage," he said. "The ADP students seem to feel less alienated at a predominately White university–they recognize, perhaps subconsciously, that they are a part of the university and are helping to fulfill part of its mission to help the less fortunate. In addition to the academic assistance they offer the students, the tutors are also role models for the middle school students."

The GEAR UP program currently has 22 paid tutors, seven of them Latino and 15 of them ADP students. Most of the tutors go to Julia de Burgos two to three times a week for about four hours a day, and they have individual classrooms and teachers assigned to them.

Many ADP students work with the local middle school kids during their first years of college. For example, Soto, who is pursuing a degree in education, started working with Julia de Burgos' students from the onset of her college career. While she "took great advantage of the tutors, especially for English," during her first year at La Salle, she also worked with the middle school students after school.

"It has helped me on a personal level since I

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want to be a teacher, and I get to work with kids," said Soto about her tutoring experience. "They also get to see somebody who lives in their neighborhood and goes to college. By having a tutor there, they see that they can be connected to college more than they think. They are shocked. I love that! This is great! It feels good. Everyone benefits."

"Most of the kids look up to me and say they want to be just like me and go to college."

FELIX LÓPEZ, STUDENT AND MENTOR

Although Soto now enjoys giving back to her local middle school, returning to those places of the past was the last thing she expected to be doing.

"I never imagined going back in that building again. That was part of my past. It was such a scary place," said Soto, who attended Julia de Burgos after her family moved from New York to Philadelphia. "Now when I go back I feel like, 'Oh, my God,' there are so many memories in that building that I can share."

Soto used to think four years of high school would be tough enough. Now she has nearly completed her bachelor's.

"I've come to a point where I like school a lot. My mind has opened up so much, to so many new people and things. I can't believe I've been here three years and acquired so much," she said.

As Soto prepares for her career in education, she believes that her experience with GEAR UP helped pave the road. "It has helped me in my career and as a person, to no longer be scared to speak my mind and say what I think," she said.

Burton Sternthal, tutorial coordinator for the GEAR UP program and ADP, has also seen the impact that being a tutor can have on self-esteem. "When these students walk into the classroom, they are seen as celebrities. They are seen as that person who grew up and overcame obstacles," he said. "It is a tremendous boost for the self-esteem of our students. Sometimes the college student will be struggling in a course or experiencing stress, but this makes them very successful."

Conversely, when La Salle students return to their neighborhoods to help middle school students, the younger pupils excel as well. Sternthal has heard parents say that when their children come home from school, the first thing they do is their homework.'

"It's because of that friendship of that person and their attention. I am amazed at the difference that that individual attention makes," said Sternthal. The very presence of the tutors says to the middle school students, "yes, it is possible."

Felix López is another former Julia de Burgos student who has returned to his old school as a tutor through the GEAR UP program and ADP.

"It is good to go back to your old middle school and give back to the kids. When I was in middle school, I wanted to have somebody give me a boost," said López. "I came back to make a difference."

"Some of the students actually want to go to college. Sometimes I'll go to their classes and talk about La Salle, and when I do, I see a spark in their eyes," said López. "They are trying to follow my footsteps. Most of the kids look up to me and say they want to be just like me and go to college."

López, who is a freshman at La Salle, was tutoring students during the winter months, but had to stop temporarily because of family concerns. Luckily, his old school is close to where he currently lives, so he still visits students occasionally. It seems the connection he has made through La Salle with the children of his own neighborhood is as healing for the middle school students as it is for college students like López and Soto.

Said López, "Sometimes I go around and ask them how they are doing. They tell me, 'I miss you. When are you coming back?' It makes me feel good. I do better in college because of it. It's medicine."

The Woodrow Wilson Foundation

Ph.D. Project Seeks "Richer Purpose", "Richer Population"

by Inés Pinto Alicea

The Woodrow Wilson National Fellowship Foundation, in collaboration with 14 Ph.D.-granting public and private universities, has launched an initiative to improve doctoral education. The effort entails creating a model for innovation and change that will be tested and developed by the participating institutions and developing a set of national guidelines for others to follow.

With initial funding from the Pew Charitable Trusts, this 18-month initiative, known as Responsive Ph.D., will lay out the groundwork for longer-term efforts to help doctoral programs improve. The 14 universities selected to participate are: University of Colorado-Boulder; University of California-Irvine; University of Michigan; University of Pennsylvania; University of Washington; University of Wisconsin-Madison; University of Texas-Austin; Arizona State University; Duke University; Howard University; Indiana University; Princeton University; Washington University in St. Louis; and Yale University.

The initiative's four main goals are: improving diversity at the doctoral level, expanding opportunities for more adventuresome instructional and research experiences, enlarging doctoral students' exposure to interdisciplinarity, and achieving these goals by developing innovative partnerships.

Robert Weisbuch, president of the Princeton, N.J.-based foundation

Robert Weisbuch, president of the Princeton, N.J.-based foundation, said Responsive Ph.D.'s goals "represent excellent opportunities for framing a richer purpose and a richer population for the doctorate" not just for students pursuing doctoral studies but also for faculty members, particularly in the arts and sciences disciplines.

A series of events culminated in the creation of the initiative. Among them, the National Academy of Sciences declared that something needed to be done to improve Ph.D. programs nationwide. Numerous studies had shown that graduate students were clamoring for change in Ph.D. programs.

Earl Lewis, national chair of Responsive Ph.D. and vice provost and dean of the Horace H. Rackham School of Graduate Studies at the University of Michigan at Ann Arbor, said students repeatedly said in different studies that Ph.D. programs needed to be more transparent in their policies and procedures, that students needed to have more structured funding for their pursuit of the Ph.D. so they knew exactly how their whole education would be financed, and that graduate schools had to do a better job of preparing Ph.D. graduates not just for the professoriate but also for professional careers outside of academia.

Research by Jody Nyquist at the University of Washington looked at the career paths followed by Ph.D. graduates after 10 years and explored their feelings about the experience of pursuing the Ph.D. and its impact on their lives. Weisbuch said that more than half had left academia, and those who had left reported much higher career satisfaction than those who stayed in academia.

In April 2000, the Pew Charitable

Trusts sponsored a national conference, Re-envisioning the Ph.D. Project. It featured recent studies on doctoral education and invited representatives from all sectors of society to share their concerns and their willingness to engage in partnerships. The conference also pointed the way to a new future for the Ph.D. by showcasing promising practices in doctoral education, examples of innovative experiments ranging from cross-disciplinary dissertation retreats, doctoral internships in businesses and civic organizations, multiple mentoring strategies, instructional exchanges between different kinds of educational institutions, and more–all aimed at creating more versatility for the doctorate.

"Through this initiative, the foundation hopes to bring the national conversation begun at the Re-envisioning conference to an individual, institutional level of creative planning and translation of ideas into bold actions," said Weisbuch.

As a result, the Pew Charitable Trusts turned to the Woodrow Wilson Fellowship Foundation, which since World War II has provided fellowships to people who wanted to become college faculty. And so Responsive Ph.D. emerged.

"A lot of people will say that this is just another report and that nothing ever changes," said Weisbuch. "We're going to disprove that with a vengeance. We mean to be education's change agent."

The studies about gaps that exist in Ph.D. programs all seem to argue for achievable improvements in at least three aspects, which the universities involved in the effort call the three "P's": paradigms, practices, and people. Weisbuch said another important element of the effort, a fourth "P," is partnerships, which, he said, will supply perspectives on the doctorate from all relevant constituencies, from the producers of Ph.D.s and from the consumer groups that utilize Ph.D.s: two- and four-year colleges, educational associations, K-12 education, corporations, cultural institutions, government agencies, nonprofits, and private foundations.

Weisbuch said it is important for leaders in education to look at the complete picture, not just try to improve Ph.D. programs. And it is important that there be more collaboration and that those in academia reach out to urban schools and community colleges.

"If you have a large number of Latino children not finishing high school and if at every level of education you're losing a lot of people, then any effort like this has to extend from K-20," said Weisbuch. "It may be that students of color in the eighth grade never get to hear about graduate school and how fulfilling it can be. You can't stay in the academy and get that done."

Earl Lewis, national chair of Responsive Ph.D., vice provost and dean of the Horace H. Rackham School of Graduate Studies University of Michigan, Ann Arbor, says students want more transparent policies and procedures.

New Paradigms, Practices, and People

In the area of "new paradigms," the project proposes to define those practices in doctoral education that encourage adventuresome research within and across disciplinary boundaries. The initiative aims to redefine the goal of the doctorate as scholarly citizenship, rather than to replenish the professoriate.

According to the Web site of the Ph.D. Project, "the Ph.D. is already a powerful professional credential within the academy," but "it deserves a broader scope of influence in the world."

The initiative hopes to build a culture that supports a new generation of scholar-citizens, one that provides professional training so that students can explore opportunities for applying their learning in diverse careers within and outside higher education. It also means to assure that doctoral training considers real-world impacts.

The initiative will encourage career planning offices and doctoral programs to partner in addressing a wider array of career outcomes for doctoral students. The project also will seek to promulgate practices in doctoral institutions that create opportunities for students to learn about, and test themselves in, a variety of academic and non-academic sectors.

Data has shown that graduate students get little help in learning to be educators–not only learning effective classroom teaching, but putting together a course curriculum, thinking strategically about introducing a discipline or making connections among disciplines, or teaching to varied audiences.

In the area of "new people," Responsive Ph.D. literature notes that graduate study in the arts and sciences lags behind other professional pathways in attracting and developing the full potential of people of color. The lack of diversity perpetuates itself. In English, as one example, the number of African American Ph.D. graduates seems frozen at about 3.5 percent, no greater than 30 years ago.

"Although the percentage of minorities making up the nation's population and entering our colleges and universities as undergraduates is on the rise, professors standing at the front of the class remain largely White and, in some disciplines, predominantly male," said the Responsive Ph.D. literature. "To attract more students of color to the doctoral degree, graduate education must not seem a closed club, but instead an open door to new influences in method, knowledge base, and outcome."

"We will have failed with doctoral reform unless we include recruiting and graduating a diverse student population," said Lewis. "Clearly, we have more students of color matriculating today in Ph.D. programs, but recruiting a student of color is different from having them finish."

One of the biggest challenges officials face in the granting of Ph.D.s is determining the actual attrition rate of students. Since Ph.D.

programs historically have taken several years to complete, Lewis said, sometimes students leave or take a break from the program for a variety of reasons, including focusing on their dissertations, earning more money to complete their degree, or others. Moreover, while some departments at universities are successful in graduating Ph.D.s, other departments on the same campus may have a terrible record, and gathering statistics can be challenging.

Barbara E. Lovitts, a former graduate student who left two doctoral programs before finishing a third in sociology at the University of Maryland in 1996, recently wrote a book that explores the attrition rate among Ph.D. students. The book is based on interviews with and survey responses from 816 students, 511 who completed graduate school and 305 who did not, all members of the 1982 and 1984 entering classes at two universities. Lovitts estimates that 50 percent of students who enroll in Ph.D. programs ultimately leave before completion. She argues that humanities disciplines usually have the most students departing the programs before earning a degree because their research is often done in isolation whereas students in other disciplines, such as the sciences, can interact with others in labs.

The Responsive Ph.D. effort was launched in the fall of 2001 with campuses hosting institutional roundtables and forums focused on the agenda for change. The roundtables, which were scheduled through spring 2002, were designed to engage faculty, doctoral students and administrators, and sectors beyond academe in dialogue over the recommendations for improving doctoral training issued by recent national studies and reports, many of which have been sponsored by the Pew Charitable Trusts.

With different emphasis at different campuses, the roundtables were to focus on locally sensitive strategies to address the initiative's four main goals. For example, Teresa Sullivan, vice president and graduate dean of the University of Texas at Austin, said its Responsive Ph.D. program is centered on examining the dissertation itself as a genre and as the capstone for doctoral work. About two years ago, the University began to require the submission of the dissertation in electronic format. This technological innovation allows for new types of scholarship, such as embedding video clips, audio clips, and photos into the dissertation. The University offers dissertation support groups and informal writing circles. The University also is examining the issues of what constitutes "original research" and whether there could be collaborative dissertations.

Teresa Sullivan, vice president and graduate dean of the University of Texas at Austin, says its project centers on the dissertation itself.

"We are seeking to explore the new and exciting possibilities that are opening," said Sullivan. "In the process, we hope to help students overcome the isolation and anxiety that so often accompany writing the dissertation. The principal challenge we face is that faculty tend to be very conservative about what is acceptable, and they might need a little support and encouragement too to reach out. That is why we have the faculty actively engaged in our conversations."

The initiative calls for the campus groups to generate recommendations for acting locally but thinking nationally in terms of implementing programmatic changes. These and other activities will give doctoral students, faculty, and administrators in the arts and sciences a means of engaging with diverse leaders of the Ph.D. consumer sectors on implementing the most recent recommendations for improving the Ph.D. and for expanding the circle of decision-making on doctoral education, said Weisbuch.

"We entered the Responsive Ph.D. program with the idea that whatever you can do to improve the doctoral experience will benefit the most those who might otherwise be marginalized in the experience," said Sullivan.

A Diversity Forum held by the project in November focused on designing projects for increasing diversity in doctoral education. Then a meeting to convene the "consumers" of Ph.D.s was held to bring together those who hire, fund, and influence doctoral education to help shape the reform effort. Leaders from business, government, colleges and universities, foundations, educational associations, and students worked with the Responsive Ph.D. institutions on turning recommendations for change into collaborative action and marshaling diverse resources to sustain and spread innovations in the Ph.D.

Michael Clark, associate executive vice chancellor at the University of California, Irvine, said a challenge for Responsive Ph.D. is to change the culture prevalent at all research universities of making doctoral programs a way to simply reproduce the professoriate "rather than considering alternative applications of the skills and training imparted by doctoral education."

"The Responsive Ph.D. is an important initiative because it will help doctoral programs explain and demonstrate how the kind of training their students receive (analytical and critical skills, research methods, etc.) can be useful in contexts beyond academic research programs. And it promises to expand what faculty and graduate students think of as possible and appropriate applications of doctoral training in areas outside academia, including business, K-12 education and community college systems, public service, arts and cultural organizations, etc., said Clark, adding that the wider range of applications of Ph.D.s should also attract a wider range of applicants to graduate study, especially from groups underrepresented in graduate programs. For more information about the initiative, please look at its Web site at ResponsivePhD@woodrow.org

Texas-Mexico Initiative Project by Texas A&M College of Architecture

by Alexandra Salas Rojas

Within its mission of research, training and service, outreach to the community to help colonia residents learn to help themselves is an integral component of Texas A&M College of Architecture's involvement in the Texas-Mexico Initiative Project.

Efforts to improve education, health, and general living conditions in the colonias region are coordinated through the Center for Housing & Urban Development in the College. In Texas, 80 percent of the identified colonias are concentrated in El Paso, Hidalgo, Cameron, and Willacy counties.

Kermit Black, director of the project, gives *HO* some background on the program. "We're generally known as the Center for Housing & Urban Development (CHUD) or the colonias program. Our original funding and still a key part of our funding is a legislative line item in the Texas A&M, College Station budget. That amount was about $900,000 a year and still is. The leadership in the legislature wanted the funds to do what it could do to help in the colonias."

According to demographic data available, about one person in five along the border lives in a colonia. The needs that led to the development of this project to help the colonias were several. Says Black, "Initially, what was being discussed is that the colonias problem was the absence of water and sewer service. Today, there are 1,800 of these colonias communities with a population of a half-million. I think most people today realize that there are many other problems."

The funds and resources secured have been used to rebuild and improve conditions in this region. "Money has been provided to pave roads and the state voters approved the $175 million bond issue to fund that road paving project. Others realized that there are housing problems. The 100,000 or so homes need around $25,000 per home in renovations to bring them up to HUD standards."

According to Black, income data for residents in that area can be as low as $800 a month; rent, $500 a month. Median annual income is estimated at $7,000-$11,000 per household. "We still have a huge demographic push for affordable housing."

While every cent toward the colonias has made a positive impact, it hasn't been nearly enough, and Black notes how the University has gotten creative. "We saw we didn't have enough money to have an impact on physical infrastructure, and we asked ourselves how else we could be of help to the people in the colonias so they can help themselves. We began talking to colonia residents, and asked them to describe what stood in the way. They told us a lot of things. However, it boiled down to isolation."

Black explains how the isolation stems from the reality of living in a rural area and being so remote; then, the lack of transportation, which inhibits them from getting to town; and third, a limited understanding of the system.

Adds Black, "Among the adults, about half told us they read or wrote English very poorly or not at all. So you add limited literacy, and embarrassment. We set about to get past the isolation, and began to build community resource centers close to them."

Black likens the isolation to a sort of digital divide, whereby the community in the colonias lacks a variety of services. Consequently, through project efforts, residents have access to "health and human services, adult education, an elderly program, and much more. We have come out to nearby towns and recruited people so they can mirror within the community and begin to connect themselves. We also arranged program provider lunches so they could network among themselves. There is a lot of participation. We have 21 outreach teams.

"We realized we needed deeper roots...we realized we needed peer knowledge resources. We began to hire, train, and supervise colonia residents on agency programs so they could help neighbors understand what's available. They do home visits. We have 120 generic outreach workers, who are colonia residents who work in their own neighborhoods. The next thing was transportation assistance. We have 32 vans in use."

To become community outreach workers, potential recruits must participate in a 12-month training program. This entails visits to state and local governmental leaders, public and private agencies, and numerous community facilities to learn about the services provided by entities in the area.

Once the training is completed, outreach workers assist by: identifying family needs and barriers to residents' program participation through home visits; encourage and help fellow residents to avail themselves of program offerings, bringing attention to relevant service agencies for residents needing assistance; and following up with residents on their participation.

Other programs include GED classes, English classes, citizenship classes, workforce enrollment and referral services, WIC, youth programs, elderly meals, and food pantries.

"We have a program called Even Start in El Paso for parents of kids ages three to five. This program offers parenting and adult education and is funded by the Texas Education Agency. There are 70 families in that. Then we have also, in El Paso, a family-based substance abuse prevention program called Familias Fuertes, funded by TCADA (Texas Council on Alcohol and Drug Abuse). Our High School Equivalency program funded by the Department of Education caters to migrant seasonal farmworkers."

A recently established effort spearheaded by Texas A&M focuses on employment and professional development. Says Black, "It aims to help colonias residents get connected to workforce assistance, job training, and child care. We connected 2,000 to 3,000 people in the last eight months.

"There are 300 or 400 providers, some of which include primary care physicians, immunization clinics, mammograms, alcoholics anonymous, and other preventative screening exams. Those are some examples. There also are resident groups that come together to pursue things together such as the Río Grand Valley Empowerment Zone and the Texas Parks and Wildlife Department. These residents partnered with a municipal utility in Sebastian and built baseball and soccer fields, and basketball courts along six acres.

"We've helped residents come together to do things for themselves, as well as help residents become better connected to services to help their families."

While there is no turnstile at the front door of the established community centers, Black describes the entrances as such because "it's a way to envision or track traffic. 55,000 times per month is the number of times someone walks through the front door to ask questions or wants to participate in one of the programs."

The project focuses, too, on education. Says Black, "We also have a teaching component, where we have students from Texas A&M in the colonias. They live in the colonia and work in local internships to learn about the culture as well as complete their coursework. In Laredo, for instance, we have students working in home construction and research opportunities. We also have faculty doing research along the border. We have a field research and learning center cooperating along the border to help bring the University's academic resources to the region."

Schools involved in this project are the College of Veterinary Medicine, the College of Architecture, the College of Liberal Arts, and the College of Education.

Black notes that the services provided by this program through Texas A&M are that of professional problem solving. He explains: "Sometimes our faculty come in and help a community figure out how to help themselves. They talk to community residents about what are their preferences, goals, and dreams. They try to lay out alternatives, models, drawings, and then go back and talk about it. Ultimately, we come up with a composite plan the community can choose to implement. It helps them envision what they want to be, see, and together they come up with a plan to implement it. Students under the direction of faculty help.

"We help prepare the groundwork because we are already there. Our job is to bring all partners together to get a unit in place–program providers, advisor groups, etc., and then to help it get started and keep working."

Colonia Stats

Most colonia residents are Hispanic.

97.3 percent Hispanic
2.0 percent Anglo
0.3 percent Black

Percentage of colonia residents born in U.S. and Mexico

64.4 percent USA
35.5 percent Mexico
0.1 percent Other

Characteristics of residents

Average age	21.8
Average number in household	4.5
Average annual household income	$9,137

Health and Employment

65 percent of colonia residents have no health insurance.

Unemployment in the colonias exceeds 40 percent.

Director of the ALANA Cultural Center

Colgate University is a highly selective liberal arts university of 2,800 talented students. The ALANA Cultural Center is a state of the art facility and center for education and social programming. The center functions in an advising and facilitating role for ALANA student organizations, and in a collaborative role with academic programs concerned with multicultural issues and education, particularly Africana and Latin American Studies, Asian Studies, and Native American Studies.

The director oversees the operation of the Cultural Center, works closely with students in development co-curricular programs that promote the center and promotes developmental leadership programs. Advises student organizations, works to build an inclusive community for students of color, GLBTQ students and the greater campus community as well as serving as a resource for issues related to the community of color. The Director serves as part of the Campus Life staff and reports to the Associate Dean of the College.

Bachelor's degree required, Master's preferred in higher education, cultural education or related field. Three - five years of experience working in programming and/or diversity issues on a college campus required.

Send letter, resume and names of three references to: **Colgate University, Attn: Chair, ALANA CC, Human Resources Department, 13 Oak Drive, Hamilton, NY 13346.** For further information visit **http://:offices.colgate.edu/hr/** or call (315) 228-7411.

An Equal Opportunity/Affirmative Action Employer

Berry College

ANNOUNCEMENT

Fall 2002 Visiting Faculty Positions

The Campbell School of Business at Berry College invites applications and nominations for:

*** Two one-year visiting faculty positions in Accounting**
*** One one-year visiting faculty person in Marketing**

The Campbell School offers undergraduate and MBA programs in business administration. Candidates should have an earned doctorate; or be an ABD near completion. For the Accounting positions, Master's degree with CPA may also be considered. Rank and specialty areas are open. Senior appointments require credentials consistent with rank. Salary is competitive and commensurate with credentials and experience. Screening will begin on June 28th, and will continue until the position is filled. The starting date for this visiting position is August of 2002.

Nestled in the foothills of northwest Georgia, Berry College is a private, independent coeducational college. Its 2000 undergraduate students benefit from a liberal arts learning experience on a 28,000-acre campus of forests, meadows, lakes and streams adjacent to Rome, Georgia. The school is located 65 miles northwest of Atlanta, Georgia, and 65 miles south of Chattanooga, Tennessee. Berry offers a living and learning experience in a setting of natural and unspoiled beauty.

Berry College is an Equal Opportunity employer.

To be considered, applicants should send a letter of application, current vitae, the names and addresses of at least three references to:

The Office of the Dean
Campbell School of Business
Berry College
2277 Martha Berry Highway NW
Mount Berry, GA 30149-5024

FYI...

The Hispanic Outlook In Higher Education www.hispanicoutlook.com July 15, 2002

ACE Supports New Bill Tightening Student Visa Regulations

WASHINGTON, D.C.

President George W. Bush signed legislation that places new restrictions on the issuance of student visas.

According to the American Council on Education (ACE), the Enhanced Border Security Act also requires colleges and federal officials to more closely track international students in the United States. The House of Representatives passed the bill in December 2001, and it was modified and passed by the Senate in April. The House ratified the Senate changes in early May and sent the bill to the president for his signature.

"We can do a better job of making our borders more secure, and making our borders smart," said Bush while signing the bill. "We must use technology, and be wise about how we use technology, to speed the flow of commerce across our borders, and to identify frequent travelers who pose no risk. We ought to be routing out smugglers and focusing on criminals–and, of course, stopping terrorists from coming into the country."

ACE said it supported the legislation since its introduction in November, as did other higher education associations. The bill was authored by Sens. Edward Kennedy, D-Mass.; Sam Brownback, R-Kan.; Dianne Feinstein, D-Calif.; and Jon Kyl, R-Ariz.

The bill was drafted with guidance from higher education associations and is not expected to have a negative effect on college and university campuses, according to ACE.

Key provisions of the bill include:

- Increasing the data colleges and universities and students must report to the Immigration and Naturalization Service (INS).
- Requiring extensive background checks on students from countries considered by the United States to be state sponsors of terrorism.
- Requiring the INS, the U.S. State Department, and the U.S. Education Department to conduct reviews every two years of all 74,000 institutions that are allowed to issue I-20 forms to foreign students.

NACE Offers Advice to Job-Seeking College Grads

BETHLEHEM, Pa.

New college graduates who have yet to land a job can increase their chances of finding work through work, according to JobWeb (www.jobweb.com), a career development and job-search site of the National Association of Colleges and Employers (NACE).

JobWeb cites experts, including consultants and staffing professionals, who suggest that unemployed grads take temporary jobs to apply and develop their skills, get experience, and keep their résumés current–all things that will serve them well when the job market improves.

The experts also offer the following recommendations to job-seeking graduates:

- Investigate an internship. It is a valuable way to get experience and get your foot in the door. Many employers look for their next hires among their interns.
- Don't let money stand in your way. Evaluate job offers based on more than the salary an employer offers. Ask yourself: Is there a potential opportunity here? Is there room for growth? Can I learn something with the company? Can I find a mentor?
- Plug into the professional network. Ask everyone you know for any contacts they have in a particular field or industry. You can also make contacts by getting involved in political campaigns, doing volunteer work, or joining civic and social groups.
- Attend open business meetings. Find profession-specific groups, business forums, and meetings. For the cost of admission (or a luncheon), you will rub elbows with experienced people in your field who may be able to look at your résumé or point you in the direction of a job.
- Do not forget your alma mater. There are "safety nets" on campus–the career center and alumni association. Try to get a listing of alumni in your department and see where they ended up. They may be able to provide you with job leads, including positions that are available within their organizations.

Interviews with the experts and more information on effective job-search techniques appear in "No Job at Graduation?" on JobWeb at the following Web address: www.jobweb.com/Resources/Library/Real_Life/No_Job_at_Graduation_183_01.htm

. . . FYI

NCTE Advocates for Teacher Professional Development

URBANA, Ill.

Meaningful professional development for teachers has never been more important than now, according to the National Council of Teachers of English (NCTE).

NCTE, a nonprofit association of 75,000 members dedicated to improving the teaching and learning of the English language arts, wants to see our nation's lawmakers show their support for the nation's teachers and students by carrying through on their commitment to fund professional development.

NCTE President Leila Christenbury, in an opinion piece, "When Teachers Go Back to School," said, "Socrates once wrote that the unexamined life is not worth living, and his comment has become a popular touchstone for those who believe in the power of lifelong learning. While many cite Socrates' dictum in the context of their personal lives, America's teachers will tell you that Socrates got it right.

"Teachers know that examining your teaching life is vital to becoming a better teacher, and ongoing professional development is the best way to go about this kind of examination. Meaningful professional development helps teachers look at how they teach and how they can improve, so they're not only more effective at helping students, but they're more likely to stay in the classroom.

"While Congress has focused on professional development for teachers in the No Child Left Behind Act, many of the funds initially proposed have been cut. Yet, if we're serious about enhancing student achievement, that support is never more needed than now–a time when teachers face larger classes, more demands on their time, and more pressure to ensure that all students succeed and succeed at an early age. . . ."

NCTE hopes that, when it comes to teacher professional development, our politicians and leaders in Congress "get it right" and fund it accordingly.

W.K. Kellogg Foundation's SPARK Targets School Readiness of Vulnerable Children

BATTLE CREEK, Mich.

Communities in seven states and the District of Columbia are joining a W.K. Kellogg Foundation education initiative to help more vulnerable youngsters begin school prepared to learn.

In a new initiative called "Supporting Partnerships to Assure Ready Kids" (SPARK), eight grantee organizations are leading intensive, community-wide planning efforts to develop strategies that create seamless transitions to school for vulnerable children ages 3-6. Of some four million American children who start school every year, as many as one-third are not ready to learn, according to educators.

The initiative will serve as a catalyst or "spark" to help children transition to school ready to learn and to help schools get ready for children. SPARK sites will include partnerships of communities, state agencies, and child advocacy groups, and schools in Florida, Georgia, Hawaii, Mississippi, New Mexico, North Carolina, Ohio, and Washington, D.C.

"Our team has selected eight places with strong potential and momentum toward making school readiness a greater priority," said Gail McClure, vice president for Youth and Education Programs at the W.K. Kellogg Foundation. "By working together to coordinate what happens to children before school, these community-state partnerships can help kids be ready to learn in kindergarten and first grade."

SPARK will focus on serving vulnerable children who are not being fully served by other programs and services. Even though many existing efforts focus on low-income children, data show that these programs fail to reach all youngsters who are eligible to be served.

"SPARK will work with underserved parents and communities directly in the process of creating plans and solutions to better serve children," said Phyllis Meadows, lead program director for the SPARK initiative. "The goal is to mobilize and strengthen the connection among families, communities, schools, state-level systems, agencies, and advocacy groups to improve learning outcomes for vulnerable youngsters."

SPARK partnerships of providers, schools, and community stakeholders will share promising practices, ideas, and resources within each collaboration, across the eight sites, and with national networks.

People-Places-Publications-Conferences

PEOPLE & PLACES

Cevallos Leads Kutztown University

Kutztown University of Pennsylvania selected Dr. F. Javier Cevallos, former vice chancellor for student affairs at the University of Massachusetts-Amherst, as its new president. He is the first Hispanic to head the University and the only Hispanic president at any of the 14 state-owned universities

Guido Pichini, chair of the presidential search committee, said Cevallos "brings a laudable record of accomplishment in higher education ..."

Cevallos earned a bachelor's degree from the University of Puerto Rico-Mayagüez and a master's and doctorate from the University of Illinois at Urbana-Champaign. After three years as an assistant professor of Spanish at the University of Maine, Cevallos was hired at UMass in 1984. There, he moved up the ranks to professor and to chair of the Department of Spanish and Portuguese. He initiated the delivery of the Master of Arts in teaching degree through distance learning technology to other areas of the state and directed UMass' Summer Program in Spain for four years.

Rhode Island College Welcomes ACLU Executive

Anthony Romero, public interest attorney and executive director of the American Civil Liberties Union (ACLU), delivered a speech at Rhode Island College on civil rights and civil liberties in today's changing world.

"Even though we have come so far, our nation faces serious and continuing civil liberties challenges–widespread racial profiling, threats to reproductive freedom, hostility to immigrants, a burgeoning prison population, and, most importantly, a generation of young people who do not fully embrace or appreciate the need for constant vigilance and defense of our constitutional freedoms," said Romero.

Romero, the sixth executive director in the 81-year history of the ACLU, is the first Latino and openly gay man to lead the organization. Prior, he was one of the youngest directors in the history of the Ford Foundation.

"While most civil rights and civil liberties organizations focus on a specific issue or particular constituency," said Romero, "the ACLU is the only organization that defends all of our constitutional liberties and the rights of all Americans."

Rutgers-Newark Examines the Roots of Its Diversity

RUTGERS NEWARK

Rutgers University-Newark (N.J.) examined its roots with a panel discussion, "Diversity Dialogues at Rutgers in Newark."

For the past five years, *U.S. News and World Report* has ranked the Rutgers-Newark campus the most diverse national university campus in America.

Exploring how the campus became so diverse, "Diversity Dialogues" traced several decades of campus history, using the reflections of students, faculty, and members of the Newark community. It examined the University's relationship with the city of Newark from the late 1960s onward, including issues of race and social justice, with the perspectives and remembrances of former students, faculty, and alumni.

Denoya Selected As Fulbright Senior Specialist

The J. William Fulbright Foreign Scholarship Board (FSB), the Bureau of Education and Cultural Affairs of the Department of State, and the Council for International Exchange of Scholars announced the selection of Dr. Laila E. Denoya for a Fulbright Senior Specialist grant in education for Venezuela. Denoya is an independent higher education consultant, serving bilingual higher education institutions.

The Senior Specialist Program is a new short-term Fulbright grant opportunity for leading U.S. scholars who are recommended by specialist peer reviews and approved by the FSB. Denoya will collaborate in the assessment and development of the academic curricula for the School of Political Sciences at the Central University of Venezuela, present lectures, and consult on faculty development.

Denoya received a doctorate in international education and planning and policy from the University of Pittsburgh and holds a certificate in college management from Carnegie Mellon University and a Leadership Educator Program certificate from Harvard. She is the founder and former director of the State University of New York-Fredonia Upward Bound program. In 2000, she received a Fulbright scholar award to work at a university in Honduras.

North Carolina Drops Early-Decision Admissions

The University of North Carolina (UNC) became one of the first major, highly selective U.S. universities to eliminate its binding early decision admission plan, starting with its freshman class of 2003.

For decades, binding early decision has been an option across the nation. It requires high school students to commit to one college early in their senior year, apply to the institution, and enroll if admitted. This allows institutions to control the makeup of their freshman class, making them look more selective, which in turn boosts national rankings, but the option has become highly controversial.

According to Dr. Jerome Lucido, UNC vice provost for enrollment management and director of admissions, early decision limited access for low-income and minority students to the state supported institution. "No matter how responsibly you run an early-decision program, it still tends to be a group of students who are more financially able and less diverse," said Lucido. "The choice we're making now is consistent with UNC's time-honored mission of access to students of all backgrounds."

UNC hopes the change will diversify its pool of applicants, ease the pressure from high school seniors to choose a college before they are ready, and encourage applicants to choose based on their interests and talents.

South Mountain Standout Named Academic All-American

South Mountain Community College (SMCC) student Martín Saucedo was named to the All-Arizona Academic First Team and the All-USA Third Team, a competition sponsored by Phi Theta Kappa (PTK), international honors society for two-year colleges that recognizes the top scholars.

Saucedo, who tutors math, English, Spanish, physics, and chemistry, has been president of the student government of SMCC and the SMCC chapter of PTK, was named to the Dean's List, and received a SMCC Leadership Award.

Having received a certificate and medallion commemorating his achievements, a scholarship check, and a tuition waiver to any of Arizona's three state universities, Saucedo is considering a career in medicine, possibly youth psychiatry, stemming from his personal desire to help children in need.

HACU Hosts National Capitol Forum

At a time when more and more institutions of higher learning are reporting increased enrollments among Hispanic students, the Hispanic Association of Colleges and Universities (HACU) proposed increased investments in Hispanic higher education at its annual National Capitol Forum on Hispanic Higher Education, "Hispanics and the Higher Education Act: Strategies for Success," in Washington, D.C.

HACU requested a total of $237 million in appropriations to Hispanic Serving Institutions (HSIs) and their graduate programs. HACU plans to lobby the U.S. Department of Housing and Urban Development, U.S. Department of Agriculture, U.S. Department of Defense, U.S. Department of Health and Human Services, the National Science Foundation, and NASA for increased spending on HSIs. Prominent Hispanic representatives from HACU member institutions, Congress, the White House, and key federal agencies attended the Forum.

"The success of the nation rests in large part on the knowledge and skills that this community will contribute to our economy, society, and national security," said Antonio R. Flores, HACU president and CEO.

Chilean Artist Visits Texas-Permian Basin

The University of Texas of the Permian Basin welcomed internationally acclaimed Chilean poet and visual artist Cecilia Vicuña for a two-day artistic presentation that included a public bilingual poetry reading and a public gallery slide show of her artwork.

Vicuña's work draws on the Andean Mestizo world, where Andean and Western culture meet and collide. Her poetry combines Andean vernacular with other languages to form highly condensed metaphors, puns, and anagrams, inventing "language looms" on which meaning is woven.

Vicuña, once exiled from Chile under the rule of Gen. Pinochet, studied fine arts at the University of Chile in Santiago and at the Slade School of Fine Arts in London. She founded Artists for Democracy and was awarded the Human Rights Award from the Fund for Free Expression in 1992, the Fund for Poetry Award 1995-96, and the 1999 Anonymous Was a Woman Award in New York. She has published several books and has exhibited in contemporary art museums in London, New York, and Boston.

ACE Names Associate Director of Office of Minorities

The American Council on Education (ACE) named Richard A. Chavolla, former community liaison officer and assistant dean at Yale University, associate director of its Office of Minorities in Higher Education (OMHE), which helps ACE advance faculty and students of color.

Chavolla has spent most of his career working to increase the educational opportunities and academic advancement of underrepresented students. At Yale, he represented the University at high schools throughout the country that serve underrepresented students. He also directed Yale's La Casa Cultural, (the cultural center for Chicano, Puerto Rican, and Latino affairs), the Native American Cultural Center, and other programs supporting students of color and those pursuing math and science degrees.

Chavolla earned a bachelor's degree in political science from Boston University and a master's in political science and sociology from Boston College.

Santa Monica College Theater Project Gains Funds

The Santa Monica College Foundation (Calif.) announced that it has allocated $1 million in undesignated funds to the College's Madison Theater Project, a proposed 500-seat education and performing arts facility. The gift brings the total raised for the project to $4.5 million, while the estimated cost of the project is $15 million.

The facility will be the centerpiece of the Madison campus transformation, which already boasts a 3,000-square-foot, state-of-the-art Pete and Susan Barrett Art gallery. Santa Monica officials say it will not only serve the students but will be a community resource and performing arts venue.

The plan won the endorsement of community residents, arts and cultural organizations, children's and education groups, and senior citizen organizations, and is supported too by Plácido Domingo, Mikhail Baryshnikov, and Santa Monica alumnus Dustin Hoffman, honorary chair of the Madison fund-raising campaign.

Smithsonian's Latino Virtual Gallery Welcomes Internet Users

The Smithsonian Center for Latino Initiatives' Latino Virtual Gallery (LVG) is an electronic environment where viewers may explore and discover Latino contributions to the arts, culture, history, and the humanities.

LATINO
VIRTUAL
GALLERY

Developed in conjunction with educators and scholars, the LVG adds to traditional classroom learning and increases student interest with virtual exhibitions that encourage research. It also contains online games, curriculum, and activities that complement traditional classroom assignments and curricula.

Those seeking to discover Web-based exhibitions and interactive educational activities and explore the richness of Latino culture can visit the LVG Web site at http://latino.si.edu/virtualgallery.

Harvard Proposal Focuses on Immigration, Globalization

A proposal for an interfaculty initiative on globalization, immigration, and transcultural studies was submitted to Harvard University Provost Steven E. Hyman for consideration, *The Harvard Crimson* reported.

The proposal, the second of its kind, was signed by 30 faculty members and submitted by Marcelo Suárez-Orozco, chair of the Inter-Faculty Committee on Latino Studies at the David Rockefeller Center for Latino Studies, following an invitation by Hyman to draft a proposal for an interfaculty initiative on globalization. It asked for resources dedicated to the initiative, including teaching, research, conferences, and student support.

Suárez-Orozco told *The Harvard Crimson* it is "an extraordinarily ambitious proposal that will bring Harvard to the forefront of research that is of major relevance" and, at a meeting with students, Hyman said the proposal looked "promising." Further, these students presented Hyman with a letter signed by more than 100 members of the Harvard community requesting a department in Latino studies and increases in faculty and courses in the field.

Córdova Is Named UC-Riverside Chancellor

Photo © Payam Rahman

University of California (UC)-Riverside named nationally recognized astrophysicist France A. Córdova as its new chancellor. Córdova has been professor of physics and vice chancellor for research at UC-Santa Barbara.

The oldest of 12 children, Córdova graduated cum laude from Stanford University with a bachelor's degree in English and earned a doctorate in physics from the California Institute of Technology. Prior to UC-Santa Barbara, she was a chief scientist at NASA, head of the departments of astronomy and astrophysics at Pennsylvania State University, and a deputy group leader of the Space Astronomy and Astrophysics Group at the Los Alamos National Laboratory.

Córdova's scientific contributions have been in observational and experimental astrophysics, X-ray and gamma ray research, and space-born instrumentation. Her awards and honors include the Distinguished Service Medal from NASA, its highest honor. She was named one of the "100 Most Influential Hispanics" and one of "80 Elite Hispanic Women" by *Hispanic Business* magazine.

Hunter's "Centro" Holds Appreciation Day

The Center for Puerto Rican Studies at Hunter College, City University of New York (CUNY), honored distinguished members of New York's Puerto Rican and Hispanic communities during Centro Appreciation Day. Centro honored its contributors and those who have donated papers to its library and archives over the past two years.

This year's honorees are: Dr. Antonia Pantoja, founder of ASPIRA (1961); U.S. Rep. José Serrano and N.Y. State Assemblyman Peter Rivera; Yolanda Sánchez and Alice Cardona from the Puerto Rican Association for Community Affairs; Alma and Austin Torres, representing the estate of Felipe Torres, one of New York City's first Puerto Rican judges; Kathy Andrade and Julia Jorge, Latina labor leaders; Frances Lucerna and Luis Gardner Acosta, founders of Brooklyn's El Puente Academy for Peace and Justice; Ernesto Malave, CUNY budget director; Kathleen Roe, director of the Documentary Heritage Program; and Judith Escalona, filmmaker.

Founded by a coalition of faculty, students, and community activists, for nearly three decades Centro has researched the Puerto Rican experience and seeks to link scholarly inquiry to social action and policy debates.

Texas-San Antonio Professor Selected to Educational Panel

University of Texas-San Antonio (UTSA) Mathematics Professor Manuel Berriozábal was appointed to the Blue Ribbon Panel on Best Practices, which focuses on creating plans to increase the number of girls, minorities, and students with disabilities in the field of science, technology and engineering in pre-K-through-grade-12 education.

Launched under the auspices of a Congressional mandate to expand the U.S. pool of technical talent through diversity, the panel consists of recognized policymakers, practitioners, and researchers with expertise in determining what policies and programs are best preparing underrepresented groups to pursue majors in the scientific and technological fields.

Berriozábal, a UTSA professor since 1976, originated the Prefreshman Engineering Program, which identifies high-achieving students in grades 6–11 and encourages them to become engineers or scientists.

"NYU in Havana" Study Abroad Launched

New York University (NYU) students have the rare opportunity to experience Cuba, off-limits to most American tourists since 1963, through its new study abroad program, "NYU in Havana."

Participants in the six-week, eight-credit course are staying in Havana and traveling to points of interest on the island to complement the learning experience. The students study Caribbean and Latin American history and literature as well as visual and performing arts culture.

According to program directors, "NYU in Havana" was inundated with student applications, but limited to students beyond the advanced Spanish level. Ada Ferrer, associate professor of history at NYU and a program director, said student interest could be attributed to a general rise in interest in Cuban politics and culture and a desire to understand the multifaceted U.S./Cuba relationship.

The program was made possible through a license recently granted by the U.S. Treasury Department, enabling students to visit Cuba for educational and cultural exchange purposes.

Western Michigan Participates in Career Day for Latinos

Western Michigan University (WMU) invited local Latino junior and high school students to its campus in observance of the U.S. Hispanic Leadership Institute's first National Career Day for Latino Students. The event involved some 50 institutions and is designed to bring young Latinos to the campuses to learn about careers and options in higher education.

Career Day sought to achieve six goals: to demystify the higher education experience; enable students to envision a scholarly experience beyond high school; provide an opportunity for students to make an informed choice about their future; get more students to successfully complete high school; prepare a better-educated Latino generation for the future; and create a new consciousness about civic responsibility and being productive citizens.

Coinciding with Career Day was WMU's César Chávez birthday celebration, which included a keynote address by state Assistant Attorney General Santiago Ríos. The son of migrant farmworkers, Ríos is active in his community and long an advocate of community development.

Blind M-DCC Graduate Pursues Doctorate in Psychology

For many Latinos new in America, learning English is one of the first obstacles to achieving a college degree. But what if one is also blind?

Milagros Bravo, a graduate of Miami-Dade Community College (M-DCC) in Florida, knows what this experience is like. Born with retinitis pigmentosa, she had minimal vision since birth and can now only see light and shadows. In 1992, she moved to Miami from her native Venezuela with her husband and her one-year-old daughter, born with the same condition. Bravo was determined to make a better life for herself and her daughter.

"It's not easy, believe me," said Bravo. "We blind people need super, extra help. But I like studying and learning knew things."

The first thing Bravo learned was English. Discouraged at first, she slowly grasped the language and through the Florida Division of Blind Services was directed to Miami-Dade's ACCESS program, which helps students with disabilities. With a tape recorder and volunteer note-takers and readers, Bravo absorbed the lessons and earned an associate's degree in psychology at Miami-Dade. She graduated with a 3.86 GPA and will continue her studies in child psychology at Florida International University.

"I want to set a good example for my daughter," said Bravo.

Major League Baseball Releases Annual Community Report

Major League Baseball (MLB) released it first-ever community affairs report, *Major League Baseball in the Community 2002*, chronicling community outreach activities associated with MLB and its 30 clubs.

Mentioned in the report are programs established and supported by MLB as well as highlights of the key organizations it has partnerships with—including the Boys & Girls Clubs of America, the National Urban League, Citizenship Through Sports Alliance, and the National Recreation and Parks Association.

HACU Welcomes New Director of Legislative Affairs

The Hispanic Association of Colleges and Universities (HACU) welcomed its newly appointed director of legislative affairs, Luis F. Maldonado.

A native of Puerto Rico, Maldonado was a government relations specialist for petroleum industry giant Tosco Corp. He was also a lead advocate in Washington, D.C., for the government of Puerto Rico, winning the island multimillion-dollar increases in federal spending for education, health care, job programs, and welfare reform initiatives. He earned a bachelor's degree from the University of Maryland and a master's from the University of Puerto Rico School of Health.

Celis Visits Syracuse

Acclaimed Argentine painter, muralist, and sculptor Pérez Celis visited Syracuse University (N.Y.) to present a retrospective of his work, which has been shown in museums, galleries, and private collections throughout the world, including the Syracuse University Art Collection.

Celis was on hand for the annual presentation of the Iris L. Pérez Celis Award, given this year to senior painting major Oscar López. The scholarship, created by Joseph O. Lampe, Syracuse University board of trustees president, and his wife Shawn, was named in memory of Celis' late wife Iris. It is awarded to a deserving minority student who excels in painting. Pictured (l. to r.): Lampe, Celis, López, and Michael Sickler, chair of the Studio Arts Department at Syracuse.

PeaceJam 2002 Held at St. John's College

Nobel Peace Laureate Oscar Arias, former president of Costa Rica, presented a speech on "Guns, Violence, and the International Arms Trade" to about 300 Santa Fe youth at PeaceJam Conference 2002, held at St. John's College (N.M.) and co-hosted by the Santa Fe Preparatory School.

PeaceJam is an international education program that aims to inspire a new generation of peacemakers who will transform themselves, their local communities, and the world. Nobel Peace Laureates work personally with students, passing on their skills, spirit, and wisdom in the hope that students will create their own peace plans. Students study the work and the lives of the laureates, work on various service projects, and take part in workshops. Following the conference, students implement the various community and/or global peace plans they have developed.

U.S. Treasurer Delivers Cal State L.A. Commencement Address

United States Treasurer Rosario Marín addressed California State University-Los Angeles' Class of 2002 at its 55th commencement.

Marín, who received an undergraduate degree in business administration and marketing at Cal State L.A. in 1983, was confirmed as the nation's 41st treasurer in August 2001. She oversees matters relating to coinage, currency, and the production of other instruments issued by the United States. She also oversees the U.S. Mint and the Bureau of Engraving and Printing and serves as the national honorary director of the Savings Bonds Program.

Marín graduated from Harvard University's John F. Kennedy School of Government Programs for Senior Executives in State and Local Government.

She has held positions in the governor's office of California and in the departments of Social Services and Developmental Services, and she chaired the state's Council on Developmental Disabilities.

CU-Boulder Presents Award-Winning Mexican Author

Award-winning author and essayist Richard Rodríguez discussed what he calls the "browning of America" in a lecture at the University of Colorado-Boulder.

According to Rodríguez, America has been brown since its inception, in that both citizen and country are the result of European, African, and Indian cultures and a product of the past. Yet the modern American culture tries to classify its citizens as either Black or White. His latest book, ***Brown: The Last Discovery of America***, explores the idea that America, due to its long-enduring presence of Hispanics, is becoming "Latinized," becoming brown in the 21st century.

"When Rodríguez speaks, words carry an electric charge," said Patricia Nelson Limerick, chair of the Center of the American West at CU-Boulder. "You can disagree with him, but you cannot remain unmoved," she said.

Rodríguez is an editor for the Pacific News Services in San Francisco and a contributing editor for both *Harper's Magazine* and the Sunday opinion section of the *Los Angeles Times*. He appears regularly as an essayist on the "NewsHour with Jim Lehrer" on PBS.

Scranton Art Gallery Presents Latin American Artists

THE UNIVERSITY OF SCRANTON A JESUIT UNIVERSITY The University of Scranton (Pa.) Art Gallery celebrated Latin American culture with the exhibition "Rayuela/Hopscotch: Fifteen Contemporary Latin American Artists." The exhibit, which involved several departments, was inspired by Julio Cortázar's groundbreaking 1963 novel *Rayuela*, first published in Buenos Aires.

Accompanying the exhibit were the lecture "Contemporary Latin American Art," by guest curator and adjunct faculty member of art history Robert Schweitzer, and a Conceptual Drawing Series Workshop, by the University Art Gallery, in which students produced a series of drawings based on images in the popular media.

The Scranton University Players topped off the celebration with a performance of Peter Schaffer's play, "The Royal Hunt of the Sun." The play, set in 16th-century Peru, chronicles the battle between the Incas and the Spanish conquistadors.

Former Student Gives Back to MiraCosta

When Suzanna Moreno moved to the U.S. from Mexico, limited English and culture clash prompted her to drop out of high school and find work. But working without English skills proved to be too difficult. So she began taking noncredit ESL classes at MiraCosta College (Calif.).

Moreno's education was halted by a three-year battle with Lupus and the loss of a leg due to gangrene. When she was well enough to continue school, she returned to MiraCosta for a GED and began taking credit courses. In 1995, she received her associate's degree in sociology and transferred to the University of California-San Diego for a bachelor's in sociology. She is now a graduate student at San Diego State University (SDSU) and giving back to the place that gave her a start, MiraCosta, as counselor at its Community Learning Center and noncredit ESL instructor.

"I wanted to encourage and share with students what I experienced here," Moreno said. "Every single place I went, I found helpful people who encouraged me like a family, telling me I could do it."

As she pursues her master's in rehabilitation counseling, Moreno hopes to find work with others with disabilities or with those who want or need a career change. Ideally, she says, she'd like to work with community college students.

UTSA Examines Texas Census Data

UTSA The University of Texas-San Antonio (UTSA) released a report that explores the transformation of Texas in the millennium due to the growth of the Hispanic population.

Hispanics in the State of Texas: Emerging Trends, Findings from the 2000 Census, compiled by the UTSA Hispanic Research Center, was based on demographic data taken from the U.S. Census Bureau's 1990 and 2000 censuses. It provides a framework for discussion of the Hispanic population in Texas and provides information assisting government agencies in planning and implementing policies and programs.

According to the report: Between 1990 and 2000, the Hispanic population–which is 32 percent of the state's total population–experienced a 55 percent growth rate. The fertility and mortality rates of Hispanics are higher than those of the non-Hispanic population. The Hispanic population has a median age of 25.5 while the non-Hispanic population's median age is 38.1. And, the number of Hispanic children under 5 years experienced a 52 percent increase from 1990-2000 while the number of non-Hispanics under 5 experienced a 1 percent drop.

Mt. SAC Honors Alumnus of the Year

In California, Mt. San Antonio College (Mt. SAC) named businessman Carlo Moyano the Alumnus of the Year at its 56th commencement. Moyano, president and CEO of JCM Engineering Corp., attended Mt. SAC from 1977-81.

A South American immigrant, Moyano studied mechanical engineering at Mt. SAC while starting the family-owned manufacturing business out of his family's garage in 1978. Today, JCM Engineering is one of the nation's leading manufacturers of complex machining and assemblies for the aerospace, commercial, and defense industries. In 2000, he was selected Ernst & Young's "Entrepreneur of the Year." In January, President George W. Bush met with Moyano to discuss the opportunities for growth in small businesses.

Moyano is also involved with charitable organizations including Harvest House, the United Way, and the Inland Empire Abandoned and Abused Children's Group.

Vieques Issue Discussed at Long Island

LONG ISLAND UNIVERSITY New York City political leaders and activists took part in a panel discussion at Long Island University (LIU)-Brooklyn on the U.S. Navy's continued bombardment of the Puerto Rican island of Vieques and the nationwide protest movement to stop it.

Panel participants included Juan Figueroa, president and general counsel of the Puerto Rican Legal Defense and Education Fund, Bronx Borough President Adolfo Carrión, Hector Rivera, cofounder of the Welfare Poets and an organizer of the Vieques protests, community organizers Alma Villegas and Vicente "Panama" Alba, and moderator Samuel Sánchez.

The Latin American and Caribbean Studies Program of LIU-Brooklyn sponsored the event.

Rutgers Chair Receives Prestigious Spanish Literary Award

Tomás Eloy Martínez, chair of the Rutgers University (N.J.) Latin American Studies program, received the Alfaguara literature prize, one of Spain's most prestigious literary awards.

His work, "El Vuelo de la Reina," or "The Queen's Flight," was chosen from 433 manuscripts from Spain and 17 Latin American countries. The award, including a $175,000 prize, is sponsored by Alfaguara, a division of Santillana, a major publisher that operates in 18 Spanish-speaking countries. Awarded to writers of unpublished Spanish-language manuscripts, the Alfaguara prize seeks to promote a common literary culture throughout the world.

Born in Argentina, Martínez is the author of *Santa Evita*, about Eva Perón, and *The Perón: A Novel*, about her husband, former Argentine President Juan Perón. Also a syndicated columnist for *The New York Times*, Martínez is known for his advocacy of human rights.

Arizona State and Ford Motor Announce Partnership

ASU & Ford

The Arizona State University (ASU) College of Business and Ford Motor Company announced two programs designed to develop future automotive retailing leaders.

The Ford Motor Company announced the Automotive Dealership Education Program for Minorities (ADEPM)–a five-year, postgraduate training program managed by Ford's Minority Dealer Operations organization and aimed at providing minorities with the skills, experience, and business acumen needed to become future dealership owners and operators.

The ASU College of Business also announced its offering of an optional Certificate in Dealership Management, which will enrich the undergraduate business degree with automotive industry-specific knowledge and experiences. The College will work with Ford in developing a curriculum.

Minority graduates of the ASU dealership management option will be offered entrance into the ADEPM program.

Rockland Administrator Honored By Hispanic Coalition

Photo © Fournier Photo/SUNY Rockland

Celia Greenberg, coordinator of Rockland Community College's (N.Y.) Multi/Intercultural Programs, was honored by the Hispanic Coalition at its annual youth awards. The Cuban-born administrator has worked at Rockland for 30 years.

Greenberg graduated Rockland and attended State University of New York Empire State College while working full-time and rearing three children. She currently coordinates the College's annual Intercultural Festival and its Hispanic Heritage Month celebration and is responsible for creating liaisons between the College and the outside community.

"By involving community members in College activities, we establish good contacts who help us obtain access to excellent guest speakers and programs," said Greenberg.

College of Charleston Piano Students Win Competition

College of Charleston (S.C.) piano students Fabiana Claure and William Villaverde were among the five winners of the Arthur Fraser Piano Competition held at the University of South Carolina. Both are students of Enrique Graf, associate professor of music and artist-in-residence at the College of Charleston.

Sponsored by the Symphony League of the S.C. Philharmonic Orchestra, the competition involved more than two dozen pianists from colleges, universities, and high schools from across the state. The winners received $1,000 each.

Born in Chicago, Claure grew up in Bolivia and studied in Cuba. Villaverde was born and raised in Cuba.

Grand Rapids Community President Makes the Grade

The Grand Rapids Community College (Mich.) board of trustees unanimously approved the annual evaluation of President Juan R. Olivarez. The board's five-page report stated that the president's evaluation is equally an effective method of evaluating the College's progress as a whole.

Olivarez received strong feedback in all categories, including community outreach, diversity, and community partnerships. The report noted his leadership as a facilitator of "great progress," his "outstanding abilities in strategic planning," and his "management of College finances, enabling departments to continue their work towards ends set forth by the board." It also noted his commitment to the students because of a reduction in tuition rate from an unexpected change in state aid.

This evaluation indicated to the board that under the Olivarez presidency, the College is keeping to its commitment to being the "community's college."

Yale Law Students Demand Changes in Hiring

Dean Anthony Kronman of Yale University Law School (Conn.) called a meeting with students following the circulation of a petition urging the dean to hire more minority faculty members.

The petition, believed to have been signed by more than half of the student body, demanded that the administration address the fact that there are few minorities on the 47-member faculty. Yale Law School–one of the nation's highest rated–has only three Black tenured professors and no Latino tenured professors despite a student body that is 10 percent Hispanic, according to *The Hartford Courant*. There are also very few women or other minorities on faculty.

Student advocates made two demands on the administration–that administrators produce a plan to diversify staff by September and that the dean establish a student committee to oversee implementation.

The Hartford Courant reported that Kronman agreed with students that something needed to be done, but was noncommittal to the swift action they demanded. Kronman said he would reflect on comments made at the meeting and write a report for distribution in the fall.

CSUSB Talk Addresses Racial Disparities in Health

Josh Valdez, the U.S. Department of Health and Human Services director for Region IX, responded to a recent study on health care and race at a talk held at California State University-San Bernardino (CSUSB).

His talk, "Racial Disparities in Health," addressed a recent finding that race has played a major role in the reduced level of care given to certain groups. The CSUSB student chapter of the American College of Healthcare Executives sponsored the talk.

Valdez is the representative of Tommy Thompson, secretary of the Department of Health and Human Services. He oversees Arizona, Nevada, Hawaii, Guam, and American Samoa. Before assuming his federal post, he was vice president for medical operations and managed care at a Los Angeles healthcare organization.

Pasadena City Presents Papers on Diversity

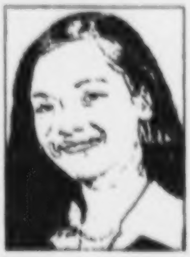
Photo © Kenny Kimura

Twenty-five Pasadena City College (Calif.) students presented papers related to conflict and understanding diversity at the fourth annual "Borders of Diversity" conference. A popular conference among students, it allows them to discuss issues that can divide.

Presenters discussed difficult personal experiences illustrating the challenges and moral dilemmas that are part of modern life.

The conference also featured "The Language of Liberation in a Period of Repression," a lecture by Marcial González, professor of English at the University of California-Berkeley and specialist in Chicano culture. González was a farmworker and union organizer in California's Central Valley before earning a bachelor's degree at Humboldt State University and a doctorate in modern thought and literature at Stanford University.

Westchester Honors Fallen Heroine



Westchester Community College (N.Y.) and the Educational Opportunity Center (EOC) honored the memory of former student Yamel Merino. The 24-year-old emergency medical technician died while on duty at the World Trade Center on Sept. 11. She was among the first respondents dispatched to the disaster scene.

During the ceremony, College President Joseph Hankin oversaw the dedication of an eighth-floor EMT classroom in Merino's honor and unveiled a plaque bearing her name.

Merino attended classes at Westchester while she completed EOC's Emergency Medical Technician Program. She received a State University of New York Chancellor's Award for her scholastic excellence and dedication to self-improvement and an "EMT of the Year" honor from the United New York Ambulance Network.

PUBLICATIONS

Chicano Studies: Survey and Analysis

Dennis J. Bixler-Márquez, Carlos F. Ortega, Rosalía Solórzano Torres, and Lorenzo G. LaFarelle, eds.

Chicano student movements led the way for the birth of Chicano studies during the tumultuous decade of the 1960s. In this introductory anthology of Chicano studies, a collection of readings prepares the first-time Chicano studies student with a basic foundation in the discipline.

2001. 384 pgs. ISBN 0-7872-8662-1. $64.95 paper. Kendall/Hunt. (800) 228-0810.

Hispanics in the Mormon Zion: 1912-1999

By Jorge Iber

Hispanics began migrating to Utah in the early 1900s, and, unlike most other states, new arrivals could connect with the most powerful institution in the state simply by embracing Mormonism. This informative study examines Hispanic assimilation, acculturation, and conversion from Catholicism to Mormonism.

2001. 256 pgs. ISBN 1-58544-205-4. $14.95 paper. Texas A&M University Press. (800) 826-8911.

Manuel de Falla: And Modernism in Spain, 1898-1936

By Carol A. Hess

Although studies of musical modernism have focused largely on European nations, Spain has been conspicuously neglected and sometimes condemned. Through composer Manuel de Falla, this penetrating study provides a picture of how Spaniards perceived their musical heritage and its manifestations in the first third of the 20th century.

2002. 334 pgs. ISBN 0-226-33038-9. $50.00 cloth. University of Chicago Press. (800) 621-2736.

El drama de México ¿Cuauhtémoc o Cortés?

By Emilio Martínez Paula

(In Spanish)

Emilio Martínez Paula investigates the formation of Mexico and the creation of Mexican identity by analyzing the historical accounts of other authors, proving no nation has just one story.

2001. 256 pgs. ISBN 970-661-145-2. $14.95 paper. Edamex. (212) 431-3500.

The Power of Community: Mobilizing for Family and Schooling

By Concha Delgado-Gaitan

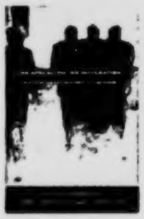
The Power of Community

Regular community gatherings gave birth to *Comité de Padres Latinos*, an outreach helping not only Latino families but also everyone in the Carpinteria, Calif., community. This work shows how communities that pull together and offer caring ears, eyes, and hands can ensure that their children thrive–academically, socially, and personally.

2001. 208 pgs. ISBN 0-7425-1550-8. $24.95 paper. Rowman & Littlefield. (800) 462-6420.

No Apocalypse, No Integration: Modernism and Postmodernism in Latin America

By Martín Hopenhayn



The social and philosophical implications of the triumph of neoliberalism and the collapse of leftist and state-sponsored social planning in Latin America are examined in this book on the current crisis in Latin American social science. Winner of the 1997 Premio Iberoamericano Book Award. Translated by Cynthia Margarita Tompkins and Elizabeth Rosa Horan.

2002. 160 pgs. ISBN 0-8223-2769-4. $18.95 paper. Duke University Press. (888) 651-0122.

Veni, Vidi, Video: The Hollywood Empire and the VCR

By Frederick Wasser

Veni, Vidi, Video

Today video sales and rentals generate more income than either theatrical releases or television reruns of movies. This book chronicles the rise of home video as a mass medium, the changes it brought to the film industry since the mid-1970s, the initial fear of home video piracy by studio heads, and how video revitalized the film industry.

2002. 269 pgs. ISBN 0-292-79146-1. $22.95 paper. University of Texas Press. (800) 252-3206.

Overcoming the Odds: Raising Academically Successful African American Young Women

By Freeman A. Hrabowski, Kenneth I. Maton, Monica L. Greene, and Geoffrey L. Greif

Overcoming the Odds

Freeman A. Hrabowski III, president of the University of Maryland Baltimore County, and his colleagues offer a heartening account of the tangible things parents and educators can do to motivate, inspire, and nurture young African American women to become strong and successful.

2002. 272 pgs. ISBN 0-19-512642-4. $25.00 cloth. Oxford University Press. (800) 451-7556.

Cages to Jump Shots: Pro Basketball's Early Years

By Robert W. Peterson

Cages to Jump Shots

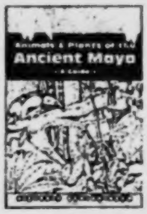
Basketball is now more than a century old. Drawing on extensive research interviews with veteran players, this title vividly recreates the rough-and-tumble basketball games of long ago and shows why basketball has become such a celebrated part of American life today.

2002. 236 pgs. ISBN 0-8032-8772-0. $14.95 paper. University of Nebraska Press. (800) 755-1105.

Animals and Plants of the Ancient Maya: A Guide

By Victoria Schlesinger

Illustrations by Juan C. Chab-Medina



A growing interest in all things Maya brings an increasing number of visitors to the prehistoric Mayan communities of Central America, Mexico, and the Yucatán Peninsula. Drawing from the disciplines of biology, ecology, and anthropology, Victoria Schlesinger highlights the habitat, history, and cultural significance of plants and animals to the ancient and contemporary Mayan. Foreword by Carlos Galindo-Leal.

2002. 373 pgs. ISBN 0-292-77760-4. $29.95 paper. University of Texas Press. (800) 252-3206.

CONFERENCES

2002 NCLR Annual Conference

July 20-24

Now in its 25th year, the National Council of La Raza Annual Conference, an important event in the Hispanic community, attracts more than 18,000 participants, bringing together some of the nation's foremost government officials, business and community leaders, and entertainers. In Miami Beach, Fla.

Web site: www.nclr.org

ASPIRA's Third Annual Youth Leadership Convocation

July 25-28

This ASPIRA Convocation will congregate more than 100 youth leaders from throughout the United States and Puerto Rico. Students will engage in debates, forums, and workshops designed to fine-tune their leadership skills. At Tamiment Resort and Conference Center, the Pocono Region, Pa.

Web site: www.aspira.org

NCEA Conference 2002

July 25-28

Join the National Coalition of Education Activists for "Reclaiming Our Children's Education: Uniting Families, Communities and Schools," four days of workshops, networking, and problem solving for parents, educators, and community activists working for better, more just public schools. Learn about organizing parents, addressing racism and racial dynamics, creating "authentic" collaboration between educators and parents, technology uses, and more. At Milwaukee Area Technical College, Milwaukee, Wis.

Contact: (845) 876-4580; e-mail, Ncea@aol.com

NCTE 13th Annual International Umbrella Conference

July 25-28

This year's National Council of Teachers of English International Umbrella Conference, with the theme "Restoring the Passion:

Thriving in a Standards Environment," aims to promote holistic teaching, in all its diversity, and to draw holistic teachers together under the whole language umbrella. In Bethesda, Md./Washington, D.C.

Contact: NCTE, (800) 369-6283; fax, (217) 328-9645; e-mail, public_info@ncte.org; Web site, www.ncte.org

USHLI 20th Annual Conference

September 19-22

The United States Hispanic Leadership Institute conference, "Leadership for the New America," convenes a unique consortium of corporate, labor, government, university, and nonprofit communities of interest, and participants who are predominantly young, female, and very well educated. One of the nation's premier Hispanic conferences, the event extols unity, spirit, heroes, leadership, and community. At the Hyatt Regency Chicago, Chicago, Ill.

Contact: USHLI, (312) 427-8683; Web site, www.ushli.com

NACADA National Conference

September 29-October 2

The 26th annual meeting of the National Academic Advising Association has as its theme "Academic Advising: Official Sponsors of Student Success." Concurrent sessions will address all aspects of advising. At the Grand America and Little America Hotels in Salt Lake City, Utah.

Contact: NACADA executive office, (785) 532-5717; e-mail, nacada@ksu.edu; Web site, www.nacada.ksu.edu

ASCD Conference on Teaching & Learning

October 11-13

The Association for Supervision and Curriculum Development presents "Increasing Student Achievement: Instructional and Leadership Practices That Work." Learn how schools succeed in raising test scores and student achievement in every grade and subject. In New Orleans, La.

Contact: (800) 933-ASCD or (703) 578-9600; Web site, www.ascd.org/trainingopportunities/conferences.html

AAC&U 4th Biennial Diversity and Learning Conference

October 24-27

The Association of American Colleges and Universities presents "Diversity and Learning: Education for a World Lived in Common." Join a national network of practitioners and researchers to enhance existing campus diversity initiatives and chart the next frontiers of work. At the Hyatt Regency, St. Louis, Mo.

Web site: www.aacu-edu.org

7th Conference of Recovering the U.S. Hispanic Literary Heritage

November 14-17

The theme for this conference, held in conjunction with the American Studies Association's annual meeting, takes its lead from ASA's own conference title, "The Local and The Global." The goal is to present the evolving significance of the "local and the global" for Latinos/as as represented, debated, and contested in writings, documents, histories, diaries, newspapers, and other forms of print culture from the 1500s to 1960. At Westin Galleria and Oaks Hotels, Houston, Texas.

Contact: (713) 743-3128; fax, (713) 743-3142; e-mail, artrec@jetson.uh.edu

NCTE 92nd Annual Convention

November 21-26

The 2002 National Council of Teachers of English Convention, with the theme "Celebrating the Languages and Literacies of Our Lives," encourages us to define language, literature, and education as we seek to better understand how we define ourselves, each other, our students, their families and communities, and those whom we have yet to meet. In Atlanta, Ga.

Contact: NCTE, (800) 369-6283; fax, (217) 328-9645; e-mail, public_info@ncte.org; Web site, www.ncte.org

University of Maryland

invites applications for the position of

Director, Department of Resident Life

(Position # 100720)

The University of Maryland is a Research I Institution and the flagship of a statewide system of public higher education in Maryland, offering a comprehensive undergraduate and graduate program organized in 13 colleges and schools, and enrolling approximately 25,000 undergraduates and 8,000 graduate students. The 1,500 acre campus is located in a suburban environment inside the Washington D.C. beltway and 30 miles from Baltimore. For more information about the University of Maryland and the Division of Student Affairs, please consult the institution's web site at **www.maryland.edu**.

Reporting to the Assistant Vice President for Student Affairs, the Director of Resident Life provides overall direction, leadership, management, and strategic vision to a department responsible for an undergraduate residence hall program housing approximately 10,000 students in traditional halls, apartments, suites and two private/public partnership properties. The Director will serve, along with twelve other department heads, as a member of the Vice President's divisional leadership team and will confer with her as necessary on policy and procedural issues as well as program development priorities.

The Director is responsible for collaborating closely with colleagues in various departments across the Division and the campus to promote the growth and well being of students, to ensure the availability of rich co-curricular experiences, to support and enrich the University's educational mission, and to effectively meet the needs of a diverse student population and workforce. It will be especially important to work cooperatively with the Department of Dining Services and the Department of Residential Facilities to ensure a high quality, administratively efficient and consumer oriented service to residents of campus residence halls. The Director will also need to be committed to working with the University Police, Counseling Center, Health Center, and Judicial Affairs to prevent problems as well as deal effectively with emergencies. In addition, an ability to effectively promote established living-learning programs in coordination with institutional academic units and promote other initiatives designed to enhance the overall educational experience of residents is necessary.

Requirements for the position include an advanced degree in a relevant discipline (doctorate preferred); demonstrated leadership skills with a record of successful administrative achievements and previous experience as a member of a residence hall management/leadership team at a mid-size or larger university; a minimum of eight years full-time residence hall related administrative and/or supervisory experience; demonstrated commitment to university programs, policies, and services intended to maximize student personal growth, education and development; general and financial management experience; ability to work within a collaborative environment; and a record of fostering student success and meeting diversity goals. Candidates must demonstrate an understanding of student needs, diverse student populations, relevant legal/risk management parameters, and the management of residence halls.

Salary will be commensurate with qualifications and experience. Women and minority applicants are especially encouraged to apply. Review of applications and nominations will begin on August 5, 2002, and will continue until the position is filled. Position appointment date is negotiable.

Applications, including a cover letter, a curriculum vitae and a list of four professional references, with names, addresses and telephone numbers, should be addressed to:

Search Committee for Director,
Department of Resident Life
Dr. James Osteen, Director
Stamp Student Union and Campus Programs
University of Maryland
1136 Stamp Student Union
College Park, MD 20742-4611

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UNIVERSITY OF MARYLAND

Book Review

By Rubén G. Mendoza

***Thrown Among Strangers: The Making of Mexican Culture in Frontier California*, by Douglas Monroy.**
337 pages. Berkeley: University of California Press, 1993.
ISBN 0-520-08275-3. $17.95 paper.

For the past six years, I have explored firsthand the clash of cultures that constitute the makings of my Latino and indigenous ancestry. My work as an archaeologist has proven to be an epiphany of meaning and identity regarding the contributions of California's earliest Hispanic settlers. Perhaps nowhere is the cultural dynamic of early California more evident than through the writings of the early *Californios* themselves.

To more fully comprehend this clash of cultures and worldviews, I recently returned to those writings of Douglas Monroy that offer turbulent tours of early California cultural history. ***Rebirth: Mexican Los Angeles from the Great Migration to the Great Depression*** (1999) invites a retrospective appraisal of an earlier work, *Thrown Among Strangers: The Making of Mexican Culture in Frontier California* (1993).

THROWN
AMONG
STRANGERS

DOUGLAS MONROY

Drawing on historical documents, race-relations theory, multiculturalism, and a balanced interdisciplinary accounting of the early frontier's diverse perspectives, *Thrown Among Strangers* renders palpable the primordial cultural, social, ethnic, political, and psychological conflicts that heralded the disintegration of California Indian and Mexican society. Monroy accomplishes this by exploring firsthand accounts of California Indians and of those Spaniards, Mexicans, and Euro-Americans who dominated each successive period on the frontier.

The not-so-distant thunder of California's earliest ethnic conflicts and patterns of Indian and Mexican exploitation bubble to the surface in this compelling recounting of the tragedy of native California. Moreover, the vitriolic ideology of the so-called Black Legend–a predominantly anti-Hispanic perspective that seeks to implicate the Hispanic tradition and the Catholic church in the singular demise of California Indian society–is rendered from a new perspective and within the context of the very period that spawned the roots of race hatred, anti-Hispanic and -Mexican sentiment, and ethnic conflict in California history. Monroy's "history" is as much a cultural retrospective as it is a mirror for reflecting on the legacy and consequences of race hatred and racialization that persists in contemporary California.

Monroy plunges the reader into the fallacy, fantasy, and fabrication of what he terms California's "pastoralist" image of the past. In this image, the California Indians are portrayed as an acorn-eating, uncivilized, and pagan lot of potential converts who by virtue of the evangelization of California are brought to their senses and shown the light of the right–and the White–way of life.

Another more sinister image paints the missionaries as paternalistic and oppressive overlords towards their Indian charges, who were "forced" to build the very missions that housed the new gods and ways of the Spanish empire. Monroy asserts: "I proceed neither to debunk nor to reconcile these contrary notions of the missions and Indians but to present a new and, I hope, deeper understanding of the complex interaction of the two antithetical cultures."

Monroy brings an impressive corpus of documents and accounts to support the development of a new historical rendition of the dismantling and disintegration of California Indian culture, and, the subsequent demise of the *ranchero* way of life.

He effectively conveys the attitudes and sentiments, beliefs and practices, and the quintessential hypocrisy and historical realities of each respective group's dehumanizing treatment of the "other" that would ultimately play a profound role in the transformation of early California. Identity politics and antithetical cultural mores are at the core of much of Monroy's narrative. Perhaps the ultimate significance of his narrative lies with his rendition of the largely unspoken perspectives of the California Indians regarding those strangers, colonists, and oppressors who ultimately co-opted and compromised their indigenous way of life.

California Indians, who were invariably characterized as lazy, passive, meek, unreasoned, licentious, fierce, violent, and restless by the invaders are given a voice of their own via Monroy's narrative. Clearly, the disintegration of California Indian society was hastened through the actions and depredations of conquerors of many colors and stripes–*Indios*, *Españoles*, *Mexicanos*, and *Americanos* alike. With each successive wave of foreigners, the Indians–and later the Mexicans–were forced to contend with a host of malcontents, mercenary business interests, and oppressive and narcissistic Euro-American overlords who came to see the Indians, and their Mexican counterparts, as inferiors worthy only of indentured servitude and abject exploitation.

Ironically, in the wake of its wholesale destruction, Euro-American businessmen and women sought to resurrect and capitalize on the idyllic past of the Hispanic mission and *ranchero* eras via the Anglicized "construction" of a "pastorals" image of the California frontier. This "fantasy heritage" of the frontier has ultimately become the cornerstone of the state-mandated California 4th-grade school curriculum. Of course, and not unexpectedly, this newfound reverence for the Indian and Hispanic past did not take root until well after the newest intruders' way of life was firmly and irrevocably established in what had been the *Alta California* of old.

Dr. Mendoza, professor and institute director of archaeology and social science at CSU-Monterey Bay, holds a doctorate in anthropology from the University of Arizona. He currently conducts archaeological excavations at the Hispanic colonial mission of San Juan Bautista, California.

If interested in submitting a book review, please e-mail us at outlook@aol.com for Book Reviewers' Guidelines.

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Applications must be received by January 2, 2003.

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Financial Assistance. Our generous policy meets the full demonstrated needs of all admitted students. More than three-quarters of graduate students at the School receive financial aid, which for most includes full tuition and a stipend for living expenses.

Qualifications. Applicants must possess a minimum of 7 years of professional experience in domestic or international government agencies, and/or experience in the nonprofit sector. Successful candidates demonstrate creativity, leadership, a commitment to public service, and the intellectual capacity to thrive in a demanding academic setting.

ACT™

SENIOR VICE PRESIDENT, CORPORATE DEVELOPMENT

ACT, Inc., an internationally recognized leader in assessment and information services for education and business is seeking a **Senior Vice President, Corporate Development.** ACT is an independent, not-for-profit organization that provides more than a hundred assessment, research, information, and program management services in the broad areas of education planning, career planning, and workforce development.

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- Fleshing out ideas and developing proposals for major new services.
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- Assembling and leading design teams for new services.
- Managing and coordinating all elements of the development process for new services.

The successful candidate will hold a Master's degree (Doctorate degree preferred) and ten or more years of progressively responsible, related management experience, with at least five years in a senior management position. ACT's National Office is located in Iowa City, Iowa, a progressive Midwest university community. ACT offers a competitive compensation package, including excellent benefits.

To apply, forward a resume and cover letter to Human Resources Department by email to **employment@act.org**, or by US mail to **ACT National Office, 2201 N. Dodge St., P.O. Box 168, Iowa City, IA 52243-0168.** For more information, visit our website at **www.act.org.**

ACT is an Equal Opportunity Employer

Assistant Director, Student Staff Development

Center for Values and Services

LOYOLA COLLEGE IN MARYLAND

Loyola College in Maryland is seeking an Assistant Director to provide supervision, professional development, guidance, and opportunity to explore personal spirituality to student staff and volunteers and to coordinate programming within the Center for Values & Service. The Center offers a wide variety of direct service opportunities on and off campus, promotes justice education (via speakers, activities and reflection/critical analysis) and through such activity, encourages faith/spiritual exploration and development.

Master's degree in student development, education, ministry, or related field and two years of experience in administering community service, social justice or volunteer programs is required. Good communication and organizational skills and experience in supervising or mentoring college students are required. Must have knowledge of faith development and an understanding and commitment to Jesuit values and education. A willingness to work some weekends, evenings, and holidays is necessary.

Please send cover letter, resume, and a list of three references by July 22, 2002 to:

Human Resources
Asst. Director, Student Staff Dev. Search
LOYOLA COLLEGE IN MARYLAND
4501 North Charles Street
Baltimore, MD 21210-2699

Loyola College is an equal opportunity employer and especially encourages women and minority candidates to apply.

Berry College

ANNOUNCEMENT

Fall 2003 Faculty Positions

The Campbell School of Business at Berry College invites applications and nominations for:

- **Two tenure-track faculty positions in Accounting**
- **One tenure-track faculty person in Marketing**

The Campbell School of Business at Berry College seeks teacher-scholars who are interested in both undergraduate and MBA education, and in furthering a program of research and professional activities. Since the Campbell School of Business is relatively small, candidates' areas of specialization are of less importance than their willingness and ability to handle core areas at the undergraduate and MBA levels.

Candidates should have an earned doctorate, or be an ABD near completion. Rank is open. Senior appointments require credentials consistent with rank. Salary is competitive and commensurate with credentials and experience. Special consideration will be given to candidates with a strong secondary teaching area or relevant business experience. Screening will begin on October 1st, and will continue until the position is filled. The preferred starting date is August of 2003.

Nestled in the foothills of northwest Georgia, Berry College is a private, independent coeducational college. Its 1,800 undergraduate students benefit from a liberal arts learning experience on a 28,000-acre campus of forests, meadows, lakes and streams adjacent to Rome, Georgia. The school is located 65 miles northwest of Atlanta, Georgia, and 65 miles south of Chattanooga, Tennessee. Berry offers a living and learning experience in a setting of natural and unspoiled beauty.

Berry College will be interviewing at the 2002 AAA Conference in San Antonio, Texas; and the 2002 AMA Summer Educator's Conference in San Diego.

Berry College is an Equal Opportunity employer.

To be considered, applicants should send a letter of application, current vitae, the names and addresses of at least three references, and other relevant supporting documents to:

The Office of the Dean, Campbell School of Business, Berry College
2277 Martha Berry Highway NW, Mount Berry, GA 30149-5024

EXECUTIVE DIRECTOR/CEO

NATIONAL HEMOPHILIA FOUNDATION
for all bleeding disorders

NEW YORK CITY, NEW YORK

NHF, an $8 plus million national organization with 41 chapters, dedicated to the cures of inherited bleeding disorders and the prevention and treatment of their complications through education, advocacy, and research, seeks Executive Director/CEO to provide the overall leadership to and management of the organization. **With dramatic medical and psychosocial advances anticipated in the next decade, a Board that is strong, a financial position that is solid, relationships among constituents that are healthy, and a staff that is high caliber, this is a wonderful opportunity for someone to take NHF to its next level of excellence and make a significant difference in the lives of people in the community.** By diversifying and substantially raising the level of private and governmental funding and enhancing awareness of the organization, the challenge of the Executive Director/CEO is to drive NHF's growth to double its budget over the next five years.

Competitive compensation package will be offered to the successful candidate. *Respond via the mail to:* **Ann P. Kern, Managing Director, or Joan F. Sherry, Senior Engagement Manager, Korn/Ferry International, 200 Park Avenue, 37th Floor, Dept NHF-HO715, New York, NY 10166** *Equal Opportunity Employer M/F/D/V*

DIRECTOR OF CAREER SERVICES CENTER

Community College of Philadelphia seeks a Director of Career Services to develop and implement a Center to serve 40,000 students. The Director will manage the program innovatively and creatively both on the Main Campus and in the Regional Centers, interact with leaders of business and industry and develop a cooperative education program. A relevant Master's degree is required as well as at least 5 years of professional experience. Demonstrated ability to work with diverse populations plus strong communications and computer skills are required. Experience in an institution of higher learning and in program development is desired. The College search committee will begin screening applicants August 4, 2002 and will continue until the position is filled. Please submit your letter of interest, which states qualifications for the position, a current resume, and the names, addresses, phone numbers and e-mail addresses of three professional references to **Human Resources (CS), Community College of Philadelphia, 1700 Spring Garden Street, Philadelphia, PA 19130.** For more details regarding this position, go to the College Web page: www.ccp.edu Community College of Philadelphia is an affirmative action, equal opportunity and equal access employer. The College encourages applications from individuals from traditionally under-represented groups. AA/EOE

Community College of Philadelphia

Harvard Divinity School

AFRICAN AMERICAN RELIGIOUS STUDIES

The Harvard Divinity School is extending its current search in African American Religious Studies (originally announced in November 2001) into the 2002-03 academic year. In addition to senior candidates already under consideration and any new senior candidates who wish to be considered, the search committee seeks qualified candidates at the assistant or associate professorial level. The expectation is that at least one candidate, and possibly two candidates in this search, will be offered an appointment of appropriate rank to begin in the 2003-04 academic year. The field of specialization is open, but scholarly accomplishment, publications, and demonstrated teaching excellence in the area of African American Religious Studies are required.

The responsibilities of the(se) new position(s) include teaching and advising students at the masters and doctoral levels and an ability to contribute to ministerial studies at the Divinity School. This also involves opportunities for interdisciplinary collaboration within the Divinity School, with the undergraduate and doctoral programs in the Study of Religion, the Department of African American Studies, and other departments in the Faculty of Arts and Sciences.

The search committee will resume consideration of candidates in September. Letters of application or nomination, accompanied by a recent curriculum vitae, letters of recommendation, and writing sample and/or publications should be sent to

Professor Ronald F. Thiemann, Chair
African American Religious Studies Search Committee
c/o Monica Beatty, Faculty Search Coordinator
Harvard Divinity School
45 Francis Avenue
Cambridge, MA 02138

Applicants are encouraged to submit full dossiers by October 1, 2002.

Harvard Divinity School is an Equal Opportunity, Affirmative Action employer. Applications from women and/or ethnic minority and international candidates are especially encouraged.

WASHINGTON STATE UNIVERSITY

MARKETING COORDINATOR

Washington State University Press

Permanent, 12 month full-time (100%) administrative/professional position within the Office of University Relations. The Marketing Coordinator reports to the Director of University Publications and Printing/WSU Press and is responsible for marketing and promoting the WSU Press book publishing program.

Required Qualifications

Baccalaureate degree in marketing, communications, public relations, or related field; and a minimum of three years current experience in marketing and promotion. Relevant experience may be substituted for educational requirement. Excellent written and oral communication skills, and demonstrated presentation experience required. Prior experience preparing press releases and working directly with the news media.

Highly Desired Qualifications

Working knowledge of book publishing process. Knowledge of direct mail processes and mail list management. Ability to work both independently and collaboratively. Strong organizational and problem-solving skills.

Salary: $36,000-$38,000 plus excellent benefit package.

Send letter of application, resume, three samples of promotional work you have prepared (press releases, ads, brochures, catalogs, etc.), and the names, phone numbers, and addresses of three references to:

Glen Lindeman, Chair
Marketing Coordinator Search Committee
Washington State University Press
PO Box 645910
Pullman, WA 99164-5910

Review of applications will begin July 22, 2002. *Washington State University is an Equal Opportunitu/Affirmative Action Educator and Employer. Protected group members are encouraged to apply.*

CENTRAL MICHIGAN
UNIVERSITY

Assistant Director

Minority Student Services. Coordinates various academic support & retention programs focused on students of color, and cultural programs designed to educate the community about underrepresented peoples. These include African American, Asian American, Hispanic/Latino/Latina American & Native Americans. This individual oversees the programming budget, spearheads student leadership initiatives & performs other duties as assigned. Other assignments may include, but are not limited to: Supplemental Instruction, assisting Cofer/Multicultural Advancement scholarship recipients, King/Chavez/Parks Program, Student Enrichment Mentor Program, & the assessment of all programs/services of the office. **Required:** Bachelor's degree; 3 years relevant exp. with students; strong written & verbal communication skills; effective organizational skills; knowledge of word processing software. **Desired:** Master's degree; specific knowledge of Latino/a, Asian, African American & Native American cultures; supervisory exp.; knowledge of assessment. Salary commensurate with qualifications. Screening begins immediately & continues until filled. Submit cover letter, resume, & the names/address of 3 references to:

CMU
Human Resources
109J Rowe
Mt. Pleasant, MI 48859

CMU, an AA/EO institution, strongly & actively strives to increasing diversity within its community (see www.cmich.edu/aaeo/).

MIT

DIRECTOR OF DEVELOPMENT

School of Humanities, Arts, and Social Sciences

MIT seeks a development officer to work closely with the Dean of the School of Humanities, Arts, and Social Sciences (SHASS). Will help advance MIT's Capital Campaign and develop all phases of the program to expand endowment and operating support for SHASS, including identification, cultivation, solicitation, and follow-up of prospects for major gifts from alumni, foundations and corporations. Requires close and frequent interaction with the Dean, faculty members, and Office of Resource Development.

SHASS is responsible for graduate and undergraduate education and includes the following: Anthropology; Economics; Foreign Languages and Literatures; History; Linguistics and Philosophy; Literature; Music and Theater Arts; Political Science; Writing; Science, Technology and Society; Comparative Media Studies; Women's Studies; Knight Science Journalism Fellowships; and the Center for International Studies. Its development needs include endowed chairs, graduate student fellowships, and funding fora new media studies program and science writing program.

Minimum requirements include a bachelor's degree (advanced degree desirable) and five or more years' experience in an educational or not-for-profit institution. Experience in solicitation of major gifts from individuals and foundations highly desirable. Excellent verbal, written, and interpersonal skills required.

Send resume referencing job number 02-0518 and names of two references (include addresses and telephone numbers) by August 1st, to **Susan Mannett, School of Humanities, Arts, and Social Sciences, MIT Bldg. E51-263, 77 Massachusetts Avenue, Cambridge, MA 02139-4307. http://web.mit.edu/shass**

MASSACHUSETTS INSTITUTE OF TECHNOLOGY
An Equal Opportunity/Affirmative Action Employer
Non-Smoking Environment
web.mit.edu/personnel/www

Education

CCBC
The Community College
of Baltimore County

National Bellwether Award Winner
A Vanguard Learning College

Dean of Business & Social Sciences
(2001/068R)

Job Line: 410-869-7150; TTY: 410 869-7151

See current job postings at:
www.ccbcmd.edu

DARTON COLLEGE

ALBANY, GEORGIA

The following faculty positions are open at Darton College, University System of Georgia. **Cardiovascular Technology Program Director, Dietetic Technician Program Director, Foreign Language, Health Information Technology Program Director, History, Learning Support Mathematics.** Applications received after July 31, 2002 cannot be guaranteed full consideration. Visit our Web Site at **http://www.darton.edu** for a complete job description and requirements or contact: **Personnel Office, Darton College, 2400 Gillionville Road, Albany, Georgia 31707-3098.**

Women and minorities are encouraged to apply. AA/EOI

1568

Education

Saint Xavier University invites applications for faculty and staff (Director) positions in the School of Education. Founded by the Sisters of Mercy in 1846, we serve 4,900 students on two campuses. All positions require an earned Doctorate in Education and experience as a classroom teacher, preferably in a university setting, working knowledge of technology in education, and active participation in professional organizations.

Educational Administration and Supervision: Responsible for classroom and clinical teaching of graduate courses in education administration, supervision, and foundations at the main campus in Chicago or the Tinley Park campus. Assignment may also include undergraduate and/or graduate instruction in other areas of the curriculum as needed. Includes guidance of graduate students in research projects, participation in program and university committees and involvement in school settings, professional activities and academic advising. This is a full-time tenure track assistant professor position – August 2002.

Director of Field Experiences: Responsible for student teaching placements and coordinating clinical placements of students. Responsible for developing, maintaining, and enforcing consistent placement policies and procedures. Develop strong partnerships with participating schools, including development of professional development schools. The position will also involve recruiting and training qualified cooperating teachers and supervisors and coordinating a student teaching seminar. Start date 7/16/02.

Letter of application specifying the position of interest, experience, accomplishments, and strengths as they relate to the position required; please include personal statement dealing with applicant's philosophy about and experience with diverse populations. Send three references and copies of transcripts of all higher education course work to: **Beverly Gulley, Ph.D., Dean School of Education, Saint Xavier University, 3700 West 103rd Street, Chicago, IL 60655. E-mail: gulley@sxu.edu or Fax: 773-298-3201. Visit our website at www.sxu.edu** EOE

SAINT • XAVIER
UNIVERSITY

AMHERST
COLLEGE

PRESIDENT

The Presidential Search Committee, established by the Board of Trustees of Amherst College, invites nominations and applications for the position of President of the College.

Screening of candidates will begin on September 1, 2002 and will continue until an appointment is made. Please send nominations or expressions of interest to:

Amos B. Hostetter, Jr.,
Chairman
Presidential Search
Committee
Campus Box 2218
Amherst College
P.O. Box 5000
Amherst, MA 01002-5000

Amherst College is an Equal Opportunity/Affirmative Action employer and encourages women, minorities and persons with disabilities to apply.

USF University of South Florida

Founded in 1956, the University of South Florida is a public research university of growing national distinction, serving 36, 000 students in ten colleges on campuses in Tampa, Lakeland, St. Petersburg, and Sarasota/Manatee. It has been classified "Doctoral/Research University-Extensive" by the Carnegie Foundation for the Advancement of Teaching. Reflecting its breadth of graduate and research programs, *USF* is one of three public universities in Florida classified as a Research I institution. With more than 2,000 faculty, *USF* offers baccalaureate degrees in 79 fields, 89 master's and specialist programs, 25 doctoral programs, and the doctor of medicine degree.

The university is currently recruiting for the following faculty positions:

Position Title	*Discipline*	*Deadline:*
Assistant/Associate Professor *(2 positions)*-	Deans Office-Nursing-	OPEN
Instructional Specialist-	Mental Health Law & Policy-	OPEN
Associate Professor *(Assoc Director)*-	Comparative Medicine-	OPEN
Assistant Professor-	Comparative Medicine-	OPEN
Assistant/Associate Professor-	Otolaryngology-	OPEN
Professor *(Dean)*-	Public Health-	OPEN
Instructor *(Nurse Midwifery)*-	Nursing-	OPEN
Instructor *(2 positions)*-	Nursing-	OPEN
Assistant/Associate Professor-	Neurology-	OPEN
Assistant/Associate Professor-	Pharmacology -	OPEN
Assistant/Associate Professor-	Anesthesiology -	OPEN
Assistant/Associate/Professor-	Radiology -	OPEN
Assistant/Associate/Professor *(4 positions)*-	Radiology -	OPEN
Assistant/Associate/Professor-	Radiology (Breast Radiology)-	OPEN
Associate/Assistant In Research *(3 positions)*-	Physical Therapy-	OPEN
Coordinator of Instructional Design-	Nursing-	OPEN
Associate Professor/Professor *(2 positions)*-	Computer Sci & Engineering-	OPEN
Professor *(Chair/Assoc VP/Assoc Ctr Dir)*-	Interdisciplinary Oncology Prg-	OPEN
Assistant/Associate/Professor-	Interdisciplinary Oncology Prg-	OPEN
Assistant Professor-	Interdisciplinary Oncology Prg-	OPEN
Assistant Professor/Professor- *(Associate Center Director)*	Lawton & Rhea Chiles Ctr-	OPEN
Vice President for Research & Professor-	Office of Research-	OPEN
Inspector General *(Director)*	Audit & Compliance Svcs-	OPEN
Coordinator-	Project Thrust-	07/15/02
Faculty Administrator/Director-	Education-	07/15/02
Instructor-	Chemistry-	07/19/02
Assistant/Associate Professor-	Gastroenterology/Esophagology-	07/31/02
Assistant Professor-	Social Work-Lakeland Campus-	07/31/02
Instructor-	Social Work-Lakeland Campus-	07/31/02
Assistant/Associate Professor-	Anesthesiology-	08/30/02
Assistant/Associate Professor-	IS/DS-Business Admin-	10/04/02

For a description on the above listed positions and additional vacant positions: (1) visit our Employment Services Web site at **http://usfweb.usf.edu/usfpers/vacancy.html.** or (2) contact Equal Opportunity Affairs, **Ferrell@admin.usf.edu.** for faculty positions; or (3) call *USF* job line at **813.974.2879** for staff positions.

USF is an equal opportunity/equal access/affirmative action institution, committed to excellence through diversity in education and employment.

www.usf.edu • 4202 E. Fowler Ave, Tampa, FL 33620

UNIVERSITY of VIRGINIA

University of Virginia, Media Studies Program
Assistant Professor of Media Studies

The newly established undergraduate, interdisciplinary program in Media Studies seeks a full-time, tenure-track assistant professor with research interests in the media globalization (print, telecommunications, journalism, law, policy, and/or digital media). Candidate will teach courses in the core curriculum (Introduction to Media Studies, Topics in Contemporary Media, Theory, or Critical Issues) and in any area of his/her expertise at the undergraduate level. Participation in graduate programs in the candidate's area of disciplinary expertise is also possible. Teaching load is two courses per semester, plus additional responsibilities in advising majors, curriculum development, and other departmental and program activities. Areas of specialization should include understanding of contemporary social, economic, and political factors in media globalization. Candidates will have a home department in either Sociology or Government, though primary teaching responsibility will be with the Media Studies Program. Deadline for receipt of applications: October 1, 2002. Please include three letters of recommendation, cv, cover letter indicating research and teaching interests. For more information contact: **Johanna Drucker, Director of Media Studies, Search Committee, University of Virginia, P.O. Box 400710, Charlottesville, VA 22904-4710 or mediastudies@virginia.edu**

The University of Virginia is an equal opportunity/affirmative action employer.

Temple University

Faculty Positions

The College of Education, Temple University, Philadelphia, PA is seeking applications for four full-time, one-year, renewable appointments in the College. These teaching positions will begin with the fall 2002 semester and continue through spring 2003. Summer employment in 2003 is possible. All positions require an earned doctorate in the appropriate field and previous experience. Rank and salary are based upon experience. Applications accepted until the positions are filled. The four areas are: **Biomechanics/Human Anatomy and Physiology:** This position requires a 12 credit hour teaching load per semester. Requirements include: a) a doctorate, ABD considered, in Kinesiology or related field, specializing in the somatic sciences, and b) teaching experience at the college level. **Business Education/Teacher Education:** (Special Appointment faculty). Expertise required in business, computer and information technology; experience in urban school settings is desirable; assignment includes teaching undergraduate/graduate courses in fall and spring semesters. **Educational Administration:** Experience in central office, preferably at the superintendent level is required. The candidate will work on dissertation committees and supervise research, and will teach graduate courses in Educational Finance, Superintendency, and Principalship. **Special Education:** This position requires teaching three undergraduate/graduate courses per semester in non categorical certification program. Expertise in urban settings and technology desirable.

To apply: Send CV, cover letter and three letters of recommendation to: **Dean Joseph DuCette, College of Education, Ritter Hall 245, Temple University, 1301 Cecil B. Moore Avenue, Philadelphia, PA 19122-6091.** EOE, M/F/D/V.

THE STATE UNIVERSITY OF NEW JERSEY

RUTGERS

ASSOCIATE DEAN ACADEMIC FOUNDATIONS CENTER

We seek an energetic and motivated individual to serve as Associate Dean, Academic Foundations Center, at the Faculty of Arts and Sciences-Newark. The Academic Foundations Center (AFC) (http://www.andromeda.rutgers.edu/afc/) provides successful academic intervention, community outreach, and pipeline programs for economically and educationally disadvantaged urban student populations. As Director of AFC, this individual will be responsible for providing developmental education programs for Rutgers University students through the state-supported Educational Opportunity Fund (EOF) and K-12 students from Newark and surrounding areas through public and privately funded pre-college programs. The Associate Dean directs seventeen academic professionals and administrative staff and is currently responsible for $2.6 million in grant funds in support of the Center's programs. The position requires a terminal degree (Ph.D. preferred), strong management and communications skills, and effective strategic planning ability. A record of successful grantsmanship and experience in developmental and urban education are highly desirable.

Rutgers University-Newark, one of three campuses of the flagship institution of New Jersey's public higher education system, is a doctoral granting, research institution with a vibrant and diverse community of 10,000 students. The campus is located in the heart of downtown Newark, which is experiencing a dramatic economic and cultural renaissance and is deeply committed to urban education and reform initiatives. For five consecutive years, *U.S. News and World Report* has ranked Rutgers-Newark as the most diverse national university.

Candidates should forward a letter of interest, a Curriculum Vitae, and arrange to have three letters of references sent to: **Marcia Wilson Brown, c/o Office of the Dean, Faculty of Arts and Sciences, 325 Hill Hall, Rutgers University, Newark, New Jersey 07102.** Tel: 973.353.5604 Fax: 973.353.5700
Email: mwbrown@andromeda.rutgers.edu.

Applications will be reviewed beginning August 1, 2002. The preferred starting date for this position is October 1, 2002. Applications are welcome from all qualified individuals.

AA/EOE

PENN
UNIVERSITY of PENNSYLVANIA

DEAN, SCHOOL OF SOCIAL WORK

The University of Pennsylvania invites nominations and applications for the position of Dean of the School of Social Work. The Dean of the School of Social Work is the chief academic and administrative officer for the school, and is responsible for the leadership and oversight of the School's educational, research and service programs, strategic directions, faculty growth and development. The Dean reports to the Provost of the University of Pennsylvania and interacts directly with the President of the University.

Leading candidates for the Deanship will have distinguished records of accomplishment in research and education, value the profession of social work, and will have demonstrated significant leadership skills. Nominees and applicants must demonstrate scholarly distinction appropriate for a tenured appointment in the School.

The search committee will begin reviewing applications by July 1, 2002, although the search will remain open until the position is filled. Applications and nominations, including a curriculum vita, may be forwarded to:

Chair, School of Social Work
Dean Search Committee
Office of the Provost
122 College Hall
Philadelphia, PA 19104-6306

The University of Pennsylvania is an Affirmative Action/ Equal Opportunity Employer. Women and minority candidates are strongly encouraged to apply.

COLUMBIA

ASSISTANT V.P. OF COMMUNICATIONS & MARKETING

COLUMBIA COLLEGE CHICAGO is looking for an Assistant Vice President of Communications and Marketing. The position reports to the V.P. of Institutional Advancement and is available immediately.

Responsibilities include identifying: marketing strategies to attract key publics; programs and events to be proactively marketed and funded; communications strategies to promote the college as well as coordinating crisis communications. A graduate degree in Marketing, Public Relations or related field and a minimum of 10 years of increasingly responsible media relations and marketing experience for organizations with diverse departments and programs is essential. Experience in an academic setting and/or with state/federal government relations a plus.

Columbia College is an urban, open admissions institution of over 9,500 undergraduate and graduate students emphasizing arts and communications in a liberal education setting. We offer a competitive salary and excellent benefits package. Minority and women applicants are especially encouraged to apply. Submit a cover letter, names, addresses and telephone numbers of three references and resume to:

Human Resources
Columbia College Chicago
600 S. Michigan Avenue
Chicago, IL 60605-1996
eoe m/f/d/v

Rensselaer

Assistant Vice President for Finance, Financial Planning & Services

Rensselaer Polytechnic Institute
Troy, New York

Rensselaer Polytechnic Institute, one of the nation's leading research universities, seeks an AVP for Finance, Financial Planning & Services with a broad understanding of financial and budget planning and hands-on experience with performance-based budgeting that is aligned with institutional planning. Responsible for establishing Institute wide financial and budgetary standards and procedures and for training and oversight of campus financial, business and budget personnel, the AVP reports to the Vice President of Finance and directly supervises the Director of Financial Planning & Budget. Eight to 10 years of increasingly senior-level responsibility in finance and a bachelor's degree are required; a CPA and/or appropriate advanced degree are preferred. *Rensselaer is strongly committed to Affirmative Action and Equal Opportunity and encourages qualified women and members of minority groups to apply.* Inquiries and applications should be addressed to:

Esther Collet, Vice President
The Diversified Search Companies
2005 Market Street, Suite 3300
Philadelphia, PA 19103
Tel: 215-656-3579
Email: ecollet@divsearch.com

UNIVERSITY OF FLORIDA

DIRECTOR
UNIVERSITY AND REGIONAL IT SERVICES

The University seeks the senior manager for a state-of-the-art centralized computing and networking services center. The data center is a multipurpose facility that operates 24/7/365 interfacing with and serving all academic, administrative and business units in a large research extensive university as well as a number of other regional and statewide programs and clients.

Formal review of applications will begin on September 15, 2002 and will continue until the position is filled. Salary negotiable.

For more information and application procedures, please visit www.it.ufl.edu

If an accommodation due to a disability is needed in order to apply for this position, please call (352) 392-4621 or TDD (800) 955-8771.

AA/EA/EEO

Eastern University

DEAN OF THE SCHOOL OF PROFESSIONAL STUDIES

EASTERN UNIVERSITY, an innovative, comprehensive Christian college of the arts and sciences, invites nominations and applications for the position of Dean of the School of Professional Studies (SPS). Reporting to the Provost, the Dean provides leadership in all aspects of the SPS undergraduate and graduate programs, insuring the quality of curriculum, instruction, and scholarship. The University seeks an energetic, innovative and dynamic individual who will provide entrepreneurial leadership for the growth and future development of the programs and personnel in the SPS.

For a complete position profile and application process visit:
www.eastern.edu/centers/hr/current.html

Eastern University is an Equal Opportunity Employer

ROGER WILLIAMS UNIVERSITY

DIRECTOR OF INFORMATION TECHNOLOGY

Roger Williams University invites nominations and applications for the Director of Information Technology position. RWU seeks a successful and seasoned professional to provide leadership for the overall operations and activities of the University's information technology department. The Director is responsible for establishing, planning and administering the overall policies and goals of the department. Serves as committee member on the University's Information Technology Advisory Committee that analyzes the needs of departments and establishes priorities for feasibility studies, systems design and implementation to develop new and/or modify information processing systems.

Qualifications:

- A minimum of 10 years of progressively responsible computer information systems experience, preferably in a college/university environment, with emphasis on systems analysis and design, systems development, programming, computer operations and management of multi-platform computer systems;
- demonstrated effectiveness in the diverse requirements of a multi-disciplined academic community;
- evidence of effective leadership, management, interpersonal and communication skills;
- extensive experience in operating systems, such as UNIX-based operating systems, Novell, Windows and DOS-based personal computer implementation and management, TCP/IP, ETHERNET and 10/100BASE-T protocol management; and
- Master's degree from an accredited institution in Education, Management, Computer Science or related field required.

Salary commensurate with qualifications and experience with a superior benefit package.

Qualified candidates should submit a letter of interest, resume and three references to: **The Office of Human Resources, Director of Information Technology, Ref. #HO65, One Old Ferry Road, Bristol, RI 02809-2921.**

Equal Opportunity/Affirmative Action/Americans with Disabilities Act Employer with a strong commitment to diversity. Roger Williams University does not discriminate on the basis of gender, handicap, race, age, color, sexual orientation, political affiliation, marital status, national origin, or religion. We encourage all qualified men and women to apply.

www.rwu.edu

UCSB

The Department of Psychology, University of California, Santa Barbara, seeks to fill a faculty position in Social Psychology, effective July 1, 2003. Applicants at any professorial rank are invited to apply. Candidates must have a strong research program in social psychology and provide evidence of research productivity and excellence in teaching commensurate with their rank. Responsibilities include teaching at both the undergraduate and graduate levels and supervision of students in research. Ph.D. required at time of appointment. Salary and level of appointment depend on qualifications. Submit vita, reprints, statement of teaching and research interests, and three letters of recommendation to: **Social Psychology Search Committee, Department of Psychology, University of California, Santa Barbara, CA 93106-9660.** Applications will be reviewed beginning October 1, 2002 and until position is filled.

UCSB is an Equal Opportunity/Affirmative Action Employer.

FLORIDA GULF COAST UNIVERSITY

All information on vacancies & how to apply, visit
www.fgcu.edu
or call the 24-hr jobline @
941-590-1111.
FGCU is an EO/EA/AAI

SETON HALL UNIVERSITY

1856

Seton Hall University School of Law, located in Newark, New Jersey, is seeking an experienced professional for the position of:

DIRECTOR OF LAW ANNUAL FUND

The Director of Law Annual Fund assists with managing development efforts for the School of Law, is responsible for planning, organizing and implementing all annual giving plans and initiatives, and has primary responsibility for publications released by the department. This individual is responsible for the regular analysis of fund-raising progress and programs and initiates strategies to address challenges. The Law Annual Fund Director serves as a liaison between the University Annual Fund Director, Alumni Council Annual Giving Committee, the Dean and the Law School community. Also a resource to the legal community, the Director facilitates proper and effective communication with external constituents and within the Law School in order to cultivate relationships with potential donors and/or volunteers. Candidate will assist with the organization and implementation of alumni and development programs or events as needed.

The Director of Law Annual Fund must have a Bachelor's Degree and 3-5 years of proven successful annual fund or related experience, preferably in higher education. JD degree is desirable. Outstanding written and oral communication skills are required, as well as effective managerial and volunteer management skills. Knowledge of Seton Hall University Law School or experience with the legal community is desirable. Applicants must possess an understanding of and willingness to support the Seton Hall University Catholic Mission.

Applicants should send a letter of application accompanied by their resume. Applications will be accepted until the position is filled. Please send resume to:

SETON HALL UNIVERSITY LAW SCHOOL
Attn: Mrs. Terry DeAlmedia, Job Code: A-02062189
One Newark Center, Newark, NJ 07102-5210
Visit our Website at http://law.shu.edu

Seton Hall University is an Equal Opportunity Employer.

Rensselaer

Treasurer and Chief Investment Officer

Rensselaer Polytechnic Institute
Troy, New York

Rensselaer Polytechnic Institute, one of the nation's leading research universities, seeks a Treasurer and Chief Investment Officer with a broad understanding of financial markets at the macro level, hands-on experience with complex endowment or pension funds, experience in managing investment managers and judging asset classes. Reporting jointly to the President and to the Vice President for Finance the Treasurer/CIO oversees the management of the Institute's endowment and other financial capital assets, defines and implements the Institute's borrowing strategies, and manages the institution's financial assets. S/he also oversees and administers the centralized cash flow and management system. Eight to ten years of increasingly senior-level responsibility in finance/investment management and a bachelor's degree is required; a CFA and/or appropriate advanced degree are preferred. *Rensselaer is strongly committed to Affirmative Action and Equal Opportunity and encourages qualified women and members of minority groups to apply.* Inquiries and applications should be addressed to:

Esther Collet, Vice President
The Diversified Search Companies
2005 Market Street, Suite 3300
Philadelphia, PA 19103
Tel: 215-656-3579
Email: ecollet@divsearch.com

Admissions Counselor

Full Time - Tenure Track
Eleven month option. Evenings & weekends required.

Orange County Community College is a fully accredited community college with approximately 6,000 students and off-site centers in Orange County, 70 miles north of NYC and 90 miles south of Albany.

Reporting to the Director of Admissions, the successful candidate will handle the College's Admissions' Outreach Program, providing information to its' different constituencies, i.e., high school students and counselors, community agencies and the general public. The individual we seek will assist in developing and implementing the college's student recruitment program, interview potential students, advise them on admissions and handle special selective admissions programs, i.e., Health Professions, Honors, etc. Must have a valid driver's license for off-campus recruiting.

We require a Bachelor's Degree and college admissions experience. Master's Degree preferred. Strong interpersonal, communication, organizational skills and attention to detail desirable. Demonstrated knowledge and experience with computer systems and software, and experience with the DATATEL student system a plus, as is the ability to work in a team environment.

Review of applications will begin August 2nd and will continue until the position is filled. Please send cover letter, resume and the name, address, and telephone number of three references to:

Affirmative Action Officer, Dept HI, Orange County Community College
115 South Street, Middletown, NY 10940
Email: OCCCHR@sunyorange.edu

SUNY ORANGE
ORANGE COUNTY COMMUNITY COLLEGE
www.sunyorange.edu
The Educational Choice of Orange County

AA/EOE

COLUMBIA

DEAN OF THE SCHOOL OF MEDIA ARTS

COLUMBIA COLLEGE CHICAGO is looking for an Associate Dean, School of Media Arts. Position is available August 1, 2002.

Columbia is a diverse, urban institution of 9,500 undergraduate and graduate students emphasizing arts and communications in a liberal education setting. The School of Media Arts consists of the departments of Film/Video, Journalism, Marketing Communications, Radio, Sound, Academic Computing and Television, as well as an interdisciplinary program interactive Multi-Media.

Responsibilities include oversight of catalog maintenance, curriculum development and assessment as well as full and part-time faculty relations. A graduate degree, experience in academic leadership and in one of the fields in the School of Media Arts is essential.

We offer a competitive salary and excellent benefits package. Minority and Women applicants are especially encouraged to apply. Send a cover letter, names, addresses and telephone numbers of three references and resume to:

School of Media Arts
Columbia College Chicago
600 S. Michigan Avenue
Chicago, IL 60605
Employer M/F/D/V

Virginia Tech
VIRGINIA POLYTECHNIC INSTITUTE AND STATE UNIVERSITY

EQUITY MANAGER

OFFICE FOR EQUAL OPPORTUNITY
OFFICE OF THE PRESIDENT

Virginia Tech is seeking an experienced, self-motivated, and team oriented person to manage the Affirmative Action program in the Office for Equal Opportunity. This is a 12-month Professional/Administration position, which reports to the Director of the Office for Equal Opportunity.

The Equity Manager will supervise Virginia Tech's Affirmative Action program:

- Collect employee/faculty/students data, analyze data, report findings, and maintain databases and metrics on faculty, students, administrators, and AP personnel.
- Update AAP, which has been outsourced, annually and report significant findings with recommendations,
- Assist academic and other departments in developing recruitment strategies, monitor faculty, AP, research assistants, and senior administrator's screening and selection process,
- Interact with search committees to ensure equity in the hiring process, develop positive bridges and working relations between the Office for Equal Opportunity and staff, faculty, administration and campus affinity groups.
- Conduct training and make presentations,
- Coordinate the continuing development and maintenance of a web based applicant tracking and faculty hiring monitoring system.
- Assist in preparing an annual equity trend analysis report.
- Assist in conducting assessments of various equity, discrimination, and harassment components of campus climate.
- Assist in publishing Diversity Newsletter biannually.
- Other duties as described

Masters degree with five years experience in affirmative action programming is required and background in research techniques highly desired. Successful candidate must possess outstanding communication skills, both written and oral with a demonstrated ability to work effectively with faculty, administrators, and students. An understanding of change management or organizational development is desired. Some experience in complaint investigation or ADA program is also desirable.

Review of applications will begin **August 12, 2002.** Submit a letter of application, and curriculum vita with five references (name, address, and telephone numbers) to:

Pain Rutherford, Assistant Director/Compliance Officer
Office for Equal Opportunity
Office of the President
Virginia Tech, 336 Burruss Hall - 0216, Blacksburg, VA 24061.
Phone (540) 231-7500, Fax (540) 231-8510. TTY (540) 231-9460

A Land-Grant University - The Commonwealth Is Our Campus
An Equal Opportunity/Affirmative Action Institution

Leadership For The New America

20th Annual CONFERENCE

September 19 - 22, 2002
Hyatt Regency Chicago
Chicago, Illinois

For more info. please contact:

USHLI
431 S. Dearborn St., suite 1203
Chicago, IL 60605-1152
phone: (312) 427-8683
www.ushli.com

TEMPLE UNIVERSITY

Dean, School of Social Administration

Temple University invites applications and nominations for Dean of the School of Social Administration. As one of the nation's most prominent centers for higher education, Temple University has a world-class reputation and an international presence. Founded in 1887 by Dr. Russell H. Conwell, the University was established on the premise that those who have the imagination to dream and the desire to work should also have the opportunity to make their dreams come true. Under the leadership of its eighth President, Dr. David Adamany, Temple is moving confidently to become one of America's premier senior, comprehensive research universities.

Temple University's School of Social Administration (SSA) was established in 1969 to prepare individuals for professional practice and for positions of leadership in social work and in the broader human services arena. The School has a distinctive mission rooted in humanistic and democratic values and reflected in a broad and vigorous commitment to the elimination of human suffering and social injustice and to the promotion of human rights and social equality. In keeping with the school's mission of education for public service, SSA has developed significant relationships with community agencies, social service organizations and institutions in the region, and is home to a number of programs, including the renowned Institute for African Social Work, the Family Reunion Institute, the Multicultural Training and Research Institute, Case Management Institute, Comprehensive Support Services Partnership, and the Center for Social Policy and Community Development. In addition to SSA's facilities and programs located on Temple's main campus, the School maintains a satellite campus in Harrisburg, Pennsylvania, the state capital.

The Dean is responsible for academic, fiscal, and personnel matters within the School. S/He is expected to provide leadership for SSA and to foster excellence in teaching, research, practice, and service to the Temple community and beyond. The Dean will represent SSA to external agencies and constituencies and actively participate in the school's fundraising initiatives. S/He will be expected to articulate a common vision that transcends individual disciplines and creates unity; lead the school in charting a strategic direction; and develop an aggressive strategy to garner the resources necessary to achieve its objectives. The Dean will demonstrate excellent management skills, commitment to the institution's values, and the ability to work collaboratively with a diverse group of faculty and fellow Deans. Candidates for Dean must have a track record of distinction in higher education, social work, social science, public welfare agency management, or in the practice of one of the domains represented in the School of Social Administration.

Nominations, or a letter of application accompanied by a curriculum vitae and a list of references, should be sent to: **Gerard F. Cattie, Jr., Managing Director, The Diversified Search Companies, One Commerce Square, 2005 Market Street, Suite 3300, Philadelphia, PA 19103. Gcattie@divsearch.com. 215-656-3576 (phone).** For more information about Temple, please consult its website: www.temple.edu. Temple University is strongly committed to Affirmative Action and Equal Opportunity and encourages qualified women and members of minority groups to apply.

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USDA

United States Department of Agriculture

Cooperative State Research, Education, and Extension Service (CSREES)

DEPUTY ADMINISTRATOR, FAMILIES, 4-H, AND NUTRITION

The Department of Agriculture (USDA) is seeking to fill the position of Deputy Administrator, Families, 4-H, and Nutrition, for the CSREES. The incumbent provides leadership and support for cooperative research, extension, and education programs, and other cooperative activities that are carried out at land-grant universities and other cooperative institutions. The incumbent administers a number of programs, in cooperation with State partners, including Children, Youth, and Families at Risk; Expanded Food and Nutrition Education; and 4-H and Youth Development. The incumbent has frequent contacts with top officials of USDA; other government agencies; 1862, 1890, and 1994 land-grant universities; other public and private colleges and universities; private organizations and corporations; national and international associations; Department and Ministries of Agriculture in other nations; and members of Congress and their staffs. For more information about CSREES, go to the CSREES homepage at **www.reeusda.gov**.

This is a Senior Executive Service position. The salary ranges from $125,972 to $138,200 (including locality pay), commensurate with experience. A Ph.D. in a discipline related to the position is highly desirable. For more information on the position, call Stacy Aldrich or Lee Triplett at 301-504-1448. A copy of the vacancy announcement may be located on the Office of Personnel Management web page at **http://www.usajobs.opm.gov/**. Applications must be received by August 2, 2002.

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STOUT
UNIVERSITY OF WISCONSIN

RESEARCH SCIENTISTS

The University of Wisconsin-Stout Research and Training Center is recruiting for two Research Scientists. The University of Wisconsin-Stout is an equal opportunity/affirmative action institution located in Menomonie, Wisconsin.

Minimum qualifications for these positions are (a) a doctorate in rehabilitation, counseling, psychology, special education, sociology, economics or related field or a master's degree (e.g., ABD) with two or more years work experience in community-based rehabilitation or state vocational rehabilitation agencies; (b) training in research design, measurement, and statistics; (c) two years experience in conducting applied research; (d) evidence of research productivity; and (e) ability to travel independently.

Anticipated start date is September 1, 2002, for both positions. Screening of applications will begin July 1, 2002 and continue until the positions are filled. Application must be in writing, mailed to the address below, and must include (a) a letter of interest and qualification for the position(s); (b) the names, addresses, and phone numbers of three appropriate references; (c) a curriculum vita; (d) certified transcripts for applicant's graduate and professional training; and (e) one or more examples of products that reflect their research qualifications. E-mail and FAX applications cannot be accepted in lieu of a mailed or delivered application. Applications should be addressed to

Fredrick E. Menz, Ph.D., Chair
Search and Screen Committee
Research and Training Center
Stout Vocational Rehabilitation Institute
University of Wisconsin-Stout
Menomonie, WI 54751

For inquiries, job descriptions, and additional information contact the Chair via e-mail (**rtc@uwstout.edu**), by phone (715-232-1389 voice; 715-232-5025 TDD; 715-232-2251 fax), or by visiting our website (**www.rtc.uwstout.edu**).

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DARTMOUTH COLLEGE

ASSISTANT DIRECTOR

OFFICE OF GRANTS & CONTRACTS

Negotiates terms and conditions for federal, corporate, and non profit research contracts and grants, ensuring Dartmouth's rights are protected, and provides advisory services related to sponsor and institutional grant administration policies to faculty, administrators, and staff.

Requirements: bachelor's degree or the equivalent; master's or JD preferred. Five years of relevant experience in sponsored research administration. Emphasis on prior experience or formal training in contract negotiation, particularly federal contracts. Detailed knowledge of OMB Circulars (A-21, 110, A-133), the Federal Acquisition Regulations (FAR), and knowledge of ITAR/Export Control regulations. Skill in independently negotiating terms and conditions of grant awards and contracts. Excellent written and oral communication skills, including public speaking. Good interpersonal skills and the ability to interact productively with a wide variety of people, and a commitment to diversity in the spirit of Dartmouth's diversity plan. Familiarity with the use of computer databases and electronic communications software is desirable.

PLEASE SEND COVER LETTER AND RESUME TO: **Office of Grants and Contracts, Dartmouth College, 11 Rope Ferry Road, #6210, Hanover, NH 03755-1404, Attn: Victoria Lubin.**

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For application materials contact:
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¡PUNTO FINAL!

"OUR LANGUAGE(S) AND OUR FUTURE"

***Amílcar Antonio Barreto, J.D. and Ph.D., teaches political science and Latino studies at Northeastern University. He is the author of three books, the most recent being* Vieques, the Navy, and Puerto Rican Politics.**

Over the past decade, a host of social activists, pedagogues, and policy analysts have jumped headfirst into the contentious debate over the appropriate roles of the English and Spanish languages in the commonwealth of Puerto Rico. What began as a dispute over whether to recognize English as an official language in an overwhelmingly Spanish-speaking American territory subsequently evolved into a discussion over whether to resume employing English as a medium of instruction in the public school system.

The last time English fulfilled that role in the public school system was the first half of the 20th century, when the federal government eagerly promoted a policy of cultural assimilation, or Americanization, in all of its overseas territories. A similar strategy was applied to the lands conquered from Mexico or sold by France. Federal policymakers assumed that linguistic defection to English was one of the first signs of a newcomer's patriotism and allegiance to the United States.

The Puerto Rican language dilemma is far from resolved. As has been the case on the U.S. mainland, disputes over language policy have become a rather boisterous if not popular political football.

The politicization has little to do with the use of either idiom as a means of communication; rather it has to do with its role as a trait connoting cultural identity. Those advocating Puerto Rican statehood are keen to demonstrate their fidelity to the American system by promoting English. They are aware that the territories of Arizona, New Mexico, Louisiana, and Oklahoma were all admitted into the federation under explicit linguistic provisos. Only through such gestures, they feel, will Washington seriously consider admitting this non-English-speaking territory of close to four million inhabitants into the Union.

Those favoring the status quo or backing independence from the U.S. are more willing to display the island's distinct heritage by downplaying the official role of English. The end point is different, but the strategy is the same. Displays of identity are confirmed or rejected on the basis of either or both languages.

All social, pedagogical, and political sectors are aware that learning English is necessary for economic advancement. For the past three centuries, linguistic plurality has remained a constant in American life, as is the dominance of the English language in most public and private spheres. At the same time, the Spanish language remains a cherished symbol of cultural pride. The two experiences are not mutually exclusive. Many Latinos feel a "transnational" connection to both the U.S. and their countries of origin in Latin America. Even as millions of third- and fourth-generation Latinos become English-dominant, many still cling dearly to the symbolic value of a language they might not master. In the contentious debate over unilingualism versus bilingualism, the popular media, and a fair share of academics, far too often fail to differentiate between languages as media of communication and languages as symbols of social and cultural identity.

Students of ethnicity in the U.S. are eager to underscore the nexus between culture and certain traits among minorities. With less frequency do they appreciate the same phenomenon among society's linguistic majority. The origins of the English language movement in the U.S. predate the arrival of large-scale Latin American immigration. Latinos' connection to their language is reinforced by the larger society and not just their "*comunidad*." Open acknowledgment of this reality will become more important in the course of this new century.

For the overwhelming majority of future Latino students, the college experience will take place in an English-speaking environment. Admission will, for the most part, ignore their command of Spanish and judge them solely on their grasp of English. Invariably these bilinguals, or even English-dominant Latinos, will question their cultural identities in light of their abilities to speak, read, and write in either language. Questions about group loyalty will be asked both by fellow Latinos and the larger Anglophone society.

Even now, Latino college students engage in debates and discussions over what is culturally authentic. Can one remain Latino without being able to speak Spanish? And what do we do about "Spanglish"? Recent events in Puerto Rico demonstrate that how we define ourselves is all too often shaped by how Anglophone Americans define us and themselves. Still, that should not impede us.

In the hope of circumventing a Latino lost generation, it is imperative that we convey that love of culture and one's people, however they might be defined, can endure changes in observable cultural traits.

If interested in submitting a ¡Punto Final! "think piece," please e-mail us at sloutlook@aol.com for guidelines.

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Required Qualifications: Must have baccalaureate in Health Information Technology and be a Certified Registered Health Information Administrator of Registered Health Information Technical; Master's Degree preferred. Teaching experience at the two or four year college level required. Must have a minimum of three years health practice experience. Salary: Appointment level and salary will be based on experience and qualifications.

Please send resume and cover letter (indicating desired position) to:

SUNY ROCKLAND Community College

SUNY Rockland
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Human Resources Office
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Or: e-mail resumes to: **careers@sunyrockland.edu • AA/EOE**

COMMUNITY COLLEGES OF SPOKANE

Community Colleges of Spokane, Spokane Community College invites applications for the following positions:

Dean of Instruction for Liberal Arts and Vocational Related Education

Responsible for operation and management of all programs, personnel, and activities assigned to the division, including liberal arts transfer program, vocational education support, and developmental education. Master's degree in a related discipline or field of education and three years administration experience, supervision, budgets, and education oversight and teaching experience. $74,800. **Closes 7/26/02.**

Electronics Instructor

Tenure Track. Teach PC systems, RF wireless, data communications, micro processing systems theory and other electronics technology courses. Associate degree in Electronics or related field and two years recent field and/or teaching experience. Ability to satisfy WA State Vocational Certification. $38,506-$54,912. **Review begins 7/25/02.**

For position details, qualification requirements, and official application, contact **Human Resources Office, Community Colleges of Spokane, 501 N. Riverpoint Blvd, MS 1004, P.O. Box 6000, Spokane, WA 99217-6000 at (509) 434-5040, TTY (509) 434-5059** or access our Website at **http://ccs.spokane.cc.wa.us.**

AA/EOE

Washtenaw Community College

Vice President of Instruction

Washtenaw Community College invites applications and nominations for the position of Vice President of Instruction. WCC seeks an exceptional leader with a strong record of academic accomplishment to serve as the college's chief academic officer and instructional vice president.

Washtenaw Community College is a two-year technical and liberal arts institution dedicated to student, staff, and community success. Recognized as a leader in higher education, WCC attracts faculty from across the country. At Washtenaw, technology is the backbone of student achievement; its integration throughout the curriculum ensures the college's place as a leader in both transfer and occupational programming. Academic partnerships with the University of Michigan, Eastern Michigan University and many other four-year colleges and universities provide opportunities for WCC students that are second to none. Instructional facilities, especially in the areas of health, industrial and automotive technology, welding, visual arts, and English/Writing and math, are considered some of the best in the country.

A successful candidate has earned a master's degree, doctorate degree preferred. He/she has the equivalent of nine years progressively responsible experience, four years of successful college teaching experience. Background in career, liberal arts, and science education is important, as is experience developing new academic programs and faculty evaluations. The applicant must also have the ability to provide leadership in an environment of shared governance and collective bargaining. He/she must demonstrate an understanding of, and commitment to, the community college philosophy, and an awareness of issues and trends in academic programs, support services, and technology.

Deadline for application is September 27, 2002. Initial annual salary is commensurate with qualifications, education, and experience. AA/EEO/ADA Employer Letters of interest should be submitted with a formal application and résumé to Washtenaw Community College, Office of Human Resources Management, BE 120, 4800 East Huron River Drive, P.O. Box D-1, Ann Arbor, MI 48106.

For more information, visit our Web site at **www.wccnet.edu** or phone **734-973-3497.**

Washtenaw Community College is an Equal Opportunity Employer and does not discriminate on the basis of race, sex, color, religion, national origin, age, disability, height, weight, marital status or veteran status in provision of its educational programs and services or in employment opportunities or benefits.

Founded in 1877 as a privately endowed coeducational institution, Rhode Island School of Design (RISD) offers 20 degree programs in the fine arts and architecture and design disciplines. RISD enrolls approximately 2,000 undergraduate and graduate students from 50 states and 50 countries and also includes a division of Continuing Education offering a variety of programs to more than 4,000 part-time students.

Director of Public Safety

A unique opportunity exists for a seasoned Director, Public Safety at the Rhode Island School of Design. In this position, the successful candidate will be responsible for planning and directing security functions for the protection of persons, property and facilities of the College and Museum. Additional responsibilities include hiring, training, motivating, mentoring and directing the Public Safety staff which includes Sergeants, Public Safety Officers, Central/Quad Control Dispatchers, locksmith and Manager, Fire Safety.

The successful candidate will possess a Bachelor's degree in law enforcement or related area or equivalent education/experience along with substantial management level experience with a law enforcement or public safety agency. Excellent communication skills, a thorough knowledge of security procedures and individual civil rights are essential. Preference will be given to candidates that possess previous experience at the director level in a college and/or museum.

Interested candidates should forward their resume to: Human Resources, Rhode Island School of Design, 2 College Street, Providence, Rhode Island 02903

RISD is an equal opportunity employer who encourages inquiries and applications from female and minority candidates. RISD does not discriminate on the basis of race, color, age, sex, religion, national origin, ethnic origin, sexual orientation, or disability.

California State University
Dominguez Hills

PROVOST/VICE PRESIDENT FOR ACADEMIC AFFAIRS

California State University, Dominguez Hills, seeks a proven leader for the full-time administrative position of Provost/Vice President for Academic Affairs.

The Position: Reporting directly to the President, the Provost/Vice President for Academic Affairs is the Chief Academic Officer of the University, serves as the executive officer in the President's absence, and carries out such duties and responsibilities as may be delegated by the President. The Provost is responsible for providing academic and strategic leadership, direction and policy formulation for the College of Arts and Sciences, the professional Schools of Business and Public Administration, Education, and Health, as well as the Library and Extended Education. The Provost also has supervisory responsibility for the central administration functions of the Academic Affairs Division, which include Academic Programs, Academic Resource Management, and Faculty Affairs. The Provost will be actively engaged in academic and budget planning; integration of education technologies for pedagogy and research in all academic areas; administration of a variety of faculty personnel processes, including recruitment, development and evaluation; and promotion of student learning, effective teaching, scholarly work, and service, all within the context of a strong system of shared governance. The Provost is expected to be fully involved in the implementation of the University's strategic plan, to formulate and articulate clear goals for the University's academic programs, to provide leadership in expanding external support for faculty research, and to work with other CSU academic officers on matters of common concern. The Provost is ultimately responsible for ensuring that teaching and research at the University meet the highest academic standards and that academic programs of high quality attract, retain, and graduate students.

Qualifications: An earned doctorate in an academic field from an accredited institution. Substantial evidence (5 or more years) of teaching, research and scholarly activity at the university level which allows a candidate to be eligible for a faculty appointment at the rank of full professor within an appropriate discipline or program at the University. A minimum of three years of effective administrative experience at the level of academic Dean or higher at a comprehensive university with a diverse student population is preferred. Significant and demonstrated experience in solving a variety of fiscal, budgetary, personnel, and management problems in a rapidly changing academic environment and within a union context is also preferred. The successful candidate must have a commitment to an ethnically and culturally diverse educational environment.

Appointment and Salary: The successful candidate will be appointed into the CSU Management Personnel Plan with the standing of Administrator IV. Salary is competitive and will be commensurate with the individual's qualifications and professional experience.

Anticipated Starting Date: July 1, 2003.

The University: California State University, Dominguez Hills, was established in 1960 and is one of the 23 campuses that comprise The California State University system. CSUDH is an urban, comprehensive public university with a strong focus on forging community partnerships. We have more than 300 full-time faculty members that serves a culturally rich, diverse student body of over 12,000 students at the undergraduate and graduate levels, including a significant number of non-traditional, working adult students as well as approximately 2,000 students enrolled in distance learning programs. Located on a 346-acre site in the South Bay portion of the greater Los Angeles metropolitan area, CSUDH is situated in an area characterized by an extraordinary heterogeneity of people and an extensive array of high technology industries and professional services. Please visit our web site at http://www.csudh.edu.

Application Procedure: An application packet for this position should include a letter of interest, matching experience with qualifications; a statement describing how you have implemented your academic philosophy; a current detailed curriculum vita; and the names, current titles, addresses, telephone numbers, and e-mail addresses of five (5) professional references. The completed application packet should be sent to:

Dr. Justine Bell Waters
Chair, Provost Search Committee
California State University, Dominguez Hills
1000 East Victoria Street (ERC G-503)
Carson, California 90747-0005

While applications will be accepted until the position is filled, to ensure full consideration, applications should be submitted by or before September 16, 2002, whereupon the search committee will begin its review. Applications may be submitted via mail or electronically via e-mail to jwaters@csudh.edu. Applications submitted via e-mail should be attachments in Microsoft Word. Questions regarding this position may also be directed to (310) 243-3304.

EQUAL OPPORTUNITY, AFFIRMATIVE ACTION, SECTION 504, TITLE IX EMPLOYER. Clery Act crime statistics for CSUDH available at http://www.csudh.edu/dhpd/dhpd.htm, or by calling campus Public Safety Department at (310) 243-3639.

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ASSISTANT PROFESSOR MATHEMATICS EDUCATION OR SCIENCE EDUCATION

University of Louisville

Department of Teaching and Learning

The Department of Teaching and Learning invites applications and nominations for the tenure-track position of Assistant Professor in mathematics education or science education. This successful candidate will teach in collaborative, field-based, graduate programs for in-service and preservice teachers, have opportunities to specialize in mathematics or science education, and work with doctoral students. The successful candidate will also have responsibilities in the newly established Center for Research in Mathematics and Science Teacher Development. Other responsibilities include research, publication, service, grant writing, and graduate advising.

Department of Teaching and Learning is one of four departments in the College of Education and Human Development. The department has 34 full-time faculty members, with a diverse range of research and teaching interests and is known for its work in many areas, including early childhood, literacy, mathematics and science, secondary, and special education. The department offers a wide range of programs at the undergraduate, masters, and doctoral levels and has been a pioneer in the delivery of distance-based teacher education. Currently, the department receives external funding for a variety of research and teacher development projects from agencies such as the U. S. Department of Education, National Science Foundation, and the Kentucky Department of Education.

MINIMUM QUALIFICATIONS:

1. Ph.D. or Ed.D. with an emphasis in mathematics education or science education.
2. Demonstrated interest in working cooperatively with schools.
3. Demonstrated commitment to research, publication, and grant writing.
4. Successful elementary, middle, or high school teaching experience or equivalent.
5. Experience applying new technology in teaching and learning environments.

PREFERRED QUALIFICATIONS:

1. School or community leadership experience in diverse settings.
2. Teaching and/or supervision in a Professional Development School program.
3. Familiarity with current school restructuring and reform initiatives.
4. Demonstrated record in research, publication, and/or grant writing.
5. Experience in in-service and preservice teacher education program development.
6. Evidence of active participation in professional organizations.

SALARY AND APPOINTMENT LEVEL: Competitive, based on qualifications and experience. Extraordinary candidates with current external funding may be considered at full or associate professor levels.

APPOINTMENT: Academic year; summer teaching may be available

BEGINNING DATE: August 2002

DEADLINE: To ensure full consideration, complete applications must be received by July 22, 2002. Formal review will continue until a suitable candidate is found.

Send nominations, a letter of interest detailing how you meet the minimum and preferred qualifications, complete vita, transcripts (unofficial acceptable for screening), and three current letters of recommendation to:

Dr. William S. Bush
Chair, Mathematics/Science Education Search Committee
Department of Teaching and Learning
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Louisville, KY 40292

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Palm Beach Community College

CONTRIBUTORS: Aaron B. Dziubinskyj, Marilyn Gilroy, Donald Loffredo, Alison P. Martínez, Tony P. Martínez, Marty Muñoz, John S. Robey, Alexandra Salas Rojas, Steve Trowbridge

LETTERS TO THE EDITOR: **Commentaries or Questions should be addressed to:**
The Hispanic Outlook in Higher Education
210 Route 4 East, Suite 310
Paramus, NJ 07652
All correspondence should include author's full name, address, and phone number.

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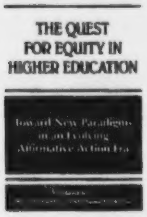
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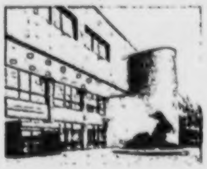

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Spanish: Our Cultural Heritage

Cover Photo courtesy of HETS

Esquina Editorial

Language Proficiencies

Being able to proficiently communicate within a lecture hall or in a boardroom is vital. Over the years, society has come to realize the importance of knowing more than one language. Bilingual or multilingual skills facilitate interaction in a variety of settings from a casual to a professional environment. In addition to verbal language proficiency, sign language can also be included in the mix.

This issue brings to the fore the significance and marketability of being or becoming bilingual. For an academic institution, offering courses and resources in both English and Spanish makes its programs more user-friendly, especially those campuses serving a growing number of limited-English students.

Check out our cover story about the Hispanic Educational Telecommunications Systems Bilingual E-Learning portal, created to provide a community of learners, educators and mentors for all Latino students and faculty who sign on.

Our pages also feature the University of Texas at Austin, which has taken an innovative step to address the burgeoning need to communicate with the Latino population and provide better health care. UT-Austin now requires its nursing students to take a course in Spanish.

Also inside is an article on a bilingual preschool located at the Arlitt Child Development Center at the University of Cinncinati, which has received numerous awards for excellence from the Ohio Department of Education and the state.

Hablamos su idioma.

Alexandra

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A CAPITOL VIEW

Record Enrollments Expected This Fall

BY GUSTAVO A. MELLANDER

In 1867, Congress created the first Department of Education with a mission to collect and distribute information about the condition and progress of education in America. That remains a central mission of today's Education Department. Its studies and projections continue a valuable tradition that helps the general public and professionals understand the shape of the nation's student population for the years to come. Its latest enrollment projections are comforting for those interested in higher education.

College enrollment will break last year's record enrollment. That has been the case for five years in a row. And for the seventh consecutive year, a record number of students are expected to enroll in public and private elementary and secondary schools this fall.

All of this is according to *Projections of Education Statistics to 2011*, released by the U.S. Department of Education's National Center for Education Statistics. To be specific, 53.1 million students will enter K-12 classrooms this fall, and 15.7 million students are expected to enroll in colleges and universities. A continuing theme is to improve the quality of education offered.

"While school enrollment is increasing at all levels, families, educators, and policymakers must focus on improving the quality of the education being offered to our growing population of students," noted U.S. Secretary of Education Rod Paige.

In issuing this report, he said further, "Demographic and other factors control the number of students who participate in our education system each year, but through common-sense reforms for our schools, we can do a great deal to increase the number of students who will receive a quality education. President Bush's 'No Child Left Behind' plan for reforming our education system has challenged us to focus on results and improving the schools that have left too many of our children behind by failing to prepare them for the future."

Projections

The projected growth is huge, and it will coincide with a wave of retirements expected over the next 10 years. Therefore, the need for teachers and administrators at all educational levels is crystal clear. Elementary and secondary school enrollment is projected to increase slowly to 53.4 million in 2005, and then decrease slightly before stabilizing at or near the end of the decade. College enrollment is expected to rise steadily through the first decade of the 21st century, reaching 17.7 million in 2011.

Interestingly, the projections for elementary and secondary schools show considerable variation by region. Between fall 1999 and fall 2011, enrollment is expected to rise by 8 percent in the West and about 1 percent in the South but will decline by 3 percent in the Midwest and 4 percent in the Northeast. Hispanic enrollments, on the other hand, are expected to grow at all levels and in all regions.

High School Graduates to Continue Rising

Demographics and rising public pressure for all youngsters to finish high school will impact that sector of education. The number of public and private high school graduates reached some 2.8 million in 2001-02, continuing the pattern of increases in recent years. Further growth is expected over the next 10 years, and the number of graduates is expected to reach 3.1 million in 2010-11, reflecting an 8 percent increase compared to 2001-02. This growth in high school graduates is expected to have considerable upward impact on college enrollments in subsequent years.

College Enrollment Expected to Set New Records

New enrollment records are anticipated every year during the first decade of the 21st century, as college enrollment will increase steadily.

- By 2005, a projected 16.3 million, about one million higher than in 2001.
- By 2011, about 17.7 million students, some 16 percent more than in 2001.

Concurrent with the increase in the number of students in the traditional college age is a projected increase in the likelihood that students in this age range will attend college full time rather than part time. That would be a reversal of recent trends that have seen more and more students attending college on a part-time basis. As a result, full-time college enrollment is expected to increase faster than part-time enrollment.

Between 2001 and 2011, full-time enrollment is projected to rise by 19 percent, and part-time enrollment by 11 percent.

More Students Earning College Degrees

A record 1,227,000 students received bachelor's degrees during the 2001-02 academic year. In addition, 569,000 students earned associate's degrees, 432,000 earned master's degrees, and about 47,000 earned doctor's degrees. The number of students earning degrees at all levels is expected to rise between 2001-02 and 2010-11. Bachelor's degrees are expected to reach a peak of 1,392,000 in 2010-11, reflecting an increase of 13 percent compared to 2001-02. Presently, 25 percent of all adult Americans have attended college; that number will rise in the following decade. These projections are far from dismal. Indeed, they are reason for optimism.

The changes will be huge. A national commitment to affording all residents a college education is necessary. Distance learning and other modalities will undoubtedly make higher education different. But to assume that higher education will be less expensive for the student or for society is folly. The growing wave of technology, which sometimes gives us more information and even more knowledge than we need, does not come without a hefty price tag. May history record that we planned for the future wisely.

Projections of Education Statistics to 2011 may be ordered by calling 1-877-4ED-PUBS.

Dr. Mellander is a professor at George Mason University.

HO

THE VIRTUAL PLAZA

Connect To E-Learning & Expand Your *Familia!*

HETS Launches Bilingual E-Learning Portal

Growing Consortium Welcomes New Members

by Inés Pinto Alicea

A consortium comprised primarily of Hispanic Serving Institutions has developed a way to harness Internet technology to help Latino college students and faculty bridge the digital divide.

The Hispanic Educational Telecommunications System (HETS) launched its online program, a bilingual, interactive portal for e-learning called The Virtual Plaza, at www.virtualplaza.org.

HETS connects campuses in seven states and Puerto Rico.

Nitza Hernández, HETS executive director, said the goal of The Virtual Plaza is to create an online community, for learning, collaboration, and support. HETS chose the cultural icon of the plaza so visitors to the site feel like they are part of a community of learners, educators, and mentors.

"It's a place for Hispanics from many places around the world to meet and share ideas and foster a virtual environment that is very much like a traditional campus," said Hernández.

The plaza is subdivided into interactive *placitas* that allow a diverse audience to fulfill its goals. Students can browse through an online catalog and select from an array of courses in English and Spanish, as well as visit online libraries and career exploration links. In the career section, students can find information about career paths, interviewing and job hunt tips, and strategies for applying to graduate school, along with links to other supportive sites. Faculty benefit from training and incentives for creating and delivering online courses. Professionals from a variety of fields serve as cyber *padrinos* and *madrinas*, volunteering their time and experience to encourage students, or *abijados* and *abijadas*, and offer a firsthand view of the work world.

"The plaza is not only about classes. It is also a virtual community; a gathering place to forge relationships, develop new projects in close collaboration, and promote common goals," said the Web site.

The e-mentoring component of the plaza is currently a pilot project in which nine member institutions are participating, with the support of mentors from IBM's professional workforce. Some 30 matches have been made in the pilot project. HETS representatives say learning about the professional world and the job environment through those who have a close appreciation of their field can motivate students to stay in school and finish their degree.

"We hope that other corporations will take the cue from IBM that a mentoring program such as ours is not only a great experience for their employees, but also a wonderful tool for recruiting some of the best and brightest students the Hispanic community has to offer," said Hernández.

Mentoring combines theoretical training with the perspective of the outside world experience, bringing meaning to students' academic effort, said Hernández. Online mentoring offers this kind of assistance regardless of students' physical location or schedule incompatibilities because most of the message exchanges are asynchronous. That means that students and mentors communicate by leaving messages, adding to the conversation when they can. E-mail plays a major role in online mentoring because it allows for formal and informal communication and at the same time provides a record of past interactions that can be corroborated anywhere, anytime.

Through the IBM pilot program run by HETS, Tasha López, a ceramic packaging product engineer in the microelectronics division at IBM in East Fishkill, N.Y., is a mentor to Ferdin Alonzo, a computer science major at California State University at Domínguez Hills.

López said she opted to participate in the mentorship program because it was a "way to thank all of the people who got me where I am today." E-mentoring creates relationships different from ones in which two parties meet face-to-face, she said. It forces the participants to establish clear lines of communication and be disciplined about writing regularly.

López earned her master's degree in chemical engineering from the University of California at Los Angeles in 2001.

She has been to CSU-Domínguez Hills, and her husband is from the area, so she and her mentor "have a lot in common, so we have a lot to talk about."

The goal of The Virtual Plaza is to create an online community for learning, collaboration, and support.

NITZA HERNÁNDEZ, HETS EXECUTIVE DIRECTOR

Officials from the plaza have provided training to the mentors and regularly send memos to the mentoring partners about possible topics to discuss and tips on how to better develop the mentoring relationship.

López said that she and Alonzo have developed a very positive relationship even though he is pursuing a different field from hers. Because she works at IBM, she has a number of resources at her work site to draw on when he asks questions she can't answer.

"He is open to listening to advice and actually solicits it," said López.

The pilot mentoring project uses an approach similar to that of MentorNet, one of the more successful online mentoring programs. At www.MentorNet.net, e-mentors provide support for women in engineering fields.

In the online catalog of the plaza, students can find nearly 20 online courses now offered by member institutions as part of a reciprocal agreement they have under HETS. HETS does not offer courses itself, but it is a place where member institutions can market their distance-learning offerings.

HETS aims to expand access to online learning of Latino students through reciprocal credits for coursework completed online. Another 53 courses are to be developed within the next three years.

An inclusive catalog in the plaza will contain hundreds of other online courses offered regularly by member institutions. Students can search for courses by topic, major, language, or institution.

Faculty can improve their proficiency at using Internet technologies for online learning through the plaza. They can take a training workshop to learn more about using Internet technologies for distance learning, and they can apply for grants to develop online courses, either in English or Spanish.

The University of Texas Pan American offers a six-week online course for faculty of HETS member institutions as well as others interested in learning about preparing an online course.

For the online classes, students and faculty communicate mostly by email, although they can also use chat rooms and message forums. That's why student evaluation focuses mainly on written works. Every institution has different rules regarding credit transfer. Hernández said that HETS officials are trying to build more reciprocal relationships for validation of credits. One agreement already in place between Miami-Dade Community College and California State University at Domínguez Hills allows nursing students who've completed their associate's degree in Miami to complete their bachelor's degree online in California.

"Statistics show that a higher percentage of Hispanic students are enrolled part time than either White or Black students."

RICARDO FERNÁNDEZ, HETS BOARD CHAIRMAN AND PRESIDENT OF HERBERT H. LEHMAN COLLEGE IN THE BRONX, N.Y.

Every institution charges different rates for credits and registration fees. However, due to a special agreement between HETS member institutions, students registered at any of the member institutions will pay resident rates at the institution where they take the online course. For instance, a student from the University of Texas at Brownsville can take a course from Lehman College and pay the same registration rates as a resident student from New York.

The idea for The Virtual Plaza began three years ago, funded in part by a grant from the Learning Anytime Anywhere Partnerships program under the Fund for the Improvement of Postsecondary Education (FIPSE) of the U.S. Department of Education, as well as in-kind contributions from HETS member institutions and the private sector.

The project is an innovative response to the need to prepare Hispanic students with technological skills and an understanding of the growing interdependence between the new global economy and the digital society.

"The mission of HETS is to widen the access of Hispanics to higher education and training opportunities through educational telecommunications and distance learning," said Hernández. "As a growing consortium, we are always looking for ways to expand our interconnection capabilities to benefit our students, faculty, and communities. We loved the idea of a Web portal because of its versatility and flexibility."

The Virtual Plaza's target audience is the nontraditional student for whom the flexibility of taking courses toward a degree and/or participating in continuing education and training online is a benefit.

"Statistics show that a higher percentage of Hispanic students are enrolled part time than either White or Black students," said Ricardo Fernández, HETS Board chairman and president of Herbert H. Lehman College in the Bronx, N.Y. "For those working students who are heads of households, the mere act of getting to class very often represents a challenge. Hispanics are also more likely than White or Black students to take more than six years to receive a bachelor's degree. Their chances of completing their education are improved by The Virtual Plaza."

HETS initially began as a way for the members of the consortium to offer courses via satellite, but with the huge expense of transmitting courses via satellite and with the development and progress of the Internet, the organization's focus has changed.

The organization sees more change ahead as it faces the end of its funding in 2004 and is seeking funds from other sources.

"We've had to adapt and evolve our concept of what HETS is," said Fernández. "We're still evolving and growing. I'd like to expand the number of students who use the plaza and get more mentors."

Fernández said HETS and the plaza have benefited the university presidents and other leaders because they provide a forum for discussion on issues of distance education that they would not normally have. HETS would like to expand its members and partnerships, building on the foundation it has already established.

Founded in 1993, HETS, a nonprofit corporation, is a consortium of 18 colleges and universities with total enrollment surpassing 300,000 students in the United States and Puerto Rico. The launching of the Virtual Plaza Web site is its major project this year.

"The plaza brought a sense of identity to the consortium," said Hernández of the impact of the launch of the plaza on the member institutions.

HETS has been housed at the University of Puerto Rico for the last four years but will soon move to another headquarters in Puerto Rico–the Inter American University–since the consortium members take turns in housing HETS.

For more information about HETS, contact its Web site, www.hets.org; or call 1-787-250-0000.

Best Practices in Bilingual Education

University of Cincinnati Preschool Demonstrates the How and Why

by Tony P. Martinez and Alison P. Martinez

The children are talking about snow. Many of them have never seen *nieve*. They have never heard the English word, snow. Today is winter in Ohio, so the transplanted children of Latin America are learning words like snow, white, and cold.

This is the bilingual preschool of the Arlitt Child Development Center at the University of Cincinnati. The demonstration bilingual preschool opened its doors in October 2001. From the start, it has been a cooperative effort, involving several University programs; the nonprofit Hearing, Speech, and Deaf Center of Greater Cincinnati; Hamilton County Head Start; the Princeton City School District, which serves the city of Cincinnati; the nonprofit Parents as Teachers organization; churches; volunteers; and many generous donors and supporters.

This preschool demonstrates not only exemplary early childhood education methods but also something admirable about the spirit of the city that conceived and realized it.

Cincinnati stands at a bend of the Ohio River on the north bank. Before the railroad, the city was an important center of river and canal transportation. The surrounding area was where many an escaping slave first stood on free soil. The city later developed industries that attracted German and other immigrants.

Dr. Virginia González is associate professor of Teaching English as a Second Language in the College of Education at the University of Cincinnati.

Now three interstate highways serve Cincinnati. The metropolitan area, including northern Kentucky and southeastern Indiana, is attracting Hispanic families. The area's Hispanic population, immigrant and native-born, increased 120 percent between 1990 and 2000.

Many of the Cincinnati newcomers originally came from Mexico or other Latin American countries close to California or Texas, but moved again to get jobs in Cincinnati. Their children show a new face of America, for although most were born in the United States, they are not growing up in English-speaking households. Cincinnati's educational institutions have joined hands to help these children get off to a good start in their new home.

The University of Cincinnati, founded in 1870, traces its ancestry to Cincinnati College and the Medical College of Ohio, both founded in 1819. In 1977, the University became one of Ohio's state universities and is now one of the Carnegie Commission's select "research institutions."

The University of Cincinnati Nursery School was founded in 1925—one of the first university demonstration preschools in the United States. It was renamed the Arlitt Child and Family Research and Education Center in honor of Dr. Ada Hart Arlitt, its first teacher, whose endowment in part sustains the program.

The Arlitt Center serves approximately 160 children in classes of 16, with one teacher and one or two aides per class. In order to support a constructivist learning model, each preschool classroom is divided into learning centers. Children have substantial time each day to explore each learning center. Materials are neatly displayed for several weeks at a stretch so that children may easily return again and again to those of greatest interest.

Creating classrooms that are aesthetically pleasing is a high priority at the Arlitt Center. Multicultural artwork and artifacts, often presented to the Center by children's families (who in the past 20 years have come from 40 countries), create a warm and welcoming atmosphere for all children. Children's artwork and projects are also featured.

Arlitt staff work collaboratively with parents, practicum students, and other professionals to facilitate children's interactions and learning opportunities in the classroom. Arlitt teachers themselves design most of the curriculum materials they use.

The Arlitt Center and its staff have received numerous awards for excellence from the Ohio Department of Education and the state of Ohio. The Inclusion Network of Cincinnati has honored the Center for including children with disabilities in regular classrooms.

Dr. Vicki Carr is the director of the Arlitt Center. Her own research interests include naturalistic screening and assessment, inclusionary programming, and family-centered practices. This new bilingual program brings it all to life.

"All the children–Hispanic, Black, White, etc.–are blended together. The children, representing many backgrounds, work with each other, and they are exceptionally interested in learning," Carr explains. The routine of the day and songs and games create a "true ethnographic study and learning program."

"The children are so receptive," says Carr with a smile, "that we catch their eagerness and keep wanting to go into overtime!"

Virginia González is associate professor of Teaching English as a Second Language in the College of Education at the University of Cincinnati. "Five years ago, there were virtually no Hispanic people in Cincinnati," González remembers, "but now 15 percent of the population is Hispanic." Many immigrant parents have low-literacy skills. The children have the ability to learn, but they don't get the advantages that better-off families can afford. Even in Spanish, the children's social communication skills as well as their academic language may be poor. The high school dropout rate among Hispanic students is 40 to 70 percent nationally, González says, largely because they have never mastered either Spanish or English.

Early childhood education can prevent high school dropout, she declares. "When we realized this, we decided to get everybody from schools, colleges, and the community in general together to offer ideas."

It was May 31, 2001, when early childhood education leaders in the Cincinnati area came together to think and talk about starting a bilingual preschool. Dr. Eleanor Stromberg represented the Hearing, Speech, and Deaf Center of Greater Cincinnati. Virginia González and Vicki Carr represented the University. Dr. Sandra Berg, director of Early Childhood Education at Princeton City School District, was there, and so was Jack Collopy, CEO of Hamilton County Head Start.

Collopy recollects: "One of the questions we were addressing is, what do we expect of kids entering kindergarten? We do expect them to speak English, but here is a cohort of little children who cannot meet that expectation."

Plans took shape quickly, as each organization stepped up to volunteer key resources.

The Hearing, Speech, and Deaf Center of Greater Cincinnati provides a classroom for the bilingual preschool. Space is available because the public schools now provide programs for deaf children, formerly a responsibility of the nonprofit Center. The bilingual preschool fits closely with the Center's goal, "better communication for all."

The Princeton City School District provides a Parents as Teachers educator, Sylvia Klotz, who visits homes once a month, explaining the child's development to the parents and teaching parents to support the children's growth as effective learners. The school district also busses children to the preschool.

The Sisters of Charity were transporting several children from an outlying settlement, but ran out of funds; Hamilton County Head Start took up the slack. Head Start has also provided furniture, toys, books, and supplies to set up a rich learning environment. Jack Collopy remembers that the May meeting "determined that the preschool is like an infant: it requires exceptional teachers. That's what prompted them to get Virginia González into the program."

"There is no doubt that Virginia González is a treasure," Carr agrees. Born and raised in Peru, Virginia González earned her BA from the Catholic University of Lima with a thesis on how Spanish-speaking children learn English pronunciation. She earned her Ph.D. in educational psychology at the University of Texas at Austin with a dissertation on how bilingual children learn concepts and language. González continues to write books and articles and to speak at conferences, always emphasizing the gifts that bilingual and bicultural children bring, as well as the challenges and opportunities that they present to educators.

The latest research and best practice in bilingual early childhood education, González explains, support the children's intellectual development in their native language. Children need proficiency in the social and academic use of their native language. Then they can transition into English.

Crystal Henry is director of Speech and Language Services at the Hearing, Speech, and Deaf Center. She describes herself as "a firm believer in bilingual education," and has been working closely with the bilingual preschool to develop a curriculum and classroom routine that puts the bilingual preschool philosophy into action.

The bilingual preschool runs half a day, Monday through Thursday. Head Start offers a full-day program, so with bussing, the bilingual and regular programs can be coordinated, providing full-day care for families who need it.

For two days of the week, the bilingual preschool operates totally in Spanish. Then come two days of total English immersion. Each program, English and Spanish, has its own teacher. González meets every week with teachers at the bilingual preschool to talk about what is going on with the children and the program, and to help them prepare lesson plans. Lesson plans are coordinated so that each concept is presented to the children in both English and Spanish.

The lessons and activities of the day are sent home to show the parents what they are doing. "It is a goal of the preschool program," Henry declares, "to maintain the native language and heritage of the students."

The curriculum includes the social skills children will need in kindergarten. Children learn to share and take turns. Children learn to wash their hands, and why.

"So far, what is making the program work exceptionally well is the commitment to excellence of the teachers and staff," Carr observes.

Staff come to the bilingual preschool with outstanding credentials. For example, Sally Moomaw, associate director for professional development at the Arlitt Center, who has been helping develop the bilingual program, has presented workshops, created videotapes, and written seven books. Teacher Samantha Pittinger is a master's degree candidate in the University's Teaching English as a Second Language Department. Teacher Griselle Zeno, recently arrived from Puerto Rico, is a doctoral candidate in the University's College of Education. The integration of practicum and doctoral curriculum deepens the graduate study experience.

For Zeno, personal experience is also deepening the learning experience. Although she comes from Puerto Rico and studied English in school, she has only now begun using English for daily communication. This language experience brings her closer to the experience of the preschool children. Also at this time, her own baby boy is growing into a toddler. She says that faculty have given her every support as a teacher and a learner. The way the children are learning is the reward.

"The Catholic Church is very big in the daily lives of the students and the families," Henry notes. The Archdiocese's Su Casa Hispanic Ministry Center, which supports immigrants with information and advocacy, has been recruiting children for the bilingual preschool.

"Parents and other family participate as volunteers and helpers in the program," Henry continues. "They do things like prepare snacks and carry materials from school to the homes." One family member has already moved into paid employment with the preschool. "Parents benefit the program immensely," Carr adds. "Having parents present makes for a smooth operation by setting the children at ease."

Jim Metzger, director of development at the Hearing, Speech, and Deaf Center, has contributed his talents to collect donations for the bilingual preschool. Businesses, the public, and several foundations have responded. "Money has not been an issue," González says. "Several funding sources are contributing towards the bilingual preschool, and more are getting on the bandwagon."

One unforeseen development is the demand by English-speaking families to send their children to the bilingual preschool. "The program is doing so well that it has attracted non-Hispanic children," Carr says. "They are extremely eager to learn Spanish and are doing it with ease. It seems that many families want to have their children speaking Spanish and learning the culture."

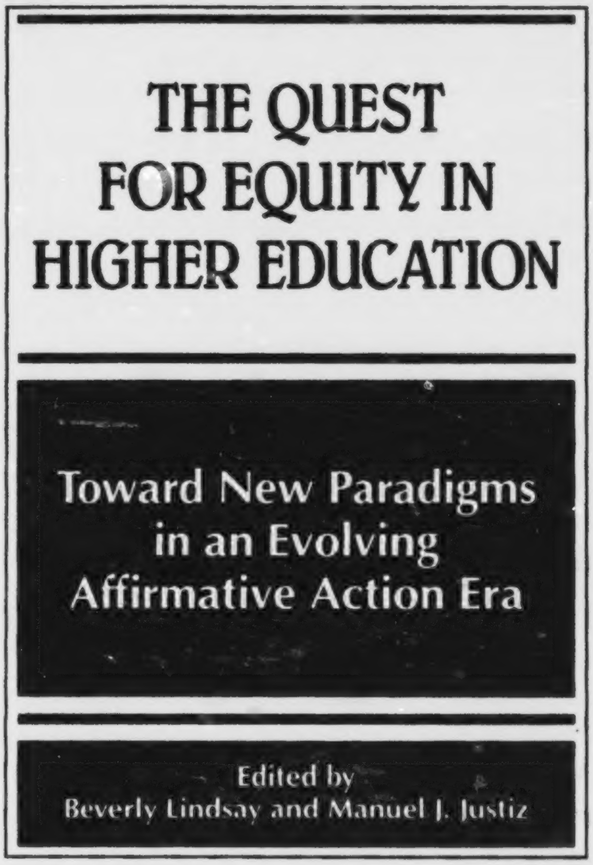
"Children learn best through hands-on experiences and interaction with their peers and adults," Carr says. "From the beginning, the children have just learned more and more. The interplay is just fantastic. They are very receptive."

"The program is growing rapidly," Henry reports. Already, an afternoon session has been added to double the number of children served. The bilingual preschool has been honored with a letter of commendation from Hamilton County Head Start, and Head Start will provide an additional teacher next year. "As time goes on, there is no doubt that the bilingual preschool will grow even faster," Henry concludes.

"Our programs are designed to be replicable," Carr emphasizes. All activities aim not only to aid in the development of the children but also to show university students and the Arlitt Center's numerous visitors and observers how to put theory into practice.

The bilingual preschool welcomes inquiries. Interested educators may write to the Bilingual Preschool at:

Hearing, Speech, and Deaf Center of Greater Cincinnati
2825 Burnett Avenue
Cincinnati, Ohio 45219



THE QUEST
FOR EQUITY IN
HIGHER EDUCATION

Toward New Paradigms
in an Evolving
Affirmative Action Era

Edited by
Beverly Lindsay and Manuel J. Justiz

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Penn State Model Worth Watching

by Marilyn Gilroy

How can society move out of the current legal and rhetorical morass in order to achieve equity in higher education?

This is the question posed by co-editors Beverly Lindsay and Manuel J. Justiz in their recent book *The Quest for Equity in Higher Education: Toward New Paradigms in an Evolving Affirmative Action Era.*

The answers are neither clear nor simple, but the authors and various contributors offer suggestions about what works and what doesn't while providing a blueprint for the "new paradigms."

One thing that doesn't work is waiting for clear direction from the courts.

"Too often, people focus their hopes on the latest Supreme Court case or a voter referendum to make or break the concept of affirmative action," say Lindsay and Justiz. "But there is no single court decision or government policy that will solve the problems of equity and access at American colleges and universities in the 21st century."

Those who rely on the courts often hear contradictory messages. Legal decisions in Texas, Georgia, and Washington have gone against affirmative action, causing nothing less than a sea change in the processing of college applications at public universities in those states.

Conversely, in May, a United States Court of Appeals decision ruled that the Constitution permits colleges and graduate schools to seek a "critical mass" of minority students in their entering class. The court agreed with the University of Michigan Law School's contention that there is a "compelling state interest" in seeking a diverse student body as long as that does not result in a quota system. Opponents argued for a "color-blind" system, citing the damage caused by race conscious systems in the past. The only way to eliminate racial bias, they said, is to take it out of the equation for admissions.

Given these contradictions, what can be done to achieve equity at a time when almost everyone seems to acknowledge the urgent importance of increasing minority participation in higher education?

"Over the years, true success has been experienced by individuals who have developed proactive, multifaceted strategies affecting every level of a university, not just employment and admissions," say Lindsay and Justiz.

Overall, university presidents must recognize that they are intellectual stewards and proactive leaders for the rapidly evolving university and broader communities, say both authors. In other words, the process to attain equity starts at the top.

"University leaders are often hesitant to change the operating culture of an institution, but progressive change can be and has been made at universities and colleges by effective leaders," says Lindsay, dean of the University Office of International Programs at Penn State University, and Justiz, dean of the College of Education at the University of Texas at Austin.

One model of working toward equity comes from Lindsay's own institution, Penn State, where President Graham Spanier has developed a long-term, comprehensive program under the umbrella title of Framework to Foster Diversity. This approach is a unified plan of results-oriented policies and programs that are budget priorities. The framework is described in the book's chapter entitled "Equity in the Contemporary University."

"Successful implementation of a major diversity initiative such as our Framework to Foster Diversity requires a solid fiscal resource base and an effective institutional infrastructure," says Spanier. "Sometimes, creative strategies have to be developed to meet critical needs and to avoid duplicating efforts, making the most of limited resources."

Under Spanier's leadership, the University developed a five-year plan to increase minority representation in student enrollment, faculty, and administration. The initiative also sought to create a shared understanding and commitment to diversity at all 24 campuses throughout the state. The policies trickled down through recruitment, retention, curriculum, research, and day-to-day management.

The rhetoric was backed by funding of seven broad goals. For example, under the goal of "Creating a Welcoming Campus Climate," the University formed the Penn State Campus Environment Team to raise awareness of diversity issues and monitor problem situations. The team has balanced difficult issues such as those affecting First Amendment rights of free expression versus the University's policies concerning harassment based on sexual innuendoes and racial slurs. Membership on the team consists of representatives from most offices on campus, including student affairs, university safety, and of course, the president's office. The environment team is just one of many visible components that underscores a high-level commitment to equity.

"Institutional priority is essential to the advancement of educational equity. This priority begins with the leadership of the University letting it be known where they stand on issues of equity through their own statements and actions, including the hiring decisions they make and the commitment of resources to advance equity goals," says Spanier. "Policy backed by ineffective practices or inadequate support is likely to have little impact on the progress we seek."

But even though strong leadership is the starting point to achieving the goal of equity, it is not enough to get the job done. Other critical factors need to be in place to make sure diversity efforts succeed.

As minority students, minority faculty, and minority administrators become an increasing part of the university, they often need a support system that complements institutional policies. Specifically, it has been shown that the success of women and minorities can be enhanced through the influence of mentors who can make the difference in degree completion and career advancement. The personal connection to a role model on campus often provides the sense of belonging that individuals need to overcome feelings of isolation based on sex or race.

Manuel Justiz, College of Education dean, University of Texas-Austin

Equity policies can only do so much. Take the example of female administrators. In the chapter "Women Executives and Equity," Lindsay notes, "although affirmative action has been a positive influence on the employment of women in higher education, there continue to be factors that hinder the career advancement of women. Those factors are lack of pay equity, fewer opportunities for career development, and an unfavorable institutional climate with barriers that laws alone can not remedy."

In order to advance, women must form alliances with sponsors, peers, and subordinates to overcome the imbalance of power in a department, Lindsay says. Sponsors can support and speak on behalf of their protégés, and introduce them into new networks and facilitate their relations with co-workers.

Lindsay says that her career was enhanced by several mentors who eased her entry into graduate school and the professional world. She recalls that she received a boost as she moved through the dissertation and postdoctoral stages.

"One of my dissertation advisors was very instrumental in my obtaining my first postdoctoral position," she said. "Another professional man helped me get my second postdoctoral professional position. When I assumed my first dean's position, a woman vice president for academic affairs was very instrumental in my obtaining the position."

The need for mentors does not stop even as an individual advances. Professors and deans can still benefit from advice and access to networks available in only the most prestigious realms of academia. In fact, in the competition for higher ranks, negotiating the political landscape can become one of the key stumbling blocks to attaining certain positions. The skills of diplomacy and political savvy are especially critical to reach the higher-level executive positions because those on the list of finalists produced by search committees and presented to governance boards are all capable of doing the job.

"I recall the words of a male academic vice president who stated, 'The one who has the least negative statements made about her/him will get the position'...because all executives have negative comments made about them and/or their performance," said Lindsay.

Her own success has made Lindsay even more certain about the need for mentoring. Despite what she terms an often "excruciatingly" busy schedule, she still finds time to play the role of mentor and sponsor for younger women. The task is not a burdensome obligation but one that she looks forward to at this point in her career.

"There are numerous formal and informal aspects of a successful career which I try to share with younger women," said Lindsay. "Currently, there are two women doctoral assistants in my office that I attempt to help mentor."

Universities are giving more attention to developing mentor relationships for women and minorities, she notes. In Chapter 10 of *Quest for Equity*, Lindsay interviews six women university presidents who continually articulate that equity and diversity issues are critical to their universities' missions. They are creating more inclusive curricula, and structuring and continuing dialogue across racial and ethnic lines. They plan to advance concrete plans and programs to ensure equity.

> ***...some high schools now offer classes to parents explaining the various standardized tests that students must pass during their school years and those that are part of the college process.***

In addition to "on campus" factors such as leadership at the top and personal connections through mentoring, the goal of achieving equity in higher education must also be examined in terms of conditions outside the university that effect change.

One additional element in the diversity equation can be found in the elementary and secondary schools, which fuel the higher education pipeline. Justiz analyzes the flow from kindergarten to high school to college in a chapter entitled, "The Real Question after Hopwood: Why Equity in the K-12 Pipeline Will Change Our University Campuses for the Better and Help Preserve a Citizen Democracy." The chapter is co-authored by Marilyn Kameen, UT's associate dean of academic affairs and research.

"Inequity problems in K-12 presage problems for higher education," says Justiz, "including underprepared college applicants, a need for remedial education, and underrepresentation of minorities on campus."

Justiz argues that there must be increasing cooperative endeavors between colleges and the public schools. He calls for more alliances that involve government, business, and parents, who are often left out of these initiatives. In fact, Justiz says that one of the problems with existing partnerships is that parents are often absent from the plans.

Calling parents the "missing link" in many programs, Justiz says that if educational reform is to work, more must be done to integrate parents in the system.

"Parents are really the unseen force behind our educational system, along with very good teachers," says Justiz. But he acknowledges that many parents are overworked and do not have enough time to invest in their children's education. They are unfamiliar with computer literacy requirements and the rigors of the college admissions process. To counter this, some high schools now offer classes to parents explaining the various standardized tests that students must pass during their school years and those that are part of the college process.

Justiz says that as dean of the UT College of Education, he has experienced many partnerships, particularly in cooperation with the local Austin Independent School District.

"We, too, have participated in our share of good and bad initiatives," he writes. "But the purpose remains essential in the post-*Hopwood* era, particularly since this can be one of the few organized motivations for improving schools that still 'warehouse' poorer, disadvantaged students."

Texas public schools and universities are on the frontline of reform, trying to ensure minority access to college without affirmative action, which was struck down in the *Hopwood* decision. In response, the state adopted the "10 percent solution" through which students who graduate in the top 10 percent of their class, whether it is a rich suburban high school or an urban poor one, earn automatic admission to the Texas public university of their choice. Although minority enrollment initially dropped after the system was adopted in 1998, it has now stabilized. However, according to *The New York Times*, there are some uneven results, with Hispanic enrollment rebounding to 14 percent while Asians now make up 20 percent and African American students constitute 3 percent.

As Justiz notes, critics pointed out immediately that students from low-income and minority schools might not be able to compete at selective colleges, even though they meet the 10 percent criteria. There are also growing complaints from parents whose children were not admitted because of the new formula.

Meanwhile, other states are mounting creative strategies for increasing minority enrollment, without using affirmative action. They hope to avoid legal complications by drawing on existing conditions that may produce a higher percentage of Black and Hispanic applicants.

Florida legislators gave support for the opening this fall of two new law schools at universities that already enroll high numbers of minorities. Florida A&M University, a historically Black university, and Florida International University, where 50 percent of the students are Hispanic, are currently recruiting their first classes. The schools will consider admissions without regard to race but hope that the built-in applicant pool and the low tuition, $5,000, will lead to a diverse enrollment.

While some of the factors that affect equity can be controlled and legislated, others are unpredictable and must be dealt with as ever-changing variables.

The authors of *Quest for Equity* say that other key forces affecting equity in higher education include the spread of technological innovation and distance education, which expands options to young people; the pressing need for a technically skilled workforce; a changing pool of college applicants with an increasing number of immigrants, and fluctuating state and U.S. economies and government revenue. These factors mandate a continual review of policies and programs.

Lindsay points out how revenue considerations can affect admissions and equity policies.

"We must clearly bear in mind that various criteria are often used for selection–though not termed affirmative action," she says. "For example, select students from California or Texas might be admitted to East Coast universities such as Penn State to help diversify the student populations. While not often openly stated, some public institutions admit students from various states because they pay higher tuition and fees...factors that are important in light of economic and fiscal conditions."

But although these continuing efforts to achieve equity and fairness will give rise to debate, colleges and universities must be actively engaged in addressing this societal need.

"What happens in terms of equity within a university becomes part of the equation in relationship to success in the greater society, benefiting or hurting everyone in the U.S.," add Justiz and Lindsay.

UT-Austin First to Require Spanish Course for Nurses

Knowledge Vital to Any in the Health-care Profession

by Inés Pinto Alicea

The University of Texas at Austin's requirement that all nursing students learn Spanish will result in better health care for a changing population.

In an effort to improve health-care and address the growing Latino population in Texas and the Southwest, one of the nation's largest universities appears to have become the first university in the country to require nursing students to take a Spanish course.

Starting this fall, entering undergraduate students at the University of Texas (UT) at Austin will have to complete a one-semester, three-credit-hour Spanish course during their junior or senior year if they want to earn their nursing degrees. The course will emphasize medical terminology and Hispanic culture, and will be required even if students speak Spanish or have already completed other Spanish courses. Undergraduate students do not enter the nursing school until their third year, which means the course will be offered as an elective until 2004, and will be required after that.

"Both the health-care professional and his or her patient can become frustrated when they can't communicate with each other," said Dean Dolores Sands, UT School of Nursing. "This Spanish instruction program will greatly benefit nursing students as they enter their field and provide them with the ability to assist a greater number of patients in a culturally diverse population."

School officials said they hope that the junior and senior nursing students taking the course will enhance their ability to communicate with non-

English-speaking patients and provide better healthcare for them. Many of them will get a chance to practice their medical language skills and get feedback at their different rotation sites, including the University of Texas at Austin School of Nursing Del Valle Children's Wellness Center, where patients are mostly Spanish-speakers.

About 14 percent of the nursing school's 187 students are Hispanic.

"Through the teaching of specific dialogues and basic phrases in Spanish, the School of Nursing will equip its students with the tools to perform the daily tasks of nurses and better prepare them to give personalized care," said Sands.

According to the 2000 Census, Hispanics made up 12.5 percent of the nation's population, a 60 percent growth in a decade. The numbers were much higher in Texas, where Hispanics accounted for 32 percent of the state's population in 2000 and 60 percent of the total growth in the 1990s.

Hispanics are the largest ethnic group in five of Texas' largest cities–El Paso, Houston, San Antonio, Dallas, and Austin.

"We felt we had to be responsive to the needs of the diverse population of the state of Texas and the Southwest region," said Joy Penticuff, assistant dean of UT-Austin's undergraduate nursing program.

Orlando Kelm, associate professor of Spanish and Portuguese, together with a team of graduate students, designed the Spanish for Health Professionals course to provide nursing students with basic Spanish language skills to perform specific patient care tasks. Faculty members in the School of Nursing already have begun to take the course to gain background knowledge to assist students in the program.

"Texas is a little behind in preparing individuals to deal with the changing population," said Kelm, who also coordinates the business language programs for both Spanish and Portuguese. "The course is designed for students with little or no background in Spanish. We're not really teaching them how to speak Spanish as much as we are how to do certain tasks in Spanish. By the end of the semester, I think they will be surprised at how much they have learned. Some may want to go on and study more."

Joy Penticuff, assistant dean of UT-Austin's undergraduate nursing program

In the course, students learn to conduct several types of interviews to obtain information from patients and provide necessary information to patients. The eligibility assessment interview is designed to show students how to ask patients simple background questions. These questions focus on information such as name, address, date of birth, living arrangements, and insurance.

The health risk assessment interview allows students to discuss information specific to women's health issues. This information includes obtaining the medical history of the patient and her family, birth control, and mammography, along with instructing patients to perform breast self-examinations. Students also will learn to ask questions that focus on the patient's social and emotional support system, community services, and financial resources. Finally, the course will instruct students how to ask a patient questions about availability and location in order to make future appointments.

Randy Walker, president of the University's Nursing Student's Association, believes learning Spanish is vital for anyone in the health-care profession.

"I can tell you firsthand that there have been numerous occasions during my clinical rotations in area hospitals that the ability to speak Spanish to my patients would have made all the difference," he said.

Walker offered an example of how knowing Spanish would have helped him during a rotation at the Del Valle Children's Wellness Center, the clinic sponsored and run by the University and staffed by nurses and nurse practitioners from the School of Nursing.

"The whole point of my visit to the Center was to do an assessment on a child 6 years or younger," he said. "Unfortunately, I don't speak Spanish, and all the families that I came in contact with were Spanish-speaking only.

"The knowledge that I would have gained from a nursing Spanish course would have allowed me to complete my assignment that afternoon, as well as make the families feel more comfortable. It makes a world of difference, in situations like that particular afternoon, to have the ability to say to a patient or family, 'do you prefer that I speak in English or Spanish?'"

But Jim Boulet Jr., executive director of English First, a Springfield, Va., group that advocates making English the nation's official language, said his group believes that just one course in Spanish will give the nursing students a "false sense of security" and open them up to malpractice claims when they don't fully understand the complexity of the problem a patient is facing. He cited problems with the use of numerous words among Spanish-speakers for different things like glasses, which he said can be said four different ways.

"It's a free country, and the schools are welcome to do what they want, but my concern is that when they say they are preparing the students for the future, it will mean that the students have to learn lots of languages," Boulet said. "If the university wanted to be of more help, they would teach more people English."

Penticuff disagrees with Boulet about whether the requirement will lead to more malpractice claims against nurses, saying that the nurses learn a great deal about what is expected of them as registered nurses and that the language requirement will only enhance their capabilities as a health-care provider. The nursing graduates know exactly what they must do when a patient presents a problem that the nurse is not prepared to handle, she said.

Penticuff said school officials understand fully that one course will not make the students proficient in Spanish, but they know UT students have usually already taken two years of high school Spanish and then take two semesters of college Spanish at UT before even entering the School of Nursing. They hope, she said, that the course will encourage students to pursue more language instruction. Moreover, she said people who oppose the school's newest requirement to take a Spanish course do not understand the reality nurses face there daily.

An Introduction to Spanish for Health Care Workers
An Introduction to Sp. Healt. Workers

University of Texas at Austin School of Nursing Professors Carolyn Mueller, Ph.D., RN, and Denise Koonz, MSN, study a Spanish text for health-care workers.

"There is no more of a helpless feeling than to be a health-care provider and not be able to communicate with a patient," said Penticuff. "This course is important because of the moral obligation nurses have to do good for the people who come to them for nursing care. It is difficult to fulfill that obligation to the person who needs care if the nurse can't communicate. Communication is so important to give adequate care."

Boulet said he expects that other universities will follow suit since the medical field is operating under an executive order created by former President Clinton that requires doctors and hospitals to provide immediate translation for limited-English speakers. Legislation in Congress and lawsuits to overturn the federal mandate are pending.

Penticuff said, however, that her nursing school had been working on this new curriculum that requires the Spanish course for nearly three years and had not been driven by the executive order but rather by the necessity. Many hospitals in her area use janitorial staff and dietary staff, who are often bilingual, for the job of translators when the need arises, but those people sometimes don't know a lot of medical terminology, she said.

los
la barba

University of Texas at Austin School of Nursing Professor Patsy Rider, RN, MSN, CS, labels the parts of the face in Spanish.

The medical field has expressed a great need for more bilingual health-care professionals, and Penticuff said she believes the new requirement will make the nursing school graduates more marketable.

Geraldine Bednash, executive director of the Washington, D.C.-based American Association of Colleges of Nursing, said she has not heard of any other undergraduate nursing program in the country requiring students to study Spanish. The organization accredits hundreds of major nursing programs offering bachelor's and graduate degrees.

"UT-Austin is being very creative, and it has made a positive move," said Bednash, who is of Hispanic descent. "I commend the University for understanding the community they live in. If health-care providers can't get information nor transmit information, then there is a breakdown in the interaction between the patient and the provider."

Bednash said many nursing schools in areas with large Hispanic populations encourage students to study Spanish or have elective programs in which Spanish is required, such as working with migrant farmworkers. The University of San Diego, for example, requires nursing graduate students to take Spanish for a program they have in working with immigrants and migrant families, she said.

Christa Drury, a 22-year-old student who will graduate from the nursing school in May 2003, said she wished Spanish had been required for her graduating class because professionals living and working in Austin need Spanish.

"I have had multiple challenges at my clinicals at Brackenridge Hospital, where a lot of the patient population is Spanish-speaking, and it hinders the care I can give them–having a language barrier," said Drury, co-chair of the pre-nursing committee of the school's Nursing Students Association. "The community would greatly benefit from Spanish-speaking nurses."

Migrant Students Dream of a BETTER TOMORROW

UT-Austin Working to Increase HS Graduations

by Michelle Adam

When Eduardo Olvera was named Migrant Student of the Year, along with Maricela Hernández, he felt like crying. "My mom was so positive that I was going to win it. My parents really deserved this," said Olvera. "They have suffered more than I have."

Olvera is one of many children of migrant farmworkers who struggle to make it through high school so that they can move beyond the hardships of the fields where they and their parents work. When Olvera and Hernández were both named Migrant Student of the Year by the University of Texas at Austin last March, it was in recognition of their outstanding achievements as high school students. They were chosen from among 1,000 migrant students across Texas who participate in UT-Austin's special distance-learning program called the Migrant Student Graduation Enhancement Program.

Achieving successful grades in high school can be especially challenging for students such as Olvera and Hernández, who, as children of farmworkers, travel throughout the country to harvest crops. They often do so by leaving their Texas schools in early spring, before school has ended, and working until late fall, after the next school year has begun.

UT-Austin's migrant program recognizes the struggles of migrant students. It helps them successfully move through high school and then takes time each year to salute them for their achievements and hard work.

"They are role models for me," said Hector Ortiz, administrator of the Migrant Student Graduation Enhancement Program. "Someone who works in the fields and then goes to school inspires me."

For the past three years, Ortiz has been master of ceremonies during the annual migrant student recognition services.

"It's always a special moment for me," he said. "I can't tell you how proud I am of what I'm doing on that day. It reminds me of why I am here–to be able to provide for these students so they can have a chance at their dreams."

What UT-Austin specifically provides is the opportunity for more than 1,300 high school migrant students to take distance education courses free of charge. In doing this, they adapt schoolwork to the needs of these students who have to make up for lost time in their Texas classrooms.

UT-Austin started the program in 1987. Since then, more than 8,000 students from 50 or so Texas schools have been enrolled. Today, 22 core courses developed specifically to address the migrant population help students effectively prepare for high school graduation. They include short study units and vocabulary reviews, commentaries that help explain subject matter, visual presentations, and writing exercises. The program also trains school counselors and parents.

Providing courses for migrant students requires being able to resource nationwide networks, and the ability to be flexible. Program Coordinator Peggy Wimberley described the challenges of setting up the program from its inception. They received a grant from the Texas Educational Agency and then established a network with existing migrant programs within high schools throughout Texas and the United States.

"Because the students are mobile, we have to network in order to serve them," said Wimberley. UT-Austin also had to create courses that would adapt to the needs of migrant students.

The migrant program offers students coursework while they reside in Texas, but also extends classes and support to schools that students attend while working in the fields in other states. For example, when Hernández would migrate to Michigan during the last week in April and remain there until late October, she'd join the local Michigan high school to avoid falling behind in her classes. She then worked in the fields during the day, and completed coursework in the evenings under the supervision of the local school's migrant educator. This teacher would in turn receive course materials from UT-Austin, and the lessons would be specifically designed to fulfill the requirements for graduation from Texas schools.

"Our mission is to help students earn high school credit so they can graduate from high school," said Wimberley. "The students are really motivated to take advantage of these opportunities because they know that they can break the cycle and move beyond the fields."

Because of changing technologies, the migrant program has been able to become more and more effective over the years. Initially, all materials were sent to students by mail, and migrant staff at the given sites would send student work back to UT-Austin for grading. Today, students are able to work on courses on disc, and some of the grading occurs on site. The migrant program has also received about 60 laptops from Microsoft, and will distribute them to students so they can work on courses from home.

Beginning this fall, UT-Austin also plans to pilot online courses, beginning with 50 students. "The technology is changing the way we serve the migrant students," said Wimberley.

During the past 15 years, the migrant program has grown from 200 enrollments to a current 1,366, and has done so with a steady increase in student completion rates.

"Before federal funding, the dropout rate for migrant students was thought to be 90 percent," said Wimberley, recalling the odds UT-Austin was facing when beginning its program. She was also told that a 50 percent completion rate for any distance-learning courses was considered good.

Today, more than 75 percent of UT-Austin's distance-learning migrant students complete their courses, an increase from 64 percent in 1992. "At first we didn't have a good completion rate. One of our goals was to improve that," said Wimberley. "Our strategy for increasing rates is to increase support for students."

While the migrant program primarily works with migrant educators at high schools, it also provides an open phone line for any direct assistance students may need. Both administrative staff and professors are there to help.

"There is a lot of support out there, and we work together," said Wimberley. "Before they had programs, students just dropped out because it seemed hopeless to them. Now, once one person graduates from high school, then their siblings will follow."

Wimberley's words hold especially true for Hernández, whose older sister had taken courses

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through the migrant program. "It helped me get ahead of my credits so I could stay in classes that I really wanted to take," said Hernández. "It is a way to teach yourself, so you learn to work on your own like in college."

While taking classes remotely had its challenges, it offered Hernández the opportunity to keep up with Texas graduation standards while in Michigan. "I just tried my hardest, and I knew that school was for me. It was the only way toward my future," she said.

Hernández graduated high school last May, and now plans to attend college in Michigan. She looks back at other migrant students who didn't make it. "Some migrants don't care about school," she said. "But I ask them, how can you not care about high school? Do you want to work in the fields all your life?"

With a 3.79 GPA upon graduating high school, Hernández strove far beyond people's expectations. "I've always made sure to maintain good grades. I hate getting B's," she said. She was also a member of the National Honor Society and was active in giving to her community through the society and her local church. All of these attributes were taken into account when she was nominated, along with Olvera, as Migrant Student of the Year.

"It's really nice being recognized for something you've tried so hard to accomplish," said Hernández. She added that during the ceremonies, "I had a big smile on my face."

In past years, only one student was selected as Migrant Student of the Year. But this year, Olvera shared the title with Hernández during the ceremonies. It was an achievement for which he credits his mother and father, who, like Hernández's parents, always emphasized the importance of education.

"When I look at my parents, I think that they are my heroes. They always wanted me to go to school. If they hadn't done what they are doing, today I would be working in the fields," he said.

"If my cap could talk,
It would tell about my life as a migrant
and how hard I had to work.
It would sadly tell about how tired I got
and how sometimes I was cold.
It would quietly talk about how hard it was for me
to walk on my knees all day.
It would talk about the blisters and the bruises
that I got while working.
It would probably talk about how hard I worked,
How I missed home and even school.

If my cap could talk,
It would share my dreams
To graduate, go to college, and become an accountant."

—EXCERPTED FROM A POEM BY JULIO GAONA, A MIGRANT STUDENT

Olvera spent his earlier years in California and returned there after moving to Texas in order to work in the fields with his family. He recalled how teachers and counselors in California tried taking him out of English-speaking classes despite his parents' urging that he study along with other Anglo students. "They thought I couldn't make it in English classes, but I did," said Olvera. "I learned that I could do a lot better than staying in the fields. I didn't want to stay in the fields all my life."

Olvera signed up for economics, government, and math classes through UT-Austin during his freshman year in high school in order to be able to take higher classes prior to graduation. He studied for economics during the summer, government during Christmas break, and math throughout the regular school year. "I had to put a lot of effort into catching up with my classroom," he said. "It's hard, but I always found the time."

Since being named Migrant Student of the Year for his achievements, followed by an interview on Univision—along with Hernández and her family, Olvera has received various offers from universities. He's now deciding which school to attend in order to become a manufacturing engineer.

Olvera and Hernández aren't the only migrant students pursuing a college degree with the help of UT-Austin and migrant programs throughout the nation's high schools. Going to college is the result of hard work and the right support system for migrant students to make it happen.

"A lot of these students—especially the exemplary students—have gone into higher education," said Ortiz. "I feel proud that UT had the vision to take part in this program. We really care for the students. I get real emotional when I hear their stories."

When Ortiz emcees the migrant recognition ceremonies every year, he looks out at a group of students who have all worked hard to graduate high school. This March, about 200 migrant students attended, along with staff and more than 30 parents. During the day, students were provided with workshops on financial aid and college admissions, and they heard from other migrant students currently attending college. Later, all students were recognized for their hard work, and the Migrant Student of the Year was announced.

"The mood is always very emotional. Last year, I was crying when the student read, 'If My Cap Could Talk,'" said Ortiz. "The parents are so emotional about it when they see the students working so hard for their education."

For someone like Ortiz, who himself grew up facing the financial challenges of education, helping migrant students achieve their dreams is a dream in itself. "When I see these migrant students, it's releasing the many things I experienced as a child. I can relate to them so much," he said.

Seeing their successes inspires Ortiz to work even harder—to bring more students through the pipeline.

Hispanics and Higher Education:

More Questions Than Answers

by
Marty Muñoz,
Steve Trowbridge, and
Donald Loffredo

> ***Clearly, the "Top Ten Percent" alternative to the* Hopwood *decision has not yielded the number of new Hispanic students anticipated.***

Despite some modest increases in Hispanic enrollment in undergraduate studies, evidence suggests that only 34 percent of Hispanic students finish their degree. The following discussion considers the implications of the Hopwood case, in which minority status can no longer be used as a factor in determining admission to any Texas state university. The "Top Ten Percent" alternative has demonstrated that Hispanics are still underrepresented in institutions of higher education.

With an emphasis on accountability in secondary and postsecondary education, the gap between Hispanic students' academic success and that of their White counterparts continues to grow. We are challenged to look at issues relating to language, student and teacher expectations, level of acculturation, and epistemological beliefs as mediating factors in the success of Hispanics in higher education. Clearly, programs or initiatives that are successful in getting Hispanics into institutions of higher education will not be judged as successful unless these students are given the skills and tools to graduate.

Educational Attainment and Culture

We are reminded of a story of a migrant farmer and his wife who for many years suspected something was "different" about their child but because of their poverty and lack of access to health services were never able to determine the cause or condition. When the child was to enter kindergarten, the school principal referred the family to a child specialist. After the requisite testing, the father returned home with what he thought was good news. The mother asked, *Pedro, que tiene mi Hijo?"* (What's wrong with my child?). *Nada, mi amor* (nothing my dear), *El doctor dice lo único que necesita es Mentolato en la tarde*" (The doctor said the only thing the child needs is mentholatum in the evening.) Well, the diagnosis of course was mental retardation.

This story illustrates one of the barriers faced by many individuals in this country. The ability to speak standard English, the awareness of dominant "American" cultural values, and their social correlates, are some of the major factors in the success or failure in academic settings.

Educators are interested in ways in which the academic community is responding to a new generation of students who do not speak standard English. Nowhere is this more true than at the collegiate level. As educators, we are compelled to examine the successes and failures of colleges and universities in terms of recruitment and retention of such students. Today, institutions of higher education are also challenged to meet the social and psychological needs of students who, 20 years ago, may not have even enrolled in postsecondary education.

Although educational attainment in terms of linguistic proficiency is important, education alone does not assure success. Arguably, individuals must have the tools to navigate new environments and social settings to be successful in their professional and personal lives.

Hispanic Educational Attainment in Texas

Increasing the educational attainment for Hispanics is essential to maintaining the American economic system. Research conducted by Sorenson, Brewer, Carroll, and Bryton (1995) found that although the Hispanic population has grown remarkably, educational attainment has remained low. In Texas, the Hispanic dropout rate in the public schools is approximately double that of White non-Hispanic students. These researchers concluded that increasing high school and college graduation rates for Hispanics would be a sound public investment and that the effects would not only be beneficial to individuals in terms of increasing their earning potential as much as 75 percent in lifetime earnings but also contributing to the tax base and assisting with social funding.

According to a 1985 U.S. Department of Commerce, Bureau of the Census survey of individuals 18 and older, 76 percent of

European Americans, 62 percent of African Americans, and only 49 percent of Hispanic Americans had completed high school (Rakow & Bermudez, 1993). Standardized testing scores continue to demonstrate that Hispanic students are not performing at the same level as other students, most notably White/Anglo and Asian American student populations. In addition, Hispanic American students consistently score below Euro-American students on national achievement tests in science and mathematics (Rakow & Bermúdez, 1993).

The diversity of the Hispanic community becomes increasingly evident when we look at educational attainment. The high school graduation rate for native-born Hispanics is 35 percent. However, individuals born in Mexico living in the United States have a graduation rate of 17 percent, approximately one-half that of native-born individuals.

It has been suggested that the variability in academic success is due to socioeconomic factors or cultural bias in standardized testing (Murphy, 1997; Shannon, 1998). Certainly, standardized testing reflects the dominant culture and is notable when students enter the higher educational system. However, this may be an oversimplification of this notion. If this were to be universally true, this variability should also be evident in the Asian American population. However, Asian students consistently score higher than Hispanic and African American students in standardized testing. It is clear that the Asian community has also experienced barriers in language and socioeconomic status, yet consistently scores above the norm on standardized tests. This success could be cited as a counter-argument to the "language and cultural bias" debate and suggest that Hispanic students are to blame for their own failures. McWorther (2000) described similar issues facing African Americans. The discussion suggests an apparent continuing gap between African American and Latino students in comparison to their White and Asian counterparts.

However, blaming Hispanic students or standardized tests for the lack of Hispanic academic achievement is not a viable alternative (Rakow & Bermúdez, 1993). Clearly, the issue of minority participation in higher education is a complex amalgam of cultural, social, and political variables.

Research indicates that Hispanics, and more specifically Hispanic women, are unlikely to see the inside of a community college or university. As we explore the complex and multifaceted issues facing Hispanics in higher education, we are challenged to examine ethnicity, gender, socioeconomic status, and popular culture.

Co-author Marty Muñoz

Often students who have the capacity to navigate in the dominant culture and master the nuances of socially acceptable language and polite societal norms are more likely to succeed on a professional level than individuals with socially unacceptable dialects and little understanding of the dominant culture.

As the reverberations of the *Hopwood v. University of Texas* case continue to echo through the Texas higher education system, certain fundamental questions remain. Since the Texas Circuit Court of Appeals issued the opinion that race cannot be taken into account in student admissions at the university level, Texas and other states have discarded minority scholarship programs. In response to the *Hopwood* case, the state of Texas has developed a new admission policy that guarantees admission to all state supported universities to students who graduate in the top 10 percent of their high school class.

Based on a Texas Higher Education Coordinating Board (THECB) report for fall/summer 1999, the total number of Hispanic students enrolled as first-time undergraduate Hispanic students was 10,122 as compared to 29,512 for White students. As we examine the number of first-time undergraduate students who graduated in the top 10 percent of their high school class, the Texas Higher Education Coordinating Board reports 1,813 Hispanic students enrolled compared to 6,705 White students. Clearly, the "Top Ten Percent" alternative to the *Hopwood* decision has not yielded the number of new Hispanic students anticipated. Despite modest gains in first-time undergraduate admissions, the number of new students does not reflect the increase in the growing Hispanic population.

Based again on THECB information, the 1999 incoming freshman class saw a modest 6 percent increase in Hispanic enrollment compared to a 23 percent increase for African American freshmen. And only 34 percent of Hispanic students who enter college actually complete their bachelors' degree.

Data on Hispanic women appears even more dismal. Hispanic female student graduation rates were the lowest of all racial or ethnic groups (Reid, 2001). According to research conducted by Ginorio and Huston (2000), "Hispanic female students were less likely to take the SAT exam than their White or Asian counterparts". Hispanic females who did take the SAT scored on the average lower than females of all other minority groups. Hispanic females are also less likely to be enrolled in honors type programs and are the least likely of any group to complete a bachelor's degree.

We are confronted with the fact that the bridge to the 21st century is being crossed by those who are prepared and, to some degree, know where the

What many Hispanic students don't understand is that this bridge of language, social skills, and the ability to demonstrate

bridge is. What many Hispanic students don't understand is that this bridge is a toll bridge and that the price is one's ability to adapt in terms of language, social skills, and the ability to demonstrate high levels of competence in the career chosen.

Although there is evidence that teachers can have a profoundly positive influence upon the achievement, attitudes, and career decisions of Hispanic American students, much of it is anecdotal and not systematically collected (Rakow & Bermúdez, 1993). There needs to be greater dissemination of information about teachers and methods that have been successful in encouraging Hispanic American students in science and mathematical careers (Rakow & Bermúdez, 1993).

In a 1994 study by the U.S. General Services Office, there was overwhelming evidence that English proficiency correlated with graduation rates. Cummins (1984) has indicated that it takes approximately seven years to master the necessary cognitive/academic language proficiency (CALP) to successfully master instruction in a content-area field (Rakow & Bermúdez, 1993). Most students, though, spend no more than two years in ESL courses before they are placed in a mainstreamed classroom environment (Rakow & Bermúdez, 1993).

In a 1994 report by the U.S. Census Bureau, place of birth was considered a key indicator for academic achievement. Of Hispanic Americans, Mexican-born Americans were the least likely to have a high school diploma (31 percent) compared to individuals born in South America (78 percent). The poverty rate of Mexican-born individuals was approximately double that of those born in South America. This becomes a critical issue because Mexico accounts for the largest share of the foreign-born population.

Educational institutions that serve, for example, predominantly Mexican-American students may encounter vastly different problems and issues than those that serve Cuban or Puerto Rican Americans. When we look at the limited information (Census Bureau, 1994) on Hispanics in higher education, we find Mexican-Americans often represent the least educated in terms of educational attainment.

Where do we go from here?

One possible explanation for marginal academic success of Hispanic Americans is the notion that each of these groups enters higher education with differing expectations. In the high school setting, a school counselor often becomes an advocate and cheerleader, hopefully nurturing the students and reinforcing their inherent worth in the world. As many of these students make the transition to higher education, this support system is supplanted by a system of competition and new cultural norms to navigate. It is suggested that some Hispanic students, notably Mexican-Americans, enter this system without any understanding of how higher education works. In many cases, incoming Hispanic students might represent the first in their family to attend college. There simply is no "mental map" for these students to follow. And as we know, maps are essential if we don't want to get lost.

Co-author Steve Trowbridge

However, subgroups of Hispanic students manage to succeed in this environment while other subgroups struggle. This could be due to epistemological beliefs that differ from group to group. Epistemology had been defined as "how individuals come to know, the theories and beliefs they hold about knowing, and the manner in which such epistemological premises are a part of and an influence on the cognitive processes of thinking and reasoning" (Hofer & Pintrich, 1997, Abstract).

In terms of demographics, institutions of higher education would be well served by studying the sociological, psychological, epistemological, and cultural issues facing Mexican-Americans rather than looking at Hispanics as one cultural group. Our mission is to further study how subgroups of Hispanic students manage to succeed while others do not.

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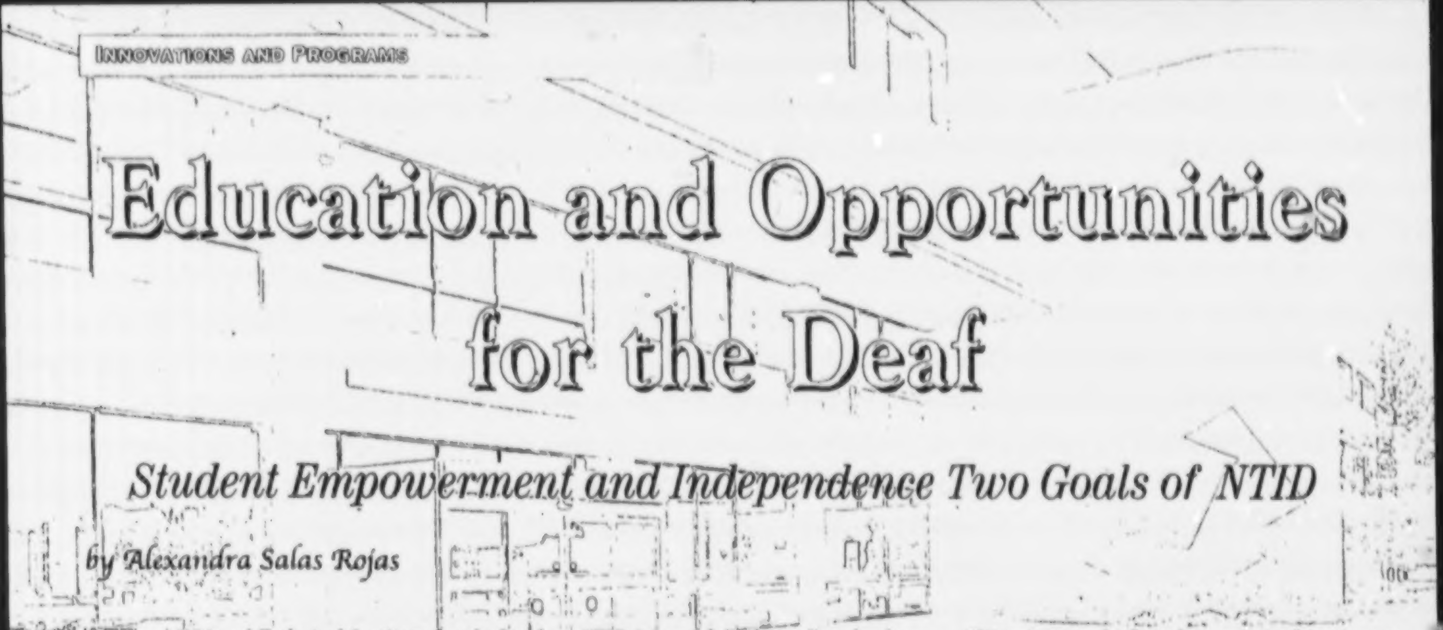
high levels of competence in a chosen career.



Education and Opportunities for the Deaf

Student Empowerment and Independence Two Goals of NTID

by Alexandra Salas Rojas

The National Technical Institute for the Deaf (NTID), one of eight colleges of Rochester Institute of Technology (N.Y.), offers academic opportunities to a great number of deaf and hard-of-hearing students. Established in 1965 by an act of Congress, signed into law by President Lyndon Johnson, and operational at RIT since 1968, it is the world's first and largest technological college for this population.

Dr. Robert Davila, CEO of NTID and vice president of RIT, says, "A 1965 congressionally-mandated study of the employment status of deaf persons in the U.S. reported that 80 percent of deaf persons in the workforce were in manufacturing jobs and that deaf people, in general, were largely unemployed or underemployed. This dire situation was definitely attributable to lack of educational and training opportunities.

"NTID opened with 78 students in the fall of 1968 and has grown to 1,200 deaf and hard-of-hearing persons who are attending all eight of the University's colleges. Over the past 34 years, NTID/RIT have produced more deaf and hard-of-hearing engineers than any other collective group of institutions. Ninety-five percent of NTID/RIT graduates find employment commensurate with the level of education and training they receive."

Its mission is to provide deaf and hard-of hearing students with advanced technical and professional education programs, complemented by a strong liberal arts and science curriculum. An underlying, lifelong goal is to help this population of students, who hope to join the mainstream workforce, to survive professionally.

Says Davila, "Approximately 100 students are Latino and about 120 are African-American. NTID's recruitment efforts are specifically targeted to minority deaf and hard-of-hearing students for whom NTID is one of the few college-level programs available. Likewise, RIT is currently giving highest priority to minority faculty recruitment. Several Latino faculty and professional staff members are making important contributions at NTID in addition to serving as resourceful role models."

NTID employs approximately 200 deaf faculty and staff members–1.3 percent Latinos; 4.6 percent African American; 1.8 percent other minority.

Karen E. Black, director of NTID media relations, says, "Our students represent 49 states and 36 different countries in all."

While there are other institutions in the country where deaf and hard-of-hearing students can further their education, NTID is recognized as the place to go for technical, science and engineering-related fields.

NTID provides students with a kind of academic one-stop shopping place. "Our students can get an associate's, bachelor's, or a Master's," says Black.

"Students attending NTID earn associate degrees and most of them transfer to the other colleges of RIT to complete the requirements for their bachelor's degrees. Over 200 degree programs in technological fields, engineering and science, business and the liberal arts are available at RIT and deaf and hard-of-hearing students are enrolled in most of them.

"Support services, which include interpreting, note-taking, tutoring, real-time captioning and other assertive listening support is provided to all students mainstreamed in RIT classes with hearing students. The latest technology used in teaching and learning situations is available throughout the entire RIT campus," says Davila.

Other areas of study include accounting, advertising, photography, applied science and technology, business and computing and information sciences, deaf studies, criminal justice, finance, food management, software engineering, imaging arts and sciences, liberal arts and science, travel and tourism management, and woodworking and furniture design.

The college also offers pre-baccalaureate studies, a non-degree granting option for students who are preparing for or are interested in exploring BA programs at RIT. Coursework for this program can include academic skills classes in reading, critical thinking, learning strategies, preparation courses in English, math, science, and technical foundation concepts, as well as courses that would fulfill BA requirements, and other courses for career exploration. Completion of the program can take from one to three academic quarters. Then as soon as the students meet the entrance requirements, they can transfer.

NTID/RIT associate degree technical programs include:

Accounting technology, administrative support technology, applied computer technology, art & computer design, automation technologies, business technology, computer aided drafting technology, computer integrated machining technology, digital imaging and publishing technology, healthcare billing and coding technology, laboratory science technology, and ophthalmic optical finishing technology.

NTID's popular majors are information technology, digital imaging, and publishing. And, says Black, "Our interpreter program, which involves interpreting from English to American Sign Language, has grown, particularly among Hispanic students."

NTID also has an active Hispanic Deaf Club, which is a student-operated organization that plans social, educational and informational events and activities for its members and their friends. Adds Davila, "Counselors and faculty, including Hispanic faculty, are sensitive to the cultural and language preferences of Hispanic students. The RIT community also has Hispanic student organizations among its student body and many activities planned at either site are open to both deaf and hearing students. This interaction promotes integration between Hispanic deaf and hearing students.

"As CEO of NTID and vice president of RIT, I try to be a role model and supportive of our Hispanic students. This is especially meaningful to me when I recall that I came up through the education system without ever seeing a Hispanic teacher in any program I ever attended, from elementary school through graduate school."

All students at NTID are required to know English, although their American Sign Language (ASL) proficiency varies.

"Nowadays kids are more mainstreamed. There is about one deaf student in every high school. Some have grown in hearing families, and they don't know any ASL. They have learned to speech read. It is a complete spectrum of communication. We have systems in place to help people from all those backgrounds. All our professors mouth and sign to accommodate speech readers. We spend a great deal of time training our faculty, and there is technology used to facilitate the process," says Black.

She adds, "70,000 hours an academic year are spent interpreting on campus for academics, sports events, entertainment, and even religious services. We also have smart classrooms that accommodate students with projected screens on every wall, as a deaf person cannot watch a teacher and take notes at the same time."

Davila notes, "We are currently implementing new programs in automation technologies, computer assisted design, and new business majors. We are also working on developing automatic speech recognition technology to enhance real-time captioning as a classroom support service whereby the operator now required to produce text transcriptions of the instructors voice would be eliminated. We are still some years away from perfecting such a system, but we are making progress."

NTID Leadership

Establishing high standards and expectations for deaf students, as well as empowering them to take an active role in planning their own futures, are critical to student success, said renowned deaf education leader Davila, at a recent conference for educators.

Davila oversees the college's daily operations and successfully led NTID's first private fund-raising campaign, securing $11.5 million to bolster scholarship funds, enhance technology, research and development efforts and special programs.

"NTID was awarded a five-year grant from the U.S. Department of Education to provide technical assistance and outreach services to the 13-state northeast region, including Puerto Rico and the Virgin Islands, says Davila.

Robert R. Davila, CEO of NTID and vice president of RIT

"Through this program, NTID shares "best-practice" information regarding curricular strategies and state-of-the-art technology to help colleges and universities serving deaf students to enhance their ability to create access to their programs. Professional development activities designed to help service providers working with deaf and hard-of-hearing students take place on-site at the colleges requesting assistance and at NTID in Rochester. Three other regional programs, located at the University of Tennessee, St. Paul Technical College and California State University at Northridge, are also funded by the U.S. Department of Education to do the same thing in their regions."

Davila's track record shows he has secured many firsts. Davila is the first deaf person to hold this position in NTID's 33 years. Prior to this, he was the first deaf headmaster in the 180-year history of the New York School for the Deaf, and became the first deaf member of the school's board of trustees. Davila was also the first and only deaf person to be appointed to a sub-cabinet position in government, when he served as assistant secretary for special education and rehabilitative services in the U.S. Department of Education from 1989 to 1993.

Davila was the first deaf person to serve as president of the Council on Education of the Deaf, the Convention of American Instructors of the Deaf, and the Conference of Educational Administrators Serving the Deaf. He is one of only two individuals to become the president of these three major education organizations in deafness.

At the time of his appointment as vice president, Davila was a member of NTID's National Advisory Group, which counsels NTID's leadership in its efforts to maintain quality in all aspects of the Institute's programs.

Davila notes, "My goal is to make NTID the college program of choice for every deserving and qualified young deaf and hard-of-hearing student, including Hispanic students. Hispanic enrollment has increased in the six years I have been CEO, and I believe my visibility as NTID's leader has helped. I also want to make sure that no deserving student is denied the opportunity to attend NTID because he or she cannot afford it. To this end, I am working hard to increase NTID's endowment so that more support can be made available."

Davila earned his B.A. in education at Gallaudet University, an M.S. in special education at Hunter College, and he holds a doctor of philosophy degree in educational technology from Syracuse University. He has received honorary doctorates from RIT, Stonehill College in Massachusetts, Hunter College in New York City, and Gallaudet University. He was elected to the Hall of Fame for Persons with Disabilities in 1987 and to the Hunter College Alumni Hall of Fame in 1991.

Statistics

According to NTID statistics, 60 percent of the students are male; 40 percent, female.

Ethnic breakdown of students: 8.9 percent African American, 5.7 percent Latino, .2 percent Native American, and 8.2 percent Asian Pacific Islander. Eight percent are international students, representing 24 countries. Seventy-five percent of undergraduates live in campus residence halls.

FYI...

The Hispanic Outlook In Higher Education www.hispanicoutlook.com July 29, 2002

ASA Program Paves Way to Increased Student Diversity

WASHINGTON, D.C.

In 2000, African Americans were 12 percent of the population, but received only 9 percent of bachelor's degrees and only 6.6 percent of doctorates. Hispanics were 12.5 percent of the population, but received only 6.3 percent of bachelor's degrees and 3.8 percent of doctorates. A unique, multifaceted program developed and spearheaded by the American Sociological Association (ASA) addresses such disparities and encourages more persons of all races and ethnicities to benefit from higher education and to help higher education benefit from greater diversity.

Nationally recognized experts in education and diversity, program leaders, and program participants have been reviewing MOST, the Minority Opportunities through School Transformation program, and exploring ways to replicate its achievements in other academic departments and at other institutions. The Association conceived MOST with the intention of finding ways to alter "business as usual" practices at colleges and universities. From its launch in 1994 to its conclusion this summer, 11 institutions participated and data from all demonstrate that MOST has significantly increased diversity among the students and faculty and transformed the curriculum and climate in their sociology departments. The group came together at a recent ASA conference, "Transforming Higher Education: New Ways for Academic Departments to Advance Excellence & Inclusiveness, Lessons on Promoting Diversity from the MOST Program."

"MOST is unique among diversity-related projects because it focused on the academic department as the instrument of systemic, institutional change," said Felice Levine, former executive officer of ASA, and the key architect of MOST. "We chose not to pursue a student-by-student or institutionwide approach because we wanted MOST to function right where education and training occur–at the department level. Departments have the capacity to initiate curriculum changes, recast the academic climate in which majors learn, make deliberate choices about mentoring, and conduct their own recruitment and training. We considered departments to be the strategic location of changes in higher education, and the project's results bear us out."

The Ford Foundation funded the MOST program and the related report, *Promoting Diversity and Excellence in Higher Education through Department Change*, expected in early August.

The ASA, founded in 1905, is a nonprofit membership association dedicated to advancing sociology as a scientific discipline and profession serving the public good.

NCLR Monitors FY 2003 Budget Plan

WASHINGTON, D.C.

While the National Council of La Raza (NCLR) supports the set of priorities that respond to the events of Sept. 11 in President Bush's fiscal year (FY) 2003 budget plan, it finds shortcomings concerning domestic priorities that need to be addressed in future budget debates.

NCLR agrees that defense and security are important priorities for all Americans.

When it comes to domestic policy, however, the Council says that the president's budget plan fails to make investments in several key educational, economic, and health areas needed to promote our future economic security.

NCLR feels that FY 2003 budget proposals lack funding to fulfill many of the mandates to improve the education system that are in the No Child Left Behind Act of 2001. The Council says that the funding provided in FY 2002 was already insufficient to meet the needs of every English Language Learner (ELL) in America, and, given that the number of ELL students continues to grow, the level-funding proposed by Bush insufficiently addresses this need. In addition, NCLR finds that the budget lacks sufficient funds for parent assistance programs approved in the No Child Left Behind Act and for college preparation programs such as GEAR UP that benefit the Latino community.

The president has spoken eloquently of the importance of job creation, says NCLR, but his budget reflects little in the way of providing support and skill-building assistance to the unemployed. Latino unemployed workers want jobs and a chance to gain better skills, not just benefits. And seeing as how the Latino unemployment rate has climbed since Sept. 11, cuts in job-training programs do nothing to help remedy that situation.

NCLR says it will continue to closely monitor the federal budget process.

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The Hispanic Outlook In Higher Education www.hispanicoutlook.com July 29, 2002

ASNE Survey Shows Slight Increase in Newsroom Diversity

RESTON, Va.

The American Society of Newspaper Editors reported that nearly 2,000 journalists left the newspaper industry last year, the largest loss in 25 years, while the percentage of minority journalists working at daily newspapers rose nearly a half of one percentage point to 12.07 percent.

Newsrooms had a net loss of 1,979 people, mostly reporters at medium-size newspapers, according to the annual census of newsroom employment conducted by The American Society of Newsroom Editors (ASNE) and released in April. In 2001, many publishers and editors offered buyouts to senior staffers and laid off other employees as the industry struggled to cope with the recession and a decline in advertising.

The increase in the percentage of minority journalists working at daily newspapers came after a decrease from 11.85 percent to 11.64 percent in the 2001 survey. The overall decline in minority percentage was the first since ASNE established the annual census in 1978.

"These numbers evoke a sigh of relief, not exhilaration," said ASNE President Tim McGuire. "I am pleased we are back on the positive track since many people had made dire predictions that the economic downturn was especially harmful to journalists of color.

"It is obvious editors and publishers were sensitive to these issues when they made cutbacks," he continued. "But this modest increase should prove to us that when the industry starts to hire more journalists, we must have programs in place to improve both hiring and retention."

ASNE Diversity Chair Carolina García agreed. "Even as the industry lost a large number of journalists, it's apparent that editors were committed to retaining journalists of color. Viewed against the potential loss, the overall gain in the number of minority journalists, while exceedingly small, is still a victory.

"Clearly, we will have to focus a great deal of time and energy into creating and implementing programs aimed at keeping our journalists of color," García said.

Increasing diversity in U.S. newsrooms has been a primary ASNE mission since 1978. An industry leader in helping newspapers better reflect their communities, the Society serves as an information clearinghouse and provides career data to aspiring journalists. It also sponsors various initiatives and projects, including job fairs directed at young journalists of color and seminars for editors on the changing demographics of the U.S.

For more information on The American Society of Newspaper Editors and its annual survey, visit the Web site, www.asne.org.

ACE: Most College Students Graduate or Remain after Five Years

WASHINGTON, D.C.

The majority of students who enter four-year colleges either graduate or are still enrolled after five years, according to an American Council on Education (ACE) review of longitudinal data collected by the National Center for Education Statistics.

The report *Access and Persistence: Findings from 10 Years of Longitudinal Research on Students* summarizes the findings. Results from the National Education Longitudinal Study, the Beginning Postsecondary Student Longitudinal Study, and the Baccalaureate and Beyond Study were reviewed and summarized by Susan P. Choy, vice president of MPR Associates Inc., and published by ACE's Center for Policy Analysis.

The first in a new series of ACE publications, *Informed Practice: Synthesis of Higher Education Research for Campus Leaders*, the report is designed to summarize the findings of important higher education research on selected topics.

Researchers found that 76 percent of the students who enrolled in a four-year college or university in 1989-90 had earned a degree or were still in school in 1994.

Analysis also revealed that one-third of all 1992 high school graduates had at least one parent with a bachelor's or advanced degree. Within two years of completing high school, 93 percent of those students were enrolled in some type of postsecondary education.

The price of attending college is still a significant obstacle for students from low- and middle-income families, but financial aid is an equalizer, to some degree.

Copies of *Access and Persistence: Findings from 10 Years of Longitudinal Research on Students* (No. 309375) can be obtained from ACE Fulfillment Services, (301) 632-6757.

1607

People-Places-Publications-Conferences

PEOPLE
&
PLACES

Sixth Circuit Upholds Michigan Law School Admissions

The 6th U.S. Circuit Court of Appeals overturned a ruling by a lower court that the University of Michigan Law School discriminated against White applicants, upholding the School's affirmative action admissions policy. The close 5-4 ruling allowed that the school legally considered race when deciding which students to admit in its quest to create a more diversified student population and learning atmosphere.

The decision is likely to be appealed to the Supreme Court by the plaintiff, Barbara Grutter, who felt she was denied admission into the Law School because she is White.

"This is a great day for the University of Michigan and for educators across the nation," said B. Joseph White, the University's interim president. "I am pleased the Court recognized that diversity brings educational benefits to all students–minority and majority alike."

Circuit courts across the nation have heard similar cases involving race-conscious admissions policies. Such policies have been denied in the 11th Circuit, which cover Alabama, Florida, and Georgia, and the 5th Circuit, covering Louisiana, Mississippi, and Texas. The 9th Circuit Court, which covers nine Rocky Mountain and Pacific states, upheld race-conscious admissions policies.

The 6th Circuit Court, encompassing Kentucky, Michigan, Ohio, and Tennessee, soon will rule on yet another case involving a White undergraduate applicant denied admission to Michigan.

Río Hondo Selects First Woman President

The Río Hondo Community College District (Calif.) board of trustees announced the appointment of Dr. Rose Marie Guereña Joyce as president/superintendent of Río Hondo College, the first woman to hold the position.

Guereña Joyce began her career in 1975 working in elementary and secondary education and moved to community colleges in 1986 as director of educational services and planning for the State Center Community College District in Fresno. She comes to Río Hondo from Gavilan College, where she was superintendent/president.

Guereña Joyce received her bachelor's degree from Immaculate Heart College, a master's in educational administration from California State University (CSU)-Los Angeles, a master's in bilingual curriculum and instruction from CSU-Domínguez Hills, and a doctorate in leadership and human behavior from United States International University.

Diversity Gains among Oregon Universities

Oregon
University
System

Oregon University System (OUS) campuses increased minority enrollment by 22.4 percent from fall 1996 to fall 2001, according to a new OUS report.

The System's seven public universities have also improved on the number of degrees awarded to minorities, up 15.5 percent, and increased minority faculty hiring by 38.2 percent, the report showed.

The largest enrollment percentage gain was among African Americans/Black students, up 27.1 percent. Hispanics/Latinos came in second, up 24.3 percent. Asian/Pacific American enrollment grew by 23.5 percent; and American Indian/Alaska Native enrollment, by 7.7 percent.

During the same five-year period, Hispanics/Latinos experienced the greatest increases in the number of degrees awarded, up 35.1 percent, and the number of instructional faculty hired, up 118 percent.

"Overall, the report shows we're making continued progress in our campus efforts at improving diversity," said Yvette Webber-Davis, OUS director of diversity planning and special projects, who compiled the report.

Andrade Appointed to U.S. Department of Education Post

Jeffery R. Andrade was sworn in as deputy assistant secretary for the Office of Postsecondary Education, reported the U.S. Department of Education.

Andrade, a special assistant to the deputy secretary for higher education and student aid issues, now oversees the Fund for the Improvement of Postsecondary Education and is responsible for the offices of accreditation and state liaison and budget analysis and forecasting.

Prior to his appointment, he headed a consulting firm focused on postsecondary school and education finance issues. He was a professional staff member for the House Committee on Education and the Workforce and worked in the Education Department for more than 11 years, receiving many awards for his work on student aid budget and policy.

Andrade received his bachelor's degree from American University, where he was a member of the national board of directors of the U.S. Student Association.

Dignity Award to Rutgers-Newark School of Law

THE STATE UNIVERSITY OF NEW JERSEY
RUTGERS
NEWARK

The Minority Student Program (MSP) at Rutgers University School of Law-Newark (N.J.) was awarded a 2002 Rutgers University Human Dignity Award in honor of its extraordinary achievement and commitment to promoting diversity at Rutgers and in society.

Created by the law school community in response to the 1967 Newark urban riots, MSP initially focused on African Americans but has since expanded to include Asian Americans, Hispanics, and American Indians. Since 1968, more than 1,700 students of color and of disadvantaged backgrounds have been admitted to the nationally recognized program. Participants, holding positions in all aspects of law and public service, have included members of the U.S. Congress and the New Jersey Legislature, law professors, mayors, government appointees, and prominent members of the bar in private and public practice.

Santa Barbara City Names President

In California, former Santa Barbara City College (SBCC) teacher and administrator John Romo was named the College's next president/superintendent by the district's board of trustees.

Prior to his appointment, Romo was chief operating officer of the Planned Parenthood Federation of America. At SBCC, he taught in the Essential Skills Department; directed the Reading/Study Skills Center; and was dean of Instructional Services, vice president of Academic Affairs, and vice president of SBCC's Continuing Education Division.

Romo received his bachelor's degree in German literature from the University of Redlands and master's in educational administration from the University of California-Santa Barbara, where he also completed postgraduate doctoral studies in educational psychology.

Romo's work in the Santa Barbara and Hispanic communities has brought him awards from Latinos for Better Government, Santa Barbara Hispanic Achievement Council, and the Santa Barbara Hispanic Business Council, among others.

SMU Surpasses $400 Million Fund-Raising Goal

Southern Methodist University (SMU) in Texas announced that it surpassed its $400 million fund-raising goal, boasting more than $532 million in funds raised, the most successful five-year campaign in its history.

Campaign commitments have resulted in 80 new endowments for academic programs, 171 new student scholarships and awards, 28 new campus life initiatives, 16 new academic positions, and 14 new or renovated facilities. Campaign gifts came from more than 40,000 foreign and domestic donors.

SMU designated one-third of the gifts for faculty and academic support, one-third for construction, renovation, and equipment, and one-third for scholarship aid and unrestricted use.

President of Chandler-Gilbert Community Named

After 18 years with Arizona's Maricopa Community College District, María Hesse has been appointed president of one of its fastest growing campuses, Chandler-Gilbert Community College. Hesse was former dean of instruction at Chandler-Gilbert and associate dean of student development, supervisor of admissions and records, and manager of employment at the District office.

Hesse earned her bachelor's and master's degrees from Arizona State University and is a graduate of the Harvard Institute for Educational Management. She is currently completing her doctorate in educational leadership at Northern Arizona University.

Hesse has also taught business classes, and he is active in many community projects.

UTSA's English Doctorate Focuses on Latina/o Studies

The University of Texas-San Antonio is offering a new doctor of philosophy degree in English that combines traditional literary studies with Latina/o studies. Starting fall 2002, the new Ph.D. will be housed in the Department of English, Classics, and Philosophy in the College of Liberal and Fine Arts.

The degree, the College's first doctoral offering and the University's seventh, is designed to prepare faculty to teach English language and culture in a culturally diverse global society.

The program proposal described it as "an innovative attempt to build on the resources of traditional undergraduate and graduate offerings, and then go in a new direction that incorporates contemporary theory, cultural studies, and comparative approaches to the study of British and American literature."

American University of Paris Selects President

American-educated, Argentine-born Dr. Gerardo della Paolera, recognized scholar of Argentinean economic history and policy, and founder of Universidad Torcuato Di Tella, in Buenos Aires, will become president of The American University of Paris (AUP) in September. AUP is the oldest accredited American-style higher educational institution in Europe, founded in the American liberal arts tradition.

AUP's 800 students represent more than 100 nationalities and learn to respond to the intellectual and pragmatic challenges of the increasingly complex and interrelated world in a multilingual environment that stresses cultural tolerance and national diversity.

Holding both French and Argentinean citizenship, della Paolera received his doctorate in economics from the University of Chicago and has written extensively on the history of Argentinean economic development. He held visiting professorships at leading universities in the U.S., Japan, and the United Kingdom. As an academic leader, he is credited with advancing the tradition of educating students to be informed, positively critical, questioning, and is active contributors to the world community.

News from UNM

- University of New Mexico (UNM) Professor Emeritus Rudolfo Anaya received a National Medal of Arts from President George Bush, making him one of eight Americans to receive the prestigious award this year. The author of *Bless Me, Ultima* received the award for "exceptional contribution to contemporary American literature that has brought national recognition to the traditions of the Chicano people and for his efforts to promote Hispanic writers."
- After two decades of contemplation, UNM has finally created a political papers program. Housed in UNM's General Library, the UNM New Mexico Political Archive is a collection of official and personal papers of elected and appointed officials from the state of New Mexico. The goal is to preserve information necessary for research on economic, social, and political issues that documents historical discussions and context important to the cultural memory of New Mexicans.
- UNM was chosen by the Hispanic Scholarship Fund (HSF) as one of 10 chapters in the nation to take part in its Scholar Chapter network. It joined the first five chapters of the network, Stanford, Harvard, and Columbia universities, and the universities of California-Berkeley and Texas-Austin, with a reception honoring outstanding Hispanic students who will be making valuable contributions in their respected fields.

Western Washington's Estrada to Head National Association

Larry J. Estrada was elected president of the National Association for Ethnic Studies (NAES), at its convention in Vancouver, British Columbia. Estrada is director of American cultural studies and associate professor of ethnic and comparative cultural studies at Western Washington University's Fairhaven College.

NAES, founded in 1972, has a national office based at Arizona State University and provides an interdisciplinary forum for North American scholars, activists, and researchers concerned with the national and international dimensions of ethnicity and multicultural populations. Its basic purpose is the promotion of related activities and scholarship.

Estrada received his bachelor's degree from the University of California-Santa Barbara, master's from Whittier College, and doctorate from the University of California-Los Angeles, with postdoctoral studies at Harvard University.

Vallejo Elected VP of National Community College Hispanic Council

Dr. María M. Vallejo, provost/chief executive officer of Palm Beach Community College's Lake Worth (Fla.) location, was elected vice president of the National Community College Hispanic Council (NCCHC).

NCCHC, an affiliate of the American Association of Community Colleges, is designed to promote the development of Hispanic leadership within the colleges and expand curriculum and support services for Hispanic students.

Vallejo, who has been on the NCCHC board of directors for seven years, began working at Palm Beach Community College in 1999. Prior to that, she was vice president for student affairs at SUNY's Rockland Community College, vice president of academic and student services at Nassau Community College, and dean of academic support services at Bergen Community College.

Highland Community Unanimous in Choice of President

The Highland Community College (Ill.) board of trustees voted unanimously to appoint Dr. Ronald Field the College's fifth president. Field was vice president of academic affairs at Wayne County Community College and Cincinnati State Technical and Community College and for the past five years has been vice president for academic affairs and student services at Lake Michigan College.

Field graduated from Michigan's Grand Rapids Junior College (now Grand Rapids Community College) on scholarship before transferring to Michigan State University, where he received a bachelor's degree in wildlife management and master's and doctorate in zoology. He taught at Howard University, Tuskegee University, and the University of the District of Columbia before working for nine years with the Tennessee Valley Authority. He later returned to the University of the District of Columbia as dean of the College of Life Sciences.

San Francisco Features Colombian Expert

Mauricio Romero, research associate and professor at the Instituto de Estudios Políticos y Relaciones Internacionales at the Universidad Nacional de Colombia, gave a talk at the University of San Francisco (USF) in California about "The Paramilitary and Self-Defense Groups, and the Changing Character of Colombian Politics."

Romero, a specialist in state transformation, regional conflicts, and identities and collective action, is a visiting scholar at the Hemisphere Institute of the Americas at the University of California-Davis. He is involved in a major project, sponsored by the Ford Foundation, on Colombian paramilitary groups and violence in Colombian politics.

The USF Center for Latin American Studies sponsored the talk.

New President for St. Augustine

St. Augustine College (Ill.) capped off a yearlong national search with the naming of Dr. Z. Clara Brennan as the College's next president. Brennan comes to the Hispanic-Serving Institution from Park University in Missouri, where she was vice president of academic affairs. Earlier, she was part of the Economic Research Division of the Banco Central de Reserva del Peru, where she helped estimate the Peruvian National Accounts.

A Peruvian native, Brennan received a bachelor's degree in economics from the Universidad Nacional de Trujillo. She attended the University of Missouri-Colombia on scholarship and received her master's and doctorate in economics. She completed postdoctoral studies at Harvard University and received her Certificate of Fund Raising Management from the Fund Raising School, Center on Philanthropy at Indiana University.

"It is an honor to be chosen as the next president of the Midwest's only bilingual institution of higher education," Brennan said. "Providing quality higher education for Chicago's urban students is an important agenda to which St. Augustine College has contributed greatly."

UT-San Antonio Health Science Center Holds Border Health Conference

Representatives from health education centers, health careers opportunity programs, and health education training centers from California to Texas met at the U.S.-Mexico Border Health Conference, organized by the Hispanic Center of Excellence in the School of Medicine at the University of Texas Health Science Center at San Antonio.

According to Armando Pollack, program officer from the U.S. Health Resources and Services Administration, health science centers bear the responsibility of addressing border health issues.

"This consortium of Centers of Excellence from each of the states will be vital in training the health providers in cultural competency and diversity," said Pollack.

The meeting allowed participants to define some of the problems faced in the border region and encouraged health science centers to work together with the government in promoting healthcare opportunities.

Old Westbury Professor VP of Culture and Literacy Association

Professor Jesse Fernández, a distinguished teaching professor in the Humanities and Languages Department at the State University of New York College at Old Westbury, was elected vice president of the National Chapter of Circulo De Cultura Panamericano, a Spanish-language cultural and literacy association founded in 1963.

Circulo provides a forum in which scholars and intellectuals from the Spanish-speaking world and the growing communities in the United States can meet and discuss topics in the arts, culture, and literature. The association also supports creative work in its literary journal *Revista de Cultural*.

Circulo has regional chapters in Charlotte, N.C.; Chicago, Ill.; Houston, Texas; Miami, Fla.; and Newark, N.J.

Wisconsin-Eau Claire Hosts Latin American Studies Conference

University *of* Wisconsin Eau Claire

The University of Wisconsin (UW)-Eau Claire hosted the 2002 Midwest Conference on Latin American Studies, which focused on reciprocal ties between Latin America and the U.S.

Participants from the Midwest to Honduras gathered to discuss the ties with regard to politics and economic globalization as well as sexual, gender, and religious identities.

Greg Medina-Rivera, assistant dean of the UW-Madison College of Letters and Sciences, delivered the keynote address, "The Census 2002–The Facts, the Figures, the Fiction: the Cultural, Ethnic, and Racial Contextual Reality of the Hispanic/Latino Respondents: No More Dancing with the Chihuahua."

An annual event since the 1980s, the regional conference provides a forum for the sharing by specialists, scholars, and other individuals of work and views about Latin America.

Charleston Student Wins Guitar Competition

Marco Sartor, a classical guitarist studying at the College of Charleston (S.C.), won the sixth annual Schadt String Competition in Allentown, Pa., sponsored by the Allentown Symphony Association.

Sartor, from Montevideo, Uruguay, won the competition after two days of closed performances in which he performed as soloist and with piano accompaniment. He received a $5,000 prize and the opportunity to perform with the Allentown Symphony.

Two years ago, Sartor was encouraged to attend the College of Charleston by Professor Enrique Graf, also from Uruguay. Following an audition, he was accepted into the College's selective music program and received three scholarships for study there.

UT-Tyler Center Promotes East Texas Hispanic Business

UT TYLER

With economic ties between Mexico and the United States becoming closer than ever, East Texas has great business opportunities because of its proximity to the border and its central location within the United States.

Companies from East Texas are now successfully operating in this new environment with the assistance of the University of Texas (UT)-Tyler and the Tyler Area Chamber of Commerce, which are both committed to local economic growth and support.

The two jointly formed The Business Center, which targets small and medium manufacturing firms interested in performing international trade with Mexico and Latin America as well as East Texas companies interested in targeting the Hispanic market. In assembling a combination of highly qualified business and academy professionals, The Center provides firms with the academic resources and customized services they need. These include cross-cultural marketing and advertising, strategic advice, exporting to Mexico and Latin America, translations, and customized databases.

Scranton Honors Mexican Monsignor

The University of Scranton (Pa.) presented an honorary Doctor of Pedagogy degree to Monsignor Santiago Méndez Bravo at its 2002 commencement ceremony. Méndez Bravo is president of La Universidad del Valle de Atemejac (UNIVA) in Guadalajara, Mexico, a school with which Scranton formally exchanges faculty and students.

Méndez Bravo was ordained a priest by the Diocesan Seminary in Guadalajara in 1952 and appointed monsignor by Pope John Paul II in 2001. He's been an advisor to numerous groups, including the InterAmerican Universities Organization, the Federation of Mexican Private Institutes of Higher Education, and the Mexican Association of Christian Further Education Institutes.

North Dakota Government Integrates State and Higher Ed Software

NORTH DAKOTA

The state government of North Dakota, including the North Dakota University System, announced it will use the enterprise applications of PeopleSoft Inc. to seamlessly integrate administrative operations across state agencies and universities, providing employees, students, and citizens with real-time access to information and services.

"Building our future in North Dakota means building an integrated technology infrastructure for our schools and government, as well as a strong communications backbone for our state," said North Dakota Gov. John Hoeven.

In utilizing PeopleSoft, North Dakota expects to modernize the operations of its government and university information system, increase employee productivity, and reduce administrative and maintenance costs. The new system will manage student, financial, and human-resources data for the entire state government and for all 11 public higher education institutions. The state hopes to improve its performance by informing agency managers, state legislators, and university officials of their progress against planned goals and objectives.

Domínguez Keynotes Columbia Union Commencement

Cari M. Domínguez, chair of the U.S. Equal Employment Opportunity Commission, was the keynote speaker at this year's Columbia Union College (Md.) commencement ceremony. Domínguez became chair/chief executive officer of the five-member Commission last year after nomination by President George W. Bush and unanimous confirmation by the U.S. Senate.

He brings a well-established commitment to equal opportunity and diversity. At Domínguez and Associates, a Maryland-based consulting firm that she established, Domínguez focused on senior management recruitment, diversity evaluations, ongoing employment-related matters, and workforce preparedness assessments. She also worked with the U.S. Department of Labor as assistant secretary for employment standards and was director of the Office of Federal Contract Compliance Programs.

Domínguez earned a bachelor's and master's degree from American University's School of International Service and is a fellow of the Advanced Study Program in Public Management of the Massachusetts Institute of Technology.

DePaul Conference Examines Conditions in Colombia

DEPAUL UNIVERSITY

Political, social, and economic conditions in the war-torn country of Colombia were examined at a two-day conference at DePaul University (Ill.), "Colombia: Democracy and Peace."

The conference featured a panel discussion, "Current Affairs in Colombia," which centered on Colombia's culture, politics, and North American relations. Panelists included Eduardo Domínguez Gómez, associate professor of communication, University of Antioquia in Medellín, Colombia; Michael McIntyre, associate professor of international studies and director of the international studies program at DePaul; Diego García Moreno, Colombian filmmaker and instructor of film and television; and Alfonso Monsalve Solórzano, professor of social sciences and humanities, University of Antioquia. A roundtable discussion, "Social Justice, Cultural, Political, and Human Rights Concerns in Colombia," featured Gómez; Solórzano; and Douglas Cassel, director of the Center for International Human Rights at Northwestern University; and local political activists.

DePaul's Latin American/Latino studies program sponsored the event.

South Mountain Students Conduct Government Research

Three South Mountain Community College (Ariz.) computer science majors are participating in science research programs this summer with NASA and the U.S. Department of Energy. Carlos Gonzales, Cheryl Hernández, and Ismael "Izzy" Paderez (pictured l. to r.), all of South Phoenix, were selected for the prestigious programs.

Gonzales and Paderez have embarked on the six-week NASA Spaceflight and Life Sciences Training Program at the Kennedy Space Center in Florida. They are being exposed to life sciences research and to the engineering challenges required to perform such research in a micro-gravity environment. The students also will learn about NASA's responsibility to assess, minimize, and restore environmental impacts of the Space Shuttle Program.

Hernández is on a 10-week paid internship with the U.S. Department of Energy's Community College Institute for Biotechnology, Environmental Science, and Computing at the Pacific Northwest National Laboratory in Richland, Wash. She is receiving hands-on instruction in mathematics, science, and technology.

California Program Boosts Local Enrollments

A new report shows that the University of California's (UC) Eligibility in the Local Context (ELC) program, designed to boost minority enrollment, is a success. The UC report found that applications through the ELC program were up by more than 2,000 from the previous year.

The ELC program, now in its second year, grants UC eligibility to the top 4 percent of graduates of participating California high schools based on their successful completion of specific college preparatory work. Last year, 98 percent of California's public high schools and 78 percent of private schools participated, indicating that students from rural and urban areas as well as other students traditionally underrepresented at UC are now gaining enrollment eligibility.

According to the ELC statistical summary, overall ELC applications rose 19.7 percent in the program's first two years, with a 48 percent increase for African Americans and a 22 percent increase for Latino/Chicano students. It also showed increases of nearly 21 percent for rural students and more than 21 percent for urban students over the last year.

NYU Selects First Silver Professorships

New York University (NYU) President L. Jay Oliva and Richard Foley, dean of the NYU Faculty of Arts and Sciences, announced that six faculty members were awarded the University's first Silver Professorships, offered to outstanding scholars in the Faculty of Arts and Science. The endowments are the first of hundreds made possible by a $150 million cash gift from the Jurodin Fund, Inc., created by the late NYU alumnus Julius Silver.

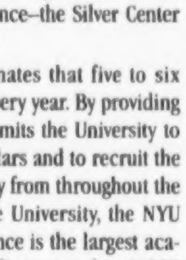
In recognition of Silver's generosity, NYU renamed the Main Building–home to the College of Arts and Science–the Silver Center for the Arts and Science.

The University estimates that five to six chairs will be created every year. By providing such chairs, the gift permits the University to support its current scholars and to recruit the best and brightest faculty from throughout the world. According to the University, the NYU Faculty of Arts and Science is the largest academic unit at NYU, enrolling more than 11,000 undergraduate and graduate students and responsible for more than 60 percent of the instruction university wide.

The inaugural Silver Professors are: John Andrew Bargh, Bruce Bueno de Mesquita (pictured), Assia Djebar, Karen Ordahl Kupperman, J. Anthony Movshon, and Margaret H. Wright.

Palo Alto Artist Receives NEH Grant

Alba De Leon, Palo Alto College (Texas) associate professor of art, was awarded a National Endowment for the Humanities Summer Seminar Grant, the only faculty member from Texas selected for the honor. The seminar, "Rome Religion in its Cultural Context," is being held at the American Academy in Rome.



De Leon maintains Studio 106B at the Blue Star Arts Complex and is the International Education Liaison for the

College. Her published artwork, paintings, photographs, and papers are included in collections at the University of Alabama (UA), the University of Texas-San Antonio (UTSA), and the U.S. Embassy of Nassau.

The artist-educator received a bachelor's degree from Bennington College, a master's from UA, a master's from UTSA, and is completing doctoral work at the University of the Incarnate Word. In 1998, she studied in Morocco on a Fulbright-Hays Summer Abroad Seminar grant.

HETS and NASA Form Alliance for Hispanics Students

The Hispanic Educational Telecommunications System (HETS), with headquarters at the University of Puerto Rico, and the NASA Center for Distance Learning at NASA Langley Research Center (Va.) formed an alliance, providing interactive presentations about NASA-related projects via the NASA LIVE: Learning through Interactive Videoconferencing Experiences series.

The videoconferences include an overview of NASA strategies for robotic exploration and will make comparisons between past and current robotic missions in terms of the impact of evolving budgetary and political environments. Students and faculty from participating HETS colleges and universities can view the broadcasts simultaneously.

The partnership is part of an initiative for communicating mathematics, scientific, and engineering knowledge among Hispanic students attending the 18 colleges and universities in the U.S. and Puerto Rico affiliated with HETS, a distance-learning consortium. (Read more about HETS on pg. 8.)

California-Riverside Professor an MTV Español Host

If he's not teaching English or researching African American and Latino music and literature, Josh Kun can be seen each Saturday in the homes of three million Americans. Kun, a professor at the University of California-Riverside, is the host of *The Red Zone*, a weekly show of alternative music with Latin roots, which debuted on MTV Español in May.

MTV Español, the leading Spanish-language cable music channel in the United States, offers around-the-clock pop and rock music predominately in Spanish, although Kun's show is mostly in English.

The Red Zone highlights "Latin alternative" or "rock en Español"–Latino-influenced alternative rock, hip-hop, rap, reggae, ska, and electronic music. The show features music videos, news, and live interviews from Latin alternative artists around the world.

Kun, who is fluent in Spanish, has written about the genre since 1993 as both scholar and critic. His scholarly essays have appeared in *Theatre Journal* and the book *Everynight Life*, as well as in the forthcoming books *Latino Popular Culture* and *Transforming Popular Music*. He has worked as an on-air Latin rock consultant for television and radio.

Cal Poly Latino Students Place Third at National Competition

The California Polytechnic State University-San Luis Obispo student organization Latinos in Agriculture won a third-place Chapter of the Year Award at the national Minorities in Agriculture, Natural Resources and Related Sciences (MANRRS) Annual Career Fair and Training Conference in Oregon.

The Cal Poly chapter won first place in a 13-state Western regional competition. The MANRRS competition is designed to promote leadership development among local chapters and advance professional growth among local student members.

Cal Poly students–María Barrera, Anna Lounibos, Gilbert Peraza, Danilu Ramírez, Marcos Ruiz, María Soto, and Heather Warren–gave a presentation before a four-judge panel about the University's chapter and its activities. Chapters were judged on building membership, developing leadership, providing community service, and promoting the national society.

MANRRS promotes advancement of members of ethnic and cultural groups that are typically underrepresented in agriculture and related fields in all phases of career preparation and participation.

North Orange Selects Economic Director of Continuing Education

The North Orange County Community College District's School of Continuing Education (SCE) in California appointed Oscar Machado director of economic development. Machado will head SCE's Training and Development Institute to provide training tools for regional businesses and help develop programs that utilize resources throughout the district.

Machado comes to SCE from the University of Southern California, where he was director of the Central Los Angeles County Small Business Development Center. Earlier, he held positions in business consulting, client relations, financial services management, and consumer lending.

He has a bachelor's in business and a master's in business administration from the University of Phoenix.

Five Colleges Hosts Symposium on Latinos in Baseball

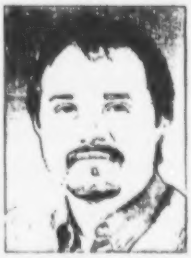
The state of Massachusetts' Five Colleges, Incorporated–Amherst College, Hampshire College, Mount Holyoke College, Smith College, and the University of Massachusetts-Amherst–held its Crossroads in the Study of the Americas (CISA) Symposium, "Latinos and Major League Baseball: Sport, Globalization, and the Poetry of Justice," at Hampshire College. The event provided a critical and innovative reflection on sport as a primary theatre of contemporary global culture and the international division of labor.

The CISA symposium focused on Latin American recruitment practices by Major League Baseball (MLB) and addressed the challenges of Latino recruitment in MLB and the effects recruitment practices have on Latin America. Legal experts, economists, Latino historians, poets, and sportswriters all provided a rare look at the experiences of people of different agendas linked to the Latino experience in baseball. Included were discussions on the experience of Latin players in North America and the globalization of baseball; a baseball poetry reading; and the screening and discussion of a documentary on Puerto Rican MLB great Orlando Cepeda.

Three Latinos Settle Suit with CSU-Monterey Bay for $1 Million

Two one-time and one current California State University (CSU)-Monterey Bay administrators reached a $1 million racial-discrimination lawsuit settlement with the institution, reported *The Chronicle of Higher Education*.

The three Latinos, former CSU-Monterey Bay Vice President for Student Affairs Bert Rivas, for-



mer CSU-Monterey Bay Director of Institutional Assessment Octavio Villalpando (pictured), and Assistant Vice President for Residential Learning Cecilia Burciaga, filed the lawsuit against the University for instances of race-based discrimination, harassment, and retaliation. Such behavior, said the plaintiffs, resulted in the resignations of Rivas and Villalpando and the transfer of Burciaga to her current post, from a job as executive assistant to the president.

The Chronicle said that the settlement–believed to be one of the largest California system payouts ever–was reached just before jury selection on the condition that the plaintiffs refuse public comment on the case. It calls for the University to create a $50,000 annual scholarship fund for low-income families in the Monterey Bay campus area.

College Board and SUNY Announce Partnership

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The State University of New York (SUNY) System contracted The College Board as exclusive vendor for the comprehensive prospect management system, Recruitment Plus, a data service that will help SUNY's 64 campuses better identify and communicate with prospective students.

Recruitment Plus is able to store information about and track points of communication between the student and the institution for further contact. The stored data can be used to craft unique messages and set up timelines for getting messages to prospective students via e-mail, publications, letters, or phone calls.

Recruitment Plus is already in use at the universities of Texas-Austin, Delaware, Washington, and Arizona State.

Famed Novelist Speaks at San Bernardino

Novelist Victor Villaseñor, author of the national bestseller *Rain of Gold*, gave a talk, "How Heart in the End Always Triumphs," at California State University-San Bernardino.

Born in the barrio of Carlsbad, Calif., Villaseñor grew up on a ranch in Oceanside, where he experienced language barriers and discrimination. A visit to Mexico spurred his interest in art, literature, and music. When he returned to the U.S., he became unhappy with the unequal treatment of the poor and uneducated, especially of Mexicans. He taught himself how to read and soon began his mission in writing–to explore his cultural heritage.

Villaseñor's first novel, *Macho*, received praise from the *Los Angeles Times*. He wrote a children's book series, *Walking Stars*, to bring the "reality and magic of nature" back to the young, as well as to reinforce the belief that they can make the world a better place.

Gang Violence Discussion at Cal State Long Beach

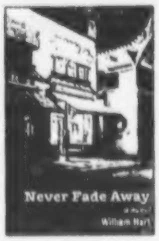
California State University-Long Beach welcomed author and social activist Luis J. Rodríguez as a panelist for two discussions on gang violence. Several other gang prevention specialists accompanied Rodríguez, including Naomi Quiñónez, poet and professor of Chicano/a and women's studies at the University of California-Santa Barbara and Cal State Fullerton.

Since surviving a life of gang violence to become a writer, Rodríguez has published six books: a memoir, children's literature, and poetry. His best-known work, *Always Running: La Vida Loca, Gang Days in L.A.*, is a journal of his gang experiences while growing up in Watts and East Los Angeles during the 1960s-70s. It was a *New York Times* Notable Book and winner of the Carl Sandburg Literary Award. His first book of poetry, *Poems Across the Pavement*, won the 1989 Poetry Center National Book Award from San Francisco State University.

PUBLICATIONS

Never Fade Away: A Novel

By William Hart

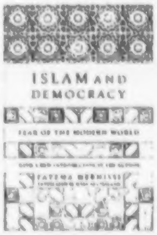


At a state university in Los Angeles during the mid-1980s, freshman English routinely turns ethnic minority and immigrant students into ex-students, that is, until an adjunct ESL instructor bucks the system to defend one of his best students. This novel looks at discrimination in higher education in a new and timely way.

2002. 208 pgs. ISBN 1-56474-386-1. $12.95 paper. Fithian Press. (800) 662-8351.

Islam and Democracy: Fear of the Modern World

By Fatema Mernissi



Will democracy ever be possible in the war-torn, volatile Arab world? And can human rights be respected in a fundamentalist society? Islamic sociologist Fatema Mernissi investigates Middle Eastern fundamentalism and explores the ways in which people on opposing sides must use the same sacred texts to prove their different views. Translated by Mary Jo Lakeland.

2002. 224 pgs. ISBN 0-7382-0745-4. $18.00 paper. Perseus. (800) 386-5656.

Deep Mexico, Silent Mexico: An Anthropology of Nationalism

By Claudio Lomnitz

Deep Mexico
Silent Mexico

In Mexico, the national space, that network of places where people interact with state institutions, is constantly changing. This innovative examination of the interaction of culture and politics in Mexico analyzes nationalism, the public sphere, and knowledge production within the Mexican national space.

2002. 362 pgs. ISBN 0-8166-3290-1. $22.95 paper. University of Minnesota Press. (800) 621-2736.

Stages of Life: Transcultural Performance & Identity in U.S. Latina Theater

By Alberto Sandoval-Sánchez & Nancy Saporta Sternbach

STAGES OF LIFE

The emergence of Latina theater in the 1990s as vibrant new genres has many Hispanic women working in all aspects of theater–often as playwrights or solo performers. Practitioners range from teenagers to grandmothers and appear on stages from New York to Los Angeles. This is one of the first in-depth studies of U.S. Latina theater.

2002. 260 pgs. ISBN 0-8165-1829-7. $21.95 paper. University of Arizona Press. (800) 426-3797.

The Chicago Manual of Style, 14th ed.

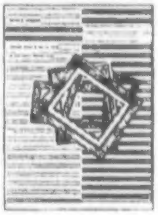
The Chicago Manual of Style
14th

For close to 90 years, *The Chicago Manual of Style* has been a standard reference tool for authors, editors, copywriters, and proofreaders. This edition is easier to use than ever before.

1993. 936 pgs. ISBN 0-226-10389-7. $40.00 cloth. University of Chicago Press. (800) 621-2736.

Inventing the Art Collection: Patrons, Markets, and the State in Nineteenth-Century Spain

By Oscar E. Vázquez

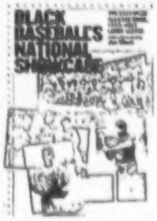


The pace and scale of the exchange of cultural goods of all sorts–paintings, furniture, even ladies' fans–increased sharply in 19th-century Spain, forming new institutions for art exhibition. This cultural landscape is mapped as Oscar Vázquez traces the connections between the growth of art markets and changing patterns of collecting.

2001. 312 pgs. ISBN 0-271-02084-9. $70.00 cloth. Penn State Press. (800) 326-9180.

Black Baseball's National Showcase: The East-West All-Star Game, 1933-1953

By Larry Lester

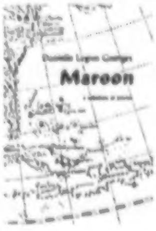


This work brings together the history of the Negro League's annual East-West game, an assembly of the best baseball players of color, which for a generation paralleled the White All-Star games. It includes reconstructed play-by-plays and accurate statistical records.

2002. 498 pgs. ISBN 0-8032-8000-9. $39.95 paper. University of Nebraska Press. (800) 755-1105.

Maroon: A Selection of Poems

By Danielle Legros Georges

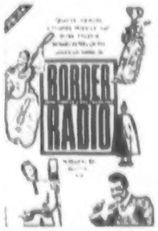


Haitian-American poet Danielle Legros Georges explores her heritage in highly original and rhythmic poems. Her poems examine the traumatic experiences that brought her parents to America and the pain of exile, as well as explore the delights of love and the beauty of nature.

2001. 70 pgs. ISBN 1-880684-79-9. $12.95 paper. Curbstone Press. (860) 423-5110.

Border Radio: Quacks, Yodelers, Pitchmen, Psychics, and Other Amazing Broadcasters of the American Airwaves

By Gene Fowler and Bill Crawford



Before the Internet brought the world together, there was border radio. These mega-watt stations set up just across the Mexican border to evade U.S. regulations beamed programming across the U.S. and as far as South America, Japan, and Western Europe. This book traces the history of border radio from the 1930s through the 1960s.

2002. 360 pgs. ISBN 0-292-72535-3. $22.95 paper. University of Texas Press. (800) 252-3206.

Aztlán: A Journal of Chicano Studies, Vol. 26, No. 2

Chon E. Noriega, ed.

Aztlán is an interdisciplinary, refereed journal dedicated to scholarly research relevant to or informed by the Chicano experience. Published twice yearly, *Aztlán* is the premier journal of Chicano studies.

2001. 271 pgs. ISSN 0005-2604. $12.50 paper. UCLA Chicano Studies Research Center Publications. (310) 825-2642.

CONFERENCES

USHLI 20th Annual Conference

September 19-22

The United States Hispanic Leadership Institute conference, "Leadership for the New America," convenes a unique consortium of corporate, labor, government, university, and nonprofit communities of interest, and participants who are predominantly young, female, and very well educated. One of the nation's premier Hispanic conferences, the event extols unity, spirit, heroes, leadership, and community. At the Hyatt Regency Chicago, Chicago, Ill.

Contact: USHLI, (312) 427-8683; Web site, www.ushli.com

NACADA National Conference

September 29-October 2

The 26th annual meeting of the National Academic Advising Association has as its theme "Academic Advising: Official Sponsors of Student Success." Concurrent sessions will address all aspects of advising. At the Grand America and Little America Hotels in Salt Lake City, Utah.

Contact: NACADA executive office, (785) 532-5717; e-mail, nacada@ksu.edu; Web site, www.nacada.ksu.edu

ASCD Conference on Teaching & Learning

October 11-13

1615

The Association for Supervision and Curriculum Development presents "Increasing Student Achievement: Instructional and Leadership Practices That Work." Learn how schools succeed in raising test scores and student achievement in every grade and subject. In New Orleans, La.

Contact: (800) 933-ASCD or (703) 578-9600; Web site, www.ascd.org/trainingopportunities/conferences.html

AAC&U 4th Biennial Diversity and Learning Conference

October 24-27

The Association of American Colleges and Universities presents "Diversity and Learning: Education for a World Lived in Common." Join a national network of practitioners and researchers to enhance existing campus diversity initiatives and chart the next frontiers of work. At the Hyatt Regency, St. Louis, Mo.

Web site: www.aacu-edu.org

7th Conference of Recovering the U.S. Hispanic Literary Heritage

November 14-17

The theme for this conference, held in conjunction with the American Studies Association's annual meeting, takes its lead from ASA's own conference title, "The Local and The Global." The goal is to present the evolving significance of the "local and the global" for Latinos/as as represented, debated, and contested in writings, documents, histories, diaries, newspapers, and other forms of print culture from the 1500s to 1960. At Westin Galleria and Oaks Hotels, Houston, Texas.

Contact: (713) 743-3128; fax, (713) 743-3142; e-mail, artrec@jetson.uh.edu

NCTE 92nd Annual Convention

November 21-26

The 2002 National Council of Teachers of English Convention, with the theme "Celebrating the Languages and Literacies of Our Lives," encourages us to define language, literature, and education as we seek to better understand how we define ourselves, each other, our students, their families and communities, and those whom we have yet to meet. In Atlanta, Ga.

Contact: NCTE, (800) 369-6283; fax, (217) 328-9645; e-mail, public_info@ncte.org; Web site, www.ncte.org

EASTERN
WASHINGTON
UNIVERSITY

PROVOST AND VICE PRESIDENT
FOR ACADEMIC AFFAIRS

Eastern Washington University invites nominations and applications for the position of Provost and Vice President for Academic Affairs. We are seeking a person with vision and energy to provide leadership for administration of the academic affairs of the university.

Eastern Washington University is a multi-site, comprehensive university of over 9,000 state-supported students. Eastern is one of six state-funded four-year institutions of higher education in Washington reporting to its own Board of Trustees. Eastern's 300-acre main campus is located in Cheney, a community of 9,200 residents 16 miles southwest of the state's second largest city, Spokane. Eastern also offers programs at the Riverpoint Higher Education Park, shared with Washington State University, and at the EWU Spokane Center in downtown Spokane. Eastern offers degree programs throughout the state based on the needs of local communities. Eastern offers an array of bachelors and masters degrees and one doctoral degree in physical therapy.

Due to its extraordinary growth and success, Eastern is gaining increasing national recognition as a model comprehensive regional university. Eastern's mission is to prepare broadly educated, technologically proficient, and highly productive citizens to attain meaningful careers, to enjoy enriched lives, and to make contributions to a culturally diverse community. Eastern is aggressively pursuing the vision of an interdependent approach to curriculum, which focuses on career preparation underpinned by strong liberal arts. Eastern is the catalyst for the economic and social fabric of communities throughout the region. Eastern is implementing its vision by creating excellence, enhancing and expanding the technology for the educational environments, and developing a strong residential campus in Cheney. Eastern utilizes a unique collaborative collective bargaining process with faculty and classified staff. For more information, you are encouraged to visit our web site **"http://www.ewu.edu".**

The ideal candidate will have demonstrated experience in the following:

- Partnering with other members of a leadership team in implementing change;
- Effective decision-making including the distribution of fiscal and human resources and the use of faculty time and talent;
- Linking academic planning with enrollment management strategies;
- Creating and supporting an active student-centered learning environment;
- Determining an appropriate array of excellent academic programs responsive to the needs of the region and supportive to the overall mission and vision of the university;
- Integrating the use of appropriate technologies in the curriculum and in administrative systems;
- Working and communicating effectively with members of higher education coordinating and governing boards, legislators, and community/business leaders;
- Developing and working effectively with faculty and all other members of the university community;
- Developing partnerships and relationships with alumni, friends, parents and business partners to leverage state resources with private philanthropic support.

In addition, as a minimum, the candidate must demonstrate the following:

- A record of at least ten years as an accomplished teacher and progressively responsible academic administrator in higher education;
- A scholarly record, which demonstrates eligibility for a tenured faculty appointment;
- A record of the commitment to diversity;
- Successful management experiences, including strategic planning, financial management, and management of staff;
- Excellent written and oral communication skills, and
- An earned Doctorate.

Salary will be commensurate with education and experience. Applications and nominations, accompanied by a letter of introduction, resume, and the names and telephone numbers of five references, will be held in strictest confidence. The applications and nominations should be sent to the **Provost and Vice President for Academic Affairs Selection Committee, Office of the President, 214 Showalter Hall, Cheney, WA 99004-2445, (509) 359-2381.** The review of applications and nominations will begin immediately and continue until the position is filled. The successful candidate will be required to pass a background and credit check. The anticipated selection date will be no later than January 1, 2003 with a start date to be negotiated. *Eastern Washington University is an affirmative action/equal opportunity employer and applications from members of historically underrepresented groups are especially encouraged.*

Book Review

By John S. Robey

***The U.S.-Mexico Border: Transcending Divisions, Contesting Identities*, David Spener and Kathleen Staudt, eds.** 264 pages. Boulder, Colorado: Lynne Rienner Publishers, Inc., 1998. ISBN 1-55587-796-6. $27.00 hardcover.

Editor David Spener is an assistant professor of sociology at Trinity University in San Antonio, and editor Kathleen Staudt is a professor of political science at the University of Texas-El Paso. Their volume is divided into four sections. The first is theoretical and revolves around how borders are conceptualized. The second examines how economic, political, and social variables relate to various conceptualizations of a border. The third reviews ways in which borders are identified. The fourth is an analysis of how the frontier areas are presently experiencing change.

THE
U.S.-MEXICO BORDER
TRANSCENDING DIVISIONS, CONTESTING IDENTITIES
EDITED BY
DAVID SPENER AND KATHLEEN STAUDT

In chapter one, the editors present an overview of the book and what they hope to achieve. They define border and argue that "the border now represents a *global* crossroads in which the forces of change inscribe themselves...," but they call into question the continued relevance of the traditional nation-state border as an appropriate unit of analysis. "Rather than viewing the Mexico-U.S. border and the borderlands as a single, territorially specific space, we examine the border as an ongoing, dialectical process that generates multiple borderland spaces, some of which are not located very close to the official international boundary itself."

The second chapter is also a theoretical effort, written by Victor Zúñiga, a professor of sociology at the University of Monterrey. Zúñiga distinguishes between different types of borders (e.g., the "ideal," the historically heterogeneous, and various "internal" boundaries). Zúñiga illustrates, as follows, how international migration has made the traditional, nation-state definition less than precise:

Condition: Mexico is the country where they eat *pozole*.
Question: Where is Mexico?
Answer: Where they eat *pozole*.
Question: Where do you find abundant concentrations of *pozole*?
Answer: In Chicago and Los Angeles.

In the second section, Michelle Saint-Germain, an associate professor at the Graduate Center for Public Policy and Administration at California State University-Long Beach, addresses public policy issues that transcend traditional nation-state boundaries (e.g., national security, environmental protection and health).

Spener and Bryan R. Roberts, a professor of sociology at the University of Texas-Austin, present the results of a survey of small entrepreneurs in five border cities and note the potentially important role of those entrepreneurs in the "new processes of economic integration under way between the United States and Mexico."

Olivia Ruiz, a cultural anthropologist at El Colegio de la Frontera Norte in Tijuana, explains the concept of *Lo transfronterizo*. She looks at the San Diego-Tijuana area and finds that *los transfronterizos* have the linguistic and other abilities needed to interact in two societies and thus obtain the benefits that accrue.

Staudt, with Angelica Holguin and Magda Alarcon, examine why the people living in *colonias* on the Mexican side of the river at Ciudad Juárez receive public services so much faster than do residents of *colonias* on the U.S. side in El Paso. Their conclusion is that many of the residents of *colonias* in El Paso are undocumented and afraid to air their grievances. Also, political parties in Mexico (the PRI and PAN) are presented as efficient providers of utility services. That is not the case in the U.S.

In section three, Julie Murphy Erfani, an associate professor of politics at Arizona State University, examines how marginalized peoples in the Mexico City area go about creating boundaries and self-definitions. Murphy Erfani would like to "refocus the study of political and cultural geography from territorial states to the city in general, and to streetscapes, buildings, and urban residents in particular."

Bradley Macdonald teaches political theory at Colorado State University. His essay revolves around the concept of urban space and the borders drawn by graffiti in Los Angeles. Pablo Vila, a professor of sociology at the University of Texas-San Antonio, presents us with an analysis of the word "Chicano."

An essay by Mathias Albert and Lothar Brock (both of the University of Frankfurt/Main) addresses the changes presently ongoing in the U.S.-Mexico border areas, and looks at "global debordering"–the increasing permeability of national borders. They conclude that there is not much the state can do about "debordering."

In the concluding essay, by Spener and Staudt, the editors argue that "debordering" is at work globally as well as along the U.S.-Mexico frontier.

This volume contains some of the most thought-provoking essays that I have read recently. It should be of interest to political scientists, anthropologists, sociologists, border area specialists, geographers, and people interested in issues of importance to the Hispanic population. Without exception, the essays are well written, well documented, and intellectually stimulating.

Dr. Robey teaches political science at the University of Texas-Brownsville and has taught at UT-Austin, East Texas State University, and New Mexico State University.

If interested in submitting a book review, please e-mail us at outlook@aol.com for Book Reviewers' Guidelines.

UCLA

DEAN
SCHOOL OF THE ARTS AND ARCHITECTURE
UNIVERSITY OF CALIFORNIA LOS ANGELES

Located in a rich and culturally diverse community, UCLA invites nominations and applications for the position of Dean of the School of the Arts and Architecture. The campus is seeking an individual who will actively pursue academic excellence in collaboration with the diverse professional and regional arts programs in the Southern California area. The School of the Arts and Architecture will continue to extend one of the extraordinary strengths of UCLA, namely its commitment and vital role in the cultural and artistic life of the campus and the community.

The Dean has responsibility for the academic and administrative operation of the School, and for the development of its professional programs. The School consists of six departments: Architecture and Urban Design, Art, Design | Media Arts, Ethnomusicology, Music, and World Arts and Cultures. There are 116 full time faculty positions and approximately 1250 undergraduates and graduate students enrolled in B.A., M.A., M.F.A., M.Arch. I and II, D.M.A., M.M., and Ph.D. programs. The School also houses the Fowler Museum of Cultural History, the Grunwald Center for the Graphic Arts, the Armand Hammer Museum of Art and Cultural Center, and UCLA Performing Arts.

Acting under authority delegated by the Chancellor, the Dean participates in campus-wide planning and is responsible, with all appropriate administrative support, for the supervision of the School's budget, the allocation of resources, the review of faculty, the development and administration of academic and research programs, the direction of the School's professional relations and fundraising activities.

Candidates should have professional experience in the arts, substantial administrative experience, preferably in a university setting, and academic qualifications appropriate for appointment to the rank of full professor. Salary will be commensurate with background and experience. Anticipated starting date is July 1, 2003, or sooner if possible.

For additional information about the UCLA School of The Arts and Architecture, please go to: **http://www.arts.ucla.edu**

To be ensured of full consideration, nominations and applications should be sent by August 31, 2002 to:

SOAA Dean Search Committee
c/o Rene Dennis
Office of the Chancellor-APO
University of California
3109 Murphy Hall - 140701
Los Angeles, CA 90095-1407
Facsimile: (310) 206-9643
E-mail: rdennis@conet.ucla.edu

UCLA is an equal opportunity/ affirmative action employer.

PRESIDENT

Chicago, IL

Daley College (one of the City Colleges of Chicago) seeks a President to lead the college into a new era of stature and prosperity. The next President will build on the successful record of Dr. Mark Warden, who will retire in May 2003. The new President must continue to build partnerships with the City of Chicago, local community-based organizations, corporations, and other institutions in support of the college's mission and its commitment to students of all ages and backgrounds.

Daley College seeks a leader of integrity, intellect, creativity, and energy who has the capacity, experience, and commitment to advance the college's mission, to support a community of nearly unparalleled diversity, to build on the institution's momentum, and to create an environment for lively discourse, scholarly inquiry, and innovation. The President must have a progressive view of higher education, including the impact of technology on the educational marketplace.

The ideal candidate will have a record of outstanding achievement in higher education. A doctorate degree or its equivalent is desired, as is proven intellect leadership, talent for fund raising and image building, and demonstrated success in strategic planning and fiscal management. The President must be committed to student success and to excellence in teaching, must advocate diversity in its broadest context, must embrace the challenges facing higher education, and must possess courage, resiliency, humor, and compassion.

Established in 1960, Daley College is located on the Southwest side of Chicago. It is a community rich in history with an annual enrollment of over 10,000 students. The college responds to the changing needs of the community and its people by augmenting traditional studies with the technical, career and occupational curriculum of our times from accounting to telecommunication technology. With a student body that includes over fifty-five percent Latinos, Daley College provides an important community service by offering free literacy and bilingual English classes to more than five thousand students in its Adult Education Program.

Review of credentials will commence in early September 2002 and will continue until the position is filled. Nominations, expressions of interest, and inquiries should be forwarded to:

Daley College Presidential Search Committee
City Colleges of Chicago
226 W. Jackson, Blvd., 12th Floor
Chicago, Illinois 60606
Fax 312-553-2905 or email jobs@ccc.edu

All questions concerning this search may be directed to Marlene Allen at 312-553-3329 or Maritza Marrero at 312-553-2987.

City Colleges of Chicago

The City Colleges of Chicago is an equal opportunity employer fostering diversity in the workplace. Chicago residency required within 6 months of hire.

ATTORNEY

DARTMOUTH COLLEGE

Dartmouth College seeks applicants with at least four years' experience for position of Assistant or Associate General Counsel. Position provides legal guidance and representation in broad range of areas including business transactions, student affairs, employment and labor law, intellectual property, gifts and bequests, and litigation management. Must have strong academic background, excellent analytical, writing, advocacy, problem-solving, case management, and client communications skills; ability to work effectively with diverse client representatives in a complex environment; and demonstrated judgment and discretion. Appointment at Assistant or Associate General Counsel level will be made on the basis of experience and qualifications. Please send cover letter, resume, and contact info. for three references in confidence by August 22, 2002 to:

Search Committee, Office of the General Counsel, Dartmouth College,
Box 6002, 14 South Main Street, Suite 2C, Hanover, New Hampshire 03755

1618

AMHERST COLLEGE

DIRECTORS OF 25th & 50th REUNION PROGRAMS

(2 Positions)

The Directors of the 25th and 50th Reunion programs are responsible for all fundraising and program activity relating to classes in each of their respective five year Reunion cycles. Working with the Offices of Development and Alumni & Parent Programs, the Directors will oversee the Annual Fund activities for each class; recruiting, training and communicating with class volunteers, acknowledging gifts, stewarding donors and volunteers, attending review meetings and participating in all Fund activities. The Directors will also work closely with the class leadership and the Office of Development to identify major gift prospects, design and implement plans to secure comprehensive gift commitments and manage a group of Reunion major gift prospects. The Directors will be responsible for supporting the Reunion volunteer teams for each class in all Reunion planning activities. They will also be responsible for general class management and class communications.

Qualifications: Bachelor's degree required; minimum 3 years experience in alumni or institutional relations/programs required; experience as a Major/Planned Gift Officer is highly desirable. These positions require a commitment to the goals of a liberal arts education, strong oral and written communication skills and exceptional motivational, organizational, and interpersonal skills. Both positions require evening and weekend work as well as travel.

Inquiries, applications, and nominations should be addressed to: Office of Human Resources, Amherst College, PO Box 5000, Amherst, MA 01002-5000. A review of applications will begin on August 26, 2002 and continue until the positions are filled.

Amherst College is an Equal Opportunity/Affirmative Action employer and encourages women, minorities and persons with disabilities to apply.

Colby

Colby, a highly selective private liberal arts college of 1800 students located in central Maine, seeks applicants for the following position in the College Relations Division:

MAJOR GIFTS OFFICER

Reporting to the Director of Major Gifts, the Major Gifts Officer's primary responsibility is to cultivate and solicit major gifts ($25,000 minimum) for the College. Other duties include working with the development staff, volunteers and other Colby administrators and faculty to identify major gift prospects in specific regions of the country; designing cultivation and solicitation strategies and ensuring follow-up activities and stewardship; and serving as the primary or secondary staff person in specific regional efforts.

A Baccalaureate degree, preferably from a small liberal arts college; a minimum of one to three years' experience in development, including personal solicitation of major gifts; and an understanding of and commitment to the values of a liberal arts education are required. The successful candidate must be willing and able to travel extensively, have a commitment to team participation, be deadline and detail-oriented, and possess excellent writing and speaking skills. Candidates with relevant experience and transferable skills will be considered.

Interested candidates, please send two copies of a letter of application and two copies of a resume with the names and telephone numbers of three references, to: **Douglas C. Terp, Associate Vice President for Administration, Colby College, 5500 Mayflower Hill, Waterville, ME 04901-8855.** To apply electronically, send to: **personnel@colby.edu**. A review of applications will begin immediately and will continue until the position is filled.

Colby is an Equal Opportunity/Affirmative Action employer. Applications and nominations of women and minorities who would enrich the diversity of the campus community are strongly encouraged.

For more information about the College, please visit the Colby web site: **www.colby.edu**.

TOWSON UNIVERSITY

PRESIDENT

The Board of Regents and the Chancellor of the University System of Maryland invite nominations and applications for the position of President of Towson University. The President of Towson University is the chief executive officer of the institution. The ideal candidate will be a proven, outstanding leader who can articulate a compelling vision of academic excellence in liberal arts; effectively fundraise; strongly advocate for institutional resources; develop a strong sense of community with an appreciation of shared governance; demonstrate an unfaltering commitment to diversity; and actively foster an environment of intellectual pursuit and personal growth for students, faculty and staff. The President, reporting directly to the Chancellor of the University System of Maryland, operates in accordance with policies and procedures established by the USM Board of Regents.

Founded in 1866, Towson University is located on a beautiful 328-acre setting in the suburban community of Towson, Maryland, just north of Baltimore and 45 miles from Washington, D.C. Towson University is ranked eighth among the 65 regional public institutions in the north considered by *U.S. News & World Report* for its year *2002 America's Best Colleges* issue. Based on academic reputation alone, it ranks fourth.

Towson University is the largest university in the Baltimore area and the largest comprehensive university in Maryland. Towson University plays a vital role in the educational, economic, and cultural life of Baltimore and the State of Maryland, and enjoys a strong regional and national reputation for quality undergraduate education in the liberal arts and sciences, fine and performing arts, and in professional programs in business, education, and the health professions. Towson's student body of 17,000 works closely with more than 520 distinguished tenured and tenure-track faculty. Towson University continues to expand its degree programs at the undergraduate and graduate levels and has enrolled its first cohort of students in two new applied doctoral degree programs.

A complete application should include a letter of interest, curriculum vitae or resume, and a brief statement of philosophy of leadership in higher education. Review of completed applications will begin on September 16, 2002 and continue until the position is filled. Applications, nominations, inquiries, and expressions of interest should be forwarded, in confidence, to:

James P. Clements, Chair
Presidential Search Committee
PMB #222
722 Dulaney Valley Road
Towson, MD 21204-5109

Towson University is an Equal Opportunity/Affirmative Action Employer and has a strong institutional commitment to diversity. Women, minorities, persons with disabilities and veterans are encouraged to apply. *For more information about Towson University, please visit our website.*

www.towson.edu

KENT STATE
UNIVERSITY

Department of Sociology, Assistant Professor

We seek a Medical Sociologist with specialties in social policy, stratification, or race. To apply send (1) a letter describing research and teaching activities, and competency for the position, (2) your curriculum vita, and (3) three letters of reference to:

Susan Roxburgh, Department of Sociology
KSU, P.O. Box 5190, Kent, OH 44242-0001
(http://dept.kent.edu/sociology)

Education

CCBC
The Community College
of Baltimore County

National Bellwether Award Winner
A Vanguard Learning College

Director of Multicultural Affairs (2001/170R)

Job Line: **410-869-7150; TTY: 410 869-7151**

See current job postings at:
www.ccbcmd.edu

MIAMI
UNIVERSITY

The Department of Marketing at Miami University invites applications for one or more Assistant/Associate Professor level positions beginning August 2003. Applicants must hold Ph.D. or equivalent, or be A.B.D. with an expectation of completion by December 31, 2003. Assistant Professor candidates should have a record indicating potential for high level of scholarly productivity, as well as excellent teaching ability and communication skills. Associate Professor candidates should have an established record of high level of scholarly productivity, as well as excellent teaching ability and communication skills. Although all areas of marketing will be considered, candidates with particular strengths in marketing strategy and/or supply chain management are especially encouraged to apply. Miami University is one of the nation's premiere public universities and the Richard T. Farmer School of Business Administration is ranked among the top 50 undergraduate business programs in the United States. Applicants should forward a letter of interest, their vita and a list of references to Professor Michael McCarthy via email (preferred) at **marketingrecruiting@gw.sba.muohio.edu** or via regular mail at **Miami University, Marketing Department, 200 Upham Hall, Oxford, OH 45056.** Review of applicants will be ongoing and continue until the positions are filled.

Miami University is an Equal Opportunity and Affirmative Action Employer. Women and minorities are encouraged to apply.

AMHERST
COLLEGE

TECHNICAL SERVICES LIBRARIAN

The Amherst College Library seeks a creative and enthusiastic individual to perform a wide variety of monographic and serials control assignments. Position will be responsible for: processing complex acquisitions requests from faculty and collection development liaisons, monitoring of daily expenditures and invoice review, identifying monographic and serial issues for claiming, managing the Library's monographic approval plans, catalog maintenance for print and electronic serial resources, maintenance of electronic licensing agreements, assisting with the transfer of materials to off-site storage facilities, and maintenance of the department's web page containing all policies and procedures. Serves up to five hours per week at Reference Desk. Position will participate with the Head of Technical Services and other members of the department in the formulation and revision of policies and procedures.

Qualifications required: MLS; minimum 3 years of acquisitions experience including nonprint; ability to analyze and resolve complex acquisitions problems; awareness of current and emerging trends in publishing and information delivery, particularly with electronic resources; experience with an integrated online system and a major bibliographic utility, LC classification, and MARC formats; working knowledge of at least one modern European language. Cataloging experience, familiarity with Innovative Interfaces, web authoring, and experience with e-commerce preferred. Ability to work both collaboratively and independently; good organizational and time management skills; flexibility in carrying out assignments; good written and oral communication skills essential.

Salary $39,500; benefits including TIAA/CREF. Send letter of application, resume, and the names of three references to: **Willis E. Bridegam, Librarian, Amherst College Library, PO Box 5000, Amherst MA 01002-5000.** A review of applications will begin on **September 4, 2002** and continue until the position is filled.

Amherst College is an Equal Opportunity/Affirmative Action employer and encourages women, minorities and persons with disabilities to apply.

Pepperdine
University

THE GEORGE L. GRAZIADIO SCHOOL OF BUSINESS AND MANAGEMENT

The George L. Graziadio School of Business and Management of Pepperdine University is seeking faculty for several positions, effective September 1, 2003. Degree programs of the School are offered at Pepperdine University's main campus in Malibu overlooking the Pacific Ocean, six education centers in Southern California, and Santa Clara in Northern California. The School offers seven master's degree programs and one bachelor's degree program. Faculty may teach in more than one program and interact with diverse students, including fully employed, executive, and full-time residential students.

We are accepting applications for tenure-track positions in the following disciplines:

- Accounting Information Systems
- Information Systems
- Finance
- Strategy
- Technology Management

Successful candidates will have a terminal degree in the discipline in which they will teach, demonstrated scholarly capabilities, and strong teaching ability. Positions are ranked from assistant professor to professor; rank, salary, and benefits are commensurate with experience.

We will be represented at the following conferences:
a) Academy of Management (Denver, CO; August 9-14)
b) American Accounting Association (San Antonio, TX; August 14-17)
c) Financial Management Association (San Antonio, TX; October 15-19)

Pepperdine University is an Equal Opportunity Employer and does not unlawfully discriminate on the basis of any status or condition protected by applicable federal or state law. Pepperdine is religiously affiliated with the Churches of Christ. It is the purpose of Pepperdine to pursue the very highest employment and academic standards within a context, which celebrates and extends the spiritual and ethical ideals of the Christian faith. While students, faculty, staff, and members of the Board of Regents represent many religious backgrounds, Pepperdine reserves the right to seek, hire, and promote persons who support the goals and mission of the institution, including the right to prefer co-religionists.

To apply, please send a curriculum vitae, and the names, addresses, and telephone numbers of three references postmarked by October 25, 2002, to: **Dr. Peggy Crawford, Associate Dean, Academic Affairs, Pepperdine University, The George L. Graziadio School of Business and Management, 400 Corporate Pointe, Culver City, CA 90230.**

FOUNDING DEAN. COLLEGE OF ENGINEERING

The University of North Texas (UNT) seeks a Founding Dean for its new College of Engineering. We seek an academic leader with experience, vision, and energy to build a distinguished College of Engineering. Computer Science and Engineering, Engineering Technology, and Materials Science and Engineering will be the initial departments in the college. Departments of Electrical Engineering and Mechanical Engineering will be added within the next few years. The College will offer baccalaureate and masters degrees in all the departments, plus the doctorates in Computer Science and Materials Science and Engineering.

The Founding Dean will work collaboratively with faculty and other academic administrators in all curricular matters, will develop strong, innovative academic and research programs, and will facilitate connections among the faculty, students, staff, and administration with the larger community. The Dean is expected to engage community leaders and businesses in partnerships that benefit the College of Engineering and the University at large. The Dean will report to the Provost and Vice President for Academic Affairs and will provide leadership in engineering within the context of the UNT System (UNT at Denton, the UNT System Center at Dallas, and the UNT Health Science Center at Fort Worth). An earned doctorate in an appropriate engineering discipline, with experience and qualifications sufficient to merit appointment as a Professor within one of the departments within the College of Engineering. A license as a Professional Engineer (PE) would be highly desirable, as well as demonstrated success in acquiring external funding and developing community partnerships, particularly those with industry in the Dallas/Fort Worth Metroplex. The appointment is available as early as January 2003.

Review of applications will begin June 1, 2002 and will continue until the position is filled. Applications must include the following: Cover letter addressing the responsibilities and qualifications described above; current vita; and at least five references with contact information.

Nominations and applications should be e-mailed to **mvestal@unt.edu** (preferred method) or sent to:

Dr. Philip Turner, Chair, Search Committee
Founding Dean, College of Engineering ◆ c/o Office of the Provost and Vice President
for Academic Affairs ◆ University of North Texas ◆ P.O. Box 311190
Denton, TX 76203-1190 ◆ (pturner@unt.edu)

The University of North Texas is an Equal Opportunity/Affirmative Action Employer committed to diversity in its educational programs

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Northeastern University, nationally recognized for its cooperative education program, is a private, non-sectarian university located in the heart of historic Boston. It is an integral part of the city's thriving educational and cultural life, is dedicated to excellence in research and scholarship, and highly committed to individual and community needs. Northeastern is dedicated to fostering gender equity, cultural and ethnic diversity among its faculty, staff and is proud of its diverse student/resident population.

Residence Director

Direct responsibility for student development functions and the effective administration of a diverse residential community of 525 students with 14 staff members (professional and paraprofessional). The primary purpose of this position is to develop and maintain an environment conducive to student's academic success through social and intellectual growth including the ongoing development and leadership with academic initiatives within the complex. Responsibilities include behavior management, judicial administration, building and security management, and staff supervision. This live-in position assumes full responsibility for the safety and well-being of the students and must be capable of excellent autonomous judgment. Preferred: Master's degree in College Student Development, Higher Education Administration or a related field; one to two years of experience as a live-in residence hall staff member (graduate assistant or full-time); excellent written and oral communication skills, effective administrative, supervisory, and organizational skills; experience in conflict mediation and resolution; evidence of excellent decision making skills.

Candidates for this position must have demonstrated understanding of diverse academic, socioeconomic, cultural, and ethnic backgrounds. This is a live-in position that includes a full meal plan, tuition benefits and university health plan. For best consideration, please submit resume by July 31, 2002.

Please send cover letter, resume, and 3 references to: Rosemary Colucci, Assistant Director of Residence Life, 6 Speare Hall, 360 Huntington Avenue, Northeastern University, Boston MA 02115. Northeastern University is an Equal Opportunity/Affirmative Action, Title IX Employer.

Northeastern
UNIVERSITY

HUNTER
The City University of New York

Vice President for Institutional Advancement

Hunter College of The City University of New York seeks an outstanding Vice President for Institutional Advancement to manage and oversee all aspects of its fund raising activities. Hunter is a comprehensive teaching, research and service institution, long committed to excellence and access for undergraduate and graduate students in the liberal arts and sciences, as well as in several professional fields. The Vice President will work closely with the President, foundation board, alumni association, senior administrators, faculty and fund-raising volunteers to plan and implement a strategic redesign of the college's development and alumni operations with the goal of establishing a world-class, comprehensive development program.

The successful candidate will be a dynamic and accomplished individual with the ability to effectively navigate in a complex academic setting and to work collaboratively to produce outstanding results. The Vice President will have proven development leadership, management and organizational skills; experience with capital campaigns; a strong record of success raising significant major gifts; experience managing alumni relations; and the personal energy, enthusiasm and drive to develop a comprehensive institutional advancement program that continually surpasses goals and overcomes obstacles. The College seeks an entrepreneurial professional with sophistication, creativity and drive who will produce impressive and sustainable support for the College, and marshal the fund-raising potential of New York and the Hunter community. The ideal candidate will have at least seven years of development/fund raising or related experience and at least a B.A or equivalent degree.

The College will be assisted in this search by Isaacson, Miller. Confidential inquiries, nominations and applications including a cover letter and resume may be made, preferably via e-mail, to:

Martha S. Eisenberg
Managing Associate
ISAACSON, MILLER

2510.Hunter@IMSearch.com

1275 K Street, NW, Suite 1025
Washington, DC 20005
Fax: 202-682-1272

Hunter College is an Affirmative Action/Equal Opportunity/ IRCA/Americans With Disabilities Act employer

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Director of Athletics

Reporting to the Vice President for Administration and Finance, individual will ensure the highest level of ethical and professional standards, leadership, direction and overall administrative responsibility for the College's intercollegiate athletic programs, including NCAA Division III men's and women's varsity teams and student intramurals. Individual is also responsible for management of the College's fitness center, which is operated by Fitcorp, Inc. Specific duties will include: 1) Oversee recruiting, hiring and supervising all coaches, trainers and support staff; 2) Search and obtain athletic facilities and fields for all inter-collegiate competitions and develop and maintain corresponding schedules; 3) Develop and implement marketing strategies to recruit new student athletes and to improve retention; 4) Develop and implement men's and women's programs from the club phase to competitive Division III phase; 5) Administer department budget and fitness center budget and initiate proposals for improving facilities and upgrading equipment, as needed, consistent with College policies; 6) Work with the Office of Institutional Advancement in fundraising efforts to pursue gifts and grants to support intercollegiate and fitness facilities and programs; 7) Represent College at league and NCAA meetings; 8) Work with Registrar and other departments as necessary to provide information as may be required by the NCAA and US Department of Education; 9) Participate in the planning and design of new indoor and outdoor athletics facilities.

Bachelor's degree required, Master's degree preferred. A record of progressively responsible and successful experience in the administration of a collegiate athletic program at the NCAA Division III level required. Position also requires individual to work well with all constituencies of the College community and external community, good organizational and problem solving skills, excellent oral and written communication skills.

Please send Cover Letter and Resume referencing "Athletic Director Search" to: **Office of Human Resources, Emerson College, 120 Boylston Street, Boston, MA 02116; E-mail: employment@emerson.edu.** Emerson College is an Affirmative Action/Equal Opportunity Employer focused on work force diversity.

EMERSON COLLEGE
BRINGING INNOVATION TO COMMUNICATION AND THE ARTS

WWW.EMERSON.EDU

SYRACUSE UNIVERSITY

DEAN, MAXWELL SCHOOL OF CITIZENSHIP AND PUBLIC AFFAIRS

The Maxwell School of Syracuse University invites applications and nominations for the position of Dean, to succeed John Palmer after his 15 years of distinguished service.

The Maxwell School, founded in 1924, was the first school of public affairs in the United States and has remained first in quality rankings among such schools. The second largest of Syracuse University□s twelve schools and colleges, The Maxwell School today is home to six disciplinary departments (anthropology, economics, geography, history, political science, and sociology) and three multidisciplinary, degree-granting programs (public administration, international relations, and social science). Maxwell□s 150 full-time faculty members each year teach more than 800 matriculated graduate students and upwards of 5,000 Syracuse University undergraduates, among them more than 1,700 students majoring in Maxwell programs. The School has a budget of $19 million and an endowment of nearly $50 million.

Syracuse is a member of the Association of American Universities, enrolling 18,000 students in a broad array of baccalaureate, masters, and doctoral programs. For further information about the University, see **http://www.syr.edu;** for further information about the Maxwell School, see **http://www.maxwell.syr.edu.**

The Dean should be nationally prominent in public and international affairs and have an understanding of how to educate people for careers in public service, provide leadership in fundraising for the School, and possess an intellectual sophistication about the social sciences generally and an ability to relate well to all of them. The new Dean must have a strong commitment to the highest standards of academic research and teaching and to the values of a liberal arts education. As senior administrative officer of the School, the Dean reports to the Vice Chancellor for Academic Affairs.

For best consideration, please submit materials no later than October 1, 2002. Letters of nomination and applications should be submitted in confidence to:

Syracuse University Maxwell School Dean Search
A.T. Kearney
c/o Shelly Weiss Storbeck
Managing Director, Education Practice
333 John Carlyle Street
Alexandria, VA 22314
Phone: 703-739-4613
Fax: 703-518-1782
shelly.storbeck@atkearney.com

Syracuse University is an Equal Opportunity/ Affirmative Action Employer.

Allan Hancock College, situated on the California Central Coast midway between Los Angeles and San Francisco, is seeking highly skilled, creative, energetic leaders to serve as administrators and faculty in the following positions:

Director of Athletics, Health and Physical Education
(apply by August 16, 2002)
Director, California Student Opportunity & Access Program
(apply by August 16, 2002)
Instructor, Engineering
(apply by September 6, 2002)
Instructor, Computer Sciences
(apply by September 6, 2002)
Part-time Instructor, Sociology
(To Be Determined)
Part-time Instructor, Anthropology
(To Be Determined)

Allan Hancock College, serving over 16,000 credit and noncredit students, is a comprehensive public community college that maintains a 105-acre main campus and three satellite centers, including the newly opened Lompoc Valley Center. We are in a beautiful region of vineyards, farmland, mountains, sunny beaches, and crisp, clear air. It is an ideal location for quality – and affordable – living. Our district serves the communities of Santa Maria, Santa Ynez, Lompoc, Guadalupe and Vandenberg Air Force Base, among others.

For a district application and more information on each of these key positions, please visit the employment section of our Web site at **www. hancockcollege.edu** or contact us at:

Allan Hancock College
Human Resources, Bldg. U
800 South College Drive
Santa Maria, CA 93454-6399
(805) 922-6966, ext. 3722
FAX (805) 922-9196

ALLAN HANCOCK COLLEGE

Foothill-De Anza Community College District

Management Vacancies
Director, Technology Projects/Measure E

Faculty Vacancies
Intercultural Studies Instructor
Dance Theatre Instructor
Medical Laboratory Tech. Coordinator/Instructor
Technical Communications Instructor

Classified Vacancies
Police Officer (2)
Web Administrator

For application materials contact:
Foothill-De Anza Community College District
Employment Services
12345 El Monte Road
Los Altos Hills, California 94022
650-949-6217, employment@fhda.edu
www.fhda.edu

RICHARD STOCKTON COLLEGE OF NEW JERSEY

Richard Stockton College is an innovative, residential, liberal arts and sciences college with a student body of 6400, 2000 of whom live on campus, located on a 1600-acre wooded campus in southern New Jersey, 15 miles from Atlantic City, 1 hour from Philadelphia, and 2-1/2 hours from New York City. For more information on the College please visit our web site at **www.stockton.edu.**

The following two positions are available:

DIRECTOR OF THE COLLEGE CENTER/ EVENT SERVICES OFFICE

Responsibilities: Under the direction of the Dean of Students and/or her designee, the Director of the College Center/Event Services Office is responsible for all aspects of the student center including oversight of the Event Services Office, student eatery, student offices as well as the College Center administrative office. The Director supervises professional staff members, support staff members, and student staff. The Director is responsible for the development and monitoring of budgets in excess of $1 Million.

Qualifications: Master's Degree in Higher Education Administration, Student Personnel, Business Administration or a related field. Minimum of seven years College Center supervisory/management experience. Proven ability to effectively manage and monitor budgets, direct experience with technology-based event scheduling, and budgeting software. Evidence of effective interpersonal, written, and oral communication skills. Demonstrated experience in implementing and monitoring large-scale student events. Proven ability to advise students in the areas of yearbook, newspaper, and television including oversight and monitoring of licensing and contractual agreements as they relate to these areas.

Compensation: Salary starts at $54,063, may be higher based on qualifications and experience. Screening will continue until position is filled. Please send resume and at least three letters of reference to: **Mr. Thomas O'Donnell, Director of Student Development, The Richard Stockton College of New Jersey, AA51, PO Box 195, Pomona, NJ, 08240-0195.** *Stockton is an AA/EOE. Women and minorities are encouraged to apply.*

ASSOCIATE DIRECTOR OF HOUSING AND RESIDENTIAL LIFE

Responsibilities: Assist with the oversight of the Central Office of Housing and Residential Life including supervision of professional live-in staff, clerical staff, student workers and the front desk operations. Select, train, supervise, and evaluate 5 live-in Professional Complex Directors as well as 68 residential paraprofessional staff. Provide a leadership role in the planning, development, and implementation of activities and programs. Oversight and administration of the residential judicial system.

Qualifications: Master's Degree in Student Personnel or related field required. 3-5 years experience with student staff supervision and residential life programming. Ability to interface with individuals from diverse backgrounds is essential. Strong computer and communication skills necessary.

Compensation: Salary starts at $50,237, may be higher based on qualifications and experience. Screening will continue until position is filled. Please send resume and at least three letters of reference to: **Ms. Elaine Grant, Director of Residential Services and Housing Operations, The Richard Stockton College of New Jersey, AA51, PO Box 195, Pomona, NJ 08240-0195.** *Stockton is an AA/EOE. Women and minorities are encouraged to apply.* **R030036**

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education

DEAN - LIBERAL ARTS

The Dean will supervise, direct, budget, plan, develop implement, staff and evaluate the instructional programs for the subdivision. Must provide leadership; direct and motivate department chairs, faculty, and staff. Master's degree in liberal arts(doctorate preferred), successful teaching experience at the post-secondary level, and minimum of 3 years in post-secondary administration with demonstrated experience in arts, humanities, or behavioral or social sciences required. We offer a competitive salary and excellent benefits package. Send resume to Office of Human Resources at:

Moraine Valley
Community College
10900 S. 88th Avenue Palos Hills, IL 60465
www.morainevalley.edu
EOE M/F/D/V

DEPAUW
UNIVERSITY

Assistant Director of the Hartman Center Director of the Winter Term in Service Program

DePauw University invites applications for the position of Assistant Director of the Hartman Center and Director of the Winter Term in Service Program. This is a full-time, 12-month salaried position in the Grover L. Hartman Center for Civic Education and Leadership. This individual is primarily responsible for directing the operations of the Winter Term in Service Program, weekend community service projects, and Alternative Break service trips. Responsible for serving closely with the director in strategic management of all initiatives which support the Hartman Center's mission of leadership development and civic education. B.A. Degree required (Master's Degree preferred) with international travel experience and relevant course-work in international and/or multi-ethnic education. For a complete job bulletin visit our web site at **www.depauw.edu/admin/hr**. To apply please submit a letter of application, resume and 3 letters of reference to: **Cathy Hamilton, Director, Hartman Center for Civic Education and Leadership, DePauw University, 500 E Seminary Street, Greencastle, IN 46135.** Review of applications will begin immediately and continue until position is filled.

DePauw University is an affirmative action, equal opportunity employer and encourages applications from women and members of under-represented groups.

MSPP

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- Continuing Education Courses
- Classes for credit for non-degree students
- Fully accredited

Massachusetts School of Professional Psychology

221 Rivermoor Street Boston, MA 02132
Toll free (888) 664-MSPP
or (617) 327-6777
E-mail: admissions@mspp.edu

WWW.MSPP.EDU

ASSISTANT / ASSOCIATE GENERAL COUNSEL

DARTMOUTH COLLEGE

Dartmouth College seeks attorney with at least four years' experience for position of Assistant or Associate General Counsel. Position provides legal guidance and representation in a broad range of areas including business transactions, employment and labor law, student affairs, intellectual property, gifts and bequests, and litigation management. Requirements include strong academic background; excellent analytical, writing, advocacy, problem-solving, case management, and client communications skills; ability to work effectively with diverse client representatives in a complex environment; and demonstrated judgment and discretion. Appointment at Assistant or Associate General Counsel level will be made on the basis of experience and qualifications. Please send cover letter, resume, and names, addresses and telephone numbers of three references in confidence to: **Search Committee, Office of the General Counsel, Dartmouth College, Box 6002, 14 South Main Street, Suite 2C, Hanover, New Hampshire 03755.**

Dartmouth College is an Affirmative Action / Equal Employment Opportunity Employer. Women, minorities, qualified persons with disabilities and disabled and Vietnam-era veterans are encouraged to apply.

POMONA
COLLEGE

President

The Board of Trustees of Pomona College invites applications and nominations for the position of ninth President of the College. Founded in 1887 and located in Claremont, California, Pomona College is widely regarded as one of the premier liberal arts colleges in the country.

Applications and nominations may be submitted in confidence and preferably before October 1, 2002 to:

Mr. Paul F. Eckstein, Chair
Presidential Search Committee
Pomona College
C/O Brown & Bain, P.A.
P.O. Box 400
Phoenix, AZ 85001-0400

The search committee will begin reviewing materials immediately and continue until the position is filled. Assisting in the search are Shelly Weiss Storbeck, Managing Director, and Alberto Pimentel, Vice President, A.T. Kearney, Inc., 333 John Carlyle Street, Alexandria, VA 22314; phone: 703/739-4613; email: **shelly.storbeck@atkearney.com** and **alberto.pimentel@atkearney.com.** For more information about Pomona College, please consult its website at: **www.pomona.edu.**

Pomona College is an equal opportunity/affirmative action employer

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GANNON
UNIVERSITY

Vice President for Finance and Administration

Gannon University, a Catholic, Diocesan, Master's I University located in Erie, Pennsylvania, invites nominations and applications for the position of Vice President for Finance and Administration. Founded in 1925, Gannon University is an independent, co-educational institution with 60 undergraduate programs, 19 master's programs, and a doctoral program in counseling psychology; 2500 undergraduate and 950 graduate students; two colleges; 556 faculty and staff FTEs; and 18 NCAA Division II intercollegiate teams. The 2003 Fiscal Year budget is $43 million.

The successful candidate will report directly to the President and will provide leadership for the fiscal and administrative affairs of Gannon. Responsibilities include managing the University's resources to facilitate and support Gannon's strategic plan; leading a team of directors and managers who are responsible for the daily operations of the finance, facilities, information technology, safety and security, and human resources departments; and serving as the administration's liaison to various trustee committees and community and civic organizations.

Qualifications include a history of increasingly responsible appointments with at least five years of senior level experience in financial management positions, preferably in higher education; a demonstrated knowledge of all areas to be supervised; a commitment to actively support the student-focused and value-centered characteristics of the University, its mission, and its Catholic identity; excellent written and oral communication skills; an administrative style that emphasizes collaboration with faculty, staff and students; and a demonstrated commitment to diversity. A Bachelor's degree is required and an advanced degree in finance, accounting or management is strongly preferred.

Gannon University is an Equal Opportunity Employer that encourages diversity and invites women and members of underrepresented groups to apply. Submit nominations or a cover letter, resume, and three references to **Vice President Search Committee, Gannon University, c/o Director of Human Resources, 109 University Square, Erie, PA 16541-0001; Fax to (814) 871-7514;** or Email to **hrdept@gannon.edu.** Screening of applications will begin October 14, 2002. This position will remain open until the vacancy has been filled. Additional information about Gannon may be found at **www.gannon.edu.**

The **Department of Plant Pathology & Microbiology** at Texas A&M University invites applications for a tenure-track, 12-month position at the assistant professor level in the area of fungal biology. Preference will be given to applicants that employ functional and comparative genomic approaches to study fundamental problems in fungal development and host-pathogen interactions, taking advantage of the rapidly accumulating fungal genome sequences and using bioinformatic tools as part of their research program. The incumbent will be expected to develop an internationally recognized and competitively funded research program and participate in teaching at the undergraduate and graduate level. Applicants must have a Ph.D. and experience in some aspect of molecular biology with emphasis in functional and comparative genomics. Send a letter of application, transcripts, curriculum vitae, statement of research and teaching interests and three letters of reference to: **Dr. Dennis Gross, Professor and Head, Department of Plant Pathology & Microbiology, Texas A&M University, 2132 TAMU, College Station, TX 77843-2132; (Tel: 979-845-7313; E-mail: plpm-head@ppserver.tamu.edu).** Screening of applicants will begin September 15, 2002 and will continue until a suitable candidate is identified. For additional information about our department see: **http://plantpathology.tamu.edu.**

An Equal Opportunity/
Affirmative Action Employer.

George Mason
University

George Mason University is seeking Equal Opportunity Specialists for its University Equity Office (Affirmative Action/Equal Opportunity) operations:

Equal Opportunity/ADA Program Specialist (#1237)

To assist in the development and monitoring of GMU's continuing compliance program for the Americans with Disabilities Act. ***Requires*** a thorough working knowledge of the ADA as well as demonstrated hands-on experience implementing the ADA in a complex organization, a working knowledge of the enforcement agencies responsible for monitoring the ADA in state and local agencies is highly desired. The successful candidate will work with departments and employees on campus implementing the ADA in the Mason community; train the university community regarding the requirements of the act, assist and provide expert advice to the university on resolving programmatic issues associated with ADA as well as investigating and resolving allegations of discrimination based upon disability. Current relevant demonstrated experience implementing the ADA and other EEO legislation in an organization required. Bachelor's degree in special education, psychology, counseling, human services or public policy/law or other relevant field required. Masters in same or related fields preferred.

Equal Opportunity/Title IX Coordinator and Diversity Specialist (#1354)

To assist the university community in the development and monitoring of the university's efforts to diversify its workforce and student body. Also to focus on gender equity within the university in accordance with Title IX and other relevant EEO legislation and provide expert advice to the campus community on implementing these laws in a complex organization. The successful candidate will monitor the university's efforts to recruit and retain a diverse student body and employee workforce and advise management on successful techniques to enhance and sustain diversity at GMU. This person will provide the intake and oversee the investigation of all complaints of discrimination within the university. Experience in analyzing complex EEO issues and implementing programs, preferably in higher education required. Bachelor's degree in special education, psychology, counseling, human services or public policy/law required, Masters in same or related fields preferred. Current demonstrated experience in training on EEO issues in a complex organization is highly desired. Demonstrated experience advising management on complex EEO issues is preferred. A thorough understanding of the issues associated with implementing Title IX and other pertinent EEO legislation is required.

Salary range for each position is $40-60k depending on experience and education. Great benefit package and challenging and exciting work environment.

For each positions listed, a completed application package will include a cover letter, resume, the names and addresses of at least three (3) references. Include the number of the position for which you are applying on the envelope and in your cover letter to: **Mr. Ron Sinacore, Search Committee Chair, University Equity Office-D105 Mason Hall, MSN 2C2, George Mason University, Fairfax, VA 22030-4444**

Or send the complete application package via e-mail to **rsinacor@gmu.edu.** A review of all applications for all position will begin August 19, 2002 and will continue until positions are filled. *GMU is an AA/EO employer.*

PACE UNIVERSITY

FACULTY POSITIONS (Fall 2003)

Founded in 1906, Pace University is a private comprehensive university, offering more than 300 majors and 3000 courses to a diverse population of 9000 undergraduates and 5000 graduate students. It offers a wide range of academic and professional programs through its 6 colleges and schools which include Dyson College of Arts & Sciences, Lubin School of Business, School of Computer Science & Information Systems, School of Education, and School of Law. Located in New York City and Westchester County, Pace draws its strength from being a unified institution that offers students a choice of several campus locations, each with its own distinctive atmosphere ranging from the quintessential urban New York City, to the medium-sized city of White Plains, to the suburban campus of Pleasantville/Briarcliff.

Pace University anticipates Full-Time Tenure Track Openings in the following areas. All positions, unless otherwise noted, require doctorate in field, evidence of high quality teaching, scholarly research and/or publication, and active participant in the university community.

Dyson College of Arts and Sciences

Dr. Gail Dinter-Gottlieb, Dean

Communication Studies - New York
Assistant Professor - Mass Communications.

Political Science - University Wide
Assistant Professor - International Relations for Political Science.

Political Science/Public Administration - University Wide
Assistant Professor - MPA Program, Specialization in Health Care Management.

Biology - University Wide
Assistant Professor - Specialization in Ecology.

Chemistry and Physical Sciences (2) - University Wide
Assistant/Associate Professor - Physical Chemistry and Environmental Sciences.

Assistant/Associate Professor - Analytical Chemistry.

Economics - University Wide
Assistant/Associate Professor - Money, Banking, Quantitative Economics, Labor, Development, International and Environmental Economics.

English - New York
Assistant Professor - Literature and Composition.

Mathematics - University Wide
Assistant Professor - Statistics.

Psychology - University Wide
Assistant Professor - Cognitive and developmental psychology. NYS license or eligibility.

Lubin School of Business

Dr. Arthur L. Centonze, Dean

Finance and Economics - University Wide
Assistant Professor - International Finance, Corporate Finance and Investments.

Marketing - University Wide
Assistant Professor - Advertising, media planning, interactive marketing/e-commerce and business to business marketing.

Management and Management Science - (2) - University Wide
Assistant Professor - Strategic Management, Organizational Behavior or Entrepreneurship.

School of Computer Science and Information Systems

Dr. Susan M. Merritt, Dean

Computer Science - New York
Assistant/Associate Professor - Specialization in software engineering/development.

Technology Systems - University Wide
Assistant Professor - Specialization in introductory + web-based computing with an interest in pedagogy; networking highly desirable.

School of Education

Dr. Janet L. McDonald, Dean

Assistant/Associate Professor - Special Education - (1) Westchester - (1) New York
Learning disabilities (mild to moderate), inclusion for pre-K through grade 12, expertise in ESL, technology, early childhood or a content area (e.g. mathematics, science). K - 12 experience (preferably urban). ABD's considered.

Assistant/Associate Professor - Elementary Education - New York -
K - 12 teaching experience (preferably urban) and expertise in mathematics and/or science and/or technology. ABD's considered.

Assistant/Associate Professor - Secondary Mathematics/Technology Education - Westchester
Specialization and experience in secondary school Mathematics and/or Technology education and a background in educational psychology, foundation, special education and/or child development. Expertise in ESL a plus. K - 12 teaching experience (preferably urban). ABD's considered.

School of Law

Dean David S. Cohen

Assistant/Associate Professor (2) - Westchester -
Tax law, Commercial law (domestic and international), the integrated first-year criminal law and legal writing course, and environmental law. Two to ten years' experience in legal practice or clerkships is preferred. (E-mail vmerton@law.pace.edu for further details re: Law School searches.)

Application review will begin Oct. 15, 2002 and will continue until positions are filled. For full consideration, please mail letter of interest, curriculum vitae, and 3 letters of reference by the above date as follows: **(Name of Department), c/o (Dean of School), Pace University, One Pace Plaza, New York, NY 10038.** Please visit our website www.pace.edu

Pace University is an Equal Employment and Affirmative Action Employer, M/F/H/V, committed to ensuring a diverse learning and working environment. Women and minorities are encouraged to apply.

PACE
UNIVERSITY

THE OHIO STATE UNIVERSITY

DEAN
COLLEGE OF MATHEMATICAL AND PHYSICAL SCIENCES

The Ohio State University invites nominations and applications for the position of Dean of the College of Mathematical and Physical Sciences. The Dean will have a solid base on which to build increased national and international standing and, as the College's Chief Executive Officer, will report directly to the Executive Vice President and Provost of the University.

The University has implemented an Academic Plan to enhance academic excellence and to raise the standards of colleges, departments, centers, and institutes. The University is strongly committed to diversity, a cornerstone of the Academic Plan, and seeks an individual with a strong commitment to success in this area.

Qualifications for the position include a distinguished record in research and teaching plus demonstrated leadership and administrative ability. Candidates must qualify for a tenured appointment as Professor in one of the departments in the College. The College includes six departments: Astronomy, Chemistry, Geological Sciences, Mathematics, Physics, and Statistics, in addition to several cross-disciplinary degree programs, research centers, and institutes. The College has a faculty of 225 and an annual budget of $80 million.

The position is available July 1, 2003. Salary and other considerations will be competitive and consistent with the University's commitment to recruiting the best-qualified individual. **To assure full consideration, applications and nominations should be received by October 15, 2002.** The Search Committee will begin screening dossiers on that date and will continue to receive applications until the Dean is selected.

Applications and nominations should be addressed to:

Chairperson, MAPS Dean Search Committee, Office of Academic Affairs, The Ohio State University, 203 Bricker Hall, 190 North Oval Mall, Columbus, OH 43210-1358

Website for the Search: **http://www.mps.ohio-state.edu/deansearch.** For further information, contact Molly Davis, Office of Academic Affairs, at 614/292-5881 or at **Davis.436@osu.edu.**

The Ohio State University is an Equal Opportunity Affirmative Action Employer. Women, minorities, veterans, and individuals with disabilities are encouraged to apply.

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USHLI
431 S. Dearborn St., Suite 1203
Chicago, IL 60605-1152
phone: (312) 427-8683
www.ushli.com

Academic Dean, Health Careers & Science
(2 Positions)

Cuyahoga Community College, Ohio's 4th largest institution of higher education, is seeking Academic Deans of Health Careers & Science to provide leadership and management for the Health Careers and Natural Science programs at the Metropolitan and Eastern campuses. For information regarding responsibilities, required/preferred qualifications and how to apply, visit our Web site at: **www.tri-c.edu** and click on the Employment link.

Cuyahoga Community College

AA/EOE

Wanted!
Book Reviewers

If interested in submitting a book review (750 words) of interest to Hispanics in higher education, please e-mail us for book reviewers guidelines:

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DEPARTMENT OF MANAGEMENT

TEXAS A&M UNIVERSITY

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WASHINGTON, DC

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Washington College of Law

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All inquiries should be addressed to Professor Penelope Pether, Director of Legal Rhetoric and Writing, ph: 202 274 4302; email: **ppether@wcl.american.edu.** Applicants should submit a cover letter and resume to: **Office of the Associate Deans for Academic Affairs, Suite 362, Washington College of Law, American University, 4801 Massachusetts Avenue, N.W. Washington, D.C. 20016**

UNIVERSITY OF OREGON

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Frances Dyke
Search Committee, AVP For Enrollment Management.
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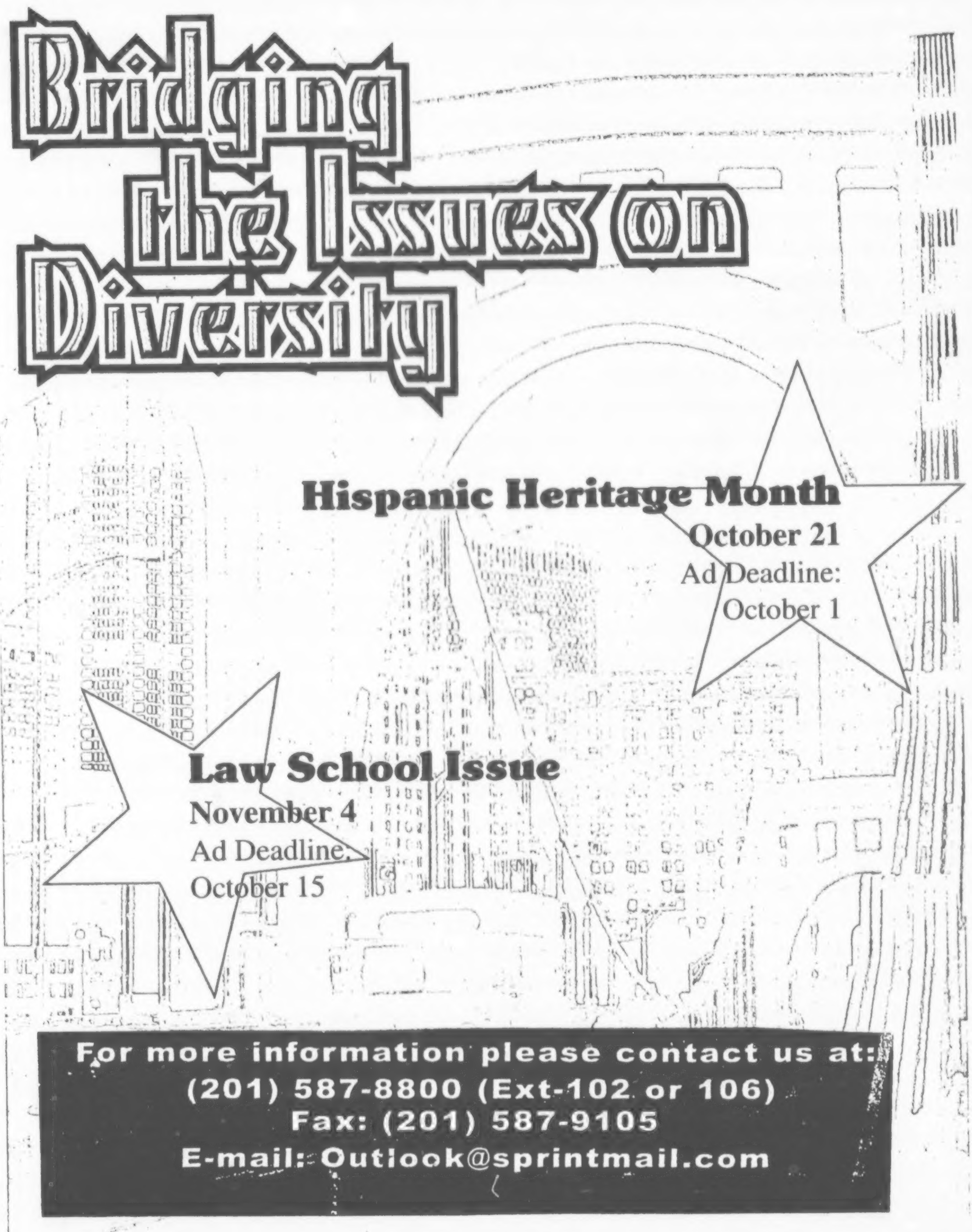

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Application Process: Interested applicants should send a letter of interest, current vitae, undergraduate and graduate transcripts and, three current letters of reference to: Dr. Thomas A. Cordy, Chair, Education and Educational Psychology Department, WCSU, 181 White Street, Danbury, CT 06810. Screening will begin immediately and will continue until the position is filled.

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QUALIFICATIONS

Must have a doctoral degree in education, the social sciences, epidemiology, public health, or business/public administration. Must have demonstrated experience with youth violence prevention programs and commitment to making schools safer for learning. Must have at least 15 years experience managing large projects, planning and conducting research, conducting outreach, and providing technical assistance to schools, professional organizations and other entities. Should be regarded as a scholar or leading practitioner in improving conditions for learning in schools.

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- Ability to coordinate, prepare, and execute strategic plans for program administration and research.
- Ability to lead constructively and promote staff development.
- Must have strong communication, presentation, and information management skills for multimedia, including the Institute's web site.

For more information about the position and the application process, please visit www.hamfish.org.

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¡PUNTO FINAL!

SPANISH: OUR CULTURAL HERITAGE

Aaron B. Dziubinskyj, Ph.D., is assistant professor of modern languages (Spanish) at DePauw University in Greencastle, Indiana.

Many high schools and universities in the United States require the study of a foreign language for graduation. However, this simply means that many students have low genuine interest in continuing beyond the beginning or intermediate courses.

While even minimal contact with a foreign language is better than none at all, unfortunately, the world views the United States as a monolinguistic society. Does this reflect our general apathy towards understanding other cultures?

Sooner or later, we will have to recognize that we are not the center of the world–and explore ways to transcend the stigma of this reputation.

My goal is to teach my students the language while developing their sense of its cultural context. As an associate instructor in graduate school, I felt asphyxiated by the programmed, grammar-driven syllabus. There was no time for discussions about the cultural differences within the Spanish-speaking world. As a result, we continue to see mocking and often offensive misrepresentations of those diverse elements that define the people of Latin America and Spain.

A local fourth-grade class recently spent six weeks studying Mexico. The culmination was a variety show produced by the students. The event was captured on the front page of the local paper. A large color photo depicted a student sporting oversized plastic sunglasses and a large, brightly colored sombrero while he and his classmates danced to "*La Macarena*." For many, even in our 21st-century society, these and other stereotypical images continue to represent the Spanish-speaking world.

Many undergraduates I taught as a graduate instructor had an unkind attitude towards their Spanish courses. They tolerated the classroom activities, but complained about even having to study a foreign language. They saw it as irrelevant, a "waste of time."

All of this demonstrates that we still have a long way to go to become an enlightened society.

My observation is that, especially in our larger universities, foreign language programs more often than not emphasize mainly the linguistic aspect, especially during the first two years. Since those two years are the standard graduation requirement, they are our only chance to ensure that our students will graduate not only with some knowledge of the language but also with more than the stereotypical impressions of other cultures learned in grade school. By ignoring the relevance of cultural studies in the beginning-level-Spanish classroom, we commit a great injustice to our students–ignoring the significance of Hispanics, a diverse segment of growing importance here in the U.S.

If our students were required to explore the history of Spanish, they would learn how it was imported to the Americas, displacing hundreds of indigenous languages. The citizens of Spanish America today speak a language that was foreign to their ancestors, the original inhabitants of the New World. Spanish, more correctly known as *castellano*, became the *lingua franca* of the vast territories of colonial Spanish America, which in the course of its history extended from the Tierra del Fuego to California. Today, Spanish remains a language of great importance in our culture.

A principal goal of higher education is to prepare us for the global transformations that will surely determine our fate in the 21st century. The technological and scientific transformations of the last decades have perhaps distracted us from another transformation of a social nature. Aware of it or not, we are all participants in a cultural evolution. From the cosmopolitan cities to the most rural settings, the presence in the U.S. of native Spanish-speakers is a reality that cannot be overlooked. By 2010, just a few short years away, the projection is that 30 percent of the general population will be Spanish-speakers, and many will not know English.

However, we do not have to wait until then to understand that the Hispanic population is already an integral part of the culture of the United States. Indisputably, we have become a society with as many distinct identities as its people. In terms of geography, the United States and Mexico have always occupied a single continent, one that shares the same name (America) with our neighbors to the south. Our growth as citizens in a society that is not North American but simply American depends greatly on our willingness to accept cultural studies as an essential component of language education, and to appreciate Spanish as a common element in our shared cultural heritage.

If interested in submitting a ¡Punto Final! "think piece," please e-mail us at sloutlook@aol.com for guidelines.

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The Hispanic Outlook in Higher Education

Nuestro Talento

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Ballet Hispanico NHFA Musicologist Díaz Ayala

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LETTERS TO THE EDITOR: **Commentaries or Questions should be addressed to:**
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210 Route 4 East, Suite 310
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All correspondence should include author's full name, address, and phone number.

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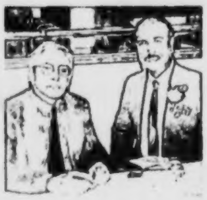

I Get By With a Little Help From My Friends ㉒

Sul Ross Professor Abelardo Baeza recounts the teleconferences his students have enjoyed with five famous authors: Albee, Anaya, Blume, Medoff, and Valdez.

USC Grad Courts Success as Romance Novelist ㉗

Sylvia Mendoza uses her rediscovered Latino culture as background for her brand of bodice-rippers–and wins writing awards for her efforts.

DEPARTMENTS

FYI...FYI...FYI... ㉚

People, Places, Publications, Conferences ㉜

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The Colonial Heritage of Latin America: Essays on Economic Dependence in Perspective

¡PUNTO FINAL! **back cover**

Rediscovering the Meaning of Education

Esquina Editorial

Nuestra Musica

Music brings together people of all races and ethnic backgrounds. It's a form of education, and a way of telling stories of love, friendship, hardships, folklore and times long ago. Through music one can travel and visit places near and far. One can learn about culture and customs unfamiliar to our own. We can also sing along to compositions in languages other than the one we speak. The musical scores are endless.

Note combinations conjure images and a spectrum of emotions. It makes us laugh and dance. It brings tears to our eyes. It's nostalgic and melancholy. Music inspires. This issue features stories about people involved in this industry, in front and behind the scenes. Check out one piece about a renowned conductor, who as a youngster was moved by the likes of the compositions, and as an adult, by the orchestra she has directed.

Another article presents a perspective on mariachi, its origins, its evolution, and how it continues to please listeners the world over. *Y mucho más.*

Que siga la música!

Alejandra

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Tina Ramírez and Ballet Hispanico

by Michelle Adam

Using the Power of Dance to Inspire, Educate, and Include

It seems dancing has always been a part of life for Tina Ramírez, founder and artistic director of the nation's preeminent Hispanic American dance company and school, Ballet Hispanico.

Ramírez recalled how, as a young girl in Venezuela, she always wanted to follow her bullfighter father to his training sessions. After all, "Bullfighters were considered artists in their field. My father was an artist," she said. And for Ramírez, "bullfighting is like dancing, except for the fact that an enormous bull is in front of you," she told *People* magazine. "We Hispanics learn to dance while we are walking. The first time I danced my father put my feet on top of his feet, and he would just dance. You dance at every celebration. Dancing is a part of life."

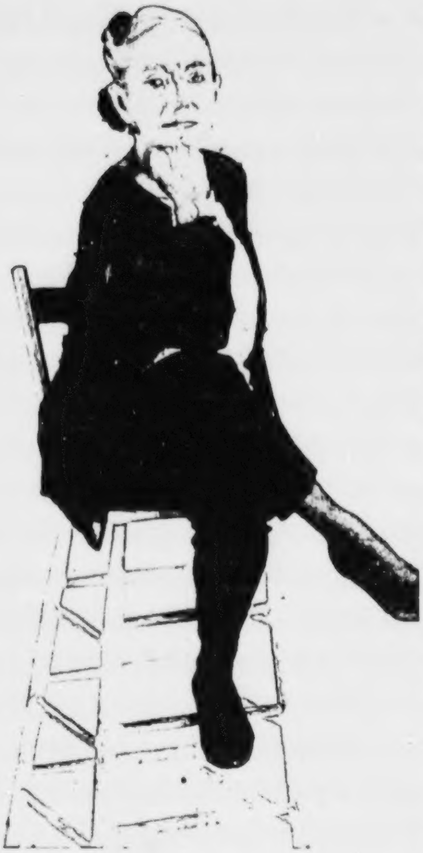
When her parents separated, Ramírez and her Puerto Rican mother moved to Puerto Rico, and finally to New York City. Ramírez was 6 when she came to the United States, but even then, "I could stand on my toes without toe shoes. I had such strong feet," she said. Ramírez used to watch Fred Astaire and Shirley Temple and other dancers in the movies, and then come home and practice their steps. Although she took a couple of dance classes upon moving to New York, not until she was close to 13 did she begin dance classes for real, with New York's grand dame of Spanish dance, Lola Bravo.

Today, more than 50 years later, Ramírez is the founder and director of Ballet Hispanico, an offshoot of the school where as a budding teenager she trained with Bravo.

Ballet Hispanico has grown from a modest Manhattan neighborhood dance studio to one of the nation's leading professional training programs, with approximately 600 in-house students learning ballet, Spanish dance, and modern dance. In addition, the school's "Primeros Pasos" program brings dance and Hispanic culture to more than 28,000 public school students and teachers in New York and across the nation.

Ramírez is also founder and artistic director of the Ballet Hispanico Company, which was established in 1970 and includes more than a dozen dancers of varying nationalities who have performed for nearly two million people across the world at such venues as the John F. Kennedy Center, The Joyce Theater in New York, and at Jacob's Pillow. Internationally, the company has appeared in Panama, Venezuela, Argentina, Uruguay, Spain, and Switzerland. In June 1999, the dancers were featured in a gala birthday cel-

> ***"I wanted to be inclusive. I had subject matter, music, and history of 21 nations that I could choose from."***
>
> TINA RAMÍREZ



ebration for the former President George Bush and his first lady, and later that year performed for 35,000 Mets fans at Shea Stadium.

Ramírez has successfully built a name for Ballet Hispanico over the past decades and Latin dance itself has grown in popularity. But Latin dance hasn't always held such a strong position in the larger society.

The Early Days

Ramírez recalls the earlier days in New York City, in the '40s and '50s, when fewer Hispanics lived there, and those who did had close-knit communities. Hispanics would dance and connect to their culture at the Spanish social clubs. It was at those clubs that Ramírez and other students from Lola Bravo's dance school would perform.

Said Ramírez, "These social clubs were where you got your practical experience. They had a theater piece and then there was vaudeville. We young dancers that were training would dance for an audience, sometimes 200, 300, 500 people. Through Lola's classes they would bring us there, and once you got to be proficient, the clubs would call you directly. If you got **really** good, the Spanish clubs would call you and say, 'Do you want to come to Toledo, Ohio?'

"It was a different world. There was a lot of opportunity, and you learned how to perform. You kept your culture alive."

Beyond the social clubs, Ramírez later performed at El Chico, then a high-class nightclub in New York, and at the Paramount and other venues. By age 15, she'd traveled on her first professional dance tour through the United States, Canada, and Cuba with a dance company called "Rhythms of Spain." She also toured in Spain, danced in Spoleto's Festival of Two Worlds with John Butler, in the Broadway productions of "Kismet" and "Lute Song," and in the television adaptation of "Man of La Mancha."

By the time Ramírez was in her 30s, she had already been dancing professionally for about 20 years. So, when Lola Bravo retired from teaching in 1963, and asked her former student to take over the school, Ramírez was ready for the change.

Said Ramírez, "I happened to have said to her when I was 13 that I'd like to be like you; I'd like to teach. She remembered after so many years. Lola wanted me to carry on the Spanish tradition that women would teach other women."

Ramírez gave teaching a try, and after a year of doing so, "I was hooked," she said. "I loved to teach."

When she took over Bravo's school, she renamed it the Tina Ramírez Dance School. Then, three years into her teaching, Ramírez conceived of and directed Operation High Hopes, a free professional dance training program for inner-city kids. She taught approximately 130 children from the five New York boroughs in ballet, modern, flamenco, acting, and singing. "I would see the power that dance had with minority kids," she said. "You could change a whole family just because you remarked, 'how pretty that dress is.' And people that had not thought their dresses were that pretty, all of a sudden all of the little girls had their dresses that same size. The parents began paying attention to what somebody was saying about their kids or somebody else's kids."

Operation High Hopes only lasted a summer, but Ramírez continued her work at her dance school, and arranged performances for her students. With increasing requests for performances, she formally established Ballet Hispanico in 1970.

"I always felt that some day all the Hispanics would get together. Ballet Hispanico included 21 nations," she said. "I wanted to be inclusive. I had subject matter, music, and history of 21 nations that I could choose from."

Since establishing the new name for her school and creating a professional dance company under Ballet Hispanico, the company has performed for two million people on three continents, and has built a repertory of more than 80 works created specifically for the troupe by world acclaimed choreographers. The school itself has grown from about 75 pupils from Lola Bravo's school to 600 students from all walks of life. Ballet Hispanico's students and former company members include film and television stars such as Jennifer López, Michael DeLorenzo, Leelee Sobieski, Rachel Ticotin, and theater's Nancy Ticotin.

"I am very proud of the people who have made it in show business. And I am also very proud of the many pupils that go to colleges and become professionals," said Ramírez. "The dance opens up a new world, and it is a bigger world."

Ramírez has seen dance play a pivotal role in the success of her students, whether they become performers or follow another professional career. However, her concern in the larger scheme of things is that "dance doesn't command the place it should in the education world." Said Ramírez, "Education in the arts is so important. All art is problem solving. And besides learning how to dance, you learn how to work well with others when you take dance. You also have to follow instructions."

For Ramírez, dance, and specifically Ballet Hispanico, is also a doorway through which Hispanic students and others can learn about Latin culture and history. "The people that are Hispanic get their culture confirmed, that it is good and acceptable," she said.

Learning to take pride in her culture was a big part of Ramírez's life growing up in NYC. Today, she finds that Hispanic children are much less aware of their roots.

"When we had already started Ballet Hispanico, we were doing outdoor performances, and there was this little girl who said, 'oh, they look like television, except they are alive.' I asked her where she came from, and she said 'Santo Domingo.' I asked her where that was, and she didn't know. She spoke Spanish but did not know where Santo Domingo was," said Ramírez.

"I found that pretty common. People didn't know where they came from. When they study dancing and you say, 'this dance comes from Brazil, and this comes down from Spain,' you are giving them information."

Primeros Pasos

About 28,000 students and teachers in schools throughout New York and across the nation are exposed to Latin dance and culture as part of Ballet Hispanico's innovative program, Primeros Pasos.

Primeros Pasos offers a multitude of activities designed for students in elementary, middle, and high schools. These include Crossing Borders, a mini performance featuring selected works from the company's concert repertory; Viva Las Americas!, a one-hour lecture and demonstration based on Latin American movement and cultural traditions; field trips to Ballet Hispanico Company concerts; dialogues with the dancers conducted after a performance; and in-school training in a mixture of Spanish

Ballet Hispanico has performed for two million people on three continents, and has built a repertory of more than 80 works created specifically for the troupe by world acclaimed choreographers.

dance, modern, Mexican folkloric, or Latin social dance.

"We have 39 programs at 13 schools," said Ramírez. "We have just under 1,000 pupils in New York City in our public school program. "During the time of our interview, the professional company was preparing for a trip to conduct educational programs in Atlanta, Ga., and had just been to public schools in Greenfield, N.C.

When Ballet Hispanico visits public schools, company members or teaching artists not only teach students how to dance, but also provide opportunities for students to perform. Through the classes and performances, students gain self confidence, and their regular teachers have a chance to see their students in a new light. Said Ramírez, "When the teachers see that child up on stage with hair combed and a little skirt on and looking different, all of a sudden the teachers themselves discover that their pupils have something else to offer that they had not seen. That happens in the public schools."

Hispanic students especially learn to take pride in their culture when Ballet Hispanico visits. Last year, the company traveled to the Los Angeles public schools, where 98 percent of the students speak Spanish. "Just to have the whole class experience that their culture is good, do you know what that does to those kids?" said Ramírez. "We come in and say we are teaching mambo from Cuba, and this and that, and we give a little history, and these kids are so pleased to have their culture affirmed."

The Ballet Hispanico Company also travels to universities throughout the United States, from the University of Arizona and UT-Austin to Montclair State University in New Jersey. Last year alone, a 15-state tour included concert performances at schools and centers in 21 cities. Residency activities that were part of the tour ranged from teacher orientations to student workshops to Latin social dance classes for the general public.

From national and international tours to teaching in New York and in schools throughout the U.S., Ramírez has been bringing dance and Latin culture to thousands throughout the country and world. The job seems daunting, yet for Ramírez, there is so much more to do. "There are always new ideas," she said. "Right now we are doing more than a good job, but I just wish I could do it more and better."

While the future holds new possibilities, Ramírez has been applauded and recognized for her work to date. In April, she received the Dance Magazine Award, one of the highest honors in the dance field, and in September 1999, she received the prestigious Hispanic Heritage Award in recognition of her achievements in education, presented at a gala celebration at The Kennedy Center. She was honored with the Governor's Arts Award in 1987, in recognition of Ballet Hispanico's contribution to the quality of New York's cultural life, the 1997 GEMS Woman of the Year Award from the international GEMS Television Network, and citations of honor at the 1995 New York Dance and Performance Awards (the "Bessies"), and at the 1992 Capezio Dance Awards. There was the Mayor's Award of Honor for Arts and Culture in 1983, the Mayor's Ethnic New Yorker Award in 1986, and the Manhattan Borough President's Award in 1988.

This is all well-deserved recognition for a woman who has turned her love of dance and Latin culture into a lifetime career of inspiring others. Said Ramírez, "I am supposed to be here. This is what is supposed to happen, and I want it to continue."

MI MARIACHI

Disciplined, Spontaneous, and Authentically Mexican

by Tony Cruz

When I was a child, my father, in hopes of making his children more aware of other cultures, would occasionally take my sisters and me to different types of restaurants. Since we could not afford to visit the actual countries, we would have to settle for experiencing the cuisine. One of my favorites was Mexican, not only because of the delicious food but because there were these men who would periodically come around to the tables and serenade those dining.

You couldn't help feeling somewhat intimidated when one to three men (or women) in very fancy, colorful costumes approached your table with instruments, wanting to sing songs that are of a different nature from American pop music. If you didn't have a request, there would be a slight pause, some short whispering, and before you knew it, they would be singing and playing for you. Having a deep love for music, I **knew** that I was attracted and stimulated by the rhythms, harmonies, and lyrics of this music. What I **did not know** was that I was seeing and hearing musicians called mariachis, who represent a deep, rich history of Mexico.

It would be almost a quarter century later that I would discover the true essence of the mariachi. As a semi-professional musician, I had the honor and privilege of performing with the Boston Pops Esplanade Orchestra under

The strongest theory to date is that the word "mariachi" comes from the now-extinct language of the Coco Indians of the central part of the state of Jalisco.

the direction of Conductor Keith Lockhart in August of 2001 on their Fiesta tour, which included a full program of Latino music. Before rehearsals began, I also learned that mariachi would be featured–the Mariachi Cobre, a 14-piece group from Orlando, Fla.

To hear a mariachi group this size, complete with trumpets, violins, *vihuelas*, and *guitarrón* is an experience that should be reserved for the ears, not text.

On this tour, I was exposed to some of the most beautiful music the world has to offer. Tears welled in my eyes on several occasions as the Mariachi Cobre sang of love, history, and independence. Often, the mariachi would perform for the orchestra in the bars/restaurants of the accommodating hotels. The music brought all to their feet as the complex rhythms and sonorities filled the room. This afforded me the opportunity to get to know these kind, humble gentlemen, as well as learn about their culture, their music, and their careers.

Mariachi Cobre

In 1964 in Tucson, Ariz., a summer project called *Los Changuitos Feos De Tucson* ("Tucson's Ugly Little Monkeys") was created under the auspices of the CYO (Catholic Youth Organization) of All Saints Parish.

The creator was a musician/Irish Catholic priest named Father Charles Rourke. It was the first youth mariachi ever created in the United States. Though Rourke is no longer with us, he would be proud to know that *Los Changuitos Feos* are still alive and well today.

It was there that brothers Randy and Steve Carillo learned their craft. They soon befriended Mack Ruiz, and a deep, long-lasting friendship was formed. When they graduated from high school, making them too old for *Los Changuitos Feos*, they formed the Mariachi Cobre. That was 1971. Since then the group has kept a busy and impressive work schedule, including several recordings.

If you are ever in Walt Disney World in Orlando, Fla., you can see them in Epcot Center. They have been delighting visitors there since 1982.

The Mariachi Cobre just celebrated the 20th anniversary of the Tucson International Mariachi Festival, which they founded. This Festival is held the last week of April in their hometown of Tucson. More information can be found at: www.mariachi-cobre.com.

History of the Mariachi

The history of the mariachi is somewhat of a mystery. Even the origin of the word itself has several theories. At one time it was thought to have come from the French word for marriage, a theory disproved by documentation in letters preceding the French intervention. Another theory was that mariachi were named after a saint, María H, whom they would often celebrate in music. The pronunciation of "h" in Spanish is (ah-chay), hence "María ah-chay."

The strongest theory to date is that the word comes from the now-extinct language of the Coca Indians of the central part of the state of Jalisco. The word is believed to have several meanings, including a tree and a wooden dance floor platform.

Costumes

Costumes of the present-day mariachi also have a distinct history. When Christian Spain came to Mexico, the typical native dress was not much more than feathered head dresses and loin clothes. This was too little skin for the Christians, who forced the people to wear what was called *calzon de manta* (manta is a roughly woven type of cloth). This was a full-bodied undergarment that Spanish soldiers wore under their armor. It became the typical dress of the native people. Eventually, they added a large waistband (usually red), a scarf-like garment, which eventually became the moño (bow tie, partially made of horse hair), and a sombrero.

As rancheros and hacienda owners became wealthier, they began to adorn their dress with coins and silver buttons (*botonadura*) to show social stature and personal wealth, hence, the metal ornaments on the side seams of the pants and sometimes on the rims of their sombreros.

At some point in the early 1900s, the mariachis came through Mexico City. There they saw then President Alvaro Obregon's "Orquesta Tipica," which he dressed in "trajes de charro." The biggest difference in the dress of the orchestra members was a short bolero jacket, which came directly from Andalucía, Spain. From then on, the mariachi adopted the *traje de charro* as its typical dress and took on the gentleman cowboy look.

Since the mariachis sometimes traveled long distances to play special occasions, they would also wear a *gabán*. This was a large cloth usually draped over the left shoulder. It was used to cover their heads to conserve heat as they traveled through the night. In America they became known as "panchos." Present day mariachis sometimes wear a *gabán*, but it is only for ornamentation.

The Music and its Variations

As with any country, people in different regions of Mexico had and have unique qualities. In addition to beliefs and mores, they influenced the music as well. *Son* is the generic Spanish word for the different variations of the folk music throughout Mexico. Like dialects of language, these *sones* are combinations of rhythms, style, and instrumentation, which give each region its distinct character. According to the *Garland Encyclopedia of World Music*, there are seven types of *sones*:

Son Huasteca, also known as *Huapango*, is typically played by a trio playing a violin, a *huapanguera* (a deep-bodied guitar with eight strings), and a *jarana* (a small five-stringed guitar).

Son Jarocho has a typical instrumentation of an *arpa jarocha* (a 32- to 36-string harp), a *jarana*, and a *requinto* (a four-stringed, narrow-bodied guitar).

Son Istmeño or **Son Oaxaqueño** is customarily neither performed by string ensembles nor sung. Wind-and-percussion *bandas* (central social institutions generally comprised of native Americans) follow the basic "sung" sections, alternating with instrumental interludes.

Chilena comes from the *cueca*, a musical genre and dance performed by Chilean and Peruvian adventurers who stopped in Acapulco on their voyage to California during the Gold Rush of the mid-1800s. Originally, the instrumentation was a harp, a *jarana*, and some form of percussion that typically accompanied the *chilena*.

Son Guerrerense, which is from Guerrero, and also known as *Son Calentano* (from *caliente*, 'hot', referring to the hotlands of Guerrero and Michoacán) consists of an ensemble of one or two violins, a six-stringed guitar, a *tamborita* (small, double-headed drum, played on the head and rim with two drumsticks), and occasionally a *guitarrón* (bass).

Son Michoacano is closely identified with a string ensemble consisting of an *arpa grande* (large harp), two violins, a *vihuela* (five-stringed guitar with a convex back), and a *jarana* (also known as a *guitarra de golpe*, a deep-bodied guitar with five strings).

Son Jalisciense is perhaps the most popular *son* because of its frequent performance by mariachis throughout the country. Prior to the introduction and standardization of trumpets in mariachis during the 1920s through 1940s, the accompaniment to this *son* was one or two violins, a *vihuela*, perhaps a *guitarra de golpe* and a harp or *guitarrón*.

The instrumentation also has a history of its own. Because of travel concerns and portability, the *arpa grande* (large harp) was seen less and less. Trumpets were eventually incorporated, as composers heard their use in the European orchestras. The vocalists, too, were influenced by the Europeans. The long-held notes of the vocals come directly from the *bel canto* of Italy.

Today's mariachi show groups can be as large as 14 pieces. A group that size would typically consist of: two trumpets, six violins, *guitarrón*, guitar, *vihuela*, *guitarra de golpe*, and harp.

Though mariachi music is not terribly popular in mainstream America, it has influenced artists and composers throughout the country. In 1936 American composer Aaron Copland completed his "Salon Mexico," which was inspired by several visits that began in 1932. In this short piece, he captures the spirit of many Mexican themes and rhythms.

In 1987, Linda Ronstadt released "Canciones de mi Padre," and in 1991, a follow-up record, "Más Canciones," both tributes to her Mexican-American heritage. She says, "It is said that there are many contradictions in Mexican culture. Its music is no exception. It is at once the most disciplined and the most hang-loose music I have ever attempted."

Though there are many wonderful Mexican composers, several warrant special note. They include:

José Alfredo Jiménez (1926-1973), probably the most important composer of Mexican popular music since 1946. "Musica Ranchera," the people's music. Born Jan. 19, 1926, in Dolores Hidalgo, Guanajuato, Mexico. Songs: Ella, El Rey.

Manuel María Ponce (1882-1948), born in Zacatecas, Mexico, spent his early career composing, conducting, teaching, and writing music criticism in Mexico. He moved to Paris in the 1920s, and, after studying with the French composer Paul Dukas, abandoned the genteel salon-music style then prevalent in Mexico and began applying an impressionistic idiom to works with concise structures and skilled counterpoint. Later on, he developed a nationalistic style in which he expressed his Mexican origins. Ponce was a very close friend of guitarist Andres Segovia, for whom he wrote nearly all of his guitar music. His guitar works in this style became standards in the modern guitar repertoire. His other compositions include orchestral, chamber, and piano music and songs, the most famous of which is "Estrellita" (1914).

Rubén Fuentes is known for his sophisticated orchestrations, which also preserve the delicate structure of the music.

The next time you hear mariachi, whether it be in a restaurant, an amusement park, or a recording, be aware that you are looking at and/or listening to a music that has been formed and created through a rich, beautiful, and sometimes tormented past. Stare at the costumes to understand the history. Listen to the music and instruments to hear all of the European and western influences. But please know that mariachi is truly Mexican. Over the centuries, the Mexican people have embraced all of these influences, forced to or not. They have taken them in, molded them, and made them purely Mexican.

Cristobal Díaz Ayala:
Passionate Collector

Donates Fabulous Music and Archives to FIU

FLORIDA INTERNATIONAL UNIVERSITY

by Jeff Simmons

Over the next three years, Florida International University will become home to the most comprehensive compilation of Cuban music in the world. The collection won't be the result of a team of researchers and curators, but of one man who has dedicated most of his life to the pursuit.

Cristobal Díaz Ayala recently donated nearly 10,000 items–which span the history of popular Cuban and other Latin music–to the Miami-based university, the largest in southern Florida. The collection is valued at close to $1 million but, given its scope, is priceless.

"When you love something, you do it well," says Joe Hernández, president of the International Latin Music Hall of Fame. "His dedication to the love he has for Latin music is something from which countless generations will benefit."

The numbers in Díaz Ayala's collection–called the Fundacíon Musicalia–are staggering: 25,000 LPs, 14,500 78 RPMs, 4,500 cassettes (which contain radio interviews with musicians and composers), 4,000 pieces of sheet music, a trove of 3,000 books, and thousands of CDs, videocassettes, and photographs.

The collection, lauded for its breadth and scope, includes wax cylinders (precursors to modern-day records) and early orchestral recordings.

Díaz Ayala, who recently produced the CD boxed collection "100 Cuban Songs of the Millennium," will spend the next three years helping to move the collection to FIU from his home in Puerto Rico, and will oversee the conversion of his handwritten notes to a computerized database.

"It will be a source for serious investigation into Latin American music," Díaz Ayala tells *HO* in a recent interview. He has dedicated more than a third of his 72 years compiling the vast collection, an endeavor that includes contributions from friends and relatives, including his wife of 47 years, Marisa.

Díaz Ayala, considered one of the world's premier Cuban musicologists, has written many books and newspaper articles about Cuban music. Roughly half of the collection concentrates on Cuban music and half on music from the rest of Latin America.

"I have been collecting all my life. When I was a kid, I was collecting postcards and things like that," he recalls. "Then I started collecting records when I was 14 or 15 years old back in Havana," a time when he enjoyed the rich flavor of outdoor singers and military bands.

He recalls purchasing his first record in 1944, and then, a few years later, co-hosting with a friend a daily afternoon radio show featuring swing and jazz. Back then, he was a good note-taker: he would log all of his items on paper stuffed into a notebook binder. He used family trips as times to seek out and buy independent records.

He studied journalism briefly, but pursued social sciences and law in college, and graduated in 1953 from the University of Havana. He subsequently started a law practice, and translated his love for music into his own small record shop, which his wife operated.

"In Cuba, my first love was jazz and swing music," he says. "I enjoyed Glenn Miller and the big bands, and the be-bop. That was part of my musical education, so actually, I was collecting that kind of music. Then I started with Cuban music."

But, seven years later, the couple and their two children left Cuba for Puerto Rico, where he put his musical interests on the back burner, started a construction company, and focused on supporting his family. It was more than a decade later when he again delved into music, applying his construction riches to financing his personal desires.

Distressed by the scant research and incomplete resources on Cuban music, Díaz Ayala approached the editor of an encyclopedia about Cuba to ask if he could pen the entry on music for the next edition. When plans for that edition fell through, he continued the work anyway and wrote his one-volume overview of Cuban musical history.

The collection started small, but has finished big. Over 25 years, Díaz Ayala has skipped many family vacations and, he admits, handed over much of his savings to acquire many rare gems that represent so much of Latin America's music. He spent two decades making trips to libraries in Puerto Rico and the United States.

"Since I was living in Puerto Rico, I started to collect Puerto Rican musicals, and when I was traveling to Colombia and Mexico and other countries, giving conferences and looking for recordings, I realized that in order to know about Cuban music, you have to know at least a little bit about the rest of South America," he says.

The collection became so gargantuan that it now consumes an entire two-story house, a literary treasure tucked away on a tiny residential block in his Santurce neighborhood.

"About seven years ago, I bought the house and dedicated it only to the collection. I have a very big apartment, but of course, that apartment was already filled with books."

Fortunately, he says, his wife shares his passion for music. "We are a team, really," Díaz Ayala says. "And my children have grown up, and they have their own homes, so they don't mind what I store here."

But with his advancing age, he felt he should be practical and make sure that after he is gone, his legacy lives on. "I'm 72, and sometimes I get tired," he says. "Besides, I always share my collection with as many people as possible here."

Over the last five years, he's talked with representatives at the Smithsonian, Miami University, and the Conservatory of Music in Puerto Rico. But in the summer of 2001, he selected Florida International University for what he sees as all the right reasons–especially that it was much closer to home than Washington, D.C.

"I did some investigations and made contacts with local institutions here, but the thing is that Miami is the best place and there are going to be more people from South America moving there," he says, maintaining that Miami will be the most central location for those interested in Latin and Cuban music.

"That was reason No. 1 why I chose Florida International University. But the University is always making innovations and trying to bring in new programs and new things into those programs."

The University also agreed to finance the final stages of cataloging the collection, covering operating costs such as providing new computer software and electricity. He points out that FIU wants to immediately transfer the collection to digital form.

"The other part that I made a condition for the donation was that it be at least in part available to people over the Web, so that's what we are working on now," he says. "The first shipments to the University will be this summer, when all of the 78s are being sent there. Then next year we'll send the LPs, and finally the books and everything else."

He said he did not even consider bequeathing the collection to Cuba, explaining that valuable items often disappear from its museums.

Mayra Nemeth, head of the FIU library's audiovisual department, visited Díaz Ayala's library in the summer of 2000 as the University contemplated its acquisition and felt as if she had stepped into another world.

"It was amazing," she recalls. "You can't see it all in one viewing."

"When I went to Puerto Rico, I saw that this was not just a record collection on shelves. There was metadata, information on notebooks," she recalls. "I realized this was a collection done by a serious collector who had kept records of everything being done. It was not just someone who bought a lot of records."

Much of his cataloging was done on the pages of loose-leaf notebooks and note cards.

Nemeth, who is now coordinating the project, continues: "It was such a relief, and I admired all that he had done. I had written a report telling the University how worthwhile this was to obtain and how valued it will be as a library collection and as a research collection. I know we've embarked on a long-term project here, and a unique one at that."

Nemeth expects students, scholars, and researchers to use the collection for both academic research and nostalgic purposes. Several have already contacted the University while researching particular artists, but the Institution isn't ready yet to help them.

Laurence Miller, executive director of FIU's Library, called the donation a "very valuable" gem for a community of scholars and in an area of expanding Cuban residents.

"It lends to the teaching strengths of a library," Miller says. "This collection fits in with the academic focus of the University, and we expect it to be accepted in this community as the definitive collection. We are so very glad to have it."

"It's our intention to make this available to the community at large and indeed this was one of the attractions that Mr. Díaz Ayala had to the University," Miller adds.

Uva de Aragon, associate director of FIU's 11-year-old Cuban Research Institute, was similarly awed by the size of the collection, calling it "mind-boggling." She predicts that it will stir interest in Cuban music, and thus the University is starting an endeavor to support those who express an interest.

"We hope it will create an expanded interest in the study of Cuban music, and we plan to start next year to get some funds to sponsor research using that collection," de Aragon says. "We hope to get a grant and then award fellowships to people who are doing research on Cuban and Latin American music."

This, de Aragon says, will be an important research tool for academics and students alike. "I know him personally, and I've seen it grow. It goes beyond any economic price that you can put on it. It is very varied. He has records, musical scores, clippings, posters, etc. It is something he has done through a lifetime of dedication."

It's more than a collection of materials, it's a collection of facts. He has copiously taken so many notes while traveling to libraries and poring through newspaper archives. He has listed data by performer, songwriter and song, and personally responds to about a dozen weekly inquiries from researchers.

"From each record, you learn something new," he says. "The information that is on the label of the recording, the information you have in the groove as you play the recording makes you wiser," he says. "You always want to know more. There is such a big musical connection between all of these countries."

There is no one item that he considers his most prized possession, likening a question about that to a father being asked to name his favorite son. Instead, he says, he has some very valuable recordings dating back to 1905. He is also pleased with his acquisition of recordings from pre-revolutionary Cuba.

He already has translated his research into a musical tome and numerous articles on the history of Cuban music. Díaz Ayala has drawn up discographies of Cuban music from 1898 to 1960. An author as well, his *Del Areyto a la Nueva Trova: Historia de la Música Cuban* spans the history of Cuba's music. Originally published in 1981, it is in its third edition.

Additionally, he has authored or edited other books, including a 1994 discography of Cuban music and a 1998 history of Puerto Rican music. Currently, Díaz Ayala is penning a 10-volume encyclopedia of Cuban music.

"He is a wonderful man," says Hernández, whose International Latin Music Hall of Fame is a nonprofit organization dedicated to honoring artists and others who have supported the growth of Latin music around the world.

"The work that he has done is incredible. Last year, we honored him with a special recognition because of all of his work. His books are fabulous, and he has touched on topics people never wrote about."

"He is a cultural icon for doing this kind of work. He is a very humble man, very soft-spoken, and he has almost a melodic voice, very calm. When he talks to you, he is very soothing. He makes you feel free. His life's work is beautiful," Hernández says. "It is a great experience to be next to him."

Nemeth expects the collection to steadily grow for years to come.

"This is a unique collection, and in Miami, it's a very fortunate collection to have for any type of research," she says. "It will make a big impact, and I hope there is a lot of interest in the collection."

It's going to take several years to enter all of Díaz Ayala's information into the database, and that work will be done in phases. Much, if not all, of it, she notes, will be accessible over the Web so researchers will be able to access information over the Internet.

As for Díaz Ayala, she says, he continues to increase its size and breadth. "He just keeps adding to it," she says. "He doesn't seem to be finished with his collection."

Díaz Ayala concedes that his work isn't done, and shrugs off any suggestion that he will stop collecting. Once a collector, he says, always a collector. He recently purchased 5,000 more 78s from a collector in Puerto Rico.

"As a matter of fact, although it is not my collection anymore, I am still buying more materials," he says, "items I think will be good for the collection. Once a collector you cannot stop."

Conductor Sonia Marie de León de Vega Brings Gift of Music to L.A. Children

by Tony Cruz

Leo Tolstoy once said, "Music is the shorthand of emotion. Emotions, which let themselves be described in words with such difficulty, are directly conveyed to man in music, and in that is its power and significance."

In its basic form, music is the movement of air or, as some define it, "organized noise," yet it is an extremely important part of life, culture, and education. I shun thinking of a world without it. Even if you are not a musician, think of all the ways it has affected you and all the things you have learned through it–the alphabet, for example. Think of all the emotions certain melodies conjure up in your mind and heart, the unforgettable songs that carry the emotions of a younger you.

With deep budget cuts over the last few years, many schools throughout the United States have seen their music programs erode, essentially robbing students of an important aspect of their education and culture. In some cases, the pro-

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grams have been phased out completely. Even if small music programs somehow managed to stay afloat, students from the lower socioeconomic level often could not afford to rent an instrument.

Those responsible for these cuts reason that music is not an important part of education. The travesty of this lies in not understanding that music itself is a well-rounded educator. It is math, it is science, it is a language, it is art, it is teamwork, it is creativity, it is expression, it is discipline, and it is rewarding.

Most students will not become professional musicians, but they will come away with the benefits mentioned above and with an appreciation for music that will support the art in many other ways.

No one understands this better than a brave young woman named Sonia Marie de León de Vega. She is the founder, director, and conductor of the Santa Cecilia Orchestra, based in Los Angeles County, Calif. Now in its ninth season, de León de Vega and the orchestra are going into surrounding communities and bringing music back to the children through their program called "Discovering Music."

Born in San Antonio–a fifth-generation Texan–de León de Vega is the daughter of actress/producer Sonia de León and musician Reynaldo Sánchez, guitarist and singer.

"My first musical influence was my father, who played trio music."

Then, at the tender and impressionable age of seven, Sonia heard classical music for the first time. "At the end of the piece, the radio announcer said it was Beethoven's 7th, and I thought this was the most beautiful music I had ever heard," she said. This interest eventually led her to the library, where she checked out everything she could on Beethoven. "I fell in love with Beethoven and classical music…and from then on, that's what I played." She went on to become an accomplished pianist and organist.

De León de Vega went to Cal State L.A. for her B.A. in music (organ) and M.A. in music (instrumental conducting). She was urged and encouraged in conducting by Dr. David Buck. "He helped me believe in myself," she said. She also trained at the Herbert Blomstedt International Institute for Instrumental Conductors and at various American Symphony Orchestra League workshops with Otto Werner Mueller, Maurice Abravanel, Pierre Boulez, Andre Previn, Zubin Mehta, and Ricardo Muti.

Now de León de Vega would like to "give back" some of the opportunities and support that she was afforded by Buck.

Launched three years ago, "Discovering Music" is an educational program developed by de León de Vega for inner-city Latino children. In this program, she sends musicians representing different parts of the orchestra to schools in the area. This gives the students a chance to see and hear the various instruments firsthand. It also creates a forum for the students to hear the musicians talk about why music is special and how it has affected the lives of the performers. Most importantly, de León de Vega hopes that it will inspire children to say to themselves– "I can do that."

"Presently our program is presented in Northeast Los Angeles. This next school year, we will expand to other regions of Los Angeles County.

De León de Vega is passionate about reaching these students.

"There are many reasons that music is important for children," she says "but the primary reason…is because it gives them self-esteem. It also helps with their discipline, their thinking skills, critical skills, etc."

More often than not, many Latino students living in low-income neighborhoods find themselves getting into trouble on the street.

"I think it's terrible that so many children go into gangs and eventually into drugs. It's like they were never given an opportunity," says de León de Vega. By reaching out through music, she offers them a different route.

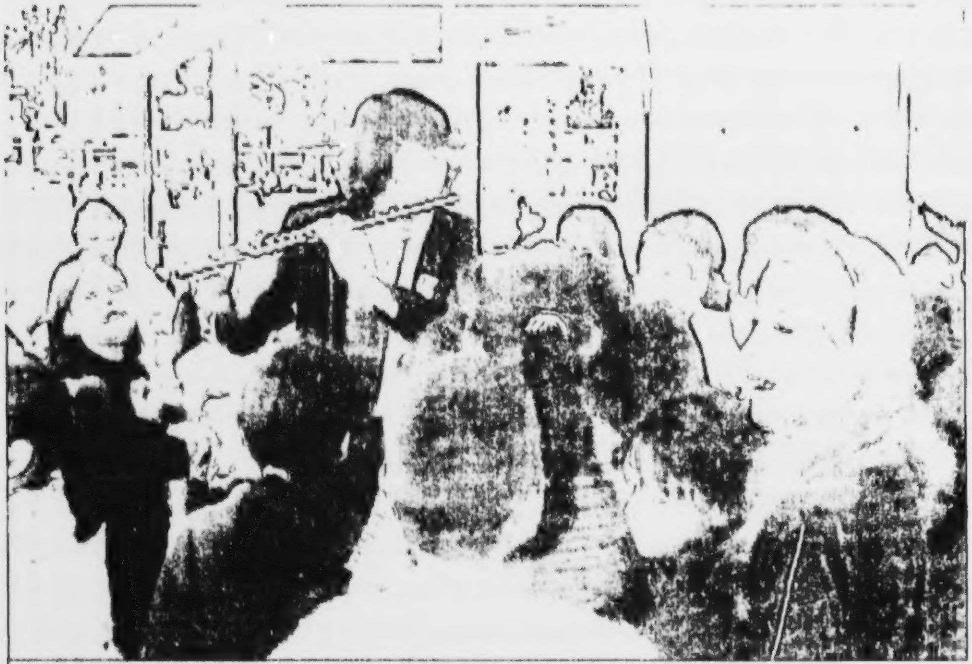
"All of a sudden, it's a door that's opened to them….It's an important part of self-expression," she says.

Having a dream of bringing music to a community is wonderful. Financing it is a whole other story.

"This is a very expensive program for us," she says. "Ninety-five percent of our work is outreach and educational. Presently, we only have one concert a year where we sell tickets." That's the annual Opera Under the Stars concert held in Los Angeles, a venue credited with launching the careers of many young operatic vocalists.

"For this reason, we are always working on fund raising and welcome any potential sponsors to contact us. All other performances are free. All musicians are paid for all their services, and we are a professional union orchestra."

De León de Vega expresses sincere gratitude for the generosity of all the entities and individuals who offer support. "We feel very fortunate that so many foundations and corporations share our mission and vision and are interested in bringing music to the lives of thousands of children and to the Latino community….Target Stores was our first major sponsor and continues to be a sponsor each year. Other corporations are Mervyn's and Northrop Grumman. A number of wonderful foundations such as The Weingart Foundation, the Ahmanson Foundation, Times Mirror Foundation, and The Roth Family Foundation. Government agencies–Cultural Affairs Department City of Los Angeles, Los



Asked what qualities in the music make them "Latin," de León de Vega's quick response was "passion."

Angeles County Arts Commission, California Arts Council and Los Angeles County Supervisor Don Knabe's *Arts In Education* grant program.

Women In Film sponsored a public service announcement for the orchestra that is presently airing on major networks. The James Irvine Foundation has just awarded the orchestra a $75,000 grant.

"Last year, we went to 16 elementary schools...starting in September, we're going to add on schools and start giving **free** lessons to the students. And they'll be given an instrument. We're also going to start organizing a community children's choir."

What's even more amazing is that all of this happens with her staff of two.

"I am the founder, conductor, and executive and artistic director. I wear many hats. Within the next few years, I hope to give some of those hats up as we begin to raise funds to hire a staff. All of our money that we raise goes right into our program, so I have put off hiring a staff but hope to soon."

Asked about her favorite Latino composers, she responded almost immediately with Manuel DeFalla and Joaquín Rodrigo. "In their music you can feel the culture...you can picture it...it's so colorful....it's so different." She also respects the fact that though Latino composers were certainly inspired by European aspects of music, "they weren't trying to imitate the Germans or the French composers. You hear folklore and nationalistic qualities." Asked what qualities in the music make them "Latin," de León de Vega's quick response was "passion."

De León de Vega tries to incorporate as many Latino artists as possible both in and on her program.

July 27 was a special night for her for two reasons: 1) Celino Romero of "The Royal Family of the Guitar" appeared with her at The Ford Amphitheater in Hollywood, and 2) for the first time in her professional career, she performed and conducted live the music that held so many emotions and memories–Beethoven's 7th Symphony.

In her professional career, she was the first woman in history to receive an invitation from the Vatican to conduct a symphony orchestra at a Papal Mass. Univision, Mervyns of California, and Target named her Outstanding Latina of the Year in 2000. *Hispanic Business* magazine voted her one of the 100 Most Influential Hispanics in the United States in 2001. Her accomplishments have been recognized in a variety of media venues, including *La Opinion*, *Vista*, *Latina Style*, *Hispanic*, and Women in Film.

As a guest conductor of many other orchestras, de León de Vega has not been surprised to discover the minute Latino presence among their members, and believes this stems from the fact that low-income minorities can't afford an instrument.

For children in that situation, "playing an instrument in an orchestra is just about as far away as going to the moon. I thought that these children needed to be exposed to this music and these instruments, so I send a musician to classrooms."

Asked about her vision for the next 10 years, de León de Vega hopes "to see children's orchestras and choirs in at least three communities in the surrounding areas." She is working closely now with a foundation to put this vision in writing and to establish a national model for studying music in schools and communities.

"It has had such a powerful impact. They absolutely love it!"

De León de Vega is beginning to see the effects of her program in that several schools have started to plan school orchestras. "In the next three years, we will produce a video of our accomplishments and offer it to any orchestras interested in duplicating our program."

De León de Vega is always interested in hearing from people in the country and from around the world, and she tries to answer each letter she receives.

For more information on the orchestra and to contact Sonia Marie de León de Vega, visit the Web site, www.scorchestra.org.

HO

PROMOTING LATINOS IN MEDIA, ENTERTAINMENT, AND TELECOMMUNICATIONS

National Hispanic Foundation for the Arts

by Inés Pinto Alicea

atinos must demand that Hispanics be seen more and be a vital part of the decision-making process of television shows and movies.

Why? Because children who do not see themselves portrayed in the media lose their sense of belonging within the American society, said the head of the National Hispanic Foundation for the Arts (NHFA).

"We're a new organization for this century that is focusing on the Latino digital segregation in the media," said Félix Sánchez, president of the Washington-based organization.

"This is as profound a civil rights issue as the ones we fought in the previous century for housing, employment, education, and transportation."

NHFA was created in 1997 by Sánchez, a Washington attorney, and actors Jimmy Smits, Sonia Braga, and Esai Morales to promote Hispanics in the media, entertainment industries, and telecommunications. The Foundation target is increasing access for Hispanic artists and professionals two ways: 1) by expanding career opportunities for existing talent in all aspects of entertainment, and 2) by fostering the emergence of new Hispanic talent by offering scholarships to graduate students at prominent colleges and universities who are pursuing degrees related to the entertainment industry and the performing arts.

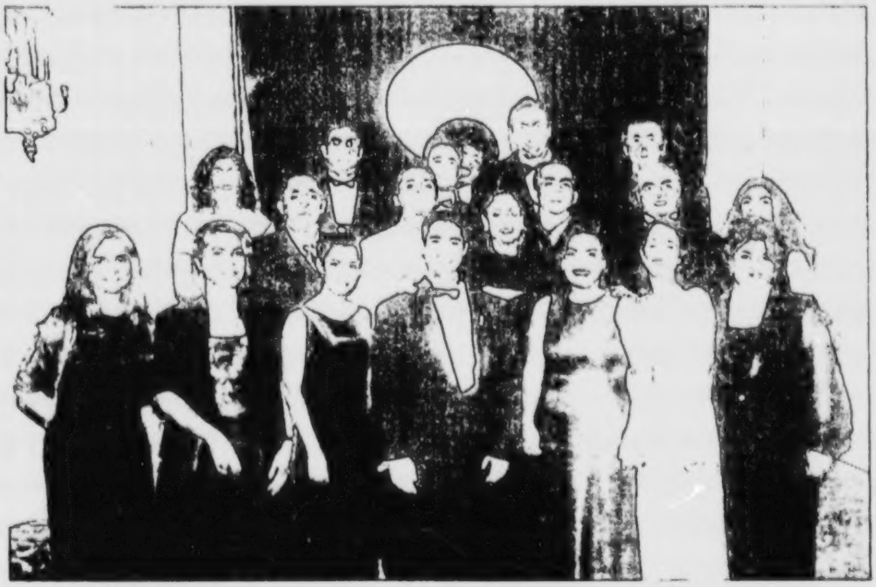
Félix Sánchez, NHFA president

The organization also is a visible advocate at the White House, the U.S. Congress, the Congressional Hispanic Caucus, and the Federal Communications Commission.

NHFA highlights the crisis the Latino community–reported at 12.5 percent of the U.S. population and growing fastest of all ethnic groups–faces in the media and entertainment industries. According to the Motion Picture Association of America, Hispanics bought 11 percent of the movie tickets sold nationally in 1998. Latino households watch an average of four hours more television per week than non-Latino households, according to NHFA. Moreover, Latino buying power is believed to have more than doubled in the past decade to an estimated $450 billion, so officials expect Latino box office clout to grow.

Yet the entertainment industry has failed to acknowledge the size and impact of an audience that is 34 million strong. Hispanics remain one of the least represented groups in Hollywood.

"Paradoxically, while the entertainment industry and its advertisers tap into the Hispanic community's resources, its programming ignores or distorts Hispanic culture and offers children limited, stereotypical, and generally negative role models," says the NHFA mission statement. "This omission deprives an entire community of a source of cultural pride and reality and the country-at-large of a true picture of the American mosaic, thus deepening the racial and ethnic rifts that divide us."


Félix Sánchez, Jimmy Smits, and Sonia Braga with scholarship students

A major effort by NHFA is its annual report on the progress or lack thereof by the networks in including Latinos in their programming. The reports provide the networks with an independent analysis that measures progress in reaching diversity goals that many civil rights organizations have striven for in recent years.

Sánchez said NHFA is slowly making progress in its dialogue regarding diversity as not only a Black and White issue but also a Latino issue. But he admits that for the effort to have an impact, the pressure must be constant and steady. The organization, in conjunction with Children Now, released its first study in September 2000, *Latinowood and TV: Prime Time for a Reality Check*. The study provided a baseline on Latino representation in front of the camera.

The most recent report, released in 2001 and called *Prime Time for Latinos: Report 2: 2000-2001 Prime Television Season* found that Latino representation at the six major networks fell 1 percent from 1999. And that Latinos make up only 2 percent of all prime time television characters on the six broadcast networks (ABC, CBS, NBC, Fox, UPN, WB), down from 3 percent the previous year.

"A look at the 2000-01 prime time television lineup would lead the average viewer to believe that, contrary to the most recent census figures, Latinos are not a significant part of the U.S. population," the report says. "By relegating Latino characters to mostly secondary and nonrecurring roles, these television programs create the impression that Latinos are not worthy of society's attention."

"There are simply not enough Latinos on prime time television to provide an accurate picture of the many and diverse roles that they play in our society. The picture for Latinas is even worse as they are nearly invisible on prime time television."

Among the study's other findings:

- Latinos portrayed only eight primary recurring characters, down from 14 the previous season.
- While the actual number of all Latino characters rose from 42 in 1999 to 48 in 2000, of the 49 seen in prime time last season, nearly 40 percent played token characters with no relevance to the show's plot, and they had only minor speaking parts.
- Latino actors are still primarily cast as criminals or blue-collar workers.
- In the 2000 season, only six of the 18 Latina characters appeared in primary or secondary roles, and three of the shows in which they appeared were canceled for the 2001-2002 season.
- Only 13 of the 48 Latino characters in the 2000 season appeared in sitcoms, the most popular type of programming.

Sánchez said that it is not just a matter of getting Hispanic actors on the screen. It's also a matter of having Latino decisionmakers in the movie studios and television networks and having writers and creators who develop good, strong Latino characters who are key to the storylines of the project. Often what occurs is that the studios and networks tell the writers on an untimely basis to make the casts of their TV shows and films more diverse, and many shows end up with Latino maids, nurses, or nannies with secondary or tertiary roles that do not impact the story line.

Latino artists must also take some responsibility and aggressively offer television and film products that are attractive to a large audience, and bring in high ratings and large numbers of advertisers, he said.

Some 70 percent of English-speaking or bilingual Latinos watch English-language programming, and Latinos say their favorite show is "Friends," which has no Latino characters.

Sánchez said Latinos must speak out more, and the organization must do more to create a better understanding of the impact of being invisible on the screen.

"When our image is not projected in a balanced manner, children, teens, and young professionals do not have a sense of where they belong in the American social strata," said Sánchez. That, in turn, leads them to acculturate to the White society or turn to another racial or ethnic group to find a sense of belonging.

"That weakens our community and our sense of empowerment," said Sánchez.

Sánchez praised a new show, "The American Family," which airs on PBS and which he said offers viewers, for the first time on television, an integrated and functional Latino family. But he said television and film studios need to build Latino characters who serve as leads in projects or are an integral part of ensemble casts–"the best way to get a window into our community."

NHFA has focused on the major networks because their programming is provided free to the public and because the federal government requires that they provide balanced programming to retain their federal licenses, said Sánchez.

The networks, he said, have shielded themselves with their First Amendment rights of free speech when the issue of further diversifying their programming arises. Thus, the only way to exert pressure on them to diversify, said Sánchez, is by getting the Latino community to pressure advertisers who fund their programming.

"We have not been able to get a strong outcry from our community," said Sánchez.

Some of the cable networks are offering programming with Latino leads, among them the cartoon "Dora the Explorer," and the drama "Dark Angel," which stars a Latina, but Sánchez said the core audience of those two programs is not Latino but rather Anglo households.

"We are not necessarily patronizing or responding to Latino images or storylines," said Sánchez of the need for Latinos to call for more Latino images in television and film and more positive portrayals of Latinos.

Noche de Gala and Scholarships

A major project the organization carries out to raise money for scholarships for Latino graduate students is its annual fund-raising "Noche de Gala" dinner benefit. Thus far, the Foundation has awarded $415,500 in scholarships.

For the 2000-2001 academic year, NHFA awarded $2,500 scholarships to 48 graduate students.

"The scholarship program not only helps talented individuals take that first crucial step up the career ladder, it creates a network of young Hispanic professionals," said NHFA cofounder Jimmy Smits.

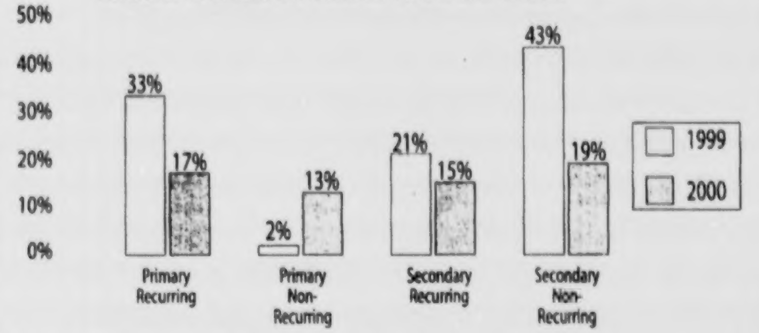
To be eligible, candidates must have been accepted to or enrolled as a full-time graduate student at one of the following universities: NYU, Columbia, Yale, UCLA, UT-Austin, Northwestern, Harvard, or the University of Southern California.

The scholarship program seeks applicants pursuing disciplines leading to careers in the entertainment arts and industry. These include, but are not limited to: acting, theater, radio and television, film, music, set design, costume design, lighting design, motion picture writing, directing or producing, and playwriting.

Also encouraged to apply are students pursuing graduate degrees in law and/or business who are seeking either joint degrees, certificates, or concentrations in entertainment-related fields, and students pursuing graduate degrees in law and/or business who already possess undergraduate degrees in the disciplines listed above and who plan to pursue careers in the entertainment arts and industry.

Candidates must be in good academic standing with a GPA of 3.0 or better on a 4.0 scale. They must provide evidence of financial need, i.e., they must come from families with incomes at or below 60 percent of the area's median family income, based on family size. Certification by a college or university's office of student financial aid is required. If certification is not attainable, the students' and parents' income tax returns will be used to determine their financial need.

Latino character roles: 1999 vs. 2000



Note: Tertiary characters were not coded in the 1999 study and therefore not included in this chart.

Source: Prime Time for Latinos Report II: 2000-2001 Prime Television Season.

The applicant must be a U.S. citizen of Hispanic origin residing in any of the 50 states or the U.S. territories. Close consideration is given to students who can demonstrate special talent in areas related to the entertainment arts and industry. Students may submit portfolios and/or video/audio tapes of their work.

NHFA works directly with HSF, the Hispanic Scholarship Fund, which administers the graduate school scholarship program. HSF matches all funds raised by NHFA to expand the scholarships provided on behalf of NHFA.

To apply for NHFA scholarships or for other scholarships offered by the Hispanic Scholarship Fund, please contact the Fund at 1-877-473-4636, visit its Web site at www.hsf.net, or write to the organization at rtoriz@hsf.net or Hispanic Scholarship Fund, One Sansome Street, Suite 1000, San Francisco, Calif. 94104.

NHFA strives to encourage others to advocate on behalf of the Latino community and does so by bestowing its highest honor to organizations and individuals who help advance Latinos in the arts and entertainment industries. Each year, NHFA also honors an individual or organization whose work epitomizes NHFA's commitment to promoting Hispanic talent in the performing arts.

Past recipients of NFHA's Raul Julia Award for Excellence include the Hispanic Scholarship Fund, the *Los Angeles Times*, Time Warner President Richard Parsons, and former National LULAC President Belen Robles. The award was created in honor of the late stage and film actor Raúl Julia.

NHFA has become a partner of ABC's New Talent Development Scholarship Grant program, which supports new writing, filmmaking, and directing talent by providing grants to selected students. Participants are paired with a mentor during the 12-month grant period.

Aurora Aguero, 32, of Florida, was one of the first participants. NHFA provided her with scholarships while she pursued a master's from New York University's School of Film. Aguero said that her relationship with NHFA has had a significant impact on her, professionally and personally.

"They provided a sense of community while I was in graduate school," Aguero said. "One of my favorite things was going to the Noche de Gala because you got to meet people who are supporting you and people who do what you do, so you know you're not going against the wave by yourself. The hardest thing about the entertainment industry is to get someone to hear your voice, and that's what they've [NHFA] done for me."

Aguero, who is of Cuban descent, is developing a two-part series based on the Victor Villaseñor book *Macho*. She said ABC executives are excited about the project and helping her pitch the idea so it gets produced.

"He's an important author who has not received much acclaim and who should have," she said. "His message appeals to a wide audience. Most films with Latino themes tend to get lost in the shuffle because people say it's another ethnocentric film, but his work has a universal theme."

I Get By With A Little Help From My Friends

Teleconferencing with Five Famous Writers

by Abelardo Baeza

Edward Albee (l.) and Abelardo Baeza (r.)

While seeking a Ph.D. in English and Spanish at Texas Tech University, in Lubbock, I had the privilege of studying with Dr. Walter McDonald, Horn Professor of English, director of the creative writing program, and poet laureate of Texas.

Teaching the works of his famous writer friend Joseph Heller, McDonald presented his students with a casebook for *Catch-22*, which he coauthored with Frederick Kiley. He delivered a solid study of the novel and of Heller's use of humor-in-crisis in relating the war experiences of Yossarian, the schizophrenic hero fighting a losing battle with reason.

My classmates and I were amazed at McDonald's knowledge of American literature and his contact with authors. When I asked him to autograph my copy of the casebook, he said, "Complete your Ph.D., Abe, and go teach your students at Sul Ross...help them discover the boundless possibilities that exist in the world of the writer."

Do we ever forget those professors who share their wisdom and prepare us for our roles as academicians?

Last year, I saw the film, "Finding Forrester," with Sean Connery in the title role as Professor William Forrester, a brilliant, Salingeresque writer who vanishes after winning the Pulitzer Prize for his only novel, *Avalon Landing*. Forrester's passion for writing and mentoring reminded me of McDonald with his neatly written notes, silver beard, and resonant voice. I recalled the interesting discussions of vintage novels by Bellow, Heller, Pynchon, Hemingway, and O'Connor. We typed our term projects on a marvel of the 1970s–IBM Selectric typewriters!

We had no access to computer technology. However, all of that has changed. Now universities have the technological resources that enable

English professors to arrange telephone and video conferences with literary greats.

Judy Blume discusses her famous children's and adolescent books with a group of Interdisciplinary studies and English majors with gusto. Luis Valdez sits in his office at the Teatro Campesino in San Juan Bautista, Calif., and talks about the renowned Farmworkers' Theater with my Chicano studies class.

Edward Albee expounds on his use of absurd humor in "Who's Afraid of Virginia Woolf?" and "The Sandbox" from his apartment while Scholar-in-Residence at the University of Houston. Mark Medoff presents an interesting playwriting workshop from his studio in Las Cruces, N.M., while his neighbor, Rudolfo Anaya, in Albuquerque, explains his use of magical realism in his famous trilogy, *Bless Me, Ultima*; *Silence of the Llano*; and *Tortuga*.

Teleconferencing enables English professors to enhance their classes by bringing the voices of authors into the classrooms to discuss novels, short stories, plays, poetry, children's books, essays, and literary criticism. Students hear the tone, pitch, and inflections of the authors' voices. Literature comes to life when presented by the authors in their own words.

Listening to writers read and discuss their works unlocks an unparalleled level of motivation and awareness among students. For this reason, I am presenting an exclusive honor roll of my writer friends who have offered a helping hand and made lasting impressions on my students.

The Incomparable Judy Blume

June 30, 2001

My Children's and Adolescent Literature students gather in the Languages and Literature Conference Room to hear Judy Blume from her home on an island off the Florida coast. They have read and discussed *Are You There, God? It's Me, Margaret*, and *Then Again, Maybe I Won't*. Her epistolary style in *Margaret* is effective because it reminds students of letters, diaries, and journals they write during adolescence. They compare Miss Blume's narrative style and themes of social ostracism and isolation to those found in such classics as Daniel Keyes' *Flowers for Algernon*, Alice Walker's *The Color Purple*, Kurt Vonnegut, Jr.'s *The Dying Animal*, J.D. Salinger's *The Catcher in the Rye*, and Rudolfo Anaya's *Tortuga*.

Blume opens the teleconference by talking about her early work. "I wrote the books you are reading for Dr. Baeza in the 1970s. I did not write them to be taught in classrooms. I thought teenagers would read them on their own and keep them in their rooms." When teachers discovered her books, they placed them on recommended reading lists for secondary school students. The popularity of her books soared to new heights.

Judy Blume

Children's psychologists and counselors used them as bibliotherapy with children and teens experiencing depression or rage caused by rejection and different forms of abuse. *Superfudge*, *Tales of a Fourth Grade Nothing*, and *Sheila the Great* found a wide reading audience among people of all ages.

In the late '70s and '80s, Blume's books evolved from the "Wonder Years" into the young adult level. *Forever*, a novel about a modern-day Romeo and Juliet, appeals widely to high school and university students. Katherine and Michael are high school seniors struggling with identity, peer pressure, family problems, acceptance, and sexual awareness.

Asked about the censorship of her work in schools across the country, Blume tells the class not to be afraid to examine different books as they prepare their book lists, lesson plans, and teaching units. "Censorship is caused by fear," she says. "Many people voice their opinions about books they have never read."

She gives advice to future teachers about the importance of the National Coalition Against Censorship (NCAC), an alliance founded in 1974 that works to educate its members and the public at large about the dangers of censorship and how to oppose them. Headquartered in New York City, the alliance consists of 50 national nonprofit organizations, including literary, artistic, religious, educational, professional, labor, and civil liberties groups.

At the end of the presentation, my students applaud Blume for her determination to create realistic themes in her books for children and teenagers. Students identify with the characters and their lives. Asked to comment on her adult novels–*Wifey*, *Smart Women*, and *Summer Sisters*–Blume says: "The transition to adult fiction has been smooth, but people still ask me if I am ever going to write a sequel to *Margaret* or *Then Again, Maybe I Won't*...they want to know what happened to Margaret and Tony as they become teenagers."

In closing, Blume tells the class, "No one can teach you exactly how to write. Each person approaches creative writing differently. My books were created to help people realize that puberty is an important, normal, and healthy part of life, not a dirty word."

Two weeks after the teleconference, Blume mails autographed copies of *Margaret*; *Then Again, Maybe I Won't*; and *Summer Sisters*. The inspiration for her mature books, she says, comes from falling in love in her 40s. "It was falling in love...in life...with all this history, baggage, and kids...the feeling of coming together in later life."

Luis Valdez y El Teatro Campesino de Aztlan

August 10, 1999

After our Mexican-American studies program was established in 1999, I designed a course on the life and works of Luis Valdez, founder and director of El Teatro Campesino (Farmworkers' Theater). With advice and support from writer-journalist Richard Rodríguez, I contacted Valdez in San Juan Bautista, Calif., and related my plans. He liked the idea and sent two autographed volumes of his plays, *The Early Plays* and *Zoot Suit and Other Plays*, and a set of attractive posters from El Teatro Campesino.

On Aug. 10, 1999, Valdez spoke to my students about his life, family, writing, and involvement with the Chicano Movement. He paid tribute to the legendary César Chávez, founder of the United Farmworkers' Union, and alluded to the famous *huelga*, or boycott, staged by grape pickers in Delano, Calif., in 1965, and answered students' questions about his plays.

Valdez told the class about his discovery of drama.

"In 1946, when I was 6 years old, my teacher asked me if I wanted to be in a play. I had no idea what a play was. She actually took the paper sack in which I carried my lunch and made a mask of paper mache. She told me I would be a monkey in the play and wear a costume and mask. The costume was better than what I was wearing." He ran home to tell his family about his first acting role.

Unfortunately, the Valdez family moved away as soon as the crop season ended, together with about 10,000 farmworkers who'd formed a "tent city" and then disappeared overnight as they moved to other locations in search of work. Valdez never played the part of the little monkey, but began to write plays at a young age. He gathered neighborhood friends and directed them in his original productions. His plays focused on the lives of campesinos, or farmworkers, who are treated unjustly and victimized by tyrannical majordomos, or overseers, as seen in the classic satire, *Las dos caras del patroncito* (*The Two Faces of the Boss*).

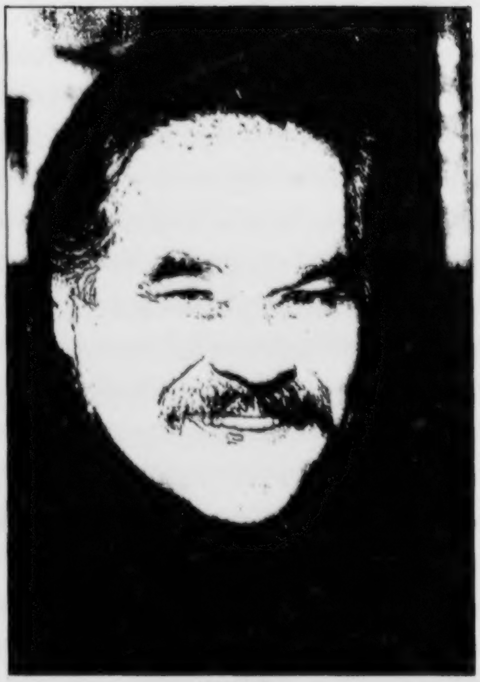
My students wrote original one-act plays as their term projects. I asked them to submit two copies and mailed a set to Valdez, who read and returned the projects with handwritten notes and autographs on the cover pages! The class of 1999 will not forget the talk with the writer, director, and producer of award-winning plays and films such as "La Bamba", "Zoot Suit", "Corridos", and "Los Vendidos."

I met up with Valdez again in Washington. D.C., November 2000. He talked of his plans to write, direct, and produce a biopic [slang for biographical film] on the life of Chávez. I told Valdez that I wanted to write **his** biography, after completing *Man of Aztlán: A Biography of Rudolfo Anaya* (Eakin Press, June, 2001). I sent him a copy of my book on Anaya, and we agreed to talk more about the project in the coming year.

Edward Albee: The Playwright vs. the Theatre

February 15, 2001

When I was a student in Alpine High School, my sophomore English teacher, a talented thespian named Paul Wilmoth, taught Edward Albee's play "The Sandbox" in his classes and gave a splendid introduction to Albee and the Theatre of the Absurd.



Luis Valdez

Wilmoth and his wife, Freddie Kay, both Sul Ross State University graduates, traveled to New York each summer to see the latest Broadway productions. In our class, he would play music from "My Fair Lady," "Camelot," "Westside Story," "South Pacific," and "Oklahoma!" as we wrote our exams and compositions, and displayed posters of Broadway musicals on his bulletin boards. Wilmoth brought the "Great White Way" to Alpine High School. He was an inspiration.

I read his copy of Albee's award-winning play, "Who's Afraid of Virginia Woolf," and listened to the Broadway recording featuring Arthur Hill and Uta Hagen as George and Martha. Wilmoth noted my interest and loaned me other plays by Albee. I never forgot them, and studied Albee's plays in a modern drama course at SRSU taught by Miss Katherine Boyd, Wilmoth's drama coach. Miss Boyd traveled extensively in Europe and saw many dramatic productions in New York and the United Kingdom. She spoke of meeting Sir Laurence Olivier in London after a production of Hamlet.

When I joined the Sul Ross State faculty in 1970, I was assigned to teach two sophomore literature classes. "Who's Afraid of Virginia Woolf?" was in the required anthology. I ordered the Broadway recording and film adaptation, directed by Mike Nichols, and used them during the unit. From the cynical opening line, "What a dump!"uttered by Martha, to the tragic line, "George and Martha...sad...sad...sad...," whispered by George in the closing scenes, the play was well received. In closing the unit, I told my students that one of my goals was to meet Albee in person and establish communication with him.

Two years ago, I spoke to David Cockrum, vice president for academic affairs, about inviting Albee to be our Mary Marshall keynote speaker. Albee accepted the committee's invitation. Prior to his visit, we communicated by phone and letter, and he agreed to two teleconferences with my graduate students.

He spoke about his playwriting and directing classes and shared some information on the filming and stageplay of Virginia Woolf.

"Bette Davis and James Mason were considered for the parts. They were the right ages to play George and Martha. However, Elizabeth Taylor and Richard Burton, who were younger, were the hottest couple in Hollywood at the time and the roles were given to them. Elizabeth was 34 and was transformed into a 52-year-old woman. Sandy Dennis and George Segal played Honey and Nick. The film was nominated for 12 Academy Awards. Taylor won her second Oscar for her role as Martha, a discontented, middle-aged woman married to a university professor younger than she. Dennis and Segal received Academy Award nominations."

"I wrote the play in 1962, a year before the Kennedy assassination. There was a bitter rivalry between the United States and Russia. Nick is named after Nikita Khrushchev. George and Martha are named after the first president of the United States and his wife. The play is a power struggle between two intelligent, aggressive men who are dominated by the ultimate Earth Mother."

He answered questions about "Tiny Alice," "The American Dream," "The Zoo Story," and "Three Tall Women." He discussed "The Play About the Baby," then on Broadway, and the Milwaukee production of "Virginia Woolf" with Mercedes Ruehl and Patrick Stewart in the title roles. He spoke sparingly about his most current project, "The Goat," nearing completion at the time, and an award-winner since its opening.

The Mary Marshall lecture was delivered on Feb. 15, 2001, before a large audience. Albee spoke about "The Playwright vs. the Theater" and stressed the need for more support of the arts. During the reception that followed, he signed copies of his plays at the University Center.

The morning after, I hosted a breakfast for Albee and my graduate students. While sipping his coffee, he discussed his works and plans to stage a revival of "Virginia Woolf" on Broadway. He spoke about Bette Davis, Sam Shepard, Mike Nichols, George Segal, Richard Burton, Elizabeth Taylor, and Maggie Smith. He provided an autographed copy of *The Play About the Baby*.

Asked what he did during his spring break from the University of Houston, Albee answered, "I swam with the dolphins in Florida."

Mark Medoff Goes Hollywood

April 30, 2001

Playwright Mark Howard Medoff has won the highest accolades on Broadway and now works among actors, directors, editors, cinematographers, and producers in Hollywood.

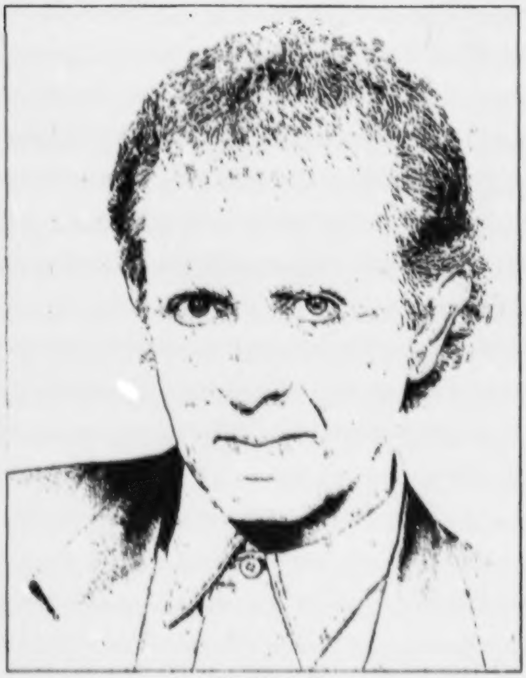
Ten years ago, on an impulse, I picked up the phone and called Medoff in Las Cruces, N.M. I told him about my fascination with "Children of a Lesser God," which takes place in the mind of a teacher in a school for hearing impaired students, since its publication in 1979.

My English students read Medoff's play, and the biographical information he provided. They watched the film, too, reacted to Marlee Maitlin's Academy Award-winning performance as a defiant deaf-mute who refuses to leave her world of silence, and wrote critical essays. I asked Medoff if he would read those essays. Like Valdez, he agreed, then selected the top three and mailed handwritten notes to those three students about their compositions.

Word spread about the play unit and the "Mark Medoff Scholars Award." The winners were excited over being chosen by the playwright himself.

Once Sul Ross had the technology to set up teleconferences, I called Medoff again. He agreed to speak to my graduate seminar on "Contemporary American Playwrights" from his studio in Las Cruces, where he resides with his wife, Stephanie.

"You write every day for 10 years before you submit anything for publication," he said. "Then you will be ready."


Mark Medoff

Medoff joked about rolling into Las Cruces in the 1970s in a Volkswagen and experiencing culture shock. "I knew little about Southwestern culture and history, so I had to learn and acculturate. I was different in many aspects and was not accepted by everyone."

Medoff spoke about the early plays and the opening of "When You Comin' Back, Red Ryder?" on Broadway. He played the role of Teddy in "Red Ryder" and won Chicago's most prestigious acting award in 1974. Other plays that comprise the Hero Trilogy followed–"The Heart Outright" and "The Majestic Kid".

His most famous, "Children of a Lesser God," won a Tony Award for Best Play, and Best Actress and Best Actor awards for the leads, Phyllis Freilich and John Rubenstein.

Stephanie Medoff shared with us a photo album with pictures of Medoff during various stages of his life–actor, playwright, professor, movie director, husband, father, and grandfather.

Thus far, Medoff has granted four teleconferences to my English students, sharing his philosophy and techniques of playwriting and directing. He presents information about his current projects, among them, "The Road to Revolution," and "Tommy J and Sally," a controversial play which opened at New Mexico State University's Hershel Zohn Theatre in 2001.

According to the Las Cruces *Sun-News* (March 14, 2001), "The plot centers on a riveting encounter between two articulate and troubled characters, the passionate Tommy J (for Jefferson), an angry man with murky motives, and Sally Hemmings, a celebrated pop singer with a past. Their names reflect a celebrated relationship, that of President Thomas Jefferson and his slave and mistress Sally Hemings, but the races are reversed. Sally is a White 'soul' singer, and Tommy J is a Black man with a surprising history, a pivotal part of which involves Sally".

He talked about some of his films, "City of Joy," starring Patrick Swayze, and "Clara's Heart," featuring Whoopi Goldberg. His current movie, "Children on Their Birthdays," based on the Truman Capote story, is being edited in Los Angeles.

Medoff was filming in Chicago when he spoke to my class on April 30, 2001. "The editing will take about 10 months," he said, "and the movie should be out in May 2002. The central characters are teenagers." Medoff mentioned his first novel, *Dreams of Long Lasting* (1992), which received very good reviews in Los Angeles and New York.

Retired from his professorship at New Mexico State University, Medoff follows his passions–teaching, writing, directing, filming, and editing motion pictures, and celebrates his roles as husband, father, and grandfather.

The Magical Realism of Rudolfo Anaya

November 30, 1998

Rudolfo Anaya has given five teleconferences in my classes, the first in 1998. At the time, he was completing *My Land Sings: Stories from the Río Grande* (Hyperion, 1999) and *Elegy Written on the Death of César Chávez* (Cinco Puntos Press, 2000).

Anaya discusses the seven years that he spent writing his most famous novel, *Bless Me, Ultima* (Quinto Sol Publications, 1972). "I was teaching English in Albuquerque High School by day and wrote at night." He tells an interesting story about an old woman, who appeared to him late one night as he was writing. She asked him what he was doing and, with the force of a whirlwind, brought renewed strength and inspiration to the young writer. He completed the manuscript and mailed it to Quinto Sol. The editors accepted the manuscript, and the publication of *Bless Me,* *Ultima* propelled him into the literary spotlight. "It was a great time to a novelist," he told the class, "everywhere I went, I was lionized."

When I interviewed him for *Man of Aztlán*, he related his childhood experiences in Santa Rosa, N.M., and his life in Albuquerque, where the Anaya family had moved when he was 16. He was born in Pastura, a small farming community in southeast New Mexico.

Anaya decided to become a writer in his childhood, influenced by the folktales of his parents and grandparents. As a boy gathering grass for his rabbits along the banks of the Pecos River, Anaya heard the legend of La Llorona and other stories that are part of New Mexico folklore.

In preparing the biography, I discovered the multitude of honors and titles bestowed on him over three decades. Anaya was invited to read at the White House during the Carter Administration and lectured in Egypt. His works have been translated into several languages, including Japanese and Russian. He holds seven honorary doctorates from American universities.

My students enjoy his informal manner and sense of humor. Asked about his wife, Patricia, he says she walked across the campus at the University of New Mexico, and it was love at first sight. "I saw this beautiful woman walking by and told myself that I had to meet her." They met, fell in love, and were married in 1966.

Anaya writes novels, short stories, plays, essays, and children's books. He lectures on public school and university campuses and attends book signings around the country. He takes time from his busy schedule to talk to my students and evaluates their critical essays on *Bless Me, Ultima*.

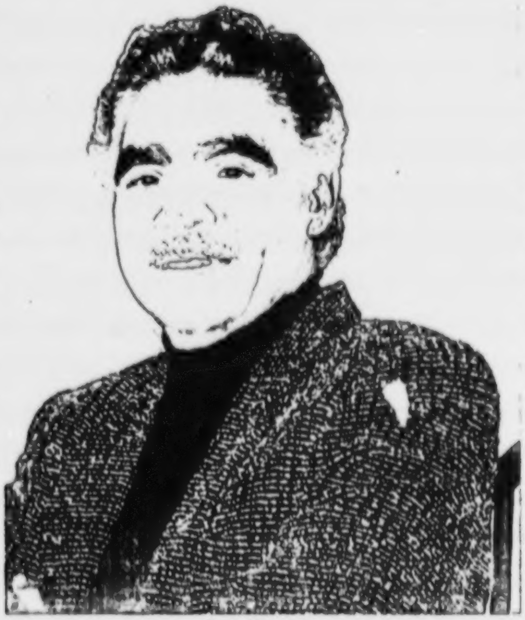
Last October, Anaya made Alpine High School history by holding its first literary teleconference, his audience being students who'd read *Bless Me, Ultima* under the tutelage of English teacher Zana Moore. Anaya's talk highlighted the Chicano studies unit and ignited a strong interest among the students to further their knowledge of Chicano literature.

Anaya's talent and his passion and dedication to writing about the Mexican-American experience in America have won him many honors and titles. Perhaps the ultimate was his anointing by writer Tony Hillerman as "the guru and godfather of Chicano literature."

I Get By With a Little Help From My Friends

From Dr. Walter McDonald, I learned valuable ideas that a professor can use in planning an English seminar. Winner of many writing awards, McDonald motivated his students with his unique teaching style and impressive bibliography.

"An earned conclusion, Abe, and a good beginning toward your longer effort," wrote McDonald about my chosen topic for a paper in his American Novels seminar. That note helped me choose the theme of my dissertation–the role of the Spanish hero in Hemingway's fiction.



Rudolfo Anaya

I learned the importance of meeting authors and establishing contact with them. The phone's the thing.

Years ago, distance was a problem in inviting writers to give presentations and conduct workshops. With the advent of distance-learning classes and Web-based courses, English professors can create academic miracles. Writers are more accessible than ever.

Robert James Waller, author of *The Bridges of Madison County*, has given three presentations in my English graduate seminars. He read from his writings and presented two workshops with valuable insights for aspiring writers. And graciously donated autographed copies of his works to my top students.

Today, English professors can connect with authors in New York, Florida, New Mexico, and California with little difficulty. A teleconference transmits the laughter and warmth of Judy Blume; the rich baritone of Luis Valdez; the trademark humor of Edward Albee; the poignant philosophy of Mark Medoff; and the magical realism of Rudolfo Anaya.

One of my most proud achievements will be to present Patrick Hemingway in the upcoming Ernest Hemingway seminar. He has agreed to a teleconference with my students on April 29, 2002.

I was nervous when he spoke with me on Dec. 15, 2001, from his home in Bozeman, Mont. "I like your enthusiasm and interest in teaching my father's books," he said.

We established instant rapport when I told him that my favorite novel by Papa Hemingway is *To Have and Have Not* (1937). "It's my favorite too!" he laughed. "That book was written when I was a little boy, and I saw famous people visiting in my father's house in Key West." He requested a copy of the course syllabus. The next day, I mailed a copy of the syllabus, an autographed copy of my book, and a Christmas card to Patrick Hemingway and his wife Carol.

Words of Wisdom

"Don't be afraid to talk to authors," advises Richard Rodríguez. "Writers are accessible and willing to help."

Professors turn to poets, playwrights, folklorists, children's authors, and novelists for teleconferences and video conferences. Students demand more content from their classes than listening to traditional lectures, writing research papers, and taking examinations.

Teleconferencing allows networking with the writers whose words create the stanzas, the soliloquies, the folklore, the laughter, the voices, and the magic realism of the moment.

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USC Grad Courts Success as Romance Novelist

Uses Rediscovered Latino Culture as Backdrop

by Diana Saenger

Ask most authors where they learned their craft and many will reply, "From other writers." Romance author Sylvia Mendoza admits it was RWA (Romance Writers of America) where she fine-tuned her career as a romance novelist.

"The organization has not only helped me grow as a writer, but some of the people I've met are responsible for helping me make my first sale," she said.

Mendoza is the author of five books in Kensington's Pinnacle Encanto Passion series. Her newest books include *Waves of Passion*, published last May, *Flights of Passion*, and *Depths of Passion*. The latter two are in limbo, since the line has now closed.

Mendoza claims that writing about sexy Latino men was never hard, that putting words to paper was an easy task.

"Filling the tall, dark, and handsome stereotypical criteria for a romance hero, Latin lovers sparked something exotic, passionate, forbidden," she said. "Like all stereotypes, the image of the Latin lover was shattered when bits of reality filtered in, but the Latin lover grew to include so much more. Take my grandfather–of the fair skin, blue eyes, and dark hair of northern Spain–as one version. Andy García, the impeccable, sexy Cuban with toasty skin and dark lashes, brooding eyes and a wickedly slow grin…Roberto Clemente, a dark-skinned Puerto Rican with a thick accent, a place in baseball history, and unparalleled dedication to his mother and family….All of these and more fall under the umbrella of "Hispanic"–which unites different Latino cultures together by one common language–Spanish."

Mendoza recalls literally growing up in the library. "My father was in the Navy, and since we moved a lot and friends were hard to maintain, I always had my books."

She graduated in 1982 with a bachelor's degree in journalism from the University of Southern California in Los Angeles. She earned her journalist stripes as an intern for the *LA Times*, *Long Beach Press Telegram*, *Herald Examiner*, and Gov. Jerry Brown's office. "They all served as good teaching ground," Mendoza said. "At the *LA Times*, the interns had to work every desk, and at the *Examiner*, I worked on Sundays and often got to cover lead stories."

During her internships Mendoza realized that she didn't want to make a living writing hard news. "I absolutely loved writing features, as every person has a story to tell."

Mendoza has turned her love of features into a part-time profession, writing articles for *Hispanic*, *Working Mother*, *Los Angeles Times*, *San Diego Union-Tribune*, *Writers' Journal*, *San Diego Writers' Monthly*, *Décor & Style*, *Living Better*, *Kids' Wall Street News*, and *Romance Writers' Report*.

After getting married, Mendoza and her husband moved to Puerto Rico, where he was the general manager of Bumble Bee Foods. Mendoza put her journalistic education to work even though, she admitted, her Spanish was a little rusty. "My parents were Tex-Mex from Texas and didn't speak a lot of Spanish."

Mendoza taught English as a Second Language at a private school. She continued to write freelance articles for a Puerto Rican newspaper, and she launched a full-service, all-woman-run bilingual public relations agency.

Mentoring is a passion of Mendoza's. She is part of a book club for

(Pictured l. to r.): Sylvia Mendoza, Kathryn Falk, and Sandra Kitt at the Romantic Times Booklovers Convention in Orlando, Fla., in November

girls. She chaired an RWA Literacy Book Signing event in San Diego that brought in national authors from all over the country, and earned the San Diego chapter "Advocate of the Year" from the city of San Diego.

"I feel literacy is so important," said Mendoza. "If you can read and write, you can do anything. That's what I always tell my kids, and I count my blessings that all three are avid readers."

People who mentor are often those who were at one time mentored themselves, and Mendoza says she had many mentors in RWA and other organizations. Ray Bradbury is one of Mendoza's favorite authors. "At 80, Bradbury is an institution unto himself, and a wealth of knowledge," she said. "I go to see him anytime he's appearing nearby."

The credit for getting in the door with her first novel goes to Mendoza's friend and author Sandra Kitt. "I had met Sandra at several conferences and admired her career and writing skills very much," explained Mendoza. "She gave me a call one day and said Kensington Publishing Corporation was launching a new Hispanic line, *Encanto*, (enchantment) and suggested I send something in right away."

Mendoza's imagination and Hispanic culture were a good mix for Kensington. Editor Diane Stockwell bought *On Fire*, and launched Mendoza's career. The book was created in both Spanish and English under the same cover. *On Fire* tells the story of a Mexican actress who falls for a firefighter. "The Latino culture adds so much enrichment to the story background," said Mendoza, "but regardless of skin color or names, for good fiction, you still have to write the best story you can."

Writing for the Hispanic line, explained Mendoza, did allow her added benefits. "It gave me an opportunity to delve into my roots and learn more about my heritage. I got to revisit and write about traditions, holidays, and some of the aspects of the culture that we never spoke about at home. I got a really good look in the mirror at who I am, and I can now pass that on to my children."

More than racking up sales, the opportunity to sell to the Encanto line had deeper meaning to Mendoza. "I'm idealistic, believing we can learn from differences," she said. "I'm idealistic in thinking that having a romance written in English and Spanish in one volume can help teach readers a second language. I'm idealistic thinking that a Hispanic section in a bookstore will be a great thing–right next to works by or about African Americans, gays and lesbians, and sections on women's studies, in general."

Mendoza's many awards validate her efforts. *Waves of Passion* took first place in the 2002 Southern California Media Professionals Journalism contest. Her second novel, *Serenade* (2000), won the 2001 Latino Literary Hall of Fame Award for Best Romance; took first place in the 2001 So. California Media Professionals journalism contest, and placed nationally in a contest sponsored by the National Federation of Press Women. *Serenade* follows the passion of a Tex-Mex cowboy and a woman who beguiles him on the dance floor.

Her last three books, *Waves of Passion*, *Flights of Passion*, and *Depths of Passion*, are a series about military heroes. Mendoza says that she does a lot of research for her books, and her hometown of San Diego was the perfect locale for the series because of its proximity to the Navy Seal training base in Coronado, Calif.

Mendoza continues to work on her next novel and keeps busy sharing her energy and expertise. She gives workshops at RWA meetings and conferences and was a speaker at the last Los Angeles Times Book Festival.

Balancing a career and family is hard for any working mother, but when Mendoza had a health scare at the beginning of the year, she vowed to make changes. She volunteered to walk in the 3-Day Avon Breast Cancer Walk. "It was 60 miles, and I barely made it to the end each day," explained

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SYLVIA MENDOZA

Mendoza. "But I met so many wonderful people–all ages, races, and both genders–who made such a difference in my life and helped me refocus on the priorities in my life. Breast cancer affects everyone. Everywhere I go, I meet survivors now, and those who have lost loved ones to the disease. Those are the people I walked for."

As for juggling the kids and work, Mendoza's children, ages 14, 13, and 10, have been good soldiers, she said. "Mom-authors thrive on deadlines and popcorn nights. They don't complain (much) about four hours sleep a night. They're creative in the kitchen (ahem) but have a long list of takeout numbers taped next to grandma's (a godsend in herself). They withstand their kids' jokes about vacant looks in their eyes, mutterings under their breath, losing track of thought in mid-conversation." Mendoza said that once she mails "the latest manuscript," she and the kids settle in for an evening of popcorn and movies.

As she talks about so many facets of her career, Mendoza's smile lights up the room. There is achievement, pride, and yet a quest to do more that reflects in her dancing eyes. But she sums up her hectic balancing act with a quote from Ray Bradbury, one that she says he offered at a conference, "How could you not be happy doing this?"

ST MARY'S UNIVERSITY

DEAN

SCHOOL OF BUSINESS AND ADMINISTRATION

The University: St. Mary's University, founded in 1852 as an independent Catholic university in the Marianist tradition, seeks a Dean of the School of Business and Administration. Located in San Antonio, Texas, the University has an enrollment of more than 4,000 students. There are three undergraduate schools, a graduate school, and a school of law. The St. Mary's undergraduate student enrollment is 69% Hispanic and 60% female, mirroring the demographics of the region; the University strives for a diverse academic community of faculty, staff, and students of varying religious and cultural backgrounds.

The School: Business and Administration is one of three undergraduate schools in the University and is the only Catholic university business school in the southwestern U.S. to hold accreditation by AACSB-International. The School consists of three academic departments with majors in Accounting, Finance, Corporate Finance, General Business, Information Systems Management, Financial Services/Risk Management, Entrepreneurial Studies, Marketing, Human Resources, International Business, and Management. In collaboration with the Graduate School, the Master of Accounting and the Master of Business Administration degrees are also offered. Innovation in effective teaching and student learning are central to the School's mission. The School is committed to expand the knowledge base and to encourage life-long learning that is empowering and consistent with the Marianist traditions of faith, integrity, community, scholarship, and service to society. Recognizing that effective education requires the development of the whole person, development is accomplished through a partnership between students and dedicated and innovative faculty to provide and support programs and activities at both the undergraduate and graduate levels that prepare students for post-graduate and professional positions so that they can assume leadership roles in a rapidly changing global and technological environment.

Dean's Leadership Roles: The Dean is the School's chief academic and administrative officer. As such, the Dean has overall responsibility for leadership and administration of the School. The Dean reports to the Vice President for Academic Affairs and is a member of the Academic Council. Leadership responsibilities include encouraging and facilitating excellence in faculty teaching, research and publication, student success, and service within the University and the community at-large. The Dean is also responsible for strategic planning, continuing a comprehensive assessment of academic programs, formulating/recommending adoption of the School's budget, promoting the recruitment/retention of a diverse and talented faculty and student body, furthering educational innovations, including instructional technologies within the School, working with the faculty and administration to foster faculty development, and building and maintaining relations between the School and the University, the local community, and the alumni; the Dean shares the responsibility for raising funds for the School. The Dean must demonstrate a commitment to international education, technology-mediated learning, and the pursuit of professional preparation in a liberal arts environment.

Qualifications: St. Mary's University is strongly committed to diversity and encourages applications and nominations from all interested persons. Candidates must possess an earned doctorate in an appropriate business field. Candidates also must evidence a record of teaching effectiveness and scholarly achievements appropriate for appointment with tenure to the rank of full professor. Substantial administrative experience at the departmental level or above is preferred. Evidence of an ability to foster faculty development in teaching, scholarship, and service is required. The successful candidate will possess a collegial and collaborative administrative style that encourages faculty participation in recommendations and decisions. Applicants must be committed to the University's mission and must be supportive of Roman Catholic educational traditions, but need not be of the Catholic faith. Salary will be commensurate with the selected candidate's experience and qualifications.

Application Procedure: Applicants must provide a letter of interest, a curriculum vitae, and names and addresses of three references. All applications and nominations will be dealt with confidentially. Applicants will be consulted before contacting references. All applications must be received no later than October 1, 2002. The starting date for the successful applicant will be June 1, 2003. Learn more in our Employer Profile. Visit the St. Mary's University website at **www.stmarytx.edu.**

Applications and nominations should be sent to:

Dean Bill Piatt, School of Law
Chair
School of Business and Administration Dean Search Committee
St. Mary's University
One Camino Santa Maria
San Antonio, Texas 78228

AA/EOE

FYI...

ACE Suggests Changes in TANF Legislation

WASHINGTON, D.C.

Temporary Assistance for Needy Families (TANF) welfare reform legislation is being reauthorized by Congress this year.

The 1996 law has been praised for reducing state welfare roles and also criticized, said American Council on Education (ACE) President David Ward, because poverty is growing nationally and the jobs acquired by TANF recipients tend to be low-paying positions that do little to foster economic independence.

Ward said that several TANF features significantly limit the educational opportunities of welfare recipients. Examples include: allowing only vocational education to count towards meeting the mandatory work requirement; limiting the percentage of recipients who engage in educational activities; restricting the time recipients are allowed to participate in education; and enforcing strict work requirements that make it difficult for recipients to participate in postsecondary education.

ACE, along with the American Association of Community Colleges, American Association of State Colleges and Universities, National Association of State Universities and Land-Grant Colleges, and National Association of Independent Colleges and Universities, suggested modifications that would strengthen its education component. They include:

- Allowing at least 24 months of education and/or training to be counted as an approved work activity;
- Including all higher education programs, not just vocational training, in the list of education activities that can count towards a recipient's work requirement;
- Eliminating the cap on the percentage of a state's TANF recipients who are able to participate in educational activities; and
- Not counting time spent on education and training against a TANF participant's lifetime or consecutive benefit time limits.

ACE pointed out that the House-passed TANF reauthorization, H.R. 4737, closely parallels the administration's proposal. This bill imposes stricter work requirements on welfare recipients, which makes it more difficult than ever to participate in postsecondary and vocational education.

The higher education community has sent letters to both the House and the Senate and to college and university presidents with its specific recommendations for welfare reform.

IEL and National Center for Public Policy and Higher Ed Report on "Senioritis"

WASHINGTON, D.C.

Students who slack off during their senior year of high school–a condition so common in the United States that it has become known as "senior slump" or "senioritis"–are merely playing the hand that's been dealt them, according to a report released by the Institute for Educational Leadership (IEL) and the National Center for Public Policy and Higher Education.

The report *Overcoming the High School Senior Slump* finds that high school seniors who take a break from tough academic courses are reacting rationally to a K-12 system and a college admissions process that provide few incentives for students to work hard during their senior year.

According to the report:

- The K-12 accountability movement has no strategy for assessment in the senior year. Only New York's statewide K-12 assessment includes subject matter from the senior year; most other state assessments extend only to the 10th-grade level.
- The college admissions calendar encourages students to excel in their sophomore and junior years, but provides no incentives for them to study hard during their senior year.
- Students who plan to attend college face a "babble" of contradictory assessments and standards that involve high school graduation, college admissions, and college placement. Since the content of K-12 achievement tests differs significantly from the content of college placement tests, many students learn only after enrolling in college that their senior year in high school did not prepare them adequately for college-level work.

Senior slump appears to be unique to the United States, according to the report. In many other countries, students in their senior year of high school must pass crucial final examinations.

"This report offers specific and practical recommendations that can make a real difference in academic performance," said Patrick Callan, president of the National Center for Public Policy and Higher Education.

For more information on *Overcoming the High School Senior Slump*, log on to www.highereducation.org.

. . . FYI

The Hispanic Outlook In Higher Education www.hispanicoutlook.com August 12, 2002

ETS: Increasing Persons of Color in Science and Engineering

PRINCETON, N.J.

Addressing the increasing need for scientists and engineers and reversing the low participation rates within those fields by persons of color will require a concerted and collaborative effort by corporate, governmental, and educational communities, according to a report released by the Educational Testing Service (ETS).

Meeting the Need for Scientists, Engineers, and an Educated Citizenry in a Technological Society was written by Paul Barton of the ETS Policy Information Center. ETS President and CEO Kurt Landgraf highlighted the report during his remarks at a conference of the National Consortium for Graduate Degrees for Minorities in Engineering and Science, Inc.

Landgraf called the report "a reaffirmation of my values and the values of ETS, especially with respect to our desire to work with corporate, educational, and other partners to meet the shared goal of increased access."

Barton points out the interconnectedness of the issues surrounding the problem. To illustrate, Landgraf wrote in the foreword, "From the demographers, we learn that we are facing an increasingly diverse population. From the labor economists, we understand that the number of jobs in the technical areas will continue to rise at a rapid rate, though we also learn that the number of individuals pursuing advanced degrees in these fields is falling. And from the educational research community, we find that the achievement level in mathematics and science at all ages, together with more general literacy skills, is woefully inadequate to repopulate and sustain a well-qualified and diverse science and engineering workforce."

Barton presents several clear pathways to reach the goal of increasing access: starting early; improving mathematics and science instruction and curriculum; increasing high minority achievement; and providing assistance and support.

"The larger story," writes Landgraf, "is that we must focus our efforts on improving the success of [all] students from the beginning of their academic careers."

ETS is one of the world's largest private educational testing and measurement organizations and a leader in educational research. Copies of the report can be obtained for $15.00 from the ETS Policy Information Center: (609) 734-5694; e-mail, pic@ets.org. It can also be downloaded for free at www.ets.org/research/.

Alcohol Prevention Strategies Promising, Says Higher Education Center

NEWTON, Mass.

The Higher Education Center for Alcohol and Other Drug Prevention says that several campuses are finding success in preventing high-risk drinking among their students, thanks in part to a new report released by the National Institute on Alcohol Abuse and Alcoholism (NIAAA).

The NIAAA report *A Call to Action: Changing the Culture of Drinking at U.S. Colleges* makes recommendations for effective alcohol prevention at U.S. colleges and universities–a ban on happy hour and drink specials, fewer bars near college campuses, greater enforcement of age 21 drinking laws, and higher alcohol taxes.

Through a rigorous competition, several campuses received funding from the U.S. Department of Education to continue and broaden their successful programs:

- Boston College reduced alcohol-related problems in a high-risk campus area by 33 percent and by 88 percent among freshmen, and alcohol-related infirmary visits dropped 46 percent.
- Lehigh University decreased alcohol-related crime on campus by 51 percent.
- San Diego State University, over a two-year period, reduced by 31 percent the frequency of heavy alcohol use among students.
- SUNY-New Paltz reduced heavy drinking among students by 21 percent, alcohol public misconduct by 40 percent, and alcohol-related personal problems among students by 39 percent.
- Auburn University reduced alcohol use among a group of heavy-drinking students who completed a brief intervention. The average number of drinks per week and frequency of heavy drinking among these students was reduced by 24 percent, peak blood alcohol concentration was reduced by 35 percent, and their rate of alcohol-related problems declined 21 percent.

The Higher Education Center for Alcohol and Other Drug Prevention is a prime national resource for colleges and universities concerned with reducing alcohol and other drug use.

People-Places-Publications-Conferences

PEOPLE & PLACES

Michigan Elects New President

Mary Sue Coleman, former president and professor of biochemistry and biological sciences at the University of Iowa, filled the president's vacancy at the University of Michigan, becoming the University's 13th president. She replaces Lee C. Bollinger, who left Michigan for the president's position at Columbia University.

Under Coleman's leadership, Iowa was granted more than $300 million in research funding and increased total annual giving from $82 million to $172 million. She oversaw major construction projects in liberal arts, medicine, engineering, biology, fine arts, honors center, career center, athletics and recreation, and parking.

Prior to her position at Iowa, Coleman held posts at the University of New Mexico and the University of North Carolina-Chapel Hill. She was on the executive committee of the Association of American Universities, and the board of directors of both the American Council on Education and the National Collegiate Athletic Association.

Coleman received a bachelor's degree in chemistry from Grinnell College and doctorate in biochemistry from the University of North Carolina.

Geffen Makes Record Donation to UCLA

UCLA

Entertainment executive and philanthropist David Geffen donated $200 million to the University of California-Los Angeles (UCLA) School of Medicine, the largest single donation of its kind to a school of medicine in the United States and the UC system.

The gift is to help the medical school recruit and retain its renowned faculty of outstanding scientists and physicians, many of whom have earned such awards as the Nobel Prize, Pulitzer Prize, and National Medal of Science. It will also create new programs and initiatives.

Geffen has made a permanent mark on the film, theater, and music genres. A former member of the UC Board of Regents, he established The David Geffen Foundation, which supports charities, organizations, and causes. For his generosity, the school will be renamed the David Geffen School of Medicine at UCLA.

Government Did Not Support Title IX, Claims Women's Law Center

NATIONAL WOMEN'S LAW CENTER
EXPANDING THE POSSIBILITIES

The National Women's Law Center (NWLC) expressed disappointment that the Department of Justice's defense of a lawsuit challenging Title IX athletics policies provided no assurances that the Bush administration will protect what the Center views as long-standing and still urgently needed policies. The Department of Justice, on behalf of the Department of Education, had filed a motion to dismiss the lawsuit brought by the National Wrestling Coaches Association on technical procedural grounds.

The wrestling coaches said in their lawsuit that Title IX discriminated against low-profile men's sports.

The Center, a nonprofit organization working since 1972 to advance and protect women's legal rights, is concerned about "the absence of any support" for Title IX policies in the government's response. "It speaks volumes that in its response to the lawsuit, the administration made no defense whatsoever, even in passing, of the athletics policies that are so important to young women in this country," said Marcia D. Greenberger, NWLC copresident.

López Named Connecticut State System Vice Chancellor

The Connecticut State University System appointed Estela López its vice chancellor, in which post she will asssist the chancellor and coordinate the academic affairs of Central Connecticut State, Eastern Connecticut State, Southern Connecticut State, and Western Connecticut State universities.

López was provost and vice president for academic affairs at Northeastern Illinois University and, earlier, senior associate at the American Association for Higher Education and senior fellow at the American Council on Education, and an administrator and professor of Spanish at Inter American University in Puerto Rico. She began her career as an instructor at the York College of the City University of New York.

Born in Cuba and raised in New York City, López earned a bachelor's degree at Queens College and a master's and doctorate at Columbia University.

50 College Seniors Get Generous Jack Kent Cooke Scholarships

JACK KENT COOKE FOUNDATION

The Jack Kent Cooke Foundation selected 50 college seniors for the generous Jack Kent Cooke Graduate Scholarship program, which will provide up to $300,000 in assistance over six years for graduate school studies. The Foundation set aside about $10 million to support the program, a move that will help fill the fiscal gap at a time of university scholarship cutbacks.

Of the 675 applicants, the 50 college seniors chosen had to be a resident of, attend a college or university in, or plan to attend a graduate school in the greater Washington region (Maryland, Virginia, and the District of Columbia). Of the 50 this year, 21 are attending college in Maryland, 14 in Virginia, and six in D.C. The remaining nine are in universities across the U.S., including several Ivy League schools.

The scholars' fields of study are wide-ranging and include physics, filmmaking, social work, journalism, dance, economics, art history, law, conflict resolution, philosophy, Middle East studies, and medicine.

UT-Austin Commencements Attract Distinguished Speakers

Former President George H.W. Bush (pictured l.) and television news anchor and managing editor of the CBS Evening News Dan Rather (pictured r.) and Austin Mayor

Photo © Marsha Miller/UT-Austin

Photo © Marsha Miller/UT-Austin

Gus García were among the speakers addressing graduates at the University of Texas (UT)-Austin's convocation ceremonies.

Bush, 41st U.S. president, spoke at the Lyndon B. Johnson (LBJ) School of Public Affairs ceremony; Rather, to College of Communications graduates.

UT-Austin's Commencement 2002 ceremony invited all graduates to meet for the traditional singing of *The Eyes of Texas*, and a commencement address by Edwin Dorn, dean of the LBJ School of Public Affairs.

Nevada System Approves Long-Term Capital Plan

The University and Community College System of Nevada (UCCSN) Board of Regents approved a long-term plan allowing the state's universities and community colleges to seek nearly $160 million for capital improvement projects from the Nevada Legislature.

UCCSN Chancellor Dr. Jane Nichols submitted the plan to Gov. Kenny Guinn for inclusion in the governor's budget. It calls for state funding of $159.8 million in capital investment projects for 2003-2005. The System's higher education institutions serve nearly 100,000 students.

CSU-Monterey Bay Provost on "Elite" List

California State University-Monterey Bay (CSUMB) Provost and Vice President for Academic Affairs Dr. Diane Cordero de Noriega was named one of 80 Elite Hispanic Women by *Hispanic Business* magazine in April. The list includes 50 women from the business sector, 17 from government, and 13 from academia.

De Noriega, provost since 2000, and, earlier, dean of the College of Education at CSU-Sacramento, has been instrumental in leading the campus in the development of its strategic and academic plans as well as technology and distance-learning initiatives.

She received a bachelor's degree in Spanish and doctorate in confluent education from the University of California (UC)-Santa Barbara and master's in Spanish language and literature from UC-Davis.

CUNY Graduates and Sept. 11 Heroes Honored

Sen. Hillary Clinton, former President of the Dominican Republic Leonel Fernández Reyna, and former U.S. Surgeon General Dr. David Satcher were among the distinguished speakers at City University of New York (CUNY) college commencements honoring 2002 graduates and heroes of Sept. 11 citywide.

The ceremonies included the acceptance of the President's Medal at City College by members of New York's uniformed services for their heroism following the attacks on the World Trade Center and the acceptance of an award by Frederick Curry on behalf of his late wife, Beverly, a student at the College of Staten Island who was killed on Sept. 11.

Other notable speakers and honorees included: Anthony D. Romero, executive director of the American Civil Liberties Union, at CUNY School of Law, Queens College; Freeman A. Hrabowski III, president of the University of Maryland, at Brooklyn College; and former New York Mayor David N. Dinkins, the CUNY Baccalaureate Program.

Clinton spoke at the Borough of Manhattan Community College; Fernández Reyna spoke at Lehman College, where he received an honorary doctorate; and Satcher spoke at City College. He received honorary doctorates at City College and CUNY's Medical School.

South Carolina Names 27th President

Dr. Andrew Sorensen, former president of the University of Alabama, was named 27th president of the University of South Carolina (USC).

Sorensen, president of the Southern University Conference Council of Presidents, is a noted public health scholar with a solid background in public higher education. Earlier he was a provost and vice president for academic affairs at the University of Florida; director of the School of Public Health at the University of Massachusetts-Amherst; a faculty member at Lincoln University, the University of Rochester, and Cornell University; a visiting faculty member at the Harvard University School of Medicine and the University of Cambridge School of Medicine; and chair of the Southeastern Universities Research Association.

Sorensen holds a bachelor's degree in ethics and master's and doctoral degrees in medical sociology from Yale University. He also has a bachelor's in history from the University of Illinois and a master's in public health from the University of Michigan.

Texas A&M International Accredited by AACSB

Texas A&M International University's (TAMIU) College of Business Administration has been awarded accreditation by the Association to Advance Collegiate Schools of Business (AACSB), an international accrediting agency for bachelor's, master's, and doctoral programs in business administration and accounting.

The College's programs were approved following on-site visits by AACSB over six years. Accreditation moves the College into an elite group of 411 universities around the nation.

The TAMIU College offers six graduate degrees, including the nation's first MBA in International Trade and Business Administration and an MBA in International Banking. It also offers an MBA delivered in Spanish, one of the fastest-growing and most popular programs, attracting students from Mexico and Central and South America.

Hispanic Receives Cal State Fullerton's Top Faculty Honor

Albert Flores, a California State University-Fullerton professor of philosophy, received this year's highest faculty honor, the Outstanding Professor Award. A faculty member since 1982, Flores is also a clinical professor of medical ethics at the University of California-Irvine, where he serves on the Medical Ethics Committee, and an adjunct professor at the Southern California College of Optometry in Fullerton.

Considered "an exemplary teacher" by colleagues and students, Flores is the author and coeditor of several books on ethical problems in engineering. He has written dozens of articles and book chapters, and is on the editorial boards of the *International Journal of Applied Ethics* and *Philosophy in Context*. He has worked on research projects funded by the National Endowment for the Humanities, the National Science Foundation, and the American Philosophical Association.

The first philosophy professor selected for the honor, Flores holds a bachelor's degree in history and philosophy from Cleveland State University and a master's and doctorate in philosophy from The Ohio State University.

NJIT Program Celebrates 30th Anniversary

NJIT The Educational Opportunity Program (EOP) at the New Jersey Institute of Technology (NJIT) celebrated its 30th anniversary with an awards ceremony and reception. Current EOP students along with the companies that support the program received awards.

Norma Clayton, an EOP graduate and vice president with The Boeing Company, gave a keynote address. Attending the ceremony were New Jersey Congressman Robert Menéndez, state senator and mayor of Newark Sharpe James, state Senate copresident Richard J. Codey, Assemblyman Rafael Fraguela, New Jersey Assistant Secretary of State Lizette Delgado, and Executive Director of the Commission on Higher Education Jim Sulton.

NJIT's EOP, one of the first in New Jersey, has helped thousands of underrepresented students graduate and find jobs at major corporations. The program has been a leader in New Jersey higher education's efforts to increase diversity, particularly in the technical professions.

College of Charleston Inaugurates 20th President

The College of Charleston (S.C.) inaugurated Leo I. "Lee" Higdon, Jr. its 20th president during a celebration that paid tribute to America's colonial colleges. Founded in 1770, Charleston is the 13th oldest institution of higher learning in the nation and the oldest in South Carolina. It invited representatives from other colonial colleges to participate in the inauguration and colonial college festivities.

"Clearly, the College of Charleston was not afraid of innovation as it embarked upon the road less traveled by becoming one of the first liberal arts and sciences colleges," said Higdon during his inaugural address.

Higdon came to Charleston from Babson College. He was dean of the University of Virginia's Darden Graduate School of Business Administration and prior was vice chairman and manager of the global investment banking division for Salomon Brothers.

Rochester Institute for the Deaf Lands $1.16 Million from Nippon

R·I·T The National Technical Institute for the Deaf (NTID) at Rochester Institute of Technology (N.Y.) was awarded $1.16 million by Japan's The Nippon Foundation so the Institute may continue its role in improving education and career opportunities for deaf people around the world.

The gift coincides with the $900,000 that the Foundation awarded last year to NTID to launch the Postsecondary Education Network International (PEN-International), which helped colleges in Japan and China improve technological education for their deaf students. The new grant will fund PEN-International efforts at colleges in Russia and the Philippines.

The goals of PEN-International are twofold. It first equips deaf students with the skills needed to compete in high technology, and the global market place. It then prepares universities to share the knowledge and instructional products they develop with other colleges in their corner of the world. The PEN team is partnering with the World Federation of the Deaf to develop a database of colleges and universities worldwide that serve people who are deaf and hard of hearing.

LIU-Brooklyn Graduates Colombian Valedictorian

Long Island University-Brooklyn business major Ruth E. Molina graduated with top honors and was honored at commencement as the class of 2002 valedictorian. The 21-year-old daughter of Colombian immigrants and member of the University Honors Program graduated with a 3.92 GPA.

Molina graduated from the Brooklyn Campus' School of Business, Public Admi-nistration and Information Sciences, through the Higher Education Opportunity Program (HEOP), which provides financial and tutorial assistance to economically disadvantaged students. On the Dean's List since 1998 and a José Martí academic scholarship awardee since 1999, she is also a member of the Alpha Lamda Delta and Sigma Beta Delta honor societies and the Accounting Society.

Molina tutored students in advanced accounting and mathematics and participated in the Volunteer Income Tax Assistance program, preparing tax returns for people in her community.

Queensborough Community Program Helps Immigrants

Queensborough Community College (QCC) received a $300,000 grant to fund the Queens Civic Collaboration of the City University of New York (CUNY), a partnership between three CUNY schools, QCC, Queens College, and the CUNY School of Law. The grant provides English language and civic education to the adult and out-of-school immigrant population in the borough of Queens.

CUNY launched QCC to help the borough's growing immigrant population assimilate. Participants study various aspects of American culture and government as well as the function and responsibilities of civil rights. Civic participation and technology-based learning will also help participants with communicating effectively in varied settings.

The program expands an existing adult literacy program at QCC and is an outgrowth of the Workforce Investment Act of 1998, a federal program intended to consolidate, coordinate, and improve employment, training, literacy, and vocational rehabilitation in the U.S.

Mott's Cisneros Heads Financial Aid Association

Mott Community College (Mich.) director of financial aid Carlos Cisneros was selected the new president of the Michigan Student Financial Aid Association for a one-year term. As president, he represents Michigan at regional and national financial aid conferences, coordinates lobbying efforts on behalf of stu-

dents in the state and maintains the association's fiscal integrity.

The Association works with about 500 financial aid professionals from colleges and universities, banking institutions, loan agencies, and high school guidance offices throughout the state to enhance student financial aid awareness. It also promotes student access to postsecondary education and provides professional development opportunities for members.

News from Wayne State

• Wayne State University (Mich.) psychology Professor Paul Toro was awarded $2.5 million from the National Institute on Abuse and Alcoholism to continue his study of the long-term consequences of teenage homelessness in Detroit. The grant allows Toro, one of the nation's foremost experts on adolescent homelessness, to extend his research another five years.

• Wayne State hosted a workshop by the Argentine vocal group OPUS CUATRO, which performs popular music, including spirituals and jazz, and music rooted in the folk traditions of Argentina and Latin America.

• A Wayne State School of Medicine study has linked dietary acid intake and bone health. The study *Ethnic Differences in Titratable Acid Excretion and Bone Mineralization* initially sought to explain why Black Americans have such low incidence of osteoporosis, the thinning of bones because of a lack of nutrition and mineral metabolism, even though they consume and absorb less calcium than Whites. The study found that the ethnic differences in bone density had more to do with acid metabolism than calcium. Researchers stated that though calcium supplements do make the bones stronger, the body must neutralize acid efficiently, to receive the full benefits of calcium.

Energy Contractors Honor FIU

Two major contractors at the U.S. Department of Energy's Oak Ridge National Laboratory–Bechtel Jacobs Company and BWXT Y-12–honored Florida International University (FIU) as Minority Educational Institution of the Year. FIU's Hemispheric Center for Environmental Technology (HCET) received the award for advancing the department's efforts at the laboratory, its commitment to the department's cleanup efforts, and for developing the next generation of environmental remediation technicians, engineers, and scientists.

HCET has been working with Bechtel Jacobs on the decommissioning of a former nuclear fuel reprocessing plant, the Metal Recovery Facility. The company cited HCET's "commitment to excellence in safe performance of their subcontract and their commitment to responsible corporate citizenship."

BWXT Y-12 recognized HCET for its technical assistance to the Minority Educational Institutions Technology Partnerships Program. HCET provided market research on international business opportunities for BWXT to pursue in partnership with minority institutions and facilitated the formation of such partnerships.

Union County College Honors Victim of Sept. 11

Union County College (UCC) in New Jersey posthumously awarded an associate's degree to Arcelia Castillo, a victim of the World Trade Center collapse, on the day she would have received the degree that she spent more than 20 years working toward.

Castillo came to America from Colombia at 21 with a fifth-grade education and the dream of earning a college degree. She started with ESL courses, then learned typing. In 1980, she enrolled at UCC, taking additional ESL courses followed by computer, business, and math classes. In 1999, she enrolled in the College's accounting program and was on course to receive her associate's.

By last September, Castillo was enrolled in her final two courses. Her excellent academic record (3.44 GPA) had already led to a junior accountant position in the International Accounting Division of Marsh & McLennon in New York City. On Sept. 11, she was at her desk on the 98th floor of the World Trade Center when the terrorists attacked.

Though she didn't make it to safety, Castillo's dream of a college degree came true in May when her granddaughter, Brittany Roman, age 12, accepted Castillo's Associate in Applied Science degree on behalf of the family.

Portland Community Hosts "Latinismo!"

Portland Community College (Ore.) hosted its Third Annual Latin American Film Festival "Latinismo!" This year's theme was "Urban Life: Myths and Realities."

Latino students helped plan and carry out the successful event, for which there were poster advertisements, special guest speakers, and five films that addressed urban life and society in Ecuador, Mexico, Colombia, Peru, and the U.S.

World-renowned Cuban-American poet and professor Virgil Suárez shared stories about his life, the music group Fernando performed, and a panel discussion followed the viewing of a documentary about the late graffiti artist and painter Jean Michel Basquiat.

Honorary Doctorate to Huerta from CSUN

California State University-Northridge's College of Humanities bestowed an honorary degree on civil rights activist and labor leader Dolores Huerta. The cofounder of the United Farm Workers of America received a Doctor of Humane Letters during the University's commencement ceremony.

Huerta played a key role in the evolution of the United Farm Workers from its inception in the 1960s–from negotiating its first collective bargaining agreement to heading the union's national grape boycott and directing its political and lobbying efforts. In her more than 30 years of labor organizing, she confronted thugs and was arrested more than 22 times for civil disobedience on behalf of agricultural workers.

For her efforts in helping the poor and disenfranchised, Huerta was inducted into the National Women's Hall of Fame and received the American Civil Liberties Union Roger Baldwin Medal of Liberty and the Eugene V. Debs Foundation's Outstanding American Award.

Smithsonian Expands Annual Teacher's Night

Thousands of educators came together for the 10th annual Smithsonian Teachers' Night, which was expanded to include organizations from five cities around the country.

The Smithsonian's National Museum of Natural History in Washington, D.C., Charles H. Wright Museum of African American

History in Detroit, Museum of Fine Arts in Houston, Presidio Trust in San Francisco, and Smithsonian Astrophysical Observatory in Cambridge took part in the celebration.

The event celebrated the museum as a resource for learning. Each venue featured a guest speaker and teachers were given free classroom materials, mingled with their colleagues, and met with museum educators, who showed them how museums can make a difference in student learning.

CSU-San Marcos Professors Organize Border Conference

California State University-San Marcos professors of education Juan Necochea and Zulmara Cline and Mexican educators Margarita Luna from Universidad Iberoamericana (UIA) and Ignacio Anaya from Universidad Pedagógica Nacional, organized the second bi-national Border Pedagogy Conference, held at UIA in Tijuana, Mexico. The conference attracted some 200 educators from the U.S. and Mexico for a series of discussions on such issues as border education, language and equality, instructional practices, and border influences on education.

María Chávez, director of the San Diego/Orange County Migrant Education program, delivered an emotionally charged keynote address, challenging educators to find the spiritual greatness in each child and discover the child's secrets to help them achieve their full potential. Discussion ensued concerning the trials and tribulations faced by border educators. Both sides welcomed the opportunity to meet, on a personal and professional level.

Cline and Necochea (both pictured) are developing a joint Certificate of Advanced Study in Border Pedagogy that will allow educators to share more in-depth understandings about the border region and conduct a research agenda for practitioners and policymakers.

News from NJCU

- New Jersey City University (NJCU) bestowed an honorary Doctor of Humane Letters degree on Congressman Robert Menéndez of New Jersey during its 2002 commencement ceremony. Menéndez, elected to the House of Representatives in 1992 and reelected four times, is the highest-ranking Hispanic in Congress today.
- NJCU was awarded a National Collegiate Athletic Association (NCAA) Division III Ethnic Minority and Women's Internship grant for 2002-2004. The $15,000-a-year grant will support a two-year internship, including salary and professional costs, in athletic administration and coaching, beginning next fall.
- NJCU Spanish and fine arts graduate Rainiel Guzmán was one of six students awarded scholarships by the New Jersey Association of Student Financial Aid Administrators, Inc. The emerging artist from the Dominican Republic is a public school instructor planning to attend graduate school in public administration. His work was featured in the traveling exhibit "The Visual Imaginary of Latinas/os in New Jersey."

St. John's Accepting "Quinceañera" Applications

Freelance writer and Spanish-English translator Dale Hoyt Palfrey once said, "The transition from childhood to womanhood is a significant passage for adolescent girls in almost all cultures. In Mexico, it is marked with the celebration of the Quinceañera, or 15th birthday. From a north-of-the-border viewpoint, it may be seen as a cross between Sweet Sixteen and a debutante's coming-out party. The celebration is a way to acknowledge that a young woman has reached sexual maturity and is thus of a marriageable age."

In honor of Hispanic Heritage Month 2002, the St. John's University (N.Y.) Hispanic Heritage Month Committee is presenting a "Quinceañera" contest. The purpose is to promote Hispanic culture and how its influence has made a significant contribution to American culture.

For an application and more information, contact: Francess Samuels, St. John's University-Office of Student Life, 300 Howard Ave., Room B-11; phone, (718) 390-4433; fax, (718) 390-4531. The Deadline is Aug. 16.

Leadership Center Debuts at St. Mary's

St. Mary's University (Texas) has launched the 21st Century Leadership Center.

"Developing tomorrow's leaders today involves embracing the underserved, underrepresented and emerging communities wherever they may be," said Andy Hernández, director of the Leadership Center. The Center, he said, "will meet that challenge as a catalyst for students who aspire to lead, especially in ethnically or culturally diverse contexts."

The Center looks to contribute to leadership education and scholarship in an increasingly diverse nation. It will provide curricular innovation, cocurricular activities, student research and scholarly publications, collaborative programs, expanded leadership opportunities and new leadership paradigms, giving students an educational opportunity few universities have.

The Center will involve students in its initiatives, which include: Leader-to-Leader Brown Bag Lecture Series, Leadership Skills Development Institutes, Students on Boards, in which students become active observers on nonprofit governing boards, leadership fellowships, and civic fellowships.

Laredo Community and Zapata District Sign Articulation Agreement

In Texas, leaders from Laredo Community College (LCC) and the Zapata County Independent School District signed an articulation agreement securing technology preparation for high school graduates in computer technology careers, reported LCC.

The Tech Prep agreement will make it possible for Zapata High School graduates to receive up to 16 hours of articulated college credit in Computer Information Systems (CIS)-Business Applications and up to 12 articulated college credit hours in CIS Media and Web Technology. The agreement gives interested students time- and cost-saving opportunities.

Tech Prep requires that the student pass articulated courses in high school with a grade of 80 or higher. Students must enroll at LCC within 15 months of graduation and declare a major in the technical field the articulated courses represent. The articulated courses will be applied to the student's college degree plan, after students earn six hours on non-developmental coursework at LCC.

Bank Street and Goldman Sachs in Partnership

Through a partnership between Bank Street College of Education (N.Y.) and The Goldman Sachs Foundation, high school scholars from four New York City Catholic high schools–Aquinas, Cardinal Hayes, Cardinal Spellman, and Rice–presented projects they have worked on for the partnership's Institute for Leadership, Excellence, and Development (I-LEAD) Program.

I-LEAD's "Bio-pod Racing Challenge" required students to demonstrate their potential as conscientious thinkers by exploring various facets of biology, chemistry, and physics through the design of flying structures powered by fruit "engines" (bio-pods). Students constructed the engines during three courses administered by I-LEAD: a one-day-per-week after-school program; a twice-a-month, Saturday academy; and a three-week Residential Summer Institute. The courses complemented their high school curricula as they incorporated the skills and standards needed for the scholars to succeed in their respective schools.

Goldman and Sachs sponsored the I-LEAD challenge two years ago with a $1.2 million grant.

South Mountain Graduates Mother and Daughter

South Mountain Community College (Ariz.) graduated a mother and her daughter during this year's commencement ceremony.

Marion Romero-Carpena always knew she would attend college, but as a single parent she had to wait until her daughter Tabitha graduated from high school.

When Tabitha entered her senior year, Marion decided to enroll at South Mountain. Tabitha tagged along during registration and, out of curiosity, enrolled in a math summer course. She enjoyed college so much that she found herself with a year's worth of college credit even before graduating high school.

After registering and studying together, the two graduated together. Marion received her associate's degree in Transfer Partnership/Elementary Education, and Tabitha received an associate's in social work.

When asked who is prouder–mom or daughter–Marion quickly answered, "Me! Because I'm the mom."

They both plan to pursue their bachelor's, Marion in education, and Tabitha in criminal justice.

West Hills Sponsors Latino Student Workshop

West Hills Community College (Calif.) sponsored a Latino student success workshop on the subjects of curriculum integration and factors affecting student success.

Two prominent educators, Dr. Gilberto Conchas of Harvard University and Patricia Clark of the Alameda County Office of Education, presided over the four one-hour sessions, collectively addressing "Factors Affecting the Success of Latino and Other Students in School." The sessions introduced examples of curriculum integration.

Two workshops on "Integrated Curriculum for Rigor and Relevance" were delivered, emphasizing integration strategies–Learning Communities and Career Academies. In the Learning Communities approach, students and faculty work closely together and link classes so as to share subject matter and assignments. It has been found that students participating in Learning Communities are more motivated to stay in school and achieve.

Two other workshops on "Latino Success in School" were provided. Based on Conchas' research, they emphasized factors that are critical to affecting Latino success in school.

Barnard Professor Presents Study on Mexican-American Women

Barnard College (N.Y.) Professor of Sociology Robert Smith's research on second-generation Mexican-American girls in New York City reveals that they are more selective than their male counterparts in choosing a high school that will ensure greater academic success and ethnic diversity.

These girls are also expected to return home after school to care for siblings and help with housework, making them more likely to be upwardly mobile professionally and hold jobs that require communication-building skills, according to the report.

Smith's research demonstrates that Mexican-American boys do little, if any, research in selecting a high school and end up attending less diverse, locally zoned schools, which increases their likelihood of joining gangs or dropping out of high school.

Smith's research was featured at the "Latinos at the Crossroads" conference, cosponsored by the Harvard Graduate School of Education. Smith was a panelist on "Latinos in the New Millennium," one of a few panels that discussed topics such as politics, labor, health care, language development, and families.

Fresno City Student's National Honor Makes History

Fresno City College (Calif.) biology graduate George Bruque was named to this year's *USA Today* All-USA Community and Junior College Academic First Team. Two years ago, his older brother Nicholas was a First Team member, making them the first siblings to be named to the First Team, according to Clancy Mitchell, Phi Theta Kappa director of scholarship programs.

"My mom was surprised," said George. "She didn't think the scholarship people would give the award to two people in the same family so close together."

George graduated Fresno City with a 3.95 GPA. He was vice president of the College chapter of the Phi Theta Kappa honor society, which cosponsors the award; editor of Fresno City's *City Arts* newsletter; and conducts research on plant cultivation.

The All-USA honor came with a $2,500 scholarship, which he plans to use this fall toward a degree in biology at UC-Davis.

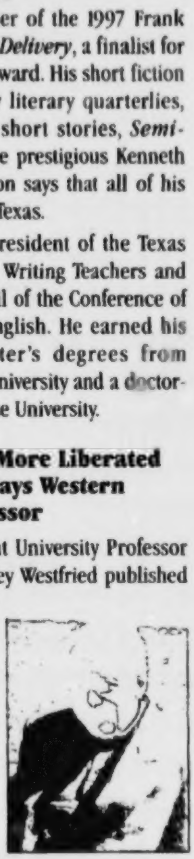
Lamar Selects Distinguished Faculty Lecturer

Lamar University (Texas) selected Jim Sanderson, professor of English and award-winning Texas author, as its 2002 Distinguished Faculty Lecturer. Sanderson, a Lamar faculty member since 1989, will present "Texas and Me: A Literary Relationship" in October.

Sanderson is the author of two novels, *El Camino del Río*, winner of the 1997 Frank Waters Award, and *Safe Delivery*, a finalist for the 2000 Violet Crown Award. His short fiction has appeared in many literary quarterlies, and his collection of short stories, *Semi-Private Rooms*, won the prestigious Kenneth Patchen Prize. Sanderson says that all of his literary works concern Texas.

Sanderson is the president of the Texas Association of Creative Writing Teachers and on the executive council of the Conference of College Teachers of English. He earned his bachelor's and master's degrees from Southwest Texas State University and a doctorate from Oklahoma State University.

Brazilian Women More Liberated than Americans, Says Western Connecticut Professor



Western Connecticut University Professor Emeritus Dr. Alex Huxley Westfried published *Reinventing the Culture of Womanhood in America and Brazil*, based on more than 12 years of research on the efforts of Brazilian women to gain economic, social, and sexual independence.

"American women believe they are free and liberated," Westfried asserted. "But it's a myth. They're not really free, especially compared to women in Brazil."

The book traces Brazil's transformation from a male-dominated society to one that thrives on the liberation of Brazilian women. According to Westfried, the transformation was based in large part on a women's revolt in 1964 against Brazil's fascist government that all but abolished civil rights. As women banded together, they found results and became more liberated.

Westfried's book points out that many Brazilian women attend free universities to become professionals, receive three or four months of maternity leave (American women are given six weeks), and have access to free daycare staffed by trained professionals when they return to work.

NIU Professor Writes Book on Mexican Revolution

A new book by Michael J. Gonzales, Northern Illinois University (NIU) senior Latin American historian and director of NIU's Center for Latino and Latin American Studies, was named a September selection by the prestigious History Book Club. *The Mexican Revolution, 1919-1940* presents an overview of the first social revolution of the 20th century.

Based on archival sources and extensive secondary literature, the book examines the revolution from its origins in the Díaz dictatorship through the presidency of radical General Lázaro Cárdenas. What emerges is a clear understanding of the events during the period and a greater appreciation of the efforts of Mexican presidents following the revolution to reinvent the war-torn country. Gonzales, whose father and grandparents emigrated from Mexico to the U.S. during the revolution, said the book would especially appeal to Mexican-Americans.

"The revolution was responsible for the first big wave of immigration to the United States," said Gonzales. "People were desperate to flee that type of situation and find a safe, more stable environment for families."

City College Festival Showcases International Films

The City College of New York presented its fourth Cityvisions Film Festival, a program showcasing 10 provocative documentary and narrative films by international and independent directors and writers.

The festival featured the directing and writing talent of this year's 17 MFA in Media Arts graduates, representing Korea, Nigeria, Nicaragua, Taiwan, Puerto Rico, Japan, Canada, and the U.S. This diversity is a hallmark of the program and enables individuals who would not ordinarily be given a voice to tell their stories.

Films dealing with Latin American issues included "Zumbi," by Nicaraguan talent Norma Castillo, who sold her house back home to make the movie about an elderly woman; "Sensitive," by Uruguayan Gustavo Mercado, about a woman working in an immigration office in Queens, N.Y.; and "La Luche Se Hace," by Deanna Davis, about wrestling in Mexico.

PUBLICATIONS

Landscape with Human Figure

By Rafael Campo

In his fourth and most compelling collection of poetry, physician Rafael Campo confirms his status as one of America's most important poets. His "stunning, candid poems...rise with equal beauty from a Boston tenement or a moonlit Spanish plaza, yet remain unafraid to explore and celebrate his identity as a doctor, and Cuban gay man."

2002. 112 pgs. ISBN 0-8223-2890-9. $15.95 paper. Duke University Press. (888) 651-0122.

Caribbean Autobiography: Cultural Identity and Self-Representation

By Sandra Pouchet Paquet

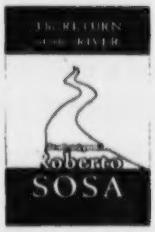
Caribbean autobiography

Despite the range and abundance of autobiographical writing from the Anglophone Caribbean, this book is the first to explore this literature fully. The texts examined here reflect the entire range of autobiographical practice, including slave narrative and testimonial, written and oral narratives, spiritual autobiographies, fiction, serial autobiography, verse, diaries and journals, elegy, and parody.

2002. 335 pgs. ISBN 0-299-17694-0. $24.95 paper. University of Wisconsin Press. (800) 621-2736.

The Return of the River

By Roberto Sosa



This volume includes selections from nine books of poetry published by award-winning Honduran poet Roberto Sosa. The poems range in theme and subject matter from love lyrics to nature poems to poems crying out against political oppression and poverty. Translated by Jo Anne Engelbert.

2002. 266 pgs. ISBN 1-880684-80-2. $15.95 paper. Curbstone. (800) 283-3572.

Frida: A Novel Based on the Life of Frida Kahlo

By Bárbara Mujica

Set against a tumultuous background of Mexican politics and history during the first half of the 20th century and narrated by Frida Kahlo's younger sister Cristina, this haunting and powerful fictional account chronicles Kahlo's life. It is a tale of love, jealously, betrayal, and sibling rivalry that captures the essence of a woman who became an icon for generations to come.

2002. 366 pgs. ISBN 0-452-28303-5. $14.00 paper. Plume. (800) 788-6262.

Casa Mañana: The Morrow Collection of Mexican Popular Arts

Susan Danly, ed.

This well-illustrated hardcover provides a detailed look at the political and artistic climate in Mexican-American relations through an examination of the folk art collection amassed by Dwight and Elizabeth Morrow when he was U.S. Ambassador to Mexico in the late 1920s.

2002. 211 pages. ISBN 0-8263-2805-9. $32.95 cloth. University of New Mexico Press. (800) 249-7737.

Composing Ourselves: Sonnets about Teaching Composition on the U.S.-Mexico Border

By Randy Koch

Native Minnesotan Randy Koch recorded in a journal sonnets of his experiences teaching English composition to Spanish-speaking and bilingual students in the Texas-Mexico border. These are Koch's sonnets, tributes to his students, the people who have changed his life.

2002. 80 pgs. ISBN 1-56474-387-X. $12.00 paper. Fithian Press. (800) 662-8351.

Motorcycle Ride on the Sea of Tranquility

By Patricia Santana

A touching coming-of-age novel set in 1969 with a background of family and the Vietnam War. Winner of the 1999 Chicano/Latino Literary Contest.

2002. 276 pgs. ISBN 0-8263-2435-5. $19.95 cloth. University of New Mexico Press. (800) 249-7737.

Music of El Dorado: The Ethnomusicology of Ancient South American Cultures

By Dale A. Olsen

In this analysis of ancient Andean musical instruments, Dale Olsen breathes life and humanity into the music-making of pre-Hispanic cultures in the northern and central Andes. Part musical quest, part adventure, his three decades of anthropological findings consider why, when, and how the instruments were played.

2002. 320 pgs. ISBN 0-8130-2440-4. $55.00 paper. University of Florida Press. (800) 226-3822.

At Home in the Studio: The Professionalization of Women Artists in America

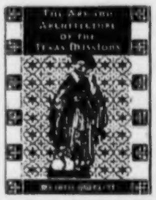
By Laura R. Prieto

This study of a diverse group of artists–diverse in critical reception, geographic location, race, and social background–reveals a forgotten aspect of art history and women's history.

2001. 336 pgs. ISBN 0-674-00486-8. $39.95 cloth. Harvard University Press. (800) 448-2242.

The Art and Architecture of the Texas Missions

By Jacinto Quirarte



Built to bring Christianity and European civilization to the northern frontier of New Spain, the six remaining Spanish missions standing in Texas are only shadows of their original selves. This book paints a more complete portrait of the missions as they once were and offers a comprehensive reconstruction and description of the original art and architecture.

2002. 261 pgs. ISBN 0-292-76902-4. $60.00 cloth. University of Texas Press. (800) 262-3206.

Many publications featured in this section are available through amazon.com.

CONFERENCES

USHLI 20th Annual Conference

September 19-22

The United States Hispanic Leadership Institute conference "Leadership for the New America" convenes a unique consortium of corporate, labor, government, university, and nonprofit communities of interest, and participants who are predominantly young, female, and very well educated. One of the nation's premier Hispanic conferences, the event extols unity, spirit, heroes, leadership, and community. At the Hyatt Regency Chicago, Chicago, Ill.

Contact: USHLI, (312) 427-8683; Web site, www.ushli.com

NACADA National Conference

September 29-October 2

The 26th annual meeting of the National Academic Advising Association has as its theme "Academic Advising: Official Sponsors of Student Success." Concurrent sessions will address all aspects of advising. At the Grand America and Little America Hotels in Salt Lake City, Utah.

Contact: NACADA executive office, (785) 532-5717; e-mail, nacada@ksu.edu; Web site, www.nacada.ksu.edu

ASCD Conference on Teaching & Learning

October 11-13

The Association for Supervision and Curriculum Development presents "Increasing Student Achievement: Instructional and Leadership Practices That Work." Learn how schools succeed in raising test scores and student achievement in every grade and subject. In New Orleans, La.

Contact: (800) 933-ASCD or (703) 578-9600; Web site, www.ascd.org/trainingopportunities/conferences.html

AAC&U 4th Biennial Diversity and Learning Conference

October 24-27

The Association of American Colleges and Universities presents "Diversity and Learning: Education for a World Lived in Common." Join a national network of practitioners and researchers to enhance existing campus diversity initiatives and chart the next frontiers of work. At the Hyatt Regency, St. Louis, Mo.

Web site: www.aacu-edu.org

7th Conference of Recovering the U.S. Hispanic Literary Heritage

November 14-17

The theme for this conference, held in conjunction with the American Studies Association's annual meeting, takes its lead from ASA's own conference title, "The Local and The Global." The goal is to present the evolving significance of the "local and the global" for Latinos/as as represented, debated, and contested in writings, documents, histories, diaries, newspapers, and other forms of print culture from the 1500s to 1960. At Westin Galleria and Oaks Hotels, Houston, Texas.

Contact: (713) 743-3128; fax, (713) 743-3142; e-mail, artrec@jetson.uh.edu

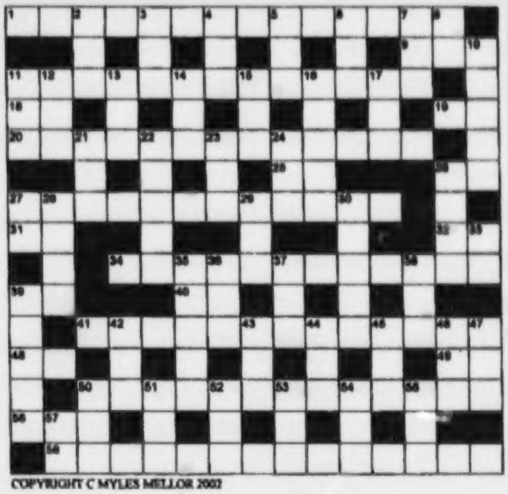
NCTE 92nd Annual Convention

November 21-26

The 2002 National Council of Teachers of English Convention, with the theme "Celebrating the Languages and Literacies of Our Lives," encourages us to define language, literature, and education as we seek to better understand how we define ourselves, each other, our students, their families and communities, and those whom we have yet to meet. In Atlanta, Ga.

Contact: NCTE, (800) 369-6283; fax, (217) 328-9645; e-mail, public_info@ncte.org; Web site, www.ncte.org

Hispanic Outlook Crossword



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Across

1 Black magic woman album
9 Accomplished
11 She's real!
18 Little Rock location
19 Cool
20 Hispanic painter who said "art is like a vintage that ripens well in passion"
25 Expression of uncertainty
26 Fashionable
27 "Radio Mambo" players
31 Hot-turned ___
32 Silver (abbr.)
34 Famous painter whose father's name was Ruiz.
39 Sun god
40 TV channel
41 Two hot dances
48 The right way to __ is to ___.
49 Street abbreviation
50 "I see your smile" singer
56 Canadian state (abbr.)
58 Original Spanish title of Manlio Argueta book

Down

2 Negative (prefix)
3 Punk folk singer
4 Stage of life
5 Spanish bowl
6 Gives volume at the concert
7 Tool to chip wood
8 Spanish yes
10 HipHop star
11 Catherine Bell TV series
12 Goof
13 National Council of Churches
14 Artists recompense
15 Sanctuary
16 Nebraska town
17 Final curtain
21 Every
22 Yellow perennial herb
23 Downwind
24 None in law
26 Investment funds
27 Denver's st.
28 Universidad Francisco de Aguirre (abbr.)
29 Boss
30 Bags
33 Oriental game
35 Lower
36 Meadow
37 This artist's tool is stronger than the sword
38 Famous uncle
39 Pop singer Paulina
42 Trouble
43 Wing
44 Offend
45 ___ Maria
46 This says it's not important
47 Columnist Landers
50 Volkswagen model
51 Opening
52 More so
53 End of Day
54 Distance suffix
55 Dandy
57 South Western State abbr.

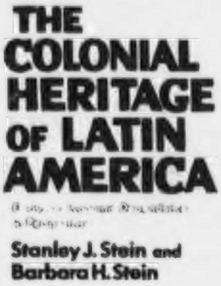
Puzzle Solution located on page 26

Book Review

By Michael Hall

***The Colonial Heritage of Latin America: Essays on Economic Dependence in Perspective,* by Stanley J. Stein and Barbara H. Stein.** 222 pages. New York: Oxford UP, 1970. ISBN 0-19-501292-5. $21.95 paper.

The central theme of this study is the historical background for the underdevelopment, backwardness, and economic dependence of Latin America. The Steins, a husband and wife team of historians whose interpretive framework derives from dependency theory, trace these elements in Latin America from its colonial foundations in the 16th century to neocolonialism in the 19th century. Their attempt to suggest the origins of Latin America's economic woes, however, is inhibited by their method of analysis, which places undue emphasis on external factors, such as economic dependency, while more or less ignoring internal factors, such as the Iberian cultural tradition.


THE COLONIAL HERITAGE OF LATIN AMERICA
Stanley J. Stein and Barbara H. Stein

While failing at their stated purpose, the Steins succeed in providing us with a concise study of the thinking of scholars who use dependency theory to explain the continued economic dependence of Latin America. While not offering a new interpretation, the Steins have successfully pointed out factors from the 16th and 17th centuries that dependency theorists believe have impeded (and continue to impede) economic and social development in Latin America.

The Colonial Heritage of Latin America is a collection of essays divided into seven chapters that synthesize issues related to the Iberian conquest of the New World, the independence movement, and neo-colonialism.

According to the authors, Spain and Portugal were the economic dependencies of England, France, and Holland. The Steins claim that this "anomalous status as colony and empire shaped the history of the Iberian countries and their colonial possessions." The authors propose that matters such as Castile's policy of centralized administration and the Spanish version of mercantilism, examples of what the Steins refer to as "economic contraction," were the real cause of the decline of the Spanish Empire.

Mining, ranching, and agriculture, described by the Steins as the principal economic activities pursued by Spain in the New World, were the basis of a commercial system that determined the "export orientation of the Latin American economy." The development of plantations in Latin America encouraged specialization in one crop. This economic specialization led to the monocultural export system, which served as the basis for Latin American economies until the international economic collapse of 1929 proved its vulnerability.

The authors contend that the political independence of Latin America in the 19th century merely simplified the economic linkages between the new Latin American nations and the industrialized and commercially powerful nations of the North Atlantic. The Steins argue that this new neo-colonial economic relationship, based on the export-oriented economies of colonial Latin America, is still in operation today. This 19th century neo-colonialism is explored through individual case studies of Argentina, Brazil, and Mexico.

The Steins conclude that present-day Latin American underdevelopment is the legacy of poor Iberian colonial-empire administration. While this is consistent with the Stein's main argument, it overlooks or minimizes the inherent internal cultural realities in Latin America, such as the role of the corporatist state and the society's division into a dominant capitalist culture and a mass culture that traditionally lacks capitalist orientation.

In addition to imposing the dependency theory on the Iberian-Colonial relationships, the Steins attempt to apply it to relations between Spain and England in 1492. Their argument that Spain and Portugal were dependencies of England because of medieval Iberian backwardness ignores the fact that the Iberians were leading the transition from feudalism to capitalism in 1492. Spain and Portugal established effective control over their empires in a relatively short period of time. Over-extension of resources and capacities, rather than the Stein's image of consolidated atrophy due to Iberian medieval heritage, seems to be the logical reason for the decline of the Spanish and Portuguese empires.

Another major problem is the Stein's ethnocentric view of Latin America, which implies that modernization of the economy through industrialization leads to development and economic freedom. The Steins claim that economic growth in Latin America through diversification and industrialization "could not occur while colonial patterns of production, capital accumulation and investment, income distribution and expenditure survived." The Steins blame Latin America's economic dependency on Spain's failure to modernize.

Essentially, the Steins assume that capitalism leads to economic development. This idea leads them to search for the seeds of underdevelopment in the dung of Latin American failure to modernize.

While their historical facts might or might not be correct–it is nearly impossible to verify their sources due to the lack of footnotes–their generalizations and analytical framework fail to completely explain the underdevelopment, backwardness, and economic dependency of Latin America. Regardless, the fundamental explanations of Latin American underdevelopment can be traced back to the Colonial Period.

Dr. Hall has taught Latin American history at Armstrong Atlantic State University in Savannah, Ga., since 1997. A Peace Corps volunteer in the Dominican Republic 1984-87, he is the author of Sugar and Power in the Dominican Republic *(2000).*

If interested in submitting a book review, please e-mail us at outlook@aol.com for Book Reviewers' Guidelines.

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ASSISTANT PROFESSOR OF FINANCE

Bryant College invites applications for a tenure-track position in finance at the Assistant Professor level beginning Fall 2003. Applicants should have an earned doctoral degree or anticipation of the completion of the dissertation prior to August 2003 as well as demonstrated excellence in teaching and research potential consistent with the requirements of an AACSB accredited school. The ideal applicant should have teaching and research interests in banking and/or financial services, but applicants in all areas of specialty are urged to apply. The Finance Department is responsible for the finance component of the business core as well as servicing the needs of students concentrating in Finance and Financial Services at both the undergraduate and graduate levels. The Financial Markets Center (FMC), a state-of-the-art facility with data feeds and interfaces, is housed in the new George E. Bello Center for Information Technology, providing a rich educational experience for the students.

Applicants should submit a letter of interest, a current vitae, references, and a demonstration of recent scholarly work to **Human Resources Office-257THO, Bryant College, 1150 Douglas Pike, Smithfield, RI 02917.** Inquiries should be made to David Louton at **dlouton@bryant.edu.** Application review will begin immediately and continue until the position is filled.

Bryant College is a business specialty school accredited by AACSB and located 15 minutes northwest of Providence and one hour from Boston. The College serves approximately 3,000 undergraduates and graduate (Masters) students. The College offers a Bachelor of Science in Business Administration, a Bachelor of Science in Information Technology, a Bachelor of Arts in Liberal Studies, a Bachelor of Arts in Applied Psychology, a Bachelor of Arts in Communication, a Master of Business Administration, a Master of Science in Taxation, a Master of Science in Information Systems, and a Master of Science in Accounting.

Bryant College is an Equal Opportunity/Affirmative Action Employer, and an institution committed to diversifying its faculty and student body. Minorities and women are especially encouraged to apply.

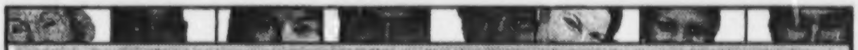
DARTON COLLEGE
A two-year unit of the University System of Georgia

DIRECTOR OF MINORITY ADVISING AND INTERNATIONAL STUDENT SERVICES

Darton College, a two-year college in the University System of Georgia, is seeking an experienced professional to provide both academic and personal advising for minority and international students. This person is responsible for assisting in recruitment of international students, serving as advisor to minority and international clubs and organizations, and planning and implementing seminars and special programs. This person will be required to submit a detailed yearly report to the Board of Regents of the University System of Georgia.

Visit our Web Site at www.darton.edu for a complete job description and requirements or contact: **Personnel Office, Darton College, 2400 Gillionville Road, Albany, GA. 31707.**

Women and minorities are encouraged to apply. AA/EOI.



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IUPUI

Indiana University-Purdue University Indianapolis

Chancellor

Indiana University-Purdue University Indianapolis (IUPUI) invites nominations and applications for the position of Chancellor. The Chancellor Search Committee seeks individuals with exceptional records of professional and personal achievement, leadership experience in complex environments, scholarly accomplishments, and the highest qualities of intellect, integrity, and character. The Chancellor reports to the President of Indiana University and serves as both the chief executive officer for the Indianapolis campus and Vice President for Long-range Planning for the Indiana University System.

IUPUI is an urban research university created in 1969 as a partnership by and between Indiana and Purdue Universities, with IU as the managing partner. With 28,000 students, 1,763 full-time and 849 part-time faculty, and 5,000+ staff, the University grants degrees in some 185 programs from both Indiana University and Purdue University. A satellite campus is operated at Columbus, Indiana. More professional degrees are conferred at IUPUI than at any other campus in Indiana. A wide range of educational opportunities from associate degrees to terminal professional degrees in nationally recognized programs are offered, such as: arts and sciences, business, engineering, law, public administration and the health related fields of medicine, dentistry, nursing, allied health and social work. IUPUI is home to one of the most sophisticated electronic libraries in the nation. IUPUI is a NCAA Division I School participating in the Mid-Continent Conference in fourteen varsity sports programs. Located in the state capital, situated on 250 acres on the west side of Indianapolis, IUPUI is quickly taking a position of national leadership among large urban campuses by strategically utilizing resources to achieve excellence and by focusing public attention on the increasingly important role of the urban campus in shaping the economic future of major U.S. cities.

The University is currently engaged in the comprehensive $700 million *Campaign for IUPUI*, which is scheduled to end in 2004. The campaign will allow the institution to move to the forefront in technological innovation, •will enhance resources for faculty, students and staff, and expand and improve facilities. An investment is also being made in a number of interdisciplinary research centers, programs, and institutes. In the coming decades, IUPUI expects to become one of the nation's leading centers of interdisciplinary teaching and learning. More information is available at: www.iupui.edu.

The search is commencing immediately and will continue until the position is filled. For best consideration, please forward a letter of application, accompanied by a curriculum vitae and a list of references no later than October 1, 2002. Nominations and applications should be sent, in confidence and preferably electronically, to:

Shelly Storbeck, Managing Director and
Vice President
A.T. Kearney Education Practice
333 John Carlyle Street
Alexandria, VA 22314
Phone: 703/739-4613
Fax: 703/518-1782
Email: doug.honker@atkearney.com

IUPUI is an Affirmative Action/Equal Opportunity Employer committed to enhancing the cultural and gender diversity of the campus. Applications from persons who will contribute to this diversity are especially encouraged.

Vice Chancellor for Institutional Advancement

The University of Michigan - Flint
Flint, Michigan

The University of Michigan-Flint invites applications and nominations for the position of Vice Chancellor for Institutional Advancement. The Vice Chancellor reports directly to the Chancellor and provides leadership in designing and implementing focused strategies for increasing private financial support for the University from the corporate sectors, foundations, individual donors and alumni.

The duties of the Vice Chancellor include but are not limited to:

- Managing the Capital Campaign
- Managing Development and Alumni staff members
- Developing fundraising strategies to secure major gifts
- Planning and directing the Annual Fund and related activities
- Developing a successful corporate giving program
- Planning special events for various donor groups
- Advising the various Alumni boards
- Coordinating and managing fundraising goals for all academic units
- Developing marketing materials for various fundraising goals

As a senior officer, the Vice Chancellor is expected to influence institutional policy and help to ensure a high quality educational environment for all members of the campus community.

Candidates should possess a Bachelor's degree (Master's preferred) and a minimum of five years successful fundraising leadership experience in an educational or non-profit environment. The candidate should have measurable experience in cultivating and obtaining major gifts. The candidate must also have prior management experience and a demonstrated ability to lead, motivate, and work with a team to reach goals. Also, the candidate must have the ability to organize and implement long-range strategic planning, as well as strong interpersonal and communication skills.

The University of Michigan-Flint is one of two regional campuses of the University of Michigan with a budget of $50 million. With 25,000 alumni, 6500 students (6000 undergraduate; 500 graduate; 64% female), UM-Flint is a major employer in the region and a source of enormous pride.

The four-year commuter campus offers 81 undergraduate and 9 graduate degrees, and is comprised of four units: The College of Arts and Sciences, the School of Education and Human Services, the School of Management, and the School of Health Professions and Studies.

For consideration, please submit a letter of nomination or application, a resume, and the names, addresses and phone numbers of three professional references to:

The University of Michigan-Flint
c/o Waverly Partners
3434 Granite Circle
Toledo, OH 43617
E-mail: umflint@waverly-partners.com

Review of applications will begin on August 19, 2002 and continue until the position is filled. *The University of Michigan-Flint is a Non-Discriminatory/Affirmative Action employer and invites and encourages applications from women and minorities.*

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Director, UC Davis Genome Center

The University of California at Davis invites applications and nominations for the position of founding Director of the UC Davis Genome Center. The Genome Center has been established as part of a broad, campuswide initiative to develop an internationally recognized research program in genomics that builds on and extends existing strengths in the life sciences. The Center will have 17 new faculty positions and be housed in a 211,000-sq.-ft. research building, already under construction and due for completion in July 2004.

- The Center will provide resources for new and existing faculty scientists in the School of Medicine, School of Veterinary Medicine, College of Agricultural and Environmental Sciences, Division of Biological Sciences, Division of Mathematics and Physical Sciences, and College of Engineering.
- The Center will include a modern mouse vivarium, small-animal imaging facility, and core high-throughput genomics research facilities, and will be co-located in the new building with programs in molecular medicine, pharmacology, and biomedical engineering.
- The 17 new state-funded faculty positions will include ten in experimental genomics and seven in bioinformatics and computational biology. Additional recruitments in these areas are expected in departments throughout the campus.

The Director will provide campuswide leadership for the development of research and teaching programs in genomics, and will spearhead recruitment of faculty into the Center. The Director should be a prominent scientist with a vigorous research program, and sufficient breadth of experience and interests to provide intellectual leadership to genomics programs in medicine, veterinary medicine, agriculture, and fundamental life sciences. The Director's own research program can be in any area of experimental genomics. The Director will be appointed at the professorial level in an appropriate academic department in one of six schools, colleges, or divisions. This position will remain open until filled, but for full consideration applications should be completed by September 15, 2002. Applicants should provide a letter of application, a curriculum vitae and a statement of research interests and plans, and arrange for at least three references, all to be sent to: **Dr. Craig Benham, Chair, Center Director Search Committee, UC Davis Genome Center, 2251 Academic Surge, The University of California, One Shields Avenue, Davis, CA 95616.**

Further information about genomics at UC Davis is available at **http://genomics.ucdavis.edu**

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AMHERST COLLEGE

DIRECTOR OF COMMUNITY OUTREACH PROGRAM

Amherst College seeks a Director to promote and facilitate involvement in community service activities on campus and in the larger community to raise awareness of social justice issues through educational programming. Position will report to the Associate Dean/Director Career Center. The Director will maintain and develop key community partnerships, serve as a resource and advocate for faculty involved with community based learning courses, and provide resource and referral information to the College community about community service, student activism, and related internship and work-study opportunities. The Director will also maintain and develop major community outreach programs (Outreach Orientation, DC Public Service January internship program, Alternative Spring Break), administer budgets related to all programs, supervise 5 office staff, and maintain office functioning.

Amherst College is a private coeducational liberal arts college of approximately 1650 students, 165 faculty and 550 staff employees located in the Connecticut River valley in Amherst, MA, and participates with Hampshire, Mount Holyoke, and Smith Colleges and the University of Massachusetts in the Five College Consortium.

Qualifications: Bachelor's degree in social services or related field, Master's degree preferred; at least 3 years related experience; demonstrated computer skills; strong oral and writing skills required. Exceptional motivational, organizational, leadership and interpersonal skills essential. Candidate must be able to interact professionally with various constituency groups which includes students, faculty, administration, alumni, community and media. Familiarity with a liberal arts education is a plus.

Interested candidates should submit a letter of interest, resume, and three references to: **Amherst College, Office of Human Resources, P.O. Box 5000, Amherst, MA 01002-5000.** A review of applications will begin on August 5, 2002 and continue until the position is filled.

Amherst College is an Equal Opportunity/Affirmative Action employer and encourages women, minorities and persons with disabilities to apply.

UNIVERSITY OF DELAWARE.

One of the oldest institutions of higher education in this country, the University of Delaware today combines tradition and innovation, offering students a rich heritage along with the latest in instructional and research technology. The University of Delaware is a Land-Grant, Sea-Grant, Urban-Grant & Space-Grant institution with its main campus in Newark, DE, located midway between Philadelphia and Baltimore.

Program Coordinator

Hispanic Culture and Student Campus Programs

The Student Centers seeks a qualified individual to serve as a Program Coordinator for Hispanic Culture and Student Campus Programs. The Coordinator is part of a team of programmers who develops educational and special programs. Advises the Hispanic Organization for Latin Americans (HOLA) and acts as a resource for support, services, and mentoring for Latino students at the University in collaboration with other campus units. The incumbent also coordinates highly visible major leadership and Student Centers programs that have campus-wide impact such as Activities Night, Homecoming, Senior Day, and theme weeks / months.

Qualifications: Bachelors Degree, Masters Degree preferred, in student personnel or other job-related discipline and two years related full-time professional experience. Requires work experience in advising campus student groups particularly those which program events. Knowledge of student development theories, programming, and leadership training. Excellent organizational skills and ability to multi-task and implement large-scale events. Outstanding interpersonal and community relations skills and the ability to communicate and work effectively within a diverse community. Experience in promoting, advertising, and / or marketing events.

Ability to assess contract compliance and product / service quality. Ability to provide direction and guidance in maintaining existing programs and the ability to create new programs. Knowledge of student support programs and services. Ability to work a flexible schedule including nights and weekends. Ability to work effectively with Latino culture and diverse populations; bi-lingual (English /Spanish) strongly preferred. Send resume, cover letter, and names of three references by August 19, 2002 to: **Director, University of Delaware, 213 Trabant University Center, Newark, DE 19716.**

**The UNIVERSITY OF DELAWARE is an Equal Opportunity Employer which encourages applications from Minority Group Members & Women.
Visit the University website at: www.udel.edu**

PACIFIC LUTHERAN UNIVERSITY is seeking tenure-track faculty to begin fall 2003 in a variety of fields, including:

Chemistry (organic)
Computer Engineering
Economics (industrial organization and public finance)
History (19th century American history)
Languages and Literature (Norwegian & Scandinavian Studies)
Nursing (adult health)
Nursing (psychiatric/mental health)
Physical Education (adapted, elementary, and perhaps coaching)
Physics (general, astrophysics)
Religion (Hebrew Bible, with ancient Near Eastern culture, cultural hermeneutics, and Jewish studies-application deadline, October 15)
Religion (religion and culture, including religious minority communities in North America-application deadline, October 15)
Theatre and Film

Pacific Lutheran University, located 40 miles south of Seattle in the beautiful Puget Sound region, serves a diverse clientele of 3500 students. Affiliated with the Evangelical Lutheran Church of America, the university's primary mission is to educate students for lives of thoughtful inquiry, service, leadership, and care. It has dynamic programs in the liberal arts, in professional degrees, and in international and interdisciplinary education. The university eagerly seeks a diversity of applicants, including persons of color and women.

For application details and further information about these positions, applicants should consult http/www.plu.edu/~humr/open.html

Rockland Community College, located 30 miles north of New York City is seeking a

FINANCIAL AID COUNSELOR

College Financial Aid Office is seeking an individual to counsel students and parents about financial aid programs, applications and the loan repayment process. Will also conduct Entrance and Exit interviews, determine and verify eligibility, conduct workshops, make consortium agreements for visiting students, maintain professional development through associated organizations and review academic progress of financial aid recipients.

Required qualifications: BA and 3 years minimum of financial aid packaging experience, demonstrated knowledge of State and Federal financial aid regulations, computer literate and must possess excellent interpersonal and problem solving skills. Preferred: MA, experience working in a community college, project management skills and knowledge of Datatel.

Salary $35,000 - $40,00 based on experience.
We offer a comprehensive benefits
package and paid vacation.

Please forward resume and cover letter
with 3 professional references to:

SUNY ROCKLAND Community College

AA/EOE

SUNY Rockland
Community College
Human Resources Office
145 College Road
Suffern, NY 10901

Or: e-mail resumes to: **careers@sunyrockland.edu**

Education

CCBC
The Community College
of Baltimore County

National Bellwether Award Winner
A Vanguard Learning College

Faculty, Natural Sciences (2001/241R)

Job Line: 410-869-7150; TTY: 410 869-7151

See current job postings at:
www.ccbcmd.edu

WESTERN
WASHINGTON UNIVERSITY

Revised Search – Director of Academic Budgeting

Western Washington University invites applications for the Director of Academic Budgeting. Additional information about the position, university and local community is available at **http://www.wwu.edu/depts/provost/jobs/**. Applications received by August 16, 2002 will receive full consideration. Send applications consisting of a letter of interest, complete resume, and names/addresses/telephone numbers for four references to: **Jan Lee, Search Coordinator, Western Washington University, 516 High Street, MS9033, Bellingham, WA 98225-9033,** Ph. 360-650-3917, Fax: 360 650-7475, E-mail: **jan.lee@wwu.edu.**

WWU is an AA/EO employer.

For disability accommodation, call (360) 650-3771 (V) or (360) 650-7696 (TTY).

Washington
WASHINGTON·UNIVERSITY·IN·ST·LOUIS

DIRECTOR, TYSON RESEARCH CENTER

Washington University invites applications for the tenured position of DIRECTOR of its Tyson Research Center. We are particularly interested in qualified women and minority applicants. The Tyson Research Center is a fenced 2,000-acre tract of oak-hickory forests, savannahs and glades on a karst landscape surrounded by another 5,500 acres of protected land. Although on the boundary of the Ozarks, Tyson is located only 20 miles from the main campus and on the edge of the 16th largest metropolitan area in the United States. Tyson offers a unique opportunity to identify the processes that affect biodiversity and ecosystem functioning in urban-suburban settings.

The Director will be a faculty member in an appropriate department or program of the school of Arts & Sciences and is expected to develop a research program in some area of ecology or other environmental sciences. In addition, the Director will be responsible for overseeing the operation of the field station. Candidates must have a distinguished record of scholarship. Experience in the use and administration of field stations is desirable. This is a 12-month appointment with a competitive salary and level of appointment depending upon qualifications and experience. The position may be taken up anytime after January 1, 2003.

Letters of application should be accompanied by a curriculum vitae and a brief statement of experience and research interests. Applicants should also arrange to have three letters of recommendation sent to:

Jonathan B. Losos
Chair, Tyson Search Committee
Department of Biology
Campus Box 1137
Washington University
1 Brookings Drive
St. Louis, MO 63130-4899

Review of applications will begin August 15, 2002 and continue until the position is filled.
Washington University is an Affirmative Action Equal Opportunity employer.

http://www.biology.wustl.edu/tyson/

ROGER WILLIAMS UNIVERSITY RALPH R. PAPITTO SCHOOL OF LAW

The Roger Williams University School of Law is seeking qualified individuals to fill the following positions:

ASSISTANT DIRECTOR OF ADMISSIONS REF# HO68

The full-time Assistant Director is responsible for the coordination of events, marketing plans and recruitment strategies for the School of Law's Office of Admissions.

Qualifications: Bachelor's degree required; Juris Doctor or Master's degree preferred. A minimum of 2 years' law school admissions experience preferred. Significant travel is required.

ASSOCIATE DIRECTOR, FEINSTEIN INSTITUTE FOR LEGAL SERVICE REF# HO67

The part-time Associate Director is responsible for administering the public service requirement within specific programs offered by the Feinstein Institute for Legal Service. This is a three day per week position.

Qualifications: Juris Doctor degree from an American Bar Association approved law school is required. A minimum of 3 years' legal experience in post-graduate public interest and experience supervising law students or newly admitted lawyers.

Qualified candidates must supply the following: a letter of application that specifically addresses the relevant position with reference number; a resume/vitae; and three references to: **Roger Williams University, Office of Human Resources, One Old Ferry Road, Bristol, RI 02809.**

Equal Opportunity/Affirmative Action/Americans with Disabilities Act Employer with a strong commitment to diversity. Roger Williams University does not discriminate on the basis of gender, handicap, race, age, color, sexual orientation, political affiliation, marital status, national origin, or religion. We encourage all qualified men and women to apply.

www.rwu.edu

RAMAPO COLLEGE OF NEW JERSEY

Ramapo College of New Jersey is a four-year undergraduate college located in the beautiful foothills of the Ramapo Valley approximately 25 miles northwest of New York City. Established in 1969 as a state-supported, coeducational college of liberal arts, sciences and professional studies, this institution offers an array of undergraduate, graduate, and post baccalaureate programs focused on the four "pillars" of the Ramapo College mission - international, intercultural, interdisciplinary, and experiential education. The College is committed to global education. It is a Fulbright Center and houses the New Jersey Governor's School for International Studies.

Position # 843

PROVOST AND VICE PRESIDENT FOR ACADEMIC AFFAIRS

Job Description: Ramapo College of New Jersey invites nominations and applications for the position of Provost and Vice President for Academic Affairs. The term of the new Provost/Vice President will begin on or near July 1, 2003.

The Provost/Vice President for Academic Affairs will have an earned doctorate and a distinguished record as a teacher and scholar. The successful candidate will have demonstrated an ability to foster excellence in teaching and research and in building consensus amongst the faculty; innovative management skills with respect to fiscal and human resources; a commitment to student development and international education; evidence of active leadership in the implementation and maintenance of diversity initiatives for faculty, staff and students; a commitment to interdisciplinary education; experience working within a collective bargaining environment; excellence in promoting the academy to its varied constituencies; and an understanding of and commitment to the residential college experience.

Applicants must send a cover letter, curriculum vitae, with the names, addresses and phone number of five references. Letters of nomination are encouraged. All materials should be addressed to: Provost/VPAA Search Committee, c/o Office of the President.

We invite all applicants to access our website www.ramapo.edu for further information on the college. Review of applications will begin immediately and will continue until the position is filled.

Since its beginning, Ramapo College has had an intercultural/international mission. Please tell us how your background, interest and experience can contribute to this mission, as well as to the specific position for which you are applying. Position offers excellent state benefits. To request accommodation; please call (201) 684-7606.

RAMAPO COLLEGE OF NEW JERSEY

RAMAPO COLLEGE
OF NEW JERSEY
Attention: Dept 18
505 Ramapo Valley Road
Mahwah, New Jersey 07430

"New Jersey's Public Liberal Arts College"

Ramapo College is a member of the Council of Public Liberal Arts Colleges (COPLAC), a national alliance of leading liberal arts colleges in the public sector. EEO/AFFIRMATIVE ACTION.

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UNIVERSITY OF REDLANDS

School of Business

Tenure-Track and Clinical Faculty Positions

The newly created **University of Redlands' School of Business** invites applicants for several faculty positions. Positions will be filled in either the tenure-track or three-year clinical positions, depending upon the qualifications of applicants. Rank is open. Positions will remain open until filled. Review of applications will begin on Sept. 1. For further information please contact Liz Woods at (909) 335-4041 or email **Liz_Woods@redlands.edu.** Our website address is: **http://www.redlands.edu.**

Specialty Areas: Accounting, Ethics, Human Resources, Information Technology, Management, Marketing.

Tenure-track positions require an earned doctorate in business discipline or closely-related field; (or a Ph.D. with one of the following: one additional earned degree in business; scholarly work in business; or extensive business consulting or work experience) and clear evidence of research and teaching achievement or potential.

OR

Clinical positions require an MBA or business-related Master's degree; extensive business consulting or organizational experience; and a desire to teach adult students. Teaching experience is highly desirable.

Desired/Preferred for all positions: demonstrated excellence in teaching and applied research; experience or strong interest in cross-functional teaching and research; desire to work with other faculty and with practitioners to create and implement innovative curricula and learning approaches; effective interaction with members of diverse cultures; demonstrated ability and/or strong desire to teach and work in tandem with other faculty or team members; motivation and desire to mentor and inspire traditional and non-traditional students; desire and ability to experiment with and implement technology-enhanced learning.

All applicants should have a record of achievement in their functional area AND vibrant interest in cross-disciplinary teaching, adult education and one or more of the following thematic areas of business: social responsibility, business and the liberal arts and sciences, applied technology and knowledge management, entrepreneurship and organizational innovation, or leadership and implementation.

The Context and Our Community: In recognition of its innovative 25-year tradition of service to adult learners, the Trustees elevated the University of Redlands' Business Programs to a School of Business (URSB) in 2000. A new dean leads a fulltime faculty of 27. The School is now on a path to grow to better serve managers and professionals in Southern California by providing an inventive, personalized learning community. Based in the liberal arts and sciences university tradition of its historic campus, URSB has four regional centers supporting 10 educational sites and several corporate programs. The town of Redlands is a pristine community of about 55,000 situated in the foothills of the San Bernardino mountains midway between Palm Springs and Los Angeles. Home prices and cost of living are affordable. Skiing and ocean sports, the arts, the San Bernardino and Joshua Tree Forests, shopping and wineries are all close by. K-12 education is ranked among the best in California.

Applicants should send a letter addressing the required and preferred characteristics, resume/curriculum vitae, copies of transcripts (unofficial copies will suffice), and the names and contact information for five references to Interdisciplinary Faculty Screening Committee, c/o Liz Woods, School of Business, University of Redlands, 1200 East Colton Avenue, Redlands, CA 92373-0999.

The University of Redlands is an Equal Opportunity Employer and does not discriminate on the basis of race, color, religion, age, nondisqualifying disability, gender, sexual orientation, veteran status, marital status, national origin or ethnic origin. We actively encourage applications from women and members of under-represented populations.

Bloomsburg
UNIVERSITY

Bloomsburg University is seeking a Director of Development (AA# 09-2-61) to provide overall leadership for the development program. Primary responsibility is securing major gifts ($10,000+) from individuals and organizations. Supervises manager of development operations who oversees the daily activities of: the annual fund, planned giving, campaigns, the university foundation's treasury/accounting function, and a staff of eight. Extensive travel and flexible work hours.

Required: Earned bachelor's degree, effective communications skills, minimum three years of successful major gift experience, minimum two years of successful supervisory experience, demonstrated ability to work with diverse populations.

Preferred: Additional three years of general fundraising experience, educational fundraising work; advanced degree; and working knowledge of Raiser's Edge (or comparable) fundraising software.

Salary commensurate with qualifications /experience. Excellent benefits package.

Submit to **Director of Development Search Committee, c/o Linda Lapp, Mitchell House, Bloomsburg University, Bloomsburg, PA 17815-1532:** 1) cover letter; 2) statement of applicant's view of fundraising in public higher education; 3) resume; 4) unofficial copy of transcript for most recent degree; and 5) six work-related reference names, addresses, and daytime telephone numbers which may include supervisors, peers, and/or direct reports.

Applications received by August 15, 2002, will afford full consideration.

Foothill-De Anza Community College District

Management Vacancies

Director, Technology & Construction Projects/Measure E

Faculty Vacancies

- Automotive Technology Instructor
- Intercultural Studies Instructor
- Dance Theatre Instructor
- Medical Lab Tech. Coordinator/Instructor
- Technical Communications Instructor

For application materials contact:

Foothill-De Anza Community College District
Employment Services
12345 El Monte Road
Los Altos Hills, California 94022
650-949-6217, employment@fhda.edu
www.fhda.edu

ASSISTANT PROFESSOR OF MANAGEMENT AND HUMAN RESOURCES
FALL 2003

Rider University's College of Business Administration invites applications for a full-time, tenure-track position in Human Resources/Organization Behavior at the rank of Assistant Professor. Appointment in the Department of Management and Human Resources begins September 1, 2003. The successful candidate will have completed a Ph.D. in HR/OB by that date and demonstrated promise as a scholar and a teacher. Will teach introductory courses in management and HR, along with some upper-level elective and MBA courses. Will develop and sustain a program of research. Evidence of capability to publish in refereed outlets is expected. Ability to interact well with undergraduate and MBA students is important.

The College of Business is accredited by the AACSB. Rider University offers an excellent total compensation package. Please send vita and supporting documentation to:

Manager of Employment
Human Resources
Rider University
2083 Lawrenceville Road
Lawrenceville, NJ 08648
Jobs@rider.edu.

Rider University

Questions should be directed to Dr. Joy Schneer, Dept. of Management and HR at the above address, at (609) 895-5549, or at schneer@rider.edu.

Rider University is an equal opportunity/affirmative action employer and does not discriminate on the basis of age, race, disability, sexual orientation, national origin, religion, or any other non job-related criteria.

Visit Rider on the Internet: www.rider.edu

Savannah College of Art and Design

The Savannah College of Art and Design is a private, non-profit, co-educational, accredited institution of higher education that confers bachelors and master's degrees in 18 majors (below). Located in historic Savannah, Georgia, the college utilizes cutting edge technology, with an emphasis on career preparation.

Architectural History ○ Historic Preservation ○ Architecture ○ Illustration ○ Art History ○ Interior Design ○ Computer Art ○ Liberal Arts ○ Fashion ○ Media and Performing Arts ○ Fibers ○ Painting ○ Foundations ○ Product Design ○ Furniture Design ○ Sequential Art ○ Graphic Design ○ Video and Film

The Savannah College of Art and Design seeks qualified faculty candidates with terminal degrees, who demonstrate professional knowledge and have college-level teaching experience.

Interested candidates should send cover letter, curriculum vitae, portfolio, official transcripts and three reference letters to: **Human Resources, Savannah College of Art and Design, P.O. Box 3146, Savannah, GA 31402-3146,** or e-mail to scadhr@scad.edu. *AA/EOE.* For further details on current faculty positions, please visit the college's Web site at www.scad.edu

PRESIDENT

Chicago, IL

Daley College (one of the City Colleges of Chicago) seeks a President to lead the college into a new era of stature and prosperity. The next President will build on the successful record of Dr. Mark Warden, who will retire in May 2003. The new President must continue to build partnerships with the City of Chicago, local community-based organizations, corporations, and other institutions in support of the college's mission and its commitment to students of all ages and backgrounds.

Daley College seeks a leader of integrity, intellect, creativity, and energy who has the capacity, experience, and commitment to advance the college's mission, to support a community of nearly unparalleled diversity, to build on the institution's momentum, and to create an environment for lively discourse, scholarly inquiry, and innovation. The President must have a progressive view of higher education, including the impact of technology on the educational marketplace.

The ideal candidate will have a record of outstanding achievement in higher education. A doctorate degree or its equivalent is desired, as is proven intellect leadership, talent for fund raising and image building, and demonstrated success in strategic planning and fiscal management. The President must be committed to student success and to excellence in teaching, must advocate diversity in its broadest context, must embrace the challenges facing higher education, and must possess courage, resiliency, humor, and compassion.

Established in 1960, Daley College is located on the Southwest side of Chicago. It is a community rich in history with an annual enrollment of over 10,000 students. The college responds to the changing needs of the community and its people by augmenting traditional studies with the technical, career and occupational curriculum of our times from accounting to telecommunication technology. With a student body that includes over fifty-five percent Latinos, Daley College provides an important community service by offering free literacy and bilingual English classes to more than five thousand students in its Adult Education Program.

Review of credentials will commence in early September 2002 and will continue until the position is filled. Nominations, expressions of interest, and inquiries should be forwarded to:

Daley College Presidential Search Committee
City Colleges of Chicago
226 W. Jackson Blvd., 12th Floor
Chicago, Illinois 60606
Fax 312-553-2905 or email: jobs@ccc.edu

All questions concerning this search may be directed to Marlene Allen at 312-553-3329 or Maritza Marrero at 312-553-2987.

City Colleges of Chicago

The City Colleges of Chicago is an equal opportunity employer fostering diversity in the workplace. Chicago residency required within 6 months of hire.

Hunter-Bellevue School of Nursing

FACULTY POSITION

Full-time tenure track Associate professor for Spring 2003 in CCNE accredited Baccalaureate and Master's in Nursing program. Preference will be given to doctorally prepared experienced teachers. Faculty teach across undergraduate and graduate programs.

MINIMUM QUALIFICATIONS:
Credentials in Community Health Nursing/Psychiatric Mental Health Nursing. A Master's Degree in Nursing and a doctoral degree are required. Must have a New York State Nursing License. Academic teaching experience strongly preferred. A record of grant funding, scholarship and publication highly desirable. Responsibilities include classroom and clinical instruction.

SALARY RANGE: $42,616- $68,174

Send Curriculum Vitae and names of three references by 9/13/02 to:
Dr. Laurie N. Sherwen, Dean, Schools of the Health Professions,
425 East 25th Street, New York, NY 10010-2590

HUNTER
CITY UNIVERSITY OF NEW YORK

Hunter College is an AA/EO/ADA employer and actively seeks applications from minorities and women for this position.

Counselor, Student Support Services

Counselor position in university's Student Support Services Program. Will provide personal, academic, financial aid & career counseling. Duties include: monitor academic progress of students; maintain student database; coordinate tutoring; present workshops; provide graduate school preparation; recruit, train & supervise student mentors & tutors. Master's degree in counseling or student personnel services req'd + at least 2 yrs. higher education experience. The university reserves the right to substitute equivalent education and/or experience at its discretion. NJIT is an equal opportunity, affirmative action, equal access employer. **Send resume to: Personnel Box SSS-C.**

NJIT
New Jersey Institute of Technology

A Public Research University

University Heights
Newark, NJ 07102-1982

Associate Dean, Continuing Studies

Maryland Institute College of Art is seeking an Associate Dean of Continuing Studies. Responsibilities include but are not limited to space scheduling with Registrar and Dean, acting as a liaison with Exhibitions and Communications Department staff, production coordination of CS marketing and published materials (catalogs, brochures, and the CS newsletter) including the management of publication timelines. Supervises CS office staff. Involved in faculty hiring with Dean and Area Coordinators. Develops and oversees new CS initiatives including exhibitions, faculty development, and student services programs.

Minimum Requirements: Must have Masters Degree in Fine Art or 5 years equivalent work experience. Ideal candidates should also have some teaching and administrative experience. The individual must have excellent communication and writing skills. Experience with Peoplesoft programming a plus. Demonstrated ability to manage multiple tasks is essential, as is the potential to work independently. The salary is commensurate with experience. Applications are encouraged immediately and will be accepted until the position is filled.

APPLICATANTS MUST IDENTIFY THE POSITION AND SUBMIT A LETTER OF INTEREST, RESUME, AND 3 REFERENCES TO:

Human Resources
Maryland Institute College of Art
1300 Mount Royal Ave.
Baltimore, MD 21217-4191
AA/EOE
(No phone calls please)
email: **jobs@mica.edu**
Fax: 410-225-2557

Have a passion for the arts?

Program Coordinator

The University of Texas at Austin Performing Arts Center (PAC) invites applications and nominations for the position of Program Coordinator. The purpose of this position is to coordinate the American Arts Initiative (AAI) program, to include design and implementation of processes, tracking, and effective communication. The AAI is a comprehensive initiative designed to share the culture of Mexico, Central and South America with the people of North America and beyond. Required qualifications for this exciting opportunity are Bachelor's degree and five years' experience coordinating a program or project. Preferred qualifications include demonstrated ability to communicate in Spanish.

More information may be obtained on the Internet at www.utexas.edu/admin/ohr/empl/ (refer to job number 02-07-09-05-8105).

To apply, immediately submit letter of interest, resume, and list of three references to **Warren Whitaker, UT Austin-PAC, PO Box 7818, Austin, TX 78713-7818.**

An Equal Opportunity/
Affirmative Action Employer

Washtenaw Community College

Associate Vice President of Development, Grants and Government Relations

WCC, a comprehensive two-year college, dedicated to student, community and staff success, is seeking a lead administrator to support the activities of the Educational Foundation along with its board of directors, executive committees and subcommittees. The primary mission is to raise external funds through contributions to the College, planned giving, events and grants from public and private sources.

Minimum Requirements include:

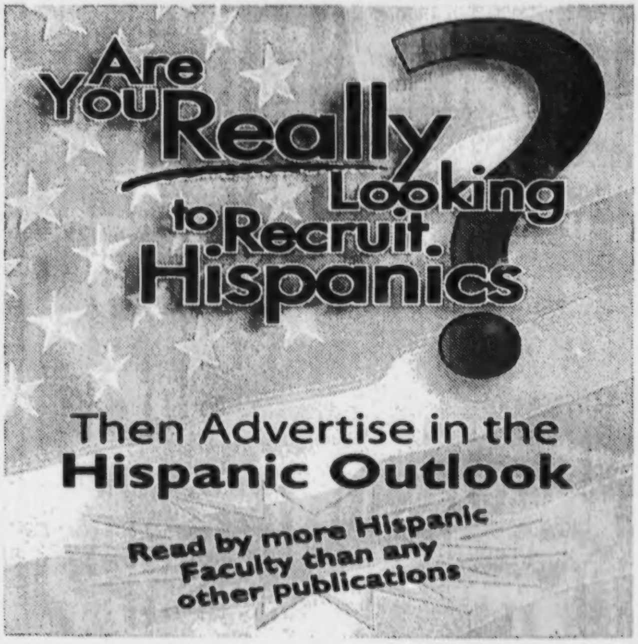
- Bachelor's degree in related field; Master's degree preferred
- Six (6) to eight (8) years of professional fundraising experience including three (3) years of experience working with a fundraising board
- Experience working in higher education fundraising/development organizations
- Knowledge of the state and county legislative processes
- Knowledge of IRS Guidelines and U.S. tax codes impacting charitable contributions

For complete job listing visit www.wccnet.edu/jobs

Interested persons should submit letter of interest and resume to:

Washtenaw Community College,
Office of Human Resources Management,
first floor Business Education Building, room 120, 4800 E. Huron River Dr., P.O. Box D-1, Ann Arbor, MI 48106.

AA/EEO/ADA Employer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Read by more Hispanic Faculty than any other publications

National Board for
PROFESSIONAL
TEACHING
STANDARDS®

An Invitation to Apply for the Position of

President

Of The National Board for Professional Teaching Standards

The National Board for Professional Teaching Standards (NBPTS), a major national education organization headquartered in Washington, D.C. is seeking a new President. Founded in 1987, the National Board's mission is to advance the quality of teaching and learning by:

- maintaining high and rigorous standards for what accomplished teachers should know and be able to do,
- providing a national voluntary system certifying teachers who meet these standards, and
- advocating related education reforms to integrate National Board Certification in American education and to capitalize on the expertise of National Board Certified Teachers.

Towards that end, NBPTS seeks an outstanding national leader with demonstrated knowledge of, and passion for, education reform focused on improving the quality of America's teachers. S/he should be an experienced advocate on the part of educators at the Federal, State and Local level, with proven success in developing and implementing strategic plans that reflect the vision of civic organizations with staffs upwards of 100 people. The new President will be an outstanding and dynamic public leader, with experience building successful strategic alliances, outstanding financial and operational skills, and experience improving organizational use of technology. S/he will be a skilled manager, with experience recognizing, utilizing and maximizing an organization's assets and possess a strong knowledge of educational research development that will help NBPTS improve its base of research that connects teaching and learning. *NBPTS is an Equal Opportunity Employer committed to diversity.*

Resumes and cover letters should be submitted in confidence to: **Dr. Mario Borunda or Erin DeCurtis, Isaacson, Miller, 334 Boylston Street, Ste. 500, Boston, MA 02116; mborunda@imsearch.com; edecurtis@imsearch.com.**

EMPLOYMENT OPPORTUNITY

CHIEF, Pharmacokinetics Branch
UNITED STATES ENVIRONMENTAL PROTECTION AGENCY
Experimental Toxicology Division
Pharmacokinetics Branch
Research Triangle Park, North Carolina

The U.S. Environmental Protection Agency is seeking an established scientist to lead its nationally recognized Pharmacokinetics Branch in the Experimental Toxicology Division, National Health and Environmental Effects Research Laboratory, Research Triangle Park, NC (**http://www.epa.gov/nheerl/etd/**). The Branch is responsible for planning and conducting a comprehensive research program focused on understanding and describing the fate and disposition of chemicals in the body and ultimately developing quantitative models for extrapolation/prediction in the context of the Agency's risk assessment activities. The successful applicant will have a unique opportunity in collaboration with Branch investigators to develop and manage innovative research strategies to extrapolate xenobiotic exposure from animal to human effects. He/she will work with multidisciplinary research teams at EPA as well as area universities who share an interest in conducting research and developing PBPK/dose-response models and other methods for enhancing our knowledge of the health effects of xenobiotics and improving risk assessment methods. The position includes significant administrative and management responsibilities. Working with other Division managers, the incumbent will provide scientific and managerial leadership of the program, facilitate program development to meet the mission-oriented needs of the EPA, present the program to EPA and non-EPA audiences, develop and manage budgets and related resources, and supervise the staff.

As Branch Chief, we seek an individual who is a competent research leader/science administrator/manager as demonstrated by: the conception and formulation of productive research programs; administrative supervision, management and support of Ph.D.-level scientists who conduct independent and team-oriented research; budget management experience; and substantial peer reviewed publications in pharmacokinetics/pharmacodynamics or related areas. Experience in one or more areas of pharmacokinetics including physiologically based-pharmacokinetic (PBPK) and mechanistic modeling, characterization and analysis of xenobiotic distribution, absorption, metabolism, and elimination in biological systems (both in vivo and in vitro) is desirable. **The preferred candidate would possess an advanced degree in pharmacology, toxicology, mathematics, engineering, physical/biological sciences or a closely related field. Eligible candidates must be U.S. citizens.** This is a permanent, full-time position. The position will be filled at the GS 14/15 level with an annual salary range of $76,271 to $116,633 commensurate with qualifications. The selected candidate will be eligible for a full benefits package, including relocation expenses, health insurance, life insurance, retirement, and vacation and sick leave benefits.

HOW TO APPLY: Vacancy announcement and application instructions will be posted on the U.S. Office of Personnel Management (OPM) web site at **http://www.usajobs.opm.gov/a9epa.htm** as of 07-22-2002 under announcement number **RTP-DB-2002-0176**. The application deadline is 09-20-2002.

The U.S. EPA is an equal employment opportunity employer.

Bloomfield College

PRESIDENTIAL SEARCH

The Board of Trustees of Bloomfield College invites inquiries, nominations and applications for the position of President. The new president will succeed President John Noonan, who has served with distinction for 15 years. Bloomfield is a unique small private college committed to providing a liberal arts education to students who often are not provided that opportunity. The College is succeeding in educating a diverse student body, carrying out a critical role higher education needs to fulfill in the twenty-first century. The College is located in an attractive suburban area in Bloomfield, New Jersey, in the northern part of the state, approximately 15 miles from New York City, with easy access by car, bus or train to the city's enormous cultural, intellectual and recreational resources. The College has 60 full-time teaching faculty and approximately 120 part-time faculty, and they share a primary focus on teaching. The annual operating budget is $25 million, and the endowment is $6.5 million.

Inquiries, nominations and applications are invited. Candidates should provide a letter describing their interest in and qualifications for the position, a curriculum vitae, and the names, titles and phone numbers of at least five references. Additional information about the College and the position is available on the College's website at **www.bloomfield.edu** and a profile of the position is also available by email from the consultants. Candidates should review this information before preparing their materials. Compensation for this position is competitive. Submission of materials as a Microsoft Word attachment is strongly encouraged; candidates will be notified if they also need to send a printed copy. All inquiries will be held in strictest confidence; references will not be contacted until candidates have been notified. All materials should be received by September 6; review of candidates will continue until the position is filled. The term of the new president begins in January 2003, or as soon thereafter as possible.

Requests for information, nominations and applications should be directed to the College's search consultant, Dr. Jean Dowdall, Vice President, A.T. Kearney Executive Search. She can be contacted at **jean.dowdall@atkearney.com** or (703) 739- 4761, or through her associate, Rob Carney, at **rob.carney@atkearney.com** or (703) 739-4635. Materials that cannot be sent by email may be mailed to **A.T. Kearney Executive Search, 333 John Carlyle Street, Alexandria VA 22314.**

Bloomfield College is an Affirmative Action/ Equal Opportunity Employer.

Special Counsel to the President for Communications

The University of Michigan is seeking a Special Counsel to the President for Communications to provide staff assistance by researching and developing verbal and written communications for internal and external constituents, undertaking research for speeches and reports and drafting them. He/she will prepare a variety of special correspondence to University faculty, staff, and students for the President's signature and monitor the progress of communication projects for the Office of the President. In addition, this Special Counsel will respond to select inquiries directed to the Office of the President and will work cooperatively with the President's Office staff, the Office of the Vice President for Communications, as well as other internal and external offices to coordinate speaking engagements and communication activity for the President. There will also be the opportunity to serve on related committees, task forces, and advisory groups as needed. He/she will also assume additional responsibilities as the President assigns.

The successful candidate will possess a graduate degree (Ph.D. preferred) and skill in writing for academic and non-academic audiences and publications. Extensive experience in these varied writing styles is preferred, as is academic or professional experience in higher education. The successful candidate will be widely read, and able to draw upon a wide range of intellectual, literary, and cultural resources as demonstrated in his/ her writing and research. An ability to exercise a high degree of judgment and diplomacy, and an impeccable commitment to confidentiality is required. A proven record of working collaboratively with others is necessary along with the ability to meet deadlines in a fast paced environment. An understanding of the education, research, and service mission of a major public university is required. Reasonable knowledge of national, state, and international higher educational issues and trends is highly desirable.

In order to be considered, please submit a brief statement of intent, curriculum vitae or resume, and two writing samples (one scholarly and one general) to: **Chacona Johnson, Chief of Staff and Associate Vice President, The University of Michigan, Office of the President, 2080 Fleming Administration Building, Ann Arbor, Michigan 48109-1340.** Applicants will be asked to prepare an impromptu written statement at the interview. The University of Michigan is an Equal Opportunity/Affirmative Action Employer.

UNIVERSITY OF MINNESOTA

The University of Minnesota School of Journalism and Mass Communication is pleased to invite applications and nominations for a new nine-month, tenure-track position in strategic communications (including advertising, public relations and/or integrated marketing communications). Candidates who are beginning their academic career, as well as those who have been teaching for a few years are encouraged to apply. This position is part of the New Media Initiative at Minnesota. Thus, successful applicants are expected to have academic and/or professional interests and experience in both strategic communication and new media. A more complete description is available at *http://www.sjmc.umn.edu*. Preference will be given to those applications postmarked by October 1, 2002.

The University of Minnesota is an equal opportunity educator and employer.

Public Affairs Specialist

The National Science Foundation (NSF) seeks experienced media officer to serve temporarily as a government public affairs specialist. This one-year assignment (extendable to a second year) is available only through the Intergovernmental Personnel Act (IPA), and open only to those who meet IPA eligibility requirements. Candidates must be currently employed at a college, university, association, or state or local government. Requirements: at least three years of news writing and media relations experience. Send nominations to: **National Science Foundation, 4201 Wilson Boulevard, Suite 1245, Arlington, VA 22230 Attention: Darla Clark** or vie e-mail to daclark@nsf.gov. For more information on the position contact Mary Hanson at (703) 292-8070 or mhanson@nsf.gov.

REFERENCE/INSTRUCTIONAL LIBRARIAN

Instructor or Assistant Professor

Reporting to the Head of Reference, participates in reference service, general and specialized library instruction and collection development; promotes information literacy to faculty and students; serves as faculty liaison with one or more academic departments; assists patrons in the use of OPAC, electronic resources and the Internet/WWW; develops instructional publications in various formats. May be assigned as needed to other divisions of Hunter College Libraries.

QUALIFICATIONS: Instructor: M.L.S., or its equivalent from an ALA-accredited library school. **Assistant Professor:** M.L.S., or its equivalent from an ALA-accredited library school, plus an additional Master's degree or Doctorate. ***Highly desirable:*** Experience in academic reference, electronic resources and collection development; demonstrated teaching experience; subject degree or experience in Education or one of the social sciences; excellent communication and interpersonal skills; ability to work in a collaborative high-volume reference environment with a strong commitment to public services; ability to meet tenure and promotion requirements. **SALARY: Instructor:** $34,754 - $52,123; **Assistant Professor:** $36,432 - $61,111, commensurate with qualifications and experience. Excellent fringe benefits. 35-hour, 5-day work week, including some evening and/or weekend hours..

Review of applications will begin immediately and will continue until the position is filled. Send resume and names (with addresses, telephone, fax numbers, email addresses) of at least three current references to: **Dr. Louise S. Sherby, Chief Librarian - Hunter College Libraries, 695 Park Avenue, New York, N.Y. 10021.**

HUNTER
CITY UNIVERSITY OF NEW YORK

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EDUCATION

KUTZTOWN

Kutztown University of Pennsylvania is interested in hiring personnel who have extensive experience with diverse populations. The following position is available:

College of Graduate Studies - Director of Graduate Studies and Research

For full description, criteria and a complete listing of vacancies, please call 610-683-4000 or visit our website at www.kutztown.edu/employment/.

Kutztown University of Pennsylvania is an Affirmative Action/Equal Opportunity employer and actively solicits applications from minorities, women, veterans, and persons with disabilities

---

Rensselaer

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DIRECTOR of INTERNAL AUDIT

Office of the Vice President for Finance

This position will design, direct and coordinate a comprehensive internal audit program, which appraises various operations, and control systems to determine if established policies, procedures and regulatory compliance issues have been met. This includes identifying activities subject to audit coverage and evaluating their significance; supervising the examination and analysis of records to ensure accounting effectiveness; conducting investigations of irregularities; assessing and recommending changes in business practices. You will also be responsible for directing and coordinating the analysis of operating departments and functions; counseling audit staff; and monitoring work performance for accuracy.

Qualified candidate must have a bachelor's degree in a finance-related discipline (master's and/or professional certification preferred) and 10+ years of relevant professional/managerial experience. A background in higher education and experience addressing specialized areas (i.e., sponsored research) is strongly preferred. A solid understanding of internal controls and knowledge of self-assessment programs for achieving operational, financial reporting and regulatory compliance objectives is essential. You must also have exceptional supervisory, analytical, organizational, interpersonal and oral/written communication skills.

We offer an excellent benefits package including health, dental, life insurance, retirement, tuition, etc. Visit our Web site at: www.rpi.edu/dept/hr

Interested individuals should send a resume and a cover letter indicating job number 200205001 to the address listed below, or respond by e-mail to: hrmail@rpi.edu. Application material accepted until position is filled.

Human Resources, Rensselaer Polytechnic Institute,
110 8th Street, Troy, NY 12180-3590

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Lead ICPSR into the Future of Computing

The Inter-University Consortium for Political and Social Research (ICPSR) at the University of Michigan provides computerized social science data to users at more than 500 colleges and universities around the world through a high-performance data and information delivery system. As part of the Institute for Social Research, the nation's pre-eminent social science research institution, we maintain and supply crucial data for social scientists throughout the world. We need an individual to direct our computing systems today and into the future.

Director of Computer and Network Services

This is an exceptional opportunity to lead our information and technology group as it provides state-of-the-art services to a growing internal and external user community of students, instructors and researchers. Your responsibilities will include providing organization-wide leadership in developing and implementing the technological direction of the largest archive of digital social science data in the world. You will also represent ICPSR's technological vision in public settings in the U.S. and abroad.

To qualify, you must possess a Master's degree in Computing and Information Science or equivalent education/experience. Extensive knowledge of diverse computing environments and data distribution facilities is also required. We will make full use of your experience with health and social science data, and with web-based delivery of knowledge and services.

We offer a highly competitive compensation and benefits package. To apply, please submit your resume to: **University of Michigan, ICPSR-HOHE, Attn: R. Bantom, P. O. Box 1248, Ann Arbor, MI 48106-1248.** Or to apply, please submit your resume at: **www.umich.edu/~jobs/current/postings/T-022773-PR.html**

More information on the web at **www.icpsr.umich.edu**

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EMPLOYMENT OPPORTUNITIES

THE UNIVERSITY OF TEXAS AT BROWNSVILLE
and
TEXAS SOUTHMOST COLLEGE

Assistant Professor – C&I, ESL

FY 02#75

Assistant Professor in C & I, Specialization in English as a Second Language or Bilingual Education, Early Childhood-4th Certification Program to teach undergraduate and graduate courses in English as Second Language and general teacher education. Advises students, works with EC-4 program team, collaborates with faculty and school district personnel in outreach activities, conducts research, undertake other scholarly work, and participates in service activities. ***This position is contingent upon funding.***

Doctorate degree or ABD in field required. Minimun three years public school teaching experience required, preferably with language minority populations (Spanish/English). Experience in teacher education, and demonstrated record or potential for scholarship and grant initiatives preferred.

Assistant Professor – C&I, Ed. Psychology & ESL

FY 02#76

Assistant Professor in C & I, Specialization in Educational Psychology and English as a Second Language or Bilingual Education, Early Childhood-4th Certification Program to teach undergraduate and graduate courses in educational psychology as part of the Pedagogy and Professional Responsibility sequence in the teacher certification programs. May also teach English as Second Language and general teacher education courses as necessary. Advises students, works with EC-4 program team, collaborates with faculty and school district personnel in outreach activities, conducts research, undertake other scholarly work, and participates in service activities. ***This position is contingent upon funding.***

Doctorate degree or ABD in specific field required. Minimum three years public school teaching experience required, preferably with language minority populations (Spanish/English). Experience in teacher education, and demonstrated record or potential for scholarship and grant initiatives preferred.

Assistant Professor of Educational Technology

FY 02#159

Teaches courses in instructional media and technology, develops assistance education courses, and field-based teacher training courses. Provides leadership in program development, advisement, and grant writing.

Earned doctorate in Educational Technology, Instructional Technology required. Three years K-12 teaching experience required. Teaching in university teacher training programs development and teaching of distance education courses, as well as skills expertise in at least one area of instructional technology highly desirable.

Assistant Professor – Kinesiology

FY 02#102

Teaches undergraduate lecture and activity courses in kinesiology; assists with academic advisement; participates in curricular planning, implementation and evaluation; participates in research/scholarly activities in the field of kinesiology. This is a full-time tenure track position.

Doctorate degree in kinesiology; ABDs in final stage of dissertation considered. Teaching experience preferred. Evidence of scholarly productivity and skills using technology in the field preferred.

Applications will be reviewed upon receipt and continue until the positions are filled. Please submit a letter of interest, curriculum vitae, copies of official transcripts (a copy is acceptable for applying), and a list of five references with name, address, and telephone number to:

UTB
TSC

Human Resources
The University of Texas at Brownsville and Texas Southmost College
80 Fort Brown
Brownsville, Texas 78520
1-800-544-8208 / (956) 544-8205 / Fax (956) 982-0175
For more information, visit our web site at www.utb.edu

UTB/TSC does not discriminate on the basis of gender, race, color, religion, national origin, disability, age or veteran status Women and minorities are encouraged to apply. UTB/TSC is a "Smoke-Free" Institution.

DARTON COLLEGE
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Albany, Georgia

Director Learning Resource Center

Position available January, 2003, at Darton College, University System of Georgia. Rank and salary dependent on qualifications. Master's degree in Library or Information Science from an American Library Association accredited program and minimum three years library experience required. Visit our web site at http://www.darton.edu for a complete job description and requirements or contact: **Personnel Office, Darton College, 2400 Gillionville Road, Albany, GA 31707.** Applications received after September 16, 2002, cannot be guaranteed full consideration. *AA/EOE*

FLORIDA GULFCOAST UNIVERSITY

All information on vacancies & how to apply, visit
www.fgcu.edu
or call the 24-hr jobline @
239-590-1111.
FGCU is an EO/EA/AAI

VICE PRESIDENT FOR ADMINISTRATIVE AFFAIRS

Applications and nominations are invited for the position of Vice President for Administrative Affairs for the University of Maryland College Park.

The Vice President for Administrative Affairs is a member of the senior leadership team of the campus and reports to the President of the University. As the Chief Fiscal Officer of the institution, the Vice President is responsible for the development and oversight of all fiscal planning, policies, and regulations; the fiscal administration of all institutional funds; and the cost effective planning and operation of the University's major administrative functions.

The Vice President provides line supervision for the following functions: finance and accounting; human resources; purchasing and contracts; facilities planning; facilities management; public safety; auxiliary enterprises related to administrative functions; and service units which provide logistical support for the University. The supervision of these activities is carried out in accordance with policies and guidelines set forth by the State of Maryland, the University System of Maryland, and the President. The Vice President also serves as a representative of the President on various university and system-wide boards and councils, and represents as appropriate the university with external constituencies including State and local government and their respective elected officials.

The successful candidate will have a proven track record in fiscal management, modeling, asset leveraging, strategic planning and budgeting; broad knowledge of business practices and technology as used to improve institutional operations; the ability to manage, direct, and lead personnel; demonstrated excellent human relations, communications, and creative problem solving skills; familiarity with a campus shared governance environment; and an understanding of the role that diversity plays in the attainment of excellence.

Applicants should have at least 15 years senior management responsibility in a complex organization - preferably higher education; demonstrated achievement in budget planning and management and government accounting practices; experienced leadership in strategic real estate and capital planning and development; demonstrated commitment to promoting diversity, employment and community equity; and preparation for the integration of current technology in instructional and administrative systems.

For more information abut the Office of the Vice President for Administrative Affairs, please visit their web site at **www.inform.umd.edu/CampusInfo/Departments/PRES/adminaffair.html**.

Salary will be competitive and commensurate with experience. Applicants and nominees should submit a confidential letter of interest, curriculum vitae, and the names, addresses, and telephone numbers of at least four persons whom the search committee can contact for references. No references will be contacted prior to receipt of permission from the candidate. Nominations are encouraged and will be accepted at any time. Review of nominations and applications for this position will commence on October 15, 2002, and continue until the position is filled. The starting date is flexible. All materials should be sent to:

Dr. Linda M. Clement
Chair, Search Committee for Vice President
for Administrative Affairs
Office of the President
1115 Main Administrative Building
University of Maryland
College Park, MD 20742

The University of Maryland, College Park, actively subscribes to a policy of equal education and employment opportunities. Women and minority candidates are encouraged to apply.

UNIVERSITY OF
MARYLAND

UNIVERSITY OF MINNESOTA

Assistant and Associate Professors

The University of Minnesota Department of Sociology in the College of Liberal Arts is seeking individuals for two Assistant and one Associate Professor positions to begin August 25, 2003. These are full-time, nine-month positions. Candidates must have a Ph.D. or be ABD with expectation for completion by May 23, 2004. For a complete job description visit our website (www.soc.umn.edu/emplos/employ_home.shtml) or call 612-624-4300. All applications must include: current vita, samples of written work, cover letter describing the applicant's research agenda, evidence of teaching effectiveness or a commitment to teaching, and three letters evaluating the applicant's potential for scholarly distinction. Applications must be received or postmarked by September 15, 2002. Applications may be faxed (612-624-7020), e-mailed (socdept@atlas.socsci.umn.edu), or mailed to: **Professor Elizabeth Boyle, Faculty Search, Department of Sociology, University of Minnesota, 267 19th Avenue South, Room 909, Minneapolis, MN 55455.** *The University of Minnesota is an equal opportunity educator and employer.*

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ASSISTANT DIRECTOR OF RESIDENCE LIFE

Reports to the Director of Residence Life and the Vice President of Student Affairs. Responsibilities include: Act as liaison with Office of Campus Services. Process and log follow-up on work orders for repairs to student rooms. Clarify unclear or ambiguous work orders. Communicate with residents regarding residence hall/campus services issues. Work with residents and other members of the college community to ensure a safe and comfortable living environment. Act as liaison with the Public Safety Office. Process and follow-up on incident reports submitted to the office. Expedite disciplinary procedures when appropriate for resident students who violate College and or Residence Hall Policy. Work with the Department of Public Safety and all other College Offices to ensure the optimum safety environment for residents. Control and facilitate the Resident Student Visitation Policy in conjunction with the Office of Public Safety. Oversee fire safety inspecting. Act as advisor to the Residence Student Government (Brookdale Council) and attend their meetings when invited. Consult with the councils' executive board and oversee elections. Participate in the professional on call rotating duty schedule. While on call be prepared to respond to emergency situations. On duty staff must be able to respond to the Residence Hall within 20 minutes. Coordinate in the inventory, storage, delivery and ordering of furnishings for the Residence Hall. Edit and publish yearly the Living at Hunter resident guidebook. Oversee the publication of other materials such as posters, pamphlets etc. Update Residence Hall web pages. Meet with and refer students to appropriate Student Services personnel i.e. counseling, career services, etc. Maintain inventory and security of room keys. Coordinate summer housing of residents. Assist the Director of Residence Life in the day-to-day operations of the Residence Hall Office. Supervise student staff, answer questions, assist students and others by answering questions and acting as an information resource. Help coordinate Residence Hall wide activities for residents.

QUALIFICATIONS: Required - Bachelor's degree. Preferred - Master's degree in academic or appropriate professional field (Counseling, Student Personnel Administration, Higher Education); 2-5 years experience in Residence Life, Student Services; strong personal and communications skill; a working knowledge of Microsoft Access and Word preferred. **SALARY:** $28,943 - $53,112 (Commensurate with experience). **NOTE:** This is a live-in position.

SEND: Resumes to: Pamela Burthwright, Director of Residence Life, Hunter College, 425 East 25th Street, Box #964 (Attention Job Search), New York, NY 10010.

HUNTER
CITY UNIVERSITY OF NEW YORK

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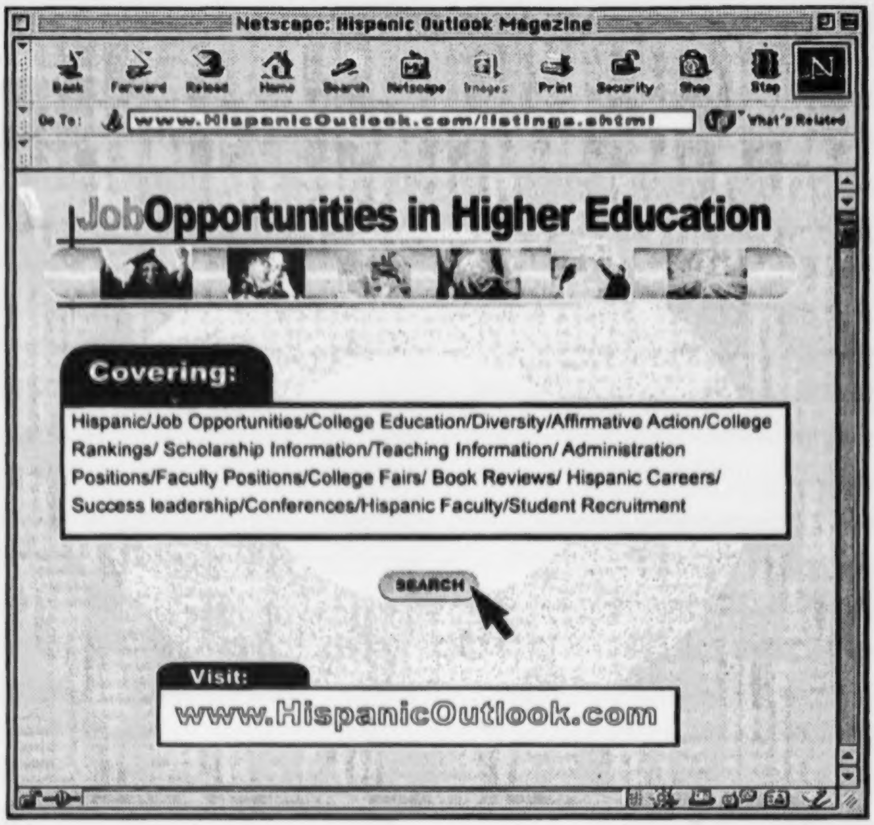

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AMERICAN UNIVERSITY
WASHINGTON, DC

American University's Washington College of Law

Externship Director Position #1160

American University's Washington College of Law seeks an Externship Director to administer its supervised externship program. The Externship Director makes contacts with potential and existing placements of students with government agencies, public interest organizations, judges, and law firms. Preparation of literature describing program offerings, participation in recruitment efforts for the program, coordination of syllabi for externship seminars, and counseling of program participants are also responsibilities of this position. A J.D. degree, along with a minimum of 3/5 years of law practice and academic experience (or the equivalent), is required.

Interested candidates should view our outstanding benefits package on our web site at www.hr.american.edu. Send application/resume, to the **Office of Human Resources, Externship Director Position, American University, 4400 Massachusetts Ave., Washington, DC 20016-8054.** Or, email careers@american.edu or fax (202)885-2558.

An EEO/AA employer.

Bates|College

Politics of Latin America

The Political Science Department of Bates College invites applications for a tenure -track position in Latin American Politics beginning Fall 2003. We are especially interested in candidates with interdisciplinary strengths who might enhance the diversity of perspectives in the department. Those applying should show a strong commitment to excellence in research and undergraduate teaching. We will make every effort to accommodate the teaching and research interests of the successful candidate. Bates College is a highly selective liberal arts college of 1,750 students, located in Maine, 2.5 hours north of Boston. Consideration of applications begins November 15, 2002, and will continue until the position is filled. Please send a letter of application, C.V., graduate and undergraduate transcripts, three letters of recommendation, a writing sample, and a graduate school dossier (if available) to:

Politics of Latin America Search (#R2413)
c/o Bates College Academic Services
2 Andrews Road, 7 Lane Hall
Lewiston, ME 04240

www.bates.edu

Bates College values a diverse college community and seeks to assure equal opportunity through a continuing and effective Affirmative Action Program.

Dallas County Community College District

PRESIDENT

Cedar Valley College

Cedar Valley College, one of seven colleges of the Dallas County Community College District, is seeking an experienced educator for the position of President. Opened in 1977, Cedar Valley College occupies 353 acres in a service area that includes as much as 75 square miles of the southern part of Dallas County. Cedar Valley's award winning architecture and careful attention to landscaping have given the College a reputation for being one of the most scenic areas in the Metroplex. Serving approximately 4,000 credit and 2,000 continuing education students each semester, Cedar Valley College provides a broad range of academic and occupational courses. Cedar Valley College is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award the associate degree.

The president is responsible for the overall operation of the college with an estimated annual budget of $14M and supervision of 266 full and part-time Professional Support Staff, 53 Full-time Faculty, 210 Adjunct Faculty and 32 Administrators. This position reports directly to the Chancellor.

Experience

Earned Doctorate required. Five years of administrative experience required, including three years upper level administrative experience in a community college/university environment. In addition, two years of teaching experience and/or demonstrated student services experience is required. Demonstrated understanding of current issues in higher education and the potential impact in all areas of a complex and expanding multi-cultural environment. Proven ability to provide student-centered leadership in developing internal consensus and external partnerships. An understanding of local, commercial, industrial and educational community needs and their impact on program development in the areas of health occupations, computer technology, business careers and teacher preparation learning processes. Proven history of commitment to the values of promoting and enhancing diversity. Excellent interpersonal, oral and written communication skills.

Application Process

To be considered a candidate for this position, the following materials must be submitted:

1. A completed and signed DCCCD employment application form. (Position No. 030207029)
2. A letter of application that includes how you meet the elements of the President's job description and how your background and experience have prepared you to succeed in meeting future challenges for Cedar Valley College.
3. A detailed resume that summarizes educational preparation and professional experience for the position.
4. Academic transcripts (unofficial transcripts are acceptable at this time). If invited for an interview, official transcripts are required prior to interview.
5. Incomplete application packages will not be considered.
6. All material submitted becomes the property of Dallas County Community College District.
7. Deadline for original application and other required materials is 5:00 p.m. CST on Friday September 13, 2002, in the office of the:

Executive District Director of Human Resources
Susan H. Hall
Dallas County Community College District
701 Elm Street
Dallas, TX 75202-3299

FOR MORE INFORMATION OR TO REQUEST AN APPLICATION PACKET CALL OR EMAIL SUSAN HALL AT 214.860.2666 • **shall@dcccd.edu**

The Dallas County Community College District is an Equal Opportunity Affirmative Action Employer

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UNIVERSITY of DAYTON

DEAN

SCHOOL OF BUSINESS ADMINISTRATION

The University of Dayton invites nominations and applications for the position of Dean of the School of Business Administration. The new dean, who will take office July 1, 2003, succeeds Dean Sam Gould who is completing an extraordinarily successful 18-year term as dean.

The Dean of the School of Business Administration serves as its chief academic officer, administrative head, and educational leader. Reporting to the Senior Vice President for Educational Affairs and Provost, the Dean directs an academic leadership team of eight.

The School of Business Administration is accredited by the American Assembly of Collegiate Schools of Business (AACSB). It offers nine undergraduate majors and an MBA through four academic departments. The undergraduate program enrolls primarily full-time, residential students and graduates approximately 300 students per year. The MBA program consists primarily of part-time, working students and graduates approximately 200 students per year. The School has just completed an $11M renovation giving it cutting-edge teaching/learning spaces, faculty offices, and staff facilities. The School's 57 full-time faculty currently includes six endowed faculty positions, one each in accounting, finance, management, marketing, MIS, and operations management, with more planned for the future. The School also has a business research center, an entrepreneurship center, a center for portfolio management and security analysis, as well as an executive education unit formed with regional business partners. The School has well-established international programs with major universities in several countries, including China, France, and Germany. A business advisory council of some 30 senior executives from across the US advises the Dean on planning and development issues. The School's development efforts have resulted in an endowment of $9M and annual giving to the School of $400,000, which supplement an annual operating budget of approximately $8.5M.

The University of Dayton (UD) was founded in 1850 by the Society of Mary (The Marianists) and currently enrolls approximately 11,000 students. It is the largest independent university in Ohio and one of the nation's ten largest Catholic universities. The University consists of a College of Arts and Sciences and Schools of Business Administration, Education, Engineering, and Law. The UD Research Institute performs approximately $45M annually in sponsored research. According to Yahoo! Internet Life (October 2001), UD is the 16th most wired university in the nation, making it first among all Ohio universities, and second among all Catholic universities. The University's award-winning, 110 acre residential campus is located at the southern edge of Dayton, Ohio, which has a population of about one million in its greater metropolitan area. The Dayton area has a vibrant business community and is the home of three Fortune 500 firms, a number of large (sales of approximately $1B) companies, as well as many smaller, dynamic enterprises. Within a 75-minute drive of campus (which includes Cincinnati and Columbus), there are an additional 11 Fortune 500 firms. Dayton is also home to the largest Air Force R&D center in the country (Wright-Patterson AFB).

Competitive candidates for the Dean's position will possess qualifications and experiences that demonstrate ability and potential in several important areas:

- leadership in vision and strategy development for improving the School's national reputation
- academic administration
- fund raising
- change management and consensus building
- building strategic relationships with the business community and other campus units
- direction of the full range of teaching, research, and services provided by a comprehensive business school
- balanced appreciation for the range of teaching and research conducted by business faculty
- Ph.D. in a business-related field with a record tenurable at the rank of professor.

The new Dean should demonstrate an understanding and appreciation for the role of a business school in a Catholic university and be committed to promoting and managing diversity within the School. Additionally, experiences with AACSB accreditation processes, with international business programs, and as a practicing business professional are pluses. For a full description of the responsibilities and qualifications, please see the job description posted at **www.sba.udayton.edu/dean/deansearch/**.

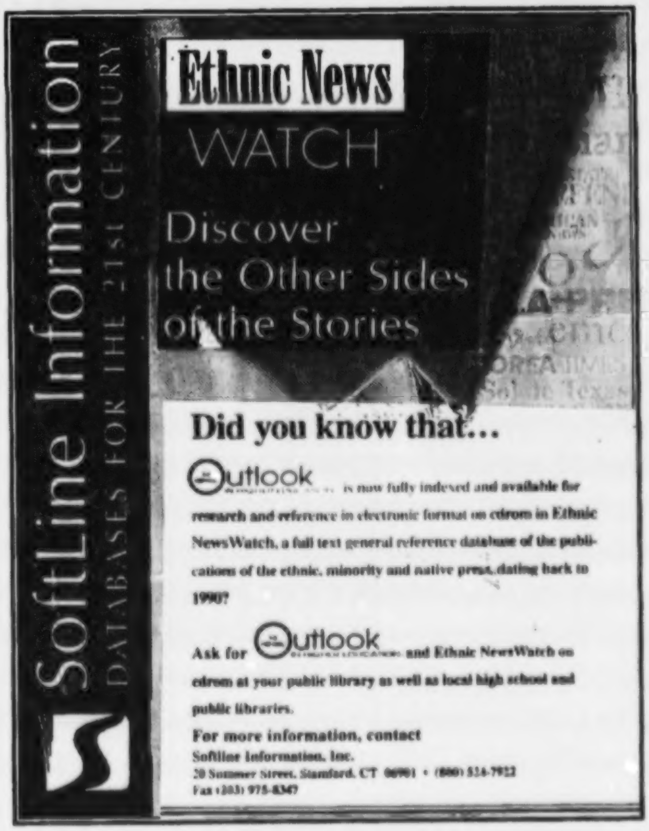
Application Procedure

Applications and nominations will be considered until the position is filled. Applicants, however are strongly encouraged to apply before October 4, 2002. Candidates should provide a current curriculum vita, the names and phone numbers of five references, and a cover letter describing their interest in the position. References will be treated in a confidential manner and will not be contacted until advanced stages of screening. Candidates are strongly encouraged to send these materials electronically as an attached MS Word document. All correspondence should be addressed to:

SBA Search Chair
Job #A2015
University of Dayton
Dayton, Ohio 45469-1614
employment@notes.udayton.edu

If you have questions concerning the position, the School of Business or other items contact Professor Jeffrey Hoffer, Chair, SBA Dean's Search Committee jeff.hoffer@notes.udayton.edu

The University of Dayton is strongly committed to increasing diversity. The University is an equal opportunity/affirmative action employer. W/M/D/V/DV are encouraged to apply.



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FOR INFO. AND REGISTRATION PLEASE CONTACT

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NW Washington, DC 20009
202-387-3760
meetings@aacu.nw.dc.us
www.aacu-edu.org

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REDISCOVERING THE MEANING OF EDUCATION

Angela Gómez, an assistant in research at the Louis de la Parte Florida Mental Health Institute, is currently evaluation coordinator for ENLACE of Hillsborough County, and a doctoral candidate in applied anthropology at the University of South Florida.

Improving educational outcomes for Latinos at the high school and postsecondary levels emerges as a primary concern as Latinos become the largest minority population in the USA. Initiatives such as the Kellogg Foundation-funded ENLACE (Engaging Latino Communities for Education) create an opportunity for communities across the nation to level the educational field for Latinos.

Implementing such initiatives requires identification of the socioeconomic and cultural barriers that prevent Latino students from achieving their educational potential. Developing effective strategies to overcome barriers at the system, local, and individual levels also requires close scrutiny of systemic barriers built into rigid management models of our traditional educational approach.

Such "production cycle" educational models often focus on the allocation of limited and competing resources designed to produce maximum returns within the constraints of time and dollars. Thus, educational systems become mass-production industries using standardized approaches to educate the most students at the lowest possible cost.

Such models offer little room for variation, making success a difficult outcome for any student who does not fit the "production-ed standard."

Leveling the educational field is a challenging endeavor for communities because it requires multiple strategies to improve educational outcomes for Latinos. To a certain extent, other ethnic groups or constituencies might question Latinos' asking educators to pay particular attention to the educational outcomes of their Latino students.

Regardless of how just or important the education of Latino students might be, concerns about emphasizing the educational needs of one ethnic group might be considered preferential treatment by some people, while others might feel that such efforts could result in fewer resources being available for the rest of the student population.

Meeting the educational needs of Latinos and of all students, for that matter, requires a paradigmatic change in the way we seek educational equity.

This effort might start with helping educators and institutional systems identify and provide flexible and responsive support services needed by Latino students, and then with helping administrators and institutions recognize that student success in educational pursuits requires more than the allocation of additional resources for the creation of new programs. While resources are needed, they do not necessarily have to be new or additional. Rather, existing institutional strategies and/or programs can be adjusted to meet the unique needs of Latino students.

The current economic environment, plagued with budget cuts and layoffs, transmits a sense of fear and insecurity regarding the availability of the funding needed to provide adequate educational programs for all–particularly now. As expected, these economic constraints translate into increased gate-keeping by educational institutions and the elimination of educational programs and services.

Without seeming naïve or unrealistic, we need to approach challenging times with a sense of plentitude. In Latino culture, there is a common statement: *cada recién nacido trae su pan debajo del brazo*. It means that each child born brings his/her own loaf of bread under his/her arm, and it is meant to help parents recognize that children are not an economic burden but a wonderful gift.

Similarly, educational systems need to focus on the idea that each student possesses an enormous amount of unexplored wisdom that can insure the continuous growth and development of society. And a way to tap into this resource is to give teachers more flexibility in exploring the wisdom of their students and in determining the level of their knowledge. This would require emphasizing education as a two-way discovery process and not as a generalized and standardized outcome.

Making these changes would help us rediscover the true meaning and value of education while at the same time making this process more inclusive of all students.

If interested in submitting a ¡Punto Final! "think piece," please e-mail us at sloutlook@aol.com for guidelines.

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Learning to Lead

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Patrick Taylor's Vision

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CONTRIBUTORS: Steve Dolan, Thomas G. Dolan, Marilyn Gilroy, Angela Provitera McGlynn, Manny Romero, Jeff Simmons, Vicki Snyder, Martha Zurita

LETTERS TO THE EDITOR: **Commentaries or Questions should be addressed to:**
The Hispanic Outlook in Higher Education
210 Route 4 East, Suite 310
Paramus, NJ 07652
All correspondence should include author's full name, address, and phone number.

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¡PUNTO FINAL! **back cover**

Re-Examining the Leaky Pipeline

Cover Photo Courtesy of National Hispana Leadership Institute (NHLI)

Esquina Editorial

Enriching Ourselves

Making the most of our lives is the bottom line–it's what really matters in the end. How to make the best of it is sometimes the tricky part, especially for those who may not have been born with a silver spoon and haven't an idea how to wade through obstacles and navigate successfully toward their dreams and objectives.

Education is an enabler. When pursued in earnest, education can help level the playing field for those who have not been blessed with the opportunities that can come with economic advantages.

An underlying theme of this issue is how education and educational programs can validate and enrich lives, by enabling those involved to move forward and upward on the ladder of academic and professional opportunity. Hence, one step closer to personal fulfillment for the betterment of selves and families.

Take a look at our cover story on the National Hispanic Leadership Institute, which convened young women and a group of Latina leaders for a one-week conference full of networking, mentoring, and enriching prospects.

Check out an article about providing Latinos with a broader support system to help them achieve success in college–a kind of Head Start program, the likes of the highly regarded early intervention program for children.

While remedial and enrichment programs benefit students who require some catching up, honors programs, which exist at more than 1,000 colleges across the country, are just as important to fuel the competitive spirit among Latino high-achievers. And they attract potential students. See more inside.

Adelante.

Alexandra

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The Energizing, Validating Power of Hermandad

Class of 2001

Latina Leaders in the Making, Courtesy of NHLI

by Jeff Simmons

They were 20 young women from across the nation. They came from different communities, different schools, and different backgrounds. But they had a common goal–to become leaders, and to make a difference in their Latino communities at home.

The Learning to Lead Youth Institute was established by the National Hispana Leadership Institute (NHLI), and drew together the 20 young women and a group of accomplished Latina leaders for a one-week conference last summer in Washington, D.C.

The organization's second Learning to Lead conference was held just a few weeks ago, and drew together a similar group of women. They were described in the group's literature as "dynamic, ambitious, and simply amazing young women."

"They all want to pursue leadership skills and have a desire to give back to their communities," says Marisa Rivera-Albert, president of the National Hispana Leadership Institute. "They are not only in it for themselves, but truly see themselves as agents of change, as instruments to make their families and their communities better."

"When you look at the status of young Latinas today, you realize that we need to become more actively engaged in mentoring and supporting them, and directing them to make the right decisions that will affect the future of their lives," says Rivera-Albert.

The young women participated in a rigorous, weeklong training session that combined elements of both the California and Washington NHLI Fellows programs. The 20 were selected from a group of 300 applicants and represent different ethnic heritages, academic disciplines, and regions.

"We often hear about the high Hispanic dropout rate, Latina teenage pregnancy, and so many negative stereotypes of Latinas, and I can tell you, after reading those 300 applications, that we need to share the other side of the story," says Rivera-Albert.

Combining leadership training with technical and practical experience, the Youth Institute's main goal is to train the next generation of

Latina leaders.

The one-week program takes place in Washington, D.C. The Institute seeks to foster the development of young Latina leaders through professional development, activism, and training. Leaders of the decade-and-a-half-old NHLI wanted to address issues that were affecting young Latinas today.

The organization already had become expert in working with Latinas in mid-level and upper-level management positions.

"That's our niche," says Rivera-Albert. "We'd been providing this, but at the same time, we cannot ignore the reality of our young Latinas. The idea has been boiling for the last 15 years, and now it's the right time and place. What was holding us back was funding, and now we had it."

Graduation Ceremony

In its first summer, the Institute was financed through money and services donated by the Ford Motor Company, the State Farm Foundation, American Airlines, Microsoft, US Airways, USHCC Foundation, America West, the University of Arizona, and the Hispanic Women's Corporation.

"They truly stepped up to the plate and said we will help you," she says. "It is an expensive proposition, and the big chunk is housing, to place these young women in a safe environment, feed and transport them."

The programs were held at the William F. Bolger Center for Leadership Development. Participants were not only trained how to develop their minds, but keep in shape as well. They worked out with trainers, met with nutritionists, and took part in water aerobics and kickboxing.

"Every morning we would talk about health and physical fitness, and how important it was to be physically and mentally fit," Rivera-Albert says.

"That was a really important component that Marisa introduced," says Nanci Luna Jiménez, who presented seminars titled "Team Building" and "Women and Physical Power" during the 2001 summit.

As she looked out at those assembled before her, Jiménez says she saw budding leaders. They came armed with questions, ambition, and a good sense of humor.

"They were dynamic, committed, and playful," says Jiménez, who runs Luna Jiménez Seminars, a consulting firm in Portland, Ore. She says that since that week, several of the participants have been in touch with her, asking for advice and talking about projects they are working on.

Besides focusing on health and well being, the women took part in sessions on communications, conflict resolution, race and gender issues, and focused on personal and career planning, entrepreneurship, and leadership skills.

Participants interact with Latina and Latino leaders–in top positions from a variety of fields–during a series of group exercises, lectures, and site visits.

The Institute was created to make sure that young Latinas can develop their potential to become leaders in Hispanic communities in the United States, a mission that has assumed greater importance in the wake of the 2000 Census results.

Organizers say the Institute provides a series of benefits. Participants can learn the significance of being a Latina leader, develop professional and technical skills, acquire valuable leadership and job skills, learn to be an effective voice in their community, and understand policy issues that affect the Latino community.

Last summer, one morning was devoted to "Youth Entrepreneurial Training," which was sponsored by The U.S. Hispanic Chamber of Commerce Foundation. Expert Malla Haridat, the regional program director for Kids Way Biz Fest, offered training skills about Latina businesswomen.

Trainees learned how to write a business plan, make presentations to clients, and develop marketing skills. They also were told that how

At the White House, Mercy Viana, director of specialty media; Rebecca Contreras, associate director for presidential personnel; Noelia Rodríguez, press secretary to the First Lady; and Martina Thompson, press secretary for Mrs. Cheney, made presentations about the political, economic, and legislative issues facing Latinos.

they view themselves can determine the leadership roles they will eventually assume.

"I saw a great sense of satisfaction," says Rivera-Albert. "At the same time, there was never a doubt in my mind that they were outstanding Latinas doing great work. We were able to work with them despite any barriers. They were in good hands."

Other sessions focused on "Dressing for Success" and "Public Speaking" and offered crucial insight into how an image of confidence is important when addressing a group. They also were instructed on résumé writing and interviewing skills. And by the day's end, had completed their résumés.

Workshop on Gallup

"We also did a workshop on honoring the women in our lives," Rivera-Albert says, reflecting on how each of the 20 spoke about women they admired. "That helps us understand that although they are in a free country, being free to go to college and succeed, there are many women, whose shadows we walk in, who made a sacrifice to allow us to be in our positions today."

The young women, additionally, met other "outstanding" Latinas from across the country and became part of a network, and during their one-week stay, visited important sites in the nation's capital.

The women visited the White House and the United States Capitol for two briefing sessions. At the White House, Mercy Viana, director of specialty media, Rebecca Contreras, associate director for presidential personnel, Noelia Rodríguez, press secretary to the First Lady, and Martina Thompson, press secretary for Mrs. Cheney, made presentations about the political, economic, and legislative issues facing Latinos.

Another trip was to the headquarters of the National Council of La Raza (NCLR), where the fellows learned about NCLR's National Agenda and its Youth Leadership Program. Marisa Demeo, regional counsel for the Mexican American Legal Defense and Educational Fund, and vice chair of the National Hispanic Agenda, explained the Hispanic political agenda.

In order to determine the fellows leadership strengths, Nancy León, consultant for the Gallup Organization, gave a presentation entitled "Focus on Your Talents."

Participants are selected from a larger pool and must meet certain criteria. They must be between 17 and 22 years old, currently enrolled in an undergraduate program, have obtained a minimum of 30 semester hours, and have a minimum GPA of 2.5 (out of 4.0).

Additionally, those who apply must have shown leadership skills already, through volunteer and other activities, and display a strong commitment to issues affecting the Latino community.

The schedule is intensive. Participants are required to attend all training sessions. And even after they head their own way, they still must stay in touch–and touch other lives.

"After they leave, they become part of a powerful network of Latinas. They can actually get in touch with 300 Latina professionals who are alumni of our Institute," Rivera-Albert says, reflecting on the value of mentoring.

Participants continue their involvement with NHLI alumni representatives in their home states and through NHLI's "Cyber-Madrinas" (Cyber Grandmothers), an e-mail mentoring program.

"We pair up each one of them with an e-mail mentor within their own chosen career, so there is a continuation. We also keep them posted on upcoming events, scholarships, available internship possibilities," Rivera-Albert says.

Once they return home, they also are expected to undertake the same commitment and start to mentor high school students.

"This is only the beginning of our work with them. This will continue as the years go by," she says.

The National Hispana Leadership Institute covers most expenses, including airline travel, room and board, and all classroom materials.

By the week's end, the women had left with a better picture of themselves and their communities. They understood more about what it means to be a Latina, and a Latina leader. They also were equipped with additional tools to pursue employment, activism, or further education.

"They also gained an insight on how they can influence public policy on issues affecting legislation and the community, how they could influence public policy in any of the states they were from," Rivera-Albert says. "Our goal is to train Latinas to become prospective leaders so they can in turn help the greater masses."

Organizers say the women who participated in the program received an experience of "immeasurable value."

But, they noted, the trainees will have an effect on the larger Latino community, displaying a passionate spirit of leadership and teamwork. By the end of their visit, the women have noticeably changed. Rivera-Albert says she noticed a greater sense of empowerment.

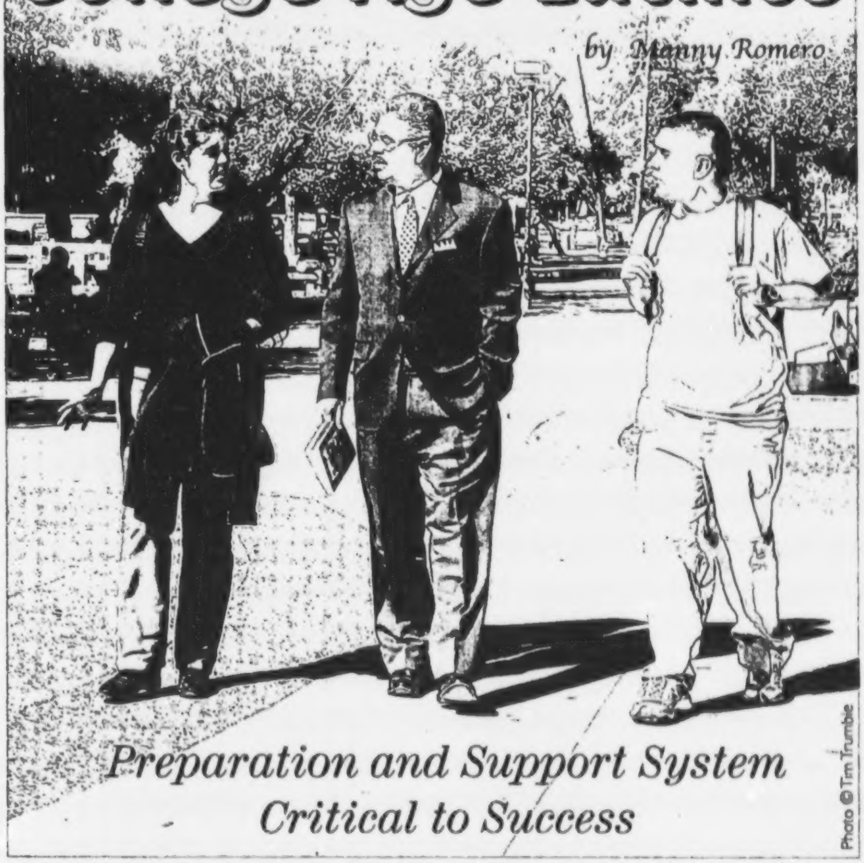
"It was a sense of *hermandad*, which is sisterhood," Rivera-Albert says. "There is a sense of relief and energy at the same time, because as women and as Latinas, we are very isolated in our workplaces and our institutions. Being part of a Latina group is very powerful, and it reenergizes and validates you."

She pauses, then adds: "So it is a change that I saw to that sense of validation, that they are outstanding, and it is okay to be Latina and okay to be a leader, and it's okay to move forward."

ASU Professor Proposes a "Head Start" for College-Age Latinos

by Manny Romero

Preparation and Support System Critical to Success



Leonard A. Valverde, an ASU professor of educational leadership and policy studies (center), offers ASU freshmen Guadalupe Nuñez (l.) and Abraham Peña (r.) some advice on how to be successful as a Latino college student.

For Guadalupe Nuñez and Abraham Peña, making the transition from high school to college as Latino students has been a challenging experience.

"At my high school, I'm sure there were many Latinos who decided not to go to college," says Nuñez, who attended Mountain View High School in Mesa, Ariz. "Not because they didn't want to go, but because they didn't know what they had to do to get in."

Nuñez, a freshman pre-law major, took it upon herself to find out what Arizona State University had to offer.

"My high school's career center just pointed students toward the paperwork that needed to be completed for college," says Nuñez, a first-generation college student. "There were no guidelines or instructions given to me, but I knew I wanted to go to college all along. I think I was probably one of the few Latino students who actually was determined to attend college."

Peña, a freshman majoring in social work, says the school he attended, Puyallup High School in Washington, was more attentive to his needs as he applied to ASU.

"Granted there were very few Latinos at my school," says Peña, also a first-generation college student, "but my school really encouraged all the students to attend college. Once I decided to attend ASU, I still wasn't sure what to expect once I got here."

Nuñez and Peña are two members of the largest growing population of minority students at ASU–Latinos. According to a report by ASU's Office of Institutional Analysis, in 1989 Latinos made up 5.8 percent (2,536 students) of the entire student population at ASU. In 2001, that figure was 10.4 percent (5,480 students).

Of the Latino students who arrive at ASU, more than half will drop out of higher education.

Leonard A. Valverde, executive director of the Hispanic Border Leadership Institute (HBLI), says this stoppage could be attributed to a lack of survival skills obtained by Latino students making the transition from high school to college.

Just as academic programs like Head Start and Title 1 enhanced the educational development of low-income children and their families, Valverde says Latino students need to make an effort to "educate themselves aggressively," about the programs and other academic support available at the university level.

"Since 1965, Head Start has been providing many children with the opportunity to become familiar with an academic setting before they officially enter their scholastic careers. They play with other children, learn about the rules of the classroom, and they learn about different cultures by visiting museums," he says.

"The same type of preparation needs to be made when Latino students enter college. The smartest thing that a Latino student, or any student, can do is to become familiar with the university they plan to attend," says Valverde, who is a second-generation Mexican-American and the first in his family to attend college. "By familiarizing themselves, I don't mean knowing where their classes will be; I mean recognizing and building a support system that will help them through their college career."

Valverde, a professor of educational leadership and policy studies at ASU, edited *The Latino Student's Guide to College Success*, designed to help Latino students persist and achieve in higher education. The 212-page book, just released by Greenwood Press, was created as a result of research conducted by 10 national academic professionals from the top Latino universities and community colleges in the United States.

Despite the obvious–the cost of tuition and housing–these researchers concluded that a lack of preparation and the establishment of a proper support system are hurdles Latino students fail to clear, causing them to be unsuccessful in higher education.

Baltazar Arispe y Acevedo Jr., founding president of the Community College Without Walls in Houston, never considered attending college until he and his family established a support system with his high school assistant principal, Delia Barron.

"For a lot of us [Latinos] in those days, our only mentors were really our parents," Acevedo says. "Both of mine never went to a school in their life, and since they had not attended college, they really couldn't provide me with an idea, let alone the motivation to attend college."

Barron paid out of her own pocket so Acevedo could take the SAT exams.

"She really helped me see that attending college was a tangible thing and not just something other people talked about," he says.

Acevedo admits his case might seem ideal, but his struggles went beyond the academic.

"I performed well in school because I was very well read," says Acevedo, who suffered from polio when he was younger. "I spent a lot of time in the Shriner's Hospital in San Francisco, and I read all of Shakespeare and read volumes of the encyclopedia up to volume E. I don't know anything after E.

"Even so, I failed English and Algebra right off the bat," he admits, "but I got A's in Biology, American History, and American Government, so I knew I could succeed. Knowing that I could do well in at least one course helped me stay motivated and ultimately led me to complete my education."

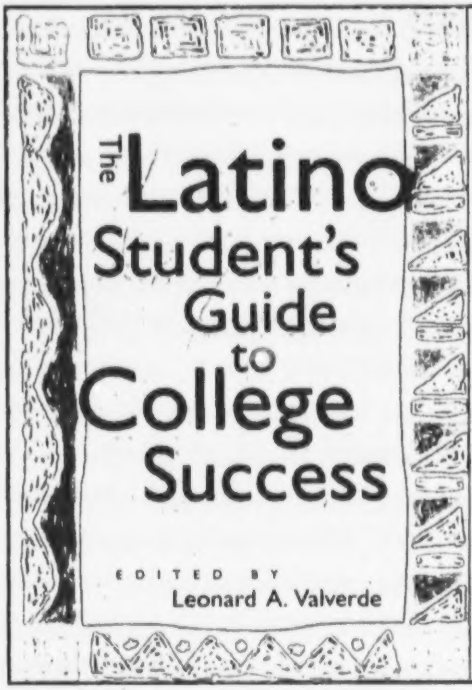
Acevedo eventually went on to earn his doctorate in education from the University of Southern California, but for some Latinos, self-motivation is not enough to succeed.

Acevedo says understanding their rights as students, through university policies and procedures, can often provide additional guidance to students seeking a degree. From an historical perspective, campuses have always had to establish policies and practices to cope with student matters. Two areas of importance address students' rights and how students are able to secure due process on a campus.

Most colleges and universities have used the concept of *in loco parentis* to deal with matters involving student behavior and conduct. However, there is some lack of clarity in matters that involve faculty prerogatives, such as an instructor giving a student a failing grade, especially in questionable situations that may have involved nonacademic factors.

Roberto Haro, a professor of ethnic studies at San Francisco State University, says a Latino's upbringing, in these types of cases, is a determinant in the student's success rate in college.

"As a child, a Latina is taught that talking back, and in some cases looking back, when addressing adult figures is not a proper thing to do," Haro says. "Most Latinos are brutalized when they do this, because to other Latinos they are not showing respect for themselves and their adult figures.



The book offers Latino students tips on how to succeed in higher education.

"White students have been brought up to be very verbal," he says. "In an academic setting, if both students disagreed with the grade a professor handed them, the White student would be more motivated to speak up and argue their case. A Latino student would accept the grade, even though they would have a strong argument and credible evidence to support a grade change."

In February, ASU's Hispanic Border Leadership Institute completed "A Compromised Commitment: A Status Report on the Education Experience of Latino Students in Five Southwest States," which examines how Latino students progress through the education systems in Arizona, California, Colorado, New Mexico, and Texas.

Valverde says there is a "drastic" decrease in the number of Latino students who are enrolled from K-12 to the graduate level. The report states that of the 31.3 percent of Latinos who complete K-12, only 6.8 percent will enroll at the graduate level.

"It's crucial that Latinos understand the importance of obtaining as much education as possible," Valverde says. "Society deals a deck of cards to everyone, and it's each person's responsibility to learn what to do with those cards."

Despite what research shows, Nuñez and Peña say they plan to use their cards wisely and try their best to complete their education at ASU.

"I know I can do it," says Nuñez, who would like to eventually work with the United Nations. "I earned scholarships to attend ASU, so I must be doing something right."

"It's an honor to be attending college, let alone ASU," says Peña, who plans to join the Peace Corps after graduation. "I have confidence that I will finish and be successful."

Author Manny Romero is editor/publisher of *ASU Insight*. He can be reached at (480) 965-9689 or mlromero@asu.edu.

Honors Programs Enrich and Reward

Now Drawing More Minorities, Says NCHC

by Marilyn Gilroy

Honors programs, which now exist at more than 1,000 colleges, including small and large public and private schools, have become the ticket to a wealth of educational opportunities and privileges usually found at only the most elite institutions. For students who are smart enough to qualify for honors status and savvy enough to know the advantages of enrolling in an honors program, the benefits can seem like a dream education.

> *"In a technologically advanced economy, a skilled and educated workforce is essential, but in an enormously complex and interdependent world, a liberal arts-educated and informed citizenry is even more essential."*
>
> DR. ROSALIE C. OTERO, NCHC PRESIDENT

Those benefits include small classes, personal attention from faculty, priority registration, special advising, and even designated facilities. It is not uncommon for honors students to have their own computer labs, lounges, special housing, and at some universities, a whole dormitory.

While others on campus may struggle in classes of 200 or 2,000, honors courses are limited to 15 or 20, and are often taught by the best faculty on campus.

"I recommend that any student intent upon a college education investigate the possibility of joining an honors program or at least enrolling in honors courses," said Earl Brown, Jr., executive secretary/treasurer of the National Collegiate Honors Council (NCHC). "The more individualized attention, the smaller class sizes, the focus on depth rather than acceleration and active vs. passive approaches to learning, plus the close-knit nature of an honors community, make honors an exciting and challenging opportunity for motivated students."

Brown has been involved in the honors movement for 18 years. He was director of the Radford University (Va.) honors program from 1984-1997 and now devotes much of his time to serving as an officer of the NCHC, although he still teaches a freshman English course.

The National Collegiate Honors Council is the umbrella organization for honors programs, which, as Brown says, come in "many sizes and shapes." A basic definition of an honors program is found in Peterson's "Honors Programs" guide, which describes it as "a sequence of courses designed specifically to encourage independent and creative learning." In two-year colleges, honors programs often feature special sections of general education courses while at four-year colleges, they may have courses in various majors. In some cases, institutions have spun off honors programs into a separate college with its own dean.

"One of the most recent trends concern whether an honors program should become an honors college," said Brown. "An honors college is more prestigious, and if it is a 'real college' with its own faculty, budget, and degree-granting status, it has much going for it."

Although NCHC member institutions may offer various levels of honors, all of the programs share the common goal of providing a rigorous, in-depth education with a high degree of student-faculty interaction. NCHC, established in 1966, offers support by providing guidelines for how to begin and administer an honors program. It also disseminates reflections on teaching and learning in honors through newsletters, a quarterly publication, and a refereed journal.

NCHC has established 16 basic characteristics for a fully developed, successful honors program. Some of the requirements are:

- Honors students are identified by some criteria—a GPA, SAT score, or a written essay.

- The program must be supported by administration to assure permanence and stability and to guarantee an adequate budget.
- The honors director should report to the chief academic officer.
- The curriculum should feature special courses, seminars, colloquia, and independent study in response to its stated objectives and the needs of the program.
- The program should be both visible and highly reputed throughout the institution so that it is perceived as providing standards of excellence for students and faculty across the campus.

NCHC recommends that students who complete honors program requirements should receive recognition such as notation on the student's academic transcript, special listing of honors graduates at commencement, and the granting of an honors degree. This is separate from the usual designation for those who have achieved cum laude, magna cum laude, and summa cum laude designations for high GPAs after completing traditional undergraduate programs.

> "I recommend that any student intent upon a college education investigate the possibility of joining an honors program or at least enrolling in honors courses."
>
> EARL C. BROWN, NCHC OFFICER

NCHC is careful to point out that no one model of an honors program can serve all types of institutions but that a comprehensive honors program strives to meet as many of the recommendations as possible.

"The list of characteristics of a fully developed honors program is descriptive rather than prescriptive," said Brown.

But sustaining even the most basic honors program can be a tall order for some colleges that are scrambling to allocate dwindling resources while trying to keep up with ongoing expenses such as changing technology, building maintenance, salaries, and increased need for tuition aid.

Dr. Rosalie C. Otero, president of NCHC, says that budget concerns are one of the challenges facing honors programs today. "The utilitarian pressure has grown stronger over the years, especially in public institutions," she said. "With a technologically advanced economy, a skilled and educated workforce is essential, but in an enormously complex and interdependent world, a liberal arts-educated and informed citizenry is even more essential."

Otero, who is also director of the honors program and associate dean of University College at the University of New Mexico, is certain that the value of honors programs is evident.

"These are tough financial times and every facet of educational institutions is affected, but the importance of honors education insures that as many resources as possible will be devoted to honors programs and honors colleges," she said.

Alumni of honors programs seem to agree that the benefits are real and long lasting. For many students, honors courses open doors to a scholarly life often found only at more prestigious colleges. Ron Scalera, who participated in the Humanities Honors Program in the 1980s at William Paterson University, a public state school in New Jersey, recalled how entering his honors class was like "being transported into this different place where I couldn't wait to find out what we were going to talk about next." He described the humanities program as a school within a school that gave him a lasting sense of pride and self-confidence.

Scalera was one of several honors graduates profiled by WPU in a recent tribute to the program's 25 years of existence. Another graduate, Gillian Hettinger, had two children when she went to college and was just beginning to explore her own abilities and interest.

"The program made me see it was possible to be a scholar," she said. "It took us to another level, into a world of learning and scholarship."

Honors programs are generally open to students of all backgrounds, providing they qualify. Once the province of traditional students, they now serve more Hispanics and minorities, single women, and older students. While there are no national statistics regarding the demographic makeup of honors, Otero reports that last year, the UNM honors program enrolled approximately 21 percent Hispanics and was 65 percent female.

For many, it is the unique honors services such as counseling and more interaction with faculty that are especially helpful in nurturing undergraduates and giving them the direction and advice they need to make choices about their future. Honors students often go on to graduate or professional schools, and they find that the honors designation gives them that competitive edge in advancing their goals.

The honors option is also a good tool for recruitment as parents look hard at getting the most for their college tuition dollars. An honors program can be the key to persuading some of the best and brightest students to enroll in large state affiliated universities. With enrollments well over 25,000 at many state schools, honors colleges provide a personal touch to higher education that is harder and harder to find. At most colleges, growing enrollments have led to larger class size and more competition for ancillary services, such as counseling and library. As senior professors spend more time on research and writing, more and more undergraduate classes are taught by teaching assistants with little or no experience.

In contrast, honors faculty are selected based on scholarship and teaching ability. The classes offer opportunities to work with talented students, but they are often more demanding. Faculty are expected to spend more time with students via advising, e-mails, discussion, and special labs, depending on course requirements.

If anything characterizes a typical honors class, it is conversations and discussion. Questions are raised and points of view are exchanged to a degree that cannot occur in large lecture classes.

Faculty who teach in honors programs say it is a special and inspiring experience. They are often able to try new techniques and engage the students in teaching/learning activities that could not be tried in a regular classroom. For example, faculty will usually require that honors students prepare mini-lessons, presenting course material, and leading discussions among their peers.

WILLIAM PATERSON UNIVERSITY

For many students, honors courses open doors to a scholarly life often found only at more prestigious colleges.

But some critics contend that honors programs are elitist and siphon off resources from the rest of the students, who are left with a mediocre undergraduate education.

Not so, says Stephen Rosenbaum, director of an Illinois State honors program, who spoke out in a *New York Times* interview, "Most colleges are also putting a lot of resources into students who are struggling with the curriculum." He is referring to the vast numbers of students who need remediation in math and English and have access to tutoring labs and other support services.

Nevertheless, when institutions have to take a hard look at allocating budgetary resources, the issue of how much support to give to the honors program is real and ongoing, says Earl Brown.

"With many institutions forced to cut programs, one of the first programs affected is honors," he said. "The problem becomes how to creatively use the resources available to keep the program thriving. In some cases, this means looking for soft money–but that creates its own set of problems, such as lack of funding from the institution when the soft money runs out. In other cases, honors students raise money in order to attend national and regional honors conferences."

NCHC has six regional honors councils–Northeast, Mideast, Southern, Upper Midwest, Great Plains, and Western, as well as some 20 state honors organizations that support local colleges.

"So an honors program can be involved on many different levels, depending on what their budget can afford," said Brown.

Other ongoing issues plaguing honors programs include curriculum, graduation requirements, admission requirements, faculty and student development, release time, student governance, and the question of adding a service component to the program.

"Because there is a high turnover in honors directors, most of these issues remain current," said Brown.

Another issue that surfaces from time to time is whether the NCHC should be an accrediting agency. The answer remains no.

Brown says that NCHC has decided to stay out of the accrediting business because the differences in honors programs/colleges make it hard to compare "apples with apples."

What NCHC does is offer strong support to colleges that want to maintain, improve, or enhance their honors programs. The council is a voice for promoting the understanding and appreciation of honors programs within higher education.

As NCHC president this year, Otero has continued some of the initiatives of her predecessors, which include public relations efforts and forging ties with other college organizations.

"At last year's annual conference, NCHC sponsored an undergraduate summit which included representatives from 15 different organizations concerned with undergraduate education," she said.

Other goals that were "on the table" when she took over include an attempt to make leadership opportunities available to a wider range of members. There are also decisions that must be made concerning NCHC's own organizational structure.

Otero is especially concerned about the current assessment movement in higher education, which is calling for more accountability and more concrete measures of teaching and learning.

"There are always challenges affecting honors education," said Otero. "The demands for assessment and accountability can push aside the real goals of the undergraduate years. What gets measured too often are the less subtle and less important learning outcomes." And Otero is counting on the intellectual spirit and energy that is present in honors students and programs to withstand any of these challenges.

The Academic Convocation as a Teaching/Learning Workshop

Seasoned Professor Shares a Successful Model

by Angela Provitera McGlynn

Prior to the start of classes every semester, many institutions of higher learning have what they call an academic convocation. The agenda varies from institution to institution, but most colleges and universities use the convocation as an opportunity for the president or vice president of the college to share with the faculty the state of the institution: What's new on campus, who is new on campus, the fiscal picture of the institution, enrollment patterns, etc.

Convocation workshop

On Jan. 15, 2002, the enlightened leadership at my institution (Mercer County Community College, N.J.) decided to use the scheduled two-hour time slot of the convocation for a workshop entitled, "A Conversation on Teaching and Learning." Given that college teaching requires the mastery of a discipline but involves no formal teacher training, workshops such as these can provide an opportunity for sharing effective teaching strategies.

At our institution, the administration invited about 20 faculty members–some new hires, senior faculty, and veteran adjuncts–to attend two organizational meetings and to serve as facilitators at the workshop. The meetings, which themselves were professionally stimulating, led to a workshop model for the convocation. The model presented here was fleshed out and articulated by Robert Terrano, our dean for Arts, Communications, and Technology. The model proved to be so productive that I wanted to explain it here, hoping it can be replicated at other colleges and universities. I will also present the results of our sessions, that is, a list of the most effective teaching strategies.

Although I am providing our particular list, I urge administrators at other institutions to engage their faculty in such a dialogue since the process is probably more important than the product. Hands-on participation in creating such a list of practices is what will encourage faculty to employ the techniques in their classes since they will have a sense of "owning" them.

Here is how the model works:

If you are attempting to organize a convocation of this type, you will need a large enough space to hold your teaching faculty. Attendance should not be required but strongly encouraged in some way. You will need tables that hold 10 faculty members at each, spread throughout the large room. Since adjunct college teachers are teaching more and more college credits, they too should be invited and strongly encouraged to attend.

At each table, there will be two co-facilitators who have been at the organizational meetings.

The use of co-facilitators works well–there will be two people in charge of keeping the group on task and two people recording the proceedings.

Facilitators need to keep in mind some tips for their role in this activity:

- Create a comfortable atmosphere
- Keep the group on task
- Encourage quiet participants to speak
- Gently stop dominant participants
- Keep track of time
- Listen carefully
- Record accurately
- Review and clarify if necessary
- Synthesize the group's work

There should be one "large group" moderator. This should be a highly respected and trusted member of the college community. The moderator is in charge of introducing the workshop in terms of the goals of the session, setting the tone, motivating people to participate, and re-convening for a large group process at the end. At our institution, Robert Terrano, the dean who wrote the model for the convocation, held this role.

Thomas Wilfrid, the vice president for academic and student affairs, a faculty and student advocate with a strong commitment to promoting the teaching/learning process, welcomed our participants, and introduced Terrano as the moderator. Terrano then presented an overview of the convocation, which took about two minutes. He also explained that what we produced at the convocation would be published on campus for college-wide distribution to all teaching faculty, full- and part time.

Overview (2 minutes)

Identifying the elements of effective teaching has been the subject of numerous research efforts and debates. What is effective teaching and how do we strategize to improve student learning? We could have taken the usual route of bringing in a consultant to talk to us about teaching and learning, or we could draw from the wealth of expertise and experience in this room. We know that many of you have conversations about teaching and learning in your various discipline groups, and in college-wide groups such as Writing Across the Disciplines, the Master Faculty Program, and the Mercer Curriculum Project, and many of you discuss this topic over lunch and in your offices. So we decided to use our own expertise in a college-wide discussion on teaching and learning so that we end up with some college-wide perspectives on the best teaching/learning practices. We would like to make these perspectives available to all full- and part-time teachers here so all students may benefit from our collective wisdom. We thank you in advance for your participation, and we hope you find it fun and productive.

(You will have to tailor your overview to suit your institution. It is important to enhance participants' motivation to participate by affirming their expertise and clearly stating the goals of the activity.)

Warm-up

The overview is followed by a warm-up activity designed as an icebreaker to get participants comfortable within the 10-person group. The large group moderator can select someone familiar with the exercise to model the warm-up icebreaker. Not only do participants learn how to do the activity, modeling the activity before the entire large group is fun and is itself a warm up for what comes next.

Warm-up Activity (10-15 minutes)

Each of you has a 3-by-5-inch file card. Please write down three things about yourself, some of which are true and some false. After you complete filling out the index card, you will exchange cards with the person sitting closest to you. Each of you will try to guess which of the other person's three items are true and which are false. For example:

Statement No. 1: I was a star quarterback in high school.

Statement No. 2: I was an officer in the military.

Statement No. 3: I was a regular in a weekly TV sitcom that aired for two years in the early '70s.

The idea is to choose false items that appear to be true and true items that do not seem likely. At each table, one person at a time will read the items from their partner and try to guess the correct answers. The partner will embellish the answers at will. You can ask each participant to introduce himself/herself to the group prior to reading the partner's index card.

After the warm-up activity, the large group moderator can reconvene the large group to explain the projected outcomes of the day's activities.

Projected Outcomes

The objectives for today's activity are:

To identify from our experience cause-and-effect relationships between teaching and learning;

To identify effective teaching strategies across disciplines that enhance student learning

Activity #1

The large group moderator can introduce Activity No. 1 for the participants to engage in within their small groups. The first activity will take about half an hour:

Activity #1 (30 minutes)

Participants are seated at tables of 10. Each group has a facilitator and co-facilitator who will also serve as co-recorders/reporters. The following question will be discussed:

Take a few moments to think about yourself as a learner when you were in school or in recent/lifelong learning. What teaching strategies worked best for you as a learner? Then discuss with the other members of your group the strategies that worked best for you.

Each group will discuss the question and develop a consensus on up to five teaching strategies they have found effective for themselves as learners. For a table of 10 participants, each co-facilitator will lead a discussion by four other faculty members. Each participant will be asked to write a list of three to five teaching strategies that worked well for him/her as learners. Each subgroup will then reach consensus by engaging in a round-robin process. In this process, each participant within the five-person group will share the first idea on his/her list. Then each participant will share his or her second idea, and so forth, until all ideas have been heard. The facilitator should record all ideas. Following the sharing of all the ideas, each subgroup should reach consensus on what the most effective teaching strategies were for them as learners. The two subgroups at the table will come together, and the recorder/reporter will write the strategies developed by both groups on the chart paper provided.

Activity #2

The large group moderator can then introduce Activity No. 2, which will also take about half an hour.

Activity #2 (30 minutes)

At each table, participants will discuss the following question:

Looking back on your years as a teacher, what teaching strategies have worked best for your students as learners over the years and, especially, most recently?

Using the same individual writing, round-robin sharing, and consensus-reaching discussion described in Activity No. 1, each group will develop a consensus on up to five teaching strategies they have found most effective as teachers. The recorder/reporter will write those strategies on the chart paper provided.

Activity #3

The large group moderator then introduces the final activity, which will take about 40 minutes.

Activity #3 (40 minutes)

Participants will discuss the following question:

Based on today's discussions and your experience as a learner and as a teacher, what are the elements of effective teaching? What is the relationship between effective teaching and student learning?

Following the same process described above, each group will discuss the question and develop a list of up to five elements of effective teaching. The recorder/reporter will write those elements on the chart paper provided. Using their chart (and a microphone that can be passed around from group to group), one of the table co-facilitators will then present the strategies they agreed upon, before the larger audience. The at-large group will discuss the findings briefly and, with help from the moderator, will attempt to identify some common elements from among different groups. (You will probably find a great deal of overlap among the tables, so it will not be necessary to hear from every group.)

Activity #4

Prior to the close of the session, the moderator can distribute an evaluation of the session asking for feedback on what participants found productive. The evaluation form can solicit their suggestions for future faculty activities, and ask faculty to identify ways in which the college can help them achieve their professional goals. The form can ask an open-ended question, such as:

Based on what we have learned here today, what professional needs do you have and how might the college accommodate them?

As a final closing activity, so that participants are energized and enthusiastic as they leave the session, the large group moderator can ask people to volunteer responses to any of several question stems:

What I learned today was….
What I re-learned today was….
What I most appreciate about today's session was….
I was surprised to learn that….

At our institution, we did not have time for the sentence completion closure activity. Still, we left the convocation with a renewed sense of enthusiasm for teaching, and I trust that that energy will be carried over to our classrooms. As an extra bonus, our college provided each participant with a copy of my recently published book on college teaching as a gift for their participation in the convocation.

The large group moderator collected all the evaluations from the facilitators. He also collected all the groups' charts listing the effective teaching strategies they recorded. Below is a partial listing of what our faculty produced. Although many of these teaching strategies are well known, engaging in the process with one's colleagues was an exhilarating process, a reminder to use what works for us, and an invitation to try some new techniques.

There was general agreement that effective teaching involves at least three major components: teacher characteristics, classroom atmosphere and communications, and teaching strategies per se.

Teacher characteristics that are effective–The teacher is:

- Enthusiastic and energetic
- Knowledgeable
- Well organized and clear
- Empathetic to students
- Flexible and open to students' ideas and input
- Approachable

The teacher:

- Sets clear goals and has high, realistic expectations of students
- Builds rapport with students
- Uses humor
- Shows interest in students' success and in them as people
- Provides positive reinforcement and constructive feedback to students
- Uses stories and examples to share about self and about course content

Classroom atmosphere and communications–The teacher:

- Creates an inclusive, welcoming, and safe classroom environment
- Maximizes student diversity to promote learning
- Facilitates the learning process by monitoring classroom dynamics/communications
- Gets students engaged in the material and engaged with each other
- Provides students with caring feedback
- Is a good listener
- Gets students to work together cooperatively
- Creates an atmosphere that is student centered and learning focused

Effective teaching strategies–The teacher:

- Uses a variety of teaching modes so as to reach different types of student learners
- Creates well-organized, clear mini-lectures that are somewhat interactive, interspersed with activities to get students more directly involved
- Leads well-planned class discussions
- Uses examples and illustrations to show real life connections with the content of the discipline
- Uses collaborative learning strategies
- Uses visuals such as Power Point, overhead transparencies, chalkboard, slides, movies, maps, etc.
- Provides clear instructions, well-organized hand-outs and course materials
- Depending on the discipline, creates challenging (but not overwhelming) assignments using case studies, demonstrations, problems to be analyzed, etc.
- Coordinates components of the course, such as laboratory with lecture
- Shows students how to do something, and then encourages hands-on active learning experiences
- Facilitates and encourages independent learning

I chose *The Hispanic Outlook* to publish these results based on some research relevant to minority students. Essentially, the research shows that while effective teaching strategies benefit all students, some strategies, such as collaborative learning using small group activities, are particularly productive for women and minority students. Other strategies, such as the use of visual aids and providing clear, well-organized goals, instructions, and outlines of material, enhance the learning potential for students with learning difficulties.

I hope that other colleges and universities find ways to engage their teaching faculties in conversations about teaching and learning. There is so much expertise and collective wisdom on our campuses that goes unshared. Teaching is a profession that can be isolating without the feedback from our colleagues. A dialogue on teaching and learning can do wonders to enhance college instruction.

Angela Provitera McGlynn

Angela Provitera McGlynn has been teaching psychology for three decades. Her latest book is Successful Beginnings for College Teaching: engaging your students from the first day. *To learn more about it, call 1-888-242-7101 or visit the Web site: www.atwoodpublishing.com.*

Theresa Mendoza

"The Perfect Role Model for Latinas"

1st Latina VP in CSU System a Resounding Success

by Steve Dolan

As a young Latina immigrant to the United States at the age of 10, Theresa Mendoza experienced many of the same hardships as other Hispanics.

She endured the family separation from her father, grandmother, and a two-year-old sibling. She went through the trauma of being in a place where, if you don't speak the language, people tend to look down on you as inferior.

But through it all, she was able to hit the books hard and see education as the great equalizer on her path to success.

She has continued to make such an impact in the educational field that when she was named vice president for University Advancement at San Diego State University four years ago, she became the first Latina vice president ever in the 23-campus California State University System.

"For Latinos, education is the real tool, the singular tool, the ultimate tool to their success," Mendoza said. "It is empowerment through education.

"Education is knowledge. Because of the economic hardships and realities for many Latinos–me included–education is the dream, but it is not always realized. It is very fulfilling to me to choose education as a career and specifically development and university advancement. Through university advancement, we help enable an institution to provide the resources needed to make the dream of an education a reality to the economically disadvantaged."

Upon Mendoza's arrival at San Diego State, the institution did not have a philanthropic organization. In 1999, she organized and became the chief executive officer of The Campanile Foundation, a nonprofit corporation that serves as the University's philanthropic foundation for securing and managing private gifts. It helped San Diego State set an institutional fund-raising record in 2000-01 with $42.1 million, which included an 89 percent increase over the previous year's dollars for support of academic and student-oriented programs.

"It's very rewarding to be within an educational setting such as university advancement and be able to promote visibility in the Hispanic community by helping provide the resources, scholarships, and mentoring," said Mendoza, who also considered the healthcare field.

Those aware of Mendoza's past are not surprised by her accomplishments in a relatively short time at San Diego State. While the woman known to friends as "Tere" was at Arizona State University from 1983-98, she helped build a fund-raising program that grew from $2 million in 1983 to a current $560 million campaign.

"The thing about Tere is that she has an unbelievable work ethic," said Lonnie Ostrom, president of the ASU Foundation at Arizona State. "She never asks anyone to do something she is not willing to do. She has one of my favorite characteristics of leadership, which is humility. You don't have to say what you do. Others will say it for you."

Among those who speak highly of Mendoza is Cruz Bustamante, California's lieutenant governor and the top-ranking Hispanic in the state.

"Tere is the perfect role model for Latinas and all women who want to achieve great things," Bustamante said. "I'm pleased to see the Institution had the foresight to acknowledge the leadership a Latina brings to this position."

According to *The Hispanic Outlook in Higher Education*, San Diego State ranks fifth nationally in bachelor's degrees awarded to Hispanics, and often is first among all California universities. The University also ranks seventh in Hispanic enrollment and 12th in master's degrees awarded to Hispanics.

Hispanic Business Student Association
Hispanic Business Student Association
San Diego State University
SD SU

"I learned at ASU that the most successful Latino students seemed to come from small towns where people knew you, where there was a strong sense of family responsibility." THERESA MENDOZA

San Diego State University has an enrollment of more than 34,000 students, making it the second-largest university in California and 23rd largest in the nation.

Stephen L. Weber, president of San Diego State, emphasized that Mendoza's presence on campus has paid off handsomely for the University.

"In a very short time, she has helped The Campanile Foundation mature into its intended role of supporting San Diego State University by increasing and managing the University's philanthropic assets," Weber said. "She has been a tremendous asset to San Diego State University."

In Mendoza's role as CEO of The Campanile Foundation, she has surrounded herself with others who have seen their hard work pay off in a big way. Among the 24 members of The Campanile Foundation's board are numerous corporate CEOs, a vice chancellor emeritus from the California State University System, San Diego Padres owner John Moores, and actress Marion Ross, a San Diego State alumna of "Happy Days" fame.

One of Mendoza's most influential supporters is another Hispanic success story, Ralph Rubio. A San Diego State alumnus, Rubio is co-founder, chairman, president, and chief executive officer of Rubio's Restaurants, Inc., and a charter member of The Campanile Foundation board of directors.

Rubio describes Mendoza as "very professional and a very smart woman who is wonderful to be around.

"Tere has a great smile and makes everyone around her feel very comfortable," Rubio said. "She takes her job and her family very seriously. She has clearly defined goals. I wouldn't get in her way."

Rubio compliments Mendoza and Weber for making San Diego State a more forward-thinking institution, especially in the area of fund raising. He notes that the University was basically in the "dark ages" in fundraising before Mendoza's arrival.

"She fights hard for what she believes in," Rubio added. "I've been surrounded all of my life by fiery, successful Latinas, and she is definitely one of them."

When Mendoza became the first Latina vice president in the California State University System, Douglas Patiño was vice chancellor. Now vice chancellor emeritus, Patiño is also a board member of The Campanile Foundation. He holds two degrees from San Diego State.

According to Patiño, he is "impressed, but not surprised" with all that Mendoza has been able to accomplish during her relatively short tenure at San Diego State.

"Tere's bicultural background and her valuing it [have] given her many leadership dimensions highly valued in today's marketplace," Patiño said. "In simple terms, Tere is a highly accomplished professional and a star in her profession, a statement I rarely have ever made."

Patiño lauds Mendoza for creating San Diego State's new philanthropic foundation and assembling a new and highly effective University Advancement division.

During her tenure, San Diego State has increased its University Advancement department from 35 to 57 employees in the following unit areas: development and fundraising, alumni programs, marketing and communications, government and community relations, and information services. Patiño further cites how Mendoza has increased total annual gifts to San Diego State while also helping President Weber position the University in the region and with the California Legislature.

"Tere is a highly disciplined, task-oriented person and a very strategic thinker," Patiño said. "She has kept many of the cultural strengths of the Latino community such as being collaborative in spirit, having great *familia* and community values, and being value based overall. She has the Latino *chispa* to laugh and works naturally with people of all colors, which, of course, is consistent with the diversity within the Latino community."

Another advocate of Mendoza's is The Campanile Foundation board member Robert Payne, president and chief executive officer of Multi-Ventures, Inc. Payne has been a driving force in helping bring the Super Bowl to San Diego in 2003, and he's impressed by the drive he sees in Mendoza.

"Tere is a very determined person with very specific goals," Payne said. "She has organized the University in a manner that makes us not underestimate our goals. There is clearly a new horizon at SDSU, and she deserves much of the credit."

The eldest of four children in her family, Mendoza knows what it's like to go through times when the horizon is uncertain.

When she was 10 years old, in 1963, her family received visas for Tere, her mother, and two sisters to leave Cuba and come to the United States. Her father, grandmother, and 2-year-old brother did not receive their visas until four years later.

Mendoza admits it was "traumatic" to have her family split up. She idolized her father, a man she did not see for quite some time after the family was forced to separate.

"Four years later, at the airport, Dad walked right past me and asked, 'Where's Tere,'" she recalled. "That was a very emotional moment."

Once the family was reunited, Mendoza attended high school in Simsbury, Conn.

Her first job out of high school involved working for a local newspaper, where she wore many hats: from creating artistic display ads to bookkeeping to managing circulation. She next was employed by Connecticut General Life Insurance (now CIGNA HealthCare), where she worked her way up to benefits settlement analyst.

Mendoza decided that insurance was not her career ambition, desiring instead to find a life career with universal human appeal.

"That's what I thought was most important in life," she said. "I wanted to find a theme that brings us together as human beings for the good of the whole. The arts, health, and education: You can travel anywhere in the world in those professions and make a contribution to mankind."

In the meantime, Mendoza was simultaneously attending the local community college and working. During that time frame, she ran into an old high school counselor who said, "It's time for you to go back to school full time."

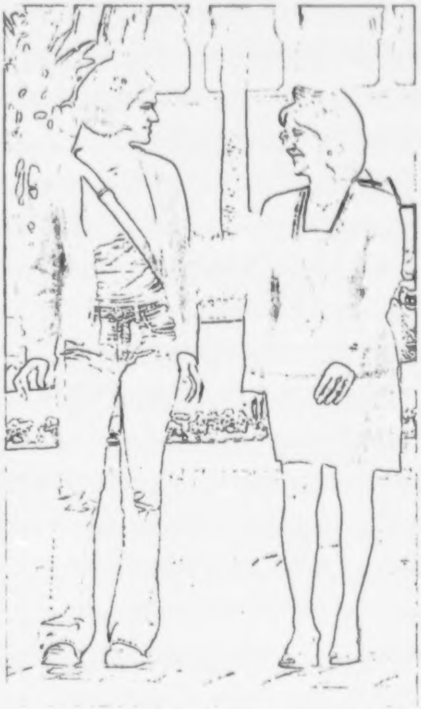
She received an AA degree from Hartford College for Women before applying to George Washington University, where she finished her undergraduate work in international affairs and economics. She later earned her Master of Arts degree at Arizona State.

Mendoza worked on Capitol Hill while she was in Washington, D.C. She was on the staffs of Rep. E. "Kika" de la Garza, D-Texas; Sen. Abraham Ribicoff, D-Conn.; and Sen. Harrison Schmitt, R-N.M., focusing on legislative issues regarding immigration, international trade, and national healthcare. She later served as the Washington director of the National Association of Latino Elected and Appointed Officials.

While in Washington, Mendoza met a member of the International City Management Association named Ruben Mendoza, who is now her husband and an investment banker. The parents of Alexandra, 14, and Nick 12, the Mendozas will celebrate their 20th wedding anniversary in August.

Ruben, a native of Arizona, and Tere moved to the Grand Canyon state when they were married. According to Tere, moving to the Southwest reconnected her with her Hispanic roots.

"To me, the Southwest is home," she said. "Cuba provided the foundation of family values that are universal to Latino families–you care about people. The heart is first and foremost with family and home. Where my spirit really took root was the Southwest."



Theresa Mendoza at SDSU with student Diana Ramírez

The Mendozas continue to maintain that family atmosphere living in the community of Alpine, a charming rural area 25 miles east of San Diego with a population of about 13,000.

"We chose Alpine because it's a small community atmosphere that is best for our kids," she said. "I learned at ASU that the most successful Latino students seemed to come from small towns where people knew you, where there was a strong sense of family responsibility."

Tere had been hired at Arizona State in 1983 by Lonnie Ostrom, president of the ASU Foundation. Although Mendoza had never before been involved in development work, she helped Arizona State build its fund-raising foundation from the ground up. The ASU Foundation had a goal of raising $75 million by the late 1980s, a plateau far surpassed when the organization raised $114 million. Mendoza worked her way up to executive vice president at ASU, and she was on staff when Arizona State broke ground for its ASU East and ASU West campuses.

Mendoza left Arizona State in 1998 because San Diego State offered her a job that she says was too good to refuse. When she started her tenure at San Diego State without even a philanthropic foundation in place, she had a definite feeling of déjà vu.

"Essentially, I walked into a situation that was very similar to what Arizona State's had been," Mendoza said. "This felt a lot like my earlier years at ASU."

At San Diego State, she took little time in making a positive impression. Within her first two years on the job, The Campanile Foundation was formed, and the University was ranked in the Top 400 of all philanthropic organizations in the country.

In the meantime, she implemented much the same strategy as during her Arizona State days. There was the need to engage alumni, make them feel good about San Diego State, and let them know of the University's financial needs.

Perhaps the biggest change from Arizona State to San Diego State concerned the position involved. Mendoza went from focusing on fund raising at Arizona State to heading the Division of University Advancement at San Diego State, where she could use the full complement of her life experience.

Mendoza's current and previous affiliations include the Council for the Advancement and Support of Education (CASE District VII, board member), the Hispanic Association of Colleges and Universities, the San Diego Hispanic Chamber of Commerce, Charter 100 (CA Chapter), The Downtown San Diego Partnership, the Association of Governing Boards of Universities and Colleges, Leadership California - Class of 2001, and the Port of San Diego's Chairman's Advisory Committee. She has served as a trustee on the board of the National Institute for Dispute Resolution, Washington, D.C., and was a gubernatorial appointee to the Maricopa County (Ariz.) Trial Court Nominating Commission. She has been named Outstanding Young Woman of America, listed in *Who's Who in Arizona* and *Who's Who among Hispanic Americans*.

Steve Dolan is a media relations specialist at San Diego State University.

Patrick Taylor's Astonishing Vision of Opportunity

"The Taylor Plan"

by Michelle Adam

Patrick Taylor's life reads like the quintessential American rags-to-riches story. He grew up poor in Texas, left home at an early age, completed a bachelor's in petroleum engineering in three years at Louisiana State University, and ultimately became the multimillion dollar oilman and philanthropist that he is today.

His story is one he has shared throughout the country, especially since receiving the Horatio Alger Award in 1986, as an example of a rags-to-riches success.

"That award led me to going to a number of high schools around the country. Most of them were the better high schools. My message was that if I could do it back then, coming from where I came from, well then, surely with all the federal programs and all of that, you can do it now," said the owner of New Orleans' Taylor Energy Company.

That message changed, however, when Taylor stepped into the auditorium of Livingston Middle School in New Orleans East to speak to 183 underachieving inner-city seventh- and eighth-grade students.

"I had a rear admiral who was head of the [Horatio Alger] foundation at that time, and he cautioned me that I could not give my standard 'Horatio Alger' speech to these kids because these kids were different. He explained to me that these kids had been set back in grade once, twice, and three times, that they had been gathered together in an attempt to keep them from dropping out," said Taylor. "I awakened early the next morning, at 3 a.m., and I was concerned about it. I don't believe in the role model concept unless the speaker can show the audience how they can get from where they are to where he or she is."

That day, in March of 1988, Taylor met with the 183 students and discovered that his message of "if I could do it, you can do it" was wrong. "The impact was rather profound. I discovered that I had been dead wrong for so many years, and I didn't realize it," he said. "I was assuming too much. I was assuming that access to college was easier then than it had been 40 to 50 years before. I was wrong."

The 183 students were predominately African American and from single-parent families. But beyond race, what became clear is that none of their families could afford to send their children to college, and because of this, the students and their families had already given up on the chance to obtain a degree in higher education.

"What I was looking at were kids from a low-economic background, kids who had turned their backs on education essentially, and kids that did not feel they had a future," said Taylor. "But when I asked how many of them wanted to go to college, every hand in the room went up. It was like a light bulb went off in my head. That

Patrick Taylor speaks at the Audubon Institute

showing of hands, in my estimation, was an answer for our country."

What Taylor did next made local and national media. He promised each one of the students that he would pay their complete college tuition if they stayed in school, followed a core curriculum, got into high school, and made a B average. "Their reaction was overwhelming," said Taylor.

By the time he had returned to his office, half an hour after leaving Livingston Middle School, the students had called a press conference and two television crews were surrounding Taylor's headquarters. "I was absolutely stunned. I didn't think I had done anything much," he said. Soon, Taylor was asked to return to the auditorium, and repeat what he had said to the students' parents and family.

"What the parents said to me almost universally was 'I haven't ever done anything for that kid, but I am now because that kid is going to college.' The opportunity to be somebody in this society raises the value of the students even to their parents," said Taylor. "Nobody questioned those standards. Nobody said, 'my kid can't do it.' Every single one of those people believed in their children. And with those kids, their thoughts about themselves increased enormously, because all of a sudden here was this guy who said, 'I think you can do it.'"

That day not only changed Taylor, but it has had an impact on thousands of students' lives since. To begin with, approximately half of those original "Taylor Kids" graduated from high school and half of these entered college. Also, five of the original Taylor Kids were selected for *Who's Who Among American High School Students*.

While some may applaud this initial outcome of Taylor's promise, he, nonetheless, believes that he gave students of Livingston Middle School hope far too late in their lives. Taylor recalled a visit from a friend who saw him shortly after he had made his promise to the students. His friend expressed concern that that "sure was a lot of kids" he was helping out. Taylor's response back then was "No, it's actually too few kids."

He began to research statistics on college success rates and soon discovered that only 25 percent of Louisiana families could expect to afford to send even one child to college. He also learned that only one in four of all entering freshmen, both within the state and nationally, actually completes a bachelor's degree.

What Taylor came to see even more clearly was that not only is college much more expensive today than when he was growing up (he attended Louisiana State University, which was tuition-free at the time), but also that success in our technology age depends on a college degree in the same manner that a high school degree offered that opportunity when he was a youngster.

"What we are trying to do is treat K-12 as separate from higher education. We can't do that. For those kids who aspire to college, we can no longer think just in terms of K-12. We must start thinking K-16," said Taylor. "We have to find a way to make sure kids are prepared academically and make college affordable."

In a speech Taylor gave at Northwood University in response to receiving its 1989 Outstanding Business Leaders Award, he said, "We have built a society that demands more education than we afford the majority of our people. We are only providing a high school education when we know that a high school diploma is meaningful only as a preparation for college....Apparently we have forgotten that the foundation of a free state is the education of its youth."

Convinced that more students should be able to afford college if they achieved good grades, Taylor conceived and prepared legislation for Louisiana. His idea was to pass legislation that would promise any student of the state, from a family income of $25,000 or less, full tuition coverage, if that student obtained a 2.5 average within a college preparatory high school curriculum and a minimum score of 18 on the ACT.

"I was given zilch chance of passing that bill. Friends of mine of that time told me later that people were laughing behind my back," said Taylor. He went on to explain that even lobbyists that he tried to hire didn't want to have anything to do with a 20th century Don Quixote-type like him. After all, he was suggesting the state enact a bill that was unprecedented in the country.

Nonetheless, after drumming up popular support and engaging in a fierce battle in the Legislature, the bill became ACT 789, the first "Taylor Plan" to be enacted, on July 10, 1989. What this meant was that students of Louisiana who dreamed of achieving

> "The opportunity to be somebody in
> students even to their parents,"
> those standards. Nobody

Patrick Taylor speaks at The Rotary Club

a degree in higher education and who worked hard to make the grades would receive financial support.

During the legislative battle, national media coverage on the original "Taylor Kids" drew the attention of Mike Wallace from "60 Minutes." Wallace covered the legislative battle in Louisiana, personally interviewed the kids and their parents, and ran a feature on "The Taylor Plan" in September of 1989. The result of his coverage led to a flood of phone calls for Taylor to carry his message to states and organizations across the country. He has since traveled nearly a million miles and given more than 1,000 speeches and interviews in support of the "Taylor Plan."

Today, 20 other states have merit-based college tuition programs similar to the "Taylor Plan," and, according to the Taylor Foundation, an estimated 25 million of America's young people now have a chance of earning college tuition based on their effort, merit, and desire.

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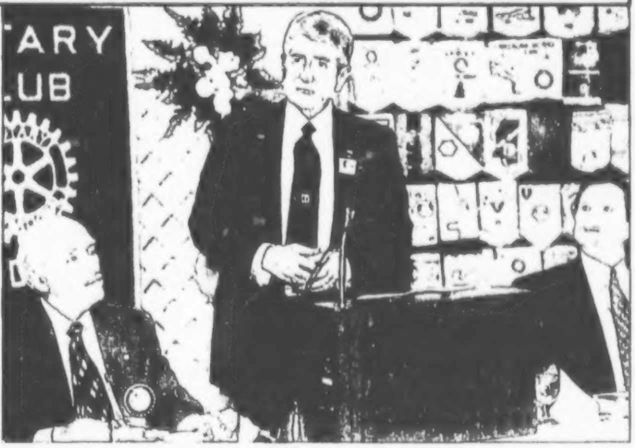

Speaking to members of The Rotary Club

While dozens of states have invited Taylor to speak to them about his plan, he still meets resistance along the way. Why try something new, and costly, when states have other forms of state and federal assistance? And what if their high schools don't have the appropriate curriculum to meet the needs of college-bound students?

Taylor's argument is a basic one: What we are doing is not working, and "it would cost the state nothing" to enact "Taylor Plan" legislation. "These kids that complete a core curriculum with a solid passing grade and score 18 on the ACT would not require remedial classes in college, and we would save money on remedial education. Also, it was my estimation that these kids would graduate in far greater numbers if they were adequately prepared for college. If they could hit the ground running, they would graduate in four years instead of the national average, which is six and half to seven years," said Taylor. "If only one out of four graduates from college, then you are paying far more for that one individual's college degree because of the other three who failed to graduate. The cost of their unsuccessful attempt to get a degree is a dead loss to the state."

He donates $5,000 to the George Washington Carver high school in New Orleans

In Louisiana alone, more than 43,000 students have benefited from the "Taylor Plan" (called TOPS, Tuition Opportunity Program for Students) since it was initiated eight years ago. "We are already seeing how much better these kids are doing," he said.

According to Taylor, fewer than 5 percent of college-bound high school graduates in Louisiana met their college admissions standards in 1987, whereas last fall 45 percent of entering freshmen met the standards. Also, Louisiana State University spent 35 million in remedial education alone for the 4,300-freshman class of 1987, whereas in the 1997 class of 4,600 students, only $27,000 was spent on remedial education, said Taylor. LSU has not had to provide any remedial education in the past two years, he added.

"Assuming nothing had changed, we would be spending $20 million in remedial education, compared to $12 million in tuition grant monies last year," said Taylor.

Since enacting the TOPS program in Louisiana, Taylor has traveled the country, talking to other states, and offering advice on how to create similar models to his own. Today, the following states have comparable programs: Arkansas, California, Florida, Georgia, Indiana, Kentucky, Maryland, Mississippi, Missouri, Nevada, New Mexico, North Carolina, Oklahoma, Rhode Island, South Carolina, Tennessee, Texas, Virginia, and West Virginia.

In Texas, where large Hispanic populations reside, Toward Excellence Access and Success (TEXAS) was enacted in 1999. The state put $120 million for 18,162 students into its tuition grant program this past year, and plans to spend

Patrick Taylor at the George Washington Carver High School in New Orleans during "Technology for Kids Day"

$162 million on students the coming year. Forty-eight percent of its students for the 2000-2001 year were Hispanic. As with Louisiana, students are required to take a specific college track curriculum in high school in order to qualify.

"This has really helped raise the quality of our graduating high school seniors," said Lois Hollis, assistant commissioner for student services of the Texas Higher Education Coordinating Board. "What we need to do, since Texas will become a minority majority state, is to assure that everyone is educated."

In Florida, the Bright Futures Scholarship program went into effect in 1990, and most recently helped 87,056 students with $164,769,347 in grant money for the 2000 school year. Of these students, 9,513 were Hispanic. Another state fund, the New Mexico Lottery Scholarship program, has provided 100 percent college tuition based on merit from lottery proceeds since 1997. "The colleges are realizing that a lot of the students are not prepared for college," said María Barela, financial specialist with the NM Commission on Higher Education. "This program has really had an effect in increasing enrollment in colleges."

While Taylor continues to visit other states in the hope of inspiring the entire nation to offer students merit-based grants for college, he is also working hard at home to make sure Louisiana students benefit as much as possible from its TOPS plan. (The plan has since increased its financial cap to $35,000). Believing his state has not done enough to advertise the program, he has created bumper stickers and foldouts to distribute throughout schools and neighborhoods so that more students know about the plan.

Through his foundation, Taylor has also established the Taylor/Audubon/NOMA Students and Scholars Program, through which seventh- to 12th-grade students who achieve good grades are given free memberships to the Audubon Zoo and the Aquarium of the Americas, as well as the New Orleans Museum of Art (NOMA).

Beyond home, Taylor's eyes are on the federal level as well. He already has a plan in mind for how to redirect Pell Grant monies, which, according to Taylor, "have been increasing every year since 1973 and have not accomplished anything. The government has increased the Pell Grant while states have simply increased tuition, room, and board to more than enough to soak it up." His proposal is to create a fixed amount for the Pell Grant, and make it available to every low-to-middle-income child who completes a college prep curriculum, and achieves solid grades and a medium grade on college admissions tests.

As Taylor continues to fight for the opportunity for children to receive a higher education, his work has not gone unnoticed. He received the Benemerente Medal from Pope John Paul II, and on July 10, 1999, ten years after the TOPS program was enacted, Louisiana named that day the "Patrick F. Taylor Day."

"If we are to continue as a great nation, we have to be more than simply one nation. We have to be one people. We have to have equality of opportunity," said Taylor. "We have an entire generation growing up thinking that college and the success it can bring is literally for other folks. If we have to fight to bring these people into the 21st century, then we are going to do it."

Staggering Challenges—Billowing Hope

Immigrant Children and U.S. Education

by
Thomas G. Dolan

> *German-, Italian-, and Irish-Americans did not rush in unison to trade their culture for America's, but left deep cultural imprints on American culture, and even fifth-generation descendants of the previous great wave still relate to their pre-American culture.*

The fourth largest Latino country in the world in terms of population is the United States," says Marcelo M. Suárez-Orozco, co-director of the Harvard Immigration Project, Harvard University, Cambridge, Mass. "This population has increased by 60 percent over the last decade to 35 million people."

Suárez-Orozco points out that this influx is part of the largest wave of immigration in the history of the U.S., made up of largely non European, non English-speaking people of color migrating in large numbers from not only Latin America but also the Caribbean and Asia.

"The combination of this phenomenal population growth in the context of an increasingly globalized world makes education, arguably, more important than ever before. This society is more than ever ready to reward people with the higher order of educational, cultural, and social skills that are acquired through higher education."

Schooling is critical, Suárez-Orozco continues, indicating that the average high school dropout will make less than $10 an hour, while someone with an advanced degree will make closer to $30 an hour. "We see an economy fragmented into the knowledge intensive and the service sectors where the average worker is losing ground," Suárez-Orozco says. He adds that the average worker is substantially worse off today than he was in 1970.

"Our schools have never really done a very good job at educating poor children, and many now arriving come from backgrounds where parents don't have the education to help their children navigate," says Suárez-Orozco, who, with María Paéz, has written *Latinos Remaking America*, just released by the University of California Press. "So, it seems to me, schools have to redouble their efforts to meet the needs of this substantial and increasingly important sector of the U.S. population."

What the Latino student arrives with, Suárez-Orozco maintains, "is a precious optimism, a respect for teachers, and a sense that education is the key. We need to channel this energy into educational programs that far surpass what we have today."

This enthusiasm is soon dissipated, for, as Suárez-Orozco relates, about half of all Latinos in the state of Texas drop out before finishing school, and this proportion is roughly the same in every state. Even worse, a large number of those who do graduate do so only nominally, without the skills necessary to make real inroads into this society.

The first step in immigrant education is teaching English. But this is a bigger challenge than one might initially think, and the schools don't do very well at meeting this challenge, says Guadalupe Valdés, the Bonnie Katz Tenenbaum professor of education, Stanford University, Palo Alto, Calif. "People tend to think that immigrant children all arrive at the public schools at age 5," she says. "The reality is they arrive at all different ages."

Children who are most at risk are those who arrive at school with zero English, she says. But what happens is that "they are effectively warehoused, and because of residential segregation, they are put into schools that are almost all Hispanic." What happens then, she continues, is that these children, instead of being given an education, are given an acronym: ESL–English as a Second Language.

They are given remedial English at the sake of the basic curriculum. "When someone says that his grandfather came to this country and learned English in a short time, ask what was the ratio of English-speaking to non English-speaking students," says Valdés. In those cases, the vast majority of both children and adults, in the community and around it, spoke English. But Hispanic children are typically surrounded by children who speak Spanish and then go home at night to a community where everyone speaks Spanish.

Many people note the difference in test scores between some groups of Asian or Jewish children and Hispanic or African American children. However, the former are surrounded not only by English-speaking people, but by all of the educational accoutrements of affluent middle-class America. Hispanics and African Americans, though for different reasons, are too often relegated to the ghetto in what many commentators have termed "American apartheid."

Just as most middle-class Whites don't want more people of color in their neighborhoods than is necessary to make them feel liberal, so too they don't want non-English-speaking children, especially those of color, in the same classrooms with their children, for they believe this would weaken the standards they have for their children. This reinforces the drive toward segregation. Yet, along with this physical segregation, ESL has become a euphemism for what they call "linguistic segregation" as well.

For even in those schools in which there are mixed populations, ESL classes keep Hispanic children separate from their White counterparts. "Many times the students only truly mix in physical education, not the best path toward better communication," says Valdés.

Even if the structure of the classrooms leads to linguistic segregation, "one would at least think that the textbooks would help," says Valdés. "However, we've done a study of the textbooks in California, and in every single case, there is no glossary or translation from Spanish to English." In other words, the battle over whether children should be taught in English or their native tongue has been won by those advocating English. Catch-22–non English-speaking students have no real access to English.

Moreover, the lack of real access to English leads directly to the lack of real access to the curriculum. "A student might find himself thinking, 'I used to think I was good at math,'" Valdés says.

"But he's not going to be interested in math two years later. He's likely started out with tremendous enthusiasm, but soon he learns he is at the bottom of the barrel. He's taught nothing but simple English, and is bored to tears. And then come the behavior problems."

When it becomes clear to the youth that the promise of education has been broken, that there is really not a way out, then from what vantage point can he view his future but that of limited economic opportunities, ethnic tensions, violence, drugs, and gangs? He is, Valdés says, "caught in the cycle of underachievement."

Beyond the children of varying ages who come to school with zero English, there are obviously many others who **do** speak English, and many who start off with zero English **do** overcome the barriers and **do** learn the language, some quickly. But, contends Carola Suárez-Orozco, co-director of the Harvard Immigration Project, and wife of Marcelo, "Simply speaking, English does not make one an American. To reduce culture to the acquisition of a second language misses the great depth of what culture is in terms of values, worldviews, and social practices," Suárez-Orozco says.

Suárez-Orozco differentiates between two broad reams of culture, "instrumental" and "expressive." "By instrumental culture," she explains, "we mean the skills, competencies, and social behaviors that are required to successfully make a living and contribute to society. By expressive culture, we mean the realm of values, world views, and patterning of interpersonal relations that give meaning and sustain the sense of self. Taken together, these qualities of culture generate shared meanings, shared understandings, and a sense of belonging. In sum, the sense of who you are and where you belong is molded by these qualities of culture."

HARVARD UNIVERSITY

Marcelo and Carola Suárez-Orozco

Hispanic parents have no problem accepting the need of instrumental culture for their children, at least in terms of mastering English and developing good work skills and habits, Suárez-Orozco says. They do, however, reject, and rightly so, those forms of acculturation which lead to a contempt for authority, glorification of violence, and sexually precocious behaviors. On the other hand, she continues, adaptation to the new culture can turn family values on their head. For it's the younger generation who are more adept in maneuvering in the New World. The youth often lead the parents in this regard, so the traditional authority of the parents is undermined.

The learning of English and adaptation to American culture should not come at the cost of forgetting Spanish and disregarding the Hispanic heritage. Instrumental culture is essential, Suárez-Orozco says. "At the same time, maintaining a sense of belonging and social cohesion with their immigrant roots is equally important," she continues. "When immigrant children lose their expressive culture, social cohesion is weakened, parental authority is undermined, and interpersonal relations suffer. The unthinking call for immigrant children to massively abandon their culture can only result in loss, anomie, and social disruption."

The "melting pot" was not quite the way it's been made to appear in history books, says Suárez-Orozco. German-, Italian-, and Irish-Americans did not rush in unison to trade their culture for America's. In fact, these peoples have left deep cultural imprints on American culture, and even fifth-generation descendants of the previous great wave still relate to their pre-American cultures.

"Today, there are clear and unequivocal advantages to being able to operate in multiple cultural codes, as anyone working in a major corporation knows," Suárez-Orozco says. "There are social, economic, cognitive, and aesthetic advantages to being able to transverse cultural spaces. Immigrant children are poised to maximize that unique advantage. While many view these children's cultural, including linguistic, skills as a threat, we see them as precious assets to be cultivated."

But how are these precious assets to be cultivated in terms of the obstacles set forth above?

They have a strong base from which to start, says Suárez-Orozco. "Hard work and optimism about the future are central to the immigrant's raison d'etre. The immigrant's most fundamental motivation is to find a better life."

> ***What happens then...is that these children, instead of being given an education, are given an acronym: ESL–English as a Second Language.***
>
> GUADALUPE VALDÉS, PROFESSOR OF EDUCATION,
> STANFORD UNIVERSITY, CALIF.

Immigrants don't need to be lectured about family values, she continues. Close family ties are not only a part of the heritage; they also help people survive in strange and often hostile environments. Likewise, immigrants view hard work as essential to the project.

The key, however, in getting from there to a successful future is still education. To overcome the overwhelming lacks in the educational system, there "are no magic bullets," Suárez-Orozco says. But there are some modest, concrete ways in which change can come about. Schools can welcome immigrant parents and show how they can become a part of the process. Middle-class Whites have their computers and parent-child homework projects as part of the success path. Immigrant parents for the most part value education but don't know how to play the game. Schools can help show them how.

Valdés suggests that students can be tested, in their own language, for aptitudes and should not be denied the development of those aptitudes or normal progression through the curriculum even if they start not knowing English. "Even if the math text is in English and the course is taught in English, it wouldn't hurt having a text in Spanish around," she says. "We need to position the debate so it's not either-or."

Schools have to be changed, of course, as well as many other aspects of the society. But, says Eduardo J. Martí, president, Queensborough Community College of the City University of New York, there is a more primary place to start.

The immigrant experience varies from area to area throughout the country, Martí explains. But here in New York City there is a greater awareness and acceptance of immigrants and their children." He adds that the "community colleges are a wonderful vehicle." There is an open admissions environment, an access to higher education tuition, and most expenses are covered through federal and state aid, as well as free health care from the state for the poor.

Still, he says, "For some time, I have been writing in a Spanish newspaper–don't be afraid to apply." The problem is that Hispanic culture sometimes prevents immigrants and their children from accessing higher education. "In the United States, education is the key to a privileged life, while in Mexico the university is reserved for only the very bright or economically advantaged," Martí says. "What does this mean? The person who has finished the ninth grade is ready, in Mexico, to go to work.

"Immigrants from other cultures may come to this country for the express purpose of education and using the skills from education to advance, but our people come to this country in many cases looking for work, and education becomes less important." In other words, the instrumental culture for too many Hispanics does not imply higher education. "Therefore," says Martí "that attitude creates an underclass that perpetuates itself."

Martí relates that just recently a former student from Colombia came to thank him. He was 38 years old and arrived in this country as a construction worker. He went back to Colombia, married, and returned to the U.S. His wife had encouraged him to get an education. "When he thanked me, he said, 'Before, I knew I had a strong back and could work with my hands, but I thought that was all I had.' He came to realize that his value as a human being resided in his mind as well as his hands."

The task of breaking through this bias, which comes not from White society but Hispanic culture itself, has to start at an earlier age. Despite all of the flaws in the educational system, education is still the key, Martí maintains.

"No one is going to help us unless we help ourselves," he says. "We have to take children and make them soldiers against poverty. Yes, I am using a militaristic term. We have to train them so they can have access to higher education, so they can get good jobs, so they can then turn around and help others. No one is going to help us until we help ourselves. And we are the ones who must teach our children that the only way to break through the cycle of poverty that leads to economic slavery is through education."

FYI...

The Hispanic Outlook In Higher Education www.hispanicoutlook.com August 26, 2002

NWLC Finds Huge Athletic Scholarship Gap for Women at 30 Institutions

WASHINGTON, D.C.

The National Women's Law Center (NWLC) released the names of 30 colleges and universities in 24 states that "fail to give female athletes their fair share of athletic scholarship dollars as required under the law." NWLC found the annual gap at these schools to be nearly $6.5 million in lost athletic scholarships to young women, many of whom depend on scholarships to attend college.

"Thirty years after Title IX, our young women are still being shortchanged. Sex discrimination in athletic scholarships has a harmful and practical impact on female students and their families who are trying to make ends meet while also paying for college tuition," said Marcia D. Greenberger, NWLC co-president. "We hope these schools will come forward to fulfill their legal obligation to their female athletes and treat them fairly."

NWLC sent letters to these 30 schools, warning them of their possible Title IX violation and demanding that they fix the "harmful and unfair practice": the University of Alaska-Fairbanks; Samford University; University of California-Berkeley; Delaware State; University of Miami; University of South Florida; University of Idaho; Lewis-Clark State College; Northwestern; Indiana University at Bloomington; University of Notre Dame; Kansas State; Western Michigan; Michigan State; University of Minnesota-Twin Cities; Columbia College (Mo.); University of Nevada-Las Vegas; State University of New York-Buffalo; University of Cincinnati-Main Campus; Central Methodist College; University of Toledo; Oklahoma State University-Main Campus; Portland State; Bucknell; East Tennessee State; University of Texas-Austin; Weber State; Green Mountain College; West Virginia University Institute of Technology, and the University of Wyoming.

The athletic scholarship gap represents the difference between the percentage of female athletes and the percentage of scholarship dollars that they receive. The law requires the percentages of total athletic scholarship dollars awarded to male and female athletes to be within 1 percent, or one scholarship (whichever is greater), of their total athletic participation rates, absent any legitimate, nondiscriminatory reasons. For example, if women comprise 40 percent of the athletes, they should get between 39-41 percent of the athletic scholarship dollars.

At the 30 schools, the athletic scholarship gaps range from 4 percent to 17 percent; the average male athletic scholarship is $7,875, and the average female athletic scholarship is $5,744–according to NWLC. The Center says its analysis is based on public information made available by each school under the Equity in Athletics Disclosure Act, available on the U.S. Department of Education's Web site at www.ope.ed.gov/athletics.

NCLR Develops Institute for New Teachers

WASHINGTON, D.C.

The National Council of La Raza (NCLR) announced the launching of its first annual New Teacher Professional Development Institute (NTPDI). The Institute will prepare new teachers of Latino learners to promote gains in student achievement and excellence in culturally relevant curricula, strategies, and instruction.

NTPDI, primarily for new teachers working in NCLR affiliate schools, will be organized into Wake-Up Sessions, Core Courses, and Learning Team Meetings, and a final project. The goals are to::

- provide new teachers with skills, knowledge, understanding, and tools for the effective instruction of Latino learners.
- provide a forum in which to explore identity and the importance of cultural competency as teachers of Latino students.
- promote teachers as educational leaders through ongoing professional development.
- inspire participants to act with commitment and resilience in the education of Latino students.

Wake-Up Sessions are daily presentations or "talks" given by nationally known speakers and experts in the education of Latino learners. Core Courses, taught daily in three-hour blocks, include "Curriculum and Instruction" and "Classroom Climate" and focus on the needs of elementary, middle, and high school teachers. Learning Team Meetings occur nightly and address critical reflection and pedagogy. In Learning Teams, teachers will share a forum for inquiry into and discussion of critical pedagogy.

For more information or a copy of the brochure, call the Center for Community Educational Excellence at NCLR, (202) 776-1808.

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The Hispanic Outlook In Higher Education www.hispanicoutlook.com August 26, 2002

College Board Announces a New SAT

NEW YORK, N.Y.

The trustees of The College Board voted unanimously to develop a new SAT I. The changes, announced by College Board President Gaston Caperton, follow extensive consultation with members, including university presidents, admissions directors, high school guidance counselors, and teachers. The first administration of the new SAT I will take place in March 2005. Until then, the current test will be used.

"The current SAT I is the most rigorously and well-researched test in the world, and the new SAT I will only improve the test's current strengths by placing the highest possible emphasis on the most important college success skills–reading and mathematics, and, now, writing," Caperton said.

According to Caperton, the new SAT I will remain a test of developed reasoning and thinking skills, as it has been for 76 years. The new test will be even more closely aligned with current high school curricula than before

- A writing test will be added, including multiple-choice questions and a student-written essay.
- Analogies will be replaced by more critical reading passages from texts that range from science and history to humanities and literature (what is now called the Verbal Reasoning Test will be renamed the Critical Reading Test to emphasize the importance of reading).
- The math test will be expanded to include topics from Algebra II, and quantitative comparisons will be eliminated.

"The writing test will add great value to the SAT I," said Linda Clement, chair of The College Board trustees and vice president of the University of Maryland at College Park. "Research has shown that the addition of a writing test provides increased validity in predicting college success, but, more importantly, it sends a loud and clear message that strong writing is essential to success in college and beyond."

The new SAT I will be introduced following thorough research and field testing over the next three years. Longitudinal test data will not be disturbed; rather the new test will be equated to the current test. In addition, a diagnostic feature, similar to one recently added to the PSAT/NMSQT, will be added to the SAT I to help improve a student's academic skills. Research will also be conducted to confirm the value of this diagnostic for students, schools, and colleges.

ACE Report Examines Importance of Rigorous High School Curriculum

WASHINGTON, D.C.

Access and Persistence: Findings from 10 Years of Longitudinal Research on Students, a report from the American Council on Education (ACE), summarizes the findings of three federally funded national longitudinal studies of college students. One topic covered is the importance of completing a rigorous high school curriculum for both access to a four-year institution and persistence once enrolled.

According to the report:

- In general, high school graduates whose parents attended college are much more likely to go on to college. However, two-thirds of high school graduates whose parents did not attend college, but who completed mathematics courses beyond Algebra II, enrolled at a four-year college within two years of graduation. Only 11 percent of similar students who completed only Algebra I and Geometry attended a four-year college.
- Among first-generation students at four-year institutions (those whose parents did not attend college), 81 percent of those who had taken a rigorous high school curriculum were still on track to complete a bachelor's degree three years after entrance, compared to 55 percent of those who had taken only a basic high school curriculum. These students also narrowed the persistence gap between themselves and their peers whose parents attended college.
- The most rigorous curriculum includes advanced science, four years of mathematics through at least precalculus, three years of a foreign language, and at least one advanced placement or honors level course.

People-Places-Publications-Conferences

PEOPLE & PLACES

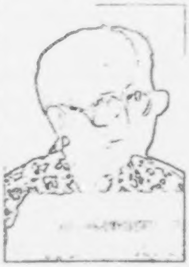
New York Film Festival Home for Latin Cinema

Latino filmmakers and cinematic works about Latinos from around the world converged at The New York International Latino Film Festival (NYILFF). The third annual fest screened 50 select films by and/or about people of Latin American descent and brought together Latinos in Hollywood and the independent film industry with students and moviegoers.

With the number of Latinos in this country on the rise, film has become an important way in which their ideas and images can be communicated to vast audiences. By providing the many up and coming Latino writers, actors, producers, and directors with a venue to offer their expansive images of the Latino experience, the NYILFF has become a resource for the emerging national and international Latino film scene.

NYILFF features included: Robert Rodríguez's "Spy Kids 2: The Island of Lost Dreams"; Franc. Reyes' "Empire," starring John Leguizamo; Sundance and Tribeca Film Festival award winner "Manito," directed by Eric Eason; and "Big Pun: Still Not a Player," a documentary about the life of the late hip-hop star Christopher "Big Punisher" Ríos, the first Latino rap music performer to go platinum.

Pantoja, Puerto Rican Educator and Activist, Passes Away



Antonia Pantoja, educator, activist, and founder of some of the nation's longest-lasting Latino organizations and institutions, most notably ASPIRA, died of cancer May 24. She was 80.

Born in San Juan, Puerto Rico, Pantoja moved to New York City in 1944. There she became active in the Latino community and began organizing efforts. She attended City University of New York Hunter College and the Union Graduate School in Ohio, receiving a bachelor's degree, master's, and doctorate.

Through her efforts and interests the following organizations were founded: Puerto Rican Association for Community Affairs (1953), National Puerto Rican Forum (1958), ASPIRA (1961), Universidad Boricua (1970), Puerto Rican Research Center (1970), PRODUCIR (1985), Latino Educational Media Center (2001), and Aspirante Alumni Fellowship, Inc. (2002). She was honored with many awards during her lifetime, including the Presidential Medal of Freedom in 1997.

Pantoja will be remembered most for dedication to Latino youth and her contributions to the strengthening of minority communities, particularly the Puerto Rican community.

González Elected NAHJ President

Juan González was elected president of the National Association of Hispanic Journalists (NAHJ) at its 20th annual convention. According to the *Latino Digital Reporter*, González, an NAHJ founding member and *New York Daily News* columnist, competed with NAHJ board member and *Boston Globe* education editor Marilyn Garateix for the Association's top spot.

It was 20 years ago that González helped establish NAHJ as a resource for developing Latino journalists.

As president, González plans to create a leadership institute for young Latino journalists; prepare bilingual journalism-training programs on video and CD-ROM; expand membership and services; diversify funding sources for greater independence; monitor journalism schools, television stations, and newspapers, and evaluate programs, hiring trends, and Hispanic promotion.

A graduate of Columbia College, González co-founded UNITY: Journalists of Color, the National Congress of Puerto Rican Rights, and the Young Lords Party. He is a visiting professor of public policy at the City University of New York's Brooklyn College.

Towson Establishes Trust

Towson University (Md.) is a beneficiary of the $1.4 million Harold J. Kaplan, M.D. Charitable Trust benefiting the University's College of Fine Arts and Communication. In recognition, the University renamed its concert hall The Harold J. Kaplan Concert Hall. Kaplan supported the work of Towson art students for many years.

Kaplan, a urologist for more than 30 years, attended Loyola College and Howard University School of Medicine. He served in the United States Army Reserve and held faculty appointments at the University of Maryland, Howard University, Canadian Royal College of Surgery, and the University of British Columbia. He was also a visiting surgeon at the Mexican Urological Association.

The Howard University School of Medicine is also benefited by the Trust.

Harvard Might Not Honor Early Decision

Harvard University (Mass.), as early as next year, might accept and enroll students previously accepted to other schools under early decision programs, *The Harvard Crimson* reported.

Early decision programs allow high school seniors early application to a school as long as they promise to attend if accepted.

Harvard's possible move has the potential to cause problems at institutions such as Dartmouth, Princeton, Stanford, and Yale. The early decision system could be open to legal challenges.

According to the *Crimson*, at least one Harvard representative simply feels that honoring early decision makes little sense, since its own admissions committee opposes it. The University has yet to make a final decision on the matter, but Harvard President Lawrence H. Summers was said to be supportive of moving away from honoring early decision.

Pew Hispanic Center Reports on Working Latino Teens

The Pew Hispanic Center, an affiliate of the University of

Southern California, released a report, ***Work or Study: Different Fortunes of U.S. Latino Generations***, which states that Latino immigrant teens ages 16-19 work and earn more than anyone else in their age group, including Whites. But it is only temporary because many of the youth work full time while their contemporaries are studying, and thus lack education when they reach adulthood, placing them at the low end of the U.S. labor market.

The report also finds that many native-born Latino youth attend school in their teens and into their early 20s to boost their earnings later, but must work while they study, making their educational progress dependent on the labor market.

The detailed portrait of Latino teenagers and young adults is based on an analysis of data from the U.S. Census Bureau's Current Population Surveys in 1995 and 2000.

Miami-Dade Celebrates New Education Baccalaureate

The Florida Board of Education approved Miami-Dade Community College's (M-DCC) proposal to offer four-year degrees in education. The College now expects to attract more minorities and other working adults to new careers in education, which might help solve the nation's teacher shortage. M-DCC hopes that by offering a baccalaureate it will ensure the retention of minority students in the field.

Dr. Eduardo Padrón, president of M-DCC, and Leslie Roberts, chairperson of the M-DCC School of Education (both pictured), were excited by the state's decision. School officials believe that M-DCC can now help close the widening cultural gap between those who stand in front of the classroom and the children they instruct.

M-DCC has launched many programs over the past 40 years to meet the needs of adult, working, and minority students. Programs such as the new education offering allow a student to earn a bachelor's degrees at locations, times, and costs that are more accessible than those of a four-year university.

New President at NJIT

Robert A. Altenkirch was named president of the New Jersey Institute of Technology (NJIT). The former vice president for research at Mississippi State University (MSU) brings a wide background in university research, teaching, and administration, with extensive experience in program development, fund raising, and federal relations.

A mechanical engineer, Altenkirch received his bachelor's and doctoral degrees from Purdue University and a master's from the University of California-Berkeley. He is a member of the American Society for Engineering Education and the American Society of Mechanical Engineers and a reviewer for numerous professional journals.

Altenkirch's previous positions include professor and chair of mechanical engineering at the University of Kentucky, professor and dean of the College of Engineering at MSU, and professor and dean of the College of Engineering and Architecture at Washington State University.

Austin-Sponsored Cross-Border Institute Gets AT&T Grant

The Cross-Border Institute for Regional Development (CBIRD), sponsored in part by the IC2 Institute at the University of Texas-Austin, received a $150,000 gift from the AT&T Foundation to promote the use of telecommunications and Web-based technologies in training workers along the Texas-Mexico border.

The grant helps CBIRD evaluate the level of computer technology and Internet access in the border communities. The evaluation enables the Institute to identify job skills required of workers in border communities who seek employment in new and existing industries. CBIRD can then help these communities develop appropriate educational and training programs.

CBIRD was created to enhance and diversify economic and social conditions of the border region, an area of great importance to the economic prosperity of Texas. The IC2 Institute, founded to foster technology commercialization at UT, and which issued the grant proposal, is one of several founding members and sponsors of CBIRD. Also involved with CBIRD are the academic, government, and private sectors and philanthropic and nongovernmental organizations of the border region.

American Craft Museum Honors Latina

In New York, the American Craft Museum and Hunter Douglas Window Fashions named Lorena Barrezueta a third-place winner of the second annual Horizon Award, which includes a cash prize. Barrezueta's piece, "Squeez," a stool of vinyl and steel, was placed on display at SOFA NY, the International Exposition of Sculpture Objects and Functional Art, in Manhattan.

Barrezueta, a product design major at New School University's Parsons School of Design (N.Y.), was one of five students selected by Parson's faculty to enter the competition, which required that the piece be made by hand in one or more of the following: ceramics, metalsmithing, jewelry, glass, furniture, wood, and/or textiles. Distinguished critics, artists, designers, museum experts, and other professionals judged the competition.

The Horizon Award honors contemporary young artists based on individual talent, innovation, and a demonstrated future commitment to working professionally with craft media.

Montana Professor Receives National Recognition

University of Montana Associate Professor Linda Gillison received an Outstanding Advising Certificate of Merit as part of the 2002 National Academic Advising Association's (NACADA) awards program, one of only 13 faculty nationwide receiving the honor in the Faculty Academic Advising category.

Photo © Todd Goodrich

Gillison recently became chair of the department of foreign languages and literatures, and teaches in the classics section.

Each year since 1983, NACADA has honored individuals and institutions making significant contributions to the improvement of academic advising.

Portland Schools Join Forces on ESL Lab School

PORTLAND STATE UNIVERSITY & Portland Community College

In Oregon, Portland State University (PSU) and Portland Community College (PCC) are participating in a U.S. Department of Education-funded English as a Second Language (ESL) lab school for adults, located on the PSU campus. The state-of-the-art lab is the only adult ESL classroom-based research facility in the country.

PCC, the largest provider of ESL services in Portland, provides the ESL instruction and students for the lab. PSU's applied linguistics faculty performs the research and experiments.

By analyzing the classes through closed-circuit television, researchers are trying to find out why some adult ESL students do not follow a program through to its conclusion. Researchers will follow up on the students over a five-year period to examine their lives and the impact on attendance rates. The results will be shared with professional and educational communities throughout the country and strategies may be developed to increase retention.

CCNY Commencement Celebration

New York City Fire Commissioner Nicholas Scoppetta, Police Commissioner Raymond W. Kelly, and Deputy Chief Leonard Mackesey of the Port Authority Police each received the City College of New York (CCNY) President's Medal of Honor on behalf of their departments.

The medals recognized their heroism, sacrifice, and service in the wake of the terrorist attacks in New York on Sept. 11.

CCNY valedictorian Adriana Espinosa (pictured l.) of Puerto Rico received a bachelor's degree in economics and two prestigious fellowships for graduate studies: the Graduate Opportunity Program and the Ford Foundation Fellowship. This fall she will begin doctoral studies in economics and continue research in financial economics at the University of California-Berkeley.

CCNY also conferred a bachelor's degree in mechanical engineering on John D. Romo (r.), 71-year-old, Chilean-born architectural designer. Romo plans to continue his graduate studies at CCNY and continue work on an engineering project to develop his patented compact and affordable helicopter prototype that could be used by ordinary citizens to commute over busy cities.

News from Broward

Broward Community College

Former Broward Community College (Fla.) students Nicholas DuRocher and María Abella were selected for the All-USA Academic Team for Junior and Community Colleges. DuRocher, a 2001 Broward graduate, was chosen for the 20-member second team. He is attending Florida International University, working toward a degree in biochemistry, and hopes to go to medical school or pursue a doctorate in genetics. Abella, a native of Venezuela, moved to the United States in 1999 and was chosen for the 20-member third team. She was on Broward's nationally ranked tennis team and is currently working toward a degree in art and graphic design at the University of Florida.

Broward also began offering an intensive, eight-week, all-English program for Spanish-speaking professionals who want to increase their English skills quickly. According to Jeff Allbritten, director of the College's Pines Center, where the course is offered, participants sharpen their English grammar, reading, writing, and conversation skills. "It's like an English boot camp," Allbritten said. "There is no Spanish spoken in the class whatsoever."

USC Study Links Cultural Pride to Healthy Latina Relationships

A University of Southern California (USC) study has found that the more cultural pride a Latina has, the more likely she will land in a healthy relationship.

The study, drawn from a sample of nearly 500 pregnant teenagers in Los Angeles County, concluded that childhood conditions and personality characteristics greatly influenced how Latinas picked their boyfriends and husbands.

Rod Goodyear, professor and chair of counseling psychology at USC, found that depressed Latinas with poor self-images were more likely to end up with mates ranging from abusive to controlling and may gravitate toward drugs and choose men who use drugs. He found that cultural pride seemed to mitigate the effects of childhood neglect and depression and protected them from having bad relationships.

"Helping teens develop cultural pride may be the key to reducing teen pregnancy," said Goodyear, who co-authored the study along with Michael Newcomb. "Latinas in the healthiest relationships were raised in nurturing households and had a strong ethnic identity."

News from Oklahoma State Regents for Higher Education

- In recognition of the Oklahoma State Regents for Higher Education's efforts in promoting student success, the National Governors Association (NGA) chose Oklahoma as one of two sites for its Center for Best Practices learning laboratories. The laboratories are designed to improve the college access and success of low-income students and to build political influence to change public policy. NGA has been impressed with Oklahoma's Educational Planning and Assessment System, which charts student performance for college.
- The Oklahoma Guaranteed Student Loan program, administered by the Regents, supports the Mapping Your Future Web site, which recently hosted a live chat session to help college-bound students learn more about paying for college, completing the Free Application for Federal Student Aid, determining student aid eligibility, and setting career goals and job search techniques.
- Students from across Oklahoma finishing the eighth, ninth, and 10th grades had the opportunity to enroll in the Oklahoma Higher Learning Access Program, a scholarship program created by the Oklahoma Legislature that awards full college tuition to high-achieving high school students from families whose income is no more than $50,000. An estimated 2,800 students will receive the scholarship next fall.

Southwestern School of Law Honors California Justice

Southwestern University School of Law (Calif.) awarded doctoral degrees in law to 214 graduates and bestowed an honorary Doctor of Laws degree on Carlos Moreno, associate justice of the California Supreme Court.

Moreno, guest speaker at the event, was honored for his devotion to the justice system, young people, and the community.

Moreno's speech urged the newest members of the law profession to use their hard-earned skills and talents to serve the community by promoting access to justice, and to realize the greater sense of responsibility, obligation, and commitment they now hold.

"We as a nation, and particularly lawyers, must make a concerted effort to effectuate a philosophical sea change to make access to medical and legal services uppermost in our minds," said Moreno. "Something as simple as making sure that people are not excluded from participation in the justice system because of a barrier such as language, resources, or technology can make a big difference."

South Carolina Museum Documents Latino Farmworkers

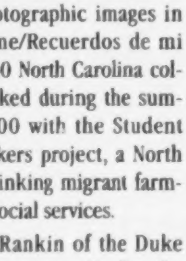
The University of South Carolina's McKissick Museum presented a collection of photographs documenting the folk traditions of Latino farmworkers in the Carolinas. The photographic images in "Recollections of Home/Recuerdos de mi Tierra" were taken by 40 North Carolina college students who worked during the summers of 1999 and 2000 with the Student Action With Farm Workers project, a North Carolina organization linking migrant farmworkers with essential social services.

According to Tom Rankin of the Duke University Center for Documentary Studies, the collection "tells us about the ways Latino workers and their families have made new lives and how they have adapted traditions from home."

Text panels explaining the social, economic, and occupational context of the images accompanied the photos. These panels were based on student documentation of the traditions and customs of the migrants, including foods, crafts, folk-healing methods, and celebrations.

Brookhaven LASO Member Earns Scholarships and Awards

Brookhaven College (Texas) business management major Fernando Amaya received a $4,000 academic scholarship from the Greater Dallas Hispanic Chamber of Commerce. Amaya was one of 50 students selected for the scholarship.



Since enrolling at Brookhaven, Amaya has been a member of Phi Theta Kappa and president of the Latin American Student Organization (LASO). Under his leadership, LASO increased its community service efforts. He is also a bilingual teacher for AIDS awareness among adults and youth.

Amaya, who works part time to pay for school, also received a Coca-Cola Foundation scholarship and the U.S. President's Service Award, both for his commitment to community service.

NCTE Presents Annual Awards

The National Council of Teachers of English (NCTE) honored educators from across the country at the 2002 Conference on College Composition and Communication (CCCC).

The CCCC Exemplar Award went to Art Young of Clemson University for setting an outstanding positive example, and the Richard Braddock Award went to Kathryn Fitzgerald of Utah State University for her article, "A Rediscovered Tradition: European Pedagogy and Composition in Nineteenth-Century Midwestern Normal Schools" in the June 2000 issue of *College Composition and Communication*. The James Berlin Outstanding Dissertation Award was given to Wendy B. Sharer from East Carolina University, the Outstanding Book Award went to Paul Kameen of the University of Pittsburgh, and the Outstanding Dissertation Award in Technical Communication went to David Dayton from Southern Polytechnic State University.

The conference awarded Dream Travel Awards to encourage the scholarship of historically underrepresented groups. The winners were Rachel Brooks-Rather, Carlos Evia, Haivan Hoang, Asao Inoue, Michelle Johnson, Derek Landers, Hilary Owens, Patricia Trujillo, Piper Kendrix Williams, and Margaret Wong.

NCTE's Two-Year College English Association (TYCA) handed out awards to educators and journalists for Outstanding Programs in English, Fame and Shame, and Outstanding Service to Two-Year Colleges. Derek Soles of Wichita State University won TYCA's Best Article of the Year Award for his article "Grading as a Teaching Strategy" in the December 2001 issue of *Teaching English in a Two-Year College*.

SMU Names Director of Mexican American Program

The Perkins School of Theology at Southern Methodist University (Texas) named the Rev. G. Jean "Jeannie" Treviño-Teddlie director of its Mexican American Program. The program works closely with The United Methodist Church's National Plan for Hispanic Ministries to help churches with the growing Hispanic U.S. population.

An ordained deacon in The United Methodist Church, Treviño-Teddlie has a long history of leadership in the Hispanic ministries of Texas, including work with faith-based conferences and boards. She completed coursework at Garrett Evangelical Theology Seminary, the Brite Divinity School, and the United Theological Seminary and holds a bachelor's degree in Spanish from the University of North Texas, a secondary teaching certificate, and a master's in social work from the University of Texas-Arlington. She wrote the book *Pentecost Journey: A Planning Guide for Hispanic Ministries*.

Edinboro Continues Latino Leadership Program

More than 80 Latino middle and high school students spent a summer week at Edinboro University of Pennsylvania and General Electric's (GE) Erie plant for the annual Latino Leadership Development program, which has the goals of increasing high school graduation rates and enrollment in and graduation from postsecondary institutions.

Participant activities centered on strengthening academic skills in math, science, and communication; and enhancing leadership skills, positive self-image, and professional career awareness. The middle school students were instructed in mathematics and applied mathematical concepts to practical engineering projects. The program continues during the school year by having the students mentor and tutor Latinos in elementary schools.

Edinboro hosted the program in collaboration with GE Transportation Systems, Pennsylvania Higher Education Assistance Agency, GE Hispanic Forum, and the School District of the city of Erie.

Mt. SAC President Receives Management Award

Mt. San Antonio College (Calif.) President Bill Feddersen received the National Council for Research and Planning's (NCRP) management recognition award, presented to a CEO who has made a significant contribution to the advancement of research, planning, and information-based management.

NCRP is a national organization that helps institutional research and planning professionals in two-year, postsecondary educational institutions and others with a special interest in community college research.

Feddersen has 30 years experience as a community college president. And held that post at Napa Valley College before joining Mt. SAC. The many state and national leadership positions he has held include a seat on the President's Advisory Council for the Phi Theta Kappa honor society. He is currently on the Los Angeles County Workforce Investment Board, the San Gabriel Valley Economic Partnership board of directors, and is a member of the Covina Rotary Club.

Smithsonian Launches New Web Site

To celebrate its 50th anniversary, the Smithsonian Institution Traveling Exhibition Service (SITES), largest of its kind in the nation, has launched a new Web site, www.sites.si.edu, which offers increased access to Smithsonian collections and research. Since 1952, SITES has taken more than 1,500 exhibitions on tour.

The Web site includes: a map allowing visitors to find out where and when an exhibition will be in their community; up-to-the-minute information for the media; revised presentations of past and present exhibitions; exhibition searches; an education and publications section for outside resources related to exhibitions; and details on funding an exhibition.

Huston-Tillotson Tops Funding Goal

Huston-Tillotson College (Texas) received more than $1 million in grants to improve its technology systems and historical buildings, topping the fund-raising goal of the private, historically Black college for academic year 2001-2002.

Technology grants included: $150,000 from a Houston Endowment United Negro College Fund (UNCF) Technology Assistance Program Grant, "Increasing Communication Efficiency Using Innovative Technology"; $300,000 from Dell Computer Corporation as part of the UNCF Technology Enhancement Capital Campaign; $50,000 from the UNCF/Bank of America Teacher Education program; $50,000 in Telecommunications Infrastructure Fund grants; an additional $74,000 in telecommunications funding; $200,000 from the 77th Texas Legislature for distance learning; and $50,000 from 3M Foundation's 2002 Vision Grant.

Preservation grants included: $31,500 and $74,000 from the Heritage Marketing Grant program through the Austin Convention and Visitor's Bureau; and two grants totaling $455,000 from the United Methodist Church Black College Fund.

Cal State L.A. Hosts Merrill Lynch/HACU Luncheon

More than 40 congressional, corporate, and education leaders from Southern California gathered at a California State University-Los Angeles luncheon, thanking Merrill Lynch and Congressman Xavier Becerra for their support of Hispanic education.

Merrill Lynch awarded $25,000 to the Hispanic Association of Colleges and Universities (HACU), which in turn paid tribute to Becerra's tireless efforts in gaining federal recognition and funding of Hispanic-serving institutions.

Cal State L.A., where more than half the students are Hispanic, was the first California institution of higher education to become a charter member of HACU.

Fresno City Honors Music Professor

Fresno City College (Calif.) music instructor Olga Quercia received the 2002 Dr. Bill F. Stewart Achievement of Excellence Award, sponsored by the State Center Community College Foundation and the State Center Community College District Board of Trustees.

Quercia's colleagues nominated her because of her work with students inside and outside the classroom. As head of the piano studies program, she works on curriculum and coordination of the teaching staff, and has been instrumental in acquiring grants for the purchase and installation of state-of-the-art equipment, including a new top-of-the-line Steinway Grand piano for the lab.

Outside the classroom, Quercia gives individual, private weekly lessons to each of her intermediate/advanced piano students. She has helped students from the College's Musical Arts Club, which she advises, and recently established the Reuben Siegal Music Scholarship in memory of her late husband.

Queensborough Gets NIH Grant for Science Students

The City University of New York's (CUNY) Queensborough Community College (QCC) received a Bridges to the Baccalaureate grant to encourage minority students to pursue careers in biomedical research. The program will help QCC train and graduate underrepresented minority science students and ease their transition to baccalaureate programs in biomedicine or science.

Queens College, York College, and the New York City Department of Health will provide research opportunities for QCC students. This inter-institutional partnership is sponsored by the National Institute of General Medical Sciences (part of the National Institutes of Health).

Academic support will be available to freshmen in General Biology I to help them advance beyond the "gateway" course to careers in the field, while upper-level students will conduct research under the supervision of experienced biology, chemistry, physics and math faculty mentors, and public health administrators. These mentors will provide students with encouragement, career advisement, and visibility within the academic community. This visibility will facilitate the students' transition into baccalaureate programs at senior CUNY colleges.

Palo Alto Education Majors Receive Scholarship

Palo Alto College (Texas) education majors Julie Ann Rodríguez and Consuelo Vargas were this year's recipients of the Jane Hope Memorial Scholarship. Each received $300 for the fall 2002 semester.

Rodríguez, an elementary education major, made both the Dean's and President's Honor List in 2001. Vargas made the Dean's List in 2002.

The merit-based education scholarship is awarded annually in memory of Jane Hope, a champion of education and wife of Palo Alto faculty member David Hope.

Fundación Cisneros Launches Innovative Web Site

The Fundación Cisneros, a Venezuelan-based philanthropic organization dedicated to the future of Latin America, announced the launch of an innovative new Web site on the Colección Cisneros, which includes modern Latin American art. The Web site, www.coleccioncisneros.org, is the foundation's most recent effort to bring the achievements of Latin American artists to the global audience and reveal the complexity of modern and contemporary Latin American art.

Site visitors can access 166 works by 103 artists from the Colección Cisneros through six interactive themes and learn more about the lives and the artistic production of select artists. They can also discover more than 700 historical facts of significance to the collection, learn more about the flow of ideas between Europe and the Americas and their impact on the art, and find out about the activities of Fundación Cisneros.

The site is available in the English, Spanish, and Portuguese languages.

Goldman Sachs Awards Posse Foundation $1 Million for L.A. Youth

The Posse Foundation was awarded a three-year $1 million grant from the Goldman Sachs Foundation to open "Posse Los Angeles," the Foundation's first West Coast site.

The new partnership will enable Los Angeles high school students to pursue an education at Posse Los Angeles' first university partner, the University of Wisconsin. The Foundation currently has 15 university partners.

For 13 years, The Posse Foundation has sought out public high school students with extraordinary academic and leadership potential. Posse scholars are placed in supportive multicultural teams of 10, and are awarded four-year, full-tuition, leadership scholarships. More than 530 urban youth from Boston, Chicago, and New York have been awarded $44 million in scholarships.

Posse scholars persist and graduate at a rate higher than 90 percent.

ACCT Conducts DuPage Presidential Search

The College of DuPage (Ill.) board of trustees voted unanimously to ask The Association of Community College Trustees (ACCT) to head a national presidential search process, following the announced retirement of the College's third president, Michael T. Murphy.

Coordinating ACCT's efforts with DuPage trustees is David Pierce, who has been executive director of the Illinois Community College Board and the American Association of Community Colleges, and chancellor of the Virginia Community College System.

Broward, U.S. Army Initiate "College First" Program

Broward Community College (BCC) became the first in southern Florida to implement the U.S. Army's "College First" program, following the signing of an agreement between Brig. Gen. Robert Gaylord and BCC President Dr. Willis Holcombe (pictured l. to r.).

The partnership is part of an effort to encourage young men and women to graduate high school, serve their country, and further their education. It aims to provide students with alternative career paths and incentives to further their career development.

"College First" permits students who enlist in the Army to delay their entry into active duty by attending Broward full time, during which time the students receive a monthly stipend of up to $300. Following the two-year deferment, students enter the Army at an advanced enlisted rank or enroll in its ROTC program to continue their studies and become commissioned officers. After ROTC training, students are commissioned as second lieutenants and begin their army careers.

CUNY Choosing Web Site Design Finalists

The City University of New York (CUNY), which lost students, alumni, faculty, staff, and an entire building in the attack on the World Trade Center, is offering a $10,000 award to CUNY faculty, staff, and students for a Web site design that memorializes the losses the CUNY community sustained on Sept. 11 and recognizes its efforts in responding to the tragedy.

A special advisory committee established the City University of New York 9/11 Memorial Competition to create a unique and lasting tribute to those who were lost and to the spirit of renewal that sustains those who survive.

A panel of judges composed of artists, Web designers/developers, civic leaders, and members of the CUNY community are to choose five finalists by Sept. 11, 2002, with a first-place winner to be announced before the end of the calendar year.

NAHJ Holds Scholarship Banquet

The National Association of Hispanic Journalist's (NAHJ) 13th Annual Scholarship Banquet, held earlier this year in New York City, honored Latino journalists who covered the Sept. 11 attacks and the destruction of the World Trade Center with a video tribute. It also held a silent auction benefiting the family of one of its own, Isaias Rivera, a CBS technician who lost his life at the towers on Sept. 11. NAHJ raised more than $3,700 from the auction to establish an education fund for Rivera's family.

New York City Mayor Michael Bloomberg delivered the Banquet's welcoming address, and senior correspondent for the "NewsHour with Jim Lehrer" Ray Suárez was master of ceremonies. By night's end, more than $176,000 was raised for the Rubén Salazar Scholarship Fund for Latino students pursuing a degree in journalism.

Arte Público Books Receive Awards

The University of Houston's (Texas) Arte Público Press announced that the Latino Literary Hall of Fame honored four of its books.

In the Children's Picture Book category, *Uncle Chente's Picnic*, by Diane Gonzales Bertrand, placed first, and *The Bakery Lady/La Señora de la Panadería*, by Pat Mora, placed second. Gonzales Bertrand took first place in the Best Young Adult Fiction category for *Trino's Time*, a sequel to her award-winning young adult novel, *Trino's Choice*. Marcos McPeek Villatoro's detective novel, *Home Killings*, won first place for Best Mystery in Fiction.

The Latino Literary Hall of Fame awards ceremony recognizes the hard work of authors and publishers serving the Hispanic market. It is part of the Edward James Olmos Latino Book and Family Festival.

NYU President Emeritus Reflects on Spain Center

Dr. John Brademas, New York University's (NYU) president emeritus and president of the King Juan Carlos I of Spain Center of the New York University Foundation, delivered a few words at Carnegie Hall before a performance by the Orquesta Sinfónica de Castilla y León.

Brademas spoke of "my own love affair with Spain, a country I first visited as a university student over a half century ago."

"In 1981, I was invited to become president of New York University….I gave particular attention to strengthening our offerings in the study of countries other than our own….But I had a particular interest in Spain, and in 1993…had the privilege of conferring on His Majesty King Juan Carlos I, the degree of doctor of laws…and of announcing the creation of a *cátedra* (chair) in the name of His Majesty."

In 1997, NYU opened the King Juan Carlos I of Spain Center, dedicated to the study of the economics, history, and politics of modern Spain. It sponsors seminars, symposiums, lectures, films, concerts, and exhibitions on Spain and the Spanish-speaking world.

Brochure on West Nile Virus Available

What you should know about
West Nile Virus
CARING FOR ANIMALS

The American Veterinary Medical Association (AVMA) has made available a brochure, "What You Should Know About West Nile Virus," offering convenient facts about the deadly virus and tips on how to avoid it.

The West Nile viral encephalitis, which has spread to 27 states and the District of Columbia, is commonly carried by mosquitoes and poses a threat to public and animal health. The Centers for Disease Control and Prevention confirmed a total of 149 human cases of West Nile illness, including 18 deaths, between the start of the outbreak and the close of 2001. According to the U.S. Department of Agriculture, last year alone, more than 700 horses tested positive for the infection.

A copy of the brochure is available at the AVMA Web site, www.avma.org.

PUBLICATIONS

Sport in Latin America and the Caribbean

Joseph L. Arbena and David G. LaFrance, eds.

Sport in Latin America and the Caribbean
Edited by Joseph L. Arbena and David G. LaFrance

This comprehensive overview of the development of modern sports in Latin America and the Caribbean illustrates how and why sport has become a central part of the political, economic, and social life of the region and the repercussions of its role.

2002. 252 pgs. ISBN 0-8420-2821-8. $19.95 paper. SR Books. (800) 772-8937.

The Brave Bulls

By Tom Lea

BRAVE
BULLS

The first novel by artist, historian, and war correspondent Tom Lea is a suspenseful story of bullfighting in Mexico. It was a *New York Times* bestseller and captured the Carr P. Collins Award from the Texas Institute of Letters. Foreword by John Graves.

2002. 296 pgs. ISBN 0-292-74733-0. $16.95 paper. University of Texas Press. (800) 252-3206.

Education in the New Latino Diaspora: Policy and the Politics of Identity

Stanton Wortham, Enrique G. Murillo, Jr., and Edmund T. Hamann, eds.

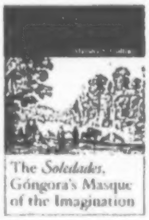
EDUCATION in the New Latino Diaspora

Many Latino families are settling in areas where there has been little previous presence. The editors in this volume describe this new Latino Diaspora with chapters that compare and contrast host community concepts of and policies toward newcomer Latinos.

2001. 280 pgs. ISBN 1-56750-631-3. $30.00 paper. Greenwood Press. (800) 225-5800.

The *Soledades*, Góngora's Masque of the Imagination

By Marsha S. Collins



The *Soledades*, Góngora's Masque of the Imagination

Prince of Darkness or Angel of Light? The *Soledades* garnered both titles for its author, Luis de Góngora, one of Spain's premier poets. Marsha S. Collins focuses on the brilliant 17th-century Spanish poet's contentious work of art and makes this masterpiece of imperial Spain accessible to a new and wider circle of modern readers.

2002. 270 pgs. ISBN 0-8262-1363-4. $37.50 cloth. University of Missouri Press. (800) 828-1894.

The New Nonprofit Almanac & Desk Reference: The Essential Facts and Figures for Managers, Researchers, and Volunteers

By Independent Sector and Urban Institute

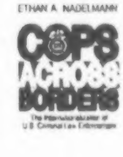
This detailed almanac provides managers, researchers, volunteers, and the press with key data, high quality information, and insightful trend analysis on the nonprofit sector as a whole. It defines the size and scope of the independent sector, comparing it with the business and government sectors.

2002. 247 pgs. ISBN 0-7879-5726-7. $38.00 paper. Jossey-Bass. (888) 378-2537.

Cops Across Borders: The Internationalization of U.S. Criminal Law Enforcement

By Ethan A. Nadelmann

Has the internationalization of U.S. criminal law enforcement contributed to the Americanization of criminal justice systems



around the world? This is the first book to examine the policies and issues that lie at the intersection of U.S. foreign policy and U.S. criminal justice and why U.S. law enforcement officials have extended their efforts beyond American borders.

1993. 558 pgs. ISBN 0-271-01095-9. $23.95 paper. Penn State Press. (800) 326-9180.

The Road to El Cielo: Mexico's Forest in the Clouds

By Fred and Marie S. Webster

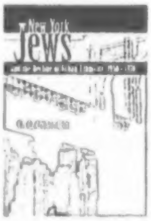
The Road to El Cielo

Hidden high in the Sierra de Guatemala mountain range of northeastern Mexico is the northernmost tropical cloud forest of the Western Hemisphere. This firsthand report by retired researchers Fred and Marie Webster tells of their experiences at Rancho del Cielo to see exotic birds. Foreword by Paul S. Martin. Drawings by Nancy McGowan.

2002. 265 pgs. ISBN 0-292-79140-2. $34.95 cloth. University of Texas Press. (800) 252-3206.

New York Jews and the Decline of Urban Ethnicity, 1950-1970

By Eli Lederhendler

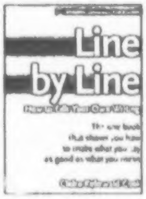


The New York Jewish mystique has always been tied into the fabric and fortunes of New York City, as have the community's social values and political inclinations. This book looks at the cause and effect of New York City politics and culture in the 1950s and 1960s and the inner life of one of the city's largest ethnic and religious groups.

2001. 304 pgs. ISBN 0-8156-0711-3. $29.95 cloth. Syracuse University Press. (800) 365-8929.

Line by Line: How to Edit Your Own Writing

By Claire Kehrwald Cook



This clearly written book shows the techniques professional editors use to revise flawed prose. It contains a glossary of usages, for example, comprise vs. compose. It contains more than 700 examples of original and edited sentences.

1985. 219 pgs. ISBN 0-395-39391-4. $12.00 paper. Houghton Mifflin. (800) 225-1464.

Dictionary of Latin American Spanish Phrases and Expressions

By Eleanor Hamer and Fernando Díez de Urdanivia

Dictionary

This colorful collection offers more than 1,200 phrases and expressions from all regions of Latin America translated with common meaning and/or equivalent English expressions and accompanied by examples of usage. An essential reference for those mastering Spanish or English.

2002. 177 pgs. ISBN 0-7818-0865-0. $14.95 paper. Hippocrene Books. (718) 454-2366.

CONFERENCES

Civil Rights Conference

August 30

"The Resegregation of Southern Schools?: A Crucial Moment in the History (and the Future) of Public Schooling in America" is sponsored by The Civil Rights Project at Harvard University, The UNC Center for Civil Rights, *The North Carolina Law Review*, and The Thurgood Marshall School of Law at Texas Southern University. Scholars, public policymakers, and educational activists explore the very real possibility of the rapid resegregation of Southern schools. At The William and Ida Friday Center for Continuing Education, Chapel Hill, N.C.

Contact: The UNC Center for Civil Rights, (919) 843-3921; fax, (919) 962-1277; e-mail, Stelljes@email.unc.edu; Web site, www.law.unc.edu/centers/civilrights

USHLI 20th Annual Conference

September 19-22

The United States Hispanic Leadership Institute conference, "Leadership for the New America," convenes a unique consortium of corporate, labor, government, university, and nonprofit communities of interest, and participants who are predominantly young, female, and very well educated. One of the nation's premier Hispanic conferences, the event extols unity, spirit, heroes, leadership, and community. At the Hyatt Regency Chicago, Chicago, Ill.

Contact: USHLI, (312) 427-8683; Web site, www.ushli.com

NACADA National Conference

September 29-October 2

The 26th annual meeting of the National Academic Advising Association has as its theme "Academic Advising: Official Sponsors of Student Success." Concurrent sessions will address all aspects of advising. At the Grand America and Little America Hotels in Salt Lake City, Utah.

Contact: NACADA executive office, (785) 532-5717; e-mail, nacada@ksu.edu; Web site, www.nacada.ksu.edu

ASCD Conference on Teaching & Learning

October 11-13

The Association for Supervision and Curriculum Development presents "Increasing Student Achievement: Instructional and Leadership Practices That Work." Learn how schools succeed in raising test scores and student achievement in every grade and subject. In New Orleans, La.

Contact: (800) 933-ASCD or (703) 578-9600; Web site, www.ascd.org/trainingopportunities/conferences.html

AAC&U 4th Biennial Diversity and Learning Conference

October 24-27

The Association of American Colleges and Universities presents "Diversity and Learning: Education for a World Lived in Common." Join a national network of practitioners and researchers to enhance existing campus diversity initiatives and chart the next frontiers of work. At the Hyatt Regency, St. Louis, Mo.

Web site: www.aacu-edu.org

HACU's 16th Annual Conference

October 26-29

The Hispanic Association of Colleges and Universities hosts its annual conference, focusing attention on the college and career needs of the nation's youngest and largest population. "Hispanic Empowerment: America's Key to Prosperity" will feature the latest trends, research, and issues of importance to Hispanic higher education. At the Adam's Mark Hotel, Denver, Colo.

Contact: (210) 692-3805; Web site, www.hacu.net

7th Conference of Recovering the U.S. Hispanic Literary Heritage

November 14-17

The theme for this conference, held in conjunction with the American Studies Association's annual meeting, takes its lead from ASA's own conference title, "The Local and The Global." The goal is to present the evolving significance of the "local and the global" for Latinos/as as represented, debated, and contested in writings, documents, histories, diaries, newspapers, and other forms of print culture from the 1500s to 1960. At Westin Galleria and Oaks Hotels, Houston, Texas.

Contact: (713) 743-3128; fax, (713) 743-3142; e-mail, artrec@jetson.uh.edu

NCTE 92nd Annual Convention

November 21-26

The 2002 National Council of Teachers of English Convention, with the theme "Celebrating the Languages and Literacies of Our Lives," encourages us to define language, literature, and education as we seek to better understand how we define ourselves, each other, our students, their families and communities, and those whom we have yet to meet. In Atlanta, Ga.

Contact: NCTE, (800) 369-6283; fax, (217) 328-9645; e-mail, public_info@ncte.org; Web site, www.ncte.org

35th Annual Central States Conference

March 6-8, 2003

The 35th Annual Central States Conference on the Teaching of Foreign Languages, "Twin Cities Twin Challenges: Traditional Values and Contemporary Perspectives," will meet jointly with the Minnesota Council on the Teaching of Languages and Cultures. At the Hyatt, Minneapolis, in Minnesota.

Contact: fax, (414) 276-4650; e-mail, CSCT-FL@aol.com; Web site, www.centralstates.cc

EDUCATION

Producing leaders to shape a new millennium

Lincoln University of Pennsylvania, formally associated with the Commonwealth of Pennsylvania since 1972 as a state-related coeducational university, currently enrolls approximately 2,000 students. Located in southern Chester County, Lincoln offers academic programs in undergraduate study in the arts and sciences, as well as graduate programs in human services, reading, education, mathematics and administration.

VISITING ASSISTANT PROFESSOR OF SPANISH/LAB COORDINATOR

The Department of Foreign Languages & Literatures invites applications for the position of Visiting Assistant Professor of Spanish/Lab Coordinator. This is a full-time, non-tenure track position scheduled to begin August 2002. Candidates must be native or near-native Spanish with college/university teaching experience, academic command of English, and promise of scholarly research. Experience with the use of multimedia technology in teaching foreign languages, familiarity with computer-assisted teaching methodologies and experience in writing grants are required. A Ph.D. is preferred.

VISITING ASSISTANTS OR ASSOCIATE PROFESSOR OF SPANISH

The Department of Foreign Languages & Literatures invites applications for the position of Visiting Assistants or Associate Professor of Spanish. This is a full-time, non-tenure track position scheduled to begin August 2002. Candidates must be native or near-native Spanish with college/university teaching experience, academic command of English, and promise of scholarly research. Experience with curriculum design and materials development is required. A Ph.D. is preferred. Experience with the use of multimedia technology would be a plus.

Application packet should include letter of application, a statement of teaching philosophy, curriculum vitae, and three letters of recommendation. Please submit application materials to:

Human Resources, Attention: Department of Foreign Languages & Literatures Search Committee, Lincoln University, PO Box 179, Lincoln University, PA 19352. Visit our website at www.lincoln.edu

Lincoln University is an AA/EOE/WMA.

Book Review

By Vicki Snyder

***The Contested Homeland: A Chicano History of New Mexico*, edited by Erlinda Gonzales-Berry and David R. Maciel.** 314 pages. Albuquerque: University of New Mexico Press, 2000. ISBN 0-8263-2199-2. $19.95 paper.

Hispanics in the United States share similar experiences, but editors Gonzales-Berry and Maciel contend that "Nowhere in the United States has the presence of Chicanos and Chicanas been more evident than in New Mexico." Compared with Hispanics in other parts of the U.S., *Nuevomexicanos* identify more closely with a Spanish past, have a higher level of education, and participate considerably in Republican as well as Democratic parties. They have also contributed significantly to the state's economy and labor history.

"Let there be no doubt," Gonzales-Berry and Maciel write, "that *Nuevomexicanos* have always been very sure of their identity as a people who for centuries have occupied a particular region which they have come to see as their homeland, albeit a contested one."

THE
Contested
Homeland
A Chicano History of New Mexico

Gonzales-Berry, professor and chair of the Department of Ethnic Studies at Oregon State University, and Marciel, professor of history and chair of the Department of Chicana/o Studies at California State University, Dominguez Hills, introduce the book and write an overview for its two parts, which are divided between the 19th and the 20th centuries. Ten essays, most of them written by professors, begin with the Mexican-American War and conclude with the Chicano Movement. The book also includes 16 pages of photographs and an index.

Teachers will find *The Contested Homeland* solid supplemental reading for undergraduate classes in Hispanic studies, New Mexico history, political science, or sociology. Portions are pertinent to race and ethnic relations and women's studies.

In an essay on U.S. occupation during the Mexican-American War, Carlos R. Herrera argues that *Nuevomexicanos*, contrary to more widely held beliefs, opposed the occupation of their homeland during the war. According to Robert Rosenbaum, *Nuevomexicanos* reacted to the U.S. occupation by "four modes of resistance": taking up arms, accommodation, assimilation, and withdrawal. Nuevomexicans did not passively accept the loss of their homeland.

In another essay, Martín González de la Vara details the difficulties for *Nuevomexicanos* who preferred to emigrate to Mexico after that war. The 1848 Treaty of Guadalupe Hidalgo guaranteed *Nuevomexicanos* the option of relocating to Mexico. The Mexican government offered funds and sent Father Ramón Ortiz to help those who wished to emigrate. But relocation was made difficult by New Mexican authorities who discouraged emigration, and by the shifting Río Grande current, which altered the border between the U.S. and Mexico. Still, many left the United States. "Although…never as numerous as Father Ortiz initially expected, they managed to become an important demographic factor in the integration of the new frontier zone."

Anselmo Arellano writes that by 1890, San Miguel was the territory's most heavily populated county. Disenchanted with political parties, residents were concerned about "land grants, property rights, tax laws, education, labor, and statehood." In 1889, Gorras Blancas, or the White Caps, protested against land speculators who fenced in common lands by attacking ranches on those lands. By the end of 1891, the activities of Gorras Blancas had dwindled. El Partido del Pueblo Unido, a political party, "emerged a resounding victor in the 1890 November elections, and the new party would figure as a strong representative for San Miguel County residents for years to come."

John Nieto-Phillips writes about ethnic identify and the struggle for statehood. As early as 1848, Sen. John Calhoun of South Carolina urged his colleagues to beware the racial consequences of annexing Mexican territory. A number of Anglo-Americans viewed *Nuevomexicanos* as people with mixed blood–Spanish and Indian–and "unfit" to be U.S. citizens. Accordingly, Anglos and *Nuevomexicanos* who wanted New Mexico to achieve statehood "made congressional approval of statehood possible by recasting New Mexico's 'Mexicans' as Spanish in race, culture, and history, and American in citizenship and national loyalty." In 1912, more than 60 years after Calhoun's warning, the territory of New Mexico obtained statehood.

Maurilio Vigil describes the changing political status of female *Nuevomexicanos*. Through her research of court records, Rosalind Rock discovered that as early as the 18th century, Hispanas enjoyed the protection of legal rights and the assurance they were expected to use the legal system to help them advance both economically and socially. Hispanas also "exercised considerable political power because of their work in and control over the home, family life, and the production of food." Yet, not until the 20th century could Hispanas, along with the rest of the nation's women, vote or hold public office. Aurora Lucero and Adelina Otero-Warren took an active role for woman suffrage in the state. In 1922, Hispanas began running for public office. Since then, they have been elected on both state and national levels.

Gonzales-Berry and Maciel write, "The strength of the *Nuevomexicano* culture has allowed it simultaneously to resist and adapt to change." *The Contested Homeland*, well-documented and clearly written, presents an unbiased account of *Nuevomexicanos's* resistance, adaptation, and endurance.

Vicki Snyder, a graduate of The Ohio State University, is a freelance writer and independent researcher whose byline has appeared in Home Office Opportunities, Lefthander Magazine, Magazine of the Midlands, Modern Office, *and other publications.*

If interested in submitting a book review, please e-mail us at outlook@aol.com for Book Reviewers' Guidelines.

1725

SMITH COLLEGE

Department of French Studies

Assistant Professor

Tenure-track position as Assistant Professor of French with regular contributions to the Comparative Literature program. We seek a specialist in North African/Middle Eastern literature and culture of French expression, with experience and interest in teaching French language at all levels. Expertise in the area of Arabic and Islamic cultures welcomed. Initial three-or four-year contract, beginning September 2003. Native or near-native fluency in French and English required. Ph.D. in hand preferred.

Send cover letter, CV, and three letters of recommendation to **Department of French Studies, Smith College, Northampton, MA 01063, Attention Felicia Leveille, Administrative Assistant, by November 15, 2002.** Smith College is a member of the Five College Consortium with Amherst, Hampshire, and Mount Holyoke Colleges, and the University of Massachusetts. Smith College is an equal opportunity employer encouraging excellence through diversity.

Buffalo State

State University of New York

SENIOR CAREER COUNSELOR

Buffalo State College is seeking candidates for Senior Career Counselor, Career Development Center (CDC), to begin fall 2002.

Responsibilities: Provide career, job search, and graduate school counseling and interpretation of assessment instruments to a diverse student/alumni population. Lead full range of job search workshops and class presentations. Edit and/or write office instructional/informational materials. Coordinate selected office programs such as job fairs. Provide outreach services and support for special populations, students/alumni, and faculty/staff. Salary $33,980, (commensurate with experience).

Required Qualifications: Masters in student personnel, counseling, or related discipline. One year counseling experience in a college career center. Proven counseling ability with students from diverse backgrounds. Excellent presentation skills. Experience with the administration and interpretation of a variety of career inventories and related assessment instruments. Demonstrated evidence of good written communication skills.

Preferred Qualifications: Ability to effectively communicate with faculty and staff. Program design, coordination, and marketing. Experience providing outreach services. Experience with technology including career office management systems.

Review of applications will begin immediately and continue until the position is filled. Send letter of application, résumé, writing sample, names and contact information for three references to: Career Counselor Search Chair, Buffalo State College, Career Development Center, Cleveland Hall 306, 1300 Elmwood Ave., Buffalo, NY 14222-1095. View job announcement at www.buffalostate.edu/offices/hr/.

Buffalo State is an affirmative action/equal opportunity employer and encourages applications from women, racial/ethnic minorities, persons with disabilities, and Vietnam-era veterans.

SIU

Southern Illinois University

Vice President for Financial and Administrative Affairs

The President of Southern Illinois University is conducting a search for the position of Vice President for Financial and Administrative Affairs. The person selected to fill this position will also serve as Board Treasurer.

The Vice President for Financial and Administrative Affairs reports directly to the President and serves as the chief financial officer of Southern Illinois University. Major responsibilities include development of budget guidelines; development and administration of internal financial policies and procedures; long-term financial planning for the University and its campuses; staffing the Finance and Architecture and Design Committees of the Board of Trustees; coordination of capital projects; cash and investment management and banking relations; revenue bond activities; oversight for risk management and self-insurance programs; human resource management; coordination of information system activities; and strategic planning.

Salary will be competitive and commensurate with experience. The position is available after January 2003.

This is a security-sensitive position. Before any offer of employment is made, the University will conduct a pre-employment background investigation, which includes a criminal background check.

To apply: Applications and nominations should be accompanied by a cover letter and a resumé of education, experience, and personal qualifications. Nominations and applications will be held in confidence except for finalists. The search committee will begin reviewing applications immediately. Please submit letters of application and/or nomination to:

Dr. John S. Haller, Jr.
Chair, Search Committee
Southern Illinois University
1400 Douglas Drive
Carbondale, Illinois 62901-6801
Fax: 618.536.3404
Phone: 618.536.3331
e-mail: jhaller@notes.siu.edu

Please visit our web site at www.siu.edu

Southern Illinois University is an affirmative action/ equal opportunity employer

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History of Christianity -

Wesleyan/ Methodist Studies

Asst Prof. Tenure Track

Drew University Theological School, together with the Caspersen School of Graduate Studies, invites nominations and applications for a tenure track junior level appointment in History of Christianity with special emphasis in Wesleyan/Methodist studies. The successful candidate will be expected to teach in the professional and doctoral programs in both schools. Applicants should have completed their Ph.D. Methodist affiliation is preferred. Research interests in global Christianity would be an added advantage.

The Drew Theological School is affiliated with the United Methodist Church. The University houses extensive and world-renowned methodist collections and the Archives of the United Methodist Church. The Theological School, together with the Caspersen School of Graduate Studies, continues to build an international, multi-ethnic, and interdisciplinary faculty that teaches an equally diverse student body.

Applications, including the CV and three letters of recommendation, should be sent by November 1, 2002 to: **Prof. S. Wesley Ariarajah, Chair, History of Christianity-Methodist Studies Search, Seminary Hall, Drew University, Madison, NJ 07940** AA/EOE

MICHIGAN STATE UNIVERSITY

Position Announcement

Public Relations

The Department of Advertising at Michigan State University invites applications for a full-time, tenure-track public relations position that begins August 2003. Ph.D. required. Professional experience and a demonstrated commitment to teaching at both undergraduate and graduate levels are a plus. Our new faculty colleague will be involved with the B.A., M.A. and Ph.D. programs. Teaching responsibilities may include principles, media relations, public relations writing, case studies and campaigns. The new faculty member will be expected to contribute to the research, teaching and service components of the department. Enrollment in both undergraduate and graduate programs is increasing annually. The successful candidate will be joining a dynamic department and college with opportunities for collaborative research and professional development.

Women or members of minority groups are strongly encouraged to apply. Handicappers can request and receive reasonable accommodation.

Review of applications begins October 15.

Position begins August 2003.

Applicants should send a vita, supporting materials and the names and contact information for three references to:

Dr. Charles T. Salmon
Brandt Professor of Public Relations
Chair, Public Relations Search Committee
309 Communication Arts Building
Michigan State University
East Lansing, MI 48824-1212

ASU

ARIZONA STATE UNIVERSITY

Dean

College of Architecture and Environmental Design

ARIZONA STATE UNIVERSITY seeks a Dean of the College of Architecture and Environmental Design on the main campus in Tempe. The College consists of three Schools: Architecture, Design, and Planning and Landscape Architecture. The Herberger Center for Design Excellence is the research, outreach and publishing arm of the College. The College offers a complete spectrum of design, architecture, and planning courses at all levels, from undergraduate to doctorate. All of the professional programs - graphic design, industrial design, interior design, architecture, landscape architecture, and planning - are fully accredited by the appropriate national accrediting agencies, and research degrees are available at both master and doctoral levels; the college also offers an undergraduate degree in housing and urban development. The faculty in each discipline have been widely recognized for their achievements in teaching, research, scholarship, and creative practice.

Responsibilities include budget, planning, development, personnel, student academic affairs, faculty development, promotion of research, and planning and implementation of degree programs. Responsibilities also include providing academic and administrative leadership, enhancing diversity, and promoting multidisciplinary and interdisciplinary activities. Further responsibilities include working with faculty, both through the administrative structure and faculty governance system, and working effectively with public and private constituencies outside the University. The Dean reports directly to the Senior Vice President and Provost.

QUALIFICATIONS

REQUIRED - An academic and/or professional record that merits appointment as a professor with tenure. A demonstrated commitment to excellence in research and/or creative activity and quality undergraduate and graduate instruction. Relevant administrative experience, preferably in a major research university. Demonstrated understanding of research, instructional, and service needs of a College of Architecture and Environmental Design.

DESIRED - Demonstrated leadership, organizational and management skills, effectiveness in written communications; proficiency in budgeting and resource management; fund raising/development experience; demonstrated commitment to the enhancement of diversity; and demonstrated ability to work effectively with external communities. Demonstrated knowledge and experience across the academic disciplines of the college; ability to work effectively in shared governance with faculty, staff, students, administrators; commitment to team administration; ability to support group objectives.

ARIZONA STATE, a forward-looking member of the PAC-10, ranks among the first-rate research universities in the country and in the top 20 in the number of National Merit Scholars. It is comprised of twelve colleges: Architecture and Environmental Design, Business, Education, Engineering and Applied Sciences, Extended Education, Fine Arts, Graduate College, Honors College, Law, Liberal Arts and Sciences, Nursing and Public Programs. Current enrollment exceeds 54,000 students, 10,000 of whom pursue graduate studies. Of the total, 24% of the students come from out-of-state and 20% are minorities. Its attractive, modern campus boasts excellent resources, including a leading research library system, extensive computing facilities and support, state-of-the-art research laboratories, and outstanding facilities for the visual and performing arts. Tempe, a nationally recognized college town, is part of the metropolitan Phoenix area. By design, the university is fully engaged in the life of this cosmopolitan, culturally diverse community of nearly three million people.

NOMINATIONS AND APPLICATIONS must be mailed or emailed to:

J. Robert Wills
bob.wills@asu.edu
College of Architecture and Environmental Design
Dean Search Committee
Office of the Senior Vice President and Provost
Arizona State University
P.O. Box 872803
Tempe, AZ 85287-2803

Applications must include a curriculum vitae and a letter that highlights important qualifications and the basis of interest in the position. APPLICATION MATERIALS WILL BE HELD IN CONFIDENCE AND REFERENCES MAY BE REQUESTED AT A LATER DATE.

The deadline for receipt of applications is November 22, 2002. Applications will be accepted after the deadline and reviewed on a weekly cycle as necessary until the search is closed. The preferred starting date is July 1, 2003, but the date is negotiable. The salary is competitive.

Arizona State University is an Equal Opportunity, Affirmative Action Employer

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University of Florida Foundation, Inc.

The University of Florida Foundation, Inc. coordinates the fund raising program for the University of Florida. Over $100 million is received through contributions to the University each year. The Foundation staff consists of 240 employees including a dynamic staff of over 60 development professionals. Because of the fund raising success, program expansion and organizational growth we are seeking applicants for the following positions:

Senior Director of Development, College of Engineering

The College of Engineering is among the leading colleges of engineering in the US. The College has an enrollment of 6,256 (4,498 undergraduate, 1,758 graduate), consists of eleven degree granting departments with 334 faculty and is one of the University's premier colleges. It enjoys significant corporate and alumni support. The Sr. Director of Development will provide leadership for the College's development team including supervision of two Directors of Development. Reporting to the Assistant Vice President for Development, the incumbent will serve as advisor to the Dean of the College on fund raising matters and focus on cultivating and soliciting major and leadership gifts and developing constituent programs for alumni and corporations. Requires MA/MS in the appropriate area and six years related experience or BA/BS and eight years experience. A minimum of seven to ten years of successful fund raising experience in a college or university setting is strongly preferred. This position is also titled Director, Advancement/Alumni Affairs, LP# 607180. **Resumes will be reviewed as received. The application deadline for this position is 09/16/2002.**

Director of Hospital/Clinic Development
Shands Hospitals and Clinics

Shands at UF is a 576-bed private, not-for-profit hospital. It serves as the teaching hospital for the UF Health Science Center, an innovative academic medical center that includes colleges in medicine, nursing, dentistry, pharmacy, health professions and veterinary medicine. The Shands HealthCare family of services includes six acute care hospitals, two specialty hospitals, and over 40 clinics and physician offices. The Director of Hospital/Clinic Development will have three to five years successful major gift fund raising experience in a health care institution. Director will establish fund raising programs, involving faculty, nursing staff and other health professionals throughout the inpatient facilities and outpatient clinics and Shands HealthCare, coordinated with the deans and development officers of the six colleges of the UF Health Center. Director will supervise and be supported by an Associate Director of Development and a Program Assistant. Excellent interpersonal skills required. Requires MA/MS or BA/BS and two years of related experience. This position is also titled Coordinator, Advancement/Alumni Affairs, LP# 953260. **Resumes will be reviewed as received. The application deadline for this position is 09/16/2002.**

Associate Director of Development
Institute of Food and Agricultural Sciences (IFAS)

The Associate Director of Development, IFAS will assist with major gift fundraising for Special Help for Agricultural Research and Education (SHARE) and is responsible for the identification, cultivation, solicitation and stewardship of agricultural-related prospects. Assists with plans, organization and direction of the SHARE private support programs for IFAS including academic programs, research and extension. Effectively assist with: prospect tracking, planning activities involving volunteers, prospects and administration. Requires MA/MS or BA/BS and two years of related experience. Three to five years of successful fund raising experience in college or university setting and previous experience working with volunteers is strongly preferred. This position is also titled Coordinator, Adv/Alumni Affairs, LP # 928130. **Resumes will be reviewed as received. The application deadline for this position is 09/16/2002.**

Associate Director of Major Gifts

The Associate Director of Major Gifts will assist the Assistant Vice President for Development - Major Gifts in implementing the major gifts program for the UF. Three to five years successful major gift fund raising experience in a comparable institution; a working knowledge of all aspects of tax laws, and the ability to communicate well with influential volunteers and wealthy prospects strongly desired. A MA/MS degree in an appropriate area of specialization or a BA/BS degree in the same and two years of related experience required. Excellent interpersonal skills also preferred. **Resumes will be reviewed as received and accepted until this position is filled.**

The successful candidates will also possess: Excellent oral and written communications skills, and the ability and willingness to travel desired. A good driving record and valid driver's license are essential. The incumbents should be computer literate in these areas in a PC environment: Windows, MS Word, MS Excel, MS Outlook, www browsers, e-mail. Professionalism in appearance and demeanor required. Salary is negotiable and commensurate with experience and includes a comprehensive compensation package. To apply please send cover letter indicating position of interest, resume and a list of three references to: **Veronica W. Alexander, Director of Human Resources; UF Foundation, Inc.; P.O. Box 14425; Gainesville, FL 32604-2425; E-mail: jobs@uff.ufl.edu or Fax: (352) 846-3545.**

If an accommodation is needed to apply for these positions, please call (352) 392-4621 or TDD (352) 392-7734. All searches are conducted in compliance with Florida open records laws. The University of Florida is an Affirmative Action/Equal Access/Equal Opportunity Employer.

For information about employment opportunities with the UF Foundation, visit our website at www.uff.ufl.edu

SUNY Rockland Community College, located in the Hudson Valley, thirty miles north of New York City is an open enrollment, public community college serving more than 6,000 diverse, multi-ethnic students. Applications and nominations are being accepted for the Dean of Instruction and Dean of the Library and Academic Services. Both positions are senior level exempt positions reporting directly to the Vice President of Academic Affairs.

• DEAN OF INSTRUCTION

This position is responsible for program planning, evaluation and administration in the instructional division and for the maintenance of appropriate records, supervision of all chairpersons, coordinators, constituent departments and programs.

Required Qualifications for this position are a Master's degree; Doctorate preferred and seven years of experience in higher education with a minimum of three years in a community college setting preferred. Must possess budget administration experience and prior experience working in a management confidential environment involving sensitive materials and personnel matters.

• DEAN OF THE LIBRARY AND ACADEMIC SERVICES

This position is responsible for the development and enhancement of all academic support services: i.e., Instructional Technology, Tutoring, the Library, Study Abroad, Distance Learning and Media Services. The Dean will also advise the Vice President in all matters pertaining to personnel and professional staff development in the division.

Required Qualifications for this position are Master's degree; Doctorate preferred with a minimum of six years of significant academic experience including three years of full-time administrative experience at the department head level, or above, preferably in a community college setting. Must possess experience with supervising a modern library and an understanding of the technologies associated with the development of a virtual library.

These positions offer a competitive salary, comprehensive benefits package and paid vacation. The Search Committee will begin screening immediately and will continue until the positions are filled. All submissions will be treated confidentially.

Send nominations and applications with the names of three professional references to:

Jeanne Howell, Associate Director
SUNY Rockland Community College
145 College Road, Suffern, NY 10901

Or email resumes indicating position of interest to: careers@sunyrockland.edu

SUNY ROCKLAND
Community College

AA/EOE

ASU ARIZONA STATE UNIVERSITY WEST

POSITION ANNOUNCEMENT

Arizona State University West, a vital component of ASU's multi-campus structure, serves more than 5,000 undergraduate and graduate students at its modern, growing campus in Phoenix, one of the country's most dynamic multi-cultural and economic environments. ASU West is an urban, commuter campus with a focus on learner-centered education. The University is committed to a balance of research and teaching, faculty-student research collaboration, interdisciplinary perspectives, and the development of University-community partnerships. ASU West is dedicated to increasing the diversity of its campus community, and encouraging an environment that offers students knowledge about local, national, and global communities.

The School of Management is recruiting for two Assistant/Associate tenure track positions in Accountancy for Fall 2003. As a metropolitan university, the mission of the SOM at ASU West is to educate students who primarily live and work in the Phoenix area, to advance knowledge in the various fields of management, to advance the practice of management in the context of the global economy, and to foster the economic vitality of the Phoenix area. The School's dynamic faculty are nationally recognized for their teaching, research, and business credentials. The SOM offers a B.S in Global Business with specializations in marketing, financial management, human resource management, information systems management, and international studies. The SOM also offers a Bachelor's in Accountancy and Postbaccalaureate Certificate in Accountancy and a Master's in Business Administration (MBA). The baccalaureate and MBA programs are accredited by the AACSB and the Accountancy Program has separate AACSB accounting accreditation. The average GMAT score of the MBA students is 590. The SOM provides an on-campus evening MBA program, as well as off-campus MBA programs and an on-line MBA program.

Assistant/Associate Professor of Accounting Information Systems

We are seeking a faculty member to teach accounting information systems at the MBA and undergraduate levels.

REQUIRED QUALIFICATIONS: Doctorate in Accountancy or related field by August 15, 2003; evidence of teaching effectiveness in accounting commensurate with level of appointment; achievement in scholarship commensurate with level of appointment; evidence of teaching accounting information systems.

DESIRED QUALIFICATIONS: Consulting/industry experience; evidence of web-based or on-line teaching; evidence of funded research; evidence of experience in and a desire to teach a second area of accounting; evidence of experience in database applications and management.

Assistant/Associate Professor of Managerial Accounting

We are seeking a faculty member to teach managerial accounting at the MBA and undergraduate levels.

REQUIRED QUALIFICATIONS: Doctorate in Accountancy or related field by August 15, 2003; evidence of teaching effectiveness in accounting commensurate with level of appointment; achievement in scholarship commensurate with level of appointment; evidence of teaching managerial accounting.

DESIRED QUALIFICATIONS: Consulting/industry experience; evidence of web-based on-line teaching; evidence of funded research; evidence of experience in and a desire to teach a second area of accounting.

DEADLINE: Apply by September 30, 2002; if not filled, monthly thereafter until search is closed.

SEND: Two complete copies of letter of interest, vita, names of three references, and evidence of teaching and research performance to:

Dr. William Duncan
ACC/ISM Department Chair
ASU West School of Management
P.O. Box 37100, MC 2451
Phoenix, AZ 85069-7100

ASU West is an AA/EO employer in policy and practice.

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Massachusetts School of Professional Psychology
221 Rivermoor Street, Boston, MA 02132
Toll free (888) 664-MSPP
or (617) 327-6777
E-mail: admissions@mspp.edu

WWW.MSPP.EDU

San Francisco State University

Provost and Vice President for Academic Affairs

San Francisco State University is a cosmopolitan, public, urban university seeking an administrator of exceptional vision and leadership skills, with an established record as a teacher and scholar, to guide an excellent and innovative academic program.

THE UNIVERSITY: Founded in 1899, San Francisco State is a large, comprehensive university located in an unusually vibrant and beautiful city with a rich intellectual and cultural life. With a highly diverse community of some 27,000 students and 3,100 faculty and staff, SFSU not only attracts but graduates a diverse student population. The University ranks 11th nationally in awarding bachelor's degrees to students of color, leads the 23-campus California State University (CSU) in graduate student enrollment, and, with major grants from NIH, NSF, and others, has emerged as a national leader in the preparation of students, including minority students, for entry into Ph.D. programs. Described by its accrediting agency as "an engaged university that genuinely cares about its community," SFSU has made community-focused research a university hallmark, with service learning and civic engagement a major academic focus. International in outlook as well as setting, SFSU leads the CSU in the number of students who study abroad and in international student enrollment; in addition, almost 25% of resident students were born outside the U.S. SFSU has many international faculty and makes deliberate efforts to infuse international and multicultural perspectives throughout the curriculum. While maintaining a primary commitment to teaching, SFSU takes pride in its many faculty who are outstanding scholar-researchers. In the last five years, faculty grants and awards have almost doubled, while private giving has nearly tripled.

Through the Colleges of Behavioral and Social Sciences, Business, Creative Arts, Education, Ethnic Studies, Health and Human Services, Humanities, and Science & Engineering, the university offers 116 bachelor's and 95 master's degrees, as well as joint and cooperative doctoral programs. The College of Extended Learning, with city-center sites in San Francisco and Oakland, provides opportunities for professional development, personal enrichment, and lifelong learning to the entire San Francisco Bay Area community.

THE POSITION: As the University's chief academic officer, the Provost and Vice President for Academic Affairs has administrative, programmatic, and fiscal responsibility for all academic programs and is the University's second-in-command. Reporting directly to this position are the nine college deans, the deans of Undergraduate Studies and the Graduate Division, the associate vice president of Research and Sponsored Programs, the university librarian, the director of the Center for the Enhancement of Teaching, the director of International Programs, and the director of Audio Visual/Instructional TV.

THE PERSON: Required qualifications: earned doctorate or equivalent; a record of achievement as a university teacher/scholar and the qualifications necessary for appointment as a tenured full professor in one of the University's academic departments; demonstrated success as a senior-level administrator in higher education, including ability to provide visionary leadership, to motivate and to inspire; strong skills and experience in strategic planning, academic program development, fiscal planning, and resource management; demonstrated sensitivity to issues of diversity and proven ability to work effectively with the ethnically and culturally diverse constituencies of a public, urban university; ability to work positively and effectively in the context of shared governance and collective bargaining.

TO APPLY: The review of applications and nominations will begin October 15, 2002, and continue until the position is filled. Direct applications and nominations to Dr. Pamela Vaughn, Chair, Search Committee for the Provost and Vice President for Academic Affairs, c/o Office of the President, San Francisco State University, 1600 Holloway Avenue, ADM 562, San Francisco, CA 94132. Include a letter of interest or nomination and a current vita. All inquiries, applications, and nominations will be held in strictest confidence. San Francisco State University is an equal opportunity institution and does not discriminate on the basis of race, color, national origin, religion, marital status, sex, sexual orientation, or disability.

New York University

VICE PRESIDENT FOR STUDENT AFFAIRS

New York University seeks applications and nominations for the position of Vice President for Student Affairs. The successful candidate will serve as senior officer of the University for the stewardship of student welfare and advocacy for student interests. The Vice President will play a lead role in realizing a vision of academic and non-academic life as a single, integrated educational experience for NYU students.

Reporting to the Provost, the Vice President for Student Affairs will oversee residential life, student life – including programming for the newly-constructed Kimmel Center for University Life, health services and counseling, athletics and recreation, and judicial affairs. S/he will have managerial responsibility for an operating budget of approximately $35 million and a total staff of 250 full-time employees and 400 student employees.

Founded in 1831, NYU is the largest private university in the country and, by many measures, its most diverse. It is nationally and internationally regarded as an innovator in instruction, research, and service. The Vice President will join the senior ranks of the NYU administration at a lively time in its history. Under the leadership of a new President, NYU is building on a recent history of exceptional success. NYU has been transformed from a quality institution largely serving a regional commuter population school into a highly selective national research university which now houses more than 12,000 students in campus residence halls. Continuing to enhance the scholarly distinction of its faculty and academic success of its students is at the center of the University's agenda moving forward.

The successful candidate for the position of Vice President will be a seasoned and recognized leader in student affairs. S/he will demonstrate a track record of enhancing quality of life for students in service to their academic progress, working creatively and effectively with colleagues throughout the academic and administrative leadership of an institution of comparable scale and complexity. Success in building student life programs that cultivate community and promote enhanced interaction between students and faculty outside the classroom is ideal. An advanced degree is preferred. Experience in an urban institution is a plus.

Inquiries, applications and nominations should be directed via postal mail or e-mail to: **Regan Gough, Senior Associate, Isaacson, Miller, 334 Boylston Street, Suite 500, Boston, Massachusetts 02116**; or e-mail: **nyu.2506@imsearch.com**

More information on NYU can be found at **http://www.nyu.edu/**.

NYU is an equal opportunity/affirmative action employer.
Candidates of all backgrounds are encouraged to apply.

DIRECTOR OF FACILITIES

The College of Lake County seeks a proven professional to assume the overall responsibilities of Director of Facilities. This office is responsible for providing a service organization that operates and maintains the college physical plant and campus grounds and for directing orderly and innovative facility development.

The selected candidate must possess a Bachelor's Degree, experience in facility planning and development, physical plant and grounds management and supervising or coordinating construction projects.

This is a full-time (12) month administrative position with a liberal fringe benefits package. For full consideration, applicants are expected to submit a completed application form, current resume, letter of interest, (3) letters of reference and official degree transcripts. Application review will begin on September 10, 2002 and continue until position is filled.

For application/information call Human Resources at 847-543-2065, TDD# 847-223-5615, or by e-mail to personnel@clc.cc.il.us. COLLEGE OF LAKE COUNTY, Human Resources, 19351 W. Washington Street, Grayslake, IL 60030-1198.

College of Lake County

EOE/AA/M/F/D/V

www.clc.cc.il.us

President

Aims Community College
Greeley, Colorado

The Board of Trustees of Aims Community College invites applications for the position of President. Aims is a comprehensive community college district with campuses in Greeley, Loveland and Ft. Lupton, Colorado, serving 14,000 students annually (3,900 FTE) in a service area that includes a population base of 350,000-plus residents. The annual operating budget is $29 million.

Please access the Aims Community College Web site at www.aims.edu to view the comprehensive presidential profile.

For confidential inquiries about the position, contact:
Dr. Narcisa Polonio, Search Consultant, ACCT (202)775-4667 ext. 118
or e-mail: npolonio@acct.org.
For general information contact:
Ms. Pat Breien, Aims Community College
1-800-301-5388 ext. 6211 or email: breien@aims.edu

Application packets should be mailed to:
Trustee Kenneth Nickerson, Chair, Presidential Search Committee
c/o Ms. Pat Breien, Search Liaison, Aims Community College
PO Box 337360, Greeley, CO 80633.

Nominations and applications will be accepted until the position is filled. The Search Committee will begin reviewing applications immediately.

EEO/AA

-An ACCT Search-

Aims
Community College
Innovate Educate

THIS IS ABOUT SMITH.

Dean
Smith College
School for Social Work

Smith College has begun to search for a Dean of the School for Social Work who must exercise a combination of imaginative vision and managerial skills to guide the School for Social Work into the twenty-first century. The Dean reports directly to the Provost of the College, serves on the President's senior staff, and leads a resident faculty of 17 and an adjunct faculty of over 100. We invite nominations and applications for this position which we hope to fill by January 2003.

The Smith College School for Social Work enrolls approximately 400 students in master's and doctoral programs. The School is unique in the block plan and in its historical and continuing focus on clinical practice. Smith College is a member of the Five College Consortium which affords access to a rich variety of cultural, educational and professional opportunities.

The Dean is chief academic and executive officer for the School. Responsibilities will include curriculum development; maintaining educational standards; continuing and enhancing the Schools' anti-racism commitment as well as its proactive stance towards diversity of student body, faculty and staff; faculty development and evaluation; financial management; program development; fund raising; and alumnae/i and community relations. The Dean holds the Elizabeth Marting Truehaft Chair as full professor.

Requirements for this position include a master's degree from an accredited school of social work and a doctorate in social work or a closely related field. We seek a Dean with experience in clinical teaching and practice and a record of progressively responsible administrative experience in a social service agency and/or educational setting.

Review of nominations and applications will begin on September 1, 2002 and will continue until the position is filled. Please send a letter of nomination or letter of application including a curriculum vitae and the names and addresses of at least three references to: **Charles Staelin, Search Committee Chair, Smith College, Box 595, 27 College Hall, Northampton, MA 01063.**

Smith College is an equal opportunity employer encouraging excellence through diversity.

SMITH COLLEGE

www.smith.edu

AMHERST COLLEGE

COLLEGE EDITOR

Amherst College seeks a thoughtful, creative communications professional to serve as College Editor. Primary responsibility is serving as editor of *Amherst* magazine, a publication offering news from the campus and about alumni, sent quarterly to alumni, parents and friends. Other responsibilities include developing, writing, editing and/or proofreading text for other college publications, including admission and fundraising publications. The incumbent also may manage occasional other writing and editing assignments, including citations, reports and public remarks. The incumbent also will serve as needed as editor of Amherst College Press, which publishes occasional books on topics related to Amherst and education.

Specific responsibilities:
As editor of *Amherst* magazine: Leads discussions about editorial policy and content. Solicit, write and edit magazine articles, taking responsibility for content, accuracy, balance, and tone of editorial content. Work with the College's design director to maintain a handsome, readable visual sense within the magazine. Oversee magazine schedule and budget. Work with others in the office to continue to develop a presence for the magazine on the Web to further encourage interaction in a way that supplements, not duplicates, information and invites dialogue with alumni, parents, friends and other readers. Work with others in the office, across campus and in the alumni body to ensure that the magazine accurately represents to its readers the College and issues of interest to those connected with the College.

On other publications: Serve as the College's chief "word person" on most other publications, including admission and other projects. Develop; write, edit and/or proofread text with consistency and care.

Qualifications: B.A. required, as well as a minimum of five-seven years editorial experience. An understanding of and commitment to the value of a liberal arts education are strongly preferred. Strong writing, editing and interpersonal skills, creativity and initiative required. Good time-management skills, the ability to manage concurrent projects effectively, extraordinary attention to detail and the ability to work well with others under deadline pressure required. A good understanding of all aspects of production and distribution of periodicals is preferred. A keen sense of intellectual curiosity and a commitment to excellence are essential.

Interested candidates should submit a cover letter, resume and two writing samples (additional samples will be solicited from the finalists) by **September 19, 2002 to: College Editor Search, Office of Human Resources, Amherst College, PO Box 5000, Amherst, MA 01002-5000.**

Amherst College is an Equal Opportunity/Affirmative Action employer and encourages women, minorities and persons with disabilities to apply.

NORTHERN ARIZONA UNIVERSITY

Vice President for Enrollment Management & Student Affairs

Northern Arizona University, in Flagstaff, Arizona, invites nominations and applications for the position of Vice President for Enrollment Management & Student Affairs. The Vice President reports directly to the President of the university and serves as an integral member of the President's Cabinet **(http://www4.nau.edu/president)** working closely with all segments of the NAU community.

Responsibilities:
The Vice President will head up the newly formed Division of Enrollment Management & Student Affairs. S/he will have the responsibility to lead, oversee, manage, and direct the Office of Undergraduate Admissions, Office of Financial Aid and Scholarship, Office of the Registrar, Office of Career Services, and Student Orientation, Transition and Retention. Also reporting to this position is the Associate Vice President for Student Affairs who has primary responsibility for programs such as Residence Life, Student Life, Health Center, Unions and Activities and Counseling and Testing Center. Other campus units such as academic advising, bursar, institutional research, and alumni will work closely with this unit.

Qualifications:
The primary focus of this position is the leadership of Enrollment Management functions with the ability to foster services for students which increase student retention, develop a healthy campus climate and promote the holistic development of students.

The successful candidate is expected to have had progressively responsible positions that demonstrate a record of achievement in enrollment mgmt, student recruitment, retention and experience in student life. Significant in-depth experience in such areas as admissions and financial aid is important. A Master's degree is required; a Doctoral degree is preferred. The Vice President must be experienced in working across administrative lines to achieve the best outcomes in support of students and the university. S/he must have experience with and a proven record of effective interaction with diverse constituencies both within and outside the university.

One of three public universities in the state, Northern Arizona University is a Doctoral Research Intensive institution serving a multicultural student body of 19,700 students, with 2400 full time employees, and a budget of $286 million. About two-thirds of NAU's students attend the historic Mountain Campus in Flagstaff; others are served at 26 instructional sites around the state or are enrolled in electronically delivered programs. The university has 6000 graduate students and offers 44 master's and 9 doctoral degrees. The campus has a growing research mission evidenced by nearly $47 million in grants and contracts for the current year.

Flagstaff is a community of 53,000 located about 140 miles north of Phoenix, 75 miles south of the Grand Canyon and surrounded by the natural beauty and cultural riches of the Colorado Plateau.

Additional information about NAU is available at: **http://www.nau.edu/text**

Application Procedures
Please send a letter of application addressing your qualifications and experience in enrollment management and student affairs, a resume, and the names/addresses/telephone numbers and e-mail addresses of three references to: **Dr. Jeanette Baker, Executive Director, Office of the President, Northern Arizona University, PO Box 4092, Flagstaff, AZ, 86011-4092. Electronic materials can be sent to: Jeanette.Baker@nau.edu**

Review of applications begins October 4th; applications welcome until position is filled. The desired start date is on or before **March 1, 2003.**

TUCK SCHOOL OF BUSINESS AT DARTMOUTH

ASSOCIATE DIRECTOR OF CAREER SERVICES

The Associate Director of Career Services works in collaboration with the Associate Directors and other Career Services staff members to support the job search success of Tuck students and alumni. The Associate Director is primarily responsible for assisting second year students in making the transition from their education to their career; aiding first year students in developing career goals and in finding summer employment; and advising alumni in transition. These responsibilities involve direct and personal dealings with a diverse group of students at the school and with alumni who need assistance and the development of programmatic offerings and corporate relationships that support career management success.

Masters in Business Administration, Counseling or relevant area strongly preferred. Applicants will have an extensive understanding of the MBA environment and career opportunities, 5-10 years' experience in business or custom job search counseling, and excellent interpersonal, communication and training/coaching skills. Corporate experience in most relevant industries including finance, general management, technology, biotech/pharma/health care, media/entertainment or marketing preferred. Candidate should have a demonstrated track record developing and presenting effective, innovative programs serving the needs of a diverse community. Individual should be a flexible self-starter, able to work well both independently and collaboratively.

Submit resume and salary requirements to: Elizabeth E. Roberto, Manager Human Resources, Tuck School of Business, Dartmouth College, Hanover, NH 03755.

The Tuck School is an Affirmative Action/Equal Opportunity Employer
Women and minorities are encouraged to apply

Tenure-Track Position
ORGANIZATIONAL BEHAVIOR

Cornell University's Johnson Graduate School of Management is seeking applicants for their Management & Organizations Group. Candidates at all levels will be considered. We are particularly seeking candidates with research and/or teaching strengths in leadership, organizational change, global management, or managerial consulting. Applications must be received by 11/15/2002, and should include a vita, copies of recent research papers, course syllabi and teaching evaluations (if applicable), and three letters of recommendation. Direct inquiries to:

CORNELL

Prof. Elizabeth A. Mannix
S. C. Johnson Graduate
School of Management
452 Sage Hall
Cornell University
Ithaca, NY 14853-6201

Cornell University is an Affirmative Action/Equal Opportunity Employer and Educator.

http://www.cornell.edu
http://chronicle.com/jobs/profiles/2377.htm

ROGER WILLIAMS UNIVERSITY

ACCESS SERVICES LIBRARIAN

Roger Williams University is seeking a qualified individual for the Access Services Librarian position. This is a full-time, 12 month, faculty-ranked position.

The Librarian is responsible for library circulation, course reserve, interlibrary loan and document delivery services and provides reference and user instruction.

Requirements: ALA-accredited, Master's degree or equivalent. Strong public service orientation and ability to work independently and with others. A minimum of 3 years of professional supervisory experience in access or public services; automated library circulation and/or interlibrary loan services; reference and user instruction; and expertise in the use of Innovative Interfaces and ARIEL applications.

To apply, send cover letter, curriculum vitae and three references to: **Roger Williams University, Office of Human Resources, Ref#HO82, Access Services Librarian, One Old Ferry Road, Bristol, RI 02809.**

Equal Opportunity/Affirmative Action/ Americans with Disabilities Act Employer with a strong commitment to diversity. Roger Williams University does not discriminate on the basis of gender, handicap, race, age, color, sexual orientation, political affiliation, marital status, national origin, or religion. We encourage all qualified men and women to apply.

www.rwu.edu

ASSISTANT DIRECTOR OF RESIDENCE LIFE FOR EDUCATIONAL INITIATIVES

Office of Residence Life
Bowling Green State University

Bowling Green State University is accepting applications for the position of Assistant Director of Residence Life for Educational Initiatives. The Assistant Director of Residence Life is responsible for the administration of specific educational initiatives directed and supported by the Office of Residence Life. These responsibilities include the selection and training of administrative and support staff who work in the residence units, supervision of a graduate assistant, development and implementation of all diversity education for the office, organization advising, all departmental assessment initiatives, system-wide programming, the coordination of programs and services for students who live in campus residences, and working as a liaison with the Greek Affairs staff. Minimum qualifications are a Master's degree in College Student Personnel Administration or related field. Three years full-time experience in responsible leadership in housing and residence life. This is a full time administrative staff position. Administrative grade level 14, minimum salary $34,807. Salary is commensurate with education and experience. A full benefit package is available. To apply submit a letter of application, resume and name, address and telephone number of three professional references to **Office of Human Resources (Search S-080), 100 College Park Office Building, Bowling Green State University, Bowling Green, OH 43403. www.bgsu.edu/offices/ohr.** Review of applications will begin on August 30, 2002 and continue until the position is filled. *Bowling Green State University is an Affirmative Action/Equal Opportunity Educator and Employer.* We are committed to a multicultural environment and strongly encourage applications from women, minorities, veterans and persons with disabilities. BGSU employs only those individuals authorized to work in the United States.

CORTLAND

State University of New York College at Cortland

Assistant Professor

The Department of Psychology at State University of New York College at Cortland invites applicants for a tenure-track position beginning Fall 2003. Candidates may anticipate teaching a lab course in cognition as well as courses in developmental (any part of the life span) and experimental psychology. Successful candidates will combine high-quality teaching with an active research program. Ph.D. is preferred but ABD will be considered. Please submit cover letter, vita, three letters of recommendation, evidence of effective teaching, and representative publications to **Dr. Margaret D. Anderson, Chair, Department of Psychology, SUNY at Cortland, Cortland, NY 13045.** Review of applications will begin October 1, 2002. *SUNY Cortland is an AA/EEO/ADA Employer.* We have a strong commitment to the affirmation of diversity and have interdisciplinary degree programs in the areas of multicultural studies

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DIRECTOR, Financial Systems Administration

Reports to vice president for Finance and Treasurer and assists in the administration and management of the Financial Record System and Student Information System. Responsible for daily, weekly, monthly and annual processing, and for producing, developing and scheduling reports; training users; resolving user questions; developing and maintaining extract files; acting as division liaison to IT.

Identifies application problems, researches origins, recommends and implements solutions. Develops, maintains and manages financial management datamarts, and uses appropriate computer skills to assist in generating reports that meet the financial reporting needs of the University. Provides support to financial staff relating to PC software to facilitate office procedures, workflow and data analysis. Creates and documents testing protocols for system upgrades and enhancements. Oversees and performs system testing to insure successful implementation of system updates. (Please consult Web site at www.montclair.edu/pages/hr/)

Qualifications: A baccalaureate degree from an accredited college in business and finance area is required. Master's or CPA, a plus. Five years of progressively responsible work in financial system's administration/management, preferably a college or university. Excellent computer programming skills, extensive knowledge of database management procedures as applied to SCT, FRS and SIS+, also FOCUS, EXCEL, ACCESS and other data retrieval/productivity programs.

Salary Range is $47,000 - $71,000. Send resume no later than August 19, 2002 to Montclair State University, Office of the Vice President for Finance and Treasurer, 226 College Hall, V#172/HO, Upper Montclair, NJ 07043.

DIRECTOR, Office of Assessment and Learning Support

Under the supervision of the associate dean for Enrollment Management / Retention Services, the director will realize the consolidation of Academic Needs Assessment and Tutorial Services into the new Office of Assessment and Learning Support (OALS). The director organizes, plans and directs all matters related to institution-wide testing and learning needs. Also responsible for developing and implementing a strategic plan (in conjunction with the associate dean) aimed at providing more innovative approaches to placement testing and moving the office toward more Web-enabled approaches to both testing and tutoring. Develops, administers and controls all unit programs, budget, work operations and personnel actions for the OALS. The director supervises a staff that includes an assistant director, two secretaries, an administrative assistant, graduate assistants, tutors and several proctors.

A master's degree in education or a related field from an accredited college or university is required, and a minimum of five years of administrative experience. Must be computer proficient and research oriented; must possess excellent oral and written communication skills and be able to work collaboratively across unit and campus areas.

Salary commensurate with candidate's qualifications and experience. Additional benefits include 22 vacation days, 15 sick days, 16 paid holidays, Fridays off during June, July, and August, comprehensive pension plan, additional tax deferred retirement options, eligibility for a variety of group medical and dental insurance plans and vision care reimbursement.

Review of applications will begin immediately and continue until position is filled.

To apply, send a letter of interest, current resume or c.v., and three letters of recommendation to Dr. Reginald Galen L. Ross, Box 316, V#168/HO, Montclair State University, Upper Montclair, NJ 07043.

DIRECTOR, New Student Experience Program

Under the supervision of the associate dean for Enrollment Management / Retention Services, the director organizes, plans and directs the New Student Orientation and Freshmen/New Transfer Student Programs. Also responsible for developing and implementing a strategic plan (in conjunction with the associate dean) aimed at increasing freshman retention rates. The director supervises a staff of first year counselors, a program assistant, and orientation staff, and student assistants. The director develops, administers and controls all unit programs, budget, work operations and personnel actions for the New Student Experience Program.

A master's degree from an accredited college or university in a related field is required. Minimum of four years of administrative experience working with new students and /or new student programs. Must be computer proficient and research-oriented; must possess excellent oral and written communication skills and be able to work collaboratively across unit and campus areas.

Salary commensurate with candidate's qualifications and experience. Additional benefits include 22 vacation days, 15 sick days, 16 paid holidays, Fridays off during June, July and August, comprehensive pension plan, additional tax deferred retirement options, eligibility for a variety of group medical and dental insurance plans and vision care reimbursement.

Review of applications will begin immediately and continue until position is filled.

To apply, send a letter of interest, current resume or c.v., and three letters of recommendation to Dr. Reginald Galen L. Ross, Box 316, V#167/HO, Montclair State University, Upper Montclair, NJ 07043.

www.montclair.edu
Equal Employment/ Affirmative Action University

MONTCLAIR
STATE
UNIVERSITY

DEAN, HUMANITIES & LANGUAGE ARTS

(#2AHU03)

Chabot College in Hayward. Salary: $85,824-$101,952/yr. Closing date: 09/30/02. For an official application contact the Chabot-Las Positas Community College District by e-mail: hr@clpccd.cc.ca.us or call (925) 485-5200. EOE

FLORIDA
GULF COAST
UNIVERSITY

All information on vacancies & how to apply, visit
www.fgcu.edu
or call the 24-hr jobline @
239-590-1111.
FGCU is an EO/EA/AAI

PRESIDENT

University of Louisville

The University of Louisville Board of Trustees announces a nationwide search to recruit a new president. The University has enjoyed considerable success and outstanding leadership and is poised for even greater accomplishment and excellence.

With a history dating back to 1798, the University of Louisville is today one of the nation's leading metropolitan research and teaching institutions. The University has three campuses: the 177-acre Belknap Campus is three miles from downtown Louisville and houses eight of the University's schools and colleges (College of Arts & Sciences, College of Business & Public Administration, College of Education & Human Development, Speed Scientific School (engineering), Brandeis School of Law, School of Music, Kent School of Social Work and Graduate School) along with its University Libraries (ARL member). The Health Sciences Center, located in the heart of Louisville's medical complex, serves as the medical campus for the schools of dentistry, medicine, nursing, public health and the university's teaching hospital. The 243-acre Shelby Campus in the suburbs of eastern Jefferson County is in the early stages of development as a business and technology resource park.

The University enrolls more than 20,000 students, employs approximately 5,200 faculty and staff, and has an annual operating budget of approximately $510 million. It is a Division I-A school with a nationally competitive athletics program and an extremely loyal fan base. The University of Louisville has more than 100,000 alumni worldwide. Additionally, the University of Louisville Foundation, Inc. has an endowment exceeding a half billion dollars.

The Board of Trustees, through its Presidential Search Committee, seeks candidates who have outstanding leadership and managerial skills, a commitment to academic excellence, a penchant for fundraising and external relations, and a passion for educating students. Unquestioned integrity, excellent interpersonal and communication skills, and a vision of the role and mission of a major metropolitan research university in the 21st century-are all attributes the Board expects the next president to possess.

The Presidential Search Committee will accept applications and nominations until it recommends finalists to the Board of Trustees. The Committee encourages interested parties to submit their materials by October 1 for optimal consideration to:

R. William Funk
Consultant to the Board
2100 McKinney Avenue, Suite 1800
Dallas, Texas 75201
[email: krisha.creal@kornferry.com]
[fax: 214/954-1849]

~The University of Louisville is an equal opportunity/affirmative action employer~

Bloomsburg
UNIVERSITY

Director of Development

Bloomsburg University is seeking a Director of Development (AA# 09-2-61) to provide overall leadership for the development program. Primary responsibility is securing major gifts ($10,000+) from individuals and organizations. Supervises manager of development operations who oversees the daily activities of: the annual fund, planned giving, campaigns, the university foundation's treasury/accounting function, and a staff of eight. Extensive travel and flexible work hours.

Required: Earned bachelor's degree, effective communications skills, minimum three years of successful major gift experience, minimum two years of successful supervisory experience, demonstrated ability to work with diverse populations.

Preferred: Additional three years of general fundraising experience, educational fundraising work; advanced degree; and working knowledge of Raiser's Edge (or comparable) fundraising software.

Salary commensurate with qualifications /experience. Excellent benefits package.

Submit to **Director of Development Search Committee, c/o Linda Lapp, Mitchell House, Bloomsburg University, Bloomsburg, PA 17815-1532:** 1) cover letter; 2) statement of applicant's view of fundraising in public higher education; 3) resume; 4) unofficial copy of transcript for most recent degree; and 5) six work-related reference names, addresses, and daytime telephone numbers which may include supervisors, peers, and/or direct reports.

Applications received by August 15, 2002, will afford full consideration.

ASU ARIZONA STATE
UNIVERSITY WEST

SCHOOL OF MANAGEMENT ASSISTANT/ASSOCIATE/FULL PROFESSOR OF STRATEGIC MANAGEMENT

ASU West School of Management (SOM) is recruiting for Assistant/Associate/Full Professor for Fall 2003 to teach strategic management at the MBA and undergraduate levels. Normal teaching load is four courses per academic year for untenured faculty. The SOM offers a B.S. in Global Business with specializations in marketing, financial management, HRM, information systems management, and international studies; a Bachelor's in Accountancy; a Postbaccalaureate Certificate in Accountancy; and an MBA.

REQUIRED: Ph.D. in strategic management or related field by Aug 15, 2003; evidence of teaching effectiveness in strategic management commensurate with level of appointment; achievement in scholarship commensurate with level of appointment.

DESIRED: Evidence of experience in teaching international management, human resource management, or legal issues and ethics; consulting/industry experience; evidence of MBA teaching experience; experience with strategy computer simulations; evidence of outstanding foundation in research methods; evidence of successful interactions with local business community.

DEADLINE: Sept. 30, 2002 or the 30th day of the month thereafter until position is filled.

SEND: Two complete copies of a letter of interest, vita, names, addresses, and phone numbers of three professional references, and evidence of teaching and research performance to:

Dr. Leanne Atwater,
Management Department Chair,
ASU West SOM,
P.O. Box 37100, MC 2451,
Phoenix, AZ, 85069-7100.
http:// www.west.asu.edu/academic/jobs/

ASU West is an AA/EO employer in policy and practice.

UNIVERSITY *of* NEW HAMPSHIRE

CHAIR, DEPARTMENT OF MATHEMATICS AND STATISTICS

We invite applications for the tenure-track faculty position of Chair in the Department of Mathematics and Statistics. The anticipated starting date is August 2003. Preference will be given to candidates whose interests are aligned with existing strengths within the department's programs. The department is diverse with expertise in statistics and mathematics education, as well as in pure and applied mathematics.

The Chair is expected to provide strong leadership and vision for the department. Candidates are expected to demonstrate excellence in research and teaching, and to possess strong administrative skills. Candidates should provide qualifications for an appointment to full professor. Formal review of applications will begin on December 1, 2002. All applications will be considered until the position is filled.

Please submit applications to:

Chair Search Committee
Department of Mathematics and Statistics
University of New Hampshire
Durham, NH 03824

An application should include a cover letter with a statement of relevant experiences for this position, a curriculum vitae, and contact information for four letters of recommendation. (We will request letters for those applicants on our short list.) If you have any questions please address them to Professor Karen Graham at kjgraham@cisunix.unh.edu or (603) 862-2320.

UNH is committed to excellence through diversity of its faculty and strongly encourages women and minorities to apply.

Education

New Brunswick School District

Seeks applicant for the following position:

■ BILINGUAL TEACHERS

Must have New Jersey Certification in the subject area.

Send resume and copy of certification to:

Dr. Rubén González
Assistant Superintendent
for Personnel
P.O. Box 2683, New Brunswick
NJ 08903-2683

NO PHONE CALLS PLEASE EOE

NHMCCD

Montgomery College
Conroe, Texas

INSTRUCTOR OF ENGLISH

Ref#40324

Start date: January 2003

Primary responsibility is to teach English Composition and Rhetoric I & II courses. Minimum of Master's degree with 18 graduate hours in English. This position subject to successful completion of a criminal background check. See WEB:

http://job.nhmccd.edu

ASSOCIATE VICE PRESIDENT
Alumni Relations

The University of Toledo seeks an Associate Vice President, Alumni Relations.

The University is a Carnegie Doctoral/Research Extensive state-supported university in northwest Ohio with approximately 3,000 full-time and part-time faculty and staff, some of whom are represented by bargaining units. The University of Toledo has approximately 20,000 students and over 80,000 living alumni members.

The Associate Vice President, Alumni Relations will report to the Vice President for Institutional Advancement and will serve as the chief alumni officer for The University of Toledo with general institutional responsibility for the organization, management and implementation of the University's comprehensive alumni program. This position will manage the Office of Alumni Relations, an office within the division of Institutional Advancement, in collaboration with the UT Alumni Association and its Board of Directors. The successful candidate will represent the Association in all interactions with UT; oversee all financial transactions of the Association; mentor and provide professional development for the Association staff. This individual will also assist in the development and implementation of the Association's goals and objectives; execute policy decisions of the Association; propose and manage annual budget; develop and manage programs to fulfill Association membership goals; identify, recruit and train volunteer leaders; maintain Association records, reports and rosters; manage annual programs and services, including reunions, tours, athletic-related events, merchandising, recognition programs, chapter and club programs, and career-networking; and supervise annual scholarship programs, including fund-raising activities.

The ideal candidate will possess an undergraduate degree with a minimum of five years experience in higher education, public affairs, association management, or in a closely related area such as marketing or communications. An advanced degree is strongly preferred. Demonstrated knowledge of management principles, budgeting practices and principles, and personnel relations. Demonstrated ability to recruit, train and effectively manage volunteers. Capital Campaign experience is preferred.

Additional information about the University is available on the website: www.utoledo.edu.

Interested candidates should submit a cover letter addressing stated qualifications and responsibilities, a resume, and the names of five references with contact information to: The University of Toledo, Human Resources Department, Toledo, OH 43606-3390 or Fax 419/530-1490 or E-Mail: acarder2@utnet.utoledo.edu. Please use only one method of application. Review of applications will begin September 20, 2002, but the position will remain open until filled. The University of Toledo is an Equal Access, Equal Opportunity, Affirmative Action Employer and Educator.

THE UNIVERSITY OF TOLEDO

1769

DARTMOUTH COLLEGE

DIRECTOR OF ADMINISTRATIVE COMPUTING

The Director is responsible for leading and managing institution-wide efforts to implement IT systems and leverage IT assets to strengthen the efficiencies and effectiveness of campus administrative resources. This position provides leadership and vision to meet campus business systems needs and provides responsive accountable services to constituencies. Reporting to the Director of Computing, this senior management position is responsible for a 45-person department and multiple seven-figure budgets. Higher education experience a plus.

More info at **http://www.dartmouth.edu/admin/jobflyer/**. Review of applications is ongoing. Send cover letter and resume to: **admcsearch@dartmouth.edu, or Director of Administrative Computing Search, HB 6028 225 Baker/Berry, Hanover, NH 03755.** Confidential inquiries welcome.

Join an intellectually stimulating environment, large enough to be multi-faceted and challenging and small enough to offer satisfying collegial camaraderie across the entire institution. Be a team member of a 150-person computing services organization at an institution with a strong and future-oriented commitment to IT and many professional development opportunities.

Dartmouth College is an Equal Opportunity/Affirmative Action employer. Women and minorities are encouraged to apply.

OLD DOMINION UNIVERSITY

PROVOST AND VICE PRESIDENT FOR ACADEMIC AFFAIRS

General Position Description

The Provost and Vice President for Academic Affairs is the chief academic officer and second ranking administrative officer of Old Dominion University. He/she reports directly to the President of the University and is one of five vice presidents. The Provost and Vice President for Academic Affairs is responsible for all of the institution's academic and public service programs and their associated faculty, staff, and resources, and serves as the chief executive officer in the President's absence.

Institutional Context

Old Dominion University is a mature and growing institution that enrolls approximately 19,000 undergraduate and graduate students. The Carnegie Foundation has designated Old Dominion as a Doctoral/Research—Extensive University. The main campus is located in Norfolk, Virginia, which is part of the historic and internationally-oriented Hampton Roads metropolitan area, which has a population of more than 1.4 million. Old Dominion also operates higher education centers in the nearby cities of Virginia Beach, Hampton, and Portsmouth as well as in Northern Virginia. Programs are also delivered to several off-campus sites including military bases in the region.

In addition, the University operates more than 40 sites, which are part of its TELETECHNET distance learning network, located in Virginia, several other states, as well as the Bahamas. Programs are also broadcast to Navy ships operating in the Atlantic, Mediterranean, and Pacific. During the last decade, Old Dominion has become an acknowledged leader in the application of technology to deliver programs.

Old Dominion University is one of six publicly-assisted doctoral research universities in Virginia, and has an annual operating budget in excess of $240 million, an endowment of $75 million, and annual research volume of $26 million. Currently, 23 doctoral, two education specialist's, 67 master's and 66 bachelor's degrees are offered in the liberal arts and sciences, business, education, engineering and technology, and health sciences.

The University's academic division is organized into six colleges: Arts and Letters, Business and Public Administration, the Darden College of Education, Engineering and Technology, Health Sciences, and Sciences. Also included are the Perry University Library, the Honors College, Distance Learning, Academic Technology Services, Learning Technologies, Institutional Research and Assessment, Higher Education Centers, the Weekend College, Career Management Center, Graduate Studies, International Programs, and Continuing Education. Old Dominion is also the largest research contractor in Virginia with NASA.

Old Dominion is a selective admission institution. Twenty-six percent of its student body comes from outside Virginia and over 1230 international students from more than 103 countries are enrolled. About 53 percent of the University's students are 25 years of age or older.

The University is located in a region that is the major mid-Atlantic coast port, a commercial and banking center, hosts significant military commands, is a popular tourist destination, and is home to important research facilities that focus on aerospace, modeling and simulation, nuclear physics, and oceanography.

Responsibilities

The Provost and Vice President for Academic Affairs is expected to provide dynamic leadership in the areas of teaching and public service. The candidate selected should be able to stimulate a collegial and intellectually invigorating environment, build productive relationships with important constituencies in the region, increase funding through sponsored programs and development activities, and work productively with faculty, staff, and students.

Qualifications

The successful candidate must have an earned doctorate or equivalent, a record meriting appointment as a full professor in an academic department, and administrative experience in an academic setting at or above the level of a dean or equivalent. Candidates must have a strong commitment to academic excellence and an ability to work with diverse constituencies. Preference will be given to candidates with management experience in higher education, a history of collaborative decision making, ability to communicate effectively within a university setting and with external constituencies, and experience in a metropolitan doctoral-research university.

Applications and Nominations

Applications and nominations should be sent to the search committee coordinator at the address listed below. Applications must include a letter that addresses the position qualifications, a résumé, and the names, addresses, and phone numbers of five professional references.

Ms. Glenda L. Humphreys, Coordinator
Provost and Vice President for Academic Affairs Search Committee
Department of Human Resources
Old Dominion University
1510 W. 48th Street
Norfolk, Virginia 23529
Phone: 757-683-3059
E-mail: provostsearch@odu.edu

Screening of applicants will begin on October 11, 2002. Applications will be accepted until the position is filled.

For more information about Old Dominion University, see its web site at ***web.odu.edu***

Old Dominion University is an Affirmative Action Equal Opportunity Employer and complies with the Immigration Reform and Control Act of 1986.

New York University

FACULTY POSITIONS

Department of Performance Studies

TISCH SCHOOL OF THE ARTS

The Department of Performance Studies seeks to fill three full-time, tenure-track (assistant or associate professor) faculty positions for the 2003-04 academic year.

Qualifications: seeking candidates in the fields of African performance, African-American performance, Asian and/or Asian-American performance, feminism and performance, performance history, and performance and technology. Ph.D. or equivalent and college-level teaching are required. Expertise in theatre and/or music is desirable.

Duties include teaching two graduate-level courses per semester, student advisement, and participation in departmental and school-wide committees.

Excellent benefits package. Please send letter of interest, curriculum vitae, and names of three references, before **October 1, 2002**, to: **Barbara Browning, Chair, Department of Performance Studies, NYU, Tisch School of the Arts, 721 Broadway 6th floor, New York, NY 10003**. Additional information about Tisch School of the Art's Department of Performance Studies may be found at:

http://www.nyu.edu/tisch/performance

NYU is an Equal Opportunity/Affirmative Action Employer.

Foothill-De Anza
Community College District

Management Vacancies

Director, Technology & Construction Projects/Measure E

Faculty Vacancies

Automotive Technology Instructor
Dance Theatre Instructor
Medical Lab Tech. Coordinator/Instructor
Technical Communications Instructor

For application materials contact:

Foothill-De Anza
Community College District
Employment Services
12345 El Monte Road
Los Altos Hills, California 94022

Associate Professor & Executive Director, College Park Scholars

The Executive Director of College Park Scholars (CPS) is responsible for leading an innovative, two-year, living-learning program for freshmen and sophomores. He/she will work with faculty directors and students of 12 thematic and independent programs, and provide leadership for the program. Responsibilities include: overall program planning, program and budget management, curriculum development, program review and assessments, faculty development, communication and promotion of the program, as well as fund-raising and grant administration. In addition, the Executive Director works closely with the offices of Admissions, Orientation, Resident Life, and sponsoring colleges. The position reports to the Associate Provost for Academic Affairs/Dean for Undergraduate Studies. The incumbent is a member of the Undergraduate Studies Administrative Council, the Deans Advisory Committee on Living/Learning Communities, and the CPS Faculty Advisory Counsel.

The Executive Director will have earned a doctorate and have at least five years of relevant experience as a faculty member or comparable administrative experience. Experience in teaching undergraduates is preferred. Salary is competitive. Position available January 1, 2003.

For best consideration, please submit cover letter, curriculum vita, names, addresses, phone numbers, and e-mail addresses of three references by **September 15, 2002** to:

Chair, CPS Search Committee
Office of Undergraduate Studies
2130 Mitchell Building
College Park, MD 20742

For more information see **www.inform.umd.edu/SCHOLAR/**

The University of Maryland is an equal opportunity/affirmative action employer. Women and minorities are encouraged to apply.

UNIVERSITY OF
MARYLAND

ST. CLOUD STATE
UNIVERSITY
A tradition of excellence and opportunity

Associate Vice President for Development

St. Cloud State University — Minnesota

St. Cloud State University offers an opportunity for an energetic self-starter to become Associate Vice President for Development. This newly-created position reports to the Vice President for University Advancement and will be responsible for expanding private support for the university. The AVP oversees Development, Alumni Relations, and the SCSU Foundation.

Demonstrated success in planning and managing fundraising campaigns for higher education institutions is required. The AVP will possess an understanding of public higher education and the skills necessary to set policy, manage relationships and motivate volunteers. A bachelor's degree and 7-10 years of experience in higher education fundraising are required. Master's degree preferred (but not required). Salary will be based on education and experience. The successful candidate will have demonstrated ability to work with persons from culturally diverse backgrounds.

SCSU is a regional comprehensive university of nearly 15,000 students, offering 150 majors, minors and pre-professional programs. SCSU is a part of the Minnesota State Colleges and Universities system.

Review of applications will begin September 5, 2002 and continue until the position is filled. SCSU is committed to excellence and actively supports cultural diversity. To promote this endeavor, we invite individuals who contribute to such diversity to apply, including minorities, women, persons with disabilities, GLBT and veterans.

Applicants should send a letter of application, resume, transcripts (copies acceptable for initial screening), and the names, addresses, and telephone numbers of three professional references to:

Lisa Helmin Foss, Search Committee Chair
207 Administrative Services Building
St. Cloud State University
720 4th Avenue South,
St. Cloud, Minnesota 56301-4498

DIRECTOR OF ENROLLMENT MANAGEMENT II,

PENN STATE WORTHINGTON SCRANTON

Reports directly to the Campus Executive Officer (CEO) and is responsible for developing, coordinating, directing and implementing campus enrollment management activities. Responsible for student recruitment and market analysis, admissions, counseling, and authorization of student admissions to the campus. Conceive, design, implement and analyze effectiveness of campus communication and marketing strategies; analyze demographics and enrollment data for strategic planning purposes. Create promotional materials aimed at both the recruitment of new students and retention of current students. Direct, supervise, train, and evaluate professional and support staff. Requires Master's degree or equivalent, plus three years of work-related experience. A valid Pennsylvania Driver's license required. Send cover letter, resume and salary requirements to: **Employment & Compensation Division, Pos #: H-13530, 120 S. Burrowes St., University Park, PA 16801,** or FAX to **(814) 865-3750.** Resumes accepted until position filled.

AA/EOE

UCLA

University of California, Los Angeles

The UCLA Departments of Psychology and Psychiatry invite applications for a joint tenure-track position at the assistant professor level. Candidates should have an original research program in quantitative modeling of functional neuroimaging data. Ideal candidate interests would include applying classical and modern statistical methods to the analysis of fMRI and PET data. Please send a curriculum vitae, statement of research interests, and arrange for three letters of recommendation to be sent to: **Quantitative Neuroimaging Search Committee, Department of Psychology, Box 951563, UCLA, Los Angeles, CA 90095-1563.** Application review will begin on December 15, 2002. Appointments are subject to a final determination of availability of funds.

UCLA is an Equal Opportunity/Affirmative Action Employer. Women and minorities are encouraged to apply.

HARVEY MUDD
COLLEGE

Chairs of Departments of Biology and Mathematics

Harvey Mudd College invites applications for permanent positions in Biology and Mathematics at the Full Professor level. The successful candidates will begin service as Department Chairs in Fall 2003. Strong leadership skills and a demonstrated commitment to undergraduate teaching are absolutely essential for all candidates.

For **Biology,** the candidate must have an interest in strengthening the biology program in an institution that has historically emphasized physical science and engineering. Our ideal candidate's area of specialty will include expertise in contemporary molecular techniques and will complement existing faculty specialties in developmental genetics, ecology, evolution, and plant physiology. Microbiology and neurobiology are two particularly suitable specialties but others will be considered. Interests that combine biology and other scientific disciplines are also highly desirable. More information about the Biology Department can be obtained at **http://www.biology.hmc.edu.**

Applicants must submit: **(1)** a personal statement highlighting their administrative experience, leadership skills and philosophy, and a vision for research and teaching in the department; **(2)** a description of teaching and research interests; **(3)** a curriculum vitae and **(4)** the names and addresses of at least three professional references. Send all materials to: **Dr. Catherine McFadden, Chair of the Search Committee, Department of Biology, Harvey Mudd College, Claremont, CA 91711-5990.** Review of applications will begin on November 1, 2002, and continue until the position is filled. E-mail inquiries to **Catherine_McFadden@HMC.Edu.**

For **Mathematics,** the candidate must have an established record of scholarship in the mathematical sciences. Candidates should also be willing to supervise undergraduate research and work with others in the development of the undergraduate curriculum and other departmental programs. Additional information about the Mathematics Department may be found at **http://www.math.hmc.edu.**

Applicants should send **(1)** a curriculum vitae, **(2)** a description of their teaching philosophy and accomplishments, **(3)** a description of their current research program, and **(4)** names and addresses of at least three persons as references. Only references of finalists for the position will be contacted. Send all materials to: **Dr. Henry A. Krieger, Chair of Senior Search Committee, Department of Mathematics, Harvey Mudd College, Claremont, CA 91711-5990.** Review of applications will begin as they are received, beginning September 15, 2002, and the position will remain open until filled. E-mail inquiries to **HKrieger@HMC.Edu.**

Harvey Mudd College is a highly selective undergraduate institution of science, engineering, and mathematics. Each year there are about 25 graduates in Mathematics, Computer Science/Mathematics, and Mathematical Biology and 12 in Biology. Over 40% of mathematics and biology alumni have gone on to PhD programs. The College enrolls about 700 students and is a member of the Claremont Colleges, a consortium of five undergraduate colleges and two graduate institutions that together form an academic community of about 5000 students. Claremont is situated approximately 35 miles east of downtown Los Angeles, at the foot of the San Gabriel Mountains. The community is known for its tree-lined streets and village charm. It is an easy drive from Claremont to the cultural attractions of the greater Los Angeles area, as well as the ocean, mountains, and deserts of Southern California. The Colleges are within driving distance of several other institutions of higher learning, including Caltech, UCLA, USC, UC Riverside and UC Irvine.

Harvey Mudd College is an equal opportunity employer and is committed to the recruitment of candidates historically underrepresented on college faculties.

Assistant, Associate or Full Professor of Marketing

Responsible for teaching basic and advanced courses in marketing at the graduate level; research in analytical/quantitative or behavioral area(s) of expertise and interests; supervision of doctoral students. While all candidates will be considered, preference will be given to candidates with a proven record of research and teaching. Minimum qualification is a doctoral degree at or near completion in marketing or related field. Send applications with a curriculum vitae, a dissertation proposal or abstract (if thesis stage), copies of research papers, and available evidence of teaching quality to:

CORNELL

Professor J. Edward Russo
S.C. Johnson Graduate School of Management
443 Sage Hall
Cornell University
Ithaca, NY 14853-6201

Cornell University is an Affirmative Action/Equal Opportunity Employer and Educator.

http://www.cornell.edu
http://chronicle.com/jobs/profiles/2377.htm

THE COLLEGE OF
WOOSTER

Registrar

The College of Wooster invites applications for the position of Registrar, the chief academic officer responsible for ensuring the integrity of the College's academic records.

For more information see the complete position description online at:

http://www2.kenyon.edu/ohio5/jobs.htm

Fullest consideration will be given to candidates who apply by October 1, 2002.

ILLINOIS

Professor, Chair
Department of Agricultural and Consumer Economics at the University of Illinois

Tenured full time 9-month appointment in teaching, research and outreach related to agricultural markets

Ph.D. in agricultural economics or related field with specialty in agricultural marketing, trade, or policy required. Salary based on qualifications. Starting date negotiable.

For full consideration, apply by 9/15/02.

Full job announcement: **www.ace.uiuc.edu**

University of Illinois - AA/EOE

GANNON
UNIVERSITY

Gannon invites applications and nominations for the position of Director of **Admissions**. Please visit our web site for details on this opportunity and other professional positions.

www.gannon.edu/Jobposts

Gannon University is an Equal Opportunity Employer that encourages diversity and invites women and members of underrepresented groups to apply.

The
UNIVERSITY
of VERMONT

Charles A. Dana Medical Library, University of Vermont, invites applications for the position of Health Sciences Cataloger. The University of Vermont is located in the Champlain Valley between the Adirondack and Green Mountain ranges. It is set on a hill overlooking Lake Champlain and Burlington, Vermont's largest city with a population over 50,000. The student body at UVM is composed of 7,470 undergraduate and 1,053 graduate students. The Charles A. Dana Medical Library, founded in 1966, is a health sciences library serving the information needs of professionals and students in medicine, nursing, allied health and biomedical fields at the University of Vermont and Fletcher Allen Health Care.

The catalog librarian will perform original and complex cataloging in a variety of formats and participate in planning and policy making within the Dana Library in the areas of innovative operational uses of library automation, and evolving management of electronic resources. The catalog librarian collaborates with technical services operations at UVM's Bailey/Howe Library, Cook Chemistry and Physics Library and the Library Research Annex. The catalog librarian will supervise the copy cataloging, bibliographic maintenance and shelf readiness activities of 2 staff members.

REQUIRED QUALIFICATIONS: Applicants must have an MLS degree from an ALA accredited program or international equivalent; familiarity with AACR2 revised, MARC21 formats, NLM classification and medical subject headings (MESH); ability and desire to learn quickly, to work cooperatively and independently, to foster change, and to understand and address the needs of our patrons.

DESIRABLE QUALIFICATIONS: Cataloging experience in an academic or medical library; experience with electronic resources and media; familiarity with metadata standards; knowledge of issues and current trends in cataloging; experience in web page development and library automation; evidence of scholarly achievement.

POSITION DESCRIPTION: Available at **http://library.uvm.edu/dana/position.htm**

SALARY AND APPLICATION INFORMATION: Appointment will be made at the library faculty rank of instructor or library assistant professor, non-tenure track. Salary is commensurate with experience, not less than $31,500 for this position. Benefit package includes: TIAA/CREF or alternate plan, managed health care plan, and 22 days annual leave. Review of applications begins August 15, 2002 and will continue until the position is filled. Send letter of application, vita, and names and contact information of three professional references to: **Donna O'Malley, Chair, Cataloger Search Committee, Dana Library, 89 Beaumont Ave, Burlington, VT 05405.** *UVM is an AA/EO employer.*

DEAN OF UNDERGRADUATE STUDIES

UNIVERSITY OF NEBRASKA-LINCOLN

The University of Nebraska-Lincoln invites applications and nominations for a new position as (academic) Dean of Undergraduate Studies.

The first Dean of Undergraduate Studies will have the opportunity and challenge of developing a campus-level program to support and enhance the undergraduate student experience at the University of Nebraska-Lincoln. The Dean will advocate for and administer undergraduate policies and programs, work with other academic deans on special initiatives, and administer the new Office of Undergraduate Studies being established.

A more complete description of the position and application process is available on line at **http://www.unl.edu/svcaa/priorities/ugdean.html** or from Ms. Jelena Gude (**tel: 402-472-5264; fax: 402-472-4929; e-mail jgude1@unl.edu**). For full consideration applications should be submitted by October 1, 2002; the position will remain open until an appointment is made. Start date is expected to be January, 2003 or as soon thereafter as possible. Nominations and applications should be submitted electronically to **aasearch@unl.edu** or may be mailed to the following address:

Dean of Undergraduate Studies Search Committee
Dean Giacomo Oliva, Chair
208 Administration Building
University of Nebraska-Lincoln
Lincoln, NE 68588-0420

UNIVERSITY OF
Nebraska
Lincoln

The University of Nebraska is committed to a pluralistic campus community through affirmative action and equal opportunity. We assure reasonable accommodation under the Americans with Disabilities Act. Contact Giacomo Oliva at 402/472-9339 for assistance.

CLARION UNIVERSITY

PRESIDENT

After thirteen years of distinguished service, President Diane Reinhard will retire effective June 30, 2003. Accordingly, the Presidential Search Advisory Committee to the Clarion University of Pennsylvania Council of Trustees invites nominations and applications for the position of President of the institution.

Founded in 1867, Clarion University is a well-established regional comprehensive University located on scenic western Pennsylvania. Its mission is to provide affordable access to quality higher education programs at the baccalaureate and masters level to the citizens of the Commonwealth of Pennsylvania and to prepare students for a wide range of professions. The University is part of the Pennsylvania State System of Higher Education comprising 14 state-owned Universities distributed around Pennsylvania. The system, the largest provider of higher education in the state, is governed by a twenty member Board of Governors, who will appoint the new president.

Clarion's diverse student body of 6,000 pursues over 90 associate, baccalaureate, masters degrees, and certificates through three colleges and one school: The College of Arts and Sciences, College of Business Administration, College of Education and Human Services and School of Nursing. Accredited by the Middle States Association of Colleges and Schools, Clarion's programs also carry several program specific accreditations including AACSB, NCATE, and NLNAC. Clarion also maintains a satellite campus in Oil City, Pennsylvania and a site in Pittsburgh for its Nursing program.

The Committee seeks a visionary and dynamic leader with a strong commitment to excellence in higher education, demonstrated administrative skills in managing a complex organization and the ability to guide the institution to the next level of excellence. The successful applicant will posses an earned doctorate and a strong understanding of, and appreciation for, scholarship. An appreciation for the role of the University in enhancing economic development in the region, and the capacity to attract financial support from the public and private sectors, are essential. Excellent communication skills are of paramount importance as the President is the chief representative of the University to a wide variety of external constituencies.

The Committee is being assisted in the search by Jan Greenwood, Ph.D., Vice President, A.T. Kearney Executive Search. For best consideration application materials should be received prior to September 17, 2002. Review of applications and nominations will begin immediately and continue until an appointment is made. The University Council of Trustees will recommend successful applicants to the Chancellor and the Board of Governors. The Board of Governors, upon the basis of all interviews, will choose the successful applicant. Application materials should include a letter addressing how the candidate's experiences match the position requirements, a curriculum vitae, the names, titles, e-mail and business addresses, business and home telephone numbers of at least five (5) references, which include university constituents, community leaders public officials and governing board members. Individuals wishing to place names in nomination should submit a letter of nomination that includes the name, position, address, and telephone number of the nominee. Nominations should be received by September 10, 2002 to ensure full consideration. Requests for information, written nominations and application materials should be directed to:

A.T. Kearney, Inc.
Jan Greenwood, Ph.D., Vice President
Clarion Presidential Search
333 John Carlyle Street
Alexandria, Virginia 22314
greenwoodteam@atkearney.com
703-519-0391

For more information about Clarion University of Pennsylvania and the search, please visit our Web site at **http://www.clarion.edu.**

Clarion University of Pennsylvania is an Equal Opportunity employer that actively seeks diversity in its workforce.

State System of Higher Education
Commonwealth of Pennsylvania

EXECUTIVE OPPORTUNITIES

Associate Vice Chancellor for Academic and Student Affairs
Assistant Vice Chancellor for Academic and Student Affairs

The Pennsylvania State System of Higher Education invites confidential inquiries, nominations, and applications for the positions of Associate Vice Chancellor and Assistant Vice Chancellor for Academic and Student Affairs. The Associate and Assistant Vice Chancellors will provide curricular and administrative support to the Office of the Vice Chancellor for Academic and Student Affairs.

The System comprises the Commonwealth's 14 publicly owned universities, four branch campuses, several regional centers, and the McKeever Environmental Learning Center. The System universities offer a range of associate's, bachelor's, master's, and doctoral-degree programs. There are more than 250 degree and certificate programs in more than 120 areas of study. As Pennsylvania's largest higher-education provider, the System currently serves more than 98,500 students, the majority of whom are Pennsylvanians. The System is the Commonwealth's 17th largest employer, with a budget of $1.4 billion and more than 12,600 employees. There are nearly 570,000 alumni of State System universities worldwide; more than 360,000 alumni live in Pennsylvania and contribute to the Commonwealth in many ways. The System has an economic impact of approximately $2.2 billion annually on the economy of Pennsylvania.

The candidate should have administrative experience in academic affairs and/or student affairs, knowledge of higher education policy-development protocols, knowledge of and experience in a collective-bargaining environment, and a doctoral degree.

To ensure consideration, materials should be submitted prior to September 17, 2002. Review of applications will begin immediately and will continue until an appointment is made. Application materials should include a letter addressing how the candidate's experiences match the position requirements, a curriculum vita, and the names, title, email and business address, and business and home telephone numbers of at least five references. Submission of materials as MS Word attachments is strongly recommended. Individuals wishing to nominate candidates for the position should submit a letter of nomination, including the name, position, address, and telephone number of the nominee. Nominations should be received by September 10, 2002, to ensure full consideration.

Confidential requests for information, written nominations, and application materials should be directed to:

Jan Greenwood, Ph.D., Vice President
SSHE-Academic and Student Affairs Search
A.T. Kearney, Inc.
333 John Carlyle Street
Alexandria, Virginia 22314
Fax: 703-519-0391
Email: greenwoodteam@atkearney.com

The State System of Higher Education is an equal opportunity/affirmative action employer and encourages applications from minorities, women, veterans, and persons with disabilities. ***www.sshechan.edu***

THE COLLEGE OF WOOSTER

1189 Beall Avenue
Wooster, Ohio 44691-2363

Positions for Fall 2003

Tenure-Track

Biology - Vertebrate
Chemistry
Economics - Business
Economics
Philosophy
Physics
Political Science — IR

Visiting

English - 1-yr half-time
Mathematics - 2-yr

See full descriptions at:
http://www.wooster.edu/oncampus/empopp.html
Choose "Job Postings from the Five Colleges of Ohio"
to locate the description or call or e-mail Linda
Farmer — 330-263-2133
or **lfarmer@wooster.edu**

Senior Lecturer

The S. C. Johnson Graduate School of Management invites applications for qualified individuals for the 2003-04 academic year in all fields. We are especially interested in people with functional area expertise and related interests in Strategy, International Business, Leadership, and/or Entrepreneurship, Business Law, Investment Banking, and/or Corporate Finance.

Qualifications for these positions are flexible with respect to specialty areas. Duties include graduate teaching at the master's and doctoral levels, and service. Particular emphasis will be given to articles published or accepted in referred academic journals. Teaching ability will be evaluated during personal interviews, but evidence based on prior experience is also important.

All applications should include a complete curriculum vita, including a dissertation proposal or abstracts, and should be sent to:

CORNELL

Associate Dean
L. Joseph Thomas
S. C. Johnson Graduate
School of Management
348 Sage Hall
Cornell University
Ithaca, NY 14853

Cornell University is an Affirmative Action/ Equal Opportunity Employer and Educator.

http://www.cornell.edu
http://chronicle.com/jobs/profiles/2377.htm

The Texas Union
University of Texas at Austin

Position Open:
Student Affairs Administrator

The Texas Union at The University of Texas at Austin is seeking a Program Advisor/Student Affairs Administrator to work with Union sponsored student volunteer organizations in the Student Events Center (SEC). The advisor will be one of a team of Advisors working with the 10 committees and special projects of the SEC, the largest organization at the University of Texas dedicated to planning events on campus. Responsibilities include assisting in the coordination of student organization activities, leadership development, and short and long-range planning for the area.

Preferred requirements include a master's degree in a related field and one year experience working with college students in an advisory capacity.

Interested candidates can read a complete job description and apply directly for this job by visiting the UT Recruiting and Staffing Services website at **http://www.utexas.edu/hr/empl**. Please refer to job # 02-07-26-08-3039.

For more information, please call 512-475-6645, e-mail: **cruggeri@union.utexas.edu**, or visit the Union website: **http://www.utexas.edu/student/txunion**

An Equal Opportunity/Affirmative Action Employer

CARLETON COLLEGE

Carleton College has tenure-track positions open in the following departments or programs for Fall 2003:

- ***American Studies***
  U.S. Latino/a Studies
- ***Chemistry***
  Organic and Biochemistry
- ***Educational Studies***
  Urban Education Generalist
- ***History***
  Latin American
- ***Religion***
  Christian Historical Studies
- ***Theater***
  Director and Theater Generalist

All positions are at the Assistant Professor level (with Ph.D. completed or substantially completed by time of appointment). In extraordinary cases, higher rank will be considered. Carleton is a highly selective liberal arts college with 1800 undergraduates located 45 miles south of Minneapolis and St. Paul.

Carleton College is an affirmative action/equal opportunity employer. We are committed to developing our faculty to better reflect the diversity of our student body and American society. Women and members of minority groups are strongly encouraged to apply.

For full descriptions of these positions, visit Carleton's web site at
http://www.carleton.edu/campus/DoC/tenureindex.html.

Alliant
International University

San Francisco/San Diego
California

VICE PRESIDENT
MARKETING AND ENROLLMENT SERVICES

Alliant International University (AIU) is currently accepting applications for the position of Vice President, Marketing and Enrollment Services. This individual will be responsible for overseeing a strategic marketing initiative that will project the university's Building Excellence agenda into national and international prominence. Over the next five years AIU expects to launch a transformation of its undergraduate curriculum, develop a model higher education campus that incorporates principles of sustainability, develop programs that operate from multicultural and international perspectives, and become the university of choice for those seeking positive social change around the globe.

AIU was founded in 2001 through the combination of United States International University and Alliant University/California School of Professional Psychology. AIU's undergraduate and graduate degree programs in liberal arts, education, business, and behavioral and social sciences prepare the University's 6,400 students for careers in these fields.

AIU is a not-for-profit, independent university with six California locations - Fresno, Irvine, Los Angeles, Sacramento, San Diego, and the San Francisco Bay Area. AIU also has a location in Mexico City, Mexico. USIU, a Kenyan chartered university is accredited as a unit of Alliant International University and is located in Nairobi, Kenya. AIU meets the federal government's definition of a Hispanic Serving Institution under Title V of the Higher Education Act of 1965. The University is accredited by the Western Association of Schools and Colleges. The American Psychological Association accredits the university's clinical psychology doctoral programs at five of six California locations. The American Association of Marriage and Family Therapists accredit its masters and doctoral programs in marriage and family therapy.

The Vice President, Marketing and Enrollment Services is responsible for the direction, programming and planning of the University's Marketing and Enrollment Services division. This executive will provide leadership in the ongoing development and analysis of AIU's marketing plan, including communications, advertising, and public relations and community outreach, and AIU's enrollment management plan, including enrollment patterns and marketing strategies and execution. As such, the Vice President will be immediately responsible for strategic marketing of the university in the context of its "Building Excellence" agenda. This executive supervises the budget allocation and expenditure processes for the division. He/she will participate significantly in the recruiting, supervising, training and professional development of staff. This newly created position can be located at either the San Francisco headquarters or the San Diego campus.

Qualifications:

The ideal candidate for this role should possess a minimum of six to eight years of successful and progressively senior administrative experience in marketing an institution of higher education to a range of audiences. In addition, the candidate will have demonstrated exposure to and/or experience with the process of developing and managing an integrated Enrollment/Admissions system in higher education. The candidate will demonstrate a record of commitment to, and understanding of, multicultural and multinational education and a record of successful experience in working with a culturally and ethnically diverse faculty, staff and student body.

The candidate will demonstrate knowledge of student enrollment and admissions issues in a diverse population, which includes undergraduates, transfer students, international students and nontraditional graduate students.

Education Requirement:

A master's degree from an accredited institution with an earned doctorate from an accredited institution preferred.

Application Process:

Send resume and list of 5 references to the following (electronic submittal preferred):

Ms. Sharon Tanabe
CODE: AIU/VPM&ES
Korn/Ferry International
1800 Century Park East, Suite 900
Los Angeles, CA 90067
310-843-4179 (phone)
310-553-6452 (Fax)
sharon.tanabe@kornferry.com

The position will remain open until filled.

Alliant International University is an equal opportunity/ affirmative action employer.

Vice Chancellor for Administration and Finance

Pennsylvania State System of Higher Education

The Pennsylvania State System of Higher Education seeks nominations and applications for Vice Chancellor for Administration and Finance in the Office of the Chancellor. The vice chancellor reports to the chancellor and carries executive leadership responsibility for administering and managing the administrative and financial affairs of the System. The responsibilities include developing policy and business processes for the chancellor and the System's Board of Governors and providing system-wide leadership and administrative direction for the areas of: financial planning, accounting, reporting and analysis; human resources management and development; procurement management; capital planning and financing; emergency management; treasury operations including cash management, investment programs and commercial banking; physical plant planning and maintenance; security management; and insurance management.

THE SYSTEM

The State System of Higher Education consists of Pennsylvania's 14 publicly owned and accredited universities, four branch campuses, several regional centers, the Educational Resources Group and the McKeever Environmental Learning Center. The System universities offer degrees at the associate, baccalaureate, masters and doctoral levels. With more than 98,000 students, the Pennsylvania State System is the largest provider of higher education in the Commonwealth. Approximately 90% of the universities' students are in-state, and 69% remain in Pennsylvania after graduation.

QUALIFICATIONS

An MBA or other relevant advanced degree is required, although a Ph.D. or equivalent earned doctoral degree is preferred. The successful candidate will have a minimum of seven years of progressive and substantial experience in executive positions, preferably in higher education; experience is expected in financial planning and management, human resources management and development, facilities management, risk management, investment and debt management; exceptional leadership, management and interpersonal skills; excellent written and oral communication skills; analytical skills with excellent abilities for integrating information and data; ability to work effectively as part of a management team; and a commitment to cultural diversity and equal opportunity.

START DATE

October 1, 2002 or as negotiated.

APPLICATIONS/NOMINATIONS

The System is being assisted in the search by Korn/Ferry International. Application materials should be submitted as soon as possible. Review of applications and nominations will begin immediately and continue until an appointment is made. The Chancellor, upon the basis of all assessments, will choose the successful applicant. Application materials should include a curriculum vitae and a letter explaining the relevance of the candidate's experience to the position requirements. Individuals wishing to place names in nomination should submit a letter of nomination that includes the name, position, address and telephone number of the nominee. Requests for information, written nominations and application materials should be directed to:

John Kuhnle and Arnie Sherrin, Managing Directors
Korn/Ferry International
11 Penn Center, Suite 2626, 1835 Market St.,
Philadelphia, PA 19103
E-mail (preferred): brian.moorhouse@kornferry.com
Fax: 215/568-9911

More information is available at web site, http://www.sshechan.edu.

The Pennsylvania State System of Higher Education is an Equal Opportunity employer that actively seeks diversity in its workforce.

TOWSON UNIVERSITY

DEAN, COLLEGE OF LIBERAL ARTS

Towson University invites applications and nominations for the position of Dean of the College of Liberal Arts. The College seeks an innovative and effective leader with an unwavering belief in the importance of a liberal arts education and a commitment to quality teaching, research, student learning and diversity.

The Dean of the College of Liberal Arts serves as the senior officer of the college. The Dean provides leadership and support for policy formation, faculty development, faculty personnel matters, curriculum development, budget, student recruitment and advisement, and fund-raising. The Dean reports directly to the Provost and participates with the other deans as a member of the Provost's Council.

The College of Liberal Arts provides the core of general education requirements for all undergraduate majors as part of its commitment to a liberal arts education and is the cornerstone of the university's commitment to student learning in the methods of deductive reasoning, logical inquiry and critical analysis. The College has a distinguished faculty of 130 full-time professors and over 200 part-time faculty in nine departments, nine interdisciplinary programs, nine masters' degree programs, and four graduate certificate programs. Web address: **www.towson.edu/cla/**

The successful candidate must have an appropriate earned doctorate in a discipline within the College, and must qualify for a tenured appointment as a full professor. He or she must demonstrate successful administrative experience in higher education and possess a distinguished record of teaching and scholarly accomplishments. The candidate must be an effective leader with a strong commitment to quality teaching, interdisciplinary collaboration, research, student learning and diversity. The candidate must also be a strong and visible advocate for the College and be able to articulate a clear vision for the College in the changing environment of higher education.

Founded in 1866, Towson University is located on a beautiful 328-acre setting in the suburban community of Towson, Maryland, just north of Baltimore City and 45 miles from Washington D.C. Towson University is the largest university in the Baltimore area and the largest comprehensive university in the University System of Maryland with a student body of 17,000. Web address: **www.towson.edu**

Candidates should send a letter of application, curriculum vitae, a statement of purpose delineating their vision for the college, and the names, addresses and phone numbers of five references with knowledge of the candidate's career and administrative experience. Review of applications will begin October 18, 2002, and will continue until a successful candidate is identified. Send applications and nominations to: **Ms. Sue Ann Nordhoff-Klaus, CLA Dean Search Committee, Dean's Office, College of Liberal Arts, Towson University, Towson, MD 21252.**

Towson University is an equal opportunity/affirmative employer and has a strong institutional commitment to diversity. Women, minorities, persons with disabilities, and veterans are encouraged to apply.

Assistant, Associate or Full Professor of Production and Operations Management

Tenure track position with responsibilities of teaching Master's and Doctoral courses in management, and pursuing an active program of research in either Operations Management or a combination of Operations Management with other disciplines (Behavioral Science, Marketing, etc.).

Direct inquires to:

CORNELL

Professor L. Joseph Thomas
S.C. Johnson Graduate School of Management
348 Sage Hall
Cornell University
Ithaca, NY 14853

Applicants should have completed a doctorate or be at the dissertation stage of a doctoral program. Applications should include a vita, together with a dissertation proposal or abstract, and copies of research papers.

Cornell University is an Affirmative Action/Equal Opportunity Employer and Educator.

http://www.cornell.edu
http://chronicle.com/jobs/profiles/2377.htm

CHABOT-LAS POSITAS
COMMUNITY COLLEGE DISTRICT

Vice President of Academic Services

(#2AIN04)

Applications for position at Chabot College in Hayward, California are being accepted. Application deadline: September 19, 2002. Salary $92,256-$109,572/yr. For a job description visit website at www.clpccd.cc.ca.us

For application materials please contact: Chabot-Las Positas Community College District, Office of Human Resources, 7011 Koll Center Parkway, Suite 200, Pleasanton, CA 94566. Phone: (925) 485-5236 or 24 Hour Job Line: (925) 485-5200. Email: hr@clpccd.cc.ca.us EOE

ANTIOCH UNIVERSITY

MAOM Core Faculty position-full time (unranked), Graduate Management Program, write to Susan Nero, Chair, MAOM Search Committee;

MFA Core Faculty Chair position-full time (unranked), Creative Writing Program, write to MFA Chair, c/o Academic Dean; visit our website for more details on each position.

www.antiochla.edu

Antioch University Los Angeles; 13274 Fiji Way, Marina del Rey, CA 90292-7008

Antioch is an equal opportunity employer.

BEST COPY AVAILABLE

COLUMBIA UNIVERSITY
Health Services at Columbia

Counseling and Psychological Services seeks part-time Clinician to provide psychological evaluation and treatment for students. Responsibilities include short-term psychotherapy, outreach, and crisis intervention. Extensive evening hours required.

Qualifications: Ph.D., Psy.D., or Ed.D. in clinical/counseling psychology; or MSW in social work. New York State license eligible. Minimum three years acceptable clinical experience or completion of a fellowship in college mental health. Prefer clinical experience in a university or college counseling service and in an inpatient setting.

Please fax resumes to (212) 854-9473 or mail to CPS Clinician Search, Health Services at Columbia, Lerner Hall, 8th Floor. 2920 Broadway, MC 2920, New York, NY 10027.

**Columbia University is an affirmative action/
equal opportunity employer.**

MT. HOOD
COMMUNITY COLLEGE

Mt. Hood Community College is located in Gresham, Oregon, a quick 15 miles from downtown Portland. In addition to a picture-postcard view of Mt. Hood, the main campus boasts vistas of other Cascade mountain peaks, beautiful valleys and rolling farmlands. The College district comprises an area of approximately 950 square miles with a population of more than 300,000. The College provides a rich array of programs and services at its 200-acre main campus, two satellite facilities and high schools throughout the district.

Please visit our website to learn more about Mt. Hood Community College at www.mhcc.edu

The **DIRECTOR OF THE LIBRARY RESOURCE CENTER, JOB #1017,** is responsible for the vision and direction of the LRC and for providing a program of library services, audio-visual instructional support services and other technological instructional support services for the students and staff. For a full list of qualifications, please visit our website at **www.mhcc.edu** or contact the Human Resources Office (see contact info below).

This position begins fall term 2002. Salary range is $59,545 to $84, 677 per year. Compensation is commensurate with education and experience. Open until filled. Review begins August 30, 2002. Application packets may be accepted until positions are filled, but those received by August 30th are assured consideration. Opening subject to budget consideration and approval.

To apply contact **Mt. Hood Community College, Human Resources Office, 26000 SE Stark St., Gresham, OR 97030 (503) 491-7200, FAX (503) 491-7257, TDD (503) 491-7202, e-mail: hr@mhcc.edu**. Application materials are available on the college website at www.mhcc.edu.

Mt. Hood is an Equal Opportunity/Affirmative Action Employer

The University of Wisconsin-Madison seeks a Registrar.

The Registrar reports to the Vice Chancellor for Student Affairs, and is a member of the Vice Chancellor Student Affairs Leadership team, which includes the Directors of Undergraduate Admissions, Student Financial Services, University Health Services, and the Dean of Students. **Office Functions:** Functions specific to the Registrar's Office include alumni records, certification, classroom scheduling, degree audit, diploma services, fee assessment, grade processing, student records, registration, residency determination, timetable production, transcripts, and veteran's services. The office operates on an up-to-date integrated student information system, maintains a technical support and LAN management unit, an auxiliary services unit, and 75 full time equivalent staff. **Principal responsibilities of the Registrar:** The Registrar is responsible for the management of the office including its staff and financial resources. As a senior campus official, the Registrar is expected to assume the leadership role in development of policy and planning relative to academic records creation, retention, management, and reporting. The Registrar is responsible for the coordinated definition of the technical infrastructure necessary to the delivery of service and the safe secure retention of the official student record. Knowledge, Experience and Skills Required - Proven leadership skills and ability. Extensive senior management experience in an administrative office responsible for the student record needs of a large multi-faceted university. Clear track record of collaborative involvement with the campus, the community, office staff, and management. Extensive knowledge of and commitment to process review and improvement. Excellent skills in the following areas; management, staff development, written and oral communication, interpersonal skills, and team building. Experience with the PeopleSoft Student Administration software system. Degree and Area of Specialization: Minimum of Masters Degree Required. Minimum 8 years of experience in a senior position responsible for the administration of student academic records, the policy and processes associated with those records, and the delivery of services to students, faculty and staff in association with those records. Please see the entire Position Vacancy Listing, for how to apply, application deadline, and a more detailed position description. **http://www.ohr.wisc.edu/pvl/pv_042629.html**

THE UNIVERSITY
of
WISCONSIN
MADISON

AAC&U

Association of American Colleges and Universities

AAC&U'S NETWORK FOR ACADEMIC RENEWAL

DIVERSITY & LEARNING

EDUCATION FOR A WORLD LIVED IN COMMON

OCTOBER 24-27, 2002
ST. LOUIS, MISSOURI

UPCOMING AAC&U NETWORK MEETINGS:
November 7-9, 2002
Rethinking Faculty Work & Student Learning:
Meeting New Challenges of a World in Transition
Co-Sponsored with the Associated New American Colleges

FOR INFO. AND REGISTRATION PLEASE CONTACT:

AAC&U 1818 R Street
NW Washington, DC 20009
202-387-3760
meetings@aacu.nw.dc.us
www.aacu-edu.org

University of California, Los Angeles

The UCLA Department of Psychology, in cooperation with the Division of Social Sciences, invites applications for a tenure-track position in Social Psychology at the Assistant Professor level, subject to final determination of availability of funding. We are particularly interested in applicants with excellence in teaching at undergraduate and doctoral levels, and a strong program of experimental research in issues dealing with intergroup relations, prejudice and stereotyping. In addition, an ideal candidate will have a strong background in experiment-based survey research. Submit a curriculum vitae, statement of interest and selected reprints, and have three letters of recommendation sent to: **Social Search Committee, Department of Psychology, 1285 Franz Hall, Box 951563, UCLA, Los Angeles, CA 90095-1563.** Applicant review will begin December 1, 2002. Appointments are subject to a final determination of the availability of funds.

UCLA is an Equal Opportunity/Affirmative Action Employer. Women and minorities are encouraged to apply.

ASSISTANT/ASSOCIATE PROFESSORS

Northwestern University is searching for two or more advanced Assistant/Associate Professor faculty in speech, language, hearing, and learning science for appointments beginning in Fall 2003, pending final budgetary approval. Duties include the continuation of a fundable research program, undergraduate and graduate teaching, directing student research, and academic advising. Qualifications for the position are a Ph.D in Speech, Language, Hearing, or Learning Science; Neuroscience; Linguistics; Psycholinguistics; Cognitive Science; Psychology or related fields. Expertise in experimental approaches to normal or disordered communication processes. Established research record, including external support, preferred. Salary is competitive, depending on qualifications and experience. Interested applicants should send a letter describing research and teaching interests and experience, current vitae (including an e-mail address), reprints, and three letters of recommendation by October 1, 2002 to:

Charles Larson, Ph.D. (clarson@northwestern.edu)
Communication Sciences and Disorders Department
Northwestern University
2240 Campus Drive
Evanston, IL 60208

The closing date is October 1, 2002 or until positions are filled.

http://www.csd.northwestern.edu

Northwestern University is an Affirmative Action, Equal Opportunity Employer. Women and minorities are encouraged to apply. Hiring is contingent upon eligibility to work in the United States.

LIBRARIAN

Reference Librarian/Virtual Services

(Librarian III)

New Jersey City University seeks an energetic, innovative, service and technically oriented Reference Librarian. This Full-time, Tenure-track position will provide service to students/faculty, assist in planning and implementation of additional technology supported (virtual) reference services, and participate in the selection and evaluation of electronic reference sources. Participation in campus community/professional activities is expected.

Requires an MLS from an ALA accredited program; wide knowledge of electronic and print reference sources; excellent oral and written communication skills; knowledge and experience with electronic resources and library technology applications in a networked environment, especially distance education. Some evening and weekend hours are required.

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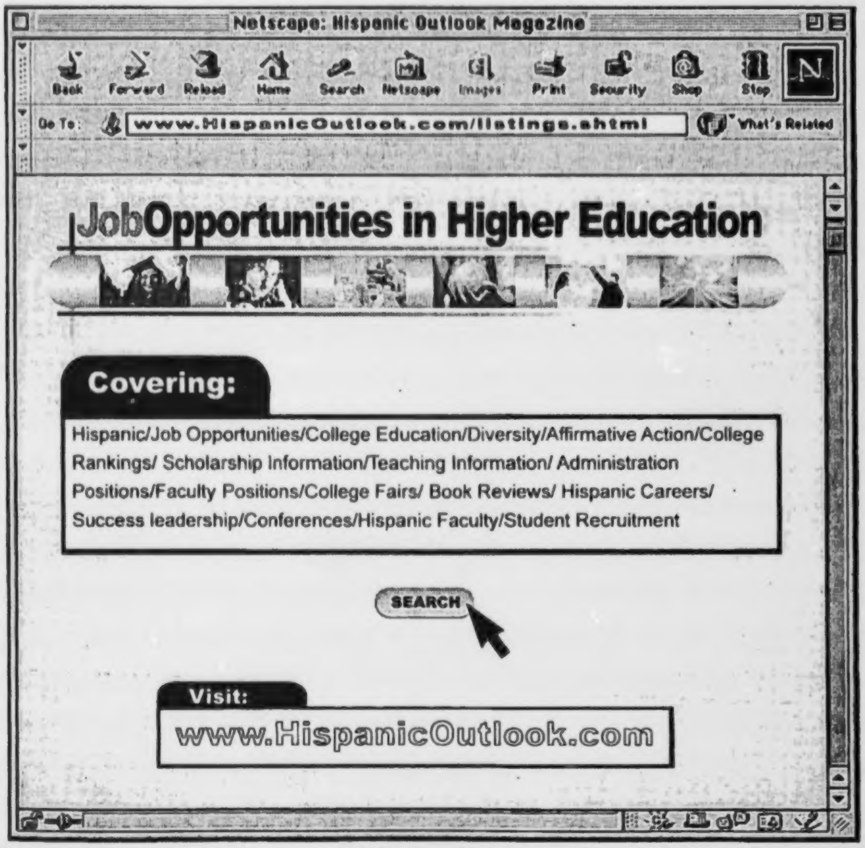

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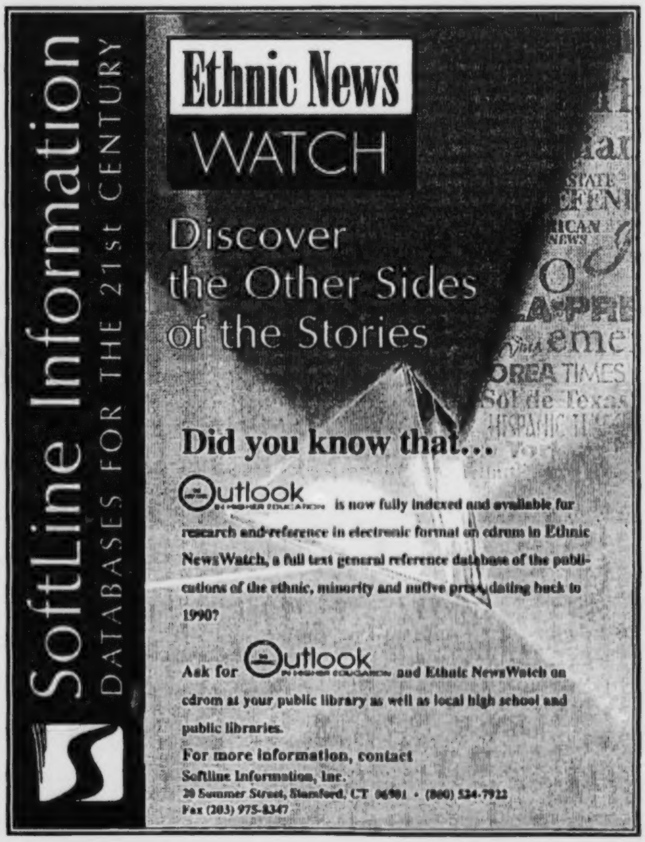

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¡PUNTO FINAL!

RE-EXAMINING THE LEAKY PIPELINE

Dr. Martha Zurita received her doctorate in educational policy studies at the University of Illinois at Urbana-Champaign. She is currently the director of policy at El Valor, a nonprofit organization in Chicago, and is on the Illinois Task Force for Universal Preschool.

A persistent dilemma in higher education is the recruitment and retention of Latino students. An analogy widely used to describe the educational paths of Latino students is that of a leaky pipeline. Their paths are filled with many "leaks" or points of exit or withdrawal, such as eighth grade and the high school years. More Latinos leak out of the educational pipeline because many do not enroll in postsecondary programs. Others exit during unsuccessful attempts at undergraduate degrees.

So the question becomes: How do colleges and universities recruit and retain Latino students if they are continually falling out of educational systems?

Most people do not realize that leaks in the pipeline start as early as kindergarten. Latino children overall do not enter kindergarten as school-ready as their peers. Twelve percent of Latino 4-year-olds can recognize all of the letters of the alphabet; 31 percent of their White counterparts can. Sixty-one percent of Latino 4-year-olds are able to identify basic colors; 91 percent of White children can. Twice as many White children can count up to 50 or more (22 percent versus 11 percent). And 59 percent of Latino 4-year-olds can write their first name; 74 percent of White children can.

One solution to the lack of school readiness among Latino kindergarteners is enrollment in early childhood programs. Participating in Head Start, nursery school, pre-kindergarten, and kindergarten can better prepare a child to enter the primary grades. Many believe it important to help all children begin elementary school on an equal footing, to help close gaps in educational attainment levels among groups.

Latino children, however, are underrepresented in the very programs that can help them start on an equal footing. In 1999, 73 percent of African American children ages 3-5 attended center-based early childhood care and education programs compared to 60 percent of White children and 44 percent of Latino children.

Several factors impact enrollment in early childhood programs. Some that have more impact on Latino children are the following: family income levels, parent educational attainment levels, and home language.

Children from homes with higher income levels tend to be enrolled at higher rates than do those from lower brackets. In 1996, 55.4 percent of 4-year-olds from families with incomes of $20,001-$35,000 were enrolled in early childhood education programs, and 80.9 percent of 4-year-olds from families with incomes of $50,001 or more were.

As a population, Latinos tend to earn less than their White counterparts. In 1999, 22.8 percent of Hispanics were living in poverty compared to 7.7 percent of non-Hispanic Whites.

The 2000 Census reports that the proportion of workers making $50,000 or more was 9.6 percent of Hispanics compared with 27.4 percent of non-Hispanic Whites.

The parents' educational attainment levels also impact Latino enrollment in early childhood programs. In 1999, 73 percent of children whose mothers had completed college attended early childhood education programs, compared with 40 percent whose mothers had less than a high school education.

For Latinos, this factor is very severe. More than two in five Latinos have not graduated from high school (57.0 percent). A mere 10.6 percent of Latinos attained bachelor's degrees compared with 28.1 percent of non-Hispanic Whites.

Children whose mothers' first language was Spanish were enrolled at lower levels than were children whose mothers' first language was English (39.7 percent versus 65.7 percent, respectively). This issue is particularly pertinent in Latino enrollment, as the 2000 Census reports that 39 percent (or 12.8 million) of the Latino population is foreign born.

In order to increase Latino recruitment and retention at the higher education level, as well as improve Latino students' academic success levels, educators, and society as a whole, need to begin conceptualizing education as a lifelong learning process–a seamless, ongoing progression beginning at early childhood. The Latino community must work together across sectors to push for public policy that nurtures our children, such as the universal preschool program in Georgia.

By providing young Latino children with equal access to quality childcare options, such as Head Start programs, daycare centers, and home daycare providers, we can place them, as well as the entire Latino community, on the road to success.

If interested in submitting a ¡Punto Final! "think piece," please e-mail us at sloutlook@aol.com for guidelines.

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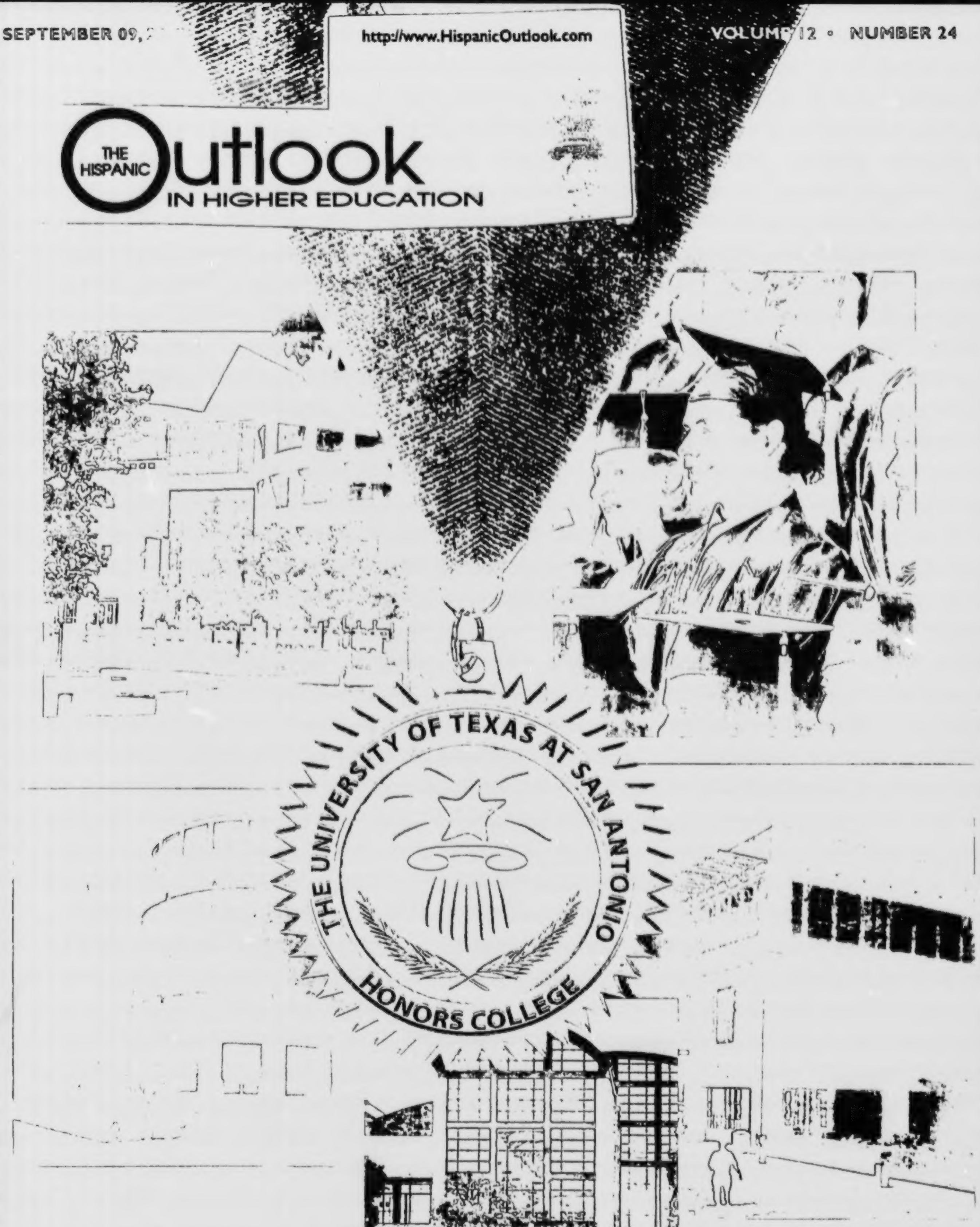
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CONTRIBUTORS: Humberto López Cruz, Thomas G. Dolan, Geneva Duarte, Marilyn Gilroy, Nuria L. Hahn, Gustavo M. Mellander, Angela Provitera McGlynn, Jeff Simmons

LETTERS TO THE EDITOR: **Commentaries or Questions should be addressed to:**

The Hispanic Outlook in Higher Education
210 Route 4 East, Suite 310
Paramus, NJ 07652

All correspondence should include author's full name, address, and phone number.

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En la ocho y la doce

¡PUNTO FINAL! **back cover**

A Call for Hispanic Nurses

Cover Photo Courtesy of The University of Texas at San Antonio

Esquina Editorial

Abounding Opportunities

The underlying objectives of our issues are to offer a portfolio of stories that engage, intrigue, inform and enlighten the readership. Our pages aim to provide a forum for themes that affect our Hispanic community–from teaching strategies to financial aid, tenure, tuition, the latest in standardized tests and bilingual ed to Latinos' progress in business, government, higher education and the like.

As the new academic year begins, this issue presents a potpourri of articles to captivate your interest and bring you up to speed on data relevant to Hispanics. Inside we feature views on tenure and the post-tenure review process. Education standards for teachers and students is another unceasing topic of discussion in higher ed. Consequently, check out a piece on the ongoing goal of the National Education Summit, comprised of educators, business leaders and governors, to "raise the bar while closing the achievement gap." Currently the number of states which have set standards for students has grown to 49.

Another story highlights how one campus–Pima County Community College–is addressing the dropout rate in the state of Arizona. And don't miss the coverage of how the Latina business owner tally keeps rising–more than 470,000 privately held firms owned by Hispanic women so far. *Y mucho más*…

Seguiremos adelante.

Alejandra

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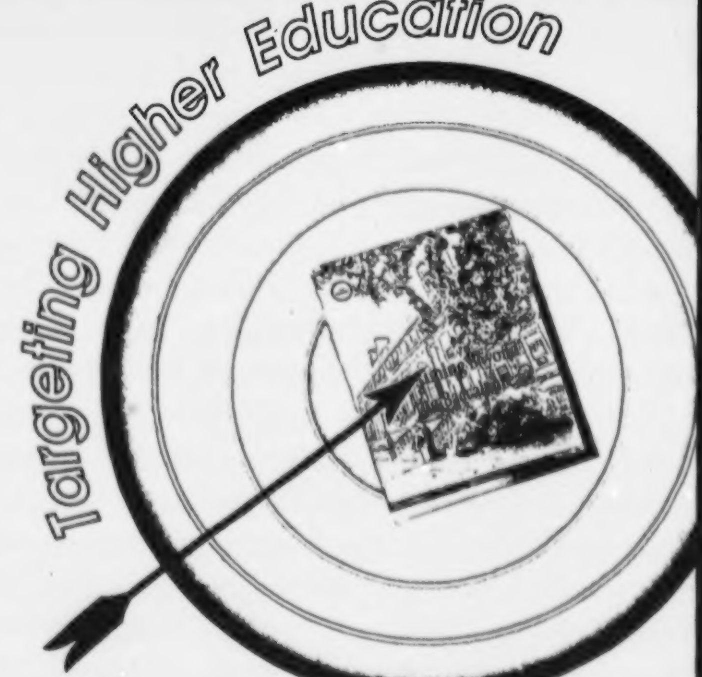
The American Workforce Then and Now

by Gustavo A. Mellander



The federal government is an unending fount of information. Some of the material churned out is so extremely specialized that only dedicated policy wonks can understand it. But some material is good, quite good, and we can all understand it. The Department of Labor's collection and dissemination of data is among the very best.

Its recent "Report on the American Workforce" notes that changes in the 20th century were dramatic, and despite 19 business cycles, which included one huge depression, it was a very positive century for the American worker. Many of the changes are well known, but some are not. In certain areas, statistical data are lacking to make quantitative comparisons between the beginning and end of the century, but most of the changes are discernible, nevertheless.

The report is statistical and fails to point out some of the reasons why these dramatic changes transpired. The role of higher education is ignored. Yet, many scholars feel that the GI Bill launched at the end of World War II, which educated millions of first-generation college students, was instrumental in changing the American workforce. Its successes fueled a very productive and progressive second half of the 20th century. Further, the psychology of the nation changed. It is now widely accepted that all our citizens can be educated and virtually all should go to college. Many of the age-old elitist and sexist restrictions have fallen away.

Composition

As the nation celebrates Labor Day this month, most can agree that the 20th century was "a remarkable period for the American worker: wages rose, fringe benefits grew, and working conditions improved."

The size of the nation's workforce increased roughly six-fold during the 20th century. The workforce registered some 24 million persons in 1900 of those aged 10 and above reporting a gainful occupation; in 1999, it was 139 million (aged 16 and older). But it is not only the numbers that are striking. The composition, compensation, workplace, and very nature of work also changed dramatically during the century. And in every case, the changes were positive and progressive.

The composition of the labor force shifted dramatically from industries dominated by primary production occupations, such as farmers, to those dominated by professional, technical, and service workers.

At the turn of the 19th century, about 38 percent of the labor force worked on farms. By the end of the 20th century, that figure was less than 3 percent. The urbanization and industrialization in America has been profound.

Likewise, the number that worked in goods-producing industries, such as mining, manufacturing, and construction, decreased from 31 to 19 percent of the workforce.

Service industries were the growth sector, jumping from 31 percent of all workers in 1900 to 78 percent in 1999.

Women, Children, and Minorities

The labor force changed in other ways. Female participation grew dramatically. In 1900, only 19 percent of women of working age were in the labor force; 60 percent, in 1999.

There was a marked change in female occupational employment. Entrenched professional barriers were battered down. In 1900, only 1 percent of the lawyers and 6 percent of the nation's physicians were women. By 1999, 29 percent of lawyers and 24 percent of physicians were female. Further, the nation's law schools reported that 50 percent of their students were female; medical colleges boasted an enrollment of over 25 percent female.

Child labor was very common at the turn of the century. Many families needed the income earned by their children to survive. The 1900 Census counted 1.75 million individuals aged 10 to 15 who were gainful workers. At that time, these children comprised 6 percent of the labor force. No national laws governed child labor, and while some states enacted and enforced such laws, most did not. By 1999, federal and state law regulated child labor; and federal law effectively prohibited full-time workers under the age of 16.

Schooling also changed. In 1900, only 10 percent of high school graduates went on to college. And that from a very limited number of high school graduates, for many young boys dropped out of school before they were teenagers to work. Young girls dropped out to help at home. In 1900, college attendance was the purview of the elite, mostly White Anglo-Saxon Protestants. New England was their spawning ground, although exceptional colleges existed in the Midwest. Still, very few boys went to college and even fewer females. Today, more than 50 percent of high school graduates go to college, and the number of high school graduates is much higher. A full 90 percent finish high school or earn a GED.

Statistics are sparse on minority participation in the labor force at the turn of the century, even by the standards of the day. Using the terminology of the day, Census data show that the non-White workforce numbered a little under 3.8 million in 1900. This was about 14 percent of the labor force. In 1999, the Black workforce numbered 16.5 million, or about 12 percent. There were also Native Americans, Hispanics, Japanese, and Chinese in the labor force at the turn of the century, but their numbers were few compared with Blacks.

By 1999, the other minority groups had increased, but Blacks remained the largest racial minority group. Yet, recent data indicates that Hispanics will surpass them within 10 years.

Salaries and Benefits

In 1900, per capita income (in 1999 dollars) was $4,200; it was about $33,700 in 1999. The average hourly pay of manufacturing production workers in 1999 was $13.90; in 1909, the first measured year, it was about $3.80 (in 1999 dollars).

Benefits comprised a major part of employee compensation at the end of the 20th century. They averaged $5.58 per hour, or 27.5 percent of total compensation, in 1999–a figure not fully appreciated by many workers.

Benefit data are not available for the beginning of the century, but benefits were very minimal–if available at all–to workers in the industrial economy. One compensation series shows that benefits accounted for a little more than 1 percent of total compensation in 1929, the first year such data was measured.

> ***At the turn of the 19th century, about 38 percent of the labor force worked on farms. By the end of the 20th, less than 3 percent.***

Wages and salaries improved during the course of the century, although in real terms they seem to have leveled off during the last 25 years. If total compensation–wages, salaries, and benefits–is examined, the trend remains positive.

The average workweek dropped dramatically during the 20th century. In 1900, the average workweek in manufacturing was 53 hours, and in 1999, it was about 42 hours. But the decline was not steady, as the workweek is very sensitive to business conditions.

During the Great Depression, the average number of hours per workweek for production workers in manufacturing dropped as low as 34.6. During World War II, it rose to 45.2 hours at one point. After the war, it stabilized at about 40 hours per week. The normal range for the four decades after World War II was 39 to 41 hours per week, but the factory workweek exceeded 41 hours for most of the 1992-1999 period.

The number of hours at work varies by industry sector, as well as in response to the state of the economy. In 1999, the weekly average for the total private sector was 34.5 hours, and the average for the total goods-producing sector was 41.0 hours.

The retail trade sector average workweek was 29 hours, wholesale was 38.3, construction was 39.1, and mining was 43.8. Average retail trade hours have shown a fairly constant drop since 1947, as industry added more part-time workers. Mining hours rose over that period.

Safety

Workplace safety improved dramatically during the 20th century. In 1900, nearly 1,500 workers were killed in coalmine accidents. In 1999, the figure was 35. And it was not just coalmines that were unsafe. An amazing 2,550 railroad workers were killed in 1900, and only 56 in 1999.

These two industries were picked by the Labor Department because of data availability, as fatality statistics are not available for most industries at the turn of the century. Moreover, injury data are not available at the beginning of the century for any industry. Some injury data were collected in 1911, but detailed statistics were not available until later.

Whether accidents are fatal or not, statistics indicate that they are less common, and the workplace is a much safer place for the worker at the end of the century than at the beginning. If an employee were injured on the job in 1900, the only recourse for compensation was to sue for damages. Such lawsuits were generally unsuccessful. Only 15 percent of workers injured on the job were able to obtain damages.

By 1999, a number of government programs helped those injured on the job. Long-term disability payments, worker's compensation, and other provisions in statutes or contracts provided safety nets for the worker in 1999 that did not statutes in 1900.

Unemployment is estimated at 5 percent in 1900; in 1999, it averaged 4.2 percent. While these two figures are not much different, they reflect very different dynamics. Data from four states–California, Kansas, Maine, and Michigan–and the 1910 Census suggest that workers around the turn of the century faced a high probability of being laid off or being unemployed sometime during the year. Today, the length of time one is unemployed is shorter than it was at the end of the century.

There were 19 business cycles in the 20th century. The century experienced periods of very low unemployment and periods of extremely high unemployment. Between 1900 and 1908, the unemployment rate fell below 3 percent. Rates above 8 percent were recorded during the recessions of 1915, 1921, 1975, and 1982.

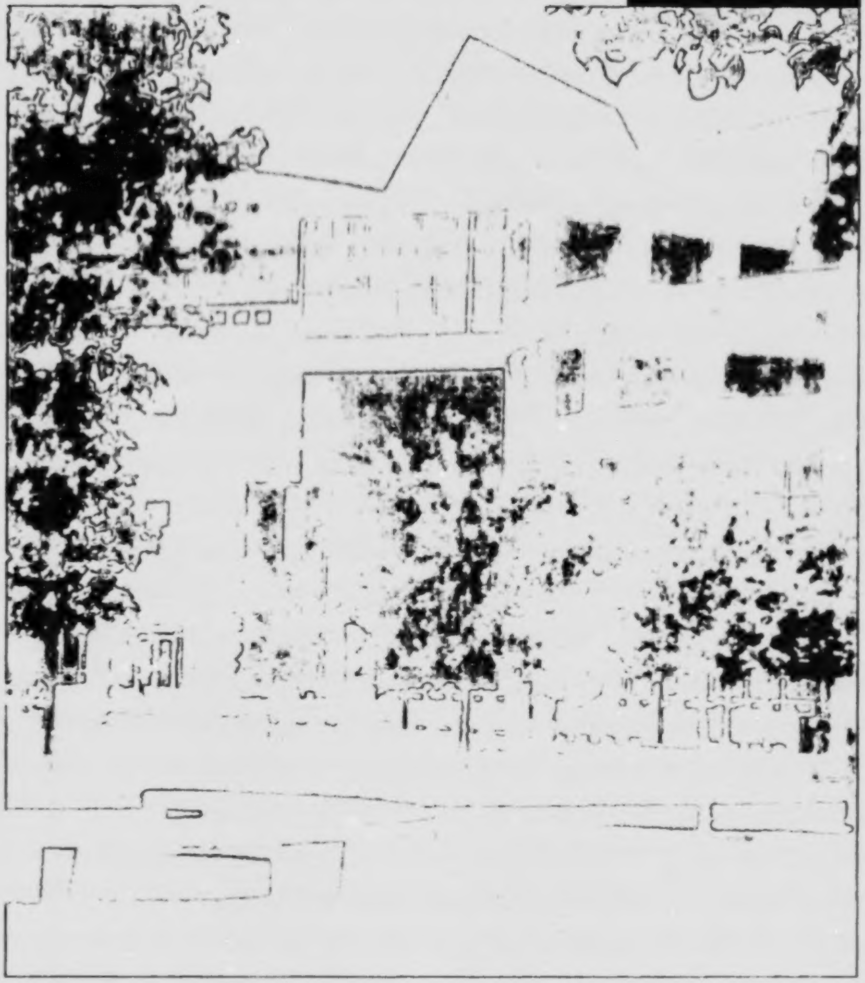
The highest rates of unemployment, those during the Great Depression, were more than 20 percent for several years. In 1933, more than 12 million workers were unemployed, and the unemployment rate averaged 24.9 percent. Double-digit unemployment rates were recorded during parts of 1982 and 1983. But there was a fairly steady decline from 7.8 percent in mid-1992 to 4.1 percent at the end of 1999.

It was a progressive century, even though gains and improvements did not come without a lot of determined struggle. Luckily, there is every reason to believe that these favorable trends will continue–particularly if the population is properly educated.

Honors College Opens Fall 2002

UTSA

by Inés Pinto Alicea



To recruit the most talented students, particularly minorities, the University of Texas at San Antonio (UTSA) has expanded its Honors Program and established an Honors College to enhance educational opportunities for its top undergraduates.

"UTSA already attracts outstanding students, and many have participated in the University's Honors Program, which formed the nucleus of the Honors College," said Richard Diem, dean of the College and vice provost for UTSA's Office of K-16 Initiatives. "With the expansion of the program to a full college, UTSA will attract even greater numbers of enthusiastic, committed students and faculty who want to be a part of our centers of excellence throughout the University's six degree-granting colleges."

Open to all majors, the College emphasizes breadth of academic experience across all disciplines, and its curriculum will supplement, but not replace, work in the student's major field, said Diem. Some of the benefits to entering the college include priority registration for qualifying courses; a study-abroad program; honors scholarships and internships; assistance in applying for fellowships; and a chance to interact as an undergraduate with professional groups such as the National Collegiate Honors Council and the Council of Honors Administrators in Texas.

"Honors College members will benefit from small classes–conducive to greater student participation and individual faculty attention," said Diem. "The College will also offer special interdisciplinary seminars, community service projects, and an undergraduate research program, all designed to challenge talented students."

UTSA is a Hispanic Serving Institution which has some 20,000 students on two campuses. An estimated 50 percent are Latino.

The Honors College degree "gives the students a competitive edge," said UTSA President Ricardo Romo, who has in his three-year tenure expanded the school's doctoral programs and developed colleges of engineering and public policy and a school of architecture. "We've put a program together that gives them a badge of accomplishment and makes them more competitive."

First-time freshmen, continuing students, and transfer students will be eligible to apply for the UTSA Honors College, which will accept its first students for the fall 2002 semester. Application and admission to the Honors College is in addition to that for one of the six colleges. School officials estimate that some 75 percent of the students who will be in the Honors College will enter as freshmen.

"We're looking for motivated students who want something out of their education and students who enjoy learning and who enjoy challenges," said Ann Eisenberg, associate professor of psychology and associate dean of the college.

Richard Diem, dean of Honors College, vice provost, Office of K-16 Initiatives

The University decided to make the Honors Program an Honors College to increase the University's visibility, attract more funding for its programs, and attract the most talented students to UTSA, particularly minority students, say school officials.

"We used to lose a lot of talented students, particularly minority students, to universities that had these colleges," said Diem.

UTSA now offers seven doctoral programs, including its newest offering–a Ph.D. in English with a focus on Latino literature. Other Texas schools with Honors Colleges include Texas A&M, Texas Tech, and the University of Houston, Diem said. The distinction, he said, is that UTSA's Honors College is interdisciplinary so that undergraduate students can graduate with whatever degree they like on campus and still also graduate from the Honors College.

"The Honors College is a college within a university, a place where people can get connected through smaller classes and personalized attention," said Diem. "We want our students to succeed. We go all out to help."

Eisenberg, who was director of UTSA's Honors Program before it became a college, said one of the major differences between the program and the College is that graduates of the College will have their hard work reflected on their diploma, not just in their transcripts. The University's different colleges can still bestow honors on students in different majors on the students' transcripts even if the student does not formally participate in the Honors College. Only students who complete the requirements of the College will receive the diploma along with transcripts noting their accomplishments.

Students will also get to enjoy a more personalized approach to education by participating in the Honors College, she said. Faculty and administrators will be able to get to know the students and graduates better so they can turn to the specific students when opportunities arise for them. The focus of the classes, she said, will be more on teaching students how to work independently and how to manage their time rather than having many specific deadlines. Students in the College's honors classes will have more opportunities for discussions and exchanges because of the small class sizes and because the College is actively recruiting its best faculty members to teach the classes.

Ann Eisenberg, associate professor of psychology and associate dean of the College

Entering freshman applicants must have a minimum SAT score of 1100, an ACT score of 26, or be in the top 10 percent of their class, said Eisenberg. Continuing and transfer students who have completed at least 12 hours of college work with a GPA of 3.40 may also apply. To remain in good standing with the Honors College, members must complete at least one honors course per semester and maintain an overall GPA of 3.25, said Daniel Escobar, director of the Honors College Student Programs and Advanced Placement Initiative. The University is using its Advanced Placement (AP) Initiative to help students who take AP courses in high school to consider applying to UTSA and its Honors College.

AP courses have been offered around the world since 1955 through the College Board. UTSA provides training for AP teachers and, during the 2001-2002 school year, the University offered high school seniors the opportunity to enroll in AP classes at its downtown campus. AP was introduced to enable students to enroll in challenging college-level studies while they are still in high school and to obtain college placement or credit, or both, on the basis of their performance on rigorous AP Examinations. Some 700,000 students take the AP exams each year, with students in California, New York, and Texas (in that order) taking the largest number.

Students who enter as freshmen and who complete 21 hours of honors courses with a GPA of 3.25 or higher are eligible for graduation with Tier I distinction, said Eisenberg. Those who complete 30 hours of honors courses with a 3.25 GPA plus a senior honors thesis or project are eligible for graduation with Tier 2 distinction, she added.

Students who meet Tier I or Tier 2 requirements may also qualify for graduation with international distinction by mastering a foreign language or taking part in a study-abroad program.

Daniel Escobar, director of the Honors College Student Programs and Advanced Placement Initiative

The level of Honors College attainment will be noted on the student's diploma, in addition to the academic degree earned and the College conferring the degree, Diem said.

"The students we've talked to are excited about the Honors College," said Eisenberg. "They think it adds extra cachet. Our goal is to send the students out the door doing what they planned to do out there."

Initially, the UTSA Honors College enrolled 450 students but is building to a capacity of 600, or 150 each for the freshman through senior classes, said Eisenberg. Thirty-two percent of the students in the Honors College are said to be Hispanic.

UTSA Honors recipients

Eisenberg said some students expressed initial concern about whether their grade point averages would be affected by the rigors of taking honors classes, but the University found that of the students in the honors program, two-thirds of them had higher grade point averages in their honors classes work than in their work from non honors classes.

Among its strongest offerings in honors courses are biology, social science, psychology and communications, humanities, and computer sciences, said Eisenberg. The College is working on boosting the numbers of honors courses in business.

While faculty have not received specialized training to teach Honors College courses, Diem said he hopes that the College will soon be able to offer it. The University has made a commitment to the College to help recruit faculty for it from across the University. And while UTSA in the past has rewarded faculty for teaching bigger classes, Diem says University officials are trying to develop ways to assure that faculty get time and acknowledgment for taking on the smaller Honors College courses.

"This is a prestigious program," said Romo, a native of San Antonio. "We're not going to have a lack of faculty participation."

Diem said he hopes some day to be able to further reward Honors College students by offering full scholarships to all enrollees. Students interested in applying for an Honors College Scholarship must submit an application by Feb. 1. The College will control about $180,000 in scholarship funds for fiscal year 2003 and is expected to boost its budget for instructional expenses by $60,000, said Eisenberg.

The honors program has already been a major success for the University, and school officials hope the College will expand on that success.

First Truman Scholar has 4.0 GPA

UTSA honors student Gretchen Harting became the first UTSA student named a Truman scholar by the Harry S Truman Scholarship Foundation in Washington. She is one of 80 students from more than 50 U.S. colleges and universities to be selected for 2002.

The scholars were chosen from more than 600 candidates nominated by 300 colleges and universities. Each scholarship provides $30,000, with $3,000 for the senior year and $27,000 for graduate study. Recipients are picked on the basis of leadership potential, intellectual ability, and likelihood of "making a difference."

"As the University moves toward a higher level of excellence, we hope to see additional students follow in her footsteps," said Romo.

Eisenberg said she had been working toward the goal of seeing UTSA attain its first Truman scholar for the past eight years. A political science major from Ritzville, Wash., Harting has a perfect 4.0 GPA and plans to pursue a career in public policy with an emphasis in mental health policy. She is a member of the Texas Association for the Mentally Ill and has lobbied the Texas Legislature to affect legislation for the care of the mentally ill. Harting is also active in a program that helps mentally ill people register to vote.

"I needed a student like Gretchen—brilliant and committed to public service—for us to win," said Eisenberg. "My role was to make her aware of the scholarship, help her believe she could be a Truman scholar, assist in writing and rewriting the lengthy application, and then help her prepare for a tough interview."

The mission of the Truman Scholarship Foundation is to recognize college juniors with exceptional leadership potential who are committed to careers in government, the nonprofit or advocacy sectors, education or other public service, and to provide them with financial support for graduate study, leadership training, and fellowship with other students committed to public service.

Scholarship selection panels interview finalists from a three- or four-state region, generally naming one scholar per state and up to two at-large, regional scholars.

Truman scholars receive priority admission and supplemental financial aid at some premier graduate institutions, leadership training, career and graduate school counseling, and special internship opportunities within the federal government.

Congress established the Truman Scholarship Foundation in 1975 as the federal memorial to Harry S Truman, the 33rd president. The activities of the Foundation are supported by a special trust fund in the U.S. Treasury. The Foundation has selected 2,163 scholars since the awards began in 1977.

Getting honored by the Truman Scholarship Foundation "demonstrates the quality of students we do attract and the training we provide students," said Eisenberg. "UTSA students can get these awards. We try to tell people 'you can be our first Rhodes scholar or Marshall scholar. We are trying to build a national scholarship program."

Post-Tenure Review: Abuse Paper Shuffling or Renewal Catalyst?

by Jeff Simmons

Polar Perspectives from Illinois and Indiana-Purdue

The academic tug-of-war over tenure has been a series of battles over the decades, and one is now developing into a fierce clash over rights and wrongs. Supporters of the post-tenure review process claim that institutions should have the right to assess faculty members after they earn tenure. Critics counter that the practice is being employed for all the wrong reasons.

It's nearly a century since tenure first began as a statement by an obscure academic group. And over the decades, tenure has become an established fixture at many higher education institutions. Experts maintain that tenure provides faculty the protection to explore ideas and conduct research freely.

They argue that with tenure, faculty cannot be fired just because someone disagrees with their opinions. It is not a complete shield against firing, but makes it difficult to do so, which is why the assessment process to earn tenure is rigorous.

Tenure, experts add, helps universities maintain stability by securing allegiance to an institution. Without tenure, higher education leaders say, they could lose their brightest academic stars.

But those who rally for tenure often are rallying against post-tenure review, a practice that has taken hold over the last decade as a creative answer to removing problematic, tenured professors.

"Whether it's a formal system in many institutions or not, many institutions are really paying greater attention to the continuing professional development of faculty," says Michael Baer of the American Council on Education (ACE). "There has been a real recognition of the faculty need to have that continual professional development."

Some institutions have tried to eliminate entire departments in order to remove tenured professors. Others have systematically employed alternative measures such as post-tenure review. In some cases, legislators have passed laws requiring state institutions to develop a post-tenure review policy and file it with a state's Higher Education Department. In this process, tenured faculty undergo assessments every few years by their peers and administrators. Tenured professors are judged on their progress and can define new goals.

"The most important thing that I can stress is that it has worked successfully," says Baer, who is senior vice president for Programs and Analysis, "and has worked most successfully where faculty clearly understand that it is a means of improving faculty and setting out guidelines for that direction and not as a means to threaten faculty or, on a larger scale, to eliminate tenured faculty positions."

Baer says the choice should be up to individual institutions. But he sees post-tenure review as a trend that may not be proliferating as it once had, but nonetheless is not waning.

"It is clearly a trend," he says. "I think the trend was picking up pretty consistently starting in the ballpark of ten to 12 years ago, and for about seven to eight years, many institutions began to ask about post-tenure review."

A number of state higher education systems comprise universities that have implemented the practice on their own, but often there are colleges within a university system that have not done so, he explains.

"It was a combination of a) the fact that the public and policymakers were beginning to have some concern about tenure, and b) the institutions themselves wanted to ensure that the faculty who were on board continued to be high quality, as high quality as they were when they were granted tenure."

Experts stress that the post-tenure review process additionally reflects higher standards employed in the global workforce, a realization in many industries that workers need continuing professional development and goals. "These," says Baer, "are ways to identify those individuals who continue to grow."

Baer added: "The most successful cases of post-tenure reviews have been those cases where it is not used as a punishment but rather to identify individuals who could benefit by professional development. This is not to say there haven't been individuals who are identified who are resistant to developing in ways they need to be. Post-tenure review can be most positive by encouraging faculty to keep up-to-date and to ensure they remain on track."

Matthew Frinkin, an Albert J. Harno Professor of Law at the University of Illinois, is a staunch supporter of tenure, and a staunch critic of post-tenure review. In a recent issue of *Academe*, Frinkin wrote: "Tenure would not have survived since the 1940 Statement of Principles on Academic Freedom and Tenure was pronounced, through the Cold War, student rebellion, and significant periods of economic contraction, if there were not something of lasting value in it for institutions."

As far as post-tenure review practices, Frinkin wrote: "I suspect many of them will evolve into a routine of relatively harmless, if time-consuming, paper shuffling, but at their worst, they hold the potential for abuse and injustice."

War of Words Escalating

The war of words appears to be escalating. In a recent magazine article, William M. Plater, dean of the faculties and executive vice chancellor of Indiana University-Purdue University Indianapolis (IUPUI), trumpeted the virtues of post-tenure review while rebuffing criticism of the practice.

Plater, who as chief academic officer oversees faculty appointments and advancements, academic programs, and academic support services, maintained that both tenure and post-tenure review could thrive on campus with the proper balance.

William M. Plater, dean of the faculties and executive vice chancellor of Indiana University-Purdue University Indianapolis (IUPUI).

"If we are purposeful," Plater wrote in *Change*, "we can preserve tenure and make post-tenure review the very means of invigorating and renewing our profession."

The Hispanic Outlook recently talked with Plater about post-tenure review, which he called an "important means of improvement and change."

HO: How do you see the definition of post-tenure review?

WP: Post-tenure review is a periodic assessment of how faculty is meeting its expectations, its obligations, to the institution. Tenure typically means that a person has a lifetime contract and maintains employment unless there is financial exigency or documented proof of incompetence or misconduct.

But part of the concept of tenure also is that the faculty members who hold tenure have a certain responsibility as well as certain rights, and that responsibility is to continue to develop and be able to contribute to the mission of the university or college where he or she is employed.

That continued development is one of the things that post-tenure review is designed to assess, that faculty are continuing their own personal and professional development so as to be able to contribute to the evolving responsibilities and mission of a university or college.

HO: What are its origins? When did it first emerge?

WP: There has always been the notion of a continual assessment of faculty, and that has been part of the tenure system from its outset. Most often that occurs in an annual review where salaries are set and faculty are advised about their prospects for promotion or other rewards.

The current form of post-tenure review has taken on new meaning and some sense of urgency in the past decade largely as a result of the public's demand–in the work environment and other industries and in education–for greater accountability.

Employees can now be dismissed for a variety of reasons, and many people think it is unfair that faculty at colleges and universities have protections that are generally not available outside of those institutions.

There was a sense by the public that perhaps universities and colleges were not considering this. Post-tenure review says that the university has made it a high priority that faculty are in fact teaching and interacting with students. This public scrutiny led universities to say that we have our own mechanics for ensuring accountability, and that is post-tenure review

HO: What do you see as the main goal of post-tenure review?

WP: The main objective, the primary objective of post-tenure review is to assist faculty and to continue to develop and contribute to the mission of the university in ways that take advantage of individuals' particular knowledge, expertise, and strengths.

HO: Who should be part of the post-tenure process?

WP: All of those who hold tenure should participate. They are all the subject of the review, and the appropriate evaluators for post-tenure review are the committee peers and departmental administrators, school deans. The responses of administrators are important to the process, but so are the responses of peers.

HO: *What should take place during the post-tenure review process?*

WP: There should be an opportunity for a faculty member to present his or her record of accomplishments and to outline his or her plans for the future, and those documents, those records, should be evaluated by peers to determine if an individual is contributing appropriately to the work of the department at the school.

Department chairs and deans should also make an assessment, and if both parties are in agreement, then clearly an individual is doing what he or she should be accomplishing. But if there is a differing evaluation about whether the person has been contributing appropriately, there needs to be some further discussion. Further steps should be taken, and in some instances, the faculty member may need to be placed in a developmental program and placed under supervision so he or she can develop appropriate responses and inevitably make a valuable contribution.

In rare circumstances in which a person is unable or unwilling to make any changes, that person should be dismissed from the faculty.

HO: How can that happen if a faculty member has tenure?

WP: If you have a process, it should not be difficult at all. But you will have to proceed through several steps of the procedure and make sure that you are not treating an individual capriciously or arbitrarily, and that he or she has all of the protections accorded to him or her, and has been given the opportunity to make improvements.

HO: How many institutions are now utilizing post-tenure review?

WP: I'm not certain of the numbers nationally, but it's been growing in the hundreds, not thousands. It's a growing number because of increased financial and social pressures on universities to increase the levels of contributions by those who are at the institutions. Using the talent that comprises colleges in the country, more universities are recognizing that they must have full contributions from everyone.

Michael Baer, American Council on Education

They cannot afford to have a few individuals who refuse or are unable to carry their fair share of responsibility, and faculty themselves have taken steps to make certain that their colleges are contributing.

Some universities that now use post-tenure review are Kansas State University, the University of Kentucky, Georgia State, and the University of Nebraska.

HO: Who do you see as the main critics, those who are challenging post-tenure review?

WP: The primary critics are tenured faculty who have grown up in a period when they were not held accountable after having received tenure and, therefore, resent having to submit themselves for review by peers or by departmental administrators.

The American Association of University Professors (AAUP), which is an organization that represents faculty broadly, has developed a very strong stance on how post-tenure review should be implemented, and the organization has been very critical of most universities that implement post-tenure review.

HO: What was the experience at your school?

WP: We are in our third year of post-tenure review. The process of creating our post- tenure review practice took more than 10 years to do. In a sense, we've been having a conversation about this for the last 15 years but have only been engaged in the actual review for three.

It starts one year after a person earns tenure. Tenure comes after a six-year probationary period.

HO: And the response so far?

WP: Most faculties have accepted post-tenure review gracefully. They understand its purpose and are willing take part in it. Some faculty members have resisted it, and some have been found to be deficient and have been asked to either make improvements or, in a few instances, leave. Steps have been taken to remove faculty who refused to cooperate in the process or are unwilling to demonstrate their ability to improve.

HO: How difficult was it to implement this?

WP: It has been extremely difficult to do. Otherwise, we would have been able to accomplish it much more quickly. The delay in our case was that we needed to develop a broad consensus among faculty about the importance of having an effective procedure, and the emphasis in our case is on faculty improvement and not on punishing faculty members.

HO: Punishing?

WP: That is a punitive action taken by administrators to, in some cases, get at individuals who they do not like, or to exercise power over faculty. That is why in our implementation, we really wanted to involve a peer review process.

HO: How do you counter the criticism, such as suggestions that it's a way to punish faculty members who aren't liked? What do you stress about the review process?

WP: That is exactly why we have a peer review component–to ensure that peers who are not administrators review the actions taken and are in agreement with the steps being taken. Finally, before a faculty member can be dismissed, there is another review process that a faculty member can go through to insist that peers review a decision to dismiss a faculty member.

It is important to note that it is in the best interests of the university to take actions that show that it is in fact accountable to itself and to the public for the use of human talent, the use of the faculty.

Those institutions that embrace post-tenure review are voluntarily able to control their destinies in ways that may not be possible if the universities are either regulated by state governments, in the case of public universities, or by trustees, in the case of private institutions.

HO: What advice do you have for any institution that considers implementing post-tenure review?

WP: My primary advice would be to create a system that is appropriate for your own institutions, for its mission, its size, and its organization, and to intentionally design a system that is going to help you to improve and become better.

HO: How often should the post-tenure review process take place?

WP: There are varying approaches to this. One is a periodic review. For instance, every five years, a faculty member's record is evaluated, and if there needs to be improvement or change, it is decided at that time.

At my school, we have an annual review, so every faculty member is reviewed every year, but the process calls for a person to be placed into a mandatory faculty improvement program after there are two years of unsatisfactory ratings.

If the faculty member takes steps to improve, then the process is over. But if you have two successive years where you are rated unsatisfactory, you are forced to go into a development program, and you are evaluated by peers. If you do not make the improvements stipulated in your review, then you would be dismissed.

HO: What does the future hold?

WP: At our institution, I'm very optimistic that the presence of post-tenure review will enable our faculty to develop. Post-tenure review will help our faculty to develop continually so the institution can continue to grow, change, and evolve, just as our responsibilities change and help us to become a better place.

I think that post-tenure review will certainly make Indiana University-Purdue University Indianapolis a much better institution.

ACCOUNTING AD

The University of California, Davis, Graduate School of Management invites applications for up to two tenure-track positions in Accounting. The position will be filled at the Assistant Professor, Associate Professor or Professor level. Applications should demonstrate excellence or potential excellence in research and teaching financial or managerial accounting. Recently ranked as one of the top public MBA schools in the nation, the GSM offers an exciting intellectual environment of top research scholars and outstanding professional students. Candidates should have a Ph.D. degree in accounting or related field. Your letter of application should describe your research and teaching interest and include a resume, evidence of research, (papers, dissertation) and teaching, and the names and addresses of three references to:

Associate Dean Paul A. Griffin
University of California, Davis
Graduate School of Management
One Shields Ave., Davis, CA 95616
Email: FacultyRecruit@gsm.ucdavis.edu
Website: http://www.gsm.ucdavis.edu/faculty/recruit.htm

These positions have no closing date and, as such, will remain open until filled. However, the Committee expects that an initial consideration of candidates' applications will be completed no later than **October 31, 2002.**

The University of California is an affirmative action/equal opportunity employer with a strong institutional commitment to the achievement of diversity among its faculty and staff.

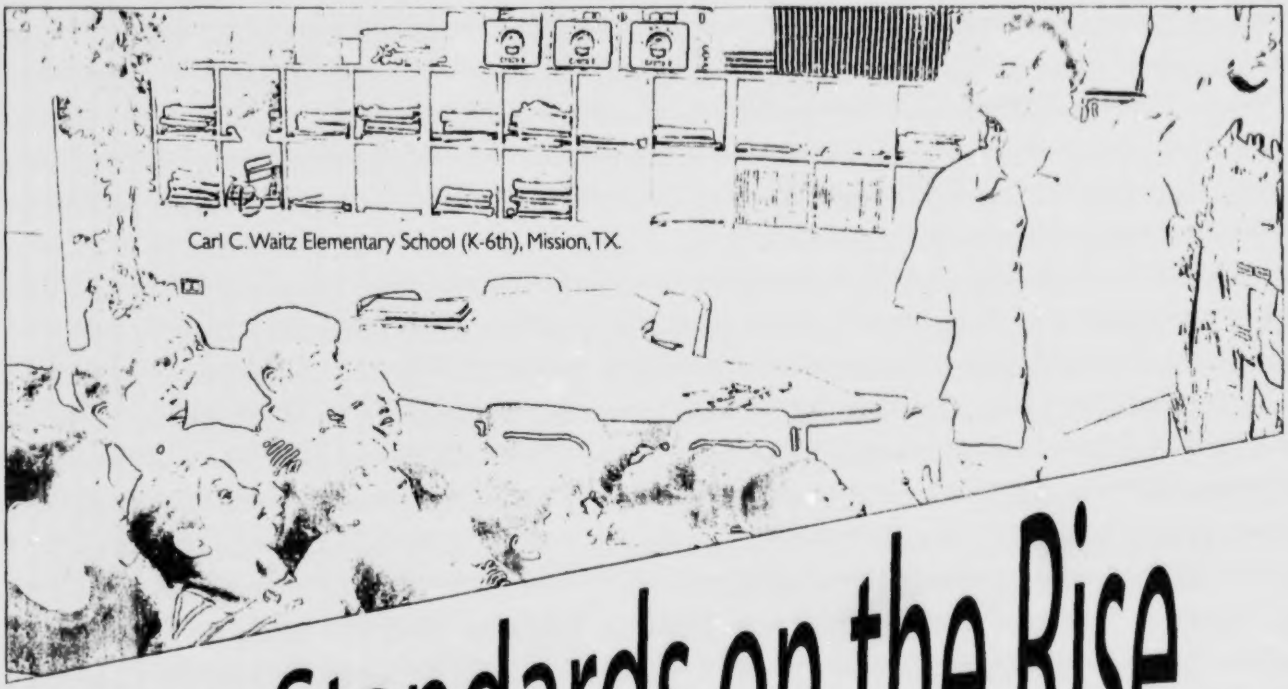
Indiana University
invites applications for the
IUB Faculty Fellows Program
for the summer 2003 and the academic year 2003-2004

Indiana University Bloomington invites individuals nearing the completion of the doctorate or who have completed the Ph.D. (or comparable graduate degree) within the last four years to apply to the Faculty Fellows Program. IU is particularly interested in faculty from around the country that brings diverse backgrounds and experiences to the Bloomington campus. Thus, persons from historically underrepresented backgrounds are encouraged to apply. The purpose of this program is to introduce fellows to the Bloomington campus and to provide them with experience, professional diversity and the opportunity to teach and conduct research at "America's New Public University". Some fellows have subsequently been offered tenure track positions at the various Indiana University campuses.

Applicants can be considered for summer 2003 and/or 2003-2004 academic year fellowships. Summer fellows teach one class during the first (six week) or the second (eight week) summer sessions, and academic year fellows teach one or more classes during the fall and spring semesters. The fellowship package includes a $4000 research and living expense stipend, in addition to a salary equivalent to that of an Indiana University faculty member of the same rank.

Interested candidates should request an application by phone at 812-855-0542, by electronic mail at **mffp@indiana.edu** or by writing to the **IUB Faculty Fellows Program, Memorial Hall West 108, 1021 E. Third Street, Indiana University, Bloomington, IN 47405-7005.** Applications can be submitted electronically at **http://www.indiana.edu/~mffp.**

A preferential consideration date of November 1, 2002 is set in order to provide departments and schools ample opportunity to evaluate applications while delineating course schedules for the following year; however, applications for both programs are accepted all year.



Carl C. Waitz Elementary School (K-6th), Mission, TX.

State Standards on the Rise

National Education Summit Keeps up the Pressure

by Thomas G. Dolan

Are U.S. secondary schools improving, or continuing to lag behind?

One thing educators are good at is articulating clearly defined goals. The goal of the 2001 National Education Summit, made up of more than 125 of the nation's governors, business leaders, and educators, can be summed up in its motto, "Raising the bar while closing the achievement gap."

Raising the standards for both teachers and students while making quality education accessible to every American child is easy to state, considerably more difficult to achieve.

This third Summit was held last October in Palisades, N.Y. The first took place in 1996 for the same purpose–stimulating the movement to raise standards and achievement. At the time, there was evidence the standards movement had stalled. The voluntary national standards, which were expected to guide state efforts, were attracting criticism from many quarters and not providing the models anticipated. Fewer than 14 states had actually developed standards in core subjects. And ratings of those standards were mixed at best.

In 1996, the Summit committed itself to establishing clear, challenging expectations for what students should know and be able to do: regular measurement of student and school performance and public accountability of results.

In 1999, the second Summit was held to focus on concrete steps needed to make these ideas a reality: improving the quality of teaching, strengthening accountability, and providing a fair opportunity for all students to meet higher standards.

The Statement of Principles, unanimously adopted at the last Summit, concluded, "While many states have made progress in implementing this agenda, none can declare victory."

A 50-page briefing booklet, "2001 National Education Summit," distributed at the conference, detailed the successes and failures.

To start with the good news, the number of states which have set standards for students has grown from fewer than 14 to 49. While the quality of the standards varies, many represent a considerable improvement. The best of the 1996 standards would be about in the middle of the pack today.

Student Outcomes

It was reported that on a national level, mathematics has improved substantially for 13-year-olds, though performance is still lower than it should be, and 27 of 31 states significantly improved math performance in the eighth grade. In North Carolina, for example, math scores climbed 30 points on a 500-point scale over the decade. Illinois, Indiana, Ohio, and Texas also showed significant improvement. Some states also showed improved performance in reading. In Connecticut, for example, 46 percent read at the proficient level in 1998, up from 38 percent four years earlier. Colorado showed similar gains.

Below the state level, a number of districts and schools (see sidebar) registered impressive

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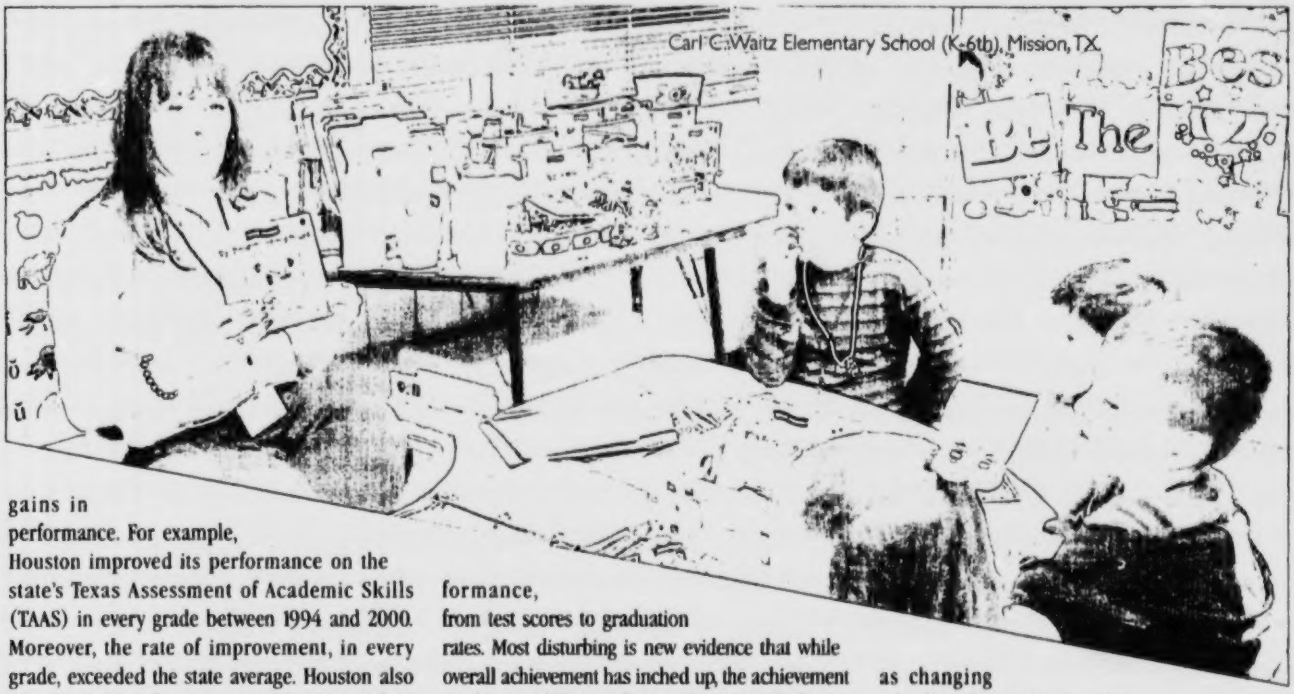

Carl C. Waitz Elementary School (K-6th), Mission, TX.

gains in performance. For example, Houston improved its performance on the state's Texas Assessment of Academic Skills (TAAS) in every grade between 1994 and 2000. Moreover, the rate of improvement, in every grade, exceeded the state average. Houston also narrowed the achievement gap between White and minority students. For example, the proportion of Hispanic fourth-graders passing the TAAS test rose from 69 percent in 1994 to 89 percent in 2000, just 7 percent less than the proportion of White students who passed. Some, however, challenge the significance of reported gains.

The improvements are piecemeal, and the underlying problems pervasive. When American fourth-graders took the international math test in 1995, they ranked fourth and scored well above the average of all countries that participated. Four years later, as eighth-graders, U.S. students fell below the international average of other countries. Moreover, studies show that despite gains in a few states, American student performance in reading remains flat.

The consequences are predictable. Various studies show that the failure rates on employer administered literacy and math tests rose from 18.9 percent in 1996 to 35.5 percent in 1998, due in part to increased skill requirements. Nearly 50 percent of students take remedial courses in reading and math in college, and the more likely they are to take them at that level, the more likely they are to drop out of college. College professors and employers report that high numbers of students and job applicants lack key skills in writing, math, and problem solving.

More disquieting is that nearly 50 years after the U.S. Supreme Court outlawed school segregation, minority and low-income students as a group lag behind in virtually all measures of academic performance, from test scores to graduation rates. Most disturbing is new evidence that while overall achievement has inched up, the achievement gap between White students and Latino and African-American students widened in the 1990s, after narrowing for most of the previous two decades.

The recent Summit advanced three sets of principles to help improve performance across the board while closing the achievement gap.

The first principle focuses on measuring results. State tests should be designed to measure student progress against clear and rigorous standards. There should be no mystery about what is in the test. Tests should be aligned coherently from one grade to the next in terms of overall state standards. Test data should be used to focus on communities and schools that need special attention.

The second principle has to do with accountability. There should be an adequate, defined phase-in to allow time and support for schools to provide a curriculum aligned with standards and to offer the relevant teacher training. There should be targeted assistance, for a limited time, for low-performing schools before intervening with a more drastic remedy. A more flexible system is needed, e.g., students with the greatest academic distance to travel will often need extra time and help, and the intervention and support programs should begin as early as possible, including pre-kindergarten.

A balanced accountability will prevent students from being trapped in failing schools indefinitely. If, after an infusion of technical or financial assistance, schools fail to make reasonable progress, states should not hesitate to take more drastic action, such as changing school management, reconstituting staff, or providing parents with the option of transferring their children to other schools.

A shared accountability implies that all of the stakeholders, including principals, teachers, administrators, and policymakers, should experience consequences for persistently poor student performances. Also, there should be an alignment with college admission, so that a high school should mean an opportunity as opposed to an arbitrary hurdle without much relevance to the real world.

For the third principle, improved teaching, recommendations include better recruitment from a wide variety of sources, and establishing multiple pathways for entry by talented people into a profession. Teachers should have tools, support, environment, and compensation comparable to that of other professionals, and there should be the matching of strengths to needs, with the best educators working in the schools that need the most help.

"Standards-based reform is the right path for our nation," the Summit statement concludes. "It is the very best hope for creating a universally well-educated citizenry and a more equal society. On this point, the American public is behind the nation's students and will remain so. There can be no turning back. The stakes for our young people and for the nation's future are too high."

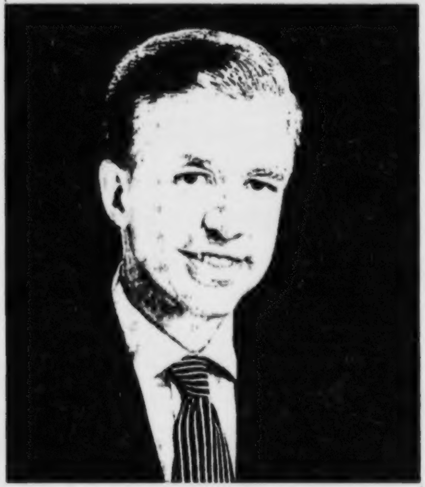
Although a future Educational Summit is projected, dates have not yet been set.

The Governors Speak

The National Education Summit is shaped and attended by educators, businesspeople, and state governors. Because state education systems fall under the aegis of the governor, the post has profound influence.

Following are excerpts from comments made by four of the governors involved in the 2001 Summit.

"In California, we are making the dream of higher education a reality for many more students," says Gov. Gray Davis, who is also co-vice chair of the Summit. "Through a historic expansion of the Cal-Grant Program and my Governor's Scholar Award Program, I'm pleased to see a large increase in awards at schools that have traditionally sent fewer students to college."


California Gov. Gray Davis, co-vice chair of the National Education Summit

Michigan Gov. John Engler, co-chair of the National Education Summit

"Over the last decade and a half, America's discussion about education reform has focused on accountability and high standards, and now we're starting to see the positive results," says Gov. John Engler of Michigan, Summit co-chair. "This is the approach we're taking in Michigan, it's the approach President Bush is taking nationally, and it's the approach that has come directly from the work of the National Education Summit."

Frank Keating, governor of Oklahoma, and Summit board member, says, "The national standards movement in education is especially important to minority students, who have all too often found themselves trapped in a cycle of low expectations. When public school officials fail to hold students to high academic standards, and instead engage in questionable policies like social promotion, the result is clear: students emerge from the K-12 system of public education ill prepared for even vocational or junior college enrollment. In Oklahoma, we have increased our basic high school graduation requirement for all students, and we're working to strengthen it even more, to a level of four years in each of the core subjects of math, science, English, and social studies. In schools which have already adopted this stronger four-by-four curriculum, test scores are rising and college remediation rates are falling."

Washington state Gov. Gary Locke, also a Summit board member, recently met with the Latino Educational Achievement Project (LEAP) to discuss the urgency of its mission to improve learning opportunities and academic achievement for Latino children. Locke noted estimates that his state's Latino population will nearly double in size by the year 2020, growing from 355,000 to nearly 700,000. Locke supports efforts to both close the achievement gap in childhood education and to increase opportunities for college education, making it affordable for all.

"Our primary aim is to ensure that all children–regardless of race, ethnicity, income, English proficiency, disability, gender, or geographic location–have the opportunity to achieve high academic standards," Locke says. "Improving our state's schools for each and every child embodies our nation's highest ideals."

Washington state Gov. Gary Locke, board member of the National Education Summit

Oklahoma Gov. Frank Keating, board member of the National Education Summit

Can minority students, with all of the cards stacked against them–achieve academic success?

The very notion of a National Education Summit, with goals to be achieved, carries with it the implication that those goals have **not** been achieved. There may still be a few exceptional schools, but a reasonable assumption would be that these are affluent schools in White neighborhoods with abundant resources.

This assumption breaks down at the Carl C. Waitz Elementary School (K-6th), Mission, Texas. Principal Magda Silvia Palacios describes Mission as being a border town with Mexico, 15 miles from the river, with a 99.9 percent Hispanic population, 94 percent of which is low-income, as opposed to 87 percent in the district. The primarily agricultural and construction workers find cheap housing in Mission, with rents from $100-$150 a month, though usually in very poor shacks, trailers, or other dwellings.

"The children usually come to us with great deficiencies," Palacios explains. "They are often illiterate in both English and Spanish, and have never been to a mall or Burger King, a beach, an airport, or a zoo. There are many dysfunctional and single-parent families, and a lot of gang-related problems. This is not a stable community."

When President Bush was Governor of Texas, he initiated many educational changes, including upgrading the curriculum, standards for both teachers and students, and a goal that every student should know how to read by the third grade. "There's a state standardized test," Palacios explains. "Everybody in the state of Texas can use it to see where they stand."

Are there any exceptions for a school in a community with as many problems as hers? "There are no excuses accepted," Palacios responds. "Everybody and his mother are held accountable. Nobody is off the hook. Everybody has a monkey on his shoulder, and we are all responsible for making sure each child achieves the requirements of his grade level."

The school's Headstart program starts working with migrant children as young as two to three years old. "The earlier you get to them the better," Palacios maintains. There is a full-day preschool program for 4-year-olds, preparing them for kindergarten at 5.

Several intervention programs are in place to catch children who are faltering, especially in reading. These are different, though related programs, such as the Literary Lab, which focuses on fluency, comprehension, and vocabulary; Helping One Student Succeed (HOSS), which focuses on small groups; and Reading Recovery, which is one-on-one instruction by trained specialists. The bilingual program in both Spanish and English is required. The school starts with a model of 10 percent English and 90 percent Spanish but works quickly to reverse it, so the student becomes increasingly mainstreamed in the fourth to sixth grades, for English proficiency is required by middle school.

The teachers' training and skills are continually upgraded, and they put in long hours, as do the students. In this community, where parents are in the fields or construction sites early, children arrive at school at 6:45 a.m. They are fed in the cafeteria and given an extra round of computer or other preschool instructions. Studies go on all day until 3:15 p.m., when students who are doing well can go home on the bus. Others are given a snack and short break to boost their energy levels, and then are involved in tutorial projects for extra instruction in reading, writing, and math from 3:30 p.m. to 4:30 p.m. Then, until 6 p.m., utilizing the federal 21st Century Grant, students, especially those whose parents are still working, can stay after school to take part in cooking, folk dancing, cheerleading, and other fun activities. Buses start leaving at 6 p.m., and the last children are home by 7 p.m. There are also Saturday tutorials and summer school.

"Our staff is very proactive with intervention programs, and we are all always working full speed ahead," says Palacios. "Our motto, which we keep in front of us everywhere, on our signs, our stationary, and our ID cards, is where there's a will there's a way–*Querer es poder*.

The Texas Assessment of Academic Skills (TASS) has awarded Waitz Elementary School its highest achievement rating for the past six consecutive years.

Five College Fellowship Program for Minority Scholars

Located in Western Massachusetts. Amherst, Hampshire, Mount Holyoke and Smith colleges and the University of Massachusetts Amherst associate as members of a consortium, Five Colleges, Incorporated.

The Five College Fellowship Program provides a year in residence at one of the campuses for minority graduate students in the final phase of the doctoral degree. The purposes of the program are to enable Fellows to complete their dissertation; to encourage their interest in college teaching; and to acquaint them with the schools. Each Fellow is hosted within an appropriate department or program at one of the five colleges. (At Smith, recipients hold a Mendenhall Fellowship.)

The Fellowship includes a stipend of $30,000, office space, housing or a housing subsidy, a research grant, and library privileges at the five colleges. While the award places primary emphasis on completion of the dissertation, most Fellows teach at the hosting institution, but no more than a single one-semester course.

Date of Fellowship: September 1, 2003 to May 31, 2004 (non-renewable)
Stipend: $30,000
Review of applications begins: January 15, 2003
Awards announced by May 1, 2003

For further information and application materials contact:
Carol Angus, Five College Fellowship Program Committee
Five Colleges, Incorporated
97 Spring Street
Amherst, MA 01002-2324
413/256-8316
Request an application by email: neckert@fivecolleges.edu

THE STATE UNIVERSITY OF NEW JERSEY
RUTGERS
NEWARK

The School of Criminal Justice has approval to hire a tenure-track faculty member to join us in Fall 2003. The appointment can be made at any rank. The school seeks a candidate of exceptional promise as a scholar and as a teacher. Expertise in the area of corrections or urban studies is preferred. The School of Criminal Justice is a graduate program offering M.A. and Ph.D. degrees in Criminal Justice. The School also directs a criminal justice undergraduate program which is part of the College of Arts and Sciences. The School of Criminal Justice is housed in the Center for Law and Justice, the newest building on the Newark campus, along with the Rutgers-Newark Law School, the secretariat for the World Criminal Justice Library Network, and the Criminal Justice/NCCD library. The library is widely regarded as the best specialized criminal justice collection in the nation, and it regularly attracts international visitors as part of its Fellows program. The campus at Rutgers-Newark was ranked by U.S. News & World Report as #1 in the nation for student diversity for the last five years. Research support is excellent. Women and minorities are strongly encouraged to apply. Applications, including curriculum vitae and addresses of three references, should be sent to: **Chair, Search Committee, School of Criminal Justice, Rutgers University, 123 Washington Street, 5th Floor, Newark NJ 07102-3094.** Rutgers, The State University of New Jersey, is a member of the Association of American Universities and is committed to excellence in scholarship.

Rutgers is an equal opportunity/affirmative action employer.

Review of applications will begin November 1, 2002.

"As Close to Heaven As Any Journalist Can Get..."

Hispanic Nieman Fellows Talk about Harvard

by Michelle Adam

Since 1938, Harvard University (Mass.) has been inviting prominent journalists to its Nieman Fellowship program. Each year, a group of journalists receives an academic year at Harvard that includes paid tuition and a stipend. Through this experience, Fellows are offered the opportunity to expand their minds beyond the daily challenges of work in the field.

The selection process for the fellowships is very competitive, with approximately 12 national and 12 international highly accomplished candidates chosen every year from different backgrounds and cultures.

In earlier years, when only national members of the media were selected, it was an all-boys club indeed. Bob Giles, curator of the program, recalled that in the late 1930s and early 1940s, the argument used to keep women out of the program was that the serving of whiskey was part of the Nieman dinners, and that women would not/could not be part of that tradition. By 1946, however, the first women were admitted, under a more logical argument: "Women are newspaper men too."

International journalists were invited to participate after 1951. Giles couldn't pinpoint exactly when the first U.S. Latino joined the program, but his guess was the early 1960s. Today, journalists from throughout the world, and particularly large numbers from Latin America, from such countries as Colombia, Brazil, and Mexico, attend Harvard as Nieman fellows. And according to Nieman's Deputy Curator Seth Effron, "typically there is, and has been, for the past 10 years, at least one Hispanic fellow each year."

Giles admits, however, "We don't get nearly as many U.S. journalists of color as we'd like. We need to get more impressive candidates from the various U.S. minority groups." The Nieman Foundation sends letters to board members of minority organizations and advertises in newsletters in an effort to draw more minorities into the program, but the numbers remain fairly small. "I certainly want those voices as part of the selection process," said Giles, who has a pool of 130 U.S. and 111 international applicants to choose from this year.

Harvard recently received a grant from the Knight Foundation to support two Latin American fellows in each of the upcoming three years. "Part of our interest in having the international program is to support journalists in countries where free press may not be as robust as it is in the free world," said Giles.

During the 10 months at Harvard, journalists get to choose any area of study, with the goal to either broaden general interests or to specialize in a particular field. For some journalists, the fellowship may offer an opportunity to dabble in areas of study completely unrelated to their work in the field. Others use the opportunity to go deeper into their subject of expertise.

Nearly all classes at Harvard and its graduate schools are open to the journalists, as well as debates, lectures, and other unique forums. Fellows are also relieved of the pressure of test-taking or achieving credits.

Designed specifically for Nieman students are seminars, conferences, shoptalks, Nieman dinners, and soundings every Monday evening. During the soundings, students take turns telling their stories, which include personal information on family and culture, as well as accounts of issues and events the fellow has covered as a journalist. Nieman fellows also attend seminars by leading teachers, writers, and scholars at Harvard. They join every Friday afternoon for shoptalk to discuss issues in journalism, and two to three times a year the Nieman Foundation invites practitioners from the larger field of journalism to join the fellows in examining issues in the news. The very popular Nieman dinners offer an evening of food and discussion and a talk by a leading journalist.

One of the earliest Hispanic Nieman fellows to benefit from the rich experience of Harvard was Frank Sotomayor, formerly co-editor of the *Los Angeles Times*, author of a 1984 Pulitzer Prize-winning series on Latinos in Southern California, and currently hiring editor and assistant director of METPRO, the newspaper's Minority Editorial Training Program.

"Going to Harvard as a Nieman fellow is as close to heaven as any journalist can get on this planet," wrote Sotomayor, shortly after his fellowship in 1985. "I was one among the first handful or first dozen of U.S.-born Latinos."

Attending Harvard was quite a stretch for someone raised in a poor Mexican-American barrio of Tucson, Ariz. "When I was growing up, going to the University of Arizona was the pinnacle. The East Coast was like a dream world," he said.

But in 1985, after working extensively as a journalist, Sotomayor took the opportunity to "recharge the batteries" at Harvard. Here, he studied environmental policies at the Kennedy School of Government, U.S. history, business leadership, literature, and took his "favorite course," which was about race in the U.S.

"I found it fascinating how the concept of race had changed over the years and how people had come up with false science to back up theories

> ***"I took a look at the names from before I was there, and I didn't see any female of Latin origin there."***
>
> CECILIA ALVEAR, NBC NEWS BURBANK FIELD PRODUCER

of White superiority and Black inferiority," he said.

While this course and others were eye openers for Sotomayor, what he saw as well during his time at Harvard was "an appalling ignorance about U.S. Latinos." For his class on race, he researched the historical stereotypes of Mexican-Americans. "There was very little knowledge at all about Mexican-Americans. There seemed to be more on Black and White issues. I just feel like there was a certain mindset on the East Coast that the things in the Southwest and West were pretty remote. I was trying to better educate the professors," he said.

After the Harvard Fellowship, from 1989 to 1993, Sotomayor was editor of the bilingual "Nuestro Tiempo" section of the *LA Times*. In his METPRO post, he recruits and trains about a dozen minorities a year for the paper.

"Stepping back like that at Harvard gave me a more profound appreciation of how inaccurate portrayals of racial groups have led to disastrous self concepts and skewed public policies. I think it is very important that readers and public officials and decisionmakers know what is going on in all our communities. It is important that the true reality of the Mexican-American and Hispanic experience be portrayed in our media," said Sotomayor. "Increasing diversity in the newsroom has been of interest to me since the mid-1970s. But the experience at Harvard also added to that feeling and toward striving for that goal."

Cecilia Alvear, NBC News Burbank field producer and former president of the National Association of Hispanic Journalists, was also a Nieman scholar. She attended Harvard during the 1988-1989 school year, and may very well have been the first Latina Nieman Fellow. "I took a look at the names from before I was there, and I didn't see any female of Latin origin there," she said.

Prior to attending Harvard, Alvear had spent most of the 1980s in South America. She joined NBC in 1982 as the network's Mexico City bureau chief, and was transferred to Miami to serve as senior producer for Latin America. A native of the Galapagos Islands of Ecuador, Alvear became a U.S. citizen in 1984, and was assigned to the NBC News West Coast bureau in Burbank after her fellowship in 1989. As a producer, she has covered many major news stories–the wars in El Salvador and Nicaragua, the Mexico earthquake, the war on drugs in Bolivia, Peru, and Colombia, the Los Angeles earthquakes and riots, and the O.J. Simpson trial.

"It was healing to be away," said Alvear of her time as a fellow. "Harvard gave us the advice that the Nieman Program should offer the opportunity to stretch and learn that which you may know nothing about." Alvear took classes on the French Revolution, presidential power, the Soviet Union, and creative writing.

While Alvear referred to what she called "apartheid" in the newsrooms prior to the 1970s, with few opportunities for Latinos to excel in this field, "the fact that now Nieman can find people like me shows that slowly things are changing," she said. "It's a positive change."

Another Latino journalist to attend Harvard as a Nieman fellow is George de Lama, deputy managing editor of news at the *Chicago Tribune*. Prior to his Nieman Fellowship of 1991-1992, de Lama had opened the *Tribune*'s two bureaus in Latin America, covering the conflicts in Central America, the U.S. invasion of Grenada, and the drug wars in Peru and Colombia, as well as other conflicts and events in South and Central America. During the Reagan administration, he was the *Tribune*'s chief White House correspondent, and during the first Bush administration, chief diplomatic correspondent. After 1995, de Lama was chief of correspondents, then West Coast bureau chief in Los Angeles.

Spending a school year at Harvard was "such a wonderful indulgence–to have time to think and see things in a new light," said de Lama. He studied alongside prominent journalists from Colombia and South Africa who had come to Harvard after receiving death threats in their own countries. "While we were having fun, it underscored how serious it is, what we do," he said.

After completing his fellowship at Harvard, de Lama worked in

California, where he faced the riots, the O.J. case, and natural disasters. "The experience I had in the Nieman year helped me be more thoughtful on how we would cover these things, and what context we would put them in," he said.

As the second Latino reporter ever at the *Chicago Tribune*, de Lama is also aware of the tremendous need to increase diversity and representation of people of color in the newsroom. "As a fellow, I got a much greater appreciation for the need for us to spread out, not just to cover Latino issues. We also need people to do other things as well. We need more people in the pool of people who can cover the White House, who can be editors, and who can have a seat at the table where decisions are made," he said. "I gained a greater appreciation that I wanted to help make that happen."

> ***"I think sometimes we're not aware of the freedoms that we have and the ability that we have to really scrutinize government and institutions in the way that we should."***
>
> BARBARA SERRANO, POLITICAL EDITOR, *SEATTLE TIMES*

This past year, Barbara Serrano, political editor at the *Seattle Times*, also had the opportunity to become a Nieman fellow. She has been with the *Seattle Times* since 1990, and prior to becoming an editor was working as a political reporter. "I was covering a lot of grassroots politics," said Serrano, who wrote about citizen initiatives, the state legislature and governor, and deals that were being established between government and businesses. During her earlier years, Serrano was writing for California newspapers, reporting on social issues and immigration. "I've always been interested in politics, since I was young," she said.

Serrano first heard about the Nieman Fellowship during her first week on the job at the *Stockton Record*, in her home state of California. "I always thought it was something I would try for in my 30s," she said. When she finally followed through on her plans this past year, she decided to study law, and specifically the judiciary, at Harvard.

"One thing that I have realized from being here at Harvard–which in and of itself was a huge thing for me, coming from my neighborhood, which is a Mexican barrio–was this sort of mental leap you have to make when you actually get here. I never thought I would ever be here. Now that I **am** here I think affirmative action is even more important," she said. "I do not see a lot of brown faces at the law school. To me, it is so important to have Latinos applying to law school and trying to reach the top early on. I wish I had applied as an undergraduate. I wish that I had talked to somebody who would have encouraged me to apply to Harvard. I hope that young Latinos now do not get dissuaded at all. They should go for the top."

Being at Harvard has also "totally stretched my mind. It's made me a lot more aware of what's going on globally," added Serrano. "A lot of these people here have had their lives threatened; they have literally dodged bullets because of stories they've written or because they have been very aggressive in covering corruption in government. I think sometimes we're not aware of the freedoms that we have and the ability that we have to really scrutinize government and institutions in the way that we should. I would like to see Latinos more involved in that."

While the courses of study have opened Serrano's eyes to the world of law, one of the key attributes of the program is the variety of journalists that come together to share eight months of their stories. Said Serrano, "I think that's a lot of what the Nieman is about–sharing and giving of yourself as a person and as a journalist. And, hopefully, people walk away with a clearer understanding of the diversity in our country and the value that we all bring to that."

"What I bring is a perspective of a Latina from California of modest means. Being here gives me a greater responsibility as a Latina to be aware that there aren't a lot of us here at this level, being conscious of it, and wanting to be a good role model. We need to be here," said Serrano. "I encourage young Latinos to apply for the Nieman at Harvard. It is possible to do this. I feel I can leave here and do anything. It is life-changing."

Arizona Addressing Dropouts and the Underprepared

What is the Role of Community Colleges?

by Geneva Duarte

In a February 2002 report on school dropouts, the U.S. General Accounting Office indicated that national dropout rates changed little in the 1990-2000 period. However, dropout rates varied considerably between regions of the country and ethnic groups.

There is much diversity within the group titled "Hispanic." But over all, Hispanics are more likely to drop out than many others, and, at the same time, are the minority group with the largest percentage increase in population in the past decade, and the largest increase predicted for the years ahead.

Census data show that in 1990 there were 22.4 million Hispanics. In 2000, that number had increased to 35.3 million.

New Mexico ranked first in the nation with Hispanics 42.1 percent of its total population; California is second with 32.4 percent, Texas third with 32 percent, and Arizona fourth with 25.3 percent. Arizona ranked sixth in Hispanic population change, a staggering 607,000 increase.

In the December 2001 issue of *Hispanic Business*, Robert R. Brishetto stated, "The phenomenal growth of the U.S. Hispanic population has been among the most remarkable demographic trends of the past two decades. And nowhere is that growth more pronounced than among the Hispanic middle class." He said that Hispanic households earning between $40,000 and $140,000 annually reached 2.5 million in 1999, or about one-third of all Hispanic households nationwide.

Geneva Duarte is the program manager, for student services and multicultural programs, Pima County Community College District, office of Educational Services.

Although the economic progress is impressive, we cannot avoid addressing the impact minority dropout rates will have on our technology- and skills-based economy.

The Arizona Minority Education Policy Analysis Center (AMEPAC), which is part of the Arizona Commission for Postsecondary Education, has been assessing educational attainment data and is addressing this crisis from a policy action perspective. Its studies show that:

- Arizona is the second highest for school dropouts.
- 61.3 percent of the student dropouts in Arizona are minorities.
- For every 100 Hispanic students who entered the ninth grade, fewer than 58 graduated.
- For every 100 Native American students who entered the ninth grade, fewer than 56 graduated.
- Arizona has the highest rate in the nation of teen pregnancy.
- Arizona exceeds the U.S. average for children in poverty.

AMEPAC's members represent university, community college, K-12, and community agency leaders. The organization commissioned Dr. Albert Cortez from the Intercultural Development Research Association in San Antonio, Texas, to conduct a study of Arizona's dropouts. He'd conducted a similar study for the state of Texas.

Cortez's report included the scope and costs of the crisis, and provided models of successful strategies to address the crisis. The plan is for stakeholders and the general community to have an opportunity to help address this issue on a more local level.

Impact on Community Colleges

One of the most formidable challenges faced by community colleges is the increasing number of underprepared students. Many of the adults who plan to continue their education and did not complete their high school diploma but received GED's are not ready for college-level work. The majority of students completing an adult basic education program and planning to attend a community college or university require college preparation. The majority of Hispanic students enroll in community colleges due to economic constraints and/or lack of academic preparation.

A significant number of high school graduates are also not prepared academically, as indicated by the 2001 AIMS (Arizona's Instrument to Measure Standards) Tucson area high school district scores. AIMS is a mandated high school assessment and graduation tool approved by the Arizona state Board of Education.

Tucson Area High School Districts	Percentage who failed 11th-grade AIMS Test:		
	Reading	Writing	Math
Amphitheater	32%	51%	66%
Catalina Foothills	27%	13%	60%
Flowing Wells	42%	51%	68%
Marana	37%	46%	62%
Sunnyside	63%	59%	83%
Tucson Unified	50%	58%	71%
Vail	52%	58%	77%

Many of the Tucson District students whose failing scores are shown above are only a matter of months away from enrolling at Pima County Community College District (PCCCD). And they are clearly not college-ready.

In fall 2001, 84 percent of new-to-higher education students taking the COMPASS basic skills assessment tests (reading, writing, and math) at PCCCD were not ready for college-level work.

Given these realities, it is clear that community colleges must continue to play a significant role in addressing the needs of underprepared students.

PCCCD Responds

Like many community colleges across the nation, PCCCD is positioned to address the dropout issue. It is the fifth largest multicampus community college in the nation. Thirty-nine percent of the PCCCD students are minorities and 29 percent are Hispanic.

In October 2000, PCCCD, which qualifies as an Hispanic-Serving Institution (HSI), received a five-year Title V grant totaling about $1.5 million. The focus of this grant is to transform the institution's developmental education. A college-wide Developmental Education Program was developed and implementation began January 2001. Institutional change in the areas of instruction, assessment, advising, orientation, placement, student support services, and evaluation are taking place.

The program is designed to improve retention rates and help students complete their developmental education courses as quickly as possible and help them reach their career goals.

Additionally, PCCCD is involved in a number of programs and partnerships that promote going to college and help students with the transition to higher education. For example:

- **Achieving a College Education** This is a nationally recognized partnership with Tucson area school districts, PCCCD and the University of Arizona that began in 1997. This two-plus-two-plus-two program follows and supports students beginning their junior year of high school through completion of their associate's and bachelor's degrees.
- **Fifth Grade Visitation Program** This program builds strong connections at an early age and helps students see that college is possible. In three years, more than 2,700 fifth-graders have toured PCCCD campuses and have been exposed to college faculty and classes. The program received first place in best practices in education at the April 2002 State of Arizona Best Practices in Education Conference.
- **Vision High School** This is a charter school that works with student dropouts to help them complete their high school education. Located at the Desert Vista Campus. It is in its third year. Students are enrolled concurrently in PCCCD developmental courses (reading, writing, and math) as well as the college's student success courses. Morning and afternoon high school classes take place at the Desert Vista Campus.
- **Aztec Middle College** This is a partnership between the Tucson Unified School District and PCCCD's West Campus. The program enrolls dropout students ages 17 to 21 with ten or more credits. They complete their high school diploma and enroll in two PCCCD classes–career exploration and college success. Students are tutored and have access to the college library and computer labs.
- PCCCD is developing a college-wide English as a Second Language (ESL) Program, which supports an ever-increasing immigrant student population.
- **Summer Career Academies** Begun in 1995, this program offers three-week sessions to high school sophomores and juniors from more than 30 public, private, and charter schools in Pima and Santa Cruz counties. It provides exposure to a wide variety of career fields and certificate and degree programs. Students receive three credit hours and one-half elective high school credit at no cost.
- **Proyecto Access** began in 1997 and is funded by NASA through the Hispanic Association of Colleges and Universities. This enrichment program targets seventh- and eighth-grade students who come from economically disadvantaged backgrounds. They take math and science related courses such as problem solving, logic, discrete mathematics, and introduction to physics. They receive high school elective credit when they reach high school.

In Conclusion

It will take creative and dedicated leadership, resources, innovative programs, and strong partnerships like those described in this article to decrease dropout rates and increase college participation and completion rates.

Educational communities will need to share resources and talent, create new educational patterns, and engage in joint strategic planning. Through these partnerships, we can improve and link our student tracking systems, experiment with new intervention, retention, and evaluation strategies, and implement programs and activities that engage parents and the educational community in the success of our youth. It is challenging, but we do not have a choice. Investing in our country's future is simply too important.

In fall 2001, 84 percent of new-to-higher education students taking the COMPASS basic skills assessment tests (reading, writing, and math) at PCCCD were not ready for college-level work.

Sample Data from the Arizona Commission for Postsecondary Education Web site:

- **Most people assume that public schools have a system for tracking their pupils. As late as the mid-1980s, few states had any systems in place to help them track student enrollment or to calculate actual local, county, or state dropout rates.**
- **Since 1994, 168,004 high school students have dropped out of Arizona high schools, enough to populate a small city.**
- **Arizona's Native American, Hispanic, and Black high school students drop out at disproportionate and alarming rates. Of the freshman class of 1996-87, 42.7 percent of Hispanics, 48.3 percent of Native Americans, and 32.6 percent of Black pupils were lost from enrollment by their group's senior year.**
- **Arizona currently, and appropriately, does not include either GED or unverified enrollment counts in its dropout rate calculation, a practice that contributes to a more accurate estimate of students who annually drop out from Arizona high schools.**
- **For every $1 spent on getting students all the way through to graduation, the state [of Arizona] saves $66 in state services and lost revenues.**
- **For the class of high school dropouts that would have graduated in 2000, total costs to Arizona were an estimated $214.4 million per year, and $14.25 billion over the lifetime of these individuals.**
- **In a survey of workplace needs, employers complained of the need to upgrade workers' basic education skills in order to get them to a point of being productive workers (National Alliance of Business, 2001). This change in worker-related skills had drastically impacted the life chances of individuals who lack adequate educational preparation.**

Latina Business Owners on the Rise

More than 470,000... and growing

by Marilyn Gilroy

Latina entrepreneurs are a growing economic force in the United States and their numbers are on the rise. As of 2002, an estimated 470,344 privately held firms are owned by Hispanic women. They employ nearly 198,000 additional people and generate $29.4 billion in sales.

So says a report from the Center for Women's Business Research entitled "Minority Women-Owned Businesses in the United States, 2002." The Center has been tracking trends in women-owned businesses by analyzing published and unpublished data from the U.S. Census as well as original research.

Not surprisingly, the greatest numbers are in California, Texas, and Florida. But the fastest growth is occurring in West Virginia, North Carolina, Arkansas, and North Dakota. Latinas own firms in a wide variety of industries, including construction, accounting, engineering, and professional services, and a significant number of smaller businesses, such as hotels and restaurants. In short, they are an integral part of the fabric of commerce in the United States, and their presence is increasing.

"Women of color continue to start businesses at a faster rate than other women and all businesses," said Nina McLemore, chair of the Center for Women's Business Research and president of Regent Capital. "The number of minority women-owned firms increased 31.5 percent between 1997 and 2002, more than four times the national average overall."

Research shows growth in women's entrepreneurship among every major ethnic group. Many experts believe that this is a positive sign not only for these women business owners but for the U.S. Current theory maintains that greater participation in entrepreneurship among people from a variety of backgrounds can play an important part in facilitating economic growth.

But the route to owning a small business is not always smooth, and the failure rates are high. So why are many women, especially minorities, starting their own businesses?

Studies show that most women are attracted to entrepreneurship for positive reasons, but they also gravitate to owning their own businesses after being frustrated in traditional work environments and wanting greater challenges. Hispanic women, who often involve family members such as spouses, children, and parents in the business, also find greater flexibility.

SBA

U.S. Small Business Administration

Mari Galvez de Cerdas, regional director of the SBA Small Business Development Center in central New Jersey

"My clients say that the best thing about being an entrepreneur is having freedom and driving their own destinies," said Mari Galvez de Cerdas, regional director for the SBA's Small Business Development Center in central New Jersey.

Galvez de Cerdas has learned a lot about the entrepreneurial spirit in her role of offering business counseling and technical services to Latinas and Hispanics who are trying to get their plans off the ground. Clients often come to her office just to bounce their ideas around.

"Entrepreneurs are very self-driven," she said. "If one idea doesn't work, they usually have other ideas ready to go. It's an exciting process, and even if it doesn't always have a positive end, the entrepreneur usually ends up back on her feet."

Today, there are many support systems for women who want to become business owners. The U.S. Small Business Administration offers a variety of programs and loans but, more specifically, its Office of Women's Business Ownership promotes the growth of women-owned businesses with initiatives intended to "level the playing field for women entrepreneurs." Through a network of SBA-funded Women's Business Centers, located throughout the United States, women can get the training and technical assistance needed to start and grow a business. The centers teach women how to start a business, gain access to capital, engage in strategic planning and marketing, use the Internet, and write business plans.

"We help them with education whether they want to start a new business or continue their education while their business is growing," said Penni Nafus, head of the Mercer County, N.J., Center.

The Center offers courses such as "Start Right," which deals with how to develop a business plan, "Marketing Magic," and the most basic course, "Are you an Entrepreneur?" addressing the myths and facts about business ownership. Most classes are available for a small fee (less than $100) and are taught by staff or corporate partners. The Center served 1,015 clients last year.

The training can make the difference between success and failure. When Shelly and Jamy García wanted to start a coffee house in a north Denver neighborhood, they attended a seven-week entrepreneurial training program at the SBA's Mi Casa Resource Center in Denver.

"Taking the course and learning to write a business plan was crucial to getting our business going," said Shelly García.

The Garcías eventually opened Highland Grounds Corner Coffee House in an old drugstore building and used the former soda fountain as a coffee bar.

Mi Casa has spawned many success stories in the thousands of individuals it has served. Linda Torres-Winters came to the Center for advice on marketing her line of salsa products.

Torres-Winters grew up as the daughter of migrant workers who picked tomatoes on farms in the Midwest. When her father became disabled as a result of an accident, Torres-Winters left school and took on a second job to help support the family. But her determination and ability to work hard laid the groundwork for her entrepreneurial spirit.

She eventually returned to school and earned a high school equivalency diploma and later enrolled in the University of Wisconsin-Milwaukee. She married and had two children but dreamed of having her own success in business. To realize her goal, she returned to her roots–tomatoes–and developed Linditas salsa.

"I can remember my mother making the best salsa," Torres-Winters said. Her recipe, which includes dehydrated spices and vegetables, calls for the addition of fresh or canned tomatoes, thus producing a homemade flavor. She received a boost from the Mi Casa Center, which helped her launch her product and market the business. Her company's products are now available in 500 stores in eight states.

The centers can be especially helpful in helping women overcome obstacles that may be exasperating stumbling blocks to business ownership. According to research reports, access to startup capital is more problematic for women of color. As of 1998, 60 percent of Caucasian women business owners had bank credit compared to only 50 percent of Hispanic women and 38 percent of African American women.

"Women still lag behind men in the amount of credit they can get, with the gap even greater for women of color," said Sharon G. Hadary, executive director of the Center for Women's Business Research in Washington, D.C.

That difficulty is illustrated by the story of Helen Barrios, head of Aztech Contracting Inc., who spent five months pursuing loans for her business. Even though she had lined up several clients and contracts, she still needed cash flow to launch the project. Four banks in Georgia turned her down, in part, she suspects, because she was both a minority and a woman.

"Nobody said, 'Well you're a woman. We're not going to give you a loan,'" said Barrios. "But...when I went to see them in person, they changed their minds. There was rejection and more rejection."

Barrios finally got a loan from the SBA and has made the company into an award-winning business. She employs 20 people and has doubled her revenue every year since 1995.

"We made it in spite of the banks," she said.

Galvez de Cerdas says that funding is still a big problem, but she believes that the obstacles faced by minorities might be diminishing.

"I don't know if they face more obstacles," she said. "I think that they face the same obstacles as others, but there are more women and minorities applying for loans now."

Sometimes she helps her clients find creative solutions to financing.

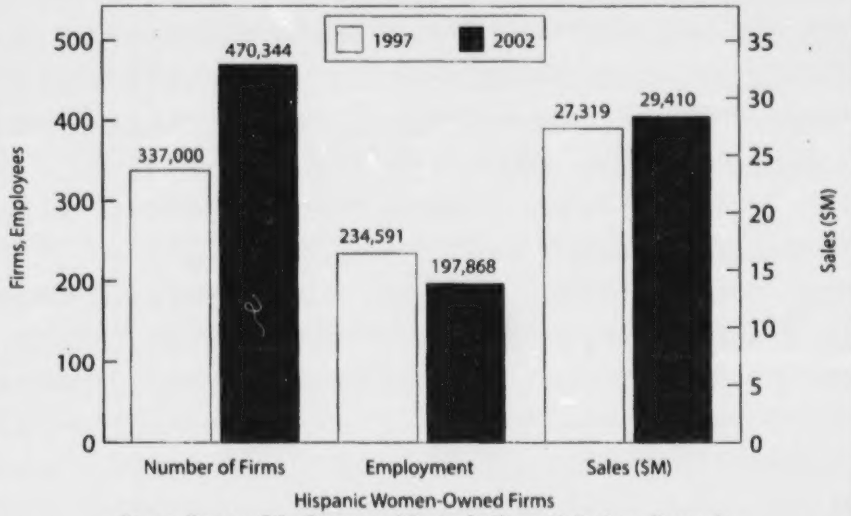
"I had a Hispanic female client who had owned a restaurant, sold it, and was looking to start a new one," said Galvez de Cerdas. "We helped her put together a business plan, and instead of going for bank for funding, she ended up with a partner who financed the restaurant."

Once women are up and running, their track record of success exceeds the national average. Nationwide, Latina entrepreneurs have owned their firms for an average of 12 years. Two-thirds were born in the U.S., and those who are first-generation have lived in the U.S. for an average of 30 years.

Recently, a number of studies have revealed other trends about Hispanic women-owned businesses. A National Foundation for Women Business Owners survey found that a majority of Latina business owners (63 percent) use English and Spanish in their business activities, but most say they vary their use of language based on the type of interaction. Although the majority use primarily English, they say that involvement in the Hispanic market may require the use of Spanish with employees or customers.

The Center for Women's Business Research Center has also been tracking trends and finds that women and men business owners have different management styles. Women are less hierarchical, may take more time when making decisions, seek more information, and are more likely to draw upon input from others, including their employees.

Hispanic Women-Owned Firms Exceed 470,000, Employ Nearly 198,000, and Generate $29.4 Billion in Sales Nationwide



Hispanic Women-Owned Firms

Source: Bureau of the Census and Center for Women's Business Research

Another interesting finding is that women-owned firms in the U.S. are more likely than all firms to offer flex-time, tuition reimbursement, and, at a smaller size, profit sharing to their workers.

But even though the news about women entrepreneurs is mostly upbeat, there are some downsides to being a female small business owner.

"The disadvantage is that it is a lot of stress," said Galvez de Cerdas. "It is emotional stress and financial stress–it can drain your savings for the future. It puts stress on the family."

This has been a particularly difficult year for small companies, especially those that have borne the brunt of the effects of Sept. 11, such as travel agencies, and businesses in the New York, New Jersey, and Connecticut area.

To relieve the financial pressures, the SBA has been doling out disaster relief loans to small businesses, which are defined as companies with less than $6 million in annual revenue or fewer than 500 employees, depending on the type of business. Loans were made available to 4,550 businesses throughout the Northeast. Neighborhood restaurants, delis, movie theaters, and retailers were among the recipients.

But the effects reached beyond New York. For example, many women are partners in travel agencies, which watched their sales plummet during September and October, with most agencies reporting a 60 percent decline in air travel. In addition, many clients asked for refunds. The SBA made it possible for businesses outside the original disaster area to apply for loans if they could prove that their losses were due to the attacks on New York and Washington.

But other economic factors, such as state budgets, have exacerbated the financial pinch on small businesses.

Elsa Reinhardt, owner of a business consulting firm and immediate-past president of the New Jersey Association of Women Business Owners, says her state has had a particularly bad year. In order to close the New Jersey budget deficit, legislators are considering measures that could further erode the health and well being of small business.

"Lawmakers are debating new business taxes, which would be bad for us," she said. "At the same time, they are also considering expansion of the family leave act, meaning that employees could be entitled to 30 weeks leave. This would create staffing problems for small businesses, which are also required to keep employees' jobs open for them in case they return.

But, as Reinhardt says, these developments have not stopped the pace of new endeavors, with women still constituting the fastest growing segment of business.

"In New Jersey, women start six businesses for every one started by a man," she said. "And women stay in business a lot longer than men."

Galvez de Cerdas agrees. "Latinas and Hispanic women are a fast-emerging market." And, she adds, they bring a unique perspective to the process.

"Latinas are not as concerned about tomorrow," she said. "They want to make it work today."

The SBA Office of Women's Business Ownership contributed to this story.

ENGAGING STUDENTS IN THE LARGE LECTURE FORMAT

Creating an Inclusive and Interactive Atmosphere

by
Angela Provitera McGlynn

The important points are that you meet your students personally, that you get to know them, that you learn their names, and that they get a close-up contact with you.

Throughout our nation, colleges and universities use the large lecture format in courses that enroll large numbers of students. Despite the body of literature showing that smaller classes offer a more personalized classroom atmosphere, and the fact that students generally prefer small classes over large ones, colleges continue the large lecture format.

Large lecture courses do offer an opportunity for some extraordinary teachers to influence large numbers of students. However, colleges use the format primarily for economic reasons. With high college enrollments and not enough faculty to teach small classes, the large lecture format is probably here to stay, particularly at large institutions and in large, introductory courses.

The challenge for faculty teaching these courses is to recreate the small class atmosphere in order to have students feel connected to the course content, to the instructor, and to their classmates. In other words, how can we keep students involved in such large classes since student involvement is tied to their academic success?

Several researchers have pointed to the importance of students' attitudes towards the topic, attitudes toward the instructor, and their attitudes towards the teaching methodology as factors that contribute to their levels of involvement and thereby to their academic success.

Is it even possible to create a personal and interactive environment in a large lecture hall?

I think it is. The setting is by no means ideal for teaching, but given it is what we have to work with, we'd better find ways to meet the challenges.

Having taught the large lecture format for our Introductory Psychology course every fall term for three decades, I have discovered what works well, and, based on the "school of hard knocks," what doesn't work at all!

My first suggestion would be to attempt to incorporate a smaller seminar class into the large lecture format. For example, in my 200-person large lecture class, I meet all those students once a week in a 20-person seminar group. This gives me an opportunity to interact with the students in a small classroom, allowing me to learn their names and their stories, allowing them to get a better sense of me as a person, and allowing us to work with the course content using interactive teaching methods. In course evaluations, students invariably say that they appreciate the seminar classes.

Since student-teacher rapport is one of the most important contributing factors to a welcoming, inclusive classroom atmosphere, the seminar class is a golden opportunity towards building that rapport. In the absence of the seminar class, or as an adjunct to it, you may also invite students to your office to hold personal conferences. These conferences can go a long way toward producing a more relaxed classroom atmosphere by connecting with your students individually. With the time factor as a limitation to this individual conference approach, you may even schedule meetings with three or four students at a time. The important points are that you meet your students personally, that you get to know them, that you learn their names, and that they get a close-up contact with you. (I'll never forget the demoralizing feeling I experienced riding in silence in an elevator with the professor of a large lecture format graduate class I was taking at a big university in Manhattan–because my professor had no clue that I was a student in her class.)

The importance of learning your students' names cannot be overemphasized, especially if you want to turn the large lecture class into a more humanistic setting. Once you know the students' names, you may call on them by name when they ask a question. You can then use their names in reinforcing ways within the lecture if you can refer to a question or comment they made previously. For example, you might say, "As María suggested earlier...." What you are doing is attempting to make your students feel a sense of "self" within a setting that is likely to produce feelings of "de-individuation."

De-individuation is the feeling of anonymity that people feel when they are part of a large group. These feelings of "loss of self" can lead to behavior that people ordinarily would not engage in–behavior that is uncivil and possibly aggressive. One of the reasons students often "misbehave" in large lecture classes–by having side conversations, by walking in and out of the room, and by being rude in other ways–is that they feel anonymous. The more you can do to break down their feelings of anonymity so that they know you **know** them and you **see** them, the less likely they will misbehave.

One of the reasons students often "misbehave" in large lecture classes–by having side conversations, by walking in and out of the room, and by being rude in other ways–is that they feel anonymous.

Of course, we are back to the issue of how to engage your students in the large lecture class, since that, too, will minimize disruptive behavior. Based on data that I have been collecting from students over the years, and on research I have been reading as well, one of the critical factors for student involvement is: Do students sense the teacher is enthusiastic about the course material? We need to show enthusiasm for our disciplines. This means paying attention to our own professional development. A sure way to become unenthusiastic is to teach the same old stuff in the same old way. This would hurt us as much as it would hurt our students–staying current in our disciplines as well as in being open to explore new pedagogies is what keeps us alive as teachers.

One way to capture the attention of our students in large classes, and to keep them engaged, is to learn to be a more dynamic teacher. Here are some suggestions that come from the work of Silberman (1996, 19-21):

- Start your lecture with an interesting story or anecdote that grabs students' attention.
- Begin the lecture with a provocative visual, such as a cartoon.
- Pose a problem or ask a question that is at the center of the lecture, so that students will be motivated to stay tuned in.
- Limit the major points of your lecture. Present key terms and concepts on an overhead transparency or chalkboard to help students remember them.
- Use plenty of real-life examples and comparisons, and try to relate your information to your students' prior life experiences.
- Wherever possible, use transparencies, flip charts, and handouts to give your students a visual as well as an auditory channel of learning.
- Periodically, stop lecturing so that you can ask students to give examples of the concepts you've presented so far.
- Present a problem or question for students to address based on the information covered in the lecture.
- Give students a test or quiz on the topic covered, toward the end of the lecture.
- Ask students to compare their notes with each other in order to review the lecture and clear up any questions they may have.

Morris Burns (1999), a professor of theater at the University of Texas, offers suggestions from the profession of acting that can be helpful to us as teachers and lecturers:

- Bring more feeling into your presentation of ideas so that you show enthusiasm for what you're teaching.
- Picture yourself successfully conducting your classes. Your imagination will pave the way for your successful performance in the classroom.
- Use your voice in ways that are conducive to effective communication–for example, speaking with inflection.
- Use the way you move in class to project enthusiasm and to connect with your students. For example, walk around your classroom and establish eye contact with students as you move all around the room.
- Think about the arrangement of your teaching environment. Check out the room where you'll be teaching, ahead of time. Plan ways to use the space to the best advantage–for instance, should you group students in circles or semicircles.
- Prepare for class by thinking not only about the content you want to present, but also about your students as an audience and as individuals. Deliver your content in a way that is relevant to your students' lives.

All of this being said, even the most dynamic lecturers are today facing students who seem to need greater involvement. So many scholars in academia, following the work of John Dewey (1963) and Jean Piaget (1952), have espoused the idea that students learn more effectively when they're actively involved, when they're "doing" rather than passively receiving information. Faculty members who protest by saying they have too much material to cover to allow student participation, dialogue, or group work would be saddened to discover how few students are "covering" the material with them.

And how much of what we faculty members "cover" will students retain after our examinations? How much of this material will they actually use in their lives? Of course, this depends on the discipline of study. We desperately want the medical personnel assisting us in our times of need, and the pilots flying us to our destinations, to retain what they've learned and practiced in school. However, much of the academic information we've learned in school–particularly if we don't use it in our daily lives–is forgotten within several years of graduation. So as important as the "body of information" we'd like our students to learn is, equally important are students' abilities to think critically, write effectively, speak clearly, make ethical decisions, and celebrate the richness of the diverse culture America has become.

Clearly, the body of information we impart, if students take it in, may accomplish some of these goals some of the time. But the lecture format falls short much of the time. As James Eison (1999, 6) states: "...One way faculty can increase student involvement and learning is to lecture less and have students do more." The literature on human learning and memory tells us that the more actively involved students are in their learning, the greater the chances for their deeper understanding and long-term retention of material (Rosenthal, 1990).

The lecture format is part of most courses, and it is a necessary part. But it's possible to make lectures more interactive and, therefore, more effective. One way to get students to do more, even within the lecture format, is to lecture for a period of 15 minutes and then pause. During a two-minute pause, you can ask your students to work in pairs to compare and rework their notes. Usually, you can do this without interacting with the students yourself. However, you could try a variation on this approach and ask students for a summary of the lecture up to that point. This would allow them (and you) to clarify the material. The lecture could then continue until the next pause. Bonwell and Eison (1991) showed that the "pause" procedure significantly improves student retention of material, both for the short term and the long term. It also motivates students to stay tuned in to the lecture and to take useful notes.

Whenever you use a lecture format, you can stop periodically to ask students questions. Even a lecture can be somewhat interactive if you pepper it with questions such as:

- How many of you believe that...?
- By a show of hands, has anyone ever...?
- How many of you agree that it's possible to...?

Whenever you lecture on a topic that is debatable, ask for a show of hands of students who lean to each "side" of the controversy. This technique pulls students into the topic, gets them interested in other people's opinions, and motivates them to learn more.

You can occasionally ask a nonthreatening question that incorporates lecture material and gets students to raise their hands. For example, in large lecture, when I discuss Pavlov's classical conditioning experiments with dogs, I ask students for a show of hands of people who have dogs or cats as pets. I then ask the students if they think their pets know when they're going to be fed. Not only are students better able to learn and recall that classical conditioning involves learning by association, but they're also more involved in the class through their participation and through their interest in who else has a dog or cat. This is certainly not a high level of participation, yet it helps students stay engaged with the material.

Bonwell and Eison (1991) also offer several other ideas for creating an interactive classroom environment. For instance, they suggest using quizzes during the lecture period to help students master the material they've just heard. Quizzes also allow students to consider their opinions, concerns, and remaining questions about the topic, and they give you the opportunity to assess the effectiveness of your lecture. Another idea is to try demonstrations accompanied by questions like, "What do you think might happen if we do such and such?"

Bonwell and Eison go on to describe what they call alternative lecture formats, for example, the feedback lecture, which consists of two mini-lectures, each about 20 minutes long, separated by a small-group problem-solving session. Another alternative lecture format is the guided lecture. In this format, students listen to a mini-lecture of 25 to 30 minutes, and then spend five minutes writing as much as they can remember about it. They then participate in small-group discussions in which they share basic concepts and data to construct more meaningful notes. As the instructor, you can be available for consultation and clarification. Finally, there's the responsive lecture, which sets aside one class period per week for student-generated, open-ended questions. (Obviously the practicality and effectiveness of Bonwell and Eison's suggestions will depend on the size of your lecture class and the space available in your particular classroom.)

Here are some additional suggestions on how to spice up your lectures and make them more interactive:

In the first few lectures of the term, discuss how the subject matter relates to your students' lives. Make the first few lectures particularly engaging by showing your students how learning the material of your course may be relevant, and possibly enriching, to them personally.

- To add variety to the lecture mode, use visual aids such as the chalkboard, overhead transparencies, films and videos, slides, charts, tables, handouts, and, if you have the expertise, computer-based presentations. If you do decide to use visual aids, however, be sure they're clear and readable. If, for instance, your overhead transparency has several points on it, cover up all but the one(s) you're speaking about; otherwise, students will try to write down all of the points and won't be listening to your explanations.
- Organize your lectures with numerous illustrations of concepts, and deliver your lectures with enthusiasm and humor.

Although lecturing may be the most efficient way to transmit information, it's usually not the most effective way for students to learn and retain material. Active learning exercises can supplement a traditional lecture or can be integrated within the lecture format. Faust and Paulson (1998) say that an active learning activity simply involves students doing something in the classroom other than listening passively to a lecture.

The more students are active learners, the more involved they are in the learning process, the more they'll learn and remember.

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FYI...

The Hispanic Outlook In Higher Education www.hispanicoutlook.com September 09, 2002

LULAC Sets Legislative Targets for Coming Year

HOUSTON, Texas

The League of United Latin American Citizens (LULAC) adopted a legislative platform to accurately reflect the many concerns voiced during its 73rd Annual National Convention. Areas of concern include education, immigration, farm and migrant workers, criminal justice reform, affirmative action, racial profiling, health care, citizenship and voting, Hispanic representation in government, and hate crimes.

"Each of these issues has been brought forward by LULAC members who are facing difficult civil rights challenges in their individual communities, from one side of the U.S. to the other," said Hector Flores, newly elected LULAC national president. "Our job is to prioritize these and other concerns that need our immediate attention, and we will not relent until they are resolved."

Education continues to be the primary focus as LULAC believes that education is the basis for lifelong success. According to Census reports, one in five Hispanics in the United States between the ages of 16 and 24 left American schools without either a high school diploma or an alternative certificate such as a GED. Latinos remain the most likely to drop out, the most likely to be found in large, urban, high poverty schools, and the least likely to enroll in college. LULAC supports legislation targeted at decreasing the Hispanic dropout rate and urges Congress to implement programs that encourage Hispanics to continue their education.

Regarding immigration, LULAC will continue to support actions to regulate undocumented workers in the U.S. but opposes any legislation that threatens the rights of immigrants, including limiting legal immigration. It opposes the militarization of the U.S.-Mexico border, and it opposes the use of local and state law enforcement to assist the Immigration and Naturalization Service (INS) in enforcing immigration policy. The INS instead, LULAC states, should focus its service efforts on naturalization, citizenship promotion, and the training of its own agents, including the Border Patrol.

LULAC also has reaffirmed its support of the following: affirmative action as a set of positive steps to promote equal employment opportunities; the promotion of Hispanic voter participation; the prevention of discrimination and racial profiling; bilingual education; universal healthcare reform; protecting the quality of life for our nation's senior citizens; and measures that will assure the stability and access of Social Security.

Higher Ed Center for Alcohol Prevention Selects Advisors

NEWTON, Mass.

A diverse group of nationally recognized experts in the fields of higher education and substance abuse and violence prevention were chosen as advisors to the Higher Education Center for Alcohol and Other Drug Prevention. These advisors were selected by the U.S. Department of Education to serve on the Higher Education Center's Review Group, a panel of professionals who provide guidance to the Center on its work.

The 12-person Review Group helps the Center accomplish its mission of assisting colleges and universities develop, implement, and evaluate alcohol, other drug, and violence prevention programs on their campuses. Activities include recommending annual and long-term goals and priorities for the Center; assisting in the development of relationships with local, state, regional, and national organizations; identifying emerging issues in the field; and reviewing Center publications.

Group members represent the diverse constituencies of the Center. They include college and university presidents, faculty, and senior administrators, as well as health professionals from a variety of national and local organizations.

The Higher Education Center for Alcohol and Other Drug Prevention is funded by the U.S. Department of Education and The Robert Wood Johnson Foundation. The Center offers training, technical assistance, publications, and other information to help those who want to take an active part in changing the environment in which students make decisions about alcohol and other drug use.

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HACU Claims Largest College Internship Program

WASHINGTON, D.C.

The Hispanic Association of Colleges and Universities (HACU) National Internship Program attracted a record crowd to the 10th Anniversary Gala of what HACU says is the nation's largest Hispanic college internship program.

"The sheer excitement and high caliber of celebrants were outstanding testaments to the remarkable success of a program that is opening so many doors to college and career opportunities for our nation's youngest and largest ethnic population," said HACU President and CEO Antonio R. Flores of the Washington, D.C., affair.

Since 1992, the HACU National Internship Program has introduced more than 3,800 top Hispanic college students to career and professional development opportunities through paid internships with federal agencies and private corporations throughout the U.S.

More than 500 guests attended the Gala, including 250 current and former interns, members of Congress, the White House administration, and other distinguished guests at the celebration of a program that is, according to Flores, making a critically needed difference in efforts to end the historic underrepresentation of Hispanics in the federal workforce and in private-sector management ranks.

The HACU National Internship Program has received formal recognition from the White House and Office of Personnel Management for promoting workforce diversity and for directly introducing Hispanics to federal career opportunities. According to HACU, Hispanics currently represent only 6.5 percent of the federal workforce–4.6 percent below the current Hispanic civilian labor employment level.

A recent survey of its participants shows that more than 70 percent are interested in pursuing a career in the federal government as a direct result of their internship experiences. Many former interns are now full-time federal employees.

Daniel Macias, recent graduate of California State University-San Bernardino, was a HACU Program intern at the National Institutes of Health (NIH), where he is now a full-time employee. Rafael E. Resto-Olivo, recent graduate of the Río Piedras Campus of the University of Puerto Rico, was a summer intern at the CIA, accepted a position in its Graduate Fellowship Program, and has now joined its ranks.

Cyrus Salazar, recent graduate of HACU member New Mexico State University, is a full-time employee of NIH. He labeled the program a "catalyst" for promoting career goals for individuals and workforce diversity for the nation. "Americans have grown together from turbulent times to better understanding and compatibility with others," said Salazar. "It is up to everyone to ensure that diversity is represented across all walks of life."

MALDEF Supports College Education for Children of Immigrants

WASHINGTON, D.C.

The Mexican American Legal Defense and Educational Fund (MALDEF) strongly supports permanent immigration relief to children of immigrants who have good moral character and spent five years or more in the U.S., who have graduated from a U.S. high school or received a GED, and who are at least 12 years old.

"Most children of immigrants are brought to the U.S. at very young ages by their parents and play no part in the decisions to enter and stay in this country," said Antonia Hernández, MALDEF president and general counsel. "Many of these children have lived the American dream, graduating as class valedictorians or receiving straight A's, while others are recognized for their community involvement and leadership." Unfortunately, the lives of these kids traditionally are filled with uncertainty and hold little future because they cannot adjust their immigration status and afford to go to college, Hernández continued.

MALDEF has successfully led state-level efforts to make higher education more accessible to immigrant students by allowing them to pay in-state tuition fees in California and Texas, allowing them to afford the cost of college when normally they would have been required to pay much higher out-of-state tuition costs.

"MALDEF believes in the importance of educating our children in order to empower the Latino community," said Jim Ferg-Cadima, MALDEF legislative analyst in Washington, D.C.

People-Places-Publications-Conferences

PEOPLE & PLACES

Fulbright Promotes Short-Term Grant

FULBRIGHT The Fulbright Scholar Program is promoting its new Fulbright Senior Specialists Program, a short-term grant offering that enables eligible academics and professionals who cannot be away overseas for long periods of time to embark on a shorter two- to six-week leave to assist international schools.

Some 120 grantees have gone to 52 countries and another 680 have been approved to be on a roster and eligible to be requested by overseas higher educational institutions that need their assistance.

"The traditional Fulbright Scholar Program offers longer term grant opportunities and some academics and professionals find it difficult to be away overseas for that length of time," explains Patti McGill Peterson, executive director of the Council for International Exchange of Scholars, the organization that manages the Fulbright Scholar Program. Grantees help support curricular and faculty development and institutional planning at academic institutions in 140 countries. Their duties range from conducting teacher training and developing and assessing curricula or education materials to leading seminars or workshops and conducting needs assessments.

The Fulbright Scholar Program is sponsored by the U.S. Department of State's Bureau of Educational and Cultural Affairs. The program's main purpose is to increase mutual understanding between the people of the United States and the people of other countries.

Novello Selected for Women in Medicine Hall of Fame

Dr. Antonia Novello was inducted into the International Women in Medicine Hall of Fame for her contributions to the profession. A pediatric nephrologist and public health professional, she was the first woman and the first Hispanic to be appointed U.S. surgeon general, named by President George H.W. Bush. Earlier, Novello was a project officer with the Public Health Service Commissioned Corps.

As surgeon general, she focused her attention on the health of women, children, and minorities, and on underage drinking, smoking, and AIDS. She later became a special representative for health and nutrition with the United Nations Children's Fund (UNICEF), a visiting professor of health policy and management at the Johns Hopkins School of Hygiene and Public Health, and commissioner of health for the state of New York.

The annual Hall of Fame induction ceremony is held by the American Medical Women's Association to raise awareness of women's contributions to the profession.

Harvard Helps Prepare Future Civil Rights Leaders

Harvard University (Mass.) conducted Civil Rights Summer 2002, a competitive fellowship program that provided 21 emerging student leaders from around the country the opportunity to help shape the future civil rights movement.

The mission of The Civil Rights Project at Harvard is to reinvigorate the movement by bridging the worlds of ideas and actions. Fellows in the intense immersion program took part in discussions that included immigration, gender, and the war on terrorism. The remainder of the program had fellows perform internships at national civil rights organizations in Washington, D.C. Fellows were encouraged to utilize their power to bring about change in their communities and were prepared for challenges they may face in managing our emerging multiracial society.

García Becomes UNM President

The University of New Mexico (UNM) board of regents selected UNM Political Science Professor F. Chris García as the University's 17th president for approximately a one-year period while a national search is conducted for a permanent president. García noted that this coming year will mark his 40th anniversary as a student, faculty member, and administrator at UNM.

García received his bachelor's and master's degrees from UNM and doctorate from the University of California (UC)-Davis. A professor at UNM since 1970, he also taught in the UC System and at California State University-Fullerton, Fullerton Community College, Indiana University, and the University of Northern Colorado.

García's administrative positions at UNM include provost and vice president for academic affairs; assistant, associate, and dean of the College of Arts and Sciences; and assistant director of the division of government research. He has written 10 books and received more than $2 million in research grants in areas such as American politics, New Mexican government, political culture, and Hispanic politics.

American Sociological Association Talks Diversity

Higher education leaders from across the nation convened in Washington, D.C., at a meeting of the American Sociological Association (ASA) to discuss a breakthrough program that has advanced excellence and diversity in higher education.

The conference examined the progress and impact of ASA's Minority Opportunities through School Transformation (MOST), which for the past eight years has transformed the culture and classroom in sociology departments at 11 leading colleges and universities to attract, keep, and train minority students. By focusing on the department as an instrument of change, the program has brought about dramatic increases in the number of minority graduates who are sociology majors and minority faculty members, and in the number of courses addressing diversity.

Participants also discussed ways to replicate the program's achievements in other departments and at other institutions.

Padrón Named to State Higher Ed Council

Florida State Secretary of Education Jim Horne named Miami-Dade Community College President Eduardo J. Padrón to the state's 19-member Higher Education Funding Advisory Council, a task force formed to examine the funding of colleges and universities.

Padrón was selected as the voice for Florida's 28 community colleges. Currently, Florida public community colleges are more than twice as large as the national average with regards to student population, ranking the state third nationwide and first among the 10 largest states. However, it trails the 12 largest states in spending per capita across all educational institutions, funding sources, and categories.

Based on historical data and on its findings, the council will recommend changes to the current system that would increase access, improve quality, minimize costs, and meet critical state workforce objectives.

New York Immigration Coalition, Advocates for Children Present Plan

NEW YORK IMMIGRATION COALITION &

The New York Immigration Coalition and Advocates for Children released a report on the rising dropout rates of students struggling to learn English and proposed a plan to New York City Mayor Michael Bloomberg to reverse the trend.

The report, *Creating a Formula for Success: Why English Language Learner Students are Dropping Out of School and How to Increase Graduation Rates*, was released to coincide with the administration of New York's English Language Arts Regents Examination. The report claimed that too few immigrant students have received the level of instruction they need to pass the Regents Exam. It also showed that very recent arrivals and students with interrupted formal education test way below the state's tough standards, with many dropping out of school.

The groups' plan cites a need to recruit and retain certified ESL and bilingual teachers, expand professional development, and assign the most experienced teachers to the lowest performing schools. It also recommended teacher incentives and alternative assessments for late entrant learners to the English Language Arts Regents requirement.

Trinity Professor Honored for Lifetime Achievement

Arturo Madrid, the Murchison Distinguished Professor of the Humanities at Trinity University (Texas), received the 2002 Tomás Rivera Lifetime Achievement Award during the 15th annual Tomás Rivera Conference at the University of California-Riverside. The award, given in honor of the prizewinning poet and academic, honored Madrid for his significant contributions to the Chicano/Latino community in the area of the humanities.

Madrid received a bachelor's degree from the University of New Mexico, and a master's in Spanish literature and doctorate in Hispanic languages and literature from the University of California-Los Angeles. He came to Trinity after nine years as president of the Tomás Rivera Center, which he helped found. He is also founding president of the National Chicano Council for Higher Education and has served on many boards.

Madrid also recently received an honorary degree from Pomona College for his academic and civic contributions.

Federal Title IX Commission Faces Criticism

COLLEGE SPORTS COUNCIL

U.S. Secretary of Education Roderick R. Paige's newly formed Commission on Opportunities in Athletics, a blue ribbon panel of sports professionals and educators who will study Title IX, examining ways of strengthening enforcement and expanding opportunities to ensure fairness for all college athletes, sparked heated debates before it even got started.

The latest outcry comes from the College Sports Council (CSC), an umbrella corporation that includes the National Wrestling Coaches Association (NWCA), associations representing men's and women's track coaches, men's and women's swimming coaches, men's gymnastic coaches, and others. CSC, the plaintiff in a lawsuit challenging Title IX athletic policies, is upset that it does not have a single representative on the Commission.

"The College Sports Council represents the sports that are most adversely affected by the gender quota, and yet we have been excluded from the Commission. Since we have been the driving force behind the effort to reform Title IX, the coaches clearly deserve a seat at the table," said NWCA Executive Director Mike Moyer.

The 15-member Commission had already come under fire from the National Women's Law Center, which feels that the very existence of the Commission shows the Bush administration's lack of support for the law.

Villaraigosa Speaks to Santa Monica Graduates

Photo © John Samerjan/SMC

Santa Monica College (Calif.) welcomed former California Assembly Speaker Antonio Villaraigosa as guest speaker at its 72nd commencement ceremonies, at which some 700 students received associate's degrees.

A Los Angeles native, Villaraigosa was elected to the state Assembly in 1994 and became speaker in 1998. During his tenure, he championed many causes, including expanded health care and children's education, and supported effective policing, juvenile justice reform, tougher gun control laws, and environmental preservation measures.

Villaraigosa currently teaches at the University of California-Los Angeles (UCLA) and is a distinguished visiting fellow at the University of Southern California. He holds a bachelor's degree in history from UCLA and a law degree from the Peoples College of Law in Los Angeles.

INS Commissioner Backs Department of Homeland Security

According to the U.S. Department of Justice, Immigration and Naturalization Service (INS) Commissioner James W. Ziglar told INS employees that he backed President Bush's intention of forming a new Cabinet-level Department of Homeland Security.

The proposed department would unify

the INS and other government agencies into a border security and domestic defense department. Congress is to decide whether to create the new Department.

Ziglar said he will chair an Implementation Task Force to work with the existing Office of Homeland Security, to ensure that the INS makes a smooth transition.

President Bush's proposed plan organizes the Department into four divisions: border and transportation safety; emergency preparedness and response; chemical, biological, radiological, and nuclear countermeasures; and information analysis and infrastructure protection.

CU-Boulder, NASA Archeologists Study Ancient Footpaths

University of Colorado (CU)-Boulder and NASA archeologists returned to the Arenal region of central Costa Rica to study ancient footpaths detected by NASA satellite images in 1984.

The footpath images were made by an aircraft able to see the electromagnetic spectrum invisible to the human eye. Additional images of the paths, made last year by the IKONOS commercial satellite, were also used in the research.

Archeologists excavated paths, believed to be as much as 2,500 years old, that were covered by as much as six feet of volcanic ash, sediment, and vegetation. They turned up floors of ancient houses as well as stone tools and pottery. The team sought additional clues into the life and culture of the Costa Rican peoples who, according to CU-Boulder Anthropology professor Payson Sheets, "inhabited a very large region, and seemed to avoid conflict, conquest, and disease."

San José State Names Valenzuela Associate VP

San José State University (Calif.) named Tony Valenzuela associate vice president for facilities development and operations, responsible for the vision and leadership to develop, operate, and maintain the University's physical plans and assets.

Valenzuela worked in the California State University (CSU) office of the chancellor in Long Beach, as program manager for the preliminary design and cost modeling of a $260 million system-wide telecommunications infrastructure project. He was also the CSU contract administrator for a UC/CSU joint direct access electricity contract, and director of the California Public Utilities Commission regulatory positions on behalf of CSU.

Valenzuela received a bachelor's degree in electrical engineering from CSU-Los Angeles, master's from Claremont Graduate School, and law degree from Loyola Law School.

Annenberg Foundation Releases Report on Education Reform

The Annenberg Foundation released the final results of the Annenberg Challenge, a $1.1 billion public-private partnership aimed at improving public education in America. Cited as the largest such partnership in the history of U.S. public schools, more than 1,600 businesses, foundations, colleges and universities, and individuals contributed to the eight-year effort, which strengthened urban rural and arts education and raised the quality of teaching.

According to the report, the Challenge reached 1.5 million children and 80,000 teachers in 2,400 schools in 35 states. In addition to expanding teacher development opportunities and improving student academic achievement, the Challenge created more teaching positions, decreased the size of schools, helped schools form support networks, and created intermediary and successor organizations. It also spearheaded partnerships with citizens and groups to "put the public back in public education" and carry on the Challenge's work.

USC Professor Conducts Eye Health Research

For nearly a decade, Sarah Hamm-Alvarez, associate professor of pharmaceutical sciences, physiology, biophysics, and ophthalmology at the University of Southern California (USC), has dedicated her research to the performance of the cells located in the eyes' lacrimal gland.

According to Hamm-Alvarez, understanding the cellular functioning within the lacrimal gland, which secretes tears keeping the eye moist and protected against the environment, can help 10 million Americans suffering from dry eye syndrome and millions more with Sjögren's syndrome, a disease which causes the body's immune system to attack its own moisture-producing glands.

Dry eye syndrome causes constant pain, with a sandy or gritty sensation in the eye that, left untreated, can lead to corneal scarring and vision loss. According to the Sjögren's Syndrome Foundation, of the three million Americans with the disorder, nine of every 10 are women.

Hamm-Alvarez and her collaborators are one of a few research groups in the world studying cells of the eyes in the hope of determining effective treatments for eye disorders.

Freedom Forum's Inaugural Diversity Institute at Vanderbilt

The Freedom Forum Diversity Institute, a training program for people of color who want to become journalists, welcomed its inaugural class to Vanderbilt University (Tenn.) for 12 weeks of hands-on training. The Diversity Fellows were taught reporting, writing, editing, visual journalism, media ethics, and journalism history at the Freedom Forum's new facility.

Composed of people seeking a mid-career change and recent graduates who did not major in journalism, the fellows were nominated by newspaper editors, generally in the applicants' hometown, who agreed to hire their nominees as full-time journalists, after completion of the program. The goal is to diversify the newsroom.

Some of the fellows have tried freelance work or performed internships, but lack formal training in conducting interviews, writing on deadline, capturing breaking news on film, and other skills needed for successful careers at daily newspapers.

CCNY Professor Receives National Award

City College of New York's (CCNY) Dr. Andreas Acrivos, Albert Einstein Professor Emeritus of science and engineering, was named by President George W. Bush a recipient of the National Medal of Science, the nation's highest award for lifetime achievement in the field of scientific research.

Acrivos, honored in engineering, was cited for helping establish the field of suspension mechanics of relevance to oil production and semiconductor manufacturing processes. The former director of CCNY's Benjamin Levich Institute for Physico-Chemical Hydrodynamics is widely recognized for his contributions to engineering, and he has mentored several generations of graduate students and researchers who have also made contributions in their fields.

Acrivos received a bachelor's degree in chemical engineering from Syracuse University and master's and doctorate from the University of Minnesota. He held faculty positions at the University of California-Berkeley and Stanford University and is one of a few researchers elected to the National Academy of Engineering, National Academy of Sciences, and American Academy of Arts and Sciences.

Education Secretary Calls for Education Overhaul

U.S. Secretary of Education Roderick Paige called on states to radically transform their teacher certification systems by raising standards and lowering barriers that keep many highly qualified candidates from pursuing teaching careers.

Paige issued the call during remarks at the first annual Teacher Quality Evaluation Conference in Washington, D.C. His remarks were based on a key finding in Paige's first annual report to Congress on teacher quality nationwide, *Meeting the Highly Qualified Teachers Challenge*. The report stated that state certification systems allow into the classrooms many teachers who lack solid knowledge of the subjects they teach.

"If we are to have a highly qualified teacher in every classroom by the 2005-06 school year, states and universities must take heed and act now," Paige said.

To raise standards, Paige called on states to require prospective teachers to pass rigorous exams on subjects they plan to teach. He urged states, colleges, and universities to revamp teacher preparation programs and eliminate many of their rigid certification requirements in order to lower barriers.

Cigarroa Joins St. Mary's Board

St. Mary's University announced the appointment of Dr. Francisco Cigarroa, president of the University of Texas Health Science Center at San Antonio, to its board of trustees.

Cigarroa, an acclaimed pediatric and transplant surgeon, is the first Hispanic to lead a health science center in the U.S. He earned a bachelor's degree from Yale University and medical degree from the University of Texas (UT) Southwestern Texas Medical Center. He is a tenured professor in the Division of General Surgery and Organ Transplantation at the UT Health Science Center at San Antonio and completed 12 years of postgraduate training. He was chief resident at Massachusetts General–Harvard University's teaching hospital, and completed a fellowship at Johns Hopkins Hospital.

Minority Youth Receive Training through Santa Clara Scholarship

Thirty-six minority middle and high school students took advantage of community outreach scholarships, provided by internalDrive Foundation, for three weeks of summer technology training at Santa Clara University (Calif.). Participants chose between two hands-on courses designed to provide greater opportunities for success in today's digital-oriented world: Digital Video and Movie Production, and Web Design and Graphic Arts.

Digital Video and Movie Production involved research and the creation of digital movies documenting students' communities, using Canon digital cameras and Apple Final Cut Pro editing software.

Web Design and Graphic Arts taught students about interactive communications, HTML programming, and Adobe Photoshop. Students enrolled in this class built Web sites to educate people on the roles and achievements of community organizations in people's lives.

MSNBC Anchor Speaks to Ramapo Graduates

Rick Sánchez, morning news anchor for MSNBC, delivered the commencement address to the 2002 graduates of Ramapo College of New Jersey. Graduating senior Rosa Peña delivered remarks on behalf of the class of 2002.

Born in Havana, Cuba, Sánchez joined MSNBC from South Florida where he was a recognized news anchor for the Miami Fox affiliate, WSVN-TV. He was also a correspondent for KHOU-TV in Houston. He won an Emmy for a five-part series on Cuban immigration in South Florida, and covered the Contra War in Nicaragua, the invasion of Grenada, the uprisings in Haiti, and the Reagan White House.

Photo © Joseph F. Salmon

Sánchez was also a spokesperson for WSVN's community campaign, Habitat for Humanity, and helped develop a successful campaign to acquire new roofs for hurricane victims in South Dade, Fla.

Peruvian Scholarship Established at UTSA

The Sociedad Peruana de San Antonio established the Peruvian Scholarship Fund for Peruvian students at the University of Texas-San Antonio (UTSA). The scholarship provides $1,000 per academic year.

To qualify, students must be Peruvian-born or have at least one parent born there. Applicants must be attending UTSA part time or full time as an undergraduate or grad student, and in good academic standing, with a 2.5 GPA or better.

Pew Hispanic Center Offers Census Panels at NAHJ Conference

The National Association of Hispanic Journalists (NAHJ) held its annual conference in San Diego and featured two sessions on Latinos and the 2002 Census, conducted by the University of Southern California (USC) Annenberg School for Communication's Pew Hispanic Center.

Roberto Suro (pictured), Pew Hispanic Center director, moderated the panel discussion "Latinos and Census 2000: Getting Down to the Details," a preview of the information on Latinos that will be generated by the Census Bureau throughout the next year. For the first time, the information will illuminate economic and educational attainment that distinguishes between foreign-born and U.S. born. The data will be used for analysis of Latino communities at the metropolitan level and to assess the challenges and the opportunities represented by their rapid growth.

A separate session, moderated by USC Annenberg Journalism Professor Bill Celis, explored education issues of interest to Latino communities.

UNM Graduate Students Receive Health Fellowships

The American Sociological Association (ASA) Minority Fellowship Program selected two graduate students from the University of New Mexico for National Institute of Mental Health pre-doctoral fellowships.

UNM sociology students Ethel Gamboa Nicdao of the Philippines and W. Azul La Luz of Puerto Rico were among 10 nationwide selected for the fellowships, which include a monthly stipend and travel expense to the national ASA conference. The fellowships are renewable up to three years.

Both are pursuing a doctorate degree in sociology with a concentration in medical sociology and race and ethnicity.

La Luz also received a grant to attend the National Hispanic Science Network Summer Research Training Institute on Hispanic Drug Abuse, in Houston, Texas.

McDonald's Awards Scholarships to College-Bound Hispanics

Ronald McDonald House Charities (RMHC) and McDonald's Hispanic Owner/Operators of the New York Tri-state area awarded $300,000 to 46 local college-bound Hispanic high school seniors at a ceremony held at El Museo del Barrio in New York City.

Awards of $5,000, $10,000, and $20,000 were given to the students for use towards their college education. The monies were provided through the RMHC/Hispanic American Commitment to Educational Resources (HACER) Scholarship Program, which gives more than $1.5 million to college-bound high school seniors annually, making it one of the largest high school-to-college scholarship programs in the nation. RMHC/HACER scholarship criteria focus on academic achievement, financial need, and community involvement.

Among the winners was Spring Valley High School (N.Y.) graduate Eric P. Velázquez, who received a $20,000 scholarship. He is attending State University of New York-New Paltz as an education major.

NEIU Seminar Looks at Sports, Gender, Race, and Ethnicity

Northeastern Illinois University (NEIU), in partnership with the Chicago Historical Society, conducted the seminar "Sport, Society, and Modern American Culture," which introduced college and university professors from across the nation to the ways in which historians approach the topic.

NEIU professors and cultural historians Drs. Patrick B. Miller and Steven A. Riess conducted the seminar. Both have written books on sports and examined the theme from diverse perspectives.

Seminar topics included: the history of sport in a social and cultural context, women in sports, immigration and ethnicity in sports, and race relations in sports.

The seminar was funded by a grant from the National Endowment for the Humanities to enrich the scholarly and teaching experiences of professors so they may create new courses and study new topics.

ENMU Manager Becomes AAWCC Regional Director

Eastern New Mexico University (ENMU)-Roswell Administrative Computing Systems Manager Nadine A. Montoya was appointed Region VI director for the American Association for Women in Community Colleges (AAWCC). She will promote AAWCC chapter development, organize regional meetings, develop a newsletter, and help determine what direction the national organization will take.

"This is an opportunity to make a difference in the lives of women in community colleges, as well as the opportunity to grow myself," said Montoya of her appointment.

Montoya has an associate's degree in business technology from the University of New Mexico, where she is working toward a bachelor's in business administration.

Latin Jazz Exhibit Premiers at the Smithsonian

The Smithsonian Institution is paying tribute to the history of Latin Jazz with the premier of its bilingual traveling exhibition "Latin Jazz: La combinación perfecta," part of its Traveling Exhibition Service.

"Latin Jazz" will embark on a four-year, 12-city tour across the U.S. and the Caribbean. The exhibit offers a concise and inclusive look at its history, major personalities and icons, and evolution in the U.S. It features maps, audio-visual stations, vintage film coverage, oral history and reviews, documents, photographs, musical scores, programs, album covers, and musical instruments specific to the genre.

Accompanying the exhibit will be education materials, a book published by Chronicle Books, and a CD produced by Smithsonian Folkways containing some of the most essential recordings of Latin jazz.

The fusion of jazz and Afro Cuban music by musicians such as Mario Bauza, Dizzy Gillespie, Chano Pozo, and Machito, and the welcoming of Puerto Rican and Cuban musicians in American social clubs, concert halls, and dance venues created what is known today as Latin Jazz.

Information on the tour, including schedule, is available on the Web at www.sites.si.edu.

Fresno State Names Upward Bound Director

California State University-Fresno named Martina Granados director of its federally funded Upward Bound program, which prepares low-income high school students with the desire and potential to meet the challenges of higher education. Granados, a 12-year veteran of the program, had been interim director.

Granados oversees the program's two components: Upward Bound Classic and Upward bound ESL. She has a staff of six permanent employees, 14 temporary staff during the academic year, and a staff of about 30 in the summer. The program serves 65 students during the academic year and 50 in the summer.

Granados received a bachelor's degree in liberal studies and a master's in education-counseling and student services from Fresno State. As a student, she benefited from programs similar to Upward Bound–Educational Opportunity Program, College Assistance Migrant Program, and University Migrant Services.

Jacksonville Receives $1 Million from Swisher International

Jacksonville University (Fla.) received a $1 million donation from Swisher International Group Inc. to renovate the campus theatre and dance auditorium.

Since 1956, the Swisher Auditorium has been the venue for the University's theatre and dance productions and classes. The donation will cover half of the estimated state-of-the-art upgrade costs and adds to the $100,000 Swisher committed last year to replace theater seating.

The auditorium is named in honor of Carl Swisher, first chairman of the University's board of trustees, and founder of the benefactor.

William Paterson Selects Student Trustee

Angela Rodríguez was sworn in as a student representative to William Paterson University's (N.J.) board of trustees. Rodríguez will attend board meetings, relaying student issues and concerns to the board while providing a student's perspective in all decisions. She was elected to a two-year term.

A junior majoring in communications and political science, Rodríguez is vice president of her class, a member of the Student Government Association's court of judicial review, and chair of the Association's new organizations committee. She is involved in the Model United Nations and the Political Science Club and helps coordinate the University's annual Sister to Sister Conference.

Penn State Historian Publishes Book on Christianity's Growth

Christianity is still the world's largest religion, but its center is shifting, according to a new book, *The Next Christendom: The Coming of Global Christianity* (Oxford University Press), by Pennsylvania State University historian Dr. Philip Jenkins.

"We are currently living through one of the transforming moments in the history of religion worldwide," says Jenkins, distinguished professor of history and religious studies at Penn State. "Over the past five centuries or so, the story of Christianity has been bound up with that of European and European-derived civilizations, above all North America. But the center of gravity has shifted to countries in the Southern Hemisphere: Africa, Asia, and Latin America. Today, already, the largest Christian communities are to be found in Africa and Latin America."

The World Christian Encyclopedia places the Christian population at around 2 billion, about one-third of the world's population. Jenkins took those figures and estimated that by the year 2025 that number will rise to about 2.6 billion, the majority living in Latin America.

Tomás Rivera Policy Institute Holds Summer Program

The Tomás Rivera Policy Institute (TRPI) held its eight-week Summer Fellowship Program, selecting Hector Coronel from the University of Southern California and Celina Torres from the University of California (UC)-Berkeley as this year's fellows. They worked on a public policy research project under the supervision of experienced TRPI senior researchers in a professional, nonprofit, nonpartisan setting.

Coronel received an undergraduate degree from UC-Berkeley, where he helped bring in $18 million in aid for the restructuring of the student store. He currently leads a team at the USC Center for Economic Development, studying education in 27 southern cities. Torres received a bachelor's from Pomona College and worked as a bilingual teacher in East Los Angeles. She is now in the UC-Berkeley Goldman School of Public Policy, studying education.

Founded in 1985, TRPI conducts and disseminates objective, policy-relevant research and its implications to decision makers on key issues affecting Latino communities.

ACLU Calls for Safety and Tolerance in Wake of Student Protests

The American Civil Liberties Union (ACLU) of Northern California reported that it sent a letter urging San Francisco State University officials "to create an environment conducive to peaceful protest and education" after officials turned over tapes of student protests to the district attorney's office for possible hate crimes violations.

According to news accounts, demonstrations expressing opposing views in the Middle Eastern crisis apparently degenerated into name-calling and physical intimidation. According to ACLU's letter, demonstrators reported, "that they were physically surrounded, threatened, and detained by counter-demonstrators" and that "the police unfairly used barricades against one group, but not the other."

The letter did not specify which side of the demonstration was treated unfairly.

ACLU addressed the letter to University president Robert Corrigan, saying that in order to maintain resolve on the campus and relieve the ethnic and religious tension, a positive University-wide effort involving administration, faculty, and ultimately, students, must take place.

At 75, Ex-Prison Guard Graduates Cal State Fullerton

It took her more than 40 years, but 75-year-old former corrections officer Alexis Cisneros is now a California State University-Fullerton graduate. Cisneros, who enrolled in 1959 when the University was known as Orange County State College, received her bachelor's degree in women's studies.

For 10 years, Cisneros worked as a licensed vocational nurse at a hospital until deciding to pursue her dream of becoming a schoolteacher. She enrolled at Riverside College, received an associate's degree, and transferred as an education major to the new Fullerton campus. After a split with her husband, she became a single parent, quit school, and for the next 22 years worked in various California prisons as a state corrections officer. After retiring, she decided to go back to school.

Helped by the University's Adult Reentry Center, Cisneros set out on the path of receiving her degree. For her perseverance, she was given the Continuing Learning Experience award.

Belafonte Serenades Monmouth Graduates

Harry Belafonte gave a well-received inspirational address and received an hon-

Photo © Jim Reme/Monmouth U.

orary degree at Monmouth University's (N.J.) 68th commencement ceremony.

He spoke about the importance of fighting injustice and having a positive impact on society, ideals he said he has spent most of his life promoting.

"In the next 75 years–which I intend to live–I hope to bump into one or two or 500 of you who will say, 'We spent this day together, and you inspired me to take a closer look at the world,'" said Belafonte, who received a standing ovation from the thousands of attendees, including the 1,000 graduates.

Monmouth President Rebecca Stafford (pictured center with Belafonte) also presented honorary degrees to Preston R. Tisch (pictured r., next to Monmouth's board of trustees chairman Paul Doherty, 2nd from r.), Carol Rittner (l.) and Joseph Buckelew (2nd from l.).

Chahín Wins Ohtli Award

The Consul General of Mexico, Francisco Javier Alejo, presented Dr. Jaime Chahín (pictured) with the Ohtli Award at a ceremony held at Southwest Texas State University.

The award, granted by the Mexican Ministry of Foreign Affairs, was given to Chahín in recognition of his dedicated effort in promoting and serving the interests of the Mexican and Mexican-American community.

PUBLICATIONS

Havana: The Revolutionary Moment

Photographs by Burt Glinn

Award-winning photographer Burt Glinn captures Fidel Castro's historic entry into Havana in January 1959. The photographs are full of the revolutionary fervor and idealism that characterized that moment in Cuban history. Bilingual edition, which includes poetry excerpts from José Marti, Che Guevara, and Nancy Morejón. Introduction by Rafael Acosta de Arriba. Essay by Nan Richardson.

2002. 128 pgs. ISBN 1-884167-09-8. $39.95 cloth. Umbrage. (212) 965-0197 ext. 3.

Brown: The Last Discovery of America

By Richard Rodríguez

Richard Rodríguez draws on his childhood in California, the Civil Rights Movement, Adam and Eve, Cubism, politics, and Census Bureau statistics and offers a compelling, elegant, and occasionally wry meditation on what he calls the "browning of America." He challenges readers to look at how America is becoming "Latinized" in the 21st century.

2002. 232 pgs. ISBN 0-670-03043-0. $24.95 cloth. Viking. (800) 788-6262.

Compromised Positions: Prostitution, Public Health, and Gender Politics in Revolutionary Mexico City

By Katherine Elaine Bliss

In the Mexican public's imagination, the prostitute symbolized the corruption of the old regime even as her redemption represented the new order's potential to alter gender relations through social policy. This book explains how and why female prostitution became politicized in the context of revolutionary social reform between 1910 and 1940.

2001. 243 pgs. ISBN 0-271-02125-X. $45.00 cloth. Penn State University Press. (800) 326-9180.

Treasury of Spanish Love: Poems, Quotations & Proverbs in Spanish and English

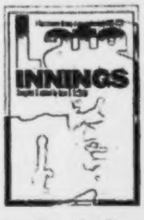
Juan and Susan Serrano, eds.

This charming bilingual edition provides a popular collection of Spanish love poems, quotations, and proverbs spanning eight centuries. Among the poets included are Garcilaso de la Vega, Pedro Calderón de la Barca, and Antonio Machado.

2002. 128 pgs. ISBN 0-7818-0358-6. $11.95 cloth. Hippocrene Books. (718) 454-2366.

Late Innings: A Documentary History of Baseball, 1945-1972

Dean A Sullivan, ed.

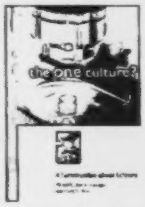


The third volume in Dean A. Sullivan's successful series on the vibrant history of baseball examines everything from Jackie Robinson's groundbreaking assault on the color barrier, to Roger Maris' run on the home run record, to the first stirrings of labor-management unrest in the 1970s. Based on 114 contemporary documents.

2002. 311 pgs. ISBN 0-8032-9285-6. $29.95 paper. University of Nebraska Press. (800) 755-1105.

The One Culture?: A Conversation about Science

Jay A. Labinger and Harry Collins, eds.



Some of the world's foremost scientists and sociologists of science exchange opinions and ideas in this important book, providing the framework for the answers we so urgently need concerning the battle between "the two cultures," science versus the arts and humanities.

2001. 342 pgs. ISBN 0-226-46723-3. $17.00 paper. University of Chicago Press. (800) 621-2736.

The Lara Family: Crown and Nobility in Medieval Spain

By Simon R. Doubleday

For much of the Middle Ages, the Lara family was one of the most powerful aristocratic lineages in Spain. This book, the first modern study of the Laras, explores the causes of change in the dynamics of power and narrates the dramatic story of events that overtook the family.

2001. 208 pgs. ISBN 0-674-00606-2. $45.00 cloth. Harvard University Press. (800) 448-2242.

I Am My Language: Discourses of Women and Children in the Borderlands

By Norma González

I Am My Language
Norma González

Norma González investigates the unique identity construction and learning patterns of children in bilingual border areas. She draws on experiences of women, as both mothers and borderland residents, to combine personal odyssey with cutting-edge ethnographic research.

2001. 240 pgs. ISBN 0-8165-1893-9. $35.00 cloth. University of Arizona Press. (800) 426-3797.

Leadership for Learning: How to Help Teachers Succeed

By Carl D. Glickman

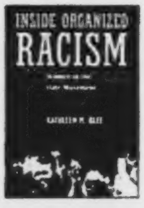
Leadership for Learning

In a follow-up to his earlier book *Developmental Supervision*, Carl D. Glickman provides instructional leaders–supervisors, principals, and teachers–with practical guidance and thoughtful insight to help them succeed as they work with teachers to improve classroom teaching and learning.

2002. 141 pgs. ISBN 0-87120-596-3. $23.95 paper. ASCD. (800) 933-2723.

Inside Organized Racism: Women in the Hate Movement

By Kathleen M. Blee



This disturbing and provocative look at the hidden world of organized racism focuses on women, the newest recruiting targets of racist groups and crucial to their campaigns for racial supremacy. Based on personal interviews conducted with women active in racist sects, groups, and gangs across the United States.

2002. 272 pgs. ISBN 0-520-22174-5. $35.00 cloth. University of California Press. (800) 822-6657.

Many publications featured in this section are available through amazon.com.

CONFERENCES

USHLI 20th Annual Conference

September 19-22

The United States Hispanic Leadership Institute conference, "Leadership for the New America," convenes a unique consortium of corporate, labor, government, university, and nonprofit communities of interest, and participants who are predominantly young, female, and very well educated. One of the nation's premier Hispanic conferences, the event extols unity, spirit, heroes, leadership, and community. At the Hyatt Regency Chicago, Chicago, Ill.

Contact: USHLI, (312) 427-8683; Web site, www.ushli.com

NACADA National Conference

September 29-October 2

The 26th annual meeting of the National Academic Advising Association has as its theme "Academic Advising: Official Sponsors of Student Success." Concurrent sessions will address all aspects of advising. At the Grand America and Little America Hotels in Salt Lake City, Utah.

Contact: NACADA executive office, (785) 532-5717; e-mail, nacada@ksu.edu; Web site, www.nacada.ksu.edu

ASCD Conference on Teaching & Learning

October 11-13

The Association for Supervision and Curriculum Development presents "Increasing Student Achievement: Instructional and Leadership Practices That Work." Learn how schools succeed in raising test scores and student achievement in every grade and subject. In New Orleans, La.

Contact: (800) 933-ASCD or (703) 578-9600; Web site, www.ascd.org/trainingopportunities/conferences.html

Dean of the School of Education

Purdue University

Purdue University invites applications and nominations for Dean, School of Education. The school has approximately 100 faculty, 82 staff, 1100 graduate students, and 2070 undergraduates on three campuses, (West Lafayette, Calumet, and North Central) in the Purdue University system. Another 800 undergraduates from other schools are in its teacher education programs at West Lafayette. Formed in 1989, the School of Education is a flourishing academic community poised to make major contributions to educational excellence in the decades ahead. You can visit the School on the web:

www.soe.purdue.edu

As the School's chief academic officer, the Dean is expected to support an intellectual and cultural environment that encourages research and program development advancing the field of education; to facilitate collaboration among programs within the School and University, including the regional campuses; and to coordinate the School's efforts with school districts, other colleges and communities, and with state, federal, and international agencies.

Major qualifications for the position include academic accomplishments as a scholar and teacher that meet the standards for a tenured appointment at the rank of Professor within one of the School's departments; a successful record of administrative leadership in higher education; skills in securing and allocating resources to provide quality undergraduate and graduate instruction, research, public service and outreach activities; experience in strategic planning; and the ability to work with other deans and administrators in developing goals and programs. The successful candidate will also possess energy, intellectual curiosity, and the ability to communicate effectively. The position is available July 1, 2003. Review of applications will commence on October 25, 2002, and continue until the position is filled.

Nominations and applications should be sent to **Dr. Margaret Moan Rowe, Vice Provost for Academic Affairs, and Chair, Selection Advisory Committee for Dean of Education, Purdue University, 1440 Beering Hall, West Lafayette, Indiana 47907. Telephone: (765) 494-0608. Email: mmrowe@purdue.edu.** Applicants must submit a statement of interest in the position that also expresses briefly their conception of a School of Education within a comprehensive university; a curriculum vita, and the names and addresses of at least four references. Purdue's strong commitment to diversity makes applications from women and members of minority groups especially welcome.

Purdue University is an equal opportunity/ affirmative action employer.

Book Review

By Humberto López Cruz

***En la ocho y la doce*, by Roberto G. Fernández.** 190 pages. Boston & New York: Houghton Mifflin, 2001. ISBN: 0-618-00021-6.

A depthless reading of this Roberto Fernández novel might seem at first a return to his early works, *La vida es un special* (1981) and *Raining Backwards* (1988). Some of the vignettes inserted in *En la ocho y la doce* have been previously published–most as part of the aforementioned novels or as short stories. However, a significant characteristic of this new publication is that it is written entirely in Spanish. Fernández has not published in this language since the days of *La vida es un special.* The return to the native tongue might suggest another change in his writing career.

Roberto G. Fernández
En la Ocho y la Doce
CALLE OCHO

Regardless of the language used, the theme is the same. The Cuban-American population in Southern Florida–most specifically Miami–remains the target of Fernández's social satire. The humor and hyperbole common throughout his literary endeavors continue as the foreground of his parodies of any given day of the Cuban-American community in Miami. The background of some stories reflects characters and events notoriously popular as recent as a few months before publication, and not so well disguised by Fernández.

The structure, too, follows the path established in his previous works. Time loses its validity to a narrative interested in the many facets of the individual rather than the time flow. Some characters are newcomers; others have been present in most of the author's novels and short stories.

The book is divided into short chapters or vignettes. It is up to the reader to unify the text to provide cohesion. This is a challenge for the reader as well as a learning experience; the challenge for the writer is to maintain the reader's interest and make him/her believe what otherwise might seem unbelievable.

One recurring plot in Fernández's stories is the emotional, and sometimes linguistical, clash between cultures. Cuban stereotypes meet their American counterparts to create funny situations that at certain points of the narrative lead the reader to concede their authenticity and admit some level of veracity within the story's fiction. The mispronunciation of the allophones \b\ and \v\ and the subsequent confusion of "TV" (television) and "TB" (tuberculosis) generates the doubt of the possibility of similar situations in our daily lives that might result in severe misunderstandings between two individuals from dissimilar cultures. The clear difference in English between the pronunciation of both allophones contrasts with the lack of it in Spanish since both are pronounced the same. Small differences like the one given accentuate the discrepancies found between cultures and humankind's failure to close the gap–a not-so-uncommon reality at the threshold of a new millenium.

The sweet-fifteen social gatherings are also orchestrated by Fernández to the point that they reach the absurd. What used to be the coming of age of young ladies and their presentation to society has become in the text a fierce competition to emulate and surpass the neighbor's or friend's parties. The lavish ensemble, the party's motive, the ornaments found on dresses, the required musical choreography, and any extravagant and unusual additions only contribute to escalating, disproportionate monetary debts for any working middle-class family. Fernández manipulates the characters to extract from them an impertinent desire of competition and the typical insecurities of individuals who constantly have to prove their wealth to society.

The novel is filled with anecdotes depicting Hispanic customs–mostly Cuban–and adding a multiethnic view to the narrative. There is a subtle reference to Elián González–well known to the average individual for his short but intense intrusion in almost every American's life. His dramatic rescue at sea and a different epilogue to the boy's troubled existence are parodied by the author, who mixes popular beliefs with a legend of sainthood attributed to the young boy. Elián's figure is not the only one distorted in the text; another popular icon of Latin television finds her way into the pages of this novel to appear as the hostess of "El Show de Titina." Fernández writes his own version of the Cuban-American presence in Miami and tries not to miss any aspect of a culture that, by being his, he knows quite well. The reader experiences a roller coaster ride through the streets of Little Havana–a section of Miami–and through the lives of many Cuban-Americans.

This novel will stir some controversies among Hispanic readers of Southern Florida. Nonetheless, it is a text recommended to anybody interested in the Cuban-American population currently living in the U.S. and a parodied view of its interaction with the American people, including other Hispanic groups. For the reader familiar with Fernández's works, this reading reaffirms the assessment that the author has accomplished, once again, an interesting portrait of his personal view of the Cuban-Americans.

Humberto López Cruz, assistant professor of Spanish, University of Central Florida, Orlando, specializes in Caribbean and Central American literatures and Hispanic literature in the U.S. He is director of the Foreign Language Media Center and editor, since 1988, of SELA, South Eastern Latin Americanist*; co-editor of a book on the narrative of Reinaldo Arenas (Univ. of Salamanca Press 1999); editor of* El Garrote en Cuba *(Ediciones Universal 2000), among other publications.*

If interested in submitting a book review, please e-mail us at outlook@aol.com for Book Reviewers' Guidelines.

Wheaton College

For Christ and His Kingdom

Wheaton College is seeking candidates for the following tenure track faculty positions beginning August, 2003 (more details available at **www.wheaton.edu/hr**)

The Volkman Chair Of Business and Law - The ideal candidate will represent business law enthusiastically, contribute to departmental offering in business, economics and law, and assume leadership of the Pre-Law program. Nominations and inquiries to Dr. Dorothy F. Chappell, Dean of Natural and Social Sciences; deadline November 1, 2002.

The Knoedler Chair Of Theological Studies - Will assume leadership of the theology area of our Ph.D. program in Biblical and Theological Studies. Areas of specialization open, including systematic, historical, or biblical theology. Contact Dr. Richard Schultz, Dept. Chair. Application deadline: October 1.

Education - Assistant/Associate Professor teaching Philosophical Foundations and Curriculum Integration; supervise student teachers and practicum students. Completed doctorate, secondary/middle school experience preferred. Contact Dr. Andrew Brulle, Dept. Chair. Application deadline: November 1.

Foreign Languages - Assistant Professor of German. Doctorate required with native fluency and enthusiasm for teaching all levels of German. Must assist with study abroad programs, supervise student teachers. Contact Dr. Phyllis Mitchell, Dept. Chair. Application deadline: December 15.

History - Two positions, one Associate and one Assistant Professor covering two from World Civilization (WC)/Asia, WC/Africa; Europe/WC; or non-ecclesiastical American/WC. Positions include coordinating/supporting WC general education courses. Contact Dr. Kathryn Long, Dept. Chair. Application deadline: November 15.

Missions and Intercultural Studies Department: TESOL - Specialist in TESOL and Missiology. Doctorate, significant overseas English teaching/ministry experience including second language acquisition required. Experience teaching English for specific purposes desired. Contact Dr. Scott Moreau, Dept. Chair. Application deadline: December 1, 2002.

Politics and International Relations - Assistant/Associate Professor in Comparative Politics/IR, interests in European Politics and Research Methods. Senior candidates with leadership abilities may be considered for departmental chair. Contact Dr. Mark Amstutz, Dept. Chair. Application deadline: October 1.

Psychology - Assistant Professor doctoral clinical faculty, APA-accredited Psy.D. program. Expertise in psychopathology, personality assessment, biological bases, and child clinical preferred. Doctorate, licensed/eligible in Illinois required. Contact Dr. Cynthia Neal Kimball, Dept. Chair. Application deadline: October 15.

Director of Learning Resources, Buswell Memorial Library, responsible for all aspects of library administration. MLS and second master's degree in another field required (Ph.D. preferred). Five years administrative experience in an academic library required. Non-tenured position. Contact Director of Human Resources. Applications accepted until position is filled.

For all positions, send letter of interest and vita to the specified contact person. Wheaton College is an evangelical Christian liberal arts college whose faculty and staff affirm a Statement of Faith and adhere to lifestyle expectations. Wheaton College complies with federal and state guidelines for nondiscrimination in employment.

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For information, contact: ACE Fellows Program • One Dupont Circle NW • Washington, DC 20036-1193
Tel: (202) 939-9420 • Fax: (202) 785-8056 • E-mail: fellows@ace.nche.edu • Web site: http://www.acenet.edu

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All information on vacancies & how to apply, visit
www.fgcu.edu
or call the 24-hr jobline @
239-590-1111.
FGCU is an EO/EA/AAI

WOMEN'S STUDIES IN RELIGION PROGRAM

Harvard Divinity School announces five full-time positions as Research Associate and Visiting Lecturer in Women's Studies in Religion for 2003-2004. Open to candidates with doctorates in religion, to those with primary competence in other fields of the humanities and the social sciences who have serious interest in religion, and to leading religion professionals with equivalent achievements. Salary: $40,000 plus benefits. Deadline: November 15, 2002.

Contact: Director of Women's Studies in Religion, Harvard Divinity School, 45 Francis Avenue, Cambridge, MA 02138.

www.hds.harvard.edu/wrsp

HIGH-ENERGY ASTRONOMY/ASTROPHYSICS

THE UNIVERSITY OF UTAH

The Physics Department at the University of Utah is seeking qualified candidates for a tenure track position in high-energy Astronomy/Astrophysics. Preference will be given for hiring at the Assistant Professor level, but more senior level appointments can also be considered. We seek candidates with experience in theoretical, observational, computational, and/or experimental aspects of X-ray, gamma-ray, and high-energy gamma-ray astrophysics and astronomy. The successful candidate will have a strong commitment to both teaching and research, and will develop his/her own research program as well as collaborate with existing astrophysics research. The University of Utah is a major participant in several high-energy astrophysics projects, including the VERITAS Observatory, the Whipple 10m gamma ray observatory, and the High-Resolution Fly's Eye Observatory. This appointment requires teaching undergraduate/graduate courses in Astronomy/Physics.

We expect that the successful candidate will be interviewed in Spring 2003 and will begin his/her appointment in Fall 2003. Each candidate should submit his/her curriculum vitae, statement of research interests, and three letters of recommendation by December 15, 2002 to:

HIGH ENERGY ASTRONOMY/ASTROPHYSICS
SEARCH COMMITTEE
DEPARTMENT OF PHYSICS
UNIVERSITY OF UTAH
115 SOUTH 1400 EAST #201
SALT LAKE CITY, UT 84112-0830

The search committee reserves the right to consider applications received after this closing date.

The University of Utah is an equal opportunity/affirmative action employer. It encourages applications from women and minorities and provides reasonable accommodations to the known disabilities of applicants and employees.

UCSB

ASSISTANT PROFESSOR, PSYCHOPHARMACOLOGY

Department of Psychology at the University of California, Santa Barbara, invites applications for a tenure-track position at the rank of Assistant Professor effective July 1, 2003. Applicants with a strong research program in psychopharmacology, behavioral pharmacology or neuropharmacology are encouraged to apply, particularly those with a fundamental interest in brain mechanisms underlying behavior. The candidate will participate in both our doctoral training program in Neuroscience and Behavior and our undergraduate programs in Biopsychology and Psychology. Current faculty research interests at UCSB can be found at the department website (http://www.psych.ucsb.edu). Candidates will be expected to show evidence of excellence in both research and teaching. A Ph.D. is required at the time of appointment. Applicants should submit a letter describing research and teaching interests accompanied by a curriculum vita, representative publications, and arrange to have three letters of reference sent to the address listed below. Review of applications by the search committee will commence on December 15th, 2002. Materials should be sent to: **Neuroscience & Behavior Search Committee, Department of Psychology, University of California, Santa Barbara, CA 93106.**

The University of California is an Equal Opportunity/Affirmative Action Employer.

UNIVERSITY OF OREGON

The University of Oregon Museum of Art (UOMA) is seeking a dynamic new director. This AAM accredited museum is in the process of a major renovation and expansion project that will double its size and greatly enhance it programming potential. The UOMA serves the University of Oregon campus and the Pacific Northwest. It houses over 12,500 works including an outstanding Asian collection, a strong Northwest collection, Russian icons, and important American and European works.

Essential qualifications include successful administrative experience and strength in fund raising and public program development. Strong record of curatorial and/or scholarly accomplishment is highly desired. Additional qualities include the ability to teach one 10-week course per year in a related discipline within the UO's School of Architecture and Allied Arts. Holding a terminal degree in a relevant field is strongly preferred.

The successful candidate must bring a broad vision of the possibilities inherent in exhibitions and related programming. This individual must have the ability to manage the finances of the museum and raise funds through donations, grants, and special events. The director will work closely with the university community to integrate the museum's programs and resources throughout the intellectual life and curriculum of the university. The director will represent the museum and articulate its mission to the campus community, the region, and the nation and serve as an advocate for the value of the visual arts. The new director will work with an active and committed 30-member Board of Directors to shape the future direction of this magnificent cultural resource.

Salary will be competitive with a comprehensive benefits package. The position will be 1.0 FTE (12-month; fixed term) with an anticipated start date of January 2, 2003.

More information can be obtained by visiting the UO job website at: http://hr.uoregon.edu/jobs/ and clicking on the "Administrative Jobs" link.

To assure full consideration, applications must be received by 10/04/02. Candidates should submit a letter of application, a resume and three letters of recommendation to **UOMA Director Search Committee, President's Office, 1226 University of Oregon, Eugene, OR 97403-1226. FAX 541 346-3017**

EO/AA/ADA institution committed to cultural diversity

SMITH COLLEGE

Developmental Psychology

Assistant Professor in Developmental Psychology

Smith College Assistant Professor in Developmental Psychology; full-time, tenure-track appointment, September 2003. Area of research specialization is open. Ideally, candidates should incorporate a cultural perspective on child or adolescent development in their teaching or research. A cultural perspective might be evidenced in different ways, for example, degrees in developmental psychology and Latino studies, or a substantive research emphasis on any U.S. minority group. We value experience in establishing rapport with and mentoring minority students. The College offers strong support for research activity through generous sabbaticals, start-up grants, and internal funding, including a well-established laboratory school (Infancy to 6th grade). Teaching responsibilities typically include 4 courses a year and include child development, seminars or laboratories in the candidate's specialization, and usually a course in the introductory sequence. Send vitae, sample publications, statements of teaching and research (including experience with multicultural settings), and three letters of recommendation to: Bill E. Peterson, Chair, Developmental Search Committee, Department of Psychology, Smith College, Northampton, MA 01063. Full consideration by search committee will be given to applications received before October 11, 2002. Smith College is an equal opportunity employer encouraging excellence through diversity.
See our website for the full text of this ad:
http://www.science.smith.edu/departments/PSYC/jobad.htm

WAYNE STATE UNIVERSITY

LIBRARY SYSTEM

DOCUMENT DELIVERY/ELECTRONIC RESERVES LIBRARIAN I/II/III

Wayne State University is one of the nation's leading urban research universities with a demonstrated commitment to teaching and learning excellence. The university's enrollment of more than 31,000 (18,400 undergraduates) makes it the 18th largest university in the United States. The WSU campus is located in an attractive urban setting, surrounded by museums, theaters and corporate offices easily accessible from several Detroit-area interstate freeways and Canada. The University Library System consists of the Access Services, Information Services, Shiffman Medical Library, Arthur Neef Law Library, Library & Computing Media Services, Technical Services, UGE 1000 and the graduate Library and Information Science Program.

POSITION AND RESPONSIBILITIES:

WSU is searching for a dynamic, service-oriented individual to play a leadership role in its recently reorganized Library System. Reporting to the Director, Access Services, and working closely with other key Access leaders and staff, this position will: Lead the electronic reserves team and work towards the promotion and ongoing development of the libraries' recently implemented electronic reserves system, and help to establish the library as an active partner with faculty in online course development. Lead the Document Delivery/ILL team into the future through implementation of new technologies, development of new delivery methods, and participation in cooperative resource sharing initiatives. Train, develop, supervise and evaluate Access staff within appropriate functional units. Consult and act as resource person for access-related policies and procedures for the Medicine and Law Libraries. Play a leadership role on appropriate DALNET, Michigan Library Exchange (MiLE), ATLAS and other regional or state collaborative or consortial projects. Participate in state, regional and national user groups, as well as attend meetings, conferences and seminars on current trends and developments in library access services. Perform other duties as assigned. The Document Delivery/Electronic Reserves Librarian will not only have primary responsibility for document delivery and electronic reserves, but will assist in planning, co-coordinating and implementing changes in organization, policies, and procedures for all Access operations in the three core campus libraries comprised by the Undergraduate Library, the Science and Engineering Library, and the Purdy/Kresge Library, as well as in one or more satellite campus resource centers.

QUALIFICATIONS:

Master's degree required in Library and Information Science from an ALA accredited institution. Experience in one or both of ILL and electronic reserves. Two or more years experience supervising staff in an academic or research library. Ability to set priorities for both staff and functional operations, to organize time and tasks, to gather data and prepare reports, and to effectively interact with staff, faculty, students, and other library patrons. Excellent organizational, interpersonal and oral and written communication skills; high energy level.

PREFERRED QUALIFICATIONS:

A second post-graduate degree.

QUALIFICATIONS FOR LIBRARIAN I RANK:

Master's degree from an ALA accredited library school or equivalent credentials from a foreign institution. Potential to begin establishing a record of professional achievement and service.

QUALIFICATIONS FOR LIBRARIAN II RANK:

Master's degree in Library and Information Science from an ALA accredited institution. Demonstrated ability to carry out competently the range of professional library functions pertaining to the primary assigned area of librarianship. The ability to work well independently, to make sound decisions and to have constructive/productive interactions with colleagues. Continuing record of professional achievement and service.

QUALIFICATIONS FOR LIBRARIAN III RANK:

Master's degree in Library and Information Science from an ALA accredited institution. Excellence in job performance. Excellent record of professional achievement and service. Appointment at this level is based on the applicant's cumulative professional record rather than on any single accomplishment. Must have achieved statewide and/or regional recognition within the profession.

BENEFITS:

WSU offers dental and health plan options. TIAA/CREF or Fidelity, tuition assistance for employees and family members, relocation assistance and liberal vacation.

APPLICATION PROCEDURE:

Please mail or fax a letter of application summarizing relevant experience, along with a resume and the names, addresses, phone numbers and email addresses for three references to: **Tol Price, Human Resources Specialist, Dean's Office, Wayne State University Library System, Detroit MI, 48202,** fax number (313) 577-5525. Please contact Ronald Burningham, Interim Director, Access Services regarding position specifics at (313) 577-0714.

Wayne State University is an equal opportunity/affirmative-action employer.

Five Tenure Track Faculty Positions in Structural Engineering, Geotechnical Engineering, and Water Resources, Hydrology and Hydraulic Engineering

Colorado State University
Knowledge to Go Places

Department of Civil Engineering

The Department of Civil Engineering at Colorado State University invites applications for five tenure-track faculty positions. We anticipate two positions in structural engineering, one position in geotechnical engineering, and two positions in hydrology, hydraulics, or water resources. The degree requirement is a Ph.D. in civil engineering or closely related field. Appointments will be made at a level commensurate with the candidate's experience and qualifications and applications will be accepted until the position is filled. For full consideration, please submit an application by October 15, 2002. Detailed application information and information about individual faculty positions may be obtained at our web site: **http://www.engr.colostate.edu/ce/**.

Currently, Colorado State University's Department of Civil Engineering is composed of 37 tenured and tenure-track faculty, about 400 undergraduate students and 150 graduate students. The Department maintains a large and active research program with several active interdisciplinary research centers and institutes.

Inquiries and initial applications will be treated confidentially. CSU is an EEO/AA employer. Women and minorities are encouraged to apply.

EASTERN
MENNONITE
UNIVERSITY

Presidential Search

Eastern Mennonite University is beginning a search to replace outgoing president Joseph Lapp, who will not seek another term. As of June 2003, President Lapp will have served the institution with distinction for 16 years.

Eastern Mennonite University (EMU), founded in 1917, is a fully accredited Christian liberal arts institution, affiliated with Mennonite Church USA. The campus is located in Harrisonburg, Virginia, in the heart of the scenic Shenandoah Valley. EMU attracts 1,500 students of diverse cultures and faiths. In addition to the undergraduate program, EMU offers graduate and seminary programs. EMU has a distinct international "global village" curriculum, with integral cross-cultural components. The graduate conflict transformation program provides international leadership. See **www.emu.edu** for more information.

The ideal candidate should have academic experience, an Anabaptist Christian faith commitment, strong intellectual and dynamic leadership qualities, proven abilities in organizational development, and the ability to understand and communicate effectively with diverse constituencies.

Committee members: Roxann Allen, Donella Clemens; Andy Dula; Susan Weaver Godshall; Curtis Hartman; Freeman Miller; Carlos Romero; James L Rosenberger; Sara Wenger Shenk; Donovan Steiner; Sheryl K Wyse and Orville L Yoder.

The search committee invites nominations and applications in confidence, preferably by October 10, 2002, to: **James L Rosenberger, Chair, EMU Presidential Search Committee, c/o Sheryl K Wyse, Box 923, Harrisonburg, VA 22803** or email: **SKWyse@aol.com** or fax: 775-255-4758.

EOE. Persons who bring gender, ethnic, and cultural diversity are encouraged to apply.

SENIOR ACCOUNTANT

(Associate Director 2)

New Jersey City University, a culturally diverse, urban, four-year public institution, is located in the greater New York metropolitan area and one of nine State college/universities in New Jersey. The University offers undergraduate, graduate and continuing education programs with a significant presence in distance learning. There are approximately 10,000 students and 250 full-time faculty members.

New Jersey City University is seeking candidates for a Senior Accountant. Responsibilities include financial reporting, accounting, and analysis of plant/inventory, cash, and investment accounts. Will support various initiatives that will help transform the administrative infrastructure of the University including implementation of a PeopleSoft ERP system, a campus card network and a new investment management program.

Specific duties include preparing reconciliations and analyses of accounts; providing internal management reporting, developing operational processes; maintaining adequate levels of internal control; supporting the annual external audit; operating and developing the University's financial systems.

BS/BA degree with an accounting major or equivalent and three years of relevant accounting experience required. CPA or Master's Degree in related field is a plus.

Applicants must send current resume with salary requirements to:

Robert Piaskowsky, Search Committee Chair
NEW JERSEY CITY UNIVERSITY
2039 Kennedy Boulevard, Jersey City, NJ 07305
New Jersey City University is an Equal Opportunity Employer

NEW JERSEY
CITY
UNIVERSITY

For more details and/or to apply online, please visit our website at **www.njcu.edu**
Click on Employment Opportunities.

Tenure Track Position in Nanometer Scale Physics

THE UNIVERSITY OF UTAH

The Department of Physics at the University of Utah invites applications for a tenure track Assistant/Associate Professor position to begin August 2003 in the field of Experimental Condensed Matter Physics, preferably in the area of nanometer scale physics and optics. This includes but is not limited to organic and inorganic nanostructures, nanotechnology, surface physics, low temperature transport, high speed optics, nonlinear optics, and quantum optics. A Ph.D. in physics or a related field is required. Postdoctoral research experience is desirable. The successful candidate must have an outstanding research record for his/her experience level and show promise of teaching effectively at both the undergraduate and graduate levels. Information about the University and the Physics Department may be found at URL **http://www.physics.utah.edu.**

The deadline for receipt of application materials is December 1, 2002. However, applications may be considered after the deadline until the position is filled. A letter of interest, statement of research plans, vita, publication list, and three letters of recommendation should be sent to:

Nanoscale Physics Search Committee Chair
University of Utah
Department of Physics
115 South 1400 East, Room 201
Salt Lake City, UT 84112-0830

The University of Utah is an equal opportunity/affirmative action employer. It encourages applications from women and minorities and provides reasonable accommodations to the known disabilities of applicants and employees.

UNIVERSITY of ARKANSAS

Dean of the J. William Fulbright College of Arts and Sciences

The highest function of higher education is the teaching of things in perspective, toward the purposes of enriching the life of the individual, cultivating the free and inquiring mind, and advancing the effort to bring reason, justice, and humanity into the relations of men and nations

J. William Fulbright
President, University of Arkansas, 1939-41
Senator, State of Arkansas 1945-1975
Founder, Fulbright Scholarship Program

The University of Arkansas, Fayetteville, invites nominations and applications for the position of Dean of the Fulbright College of Arts and Sciences. The largest and most diverse of the University's academic units, the College is composed of 19 departments including the arts, humanities, social sciences, and natural sciences, offering degree programs at the baccalaureate, masters and doctoral levels.

A highly regarded scholar is required to lead the college into a particularly exciting period in its history. This person should have a distinguished record of academic accomplishments, active involvement in winning grants and awards, private fund-raising and administrative experience within a complex organization. Compensation for the position will be nationally competitive.

The University of Arkansas, Fayetteville, is the flagship campus of the University of Arkansas System and the major research and Ph.D.-granting institution in the state. Fulbright College has approximately 6000 students and 400 full-time faculty. In the next several years, the dean, in addition to encouraging the professional efforts of the current faculty, will also play a significant role in attracting to the college intellectual leaders in a variety of fields, whose recruitment will be made possible by the recent commitment to the University of the largest gift ever made to a public university. This $300 million gift from the Walton Family Charitable Support Foundation is intended to foster knowledge, scholarship and creative activity, to produce a quality of life that attracts and keeps talented people in the state, and to raise the state's overall standard of living. Specifically, the fund will endow the University's Graduate School ($100 million) and a new campus-wide undergraduate Honors College ($200 million). The impact of this gift will dramatically affect the future character of Fulbright College because, university-wide, dozens of new faculty endowments, scholarships, and academic programs will be established or enhanced, thereby substantially enriching an already nationally competitive academic environment.

Fayetteville is consistently rated as one of the nation's top communities for its beauty, livability, and safety. For more information about the University and its location, see **btpp://www.uark.edu**

Applicants are requested to submit a letter of application, curriculum vitae, a statement of their administrative philosophy of liberal arts education, and the names, telephone numbers and email addresses of 3-5 references to:

Jeff Shannon, Chair of the Search Committee
Dean, School of Architecture, 120 Vol Walker Hall
University of Arkansas, Fayetteville, AR 72701

The selection process will begin October 15, 2002 and continue until the position is filled. Under the state's Freedom of Information Act, after selected candidates are invited to campus, their names are available to the public upon request.

The University of Arkansas is committed to achieving diversity.
Therefore, the University is especially interested in applications from
candidates who would contribute to the racial, ethnic,
and gender diversity of the Fulbright College.

California State University, Long Beach

Tenure-Track Faculty Positions, 2002-2003

- **College of the Arts**
  - Art
  - Dance
  - Film and Electronic Arts
  - Music
  - Theatre Arts
- **College of Business Administration**
  - Accountancy
  - Finance, Real Estate, & Law
  - Information Systems
  - Management and HRM
- **College of Education**
  - Educational Psychology, Admin., & Counseling
  - Teacher Education
- **College of Engineering**
  - Civil Engineering
  - Computer Engineering & Computer Science
  - Mechanical and Aerospace Engineering
- **College of Health & Human Services**
  - Communicative Disorders
  - Criminal Justice
  - Family & Consumer Sciences
  - Health Science
  - Health Care Administration
  - Kinesiology & P.E.
  - Nursing
  - Physical Therapy
  - Recreation and Leisure Studies
  - Social Work
- **College of Liberal Arts**
  - Anthropology
  - Communication Studies
  - Comparative Literature & Classics
  - Economics
  - English
  - Geography
  - History
  - Journalism
  - Linguistics
  - Philosophy
  - Sociology
- **College of Natural Sciences & Math**
  - Biological Sciences
  - Chemistry & Biochemistry
  - Geological Science-Joint with Science Education
  - Physics & Astronomy
  - Science Education
- **University Library**
  - Science Librarian

All positions are open until filled. Contact the department for information at CSULB, 1250 Bellflower Blvd., Long Beach, CA 90840, (562) 985-4111 V/TDD, or visit our Web site at www.csulb.edu/~acadaffs.

In addition to meeting fully its obligations of nondiscrimination under federal and state laws, CSULB is committed to creating a community in which a diverse population can live and work in an atmosphere of tolerance, civility, and respect for the rights and sensibilities of each individual, without regard to economic status, ethnic background, political views, sexual orientation, or other personal characteristics or beliefs.

EO Employer

Faculty Position in Experimental Condensed Matter Physics

The Department of Physics and Astronomy at Dartmouth College invites applications for a tenure-track position in condensed matter physics at the Assistant or Associate Professor level. The successful candidate will be expected to establish a vigorous research program complementing research efforts in any of the areas of nanostructures, molecular materials, quantum information science, laser spectroscopy and imaging, and biophysics, balanced with a commitment to teaching at the graduate and undergraduate levels. Potential interactions with faculty in other departments including engineering, chemistry, and biology will be viewed favorably.

Applicants should submit a CV including a full list of publications, statements of research and teaching interests, and a list of at least four referees to the following address: **Faculty Search, Department of Physics and Astronomy, Dartmouth College, 6127 Wilder Laboratory, Hanover, NH 03755-3528, USA.**

For full consideration, applications should arrive by December 1.

Dartmouth College is an equal opportunity and affirmative action employer. We encourage applications from women and minority scientists.

Advocate for Services to Students with Disabilities

Full Time - Permanent

Orange County Community College is a fully accredited community college with approximately 6,000 students and off-site centers in Orange County, 70 miles north of NYC and 90 miles south of Albany.

The individual we seek will evaluate student documentation of disabilities and determine eligibility for services. Provide academic, career and personal counseling, conduct workshops on disability issues, arrange accommodations, and serve as a liaison between students with disabilities and faculty/administration. Key role for an individual who can maintain a confidential system of documentation on disabilities and accommodations offered to meet the requirements of Section 504 of the Rehabilitation Act. Ability to interface with students, faculty and staff and achieve goals within time restraints essential.

A Bachelor's Degree in counseling, psychology, special education or a related field required. Master's Degree preferred. Two years' experience providing and coordinating services to students with disabilities, and a thorough knowledge of federal regulations at the higher education level necessary. Strong problem solving skills and effective interpersonal and communication skills desirable. Salary low to mid $30's.

Review of applications will begin October 4th and will continue until the position is filled. Please send cover letter, resume and the name, address, and telephone number of three references to:

Affirmative Action Officer, Dept HI
Orange County Community College
115 South Street, Middletown, NY 10940
Email: OCCCHR@sunyorange.edu

SUNY ORANGE

www.sunyorange.edu

ORANGE COUNTY COMMUNITY COLLEGE

The Educational Choice of Orange County

AA/EOE

SOCIAL PERSONALITY PSYCHOLOGIST

Drew University seeks applications for a tenure-track position at the assistant professor level beginning Fall 2003 pending funding; PhD required by Fall 2003. Teaching load will be the equivalent of five courses per year, including introductory psychology, research methods, core courses in social psychology and personality theory, and advanced courses in the candidate's area of expertise. Demonstrated excellence in teaching, evidence of an active research program, and ability to supervise independent student research required. Applications due by October 30, 2002. Submit cover letter, curriculum vitae, statement of teaching interests and philosophy, relevant reprints, and three letters of recommendation to: **Ms. Carol Alfone, Administrative Assistant, Psychology Department, Drew University, Madison, NJ 07940.** Drew University is a highly selective liberal arts college, 30 miles west of NYC. An Affirmative Action/Equal Opportunity Employer.

(http://depts.drew.edu/psyc)

Position Announcement Contextual Education and Related Teaching Fields

Wesley Theological Seminary seeks to fill two Administrative Faculty positions as Associate Directors of Practice in Ministry and Mission beginning with the 2003-2004 academic year. They will join a team that oversees Wesley's contextual education program and share teaching responsibilities in related fields.

Responsibilities of the position include:

- Coordinating placements for contextual education programs (M.Div., M.A., Students Pastors, Urban Ministry)
- Conducting theological reflection colloquies
- Assisting students with the cross-cultural immersion requirements
- Orienting learning partners and teaching settings
- Conducting site visits
- Assisting with general program administration
- Teaching in a practice of ministry discipline

Qualifications:

- Demonstrated excellence in administration and experience in contextual education or supervised ministry programs
- Ph.D. desirable but not required
- Experience in parish ministry and/or other ministry settings
- Cross-cultural experience
- Teaching competence and research interests in one or more of the following areas:
    - o Urban Ministry
    - o Congregational Studies
    - o Theology and Practice of Ministry
    - o Church Administration
- Ability to coordinate multiple administrative and interpersonal responsibilities
- Knowledge of pastoral formation and development
- Computer literacy

These positions will remain open until filled. Wesley Theological Seminary is an Equal Opportunity Employer. Positions begin July 1, 2003. Contact **Dean Bruce C. Birch at Wesley Theological Seminary, 4500 Massachusetts Avenue, NW, Washington, DC 20016-5690** or e-mail at **bbirch@wesleysem.edu.** Include résumé and reference letters.

ST·OLAF
COLLEGE

Tenure-Track Faculty Positions

St. Olaf College invites applications for the following full-time, tenure-track positions, starting September 2003. St. Olaf College is a residential, co-educational liberal arts college of the Lutheran Church (ELCA), with about 3000 students. It is located in Northfield, Minnesota, approximately 35 miles south of Minneapolis/St. Paul. *St. Olaf is an equal opportunity/affirmative action employer and actively seeks diversity in its faculty, staff, and student population.*

All positions require commitment to undergraduate liberal arts education and to the College's mission, a strong interest in undergraduate teaching, and promise of continuing high quality scholarly or creative activity. Unless otherwise indicated, all positions will be filled at the Instructor or Assistant Professor rank.

Art and Art History: Drawing and Printmaking

The successful candidate will be experienced and qualified to teach: 1) all levels of perceptual, conceptual, and life drawing, 2) a broad range of traditional printmaking techniques including lithography, intaglio, monoprint, and relief, and 3) one additional media of candidate's choice different from the above areas. A strong background in art history is highly desirable.

Asian Studies and Political Science: East Asian Politics

Candidates must have a regional specialization in East Asia and an interest in working with the College's study abroad programs in East Asia. Candidates should have an ability to use an East Asian language for research, excellent skills in English, and at least six months of field experience in East Asia. Applications are welcome in all fields, including comparative politics, international relations, political theory, public policy, and political economy. Teaching responsibilities include disciplinary and interdisciplinary courses in Asian Studies and Political Science.

Biology: Molecular Biology

We are seeking a molecular biologist who would enjoy teaching genetics as well as introductory biology and advanced courses. Applicants must have the potential to develop an active undergraduate research program. Postdoctoral research experience is highly desired. Preference will be given to applicants at the assistant professor level, but extraordinary candidates at the associate professor level will be considered.

Biology: Neuroscience

Primary teaching responsibilities will be an Introduction to Neuroscience course and an upper level seminar; additional teaching will be Introductory Biology or other courses as suitable. Applicants must demonstrate the potential to develop an active undergraduate research program. Postdoctoral research experience is highly desired. Preference will be given to applicants at the assistant professor level, but extraordinary candidates at the associate professor level will be considered.

Chemistry: Analytical Chemistry

Primary teaching responsibilities will be in instrumental analysis and the development of its laboratory program in concert with the analytical chemistry offerings. Candidates should demonstrate commitment to developing a research program that involves undergraduates.

Dance: Dance History and Ballet Technique

Primary teaching responsibilities in the following areas: Dance History and beginning through advanced levels of Ballet. Additional expertise desired in one or more of the following areas: Modern technique, Ballroom, dance education or body therapies/somatics or other dance fields.

Education

St. Olaf's teacher education program offers four secondary (5-12) and five K-12 teaching licenses. Responsibilities include teaching multiple sections of core subjects, supervising field experiences and student teachers, providing support and leadership for teachers and students in regional K-12 public school settings. Position will be filled at assistant or associate professor rank.

English: 16th/17th Century British Literature

Position in 16th or 17th century British non-dramatic literature. Primary responsibilities include first-year writing; introduction to literary studies; our courses in Literature in English to 1650; and courses in the candidate's areas of specialization.

English: Creative Writing

Position in creative writing. Primary responsibilities include first-year writing; creative writing; and literatures in English. Preference will be given to applicants at the assistant professor level, but extraordinary candidates at the associate professor level will be considered.

History: African History/Islamic Studies

Position in African History, with field in Islamic Studies desirable. Additional teaching includes Religion department courses in Islam and interdisciplinary program in Africa and the Americas. Preference will be given to applicants at the assistant professor level, but extraordinary candidates at the associate professor level will be considered.

History: Ancient History

Position in Ancient History. Teaching responsibilities will include courses in ancient Greek and Roman history; an additional field in ancient Middle East or early Medieval preferred.

Mathematics

All areas of mathematics will be considered. Highest consideration will be given to candidates with demonstrated effectiveness in teaching at the undergraduate level and an interest in undergraduate research.

Mathematics: Statistics

Courses to be taught range from introductory statistics through mathematical statistics, experimental design, linear models and advanced seminars. Highest consideration will be given to applicants with a demonstrated effectiveness and commitment to teaching undergraduates, applied experience, and research interests suitable for engaging in undergraduate research.

Music: High Brass/Theory

Teach Trumpet or Horn Performance Studies to music majors, including Bachelor of Music Performance Majors in trumpet/horn, and non-music majors within the context of a liberal arts education. Teach courses in Music Theory and Aural and Keyboard Skills and related courses as needed within the department. Preference will be given to applicants at the assistant professor level, but extraordinary candidates at the associate professor level will be considered.

Psychology: Neuroscience

The Psychology Department is looking for a behavioral or cognitive neuroscientist with teaching experience, and a research program that uses animal models. Introduction to Neuroscience is a primary teaching responsibility. Candidates should also be able to teach Introductory Psychology (with a lab), the mid-level Biological Psychology course, and an upper-level seminar. Applicants must demonstrate the potential to develop an active undergraduate research program. Preference will be given to applicants at the assistant professor level, but extraordinary candidates at the associate professor level will be considered.

Sociology and Anthropology: Cultural Anthropology

We seek a person with an area specialty and fieldwork in Latin America; experience and interest in U.S. Latino immigration, culture and community life is also desirable. Willingness to contribute to our interdisciplinary Hispanic Studies program and interest in leading study opportunities off-campus is also expected.

Spanish

This position offers the opportunity to teach six courses per year in a unique content-based curriculum enhanced by a January interim abroad, a language across the curriculum program, and area and interdisciplinary studies. The successful candidate will have native or near-native fluency in Spanish.

For additional information about the institution, the positions, deadlines, and application procedures, please refer to our web site at http://www.stolaf.edu/offices/dean-of-college/AcademicJobPostings.htm.

WAYNE STATE UNIVERSITY

LIBRARY SYSTEM

DIRECTOR

RESOURCE DEVELOPMENT AND MANAGEMENT

Wayne State University is a Carnegie Research University I with a demonstrated commitment to teaching and learning excellence. The university's enrollment of more than 31,000 (18,400 undergraduates) makes it the 18th largest university in the United States. The university is located in an attractive urban setting, surrounded by museums, theaters and corporate offices easily accessible from several Detroit-area interstate freeways and Canada. The University Library System consists of the Undergraduate, Purdy/Kresge, Science and Engineering, Shiffman Medical, and Neef Law Libraries: Media Services; UGE 1000; the graduate Library and Information Science Program.

POSITION AND RESPONSIBILITIES:

Lead the development of excellent library collections that meet user needs. Develop comprehensive collection development policies. Coordinate collection development efforts of central libraries (David Adamany Undergraduate Library, Purdy/Kresge Library, Science and Engineering Library) with those of the Law Library and Medical Library. Develop and administer equitable means of resource allocations across subject disciplines. Lead and participate in cooperative collection development initiatives at local, state, regional and national levels. Collaborate closely with leadership of the Detroit Public Library to coordinate collection development activities that advance the mission of both institutions. Supervise the activities of Collection Development Coordinators and direct the activities of subject selectors. Maintain active dialogue with faculty, students and librarians in shaping collections and programs. Regularly assess and analyze library collections in relation to current curricula, programs and research strengths of the university and make recommendations to bring them more closely into alignment. Regularly analyze usage data of print and electronic resources to determine trends and priorities. Maintain active dialogue with industry representatives to ensure a current understanding of the changing marketplace for library resources. Negotiate licenses with vendors for electronic products, acting as primary liaison with representatives from the Office of General Counsel. Collaborate closely with all concerned parties to ensure seamless and user-friendly access to electronic resources. Assess and make recommendations to enhance Special Collections within the library system. Jointly supervise (with Director of Technical Services) the activities of the Serials Coordinator and central serials staff. Collaborate with serials, stack maintenance, and storage staffs to make cost-effective decisions on retention and location of serial runs in all formats. Provide leadership for the establishment and development of a preservation program to ensure proper care of library materials. Supervise the activities of the Preservation Librarian and staff. Provide overall direction and direct supervision to management of library storage operations, including overall responsibility for coordination of gift processing.

ADMINISTRATIVE RESPONSIBILITIES:

Develop programs and services that serve customer needs, respond to changes in the environment, further library system and University goals, and meet required timeframes. Manage day to day operations including development of departmental organization; assignment of and follow through on job duties, projects; scheduling of staff, supervision of employees, etc. Analyze issues and problems related to all aspects of unit leadership and operation; develop and implement appropriate solutions; make and communicate appropriate decisions that facilitate completion of projects, support smooth departmental operation, enhance employee performance and meet customer satisfaction requirements. Responsible for effective upward, lateral and downward managerial communication. Manage, mentor and develop all levels of assigned unit personnel such that staff are appropriately skilled and motivated in performing their assigned duties. Develop, administer and communicate consistent departmental policies, procedures and practices that support the library system as a learning organization. Perform unit level budget, payroll, purchasing and related duties as required. Manage unit level office operations. Monitor the status of departmental issues, projects, etc.; keep administrative colleagues informed. Analyze and develop recommendations concerning staffing, budget, projects, etc. Develop and implement high quality services that meet users' needs. Monitor customer satisfaction and monitor changing needs using customer service principles to improve programs, services and processes. Develop and articulate unit vision, mission, strategies and core values. Develop and complete annual operational goals, objectives, projects, plans according to established timeframes. Develop a work environment that supports diversity and fosters effective, open communication within the assigned unit, with colleagues and with customers.

QUALIFICATIONS REQUIRED:

Masters degree in Library and Information Science from an ALA accredited institution. J.D. degree from an ABA accredited institution. Professional experience in an academic law school library required. Substantial reference and instruction experience. Experience with and knowledge of electronic resources. Ability to deliver lectures, small group learning sessions and individual teaching/learning sessions appropriate to the learner. Excellent organizational, interpersonal and oral written skills. Supervisory experience. Willingness to work some evening and rotational weekend hours. Credentials to qualify for Librarian II/III/IV classification with the University Library System.

PREFERRED QUALIFICATIONS:

Membership in the State Bar of Michigan. Experience in grant writing.

MINIMUM SALARY BY RANK:

This position requires experience and professional accomplishment commensurate with the rank of Librarian II, III or IV (of four levels). This position is non-represented and serves at the pleasure of the President.

BENEFITS:

WSU offers dental and health plan options. TIAA/CREF or Fidelity, tuition assistance for employees and family members, relocation assistance and liberal vacation.

APPLICATION PROCEDURE:

Please mail or fax a letter of application summarizing relevant experience, along with a resume and the names, addresses, phone numbers and email addresses for three references to: **Tol Price, Office Supervisor, Deans Office, Wayne State University Library System, Detroit MI, 48202,** fax number (313) 577-[illegible]

Wayne State University is an equal opportunity/affirmative-action employer.

GeorgiaState University

Two Tenure-track Assistant/ Associate Professor Positions

Department of Applied Linguistics/ESL
Atlanta, GA 30302-4099

Georgia State University's Department of Applied Linguistics/ESL is accepting applications for two tenure-track positions at the assistant professor or associate professor level. The Department of Applied Linguistics and English as a Second Language (AL/ESL) currently consists of five interrelated instructional programs: a PhD program in Applied Linguistics, a Master's program, an interdisciplinary BA program in Language Studies, an English as a second language (ESL) service courses program that provides instruction, assessment, and support for non-native-English-speaking matriculated students at the undergraduate and graduate levels; and an Intensive English Program (IEP) that provides a comprehensive pre-academic course of study in academic language development for ESL students who wish to matriculate at Georgia State University (GSU) or other post-secondary institutions.

Candidates will have a doctorate in applied linguistics or a closely related field by the time of the appointment. Some specializations of particular interest include, research methodology, sociopolitical or sociocultural theory, corpus linguistics, L2 academic literacy, and teacher development.

Successful candidates must demonstrate a coherent research agenda and record of relevant publications. Preferred candidates will also have experience teaching ESL/EAP, demonstrated ability to teach graduate courses, and the ability to communicate effectively with multiple audiences.

Letters of application, a curriculum vitae, copies of research publications, evidence of teaching effectiveness, and 3 letters of professional recommendation should be sent to

Sara Weigle
sweigle@gsu.edu
Chair of Graduate Search Committee
Department of Applied Linguistics/ESL
Georgia State University
P. O. Box 4099
Atlanta, GA 30302-4099

Review of applications will begin November 4, 2002 but will continue until successful candidates are identified. The preferred stating date will be fall semester 2003. Salary will be commensurate with experience.

Atlanta is a multi-cultural urban setting. Georgia State University, a unit of the University System of Georgia, is an Equal Opportunity Educational Institution and an Equal Opportunity, Affirmative Action Employer.

For further information about our programs visit the Department's website at **http://www.gsu.edu/alesl.**

The UNIVERSITY *of* VERMONT

Chair, Department of Nutrition and Food Sciences

The University of Vermont seeks a Chair of the Nutrition and Food Sciences Department in the College of Agriculture and Life Sciences with an academic appointment as Associate or full Professor with tenure. Candidates must have a Ph.D. in nutrition, food science or related area, recognized research program, record of scholarly achievement, strong commitment to undergraduate and graduate education, and strong communication and administrative skills. Full information about the position can be found at: **http://nutrition.uvm.edu/.**

Applications, including a letter describing the individual's qualifications, a curriculum vitae (including research funding history and scholarly accomplishments), and names of five references, should be sent by Thursday, October 31, 2002 to:

Dwight E. Matthews, Chair, Search Committee for NFS Chair
c/o Deans Office, College of Agriculture and Life Sciences
The University of Vermont, 146 University Place
Burlington, VT 05405-0106
phone: 802 656-8114 e-mail: dmatthew@zoo.uvm.edu

The University of Vermont is an affirmative action, equal opportunity employer. Women and minority candidates are especially encouraged to apply.

OHIO STATE UNIVERSITY
HEALTH SCIENCES CENTER

Dean Of The College Of Pharmacy

The Ohio State University

The College of Pharmacy at The Ohio State University invites nominations and applications for the position of Dean. The Ohio State University has the nation's most comprehensive health sciences center and includes the colleges of Dentistry, Medicine and Public Health, Nursing, Optometry, Pharmacy, Veterinary Medicine, The Ohio State University Hospitals, the Arthur G. James Cancer Hospital and Richard J. Solove Research Institute, and the Davis Heart and Lung Research Institute. The College of Pharmacy at The Ohio State University is a community of approximately 850 people involved in professional (Pharm.D. including resident and distance education programs), undergraduate (B.S.), and graduate (M.S., Ph.D.) educational programs relating to the discovery and use of medicines to enhance the quality of life. The College consists of 44 faculty members and 103 staff. The College is supported by an alumni society of nearly 2,000 active members. The College occupies just over 100,000 assignable square feet of space. The College general funds budget in FY03 is approximately $8 million, the endowment market value is $12 million, and the current restricted use fund is $2 million.

Academic and research activities of the College are organized into four divisions: medicinal chemistry and pharmacognosy, pharmaceutics, pharmacology, and pharmacy practice and administration. The Dean is the chief executive officer of the College and responsible for advancing the college's academic mission of teaching, research and service. These responsibilities include interactions with internal and external constituencies. The Dean reports to the Executive Vice President and Provost and is a member of the University's Council of Deans.

Faculty, staff, and graduate, undergraduate, and professional students are extensively involved in the exciting process of discovery and dissemination of knowledge in the pharmaceutical sciences and interdisciplinary research within the Health Sciences and the rest of the University. For calendar year 2001, faculty in the College authored 120 refereed publications, and expenditures from externally funded research grants totaled over $5 million.

A Pharm.D. and/or Ph.D. degree or equivalent is required. Candidates must qualify for a tenured appointment as Professor in the College. The successful candidate will have a demonstrated record of administrative leadership in a comprehensive clinical and research enterprise. A commitment to diversity should be evident and is expected. Personal accomplishments should be evident in research and/or clinical sciences. A participatory leadership style, excellent communication skills, and a clearly articulated vision for education, research and practice are required.

The position will be available on **July 1, 2003.** Salary and other considerations will be consistent with the University's commitment to recruiting the best-qualified individual. To assure full consideration, applications and nominations should be received by **October 1, 2002.** The Search Committee will begin screening dossiers on that date and will continue to receive applications until the Dean is selected. Applications and nominations should be addressed to:

Dean Jan E. Kronmiller, Chair, Search Committee for the Dean of the College of Pharmacy, 1159 Postle Hall, 305 West 12th Avenue, PO Box 182357, Columbus, OH 43218-2357

The Ohio State University is an Equal Opportunity/Affirmative Action employer. Women, minorities, veterans, and individuals with disabilities are encouraged to apply.

Marketing Communication Faculty

Multiple Positions, Tenure Track, Rank Open

The **Department of Marketing Communication** in the School of Communication at Emerson College invites applications for **two (possibly three) full-time, tenured/tenure-track faculty positions** beginning Fall 2003, at the **Assistant, Associate or Full Professor level.** We seek colleagues who will provide academic leadership in the broad area of marketing communication through superior teaching, research/professional activities, and campus/disciplinary service.

The newly constituted Department of Marketing Communication offers an undergraduate degree to 300+ majors in advertising and public relations, and master's degrees to 200+ students in integrated marketing communication, global marketing communication/advertising, and health communication. Across these several programs students are prepared with research, creative and strategic planning skills for the design, implementation and evaluation of communication campaigns. We seek candidates with experience in some combination of advertising, marketing, public relations, media planning, global business, e-commerce, direct marketing, sales management, special events/promotions, and/or applied research methods.

The person selected for one of these positions will be asked to serve as Graduate Program Director for the department's M.A. in Integrated Marketing Communication. Reporting to the Dean and Chair, the GPD provides administrative and intellectual leadership for the program, working to ensure the quality of current graduate programming, recruit new students, respond to innovations and trends in the marketing communication field, and develop new programs (including executive training). Industry experience and/or academic administrative experience at the level of a program or department head are strongly preferred. Applicants interested in one of the faculty positions and the graduate directorship should identify this in the cover letter.

All department faculty members teach at both the undergraduate and graduate levels. Teaching excellence and professional/industry experience are desired. In addition, preference will be given to candidates who have completed the Ph.D. or D.B.A. (master's degree recipients will be considered) and who demonstrate a commitment to an ongoing program of research/professional activities. Emerson College has as its central mission the study of communication, media and performing arts, combining a liberal arts grounding with emphasis on applied experiences for undergraduate students, and professional education for graduate students.

Applications for the above positions (consisting of a cover letter, resume, names and contact information for three references, and one representative publication/portfolio item) should be sent to: **Dr. Marye Tharp, Chair, Dept. of Marketing Communication, Emerson College, 120 Boylston Street, Boston, MA 02116.** The deadline for application materials is October 11, 2002 to ensure full consideration, but applications will be accepted until all positions are filled.

Assistant Professor, Book Publishing

Emerson College's **Department of Writing, Literature and Publishing** seeks a full-time tenure-track assistant professor to teach a wide range of classes in book publishing at the undergraduate and graduate levels. These courses will include industry survey courses as well as editing and writing workshops as they pertain to book publishing. Qualified candidates must have at least five years of experience doing editorial work in book publishing. A broad, practical knowledge of both print and electronic book publishing should be demonstrable. Experience in magazine publishing and marketing is desirable. A terminal degree or equivalent professional experience is required. Teaching experience at the college level is preferred.

The Department of Writing, Literature and Publishing offers the M.A. in Publishing, M.F.A. in Creative Writing, B.A. and B.F.A. Its degree programs have more than 200 graduate and 300 undergraduate students. Emerson College is the home of the literary journal Ploughshares.

Review of applications for the Associate Professor position will begin November 15, 2002 and continue until the position is filled. Please send a letter of interest and curriculum vitae, as well as the names and contact information of three references to: **Professor Jeffrey Seglin, Department of Writing, Literature and Publishing, Emerson College, 120 Boylston Street, Boston, MA 02116.**

Emerson College is an Affirmative Action/Equal Opportunity Employer focused on workforce diversity.

1880
EMERSON COLLEGE
BRINGING INNOVATION TO COMMUNICATION AND THE ARTS

WWW.EMERSON.EDU

Hispano/Chicano Studies

FORT LEWIS COLLEGE

The Department of Southwest Studies at Fort Lewis College invites applications for a tenure track position in Hispano/Chicano Studies at the experienced Assistant or Associate Professor level. A Ph.D. and teaching experience is required. The selection criteria will include scholarly publications, administrative experience, and an ability to communicate well with the Hispano/Chicano communities of the Southwest. The position, with a focus on the United States Southwest, requires an ability to offer courses in Hispano/Chicano history, culture, and related subjects. Research and teaching interests in the areas of folklore, art, and cultural studies are particularly desirable. Review of applicants begins October, 15, 2002. Submit a letter of application, curriculum vitae, and three letters of recommendation to **Robert Bunting, Search Committee Chair, Department of Southwest Studies, Fort Lewis College, 1000 Rim Drive, Durango, CO 81301-3999.** *AA/EEO employer.*

"Professionally accomplished faculty who are strongly committed to student learning."
Excerpt from Mission Statement of Eastern Washington University.

EASTERN WASHINGTON UNIVERSITY AND ITS SCHOOL OF SOCIAL WORK HAVE EXCELLENT OPPORTUNITIES FOR YOU

The School anticipates up to five Tenure-Track Faculty Positions Fall 2003

Associate or Full Professor - Graduate Program Director (1)

This is a faculty leadership position assigned as Graduate Program Director with responsibilities in all areas of the MSW program. Appointed by the Dean with approval of the faculty, the Graduate Program Director will be responsible for all aspects of MSW program administration: recruitment/admissions, retention/student services, course assignment/scheduling, coordination of on and off campus programs, program enhancement activities, curriculum development and assessment.

Qualifications include a commitment to generalist/advanced generalist social work curriculum and practice and to diversity in all aspects of social work education. Academic credentials to warrant appointment as Associate or Full Professor of Social Work. Doctoral Degree with experience in academic administration and curriculum development required along with an MSW with two years post-masters' experience.

Assistant or Associate Professor (1)

Preferred areas of practice expertise include public mental health, children, youth and families. Areas of teaching expertise may include human behavior, research, micro/macro practice, and policy.

Assistant or Associate Professor (1)

Preferred areas of practice expertise include public mental health, children, youth and families and aging. Areas of teaching expertise may include human behavior, research, micro/macro practice, and policy. A strong interest in undergraduate education is desired.

Assistant/Associate Professor (1)

Preferred area of practice expertise in addiction studies. Areas of teaching expertise may include human behavior, research, micro/macro practice, and policy.

Assistant/Associate Professor (1)

Preferred area of practice expertise in ethnic studies. Areas of teaching expertise may include human behavior, research, micro/macro practice, and policy.
Successful candidates will be committed to a generalist/advanced generalist orientation to social work education and to teaching in the BASW and MSW programs, both on and off campus.

Opportunities exist to teach courses in other School of Social Work and Human Services Programs, including African American Education, Aging Studies, Alcohol and Drug Studies, American Indian Studies, and Chicano Education. We are especially interested in applicants from diverse backgrounds who have expertise in the area of human diversity.

Minimum qualifications include a Ph.D. or degree completion by September of 2003 and an MSW with two years post-masters experience preferred.

Review of applications for all of the above positions will begin October 18, 2002. Additional information about the School and its programs can be obtained on our web site (http://sswhs.ewu.edu).

Please send a letter of application addressing position qualifications, a curriculum vitae, and three letters of reference to: **Chair, Personnel Committee, Eastern Washington University, 203 SNR, Cheney, WA 99004.** The successful candidate will be required to show proof of eligibility to work in the U.S. pursuant to U.S. immigration laws and pass a background check.

The School of Social Work has a current enrollment of 300 graduate and 200 undergraduate students. With 30 full time equivalent faculty it operates full and part-time BSW programs, 2 year and advanced standing full time MSW programs on campus as well as 4 structured part-time MSW programs in Everett, Yakima, Vancouver and Spokane. The School is fully accredited through 2008.

Eastern Washington University (www.ewu.edu) is a student-centered, regionally based, comprehensive university. Its campus is located in Cheney, within the Spokane metropolitan area.

Eastern Washington University is an equal opportunity/ affirmative action employer, and applications from members of historically underrepresented groups are especially encouraged.

UTEP

THE DEPARTMENT OF COMMUNICATION- is seeking to fill the following faculty position, effective September 1, 2003. Assistant Professor of Communication, with research and teaching emphasis in Public Relations. Applicants should be able to teach undergraduate and graduate courses in public relations. At the undergraduate level such courses would include principles of public relations, public relations campaigns, and case studies in public relations. Applicants should have a Ph.D. in Communication or Public Relations, or have completed all requirements for the doctoral degree by July 1, 2003.

To apply for this position, submit a letter of interest, curriculum vita, three (3) letters of recommendation, and a published journal article or a convention paper selected for presentation, to **Dr. Patricia D. Witherspoon, Chair, UTEP, Department of Communication, Cotton Memorial Bldg., Room 202, El Paso, Texas 79968-0550.** Review of applications will begin on November 15, 2002, and continue until the position is filled.

The University of Texas at El Paso is situated in a large, bi-national, metropolitan area comprised of El Paso, Texas, with a population of about 750,000 and Cuidad Juarez, Mexico (1.2 million people). The institution is classified as a doctoral/research-intensive university in a Carnegie Classification of institutions of Higher Education, and has an enrollment of approximately 16,200. The Department of Communication, one of the larger departments on campus, currently awards baccalaureate and master's degrees, and includes undergraduate majors in print media, electronic media, advertising, organizational communication/public relations, and communication studies. The recently established Sam Donaldson Center for Communication Studies includes research initiatives, outreach programs, and special projects that support communication education and research.

The University does no discriminate on the basis of race, color, national origin, sex, religion, age, disability, or sexual orientation in employment or the provision of services.

CUNY SCHOOL of LAW
AT QUEENS COLLEGE
THE CITY UNIVERSITY OF NEW YORK

FACULTY POSITIONS

CITY UNIVERSITY OF NEW YORK SCHOOL OF LAW AT QUEENS COLLEGE seeks 4 tenure track appointments beginning with the 2003-04 academic year.

LAW SCHOOL'S MAIN STREET LEGAL SERVICES CLINIC FACULTY

Two tenure-track positions whose duties include working with other clinical teachers in the clinical program, direct supervision of third-year students in client representation and projects: development of curriculum, simulations, and advocacy materials; and joint classroom teaching. Experience in Immigration Law, Family Law or Domestic Violence preferred, minimum of five years litigation experience and/or clinical teaching or supervisory experience preferred. J.D. Degree or its equivalent required.

LAWYERING SEMINAR PROGRAM

Two tenure track positions whose duties include teaching legal writing, Law and Family Relations, Children's Rights, Micro-Enterprise, Contracts, Property, Corporations and other skills to first year students. Experience as a law school legal writing instructor and at least three years of relevant law practice experience preferred. J.D. Degree or its equivalent required.

Salary:
Salary and rank depend on qualifications and experience
Law School Assistant Professor $54,226-$80,899
Law School Associate Professor $63,577-$99,100
Law School Professor $74,796-$121,348

Tenure track cycle is five years at City University of New York School of Law. Salary and rank depend on qualifications and experience (Assistant Professor, Associate Professor or Professor). To apply, please send cover letter and resume. No phone calls or e-mails please.

Contact:
Professor Frank Deale
Co-Chair, Faculty Appointments Committee
City University of New York, School of Law at Queens College
65-21 Main Street, Flushing, NY 11362

EOE. Women and people of color encouraged to apply.

INFORMATION TECHNOLOGY AD

The Computer Science Department and the Graduate School of Management at the University of California Davis seeks tenure track professors at any rank who will pursue a program of research and teaching in Information Systems. Appointments can be made to either or both departments.

Candidates should have proven competence in research and scholarship, and a demonstrated ability to make their intellectual contribution accessible to managers through teaching and publication. The position requires strong research skills and the ability to publish in top outlets. Preferred candidates will have solid training in databases or data modeling as well as a demonstrated interest in applications. Candidates should have a Ph.D. degree at the time of appointment.

Send a description of teaching and research interests, curriculum vitae, including the names and addresses of three references to:

Information Systems Faculty Search Committee
Graduate School of Management
University of California, Davis, California 95616
Email: FacultyRecruit@gsm.ucdavis.edu
Website: http://www.gsm.ucdavis.edu/faculty/recruit.htm

Please do not send letters of reference. To insure consideration, applications should be submitted by **November 30, 2002.** Position open until filled.

The University of California is an affirmative action/equal opportunity employer with a strong institutional commitment to the achievement of diversity among its faculty and staff.

Assistant/Associate Professor, Speech-Language Pathology

The Department of Communication Sciences and Disorders at Emerson College is searching for a tenure-track faculty member to teach in one or more of the following areas: diagnostics, language disorders and literacy, survey courses in speech and language disorders, and other areas of candidate's expertise. Responsibilities include teaching, advising students, providing service to the College, and maintaining an active research program. Ph.D. is required; CCC-SLP or dual certification is strongly preferred. Start date is September 2003.

In addition to its Bachelor's degree program of 60 students, the department offers a nationally-ranked Master's degree program enrolling 100 students. The faculty comprises 7 full-time and 4 part-time academic and clinical faculty members in Communication Sciences and Disorders in addition to faculty in psychology, science, mathematics, and American Sign Language. The Department is housed in new facilities located in downtown Boston, providing superb academic and clinical resources. Emerson College is a comprehensive college offering a range of majors in communication, media and performing arts. This faculty position provides opportunities for teaching in a clinical program and collaborating with an interdisciplinary faculty focusing on a variety of communication interests and professions.

Salary and benefit package is competitive. To apply, send a letter of application, curriculum vitae, and three letters of recommendation to: **Cynthia L. Bartlett, Ph.D., Chair, Faculty Search Committee, Department of Communication Sciences and Disorders, Emerson College, 120 Boylston Street, Boston, MA 02116-4624.**

Review of applications will begin on September 20 with on-campus interviews beginning soon thereafter, but applications will continue to be accepted until the position is filled. Emerson is an Affirmative Action/Equal Opportunity Employer focused on workforce diversity.

EMERSON COLLEGE
BRINGING INNOVATION TO COMMUNICATION AND THE ARTS

WWW.EMERSON.EDU

Northeastern
UNIVERSITY

George D. Behrakis Endowed Chair In Pharmaceutical Biotechnology

Bouvé College of Health Sciences

Northeastern University continues its commitment to biotechnology with the announcement of the George D. Behrakis Endowed Chair in Pharmaceutical Biotechnology. The successful candidate will have a record of excellence in research, a record of sustained funding in highly competitive markets, and the ability to be a leader in emerging biotechnology. We are looking for an individual with an interdisciplinary orientation who can build on existing synergies with bioengineering, nanotechnology, neuropharmacology, drug design and delivery, proteomics, and metabolomics. There is an expectation for collaboration with industrial and health care partners in the Boston region, the second largest and fastest growing biotechnology sector in the country. The Behrakis Chair will be appointed at the rank of professor.

Please send letter of application and representative publications to: Vladimir Torchilin, Ph.D., Chair, George D. Behrakis Endowed Chair Search Committee, Department of Pharmaceutical Sciences, School of Pharmacy, Bouvé College of Health Sciences, Northeastern University, 360 Huntington Avenue, Boston, MA 02115.

Review of applications for this position will commence on October 15, 2002 and will continue until this position is filled.

Northeastern University is an Equal Opportunity, Affirmative Action Educational Institution and Employer, Title IX University

http://www.neu.edu

SWT

Southwest Texas State University

Director, School of Music

Southwest Texas State University invites applications and nominations for the position of Director of the School of Music. Appointment is to begin on or about July 1, 2003. Review of applications will begin October 14. However, applications will continue to be accepted until the position is filled. All applications must include a letter of application, a curriculum vitae, transcripts of academic record, three current letters of reference specifically addressing the applicant's candidacy for this position and additional names, addresses, telephone numbers and e-mail addresses of at least four individuals the search committee may contact. The School of Music offers the BM in Music Education, Performance, Sound Recording Technology, and Jazz Studies and the BA with a major in music. Master of Music degrees are offered in Music Education, Conducting, Performance, Theory, Composition, and Music History and Literature. Thirty-three full-time and 16 part-time faculty members teach an enrollment of approximately 390 undergraduate and 65 graduate students.

Submit applications and nominations to:

Dr. Joan C. Hays, Chair
Search Committee
School of Music
Southwest Texas State University
601 University Drive
San Marcos, TX
78666-4616

For a more detailed position description and information about the School of Music and SWT, please visit our web site: **www.finearts.swt.edu/music**.

Southwest Texas State University is an equal opportunity educational institution and as such does not discriminate on grounds of race, color, creed or religion, sex, national origin, age, physical or mental handicaps, or status as a disabled or Vietnam era veteran. Southwest Texas State University is a member of the Texas State University System.

COLUMBIA BUSINESS SCHOOL

The Management Division of Columbia Business School seeks to hire outstanding persons at the junior level. Our Management Division is composed of people doing research in strategy, organizational theory and organizational behavior. Additional duties include teaching at the MBA level and working with doctoral students. This year, we are particularly interested in individuals who are conducting research related to strategy and/or organizational theory. Candidates should begin their application by visiting our job-search web site at **http://www.gsb.columbia.edu/divisions/management/search,** where they will be asked to complete an online application form and electronically upload their curriculum vitae. In addition, a letter of interest, three letters of recommendation and samples of current research (including a dissertation proposal summary for doctoral candidates) should be mailed to:

Norah Deluhery
Search Coordinator
Columbia Business School
3022 Broadway
Uris Hall, Room 7Q
New York, NY 10027
Email: nd2007@columbia.edu

The deadline for completed applications is **November 1, 2002.**

Columbia University is an Equal Opportunity/Affirmative Action employer. Minorities and women are encouraged to apply.

ELGIN COMMUNITY COLLEGE

"To improve people's lives through learning"

Elgin Community College, chartered in 1949, is a comprehensive institution of higher education that provides continuing education, college transfer courses, and Associate degrees to area residents. Located 40 miles northwest of Chicago in the rapidly growing "Fox Valley" region, the College's fall student enrollment was 13,000 and is expected to continue to increase during the next decade, especially in its Hispanic/Latino student population.

The College seeks outstanding applicants who share a commitment to diversity in an environment that values learning, integrity, excellence, fairness, caring, freedom of inquiry, and accountability. ECC faculty and staff enjoy one of the most competitive salary and benefits packages in the Illinois Community College System, which is ranked as one of the best in the Nation.

Anticipated Tenure-Track Faculty Openings for Spring 2003

Bilingual Counselor: a minimum requirement of a Master's degree in Counseling or related field with LPC or NCC certification. Provides professional educational, career, and personal counseling. Bilingual/Spanish preferred.

Economics: a minimum requirement of a Master's Degree in Economics or Master's Degree in Business with undergraduate major in Economics or coursework equivalent to Economics major.

English: a minimum requirement of a Master's degree in English.

Heating, Ventilation, Air Conditioning and Refrigeration: a minimum requirement of 4000 hours of recent work experience in HVACR. Successful candidate must be able to teach heating, ventilation, air conditioning, refrigeration, sheet metal, commercial controls and load calculations, and must also be willing to assume instructional coordinator responsibilities. Leadership for local student ASHRAE chapter is expected. An AAS degree in Heating and Air Conditioning is preferred.

"Two-years of college teaching (or counseling for the Counselor position) experience preferred for faculty positions.

Interested applicants should forward a letter of application stating their interest in the position, copies of undergraduate and graduate transcripts (originals required prior to appointment), a copy of their professional vita, including names, addresses, and telephone numbers of three to five references, and an Elgin Community College employment application form. Employment applications may be downloaded at *www.elgin.edu* or completed at the ECC Office of Human Resources. Applications will be accepted until the position is filled. Initial screening will begin immediately.

Application materials clearly indicating position for which applying should be forwarded to: **C/O: Office of Human Resources, Elgin Community College, 1700 Spartan Drive, Elgin, Illinois 60123-7193**

Elgin Community College is an Equal Employment/Equal Access Employer committed to increasing the diversity of our workforce. ECC strongly encourages applications from women, members of ethnic minority groups and individuals with disabilities.

www.elgin.edu

SWARTHMORE

Swarthmore College
Swarthmore, PA

Assistant Professor of Education

The Department of Educational Studies at Swarthmore College seeks candidates for a tenure track position to begin August, 2003. The candidate should have elementary education background; a research focus that may include one or more of the following areas: mathematical thinking, scientific thinking, or literacy; and teaching experience including supervision of student teachers (K-12).

The Department of Educational Studies explores education from a variety of disciplinary perspectives and embraces inquiry-based approaches. The Department is part of the Division of the Social Sciences; collaborations with departments in the Social Sciences, Humanities, and Natural Sciences are regular practice. Courses in the Department are integral to the College's academic offerings and serve students who plan to continue in the field as well as those who do not. Students in Education can follow several paths, including a special and/or honors major in Education and another discipline. A number of students also receive elementary and secondary certification.

Swarthmore College is an equal opportunity employer committed to excellence through diversity.

To apply, send curriculum vita, letter of interest, three letters of recommendation, and a writing sample (e.g., dissertation chapter, article) to the address below. All materials must be received by November 15, 2002.

Lisa Smulyan, Chair
Department of Educational Studies
Swarthmore College
500 College Avenue
Swarthmore, PA 19081
(610) 328-8343
lsmulya1@swarthmore.edu

Vanderbilt University: The Department of Psychology, College of Arts and Science, invites applications for a tenured or tenure-track position in the area of clinical psychology. The position is open with respect to rank. Preference will be given to candidates with expertise in minority mental health, sociocultural and socioemotional influences on behavior, and/or stereotyping. We seek candidates who complement our strengths in experimental-psychopathology, emotions, intervention, and clinical neuroscience. We particularly invite applications from women and minority scholars whose work is at the interface of clinical and social psychology. The Department of Psychology is organized into three programmatic areas: Clinical Science, Cognitive Science, and Neuroscience. The Clinical Science program is APA- approved and a member of the Academy of Psychological Clinical Science. We have an integrated graduate training program with the Department of Psychology and Human Development at Vanderbilt's George Peabody College, and are in the process of integrating our clinical training program with the APA-approved clinical training program in that department. We participate in the Interdisciplinary Social Psychology Program, and have excellent collaborative relations with a number of other allied departments and institutes, including Psychiatry, the Vanderbilt Brain Institute, the Center for Functional Brain Imaging, the Center for Integrative and Cognitive Neuroscience, and the John F. Kennedy Center for Research on Human Development. Research opportunities are broad, and include access to a variety of psychiatric and medical populations. Applicants should send a vitae, copies of relevant publications, a letter describing research and teaching interests, and at least three letters of reference to:

Jo-Anne Bachorowski
Chair, Search Committee
Department of Psychology
111 21st Avenue South
301 Wilson Hall
Vanderbilt University
Nashville, TN 37203

Informal inquiries may be sent via email to **j.a.bachorowski@vanderbilt.edu.** Review of applications will begin immediately. To receive full consideration, applications should arrive by **December 1, 2002.** *Vanderbilt University is an affirmative action/equal opportunity employer.*

SDSU

Faculty Director, Center for Teaching and Learning

San Diego State University

The Center for Teaching and Learning supports the teaching and learning mission of the University by cooperating with colleges, student affairs divisions, and other units on campus to provide workshops, seminars, grants, conference opportunities, and other resources to the university faculty, staff, and administration. The Center staff includes one full-time director, a full-time administrative coordinator, and Center Fellows (on stipends) from the library and each of the colleges. The Faculty Director of the Center for Teaching and Learning reports to the Dean of the Division of Undergraduate Studies. The appointment is full time through the academic year, half time between semesters, and includes teaching one course a semester. Additional information on the Center for Teaching and Learning at San Diego State University can be found at **www.sdsu.edu\ctl.**

We seek candidates who have **1)** experience with diverse student and faculty populations, **2)** experience with and a demonstrated commitment to student learning and assessment, **3)** publications related to teaching, learning, or student populations, **4)** substantial undergraduate teaching experience, **5)** a demonstrated ability in working effectively with a variety of divisions and units across the campus, and **6)** a demonstrated ability to work cooperatively and collaboratively in a team environment. Candidates must hold a terminal degree in their field and have credentials suitable for appointment at the associate or full professor level.

Designated a Doctoral/Research University-Intensive by the Carnegie Foundation, SDSU is the oldest and largest higher education institution in the San Diego region and the second largest in the state of California. It is also one of the most diverse. San Diego State University ranked tenth in the nation for bachelor's degrees awarded to minorities during 2000-01, according to Black Issues in Higher Education. In 2000-01, SDSU awarded 1,880 bachelor's degrees to minority students, 37 percent of the total degrees awarded during that year. In addition, SDSU was ranked fifth nationally from 1999 - 2000 in bachelor's degrees awarded to Hispanics (1,072) and it attracts students from many other backgrounds.

Interested applicants should send a curriculum vita, a letter of application, and three letters of reference to **Chair, Center for Teaching and Learning Director Search, San Diego State University, San Diego, CA 92182-1623.** Review of candidates will begin on October 21, and the position will remain open until filled. The position will begin in the July-August, 2003 time frame.

SDSU is committed to an environment that fosters diversity through its recruitment of students, faculty and staff. Candidates from underrepresented groups are strongly encouraged to apply. SDSU is a Title IX, equal opportunity employer and does not discriminate against individuals on the basis of race, religion, national origin, sexual orientation, gender, marital status, age, disability or veteran status, including veterans of the Vietnam era.

MILLERSVILLE
UNIVERSITY

Assistant/Associate Professor: Public Relations
Department of Communication and Theatre
(Search Reopened)

Full-time, tenure track assistant/associate professor position beginning August 2003 to teach courses in public relations. Teaching load is four courses per semester with a three-course preparation. Rank is commensurate with qualifications and experience.

Required: A Ph.D. (completed within one year of appointment) in a communication-related area. Demonstrated: evidence of ability to teach introduction to public relations and public relations writing in a multi-media lab, understanding of current theoretical perspectives applicable to public relations, and commitment to current, ongoing public relations scholarship. Must have a successful interview, teaching demonstration, and scholarship presentation.

Preferred: A commitment to service-learning and respect for both for-profit and not-for-profit public relations; previous experience in a public relations capacity; experience teaching public relations or related courses; and the ability to teach courses that meet department's general education needs.

Department faculty contribute to the general education mission of the university. Over 400 speech communication majors receive a bachelor of science in one of four options: broadcasting, public relations, communication studies and theatre. A growing PRSSA chapter serves extracurricular needs for 150 students in the public relations option, who complete four core courses in public relations. A number of our alumni have completed graduate programs, and/or work in key positions in for-profit and non-profit organizations in Southeastern Pennsylvania and beyond.

Millersville University, highly regarded for its instructional quality and strong commitment to diversity, is a student-centered institution and one of 14 institutions of the PA State System of Higher Education. The campus is located in historic Lancaster County within convenient traveling distance to Baltimore, Philadelphia, Washington, New York and the Atlantic Ocean beaches. Millersville enrolls approximately 7,500 undergraduate and graduate students and has over 900 full-time employees. Nationally ranked as one of the top regional public institutions of higher learning by U.S. News and World Report, Millersville is also listed among Kiplinger's "100 best value universities" in the nation. Served by approximately 350 full-time faculty, the University offers associate, bachelor and master degrees in a wide range of majors in the arts and sciences, education and other professional fields.

Full consideration will be given to applications received by **December 1, 2002**. Send letter of application, curriculum vitae, copies of graduate and undergraduate transcripts, and three current letters of recommendation addressing qualifications to: **Diane Zimmerman Umble, Chair, Department of Communication and Theatre/HI0909, Millersville University, P.O. Box 2001, Millersville, PA 17551-0302.**

Department representatives will be available to meet potential applicants at AEJMC, PRSA and NCA meetings in Fall 2002.

www.millersville.edu
An EO/AA Institution

OKLAHOMA STATE UNIVERSITY

PRESIDENT & SYSTEM CEO

Oklahoma State University President James Halligan has announced his retirement after 9 years of exemplary service. The OSU Search Committee and Board of Regents invite nominations and applications for the position of President and CEO of the OSU System.

As CEO of the OSU System, the President's responsibilities include OSU-Stillwater, the Oklahoma Agricultural Experiment Station, Oklahoma Cooperative Extension Service, OSU-Tulsa, OSU-Center for Health Sciences, OSU-Oklahoma City and OSU-Okmulgee. The University system employs more than 1,800 faculty and 10,000 staff with an annual operating budget of $583-million.

The successful candidate will be a dynamic and articulate leader able to use intellect, insight, enthusiasm, advocacy, and judgment to inspire the aspirations of the institution and engender support for its future.

To receive full consideration, nominations and applications should be submitted by September 30, 2002. Screening will continue until the position is filled.

Direct correspondence to:
OSU Presidential Search Committee
OSU/A&M Board of Regents
2800 North Lincoln Boulevard
Oklahoma City, Oklahoma 73105
Fax 405-521-2501
E-mail board@okstate.edu

Bill Funk, National Managing Director of the Education Practice, Korn/Ferry International, is consulting on this project.

Oklahoma State University is an equal opportunity/affirmative action employer. Women, minorities and individuals with disabilities are encouraged to apply.

Executive Director, College Park Scholars

The Executive Director is responsible for leading an innovative, two-year living-learning program for freshman and sophomores. He/she will work with faculty directors and students of 12 thematic and independent programs, and provide leadership support for the program. Responsibilities include program planning and budget management, curriculum development, program review and assessment, faculty development, communication and promotion of the program, as well as fundraising, and grant administration. In addition, the Executive Director works closely with the offices of Admissions, Orientation, Resident Life, and sponsoring colleges. The position reports to the Associate Provost for Academic Affairs/Dean for Undergraduate Studies. The incumbent is a member of the Undergraduate Studies Administrative Council, the Dean's Advisory Committee on Living/Learning Communities, and the CPS Faculty Advisory Counsel.

The Executive Director will have earned a doctorate and have at least five years of relevant experience as a faculty member or comparable administrative experience. Experience in teaching undergraduates is preferred. Salary is competitive. Position available January 1, 2003.

For best consideration, please submit cover letter, curriculum vita, names, addresses, phone numbers, and e-mail addresses of three references by September 22, 2002 to:

Chair, CPS Search Committee
Office of Undergraduate Studies
2130 Mitchell Building
College Park, MD 20742

For more information see **www.inform.umd.edu/SCHOLAR/**

The University of Maryland is an equal opportunity/affirmative action employer. Women and minorities are encouraged to apply.

UNIVERSITY OF
MARYLAND

VICE PRESIDENT FOR ACADEMIC AFFAIRS

The State University of New York, College at Old Westbury seeks an experienced academic leader for the position of Vice President for Academic Affairs. The College is undergoing revitalization, which has generated nineteen new faculty positions, its first graduate program and near-completion of five new dorms and a student union. The successful candidate will continue the momentum in academic development and planning, providing leadership to more than 200 full-time and adjunct faculty responsible for the college's forty-one undergraduate degree programs and new graduate programs beginning in Fall 2003. The College at Old Westbury is a diverse four-year, public, suburban institution with a student body of 3,100.

A doctorate is required with a minimum of five years of senior administrative experience in higher education and demonstrated excellence in instruction, scholarship and service. Applicants should also have familiarity with accreditation processes, significant expertise in academic planning and program implementation, budget development and control, and excellent managerial skills. Salary is negotiable.

The search committee will begin reviewing applications on October 15, 2002 and will continue until a successful candidate is selected.

Send letter of application, resume, names, addresses and telephone numbers of three references to:

SUNY College at Old Westbury
Office of Human Resources
Search Committee: VPAA-H
P.O. Box 210
Old Westbury, New York 11568

Affirmative Action, Equal Opportunity Employer
www.oldwestbury.edu

DIRECTOR OF CAREER SERVICES
(ADMINISTRATOR II)
California State University, Stanislaus

POSITION: Under the general direction the Senior Director of Retention Services, the Director of Career Services is responsible for planning, directing and evaluating a comprehensive career services program for CSU, Stanislaus.

The department is part of the Division of Student Affairs and is a newly expanded service, having begun as part of the Counseling Services Department. The new director will have the opportunity to provide leadership to build the department and to continue to improve on existing programs. The program is planned to deliver a wide range of career planning and placement services to students, campus academic departments, alumni, and employers. The department consists of a professional staff, support staff and student assistants. The Director works in cooperation with the campus community to identify priorities for career services as related to the mission of California State University, Stanislaus, and coordinates procedures to address those priorities.

RESPONSIBILITIES: The Director has full responsibility for the successful operation of Career Services. Working with appropriate campus constituencies, the Director plans, organizes, directs, and evaluates programs and policies within the Center; monitors advancement of all department technologies including web based applications; and oversees all budgetary and personnel matters related to the department.

Functions to be facilitated in the Career Services Department include the following:

- On-Campus Student Employment (Student Employment Service)
- Internships and Co-ops
- Career Fairs
- Career Development Workshops and Training
- Advisory Board
- Employer Relations and University Liaison Programs.
- Job Listing Tools and Training
- Alumni Services, and
- Placement Services

QUALIFICATIONS:

- 3-5 years of experience in a career development or placement organization with increasing administrative responsibility and leadership. Preferred experience in higher education.
- Master's degree in Higher Education Administration, Human Resources, Counseling Psychology, Business, or relevant field.
- comprehensive understanding of college career services
- demonstrated excellence in staff development/supervision and budget management
- demonstrated success in working with a culturally and ethnically diverse campus community
- successful experience in managing and integrating multiple programs, such as career counseling, graduate placement, cooperative education, student employment, graduate school and internships, service learning, etc.
- demonstrated competence in program marketing
- ability to work collaboratively with faculty to address student career needs
- familiarity with advanced IT applications to facilitate information exchange among employers, students, and the University
- ability to engage in grant writing and career services income generation programs

SALARY RANGE: Commensurate with qualifications and experience. This position is part of the CSU Management Personal Plan and has an excellent benefits package.

APPLICATIONS: For full consideration, applicants should submit a letter of interest, résumé, and a listing of five references by October 1, 2002 to

California State University, Stanislaus
Attention: Mr. Don Lawson, Chair of Search Committee
Career Services Director Search
801 Monte Vista Ave.
Turlock, CA 95382
Phone: (209) 667-3381

California State University, Stanislaus is a liberal arts university with applied and professional studies. With approximately 7,500 students (headcount), Stanislaus offers a quiet atmosphere, small classes, and individual attention. Located in the friendly San Joaquin Valley community of Turlock (population 50,000), Stanislaus offers modern facilities on a beautiful 230-acre park-like campus within convenient driving distance of the cultural activities of San Francisco and the recreational areas of the High Sierras. An off-campus center located in Stockton is an integral part of the University program. The Career Services Department is housed within the Division of Student Affairs. A major initiative of Student Affairs this year is student success programming, in which the Career Services unit is expected to play a major role. For more information about the University, please visit the website at **www.csustan.edu**

CSU Stanislaus is an Equal Opportunity/Affirmative Action/Title IX/Section 503-504 employer. Qualified women, minorities and persons with disabilities are encouraged to apply. CSU Stanislaus hires only individuals lawfully authorized to work in the United States.

BROOKLYN COLLEGE

of the CITY UNIVERSITY OF NEW YORK

BROOKLYN COLLEGE

Brooklyn College of the City University of New York is a liberal arts college offering a strong undergraduate curriculum to a diverse student body. As part of CUNY, the Department also provides doctoral training and access to other units of the University.

Anticipated Tenure Track Faculty Positions - Fall 2003

Appointments are at the Assistant Professor level, with doctorate required, except as noted. Appointees will have the opportunity to teach in both undergraduate and graduate programs (when applicable) and, as appropriate, the CUNY doctoral programs. The successful candidate will participate in conducting research, curriculum development and other departmental activities, and seek outside funding/grants as appropriate to the discipline. Demonstrated excellence in teaching, research and publication are essential. Should have experience in the pedagogical and research use of educational technologies.

Brooklyn College is one of the nation's leading public liberal arts colleges and a principal teaching and research institution of The City University of New York. The College is located on a 26 - acre campus, with a full-time faculty of 550, offering undergraduate and graduate degree programs in 29 teaching departments to 15,500 students of culturally, religiously, and socio-economically diverse backgrounds.

ANTHROPOLOGY AND ARCHAEOLOGY

Biological Anthropologist to teach a range of topics in anthropology including four-field and physical anthropology introductory courses and specialty courses in human variation and forensic anthropology. An active research program that has biomedical and forensic applicability in order to build an interdisciplinary focus to the department is essential.

CHEMISTRY

Analytical Chemist to teach undergraduate and graduate courses and to establish a research program of outstanding quality mainly through external funding. All areas of research will be considered. **Review of applications for this position will begin on October 15, 2002.**

COMPUTER AND INFORMATION SCIENCE

(2 positions Assistant/Associate Professor) Rank determined by qualifications and experience.

Computer Scientist to teach introductory and advanced undergraduate and or/graduate courses, conduct research and seek grant funding. Expertise in any area of computer science or computational methodology and applications.

EDUCATION (4 positions)

Ed Foundation/Alternate Route Teacher Preparation Specialist to teach undergraduate and graduate foundations Education courses including the history, philosophy and sociology of schooling and the supervision of student teachers. Knowledge of and experience with administering alternate route certificate programs and/or other pathways to teaching careers.

Asst/Assoc/Full Professor in Middle School/Secondary Mathematics Education with a strong background in mathematics to teach and coordinate courses in undergraduate and Masters programs in Middle School and/or Secondary Mathematics. There is also the opportunity to teach mathematics content courses for middle school/secondary teachers. **This position available in Spring 03.**

Birth - Early Grades Literacy/Curriculum Specialist with teaching experience in urban schools and demonstrated scholarship in reading instruction or closely related field. Work within undergraduate and graduate certification programs to teach courses in emerging literacy, interdisciplinary approach to instruction, assessment, remediation and curricular adaptation; develop innovative curriculum in literacy instruction for students in early grades, including second language learners. **This position available in Spring 03.**

Assistant/Associate Professor in Special Education (Birth-Grade 2) with experience and expertise with young children (Infants, Toddlers, Pre-School, Early Childhood) to teach courses in the teacher preparation program and lead the program toward national accreditation. **This position available in Spring 03.**

ENGLISH

Specialist in American literature and culture to teach electives in the English Department and in the American Studies Program, primarily on the undergraduate level, with opportunity for teaching English masters-level courses and for curriculum development for special topics. Expertise in literature of the late 19th and early 20th centuries is desirable.

HEALTH AND NUTRITION

Assistant/Associate Professor with expertise in health care management to lead a health care management concentration in the MPH program. Develop curriculum and teach courses in health care management and related fields, conduct and involve students in research and disseminate the research findings through professional publications and presentations.

MATHEMATICS

Faculty Member to develop curriculum and teach in the undergraduate and graduate programs in secondary school mathematics and help coordinate those programs.

MODERN LANGUAGES

Specialist in Nineteenth and Twentieth-Century Spanish peninsular literature to teach both beginning and advanced level courses in Spanish.

PHILOSOPHY

Specialist in Logic to teach such courses as Introduction to Formal Logic, Introduction to Philosophy, Symbolic Logic, Reasoning, Philosophy of Language, Epistemology.

PHYSICAL EDUCATION AND EXERCISE SCIENCE

Educator to teach basic and advanced courses in Pedagogy, Curriculum Design, Supervision and Administration, Exercise Science and Teacher Preparation including supervision of student teachers.

POLITICAL SCIENCE

Specialist in Asia and/or Europe who will combine historical, critical and/or disciplinary approaches to the study of globalization and political economy, gender and/or nationalism and ethnicity.

PSYCHOLOGY (3 positions)

Developmental Psychologist to teach courses in developmental psychology and supervise student undergraduate and graduate research. Area of specialization is open, but we are particularly looking for some whose research has an applied component. **Review of applications for this position will begin on October 15, 2002.**

Psychopathologist focused on clinically relevant problems to teach in psychopathology and in the area of his/her specialty. Background in clinical psychology but with specific interests in recent advances in the underlying neurological contributions to the understanding and treatment of psychopathology. **Review of applications for this position will begin on December 1, 2002.**

Industrial/Organizational Psychologist with interests and experience in both basic research and applied settings to teach courses in organizational behavior, organizational development and human resource management. **Review of applications for this position will begin on December 1, 2002.**

SOCIOLOGY

Specialist in the Sociology of Organization and/or Economic Sociology to teach existing courses as well as review the curriculum to determine ways in which offerings might be updated or new offerings introduced to reflect recent developments in the discipline.

SPEECH

Specialist in speech-language pathology to teach courses in communication disorders and to supervise graduate clinical practicum. CCC-SLP and NYS licensure or eligibility required.

THEATRE

Specialist to teach acting classes based on the Stanislavsky System and administer the acting programs and direct departmental productions. Candidates with an MFA and/or substantial professional credits will be considered.

All appointments are subject to financial ability. Salary is commensurate with qualifications and experience. Appointments include a complete benefits package.

Please send Curriculum Vitae, three (3) letters of recommendation and writing sample(s) or research paper(s) to:

Dr. Edna Chun
Assistant Vice President for Human Resource Services
Brooklyn College
2900 Bedford Avenue, Brooklyn, New York 11210-2889

Unless otherwise noted review of applications will begin on November 12, 2002 and continue until positions are filled. For additional information about Brooklyn College please see **http://www.brooklyn.cuny.edu.**

Brooklyn College is actively building a diverse academic community that fosters an inclusive environment and therefore, encourages a broad spectrum of candidates-including women, minorities, individuals with disabilities, and veterans-to apply.

An EO/AA/IRCA/ADA Employer

MONMOUTH
UNIVERSITY

WEST LONG BRANCH, NJ

Dean, School of Education

Applications and nominations are invited for the position of Dean of the School of Education at Monmouth University.

The School of Education is currently seeking national accreditation for its graduate and undergraduate programs through the National Council for Accreditation of Teacher Education The School consists of 20 faculty members and approximately 1,600 undergraduate and 800 graduate students in two departments: Curriculum and Instruction, and Educational Leadership and Special Education.

The Dean reports directly to the Provost/Vice President for Academic Affairs, and will provide direction in establishing and administering the School of Education as a center of excellence, exercise leadership in the state-wide education community; and guide the preparation of highly skilled, imaginative educators. He/She will be responsible for leading and supervising all aspects of the School of Education and fostering an environment of quality, professionalism, collaboration and continuous improvement. The Dean will lead School-wide efforts to raise the visibility and reach of the School by maintaining and extending relations with industry, alumni, local and state educational organizations, and other important constituencies. He/she will have a commitment to assist faculty members in their professional development by encouraging and supporting staff development activities. The Dean will participate in University academic planning and lead the School's efforts to infuse technology into the curriculum and continuously assess student learning outcomes for the purpose of curriculum development.

The Dean should possess vision, imagination, and the ability to lead a dynamic organization. He/She will have an earned doctorate, college level teaching experience, and experience at the department Chair level or above. Strong record of scholarship, publications, and professional activities is required. Experience with NCATE accreditation, creative approaches to teacher education, and pedagogical uses of technology preferred. The ability to effectively develop resources is a plus. Excellent interpersonal, organization, and communication skills required, along with a willingness to work with other School Deans and faculty on strategic academic planning at the University.

Monmouth University is a private, comprehensive, student-oriented institution offering 26 undergraduate and 18 graduate degree programs and staffed by 200 full-time faculty. Undergraduate enrollment currently stands at 4,200 students; graduate students number 1,600. The University is located in a quiet residential area of an attractive community near the Atlantic Ocean and the metropolitan attractions of New York City and Philadelphia. The University's 147 acre campus, which is considered by many to be one of the most beautiful in New Jersey, features 53 buildings, including historic landmarks and state-of-the-art facilities. Among its buildings lie a harmonious blending of historic and contemporary architectural styles.

Korn/Ferry International, which is assisting in this search, invites confidential inquiries to John Kuhnle or Arnie Sherrin. Nominations should include addresses, telephone numbers and e-mail addresses. Applications, including a letter explaining relevant experiences and a current c.v., and nominations should be directed in total confidence to:

John Kuhnle, Managing Director
Korn/Ferry International
11 Penn Center
1835 Market Street, Suite 2626
Philadelphia, PA 19103
Fax:215-568-9911;
Email: brian.moorhouse@kornferry.com (preferred)

Review of applications will commence on August 15th and will continue until the position is filled. Please visit our website at **www.monmouth.edu.**

Monmouth University is an AA/EO Employer, as is Korn/Ferry

Florida State
UNIVERSITY

COLLEGE OF EDUCATION

The Florida State University is a comprehensive, graduate-research university with a liberal arts base located in Florida's capitol city of Tallahassee. The College of Education has a long and honored history as the second founded College in the University and offers undergraduate and graduate degree programs in 27 fields of study.

The College seeks accomplished, motivated, enthusiastic, and energetic candidates for the following positions.

ASSISTANT PROFESSOR
Visual Disabilities
(Tenure-earning)

The Department of Special Education and Rehabilitation Counseling seeks a faculty member to teach graduate and undergraduate courses in visual impairment and special education. Will share in the teaching of graduate research seminars that include an overview of a variety of research designs and a review of current and significant research in the field of visual impairment. Position requires writing applications for external support and managing funded projects. Will advise and supervise graduate and undergraduate students. Participate in recruitment of students and conduct research and report findings in professional journals. Experience in the provision of services to students whose multiple disabilities including visual impairment. Record of research in the field of visual impairment. Successful record in the acquisition and management of external funds.

Qualifications include an earned doctorate in the area of visual impairment or Special Education with an emphasis on the education of students with visual impairments. Minimum of three years experience teaching individuals with severe visual impairments. Salary range is $44,000 to $48,000.

Please send application package to **Dr. Sandra Lewis, Chair, Visual Disabilities Search Committee, 205 Stone Building, College of Education, The Florida State University, Tallahassee, FL 32306-4459.** For further information, contact Dr. Lewis at 850-644-4880, fax 850-644-8715, or by email at **lewis@coe.fsu.edu.** Applications for this position will close on September 20, 2002.

ASSISTANT PROFESSOR
Psychological Services in Education
(Tenure-earning)

The Department of Educational Psychology and Learning Systems seeks a faculty member to teach courses and conduct research in Mental Health Counseling, School Counseling and in the Combined Doctoral Program in Counseling Psychology and School Psychology. Candidate should have an established program of research related to counseling youth in community and/or school settings.

Qualifications include an earned doctorate degree from an APA-approved counseling psychology or school psychology program preferably with an APA-approved internship and are eligible for licensure as a psychologist or mental health counselor in Florida. Salary range is $44,000 to $48,000.

Please send application package to **Dr. James Sampson, Chair, Mental Health and School Counseling Search Committee, 307 Stone Building, College of Education, The Florida State University, Tallahassee, FL 32306-4453.** For further information, contact Dr. Sampson at 850-644-4992, fax 850-644-8776, or by email at **jsampson@admin.fsu.edu.** Applications for this position will close on October 30, 2002.

ASSISTANT PROFESSOR
Elementary Education/Beginning Reading
(Tenure-earning)

The Department of Elementary and Early Childhood seeks a faculty member with an active research agenda in beginning reading/teaching with a phonics-based approach for an Elementary Education program. The position requires course development of new state-mandated courses in beginning reading; teaching undergraduate and graduate courses in elementary education in a field-based program; directing students in graduate research projects; providing service to the school community; and pursuing an active research program.

Qualifications include an earned doctorate in any of the following areas or a related field: Elementary Education, Curriculum and Instruction, Child Development, Special Education or Child Psychology. A significant record of scholarly research and academic experience related to the teaching of beginning reading to all students, particularly diverse learners. Public school or related teaching experience is required. Salary range is $44,000 to $48,000.

Please send application package to **Dr. Vivian Fueyo, Chair, Elementary Education Search Committee, Department of Educational Theory and Practice, 115 Stone Building, College of Education, Florida State University, Tallahassee, FL 32306-4457.** For further information contact Dr. Fueyo at (850) 644-5458, fax (850) 644-7736, or by email at **vfueyo@mailer.fsu.edu.** Applications for this position will close on September 20, 2002.

Application package should include letter of application documenting interest and qualifications; current vita; and list of names, addresses and telephone numbers of five references who may be contacted (three letters of reference will be required prior to interview), and writing samples.

The Florida State University is an equal opportunity, affirmative action employer and women, minorities and individuals with disabilities are strongly encouraged to apply.

CHANCELLOR

TCU

TEXAS CHRISTIAN UNIVERSITY

Having provided exemplary leadership to Texas Christian University, Dr. Michael Ferrari has indicated his desire to retire from the University at the conclusion of the upcoming school year. Hence, the Board of Trustees of the University announces a nationwide search to identify and recruit a successor to Dr. Ferrari who can continue the University's fulfillment of its mission: "To educate individuals to think and act as ethical leaders and responsible citizens in the global community."

Founded in 1873, TCU is an independent, self-governing institution related to the Christian Church (Disciples of Christ). Though church-related, it is ecumenical and neither advances a doctrinal viewpoint nor requires student participation in religious activity. The University has an enrollment of 8,200 undergraduate and graduate students, employs more than 1,400 faculty and staff, and has an annual operating budget greater than $213 million. Listed in U.S. News & World Report as a "Best College Value," the University also enjoys an endowment in excess of $900 million. The attractive 260 acre campus is in a metropolitan area of over 5 million and is just 10 minutes from downtown Fort Worth. TCU is a leading teaching and research institution with the personalized atmosphere of a smaller college.

The Board is seeking candidates who are proven leaders and demonstrate an appreciation for and commitment to a vision for academic excellence, student development, and diversity. The next Chancellor will have unquestioned integrity, a passion for educating students, and extraordinary interpersonal and communication skills.

While applications and nominations will be considered until a new Chancellor is named, interested candidates are encouraged to submit their materials to the following address by November 1 to assure optimal consideration:

R. William (Bill) Funk
Consultant to the TCU Advisory Search Committee and Board
2100 McKinney Avenue, Suite 1800
Dallas, Texas 75201
[email: krisha.creal@kornferry.com]
[fax: 214/954-1849]

All correspondence will be held in strict confidence.
~Texas Christian University is an equal opportunity/
affirmative action employer~

CABRINI COLLEGE

VICE PRESIDENT FOR STUDENT DEVELOPMENT

Cabrini College invites applications and nominations for the position of Vice President for Student Development.

Cabrini is a vibrant and growing, residential Catholic college established by the Missionary Sisters of the Sacred Heart of Jesus in 1957. The College is located in suburban Radnor, Pennsylvania, 30 minutes from downtown Philadelphia on a 112-acre campus that includes 11 residence halls and a new sports and recreation complex. Cabrini enrolls over 1200 full time undergraduate men and women, more than 300 graduate students, and 600 adult learners.

The Vice President for Student Development is responsible for enhancing and maintaining the community life of students, which includes: leading student support services; developing programs integrated with the college's academic life, core values and mission; creating a seamless learning experience for students; and contributing to the overall commitment to community. As a member of the president's cabinet, the Vice President supervises the areas of student activities, residential life, intercollegiate athletics and recreation, counseling services and health services.

The successful candidate will have an earned doctorate, a commitment to the College's mission of the "education of the heart," demonstrated experience in enhancing residential life and community involvement, a respect for and ability to work with students collegially, and a commitment to diversity.

For best consideration, please submit materials no later than October 15, 2002. Letters of nomination and applications should be submitted in confidence to:

Shelly Weiss Storbeck
Managing Director and Vice President
A.T. Kearney
333 John Carlyle Street
Alexandria, VA 22314
Phone: 703-739-4613
Fax: 703-518-1782
lesley.boyd@atkearney.com

For more information about the College, please consult its website: **www.cabrini.edu.**

Cabrini College is an Equal Opportunity/Affirmative Action Employer.

UNIVERSITY of WEST FLORIDA

VICE PRESIDENT FOR DEVELOPMENT

The University of West Florida invites applications and nominations for the position of Vice President for Development, reporting to the President. The incumbent will be responsible for identifying, developing, cultivating, soliciting and providing stewardship related to fund-raising activities of the University. Overseeing a growing staff of professionals in the areas of development and alumni relations, this individual will be responsible for carrying out the strategic goals for development set by the President, including the planning and implementation of a major capital campaign within the next few years.

The multi-campus University, created by the Florida State Legislature, opened in 1967 and is one of the 11 public universities in Florida with an enrollment approaching 10,000 residential and commuter students. UWF is a regional resource for the 630,000 residents of the four-county, northwest section of the state. More than 20,000 of the 50,000 alumni live within 50 miles of the institution, located in Pensacola.

The ideal candidate must demonstrate increasing levels of success, responsibility, and scope within development over his/her career; the ability to work productively with donors, alumni, and friends of the university; and the ability to coordinate development activities among deans, faculty, and administrators. Candidates must show evidence of success in soliciting major gifts, recent expertise in managing a major capital campaign, success in coordinating fund-raising activities with both staff and volunteers, and a strategic vision for development activities in the context of a growing university. High priorities include social skills, personal presentation; strong technical, written, and oral communication skills; and the ability to make presentations and interpret various giving programs to potential donors. The salary for this position is commensurate with experience.

A Master's Degree in an appropriate area of specialization and eight (8) years appropriate experience is required. This position requires a background and financial check.

To receive full consideration, applications should be received no later than October 1, 2002. The position will remain open until the position has been filled. Applicants should submit a letter of interest, resume and the names and contact information for three references to:

Chairperson of Development Search
The University of West Florida
Room 225 Crosby Hall
11000 University Parkway
Pensacola, Florida 32514-5750
or by email to presidentsoffice@uwf.edu

The University of West Florida is an Equal Opportunity Access/Affirmative Action Employer.
Visit our website at **www.uwf.edu**

UNIVERSITY OF MICHIGAN-DEARBORN

DIRECTOR
WOMEN'S RESOURCE CENTER

Applications and nominations are invited for the position of Director of the newly established Women's Resource Center at the University of Michigan-Dearborn. The director will provide leadership and advocacy in all areas and issues related to women on campus. The director will oversee the administrative and operational activities of the Center and will be responsible for ensuring its growth and development as a resource and referral center for women. The director will work directly with women students, staff, and faculty to meet their needs and address their concerns. The director will work closely with relevant academic and administrative units as well as units relevant to women's issues. Requirements: Master's degree or an equivalent combination of education and relevant experience. Demonstrated knowledge of women's issues in general and in the academic setting and experience in advocacy and working with issues related to women in a university or community setting; strong leadership and interpersonal skills; strong organizational, supervisory, administrative, and budget management experience; excellent writing and oral communication skills; demonstrated ability to establish and maintain strong working relationships with a variety of constituencies, including students, staff, faculty, external organizations, and major donors; demonstrated ability to secure funding from public and private sources; and experience working with diverse, multi-cultural, multi-generational groups. Interested candidates should submit a UM-Dearborn application, resume, and cover letter indicating how your skills and experience fit with the position, salary history, and three (3) professional references. The job posting and a UM-Dearborn application can be viewed at **http://www.hraa.umd.umich.edu**. Please respond to **UM-Dearborn Human Resources, ATTN: WRC, 4901 Evergreen Road - 1050 AB, Dearborn, MI 48128-1491.** Review of applications will begin immediately and remain open until the position is filled.

The University of Michigan-Dearborn is an equal opportunity/ affirmative action employer.

PRESIDENT

UNIVERSITY OF MINNESOTA

The Board of Regents of the University of Minnesota announces a nationwide search to recruit a new President to succeed Mark Yudof. The University of Minnesota is one of the nation's most respected and prestigious public institutions and the Board is seeking candidates who possess the stature and experience to provide ongoing superior leadership to this important Association of American Universities institution.

Founded in 1851, the University of Minnesota, with its four campuses, is one of the most comprehensive universities in the nation. It is both the state land-grant university, with a strong tradition of education and public service, and a major research institution, with scholars of national and international reputation. In addition to the classic Big Ten campus in the heart of the Minneapolis-St. Paul metropolitan area, the university has campuses in Duluth, Morris, and Crookston, and a collaborative center in Rochester. The university employs approximately 16,000 FTE faculty and staff, enrolls over 60,000 students, and has an annual operating budget of nearly $2 billion.

The role of the President of the University of Minnesota is one which is very complex and entails extremely high visibility within the state and region. The Board of Regents is seeking exemplary candidates who can provide strong and effective leadership and who can manage this great institution's continuing dedication to academic excellence.

While applications and expressions of interest will be accepted until a new President is selected, candidates are encouraged to submit their materials to the address below prior to October 1 to receive optimal consideration.

R. William (Bill) Funk
Consultant to the Board
2100 McKinney Avenue, Suite 1800
Dallas, Texas 75201
[email: bill.funk@kornferry.com]
[fax: 214/954-1849]

-The University of Minnesota is an equal opportunity educator and employer-

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Northeastern
UNIVERSITY

POSITION ANNOUNCEMENT
Fall 2003

NORTHEASTERN UNIVERSITY - The College of Criminal Justice invites applications for multiple tenure-track Assistant and Associate Professor positions to begin September 2003. A Ph.D. in criminal justice, criminology, or a related social science discipline is required. At the Assistant level, ABD's will be considered, but the degree must be completed prior to appointment. **Preference will be given to individuals with specializations in one or more of the following areas: Race and Crime; Research Methods and Statistics; Violence; Crime Prevention; and Corrections.** We are especially interested in candidates with active research agendas, potential or record of funded research activity, commitment to high quality teaching at both the undergraduate and graduate levels, and dedication to service to the College, the profession, and the community. The College of Criminal Justice is home to the Center for Criminal Justice Policy Research and the Race and Justice Institute. We are strongly committed to policy-oriented research and seek candidates who can work effectively within collaborative research environments. The College has a bachelor's degree program with over 1,000 students and a master's degree program with 75 students. The faculty is expanding in anticipation of its proposed Ph.D. program and the maturation of its specialized research institutes. Interested applicants should send a letter of application, curriculum vitae, publication/writing samples, and three letters of reference to: **Professor Donna M. Bishop, Search Committee Chair, College of Criminal Justice, Northeastern University, 360 Huntington Avenue, Boston, MA 02115.** Review of applications will begin August 15, 2002, and will continue until positions are filled. Further information about the college can be found online at ***http://www.cj.neu.edu*** Applications from women and minority candidates are strongly encouraged.

Northeastern University is an Equal Opportunity/ Affirmative Action Title IX Employer.

THE RICHARD STOCKTON COLLEGE OF NEW JERSEY

OFFICE OF HOUSING AND RESIDENTIAL LIFE

COMPLEX DIRECTOR (full-time, 12-months) for a residential complex housing 500 students. Assists resident students in personal growth and development; supervises and evaluates student staff and the graduate student worker; coordinates and promotes residential life and campus-wide programming; coordinates inspection, cleaning, and maintenance of facilities; assists with student staff selection and training; interfaces with college's judicial system, food service operations, and resident student government. The Complex Director is required to reside on-campus.

QUALIFICATIONS: Bachelor's degree with two years of residence life experience required. Master's degree in Student Personnel or related field preferred. Experience with student staff supervision and residential life programming desirable. Ability to interface with individuals from diverse backgrounds is essential.

SALARY: $30,099-$34,615 per year plus furnished on-campus apartment. Salary may be higher depending upon qualifications, experience, and increases in the appropriately established compensation plan.

ANTICIPATED START DATE: Screening will begin immediately and continue until the position is filled. Send letter of application, official transcripts, and three letters of recommendation to: **The Richard Stockton College of New Jersey, Office of Housing and Residential Life, Elaine M. Grant, AA51, PO Box 195, Pomona, NJ 08240-0195.**

Stockton is an AA/EOE. Women and minorities are encouraged to apply.
R030885

Notice of Vacancy

TCU

EXECUTIVE DIRECTOR OF UNIVERSITY CAREER SERVICES

TEXAS CHRISTIAN UNIVERSITY

Texas Christian University (TCU) is seeking an executive director to manage its University Career Services program. TCU has renewed its commitment to career services with a special emphasis on placement and employer development. The executive director will have an opportunity to develop a dynamic approach to career services in a student-oriented environment. The position is available for fall 2002.

The executive director of University Career Services provides leadership for the continued growth and development of the career services program at TCU. University Career Services includes the following responsibilities: graduate placement services; career counseling and assessment; internships; employer relations and job development; student employment; student file services; career and employment resources; alumni career services; and major campus career events. At present, special emphasis and attention is required in the areas of placement and employer development. The executive director represents the office with academic schools and departments, and develops programs, activities and services designed to assist students with career choices, part-time employment, internships and the transition to Graduate/Professional School or professional employment. The executive director is responsible for providing leadership in a comprehensive career services program that the university expects to have a significant contribution to the student experience. The executive director reports to the Vice Chancellor for Student Affairs.

The successful candidate will be a highly motivated, creative person with several years senior level experience in career services in a university setting including substantial experience in staff supervision, student career development, career counseling and employer relations. Demonstrated knowledge of program management, program evaluation, career development, career counseling, applied technology, and basic research required as well as an ability to work with a highly motivated and talented student population. Master's degree required in higher education/student personnel administration, counseling, human resources management, or related area. Salary is competitive and commensurate with experience.

Founded in 1873, TCU is an independent, self-governing institution related to the Christian Church (Disciples of Christ). Though church related, it is ecumenical and does not advance a doctrinal viewpoint; student participation in religious activity is voluntary. With a student enrollment of 8,200, TCU is a leading teaching and research institution with the personalized atmosphere of a smaller college. TCU offers undergraduate programs in liberal arts and sciences, business, education, fine arts, communications, nursing, and engineering with 82 undergraduate majors, 50 graduate programs, 9 doctoral programs and graduate theological education through Brite Divinity School. The attractive 260-acre campus is in a metropolitan area of 4 million just 10 minutes from downtown Fort Worth. A recognized, comprehensive program of student services and campus life activities is an important part of the TCU tradition as are nationally known intercollegiate athletic programs.

Send letter of interest, resume and list of three or more references to:

Donald B. Mills
Vice Chancellor for Student Affairs
Texas Christian University
PO Box 297043
Ft. Worth, TX 76129

A review of applications will begin immediately and continue until a director is selected. For more detailed information about TCU, please visit the university website at:
http://www.tcu.edu/
TCU is an affirmative action, equal opportunity employer.

ENVIRONMENTAL HEALTH AND SAFETY MANAGER

(Associate Director of Public Safety)

Range 27, Salary: $48, 497 - $86, 653

New Jersey City University is a diverse public institution located in the greater New York metropolitan area. The University offers Undergraduate and Graduate programs in the liberal arts and in professional disciplines to over 8,000 students. The University culture is highly student centered and outcomes based.

Responsibilities of this position include maintaining awareness of and communicating the critical content of emerging and existing safety and health regulations and standards which may impact University operations. Providing focus, definition and technical expertise for the development and implementation of a proactive environmental health and safety plan that is consistent with the University's safety/health policy, vision and values plus maintains compliance with local, state and federal regulations.

Qualifications:

- A Master's Degree in Environmental, Physical, Chemical, Biological or Environmental Engineering or a related field
- 5 years experience in an Environmental Health and Safety related position
- Certified Safety Professional (CSP) status preferred
- Strong knowledge of Environmental Regulations
- Experience with NJ Worker Right to Know Laws
- Knowledge of Bloodborne Pathogens Programs
- Completion of, or willingness to obtain, mandatory OSHA Hazardous Waste Operators Certifications
- Experience conducting accident investigations
- Experience with laboratory safety procedures
- Knowledge of NJ State Fire Safety Regulations
- Proficient with PC-based (MS) word processing, spreadsheets and database applications

Cut off date for applications: September 16, 2002.

NEW JERSEY CITY UNIVERSITY

Please forward resume to:

Bruce D. Harman, Director of Public Safety
New Jersey City University, 2039 Kennedy Boulevard
Jersey City, NJ 07305, E-mail: fkirsch@njcu.edu

New Jersey City University is an Equal Opportunity Employer

For more details and/or to apply online, visit our website at:
www.njcu.edu. Click on Employment Opportunities.

Dean, School of Education

Syracuse University

Syracuse University invites nominations and applications for the position of Dean for the School of Education. The new Dean will serve as the School's chief administrative and academic officer, collaborating with the Vice Chancellor and the University to set the intellectual tone and promote a vital educational climate.

Syracuse University is a private Carnegie Doctoral/Research - Extensive institution with a commitment to being the nation's leading student-centered research university. A member of the Association of American Universities, Syracuse's 11 schools and colleges enroll 17,581 students in a broad array of Baccalaureate, Master's, and Doctoral programs. With a beautiful residential main campus in Syracuse, NY, the University also offers academic programs and activities in its centers in New York City, Washington, D.C., London, Strasbourg, Florence, Madrid, Harare, and Hong Kong. The School of Education, enrolling 700 undergraduate students and 775 graduate students annually, consists of 55 full-time faculty and seven academic units.

The new Dean will be responsible for supporting an environment that encourages excellence in teaching, research, and program development and active collaboration within the School, across the University, and throughout the community at large. As the School of Education builds for the future, it seeks a new Dean who is committed enthusiastically to the University's core values of quality, caring, diversity, innovation, and service. The School seeks a leader of integrity, courage and proven scholarship who will work collaboratively with faculty, staff, students and administrators to help make the School of Education a national and international leader in selected fields.

Compensation will be both competitive and commensurate with the successful candidate's experience. *Syracuse University is an EOE/AA employer committed to excellence through diversity.*

The School of Education expects to announce the selection of the new Academic Dean in the Winter of 2003. Please submit nomination and application in confidence to: Nancy B. Sobel, M.D., Ph.D., Senior Associate or Mario R. Borunda, Ed.D., Vice President and Director, ISAACSON, MILLER, 334 Boylston St., Suite 500, Boston, MA 02116. E-mail: syracuse.2487@imsearch.com. Fax: (617) 262-6509. *Electronic submission of applications is strongly encouraged.*

Additional information can be found on the Internet at http://www.syr.edu and http://soeweb.syr.edu.

The Riverside Community College District is located in Riverside, California, 60 miles east of Los Angeles and Southland beaches, near the San Bernardino mountain range and ski resorts, and within an hour's drive of desert resorts. Riverside Community College District has three campuses that serve the educational needs of students within a 450 square mile area. The current enrollment of 31,500 students is distributed at approximately 25% at Moreno Valley Campus, 25% at Norco Campus, and 50% at Riverside City Campus. Riverside Community College District is seeking outstanding candidates for the positions of:

DEAN OF FACULTY

ASSOCIATE DEAN, TEACHER PREPARATION & EDUCATION PROGRAMS

ASSOCIATE DEAN, EARLY CHILDHOOD EDUCATION

Deadline: September 20, 2002

A completed District application form, a cover letter, a current resume or vita, three current professional reference letters, legible copies of transcripts verifying college work and degrees, must be submitted to Human Resources by the deadline listed above – Postmarks Not Accepted!

Additional information and a required District application form
can be downloaded from our Website: http://www.rccd.cc.ca.us
or obtained by contacting RCCD Human Resources,
4800 Magnolia Avenue, Riverside, CA 92506,
Phone: (909) 222-8588.

MIAMI UNIVERSITY

Director
Miami University Art Museum

Oxford, Ohio

The University seeks an individual with proven leadership abilities to build a shared vision and provide strategic and administrative direction for the Miami University Art Museum. Candidates must have an advanced degree (Masters or Ph.D., a minimum of three years experience as a manager with fiscal responsibility, and demonstrated success in team-building, audience development, fund raising, and collaboration with other cultural organizations. Experience in a university or other museum with a permanent collection, teaching experience in art history, and/or record of scholarly creative accomplishments are also desirable. The Miami University Art Museum, situated on three acres of scenic sculpture park grounds, consists of more than 16,000 objects and is housed in a 1978 building designed by Walter Netsch. For further information, visit the Art Museum's website: **http://www.fna.muohio.edu/amu/**

Please send all inquiries, nominations and applications to:

Dr. Curtis W. Ellison, Search Committee Chair
Miami University, School of Fine Arts
112 Hiestand Hall
Oxford, Ohio 45056
Phone: 513-529-6010; FAX 513-529-1992

Screening will begin **November 15, 2002** and continue until the position is filled.

Miami University offers equal opportunity in employment and education.

DICKINSON COLLEGE
GETTYSBURG COLLEGE
FRANKLIN & MARSHALL COLLEGE

Three highly selective Pennsylvania liberal arts colleges, Dickinson, Franklin & Marshall and Gettysburg, invite applications for the following Fall 2003 tenure-track positions. Because of the relative proximity of the three colleges, these positions may be of particular interest to academic couples. All positions require Ph.D. or appropriate terminal degree in hand or near completion. For further information and search schedules, interested candidates may consult institutional web pages, appropriate department chairs, or ads in relevant professional journals.

DICKINSON COLLEGE, Carlisle, PA 17013
www.dickinson.edu

American Studies: Specialization in African-American, Latino and/or comparative Ethnicities, **Biology:** Plant biology, **Biology:** Molecular, **Chemistry:** Biochemistry, **Economics:** Applied microeconomics, **English:** 19th-20th century dramatic literature, **French:** Cultural studies and second language acquisition, **German:** Language and literature (modern preferred), **Computer Science, Physics, Political Science:** Law and public policy, **Spanish**

GETTYSBURG COLLEGE, Gettysburg, PA 17325
www.gettysburg.edu

Anthropology: Cultural Anthropology, **Economics:** Public finance/Quantitative methods, **English:** 19th c. American Literature, **Environmental Studies:** Earth Science, **Film Studies:** History/Theory/Criticism, **Management:** Marketing/Entrepreneurship, **Mathematics:** Applied Math/Statistics, **Political Science:** Public Policy/Congress

FRANKLIN & MARSHALL COLLEGE, Lancaster, PA 17604
www.fandm.edu

Art & Art History: Art History (European art & architecture, 19th-20thC), **Chemistry:** Organic Chemistry, **Economics:** Money and Banking, Industrial Organization, **English:** American Literature, **Government:** International Politics, **History:** 20th Century U.S. History, **Philosophy:** Moral Philosophy, **Physics:** Experimental Physics, **Sociology:** Family, Life course, culture, political sociology, social movements and stratification

Affirmative Action, Equal Opportunity Employers

COLBY COLLEGE

HISTORY DEPARTMENT JOB OPPORTUNITY: EARLY AMERICAN HISTORY (COLONIAL SETTLEMENT TO 1775)

The Department of History at Colby College invites applications for a full-time, tenure track assistant professorship in Early American History (colonial settlement to 1775) beginning in September 2003. Field of specialization is open, but the Department already has strengths in race and gender in American history. Candidates must be prepared to teach the first half of the American history survey, and excellence in teaching and research is essential.

Please submit a letter of application, a curriculum vitae, and three letters of recommendation to: **Raffael Scheck, Chair, American History Search Committee, Department of History, Colby College, Waterville, Maine 04901-8853. Review of applications will begin in mid-November 2002, and will continue until the position is filled. Preliminary interviews will be held at the AHA convention in January 2003.**

Colby is an Equal Opportunity/Affirmative Action employer. Applications and nominations of women and minorities who would enrich the diversity of the campus community are strongly encouraged. For more information about the College, please visit the Colby web site: http://www.colby.edu.

AMHERST COLLEGE

FACULTY POSITIONS

Amherst College announces searches for eleven full-time tenure track positions and two non-tenure track positions for the 2003-2004 academic year. Amherst College is a private undergraduate liberal arts college for men and women, with 1600 students and 165 faculty. Located in the Connecticut River Valley of western Massachusetts, Amherst participates with Hampshire, Mount Holyoke, and Smith Colleges and the University of Massachusetts in the Five-College Consortium. Candidates should have a strong commitment to undergraduate and interdisciplinary teaching in a liberal arts context and a well-articulated plan for sustained research. Additional information on faculty openings at the College can be found on the following website: **http://www.amherst.edu/~deanfac/facultypositions.html** The mailing address is: **Amherst College, P.O. Box 5000, Amherst, MA 01002-5000.**

American Studies and Anthropology-Sociology. Rank open. Race and ethnic relations in the United States. Ph.D. required. Applications from established scholars are welcome. The departments are interested in candidates whose research and teaching interests focus on the Hispanic-American or Asian-American experience. Additional areas of specialization may include, but are not limited to, urban sociology, stratification/inequality, family, social problems, and criminology. The successful candidate must be interested in interdisciplinary teaching that engages with American history and literature. Send CV, a letter describing research and teaching interests, one or two examples of recent writing, and at least three letters of reference to Professor Jan E. Dizard, Chair, Search Committee, Department of Anthropology-Sociology, by **December 1, 2002.**

Asian Languages and Civilizations. Rank open. Chinese culture. Completion of requirements of Ph.D. by fall of 2003 required. Candidates with expertise in modern or pre-modern Chinese literature, thought, popular culture or performing arts are especially encouraged to apply. Demonstrated commitment to undergraduate teaching is essential. The appointee will be expected to teach general courses that engage a broad range of students in Chinese culture and advanced courses for students concentrating in Chinese studies. Although regular teaching in the Chinese language program will not be expected, fluency in Mandarin Chinese is required. Send application letter, CV, short writing sample and three letters of recommendation to the Chair, Search Committee, Department of Asian Languages and Civilizations; **review of applications will begin on November 1 and continue until the position is filled.**

Biology. Assistant Professor, tenure track. Organismal Biology. Ph.D. required; postdoctoral experience preferred. The department seeks candidates who study behavioral, physiological, or environmental questions involving animals or microbes in terrestrial, freshwater, or marine systems in order to complement its existing strengths in plant organismal biology. Teaching duties include participation in a team-taught, introductory organismal course with lab, and two upper-level courses in the candidate=s area, one with lab. Send curriculum vitae and a statement of research and teaching interests to Organismal Biologist Search Committee, Department of Biology. Have three letters of recommendation sent separately. **Review of applications will begin on October 15, 2002 and continue until the position has been filled. Further information on the department can be found at: http://www.amherst.edu/~biology.**

Chemistry. Assistant Professor, tenure track. Environmental or materials chemistry. Ph.D. in the chemical sciences required. The position calls for teaching at the introductory and advanced undergraduate levels. Opportunities for teaching in interdisciplinary courses and programs are also available. The successful candidate will be expected to establish a vigorous research program in which undergraduates can substantively participate. The research program can be drawn from any chemical discipline, provided that it focuses either on the environment or on materials, and it can span the boundaries between chemistry and other sciences. Send CV, undergraduate and graduate transcripts, a statement of teaching philosophy, and a detailed description of research plans, and arrange for the forwarding of three letters of reference to Professor David E. Hansen, Chair, Department of Chemistry. **Review of materials will begin on October 28, 2002.**

Classics. Assistant Professor, tenure track. Latin literary criticism. Ph.D. required. The successful candidate must be able to teach with distinction Greek and Latin at all levels, with particular emphasis on Latin language and literature. The ability to teach courses on Roman culture and literature in translation will be a distinct advantage. The teaching load is two courses per semester. Send a letter of application, CV, and three letters of recommendation to Professor Frederick T. Griffiths, Chair, Department of Classics, **by November 15, 2002.** Applicants should indicate whether they will be available for interview at the APA Convention in New Orleans.

Classics. Mellon Postdoctoral Fellowship. Two-year appointment, 2003-2005. Ph.D. required by time of appointment. Half-time teaching (one course each semester) and half-time research. The Department seeks candidates to teach courses in Greek and Latin language and literature and a course in either Greek or Roman literature in translation, history, or archaeology. Send CV, letter of application describing teaching and research interests, and three letters of reference to Professor Frederick T. Griffiths, Chair, Department of Classics. **Review of applications will begin on November 15, 2002.** Applicants should indicate whether they will be available for interview at the APA Convention in New Orleans.

Economics. Assistant Professor, tenure track. Industrial organization. Ph.D. completed or expected by 2003. In addition to teaching courses related to his/her research, the department expects the successful candidate to participate in the introductory course and to teach the core microeconomics course and related electives on a regular basis. Amherst offers a 2-course per semester teaching load (usually 3 preparations annually) and research support. A candidate=s qualifications should include an outstanding record and the promise of high quality teaching and research. Send CV and copy of graduate transcript, and arrange for 3 letters of reference to be sent to Professor Walter Nicholson, Search Committee Chair, Department of Economics, **by November 22, 2002.** The department will schedule interviews at the AEA meetings in Washington.

English. Assistant Professor, tenure track. Literary and Film Studies. Ph.D. required; degree may be from either a literary or a film study program. The candidate should, in either case, demonstrate principal study in some aspect of film history, theory, or criticism together with significant experience in the study of literature at the graduate level. Two courses are to be offered each semester in aspects of film or literature, as well as senior tutorials, responsibilities include writing-intensive first courses, advanced seminars, and open-enrollment courses. Send letter of application, CV, and dossier to The Search Committee, Department of English, **by November 15, 2002**. Selected candidates will be invited for interviews at the MLA Convention in December.

English. Senior, non-tenure track position of Writer-in-Residence. This position entails a three-quarters load (two writing courses of one=s own design, and one literature course of one=s own design). Three year initial appointment, with possibility of renewal for an additional three years. Candidates may work primarily as poets or as fiction writers, and must have a substantial publishing record. Previous experience teaching creative writing required. The Writer-in-Residence will also chair a small but vigorous Creative Writing Program. Send a letter describing work and qualifications together with CV, three letters of reference and a writing sample of no more than 25 pages to the Writer-in-Residence Search Committee, English Department, **on or before November 1, 2002.**

History and Asian Languages and Civilizations. Assistant Professor, tenure track. Middle Eastern History. Ph.D. required. The appointee will be expected to teach two courses per semester including general and specialized courses in the appointee=s area of expertise, which could cover anywhere from North Africa to Near East and Central Asia, including the Ottoman Empire, in the early modern and modern periods. Send application letter, CV, a short writing sample, and three letters of recommendation to Ms. Rhea Cabin, Department of History, **by November 1, 2002.**

Law, Jurisprudence and Social Thought. Assistant Professor, tenure track. Colonial/post colonial legal theory with emphasis on the British empire and post-colonies. The Department=s major focuses on the cultural, interpretive, institutional, theoretical, historical, and cross-cultural aspects of law. As such, candidates should be prepared to offer interdisciplinary courses in one or more of the following areas: colonial/post-colonial legal theory; nationalism and the creation of legal orders; law and political emergency; or the history of human rights. Applications invited from scholars with advanced degrees in the social sciences, humanities, law or interdisciplinary studies. Teaching experience preferred. Send application with CV, sample of scholarship, and three letters of recommendation to Professor Lawrence Douglas, c/o Ms. Karen Underwood, Department of Law, Jurisprudence and Social Thought, **by October 1, 2002.**

Religion. Assistant Professor, tenure track. Buddhism. Ph.D. expected by September 2003. The holder of this position will be expected to provide both introductory courses in Buddhism and specialized courses that draw on his or her research interests. The Department encourages applicants who are interested in team-teaching within the Department and in interdisciplinary work in the College at large. Send application letter, CV, a short writing sample, and three letters of recommendation, to Professor Susan Niditch, Chair, Department of Religion, **by December 1, 2002.**

Russian. Assistant Professor, tenure track. Russian literature and culture. Ph.D. by September 2003 required. The Department seeks a Russianist prepared to teach literature and culture in English and Russian, and language courses at all levels. (Half of the 2/2 course load is language teaching.) Active research and a strong commitment to undergraduate teaching are essential. Applicants should have near-native fluency in Russian and English. Send cover letter, CV, three letters of recommendation, and one writing sample to Professor Catherine Ciepiela, Chair, Russian Department, **by November 15.** The Department expects to conduct interviews at the AATSEEL convention in December.

Amherst College is an Equal Opportunity/Affirmative Action employer and encourages women, minorities and persons with disabilities to apply.

Hispanic Heritage Issue

October 21, 2002 issue

Advertising Deadline:

October 1, 2002

THE HISPANIC Outlook IN HIGHER EDUCATION

210 Route 4 East, Suite 310, Paramus, NJ 07652
Tel: (201) 587-8800; Fax: (201) 587-9105
E-mail: Outlook@sprintmail.com
Web site:
http://www.HispanicOutlook.com

WESTERN CONNECTICUT STATE UNIVERSITY

ANCELL SCHOOL OF BUSINESS - MANAGEMENT DEPARTMENT

Anticipated Faculty Position

General Management or Human Resource Management Position

Position: WCSU is seeking a tenure-track candidate in General Management or Human Resource Management beginning August 2003. We are seeking candidates who are productive scholars as well as enthusiastic instructors. Candidates should also show evidence of service, academic citizenship, and professional development. Teaching load may be shared between the Bachelor's programs at Danbury and Waterbury and the Master's of Business Administration program. Rank (including full professor) and salary are dependent upon qualifications.

Qualifications: An earned doctorate in General Management, Human Resource Management, or a related field as well as teaching experience are required. Actual business or managerial experience is a plus. General Management teaching assignments may include strategic management and current issues in management. Human Resource Management teaching assignments may include managerial negotiations, employee acquisition, and employee development.

The Department: Seven full-time faculty, plus adjunct instructors, provide a BBA Management major, support an MBA program, and provide an MHA degree.

Application Process: Interested applicants should email, send, or fax a letter of application, a current vita, and three letters of recommendation to: Dr. Stanley Bazan, Chair, Management Dept., WCSU, 181 White Street, Danbury, CT 06810. (203) 837-8527 (Fax) Bazans@wcsu.edu Applications must be received by October 25, 2002.

WCSU is an AA/EEO Educator/Employer.

SOUTHERN ILLINOIS UNIVERSITY EDWARDSVILLE

Registrar

Located in Edwardsville, Illinois, near St. Louis, Missouri, SIUE is a dynamic university with growing enrollments of approximately 9,800 undergraduate and 2,700 graduate students.

Reporting to the Assistant Vice Chancellor for Enrollment Management, the Registrar provides leadership in administration of enrollment, grade reporting, issuing transcripts, certifying enrollment, scheduling classes, maintaining course inventory, publishing catalogs, analyzing and reporting data, and interpreting and applying academic policy, state and federal law. The Registrar shares responsibility for the Student Information System. The Registrar and directors of Admissions, Student Financial Aid and the Career Development Center comprise the enrollment management team. Excellent benefits and competitive salary.

Qualifications: Master's degree preferred, bachelor's considered; five years progressively responsible experience in registrar environment; personnel management experience; computerized student system use; excellent organization and interpersonal skills; customer service orientation and commitment to diversity.

Send letter of application, resume and names and contact information of three recent professional references to:

Chair, Registrar Search Committee
Campus Box 1610A, SIUE
Edwardsville IL 62026-1610

Review begins September 1, 2002, continuing until position is filled.

Security sensitive positions require criminal background investigation before employment offer is made. SIUE offers equal employment opportunity without regard to race, color, creed or religion, age, sex, national origin or disability.

The
UNIVERSITY
of VERMONT

Director of Transportation and Parking Services

The University of Vermont is seeking a dynamic individual to direct and manage, utilizing a continuous improvement framework, the operations of the department of Transportation and Parking Services. Transportation responsibilities include the Campus Area Transportation System (fixed route and on-campus charter service), a motor pool and fleet maintenance. Parking responsibilities include: lot designation and maintenance; permit management and enforcement; and visitor and special event parking. Specific responsibilities include guiding the department through setting performance expectations and driving continuous improvement; creating/updating and implementing strategic plans; working with University and community transportation and parking committees; building relationships with and understanding customer needs; overseeing information management and data systems; managing, training and motivating a staff of 23 (including one collective bargaining unit); designing and implementing processes; and developing and managing revenue and expense budgets. This position reports to the Associate Vice President for Administrative and Facilities Services.

Founded in 1791, The University of Vermont is a comprehensive public research university of approximately 10,000 students, and 3,000 faculty/staff. The University is located in Burlington, the state's largest city and one of the nation's "most livable" and beautiful cities.

Qualifications: Bachelor's degree and 6 to 8 years of experience in a public service-oriented position to include 3-5 years of management experience. Transportation demand management, parking and budget experience are highly desirable. The successful candidate will be strongly committed to leading a customer service-oriented team, have experience working with diverse constituencies, and experience with re-engineering change management and continuous improvement techniques.

The preferred starting date is early January 2003. Applications will be accepted until the position is filled, and must include a letter of application, a current resume and the names of three references. Applications, nominations and inquiries should be address to:

Transportation and Parking Services
Director Search Committee
c/o Employment Office
228 Waterman Building
85 South Prospect Street
Burlington, VT 05405

The University is an Affirmative Action/Equal Opportunity Employer
Applications from women and minorities are encouraged

Foothill-De Anza
Community College District

Management Vacancies

Vice Chancellor of
Business Services

Faculty Vacancies

Automotive Technology Instructor
Dance Theatre Instructor
Medical Lab Technician Coord/Inst.
Technical Communications Instructor

Classified Vacancies

Senior Workstation & Support
Technician

For application materials contact:
Foothill-De Anza
Community College District
Employment Services
12345 El Monte Road
Los Altos Hills, California 94022
650-949-6217,
employment@fhda.edu
www.fhda.edu

PENNSTATE

THE PENNSYLVANIA STATE UNIVERSITY
UNIVERSITY PARK, PA

Director, School of Nursing

The Penn State School of Nursing has grown in stature and reputation and is eager to achieve even greater success as one of the leading nursing programs in the nation. With that in mind, the School currently seeks a visionary and innovative leader with a passion for the nursing profession and a commitment to higher education to serve as its next Director. This position represents an outstanding opportunity for a dynamic candidate with proven success in academic administration, strategic planning, faculty and student leadership and community service.

The School of Nursing is an integral part of the Penn State College of Health and Human Development, an academic unit consisting of two schools and six departments that are devoted to improving the health and well being of individuals, families and communities through interdisciplinary research, teaching, and service. The foundation for the School dates back to 1965, when Penn State first offered a baccalaureate program in nursing. In 1973, the master's program was approved, and the extended program for registered nurses-the first of its kind in the country-was developed. In 1989, the Penn State Department of Nursing became the School of Nursing.

In order to provide nurses for medically underserved regions throughout Pennsylvania, the School of Nursing created an associate degree program in 1991 that is offered at select Penn State campuses throughout the Commonwealth. In 1999, the School expanded its program again by introducing an interdisciplinary doctoral program.

Today, approximately 1,000 students are enrolled in the undergraduate and graduate nursing programs - 350 in the B.S. program, 250 in the B.S. to R.N. program and 330 in the A.D. program, and 60 students enrolled in graduate-level programs. The School also boasts 85 faculty members and an annual operating budget of approximately $4.5 million. The School's undergraduate and graduate programs are approved by the Pennsylvania State Board of Nursing and are accredited by the National League for Nursing Accrediting Commission (NLNAC) and the Commission on Collegiate Nursing Education (CCNE).

Faculty in the School ascribe to the general philosophy and educational policy set forth by the College and the University. The faculty members believe that nursing education is best achieved under the auspices of institutions of higher education, and they accept accountability for the academic functions of teaching, research and service. Beliefs shared by the faculty emphasize the importance of diversity and human development throughout the lifespan, which serves as a basis for helping individuals, families and communities develop desirable health patterns.

The Director of the School will be expected to share this philosophy and to promote excellence in all phases of the School's activities, including: undergraduate and graduate education; research; faculty recruitment and development, and cultivating, maintaining and extending relationships with alumni, the community and other important constituencies. The Director will also serve on the College's executive committee and will be considered a key member of the University's leadership. As a result, the Director must possess an ability to work with individuals in other disciplines; a commitment to recruit and retain a diverse group of students and faculty; good interpersonal skills, including the ability to build support in the community at large; and the skills and resources to work within a complex organization.

Candidates should have an earned doctorate, college teaching experience, a portfolio of research publications and eligibility for appointment as a full professor at Penn State. Significant leadership experience in university settings, public/private education, or government agencies is preferred. The successful candidate also will have experience in fostering scholarship, enhancing diversity and promoting a national and international perspective.

Penn State is committed to supporting candidates in their decision through the Dual Career Employment Assistance Program (**http://www.ohr.psu.edu/emplment/Programs.htm#DualCareer**).

Korn/Ferry International, which is assisting Penn State in this search, invites confidential inquiries to Arnie Sherrin or Brenda Doherty. Nominations should include addresses, telephone numbers and e-mail addresses. Applications (including a letter explaining relevant experience and a current CV) and nominations should be directed in total confidence to:

Arnie Sherrin, Managing Director
Korn/Ferry International
11 Penn Center
1835 Market Street, Suite 2626
Philadelphia, PA 19103
Fax: 215-568-9911; Email: brian.moorhouse@kornferry.com (preferred)

Review of applications will begin August 12th and will continue until the position is filled. For more information, please visit the College of Health and Human Development Web site at **http://www.hhdev.psu.edu**.

Penn State is committed to AA, equal opportunity and the diversity of its workforce, as is Korn/Ferry.

University President

Monmouth University is a private comprehensive co-educational institution of higher education located in West Long Branch, New Jersey. The university serves over 5,000 undergraduate and graduate students and employs over 900 faculty and staff.

The Board of Trustees of Monmouth University announces a search for the seventh president of the university. The new president is expected to assume office July 1, 2003.

Monmouth has experienced remarkable progress in recent years. It enjoys a committed Board, capable administration, dedicated faculty and staff, and a sound financial foundation. To extend and deepen its accomplishments, the Board and search committee seek a talented leader who thinks creatively and strategically, cares about the student experience, works well with inside and external constituents, is passionate about resource development, and is dedicated to taking the university to a next level. For fuller information and application requirements, visit www.monmouth.edu.

The presidential search committee expects to begin review of candidates October 28th. Nominations, inquiries, and applications will be held in confidence and should be sent to:

Mr. Alfred Schiavetti, Jr., Chair
Presidential Search Committee
Monmouth University
c/o Academic Search Consultation Service
1717 K Street, NW, Suite 210
Washington, D.C. 20036

The search is assisted by Ted Marchese of Academic Search, who may be contacted at (202) 263-7478 or tjm@academic-search.org. Monmouth University is an equal opportunity employer.

MONMOUTH
UNIVERSITY

TEMPLE
UNIVERSITY

SCHOOL OF TOURISM AND HOSPITALITY MANAGEMENT

Philadelphia, PA

Temple University is a large urban university located approximately 2 miles north of Center City Philadelphia, the heart of the local tourism industry. Philadelphia's extensive tourism, hospitality, sport, and recreation venues make the city ideal for teaching and learning experiences for Temple University faculty and students. The School of Tourism and Hospitality Management was established July 1, 1998. The School offers four degree programs: the bachelor's and master's degrees in Sport and Recreation Management, as well as the bachelor's and master's degrees in Tourism and Hospitality Management. The School is a self-standing school, affiliated with Temple University's Fox School of Business and Management.

ASSOCIATE/FULL PROFESSOR OF TOURISM AND HOSPITALITY MANAGEMENT

The selected applicant will be [illegible]onsible for teaching undergraduate and graduate courses in the tourism and hospitality management curriculum. Active participation in professional national and local associations, and community and university service will be expected. Developing and maintaining a productive line of research, along with external funding, is expected. The position requires the supervision and mentoring of undergraduate and graduate interns.

Applicants should have teaching and research experience in tourism or hospitality appropriate to the appointment level. A proven track record of publications, grants, and funding will be reviewed for appointment as an associate professor. Industry experience is desirable. An earned doctorate is required. A competitive salary will be negotiated based on experience. The appointment begins the Fall semester, 2003.

Applicants for this position should submit a letter of application, curriculum vitae, the names of three references, sample publications, and other supporting materials to: **Dr. Elizabeth H. Barber, Academic Director, School of Tourism and Hospitality Management, Temple University, 103 Pearson Hall (048-00), Philadelphia, PA 19122 (215-204-6294, betsy.barber@temple.edu).**

Temple University is an Affirmative Action/Equal Opportunity employer.
Women and minorities are encouraged to apply

MSU MICHIGAN STATE UNIVERSITY

Lappan-Phillips-Fitzgerald Chair in Mathematics Education Department of Mathematics

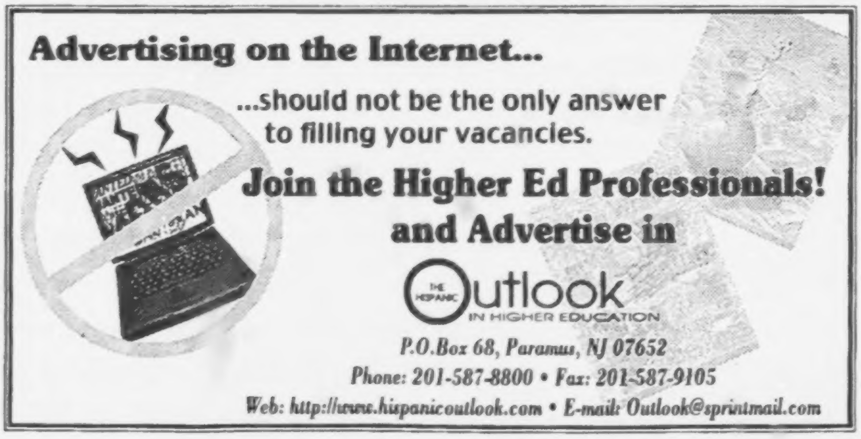
The Department of Mathematics at Michigan State University is seeking a distinguished scholar to become the Lappan-Phillips-Fitzgerald Professor of Mathematics Education. This position includes an academic appointment in the Department at the level of full professor, a nationally competitive salary, and a fund for research expenses. The newly established Lappan-Phillips-Fitzgerald Chair in Mathematics Education is endowed by the Michigan State University Mathematics Education Endowment Fund established by the University and the Connected Mathematics Project.

We seek a senior mathematics educator whose scholarship has significantly benefited K-12 mathematics education through curriculum, teaching, student learning, teacher education, teacher professional development or policy. Candidates should have an outstanding record of research, and/or development productivity that is based in and generates research, and a strong background in mathematics. We seek a scholar whose achievements and professional interests are compatible with the land-grant mission of Michigan State University.

The Lappan-Phillips-Fitzgerald Chair will be expected to engage the broad talents of MSU's mathematics education, mathematics, and education faculty; graduate and undergraduate students; and K-12 teachers in efforts to improve mathematics teaching and learning. The applicant must contribute to advancing the research profile and national reputation of the mathematics education endeavors at Michigan State University. This will involve providing intellectual leadership in the Department of Mathematics, the College of Natural Science, and the College of Education, and with faculty from other institutions, to create and sustain research opportunities. We seek a scholar who also has a record of working effectively as a mentor for junior faculty members and doctoral students, and who is a dedicated teacher with a commitment to teaching as an essential component of scholarship.

Inquiries and nominations, including self-nominations, should be sent to **Jean Beland, Assistant to Dr. Joan Ferrini-Mundy, MSU, College of Natural Science, 211 N. Kedzie Lab, East Lansing, MI 48824-1031, (lpfchair@msu.edu)**. Please include the candidate's vita with the letter of nomination. Review of nominations will begin September 1, 2002. The intention is to appoint a person to assume the Chair in the summer or fall of 2003. Women, minorities, and persons with disabilities are especially encouraged to apply.

MSU is an affirmative-action, equal opportunity employer.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The George Washington University WASHINGTON DC

The George Washington University's Student Activities Center is seeking candidates for the positions of Assistant Director for Orientation and Coordinator for Student Involvement.

Candidates for the Assistant Director position should display experience in the fields of new student orientation, and first year experience programs. A Master's Degree in Higher Education or related field is preferred. Candidates for the Coordinator for student Involvement should display experience in student organization advising, special events programming and leadership development.

Complete job descriptions can be found at **www.gwired.gwu.edu/sac/**

Please send cover letter, resume, and three references to **Rachel Grant, Coordinator for Staff Training and Development, 800 21st St., N.W., Suite 204, Washington, D.C. 20052** or fax to **(202) 994-7442.**

The George Washington University is an equal opportunity employer.

ROGER WILLIAMS UNIVERSITY

PROJECT COORDINATOR

Roger Williams University invites nominations and applications for the Project Coordinator, Justice System Training & Research Institute. This is a three-year, grant-funded, appointment.

RWU seeks a successful and seasoned professional to provide leadership for the overall operations and activities of the Justice System Training and Research Institute.

Reporting to the Director, the Coordinator is responsible for the logistics of organizing and preparing materials; overseeing the Institute's day-to-day operations; and marketing activities.

Candidates should have a Master's degree from an accredited college or university, preferably in Criminal Justice, and experience administering Byrne Discretionary Grants in a criminal justice agency.

Salary commensurate with qualifications and experience with a superior benefits package.

To apply send a letter of interest, resume, and names and telephone numbers of three references to: **Office of Human Resources, Ref#HO89 Project Coordinator, Roger Williams University, One Old Ferry Road, Bristol, RI 02809.**

Equal Opportunity/Affirmative Action/ Americans with Disabilities Act Employer with a strong commitment to diversity. Roger Williams University does not discriminate on the basis of gender, handicap, race, age, color, sexual orientation, political affiliation, marital status, national origin, or religion. We encourage all qualified men and women to apply.

www.rwu.edu

RICE

Assistant Professor

18-20TH CENTURY MODERN EUROPEAN ART HISTORY

The Department of Art & Art History at Rice University is seeking applications for a tenure-track appointment in the history of modern European art, ca. 18-20th century (field of research is open) to begin **July 1, 2003.** The candidate should have an interest in theory and a range of visual arts, which include one or more of the following: architecture, photography, film or prints, as well as sculpture and painting. Opportunities are available for collaboration with other disciplines and local museums. Teaching to include field surveys, specialized courses, and participation in a general survey of Western art. Ph.D., some teaching experience, and publications preferred. Application deadline is **January 1, 2003.**

Send letter of application, curriculum vitae, examples of scholarship/publications, and at least three letters of recommendation to **Professor Joseph Manca, Chair, Modern European Art Historian Search Committee, Department of Art & Art History, MS-21, Rice University, P.O. Box 1892, Houston, Texas, 77251-1892.**

Rice University is an equal opportunity employer
committed to diversity and equality
in education and employment

Education

FACULTY

WILLIAM RAINEY HARPER COLLEGE

William Rainey Harper College, a dynamic community college located in Chicago's northwest suburbs, is actively pursuing energetic and innovative candidates for the full-time tenure-track faculty appointments listed below. These positions may be filled for the Spring (January) 2003 semester, or no later than the Fall (August) 2003 semester.

For job details, requirements, benefit, and salary information, please visit us at www.harpercollege.edu/jobs.

> Political Science > Psychology > Sociology

To be considered, applicants must submit a resume, a statement of education/teaching philosophy, copies of academic credentials (both undergraduate and graduate transcripts), 3 letters of recommendation, and a Harper College application, which will be mailed upon receipt of your resume to: Harper College, Attn: **Employment Specialist-F, 1200 W. Algonquin Road, Palatine, IL 60067. E-mail: facultyjobs@harper.cc.il.us**

Harper College is reflective of the society in which we live. To that end, we are an Equal Opportunity Employer that encourages applications from women, ethnic minorities and persons with disabilities.

Harper College is an Equal Opportunity Employer that encourages applications from women, ethnic minorities and persons with disabilities.

www.harpercollege.edu

MIAMI UNIVERSITY
OXFORD OHIO

Executive Director, Hamilton Campus

Miami University invites nominations and applications for the position of Executive Director of the Hamilton Campus, Miami University. Reporting to the Provost and Executive Vice President for Academic Affairs and serving as a member of the Council of Academic Deans, the Executive Director is responsible for the overall academic, administrative and fiscal leadership of the Hamilton Campus.

The Hamilton Campus is located in southern Butler County, just 15 miles from Miami University's main campus in Oxford, Ohio. Founded in 1968, the Hamilton Campus is one of two regional campuses of Miami University. Currently, the Hamilton Campus enrolls over 3000 students in an array of associate's, bachelor's, and master's degree programs, as well as in certificate and continuing education programs. Students on the Hamilton Campus enjoy low student/faculty ratios, first-rate teaching in state-of-the-art facilities, comprehensive support services, and the quality of a Miami education combined with the convenience of a regional campus. All of Hamilton's 40 tenured and tenure-track faculty have departmental or divisional homes on the Oxford Campus and each year approximately 600 Hamilton students complete their baccalaureate degree on the Oxford Campus. The Hamilton Campus is also an increasingly important educational and cultural resource, as well as a force for economic development in the City of Hamilton and Butler County.

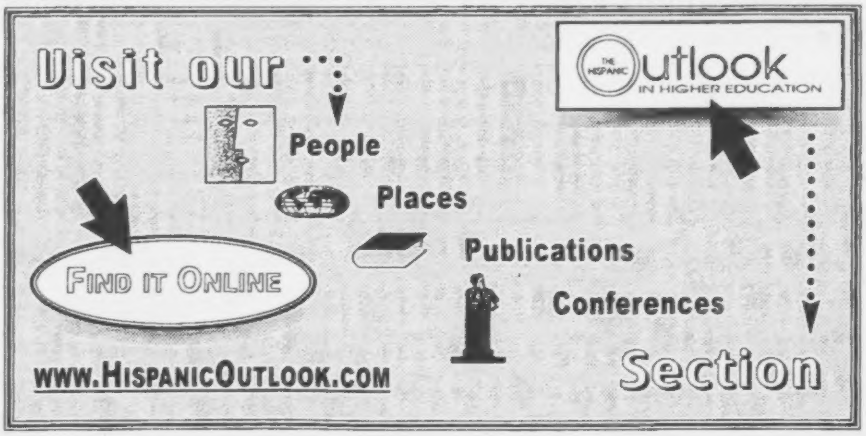
Qualifications

Miami University seeks a dynamic and passionate leader, an accomplished and committed educator, and a talented and creative administrator with experience in a senior role at a similarly complex institution. The Executive Director will have a record of scholarship and teaching sufficient to qualify for tenure in a University department and will be experienced in developing partnerships with community organizations and other outside agencies. The successful candidate will have significant experience creating and managing innovative programs and in the support of faculty and staff excellence. Miami seeks an individual with a demonstrated and abiding commitment to diversity and a strong track record in creating initiatives and programs that enhance diversity among faculty, students, and staff. The new Executive Director will be a respectful listener, a good writer, an effective fundraiser, and a persuasive communicator of the vision of the Hamilton Campus and Miami University to both internal and external audiences.

Applications should include a letter of application, resume, and the names, mail and email addresses of five references. Applicants are asked to provide a preferred mailing address, email address, and fax number(s). Candidates may submit correspondence and other materials by email and Word attachment. Please address all inquiries, nominations, and applications to **Prof. Karen K. Shaffer, Secretary of the University, 205 Roudebush Hall, Miami University, Oxford, OH 45056, secretary@muohio.edu.**

To ensure full consideration, applications should be received by October 1, 2002. The search will remain open until the position is filled. The starting date is negotiable, with the expectation the new Executive Director will take office by July 1, 2003.

For more information about Miami University and the Hamilton campus, please visit **www.muohio.edu** The University is being assisted by Sage Search Partners. For additional information, contact Paula Hurley Fazli, Partner, at 617-964-0406 or **pfazli@sagesearch.com.**



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Montgomery College is an equal opportunity employer,
committed to fostering a diverse academic community
among its student body, faculty and staff

Vice Chancellor
Of Business Services

Foothill-De Anza
Community College District

The Foothill-De Anza Community College District is currently accepting applications for the position of Vice Chancellor of Business Services. This position is responsible for developing, coordinating, and implementing complex business policy and procedures; making business related decisions within District policy, law, or existing practice; and advising the Chancellor and the Board on fiscal matters. The District offers an excellent benefits package, which includes full cost medical coverage for employee and eligible dependents, dental, vision care, employee assistance program, long-term disability, retirement benefits and basic life insurance.

For application materials contact:
Foothill-De Anza Community College District
Employment Services
12345 El Monte Road
Los Altos Hills, California 94022
650-949-6217, employment@fhda.edu
www.fhda.edu

AMHERST COLLEGE

ASSISTANT DIRECTOR OF FOUNDATION & CORPORATE RELATIONS

The Office of Advancement at Amherst College seeks an Assistant Director of Foundation & Corporate Relations to join the Development team. The appointment will be for one year, with the possibility of an extension. The Assistant Director will work closely with the Director of Foundation and Corporate Relations to identify, solicit and steward major grants from national private foundations and corporations that have campus-wide impact. Specific responsibilities will include: assisting in the preparation of grant proposals through undertaking research on institutional programs and prospective funders; drafting reports and letters of acknowledgement for signature by senior administrators; managing effective grant-tracking and filing systems; and providing targeted support to faculty grant seekers as time permits.

Qualifications: Bachelor's degree and two years of fundraising experience in an academic or non-profit environment are required; an advanced degree is preferred. The successful candidate will have strong written and oral communication skills, with some experience of writing for other individuals. We seek a candidate who can pay close attention to detail, handle multiple projects, work to deadlines, and who will enjoy working as part of a team. Demonstrated organizational and project management skills, as well as previous experience of higher education administration and the liberal arts environment, are desirable.

Amherst College is a private undergraduate liberal arts college for men and women, with 1650 students, 165 faculty and 550 staff employees. Located in western Massachusetts, Amherst participates with Hampshire, Mount Holyoke, and Smith Colleges and the University of Massachusetts at Amherst in the Five College Consortium.

Interested candidates should submit a cover letter and resume to: **Assistant Director of Foundation & Corporate Relations Search, Office of Human Resources, Amherst College, PO Box 5000, Amherst, MA 01002-5000.** Preference will be given to applications received by **October 18, 2002.** Applications will be accepted until the position is filled.

Amherst College is an Equal Opportunity/Affirmative Action employer and encourages women, minorities and persons with disabilities to apply

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OKLAHOMA PANHANDLE STATE UNIVERSITY

PRESIDENT

The OPSU Presidential Search Committee and Board of Regents invite nominations and applications for the position of President of Oklahoma Panhandle State University. The President is the Chief Executive Officer of the University and is responsible for providing leadership to and assuring the effective administration of this four-year institution in Goodwell, Oklahoma.

Founded in 1909, OPSU is situated in a growing region which leads the state in agricultural receipts. The University has an enrollment of 1,200 students. It offers a comprehensive range of instructional programs, research, and public service activities in its schools of Agriculture; Business and Technology; Education; Liberal Arts; and Science, Mathematics and Nursing.

The screening of candidates will begin on or about October 15, 2002, and will continue until the position is filled. Nominations, applications, and requests for additional information should be submitted to:

Douglas E. Burns, Chairman
OPSU Presidential Search Committee
A&M Board of Regents
2800 N. Lincoln Boulevard
Oklahoma City, OK 73105

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COLLEGE PRESIDENT

The Board of Trustees of Mid-State Technical College in Wisconsin Rapids, Wisconsin invites applications for the position of College President. The President reports to a nine-member appointed Board of Trustees. The Board seeks an individual who is a recognized educational leader, committed to two-year post-secondary education. The current President will retire in January 2003.

Mid-State Technical College is accredited by the Higher Learning Commission of the North Central Association and offers associate degree and technical diploma programs. It is a multi-campus, comprehensive, two-year technical college with 2,000 full-time equivalent credit students and 236 full-time faculty and staff. Programs of study are offered in technical and industrial, engineering technologies, business, agriculture, criminal justice, and service and health fields, as well as adult and continuing education. Most students come from the college's service area in central Wisconsin.

Preference will be given to individuals with an earned doctorate with an emphasis in higher education, educational administration, or other appropriate discipline, from an accredited institution. However, ABD candidates that are nearing closure of their program of study will be considered. Appropriate teaching experience and progressively responsible administrative experience are also required, preferably in a community college or technical college. The successful candidate must be certifiable by the Wisconsin Technical College System Board.

Other preferred professional qualifications for the new President include:

- An understanding of the comprehensive technical college mission and appreciation for the educational process at the community-technical college level.
- A participatory management philosophy involving faculty, other college personnel, and community members.
- Experience working with governing boards.
- A dedication to strategic planning, budget management, fiscal stability, and continuous quality improvement.
- Knowledge and experience in collective bargaining and contract administration.
- A commitment to excellence in all areas of curriculum and instruction, including trends related to distance learning, principles of a learning college, institutional accreditation, the school-to-work transition, and the assessment of student academic achievement.
- The ability to promote the college to leaders in agriculture, business, industry, government, the legislature, education, community groups, alumni, and students.
- A sensitivity and understanding of the diverse groups in central Wisconsin, including traditional and non-traditional students.
- The possession of strong communication and human relations skills.
- An ability to establish a vision and leadership style that will promote trust and inspire students and staff members to achieve educational excellence within the college.

The application deadline is October 1, 2002. An excellent fringe benefits package is provided, and salary is based on qualifications and experience. Applications must include a letter of interest, a comprehensive resume, and a written statement explaining how the candidate fulfills the above qualifications. Applications will be held in strictest confidence.

Application materials should be directed to:

Robert Beckstrom
Presidential Search Committee
Mid-State Technical College
500 32nd Street North
Wisconsin Rapids, WI 54494
(715) 422-5325

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ROGER WILLIAMS
UNIVERSITY

DIRECTOR
INSTITUTE FOR TEACHING AND LEARNING

Roger Williams invites nominations and applications for the Director of the Institute for Teaching and Learning. This is a grant-funded, one-year appointment.

RWU seeks a successful and seasoned professional to provide leadership for the overall operations and activities of the Institute for Teaching and Learning in the School of Education. Reporting to the Dean of the School of Education, the Director will develop and administer programs for K-12 public schools; coordinate seminars, workshops and credit courses; oversee agency grant applications and the department's budget.

Candidates should have an earned Doctorate (Ph.D. or Ed.D.) with preference given to candidates with broad-based experience in K-16 partnerships and initiatives; a minimum of 5 years of public school teaching and/or 5 years of K-16 partnership supervision or direction.

Salary commensurate with qualifications and experience with a superior benefits package.

To apply, send a letter of interest, vitae, and names and telephone numbers of three references to: **Office of Human Resources, Ref #HO88 Director, Institute for Teaching and Learning, Roger Williams University, One Old Ferry Road, Bristol, RI 02809.**

Equal Opportunity/Affirmative Action/ Americans with Disabilities Act Employer with a strong commitment to diversity. Roger Williams University does not discriminate on the basis of gender, handicap, race, age, color, sexual orientation, political affiliation, marital status, national origin, or religion. We encourage all qualified men and women to apply.

www.rwu.edu

SENIOR RESEARCH ANALYST
Hunter College, Office of Institutional Research

DUTIES: Hunter College seeks a Senior Research Analyst for its Office of Institutional Research which designs and conducts studies to inform College policy and decision-making. The work of this office is critical to the development and evaluation of Hunter's initiatives in academic areas, student life and enrollment management. Reporting to the Institutional Research Director, the Senior Research Analyst will participate in all aspects of the research program which includes longitudinal studies, survey research, outcomes assessment and other policy studies.

Responsibilities: Work with Director on research design and development, survey construction and data collection. Serve as chief data analyst. Create and update large longitudinal databases to support research program. Prepare reports on research findings and their implications. Disseminate information through the Office web site and other appropriate channels. Respond to internal and external requests for information.

QUALIFICATIONS: Solid background and experience in applying research methods and statistical techniques; expertise in using SPSS for the creation, mahipulation and analysis of large complex data sets; proficiency in using MS Windows and Windows-based software (e.g., word processing, spreadsheets); strong organization, interpersonal and communication skills. BA/BS required and 6 years of appropriate experience in the area in which his/her responsibilities will lie. Graduate degree in a relevant social science (e.g., Psychology, Educational Psychology, Sociology) is preferred. Familiarity and experience with web applications is desirable. **SALARY:** $45, 651 - $73, 028

Review of applications will begin immediately and continue until the position is filled. Send resume to: **Charles E. Hayes, Director of Human Resources, Hunter College 695 Park Avenue, E1502, New York, NY 10021; Fax: 212-772-4329; E-mail: charles.hayes@hunter.cuny.edu**

HUNTER

Hunter College is an Equal Opportunity/Affirmative Action/IRCA/ Americans with Disabilities Act Employer. Females, minority group members, disabled persons and veterans are encouraged to apply for this position.

MILLERSVILLE
UNIVERSITY

PRESIDENT

After twenty-two and a half years of distinguished service, President Joseph A. Caputo will retire effective June 30, 2003. Accordingly, the Presidential Search Advisory Committee to the Millersville University of Pennsylvania Council of Trustees invites nominations and applications for the position of President of the institution.

Established in 1854, Millersville University is a well-established regional comprehensive university serving the Lancaster/York region of south central Pennsylvania. Its mission is to provide affordable access to quality higher education programs at the baccalaureate and masters level to the citizens of the Commonwealth of Pennsylvania and to prepare students for a wide range of professions. The University is part of the Pennsylvania State System of Higher Education comprising 14 state-owned universities distributed around Pennsylvania. The system, the largest provider of higher education in the state, is governed by a twenty member Board of Governors, who will appoint the new president.

Millersville's diverse student body of 7500 pursues 54 baccalaureate and associates degrees and 43 masters degrees and certificates through three schools: The Schools of Education, Humanities & Social Sciences, and Science & Mathematics. Accredited by the Middle States Association of Colleges and Schools, Millersville's programs also carry several program specific accreditations including NCATE. Except for wrestling, which is a Division I sport, Millersville athletic teams compete at the NCAA Division II level.

The committee seeks a visionary and dynamic leader with a strong commitment to excellence in higher education, demonstrated administrative skills in managing a complex organization and the ability to guide the institution to the next level of excellence. The successful applicant will posses an earned doctorate and a strong understanding of and commitment to scholarship. An appreciation for the role of the University in enhancing economic development in the region and the capacity to attract financial support from the public and private sectors are essential. As the chief representative of the University to a wide variety of external constituencies the President must have excellent communication skills.

The Committee is being assisted in this search by Korn/Ferry International. The search is moving quickly, and interviews are planned for late September. For best consideration application materials should be received as soon as possible. Review of applications and nominations will begin immediately and continue until an appointment is made. The SSHE Board of Governors, upon the basis of all interviews, will choose the successful applicant. Application materials should include a letter explaining how the candidate's experience matches the position requirements and a current curriculum vita. Individuals wishing to place names in nomination should submit a letter of nomination that includes the name, position, address and telephone number of the nominee. Requests for information, written nominations and application materials may be directed in confidence to:

Millersville Presidential Search
C/o John Kuhnle and Arnie Sherrin, Managing Directors
Korn/Ferry International
11 Penn Center, suite 2626
1835 Market Street
Philadelphia, PA 19103
E-mail (preferred): brian.moorhouse@kornferry.com

For more information about Millersville University of Pennsylvania and the search, please visit our Web site at **www.millersville.edu.**

Millersville University of Pennsylvania is an Equal Opportunity employer that actively seeks diversity in its workforce.

KENYON COLLEGE

CLASSICS

Kenyon College seeks an Assistant Professor in Classics. Definite tenure track position with initial appointment of three years, beginning July 1, 2003. Applicants should be able to teach Latin and Greek at all undergraduate levels. The primary research interest of applicants should be Latin literature and Roman civilization. Interest/experience in such related fields as gender studies, archaeology, ancient history, mythology, philosophy, interdisciplinary teaching, or another specialty is welcome. Applicants should hold the Ph.D. by June, 2003 and be able to document effectiveness as a teacher. Teaching load is 3:2. The appointee will be expected to assume usual faculty responsibilities, including academic advising, committee service, and scholarly research and publication.

Send to **Professor Robert Bennett**
Chair of Search Committee, Department of Classics
Kenyon College
Gambier, Ohio 43022 (740-427-5060
BENNETTR@kenyon.edu
department homepage
http://www2.kenyon.edu/depts/classics/classhpg.htm

(1) letter of application, including teaching approaches and interests and research experience and interests; **(2)** complete graduate transcripts; **(3)** curriculum vitae; and **(4)** three letters of reference. Review of applications will begin October 31, 2002 and continue until position is filled. Interviews will be conducted at APA annual meeting in New Orleans, January 2-5, 2003.

Kenyon, a highly selective liberal arts college of 1500 students located in the beautiful village of Gambier, Ohio, offers competitive salaries and an excellent benefits package, including spouse and domestic partner benefits.

An equal opportunity employer, Kenyon is committed to building a culturally diverse faculty and encourages the applications of women and minority candidates.

Christian Ethics

Harvard Divinity School announces a search for an Assistant Professor in the field of Christian Ethics. We hope to appoint a scholar who has the working knowledge of the theories and methods of theological and philosophical ethics to study and contribute constructively to the understanding of the theoretical, moral, and social issues pursued in ethics. The areas of specialization are open and could include, for example, special expertise in: bioethics; comparative ethics; social justice as it pertains to matters of race, gender, politics, law, the economy, or church/state relations; the history of ethics; or ethical theory. Candidates should be familiar with forms of analysis that address race, gender, and social location.

Applicants should be able to teach at both the doctoral and master's levels and contribute to the Divinity School's ministerial program. In addition to working with students in the Divinity School, he or she will also teach undergraduate and graduate students who are affiliated with the Faculty of Arts and Sciences through the Committee on the Study of Religion.

Harvard University is an equal opportunity, affirmative-action employer and encourages applications from and nominations of women and/or ethnic minority candidates.

Letters of application or nomination, accompanied by a recent curriculum vitae, letters of recommendation, a writing sample and/or publications should be sent to **Arthur J. Dyck, Ethics Search Committee, c/o Monica Beatty, Faculty Search Coordinator, Harvard Divinity School, 45 Francis Avenue, Cambridge, MA 02138.** Review of applications will begin October 1, 2002. Email: **monica_beatty@harvard.edu.**

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¡PUNTO FINAL!

University of South Florida
USF

A CALL FOR HISPANIC NURSES

Nuria L. Hahn, MSN, ARNP, a native of Barcelona, Spain, is an instructor at the University of South Florida's College of Nursing. She has been an RN for 11 years in areas of adult medical-surgical and critical care, and an adult nurse practitioner for five years in surgical subspecialty areas.

We are experiencing yet another national nursing shortage. Is this the Big One?

Evidence is compelling that this shortage is unlike any in the past and requires bold, innovative solutions.

Let's look at shortage indicators.

126,000 nurses are needed **now** to fill vacancies at our nation's hospitals. Seventy-five percent of all hospital personnel vacancies are for nurses (American Hospital Association's *TrendWatch*, June 2001).

A 20 percent shortage is predicted by 2020, which translates to more than 400,000 RNs (*Journal of the American Medical Association*, June 2000), and a 21 percent increase is projected in the need nationwide from 1998 to 2008 (U.S. Department of Labor).

Alarming, right? And this current shortage has unique permutations: aging baby boomers, an increase in the average age of the working RN (43 as of March 2000), a shortage in nursing school faculty, and an economy that lures nurses into other professional pursuits.

Many RNs are expected to retire in the next decade or so. Baby boomers in their 60s, 70s, and beyond will need specialized care. The ratio of potential caregivers to this geriatric group will worsen by 40 percent between 2010 and 2030, reported the Nursing Institute at the University of Illinois College of Nursing in May 2001.

Unfilled faculty positions, resignations, projected retirements, and the shortage of potential faculty threaten the nursing education workforce over the next five years, said the Southern Regional Board of Education in February. Many are choosing other career paths. Professional options are now vast.

We all understand how important a good nurse can be to a person's recovery. And we appreciate the nurse who provides culturally sensitive care. Yet of nearly 2.5 million RNs in the U.S., only 1.6 percent are Hispanic, reports *Minority Nurse* magazine.

Hispanic enrollment in baccalaureate nursing programs, up 8.6 percent in 2001, has not kept pace with whopping increases in the Hispanic population overall. The gap is expanding. A continued rise in recruitment is a must.

Fortunately, the National Association of Hispanic Nurses is committed to this cause. However, the profession still needs the voices of Hispanic nurse/leaders locally, regionally, and nationally, to help shape policies and priorities affecting the shortage and the Hispanic society as a whole.

Many nursing programs have developed relevant initiatives. The American Academy of Colleges of Nursing bulletin, "Effective Strategies for Increasing Diversity in Nursing Programs," which spotlights 14 successful programs, suggests presenting an inclusive image of nursing, reaching out to diverse student populations, mentoring as the key to retention, and making connections at the middle/high school level.

The U.S. government and the nursing community have re-envisioned the nursing profession itself and have already formulated innovative strategies to improve the outcome of this shortage. The U.S. DHHS recently awarded $30 million to increase the number of qualified nurses and the quality of nursing services. $22 million will go to colleges, universities, and others to boost the number of nurses with advanced degrees and improve care for the elderly. The other $8 million is to repay educational loans of clinical nurses who agree to work two to three years in facilities facing a critical shortage. Also in the works are some state-specific measures, such as a bill signed by Gov. Jeb Bush in January to recruit and retain more nurses in Florida hospitals. Other organizations, such as the American Nurses Association, the National League for Nursing, and the American Academy of Colleges of Nursing, are working together and independently on action plans.

Nurses have endless opportunities within the profession. They can provide care in many venues. They can work for pharmaceutical companies, law firms, and research facilities. Baccalaureate-prepared nurses can pursue graduate school at master's and doctorate levels to become nurse practitioners, certified nurse anesthetists, certified nurse midwives, educators, and researchers. Hispanic nurses have these and many more opportunities, as their cultural awareness and ability to speak the language make them that much more valuable.

As a Hispanic nurse, I have never regretted my entry into this challenging yet personally rewarding career. My cultural background put me in demand in all three states in which I have practiced nursing. My educational preparation has allowed me both clinical and research opportunities and, most recently, a career in education.

Is this shortage the Big One? It might be, but with awareness and early intervention, the magnitude of the shortage might not be as drastic as anticipated. And nursing will once again shine as the profession of many exciting opportunities.

If interested in submitting a ¡Punto Final! "think piece," please e-mail us at sloutlook@aol.com for guidelines.

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LETTERS TO THE EDITOR: **Commentaries or Questions should be addressed to:**

The Hispanic Outlook in Higher Education
210 Route 4 East, Suite 310
Paramus, NJ 07652

All correspondence should include author's full name, address, and phone number.

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From time to time, *The Hispanic Outlook in Higher Education* will publish articles dealing with controversial issues. The views expressed herein are those of the authors and/or those interviewed and may not reflect the official policy of the magazine. *The Hispanic Outlook in Higher Education* neither agrees nor disagrees with those ideas expressed, and no endorsement of those views should be inferred unless specifically identified as officially endorsed by Hispanic Outlook in Higher Education.

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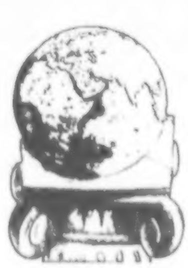

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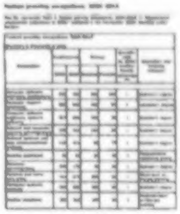

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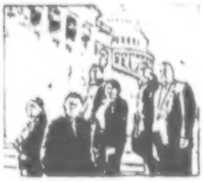


Hispanic-Black Coalitions Building "Supermajority" ㊵

Common interests are the carrot for La Raza, Urban League, and the Congressional Caucuses.

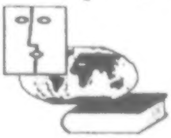
DEPARTMENTS

Focus on Diversity ⑱

Nouria Hernández
Research Biologist

FYI...FYI...FYI... ㊹

People, Places, Publications, Conferences ㊻



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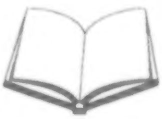

¡PUNTO FINAL! **back cover**

The Changing U.S. Demography: Implications for Higher Education

Esquina Editorial

Happy Anniversary

This issue marks another anniversary for *The Hispanic Outlook in Higher Education*. Twelve years of goal setting, diligence, hard work, renewal and discovery. From the top down, staff members worked to make every issue surpass the preceding one. With every publication, striving to provide pithy and informative sections and features, attractive graphics, charts, and illustrations, smooth editiorial transitions, layouts and so on.

Looking back at the previous volume, *The Hispanic Outlook* showcased a spectrum of stories of renowned and unsung contributors to academia. We highlighted debates, controversies, and different schools of thought regarding higher ed issues, innovations and as well established successes spearheaded by individuals and institutions of higher learning. Our goal will continue to be to captivate, edify, earmark, inform and motivate.

This next volume, too, will offer all that and more, as *The Outlook* takes pleasure to regularly seek and secure salient topics and themes to fill its pages for your eyes only..

Siempre un placer.

Alejandra

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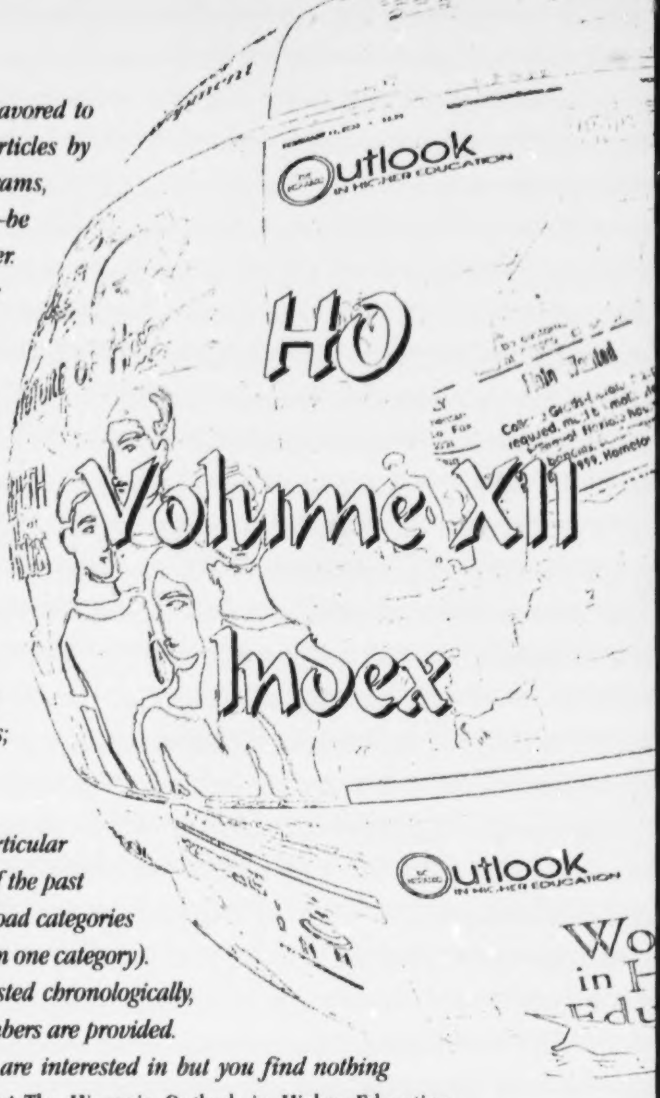

For 12 years, The Hispanic Outlook in Higher Education *has endeavored to provide what no other national publication provides: a forum for articles by and/or about higher education institutions, persons, programs, organizations, and issues relevant to Hispanics and to non-Hispanics–be they faculty, staff, administrators, students, students' families, or whoever.*

We work hard to offer positive models that readers–whatever their identity and capacity–can emulate and find direction from. We do this by putting the spotlight on the leaders making positive contributions at their institutions or in their organizations; on the innovative programs that are working at colleges and universities around the country; on the individuals who are standouts in their achievement; on the colleges and universities that are finding ways to attract, support/retain, and graduate Hispanic (especially) students; on the books, arts programs, and other resources that enrich people's knowledge and lives; on the opportunities that students can take advantage of for financial support, career choices, and community service; on the complex issues that affect the quality of employment for Hispanic faculty and the quality of education for Hispanic students; among so many others.

Each September, to make it easier for readers to locate items of particular interest to them, we provide an index of the past year's articles. Begin by perusing the broad categories (some articles are listed under more than one category). Under each category, the articles are listed chronologically, and issue dates and inclusive page numbers are provided.

Should there be a topic that you are interested in but you find nothing relevant indexed–and you believe that The Hispanic Outlook in Higher Education *should cover it–please contact us at sloutlook@aol.com.*

Compiled by Mia Anderson, Contributing Editor

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Nouria Hernández

Research Biologist

by Roger Deitz

This new special feature will present observations and ideas from notable professionals drawn from varied fields. Some may be Hispanic or minority individuals, others not. Their opinions and views are being sought as they relate to their professions, higher education, and diversity issues. Some insight into their working lives and background will help frame their opinions. We are seeking fresh perspectives rather than timeworn views in an effort to grow the discussion. Thus, "Focus on Diversity" is a forum for individual observations, yet a place for the broadening of our dialogue on diversity.

Dr. Nouria Hernández is a biological research scientist with impeccable credentials. Educated in Europe, Hernández brings a continental viewpoint to the American science and education scene, where the noted researcher is pursuing one of the foremost mysteries of molecular biology. Hernández spoke with *The Hispanic Outlook* to share some fresh thoughts on diversity, women's issues, and higher education.

Her own laboratory at Cold Spring Harbor Laboratory on New York's Long Island is working on gene expression, more specifically, gene transcription, the process by which genes are read and their message executed to some purpose in the cell. In most cases, that means telling the cell to make some product. It is a highly regulated process.

In her own words, Hernández "works to understand the machinery that does the reading"–that decides "where to start, when to start, and where to stop."

"What my lab has been doing so far," she says, "is identifying proteins required for transcription–seeking to identify which are the proteins that actually do the work. We are very close to knowing most of these proteins. I think the next attack for us will be to understand how they are regulated."

Hernández says she got into science because she was "attracted by the rigor of the scientific discipline." She wishes that were the case for more minority (and non-minority) students in the United States. She began her studies working in ecology, but was led to her present field because she felt the "rigor" was somewhat lacking in ecology. Hernández says she was disappointed in ecology for that reason.

The researcher finds both positive and negative aspects within the American systems of higher education and research grant support.

"I think the American system is unique in several respects. Certainly, it is one of the best for doing science. On the plus side, having a system of study sections. On the whole, it works extremely well, and these sections reviewing grant proposals are incredibly ethical. That is just not the way things are working in Europe. The system of grants in the United States basically allows young people with ideas to run their own labs and try out their own ideas. That is a very good thing for them, and for the sciences."

Raised in Switzerland, Nouria Hernández is the daughter of a Spanish father and a Swiss mother. She grew up in Geneva, the French-speaking area of the country, and that is where she did most of her schooling, including a baccalaureate degree and a diploma in biology at the University of Geneva (the equivalent of a master's degree). Further along, Hernández earned a doctorate in molecular biology from the University of Heidelberg in Germany, studying with Dr. Walter Keller at the German Cancer Research Center and University of Heidelberg. Postdoctoral work brought her to Yale University and the laboratory of Dr. Alan M. Weiner in New Haven, Conn.

Since 1987, Hernández has been in one of the more stimulating and challenging scientific environments to be found anywhere around the globe–Cold Spring Harbor Laboratory on Long Island, New York's south shore, and its Watson School of Biological Sciences, where she is a senior staff scientist and professor.

In cancer research, neurobiology, plant genetics, and bioinformatics, some of the world's most significant scientific discoveries have come from researchers working at Cold Spring Harbor Laboratory (CSHL), a research and teaching center of international importance. No fewer than 80 Nobel laureates have been associated with CSHL.

Hernández is also an investigator at the Howard Hughes Medical Institute, professor at Cold Spring Harbor Laboratory, and is associated with teaching programs in genetics and pharmacology at the State University of New York at Stony Brook. As a research scientist who also guides the studies and research of her own students, the issue of the scant number of minority students entering the biological sciences has been of concern to Hernández.

"In the sciences, there are many minorities that are strongly underrepresented," she says. "I don't know if it is only a question of schools not doing enough. I think in some cases, people who come from underprivileged families, families that have little money, are looking elsewhere for careers. And I understand that.

"If a minority or underrepresented student has the occasion to study and enter higher education, I think these kids often might choose professions that are more financially rewarding than the sciences or the academic environment. In a way, perhaps that is what they should do because they are going to have to help their families, siblings, and their parents, and so on. I suspect that there is also an additional outcome–that you will make much more money with the same amount of study and preparation if you become a lawyer rather than a scientist. I think the sciences lose quite a few minority prospects through this process.

"But otherwise, I know that many organizations involved in research are trying to attract minority students into the sciences. I think it would be good for the country if these efforts would be successful. Actually, we need more Americans getting interested in the sciences.

"At present, a large percentage of foreigners are going into the biological sciences. This is true for the students studying here in the universities, doing postdoctoral work, as well as professionals taking positions in the sciences in industry and research. They come from countries like India and China. But mostly that is because there are not that many American students who want to go into the biological sciences."

Hernández offers some general advice to young people embarking on a selection of a career.

"For young people having to choose what they are going to do later, I think an important message is that during your life you are going to spend a large proportion of your life at work. I have never made the calculation, but it's a lot of time. So I think it is really important to choose something that you will like doing. I feel, personally, that I am really lucky that I like what I do. Monday morning I don't go, 'Oh my god, I have to go to work.' I am happy to go to work. I think it is valuable if you can do that.

"If you have a curious mind, the sciences are certainly very rewarding. It is, therefore, an important matter to have programs allowing students to have the opportunities to try out and see what careers in the sciences are like.

"Sometimes the last question people ask themselves is the most obvious one–what do I like to do?" Counseling, she believes, is of the utmost importance...especially with minority students, someone to talk to about options. But she stresses that it goes further.

"Having the occasion to work in whatever environment you might wish to work in later...for a summer or something like that, is probably extremely valuable–a trial. It tells you what life, what work is really going to be like. You shouldn't have to imagine what your life will be like, in some abstract way."

As to the problems faced by graduate students, women in particular, in this system of extended graduate study in America, Hernández finds much to criticize.

"One of the things here in the United States that is striking is the amount of time students spend in graduate school in the biological sciences. This can have a particularly negative effect on minority students, who usually have no family source of income or support. These students want to get into the workforce as quickly as they can. Here it is not uncommon to spend seven or eight years in graduate school...and that's a very, very long time.

"I come from Europe, and I understand in some countries in Europe, graduate study may be long, but that is not usually the case. I did my Ph.D. degree in three and a half years. Then there is additional time spent in postdoctoral work. I think, especially for women, who may at some point want to have children, it's a huge advantage to be able to go though graduate school and postdoctorate work...quickly. Questions about income and savings come into play. Remember, graduate students get paid very little money. It's great that a stipend means that even poor minority students can study and be independent from their families. But it is a very frugal life. They cannot have kids without help I think. Then the children, when they do come, need day care–and someone has to pay for day care.

"The idea of a Ph.D. program that goes down to four or four and a half years like we have here at the Watson School of Biological Sciences is very attractive to me. I like to try to get all my students through their studies and research, as best I can.

"Basically, energy levels have to be up, or high. Some students are energetic and on top of things and move things along and others are very comfortable being students, so they do not push that way. But then, I think their PI (principal investigator) should be on top of things to make certain that students under their charge do not just wander off in a direction that will not lead to anything."

International Undergraduate Education: What? Why? Where? and How?

Filling the Gap Between Rhetoric and Reality

by Thomas G. Dolan

"Each president of the 3,700 U.S. colleges has declared his institution is committed to international education, usually at a dinner for a foreign dignitary. Afterwards, his faculty and board ask him, 'What did you say?'" quips David Maxwell, president, Drake University, Des Moines, Iowa. Maxwell adds wryly that, although he recently completed a three-year chair on internationalizing undergraduate education for the American Council on Education (ACE), his own school is just making tentative starts in that direction. In other words, internationalizing undergraduate education is an idea whose time has come–but its implementation is something else, and not as easy as it might sound.

The very phrase, "internationalizing undergraduate education", besides being a mouthful, has an airy academic sound, one of those subjects it's easy to voice an opinion on, and always be on the right side. Would anyone ever come out and say he was against it? On the other hand, the closer you bring the rhetoric to reality, the more it tends to fuzz out. It's difficult to come up with the concrete programs to actually make it happen.

Nevertheless, it's the real world that makes this issue not only topical but relevant. Events mentioned by Maxwell include the Sept. 11 terrorist attacks. It appears the entire U.S. government couldn't find a single person in its intelligence services who understood the Middle Eastern culture, religion, and politics, much less language, in the aftermath of the attacks.

The globalization of business has been a driving factor. Estimates of U.S. companies engaged in international trade range from 30 percent to 50 percent. What the political phrase "New World Order" basically means is that the superpowers, to establish a stable and predictable climate for trade, have tacitly agreed there will be no more big wars among themselves (though this obviously doesn't include wars against weaker nations), but rather alliances. Recent illustrations of this trend have been the admission of China to the World Trade Organization and of Russia to NATO.

Another driving factor is that the U.S. is undergoing the largest wave of immigration in its history, especially from Latin America. "There are 35 million Hispanics in the U.S.," Maxwell says. "Spanish can no longer be considered a foreign language."

There is certainly a need for us to know about the wider world beyond the confines of our own. A select few have always understood this. "A committed minority of educators has long insisted that learning about the world and the interrelationship of national, international, and global issues is indispensable to a high-quality education," says Madeleine F. Green, vice president and director of the Center for International Initiatives at ACE. "But the ideas have hardly been central to the national educational debate and discussion of the past 25 years. Indeed, U.S. scientific, economic, and military might; the rise of English as a global language; and the success of our higher education system, as well as its attractiveness to international students, have fueled the American tendency to believe that our own history, language, and culture are all that matter."

Green adds, "We cannot make the common claim to have the best system of higher education in the world unless our graduates can free themselves of ethnocentrism bred of ignorance and navigate the difficult terrain of cultural complexity."

In terms of national priorities, as reflected in federal programs and spending, "international education has been low on the list," Green says. There have been some historic bright spots, she says, such as the Fulbright Program, which she calls "the jewel in the crown of international education." However, this program was initiated more than 50 years ago and has a modest budget of $123 million. Much of the current federal support for international education grew out of the Cold War, such as the 1958 National Defense Education Act, prompted by the Soviet launching of Sputnik. This resulted in a substantial investment in area studies and language experts. There are a few other bright spots, but not many. What there has been is a lot of rhetoric backed with little funding.

In terms of higher education, Green indicates that there have been mostly good intentions and piecemeal actions. She does state, however, that there are at least eight success stories: Appalachian State University, (N.C.); Arcadia University, (Pa.); SUNY at Binghamton; Dickinson College, (Pa.); Indiana University; University of Hawaii's Kapiolani Community College; Missouri Southern State College; and Tidewater Community College, (Va.).

Madeleine F. Green, vice president and director of the Center for International Initiatives at ACE

"These eight institutions provide a rich source of diverse experiences in internationalizing the undergraduate experience," Green says. "With different missions, student populations, funding levels, and institutional cultures, they have gone about the work of internationalization in different ways, but they have much in common that explains their successes."

Green lists the following common ingredients: an intentional, integrative, and comprehensive approach; strong leadership from the top; leadership throughout the institution; widespread faculty engagement; a commitment to meeting student needs; an ethos of internationalization; and supporting structures and resources.

The Arcadia Experience

Arcadia University president Bette Landman recalls that the school, located in Glenside, Pa. and formerly named Beaver College, took its first step toward the broader world in 1948, when it was still an all-women college, and a particular faculty member, who had fought in World War II, started on the premise that the students should have some sense of the devastation of war. This was the start of 10-week study programs in Europe.

Out of this grew the Center for Education Abroad (CEA). This became a nationwide consortium of colleges and universities that sponsors learning trips for students abroad. CEA became successful in its own right, but functioned separately from the campus, and few Beaver students went abroad on its programs.

When Landman became president in 1985, the school was experiencing financial and enrollment difficulties, losing ground to the competition of some 80 private colleges in the greater Philadelphia areas. "Internationalization," says Green, "presented an opportunity to build on the successes of CEA, bring a new dimension to the curriculum, energize the faculty, and establish a clear market niche."

Landman appointed David Larsen as CEA director in 1993, with the intent of creating an active synergy between the new institutions. Landman not only significantly increased study abroad, but also worked to infuse all aspects of the school with an international dimension.

Dr. David Larsen, CEA director

Arcadia enrolls many first-generation students who have not traveled far from their local communities, but gets them moving with its highly popular "London Preview" program. For $245, first-year students can experience international travel. By sending faculty and staff to accompany the students, the school builds interest and support for international activities on campus. The school shows through its catalog and other communications how students in different departments can fulfill requirements through study abroad programs.

There is a continual progress of new courses, new programs, and new curriculum directions, says Larsen, now a vice president at Arcadia. Are these new directions determined by students or faculty?

"Both," replies Larsen, "It's hard to tell what comes first.... There has been a huge growth in faculty exchange, especially with Toledo in Spain, and our Latin American studies programs are growing. There is a lot of faculty-led research in the Hispanic world, both in terms of social sciences, such as the studies of ancient ruins, but also agriculture, engineering, and other hard sciences."

New areas are opening up other countries such as Africa and China, adds Landman. Very specialized work has been done for about nine years on Bioko Island, a part of Equatorial Guinea, off the west coast of Africa. School biologists have been concerned about endangered primates that the people trade to the cities as monkey meat. Since the people need the trade for survival, the intent is not to simply stop the practice, but rather economics teachers and students go there and work with the people to find alternative ways of earning a living. "Students have communicated online between the two countries," Landman says. "And now we have an agreement for the actual exchange of students."

"Two summers ago," adds Landman, "we started sending faculty abroad to match them up with people in similar disciplines anywhere in the world." In the current program in China, faculty from the two countries worked out common syllabi and research projects. Students from the two countries then communicate via Internet on topics such as environmental change in China or the treatment of the elderly in that country. This year, 12 Arcadia students traveled to Shanghai. Landman hopes to secure a grant to bring Chinese students to this country.

"Basically, our intent is not simply to have students study abroad, but rather to prepare them for the interdependent international forum and for appreciating and interacting with the increasing diversity in our own country."

Diverse Approaches

All the sources interviewed say it is difficult to achieve this type of integrated approach. Many schools offer a "laundry list"–how many foreign students on campus, how many study abroad, how many Fulbrights? And so on. There may be an international student center, but one that exists as a somewhat isolated island.

Schools can either have a specific department of international studies, or specific inserts, such as encouraging business students to take a foreign language, or permeate the entire school with an international dimension as part of its mission. The question remains should a school try to cover the world, or focus on one area?

"If your school is in El Paso, it makes sense to focus on Mexico; if in California, the Pacific Rim," says Green. "But in Nebraska, it's hard to make that kind of choice."

Diverse approaches may be necessary. Nevertheless, there are common threads that signify a successful international program. The eight successful institutions mentioned earlier were involved in the ACE project, "Promising Practices," funded by the Carnegie Corporation and launched in 1999.

Bette Landman, Arcadia University president

Some of the questions adapted from this project, questions that can serve as a guide to institutions embarking on international education, are:

- Is global/international learning articulated as a goal of undergraduate education at your institution?
- To what extent has your institution developed learning goals associated with the global and international dimensions of undergraduate education? How do you assess student achievement of these goals?
- To what extent is there a clear strategy to accomplish the goals? How does this strategy take into account your institution's mission, history, and student body?
- To what extent does your institution's general education curriculum include a global content, perspectives, and different ways of knowing? What is your evidence?
- How rich are the opportunities for students to take courses with an international/global focus? What do enrollment patterns in these courses over time tell you about student interest?
- Do you have a language requirement? Why or why not? What do enrollment patterns in language courses reveal? What qualitative data do you have about language learning at your institution?
- How is internationalization manifested in the co-curriculum (such as international events, festivals, lectures, and films)? To what extent do students attend these events?
- How does your institution review and evaluate the global dimensions of undergraduate education?
- How does your institution promote faculty engagement in internationalization? What barriers are there to their engagement? To what extent are you succeeding in removing them? What is your evidence?
- What opportunities exist in the local environment to enhance your internationalization efforts? To what extent has your institution taken advantage of them?
- What governance and administrative structures support internationalization? How well are they working?
- What financial resources does your institution provide for internationalization? What are the most important targets for further investment?
- What have been the trends in recent years with respect to enrollment of international students on your campus? Are there strategies to make their presence contribute to the internationalization of your institution? How well are they working?
- What links does your campus have with institutions in other countries? How well are they working?
- How would an undergraduate student on your campus know that your institution considers internationalization a priority and an institutional value?

Hard questions. But they can lead to your students graduating as citizens of the world.

NJIT Opens College of Computing Sciences

Undergrad and Graduate Programs, including Human-Computer Interaction

by Jeff Simmons

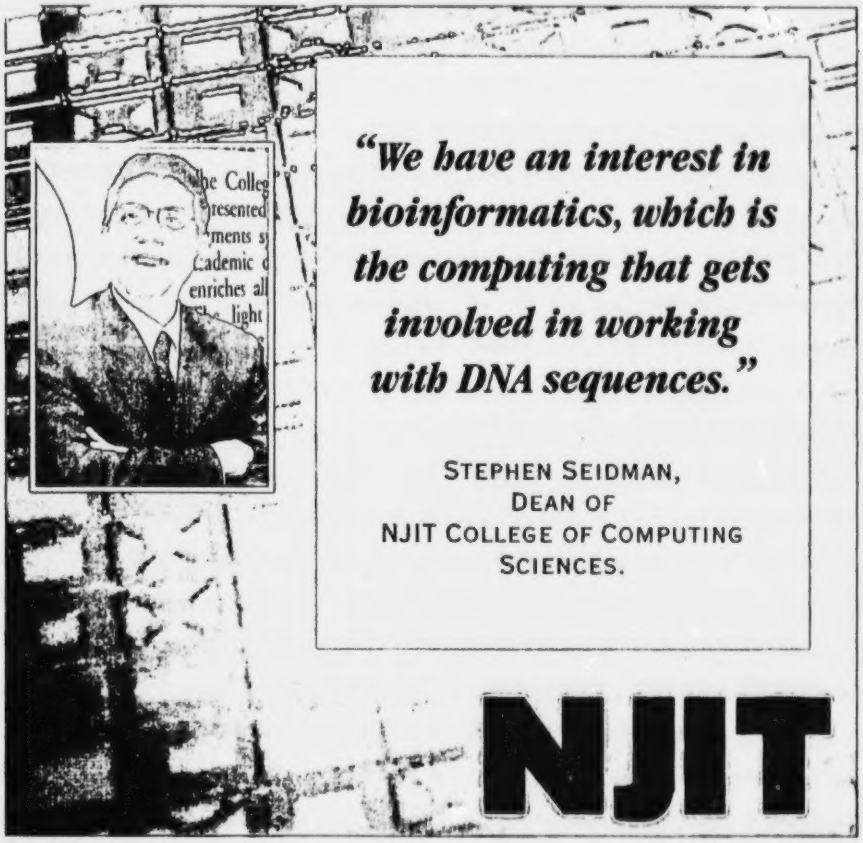
It was just over a year ago that the New Jersey Institute of Technology (NJIT) met demand with supply: officials opened the state's first College of Computing Sciences–a response to the staggering growth in enrollment in computer science and information systems courses.

"There is really a need to have a common ground and a reference point as a benchmark in computer science education," says Fadi Deek, assistant dean at the College.

"All states have access to a reference point when it comes to curriculum, whether in primary education or secondary education. But there is none for computer science, at least in this state. This state and many others do not even certify teachers in computer science."

On July 1, 2001, NJIT opened the doors to the College (though its formal celebration came in October), announcing that the school would echo the University's mission to remain a viable pioneer in computer education.

"It was an idea that had been in the air for some time," says William Van Buskirk, NJIT's provost. "My predecessor addressed the issue, and when I came on board in 1998, I saw the strength of the computing science operation and felt that we should look at it again."



> ***"We have an interest in bioinformatics, which is the computing that gets involved in working with DNA sequences."***
>
> STEPHEN SEIDMAN,
> DEAN OF
> NJIT COLLEGE OF COMPUTING
> SCIENCES.

NJIT is one of the nation's largest schools of computing sciences, founded in 1881 as the Newark Technical School and now enrolling 8,800 undergraduate, masters, and doctoral students. Led by newly elected President Robert A. Altenkirch, NJIT is a public scientific, technological research university, with 80 degree programs throughout its six colleges.

Set on 45 acres in the University Heights section of Newark, about 20 minutes from Manhattan, N.Y., the school noted a rising enthusiasm for computer science, which piqued interest in expanding NJIT's program. After much study, officials upgraded the status of the school's Department of Computer and Information Science within the College of Science and Liberal Arts to serve as the new college.

Saul K. Fenster, who recently retired as NJIT president after 24 years of service to the University, remarked at the time, "We had witnessed, for a number of years, an astonishing growth in enrollment in computer science and information systems, making this department one of the largest in the region, if not the nation."

Saul K. Fenster, NJIT former president, now president emeritus

He added, "The demand for talented graduates knowledgeable in these areas continues to grow. It makes sense to respond to our future students, and the needs of the economy, by offering more intensive, inspiring, and expanded educational opportunities."

Student Juan Muñiz, a 19-year-old who lives near NJIT, was interested in computer science, and had learned of the school from peers. Proximity, he says, was one factor. But reputation was paramount.

"I knew a lot of people who went there, and a number of friends were going there because it was close," says Muñiz, who just completed his freshman year. "The reputation of the school preceded itself. I had heard it was a good school."

The evolving national economic climate post-Sept. 11 is one reason he was satisfied with his choice. It is vital to acquire skills in computer science nowadays, he believes, and the demand for well-trained professionals in the field will continue to grow.

"It has become a necessity," he says, describing the involvement of students in the new College program. "They took to it, he says. "I was really pretty impressed. NJIT has all these different schools, and I had to make a choice. So I decided I wanted to do hands-on work with computers. It is pretty cool to have a whole college devoted to majors like your own."

Students can easily maneuver the classes, he points out, because they are small, some with only a dozen or so students. (The school boasts a 13-to-1 student-faculty ratio.) Although he enjoys the classes, he muses that the campus could be "a bit more lively." But, he adds, "Everybody has a really good work ethic. Everybody is goal-oriented. People are always doing work."

The dean of the new College is Stephen Seidman, a noted expert in software engineering who chaired the Department of Computer Science at Colorado State University, where he spent five years. Seidman, who was a Woodrow Wilson Fellow of the Institute of Electrical and Electronics Engineers (IEEE), predicts a bright future for the College.

"We have four undergraduate programs here, but the largest major is computer science," he explains.

The College offers both undergraduate and graduate degree programs. The programs are: Computer Science, Information Systems, Information Technology, and Human-Computer Interaction. The latter, which starts this fall, was fashioned jointly with the Psychology Department at Rutgers University (which has a campus in Newark, as well). The program focuses on training and designing human interfaces with computers.

"We use touch screens, and there is actually a major issue on how to design these things for usability," he says.

The College encompasses two departments. The Department of Computer Science focuses on the theoretical foundations of computing and the development of new computer software systems. The Department of Information Systems focuses on the applications of computers, involving people and organizations.

The College's areas of research excellence include: algorithms, databases, learning technologies, and bioinformatics. Senior faculty specialize in areas such as "Creating a Database to Improve Distance Learning," "Internet Stability and Protocols," "Learning Styles of Children," "Helping Disabled People," and "Learning Technologies."

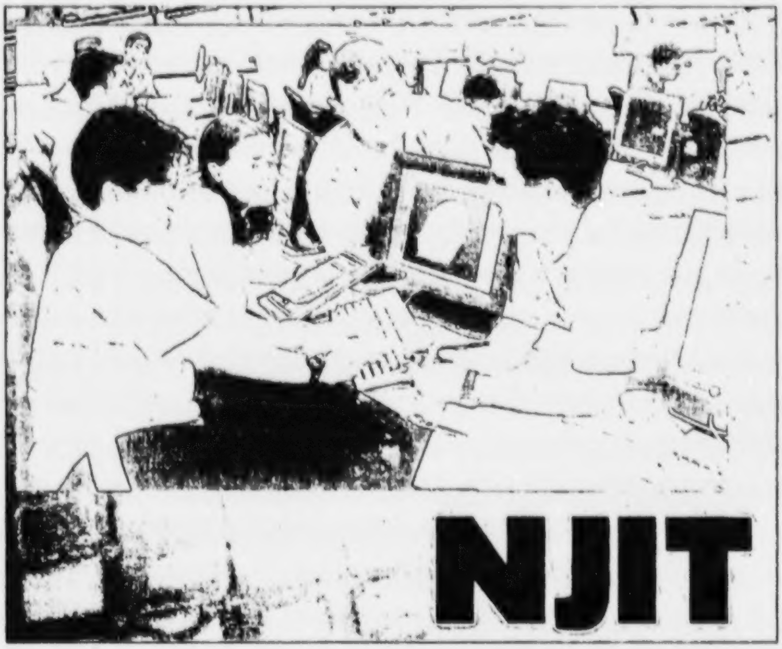
Seidman, who arrived on campus just over a year ago, considers his new role "an enormous opportunity." He notes that computing science was "too big" for a single department, especially on a campus known as an

NJIT President Robert A. Altenkirch

attractive outlet for training future computer experts.

"The biggest opportunity is that it gives me and the school the chance to represent computing very broadly, not just as computer science, not just as business information systems, from A to Z. This gives us the chance to develop new programs. For instance, we have an interest in bioinformatics, which is the computing that gets involved in working with DNA sequences."

Under Seidman's leadership, faculty and staff strive to foster research in existing areas and create new ones. The College has 40 tenure-track faculty, and Seidman says he hopes to increase that number.



The College enrolls more than 2,440 students, 27 percent of NJIT's student body. It reflects about the same ethnic demographics as the school overall, the same percentage of Hispanic and African American students.

NJIT's "Excellence and Accountability Report" (September 2001) reported that Hispanics represented 11.4 percent of full- and part-time students during the 2000-2001 academic year; African Americans, 11.5 percent; and Asian/Pacific Islanders, 22.1 percent. Enrollment is overwhelmingly male. For AY 2000-01, males accounted for 78 percent. Most students–91.4 percent of all full-time freshmen, for instance–were New Jersey residents.

"We are very diverse," Van Buskirk says. "We are one of the leaders in diversity and are regularly cited among the top-10 schools with Hispanic and African American graduates."

The interest and demand in computer science can be seen in the statistics. During AY 1999-2000, NJIT reported that of the 810 baccalaureate degrees conferred, 155 were in computer science (second only to engineering, with 372).

Seidman echoes Juan Muñiz when discussing the demand for well-trained computer experts. "Everything in our society, in the industrial world, involves computers. We have internalized it so much that we may not even notice it. Students are going to be working with computers as far as we can see into the future," he says.

He adds, "I see this as a major challenge. I have the opportunity not only to grow this department, from perhaps 40 to 60 faculty in the next five years. But I would also like to build an expertise, an excellence in bioinformatics. I anticipate more programs in software engineering and information security. That's going to be important.

"The opportunity to do all of these things in a vibrant area with a broad technology base is very, very interesting," he says.

College officials say that computing and information technology have driven about a third of the nation's economic growth in the last decades, and that pace is accelerating. The evolved marketplace, they say, requires an innate knowledge of computing systems, global communication networks, and interactive information resources.

Students, therefore, will become adept at applying computational ways of thinking to design, write, experiment, and artistically express themselves. Fenster, NJIT's president emeritus, says, "the Information Age requires scientific skills that go beyond the mechanics of programming and the use of software packages."

Geoconda Idrovo, who has just started her senior year at the school, is pinning her hopes on a lucrative job that allows her to employ all of what she has learned at NJIT. At the same time, she has been so pleased with the experience she wants to jump back in and pursue a master's degree.

"Right now, I'm interning with Lucent Technologies, but I plan to find a good job with a company, maybe this one, while I go for my master's," she says.

She had been in the middle of her studies at NJIT when officials announced the formation of the College. "I was surprised at first because they were making a whole school out of one major. It was a little shocking," she recalls. "But I understood why, because it seems like half of the school is computer science.

"A department like that is a great help," she adds. She says she had been interested in computers for years. She first attended the Essex County Vocational Technical High School in Newark, and studied computer technology there.

"I already knew how to program computers," she says. "When I went to NJIT, they spoke to me about computer science, and I decided to go for that major in their four-year program. It was close to my house, it was affordable, and the reputation of the school is very good."

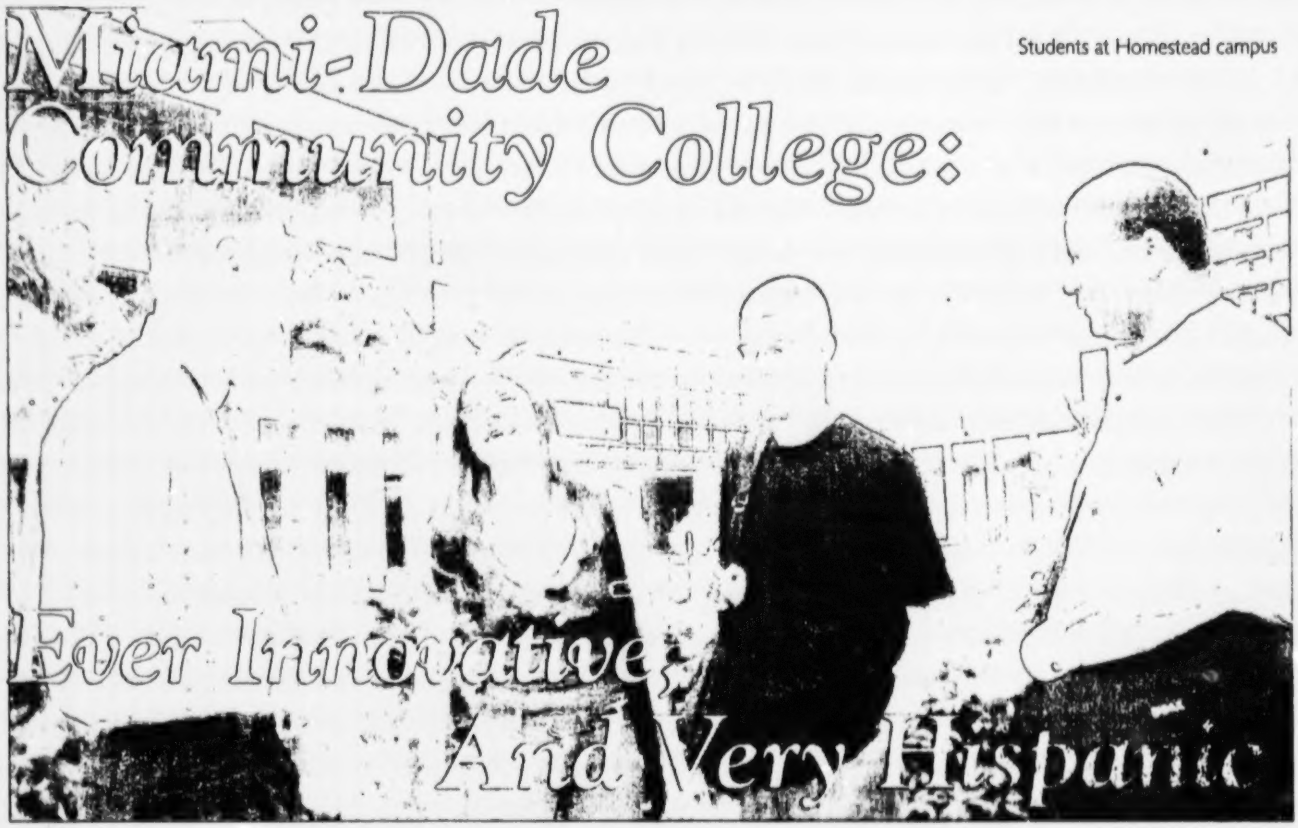
Van Buskirk, NJIT's provost, predicts that other institutions across the nation will follow suit, with computing emerging as a separate discipline with the same strengths as engineering, management, and architecture.

"Increasingly," he says, "around the country you will see colleges of computing technology. NJIT has been a leader in this field for several decades. As part of that leadership role, we felt we should be among the first colleges to form this school."

He forecasts a bright, expansive future for the College. In the coming years, Van Buskirk says, the College will expand its use of information technology in the biomedical field and its exploration of the human genome.

"We are going to stay on the cutting edge," Van Buskirk says, reflecting on NJIT's trendsetting history. "Back in 1985, NJIT was one of the first to provide all freshmen with computers. We have been at the cutting edge of technology for a very long time. It's one of our strategic priorities, and we intend to stay in the lead."

Miami-Dade Community College: Ever Innovative, And Very Hispanic



Students at Homestead campus

by Michelle Adam

"This is an institution that doesn't need any introduction," said Dr. Eduardo Padrón, president of Miami-Dade Community College.

Understandably, as president of Miami-Dade Community College (Fla.), Padrón speaks highly of his institution. But his confidence in his school's reputation stands on solid ground.

Ask David Komansky, chairman and CEO of Merrill Lynch, Mireya Moscoso, president of Panama, music producer Emilio Estefan, actor Sylvester Stallone, or Miami's Mayor Manny Díaz whether they have heard about Miami-Dade Community College, and they will all nod a clear "yes." Not only have they heard of it, they're alumni.

The reputation of the College, which began as Dade County Junior College in the 1960s and has since spread to six campuses, moves beyond famous and prominent figures. The college has, as Padrón described it, "been a pacemaker in many regards." He attributes this to the school's "willingness to take a risk and be innovative."

M-DCC enrolls more minorities–the most Hispanics and the second most African Americans– than any other college or university in the nation. Of 138,523 students–who make up the largest single-district community college in the country, 64 percent are Hispanic; 21 percent, African American; 13 percent, White; and 2 percent, other (figures based on 2000-2001 academic year). Most races and ethnicities are represented, as are 74 languages and 138 nations.

"Diversity is at the top of our agenda," said Padrón. "I don't think you can find a more diverse college throughout the country. You have colleges in diverse communities where they aren't representing their community. If you don't set your mind to it, it will never happen."

While at some schools diversity is represented most strongly among student populations, Padrón is as proud of the makeup of M-DCC's faculty, staff, and administration. Of full-time employees, 42 percent are Hispanic; 34 percent, White; and 22 percent, African American. As for faculty, 181 of 680 faculty members are Hispanic; and 99 are African American, providing for, said Padrón, "a very rich cultural experience."

Rated as one of the top colleges in computer technology, M-DCC was named America's Second Most Wired College by *Yahoo! Internet Life* magazine in 1997. The American Council on Education (ACE) and TIAA-CREF awarded the College the Theodore M. Hesburgh Award for faculty development that greatly enhanced teaching and learning.

"We were the first to create an endowed teaching chair program to reward excellence in the classroom," said Padrón. "I think we have been careful to employ teachers who really have a love for teaching. And we reward faculty, not as much for their published work, but more for their teaching."

M-DCC has also been a national leader in establishing partnerships with four-year colleges and universities, and guaranteeing students admission into some of the most elite colleges in the country. Smith College, Berklee College of Music, and Parson's School of Design are among them.

Students are automatically accepted into the University of Florida after taking specific course requirements at M-DCC, but since the mid-to-late 1990s, the College has also established agreements with private colleges and universities within Florida and beyond. "With our articulation agreements, we are trying to give our students options," said Karen Hays, vice provost for education. "These schools also know that our students are well prepared, and they know that we have the most diverse population. It's a great deal for both places."

While community colleges often create articulation agreements with local colleges and universities, "it's atypical for a community college to do what we have done," said Hays. To date, the school has established 65 articulation agreements throughout the country.

M-DCC has also formed agreements with high schools and younger students to lend a helping hand to local communities. Every one of the six campuses–Medical Center College, Homestead, Kendall, InterAmerican, Wolfson, and North Campus–has adopted high schools in its area of Dade County. Kendall campus has adopted four to six high schools (some with populations of more than 3,000 students); smaller campuses work with fewer schools.

Large groups of immigrants enroll at Miami-Dade schools from South America and the Caribbean. "So many of these students are new to the U.S. In any given school year, they'll start with 8,000 to 9,000 new students," said Hays. "They may come with very poor skills. The schools [primary and secondary schools] have a highly difficult task. We, therefore, work closely with high schools and are always trying to find new ways of working with the low-performing high schools."

M-DCC provides high school students with tutoring and mentoring. Faculty visit high schools regularly and invite students to come to M-DCC campuses for events and classes. Tenth- and eleventh-graders are brought on campus to take computerized pre-placement tests to determine which skills they may need to improve prior to entering college.

Local high school students also have the option of attending M-DCC's New World School of the Arts. Located on the Wolfson campus, this school of visual arts, music, theater, and dance was formed by the University of Florida, Miami-Dade public schools, and M-DCC to provide creative high school and college students an alternative education. About 480 high school students and 350 college students attend. For some students, this means attending high school at M-DCC as well as college, and being taught art classes by M-DCC faculty while taking regular high school classes with Miami-Dade County teachers.

"I'm not sure there's another program like it in the country," said Hays. "That's a very successful partnership."

> ***"I think we have been careful to employ teachers who really have a love for teaching. And we reward faculty, not as much for their published work, but more for their teaching."***
>
> DR. EDUARDO PADRÓN, M-DCC PRESIDENT

M-DCC's successes have earned the school "best community college in the nation" by a University of Texas study commissioned by the Department of Education. Educators John Roueche and George Baker conducted the study, which was then published in a book titled *Access to Excellence*.

One reason for such powerful praise may be the fact that M-DCC not only enrolls the most students but also graduates large numbers of students into four-year institutions.

M-DCC graduates more students than any other community college in the nation. It awards more arts and science, nursing, and allied health degrees than any other community college. And 72 percent of M-DCC students with Associate in Arts degrees continue their education at a four-year college or university in Florida or elsewhere–immediately upon graduation. These students have been cited as attaining higher GPAs after transferring than students who began at the four-year schools, and the transfers graduate at a higher and faster rate.

To top this, the school's successes are based on an initial population of enrollees who often lack adequate skills for college curriculum.

"About 80 percent of our students are deficient in some skills when they come here," said Padrón. He also noted that approximately 59 percent of his students are from low-income households, and 31 percent from households below the poverty line. In addition, the median student age is 28; therefore, many students have family and job responsibilities.

What makes students with challenging backgrounds successful at M-DCC is something that Padrón can personally attest to. "I would not be talking to you if it were not for Miami-Dade," he said.

Padrón was a young teenage refugee from Cuba in the early 1960s. His English skills left much

InterAmerican campus

to be desired, and he never took SATs since he had no chance of doing well on them after only being in the country for a year.

"The only place that cared to talk to me was M-DCC. Miami-Dade was interested in me.

"My story is not unique," said Padrón, who entered the school with low self-esteem. "I had faculty members who were willing to take extra time. In every corner of the institution, I found people who took an interest in me as a human being. I am now committed to preserving that."

M-DCC also helped Padrón with financial assistance and work opportunities so that he could afford college.

Like Padrón, a significant number of M-DCC's faculty and administration were once students at the College. Dr. José Vicente, president of the InterAmerican campus, came from Cuba at age 11 and sold newspapers on the same street corner where he now works in Little Havana. He came to M-DCC to take night classes, since his boss at a job had asked him to develop his computer skills.

"From there, it just opened a whole new world I hadn't anticipated," said Vicente. "Here we provide students with a passport to a better beginning. We open the doors."

InterAmerican Campus–Bilingual and Bicultural

Vicente himself has been opening the doors for students at M-DCC's newest bilingual and bicultural campus, InterAmerican. Located in the heart of Little Havana, InterAmerican attracts the highest percentage of Hispanics of any campus in the nation. The actual number: 96 percent.

Here, unlike most schools throughout the country, students are taught in two languages: Spanish and English. Both students and faculty conduct discussions and classes bilingually, although textbooks are in English.

"The student has the ability and right to pose the question in Spanish for clarification purposes. But we place major emphasis on English because we need students to be able to pass proficiency tests," said Vicente.

Dr. José Vicente, president of the InterAmerican campus

Providing a bilingual education is key in a city where more and more businesses are hiring people with multiple languages. "The opportunities here in Miami are immense [for those with bilingual skills]. We have tremendous commerce opportunities with Latin America and Europe. Miami is second to New York in finance," said Vicente.

InterAmerican originally stemmed from Padrón's vision in the 1970s, when he was dean of Wolfson campus, to create classes that could address the needs of immigrant populations coming into Miami. M-DCC began offering classes to this new population in the evening, as well as during the day, at a new InterAmerican Center in Little

Havana in 1972. By the 1990s, the trustees decided to create an actual campus, now called the InterAmerican campus, and InterAmerican was officially moved to its current site in 2000.

The campus is composed of the School of Arts and Letters, School of Business, School of Computer Information Systems and Design Technology, School of Education, and the School of Natural and Social Sciences. InterAmerican also houses a bilingual education program, and a translation/interpretation program.

"We have grown 33 percent from last year to this year. I never anticipated anything in the two-digit figures," said Vicente. During the closing of the 2001 fall semester, 8,305 students were enrolled at InterAmerican, compared to 5,695 in 2000.

Students at Kendall campus

InterAmerican's School of Education, launched in 1997, was the first in the nation to be established at a community college. "We wanted to bring the prestige to a field that deserves it," said Vicente.

Alexandria Holloway, dean of the Honors College

"Usually education is housed under other departments."

Today, setting another trend, The School of Education will be offering four-year degrees. "The workforce needs were not being met by the universities in the state," said Vicente. "If universities are not meeting the needs of the workforce, then we can apply to offer this at M-DCC."

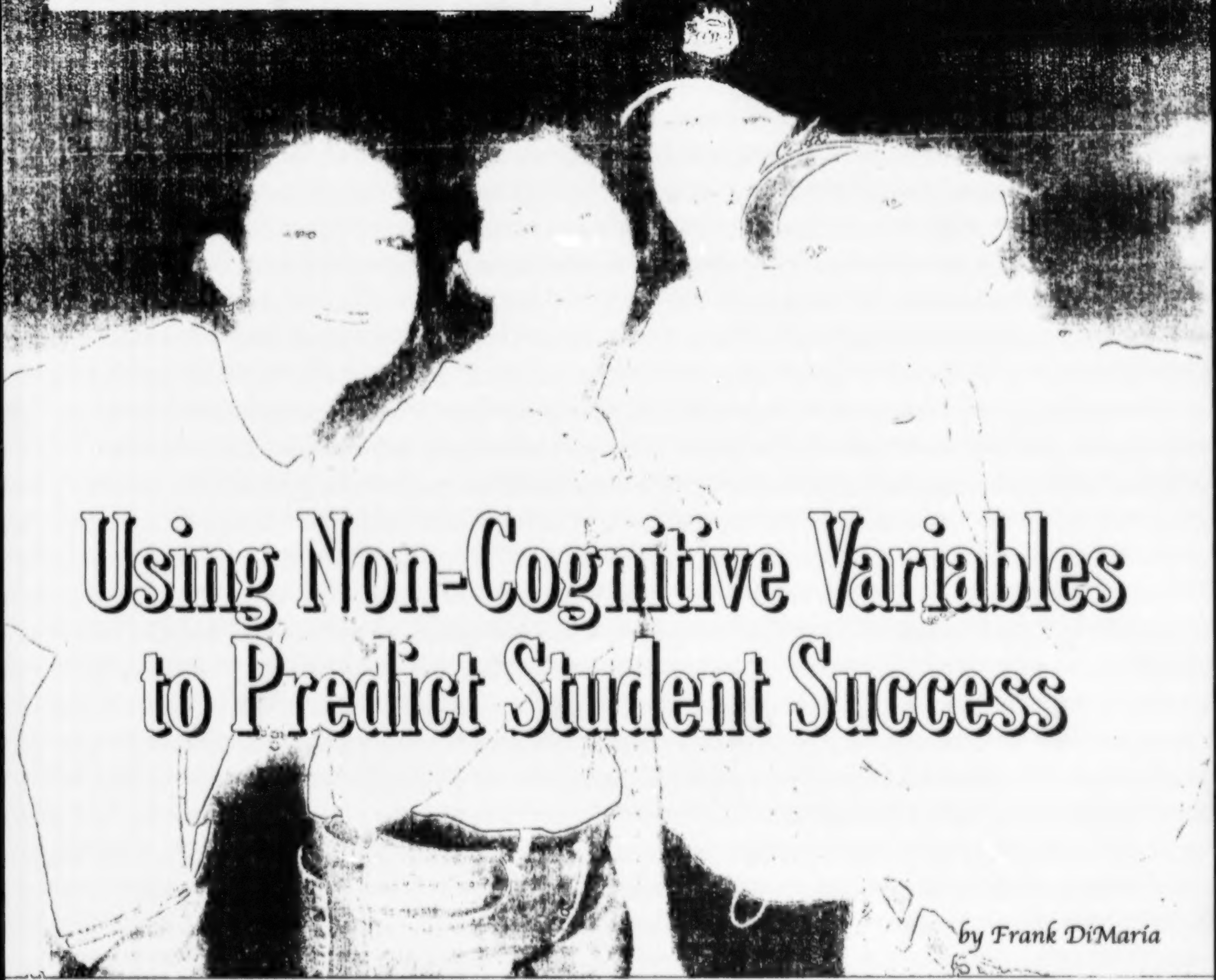
Another development for M-DCC is its new Honors College, which opens this fall. What was once an honors program will expand to become an actual college where approximately 70 students of more than 20 nationalities will be represented. It is expected that at least half of the students will be Hispanic.

"Because we know that we have achieved a wonderful reputation with traditional students, we know we can do the same with the student who needs a more challenging program," said Dr. Alexandria Holloway, dean of the Honors College. "We want to be able to ensure that we can provide students with a community that, like themselves, wants to go beyond the limits in increasing their knowledge."

The expectation is that many of the honors students will want to take advantage of M-DCC's transfer agreements with prestigious colleges throughout the nation. "We have demonstrated that we know how to make students successful," said Holloway.

With a new Honors College, a four-year education program, and continuous innovation, Padrón has watched M-DCC grow tremendously since he attended the school in the 1960s. "A lot had changed. The college is a mirror of the community," he says.

"But the basic mission to provide people with opportunities is still there," he said. "It has been enhanced, nourished, and highlighted. It is wonderful to see what has evolved."



Using Non-Cognitive Variables to Predict Student Success

by Frank DiMaria

The College Board was created in 1900 as a forum in which secondary schools, colleges, and universities could communicate and begin to standardize their course offerings and admissions requirements. A year later, The College Board began administering essay examinations in nine areas, and in 1926 it administered the first multiple-choice Scholastic Aptitude Test (SAT), now known as the Scholastic Assessment Test, to 8,040 candidates. At the time, The College Board stated that the test "may help to resolve a few perplexing problems, but it should be regarded merely as a supplementary record. To place too great of an emphasis on test scores is as dangerous as the failure to evaluate any score or rank in conjunction with other measures and estimates which it supplements properly."

In 1941, The Board "normed" the test scores using the 10,500 students who took the test that year, many of whom were White males, so that all scores would be comparable from year to year. In 1995, the test was "renormed," and 500 became the average score of that year's test-taking population.

Since students sat down to take the first SAT in 1926, and the first ACT in 1959, controversy has swirled around standardized tests and their importance. In the turbulent '60s, when minority groups were finding a voice in U.S. politics, many argued that standard admission criteria, including standardized tests and high school GPAs, were biased toward the majority population. Unfortunately, no viable alternatives existed at that time.

Trained in test development and statistics and sensitive to interracial and intercultural issues, Dr. William E. Sedlacek, professor of education and assistant director of the Counseling Center, University of Maryland, started a research program with the goal of creating an alternative to standard admission criteria. Recognizing that the social and educational experiences of many minority students differ dramatically from those of middle- and upper-class Whites, Sedlacek attempted to design an evaluation tool that would be fairer for Hispanics and other minority groups.

Over the past 30-plus years, Dr. Sedlacek has developed and fine-tuned a system of dimensions, or variables, that institutions can employ as a supplement to standardized admission criteria to predict retention and graduation of all students.

"The idea is instead of throwing out the SAT or ACT or any test, you would add to it, and make sure you check the full range of possibilities that someone has to present to you. Therefore, you can work with them better, both in terms of making predictions about what might happen to that person and also in working with students so they can develop and improve," says Sedlacek.

Sedlacek's system, called Non-Cognitive Variables, helps institutions identify the potential in applicants from three primary groups. The first group is comprised of applicants whose grade point averages or test scores fall just short of the institution's minimum acceptance level. The second group are those applicants whose traditional scores or rankings fall considerably below typical acceptance standards. (These applicants, in all likelihood, will require assistance and support to succeed in college.) The last group is made up of students with high traditional scores or rankings who may be forced to leave college without graduating because of problems foreshadowed by low scores on tests of specific creative or practical abilities.

Sedlacek has identified eight non-cognitive variables. What they do, he says, "is tap into some areas of ability that have to do with other types of intelligence that people have."

The first variable is positive self-concept or confidence. This variable asks the applicant "how do you see yourself in a particular program or at a particular school?" and is an important one for Hispanics. As an example, says Sedlacek, Hispanics may confront the issue of how well they speak Spanish. So, the Hispanic who does **not** speak Spanish may be grouped with others who do. This can cause added pressure on the non-Spanish speaking individual, creating a self-concept challenge.

"The idea is instead of throwing out the SAT or ACT or any test, you would add to it and make sure you check the full range of possibilities that someone has to present to you."

DR. WILLIAM E. SEDLACEK

Realistic self-appraisal is Sedlacek's second variable. This variable evaluates an individual's ability to view his/her strengths and weaknesses. Again, he says, this is important for Hispanics because they need to differentiate between self-view and the system's view of them. For example, a typical stereotype is that all Hispanics are immigrants and, therefore, are unaware of American customs.

The educational system, like any other system, has its own rules, and those individuals who learn to "work" the system will be successful in college. Sedlacek's third variable, an ability to negotiate the system or handle racism, tests for this competence. Hispanics must adopt a method for handling a system that was not optimally designed for them, he says. Those who are angry and obsessed with discrimination and those who ignore discrimination will likely have limited success. But those individuals who find a happy medium between those two extremes and successfully negotiate the system will presumably succeed.

Individuals benefit immensely when they possess a sense of direction, says Dr. Sedlacek. Therefore, setting long-range goals rather than short-range goals is important, and is his fourth non-cognitive variable.

"What we find is that because we have more non-Latino males running our education system, the White man is more threatened by Latino men, so more concerned in keeping them more off stride," says Sedlacek. And, he continues, because the Hispanic male threatens the White male, the system is geared to discriminate against the Hispanic. As a result, Hispanics tend to set short-range goals.

Sedlacek's fifth variable is successful leadership experience. Because different cultural groups demonstrate leadership in different ways, it is sometimes difficult to identify leadership, says Sedlacek. For example, individuals may demonstrate leadership in community projects or in a family, places in which admissions officers usually do not seek demonstrated leadership qualities.

"Schools look for leadership." And leadership "oversimplified means someone who others turn to for advice. There are lots of Latino people who do that, but it does not show up anywhere and doesn't end up on an application. Or a lot of people are not aware of the styles of leadership among many Latinos that would be good for the school or counselor to know about." But the schools or counselors "never get that information to work with," says Sedlacek.

Most people in the education system, no matter what their race or gender, need assistance at one time or another, he says. Those who enjoy success in the educational system are those who use the system's resources, such as counselors, advisors, and teachers. His sixth variable, presence of a strong support person, asks the applicant if he/she has someone to turn to for assistance or mentoring. Sedlacek believes that loners experience difficulty while those who seek help tend to succeed.

Sedlacek's seventh non-cognitive variable, demonstrated community service, is another variable that involves community support. Hispanics are offered many opportunities within their communities and in their families to discuss the discrimination they experience and, as a result, gain group support. This is a fact, says Sedlacek, which many counselors and advisors working with Hispanics overlook.

The last non-cognitive variable, acquired knowledge in another field, asks the applicant "what have you learned outside of classes and the credited environment?"

"We find that Latinos learn a great deal through their activities outside of school, in community, family, and church situations, and not just social things. They learn lots of things to do with (academic) content in many different areas." And the people who acquire knowledge outside of school, he says, "end up doing more successful work in college when they apply it."

Sedlacek offers his non-cognitive variable system free of charge to any school or institution that wishes to use it. His basic questionnaire is comprised of about 25 questions. He points out, however, that there are a number of other methods of identifying his eight variables.

"The key is to understand the eight dimensions, and then you can get at them in several different ways," says Sedlacek.

Programs throughout the country use his system in many different ways. Some administer multiple-choice questionnaires; some administer short-answer questionnaires; while others prefer to uncover the eight variables through interviews, recommendation letters, or applicant essays. Sedlaeck's questionnaire comes complete with a scoring key like any other admissions test.

Institutions can develop a very specific equation to work the questionnaire into the admissions process, he says. However, he prefers that they employ a 50-50 proposition, in which his non-cognitive assessment is given equal weight against whatever cognitive assessments are administered.

Currently, the Medical School at the University of Maryland, Louisiana State University Medical School, Boston College, and Oregon State University, among others, use Sedlacek's system in the admissions process. At Boston College, Sedlacek's non-cognitive variables are not a formal procedure, however, Dr. Donald Brown, director, Office of AHANA Student Programs, along with his staff, uses the system to identify those minority applicants who have a chance to succeed at Boston College.

"When I read the applications, I look for knowledge acquired in another field, I look for whether or not the student was a leader in high school. And I glean from the student's essay, I glean from the letters of recommendation coming from guidance counselors and teachers, whether there is a strong support person" in the student's life. "Oftentimes that surfaces in the application. We may not find **all** the variables, but we may find **some**," says Brown.

Some students who are accepted at Boston College based on the non-cognitive variables are required to participate in a six-week summer program called Options Through Education (OTE), offered through the Office of AHANA Student Programs. The OTE program familiarizes students with the school's academic and administrative resources, strengthens their scholastic skills, and acquaints them with the campus and surrounding community. Those students who are accepted under Sedlacek's criteria and participate in the OTE program are more likely to assume leadership roles at Boston College. Often they become the president of the Black Student Forum or president of the Organization of Latino Affairs, says Brown.

At Oregon State University, Dr. Robert Bontrager, assistant provost for enrollment management, uses Sedlacek's system in a similar way during what he calls the secondary admission process. When an applicant does not meet the institution's regular admission criteria–3.0 GPA and 14 high school units in a college prep curriculum–and is denied admission, the student is invited to appeal the decision. During the appeal process, the student makes additional information available by submitting a personal statement that discusses his or her background and motivation.

"We ask them to focus in on why it is that in spite of the fact that they don't meet our minimum criteria for admission they believe that they could be successful here. And that's where we begin to get at some of Sedlacek's variables," says Bontrager.

The undergraduate recommendation committee scores the student's statement, along with letters of recommendation, according to the non-cognitive variables.

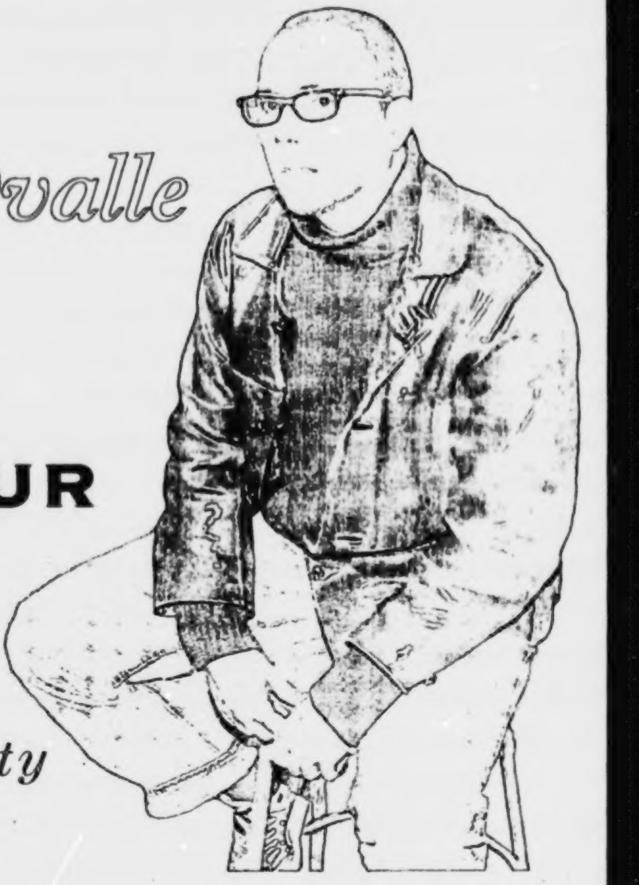
But colleges and universities are not alone in using Sedlacek's non-cognitive variables. Each year, the Gates Millennium Fund partners with the Hispanic Scholarship Fund and awards full scholarships to Hispanics. Administrators of the program use Sedlacek's system to look beyond the typical Hispanic candidates, those with high grades and test scores, and identify students who would not ordinarily have the opportunity for a scholarship.

"That is a nice practical application…it's a recognition that says 'hey, we need something different. If we just use test scores and grades, we're not doing everything we can. So, we are identifying different kinds of people.' And in the first couple of years of the program, they've been successful in their performances," says Sedlacek.

Last March, Sedlacek toured the country for the Gates Millennium Scholars program, training Hispanic educators and counselors in the techniques of interpreting applications using his non-cognitive variables.

Counselors, teachers, and admissions officers who want a complete rundown of the use of his non-cognitive system can consult his book, ***Non-Cognitive Assessment in Higher Education***, published by Jossey-Bass. In it, he offers advice and direction for using his system and answers questions regarding its use in teaching, counseling, and admissions.

ARTIST
Iñigo Manglano-Ovalle
UIC
2001 MACARTHUR FELLOW



$500,000 Award: an Investment in Creativity

by Karen E. Thuermer

While the John D. and Catherine T. MacArthur Foundation does not like to use the word "genius" in relation to its fellows program, academia circles regard grantees as just that–geniuses in their own class.

No doubt about it, a MacArthur Foundation grant is regarded as one of the most prestigious awards in academia.

"Genius Award" is exactly how Amanda Mazur, in the Office of Public Relations at the University of Illinois at Chicago described the award, which two University staff members have now been granted.

The University's most recent recipient is Iñigo Manglano-Ovalle, associate professor of art, who received the Foundation's grant of $500,000 in October 2001. The first university recipient was in 1997.

Origins of the Award

John D. MacArthur was the sole owner of Bankers Life & Casualty Company, a Chicago-based firm he purchased in the 1930s. He owned substantial real estate in New York and Florida and owned other businesses and real estate all over the country. He created the Foundation in 1970. It began operations upon his death in 1978.

The late William T. Kirby, while a member of the Foundation board, brought to its attention at one of its first meetings an article entitled "Of Venture Research," which argued that money should be set aside to allow truly creative individuals the free time to be alone and think.

Dr. George Burch, the author of the article, wrote, "There is a need for granting agencies to seek out investigators who are genuinely interested in research and exploration of the unknown to advance knowledge for the sake of knowledge." He argued that "recipients should be left alone, without the annoyances and distractions imposed by grant applications, reviewing committees, and pressure to publish." Burch's article became the focal point of early discussions about the program.

Today, the Foundation makes grants totaling more than $170 million each year through two major integrated programs and two special programs. One of the former is the Program on Human and Community Development, which supports research and policy work at a national level and directs local efforts in Chicago and Palm Beach County, Fla. The other is the Program on Global Security and Sustainability, which focuses on arms reduction and security policy, ecosystems conservation and policy, population, and a number of integrated themes.

The two classified as special are the MacArthur Fellows Program and the General Program, which undertakes special initiatives and supports projects that promote excellence and diversity in the media.

What makes the MacArthur Foundation award unusual is that nomination is shrouded in secrecy, and the winner is the recipient, not the institution.

"The nominators do not nominate themselves," comments Mark Fitzsimmons, association director of the Chicago-based MacArthur Foundation. "We keep all correspondence regarding nominations confidential. We do not want to be inundated with people making nominations, and we do not want our nominators to be lobbied by people who want to be nominated. It is better for us and for them to hear their views about who they think meets our criteria."

Nominators or "talent scouts" who are selected for their expertise and familiarity with exceptionally creative people in their respective fields make nominations. Fitzsimmons adds, "These come through a number of sources: previous nominators and our own independent research. We develop lists of people who broadly represent activities we encourage throughout the country and who can give us a view of who the most interesting, creative people are out there."

At any given time, there can be more than 100 active nominators scouting for a nominee. But this group changes all of the time, and nominators are located all over the country and the world. "There are no restrictions on the field of activities in which the [nominees] are involved. What we are most interested in is that spark of creativity," he says.

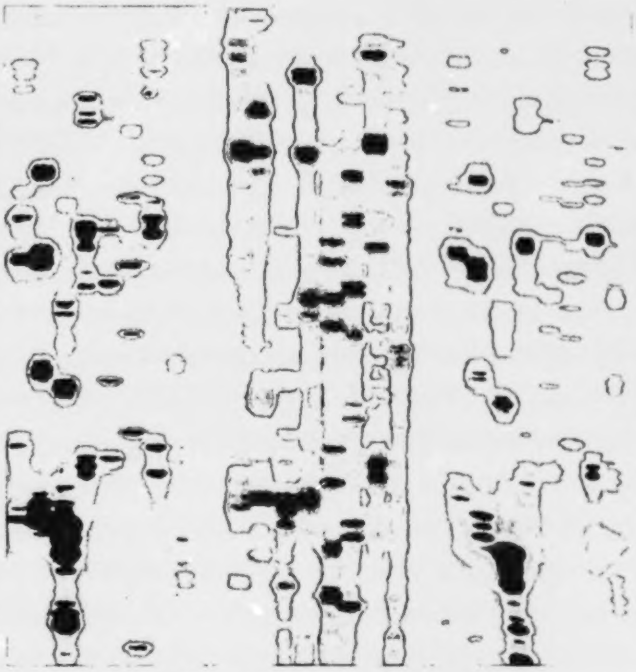
Among those most likely to benefit from this particular award are exceptionally talented young people whose financial situations might be forcing them into career pursuits they might not choose otherwise.

"These individuals are often in the middle of their career and need transitional support while they change professional fields, or those whose interdisciplinary work does not fit existing funding patterns," comments Fitzsimmons. They might be in remote areas, operate outside the usual institutional networks and career patterns, or be involved in unconventional or seemingly obscure endeavors. They might be people capable of pulling off courageous "long shots" who cannot get financial backing through more traditional risk-averse sources.

Manglano-Ovalle

Manglano-Ovalle caught the eye of the Foundation for many of the above reasons. The Foundation cites him as "an artist who uses photography, video, sound, and sculpture to create works that illuminate our notions of personal identity and community."

"Manglano-Ovalle met the three criteria needed to be selected as a MacArthur Foundation fellow," comments Fitzsimmons.



Self-portrait (contemplating the colors of my chakras), Iñigo Manglano-Ovalle, 1995

Those three criteria are: "exceptional creativity, promise for important future advances based on a track record of significant accomplishment, and potential for the fellowship to facilitate subsequent creative work."

Since the MacArthur Fellows Program is intended to encourage people of outstanding talent to pursue their own creative, intellectual, and professional inclinations, recipients may be writers, scientists, artists, social scientists, humanists, teachers, activists, or workers in other fields, with or without institutional affiliations. "We don't claim to regard these people as being the only creative individuals out there, but do feel they represent the most creative talent today."

Fitzsimmons stresses that the beauty of the grant is that recipients may use their fellowship money to advance their expertise, engage in interdisciplinary work, or, if they wish, to change fields or alter the direction of their careers.

Although nominees are reviewed for their achievements, the fellowship is not a reward for past accomplishment, but rather an investment in a person's originality, insight, and potential to effect positive change. Indeed, the purpose of the MacArthur Fellows Program is to enable recipients to exercise their own creative instincts for the benefit of society at large.

Applications for the award are neither solicited nor accepted, per the conditions imposed by the Internal Revenue Service in approving the Fellows Program.

"Another reason we do not accept applications goes back to the origins of the Fellows Program," comments Fitzsimmons. "From its inception, the Fellows Program represented a radical departure from both traditional philanthropy and conventional funding mechanisms, which are generally organized by discipline and managed through the peer review system." Consequently, applications for other funding venues are often limited to a specific proposal within a particular discipline.

"The very individuals whom the program hopes to identify as MacArthur fellows are often those whose work does not fall clearly within categories established by conventional funding agencies," explains Fitzsimmons. "We rely on a network of nominators to bring these people to our attention."

Iñigo Manglano-Ovalle, associate professor in the School of Art and Design in the College of Architecture, is one of 23 recipients of the 2001 MacArthur Fellowship. The $500,000 awarded to each recipient is dispersed in quarterly increments over five years. All fellows are invited, but not required, to attend periodic informal gatherings to meet one another and exchange ideas.

"We are truly pleased that Iñigo has been honored with this prestigious award," says Chancellor Sylvia Manning. "It speaks to Iñigo's great talent and creativity. We are proud to have him on the faculty."

In learning of the award, Manglano-Ovalle commented that he was extremely flattered and ultimately humbled. "I was just trudging along trying to do my best. It was really overwhelming and completely unexpected," he says.

Manglano-Ovalle, who was born in Madrid, Spain, has been working as a full-time UIC faculty member since 1998. Previously, he taught at both UIC and the School of the Art Institute of Chicago as an adjunct instructor while working as a practicing artist. He received a B.A. in art and Latin American and Spanish literature from Williams College in 1983 and an M.F.A. from the School of the Art Institute of Chicago in 1989.

His early work was community-based and collaborative, often dealing with issues affecting urban youth. More recently, his art has focused on universal issues of identity, class, and the role of the individual in a multi-ethnic, technologically changing society.

His solo exhibitions include "Woofer" (1997), "The Garden of Earthly Delights" (1998), "Sonambulo II (Blue)" (1999), and "Climate" (2000). Group exhibitions include "Transmute "(1999) and "The Whitney Biennial" (2000).

In "The Garden of Earthly Delights," a series of triptychs composed of digitized images of DNA samples, he reveals striking similarities and differences among the biological blueprints of acquaintances and family members. In other installations, he incorporates the architecture of Mies Van der Rohe as a visual metaphor for modernity, privilege, and authority. "Climate" examines how architectural form divides and unites personal spaces and people of different backgrounds sharing common interests.

The artist has received many other honors, among them the Illinois Arts Council Artist Fellowship Award (1992), a National Endowment for the Arts Visual Artist Fellowship (1995), an ArtPace Foundation International Artist Residency Fellowship (1997), and a University of Washington Media Arts Residency (1998).

Manglano-Ovalle's focus as a practicing artist has been creating public art projects in Miami, San Antonio, and Chicago. Prior to joining UIC, he founded Street-Level Studio, now Street-Level Youth Media, a nonprofit community-based media center.

"My artwork consistently draws its content from the public realm," he said. "Whether working with DNA samples and genetic engineers, low-rider car clubs and custom car stereos, firearms, and ballistic engineering, I try to reduce form and content to solid, minimal elements capable of addressing social and political issues."

In the process, he creates compelling installations that stand out for their intelligence, elegance, and artistry.

Most of his art uses photography, video, sound, and sculpture to create works that illuminate a notion of personal identity and community.

The MacArthur Awards are unrestricted, and recipients may use the award however they see fit.

For the time being, Manglano-Ovalle has been concentrating on teaching his favorite class, Sculpture One.

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Careers and Hispanic Youth: Educators Make the Difference

by Alison P. Martinez

“It's a whole new millennium, and the old limitations are dead," Michael Maestas declares.

Maestas is director of counseling services at Santa Fe Community College in Santa Fe, N.M. His office walls are hung with degrees, certificates, and awards honoring more than 20 years of teaching, public service, and activism. A small water fountain burbles peacefully. Maestas' easy-going smile contrasts with the vigor of his thought.

"For a Hispanic to get to the top, he must consciously transcend his cultural traditions. He must understand, and he must tell the working world: Because I have differences–different assets–our team is stronger," Maestas declares.

Such self-knowledge and self-confidence are achieved only with effort and guidance. To promote growth in consciousness, colleges must provide learning frameworks and spell out causes and connections.

At Santa Fe Community College, Maestas helped to create the College's ENLACE program (see *The Hispanic Outlook* April 22, 2002). ENLACE involves "at-promise" Hispanic high school students in leadership activities, opening the door to college for them. He also organized a "Hispanic Leadership Corps" open to interested college students. The Corps teaches how to work on committees, chair meetings, and give presentations. Then it provides leadership opportunities, for example, on campus committees, so that Hispanic students will experience having a voice and a seat at the table. Corps members develop decision-making skills that they can apply to their own career decisions.

Maestas finds that some educators are still discouraging Hispanic students from white-collar and professional career paths. He urges educators to "overcome stereotypes and avoid minority career typing. Hispanics are moving from narrow to broad career perspectives. We play a big role in the U.S. economy now," he reminds them.

Hispanics in the Workforce

Census figures show that the Hispanic labor force will probably grow by more than five million workers–36 percent–in the current decade. By 2010, one in eight workers will be of Hispanic origin. But Census figures also show that at the present time Hispanic workers are underrepresented in America's upper-echelon jobs, most of which require at least a bachelor's degree.

The U.S. Bureau of Labor Statistics forecasts the high-demand "hot" jobs of the coming decade. The top 10 all have to do with computers or health care. Except for "personal and home care aides," with bottom-quartile wages, all these high-demand jobs offer good to excellent pay and require education beyond high school.

Are Hispanic workers getting their share of these top jobs? Are Hispanic youth preparing for the job market of the coming decade?

President Clinton's Council of Economic Advisers studied these questions, with special attention to key occupations in the pace-setting information technology sector. The Council's June 2000 report, *Educational Attainment and Success in the New Economy: an Analysis of Challenges for Improving Hispanic Students' Achievement*, found that Hispanics represented 11 percent of all employed workers, but only 4.1 percent of workers in five leading information technology occupations, and only 4.3 percent of the workers in a broader selection of science and technology occupations.

It's not that Hispanic college students are shying away from science and technology programs, the Council found. Hispanic college students major in science and engineering at the same rate as others (33 percent).

The problem is that not enough Hispanic youth get into college and graduate. That is why this group is underrepresented in science, engineering, and information technology occupations. "The key" to increased Hispanic representation in information technology and other scientific and technical occupations, the Council concluded, is to "increase the overall pool of Hispanic undergraduates."

Does college pay off?

The Council found that Hispanic salaries were almost equal to salaries of other similarly qualified people in the field.

In a broader study (Science and Engineering Indicators, 2002), the National Science Foundation also found only small salary differentials among ethnic groups. NSF points out that Hispanic scientists on average are younger, have fewer advanced degrees, and are more likely to work in public and nonprofit sectors than others. These factors (of course arguably related to past discrimination) explain most of the salary shortfall. In general, Hispanic scientists and engineers earn about the same as others.

Actually, Hispanic workers can expect a greater premium for college graduation–a bigger percentage increase in pay for the college degree compared to the high school diploma. That is because without the degree, Hispanic workers earn less than others.

Based on March 1998 U.S. Census figures,

Fastest growing occupations, 2000-2010

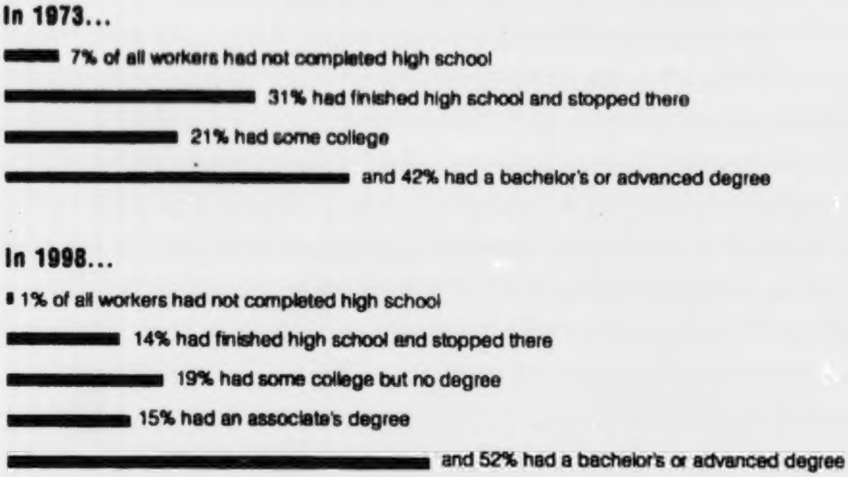
This file represents *Table 3, Fastest growing occupations, 2000-2010,* in "Occupational employment projections to 2010," published in the ***November 2001 Monthly Labor Review***.

Fastest growing occupations, 2000-2010

(Numbers in thousands of jobs)

Occupation	Employment		Change		Quartile rank by 2000 median hourly earnings (1)	Education and training category
	2000	2010	Number	Percent		
Computer software engineers, applications	380	760	380	100	1	Bachelor's degree
Computer support specialists	506	996	490	97	2	Associate's degree
Computer software engineers, systems software	317	601	284	90	1	Bachelor's degree
Network and computer systems administrators	229	416	187	82	1	Bachelor's degree
Network systems and data communications analysts	119	211	92	77	1	Bachelor's degree
Desktop publishers	38	63	25	67	2	Postsecondary vocational award
Database administrators	106	176	70	66	1	Bachelor's degree
Personal and home care aides	414	672	258	62	4	Short-term on-the-job training
Computer systems analysts	431	689	258	60	1	Bachelor's degree
Medical assistants	329	516	187	57	3	Moderate-term on-the-job training

the American Council on Education reports that male Hispanic high school graduates working full time year-round earn $24,021, while non-Hispanic White males earn $31,195. Hispanic women gain the biggest college premium, because while their median annual full-time earnings with a degree are the lowest of any group ($31,993) their earnings with only a high school diploma are the lowest by a bigger margin ($19,247). Hispanic women raise their earnings 66 percent by getting a college degree.



Within High-Tech Jobs, Educational Requirements Have Risen Substantially

Percentage of prime-age workers in each educational category

Authors' analysis of Current Population Survey (March 1974 & 1999).

Top Jobs Require College

Anthony Carnevale, chair of President Clinton's National Commission for Employment Policy, is an internationally recognized authority on education, training, and employment, now vice president for public leadership at Educational Testing Service. He analyzed Census statistics on Hispanic education and employment for the Hispanic Association of Colleges and Universities. Results appear in *Education=Success: empowering Hispanic youth and adults* (ETS, 1999).

Carnevale identified America's "elite" jobs–the managerial and professional jobs where men's salaries average $59,000 and women's average $34,000. Eighty-six percent of the elite positions require at least some college education. In the prime working age span, 30 to 59, 38 percent of non-Hispanic Whites hold elite positions, compared with 16 percent of Hispanics.

Carnevale emphasizes that elite jobs are not all filled by graduates of big-name, elite colleges. Graduates of a broad spectrum of colleges and universities fill most. To start a career, "any college is better than no college," he writes. And this is where Hispanic youth miss out.

Deplorably, among those high school students who say they want to go to college, 16 percent do not take the minimal set of courses required for college entrance. Of those who take the required courses, 6 percent do not take the required tests. Of those who take the tests, 11 percent never actually apply to any institution of higher learning. Hispanic students are less likely than the general population to take these pre-college steps, but students who get counseling, coaching, and assistance are more likely to carry out the needed preparations. Teachers and counselors make the difference.

In *Crossing the Great Divide* (ETS, 2000) Carnevale and co-author Richard Frye analyze data from the National Center for Education Statistics. Fifty-three percent of Hispanic high school graduates have the academic skills to go to a four-year college, but only 31 percent actually attend. Only 49 percent of Hispanic college students graduate in four years, compared to 58 percent of Whites.

Without college degrees, able people may find good, mid-level jobs that let them provide well for their families. But they generally cannot get "elite" jobs that let them exercise leadership in our economy and our society.

Carnevale and co-author Donna Desrochers studied America's changing labor market for the American Association of Community Colleges. ETS published their findings last year in *Help Wanted...Credentials Required: Community Colleges in the Knowledge Economy*. They emphasize that high technology still accounts for only about 7 percent of all jobs, and only 10 million of the 133 million new jobs created by our economy since 1959 involve high technology.

Major job growth has occurred in health care and education. New technology and work processes have not reduced the number of workers it takes to provide health care and education. Health care has grown from 4 percent to 8 percent and education from 6 percent to 9 percent of all jobs since 1959.

Hispanic women have made the most of the growth in these sectors. In *Education=Success*, Carnevale reports that the entire increase (6 percentage points from 1973 to 1997) in Hispanic elite employment consists of Hispanic women getting elite positions in health care and education.

Even bigger job growth has occurred in office occupations. "The greatest increase in jobs has occurred in the nation's offices," Carnevale points out. "In 1997, there were 51 million office jobs in the economy, or 38 percent of all jobs, up from just 30 percent in 1959. Offices are expected to add 4 million new jobs by 2006, compared to the 750,000 expected in the closely watched information technology sector."

Office occupations include management, accounting, sales, marketing, and other well-paying occupations. Like health care, education, and information technology workers, most office workers today have postsecondary education.

More Hispanic Students Soon?

Carnevale hopes that Hispanic college enrollment is going up. In *Crossing the Great Divide*, Carnevale projects that by 2015, U.S. institutions of higher education may be teaching 2.6 million more students than in 1995, and minority students may provide 80 percent of the increase. The fastest-growing category could be Hispanic, with one million more undergraduates by 2015, a 73 percent increase. He projects that as early as 2006, Hispanic students will outnumber African Americans, Asian Americans, and all groups except non-Hispanic Whites on campus.

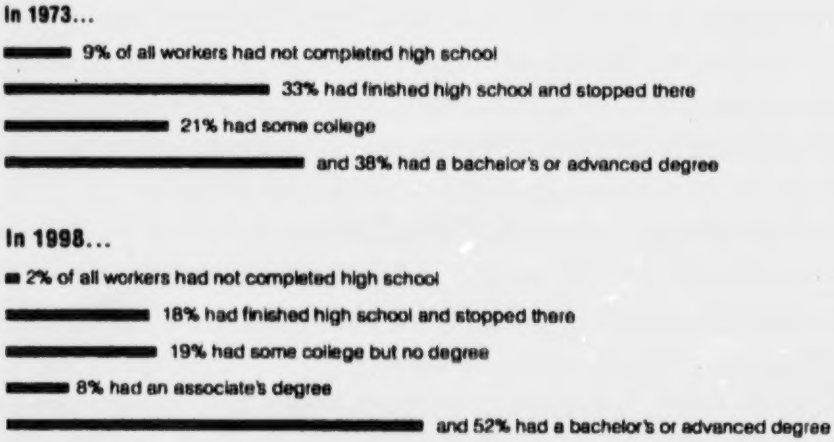
Among the factors that could block projected gains are increased tuition and fees. Real earnings of average Hispanic families, and of the high school-educated in general, are down.

Even though this decline pushes the value of a college diploma up (as a percentage of high school graduates' earnings) and even though it reduces the biggest cost of college, which is earnings foregone during schooling, still the squeeze on family budgets makes college costs harder to pay.

Often the first in their family aspiring to college, Hispanic high school students may not be sophisticated about college financial aid. Tuition "sticker shock" may keep them from even asking about what financial aid is available. Still, financial aid has not nearly kept pace with rising tuition and fees. These costs may prevent progress in Hispanic college enrollment and graduation.

Among Managers and Business Professionals, Educational Requirements Have Increased Dramatically

Percentage of prime-age workers in each educational category



Authors' analysis of Current Population Survey (March 1974 & 1999).

Increasing Student Success

The Hispanic students who do walk through higher education's doors are a select group. They have overcome stereotypes and surmounted obstacles. They have gathered information. They have found money and time for postsecondary education. In these ways, they have proven their ability before the first class begins.

How can we help these students find the right track and stay on it?

Don Fraser is professor of sports administration at Durham College in Oshawa, Ontario, Canada. Oshawa is an industrial town on the north shore of Lake Ontario. Durham is a community college.

"Students come to college with raw motivation," Fraser says. "They want education that is career-based, short, and reasonably priced. Career anxiety has doubled in this decade."

Don Fraser, professor and faculty trainer, Durham College, Ontario

Effective college programs tap into student motivation by showing explicitly how the college program will enable students to succeed, and how students can succeed in the program, Fraser says. Effective college programs ease career anxiety in a reality-based manner.

Fraser has trained more than 6,000 faculty at scores of campuses and conferences all over the United States as well as Canada. He shows faculty and administrators how, working together, they can connect with what motivates students and encourage a passion for learning. High motivation is an important factor in persistence to graduation.

Fraser recommends that colleges devote the first day of the academic year to new students. He outlines a day of activities that tap into students' "raw motivation" and get them ready to understand and stick with their college program. His wife, Lisa Fraser, has written a companion book that dozens of colleges have distributed to new students. *Making Your Mark* provides career advice, study tips, and time-management methods in a straightforward, easy-to-read style.

Fraser works with minority-serving institutions as well as those that still have a predominantly White student body. All students, he says, strongly desire teachers who care about their learning. All students want to develop confidence that is securely founded on knowledge, skills, and experience. All students want to create a career vision and a plan for moving into the future.

Michael Maestas in New Mexico agrees with his colleague in Ontario. "I counsel minority students the same way as I do others. What brings you personal fulfillment? What resonates with your deeply held values? What do you love to do? How can this work bring you economic self-sufficiency?" These are the questions for every person planning a new career.

"We work to create a learning community that identifies with Hispanic cultural assets," he concludes. "The process of consciously identifying your cultural assets and presenting or marketing your diversity as asset-based builds self-efficacy. It builds success."

Hispanic-Black Coalitions Building "Supermajority"

Common Interests, the Carrot for La Raza, Urban League, and Congressional Caucuses

by Sandra Gardner

What happens when two minorities join forces and begin building a coalition? Hopefully, the end result is a "Supermajority."

In spring 2001 and 2002, the Congressional Hispanic Caucus Institute (CHCI) and the Congressional Black Caucus Foundation (CBCF) began co-sponsoring dialogues dealing with building coalitions across racial and ethnic lines, called: "Building the Black-Brown Supermajority."

"We are providing a much-needed venue in which participants can have an open and honest dialogue about race and ethnic relations in America," said CHCI President and CEO Ingrid M. Durán. "As both the Hispanic and African American communities continue to grow, it is imperative that we partner on issues of common interest."

"Opening up dialogues helped us understand that what is bigger than race, religion, or ideology is that we have similar wants and needs and can achieve goals if we work together," says Kelly Owens, director of the Leadership Institute for Public Service of CBCF.

Recent efforts by Hispanic and African American groups have focused on accentuating the positive and, if not eliminating the negative, at least lessening its ability to divide the two minorities. In addition to the CHCI/CBCF dialogues, the Harvard Civil Rights Project and the National Council of La Raza co-sponsored a conference on "Black/Brown Coalition: Creating Multiracial Coalitions to Advance Progressive Progress" in March. And in May, members of the Congressional Black, Hispanic, and Asian Pacific Caucuses held their first tri-caucus retreat at a resort in Northern Virginia. The policy agenda focused on education, economic empowerment, health care, and immigration.

The goal of the CHCI/CBCF dialogues was developing strategies to deal with areas of common interest, such as increasing the number of minorities registered to vote and educating them on issues of importance to their respective communities; appointing more minority judges to the judicial system, given that Hispanic and African American youth are disproportionately represented in the criminal justice system; and mentoring the new generation of youth to nurture their ability to promote cross-cultural understanding and coalition building. But part of the agenda also included taking a hard look at points of conflict and tensions between African Americans and Hispanics.

"There are historic divisions between us that were created by mainstream America," says Durán. "When you look at the political issues, and the battle over funding for Historically Black Colleges and Hispanic-Serving institutions, we decided, 'let's be proactive and see how we can address issues we have in common.'"

CHCI and CBCF came up with the name "Supermajority" for obvious reasons. The results of the 2000 U.S. Census show that Hispanics and African Americans together now comprise nearly 25 percent of the population.

"African Americans and Latinos need to start setting the agenda, instead of it being set for us," says Durán.

Coalition-building might mean agreeing to disagree in areas of tension in order to accomplish goals important to both minority groups, such as better health care, educational opportunities, housing, jobs, political representation, and a more equitable judicial system.

Despite the fact of working alliances in the past, beginning with the civil rights movement of the 1960s, and in areas such as the coalition formed around Los Angeles Mayor Tom Bradley, there are tensions, old and new, over issues such as funding for higher education, political races, jobs, and skin color.

Dr. William Spriggs, director of National Urban League's Institute for Opportunity and Equality

The battle over funding for Hispanic Serving Institutions (HSIs) and Historically Black Colleges and Universities (HBCUs) was spelled out in an article in *The Hispanic Outlook in Higher Education*, titled, "The Title III Controversy: Old Alliances Threatened" (4/10/98), by Gustavo A. Mellander, professor at George Mason University. Mellander stated that the efforts of Hispanic groups to increase their portion of Title III funding was opposed by African American groups who feared this would reduce the funding for HBCUs. (Since then, HSIs were successful in achieving increased funding, which is allotted separately from HBCU funding.)

Ingrid M. Durán, CHCI president and CEO

"We have very important educational sets of institutions of higher education that are in constant conflict based on limited premises and understanding of the conditions faced by each," says Mario Acosta-Vélez, president of Strategic Consulting, which deals with public policy and leadership development in Washington, D.C.

Mario Acosta-Vélez, president, Strategic Consulting, Washington, D.C.

Acosta-Vélez says that HBCUs feel they have been around longer and deserve priority when it comes to funding. HSIs are all state colleges, while HBCUs are not exclusively state colleges. The premise was that it is more difficult for HBCUs to raise money from non-state sources than HSIs. "But because HSIs are smaller, they don't get full access to a lot of state funding," he says. "As a result, HSIs become basically a second priority."

However, Dr. William Spriggs, director of the National Urban League's Institute for Opportunity and Equality, says that there isn't exactly an analogy between HBCUs and HSIs. "By law, Blacks were excluded, which was not always true for Hispanics," he says.

Because HBCUs were denied adequate funding for 80 years, they were finally given funding as a separate line item, beginning in the late 1970s and early 1980s, Spriggs notes. "It's a unique history and a different situation (from HSIs)," he says. "To create a separate line item under the logic that this school has a lot of Hispanic students, that argument could be played by a lot of White universities with a lot of Black students. Where do we stop?"

Though White universities have not tapped into the funding that HSIs were given in a separate line item, Spriggs believes it's only a matter of time before that happens.

There have also been tensions between the two minorities in the political arena. In the good old days of the 1970s, Tom Bradley became Los Angeles' first African American mayor largely because of a broad-based coalition of African Americans, Hispanics, Asians, and Jews–groups which had been excluded from political offices. But by the 1993 election, the Bradley coalition had disintegrated, with the various groups pursuing their individual agendas rather than cooperating. And in 2001, a Mexican-American candidate, Antonio Villaraigosa, who had hoped to become the city's first Hispanic mayor since 1872, lost to James Hahn, after Hahn sponsored racially offensive ads against Villaraigosa. Hahn, the son of a liberal White politician who had served a majority Black constituency, was backed by African Americans.

"In June 2001, Hahn won the campaign by capitalizing upon the divisions among two groups, African Americans and Latinos, which traditionally have joined coalitions in favor of liberal candidates," said Sharon D. Wright and Richard T. Middleton IV, in "The 2001 Los Angeles Mayoral Election: Implications for Deracialization and Biracial Coalition Themes." The article was presented at the conference sponsored by The Civil Rights Project and NCLR.

However, according to Acosta-Vélez, the main conflict between Hispanics and African Americans has been over jobs. "There's a misconception that Latinos come here to take other people's jobs–that have been reserved for African Americans," he says.

This is not only untrue, but also a reflection of the lack of understanding of the type of work many Latino immigrants perform in this country; many jobs taken by immigrants are rejected by the general population, says Acosta-Vélez.

"Hispanics are U.S. citizens and have the same rights as anyone else to advance," he says. "This shouldn't be interpreted as an attack on the economic status of another community."

Another area of conflict, says Acosta-Vélez, has been over the issue of political responsiveness from the African American to Hispanic communities in urban areas. Many Hispanics feel that in communities where the African American community has already established leadership, Hispanic concerns have been neglected.

But Spriggs says that rather than conflict, it's more the case of one group caring more about certain issues than the other group. He cites the use of special visas for temporary work for skills for the high-tech industry that supposedly weren't available in the U.S., which was important to the Asian community.

"Our concern was that these companies have no interest in hiring Blacks and Hispanics. We saw it as a workplace issue; La Raza saw it as an immigration issue," says Spriggs. "They weren't going to side with us because it split their loyalties on two issues they work on."

Marco Davis, director of leadership development for the National Council of La Raza, says the problem between Hispanics and African Americans comes from the fact that our society has lent itself to the conception that the two communities are competing for scarce resources, as opposed to trying to increase the pool of resources. "As a result, the two communities have been feeling like they had to take turns with resources such as jobs and access to education," he says.

Roland E. Roebuck, Hispanic program manager, Dept. of Human Services, Washington, D.C.

As is the case in other segments of our society, the color issue plays itself out in Hispanic/African American relations. Just ask Roland E. Roebuck, Hispanic program manager of the Department of Human Services of Washington, D.C.

As an Afro-Latino, Roebuck straddles two worlds. His father was from St. Croix; his mother, from Puerto Rico. He was raised on both islands and in both cultures. Roebuck has faced prejudice from the Hispanic community and is especially critical of the Latino media, such as Univision, a major Hispanic TV network based in California, for portraying lighter-skinned Hispanics over Afro-Latinos. The African American community also tends to discriminate against the Hispanic community, he says. What needs to happen is for the Hispanic leadership to increase active participation of Afro-Latinos. Based on their duality of being Black and speaking Spanish, people like Roebuck can serve as a natural bridge between the two groups.

Blacks need to really look at Hispanics, and vice versa, to see what these people are about, says Larry González, Washington, D.C., director, National Association of Latino Elected and Appointed Officials (NALEO). "There's a sense of fear, like from any community, that's natural," he says. "Obviously, elected officials have a role to play. Often, local folks take their cue from that."

González believes that in the Texas campaigns of Tony Sánchez for governor and Ronald Kirk, an African American, for U.S. Senate, there is a possibility of energizing both electorates. In New York City, Hispanics and African Americans were able to develop a coalition behind the candidacy of Fernando Ferrer for mayor, in exchange for Hispanic backing of gubernatorial candidate Carl McCall, an African American, says González.

The coalition of the Black and Hispanic caucuses has already achieved a success involving the recently signed Farm Bill. The Black and Hispanic caucuses worked to get expanded food stamp subsidies, which Black members wanted, and get the right to food stamps restored to legal immigrants, which Hispanic members wanted.

Another success occurred when Black and Hispanic groups worked together to change the non-refundable $1,000 child tax credit President Bush proposed. More than 50 percent of working African American and Hispanic families would not have qualified because their incomes are too low, says Spriggs.

"We were going to be left out, once again," he says. "We pushed, and we ended up with partial refundability."

Coalition building can help both groups achieve their goals in better housing, better job opportunities, more funding for education, access to quality health care, and on and on.

In order to do that, says Davis, you have to build a relationship. "You have to have trust between the stakeholders, because that lays the foundation. You have to focus on common ground while acknowledging differences. And," he adds, "you have to be patient. It takes time."

Says Owens, "People need to know each other to build relationships, so when issues come up, it's easy to make a phone call and say, 'Hey, this is something we need to work together on.'"

San Francisco State University - J. Paul Leonard Library

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APPLICATION PROCEDURE:

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TITLE: Director of Student Programs and Assessment

The University of Illinois at Chicago (UIC) is the largest Institution of higher education in the Chicago area, one of the top 70 research universities in the United States, and an increasingly significant center for education, research, and public service. UIC is an urban, land grant, research institution whose population reflects the diversity of its setting. It serves a resident, as well as a large commuter population of students. Over a quarter of its undergraduates are over the age of 22. Many students are among the first generation in their family to attend college. To realize its mission, UIC seeks to involve itself in the educational, cultural, community, and economic life of Metropolitan Chicago. This goal has made the University particularly aware of the need to ensure that the many voices that comprise this larger community are heard and heeded within the University's own population.

In 1978, UIC created the Urban Health Program (UHP) to recruit, retain, and graduate students from minority groups underrepresented in the health professions. The program also aims to provide assistance in improving health services delivery to ambulatory care facilities in underserved urban areas. The ultimate goal is to train a cadre of minority health professionals and doctoral and masters degree students dedicated to improving the quality of health care where improved health services are most needed. For more information about UHP, please visit our website at **http://www.uic.edu/depts/uhealth.**

The Director of Student Programs and Assessment reports to the Associate Provost and Executive Director of the Urban Health Program, Office of the Provost and Vice Chancellor for Academic Affairs. The incumbent provides assistance and advice on all phases of administrative management, program operations and the formulation and implementation of policies and procedures for UHP. The Director oversees and directs collaborative student recruitment and retention initiatives for six health sciences colleges (dentistry, applied health sciences, medicine, nursing, pharmacy and public health) the Graduate College and the College of Education with regard to community, college, and University affiliated events, educational programs, and student support services. The successful candidate is expected to provide leadership for the development and management of the UHP Resource Center, which includes the collection of student enrollment, retention, graduation and alumni data. The Director works closely with the UHP Management Team, Community Advisory Council, UIC campus partners, and Offices of Alumni Affairs to carry out the function of UHP program development and assessment. This person also interfaces with UHP counterparts at the college of medicine's regional sites.

QUALIFICATIONS

Applicants must possess a Master's degree (Ph.D. Preferred) or terminal professional degree in relevant field. Candidates with a minimum of five years experience in the management of a major administrative program with diverse populations at the university level will be considered. The ideal candidate will have extensive programming, financial planning, and program evaluation and assessment experience; familiarity with statistical analysis and quantitative data. Must have excellent verbal writing, and interpersonal skills.

APPLICATION INFORMATION

Interested candidates should send a letter of interest, a curriculum vitae and three letters of reference with telephone numbers and email addresses to:

Chair, UHP Committee
Director of Student Programs and Assessment
University of Illinois at Chicago
840 South Wood Street (M/C 967)
Chicago, Illinois 60612-7313

Review of applications will begin immediately and continue until the position is filled.

The University of Illinois at Chicago is an Equal Opportunity, Affirmative Action Employer.

FYI...

The Hispanic Outlook In Higher Education www.hispanicoutlook.com September 23, 2002

Hispanic College Fund, Inc., Partners with Hispanic Heritage Awards

WASHINGTON, D.C.

To boost the amount of scholarship funds given to Hispanic students, The Hispanic College Fund, Inc., is providing an additional $12,000 to six students selected by the Hispanic Heritage Awards Foundation (HHAF) as its 2002 Youth Awards recipients.

HHAF announced its National Youth winners in Miami during a ceremony that featured recording star Carlos Ponce, talk show host Cristina Saralegui, Emilio and Gloria Estefan, HHAF chair Dr. Pedro José Greer, and HCF President Fernando Barrueta. Each winner will receive a total of $7,000 toward education expenses and a laptop computer.

HCF is providing the extra funds through an affinity program with Jackson and Perkins, which donates funds from the sale of its pink rose named after Our Lady of Guadalupe.

"The Hispanic Heritage National Youth Awards represent the 'best of the best' and these future Hispanic leaders have worked hard to fit into that elite company," said HHAF executive director Antonio Tijerino.

"Our mission," he said, "is to highlight Hispanic excellence and provide role models. There is no greater inspiration to a young person than another young person succeeding in the classroom and community."

The Hispanic College Fund is a national nonprofit dedicated to developing the next generation of Hispanic business leaders in America. It has provided more than $1.5 million in scholarships to more than 1,000 Hispanic students in nearly a decade of service.

The mission of the Youth Awards is desperately needed in Hispanic communities. The latest U.S. Census reports that Hispanics are now the largest minority and have a median age of 24 years, 10 less than the median age of the general population. More than a third of Hispanics in the U.S. are under 18. Hispanics have a high school completion rate of only 63 percent–compared with 81 percent for Blacks and 90 percent for Whites–which means they will be less prepared to enter or progress in the labor force.

Recent data on Hispanic children, youth, and families show that in areas such as teen suicide, out-of-wedlock pregnancies, and health insurance, Hispanics fare worse than any other segment of the population. Of all Hispanics, only 29 percent have attended college and the number drops in terms of a graduation rate. Only 27 percent of Hispanic high school graduates enrolled in college, according to the U.S. Census Bureau, and Whites were at 46 percent.

NACE: Insurance, Federal Government Increase College Hiring

BETHLEHEM, Pa.

Overall, college hiring has fallen 36 percent from last year, according to a survey of employers conducted by the National Association of Colleges and Employers (NACE), but there are bright spots. Both insurance and federal government employers say they are hiring more new college graduates this year.

NACE's recent job market survey found that insurance employers expect to hire 30.8 percent more new college graduates this year than they hired last year.

New graduates in the business disciplines are most likely to benefit from increased hiring by insurance employers.

"Over the past two years, insurance employers have been most interested in new graduates with economics/finance degrees," says Camille Luckenbaugh, NACE employment information manager. "Currently, we see insurance employers pursuing economics/finance, marketing, accounting, business administration, and communications majors."

The survey also shows a 16.2 percent increase in college hiring among federal government employers.

"Right now, federal government employers seem most interested in graduates in the technical fields–mechanical, electrical, and civil engineering, computer science, and MIS, in particular," says Luckenbaugh, who notes, too, an increase in starting salaries for new graduates..

"Since 2000, the overall average starting salary offer from federal government employers has increased 15.4 percent, from $35,188 to the current average of $40,598," she says.

FYI

The Hispanic Outlook In Higher Education www.hispanicoutlook.com September 23, 2002

College Board to Stop Flagging Nonstandard Test Administration

NEW YORK, N.Y.

The College Board and Disabilities Rights Advocates (DRA) announced that as of Oct. 1, 2003, The College Board will discontinue the practice of identifying score reports on standardized tests taken by students who require extended test-taking time due to documented disabilities. Such special testing accommodations have been identified on the score report by the words "nonstandard administration," a practice commonly referred to as "flagging."

The decision stems from a 1999 lawsuit against the Educational Testing Service that resulted in an agreement by ETS to remove all flags from the score reports of ETS-administered tests that are not owned by The College Board. ETS develops the test items, and administers and scores the SAT and several other tests owned by The College Board.

With respect to College Board tests, DRA and The College Board had agreed to convene a panel of jointly selected experts to consider issues related to flagging. That panel, by a vote of four to two, recommended that The College Board stop flagging the score reports of tests taken with extended time.

"The majority of the panel believed that flagging discourages students from applying for needed accommodations and represents a barrier to equal access to college, and we have agreed to abide by their decision," said College Board President Gaston Caperton. "While agreeing that the rights of disabled persons should prevail over other considerations, we also recognize the ongoing concerns raised by guidance counselors and admission directors that The College Board must uphold a rigorous review process to ensure that extended test-taking time is not granted to students who do not require this accommodation."

The College Board will continue its process of routine documentation reviews. These reviews ensure that the eligibility requirements are being consistently and fairly applied to all students. Additionally, The College Board will continue to improve its communication of expectations to ensure equity of access for all test takers.

Disability Rights Advocates, a nonprofit law center headquartered in Oakland Calif., represented two disability organizations, Californians for Disability Rights and the International Dyslexia Association, along with an individual, Mark Breimhorst, in the case that led to the settlement.

"The College Board's decision to end the practice of flagging marks a major achievement for people with disabilities. Other testing agencies that continue to flag should reexamine their policies and follow The College Board's example," states Alison Aubrejuan, an attorney involved with the case for DRA.

Partnership Calls for Government to Tap Interns for Jobs, Increase Diversity

WASHINGTON, D.C.

Although more students are choosing internships within the government each year, federal government has largely failed to recruit from this valuable pool for permanent positions, according to a study released by the Partnership for Public Service.

Over the next five years, more than half the current federal workforce may be eligible to retire, including 70 percent of senior managers. Government will need to hire more than 250,000 employees in the next two years to replace highly experienced workers who are leaving, and to carry out new responsibilities for homeland security. More than 46,000 students worked for the federal government in career-oriented internships over the last five years, but on average, only 12 percent of them were recruited into permanent federal jobs. In contrast, about 35 percent of private sector interns accepted jobs with the companies for which they'd worked.

The current system also could do much more to diversify the federal workplace, according to the Partnership's study. Hispanics remain underrepresented, at 6.7 percent of the federal workforce, compared to 11.9 percent of the nongovernment workforce.

For a copy of the report, *Tapping America's Potential: Expanding Student Employment and Internship Opportunities in the Federal Government*, call (202) 775-9111, ext. 27; e-mail, bhardy@ourpublicservice.org.

People-Places-Publications-Conferences

PEOPLE & PLACES

LULAC Elects New President

Members of the League of United Latin American Citizens (LULAC), one of the largest and oldest Latino civil rights organizations in the U.S., elected Hector Flores to be its national president, at LULAC's 73rd National Convention in Houston, Texas. Flores, a LULAC member for more than 28 years, is national chair of its National Educational Service Centers.

Frank Ortiz of Houston became LULAC's national treasurer, a position formerly held by Flores.

Flores, once a migrant farmworker, received a bachelor's degree from St. Mary's University in Texas while working as a police officer for the San Antonio Police Department; and was recruited by the U.S. Department of Justice after graduating, where he provided critical assistance to the Dallas Regional Office by serving in the Community Relations Services Department. He became an equal opportunity specialist with the Office of Civil Rights within the Department of Health, Education, and Welfare before returning to the Justice Department as a conciliation specialist, handling racially motivated community disputes. He was later hired by the Dallas Independent School District as its minority recruitment specialist and has since been promoted to his current position, director of recruitment and retention.

Flores says he plans to focus his LULAC presidency on education, securing the rights of immigrants, and ensuring that the media portray Hispanics more fairly.

L.A. Opera Receives Support for Audience Development

Los Angeles Opera is to receive a $100,000 Performing Arts Fund Grant from American Express to support audience development initiatives, part of its ongoing partnership with American Express to promote and market opera to L.A.'s Hispanic and young professional communities.

The partnership began following American Express' support of the sold-out concert "A Night of Zarzuela and Operetta with Plácido Domingo and Friends," the first of several events in which the company, through direct mail efforts, brought opera to the attention of the Hispanic community. The grant will continue such efforts.

The partnership was extended to include opera's fastest growing audience, young professionals between the ages of 18-34. Two established programs for the younger audience, "Opera Nouveau" and "Urbanites for Opera," are being expanded with the grant.

MALDEF Names Vice President of Development

In California, the Mexican American Legal Defense and Educational Fund (MALDEF), appointed Rafael "Ray" Ramírez as vice president of development, responsible for all fund-raising activities.

Ramírez comes to MALDEF via the California legislature's Joint Committee to Develop a Master Plan for Education–Preschool through Post-Secondary. He began his career as a schoolteacher, then took a post with the Department of Education as a special assistant to the director of the Office of Bilingual Education and Minority Language Affairs. He was a special assistant in the Clinton administration as interim director for Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP), a national early-intervention grant program.

Ramírez earned his bachelor's degrees in experimental psychology and English literature as well as a teaching credential from the University of Washington. He was also a Marshall scholar, receiving a master's in educational psychology from the University of London.

Indiana Center Studies Federal Research Inaccuracies

The U.S. Department of Education has overlooked the importance of need-based student aid and has placed too much emphasis on academic preparation when determining the disparities in college participation, says a policy study conducted by the Indiana Education Policy Center at the Indiana University School of Education.

The study, *The Access Challenge: Rethinking the Causes of the New Inequality*, concluded that the National Center for Educational Statistics incorrectly found access to college and universities to be equal and financial aid to be adequate since it based its analysis on the academic model of access. This model considers academic factors such as aspirations, preparation, and entrance exams and excludes the impact of finances, particularly the shortage of grant aid, when determining why disparities in college participation exist between students from not only low-income and rich backgrounds, but between White and minority students as well.

When researchers used a balanced model, considering both academic and financial factors, access was found to be unequal and financial aid to be inadequate. Researchers said that there were more than a million high school graduates–underprivileged and minority students and others–in the 1990s who had qualified academically for college, but could not meet the financial end, in part because of a shortage of grant aid and resulting work and loan burdens to pay college expenses.

San Antonio Names President

The Alamo Community College District board of trustees unanimously named Dr. Robert E. Zeigler president of San Antonio College. The former executive vice president began working at San Antonio as a history professor in 1971.

Zeigler attended San Antonio following service in the U.S. Navy and went on to earn his bachelor's degree and master's in American history and government from Sam Houston State University and doctorate from Texas Tech University. He taught history at Weatherford College before going back to San Antonio as a professor. In addition to teaching at San Antonio, Zeigler held administrative positions such as interim president and vice president of academic affairs.

"I am honored by this appointment," said Zeigler. "I appreciate the confidence shown in me by the board and my colleagues at San Antonio College. I look forward to serving the college and our students in my new role as president."

Eisner Gift Brings in CSUN Teachers Program

The Eisner Foundation –created by Disney chairman/CEO Michael D. Eisner and his wife Jane–donated $7 million to establish a new teacher training program at California State University-Northridge (CSUN), intended to improve student learning.

The new Center for Teaching and Learning within the CSUN College of Education will prepare teachers to support the educational and emotional needs of all types of students. Specialized training will address those encountering difficulty in the classroom and considered at risk, estimated as up to 25 percent of the school-age population that is encountering difficulty in the classroom and considered at-risk.

The gift, the largest in CSUN's history, will be paid over four years. With it, CSUN, recognized as a leading producer of credentialed teachers among public universities in California, will also establish the Eisner Chair in Teaching and Learning at the Center.

López Chairs Texas Tech Presidential Search Committee

Texas Tech University System Chancellor Dr. David R. Smith appointed an 11-member search committee to advise him on the search for the next president of the University's Health Sciences Center. David López (pictured), a member of the System's board of regents, is committee chair.

The committee has held forums open to students, faculty, staff, alumni, and community members on each of the Health Sciences Center campuses to receive input. A Web site was launched for suggestions and comments dealing with the search process.

"We want each community to have a voice," said López. "It's very important that we know how the communities feel and what they are looking for in a leader. Their input, suggestions, and comments will be a guiding force as we search for the next president."

Texas School of Law Professor Published in Law Journal

An article by California Western School of Law Professor Laura M. Padilla was published in the University of Texas School of Law's *Texas Hispanic Journal of Law and Policy*.

"But You're Not a Dirty Mexican: Internalized Oppression, Latinos, & Law" discusses negative stereotypes and the harm they cause. It elaborates on how internalized oppression and racism are manifested in the Latino community and describes some of the legal results of that oppression within the Latino community. The article concludes by re-imagining Latino identity without internalized oppression and racism.

Padilla received her bachelor's degree and juris doctor from Stanford University.

Santa Ana President Presents Daughter's Diploma

Santa Ana College (Calif.) President Rita Cepeda had the distinct and special honor of presenting an associate's degree to her 20-year-old daughter, Mariel, who left friends and family to accompany her mother when Cepeda was offered the president's post.

An agreement made between the two enabled Mariel to graduate with her friends in Sacramento as long as she finished her final semester at Middle College High School at SAC. After graduating high school, Mariel planned to transfer to a university, but, "after witnessing the empowerment and commitment that students receive from the faculty and staff at Santa Ana College, and seeing the success of transfer students," decided instead to attend SAC.

Mariel will apply to the University of California-Los Angeles and California State University-Long Beach for enrollment in the spring 2003 semester as a graphic design major. Meanwhile, she is completing an internship with the Santa Ana, Calif.-based advertising agency DGWB.

Florida A&M Appoints President

The Florida A&M University (FAMU) board of trustees named Fred J. Gainous the University's ninth president. The former chancellor with The Alabama College Systems Department of Post-Secondary Education was instrumental in merging many of Alabama's two-year campuses.

Gainous was responsible for 19 community colleges, two junior colleges, seven technical colleges, Alabama Industrial Development Training Institute, and Athens State University, and, as system CEO, for state allocated funds of $578.3 million in 2001.

Gainous holds a bachelor's degree in agricultural education from FAMU and a master's in agricultural education and doctorate in education from the University of Florida. He has been honored with the Shirley B. Gordon Award of Distinction from Phi Theta Kappa Honor Society and the Bellwether Award from the University of Florida, which recognize the accomplishments of Florida's Teaching and Learning Initiative.

News from ACLU

- The American Civil Liberties Union (ACLU) reported that it endorsed a full repeal to what it says is a misguided law mandating the loss of federal college aid to students convicted of drug offenses. The ACLU joined a coalition of civil rights groups, financial aid administrators, and lawmakers to attempt to repeal the legislation, expressing concern over the more than 80,000 students–many of whom are minorities and from disadvantaged backgrounds–who have been affected by the law since its passage four years ago.
- A U.S. District Court judge ruled in favor of a case brought by the ACLU of Illinois citing

that University of Illinois (UI) officials violated the free speech of students and faculty when officials required "pre-clearance" for any statements about the school's controversial use of American Indian Chief Illiniwek as a mascot. Officials issued a gag order on students and faculty, looking to inform prospective athletes that many groups and individuals find the mascot offensive. According to the ACLU, the decision allows it to proceed to trial and seek damages from former UI Chancellor Michael Aiken, on behalf of five plaintiffs.

- The ACLU also reported filing legal papers accusing the Montana University System of engaging in a "desperate and cynical" attempt to keep a state court from hearing a civil rights lawsuit on behalf of lesbian and gay University employees who can't get health insurance and other benefits for their families. The papers came about following the University's request that the court dismiss a case involving the school's denial of equal health benefits to the families and partners of employees involved in same sex unions. The ACLU papers requested that the case be heard and decided upon by the state legislature.

Lamar Chooses Vice President for Student Affairs

Barry Johnson was named vice president for student affairs at Lamar University (Texas)–responsible for its student service centers, recreational sports, new student orientation, food service, bookstore, and housing, among other duties.

Prior to his appointment, Johnson was Lamar's interim vice president for student affairs, but was most active in the University's department of music, theater, and dance as the department chair and associate director and director of bands.

Johnson earned a bachelor's degree in music education and master's from Sam Houston University, doctorate in music education from the University of Houston, and a diploma in fine arts from the University of Calgary in Canada. He held teaching positions at the University of North Texas, Texarkana College, and Sam Houston and directed award-winning high school bands.

Butler County Community Appoints First Woman President

Butler County Community College (Pa.) announced the unanimous selection of the College's first woman president, Dr. Cynthia Azari. She left her vice president of instruction position at Olympic College (Wash.)–where she also was an associate dean for business, engineering, and related occupations–for the position at Butler.

Azari has a bachelor's degree in government with a minor in history from Huston College; a masters' in education administration and a master's in industrial relations, both from West Virginia University; and a doctorate in educational leadership from Seattle University. She has been involved with the United Way, Girl Scouts of America, and the American Cancer Society and has received many awards for her distinguished work as an administrator.

Broward Signs Articulation with Puerto Rican University

Broward Community College (BCC) of Florida and the Polytechnic University of the Americas (PUA) signed a formal agreement for the articulation of BCC Associate in Arts and Associate in Science degree holders into bachelor's degree programs offered by PUA. Levi Williams, chair of the BCC District board of trustees, and BCC President Dr. Willis Holcombe met with PUA President Ernesto Vázquez-Barquet to sign it.

The agreement established a transfer program permitting Broward graduates to make a seamless transition into PUA's business administration or information technology programs. Students must have earned a cumulative GPA of 2.0 or better.

The 36-year-old Polytechnic University of the Americas has its main campus in San Juan, Puerto Rico, and is opening its first branch campus in Miami.

LIU-Brooklyn Honors Rivera for Teaching Excellence

Klaudia M. Rivera, Long Island University (LIU)-Brooklyn (N.Y.) associate professor of teaching and learning in the School of Education, is one of five Brooklyn Campus faculty, representing countries from around the globe, who received the University's David Newton Award for Teaching Excellence.

Rivera received her bachelor's degree from Central American University in Nicaragua and doctorate from Teachers College, Columbia University. She was an adjunct assistant professor at City College of New York and executive director of El Barrio Popular Education Program, which received a Community Leadership Award from the Puerto Rican Legal Defense and Education Fund. She has many published articles to her credit.

The four other winners came from the United States, Nigeria, India, and France.

Incarnate Word Endeavor Creates Center in Mexico

The University of the Incarnate Word (UIW), of Texas, in its continued effort to make education more accessible to the international community, launched a new initiative to establish an education center in Mexico.

Through UIW's international affiliate, UIW International Inc., the University signed an agreement with the Province of Mexico of the Congregation of the Sisters of Charity of the Incarnate Word to develop an affiliate in Mexico City offering UIW degrees. The International University Center "Miguel Angel-Incarnate Word," as the facility will be known, will offer accredited degrees without its students having to leave Mexico. The goal is to offer international programs, develop and implement an English-language learning program, and promote educational and cultural exchange between the U.S. and Mexico.

This is UIW's second such endeavor. The first was in 2000 at China Incarnate Word in Guangzhou.

Luevano Wins Santa Barbara Excellence Medal

The University of California-Santa Barbara (UCSB) announced that Maidel Luevano has won its Thomas More Storke Medal for Excellence, the top honor given to a graduating senior. It recognizes outstanding scholarship and extraordinary service to the campus as well as courage, persistence, and achievement.

Graduating with a 3.74 GPA and a double major in sociology and Chicano studies, Luevano described her campus involvement as an attempt to "bridge the gap between academic theory and real life practice, giving considerable time to help others achieve success in college." She was a peer advisor in several programs aimed to help minorities, such as the Educational Opportunity Program, Upward Bound, and the Summer Transitional Enrichment Program. She helped establish an annual benefit concert to raise college scholarship funds for Latino and Chicano youth, and was active in the Student Commission on Racial Equality (SCORE) and *Mujeres Unidas por Justicia, Educacion y Revolucion* (M.U.J.E.R.).

Luevano plans to continue working for social change in Southern California and possibly attend graduate school.

NJN Hosts Hispanic Night

NJN Public Television and Radio of New Jersey celebrated 30 years of service to the state's diverse Hispanic population with a membership pledge drive and an evening of programming.

For three decades, NJN has produced and broadcasted "Images/Imagenes", a weekly cultural and public affairs program focused exclusively on the Hispanic community. It is the longest running Latino public affairs program in the PBS system.

The "Hispanic Night" broadcast lineup included: "Celia Cruz and Friends: A Night of Salsa," a concert special of Latin jazz and swing by the reigning queen of Afro-Cuban salsa music; "Puerto Ricans: Our American Story," a dynamic celebration of Puerto Rican life in America; and "The Cuban Americans," which explored the unique experience of Cuban-Americans, and the places in which they settled during the second half of the last century.

Representatives of the Latino Leadership Alliance of New Jersey and the New Jersey Hispanic Chamber of Commerce manned the phone banks during the pledge drive.

New York City Tech Names Ayala Dean

New York City Technical College named Victor Ayala dean of professional studies. Ayala, a sociologist, human services professional, author, and prominent local figure in the field of HIV/AIDS, is the former chair of the College's Department of Human Services. In his new post, he directly oversees 10 academic departments in City Tech's School of Professional Studies.

Ayala joined City Tech in 1980 in the office of student activities and later became director of the SEEK program, counselor in the office of student affairs, and professor of human services. He is the founding chair of the Brooklyn AIDS Task Force, a multi-service agency providing education, counseling, treatment, and case management for people living with HIV and AIDS. He was the president of the Mid-Atlantic Consortium for Human Services and held positions at the National Organization for Human Services Education.

Ayala is the author of *Falling Through the Cracks: AIDS and the Urban Poor*, a book about hospitals, illness, death, and the looming healthcare crisis for poor Americans.

USC Economist Studies Mortgage Lenders and Race

The University of Southern California (USC) reported that a study by a USC economist found that minorities with marginal credit ratings are just as likely to have their home loan applications rejected by minority-owned banks as by White-owned banks.

Ralph Bostic, director of the Casden Real Estate Economics Forecast at the USC Lusk Center, used data from the U.S. Department of Treasury and compared the lending patterns of 75 minority-owned banks with those of White-owned banks in the same areas. He found that underwriting standards are consistent across lenders and are not influenced by the lender's ethnic background and that rejection rates were higher in minority-owned banks than those of White-owned banks.

To curb rejections, Bostic suggested banks develop alternative underwriting models since signals of good credit differ among diverse populations. He also said programs such as financial counseling and money management curricula aimed at high school students may help marginal borrowers improve their credit quality.

San Diego State Selects Head of Business College

San Diego State University (Calif.) selected Dr. Gail K. Naughton dean of the College of Business Administration, making her the first female biotech entrepreneur to lead a major business program at a U.S. university. Naughton is co-founder and vice chairman of Advanced Tissue Sciences, renowned for developing innovative products for patients in need of replacement tissues and organs.

Naughton holds more than 70 domestic and foreign patents, has been extensively published in the field of tissue engineering, and was the first woman to individually win the Intellectual Property Owner's Association's National Inventor of the Year Award in 2000, for her work in tissue engineering. She is on the advisory boards of the Department of Engineering at Johns Hopkins University and Georgia Institute of Technology and is on the Industrial Liaison Board at several universities.

Naughton received a bachelor's degree in biology from St. Francis College, a master's in histology and a doctorate in basic medical sciences from New York University (NYU). She completed postdoctoral training at NYU Medical Center, where she was an assistant professor of research, and was an assistant professor of biology at Queensborough Community College. She earned an executive master's degree in business administration from the University of California-Los Angeles.

CUNY Names Trustees

Carol Robles-Roman, NY deputy mayor of legal affairs and counsel to the mayor; Valerie Lancaster Beal, investment banker; and Hugo M. Morales, founder of the Bronx Mental Health Center, were approved by the New York State Senate to join the City University of New York board of trustees.

Mayor Michael Bloomberg nominated Robles-Roman, a graduate of Fordham University and NYU School of Law, for a six-year term. She worked with the New York State Office of Court Administration, was an assistant attorney general in the Civil Rights Bureau of the New York State Department of Law, and was senior vice president and general counsel for the Puerto Rico Industrial Development Company's continental operations office.

Lancaster Beal, senior vice president of M.R. Beal and Company, was nominated by Gov. George E. Pataki for a seven-year term. She is active with Bronx Community College and Medgar Evers College and is on the board of regents of Georgetown University and the board of trustees of the Berkeley Carroll School of Brooklyn.

Morales, also selected by Pataki, received a medical degree from the University of Santo Domingo in the Dominican Republic and has been a psychiatrist in New York since the early 1960s. He is a former chairman of the Dominican Board of the Governor's Office for Hispanic Affairs, founder and chairman of the Dominican-American Foundation, and 1996 recipient of the Ellis Island Medal of Honor, among other accomplishments.

Latina Founder Delivers Lecture at Sul Ross

Christy Haubegger, founder of *Latina* magazine, circulation about 250,000, delivered the 14th Mary Thomas Marshall Lecture at Sul Ross State University (Texas). She discussed her determination to launch a magazine exclusively for the Hispanic market and the obstacles she cleared to realize that dream.

"I was adopted by some lovely, tall, blond people who told me every day that I could be anything I wanted to be," said Haubegger, who is Mexican-American, "but I saw no reinforcement of that in the media, there were no people who looked like me."

After receiving a bachelor's degree from the University of Texas-Austin, she entered Stanford Law School, becoming senior editor of the *Stanford Law Review*. Her vision for *Latina* began to take shape when she was required to plan a business venture for a marketing class. The professor, impressed by the plan, encouraged her to pursue the idea. After graduation, she found a willing publisher.

In 1996, *Latina* was launched and "changed the complexion of the newsstand," noted Haubegger, who told the heavily Hispanic audience of graduates, "Hold the door open for the people behind you. Just by being here, you beat the odds."

University of Arizona Encourages Health Careers

The University of Arizona Health Sciences Center (AHSC) continues to encourage high school students to pursue healthcare careers through an innovative summer program called Med-Start.

The five-week program allows rural, minority, and economically disadvantaged high school students to participate in varied health profession activities, including hands-on presentations and training in basic first-aid, and college-level coursework in chemistry, composition, and study skills.

Students also tour the colleges of the AHSC. Thousands of students have participated in Med-Start since it began in 1968.

This year's Med-Start summer program was held at the University of Arizona, with an extended program at Northern Arizona University-Flagstaff. Of the 62 participants, 37 were Hispanic.

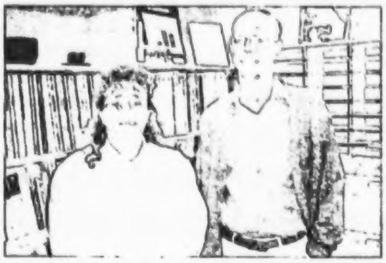
Beloit Scholarship Provides Police with Spanish Instruction

Beloit College (Wis.) awarded a full summer scholarship to the Beloit Police Department for study in the College's Center for Language Studies (CLS). The scholarship was offered at the request of Police Chief Richard Thomas to enhance the quality of service to Beloit's growing Hispanic community, said Beloit College President John Burris..

Officer Mary Ruekert, a six-year veteran, was selected for the scholarship. A graduate of Millikin College, where she had taken two years of Spanish, Ruekert studied intensive Spanish at CLS for nine weeks, the equivalent of a year of college-level study. Upon completion, Ruekert continued to enhance her language capacity, working with Officer Veronica Weber, a member of the force from Peru.

UTSA Graduate Student Has Research Published

University of Texas-San Antonio (UTSA) biology graduate researcher Desiree Villarreal had her findings, as an assistant in brain research, published in a national science publication.



Villarreal (pictured l.) assisted UTSA Associate Professor of Neurobiology Brian Derrick (r.) in neuroscience research and confirmed an original 20th-century finding–that new learning erases old learning, and previous memories disappear through passive "disuse" of memory. The team based its conclusion on tests involving rats seeking food in a maze. The findings were published in the national magazine *Nature Neuroscience*.

Villarreal, a single mother, is working toward a doctorate through UTSA's specialized neuroscience research program. She received a bachelor's in chemistry and biochemistry from St. Mary's University after a vision problem caused her to drop out of the U.S. Naval Academy. She received her master's from UTSA, joined the Southwest Research Foundation for Biomedical Research, and then worked with international undergraduate students at the NASA Kennedy Space Center.

UTEP Names Interim Dean

Josefina "Josie" Tinajero, nationally recognized expert on bilingual education and teacher reform, was named interim dean of the University of Texas-El Paso (UTEP) College of Education.

Tinajero, a professor of bilingual education and former associate dean of the college, was responsible for the creation and funding of outreach programs and programs geared toward increasing bilingual educators, including the Mother-Daughter Program, Project BEEM (Bilingual Education and Enhancement Mentoring), and Project CBTL (Cultivating Bilingual Teachers and Leaders). She encouraged more than 3,000 Latinas to pursue a college education; more than 90 percent of these young women earned a college degree. Many have entered the field of education to encourage Hispanics to pursue a college education.

She has received several honors for excellence in teaching and for outstanding service as a role model, among them the Maestro TESOL Award, the Diamond Jubilee Gem Award, and the Orgullo Hispano award.

Former Dominican President Addresses Lehman Graduates

Leonel Fernández Reyna, president of the Dominican Republic from 1996-2000, spoke to more than 1,900 City University of New York-Lehman College graduates and their families at the College's commencement ceremony. Lehman conferred on Fernández an honorary Doctor of Laws for the leadership and openness he brought to his government.

It was in this "diverse atmosphere of New York that I first learned the values of democracy, tolerance, justice, and fairness," said Fernández, who was born in the Dominican Republic and reared in New York City.

Fernández is the founding head of the Global Foundation for Democracy and Development, a nonprofit organization that studies and helps resolve national and international issues.

SMU Museum Exhibits Mexican Silver

The Meadows Museum at Southern Methodist University (Texas) presented "De Agua y de Luna: Silver Sculptures from Mexico," an exhibition of nearly 50 silver sculptures, an elaborate silver table service, and other decorative objects from the Mexican silversmith company Tane Orfebres.

Since 1970, Tane Orfebres commissioned internationally renowned artists to create a unique collection of works in silver. Some of these commissioned works as well as the work of Tane Orfebres designers were on display at the Meadows exhibit. The sculptures represented many approaches, traditions, and themes.

Featured were works by Luis Barragán, Juan Soriano, and Chilean artist Roberto Matta. A gallery talk, "The Legacy of Tane," by curator Mark A. Roglán, accompanied the exhibit, highlighting a variety of works and reviewing the company's international influence in promoting contemporary silver sculpture.

The Meadows Foundation, the Department of Visual Arts and Exhibitions of the Mexican Government, and Tane Orfebres supported the show.

St. Mary's Professors Attend Fulbright-Hays Seminar

St. Mary's University professors Dr. Alejandro Velez and Dr. Patricia Owen attended the "Thailand-Burma Fulbright-Hays Seminar in Thailand and Burma 2002," an intensive four-week study abroad program on Southeast Asian experiential learning.

Velez, professor of economics and coordinator of Latin American studies, teaches courses in international economics and business. He went as a Fulbright scholar to his native Colombia in 1999 and to China in 1995.

Owen, chair of the Department of Psychology, is a licensed clinical psychologist and teaches courses in developmental psychology, abnormal psychology, and human sexuality.

The Center for Southeast Asian Studies at the University of Hawaii-Manoa administers the Seminar in Thailand and Burma.

San Antonio Addresses Engineering Shortage

Responding to a national decline in engineering preparation in high schools and in engineering degrees earned in colleges, the National Science Foundation awarded San Antonio College (SAC) a three-year grant to increase the number of associate's and bachelor's degrees in engineering granted to minorities in South Central Texas.

The $332,194 grant will enroll a minimum of 40 high school students in dual credit engineering or pre-engineering courses and 30 college students in one or more engineering courses offered on the Internet. It will establish at SAC dual credit engineering courses in at least five area high schools; train engineering faculty in distance education; and infuse engineering curricula with state-of-the-art technology.

The College will also use a Title V grant to extend retention strategies to minority students majoring in engineering and develop articulation plans with four-year universities and area high schools to encourage a seamless transition in engineering studies from high school, to SAC, to participating four-year universities.

Illinois-Chicago Student Receives Transportation Scholarship

Norma Peña-Rivera, doctoral candidate in public policy analysis in the College of Urban Planning and Public Affairs at the University of Illinois-Chicago (UIC), received a prestigious George Krambles Transportation Scholarship Award for 2002.

The $2,500 scholarship, named in memory of the former executive director of the Chicago Transit Authority, was established to encourage young people to pursue professional careers in transportation and provide financial assistance to promising persons in the industry.

Peña-Rivera, a research assistant in UIC's Urban Transportation Center, performs research for the Chicago Regional Transportation Clearinghouse Project. The Puerto Rican native is planning a career in transit and land use.

NJCU Roundtable Examines New Jersey, New Mexico Education Policy

New Jersey City University (NJCU) hosted the roundtable discussion "New Jersey and New Mexico: Explaining Differences in Performances," which examined organizational performance and decisions and presented findings to national and international policymakers.

Educators, elected officials, and policymakers attended the meeting, which was organized under the Alliance for International Higher Education Policy Studies (AIHEPS), a collaborative project between New York University and the Centro de Investigación y Estudios Avanzados in Mexico. According to the Alliance, it seeks to improve comparative understanding of the ways in which higher educational policies change the nature of higher education services produced, and the conditions under which they are provided, and works to train young policy scholars in both nations.

Topics included: the impact of education policy on desired performance; institutional behaviors that are encouraged, rewarded, or inhibited in New Jersey and New Mexico; and state policies that have changed institutional behaviors in these two states.

NALEO Selects Cal Poly Pomona Student for Prestigious Internship

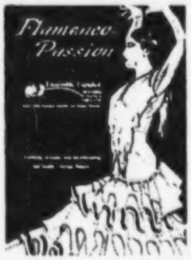
California State Polytechnic University-Pomona student Arturo Alvarez was selected by the National Association of Latino Elected and Appointed Officials (NALEO) Education Fund for the prestigious Shell Legislative Internship Program (SLIP).

Alvarez, a junior political science major and attorney general of the University's stu-

dent body, was one of 13 students selected nationwide for the six-week internship. The interns, each assigned to an elected or appointed public official, got a behind-the-scenes look at how policy is developed.

The NALEO Education Fund is committed to developing young leaders via programs such as SLIP, which conducts development workshops and provides opportunities to network with prominent Latino leaders.

Ensemble Español Celebrates 26 Years at NEIU



Ensemble Español Spanish Dance Theater, in residence at Northeastern Illinois University, celebrated 26 years with its annual American Spanish Dance Festival. Guest artists from Spain and the Americas, along with the full company of 40 dancers, singers, and musicians, performed four "Flamenco Passion" gala concerts.

Dame Libby Komaiko, founder and artistic director of the Ensemble, presented several world premieres and a retrospective of the Ensemble's extensive repertoire of classical, folkloric, Flamenco, and dance-drama styles.

M-DCC Film Student Wins Scholarship

Miami-Dade Community College (Fla.) film student David González won for Best Student Film in the Junior College category at the Seventh Annual Palm Beach International Film Festival. González's film "Night Shift," made for roughly $350, was inspired by one of his favorite films, "Die Hard."

González was involved with all aspects of the film's writing, editing, and filming, which he completed in three months during a workshop for advanced film students taught at Miami-Dade.

The film was screened at a VIP reception where he received a $1,000 scholarship and met Hollywood actors Anthony Hopkins and Ed Norton and director Brett Ratner.

The film also won an award for Best Student Film at this year's first-ever Made in Miami Film Festival. (Pictured l. to r., Gonzalez and Hopkins)

PUBLICATIONS

Shifting Borders: Rhetoric, Immigration, and California's Proposition 187

By Kent A. Ono and John M. Sloop

SHIFTING
BORDERS

This provocative analysis evaluates the debate surrounding California's political hot topic, Proposition 187. The authors present dominant and outlawed discourses around the Proposition, providing a lucid introduction to analyzing the spoken and written word that constitutes political debate in contemporary U.S. culture.

2002. 264 pgs. ISBN 1-56639-917-3. $19.95 paper. Temple University Press. (800) 447-1656.

Spanish-English/English-Spanish Practical Dictionary

By Arthur Swift Butterfield

HIPPOCRENE PRACTICAL DICTIONARY
SPANISH-ENGLISH
ENGLISH-SPANISH
DICTIONARY
ARTHUR SWIFT BUTTERFIELD

This practical dictionary includes more than 35,000 entries, a phonetic guide to pronunciation in both languages, a handy glossary of menu terms, and bilingual lists of irregular verbs and abbreviations.

2001. 407 pgs. ISBN 0-7818-0179-6. $9.95 paper. Hippocrene Books. (718) 454-2366.

The Words of César Chávez

Richard J. Jensen and John C. Hammerback, eds.

THE WORDS OF
César Chávez

César Chávez's campaign for social justice for farmworkers and laborers in the United States marked a milestone in U.S. history, and his powerful rhetoric transformed, persuaded, and inspired his audiences. This anthology captures and analyzes Chávez's major speeches and writings, offering a rich history of the farmworkers' movement.

2002. 232 pgs. ISBN 1-58544-170-8. $19.95 paper. Texas A&M University Press. (800) 826-8911.

Gay Cuban Nation

By Emilio Bejel

GAY CUBAN NATION

Emilio Bejel looks at Cuba's markedly homoerotic culture through writings about homosexuality, placing them in the social and political contexts that led up to the Cuban Revolution. Using a variety of sources, he maps out a fascinating argument about the way in which nationalism and other institutions of power struggle for an authoritative stance on homosexual issues.

2002. 288 pgs. ISBN 0-226-04174-3. $19.95 paper. University of Chicago Press. (800) 621-2736.

Lincoln: A Foreigner's Quest

By Jan Morris

In a historical journey free of sentiment or nostalgia, Jan Morris travels wherever Abraham Lincoln traveled and brings us as close as she can to the presence of the man, conjuring him both in public and private, as president and father, commander-in-chief, and husband. Her skepticism and humor reveal to the reader a real Lincoln.

2000. 205 pgs. ISBN 0-306-81032-8. $13.95 paper. Da Capo Press. (800) 386-5656.

Making Americans: Immigration, Race and the Origins of the Diverse Democracy

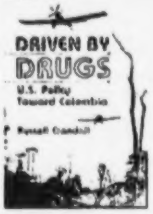
By Desmond King

In the 19th century, virtually anyone could get in the United States. But by the 1920s, U.S. immigration policy had become a filtered regime of selection. *Making Americans* shows how the choices made about immigration policy in the 1920s played a fundamental role in shaping democracy and ideas about group rights in America.

2000. 400 pgs. ISBN 0-674-00088-9. $47.50 cloth. Harvard University Press. (800) 448-2242.

Driven by Drugs: U.S. Policy Toward Colombia

By Russell Crandall



Colombia receives the third largest amount of U.S. foreign aid–most of it slated for antidrug efforts. This analysis traces the evolution and present dynamics of U.S. policy toward Colombia, a policy that since 1990 has been driven overwhelmingly by factors related to the "war on drugs" within the United States.

2002. 193 pgs. ISBN 1-58826-089-5. $19.95 paper. Lynne Rienner. (303) 444-6684.

Face to Face: The Changing State of Racism Across America

By James Waller

FACE
to
FACE
THE CHANGING STATE OF RACISM ACROSS AMERICA
JAMES WALLER

The information in this book is anchored in the compelling and painful voices of victims of racism in America. It discusses the roots and myths of modern racism in America and offers authentic possibilities for racial reconciliation.

2002. 272 pgs. ISBN 0-7382-0613-X. $22.95 paper. Perseus Books. (800) 386-5656.

Selected Poems of Victor Hugo: A Bilingual Edition

Translated from French by E.H. and A.M. Blackmore

Illustrated with Victor Hugo's own paintings and drawings, this lucid translation pays homage to a towering figure of 19th century literature by capturing the energy of his poetry, the drama and satirical force of his language, and the visionary beauty of his writing as a whole.

2002. 631 pgs. ISBN 0-226-35980-8. $35.00 cloth. University of Chicago Press. (800) 621-2736.

Your Pregnancy Journal Week by Week

By Dr. Glade B. Curtis and Judith Schuler

Your
Pregnancy
Journal
Week by Week

This keepsake journal charts the progress and thoughts of expectant mothers while learning about their baby's developing body. It provides moms-to-be with a place to write day-to-day musings, keep track of doctor's appointments and test results, and record changes in their sizes and shape during the 40 weeks of pregnancy.

2002. 252 pgs. ISBN 1-55561-343-8. $14.95 paper. Perseus Books. (800) 386-5656.

Many publications featured in this section are available through amazon.com.

CONFERENCES

NACADA National Conference

September 29-October 2

The 26th annual meeting of the National Academic Advising Association has as its theme "Academic Advising: Official Sponsors of Student Success." Concurrent sessions will address all aspects of advising. At the Grand America and Little America Hotels in Salt Lake City, Utah.

Contact: NACADA executive office, (785) 532-5717; e-mail, nacada@ksu.edu; Web site, www.nacada.ksu.edu

22nd Annual Adult Higher Education Alliance AHEA/ACE 2002 Conference

October 9-12

This event, "Creating New Meanings in Leading Learning in Adult Higher Education," features papers and presentations on current issues in Adult Higher Education. Among the presenters and speakers will be Larry Daloz, author of the award-winning book *Effective Teaching and Mentoring*. At Pittsburgh Marriott City Center, Pittsburgh, Pa.

Contact: Dr. Sandie Turner, conference co-chair, (412) 578-6669; e-mail, sturner@carlow.edu; Web site, www.ahea.org

ASCD Conference on Teaching & Learning

October 11-13

The Association for Supervision and Curriculum Development presents "Increasing Student Achievement: Instructional and Leadership Practices That Work." Learn how schools succeed in raising test scores and student achievement in every grade and subject. In New Orleans, La.

Contact: (800) 933-ASCD or (703) 578-9600; Web site, www.ascd.org/trainingopportunities/conferences.html

NASPA Senior Student Affairs Institute

October 13-15

The "New Senior Student Affairs Officers Institute," brought to you by the National Association of Student Personnel Administrators, provides the strategies, techniques, and tools to assure smooth beginnings, transitions, and long-term success. This program is for the new SSAO (within the last several years) who is searching for an exciting and results-oriented learning experience. At Westin Embassy Row Hotel, Washington, D.C.

Contact: NASPA, Leah Ross, (202) 265-7500, ext. 3003; fax, (202) 797-1157; e-mail, lross@naspa.org; Web site, www.naspa.org

5th International Conference of Women Writers from the Spanish Caribbean

October 15-16

Eugenio María de Hostos Community College-City University of New York hosts "Homenaje a Julia de Burgos: La literatura como acto de subversión." At Hostos Community College, Bronx, N.Y.

Contact: Office of Academic Affairs, Hostos Community College, (718) 518-6660

New Jersey Project Conference

October 18

The New Jersey Project on Inclusive Scholarship, Curriculum, and Teaching will hold its fall conference, "Difficult Classroom Conversations: Working with Creative Tension." Featured speakers are Allan G. Johnson, Dianne Ashton, Estelle Disch, and Sonia Gonsalves. At Kean University, Union, N.J.

Contact: (973) 720-2296; e-mail, njp@wpunj.edu; Web site, www.wpunj.edu/icip/njp

14th Annual Southwest Seminar for Great Teaching

October 24-26

A unique seminar for college teachers based on the premise that the real experts are those who teach. "What's My Style: Exploring Teaching Philosophies and Techniques" invites all to share their knowledge; thus the participants will provide much of the context for the workshops. At Sagebrush Inn, Taos, N.M.

Contact: El Paso Community College, Faculty Development Office, (915) 831-2201; fax, (915) 831-2738; e-mail, anar@epcc.edu; Web site, www.epcc.edu/Faculty/Facdev/facdev.htm

AAC&U 4th Biennial Diversity and Learning Conference

October 24-27

The Association of American Colleges and Universities presents "Diversity and Learning: Education for a World Lived in Common." Join a national network of practitioners and researchers to enhance existing campus diversity initiatives and chart the next frontiers of work. At the Hyatt Regency, St. Louis, Mo.

Web site: www.aacu-edu.org

HACU's 16th Annual Conference

October 26-29

The Hispanic Association of Colleges and Universities hosts its annual conference, focusing attention on the college and career needs of the nation's youngest and largest population. "Hispanic Empowerment: America's Key to Prosperity" will feature the latest trends, research, and issues of importance to Hispanic higher education. At the Adam's Mark Hotel, Denver, Colo.

Contact: (210) 692-3805; Web site, www.hacu.net

37th Annual Conference of the NCHC

October 30-November 3

The 2002 conference of the National Collegiate Honors Council, with the theme "Peaks and Valleys in the Honors Experience," provides a wide array of opportunities for college and university administrators, faculty, and students to share ideas on honors colleges, honors programs, and honors education. At the Grand America Hotel, Salt Lake City, Utah.

Contact: Dr. Earl B. Brown, Jr., NCHC executive secretary/treasurer, (540) 831-6100; fax, (540) 831-5004; e-mail, nchc@radford.edu; Web site, www.radford.edu/~nchc

2nd National Conference on Outcomes Assessment for Program Improvement

October 31-November 1

2002 ABET Annual Meeting. Speakers from academe will discuss successful approaches to outcomes assessment and new assessment techniques, explore how outcomes assessment is fostering cooperation and innovation on college campuses, and determine whether outcomes assessment is helping create students who are better prepared for the real world. In Pittsburgh, Pa.

Web site: www.abet.org/conferences.html

International Conference on New Concepts in Higher Education

November 3-7

The International Council for Innovation in Higher Education sponsors this event, with the theme "International Education and Lifelong Learning." This gathering will focus on but is not limited to: Traditional vs. Nontraditional Learning; Exporting Higher Education and Lifelong Learning; The Increase in Foreign Based Education and Lifelong Learning. In Honolulu, Hawaii.

Contact: (888) 508-7642; fax, (416) 360-6863; e-mail, cvanduel@c-s-m.org; Web site, www.icie.net

CIEE Annual Conference on International Exchange

November 6-9

The theme of this event is "Underrepresented Faces and Nontraditional Places." In Atlanta, Ga.

Contact: (800) 40-STUDY ext. 2782, (212) 822-2782; e-mail, conference@ciee.org; Web site, www.ciee.org/conference

7th Annual Conference on Learning Communities and Collaboration

November 7-8

"Best Practices for Learning" is sponsored by Delta College, William Rainey Harper College, Metropolitan Community Colleges of Kansas City, and Indiana University-Purdue University Indianapolis. In Traverse City, Mich.

Contact: Nancy Boudreau, (989) 686-9091; Web site, www,delta.edu/lcc

28th Annual AMATYC Conference

November 14-17

The American Mathematical Association of Two-Year Colleges invites you to attend its yearly gathering. In Phoenix, Ariz.

Contact: AMATYC Office, Southwest Tennessee Community College, (901) 333-4643; fax, (901) 333-4651; e-mail, amatyc@stcc.tn.edu; Web site, www.amatyc.org

7th Conference of Recovering the U.S. Hispanic Literary Heritage

November 14-17

The theme for this conference, held in conjunction with the American Studies Association's annual meeting, takes its lead from ASA's own conference title, "The Local and The Global." The goal is to present the evolving significance of the "local and the global" for Latinos/as as represented, debated, and contested in writings, documents, histories, diaries, newspapers, and other forms of print culture from the 1500s to 1960. At Westin Galleria and Oaks Hotels, Houston, Texas.

Contact: (713) 743-3128; fax, (713) 743-3142; e-mail, artrec@jetson.uh.edu

National MultiCultural Institute Conference

November 14-17

This National MultiCultural Institute (NMCI) conference, "Building Personal and Professional Competence in a Multicultural Society," includes workshops for professional development on diversity and training; special events for networking and relationship-building in the field; and dialogue on the critical issues of multiculturalism in our society.

Contact: (202) 483-0700; fax, (202) 483-5233; e-mail, nmci@nmci.org; Web site, www.nmci.org

NCTE 92nd Annual Convention

November 21-26

The 2002 National Council of Teachers of English Convention, with the theme "Celebrating the Languages and Literacies of Our Lives," encourages us to define language, literature, and education as we seek to better understand how we define ourselves, each other, our students, their families and communities, and those we have yet to meet. In Atlanta, Ga.

Contact: NCTE, (800) 369-6283; fax, (217) 328-9645; e-mail, public_info@ncte.org; Web site, www.ncte.org

NASPA "Spirituality on Campus" Conference

December 5-7

This conference of the National Association of Student Personnel Administrators, with the theme "Spirituality on Campus: Reflection and Practice," will provide an opportunity to delve deeply into the spiritual dimension, a critical, but often unarticulated, aspect of ourselves and of our work in higher education. NASPA is particularly eager to sponsor dialogue between student affairs administrators, faculty, chaplains, and others who may be thinking about how work intersects with spirituality. At Omni Royal Orleans Hotel, New Orleans, La.

Contact: NASPA, Leah Ross, (202) 265-7500, ext. 3003; fax, (202) 797-1157; e-mail, lross@naspa.org; Web site, www.naspa.org

IEEE Deans Summit II

January 9-12, 2003

The educational activities board of IEEE presents "Deans Summit II: Fostering Campus Collaborations." Share your effective strategies for collaborative programs on community outreach, future teacher preparation, and pedagogical practices for engineering education. At Biscayne Bay Marriott Hotel & Marina, Miami, Fla.

Contact: Douglas Gorham, d.g.gorham@ieee.org; Web site, www.ieee.org/eab/fcc

89th Annual Meeting of AAC&U

January 22-25

The academy is rethinking what should be expected from college education. While the new century irresistibly invites stark–and usually artificial–calls to question foundational ideas, we are, in fact, standing at a social and educational crossroads. The need for deep questioning is genuine. Pre-conference symposium, "Shared Futures: Diversity, Inequality, and the Challenge of Global Citizenship." At Sheraton Seattle, Seattle, Wash.

Contact: AAC&U, (202) 387-3760; e-mail, meetings@aacu.org; Web site, www.aacu.org

TACHE 2003 Conference

January 29-31

The Texas Association of Chicanos in Higher Education, a professional association committed to the improvement of education and employment opportunities for Hispanics in higher education, holds its annual event. At the Omni Hotel-Downtown, Austin, Texas.

Web site: www.tache.org

13th Annual Institute on College Student Values

February 6-8

With the theme "Moral and Civic Responsibility: Can We Assess the Character Outcomes of College?" the Institute will focus on character development in college and strategies for assessing moral and civic outcomes. Sponsored in cooperation with the Association for Institutional Research. At Florida State University, Tallahassee, Fla.

Contact: Dr. Jon Dalton, (850) 644-6446; e-mail, jdalton@admin.fsu.edu; Web site, www.CollegeValues.org

ACE's 85th Annual Meeting

February 15-18

Join 1,200 college and university presidents, chancellors, senior administrators, and other higher education leaders. Confirmed speakers include: Donna Shalala, president, University of Miami; Gwen Ifill, moderator, "Washington Week"; Sir John Daniel, assistant director-general for education, UNESCO. At Marriott Wardman Park Hotel, Washington, D.C.

Contact: (202) 939-9410; Web site, www.acenet.edu

Law and Higher Education Conference

February 16-18

"The 24th Annual National Conference and Workshops: Law and Higher Education," is organized by Stetson University College of Law. This conference's unique approach has received the ABA's prestigious Tweed Award. In Clearwater Beach, Fla.

Contact: (727) 562-7830; fax, (727) 381-7320; e-mail, cle@law.stetson.edu; Web site, www.law.stetson.edu/cle

Stop Surfing-Start Teaching 2003 National Conference

February 16-19

"Teaching and Learning through the Internet" is brought to you by Continuing Education at the University of South Carolina. In Las Vegas, Nev.

Contact: (803) 777-9444; fax, (803) 777-2663; e-mail, confs@gwm.sc.edu; Web site, www.rcce.sc.edu/ssst

35th Annual Central States Conference

March 6-8

The 35th Annual Central States Conference on the Teaching of Foreign Languages, "Twin Cities Twin Challenges: Traditional Values and Contemporary Perspectives," will meet jointly with the Minnesota Council on the Teaching of Languages and Cultures. At the Hyatt, Minneapolis, in Minnesota.

Contact: fax, (414) 276-4650; e-mail, CSCTFL@aol.com; Web site, www.centralstates.cc

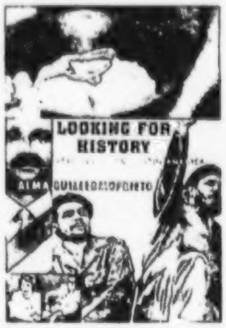
Book Review

By Eduardo Mendieta

***Looking for History: Dispatches from Latin America,* by Alma Guillermoprieto.** 320 pages. New York: Pantheon Books, 2001. ISBN 0-375-42094-0. $13.00 paper.

History is the realm of the singular and the unrepeatable, not because this is the logic of time but because it is the realm of human freedom. *History* is another name for freedom actualizing itself. Nature has no history, although it is in time and one can speak of the age of mountains, forests, seas, and deserts.

Humans alone make history, although neither alone nor according to their likings and directives. Humans make history under conditions not of their choosing, not because it is wrestled from nature, or some element oblivious to human will, but because history is made with others. The other is always another freedom, and all freedom is always conditioned by the necessity of another freedom. History is the realm of conditioned freedom, of freedom negotiating freedom. To look for history is to look for a space in which one's freedom can be actualized. This is what the title of Alma Guillermoprieto's moving, informative, in-depth, and timely collection of "dispatches" suggests to this reader.



I read some of the pieces in the *New York Review of Books* when they first appeared, in particular her pieces on Colombia. What impressed me about her dispatches was their sensibility of local history, as if a long-time native observer had been slowly and carefully keeping notes, a diary, of a country's torturous and prolonged agony under the dictatorship of political chaos and gratuitous violence. I thought that she must be Colombian. In fact, she is Mexican. And she has been reporting and chronicling Latin Americans' struggle to enter history and depart from the land of the mythical and magical for two decades.

Guillermoprieto's writing is mesmerizing and profoundly informative, without losing humanity. In it, we can discern the careful mix of three elements fundamental to all outstanding journalism: she has an in-depth understanding of the long-term processes that have shaped the history of Latin American countries over the last decades; she adroitly and insightfully matches these processes to ideas and ideologies; she can move back and forth between the realm of the ideological and the realm of economic and political forces that condition the rise or obsolescence of ideologies. Most importantly, anonymous forces and ethereal ideologies are made concrete in terms of their impact on individual lives.

History is always about what happens to the "little people"–a drama in which we are all actors, even if not all on front stage. Guillermoprieto, however, seems to have a personal link to each of the events, people, countries she describes. She has been to many of the countries many times and is no stranger to the people she interviews. At times, she has very personal relationships with people–in Cuba, and Colombia, for example. And these friendships grant her an intimate knowledge of how processes and ideologies are lived day by day.

Our author also has a razor sharp ability to cut through mystifications without being dismissive or derogatory. In this amazing book, we find pieces on Mario Vargas Llosa's doomed presidential race (motivated by the worst kind of intellectual insouciance and narcissism); Evita Peron's transformation into a magical icon that so sadly but patently epitomizes the need for preternatural icons throughout Latin America; several essays on the situation in Colombia, which cannot be worse than that of the crossroads of the four horsemen of death (narcos, guerrillas, the military–moonlighting often as para-militaries, and the blind bureaucratic will of U.S. policymakers); a moving portrait of Che Guevara, albeit untainted by nostalgia; and several pieces on the recent crises in Mexico, oddly enough prefaced by a profile of Subcomandante Marcos.

Latin America is an ideological marker and, above all, as Guillermoprieto so beautifully shows, a land of people caught between the Scylla of hopes and yearnings that for lack of fulfillment have turned into myths and the Charybdis of a callous cynicism pervious only to the most extravagant forms of utopianism. In between such extremes, indeed, how is freedom in history and through history to be attained? Guillermoprieto captures the depth of this quandary when she writes apropos of Che: "So many of our leaders have been so corrupt, and the range allowed and possible public activity has been so narrow, and injustice has cried out so piercingly to the heavens, that only a hero could answer the call, and only a heroic mode of life could seem worthy." Heroes, however, belong in pantheons and museums. History, on the other hand, demands the will to choose and the cunning to discern between a utopian mirage and what is cooperatively achievable.

I can without hesitation, subterfuge, or hyperbole, affirm that this book will be the best thing you will read on Latin America. It is now in my heart next to Eduardo Galeano's *The Open Veins of Latin America*.

Eduardo Mendieta is professor of philosophy at SUNY-Stony Brook. As a prepubescent, he used to wear a beret like El Che's.

If interested in submitting a book review, please e-mail us at outlook@aol.com for Book Reviewers' Guidelines.

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THE AMERICAN UNIVERSITY IN CAIRO

FACULTY AND ADMINISTRATIVE POSITIONS

Applications are invited for the following openings at The American University in Cairo (AUC). Founded in 1919, AUC's campus is located in Cairo, Egypt, and its degree programs are accredited by the Commission on Higher Education of the Middle States Association of Colleges and Schools. The Ph.D. is required for every position except where otherwise specified. University teaching experience is strongly preferred. One- two- or three-year appointments subject to mutual agreement to begin September 2003, unless indicated otherwise. Renewal of an appointment depends upon institutional needs and/or the appointee's performance. The normal teaching load is three courses per semester and English is the language of instruction. Salary and rank are according to scale based on qualifications and professional experience. For expatriates, housing, annual round-trip air travel for appointee and accompanying family, plus schooling for up to two children are included. In view of AUC's protocol agreement with the Egyptian Government, which requires specific proportions of Egyptian, U.S., and third-country citizen faculty, at this time preference will be given to qualified applicants who are U.S. citizens.

SCHOOL OF BUSINESS, ECONOCICS AND COMMUNICATION

The Department of Economics anticipates three openings. Candidates for the three positions should be willing to teach principles courses and to supervise M.A. theses in applied economics.

Intermediate and advanced microeconomics and one of the following: labor economics, industrial organization, or public finance. **Position # ECON-1.**

Intermediate and advanced macroeconomics and one of the following: money and banking, international economics, or monetary theory. **Position # ECON-2.**

Econometrics, time series analysis, and mathematical economics. Should be well-versed in the use of statistical software packages. **Position # ECON-3.**

The Department of Journalism and Mass Communication anticipates two openings.

Journalism: seeking a candidate to teach undergraduate and graduate courses in the two or more of the following areas: print and broadcast writing and reporting, news-editorial, editing and production, new media technologies. The minimum qualifications are an academic background in journalism and a master's degree with at least five years full-time experience as a news reporter and/or editor. Teaching experience and Ph.D. are preferred. **Position # JMC-1.**

Advertising: seeking a candidate to teach undergraduate courses in the following areas: Advertising, Public Relations, Advanced Public Information Techniques. The minimum qualifications are an academic background in advertising; teaching experience and Ph. D. preferred. **Position # JMC-2.**

The Department of Management anticipates several openings in the following fields. The responsibilities of each of the positions include graduate and undergraduate teaching and participating in preparation for accreditation for the Management Department by the AACSB, and in professional growth and scholarly research. Applicants should demonstrate potential or have an established record of both strong research and teaching ability. We are seeking applicants who are willing to maintain AACSB qualifications in their appropriate field. All areas of specialization are considered. Ph.D. required for all positions.

International Business. The American University in Cairo is now accepting nominations and applications for the newly endowed Willard W. Brown International Business Leadership Professorship, to be known as the AUC International Business Leadership Chair. The terms of the endowment stress that the appointee will be a recognized authority in international business with extensive experience in researching solutions to problems encountered by multinational business organizations. In particular, the successful candidate will have a history of resolving problems related to leadership in international trade, finance and marketing. A demonstrated understanding of the importance of cross cultural and international friendship and good will is required. The recipient of the Chair will be a member of the Department of Management in the School of Business, Economics and Communication. Through teaching, lectures, and scholarly publications the appointee will provide AUC's students and the greater Cairo business community with insights and techniques of the highest quality for the management of international business. The endowment provides a competitive stipend. The duration of the appointment is open to negotiation. **Position # MGMT-1.**

Management/Organizational Behavior. Position # MGMT-2.

Marketing. Areas of interest may include sales management, marketing research, consumer behavior, advertising/promotion management, international marketing and services marketing. **Position # MGMT-3.**

Accounting. Position # MGMT-4.

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

The Abdulhadi H. Taher Professorship in Comparative Religion

The American University in Cairo is now accepting nominations and applications for the newly endowed Abdulhadi H. Taher Professorship in Comparative Religion. The terms of the endowment stress that the recipient of the Professorship will create a course of study that promotes religious tolerance.

The specific discipline of the successful candidate will determine the department in which the Professorship is placed. It is anticipated that an established scholar in comparative religion will receive the appointment. A Ph.D., teaching experience, and a record of publication and research are expected. As part of the normal teaching load, the appointee will teach at least one introductory course in comparative religion each semester, and will be responsible for developing the other courses and seminars to be offered. The Professorship includes funds for research and travel in addition to a highly competitive stipend. This is a tenure-track appointment.

In order to fit in with other teaching programs at the university, the university prefers candidates with an ability to cover a wide geographic and topical range, or with an ability to teach Asian or African religions and civilizations, and those who are familiar with one or more of the following disciplines: Anthropology, Egyptology and ancient civilizations, History, Religious Studies, Philosophy, or Sociology. **Position # CR-1.**

Anthropology. One opening in cultural anthropology. Area specialization is open except for the Middle East; Asia and sub-Saharan Africa are preferred. Looking for a scholar with research interests in political anthropology and/or transnationalism. Successful candidate will be able to teach political anthropology, language in culture, and an area course at the undergraduate level, and theory and methods courses at both the graduate and undergraduate levels, as well as topical courses related to the candidate's interests. **Position # ANT-1.**

Arabic Studies. One opening in Arabic literature. The successful candidate will teach such undergraduate and graduate courses as survey courses, selected themes and topics, the genres of modern Arabic literature, colloquial Arabic literature, modern Arabic literary criticism. Courses taught in English and in Arabic. Teaching in the University's Core Curriculum interdisciplinary seminar may also be required. Applicant may be native speaker of English or Arabic but should have near bilingual fluency in the second language. **Position # AS-1.**

English and Comparative Literature. One opening in Modern British Literature. Interest in Literary Theory and/or ability to teach upper-division Greek and Latin literature in translation is an asset, as would be an interest in teaching in the university's Core Curriculum. Rank open but preference will be given to more senior faculty at the Associate or Full Professor level. **Position # ECL-1.**

English Language Institute.

Second Language Acquisition. Successful candidate will teach Second Language Acquisition and related courses in the M.A. in TEFL program. Strong preference will be given to candidates with additional expertise in structure of English/pedagogical grammar. Additional teaching experience is desirable in: ESL program administration, teaching reading, or teaching writing. Experience in CALL/instructional technology would be a strong asset. Familiarity with Arabic and the Middle East is useful, though the language of instruction is English. Ph.D. required. The position primarily involves teaching in the MA program and supervising MA theses, with the possibility of teaching undergraduate introductory linguistics. **Position # ELI-1.**

English as a Foreign Language. One or more possible openings for experienced English Language Teachers to teach English as a foreign language. A Masters degree in TEFL/TESL required. Several years of teaching experience, including at least two years of international experience, are normally required, along with EAP experience and a commitment to instructional improvement. Experience in curriculum and materials development, CALL/instructional technology, and/or testing is highly desirable. Appointment will be made at Instructor level. **Position # ELI-2/3.**

Political Science. Up to five positions.

Comparative Politics/Development Studies. Successful candidate will teach undergraduate and graduate (MA) courses. Area-specialization in sub-Saharan Africa required. Interest/experience in Refugee Studies an asset. **Position # PS-1.**

International relations/Political Economy. Research/teaching experience in Development Studies and/or International Organization an asset. **Position # PS-2.**

International Human Rights Law. The Department of Political Science is accepting applications for a one-year appointment with the possibility of extension. The candidate is expected to help develop the graduate Masters of Arts specialization in International Human Rights Law. Ideally, the successful candidate would be a mid-level or senior academic and/or practitioner looking to develop a program unique to the Middle East. Responsibilities include teaching of a number of human rights law courses, supervising theses, and administrating the program, which seeks to provide a strong grounding in the theoretical underpinnings of international human rights law and the methods of research needed to undertake academically solid investigations of legal issues pertaining to human rights. There is also the possibility to participate in the university's interdisciplinary program in Forced Migration and Refugee Studies. Candidates should have either a Ph.D. Or LL.M. and have a demonstrated general interest in human rights law, be able to teach in an inter-disciplinary environment, which may include lecturing in the domain of refugee law. **Position # PS-3**

Political Economy/Development (Possible Vacancy). Successful candidate will teach undergraduate and graduate courses in political economy and development. Additional expertise in non-Arab Middle Eastern countries and/or a topical area related to development in the Middle East is strongly preferred. **Position # PS-4.**

Psychology. One position. Successful candidate's teaching load will include, but not be limited to, Introductory Psychology, Social Psychology, Industrial/Organizational Psychology and Statistics. Participation in teaching the University's Core Curriculum interdisciplinary seminar may also be required. Candidates must have evidence of effective teaching, an active program of research and publication, and an interest in cultural applications of psychological theory and practice. **Position # PSY-1.**

Writing Program.

Director (Possible Vacancy). The Writing Program is based in the Department of English and Comparative Literature. Ph.D. preferred. Previous WP administration experience is an asset. Successful candidate will be required to teach one section in Writing Program. Will have to deal with all aspects of Writing Program administration for about 36 instructors and 800 students per semester. **Position # WP-1.**

Writing Teachers. Several openings for experienced writing and rhetoric teachers to teach writing, rhetoric and research in the Writing Program. Experience in writing using computers and/or Business/Technical Writing would be a plus. MA in related fields in literature or the humanities is required. Position # WP-2.

SCHOOL OF SCIENCES AND ENGINEERING

Chemistry. Two positions.

Organic Chemistry. Successful candidate will teach undergraduate courses in organic and general chemistry including laboratories. **Position # CHEM-1.**

Physico-Inorganic Chemistry. Successful candidate will teach undergraduate courses in organic, Analytical and General Chemistry including laboratories. **Position # CHEM-2.**

Computer Science. One or more positions.

Successful candidate will teach upper division undergraduate and graduate Computer Science courses preferably in one of the following areas: (1) Computer Architectures and (2) Programming Languages. **Position # CS-1/2.**

Construction Engineering. One position in Hydraulics and Water Resources. Successful candidate will teach undergraduate and M.Sc. level courses and conduct research in fluids, hydraulics, irrigation and water resources. Relevant professional experience would be a plus. **Position # CE-1.**

Electronics Engineering. One position to teach undergraduate courses in one of the following areas: Telecommunication systems or VLSI circuit design. **Position # EE-1.**

Mathematics. One position to teach all levels of undergraduate mathematics students, as well as to participate in research. **Position # MATH-1.**

Mechanical Engineering. One or more positions to teach undergraduate and graduate level courses and conduct research in the following areas: (1) Industrial engineering; (2) Mechanical; and (3) CAD. **Position # ME-1/2.**

LIBRARIES AND LEARNING TECHNOLOGIES

Director of Research and Information Access Services

Under the direction of the of the Dean of Libraries and Learning Technologies, the successful candidate will be expected to provide creative leadership and direction in planning, developing and administering access to research and information in a service-oriented environment. This includes, development of programs to promote, support, and enhance Library research and information services, and to expand, organize and provide access to research and information resources, provide strong leadership for public service and outreach, locally, regionally and nationally, develop and recommend policies for patron and visitor access to Main Library information resources, negotiate and implement inter-institutional cooperative resource sharing agreements in-line with University policies and work in collaboration with Faculty to further the goals and objectives of Libraries and Learning Technologies.

Master's degree from an ALA accredited program in library science, information management or the equivalent is required. A second Masters degree in a specific discipline is desirable (not mandatory). A minimum of 5 years of progressively responsible professional library experience in an academic library, preferably in public services librarianship. A minimum of 3 years successful supervisory experience, including supervision of professionals. Excellent communication skills in spoken and written English required, working knowledge of Arabic and other languages helpful. High level of computer literacy and experience with contemporary information systems and technology is essential. **Position # LIB-1.**

Reference/Digital Access Librarian

Under the direction of the Head of Reference, the successful candidate will provide reference service using both traditional print and digital resources at both the Reference Desk and on more specialized comprehensive research projects for faculty and administration. They will also have responsibility for management, evaluation and implementation of digital resources, will be responsible for the reference department's web presence, and serve on the library's web advisory committee. In addition they will be responsible for developing and delivering an on-going schedule of staff training as well as print and web based instructional materials for reference service and new resources. Finally, they will have collection development responsibilities in assigned areas and will participate in the Library's information literacy program. Some weekend and evening hours are required.

ALA accredited MLS, excellent oral and written skills in English, skilled in current information retrieval technologies, demonstrated skills and experience in delivering high quality reference service using both traditional print and digital resources, broad subject expertise appropriate to a liberal arts educational institution, demonstrated skill and experience in instruction (one-on-one and classroom) in an academic library environment, high level computer literacy and a minimum of 3 years academic library experience. A second Masters degree, working knowledge of Arabic and other languages, experience with desktop publishing, presentation and web development software, and successful experience in multicultural educational institution is preferred (not mandatory). **Position # LIB-2.**

Head of Reference

Under the direction of the Director of Research and Information Access Services, the successful candidate will be expected to provide the leadership necessary to develop comprehensive, first class reference services to the AUC community. Specifically, the successful candidate will supervise the reference desk, including scheduling, monitoring and evaluating service quality, evaluating employee performance and providing reference desk coverage, develop goals and objectives for the reference department, envision and implement innovative projects and services in response to the needs of the AUC community, identify and evaluate emerging information technologies for implementation, formulate and recommend departmental policies, coordinate documentation of procedures and services, prepare and submit reports to administration as requested, develop initiatives for outreach of reference services to faculty, coordinate Reference Collection Management in collaboration with assigned liaisons, coordinate graduate research liaison., develop and coordinate management of specific in-house resources, teach classes in Information Literacy program as needed in cooperation with Head of Information Literacy, general collection management responsibilities as assigned and in cooperation with the Director of Collection Management. Some weekend and evening hours are required.

ALA accredited MLS, excellent oral and written skills in English, skilled in current information retrieval technologies, demonstrated skills and experience in delivering high quality reference service using both traditional print and digital resources, broad subject expertise appropriate to a liberal arts educational institution, demonstrated skill and experience in instruction, high level computer literacy and a minimum of 3-5 years academic library experience, with 2 years of supervision. A second Masters degree, working knowledge of Arabic and other languages desirable (not mandatory). **Position # LIB-3.**

OFFICE OF SPONSORED PROGRAMS

Director. The Director provides pre- and post-award administration for externally funded programs spending $3 to $4 million per year and oversees over 50 proposals annually. Master's degree required, with doctorate strongly preferred. Desirable qualifications and attributes include minimum five years' experience administering both grants and contracts, ability to stimulate faculty to seek external funding, excellent communication skills, understanding of compliance issues, knowledge of funding sources, leadership qualities in multicultural environments. Availability by September-October 2002 is strongly preferred. **Position # OSP-1.**

APPLICATION INSTRUCTIONS FOR ALL POSITIONS: E-mail a letter of application specifying position # with C.V. and names and addresses of three references to **facultyaffairs@aucnyo.edu** or mail to:

Dr. Earl (Tim) Sullivan, Provost
The American University in Cairo
420 Fifth Avenue, Fl. 3-HO
New York, N.Y. 10018-2729

Complete the Personnel Information Form provided at
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ABSTRACTS WITH HOME AND COLLEGE/AGENCY ADDRESS *MUST* BE POSTMARKED BY: SATURDAY, November 15, 2002.

SEND ABSTRACTS TO:

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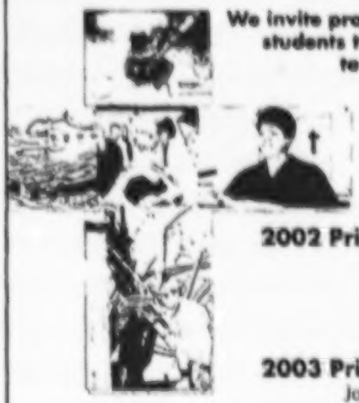

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CORNELL UNIVERSITY

EXPERIMENTAL PHYSICS FACULTY POSITION

The Laboratory of Atomic and Solid State Physics (LASSP) at Cornell University expects to make a faculty appointment in experimental physics, to begin July 2003 or later. We encourage applications in atomic physics, biophysics, hard and soft condensed matter physics, quantum optics, and statistical and nonlinear physics. The search will focus at the assistant professor level, although more senior candidates may be considered. The successful candidate will be expected to conduct an outstanding research program and be an effective teacher in the undergraduate and graduate instructional program of the Physics Department. Please send the application, including a curriculum vitae, publication list, and a statement of research interests to **Professor A. J. Sievers, Director, Laboratory of Atomic and Solid State Physics, Clark Hall, Cornell University, Ithaca, NY 14853-2501, Attention: Experimental Physics Search.** In addition, please arrange to have three letters of reference sent to the same address. E-mail applications will not be accepted. Consideration of applicants will begin on January 3, 2003.

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WILLIAM PATERSON UNIVERSITY

William Paterson University is a comprehensive public institution of higher learning, committed to promoting student success, academic excellence, and community outreach with opportunities for lifelong learning. Members of the faculty are highly distinguished and diverse teachers and scholars, many of whom are recipients of prestigious awards and grants from the Fulbright Council (25 scholars), the Guggenheim Foundation, the National Endowment for the Humanities, the National Institutes of Health, the National Science Foundation and the American Philosophical Society. Featuring nationally renowned academic programs, the University maintains a low student:faculty ratio (12:1) and small class size (21) for its 30 undergraduate and 19 graduate degree programs, supported by state-of-the-art information and communications technology. The University enrolls 10,000 students from across the country and from over 40 foreign nations. William Paterson University is situated on a beautiful suburban campus in Wayne, New Jersey, twenty miles west of New York City.

INSTRUCTIONAL DESIGNER II

The Instructional Designer II is responsible for working with faculty and students to assist them in incorporating technology in the teaching, learning, and research environment. Reports to and works directly with the Assistant Director of Instructional Technology in the management of William Paterson University's BlackBoard initiative. Provides guidance to faculty for the selection and use of multimedia technologies in the development of courseware and curriculum design, and maintains facilities for the use of electronic media and applications such as the World Wide Web, mailing lists, and listservs.

Master's degree required, Doctorate preferred; experience with multimedia development and production tools such as Macromedia Director, Adobe Photoshop, and related applications; Internet applications such as the World Wide Web, mailing lists, and digital media required. Excellent written and oral communications skills required. Full-time faculty experience in a four-year college or university, and administrative experience such as supervision of media center is desirable and experience in making presentations within the college/university context and at professional meetings is preferred.

This position offers a comprehensive benefits package including tuition waiver for dependent children after one year of full-time employment. Forward resumes to **Jane Hutchison, Associate Director, Instruction & Research Technology, Drawer CHE, William Paterson University, 300 Pompton Rd., Wayne, NJ 07470.** Review of applications will begin immediately and continue until the position is filled. William Paterson University is an Equal Opportunity Institution committed to diversity. Women, minorities, and under represented groups are encouraged to apply. Additional information about the University can be found at **http://www.wpunj.edu**.

William Paterson University
WAYNE, NEW JERSEY

MESSIAH COLLEGE

Faculty Position Openings

Full-Time, Tenure-Track Positions - Available for 2003-2004

Messiah College, located in south-central Pennsylvania, is recruiting for the following full-time, term-tenure-track positions available for 2003-2004. Ph.D. and teaching experience preferred. Evidence of strong commitment to teaching and ongoing scholarly activity is expected. Women and minority candidates are encouraged to apply. All candidates must be strongly committed to the educational mission and Christian orientation of the College.

SCHOOL OF THE ARTS,
Richard Roberson, Dean

- **Church Music**
  Contact: William Stowman, Box 3004
- **Piano Performance/Music Theory**
  Contact: William Stowman, Box 3004

SCHOOL OF THE EDUCATION AND SOCIAL SCIENCES, Joseph Jones, Dean

- **Educational Psychology/Instructional Design**
  Contact: Kevin Zook, Box 3019
- **Sociology**
  Contact: John Eby, Box 3027
- **Social Work/Field Placement**
  Contact: John Eby, Box 3027

SCHOOL OF THE HEALTH AND NATURAL SCIENCES, Jeffrey Moshier, Dean

- **Community/Adult Health Nursing**
  Contact: Carolyn Kreamer, Box 3031
- **Health Education and Administration**
  Contact: Barbara Burwell, Box 4501
- **Organic Chemistry**
  Contact: Jon Melton, Box 3030
- **Molecular Genetics**
  Contact: Larry Mylin, Box 3030

SCHOOL OF THE HUMANITIES, Joseph Huffman, Dean

- **Film-Digital Media Production**
  Contact: Christopher Simmons, Box 4093
- **Pre-Modern European History**
  Contact: James LaGrand, Box 3051
- **Modern European History**
  Contact: James LaGrand, Box 3051
- **Theology**
  Contact: David Weaver-Zercher, Box 4141

Submit two sets each of a letter of interest, curriculum vitae, and three professional references to the respective Contact. Review of applications will continue until positions are filled. Messiah College is a Christian college of the liberal and applied arts and sciences. The College is committed to an embracing evangelical spirit rooted in the Anabaptist, Pietist, and Wesleyan traditions of the Christian church. For additional information, contact: Kim S. Phipps, Provost, kphipps@messiah.edu, **Messiah College, One College Avenue, Box 3016, Grantham, PA 17027, http://www.messiah.edu, 717-766-2511.**

Messiah College is an Equal Opportunity Employer

THE RICHARD STOCKTON COLLEGE OF NEW JERSEY

PRESIDENTIAL SEARCH

The Board of Trustees of The Richard Stockton College of New Jersey has initiated a search for a President of the College to succeed Dr. Vera King Farris, who has successfully led the College for nearly twenty years. The next President will be expected to build on the outstanding record of Dr. Farris, who has announced her retirement.

Founded in 1969, Stockton College is a fully accredited mid-sized liberal arts college (enrollment approximately 6,500 students) within the New Jersey system of higher education. A residential college whose students are drawn from throughout the state, Stockton is located at the edge of New Jersey's Pine Barrens, twelve miles northwest of Atlantic City and an hour from Philadelphia. It offers baccalaureate level programs in the arts, sciences and professional studies, as well as masters level programs in a number of areas.

Stockton is committed to the goals of quality, excellence and access and is classified as a "Selective Liberal Arts College" by the Carnegie Foundation for the Advancement of Teaching. The faculty at Stockton is one of its principal assets. Ninety-five percent of the tenured and tenure track faculty have terminal degrees. The tenure rate is sixty-five percent. Total FTE faculty for FY03 is 225.

Stockton College seeks a creative and energetic leader with superior communications skills and a desire to advance the College consistent with its liberal arts mission. The successful candidate will have enjoyed a distinguished career in higher education at the management level, with demonstrated abilities in strategic planning, academic development and institutional advancement. He or she also must be committed to diversity, excellence in teaching, research, and student success. To be successful, a candidate must be able to interact effectively with a broad range of internal and external constituencies. An earned doctorate with extensive teaching experience is preferred.

Review of credentials will commence in early October 2002, and will continue until the position is filled. Nominations, expressions of interest and inquiries, all of which will be held in confidence, should be sent to:

Presidential Search Committee
The Richard Stockton College of New Jersey
PO Box 195
Attn: J-208, AA51
Pomona, New Jersey 08240-0195

Dr. Ted Lewis of Academic Search Consultation Service is assisting the search committee. Inquiries to Mr. Lewis may be made to him at (202) 338-7745. Further information can be found on our website: **www.stockton.edu.**

THE RICHARD STOCKTON COLLEGE OF NEW JERSEY IS AN AFFIRMATIVE ACTION/EQUAL OPPORTUNITY EMPLOYER. WOMEN AND MINORITIES ARE ENCOURAGED TO APPLY.

EVERGREEN

The Evergreen State College
Olympia, WA
FACULTY POSITIONS 2003-2004

The Evergreen State College seeks broadly trained faculty interested in teaching in a non-traditional public liberal arts college emphasizing intensive interdisciplinary study and collaborative team-teaching. All positions require a Master's degree, with strong preference given to candidates with a Ph.D. or analog (e.g. MFA), and broad interdisciplinary training, experience, or interest. Candidates for all positions must demonstrate potential for excellence in teaching and in collaborative work.

Classics

Broadly trained Classicist, specialization open. We invite applications from candidates trained in any department that allows an emphasis in the classical world (History, Philosophy, Comparative Literature, Classics, etc.). In addition to teaching his or her specialty, the candidate must have a strong interest in teaching classics (in translation) in Evergreen's team-taught curriculum, from the beginning to the advanced level. Candidates should be prepared to teach Greek and Latin and demonstrate strengths in one or more of the following: history of the Greco-Roman world including the Near East, religion, mythology, classical literature, and philosophy. Background in Greek philosophy is particularly desirable. Ph.D. strongly preferred.

Creative Writing

Published and respected creative writer sought for full-time teaching position. Candidates must have experience in teaching writing, a strong interest in interdisciplinary studies, and significant study, research, and/or teaching experience. Opportunities include working with student writers in a variety of genres and levels, and developing interdisciplinary programs with colleagues drawn from among the humanities, arts, sciences, or social sciences.

Management-Quantitative Methods

Currently seeking a faculty member in Management. A strong candidate will have educational background in business, financial skills and management experience. This person will teach liberal arts students in our undergraduate management program and in other programs teaching with faculty from the arts, humanities, sciences and social sciences. An advanced degree in business or finance is strongly preferred. Other areas of desired expertise include business ethics, business law, international business, business and society, employee-owned businesses or business history.

Chemistry: Organic, and Physical/Inorganic (2 Positions)

Organic and Inorganic/Physical chemists with wide-ranging academic interests, to teach chemistry at a variety of levels and degrees of specialization in an undergraduate liberal arts college. Faculty in the sciences at Evergreen enjoy the opportunity to develop and teach interdisciplinary programs with colleagues from other disciplines, including natural and social sciences, humanities, and arts, and to establish research collaborations with other faculty and students in a diverse, multi-cultural environment. The science curriculum emphasizes computer instrumentation and undergraduate research. A strong experimental interest by the candidate is preferred.

Software Engineering (Half-time, Evening and Weekend Studies)

We seek a software engineer, developer, or computer scientist to teach the systematic development of software in half-time interdisciplinary programs. Ability to teach all aspects of software development — including requirements, specification, analysis, design (including rapid prototyping), programming, testing, communication and documentation is required. Candidates able to teach participatory design techniques are highly desirable. Knowledge about the history and social context of computing and the theoretical issues related to software engineering is highly desirable. Candidates must be able to teach databases, programming languages, and operating systems. Candidates must be able to teach and design half-time (8 credit) interdisciplinary offerings for a wide population of undergraduate part-time students.

Review of complete files for all positions starts November 15, 2002, and will continue until finalists are chosen.

Salary for all positions based on experience and degrees, with an excellent benefits package, relocation assistance. Visit **www.evergreen.edu/facultyhiring**, call Lisa Strange, Faculty Hiring Coordinator, at (360) 867-6861, or write to Faculty Hiring, The Evergreen State College, L-2211, 2700 Evergreen Parkway NW, Olympia, WA 98505 AA/EOE/ADA

Chandler-Gilbert
Community College

DEAN OF INSTRUCTION

Chandler-Gilbert Community College, one of the10 Maricopa Community Colleges, is currently seeking applications for the Dean of Instruction. The position reports to the President and serves as the Chief Academic Officer by leading, planning, organizing and administering the instructional program and related support activities of a learning-centered college to meet the needs of a diverse student body.

MINIMUM QUALIFICATIONS: Master's Degree; community college teaching experience; experience in developing innovative and active learning methodologies, such as collaborative and cooperative learning, service learning, learning communities, classroom research and instructional technology; hiring, evaluating, supporting and supervising faculty and staff; schedule and curriculum development, assessment of student learning outcomes, accreditation, and budget management; integrating technology in the teaching and learning environment; and supporting diversity initiatives and faculty development.

SALARY: $80,892 -$96,059, full-time, 12-month contract. Interested candidates must submit: an application for employment, a letter of application, a current resume, a copy of transcripts from all academic work, and three current letters of reference.

CONTACT: Maricopa County Community College District, Office of Human Resources, 2411 W. 14th St., Tempe, AZ 85281 or call (480)731-8465. Interested candidates are encouraged to begin the application process at our web site at **www.dist.maricopa.edu/hrweb.**

MARICOPA
COMMUNITY
COLLEGES

CLOSING DATE: 5 p.m. Oct. 4, 2002

MCCCD is an AA/EEO institution

Associate Dean
Liberal Arts Programs
Office of Academic Programs

Thomas Edison State College seeks an **Associate Dean for undergraduate programs in Liberal Arts.** Thomas Edison State College is one of the country's pioneer institutions offering degrees through distance education and credit for prior learning assessment.

The Associate Dean will provide leadership and vision to the development, implementation and academic review of associate degrees, baccalaureate degrees and certificate programs. This position will also manage quality assurance, outcomes assessment initiatives, and the computer infrastructure for liberal arts programs.

The college seeks a person with a strong academic background and entrepreneurial leadership in curriculum development, outreach and partnerships, innovative program delivery, and strategic planning. The College is seeking candidates who have: 1) experience in a distance learning environment, 2) understanding of the adult learner, 3) experience with innovative program development and delivery, 4) college-level teaching experience, 5) ability to work in a team environment and effectively communicate the mission and vision of the College, and 6) ability to enhance the entrepreneurial nature of liberal arts programs and curriculum. A master's degree is required, terminal degree preferred.

Applicants should submit a letter of interest,
resume, and three references to:
Dr. Maxine Lentz
Vice Provost
Thomas Edison State College
101 West State Street
Trenton, NJ 08608-1176

Applications will be accepted until the position is filled.

THOMAS
EDISON
STATE COLLEGE

Thomas Edison State College is an Equal Opportunity, Affirmative Action Employer

MIAMI UNIVERSITY

Richard T. Farmer School of Business

Miami University is one of the nation's leading public universities, committed to excellence in teaching, liberal education, research and strong professional programs. Miami has an enrollment of 16,000 on its Oxford campus, a small city with a population of 10,500 located 35 miles northwest of Cincinnati and 45 miles southwest of Dayton.

The Richard T. Farmer School of Business has 150 full-time faculty in six academic departments. It has approximately 4,500 undergraduate students in 11 baccalaureate degree programs and 150 graduate students in three master's programs. The mission of the School is to be a premier business program that provides students with the life long ability to seek and acquire knowledge and translate it into responsible action in a competitive global environment. Please visit our web site at www.sba.muohio.edu for further information.

We are seeking applications for the following tenure-track faculty positions for 2003-2004. Areas of primary interest are listed for each position, along with a contact person.

Assistant or Associate Professor - Accountancy
Specialization: Auditing, Financial, Managerial, or Tax
Barry Arlinghaus, 317 Laws Hall, Miami University, Oxford, Ohio 45056

Assistant Professor - Economics
Specialization: Monetary/Macroeconomics and/or International Finance
James Brock, 109C Laws Hall, Miami University, Oxford, Ohio 45056

Assistant Professor - Management
Specialization: Organizational Behavior
David Cowan, 209D Laws Hall, Miami University, Oxford, Ohio 45056

Applicants must hold a Ph.D. or equivalent, or be an A.B.D. with expectation of completion by December 31, 2003. Candidates must demonstrate promise of excellence in teaching, and the potential for a high level of scholarly productivity. Applicants should send a letter of application, vita and a list of at least three references to the departmental contact listed above. Review of applications is in progress and will continue until the positions are filled.

Miami University does not discriminate on the basis of gender, race, color, religion, national origin, handicap, or age in its programs, activities, admissions, or employment policies. We especially encourage applications from minorities, women and persons with disabilities.

Miami University is an equal opportunity/ affirmative action employer.

CORNELL
UNIVERSITY

THEORETICAL CONDENSED MATTER PHYSICS FACULTY POSITION

The Laboratory of Atomic and Solid State Physics at Cornell University invites applications for a tenure-track assistant professorship focused on theoretical studies of condensed matter, atomic physics, or biophysics, to begin in July 2003 or later. The successful candidate is expected to develop an outstanding research program as well as to be an effective teacher at both the undergraduate and graduate level. Applications including a curriculum vitae, publications list, and an outline for a projected research program should be sent in hard copy to **Condensed Matter Theory Search Committee, c/o Ms. C. Wright, Laboratory of Atomic and Solid State Physics, 532 Clark Hall, Cornell University, Ithaca, NY 14853-2501.** In addition, applicants should arrange to have three letters of reference sent to the same address. Early applications are encouraged; applications will continue to receive full consideration through January 3, 2003.

Cornell University is an Affirmative Action, Equal Opportunity Employer.

Electronic Artist Assistant Professor I-II
(no other rank will be considered)

University of California, Santa Cruz

Tenure track. Electronic artist with thorough understanding of technical as well as critical and theoretical issues in electronic art, and a commitment to the integration of theory and practice in teaching. Minimum Qualifications: Terminal degree in studio art or equivalent professional qualifications; strong exhibition record, demonstrated teaching excellence; ability to communicate and work effectively with students, faculty & administrators; demonstrated potential for undertaking administrative service. Knowledge of Macintosh environment required. Knowledge of PC environments is desirable. To apply: ltr of application, CV, documentation of recent work (SASE) (in form of slides, video tape, CD-ROM and/or URL and of student work; syllabi and curriculum plans; names of 3 prof. refs. w/addresses, phone #'s. A/D November 15, 2002 Send to: SC, **Baskin Visual Arts, University of California, 1156 High Street, Santa Cruz, CA 95064** EOE WMA Refer to position number 996. Questions/request for full application requirements: **visart@cats.ucsc.edu** (831) 459-2272 **http://www2.ucsc.edu/ahr/employment/bulletin.html**

FLORIDA
GULF COAST
UNIVERSITY

All information on vacancies & how to apply, visit
www.fgcu.edu
or call the 24-hr jobline @
239-590-1111.
FGCU is an EO/EA/AAI

Salisbury
UNIVERSITY

TENURE TRACK POSITIONS

For ACADEMIC YEAR 2003-2004

Salisbury University is a comprehensive regional university emphasizing undergraduate and graduate liberal arts, sciences, pre-professional and professional programs. For the past several years, the University has achieved national recognition for the quality of its facility, students, and academic programs. Salisbury University is a member of the University System of Maryland and enrolls approximately 6,800 students in four endowed schools.

Salisbury University is located on the Eastern Shore of Maryland near the metropolitan areas of Baltimore, Washington, D.C., and Philadelphia. Close proximity to the Chesapeake Bay and Atlantic Ocean beaches is a plus.

Applicants are sought for tenure-track faculty positions as listed below. Qualifications include a doctorate in the appropriate discipline (or ABD nearing completion of dissertation), documentation of teaching quality, and evidence of or potential for quality research. Applicants should submit a letter of interest, a curriculum vita, and the names and phone numbers of at least three references. Salisbury has a strong institutional commitment to diversity and is an affirmative action, equal opportunity employer.

(LISTING OF POSITIONS)

Fulton School
- Communication Arts/Mass Media- Assistant Professor
- English/Cinema Studies-Assistant Professor
- English/British Literature-Assistant Professor
- Music/Choral-Assistant Professor
- Philosophy/Eastern- Assistant Professor
- Political Science/Constitutional/Judicial-Assistant Professor
- Psychology/Cognitive-Assistant Professor

Henson School
- Biology/General-Assistant Professor
- Chemistry/Biochemistry-Assistant Professor
- Chemistry/Organic Chemistry-Assistant Professor
- Computer Science/General - Assistant Professor
- Nursing/Maternity/Pediatrics-Assistant Professor
- Physics/Engineering-Assistant Professor

Perdue School
- Information & Decision Sciences/-General-Assistant Professor

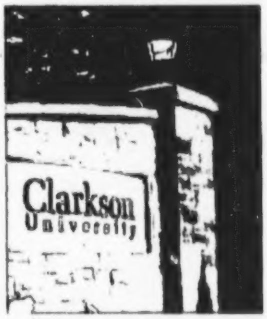
Seidel School
- Education/Elementary Math - Assistant Professor
- Education/Education Administration-Assistant Professor
- Social Work/Practice/Research- Assistant Professor

Blackwell Library
- Serials/Electronic Resources/Librarian

For more information including the full job descriptions, please visit our Website: www.ssu.edu/hr/jobs/default.asp?asearch=faculty.

Clarkson University

PRESIDENT



Clarkson University, a distinguished independent technological university in Potsdam, New York, invites nominations and applications for the position of President. With strong enrollment, financial stability and national recognition for excellence, Clarkson is poised to solidify its position as a leader among technological universities.

Founded in 1896, Clarkson (Carnegie Doctoral/Research – Intensive) offers majors in the sciences, engineering, liberal arts, health sciences, and business. The University's 2,600 undergraduates and 350 graduate students learn in an academically rigorous, collaborative culture that emphasizes hands-on team projects and real-world multidisciplinary challenges. Many faculty members achieve international recognition for their scholarship and research, and teaching is a priority at every level. As a result, Clarkson has earned a reputation for developing innovative leaders in technology-based fields.

Clarkson employs a faculty and staff of 600, has an annual budget of $50 million supported by an endowment of $80 million, and has 35,000 alumni worldwide. Clarkson has recently completed a consolidation onto a 640-acre, 49-building academic campus. Focused research programs center on strengths in materials science, chemistry, engineering and environment. A recent $30 million gift from the Wallace H. Coulter Foundation to endow the School of Engineering gives strong momentum to Clarkson's increasing stature, and supports research, the expansion of undergraduate team projects and a new program in rehabilitation engineering.

The following attributes are sought in Clarkson's future president:

- **demonstrated success as an academic leader, or as the leader of a research or technology-based corporation, or government agency**
- **experience in developing and encouraging strategies to improve admission results, or accomplishments in a similar activity**
- **leadership experience implementing interdisciplinary approaches in an academic, corporate, government or other research-oriented organization**
- **familiarity with fund raising, particularly various ways universities build endowment support**
- **vitality, sensitivity, innovation, intellect and the entrepreneurial drive needed to energize all segments of the University**
- **intellectual stature, presence, practical vision, and effectiveness as a communicator as demonstrated in nationally visible roles**
- **passionate leadership toward making Clarkson a more diverse community**
- **a commitment and skill in strengthening connections between the alumni and the University**
- **enjoyment of the outreach side of a president's job**
- **a high level of understanding of information technology and its power in enabling teaching and research innovation**

For more information about Clarkson, see **http://www.clarkson.edu.**

Inquiries, referrals, and resumes with a cover letter should be sent in confidence to:

Clarkson
UNIVERSITY

Jerry Pieh
Isaacson, Miller
334 Boylston Street, Suite 500
Boston, MA 02116
Tel: 617-262-6500
jpieh@imsearch.com

Clarkson University is an AA/EOE. Candidates from all backgrounds are encouraged to apply.

BAYLOR
UNIVERSITY

PROVOST AND VICE PRESIDENT FOR ACADEMIC AFFAIRS

Baylor University invites applications and nominations for the position of Provost and Vice President for Academic Affairs. The individual selected will be vitally important to the university's effort to achieve its 10-year vision, known as *Baylor 2012*. Within the course of a decade, Baylor intends to enter the top tier of American universities while reaffirming and deepening its distinctive Christian mission.

Chartered in 1845 by the Republic of Texas, Baylor University is the oldest institution of higher education in the state and is the largest Baptist university in the world. While remaining true to its heritage, Baylor has grown to more than 14,000 students who come from all 50 states and some 85 countries. The university has 10 colleges and professional schools. Its nationally recognized academic divisions offer 164 baccalaureate, 76 master's, and 20 doctoral programs. Baylor consistently attracts high-quality students and ranks among the nation's top one percent in the number of freshman National Merit Scholars enrolled. The 432-acre main campus is located in Waco, Texas, a metropolitan area of over 200,000 people, located midway between Dallas and Austin.

The Provost and Vice President for Academic Affairs serves as the chief academic officer of the university. The Provost reports to the President and serves on the Executive Council. Primary responsibilities include the recruitment and retention of faculty who share a commitment to the university's mission, who pursue excellence in scholarship and who model a life of service to our students. The Provost provides leadership to all academic programs in the implementation of the imperatives contained in *Baylor 2012* (see www.baylor.edu).

Applicants must demonstrate a commitment to Baylor's Christian mission, hold membership in a Baptist church, and be devoted to the integration of faith and learning. There must be a track record of visionary and collegial leadership, a history of scholarly publications, involvement in key higher education organizations, a reputation for excellent teaching skills, and a willingness to work on a collaborative senior management team. Applicants should possess strong communication skills and organizational abilities, as well as experience in budget management and strategic planning.

The Provost Search Committee will accept applications and nominations until it recommends finalists to the President. The Committee encourages interested parties to submit their materials by no later than October 1st for optimal consideration to:

Dallas Education Office
Korn/Ferry International
2100 McKinney Avenue, Suite 1800
Dallas, Texas 75201
Fax: 214-954-1849
(Email: krisha.creal@kornferry.com)

Baylor University is a Baptist university affiliated with the Baptist General Convention of Texas. As an Affirmative Action, Equal Opportunity Employer, Baylor encourages minorities, women and per with disabilities to apply.

MIAMI UNIVERSITY

Richard T. Farmer School of Business Administration
Position Announcement

The Mike Armstrong Chair of Network Technology and Management

C. Michael Armstrong is leading a technology revolution as Chairman and CEO of AT&T. He believes that the convergence of PC, telephone and Internet technology will transform business processes, relationships and strategies. Indeed, convergence has the power to transform all aspects of human interaction.

Mr. Armstrong recognized that the technology revolution has created workforce needs for individuals with broad training in business and in computer and communication technology. Problems and opportunities associated with a networked society will no longer fall neatly in the domain of established disciplines.

To meet this workforce need, Mr. Armstrong has decided to support a "convergence" revolution in higher education by endowing with $1 million the new Mike Armstrong Chair in Network Technology and Management. The holder of this position will provide leadership to create and deliver an undergraduate curriculum that integrates business and network technology. Graduates who complete the curriculum will be able to use network technology to solve business problems. The focus of the chair is not to simply expand the current courses taught in the management information systems program, but also to develop a different kind of graduate with a richer set of skills that can succeed in the new Internet-driven economy. As e-commerce applications increasingly transform business fundamentals, technology touches every aspect of a company's operations. In this converged environment, business people need to understand technology and technology experts need to be business-savvy.

To support the Chair, a new center for Innovation in Communication and Information Technology will be created. The new Center has already received $250,000 in seed funding. The Chair will work closely with the Center for Interactive Media Studies in the College of Arts and Science and the AT&T Education Alliance, a partnership of Miami University and four other leading universities. The goals for the Alliance are similar to the goals for the Armstrong Chair.

The ideal candidate will have expertise in the converging areas of business, computer technology and communications. It is expected that the successful candidate will be either an established leader or an innovative, high potential individual at an earlier career stage, drawn from higher education, industry, or related fields. The candidate should have strong leadership and interpersonal skills. The individual will be expected to work with both business professionals and academics across a variety of fields to build a nationally recognized curriculum. The Armstrong Chair will enjoy the opportunity to interact and collaborate with faculty in other academic divisions, especially in the area of Engineering.

The Richard T. Farmer School of Business Administration

The School has been recognized by *U.S. News & World Report* as one of the nation's top 50 undergraduate business programs. The School has 150 full-time faculty, 4,500 undergraduate students and 140 graduate students. The School has a large endowment to support faculty and program development. We are located in a small college town, 35 miles north of Cincinnati.

Application Information. Review of applications will begin immediately and will continue until the position is filled. Applications should include a cover letter, a résumé and the names of at least three individuals who can serve as references. Candidates are encouraged to submit materials in a Word document via e-mail. Nominations, applications and requests for additional information should be directed to:

Dr. Thomas W. Speh
Associate Dean for Academic Affairs
Richard T. Farmer School of Business
Miami University
Oxford, Ohio 45056
Fax: (513) 529-6992
Phone: (513) 529-8044
E-mail: spehtw@muohio.edu

This search is being assisted by Dr. Charles I. Bunting and Mr. Steve Leo, A.T. Kearney Executive Search. Questions and materials also may be directed to them at: 333 John Carlyle Street, Alexandria, Virginia 22314; Phone: 703-739-4631; Fax: 703-518-1782; E-mail: **charles.bunting@atkearney.com** or **stephen.leo@atkearney.com.**

Miami University is an equal opportunity/affirmative action employer.

Bridgewater State College
Director of Admissions

THE SPELMAN & JOHNSON GROUP

The Institution

Founded in 1840, Bridgewater State College (BSC) is the largest state college in Massachusetts and one of the oldest public colleges in America. Located in Bridgewater, Massachusetts, the college consists of three schools: the School of Education and Allied Sciences, the School of Arts and Sciences, and the School of Management and Aviation Science. The college enrolls approximately 7,300 full and part-time undergraduate students and over 1,700 graduate students. The college is situated on 235 well-maintained acres and is located approximately 45 minutes from Boston, Providence and Cape Cod. The College recently completed a successful capital campaign and built and/or renovated several facilities.

The Position

Reporting to the Vice President for Student Affairs, the Director of Admissions is responsible for the administration and management of the Office of Admissions. Responsibilities include initiating and overseeing the strategies and programs for recruitment, admissions, and enrollment of undergraduate students. Additional duties include supervising a staff of fourteen, collaborating with a variety of college departments and external agencies in order to achieve enrollment goals, and serving as a contributing member on the Enrollment Management Task Force. Developing, implementing, and evaluating recruitment strategies, including the utilization of research and information technologies, strategic planning, and comprehensive work with student information systems is expected. This position is part of the Association of Professional Administrators Unit.

Qualifications

The successful candidate will possess a master's degree with at least seven years of progressive experience and demonstrated success in admissions and enrollment. Experience in management, comprehensive knowledge of admissions practices and enrollment management concepts, and experience with prospect management systems and student information systems is required.

Application and Nomination

To ensure full consideration, applications should be received by October 15, 2002. Nominations of individuals for this position may be sent to the address below. A resume, with an accompanying cover letter, may be submitted by e-mail attachment to **mail@spelmanandjohnson.com** or online at **www.spelmanandjohnson.com**. If you are unable to submit materials electronically, please mail a resume and cover letter to:

The Spelman & Johnson Group
Bridgewater State College—Admissions
Martha H. Smiles, Senior Associate
38 Mulberry Street, Box 304, Leeds, MA 01053
Phone: 413-584-7089

Visit Bridgewater State College's website at www.bridgew.edu

Bridgewater State College is an Equal Opportunity, Affirmative Action Employer with a long standing commitment to increasing the diversity of the employee community.

MSPP

- *Doctor of Psychology (Psy.D.) Degree Program*
- *Specialty tracks in Health, Industrial Organizational and Forensic Psychology*
- *Concurrent theory and practice throughout the program*
- *A variety of opportunities for field experience*
- *Highly accomplished faculty*
- *Post-doctoral Master of Science in Clinical Psychopharmacology*
- *Respecialization programs for psychologists*
- *Continuing Education Courses*
- *Classes for credit for non-degree students*
- *Fully accredited*

Massachusetts School of Professional Psychology
221 Rivermoor Street, Boston, MA
02132
Toll free (888) 664-MSPP
or (617) 327-6777
E-mail: admissions@mspp.edu

WWW.MSPP.EDU

DIVISION ASSISTANT/ ACADEMIC ADVISOR SOCIAL SCIENCES

This position is responsible for communicating and expediting operational procedures within the division, organizing and coordinating special activities and work projects, generating reports and assisting in the orientation and support of part-time faculty, and coordinating academic advisement for the division. QUALIFICATIONS REQUIRED: This position requires a minimum of a Bachelor's Degree with computer proficiency in word processing, spreadsheets, and databases. For full consideration, applicants must submit a completed application form, current resume, letter of interest, 3 letters of reference and official degree transcripts by October 4, 2002.

For application contact the Human Resources office via any of the following: 847-543-2065 (voice); 847-223-5615 (TDD); 847-223-0824 (fax) and personnel@clc.cc.il.us (e-mail). We are an Equal Opportunity Employer, dedicated to diversity, which encourages the applications of Women, People of Color, Persons with Disabilities and Veterans. Visit our website at http://www.clc.cc.il.us/COLLEGE OF LAKE COUNTY, Human Resources, 19351 W. Washington Street, Grayslake, IL 60030-1198.

College of Lake County

EOE/AA/M/F/D/V

SMITH COLLEGE

Developmental Psychology

Assistant Professor in Developmental Psychology

Smith College Assistant Professor in Developmental Psychology; full-time, tenure-track appointment, September 2003. Area of research specialization is open. Ideally, candidates should incorporate a cultural perspective on child or adolescent development in their teaching or research. A cultural perspective might be evidenced in different ways, for example, degrees in developmental psychology and Latino studies, or a substantive research emphasis on any U.S. minority group. We value experience in establishing rapport with and mentoring minority students. The College offers strong support for research activity through generous sabbaticals, start-up grants, and internal funding, including a well-established laboratory school (Infancy to 6th grade). Teaching responsibilities typically include 4 courses a year and include child development, seminars or laboratories in the candidate's specialization, and usually a course in the introductory sequence. Send vitae, sample publications, statements of teaching and research (including experience with multicultural settings), and three letters of recommendation to: Bill E. Peterson, Chair, Developmental Search Committee, Department of Psychology, Smith College, Northampton, MA 01063. Full consideration by search committee will be given to applications received before October 11, 2002. Smith College is an equal opportunity employer encouraging excellence through diversity.
See our website for the full text of this ad:
http://www.science.smith.edu/departments/PSYC/jobad.htm

State System of Higher Education
Commonwealth of Pennsylvania

ASSISTANT VICE CHANCELLOR FOR FACILITIES

The Pennsylvania State System of Higher Education administrative headquarters in Harrisburg invites confidential inquiries, nominations, and applications for the position of Assistant Vice Chancellor for Facilities.

The Assistant Vice Chancellor for Facilities reports to the Vice Chancellor for Administration and Finance and is responsible for leading, planning and monitoring progress on meeting the System's capital facilities program needs. In so doing, the Assistant Vice Chancellor serves as the facilities division head, chief facilities engineer and manager for facilities planning, programming, safety and security, capital renewal asset management and new construction. The Assistant Vice Chancellor advises and/or represents the Vice Chancellor on capital facilities matters to the public, the state administration and the state legislature.

The System comprises the Commonwealth's 14 publicly owned universities, four branch campuses, several regional centers, and the McKeever Environmental Learning Center. The System universities offer a range of associate's, bachelor's, master's, and doctoral-degree programs. There are more than 250 degree and certificate programs in more than 120 areas of study. As Pennsylvania's largest higher-education provider, the System currently serves more than 98,500 students, the majority of whom are Pennsylvanians. The System is the Commonwealth's 17th largest employer, with a budget of $1.4 billion and more than 12,600 employees. There are nearly 570,000 alumni of State System universities worldwide; more than 360,000 alumni live in Pennsylvania and contribute to the Commonwealth in many ways. The System has an economic impact of approximately $2.2 billion annually on the economy of Pennsylvania.

The following are required qualifications: a baccalaureate degree in architectural or engineering sciences, with an advanced degree in engineering, architecture, management, business, public administration or related field; registration as a professional engineer or architect, with capability to become registered in Pennsylvania; a minimum of ten years experience with progressive responsibilities (including executive-level management) and documented success in planning, design, and programming of facilities projects for a college or university, major business enterprise or government agency; familiarity or experience dealing with construction contract administration, law enforcement, industrial safety, administration of environmental compliance and energy management; or an equivalent combination of experience and training.

This is a strategic leadership management position that serves at the pleasure of the Chancellor. Appointment salary will be based on the candidate's experience and training. Liberal benefits include voluntary benefits unique to the System.

To ensure consideration, materials should be submitted prior to October 15, 2002. Review of applications will begin immediately and will continue until an appointment is made. Application materials should include a letter addressing how the candidate's experiences match the position requirements, a curriculum vitae, and the names, title, e-mail and business address, and business and home telephone numbers of at least five references. Submission of materials as MS Word attachments is strongly recommended. Individuals wishing to nominate candidates for the position should submit a letter of nomination, including the name, position, address, and telephone number of the nominee.

Confidential requests for information, written nominations, and application materials should be directed to:

Jan Greenwood, Ph.D., Vice President
SSHE-Facilities Search
A.T. Kearney, Inc.
333 John Carlyle Street
Alexandria, Virginia 22314
Fax: 703-519-0391
E-mail: greenwoodteam@atkearney.com

The State System of Higher Education is an equal opportunity, affirmative action employer and encourages applications from minorities, women, veterans, and persons with disabilities.

www.sshechan.edu

1817

THE UNIVERSITY OF MICHIGAN

Executive Vice President for Medical Affairs

The University of Michigan invites nominations and applications for the position of Executive Vice President for Medical Affairs. The University of Michigan Health System is one of the premier academic medical centers in the nation. The total operating budget for the Health System is approximately $1.5 billion. Medical School faculty received $203 million in NIH research funding in 2001, and NIH funding has grown 14.5% since FY 2000. The Hospitals total 865 licensed beds, with over 35,000 admissions annually, and with an operating budget of $887 million for FY 2002. In 2002, *U.S. News and World Report* ranked the Medical School 8th in the nation and the Hospitals 7th.

The Executive Vice President is the Chief Executive Officer for the University of Michigan Health System. The EVP reports directly to the President and has responsibility for leadership and management of the Medical School, the Hospitals and Health Centers, the Michigan Health Corporation, and M-CARE HMO. The Dean of the Medical School reports to the Provost of the University with respect to academic matters.

To be successful, the nominee or applicant must hold an M.D. or equivalent degree. Candidates must have achieved distinction in scholarship and practice and must possess the administrative and management skills to lead a complex, multifaceted medical center in a major research-oriented university. Candidates should understand and support the missions of the University and Health System in their roles of teaching, research, patient care, and community service.

Nominations and applications should be sent to: **Dr. Timothy R.B. Johnson, Chair, Executive Vice President for Medical Affairs Search Advisory Committee, in care of: Dr. Gary Krenz, University of Michigan, President's Office, 503 Thompson, Ann Arbor, MI 48109-1340.**

Interested individuals may prefer to contact the consultants who are assisting this search: **Ms. Anne Zenzer, Ms. Karen Otto or Dr. Scott Ransom, Witt/Kieffer, 2015 Spring Road, Suite 510, Oak Brook, IL 60523; Fax: 630-990-1382; E-mail: umichevpma@wittkieffer.com.**

Consideration of candidates will begin immediately.

The University of Michigan is an equal opportunity/affirmative action employer.

WWW.UMICH.EDU

Make a Difference, Contribute to a Vision . . .

TENURE-TRACK FACULTY POSITIONS · 2003 ACADEMIC YEAR

California State University Monterey Bay (CSUMB), is a comprehensive public university committed to serving the diverse people of California, especially the working class, historically under-served, and low income populations. The university values an educational environment of cultural and linguistic diversity and gender equity; ethical reflection and practice; effective and experimental use of technologies as resources to people and catalysts for learning; and the integration of cross-disciplinary models enabling students, faculty and staff to engage in innovative instruction and coordinated service learning. The curriculum is organized around student learning outcomes. It is global in perspective, and of sufficient breadth and depth to meet local, regional, and statewide needs, specifically those of both isolated rural communities and inner-city populations. The campus is located on Monterey Bay, 100 miles south of San Francisco.

Applications are invited for the following positions
(listed by department and field) - Beginning Fall 2003

COLLEGE OF PROFESSIONAL STUDIES
- **Teacher Education**
- **Reading & Language Arts Methods**

COLLEGE OF SCIENCE, MEDIA ARTS & TECHNOLOGY
- **Mathematics**
- **Institute for Communications Science & Technology – Computer Network Management**
- **Institute for Communications Science & Technology – Software Engineering/Programming**

Please visit CSUMB at **http://jobs.csumb.edu** to read the university's Vision Statement and for comprehensive position profiles, qualifications and to review the required application process. Salary/rank commensurate with experience. Open until filled, first paper screening begins October 18, 2002.

A complete application must include a Faculty Data sheet, cover letter explaining what enables you to contribute to the CSUMB Vision, curriculum vitae and three professional references, including telephone numbers. On-line applications are encouraged. Upon offer of employment, candidate must provide original transcript as evidence of attainment of highest degree. Apply to:

http://jobs.csumb.edu OR
California State University, Monterey Bay
University Human Resources
100 Campus Center • Seaside, CA 93955-8001
831/582-3389

CSUMB is an EEO employer committed to excellence through diversity.

University
of Houston
Clear Lake

Executive Director for Research Administration

University of Houston-Clear Lake (UHCL) invites applications for the position of Executive Director for Research Administration. This individual serves as the senior research grants and contracts officer of the university, responsible for planning, coordinating, implementing and budgeting university-wide funded research activities. Duties include: managing and directing the work of the Office of Research Administration, communicating with both internal and external customers about UHCL research capabilities and opportunities, assisting faculty in identifying funding opportunities and preparing applications. The Executive Director provides leadership in such areas as intellectual property, technology transfer, licensing, and protection of human and animal subjects. The Office of Research Administration oversees university compliance with federal, state and private contractual regulations, certifications and assurances. The Executive Director works closely with the UHCL administration and committees on research policy and takes a leadership position in preparing large institutional grant proposals.

UHCL is one of four independent universities that constitute the University of Houston System; it is located in modern facilities adjacent to the NASA/Johnson Space Center midway between Houston and Galveston. UHCL is an upper-level bachelor's and master's degree granting institution, serving a diverse student population of 7,600 students from the state, nation, and abroad. The university offers a variety of programs administered by four schools: the School of Business and Public Administration, the School of Education, the School of Human Sciences and Humanities, and the School of Science and Computer Engineering.

Minimum qualifications for the position include an earned doctorate (preferred) or Master's degree and at least 3 years of grant and contract preparation and research administration experience. Applicants should provide evidence of working knowledge of procedures and regulations at relevant granting agencies and foundations. A faculty appointment may be considered for qualified applicants. This is a full-time, benefits-eligible position with salary commensurate with qualifications and experience.

To apply, submit a letter of application detailing qualifications for this position, a vita and the names and contact information of five current professional references. Nominations and letters of application may be directed to: **The Executive Director for Research Administration Search Committee c/o Office of Human Resources, MC 167, University of Houston-Clear Lake, 2700 Bay Area Blvd., Houston, TX 77058.** The position will be open until filled and the screening of applicants will begin in late October 2002.

http://www.cl.uh.edu
UHCL is an affirmative action, equal opportunity employer.

Orange County Community College is a fully accredited community college with approximately 6,000 students and off-site centers in Orange County, 70 miles north of NYC and 90 miles south of Albany.

Biological Sciences Instructor

Full Time – Temporary

The individual we seek will teach entry-level courses in Biology and/or Anatomy, Zoology, Botany and Ecology beginning in the spring semester 2003. We require a wide range of professional responsibilities from developing curriculum and preparing course budgets, to participating on committees, attending meetings and advising students. A Master's Degree in biological sciences required; doctorate preferred. College teaching experience and expertise using computer technology for distance learning desirable.

Please send a copy of master's thesis abstract, undergraduate and graduate transcripts with cover letter, resume and the name, address and telephone number of three references by October 11th, to address below.

Coordinator of Grants

Full Time – Permanent

The successful candidate will identify and secure public and private funding sources. This is a key role for an individual who can write grant proposals, conduct grant seminars for faculty and staff, develop projects in accordance with College policies and procedures, monitor funding agencies and legislation for regulation changes, and handle related duties as assigned. Requires a Bachelor's Degree and 3 years' experience as the primary author of grants. An undergraduate degree in English and a Master's Degree a plus. Experience (3 years) authoring successful grants for federal, state and/or private agencies or a background writing grants for an educational institution desirable. Strong verbal/written communication and multi-tasking skills, the ability to meet deadlines, and work as a member of a team preferred. Salary low to mid $40's.

Please send cover letter indicating position of interest, resume and the name, address, and telephone number of three references by October 11th to:

Affirmative Action Officer, Dept. HI
Orange County Community College
115 South Street, Middletown, NY 10940
Email: OCCCHR@sunyorange.edu

SUNY ORANGE

www.sunyorange.edu

ORANGE COUNTY COMMUNITY COLLEGE

The Educational Choice of Orange County

AA/EOE

Assistant Athletic Trainer

DEPAUW UNIVERSITY

DePauw University has an opening for Assistant Athletic Trainer. Main responsibilities include providing health care for intercollegiate student-athletes; working with fellow athletic trainers; teaching courses in the Department of Kinesiology; and supervising and instructing students in CAAHEP accredited programs. Undergraduate degree in athletic training recommended, Masters degree preferred. NATABOC Certification and previous experience either as a student assistant or as a paid athletic staff member required. For a complete job bulletin visit **www.depauw.edu/admin/hr**. Interested applicants should send letter of application and resume which lists a minimum of three references to: **Rex Call, ATC/L, Director of Sports Medicine, Athletic Department, DePauw University, Lilly Center, Greencastle, Indiana 46135; or call 765/658-4937; or fax 765/658-4964.** Applications will be reviewed until position is filled.

DePauw University is an affirmative action, equal opportunity employer and encourages application from women and members of under-represented groups.

MIAMI UNIVERSITY

The Cintas Chair in Entrepreneurship

The Richard T. Farmer School of Business at Miami University seeks candidates for the Cintas Chair in Entrepreneurship. The successful candidate will advance the national reputation in entrepreneurship enjoyed by the University. Responsibilities include working with students, faculty and business leaders to increase interest and activity in entrepreneurship. The Chair is expected to provide intellectual leadership through contributions in curriculum development, teaching, scholarship and service to the community and the profession.

Over five hundred students are enrolled in the entrepreneurship program at Miami University. The nine-course entrepreneurship curriculum, entitled *Imagine and Implement, Dream and Do* (IIDD), together with support programs and related initiatives was recognized by the United States Association for Small Business and Entrepreneurship as the "2001 Model Undergraduate Entrepreneurship Program" in the nation. Miami's business plan teams have won national competitions (2000 and 2001).

Thomas C. Page Center for Entrepreneurship

The Page Center advocates and sponsors programs promoting student exposure to entrepreneurship and provides students opportunities to develop entrepreneurial skills and behaviors in extracurricular activities such as its mentor and various outreach programs. The student-run entrepreneurship club, *Ingenuity Inc.*, has an active membership of over 50 students. The *Entrepreneurial Resource Lab* houses several major Page Center programs, including the Redhawk Hatchery, a student business incubator; the Innovation Factory and the Kauffman Entrepreneurial Internship Program. The Cintas Chair will have the option to serve as director of the Page Center, but it is not a necessary part of the position of Chair.

Richard T. Farmer School of Business

The School has 150 full-time faculty in six academic departments, approximately 4,500 undergraduate students in 11 baccalaureate degree programs and 140 graduate students in three master's degree programs. The mission of the School is to be a premier business program that provides students with the life-long ability to seek and acquire knowledge and translate it into responsible action in a competitive global environment. Towards that end, the School endorses a commitment to liberal education, as well as to the business-specific curriculum. The School has been accredited by the Association to Advance Collegiate Schools of Business (AACSB) at the undergraduate level since 1932 and at the graduate level since 1961.

Miami University

Miami University is a state-assisted university located in southwestern Ohio. Established in 1809, Miami is a selective public university with a long tradition of dedication to teaching excellence and undergraduate liberal education. Miami has an enrollment of more than 21,000 students on four campuses and awards baccalaureate degrees in over 70 areas, master's degrees in 50 areas and doctoral degrees in 9 disciplines. The main campus is in Oxford, a city of 10,500 located 35 miles north of Cincinnati and 45 miles southwest of Dayton.

Information for Candidates

The ideal candidate will either be an established academic leader or an innovative high potential individual at an earlier career stage. Candidates must have an earned doctorate with significant accomplishment as a scholar and teacher, with background in either the more focused field of entrepreneurship or in related fields such as management or marketing, to name only two. The rank and tenure status of the Cintas Chair will depend upon the professional accomplishments of the candidate. Review of applications will continue until the position is filled.

To ensure full consideration, applicants should submit a letter of interest, resume, and the names, addresses (including email) and telephone numbers for at least three references, no later than October 23. *Applicants are encouraged to submit materials by email, Word attachment.* Nominations, applications and requests for further information about the positions should be directed to:

Joshua L. Schwarz, Chair, Search Committee
Cintas Chair in Entrepreneurship
Richard T. Farmer School of Business
Miami University, Oxford, Ohio 45056
Fax: (513) 529-2342 Phone: (513) 529-1653
Email: SCHWARJL@muohio.edu

The Search Committee is being assisted by the firm, A.T. Kearney and questions may be directed to: Charles I. Bunting at charles.bunting@atkearney.com, or (703) 739-4630; or Steve Leo at Stephen.leo@atkearney.com, or (703) 739-4631.

Interested individuals are encouraged to visit the website:
http://www.sba.muohio.edu/PageCenter/
Miami University is an equal opportunity/affirmative action employer.

Southwestern University

AT GEORGETOWN, TEXAS

Professional Opportunities

Southwestern University, the first institution of higher learning in Texas, chartered by the Republic of Texas in 1840, is a selective, undergraduate institution committed to broad-based liberal arts and sciences education. Affiliated with the United Methodist Church, it has over 1200 students and a history of stable enrollment. Southwestern's core purpose is to foster a liberal arts community whose values and actions encourage contributions toward the well-being of humanity. The University has immediate openings for three professional positions in Institutional Advancement.

Director of Major Gifts / Development / Position #10075

This newly created position will provide leadership to the critical major gifts development function. Responsibilities include planning and executing an aggressive major gifts program by working closely with department chairs, faculty, administrators, and volunteers to identify prospective donors, cultivate relationships, solicit gifts, and provide proper stewardship.

Assistant Director of Alumni Relations / Alumni Relations / Position #10096

This newly created position will be responsible for enhancing relationships among alumni and between alumni and the University. Responsibilities include planning and implementing various alumni programs including the University's reunion program; assisting with recruitment, training, and utilization of volunteers; supporting, advising, and co-advising various alumni groups; and maintaining content for the alumni web site; etc.

Director of Publications / University Relations / Position #10083:

This position will be responsible for the production of printed materials and other media that support the advancement of Southwestern University. Responsibilities include conceiving, managing, directing, producing, and improving the publications and other media that directly support the strategic objectives of Southwestern University's offices of Development and Admission, as well as establishing visibility objectives, including alumni, parents, and other constituents.

For a full description of the duties and qualifications for each position, please visit our web site at www.southwestern.edu.

Interested persons may apply by submitting a letter of interest for the specific position in which you have an interest, resume, the names, addresses and phone numbers of three professional references, and salary history and expectation to:

Southwestern University
Office of Human Resources
P.O. Box 770
Georgetown, TX, 78627-0770
or fax to 512-863-1880
or email to hrjobs@southwestern.edu.

Resumes for each position will be reviewed immediately and continue until the positions are filled. Only application packets which include all requested information listed above will be considered. *Southwestern University is an Equal Opportunity Employer and encourages women and minorities to apply. EOE/M/F.*

CALIFORNIA STATE UNIVERSITY FULLERTON, *DEPARTMENT OF CHEMISTRY AND BIOCHEMISTRY,* is recruiting an Assistant Professor for a tenure-track position to begin August 2003. A PhD and postdoctoral experience are required. Primary teaching responsibilities will be analytical chemistry classes at the undergraduate and master's level, with secondary responsibilities in general chemistry courses for majors and non-majors and courses related to the candidate's specialty area. The successful candidate will be expected to establish a productive research program that involves undergraduate and master's students in experimental analytical and/or physical chemistry. Preference will be given to candidates whose research complements current faculty interests. Review of applications will begin November 1, 2002 and continue until the position is filled. Send vita, research plans, and a summary of teaching philosophy and preferences, and arrange to have three letters of recommendation sent to **Dr. Richard Deming, Department of Chemistry and Biochemistry, P. O. Box 6866, CSU Fullerton, Fullerton, CA 92834-6866.** *Affirmative Action/Equal Opportunity Employer. Women and minority candidates are particularly encouraged to apply.*

(see web site: http://chemserv2.fullerton.edu)

Print Media Artist Assistant Professor I-II
(no other rank will be considered)
University of California, Santa Cruz

Tenure track. Printmaker with a board knowledge of historical and contemporary art and a thorough understanding of technical, aesthetic, critical, and theoretical issues in printmaking. Candidates must have expertise in one or more of the following areas: photographic printmaking, digital printmaking, and offset printmaking processes, or bookarts. Minimum Qualifications: Terminal degree in studio art or equivalent professional qualifications; strong exhibition record, teaching excellence or demonstrated potential for excellence; ability to communicate and work effectively with students, faculty & administrators; demonstrated potential for undertaking administrative service. To apply: ltr of application, CV, 20 slides of recent work, and 10 slides of student work; syllabi and relevant undergrad curriculum plans; names of 3 prof. refs. w/addresses, phone #'s. A/D November 15, 2002. Send to: SC, **Baskin Visual Arts, University of California, 1156 High Street, Santa Cruz, CA 95064.** EOE WMA. Refer to position number 159. Questions/request for full application requirements: **visart@cats.ucsc.edu** (831) 459-2272 **http://www2.ucsc.edu/ahr/employment/bulletin.html**

BOSTON COLLEGE
LYNCH SCHOOL OF EDUCATION
THREE TENURE-TRACK POSITIONS

The Department of Counseling, Developmental and Educational Psychology is searching for three tenure-track positions to begin September 2003, to contribute to our graduate (doctoral and masters') and undergraduate programs. Applications are especially encouraged from persons who would enhance the ethnic, linguistic, and cultural diversity of the Lynch School. Interested persons should send a vita, a statement of research and teaching interests, at least three letters of recommendation, and (p)reprints to: The Respective Search Committee Chair, Lynch School of Education, Boston College, Campion Hall, Chestnut Hill, MA 02467. The department's Program in Applied Developmental and Educational Psychology is searching for two positions: **1. Senior Scholar in social-emotional development** (Search Cmt. Chair: Dr. Jacqueline Lerner). This position carries the possibility of appointment as a **tenured professor in a named endowed chair.** Areas of interest include the study of social cognition, connection to schools and communities, social/peer relations, social competence, self-regulation, and prosocial behavior in early or middle childhood or adolescence; **2. Assistant professor in cognitive development** with a focus on early or middle childhood (Search Cmt. Chair: Dr. Joan Lucariello). Areas of interest include the study of cognitive development in relation to learning, sociocultural context, and the application of theory to children in urban contexts, including schools. **Deadline for applications for these two positions is December 15.** The department's APA-accredited Counseling Psychology Program seeks to fill one position: **3. Assistant professor** from **counseling, clinical, or community psychology** (Search Cmt. Chair: Dr. Lisa Goodman). Areas of interest include community research with clear social policy implications, and the public practice of psychology focusing on children, youth, and families in urban settings. Applicants should be licensed or license-eligible. **Review of applications for this position will begin Nov 15.** *Boston College is an Equal Opportunity, Affirmative Action Employer.* More information on the Lynch School of Education is available at www.bc.edu/lynchschool.

TOWSON UNIVERSITY

DEAN, COLLEGE OF FINE ARTS AND COMMUNICATION

Applications and nominations are invited for the position of Dean of the College of Fine Arts and Communication at Towson University. The College has a strong history as a student-centered environment that celebrates the diversity of the arts and communication disciplines. We are seeking an energetic leader who will enhance the collegial atmosphere with a collaborative administration. The Dean may assume office early in 2003, but no later than July 1, 2003. The Dean is responsible for providing leadership for the departments of Art, Dance, Electronic Media and Film, Mass Communication and Communication Studies, Music, and Theatre and for outreach to the community. The College enrolls over 2,000 undergraduate and graduate students with a full time faculty of over 80. Undergraduate programs are offered in each department; Master's programs are offered in Art, Art Education, Mass Communication, Music, and Theatre.

A successful candidate will have a terminal degree in one of the fields in the college with a proven record in:

- Leadership and academic administration;
- Proactive development and evaluation of faculty;
- Teaching excellence;
- Community outreach;
- Obtaining external funding;
- Scholarship/ creative activity;
- Knowledge of current technologies.

An application should include a detailed curriculum vitae; a list of five references including addresses, telephone numbers, and e-mail addresses; and a one page statement on the role of the dean of a college at a public, comprehensive university. Applications and nominations may be reviewed and considered until the position is filled. The review process will begin 31 October 2002 and continue until position is filled. All materials should be sent to: **Denise Raspa, Search Committee Administrative Assistant, Dean of the College of Fine Arts and Communications, Office of the Provost, Towson University, 8000 York Road, Towson, Maryland 21252-0001, draspa@towson.edu, 410-704-2126**

Founded in 1866, Towson University, situated on 328 acres, is located in the suburban community of Towson, Maryland, just north of Baltimore and 45 miles from Washington, D.C. As the Baltimore area's largest university and Maryland's largest comprehensive university, Towson plays a vital role in the educational, economic, and cultural life of Baltimore and the State of Maryland. Towson University is recognized regionally and nationally for high quality programs in the liberal arts and sciences, education, fine arts, performing arts, health professions, and business. Over 500 distinguished full-time faculty members holding the highest degree of academic preparation in their fields teach a student body of nearly 17,000. Towson University continues to expand its degree programs at the undergraduate, graduate, and doctoral levels that are currently at 60, 33, and 3 respectively.

Towson University is an equal opportunity/ affirmative action employer and has a strong institutional commitment to diversity. Women, minorities, persons with disabilities, and veterans are encouraged to apply.

MANCHESTER
COMMUNITY
COLLEGE

MCC, a dynamic institution with state-of-the-art facilities, outstanding educational programs, and a strong commitment to diversity, is seeking candidates to fill the Spring 2003 anticipated openings for:

Assistant Director of Information Technology

◆

Assistant Professor (Computer Science/Technology)

◆

Assistant Professor (Engineering and Technology)

◆

Instructor (English)

◆

Instructor (Photography)

For a copy of the vacancy announcement, including minimum qualifications and salary, please visit our website at **www.mcc.commnet.edu,** or call (860) 512-3610.Send letter of intent, resume, transcripts, and the names of three references to:

Deborah A. Wilson, Director of Human Resources
Manchester Community College
Great Path, P.O. Box 1046
Manchester, CT 06045-1046

Must be postmarked no later than October 4, 2002
EOE/AA/M/F

Assistant/Associate Professor
Department of Animal & Range Sciences

New Mexico State University is seeking an Assistant/Associate Professor, Tenure Track, 12 month, full-time, (~30% teaching and ~70% research) for the Range Science program in the Department of Animal & Range Sciences. Demonstration of proficiency and competence in teaching is essential. Teaching duties will include undergraduate and graduate courses in areas of grazing ecology and management, incorporating such topics as rangeland ecology, research methods, livestock grazing management, and plant-herbivore interactions. Other courses may be offered depending on the interests and abilities of the successful candidate. Support and participation in all aspects of the undergraduate and graduate teaching programs is required. Ability to develop and maintain an independent research program is a requirement of this position. Research activities should be devoted to the area of grazing ecology and management as related to land use policy, and may include specific research in areas such as fire ecology, rangeland management principles, and plant-herbivore interactions. The interest and ability to obtain extramural funding and direct graduate research is important. The selected candidate is expected to complement but not duplicate current research strengths in the department. Ph.D. degree in rangeland resources is required with a preferred emphasis in grazing ecology and management. The Ph.D. degree must be completed by date of hire. Evidence of strong teaching proficiency or aptitude and successful interaction with students is necessary. The ability to cooperate and communicate with diverse student and community populations, colleagues, and government or industry clientele is required. Demonstrated research experience (design, fund, conduct, and publish a project) in the area of rangeland management is highly desirable. Evidence of the applicants ability to conduct both independent and collaborative research should be provided. Send a letter of application, resume, and academic transcripts, and request that four letters of recommendation be sent on your behalf, addressing the qualifications and responsibilities of this position to: **Dr. Mark Wise, MSC Box 3-I, Animal & Range Sciences Dept. New Mexico State University, Las Cruces, NM 88003. (505) 646-2515. E-Mail mawise@nmsu.edu Fax: (505)646-5441** The selection process will begin **November 1, 2002,** and continue until the position is filled. Minority and female applicants are strongly encouraged to apply.

New Mexico State University is an equal opportunity affirmative action employer. Offer of employment is contingent upon verification of the individuals eligibility for employment in the United States.

ITHACA
COLLEGE

Roy H. Park School of Communications

One tenure-eligible position in media research starting August 15, 2003 offers the successful applicant the opportunity to teach and research in a lively, creative, and engaging environment and to take part in shaping an evolving curriculum in one of the strongest undergraduate communication programs in the country. Rank: Assistant/Associate Professor; salary competitive.

The Department of Television-Radio at Ithaca College is committed to providing students a liberal arts education within a professional program. The department currently confers the B.S. degree in Television-Radio (with concentrations in video production, audio production, international communication, advertising/public relations, media management, and directed studies); the B.A. degree in Journalism; the B.A. degree in Media Studies; and the B.S. degree in Telecommunications Management.

POSITION DESCRIPTION

Ph.D/ABD in communication or related field required. ABD candidates who have made significant progress towards their degree will be considered.

We are seeking candidates who are conversant in and able to teach both quantitative and qualitative research methods as well as research applications in media industries. A research background in and ability to teach media effects is highly desirable. The successful candidate will have a demonstrated record of or potential for scholarly research and publication, and be capable of contributing to the extension and expansion of our curriculum in the area of media research. They will also act as an academic advisor to students and serve on department, school, and college committees.

Applicants should send a current vita, statement of interest, including areas of teaching and research, and three current reference letters to: **Chair, Media Research Search Committee, c/o Karen Armstrong, Department of Television-Radio, Roy H. Park School of Communications, Ithaca College, 328 Roy H. Park Hall, Ithaca, NY, 14850-7253, Phone: 607-274-3260.** No faxed or electronically-transmitted applications will be accepted. Screening of applications will begin immediately. Applications will be accepted until the position is filled.

Ithaca College is an Equal Opportunity/Affirmative Action Employer. Members of underrepresented groups (including people of color, persons with disabilities, Vietnam veterans, and women) are encouraged to apply.

Berry College

DEAN OF ADMISSIONS

Located on 28,000 acres, Berry College has an enrollment of approximately 1,900 undergraduates. In addition to the Bachelor of Arts, the Bachelor of Music, and the Bachelor of Science, the college also offers three graduate degrees - the Master of Business Administration, the Master of Education, and the Education Specialist degree. The college also offers a comprehensive curriculum that stresses academic excellence, practical work experience, and an interdenominational religion-in-life program.

Ninety-one percent of the recent entering class had a 3.0 GPA or better in high school and 94% ranked in the top 20% of their high school graduating class. In its 2001 ranking, the U.S. News and World Report ranked Berry number one in the regional comprehensive colleges - bachelors classification. The campus, second to none in its beauty, is located equidistance between Chattanooga, Tennessee, and Atlanta, Georgia.

The preferred candidate will have an appreciation for the liberal arts and be familiar with the market challenges in private higher education. He or she will have a sophisticated understanding of enrollment strategies, market research, and emerging technologies in recruitment. The candidate should also have a strategic understanding of financial aid, pricing and leveraging. This position requires strong managerial experience, solid analytical abilities, and excellent planning and communication skills.

Qualifications: Experience in a similar position preferred. Must possess the ability to interact directly with faculty, staff, and students with a style that is immediate, open, responsive, and welcoming of individuals from diverse backgrounds.

Application: Applicants should submit a statement of interest, a current c.v., and three letters of reference. Screening of applications will begin November 1 and will continue until the selection process is complete. Appointment date is July 1, 2003.

Nominations and applications should be sent to **Thomas W. Carver, Vice President for Student Affairs, P. O. Box 495009, Mount Berry, GA 30149-5009;** E-mail address is tcarver@berry.edu. Phone-706-236-2207; Fax - 706-290-2649. See Berry's web site - www.berry.edu.

THE UNIVERSITY OF MICHIGAN

Executive Vice President and Chief Financial Officer

The University of Michigan invites nominations and applications for the position of Executive Vice President and Chief Financial Officer (EVP/CFO). As a senior leader of the institution, the EVP/CFO is responsible to the President for University-wide general supervision of finances, investments, business operations, and administrative functions.

The University of Michigan is one of the premier research universities in the nation. The University's 2001-02 all funds operating budget exceeded $3.7 billion, and its endowment has a market value of approximately $3.5 billion. The University has 30,000 staff, of whom more than 4,400 are faculty. In addition, the University employs more than 20,000 temporary workers, most of whom are students. Seven bargaining units represent approximately 7,700 staff.

The Executive Vice President and Chief Financial Officer is responsible for the financial affairs, complex business operations, extensive physical plant, and safety and security of the institution, and has responsibility for human resources and administrative information systems as well. The EVP/CFO leads a unit of 2,400 people with a budget of $400 million.

Candidates must present a distinguished record of leadership, with advanced academic credentials appropriate to the position. Successful candidates must have demonstrated the skill to lead and manage the financial, investment, administrative, human resource and operational affairs of a complex, decentralized, and diverse organization. Candidates must understand and support the missions of the University in teaching, research, and service.

Nominations and applications should be sent to: **Dr. Anjan Thakor, Chair, Executive Vice President and CFO Search Advisory Committee, in care of: Dr. Gary Krenz, University of Michigan, President's Office, 503 Thompson, Ann Arbor, MI 48109-1340.**

The firm of Auerbach Associates has been retained to assist in conducting this search. Interested individuals may prefer to contact: **Judith Auerbach, Auerbach Associates, 65 Franklin Street, Suite 400, Boston, MA 02110; Fax: 617-484 5199; (Electronic submissions preferred; email to jeff@auerbach-assc.com)**

Consideration of candidates will begin immediately.

The University of Michigan is an equal opportunity/affirmative action employer.

WWW.UMICH.EDU

CNR Wisdom for life.

The College of New Rochelle

GRADUATE FACULTY AND PROFESSIONAL STAFF OPENINGS

The Graduate School of The College of New Rochelle
(located in Westchester County, New York)
invites applications for the following positions:

Tenure Track Faculty Positions
(Available Spring 2003 or Fall 2003)

- **MULTICULTURAL/MULTILINGUAL EDUCATION:** Doctorate in TESOL/Bilingual Education or related field with additional experience as a classroom teacher. Fluency in a second language required.
- **LITERACY EDUCATION:** Doctorate in Literacy (Reading) or related field with at least 3 years' experience as a classroom teacher.
- **EARLY CHILDHOOD EDUCATION:** Doctorate in Early Childhood Education or related field. Experience as a classroom teacher and knowledge of developmentally appropriate practice required.
- **GERONTOLOGY/COUNSELING:** Doctorate in Human Services related field with strong gerontology experience and expertise in counseling education preferred.
- **CAREER DEVELOPMENT/COUNSELING:** Doctorate in Career Development or related field.

Administration (Available Immediately)

- **DIVISION HEAD OF HUMAN SERVICES:** Doctorate in Human Services or related field. Administrative responsibility for the Division of Human Services, which includes Career Development, Community-School Psychology, Gerontology, Guidance and Counseling, and Thanatology.

Adjunct Faculty Positions
(Fall 2002, Spring 2003)

Adjunct faculty are sought in the following areas:

Administration and Supervision; Early Childhood Education; Childhood Education; Speech-Language Pathology; School Psychology; Gerontology; Career Development; Guidance and Counseling; Communication Studies; Art Education; Studio Art; Literacy Education; Multicultural/Multilingual Education; Gifted Education.

Master's degree required; the doctorate is preferred.

Review of applications will begin immediately and continue until the positions are filled. For all positions, send a letter of interest (stating desired position), a current resume, and the names/addresses/phone numbers of 3 references, to:

Dr. Nancy Brown, Graduate Dean
THE COLLEGE OF NEW ROCHELLE
29 Castle Place, New Rochelle, NY 10805
Fax: (914) 654-5593
Email: nbrown@cnr.edu

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Assistant Professor in Psychology

The School of Communication at Emerson College invites applications for a tenure-track assistant professor in Psychology with expertise in cognition and/or perception. We seek a faculty colleague with teaching and research interests in one or more of the following areas: information processing, new media psychology, instructional psychology and technology, visual science, human-machine interaction, or related studies. The faculty member will be housed within the Department of Communication Sciences and Disorders; responsibilities will include developing and teaching general education courses that relate to the college's various majors and participating in the Institute for Liberal Arts and Interdisciplinary Studies.

Emerson College is the nation's only four-year institution dedicated exclusively to majors in communication and performing arts. A full liberal arts education is offered to undergraduates, whose majors include film/media studies, performing arts, journalism, advertising, public relations, management communication, and speech/language disorders. Thus, we are interested in identifying candidates who can bridge psychology with our specialty areas. For more information on our curriculum and faculty visit our website at www.emerson.edu.

Candidates must have (or be near completion of) a doctoral degree in psychology, a teaching plan, and research experience. To apply for this position, please send a letter of application, curriculum vitae, selected reprints or preprints, information on teaching, and three letters of recommendation to: **Dr. Lori Rosenthal, Chair, Psychology Search Committee, Department of Communication Sciences and Disorders, School of Communication, 120 Boylston Street, Boston, MA 02116.**

Review of applications will begin on October 15, 2002 and will continue until the position is filled. The starting date for this position is September 2003. Emerson is an Affirmative Action/Equal Opportunity Employer that encourages diversity in its workplace.

1880

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RICE

ECOLOGIST

The Department of Ecology and Evolutionary Biology at Rice University (**http://www.ruf.rice.edu/~eeb/**) is seeking to fill an anticipated tenure-track position at the **ASSISTANT PROFESSOR** level. We seek a highly qualified individual in the field of ecology, broadly construed to include, for example, theoretical, empirical and/or experimental approaches to the study of populations, communities and ecosystems. Rice is a private research university with a strong commitment to the highest standards of education at the graduate and undergraduate levels. Applicants should submit a c.v., statements of research and teaching interests and request four letters of recommendation. All materials should be sent to **Ecologist Search Committee, Department of Ecology and Evolutionary Biology MS- 170, Rice University, P.O. Box 1892, Houston TX 77251 - 1892,** by November 30, 2002.

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WESTERN CONNECTICUT STATE UNIVERSITY
COUNSELOR - COUNSELING CENTER

WCSU is seeking to fill an entry level, full-time, 10-month permanent counselor position. Responsibilities include: individual and group counseling, crisis intervention, assessment, career testing & feedback, consultation and psycho-educational outreach to a diverse population.

Qualifications: A doctorate in Psychology from an APA accredited program in Clinical or Counseling Psychology (Ph.D., Psy.D.) is preferred. Licensed mental health professionals in psychology, social work or counseling (LCSW, LPC, LMFT) will be considered. Applicants must have Connecticut license or eligibility, and experience in a college mental health setting. Drug and alcohol specialized experience highly desirable.

Application Process: Interested applicants should send a letter of application, curriculum vitae, and three professional references with phone numbers to: Dr. Fredrica R. Halligan, Director of the Counseling Center, WCSU, 181 White Street, Danbury, CT 06810. Fax: 203-837-8416. Applications must be received by November 15, 2002.

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SDSU

Global Economy Since 1500. Tenure-track assistant professorship, beginning August 2003. The Department of History at San Diego State University seeks a historian whose research addresses the development and challenges of the global economy from interdisciplinary, comparative, and cross-cultural perspectives. Ph.D. required by August 20, 2003. Candidates are expected to have:

- A commitment to teach an ethnically, culturally, and linguistically diverse undergraduate population;
- Comparative, cross-cultural, and interdisciplinary research and teaching methods;
- A willingness to teach either U.S. or World History and one of the department's History for Teachers courses, as well as courses in the area of specialization and in the graduate program.

Information about the department is available at our Web Site: **http://www-rohan.sdsu.edu/dept/histweb/dept.html.** Please send application letter, three letters of recommendation, sample syllabi, and c.v. to **Professor Elizabeth Colwill, Recruitment Chair, Department of History, San Diego State University, 5500 Campanile Drive, San Diego, CA 92182-8147.** Complete application packets should arrive by November 15 to receive fullest consideration; review of applications will continue until position is filled. *SDSU is an Equal Opportunity Title IX Employer and does not discriminate against persons on the basis of race, religion, and national origin, sexual orientation, gender, and marital status, age, or disability, or veterans status, including veterans of the Vietnam era.*

The Muslim World. Tenure-track assistant professorship, beginning August 2003. The Department of History at San Diego State University seeks a historian to teach courses on the history of Muslim societies. This scholar should have research interests and expertise in historical problems that bear on Muslim societies of Afro-Eurasia in any period from the seventh to the twentieth century, and should be able to situate Muslim civilization in interdisciplinary, comparative, and world historical contexts. Ph.D. required by August 20, 2003. Candidates are expected to have:

- A commitment to teach an ethnically, culturally, and linguistically diverse undergraduate population;
- Comparative, cross-cultural, and interdisciplinary research and teaching methods;
- A willingness to teach both World History surveys and one of the department's History for Teachers courses, as well as courses in the area of specialization and in the graduate program.

Information about the department is available at our Web Site at: **http://www-rohan.sdsu.edu/dept/histweb/dept.html.** Please send application letter, three letters of recommendation, sample syllabi, and c.v. to **Professor Elizabeth Colwill, Recruitment Chair, Department of History, San Diego State University, 5500 Campanile Drive, San Diego, CA 92182-8147.** Complete application packets should arrive by November 1 to receive fullest consideration; review of applications will continue until position is filled. *SDSU is an Equal Opportunity Title IX Employer and does not discriminate against persons on the basis of race, religion, and national origin, sexual orientation, gender, and marital status, age, or disability, or veterans status, including veterans of the Vietnam era.*

South America. Tenure-track assistant professorship, beginning August 2003. The Department of History at San Diego University seeks a historian whose teaching and research explore the political, economic, and/or social history of modern South America in comparative, cross-cultural and interdisciplinary perspectives. Ph.D. required by August 20, 2003. Candidates are expected to have:

- A commitment to teach an ethnically, culturally, and linguistically diverse undergraduate population;
- Comparative, cross-cultural, and interdisciplinary research and teaching methods;
- A willingness to teach both World History surveys and one of the department's History for Teachers courses, as well as courses in the area of specialization and in the graduate program.

Information about the department is available at our Web Site at: **http://www-rohan.sdsu.edu/dept/histweb/dept.html.** Please send application letter, three letters of recommendation, sample syllabi, and c.v. to **Professor Elizabeth Colwill, Recruitment Chair, Department of History, San Diego State University, 5500 Campanile Drive, San Diego, CA 92182-8147.** Complete application packets should arrive by November 15 to receive fullest consideration; review of applications will continue until position is filled. *SDSU is an Equal Opportunity Title IX Employer and does not discriminate against persons on the basis of race, religion, and national origin, sexual orientation, gender, and marital status, age, or disability, or veterans status, including veterans of the Vietnam era.*

DEAN
DIVISION OF LIFE SCIENCES
COLLEGE OF LETTERS AND SCIENCE

Applications and nominations are invited for the position of Dean of the Division of Life Sciences in the College of Letters and Science at UCLA, effective July 1, 2003. The Dean has responsibility for setting academic priorities, the allocation of resources, the academic personnel process, the recruitment and retention of faculty, the development and enhancement of educational and research programs, and the implementation of the development programs. The incumbent also serves as Senior Associate Dean in the David Geffen School of Medicine with responsibility for oversight of the combined basic science departments and coordination of faculty recruitment and retention with Medicine.

The Dean reports to the Provost of the College of Letters and Science and to the Dean of the David Geffen School of Medicine, with responsibility for five College departments, one Organized Research Unit (ORU) and four Interdepartmental Degree Programs (IDPs). The Division of Life Sciences has approximately 145 ladder faculty, 5,550 undergraduates, 400 graduate students and annual operating expenditures of $58 million.

Candidates should have qualifications appropriate to the rank of full professor. Salary will be commensurate with background and expertise.

For additional information, please go to: http://www.apo.ucla.edu/dean-lifesci/

To be ensure full consideration, nominations and applications should be sent by **October 31, 2002** to:

Life Science Dean Search Committee
c/o Ms. Rene Dennis
Office of the Chancellor-APO
University of California
3109 Murphy Hall - 140701
Los Angeles, CA 90095-1407
Facsimile: (310) 206-9643
Email: rdennis@conet.ucla.edu

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University of Michigan-Flint
Dean,
School of Education and Human Services

The University of Michigan-Flint is seeking a Dean for the School of Education and Human Services (SEHS). A relatively new unit of the University and comprised of the two academic departments of Education and Social Work, SEHS requires a leader who will work with the School's governing faculty in its mission to prepare teachers, administrators, social workers, and other professionals to serve the diverse educational and human service needs of the Greater Flint Metropolitan region.

Candidates must possess the following minimum qualifications:

- ✓ Earned doctorate or other terminal degree in a discipline appropriate to SEHS
- ✓ At least three years of administrative experience at a college or university, or related experience
- ✓ Tenurable academic experience.
- ✓ Experience in program development and budget management.

In order to see a complete description of the Deanship and get acquainted with the School of Education and Human Services, please consult our web site:

www.flint.umich.edu/departments/sehs/

Interested candidates should direct inquiries and/or send application materials to: Office of the Provost and Vice Chancellor for Academic Affairs, c/o Sue Fabbro, University of Michigan-Flint, 229 Pavilion, Flint, Michigan 48502-1950 (telephone: 810-762-3177; email: sefabbro@umflint.edu). ***Required Application Materials:*** letter of interest, curriculum vitae, transcripts *(photocopies are acceptable)*, and names, addresses and phone numbers of three references. The search will remain open until the position is filled.

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Located in Albany, the Capital of New York State, the College is part of a metropolitan area, with a population of approximately 800,000. Excelsior College is accredited by the Commission on Higher Education of the Middle States Association of Colleges and Schools as well as NLNAC, TAC, ABET and ACE. The College provides highly flexible and cost-effective means for working adults to demonstrate college-level competencies to earn accredited college degrees. A staff of 265+ currently serves approximately 18,000 enrolled students and confers 5000 degrees annually. Please visit the Web site at **www.excelsior.edu** for additional information.

Candidates for the Dean position should possess demonstrated leadership accomplishments in a traditional and/or a non-traditional accredited higher educational environment plus experience with non-traditional adult educational programs. It is essential that candidates possess experience developing business and/or technology programs, developing and evaluating curriculum, coordinating and/or participating in accrediting processes, and teaching experience in higher education. Furthermore, it is imperative that candidates have strong consensus building skills, excellent interpersonal and communication skills, and experience developing alliances with corporate constituencies. Educational and experience qualifications include an earned doctorate in a relevant field and 3 to 5 years of leadership and management experience at the level of Dean, Assistant Dean, Department Chair, Division or Program Manager

Excelsior College offers competitive compensation plus a comprehensive fringe benefit package. For confidential consideration, please send, letter of interest, CV/resume, and salary history to our consultants as soon as possible. Applications review will occur during the month of October. Nominations, and/or inquiries to:**The Medley Group, Excelsior College Dean Search, 3540 Wilshire Blvd., Suite PH 8, Los Angeles, CA 90010,** (213)616-0225, (213) 616-0226 (fax) www.resumes@medleyrecruits.com

AA/EOE/ADA

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Linda Farmer — 330-263-2133
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RICE

Fiction Writer Search

Tenure-Track Assistant Professor with expertise in the writing of fiction. Opportunity to design and teach creative writing courses to a select undergraduate student body (2/2 teaching load). M.F.A. or PhD. In Creative Writing and some publication required; prefer writer with one book published or under contract. Send letter, c.v., dossier, and writing sample (max. 25 pages) by **November 1, 2002 to Professor Edward Snow, Search Committee Chair, English Department MS-30, Rice University, 6100 Main St., Houston, TX 77005.** Interviews will be conducted at MLA. *Rice University is an AA/EO employer.*

THE COLLEGE OF

WOOSTER

VICE PRESIDENT FOR ACADEMIC AFFAIRS

The Vice President for Academic Affairs is the chief academic officer of the College and is responsible for the quality of its educational program and the execution of its educational policies. He or she must be a teacher and scholar of distinguished accomplishment and should have a record of leadership and administrative experience.

The Vice President for Academic Affairs is responsible for faculty and administrative appointments, for the program and budgets of the academic departments and related offices, including the Libraries, Instructional Technology, Admissions, and the Office of Student Affairs, and, in cooperation with the Dean of the Faculty, for the development of the curriculum of the College. The individual is the coordinating officer of the College and reports directly to the President.

It is expected that the individual will assume office on or about July 1, 2003. Nominations or letters of application and resumes should be mailed by November 1 to **Chair, Vice President Search Committee, The College of Wooster, Wooster, OH 44691.** Further information is available from the Committee's consultant, **Theodore J. Marchese of Academic Search Consultation Service, at (202) 263-7478.** Inquiries may also be made by e-mail to **vpaasearch@wooster.edu**

The College of Wooster is an equal opportunity, affirmative action employer.

Eastern Connecticut State University

DEAN OF STUDENTS

Eastern Connecticut State University is seeking a Dean of Students, who under the direction of the Vice President for Student Affairs will oversee a range of student life programs and services within Student Affairs at the University. The incumbent will also provide operational assistance, and budget planning and management to the Vice President when called upon.

The Dean will provide oversight of the efforts of Residential Life and Housing, Student Activities, Multicultural and Unity Center Services, Student Center Operations, Judicial Affairs, the University Orientation Program and Student Affairs research functions.

Qualifications: Master's Degree required or Doctorate Degree preferred in Student Personnel Administration or related area and five or more years of professional experience in campus life assignments, preferably within a liberal arts institution of higher education. We seek a strong leader who is an effective communicator with students, faculty, administrators, and parents with diverse backgrounds. We are searching for individuals that make effective use of good administrative skills in planning, managing, and directing various units within student affairs.

Application Procedure: Screening will begin immediately and continue until the position is filled. Please send current resume, a cover letter addressing the above qualifications, and three (3) current letters of recommendation to:

Ms. Donna Snell
Office of the Vice President for Student Affairs
Eastern Connecticut State University
83 Windham Street
Willimantic, CT 06226

Eastern is an AA/EEO Employer. Women, members of protected classes and people with disabilities are encouraged to apply.

World Wide Web:
http://www.easternct.edu/jobs.html

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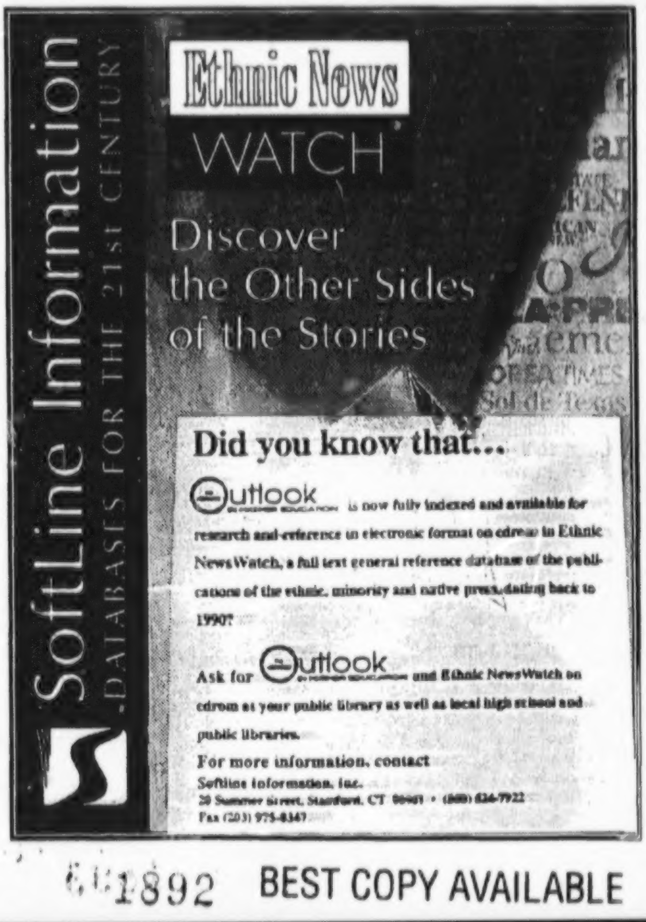
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California State University, Sacramento
Foreign Languages Dept., 6000 J. St.,
Sacramento, CA 95819-6087

Assistant Professor of Spanish, Fall 2003

Asst. Professor of Spanish, tenure-track, appropriate doctoral degree required. Successful candidate will teach all levels of Spanish language and Spanish American Literature, including graduate courses. Duties include advising, committee service, and the direction of M.A. Theses, projects and exams in Spanish. Experience with summer programs in Spanish-speaking countries, while not required, will be considered positively. Must display ability and willingness to work with a diverse student body. Native or near-native fluency in Spanish and English is required.

Salary range: $43,617 - $47,860. Review of applications will begin on December 2, 2002 and will continue until the position is filled. Applications received after March 14 will not be considered in this hiring cycle. Send application letter, CV, and names and telephone numbers of three references to Prof. Lewis Robinson, Chair, c/o Rose Perez.

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¡PUNTO FINAL!

THE CHANGING U.S. DEMOGRAPHY: IMPLICATIONS FOR HIGHER EDUCATION

Loui Olivas, assistant vice president, academic affairs, Arizona State University, has been an active member of the Hispanic Caucus, American Association of Higher Education (AAHE), serving as chair from 1995-96. He is a tenured professor in the Management Department, College of Business, at ASU.

Never have major national newspapers and magazines covered Latino population growth as intensely as they did after the U.S. Census 2000 reports were released last spring. Latinos, now at 35.3 million, represent 13 percent of the U.S. population, surpassing Blacks for the first time in U.S. history and leading all population groups in growth from 1990 to 2000–58 percent.

The U.S. Census Bureau predicts that minority populations will continue to outpace non-minorities over the next 50 years. Over the past 10 years, Latina fertility and birth rates were the highest of all groups–averaging 83.3 births per 1,000 against 57.8 births of White, non-Hispanics. It is predicted that this birth trend will continue over the next 25 years.

Latinos are also the youngest population, by a great margin. Their median age–that at which one-half are above and one-half below it–is 27 while that of the White, non-Hispanic population is 38. Today, four out of 10 Hispanics are under 18 years.

The significance of a rapidly growing and consistently youthful population group has many implications for K-16 enrollments. Latino student enrollment will continue to increase at a much faster rate than that of any other group. A decrease is expected in the age 5-17 population base of Whites and Native Americans. Clearly the future racial and ethnic composition of public school students, including those at colleges and universities, will become more diverse.

Viewing the elementary (K-8) educational pipeline today, as reported by the White House Initiative on Educational Excellence for Hispanic Americans, 15 percent of the enrollment is Latino. From 1978-1998, Latino elementary school enrollment grew by 157 percent, eight times greater than Black and 16 times that of White, non-Hispanic students. By 2025, Latinos are predicted to be 25 percent of the elementary school-age population.

Latino enrollment for grades 9-12 has strikingly similar growth rates. Latinos in these grade levels account for 13 percent of the secondary school enrollment. Over the next 29 years, Latinos are expected to be 23 percent of the secondary school-age population.

The Western Interstate Commission for Higher Education report, *Knocking at the College Door*, 1998, estimates that beginning with the high school graduating class of 2008, Latino graduates will for the first time surpass Blacks as the largest minority group. This phenomenon will continue well into the future. The graduates of 2008 will be the first in a continuing tradition of a large Latino graduating population.

College-age (18-24) participation rates for Latinos have grown over the past 10 years but are still well below those of White, non-Hispanics. The annual report *Minorities in Higher Education Annual Report, 1999-2000*, issued by the American Council on Education (ACE), identifies the trends for all groups.

Finally, Latinos in undergraduate programs now represent 14.5 percent (3.6 million) of the U.S. undergraduate population. Within the next 24 years, it is estimated that this Latino population will grow to 22 percent of the total undergraduate population. Over the next 14 years, the Latino undergraduate population will increase by more than one million students.

Universities across the country will continue admitting students from diverse populations, with larger net enrollments gained from the Latino population. Competition for these students among colleges and universities will increase as institutions try to capture a share of the Latino growing population to offset the leveling off or decrease of the other student populations.

It is clear that institutions of higher education that are successful in meeting the educational needs of the rapidly growing Latino population will be those that have not only acquired a deep understanding of the unique culture, community, family, and experiences of Latina/o college-age students but also use that understanding in recruiting, retaining, and graduating these students. These same institutions must work collaboratively with high schools, Hispanic families, and communities, and must provide the appropriate student financial resources to facilitate college enrollments.

Will we as a nation offer the next generation of young and predominantly minority students the same opportunities and resources afforded the baby boomers of the 1960s, who were overwhelmingly non-minority? Our nation's global competitiveness might be in jeopardy if the educational aspirations and needs of its citizens are not strategically addressed.

If interested in submitting a ¡Punto Final! "think piece," please e-mail us at sloutlook@aol.com for guidelines.

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